

Undergraduate Curriculum Committee
Western Kentucky University

Report to the University Senate:

Date: 28 October 2010
From: Pamela Petty, Chair

The Undergraduate Curriculum Committee submits the following items from the 28 October 2010 meeting for approval by the University Senate:

Information Item Report:

I. Delete a Course

- EE 285, Introduction to Industrial Automation
- EE 421, Active Network Design I
- EE 422, Active Network Design I Lab
- EE 471, Communications II
- NURS 313, Fundamentals of Professional Nursing
- NURS 316, Mental health Nursing
- NURS 325, Health Promotion Across the Lifespan
- NURS 328, Medical Surgical Nursing I
- NURS 409, Nursing Practicum
- NURS 414, Nursing Care of Women, Infants and Children
- NURS 426, Public Health Nursing
- NURS 428, Medica-surgical Nursing II
- NURS 490, Parish Nursing
- UM 101C, Water Utility Management
- UM 205C, Water Utility Organization, Regulation and Law
- UM 215 C, Water utility Finance & Administration
- UM 225C, Human Resource Management for Water Utilities
- UM 235C, Water Utility Management and Human Resources
- UM 245C, Modern Technology and Water Utility
- ENG 462, Topics in Contemporary Literary Theory
- MUS 440, Choral Union
- MUS 441, University Choir
- MUS 444, University Orchestra
- MUS 445, Chamber Singers
- MUS 447, Marching Band
- MUS 448, Band
- MUS 449, Chamber Music
- MUS 450, Applied Secondary
- MUS 453, Applied Principal
- MUS 471, Jazz Ensemble
- MUS 474, Opera Theatre
- RELS 386, Arabic I

RELS 387, Arabic II

II. Suspend a Course

ENG 380, Masterpieces of English Literature
ENG 386, Women Writers
ENG 483, The English Renaissance
ENG 485, The Seventeenth Century
ENG 496, Women's Poetry

III. Revise Course Prerequisites/Corequisites

LTCY 420, Reading in Primary Grades
EE 350, Fundamentals of EE
EE 473, Introduction to Electromagnetic Fields and Waves
ENG 320, American Studies I
ENG 321, American Studies II
ENG 340, Speculative Fiction
ENG 354, History of Drama to 1640
ENG 355, History of Drama since 1640
ENG 385, World Literature
ENG 390, American Masterpieces
ENG 396, Mythology
ENG 399, Topics in English
ENG 410, Composition Theory and Practice in Writing Instruction
PHIL 320, Ethics
PHIL 324, War and Peace
PHIL 404, Metaphysics and Epistemology
PHIL 415, Advanced Logic

IV. Revise a Program

Ref.# 288, Business, Banking Concentration

V. Create a New Course

VI. Make Multiple Revisions to a Course

VII. Temporary Course

SMED 301, Designing and Teaching Inquiry-Based Mathematics and Science Units
CHNF 201, Intensive Intermediate Chinese I
CHNF 202 Intensive Intermediate Chinese II

VIII. Revise Course Catalog Listing

MUS 100, Theory I
MUS 101, Theory II
MUS 200, Theory III
MUS 201, Theory IV

IX. Revise Course Grading System

X. Revise an Academic Policy

XI. Delete a Program

Ref. #269, A. S. Degree in Meteorological Technology

XII. Revise a Course Number

CS 338, Computer Science II

XIII. Create an Equivalent Course

ANTH 341, Peoples and Cultures of Asia

Consent Item Report:

I. Delete a Course

II. Suspend a Course

III. Revise Course Prerequisites/Corequisites

CE 351, Introduction to Environmental Engineering

CE 373, UK-Structural Analysis

CE 382, Structural Analysis

CE 400, CE Senior Design Seminar

CE 461, Hydrology

EE 101, EE Design I

EE 211, Circuits and Networks II

EE 420, Signals and Linear Systems

EE 479, Fund of Optoelectronics

NURS 421, High Acuity Nursing

NURS 422, Senior Practicum

NURS 429, Concepts in Pharmacology II

ENG 412, Theory and Practice of Rhetoric

IV. Revise a Program

Revise Student Teaching: Modifies present policy regarding eligibility to enroll in Student Teaching (ELED 490, MGE 490, SEC 490, EXEC 490, IECE 490) by providing candidates who do not meet critical performance averages an alternative assignment related to Kentucky Teacher Standards.

Ref. #534, Civil Engineering

Ref. #366, Minor in Geographic Information Systems

Ref. #576, Major in Geographic Information Science

Ref. #674, Geography

Ref. #561, English for Secondary Teachers

Ref. #662, English Major (three concentrations)

Ref. #593, Bachelor of Music, concentration in Music Education, Instrumental Sequence

Ref. #593, Bachelor of Music, concentration in Music Education, Integrated Sequence
Ref. #593, Bachelor of Music, concentration in Music Education, Vocal Sequence

V. Create a New Course

SMED 301, Designing and Teaching Inquiry-Based Mathematics and Science Units
CE 176, Civil Engineering Freshman Design
CE 332, Transportation Engineering
CE 352, Introduction to Environmental Engineering
CE 444, Bridge Engineering
GEOG 322, Global Climate Systems
CS 251, Introduction to Database Systems
CS 396, Intermediate Software Project
CS 473, Introduction to Graph Theory
MATH 473, Introduction to Graph Theory
DH 100, Introduction to Dental Hygiene
ENG 430, 19th Century American Literature
ENG 468, Early Modern English Literature
ENG 478, Visiting Writer Summer Workshop
SOC 231, Survey of Criminal Justice
SOCL 376, International Sociology

VI. Make Multiple Revisions to a Course

CS 325, Computer Systems Hardware and Software II
NURS 102, Introduction to Professional Nursing
ENG 457, Modern British Literature
ENG 460, Literary Criticism: Historical PerspectivesI
ENG 487, Dante *The Divine Comedy*
ENG 497, Women's Fiction
ENG 051, English as a Second Language

VII. Temporary Course

VIII. Revise Course Catalog Listing

IX. Revise Course Grading System

X. Revise an Academic Policy

XI. Revise Course Credit Hours

GEOG 317, Geographic Information Systems
ENG 202 English Honors Forum

XII. Revise a Certificate Program

Ref. #174, Geographic Information Systems Certificate

XIII. Create a New Minor Program

Child Life (Darbi Haynes-Lawrence)

XIV. Revise a Course Number

ENG 494, Kentucky Literature

XV. Revise a Course Title

ENG 482, Shakespeare I

ENG 484, The Romantic Movement

Proposal Date: 8/10/2010

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

Contact Person: Mark E. Cambron, mark.cambron@wku.edu, 270-745-8868

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EE 285
- 1.2 Course title: Introduction to Industrial Automation
- 1.3 Credit hours: 2.0

2. Rationale for the course deletion:

The course is no longer a required course in the EE or ME program. There are no plans for this course to be offered again.

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

none

4. Proposed term for implementation: Spring 2011

5. Dates of prior committee approvals:

Engineering Department: 21 Sept 2010

Ogden College Curriculum Committee 14 Oct 2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 8/10/2010

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

Contact Person: Mark E. Cambron, mark.cambron@wku.edu, 270-745-8868

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EE 421
- 1.2 Course title: Active Network Design I
- 1.3 Credit hours: 3.0

2. Rationale for the course deletion:

This course has never been offered and the EE program has no plans to offer it in the future.

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

none

4. Proposed term for implementation: Spring 2011

5. Dates of prior committee approvals:

Engineering Department: 21 Sept 2010

Ogden College Curriculum Committee 14 Oct 2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 8/10/2010

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

Contact Person: Mark E. Cambron, mark.cambron@wku.edu, 270-745-8868

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EE 422
- 1.2 Course title: Active Network Design I Lab
- 1.3 Credit hours: 1.0

2. Rationale for the course deletion:

This course has never been offered and the EE program has no plans to offer it in the future.

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

4. Proposed term for implementation: Spring 2011

5. Dates of prior committee approvals:

Engineering Department: 21 Sept 2010

Ogden College Curriculum Committee 14 Oct 2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 8/10/2010

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

Contact Person: Mark E. Cambron, mark.cambron@wku.edu, 270-745-8868

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EE 471
- 1.2 Course title: Communications II
- 1.3 Credit hours: 3.0

2. Rationale for the course deletion:

This course has never been offered and the EE program has no plans to offer it in the future.

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

none

4. Proposed term for implementation: Spring 2011

5. Dates of prior committee approvals:

Engineering Department: 21 Sept 2010

Ogden College Curriculum Committee 14 Oct 2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 8/5/2010

**College of Health and Human Services
School of Nursing
Proposal to Delete a Course
(Consent Item)**

Contact person: Sherry Lovan Sherry.lovan@wku.edu 745-8769

- 1. Identification of course:**
 - 1.1 Current course prefix and number: NURS 313
 - 1.2 Course title: Fundamentals of Professional Nursing
 - 1.3 Credit hours: 5
- 2. Rationale for the course deletion:** NURS 313 will no longer be offered by the department.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2011
- 5. Dates of prior committee approvals:**

School of Nursing:	8/5/2010
CHHS Undergraduate Curriculum Committee	<u>8/29/2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 8/5/2010

**College of Health and Human Services
School of Nursing
Proposal to Delete a Course
(Consent Item)**

Contact person: Sherry Lovan Sherry.lovan@wku.edu 745-8769

- 1. Identification of course:**
 - 1.1 Current course prefix and number: NURS 316
 - 1.2 Course title: Mental Health Nursing
 - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** NURS 316 will no longer be offered by the department.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2011
- 5. Dates of prior committee approvals:**

School of Nursing:	8/5/2010
CHHS Undergraduate Curriculum Committee	<u>8/29/2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 8/5/2010

**College of Health and Human Services
School of Nursing
Proposal to Delete a Course
(Consent Item)**

Contact person: Sherry Lovan Sherry.lovan@wku.edu 745-8769

- 1. Identification of course:**
 - 1.1 Current course prefix and number: NURS 325
 - 1.2 Course title: Health Promotion Across the Lifespan
 - 1.3 Credit hours: 5
- 2. Rationale for the course deletion:** NURS 325 will no longer be offered by the department.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2011
- 5. Dates of prior committee approvals:**

School of Nursing:	8/5/2010
CHHS Undergraduate Curriculum Committee	<u>8/29/2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 8/5/2010

**College of Health and Human Services
School of Nursing
Proposal to Delete a Course
(Consent Item)**

Contact person: Sherry Lovan Sherry.lovan@wku.edu 745-8769

- 1. Identification of course:**
 - 1.1 Current course prefix and number: NURS 328
 - 1.2 Course title: Medical Surgical Nursing I
 - 1.3 Credit hours: 6
- 2. Rationale for the course deletion:** NURS 328 will no longer be offered by the department.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2011
- 5. Dates of prior committee approvals:**

School of Nursing:	8/5/2010
CHHS Undergraduate Curriculum Committee	<u>8/29/2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 8/5/2010

**College of Health and Human Services
School of Nursing
Proposal to Delete a Course
(Consent Item)**

Contact person: Sherry Lovan Sherry.lovan@wku.edu 745-8769

- 1. Identification of course:**
 - 1.1 Current course prefix and number: NURS 409
 - 1.2 Course title: Nursing Practicum
 - 1.3 Credit hours: 6
- 2. Rationale for the course deletion:** NURS 409 will no longer be offered by the department.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2011
- 5. Dates of prior committee approvals:**

School of Nursing:	8/5/2010
CHHS Undergraduate Curriculum Committee	<u>8/29/2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 8/5/2010

**College of Health and Human Services
School of Nursing
Proposal to Delete a Course
(Consent Item)**

Contact person: Sherry Lovan Sherry.lovan@wku.edu 745-8769

- 1. Identification of course:**
 - 1.1 Current course prefix and number: NURS 414
 - 1.2 Course title: Nursing Care of Women, Infants and Children
 - 1.3 Credit hours: 6
- 2. Rationale for the course deletion:** NURS 414 will no longer be offered by the department.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2011
- 5. Dates of prior committee approvals:**

School of Nursing:	8/5/2010
CHHS Undergraduate Curriculum Committee	<u>8/29/2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 8/5/2010

**College of Health and Human Services
School of Nursing
Proposal to Delete a Course
(Consent Item)**

Contact person: Sherry Lovan Sherry.lovan@wku.edu 745-8769

- 1. Identification of course:**
 - 1.1 Current course prefix and number: NURS 426
 - 1.2 Course title: Public Health Nursing
 - 1.3 Credit hours: 5
- 2. Rationale for the course deletion:** NURS 426 will no longer be offered by the department after Fall 2010.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2011
- 5. Dates of prior committee approvals:**

School of Nursing:	8/5/2010
CHHS Undergraduate Curriculum Committee	<u>8/29/2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 8/5/2010

**College of Health and Human Services
School of Nursing
Proposal to Delete a Course
(Consent Item)**

Contact person: Sherry Lovan Sherry.lovan@wku.edu 745-8769

- 1. Identification of course:**
 - 1.1 Current course prefix and number: NURS 428
 - 1.2 Course title: Medical-Surgical Nursing II
 - 1.3 Credit hours: 5
- 2. Rationale for the course deletion:** NURS 428 will no longer be offered by the department.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2011
- 5. Dates of prior committee approvals:**

School of Nursing:	8/5/2010
CHHS Undergraduate Curriculum Committee	<u>8/29/2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 8/5/2010

**College of Health and Human Services
School of Nursing
Proposal to Delete a Course
(Consent Item)**

Contact person: Sherry Lovan Sherry.lovan@wku.edu 745-8769

- 1. Identification of course:**
 - 1.1 Current course prefix and number: NURS 490
 - 1.2 Course title: Parish Nursing
 - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** NURS 490 will no longer be offered by the department.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2011
- 5. Dates of prior committee approvals:**

School of Nursing:	8/5/2010
CHHS Undergraduate Curriculum Committee	<u>8/29/2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 7/11/2010

**University College
Business Division
Proposal to Delete a Course
(Consent Item)**

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

1. Identification of course:

- 1.4 Current course prefix and number **UM 101C**
- 1.5 Course title: **Water Utility Management**
- 1.6 Credit hours: **3**

2. Rationale for the course deletion: All courses in this program are being incorporated into a new program under the prefix WTTI

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

4. Proposed term for implementation:

5. Dates of prior committee approvals:

Business Division: September 1, 2010

University College Curriculum Committee: September 27, 2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 7/11/2010

**University College
Business Division
Proposal to Delete a Course
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix and number **UM 205C**
- 1.2 Course title: **Water Utility Organization, Regulation & Law**
- 1.3 Credit hours: **3**

2. Rationale for the course deletion: All courses in this program are being incorporated into a new program under the prefix WTTI

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

4. Proposed term for implementation:

5. Dates of prior committee approvals:

Business Division: September 1, 2010

University College Curriculum Committee: September 27, 2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 7/11/2010

**University College
Business Division
Proposal to Delete a Course
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix and number **UM 215C**
- 1.2 Course title: **Water Utility Finance & Administration**
- 1.3 Credit hours: **3**

2. Rationale for the course deletion: All courses in this program are being incorporated into a new program under the prefix WTTI

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

4. Proposed term for implementation:

5. Dates of prior committee approvals:

Business Division: September 1, 2010

University College Curriculum Committee: September 27, 2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 7/11/2010

**University College
Business Division
Proposal to Delete a Course
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix and number **UM 225C**
- 1.2 Course title: **Human Resource Management for Water Utilities**
- 1.3 Credit hours: **3**

2. Rationale for the course deletion: All courses in this program are being incorporated into a new program under the prefix WTTI

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

4. Proposed term for implementation:

5. Dates of prior committee approvals:

Business Division: September 1, 2010

University College Curriculum Committee: September 27, 2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 7/11/2010

**University College
Business Division
Proposal to Delete a Course
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix and number **UM 235C**
- 1.2 Course title: **Water Utility Management and Human Relations**
- 1.3 Credit hours: **3**

2. Rationale for the course deletion: All courses in this program are being incorporated into a new program under the prefix WTTI

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

4. Proposed term for implementation:

5. Dates of prior committee approvals:

Business Division: September 1, 2010

University College Curriculum Committee: September 27, 2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 7/11/2010

**University College
Business Division
Proposal to Delete a Course
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix and number **UM 245C**
- 1.2 Course title: **Modern Technology and Water Utility Management**
- 1.3 Credit hours: **3**

2. Rationale for the course deletion: All courses in this program are being incorporated into a new program under the prefix WTTI

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

4. Proposed term for implementation:

5. Dates of prior committee approvals:

Business Division: September 1, 2010

University College Curriculum Committee: September 27, 2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 8/11/10

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

Contact Person: Katie Green
katherine.green@wku.edu
(270) 745-3045

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 462
- 1.2 Course title: Topics in Contemporary Literary Theory
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Formerly offered as one of two theory courses at the undergraduate level. Given limited demand for these courses, we wish to consolidate them as one offering.

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

4. Proposed term for implementation: 201110

5. Dates of prior committee approvals:

English Department/Division: _____ 9/17/10 _____

PCAL Curriculum Committee _____ 10/04/10 _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: August 23, 2010

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

Contact Person: Mitzi Groom, Department of Music, head, mitzi.groom@wku.edu, 5-3751

1. Identification of courses:

1.1, 1.2, 1.3: Course/course title/credit hours

MUS 440/Choral Union/1 hr.

MUS 441/University Choir/1 hr.

MUS 444/University Orchestra/1 hr.

MUS 445/Chamber Singers/1 hr.

MUS 447/Marching Band/1 hr.

MUS 448/Band/1 hr.

MUS 449/Chamber Music/1 hr.

MUS 450/Applied Secondary/1 hr.

MUS 453/Applied Principal/2 hr.

MUS 471/Jazz Ensemble/1 hr.

MUS 474/Opera Theatre/1 hr.

2. Rationale for the course deletion: These courses are no longer offered in the Department of Music but had been held over in order to offer the like-numbered 400G courses. The graduate level courses are in the process of being renumbered at the 500 level, thus eliminating the need for the 400 and 400G listings.

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

4. Proposed term for implementation: Spring 2011

5. Dates of prior committee approvals:

Department of Music	August 19, 2010
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Potter College Curriculum Committee	September 2, 2010
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Professional Education Council (if applicable)	September 8, 2010
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Undergraduate Curriculum Committee	_____
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: August 15, 2010

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: RELS 386
- 1.2 Course title: Arabic I
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Arabic instruction has been moved to the Department of Modern Languages. This course always has been taught as a modern language, so the change in departmental home is appropriate. This course had been cross-listed with ARBC 386, but that course has since been revised by the Department of Modern Languages to ARBC 101.

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

4. Proposed term for implementation: 201110

5. Dates of prior committee approvals:

Religious Studies Program	September 1, 2010
Department of Philosophy and Religion	September 22, 2010
Potter College Curriculum Committee	October 4, 2010
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: August 15, 2010

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: RELS 387
- 1.2 Course title: Arabic II
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Arabic instruction has been moved to the Department of Modern Languages. This course always has been taught as a modern language, so the change in departmental home is appropriate. This course had been cross-listed with ARBC 387, but that course is being revised by the Department of Modern Languages to ARBC 102.

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

4. Proposed term for implementation: 201110

5. Dates of prior committee approvals:

Religious Studies Program	September 1, 2010
Department of Philosophy and Religion	September 22, 2010
Potter College Curriculum Committee	October 4, 2010
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 20 June 2010

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

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 380
 - 1.2 Course title: Masterpieces of English Literature
 - 1.3 Credit hours: 3
- 2. Rationale for the course suspension:** This course has not been taught in several years; it is not required for any program and, as an elective, is redundant.
- 3. Effect of course suspension on programs or other departments, if known:** none
- 4. Proposed term for implementation:** 201110
- 5. Dates of prior committee approvals:**

English Department:	_9/17/10_____
PCAL Curriculum Committee	__10/04/10_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 20 June 2010

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

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 386
 - 1.2 Course title: Women Writers
 - 1.3 Credit hours: 3
- 2. Rationale for the course suspension:** As literature written by women is now fairly well represented across our literature curriculum, we no longer need three courses in women's writing. We are therefore consolidating the study of the female literary tradition into one course, Women's Literature.
- 3. Effect of course suspension on programs or other departments, if known:** none
- 4. Proposed term for implementation:** 201110
- 5. Dates of prior committee approvals:**

English Department:	__9/17/10__
PCAL Curriculum Committee	__10/04/10__
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 13 July 2010

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

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 483
 - 1.2 Course title: The English Renaissance
 - 1.3 Credit hours: 3
- 2. Rationale for the course suspension:** The course is too specialized and does not generate sufficient demand. The material in this course is being combined with that in ENG 485 The Seventeenth Century, which is also being suspended, in the creation of a new course, Early Modern English Literature.
- 3. Effect of course suspension on programs or other departments, if known:** none
- 4. Proposed term for implementation:** 201110
- 5. Dates of prior committee approvals:**

English Department/Division:	_9/17/10_____
PCAL Curriculum Committee	_10/04/10_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 13 July 2010

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

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 485
 - 1.2 Course title: The Seventeenth Century
 - 1.3 Credit hours: 3
- 2. Rationale for the course suspension:** The course is too specialized and does not generate sufficient demand. The material in this course is being combined with that in ENG 483 The English Renaissance, which is also being suspended, in the creation of a new course, Early Modern English Literature.
- 3. Effect of course suspension on programs or other departments, if known:** none
- 4. Proposed term for implementation:** 201110
- 5. Dates of prior committee approvals:**

English Department/Division:	__9/17/10__
PCAL Curriculum Committee	__10/04/10__
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 20 June 2010

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 496
- 1.2 Course title: Women's Poetry
- 1.3 Credit hours: 3

2. Rationale for the course suspension: As literature written by women is now fairly well represented across our literature curriculum, we no longer need three separate courses in women's writing. We are suspending two courses and consolidating the study of the female literary tradition into one course, Women's Literature.

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

4. Proposed term for implementation: 201110

5. Dates of prior committee approvals:

English Department: _____9/17/10_____

PCAL Curriculum Committee _____10/04/10_____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 9/1/10

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Persons: Cassie Zippay & Tadayuki Suzuki, cassie.zippay@wku.edu& tadayuki.suzuki@wku.edu, 52679 (Zippay) & 52418 (Suzuki)

1. Identification of course:

- 1.1 Course prefix (subject area) and number: LTCY 420
- 1.2 Course title: Reading in Primary Grades
- 1.3 Credit hours: 3

2. Current prerequisites: LTCY 320, ELED 355 with grades of “C” or higher, admission to Teacher Education.

3. Proposed prerequisites: LTCY 320, ELED 345 with grades of “C” or higher, admission to Teacher Education.

4. Rationale for the revision of prerequisites: Last year the faculty made a change in the prerequisites and failed to catch a typographical error in the ELED course listed. The course that was mistakenly listed was ELED 355, but the faculty intended to list ELED 345. The present proposal is an effort to correct a typographical error.

5. Effect on completion of major/minor sequence: Students will enroll in professional education course in the appropriate sequence.

6. Proposed term for implementation: Summer 2011

7. Dates of prior committee approvals:

School of Teacher Education: 09/17/2010

CEBS Curriculum Committee 10/5/2010

Professional Education Council 10/13/2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 8/10/2010

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

Contact Person: Mark E. Cambron, mark.cambron@wku.edu, 270-745-8868

1. Identification of course:

- | | | |
|-----|--|--------------------|
| 1.1 | Course prefix (subject area) and number: | EE 350 |
| 1.2 | Course title: | Fundamentals of EE |
| 1.3 | Credit hours: | 4.0 |

2. Current prerequisites:

PHYS 260

Current corequisites:

MATH 331

3. Proposed prerequisites:

PHYS 265 or PHYS 260

Proposed corequisites or prerequisites:

MATH 331

4. Rationale for the revision of prerequisites/corequisites:

PHYS 265 has replaced PHYS 260 as the University Physics course.

The math corequisite for this class is being changed to a corequisite or a prerequisite.

Students who have successfully completed MATH 331 and University Physics should be prepared for EE 350.

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

6. Proposed term for implementation:

Fall 2011

7. Dates of prior committee approvals:

Engineering Department: 21 Sept 2010

Ogden College Curriculum Committee 14 Oct 2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 8/10/2010

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

Contact Person: Mark E. Cambron, mark.cambron@wku.edu, 270-745-8868

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: EE 473
 - 1.2 Course title: Introduction to Electromagnetic Fields and Waves
 - 1.3 Credit hours: 3.0
- 2. Current prerequisites:** MATH 327 and PHYS 265
Current corequisites: MATH 350
- 3. Proposed prerequisites:** MATH 237, MATH 331 and PHYS 265
Proposed corequisites: none
- 4. Rationale for the revision of prerequisites/corequisites:**

The math department has informed the Engineering Department that MATH 350 will not be taught after FALL 2010. MATH 237 has replaced MATH 327. MATH 331 was the prerequisite for MATH 350.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2011
- 7. Dates of prior committee approvals:**

Engineering Department:	<u>21 Sept 2010</u>
Ogden College Curriculum Committee	<u>14 Oct 2010</u>
Undergraduate Curriculum Committee	<u> </u>
University Senate	<u> </u>

Attachment: Course Inventory Form

Proposal Date: 13 July 2010

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

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

- 1. Identification of course(s):**
 - ENG 320 American Studies I (3)
 - ENG 321 American Studies II (3)
 - ENG 340 Speculative Fiction (3)
 - ENG 354 History of Drama to 1640 (3)
 - ENG 355 History of Drama since 1640 (3)
 - ENG 385 World Literature (3)
 - ENG 390 American Masterpieces (3)
 - ENG 396 Mythology (3)
 - ENG 399 Topics in English (3)
- 2. Current prerequisites:** ENG 100 or none
- 3. Proposed prerequisites:** ENG 200 or the equivalent
- 4. Rationale for the revision of prerequisites:** ENG 200 Introduction to Literature is, appropriately, a pre-requisite for all of our other upper-level literature classes. We want this requirement to be standard across the board for upper-level literature classes so that students will enter those classes with the fundamental skills and knowledge necessary for success.
- 5. Effect on completion of major/minor sequence:** none
- 6. Proposed term for implementation:** 201110
- 7. Dates of prior committee approvals:**

English Department/Division:	_9-17-10_____
PCAL Curriculum Committee	_10/04/10_____
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:** 201110
- 7. Dates of prior committee approvals:**

English Department/Division:	__9/17/10__
PCAL Curriculum Committee	__10/04/10__
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: August 15, 2010

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

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

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: PHIL 320
 - 1.2 Course title: Ethics
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites/special requirements:** One course in philosophy or junior status.
- 3. Proposed prerequisites/corequisites/special requirements:** One course in philosophy or sophomore status.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** This course is regularly taken by students at the sophomore level and the faculty has determined it is appropriate for students at that level or above.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** 201130
- 7. Dates of prior committee approvals:**

Philosophy Program	August 30, 2010
Department of Philosophy and Religion	September 22, 2010
Potter College Curriculum Committee	October 4, 2010
General Education Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: August 15, 2010

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

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

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: PHIL 324
 - 1.2 Course title: War and Peace
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites/special requirements:** PHIL 120 or permission of instructor.
- 3. Proposed prerequisites/corequisites/special requirements:** One course in philosophy at the 100 or 200 level; or permission of instructor.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** In our recent revision of the Philosophy curriculum, PHIL 120 was deleted. Beginning Fall 2010, the course no longer exists. The proposed language, however, still would encourage students to take an introductory course before attempting a 300-level course like this one.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation :** 201130
- 7. Dates of prior committee approvals:**

Philosophy Program	August 30, 2010
Department of Philosophy and Religion	September 22, 2010
Potter College Curriculum Committee	October 4, 2010
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: August 15, 2010

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

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

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: PHIL 404
 - 1.2 Course title: Metaphysics and Epistemology
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites/special requirements:** Junior status, PHIL 115 and PHIL 120.
- 3. Proposed prerequisites/corequisites/special requirements:** Junior status, PHIL 215, and one course in philosophy at the 100 or 200 level; or permission of instructor.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** In our recent revision of the Philosophy curriculum, PHIL 120 was deleted. Beginning Fall 2010, the course no longer exists. The proposed language, however, still would encourage students to take an introductory course before attempting a 400-level course like this one. In addition, PHIL 115 has been changed to PHIL 215 (beginning Fall 2010).
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation :** 201130
- 7. Dates of prior committee approvals:**

Philosophy Program	August 30, 2010
Department of Philosophy and Religion	September 22, 2010
Potter College Curriculum Committee	October 4, 2010
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: August 15, 2010

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

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

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: PHIL 415
 - 1.2 Course title: Advanced Logic
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites/special requirements:** PHIL 115 or equivalent.
- 3. Proposed prerequisites/corequisites/special requirements:** PHIL 215 or equivalent.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** PHIL 115 has been changed to PHIL 215 (beginning Fall 2010).
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation :** 201130
- 7. Dates of prior committee approvals:**

Philosophy Program	August 30, 2010
Department of Philosophy and Religion	September 22, 2010
Potter College Curriculum Committee	October 4, 2010
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date:9/27/10

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Rico Tyler, rico.tyler@wku.edu, (270) 745-4707
Vicki Metzgar, vicki.metzgar@wku.edu, (270) 745-3343

1. Identification of proposed course

- 1.1 Course prefix and number: SMED 301
- 1.2 Course title: Designing and Teaching Inquiry-Based Mathematics and Science Units
- 1.3 Abbreviated course title: Inquiry-Based Unit Design
- 1.4 Credit hours/contact hours: 3.0/3.0
- 1.5 Type of course: A (Applied Learning)
- 1.6 Prerequisite: Sophomore standing and 9 hours of math/science coursework
- 1.7 Course catalog listing:
Develops students' skills in designing, teaching, analyzing, and assessing inquiry-based math and science lessons and units within multiple and diverse field experiences.
Fieldwork required; students are responsible for arranging their own transportation to sites.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: A proposal to create SMED 301 on a permanent basis has already been submitted. This temporary proposal will allow the course to meet the needs of sophomore, junior, and senior students during the spring of 2011.
- 2.2 Relationship of the proposed course to courses offered in other academic units: This course will most closely resemble SMED 101 and 102; however, the lesson design, classroom management and assessment design expectations will require students who have already acquired foundational math and science content coursework and who have indicated a firm commitment to K-12 teaching. Field experiences will be in multiple middle grade and secondary settings and of longer duration than those in the 100-level courses.

3. Description of proposed course

- 3.1 Content outline: Students will attend two weekly classes led by a SKyTeach Master Teacher to learn about the design and delivery of best practice science and math lessons. Working in teams, students will present six lessons in diverse middle grades and secondary classrooms. Mentor teachers who will provide feedback on the instruction provided.
 - Writing effective 5E lesson plan and professional teaching materials

- Implementing and evaluating inquiry-based instruction
- Best practices for effective instruction: use of technology, cooperative learning, diverse ways of learning, student demonstrations, questioning techniques, formative and summative assessment
- Understanding student factors that influence teaching
- Classroom management, procedures, positive expectations and basic legal issues
- Using data for lesson revision
- Creating effective sequences of related lessons

3.1 Tentative text(s)

D. Keirsey and M. Bates. (1984). *Please Understand Me: Character and Temperament Types*. Del Mar, CA: Prometheus Nemesis.

Johnson, David R. (1982). *Every Minute Counts: Making Your Math Class Work*. Dale Seymour Publications .

Martin-Hansen, Lisa. "Defining Inquiry." *The Science Teacher* (Feb. 2002): 34-37.

National Council of Teachers of Mathematics. "The Learning Principle." *Principles and Standards For School Mathematics*. 2000. 20-21.

National Research Council. (1996). *National Science Education Standards*., National Academy Press.

National Council of Teachers of Mathematics. (2000). *Principles and Standards for School Mathematics*.

4. Term of Implementation: Spring semester 2011

5. Dates of review/approvals:

School of Teacher Education:	<u>09/30/2010</u>
CEBS Curriculum Committee	<u>10/05/2010</u>
CEBS Dean	_____
UCC Chair	_____
Provost:	_____

Attachment: Course Inventory Form

Proposal date: 09/30/2010

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

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

6. Identification of proposed course

- 1.7 Course prefix (subject area) and number: CHNF201
- 1.8 Course title: Intensive Intermediate Chinese I
- 1.9 Abbreviated course title: Intensive Inter Chin I
- 1.10 Credit hours and contact hours: 4 credit hours; 6 contact hours
- 1.11 Schedule type: Lecture/Lab
- 1.12 Prerequisites: CHNF102
- 1.13 Course catalog listing:

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

7. Rationale

- 2.2 Reason for offering this course on a temporary basis:

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. A temporary course offering makes the most sense given the pilot nature of the curriculum. The temporary offering of this course will provide valuable information and insight to help with a permanent course proposal in the near future.
- 2.3 Relationship of the proposed course to courses offered in other academic units:

200 level Chinese language courses have never been offered on campus before. The Chinese Flagship courses are 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, 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.

8. Description of proposed course

- 8.1 Course content outline:

This course aims to expand students' abilities to speak accurately and appropriately in increasing challenging situations, to read and understand narrative and descriptive texts and the relevant cultural aspects, to write short narrative paragraphs with proper discourse connectors, and to converse on a wide range of personal topics. The course will include recognition and

production of a minimal 700 simplified characters. Students should have control of a cumulative total of 1,400 characters upon completion of this course.

- 8.2 Tentative text(s): *Integrated Chinese: Level 2, Part 1* by Yuehua Liu et al. Cheng and Tsui Company.

9. Second offering of a temporary course:

CHNF 201 was offered for the first time as a temporary course during the summer of 2010 in China as part of a WKU faculty led study abroad to the Flagship students who have finished one year learning of Chinese at WKU. As part of the summer program, the CHNF101 and 102 sequence were also offered to students who had not entered the Flagship program but were interested in the Flagship. At the conclusion of the summer, the students did want to continue their learning of Chinese with us and therefore it is necessary that CHNF 201 is offered. Currently, the permanent course offering of CHNF 201 is under review of the UCCC Committee and will not be available for students' registration until the fall of 2011. Thus a second temporary offering of CHNF 201 is needed. The temporary offering of this course is crucial to allow students to continue with the Flagship Chinese sequence.

10. Term of Implementation: Fall 2010

11. Dates of review/approvals:

Chinese Flagship	<u>9/30/2010</u>
University College Curriculum Committee	_____
University College Dean	_____
UCC Chair	_____
Provost:	_____

Proposal date: 09/30/2010

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

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

12. Identification of proposed course

- 1.14 Course prefix (subject area) and number: CHNF202

- 1.15 Course title: Intensive Intermediate Chinese II
- 1.16 Abbreviated course title: Intensive Inter Chin II
- 1.17 Credit hours and contact hours: 4 credit hours; 6 contact hours
- 1.18 Schedule type: Lecture/Lab
- 1.19 Prerequisites: CHNF201
- 1.20 Course catalog listing:
Intensive instruction in Chinese, designed to develop further students' language skills and all-round communicative competence to an intermediate-mid to intermediate-high level.

13. Rationale

- 2.4 Reason for offering this course on a temporary basis:
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. A temporary course offering makes the most sense given the pilot nature of the curriculum. The temporary offering of this course will provide valuable information and insight to help with a permanent course proposal in the near future.
- 2.5 Relationship of the proposed course to courses offered in other academic units:
200 level Chinese language courses have never been offered on campus before. The Chinese Flagship courses are 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, 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 approval from the Flagship program.

14. Description of proposed course

- 14.1 Course content outline:
This course aims to enhance students' abilities to speak accurately and appropriately in increasingly challenging situations, to read and understand different text types and the relevant cultural aspects, to write narrative paragraphs with proper discourse connectors, and to converse on a wide range of personal topics with some sophistication. The course will include recognition and production of a minimal 750 simplified characters. Students should have control of a cumulative total of 2,000 characters upon completion of this course.
- 14.2 Tentative text(s): *Integrated Chinese: Level 2, Part 2* (third edition) & other authentic materials.

15. Second offering of a temporary course:

CHNF 202 was offered for the first time as a temporary course during the summer of 2010 in China as part of a WKU faculty led study abroad to the Flagship students who have finished one year learning of Chinese at WKU. However, as part of the summer program, the CHNF101 and 102 sequence were

also offered to students who had not entered the Flagship program but were interested in the Flagship. At the conclusion of the summer, the students did want to continue their learning of Chinese with us and therefore it is necessary that CHNF 202 is offered. Currently, the permanent course offering of CHNF 202 is under review of the UCCC Committee and will not be available for students' registration until the fall of 2011. Thus a second temporary offering of CHNF 202 is needed. The temporary offering of this course is crucial to allow students to continue with the Flagship Chinese sequence.

16. Term of Implementation: Spring 2011

17. Dates of review/approvals:

Chinese Flagship	<u>09/30/2010</u>
University College Curriculum Committee	_____
University College Dean	_____
UCC Chair	_____
Provost:	_____

Proposal Date: September 2, 2010

**Potter College Arts and Letters
Department of Music
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of course:

- 1.21 Course prefix (subject area) and number: MUS 100
- 1.22 Course title: Theory I
- 1.23 Credit hours: 3

2. Current course catalog listing: Thorough training in the melodic, harmonic and rhythmic elements of music. Triads, intervals, keys, scales, cadences, notation, rhythmic reading, sight singing, melodic and harmonic dictation, keyboard harmony.

3. Proposed course catalog listing: Music fundamentals. Triads, intervals, keys, scales, cadences, notation, triads, four-part writing, analysis, non-chord tones, harmonization, rhythmic notation, sight singing, melodic/harmonic dictation, keyboard harmony.

4. Rationale for revision of the course catalog listing: New catalog listing is intended to more accurately reflect the current distribution of content in the four-course music theory sequence (100, 101, 200, 201).

5. Proposed term for implementation: Spring 2011

6. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council (if applicable)	September 8, 2010
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: September 2, 2010

**Potter College Arts and Letters
Department of Music
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MUS 101
- 1.2 Course title: Theory II
- 1.3 Credit hours: 3

2. Current course catalog listing: Continuation of melodic and harmonic dictation. Dominant seventh chords, modal scales, key relationships, modulation and the study of four-part writing. Special drills in keyboard harmony.

3. Proposed course catalog listing: Seventh chords, inversions, chromatic harmony, suspensions. pedal point, writing for piano, four-part writing, harmonic analysis, rhythmic reading, sight singing, melodic/harmonic dictation, keyboard harmony.

4. Rationale for revision of the course catalog listing: New catalog listing is intended to more accurately reflect the current distribution of content in the four-course music theory sequence (100, 101, 200, 201).

5. Proposed term for implementation: Spring 2011

6. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council (if applicable)	September 8, 2010
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: September 2, 2010

**Potter College Arts and Letters
Department of Music
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MUS 200
- 1.2 Course title: Theory III
- 1.3 Credit hours: 3

2. Current course catalog listing: Study of the harmonic technique of the eighteenth- and nineteenth-centuries. Harmonic dictation using non-harmonic tones and all seventh chords; four-part writing, modulation, keyboard harmony.

3. Proposed course catalog listing: Modulation, ninth/eleventh/thirteenth chords, jazz harmonization, modal, non-tertian, and twentieth century harmony, serialism, four-part writing, harmonic analysis, rhythm, sight-singing, melodic/harmonic dictation, keyboard harmony.

4. Rationale for revision of the course catalog listing: New catalog listing is intended to more accurately reflect the current distribution of content in the four-course music theory sequence (100, 101, 200, 201).

5. Proposed term for implementation: Spring 2011

6. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council (if applicable)	September 8, 2010
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: September 2, 2010

**Potter College Arts and Letters
Department of Music
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MUS 201
- 1.2 Course title: Theory IV
- 1.3 Credit hours: 3

2. Current course catalog listing: Continuation of Theory III drills. Chorale harmonization, altered chords, dictation of chorales. Contrapuntal techniques of the eighteenth-century.

3. Proposed course catalog listing: Form and analysis Baroque/Classical/Romantic eras, piano sonatina composition, harmonic analysis, improvisation, rhythmic reading, sight-singing, melodic/harmonic dictation, keyboard harmony.

4. Rationale for revision of the course catalog listing: New catalog listing is intended to more accurately reflect the current distribution of content in the four-course music theory sequence (100, 101, 200, 201).

5. Proposed term for implementation: Spring 2011

6. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council (if applicable)	September 8, 2010
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: September 6, 2010

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Delete a Program
(Consent Item)**

Contact Person: Greg Goodrich, 5-5986, gregory.goodrich@wku.edu

1. Identification of program:

- 1.1 Program reference number: 269
- 1.2 Program title: A.S. degree in Meteorological Technology
- 1.3 Credit hours: 64

2. Rationale for the program deletion: The A.S. degree in Meteorological Technology was originally created decades ago to prepare students for careers as meteorological technicians in the National Weather Service (NWS) or the Federal Aviation Administration (FAA). This option no longer exists for graduates with an A.S. degree, as the minimum requirements for employment as a meteorological technician or any other meteorology-related position for the federal government is the B.S. degree in Meteorology, which was started at WKU in 2007. WKU is currently the only school in the nation that offers the A.S. degree in Meteorological Technology, which also demonstrates that it is no longer a viable degree program. Finally, since 2004, all of the 19 students who have graduated from WKU with the A.S. degree in Meteorological Technology have concurrently graduated with either the B.S. degree in Meteorology or the B.S. degree in Geography – Meteorology concentration, which further demonstrates that the A.S. degree in Meteorological Technology by itself no longer has any academic value.

3. Effect on current students or other departments, if known: All students currently enrolled in the A.S. degree in Meteorological Technology program are concurrently enrolled in either the B.S. degree in Meteorology or the Land, Weather, Climate option of the B.S. degree in Geography. Students currently enrolled in the A.S. degree in Meteorological Technology program who are scheduled to graduate in the fall 2010 or spring 2011 semesters will be allowed to graduate with the A.S. degree. Students who will graduate after spring 2011 will be removed from the program and will remain in their current baccalaureate degree program. The deletion of the program will have no impact on course enrollment or the number of students in the Department of Geography and Geology.

4. Proposed term for implementation: Fall 2011

5. Dates of prior committee approvals:

Department of Geography and Geology: 9/10/2010

Ogden Curriculum Committee

10/14/10

Undergraduate Curriculum Committee

University Senate

Attachment: Program Inventory Form

Proposal Date: 09/10/2010

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CS 338
- 1.2 Title: Computer Science III
- 1.3 Credit hours:

2. Proposed course number: CS280

3. Rationale for the revision of course number:

This course introduces basic discrete algebraic structures and the applications of these structures in computer science. The content of this course belongs at the lower-division level.

4. Proposed term for implementation: Spring 2011

5. Dates of prior committee approvals:

Mathematics & Computer Science: September 17, 2010

Ogden College Curriculum Committee October 14, 2010

Undergraduate Curriculum Committee _____

University Senate _____

Proposal Date: 9/09/10

**Potter College of Arts and Letters
Department of Folk Studies and Anthropology
Proposal to Create an Equivalent Course
(Consent Item)**

Contact Person: Lindsey Powell, lindsey.powell@wku.edu, x55903

1. Identification of existing course:

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

2. Identification of proposed equivalent course prefix(es) and numbers
FLK 341

3. Rationale for each equivalent course: 300-level "Peoples and Cultures" courses in the department are offered as both Anthropology and Folk Studies courses.

4. Proposed term for implementation: Fall 2011

5. Dates of prior committee approvals:

Folk Studies and Anthropology Department: September 13, 2010

_____ Department/Division (if applicable): _____

10/04/10 Curriculum Committee 10/04/10 _____

_____ Curriculum Committee (if applicable): _____

Professional Education Council (if applicable) _____

General Education Committee (if applicable) _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 5/15/2010

**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 351
- 1.2 Course title: Introduction to Environmental Engineering
- 1.3 Credit hours: 3

2. Current prerequisites:

CHEM 120

3. Proposed prerequisites:

MATH 331 and CHEM 120

4. Rationale for the revision of prerequisites:

To adequately discuss some of the topics in CE 351, an understanding of MATH 331 Differential Equations is needed.

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 MATH 331 (Differential Equations) in the fourth semester and CE 351 (Introduction to Environmental Engineering) in the seventh semester.

6. Proposed term for implementation: Summer 2011

7. Dates of prior committee approvals:

Department of Engineering: 5/21/10

Ogden Curriculum Committee: 10/14/10

Undergraduate Curriculum Committee 10/28/10

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 5/15/2010

**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 373
- 1.2 Course title: UK-Structural Analysis
- 1.3 Credit hours: 3

2. Current prerequisites/co-requisites:

Prerequisite: EM 302 or 303

Co-requisite: None

3. Proposed prerequisites/co-requisites:

Prerequisite: EM 302 or 303

Prerequisite or Corequisite: MATH 237

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

In CE 373, a quadruple integral is used to show the relationship between load, shear, moment, slope, and deflection on a beam. If students have MATH 237 (Multivariable Calculus) as a prerequisite or corequisite, this would ensure adequate preparation for understanding this material.

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 MATH 237 (Multivariable Calculus) in the third semester and CE 373 (UK-Structural Analysis) in the fifth semester.

6. Proposed term for implementation: Summer 2011

7. Dates of prior committee approvals:

Department of Engineering: _____ 5/21/10 _____

Ogden Curriculum Committee:

10/14/10

Undergraduate Curriculum Committee

10/28/10

University Senate

Attachment: Course Inventory Form

Proposal Date: 5/15/2010

**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 382
- 1.2 Course title: Structural Analysis
- 1.3 Credit hours: 3

2. Current prerequisites/co-requisites:

Prerequisite: EM 302 or 303

Co-requisite: None

3. Proposed prerequisites/co-requisites:

Prerequisite: EM 302 or 303

Prerequisite or Corequisite: MATH 237

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

In CE 382, a quadruple integral is done to show the relationship between load, shear, moment, slope, and deflection on a beam. If students have MATH 237 (Multivariable Calculus) as a prerequisite or corequisite, this would ensure adequate preparation for understanding this material.

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 MATH 237 (Multivariable Calculus) in the third semester and CE 382 (Structural Analysis) in the fifth semester.

6. Proposed term for implementation: Summer 2011

7. Dates of prior committee approvals:

Department of Engineering: _____ 5/21/10 _____

Ogden Curriculum Committee:

10/14/10

Undergraduate Curriculum Committee

10/28/10

University Senate

Attachment: Course Inventory Form

Proposal Date: 5/15/2010

**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 400
- 1.2 Course title: CE Senior Design Seminar
- 1.3 Credit hours: 1

2. Current prerequisites:

Senior standing or consent of instructor

3. Proposed prerequisites:

PHYS 265 and senior standing, or consent of instructor

4. Rationale for the revision of prerequisites:

Civil engineering students may take in the first semester of their senior year the fundamentals of engineering exam (FE), a national exam that is part of becoming licensed as a professional engineer. The topics in PHYS 265 are examined in this test. Therefore, civil engineering students should have had this course prior to taking CE 400 (CE Senior Design Seminar).

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 PHYS 265 (University Physics II) in the fourth semester and CE 400 (CE Senior Design Seminar) in the seventh semester.

6. Proposed term for implementation: Summer 2011

7. Dates of prior committee approvals:

Department of Engineering: 5/21/10

Ogden Curriculum Committee: 10/14/10

Undergraduate Curriculum Committee 10/28/10

University Senate

Attachment: Course Inventory Form

Proposal Date: 5/15/2010

Enter College Name Here
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 461
- 1.2 Course title: Hydrology
- 1.3 Credit hours: 3

2. Current prerequisites:

STAT 301, CE 160, and CE 341 or 342

3. Proposed prerequisites:

MATH 331, STAT 301, CE 160, and CE 341 or 342

4. Rationale for the revision of prerequisites:

To adequately discuss some of the topics in CE 461, an understanding of MATH 331 (Differential Equations) is needed.

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 MATH 331 (Differential Equations) in the fourth semester and CE 461 (Hydrology) in the seventh semester.

6. Proposed term for implementation: Summer 2011

7. Dates of prior committee approvals:

Department of Engineering: 5/21/10

Ogden Curriculum Committee: 10/14/10

Undergraduate Curriculum Committee 10/28/10

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 8/10/2010

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

Contact Person: Mark E. Cambron, mark.cambron@wku.edu, 270-745-8868

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: EE 101
 - 1.2 Course title: EE Design I
 - 1.3 Credit hours: 1.0
- 2. Current prerequisites:** Consent of instructor
Current corequisites: none
- 3. Proposed prerequisites:** none
Proposed corequisites: MATH 117 or higher
- 4. Rationale for the revision of prerequisites/corequisites:**

A corequisite of MATH 117 or higher will better prepare EE students for the projects presented in EE101.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Summer 2011
- 7. Dates of prior committee approvals:**

Engineering Department:	<u>21 Sept 2010</u>
Ogden College Curriculum Committee	<u>14 Oct 2010</u>
Undergraduate Curriculum Committee	<u> </u>
University Senate	<u> </u>

Attachment: Course Inventory Form

Proposal Date: 8/10/2010

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

Contact Person: Mark E. Cambron, mark.cambron@wku.edu, 270-745-8868

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: EE 211
 - 1.2 Course title: Circuits and Networks II
 - 1.3 Credit hours: 3.5
- 2. Current prerequisites:** EE 210 and
grade of C or better in EE 210
Current corequisites: MATH 331
- 3. Proposed prerequisites:** EE 210 and
grade of C or better in EE 210
Proposed corequisites or prerequisites: MATH 331
- 4. Rationale for the revision of prerequisites/corequisites:**

The math corequisite for this class is being changed to a corequisite or a prerequisite. Students who have successfully completed MATH 331 and EE 210 should be prepared for EE 211.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Summer 2011
- 7. Dates of prior committee approvals:**

Engineering Department:	<u>21 Sept 2010</u>
Ogden College Curriculum Committee	<u>14 Oct 2010</u>
Undergraduate Curriculum Committee	<u> </u>
University Senate	<u> </u>

Attachment: Course Inventory Form

Proposal Date: 8/10/2010

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

Contact Person: Mark E. Cambron, mark.cambron@wku.edu, 270-745-8868

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: EE 420
 - 1.2 Course title: Signals and Linear Systems
 - 1.3 Credit hours: 3.0
- 2. Current prerequisites:** EE 211 with a grade of C or better
Current corequisites or prerequisites: MATH 350
- 3. Proposed prerequisites:** EE 211 with a grade of C or better
MATH 331
Proposed corequisites or prerequisites: MATH 307 or MATH 350
- 4. Rationale for the revision of prerequisites/corequisites:**

The math department has informed the Engineering Department that MATH 350 will not taught after FALL 2010. Topics presented in MATH 331 are essential to success in EE 420. Students will benefit from topics in MATH 307.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Summer 2011
- 7. Dates of prior committee approvals:**

Engineering Department:	<u>21 Sept 2010</u>
Ogden College Curriculum Committee	<u>14 Oct 2010</u>
Undergraduate Curriculum Committee	<u> </u>
University Senate	<u> </u>

Attachment: Course Inventory Form

Proposal Date: 8/10/2010

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

Contact Person: Mark E. Cambron, mark.cambron@wku.edu, 270-745-8868

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: EE 479
 - 1.2 Course title: Fund of Optoelectronics
 - 1.3 Credit hours: 2.0
- 2. Current prerequisites:** EE 220 and EE 473
- 3. Proposed prerequisites:** EE 345 and EE 473
- 4. Rationale for the revision of prerequisites:**
EE 345 replaced EE 220 as the required course in electronics.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Summer 2011
- 7. Dates of prior committee approvals:**

Engineering Department:	<u>21 Sept 2010</u>
Ogden College Curriculum Committee	<u>14 Oct 2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 8/5/2010

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

Contact Person: Rachel Kinder, rachel.kinder@wku.edu, 745-3599

- 1. Identification of course:**
 - 1.1 Course prefix and number: NURS 421
 - 1.2 Course title: High Acuity Nursing
 - 1.3 Credit hours: 3
- 2. Current prerequisites:** NURS 400, NURS 412, NURS 414, and NURS 428.
- 3. Proposed prerequisites:** NURS 429, NURS 413, NURS 432, NURS 433, NURS 444, NURS 445 or permission of instructor
- 4. Rationale for the revision of prerequisites:** The change in the proposed prerequisites reflects a program revision. The addition of “permission of instructor” accommodates transfer nursing students who may have had equivalent courses or current nursing students who may have to repeat a course.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Summer 2011
- 7. Dates of prior committee approvals:**

School of Nursing	8/5/2010
CHHS Undergraduate Curriculum Committee	<u>8/29/2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 8/5/2010

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

Contact Person: Rachel Kinder, rachel.kinder@wku.edu, 745-3599

- 1. Identification of course:**
 - 1.1 Course prefix and number: NURS 422
 - 1.2 Course title: Senior Practicum
 - 1.3 Credit hours: 3
- 2. Current prerequisites:** NURS 400, NURS 412, NURS 414, and NURS 428.
- 3. Proposed prerequisites:** NURS 429, NURS 413, NURS 432, NURS 433, NURS 444, NURS 445 or permission of instructor.
- 4. Rationale for the revision of prerequisites:** The change in the proposed prerequisites reflects a program revision. The addition of “permission of instructor” accommodates transfer nursing students who may have had equivalent courses or current nursing students who may have to repeat a course.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Summer 2011
- 7. Dates of prior committee approvals:**

School of Nursing	8/5/2010
CHHS Undergraduate Curriculum Committee	<u>8/29/2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 8/5/2010

**College of Health and Human Services
School of Nursing
Proposal to Revise Course Corequisites
(Consent Item)**

Contact Person: Demara Goodrich, Demara.goodrich@wku.edu 745-6350

- 1. Identification of course:**
 - 1.1 Course prefix and number: NURS 429
 - 1.2 Course title: Concepts in Pharmacology II
 - 1.3 Credit hours: 2
- 2. Current corequisites:** NURS 432, NURS 433, NURS 444, NURS 445.
- 3. Proposed corequisites:** NURS 413, NURS 432, NURS 433, NURS 444, NURS 445.
- 4. Rationale for the revision of corequisites:** The addition of NURS 413 as a NURS 429 corequisite reflects a program revision.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Summer 2011
- 7. Dates of prior committee approvals:**

School of Nursing	8/5/2010
CHHS Undergraduate Curriculum Committee	<u>8/29/2010</u>
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 412
 - 1.2 Course title: Theory and Practice of Rhetoric
 - 1.3 Credit hours: 3
- 2. Current prerequisites:** ENG 100, and ENG 200 or any B1 equivalent
- 3. Proposed prerequisites:** ENG 200 or any B1 equivalent and ENG 300
- 4. Rationale for the revision of prerequisites:** We can delete ENG 100 since it is a pre-requisite for both ENG 200 and ENG 300. We need to add ENG 300 because ENG 412 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.
- 5. Effect on completion of major/minor sequence:** none
- 6. Proposed term for implementation:** 201111
- 7. Dates of prior committee approvals:**

English Department/Division:	__9/17/10__
PCAL Curriculum Committee	__10/4/10__
Undergraduate Curriculum Committee	__10/28/10__
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 05/12/2010

**College of Education & Behavioral Sciences
School of Teacher Education
Proposal to Revise A Program
(Action Item)**

Contact Person: Sherry Powers (sherry.powers@wku.edu, 745-4452)

1. Identification of program:

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

2. Identification of the proposed program changes:

- Modifies present policy regarding eligibility to enroll in Student Teaching (ELED 490, MGE 490, SEC 490, EXED 490, IECE 490) by providing candidates who do not meet critical performance averages an alternative assignment related to Kentucky Teacher Standards.

3. Detailed program description:

Existing Policy

Admission to student teaching requires that the student has:

- 1. been admitted to professional education.
- 2. applied for student teaching by February 15th for fall placement and by September 15th for spring placement.
- 3. a grade point average of 2.5 or higher in each of the following:
 - a. overall hours
 - b. major(s)
 - c. minor(s)
 - d. professional education hours
- 4. completed all professional education courses except student teaching and EDU 489 or EXED 434, and received grades of "C" or higher in all these courses.
- 5. met additional requirements described in prerequisites for ELED 490, MGE 490, SEC 490, EXED 490, or IECE 490.

6. completed 75% of the major or all of the minor if student teaching is to be done in the minor.
7. attained senior status (90 credit hours).
8. achieved on average “at standard” (3 or higher) on all professional education dispositions.
9. achieved critical performance assessment scores that average at least 3.0 overall and at least 2.5 per Kentucky Teacher Standard measured.
10. a valid and current medical examination (not older than one year from the end of the semester in which the student plans to student teach).
11. demonstrated moral, social, and ethical behavior that is acceptable in the school community and the community at large, as defined in the Professional Code of Ethics for Kentucky School Certified Personnel.

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

Proposed Policy (Additions in italics)

Admission to student teaching requires that the student has:

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

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

4. Rationale for the proposed program change: The Kentucky Education Professional Standards Board requires the evidence of education students' proficiency on Kentucky Teacher Standards. However, the current WKU programs do not have an adequate and efficient alternative mechanism for students who do not meet proficiency to remediate deficiencies. The attached policy, approved by the School of Teacher, provides this mechanism.

5. Proposed term for implementation and special provisions (if applicable): Fall, 2011
(This means that education students requesting to student teach in fall 2011 must meet these requirements *prior* to student teaching.)

6. Dates of prior committee approvals:

School of Teacher Education	05/12/2010
CEBS Curriculum Committee	09/07/2010
Professional Education Council	10/13/2010
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

Attachment: Undergraduate Critical Performance Policy

Undergraduate Critical Performance Policy

Presented and approved by School of Teacher Education faculty on 5/12/2010

Students in the School of Teacher Education are required to achieve a minimum 2.5 average on each of the ten Kentucky Teacher Standards. For those students who do not meet this criterion the following remediation is required.

Students are required to register for their student teaching classroom assignments one semester in advance. At the time of this registration, if it is found that the student does not meet the required criterion (i.e., a 2.5 average on each of the 10 standards) then the student will be required to complete the following assignment before being allowed to continue with the student teaching placement.

1. Student will complete a paper listing all ten standards (see template below). Included in this paper will be a statement of each standard, a definition of each standard in the student's own words, how the student has demonstrated each standard, areas for professional growth for each standard, and a strategy of how the student intends to show growth in each standard. The narrative for the area/areas in which the student has not met the required criteria will be expected to be written in more depth than those for areas that have already been met.

2. This assignment will be reviewed and proficiency determined by a committee selected on a rotating basis from the faculty of the School of Teacher Education, as well as content faculty, as appropriate. The School of Teacher Education Director will assign School of Teacher Education faculty and, as needed, request content faculty to serve on the reviewing committee.
3. The reviewing committee member (s) will review the assignment and give a proficient/non-proficient rating within one month of receiving the assignment.
4. Upon the committee's rating of proficiency on all required teacher standards, the student will be allowed to continue in the student teaching assignment.

CRITICAL PERFORMANCE ASSIGNMENT FORM

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

Pre-Student Teaching Kentucky Teacher Standards Proficiency Referral Form

Student name: _____

Kentucky Teacher Standard/Standards not meeting the criteria of 2.5 average:

Standard 1

Standard 2

Standard 3

Standard 4

Standard 5
Standard 6
Standard 7
Standard 8
Standard 9
Standard 10

Date referred to the faculty of the School of Teacher Education Proficiency Review Committee:

Date proficiency met:

_____	_____
_____	_____
_____	_____
_____	_____

Date referred back to the Office of Teacher Services: _____

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

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

1. Identification of program:

- 1.1 Current program reference number: 534
- 1.2 Current program title: Civil Engineering
- 1.3 Credit hours: 65

2. Identification of the proposed program changes:

- Change from CE 175 University Experience Civil Engineering (2 hours) to:
ENGR 175 University Experience for Engineers (1 hour), or
UE 175 University Experience (2 hours)
- Add CE 176 Civil Engineering Freshman Design or ME 176 Mechanical Engineering Freshman Design or EE 101 Electrical Engineering Design (1 hour)
- Change from CE 331 Transportation Engineering (3 hours) to CE 331 or CE 332 Transportation Engineering (3 hours)
- Change from CE 351 Introduction to Environmental Engineering to CE 351 or CE 352 Introduction to Environmental Engineering (3 hours)

3. Detailed program description:

Current Program Courses	Hrs	Proposed Program Courses	Hrs
CE 175 Univ. Experience Civil Eng.	2	ENGR 175 University Experience for Engineers (1 hour), or UE 175 University Experience (2 hours)	2 or 1
		CE 176 CE Freshman Design, or ME 176 ME Freshman Design, or EE 101 Electrical Engineering Design	1
CE 160 Principles of Surveying	3	CE 160 Principles of Surveying	3
CE 161 Principles of Surveying Lab	1	CE 161 Principles of Surveying Lab	1
CE 303 Construction Management	3	CE 303 Construction Management	3
CE 304 Constr. Management Lab	1	CE 304 Constr. Management Lab	1
CE 310 Strength of Materials Lab	1	CE 310 Strength of Materials Lab	1
Current Program Courses	Hrs	Proposed Program Courses	Hrs
CE 316 Equipment of Methods	3	CE 316 Equipment of Methods	3
CE 331 Transportation Eng.	3	CE 331 or CE 332 Transportation Eng.	3

CE 341 or 342 Fluid & Thermal Science	4	CE 341 or 342 Fluid & Thermal Science	4
CE 351 Introduction to Environmental Engineering	3	CE 351 or 352 Introduction to Environmental Engineering	3
CE 370 Materials of Construction	2	CE 370 Materials of Construction	2
CE 371 Materials of Constr. Lab	1	CE 371 Materials of Constr. Lab	1
CE 382 or 373 Structural Analysis	3	CE 382 or 373 Structural Analysis	3
Structures Elective [†]	3	Structures Elective [†]	3
Technical Elective	3	Technical Elective	3
Technical Elective	3	Technical Elective	3
Technical Elective	3	Technical Elective	3
CE 400 Senior Seminar	1	CE 400 Senior Seminar	1
CE 410 Soil Mechanics	3	CE 410 Soil Mechanics	3
CE 411 Soil Mechanics Lab	1	CE 411 Soil Mechanics Lab	1
CE 412 Foundations	3	CE 412 Foundations	3
CE 461 Hydrology	3	CE 461 Hydrology	3
CE 498 Senior Project	3	CE 498 Senior Project	3
EM 221 or 222 Statics	3	EM 221 or 222 Statics	3
EM 302 or 303 Mech. of Def. Bodies	3	EM 302 or 303 Mech. of Def. Bodies	3
AMS 163 Architectural Drafting	3	AMS 163 Architectural Drafting	3
Technical course total:	65	Technical course total:	65 or 66
Other Current Courses:	Hrs	Other Proposed Courses	Hrs
MATH 136 Calculus I	4	MATH 136 Calculus I	4
MATH 137 Calculus II	4	MATH 137 Calculus II	4
MATH 237 Multivariable Calculus	4	MATH 237 Multivariable Calculus	4
MATH 331 Differential Equations	3	MATH 331 Differential Equations	3
STAT 301 Probability and Statistics	3	STAT 301 Probability and Statistics	3
PHYS 255 University Physics I	4	PHYS 255 University Physics I	4
PHYS 256 University Physics I Lab	1	PHYS 256 University Physics I Lab	1
PHYS 265 University Physics II	4	PHYS 265 University Physics II	4
PHYS 265 University Physics II Lab	1	PHYS 265 University Physics II Lab	1
CHEM 120 College Chemistry	4	CHEM 120 College Chemistry	4
CHEM 121 College Chemistry Lab	1	CHEM 121 College Chemistry Lab	1
GEOL 111 The Earth	3	GEOL 111 The Earth	3
GEOL 113 The Earth Lab	1	GEOL 113 The Earth Lab	1
ECON 202 Microeconomics	3	ECON 202 Microeconomics	3
Other course total:	40	Other course total:	40

[†]Structures elective may be completed by taking CE 384 or CE 482 or CE 483.

4. Rationale for the proposed program change:

- Change from CE 175 University Experience Civil Engineering (2 hours) to ENGR 175 or UE 175:

ENGR 175 University Experience for Engineers (1 hour) is intended for entering freshman majoring in engineering who place in MATH 116 or higher. ENGR 175 has a corequisite of MATH 116 or higher. UE 175 University Experience (2 hours) is intended for entering freshman majoring in engineering who place in a math course below MATH 116.

- Add CE 176 CE Freshman Design or ME 175 ME Freshman Design or EE 101 EE Design (1 hour):

Making this change creates greater flexibility for students in other engineering programs who want to transfer into civil engineering. Also, this change provides transfer or change-of-major students who have earned at least 24 semester hours of credit or have completed a course equivalent to the basic topics of generic WKU University Experience with an introduction to civil engineering.

- Change from CE 331 Transportation Engineering (3 hours) to CE 331 or CE 332:

Students in the civil engineering program are required to obtain 16 credit hours in the major from University of Kentucky (UK) faculty members. For the iCAP system used by the Office of the Registrar for verification of degree completion, each UK taught course must have a unique course number so that the system can track the total number of credits hours in the major earned from UK faculty members.

CE 331 Transportation Engineering will be taught by a UK faculty member; whereas CE 332 Transportation Engineering will be taught by a WKU faculty member.

- Change from CE 351 Intro. to Environmental Eng. (3 hours) to CE 351 or CE 352:

Students in the civil engineering program are required to obtain 16 credit hours in the major from University of Kentucky (UK) faculty members. For the iCAP system used by the Office of the Registrar for verification of degree completion, each UK taught course must have a unique course number so that the system can track the total number of credits hours in the major earned from UK faculty members.

CE 351 Intro. to Environmental Eng. will be taught by a UK faculty member; whereas CE 352 Intro. to Environmental Eng. will be taught by a WKU faculty member.

5. Proposed term for implementation: Spring 2011

6. Dates of prior committee approvals:

Engineering Department:

5/21/10

Ogden College Curriculum Committee

10/14/10

Undergraduate Curriculum Committee

University Senate

Attachment: Program Inventory Form

Proposal Date: September 10, 2010

**Ogden College
Department of Geography and Geology
Proposal to Revise a Program
(Action Item)**

Contact Person: Katie Algeo, katie.algeo@wku.edu, 745-5922

1. Identification of program:

- 1.1 Current program reference number: 366
- 1.2 Current program title: Minor in Geographic Information Systems
- 1.3 Credit hours: 22

2. Identification of the proposed program changes: Increase the number of required hours in the program from 22 to 23.

3. Detailed program description:

This 22-hour minor program (reference number 366) provides a foundation in Geographic Information Systems (GIS). The minor is appropriate for students interested in careers utilizing GIS as a tool in areas such as geography, geology, biology, political science, business, journalism and broadcasting, engineering, and public health, or for students pursuing GIS as a profession in a related discipline such as Computer Science or Computer Information Systems. Required courses (22 hours) include GEOG 100 or GEOL 111, 110, 316, 317, 417, 419, and GEOG 414 or 477.	This 23-hour minor program (reference number 366) provides a foundation in Geographic Information Systems (GIS). The minor is appropriate for students interested in careers utilizing GIS as a tool in areas such as geography, geology, biology, political science, business, journalism and broadcasting, engineering, and public health, or for students pursuing GIS as a profession in a related discipline such as Computer Science or Computer Information Systems. Required courses (23 hours) include: GEOG 100 or GEOL 111 Physical/Earth 3 GEOG 110 World Regional 3 GEOG 316 Fundamentals of GIS 4 GEOG 317 GIS 4 GEOG 417 GIS Analysis & Modeling 3 GEOG 419 GIS Application 3 GEOG 414 or 477 Remote Sensing or GIS Special Topics 3-4
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4. Rationale for the proposed program change: GEOG 317 credit hours have been increased from three to four, resulting in an increase in the program's required hours from 22 to 23.

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

6. Dates of prior committee approvals:

Department of Geography and Geology: 9/10/2010

Ogden Curriculum Committee 10/14/10

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: September 10, 2010

Ogden College
Department of Geography and Geology
Proposal to Revise a Program
(Action Item)

Contact Person: Katie Algeo, katie.algeo@wku.edu, 745-5922

1. Identification of program:

- 1.1 Current program reference number: 576
- 1.2 Current program title: Major in Geographic Information Science
- 1.3 Credit hours: 57

2. Identification of the proposed program changes: Increase the number of required hours in the program from 57 to 58.

3. Detailed program description:

<p>The major in geographic information science (reference number 576) focuses on the concepts and principles of GISystems, along with its four components: (1) input, corrections, and collection of geospatial data; (2) storage and retrieval of geospatial data; (3) manipulation and analysis of geospatial data; and (4) maps and other forms of presentation of geospatial data. The major in geographic information science (reference number 576) requires a minimum of 57 semester hours of GIS courses. The required courses are AMS 163, CS 145, 170, GEOG 100 or GEOL 102, GEOG 110, GEOG 300, 316, 317, 391, 414, 417, 418, 419, 443, 475 or 495, 477, 492 and 499. Required support courses are CE 160-161, CS 180, ENG 307, MATH 118 (or MATH 116 or 117) and 136. Qualified students may omit MATH 118 and start with MATH 136. GIS courses require a course fee.</p>	<p>The major in geographic information science (reference number 576) focuses on the concepts and principles of GISystems, along with its four components: (1) input, corrections, and collection of geospatial data; (2) storage and retrieval of geospatial data; (3) manipulation and analysis of geospatial data; and (4) maps and other forms of presentation of geospatial data. The major in geographic information science (reference number 576) requires a minimum of 58 semester hours of GIS courses.</p> <table><tr><td>■ Foundation Requirements:</td><td>22 hours</td></tr><tr><td>AMS 163 Architectural Drafting</td><td>(3)</td></tr><tr><td>CS 145 Intro to Computing</td><td>(3)</td></tr><tr><td>CS 170 Intro to Programming</td><td>(3)</td></tr><tr><td>GEOG 100 or GEOL 102 Physical</td><td>(3)</td></tr><tr><td>GEOG 110 World Regional Geog.</td><td>(3)</td></tr><tr><td>GEOG 475 or 495 Practicum/Intern</td><td>(6)</td></tr><tr><td>GEOG 499 Prof. Development</td><td>(1)</td></tr><tr><td>■ Technique Requirements:</td><td>14 hours</td></tr><tr><td>GEOG 300 Research Methods</td><td>(3)</td></tr><tr><td>GEOG 316 Foundations of GIS</td><td>(4)</td></tr><tr><td>GEOG 317 GIS</td><td>(4)</td></tr><tr><td>GEOG 391 Data Analysis</td><td>(3)</td></tr><tr><td>■ Professional Requirements:</td><td>22 hours</td></tr></table>	■ Foundation Requirements:	22 hours	AMS 163 Architectural Drafting	(3)	CS 145 Intro to Computing	(3)	CS 170 Intro to Programming	(3)	GEOG 100 or GEOL 102 Physical	(3)	GEOG 110 World Regional Geog.	(3)	GEOG 475 or 495 Practicum/Intern	(6)	GEOG 499 Prof. Development	(1)	■ Technique Requirements:	14 hours	GEOG 300 Research Methods	(3)	GEOG 316 Foundations of GIS	(4)	GEOG 317 GIS	(4)	GEOG 391 Data Analysis	(3)	■ Professional Requirements:	22 hours
■ Foundation Requirements:	22 hours																												
AMS 163 Architectural Drafting	(3)																												
CS 145 Intro to Computing	(3)																												
CS 170 Intro to Programming	(3)																												
GEOG 100 or GEOL 102 Physical	(3)																												
GEOG 110 World Regional Geog.	(3)																												
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GEOG 316 Foundations of GIS	(4)																												
GEOG 317 GIS	(4)																												
GEOG 391 Data Analysis	(3)																												
■ Professional Requirements:	22 hours																												

	GEOG 414 Remote Sensing (4) GEOG 417 GIS Analysis (3) GEOG 418 Internet GIS (3) GEOG 419 GIS Application (3) GEOG 443 GIS Databases (3) GEOG 477 GIS Special Topics (3) GEOG 492 Advanced Spatial (3) Required support courses are CE 160-161, CS 180, ENG 307, MATH 118 (or MATH 116 or 117) and 136. Qualified students may omit MATH 118 and start with MATH 136. GIS courses require a course fee.
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4. **Rationale for the proposed program change:** The credit hours for GEOG 317 GIS have been increased from three to four. This change increases the Technique Requirements from 13 to 14 hours and increases the overall number of semester hours required to complete the program from 57 to 58.

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

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

Department of Geography and Geology: 9/10/10

Ogden Curriculum Committee 10/14/10

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: September 2, 2010

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Revise a Program
(Action Item)**

Contact Person: Greg Goodrich, gregory.goodrich@wku.edu, 5-5986

1. Identification of program:

- 1.1 Current program reference number: 674
- 1.2 Current program title: Geography
- 1.3 Credit hours: 36

2. Identification of the proposed program changes:

- Concentration requirements dropped from Land, Weather, Climate program:
GEOG 422 Physical Climatology 4 hrs
- Concentration requirements added to Land, Weather, Climate program:
GEOG 322 Global Climate Systems 4 hrs
- In the Planning and GIS concentration, Thematic Requirements are increased to 10 hours, and General Electives are reduced to three hours as a consequence of GEOG 317 increasing from 3 to 4 credit hours.

3. Detailed program description:

Cultural Geography		Cultural Geography	
■ Foundation Requirements	14 hours	■ Foundation Requirements	14 hours
GEOG 100 or GEOL 102 Physical	(3)	GEOG 100 or GEOL 102 Physical	(3)
GEOG 110 World Regional Geog.	(3)	GEOG 110 World Regional Geog.	(3)
GEOG 330 Intro to Cultural	(3)	GEOG 330 Intro to Cultural	(3)
GEOG 430 Topics in Cultural	(3)	GEOG 430 Topics in Cultural	(3)
GEOG 475 or 495 Practicum or Research	(1)	GEOG 475 or 495 Practicum or Research	(1)
GEOG 499 Professional Development	(1)	GEOG 499 Professional Development	(1)
■ Regional Requirements	6 hours	■ Regional Requirements	6 hours
Choose two courses from:		Choose two courses from:	
GEOG 200 Latin America	(3)	GEOG 200 Latin America	(3)
GEOG 360 North America	(3)	GEOG 360 North America	(3)
GEOG 451 Kentucky	(3)	GEOG 451 Kentucky	(3)
GEOG 454 Middle America	(3)	GEOG 454 Middle America	(3)
GEOG 462 South America	(3)	GEOG 462 South America	(3)
GEOG 464 Europe	(3)	GEOG 464 Europe	(3)
GEOG 465 Asia	(3)	GEOG 465 Asia	(3)
GEOG 466 Africa	(3)	GEOG 466 Africa	(3)
GEOG 467 Middle East	(3)	GEOG 467 Middle East	(3)
■ Thematic Requirements	6 hours	■ Thematic Requirements	6 hours

<p>Choose two courses from:</p> <p>GEOG 350 Economic (3)</p> <p>GEOG 378 Food & Culture (3)</p> <p>GEOG 480 Urban (3)</p> <p>GEOG 481 Tourism (3)</p> <p>■ Technique Requirements 10 hours</p> <p>GEOG 300 Research (3)</p> <p>GEOG 316 Foundations GIS (4)</p> <p>GEOG 391 Data Analysis (3)</p> <p>Program Total 36 hours</p> <p>Additional requirement: MATH 118 (or MATH 116 and MATH 117)</p>	<p>Choose two courses from:</p> <p>GEOG 350 Economic (3)</p> <p>GEOG 378 Food & Culture (3)</p> <p>GEOG 480 Urban (3)</p> <p>GEOG 481 Tourism (3)</p> <p>■ Technique Requirements 10 hours</p> <p>GEOG 300 Research (3)</p> <p>GEOG 316 Foundations GIS (4)</p> <p>GEOG 391 Data Analysis (3)</p> <p>Program Total 36 hours</p> <p>• Additional requirement: MATH 118 (or MATH 116 and MATH 117)</p>
<p>Environment and Sustainable Development</p> <p>■ Foundation Requirements 13 hours</p> <p>GEOG 100 or GEOL 102 Physical (3)</p> <p>GEOG 110 World Regional Geog. (3)</p> <p>GEOG 280 Environment (3)</p> <p>GEOG 475 or 495 Practicum or Research (3)</p> <p>GEOG 499 Professional Development (1)</p> <p>■ Thematic Requirements 9 hours</p> <p>GEOG 328 Biogeography (3)</p> <p>GEOG 471 Natural Resources (3)</p> <p>GEOG 474 Env. Planning (3)</p> <p>■ Technique Requirements 10 hours</p> <p>GEOG 300 Research (3)</p> <p>GEOG 316 Foundations GIS (4)</p> <p>GEOG 391 Data Analysis (3)</p> <p>■ General Electives 4 hours</p> <p>GEOG 208, 209, 310, 317, 350, 380 Sustainable Development, 414, 417, 419, 444, 452, 455, 487, GEOL 415</p> <p>Program Total 36 hours</p> <p>Additional requirements: MATH 118 (or MATH 116 and MATH 117) and one Ethics course: PHIL 320 or GEOG 440</p>	<p>Environment and Sustainable Development</p> <p>■ Foundation Requirements 13 hours</p> <p>GEOG 100 or GEOL 102 Physical (3)</p> <p>GEOG 110 World Regional Geog. (3)</p> <p>GEOG 280 Environment (3)</p> <p>GEOG 475 or 495 Practicum or Research (3)</p> <p>GEOG 499 Professional Development (1)</p> <p>■ Thematic Requirements 9 hours</p> <p>GEOG 328 Biogeography (3)</p> <p>GEOG 471 Natural Resources (3)</p> <p>GEOG 474 Env. Planning (3)</p> <p>■ Technique Requirements 10 hours</p> <p>GEOG 300 Research (3)</p> <p>GEOG 316 Foundations GIS (4)</p> <p>GEOG 391 Data Analysis (3)</p> <p>■ General Electives 4 hours</p> <p>GEOG 208, 209, 310, 317, 350, 380 Sustainable Development, 414, 417, 419, 444, 452, 455, 487, GEOL 415</p> <p>Program Total 36 hours</p> <p>Additional requirements: MATH 118 (or MATH 116 and MATH 117) and one Ethics course: PHIL 320 or GEOG 440</p>
<p>Land, Weather, and Climate</p> <p>■ Foundation Requirements 13 hours</p> <p>GEOG 100 or GEOL 102 or GEOL 111 Physical/Earth (3)</p> <p>GEOG 110 World Regional Geog. (3)</p> <p>GEOG 121 Meteorology (3)</p> <p>GEOG 475 or 495 Practicum or Research (3)</p> <p>GEOG 499 Professional Development (1)</p> <p>■ Thematic Requirements 7 hours</p>	<p>Land, Weather, and Climate</p> <p>■ Foundation Requirements 13 hours</p> <p>GEOG 100 or GEOL 102 or GEOL 111 Physical/Earth (3)</p> <p>GEOG 110 World Regional Geog. (3)</p> <p>GEOG 121 Meteorology (3)</p> <p>GEOG 475 or 495 Practicum or Research (3)</p> <p>GEOG 499 Professional Development (1)</p> <p>■ Thematic Requirements 7 hours</p>

<p>GEOG 422 Physical Climatology (4) GEOG 424 or 426 Weather (3) ■ Technique Requirements 10 hours GEOG 300 Research (3) GEOG 316 Foundations GIS (4) GEOG 391 Data Analysis (3) ■ General Electives 6 hours GEOG 122, 222, 310, 325, 328, 414, 420, 424 or 426, 482, 455, 471, GEOL 311, 325</p> <p>Program Total 36 hours Additional Requirements: MATH 118 (or 116/117), PHY 201</p>	<p>GEOG 322 Global Climate Systems (4) GEOG 424 or 426 Weather (3) ■ Technique Requirements 10 hours GEOG 300 Research (3) GEOG 316 Foundations GIS (4) GEOG 391 Data Analysis (3) ■ General Electives 6 hours GEOG 122, 222, 310, 325, 328, 414, 420, 424 or 426, 482, 455, 471, GEOL 311, 325</p> <p>Program Total 36 hours Additional Requirements: MATH 118 (or 116/117), PHY 201</p>
<p>Planning and GIS ■ Foundation Requirements 13 hours GEOG 100 or GEOL 102 Physical (3) GEOG 110 World Regional Geog. (3) GEOG 240 Planning (3) GEOG 475 or 495 Practicum or Research (3) GEOG 499 Professional Development (1) ■ Thematic Requirements 9 hours GEOG 317 GIS (3) GEOG 474 Env. Planning (3) GEOG 484 Advanced Plan (3) ■ Technique Requirements 10 hours GEOG 300 Research (3) GEOG 316 Foundations GIS (4) GEOG 391 Data Analysis (3) ■ General Electives 4 hours GEOG 350, 360, 414, 416, 417, 419, 423, 451, 477, 480, 487, 488, 497</p> <p>Program Total 36 hours Additional Requirements: MATH 118 (or MATH 116 and 117) AMS 163, CIS/CS 226 or CS 230</p>	<p>Planning and GIS ■ Foundation Requirements 13 hours GEOG 100 or GEOL 102 Physical (3) GEOG 110 World Regional Geog. (3) GEOG 240 Planning (3) GEOG 475 or 495 Practicum or Research (3) GEOG 499 Professional Development (1) ■ Thematic Requirements 10 hours GEOG 317 GIS (4) GEOG 474 Env. Planning (3) GEOG 484 Advanced Plan (3) ■ Technique Requirements 10 hours GEOG 300 Research (3) GEOG 316 Foundations GIS (4) GEOG 391 Data Analysis (3) ■ General Electives 3 hours GEOG 350, 360, 414, 416, 417, 419, 423, 451, 477, 480, 487, 488, 497</p> <p>Program Total 36 hours Additional Requirements: MATH 118 (or MATH 116 and 117) AMS 163, CIS/CS 226 or CS 230</p>
<p>Geography Honors</p> <ul style="list-style-type: none"> • Program Requirements 30 hours GEOG 100 (Honors), 110 (Honors), 300, 316, 391, HONS 300, HONS 301, HEEC courses (10 hours), 499 • Program Electives 6 hours HONS 403 Thesis for 6 hours, or 475 or 495 • Program Total 36 hours 	<p>Geography Honors</p> <ul style="list-style-type: none"> • Program Requirements 30 hours GEOG 100 (Honors), 110 (Honors), 300, 316, 391, HONS 300, HONS 301, HEEC courses (10 hours), 499 • Program Electives 6 hours HONS 403 Thesis for 6 hours, or 475 or 495 • Program Total 36 hours

Additional requirements: MATH 118 (or MATH 116 and MATH 117) and one Ethics course: PHIL 320 or GEOG 440	Additional requirements: MATH 118 (or MATH 116 and MATH 117) and one Ethics course: PHIL 320 or GEOG 440
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4. Rationale for the proposed program changes: GEOG 422 is being revised to include prerequisites of advanced calculus and physics and will only be part of the B.S. degree in Meteorology curriculum. A new course that does not require an advanced calculus and physics background, GEOG 322 (Global Climate Systems), is being created to replace GEOG 422 in the B.S. degree in Geography – Land, Weather, Climate concentration curriculum. The two climatology courses will cover essentially the same material, although GEOG 422 will have greater mathematical rigor and detail to reflect the demands of the B.S. degree in Meteorology curriculum. GEOG 317 is being revised from 3 to 4 credit hours to reflect an increasing workload that necessitates an additional hour of GIS lab instruction.

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

6. Dates of prior committee approvals:

Department of Geography and Geology 9/10/2010

Ogden Curriculum Committee 10/14/10

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 7 September 2010

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

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

1. Identification of program:

- 1.1 Current program reference number: 561
- 1.2 Current program title: English for Secondary Teachers
- 1.3 Credit hours: 55

2. Identification of the proposed program changes:

- Correct a course number transcription error
- Correct a course title

- Add a course as a possible elective
- Change to reflect a new title for a course
- Add a course as a possible elective
- Change to reflect a new title for a course
- Change to reflect a new title for a course
- Change to reflect a new course number
- Substitute a new course in place of a suspended course
- Add clarifying language to an elective option
- Add clarifying language to a recommendation statement

3. Detailed program description:

Required Core Courses:	31 hrs	Required Core Courses:	31 hrs
ENG 299 Introduction to English Studies	3	ENG 299 Introduction to English Studies	3
ENG 104 Introduction to Linguistics	3	ENG 104 Introduction to Linguistics	3
ENG 304 English Language	3	ENG 304 English Language	3
ENG 385 World Literature	3	ENG 385 World Literature	3
ENG 391 American Literature I	3	ENG 391 American Literature I	3
ENG 401 Advanced Composition	3	ENG 401 Advanced Composition	3
ENG 410 Comp Theory in Wrtg Instr	3	ENG 410 Comp Theory in Wrtg Instr	3
ENG 492 Senior Seminar	1	ENG 492 Senior Seminar	1
COMM 145 or 161 (public speaking) *	3	COMM 145 or 161 (public speaking) *	3
THEA 151 Theatre Appreciation *	3	THEA 151 Theatre Appreciation *	3
ENG 476 Crit Appr to Lit Sec Cur	3	ENG 476 Crit Appr to Lit Sec Cur	3
Cluster # 1 Literature Surveys	6 hrs	Cluster # 1 Literature Surveys	6 hrs
ENG 381 English Literature I		ENG 381 English Literature I	
ENG 382 English Literature II		ENG 382 English Literature II	
ENG 392 American Literature II		ENG 392 American Literature II	
Cluster # 2 Allied Language Arts	6 hrs	Cluster # 2 Allied Language Arts	6 hrs
COMM 245 Argumentation & Debate		COMM 245 Argumentation & Debate	
JOUR 202 Intro to Media Writing		JOUR 202 Intro to Media Writing	
JOUR 427 Journalism in the Schools		JOUR 427 Journalism in the Schools	
THEA 425 Play Prod in the Schools		THEA 425 Play Prod in the Schools	
Cluster # 3 Writing Electives	3 hrs	Cluster # 3 Writing Electives	3 hrs
ENG 301 Argumentation and Analysis		ENG 301 Argumentation and Analysis	
ENG 303 Fiction Writing		ENG 303 Fiction Writing	
ENG 305 Poetry Writing		ENG 305 Poetry Writing	
ENG 311 Creative Nonfiction Writing		ENG 311 Creative Nonfiction Writing	
ENG 354 Drama Writing		ENG 358 Drama Writing	
ENG 402 Editing and Publishing		ENG 402 Editing and Publishing	
ENG 415 Writing and Technology		ENG 415 Writing and Technology	
Cluster # 4 Literature Elective**	3 hrs	Cluster # 4 Literature Elective**	3 hrs
ENG 333 Medieval Literature		ENG 333 Medieval Literature	

ENG 340 Speculative Fiction
ENG 354 History of Drama to 1640
ENG 355 History of Drama since 1640
ENG 365 Literature and Film
ENG 387 Studies in Autobiography
ENG 395 Contemporary Literature
ENG 396 Mythology
ENG 398 Hemingway & Faulkner

ENG 455 American Drama
ENG 457 Modern British Literature
ENG 459 Modern Drama

ENG 481 Chaucer
ENG 482 Shakespeare
ENG 484 Romantic Movement
ENG 486 The 18th Century
ENG 487 Dante
ENG 488 Victorian Age
ENG 489 English Novel
ENG 490 American Novel
ENG 493 American Poetry
ENG 494 Kentucky Literature
ENG 495 Southern Literature

Cluster # 5 Literature of Diversity*** 3 hrs

ENG 360 Gay and Lesbian Lit
ENG 370 Multicultural Lit in America
ENG 386 Women Writers
ENG 393 African-American Lit

Elective 3 hrs
Choose one additional course from cluster
1, 2, 3, 4, or 5 or another allied arts course.

Total English program hours: 55

*COMM 145/161 and THEA 151 also count
as General Education courses

**The one literature elective must be from a
period not chosen from cluster # 1.

***ENG 370 and 393 also count as Gen Ed,
Category E

Note: CIS/CS/LME is recommended only for

ENG 340 Speculative Fiction
ENG 354 History of Drama to 1640
ENG 355 History of Drama since 1640
ENG 365 Film Adaptation
ENG 387 Studies in Autobiography
ENG 395 Contemporary Literature
ENG 396 Mythology
ENG 398 Hemingway & Faulkner

ENG 430 19th Century American Literature

ENG 455 American Drama
ENG 457 British Literature since 1900
ENG 459 Modern Drama

ENG 468 Early Modern English Literature

ENG 481 Chaucer
ENG 482 Shakespeare

ENG 484 British Romanticism

ENG 486 The 18th Century

ENG 487 Dante's *Divine Comedy* and Influences

ENG 488 Victorian Age

ENG 489 English Novel

ENG 490 American Novel

ENG 493 American Poetry

ENG 394 Kentucky Literature

ENG 495 Southern Literature

Cluster # 5 Literature of Diversity*** 3 hrs

ENG 360 Gay and Lesbian Lit
ENG 370 Multicultural Lit in America
ENG 497 Women's Literature
ENG 393 African-American Lit

Elective 3 hrs
Choose one additional course from cluster
1, 2, 3, 4, or 5 or another **allied language
arts course.**

Total English program hours: 55

*COMM 145/161 and THEA 151 also count
as General Education courses

**The one literature elective must be from a
period not chosen from cluster # 1.

***ENG 370 and 393 also count as Gen Ed,
Category E

A former requirement—one course from CS 145,

students who lack basic computer literacy.

CIS 141, or LME 448—is now recommended for students who perceive a weakness in technology skills.

Teacher Certification requirements are unchanged.

Teacher Certification requirements are unchanged.

Total Eng w/ Sec Certification: 89 hrs

Total Eng w/ Sec Certification: 89 hrs

4. Rationale for the proposed program change: These changes are basically routine maintenance.

- *Correct a course number transcription error:* ENG 354, Drama Writing, should be listed as ENG 358.
- *Correct a course title:* "Literature and Film" was changed to "Film Adaptation" some time ago; this updates that listing.
- *Add a course as a possible elective:* The addition of a newly created course (ENG 430, 19th Century American Literature) expands the options available in Cluster # 4.
- *Change to reflect a new title for a course:* The course title of ENG 457 has been changed recently from "Modern British Literature" to "British Literature since 1900." This updates that listing.
- *Add a course as a possible elective:* The addition of a newly created course (ENG 468, Early Modern English Literature) expands the options available in Cluster # 4.
- *Change to reflect a new title for a course:* The course title of ENG 484 has been changed recently from "Romantic Movement" to "British Romanticism." This updates that listing.
- *Change to reflect a new title for a course:* The course title of ENG 487 has been changed recently from "Dante" to "Dante's *Divine Comedy* and Influences." This updates that listing.
- *Change to reflect a new course number:* The course number for ENG 494, Kentucky Literature, has been changed to ENG 394. This updates that listing.
- *Substitute a new course in place of a suspended course:* ENG 386, Women Writers, has been suspended. A newly revised course—ENG 497, Women's Literature—will replace it.
- *Add clarifying language to an elective option:* Including the word "language"—altering "allied arts" to "allied language arts"—is intended to clarify the intention of the elective option.
- *Add clarifying language to a recommendation statement:* This rephrasing clarifies the specific courses involved and indicates that this is an issue to be determined by the individual student.

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

6. Dates of prior committee approvals:

English Department/Division:

9/17/10

PCAL Curriculum Committee	__10/04/10__
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	____NA_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: 28 June 2010

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

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

1. Identification of program:

- 1.1 Current program reference number: 662
- 1.2 Current program title: English major (three concentrations)
- 1.3 Credit hours: Literature concentration: 40
Professional Writing concentration: 39
Creative Writing concentration: 39

2. Identification of the proposed program changes: We are suspending five courses, making one or more revisions to seven courses, and creating three new courses (two of which have been taught as “one time only”). In the Literature Concentration, we are also adding the requirement that at least one restricted elective must be at the 400 level. And we are extending the minimum grade requirement to all concentrations.

3. Detailed program description:

Suspend the following restricted electives:

- ENG 380 Masterpieces of English Literature
- ENG 386 Women Writers
- ENG 496 Women’s Poetry
- ENG 462 Topics in Contemporary Literary Theory (delete)

Revise the following restricted electives:

- Change description/title, ENG 457 Modern British Literature
- Change title, ENG 484 Romantic Movement
- Change description/title, ENG 487 Dante
- Change description/title, ENG 497 Women’s Fiction
- Change description/title ENG 460 Literary Criticism
- Change course number, ENG 494 Kentucky Literature
- Change course number, ENG 368 Japanese Cinema in Translation

All of the revised courses are available as restricted electives in all three concentrations.

Add the following courses to the list of restricted electives available to all concentrations:

- ENG 430 Nineteenth Century American Literature
- ENG 468 Early Modern English Literature

Add the following courses to list of restricted electives available to the creative writing concentration:

- ENG 474 Advanced Poetry Workshop
- ENG 475 Advanced Fiction Workshop
- ENG 478 Visiting Writer Summer Workshop

<p>Major in English: Literature Concentration</p> <p>The literature concentration in English (662) requires a minimum of 40 semester hours and leads to a Bachelor of Arts degree. A minor or second major is required. Requirements for the major areas follows: ENG 299, 304, 381, 382, 385, 391, 392, 401, 492, four additional three-credit, upper-level literature courses and one additional elective from department offerings. (With the approval of the English department head, one course from another department may be taken as an elective.) A grade of “C” or higher is required in all courses applying to the major.</p>	<p>Major in English: Literature Concentration</p> <p>The literature concentration in English (662) requires a minimum of 40 semester hours and leads to a Bachelor of Arts degree. A minor or second major is required. Requirements for the major areas follows: ENG 299, 304, 381, 382, 385, 391, 392, 401, 492 (senior seminar, which should be taken in the last semester of coursework), four additional three-credit, upper-level literature courses and one additional elective from department offerings. (With the approval of the English department head, one course from another department may be taken as an elective.) A grade of “C” or higher is required in all courses applying to the major. At least one of the restricted electives must be at the 400 level.</p>
<p>Major in English: Creative Writing</p> <p>The creative writing concentration in English (662) requires a minimum of 39 semester hours and leads to a Bachelor of Arts degree. A minor or second major is required. Requirements include ENG 299, 304, 381, 382, 385, 391, 392, and 413 (capstone, which should be taken in the final semester of coursework); any four of the following courses: ENG 303, 305, 311, 358, 403, and 411; and one elective from the department offerings. <i>Note: ENG 203 is a required prerequisite to the upper-level creative writing courses.</i></p>	<p>Major in English: Creative Writing</p> <p>The creative writing concentration in English (662) requires a minimum of 39 semester hours and leads to a Bachelor of Arts degree. A minor or second major is required. Requirements include ENG 299, 304, 381, 382, 385, 391, 392, and 413 (capstone, which should be taken in the final semester of coursework); any four of the following courses: ENG 303, 305, 311, 358, 403, 474, 475, 478 and 411; and one elective from the department offerings. A grade of “C” or higher is required in all courses applying to the major. <i>Note: ENG 203 is a required prerequisite to the upper-level creative writing courses.</i></p>
<p>Major in English: Professional Writing</p> <p>The professional writing concentration in English (662) requires a minimum of 39</p>	<p>Major in English: Professional Writing</p> <p>The professional writing concentration in English (662) requires a minimum of 39</p>

<p>semester hours and leads to a Bachelor of Arts degree. A minor or second major is required. Requirements include ENG 299, 304, 381, 382, 385, 391, 392, and 414 (capstone, which should be taken in the final semester of coursework); any four of the following courses: ENG 301, 306, 307, 401, 412, and 415; and one elective from department offerings. <i>We strongly recommend that students in the professional writing concentration complete an internship (ENG 369).</i></p>	<p>semester hours and leads to a Bachelor of Arts degree. A minor or second major is required. Requirements include ENG 299, 304, 381, 382, 385, 391, 392, and 414 (capstone, which should be taken in the final semester of coursework); any four of the following courses: ENG 301, 306, 307, 401, 412, and 415; and one elective from department offerings. A grade of “C” or higher is required in all courses applying to the major. <i>We strongly recommend that students in the professional writing concentration complete an internship (ENG 369).</i></p>
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4. Rationale for the proposed program change:

Suspensions: These courses are either not in demand or unnecessarily duplicate material taught in other courses.

Revisions: The course titles and/or descriptions are unclear, too narrowly defined, and/or no longer accurate.

Additions: These courses fill gaps in the curriculum, combine material from multiple suspended courses (to increase curricular efficiency), or make permanent courses we have offered on a one-time basis to meet the curricular needs of our growing creative writing program.

We want all literature students to take at least one 400 level course to ensure that they will have a seminar experience and will write a substantial critical essay that draws on secondary sources.

We are adding the “grade of ‘C’ or higher” requirement to the Professional and Creative Writing concentrations to make the standards for our major consistent.

5. Proposed term for implementation and special provisions (if applicable): 201130

6. Dates of prior committee approvals:

English Department/Division: 9/17/10

PCAL Curriculum Committee 10/04/10

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: September 2, 2010

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

Contact Person: Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of program:

- 1.1 Current program reference number: 593
- 1.2 Current program title: Bachelor of Music, concentration in Music Education, Instrumental Sequence
- 1.3 Credit hours: 72

2. Identification of the proposed program changes: Add the option for skilled pianists to substitute MUS 349 Accompanying in place of Group Piano I, II, III, and IV (MUS 160, 161, 260, and 261) to fulfill degree program requirements.

3. Detailed program description:

CURRENT REQUIREMENTS

MUS 100 Theory I	
3	
MUS 101 Theory II	
3	
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 326 Music History I	
3	
MUS 327 Music History II	
3	
MUS 328 Music History III	
3	
MUS 160 Group Piano I	
1	
MUS 161 Group Piano II	
1	
MUS 260 Group Piano III	
1	
MUS 261 Group Piano IV	
1	
MUS 203 Music Technology	
2	

MUS 317 Conducting I	
2	
MUS 318 Conducting II	
2	
MUS 162 Group Voice	
1	
MUS 214 String Techniques	
1	
MUS 215 Brass Techniques	
1	
MUS 315 Clarinet/Sax Techniques	
1	
MUS 316 Flute/Double Reed Techniques	
1	
MUS 319 Percussion Techniques	
1	
MUS 312 Teaching Music Elementary	
3	
MUS 412 Teaching Music Middle School	
3	
MUS 416 Instrumental Methods	
3	
MUS 417/338 Marching Band Tech./Strings	
DIS 2	

MUS 407 Orchestration & Arranging	3
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
	TOTAL = 72

NEW REQUIREMENTS	
MUS 100 Theory I	3
MUS 101 Theory II	3
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 326 Music History I	3
MUS 327 Music History II	3
MUS 328 Music History III	3
MUS 160/349 Group Piano I /Accompanying	1
MUS 161/349 Group Piano II/Accompanying	1
MUS 260/349 Group Piano III/Accompanying	1
MUS 261/349 Group Piano IV/Accompanying	1
MUS 203 Music Technology	2
MUS 317 Conducting I	2
MUS 318 Conducting II	2
MUS 162 Group Voice	1
MUS 214 String Techniques	1
MUS 215 Brass Techniques	1
MUS 315 Clarinet/Sax Techniques	1
MUS 316 Flute/Double Reed Techniques	1
MUS 319 Percussion Techniques	1
MUS 312 Teaching Music Elementary	3
MUS 412 Teaching Music Middle School	3
MUS 416 Instrumental Methods	3

MUS 417/338 Marching Band Tech./Strings	MUS 353 Applied Principal
DIS 2	2
MUS 407 Orchestration & Arranging	MUS 155 Performance Attendance (P/F)
3	0
MUS 153 Applied Principal	MUS 353 Applied Principal
2	2
MUS 155 Performance Attendance (P/F)	MUS 155 Performance Attendance (P/F)
0	0
MUS 153 Applied Principal	MUS 344/347/348 Major Ensemble
2	1
MUS 155 Performance Attendance (P/F)	MUS 344/347/348 Major Ensemble
0	1
MUS 153 Applied Principal	MUS 344/347/348 Major Ensemble
2	1
MUS 155 Performance Attendance (P/F)	MUS 344/347/348 Major Ensemble
0	1
MUS 153 Applied Principal	MUS 344/347/348 Major Ensemble
2	1
MUS 155 Performance Attendance (P/F)	MUS 344/347/348 Major Ensemble
0	1
MUS 353 Applied Principal	MUS 344/347/348 Major Ensemble
2	1
MUS 155 Performance Attendance (P/F)	
0	TOTAL = 72

4. Rationale for the proposed program change: Students whose major/principal instrument is piano come to college with extensive background in piano performance, but often with little experience in accompanying. In order to be admitted as a music major on piano students must demonstrate a level of performance skill that meets or exceeds that necessary to complete the entire four-course sequence in Group Piano. Allowing these piano students to substitute MUS 349 Accompanying for the degree requirements in Group Piano will extend their skill set in this vital aspect of piano performance.

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

6. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council (if applicable)	September 8, 2010
Undergraduate Curriculum Committee	_____

University Senate

Attachment: Program Inventory Form

Proposal Date: September 2, 2010

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

Contact Person: Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of program:

- 1.1 Current program reference number: 593
- 1.2 Current program title: Bachelor of Music, concentration in Music Education, Integrated Sequence
- 1.3 Credit hours: 72

2. Identification of the proposed program changes: Add the option for skilled pianists to substitute MUS 349 Accompanying in place of Group Piano I, II, III, and IV (MUS 160, 161, 260, and 261) to fulfill degree program requirements.

3. Detailed program description:

CURRENT REQUIREMENTS

MUS 100 Theory I	
3	
MUS 101 Theory II	
3	
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 326 Music History I	
3	
MUS 327 Music History II	
3	
MUS 328 Music History III	
3	
MUS 160 Group Piano I	
1	
MUS 161 Group Piano II	
1	
MUS 260 Group Piano III	
1	
MUS 261 Group Piano IV	
1	
MUS 203 Music Technology	
2	
MUS 317 Conducting I	
2	

MUS 318 Conducting II	
2	
MUS 152/162 Diction/Group Voice	
1	
MUS 214 String Techniques	
1	
MUS 215 Brass Techniques	
1	
MUS 315 Clarinet/Sax Techniques	
1	
MUS 316 Flute/Double Reed Techniques	
1	
MUS 319 Percussion Techniques	
1	
MUS 312 Teaching Music Elementary	
3	
MUS 412 Teaching Music Middle School	
3	
MUS 416 Instrumental Methods	
3	
MUS 414/417/338 Chor Mats./MB	
Tech./Strings DIS	2
MUS 405/407 Choral Arr./Orch. &	
Arranging	3

MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Opposite Area Ens.	1
MUS 340/341/344/347/348 Opposite Area Ens.	<u>1</u>

TOTAL = 77

MUS 100 Theory I	3	
MUS 101 Theory II	3	
MUS 200 Theory III		3
MUS 201 Theory IV		3
MUS 326 Music History I	3	
MUS 327 Music History II	3	
MUS 328 Music History III	3	
MUS 160/349 Group Piano I		
/Accompanying	1	
MUS 161/349 Group Piano		
II/Accompanying	1	
MUS 260/349 Group Piano		
III/Accompanying	1	
MUS 261/349 Group Piano		
IV/Accompanying	1	
MUS 203 Music Technology	2	
MUS 317 Conducting I	2	
MUS 318 Conducting II	2	
MUS 152/162 Diction/Group Voice	1	
MUS 214 String Techniques	1	
MUS 215 Brass Techniques	1	
MUS 315 Clarinet/Sax Techniques	1	
MUS 316 Flute/Double Reed Techniques	1	
MUS 319 Percussion Techniques	1	
MUS 312 Teaching Music Elementary	3	
MUS 412 Teaching Music Middle School	3	
MUS 416 Instrumental Methods	3	

[illegible]

MUS 340/341344/347/348 Opposite Area Ens. 1
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MUS 340/341344/347/348 Opposite Area Ens. <u>1</u> TOTAL = 77
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4. Rationale for the proposed program change: Students whose major/principal instrument is piano come to college with extensive background in piano performance, but often with little experience in accompanying. In order to be admitted as a music major on piano students must demonstrate a level of performance skill that meets or exceeds that necessary to complete the entire four-course sequence in Group Piano. Allowing these piano students to substitute MUS 349 Accompanying for the degree requirements in Group Piano will extend their skill set in this vital aspect of piano performance.

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

6. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council (if applicable)	September 8, 2010
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: September 2, 2010

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

Contact Person: Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of program:

- 1.1 Current program reference number: 593
- 1.2 Current program title: Bachelor of Music, concentration in Music Education, Vocal Sequence
- 1.3 Credit hours: 72

2. Identification of the proposed program changes: Add the option for skilled pianists to substitute MUS 349 Accompanying in place of Group Piano I, II, III, and IV (MUS 160, 161, 260, and 261) to fulfill degree program requirements.

3. Detailed program description:

CURRENT REQUIREMENTS		
MUS 100 Theory I		
3		
MUS 101 Theory II		
3		
MUS 200 Theory III	3	
MUS 201 Theory IV	3	
MUS 326 Music History I		
3		
MUS 327 Music History II		
3		
MUS 328 Music History III		
3		
MUS 160 Group Piano I		
1		
MUS 161 Group Piano II		
1		
MUS 260 Group Piano III		
1		
MUS 261 Group Piano IV		
1		
MUS 203 Music Technology		
2		
MUS 317 Conducting I		
2		
		MUS 318 Conducting II
		2
		MUS 152 Diction I
		1
		MUS 252 Diction II
		1
		MUS 166 Group Guitar
		1
		MUS 214 String Techniques
		1
		Guided Elective Tech. Course (215, 315, 316, 319)
		1
		MUS 349 Accompanying
		1
		MUS 312 Teaching Music Elementary
		3
		MUS 412 Teaching Music Middle School
		3
		MUS 415 Choral Methods
		3
		MUS 414 Choral Materials
		2
		MUS 405 Choral Arranging
		3
		MUS 153 Applied Principal
		2

MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	<u>1</u>
TOTAL = 72	

NEW REQUIREMENTS	
MUS 100 Theory I	3
MUS 101 Theory II	3
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 326 Music History I	3
MUS 327 Music History II	3
MUS 328 Music History III	3
MUS 160/349 Group Piano I /Accompanying	1
MUS 161/349 Group Piano II/Accompanying	1
MUS 260/349 Group Piano III/Accompanying	1
MUS 261/349 Group Piano IV/Accompanying	1
MUS 203 Music Technology	2
MUS 317 Conducting I	2
MUS 318 Conducting II	<u>2</u>
MUS 152 Diction I	1
MUS 252 Diction II	1
MUS 166 Group Guitar	1
MUS 214 String Techniques	1
Guided Elective Tech. Course (215, 315, 316, 319)	1
MUS 349 Accompanying	1
MUS 312 Teaching Music Elementary	3
MUS 412 Teaching Music Middle School	3
MUS 415 Choral Methods	3
MUS 414 Choral Materials	2

MUS 405 Choral Arranging	3
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0

MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
TOTAL = 72	

4. Rationale for the proposed program change: Students whose major/principal instrument is piano come to college with extensive background in piano performance, but often with little experience in accompanying. In order to be admitted as a music major on piano students must demonstrate a level of performance skill that meets or exceeds that necessary to complete the entire four-course sequence in Group Piano. Allowing these piano students to substitute MUS 349 Accompanying for the degree requirements in Group Piano will extend their skill set in this vital aspect of piano performance.

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

6. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council (if applicable)	September 8, 2010
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: 6/02/2010

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

Contact Person: Rico Tyler, rico.tyler@wku.edu, (270) 745-4707

1. Identification of proposed course:

- 1.1 Course prefix and number: SMED 301
- 1.2 Course title: Designing and Teaching Inquiry-Based Mathematics and Science Units
- 1.3 Abbreviated course title: Inquiry-Based Unit Design
- 1.4 Credit hours/contact hours: 3.0/3.0
- 1.5 Type of course: A (Applied Learning)
- 1.6 Prerequisite: Sophomore standing and 9 hours of math/science coursework
- 1.7 Course catalog listing:
Develops students' skills in designing, teaching, analyzing, and assessing inquiry-based math and science lessons and units within multiple and diverse field experiences.
Fieldwork required; students are responsible for arranging their own transportation to sites.

2. Rationale:

- 2.1 Currently, students seeking a Science and Math Education degree (SMED) through SKyTeach begin their professional preparation with SMED 101 *Introduction to Inquiry-Based Approaches to Learning* and SMED 102 *Introduction to Inquiry-Based Lesson Design*. Since both of these courses focus on the preparation and teaching of lessons in actual classrooms, the limited content background and freshman status of SMED 101/102 students require instructors to make some compromises. Lessons are selected from a lesson bank. Extensive mentoring and content tutoring are required before each lesson is taught.

While SMED 101/102 is designed around the needs of freshman students, significant numbers of later entering students with a stronger content background in math/science with respect to their teaching vocation than first-year SMED 101 and 102 students also take these courses. The SKyTeach faculty has determined that a different course would better meet the needs of students who have acquired stronger content backgrounds in math/science by the time they decide to pursue teaching credentials. The proposed course, which will be allowed as an alternative for SMED 101 *Introduction to Inquiry-Based Approaches to Learning* and SMED 102 *Introduction to Inquiry-Based Lesson Design*, would allow these students to get on track and catch up with "native" students who began the SKyTeach program in the first semester of the first year. Students taking this new course will go beyond the expectations for SMED 101 and 102 students by preparing, teaching, and assessing individual lessons and sequences of lessons for middle grade and secondary students.

- 2.2 Projected enrollment in the proposed course:
Based on enrollments in current math and science teacher education sequences and the successful recruitment of math/science majors into SKyTeach, we expect 40 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course will most closely resemble SMED 101 and 102; however, the lesson design, classroom management and assessment design expectations will require more mature students who have already acquired foundational math and science content coursework and who have indicated a firm commitment to K-12 teaching. Field experiences will be in multiple middle grade and secondary settings and of longer duration than those in the 100-level courses.
- 2.4 Relationship of the proposed course to courses offered in other departments:
No other department offers a similar introduction to math and science education for middle grade and secondary teachers.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
This course follows a similar “combination course” model in the University of Texas at Austin’s UTeach program. However, the proposed 300-level course will be reserved for more mature students with a stronger content background than typical 100-level students and will be more intensified in assignments and field experiences than a 100-level combination course would typically require.

3. Discussion of proposed course:

- 3.2 Course objectives:
The proposed course will provide math and science majors with first-hand experience with inquiry-based math/science lessons in middle grade and secondary classrooms. The course will emphasize developing and implementing sequences of 5-E lesson plans in KTIP format with a focus on content accuracy and depth and the importance of using appropriate questioning strategies throughout the lesson. Students will develop pre- and post-assessments for performance objectives. Students will analyze and modify one of the lessons they taught, taking into account the results of the assessments, their reflection on how successful the lesson was, and feedback from their mentor teachers and the course instructor who observed the lesson. After completing this course, students will be able to:
- Utilize content knowledge to plan and teach six middle school and secondary lessons, including a 3-day lesson sequence
 - Use sources of exemplary inquiry-based mathematics and science lessons
 - Write performance objectives and assessments of those objectives for each lesson
 - Consider the unique contextual attributes of schools and students in order to implement teaching strategies that are effective in diverse school environments
 - Design and deliver three inquiry-based lesson plans using the “5-E” model
 - Use and evaluate the appropriateness of technology
 - Use questions to elicit feedback to determine students’ acquisition of knowledge
 - Use higher order pre- and post-assessments to evaluate student learning and to revise

- lesson plans
- Provide instructive feedback to peers
- Reflect on teaching experiences in order to revise lesson plans
- Implement safe classroom practices

3.3 Content outline:

Students will attend two weekly classes led by a SKyTeach Master Teacher to learn about the design and delivery of best practice science and math lessons. Working in teams, students will present six lessons in diverse middle grades and secondary classrooms. Mentor teachers who will provide feedback on the instruction provided.

- Writing effective 5E lesson plan and professional teaching materials
- Implementing and evaluating inquiry-based instruction
- Best practices for effective instruction: use of technology, cooperative learning, diverse learning styles, student demonstrations, questioning techniques, formative and summative assessment
- Understanding student factors that influence teaching
- Classroom management, procedures, positive expectations and basic legal issues
- Using data for lesson revision
- Creating effective sequences of related lessons

3.4 Student expectations and requirements:

Students will be assessed on the results of in-class and out-of-class assignments, the creation and evaluation of three lesson plans, and a final project that incorporates feedback from the mentor teacher and Master Teacher regarding the performance of those lesson plans.

Students will be able to:	Evidence (Student Products)
1. Utilize content knowledge to plan and teach 3 individual lessons.	<ul style="list-style-type: none"> • Each lesson plan must provide background information on the concept(s) presented • Content accuracy throughout the lesson plan • Observations by the mentor teachers and the Master Teachers
2. Utilize exemplary sources of inquiry-based science and mathematics lessons.	<ul style="list-style-type: none"> • Participation in model lessons presented in class • Sources of lessons are cited in each lesson plan
3. Experience teaching elementary and middle school students in order to understand their unique attributes and implement teaching strategies that are effective in the each school environment.	<ul style="list-style-type: none"> • Each lesson plan must explicitly indicate why the instructional strategies are effective for this level of students • Participation in a class session that addresses key student attributes • Written feedback from the mentor teachers and the Master Teacher who observe lessons
4. Design and teach six inquiry-	<ul style="list-style-type: none"> • Six inquiry-based lesson plans with 5-E template

Students will be able to:	Evidence (Student Products)
based lesson plans using safe practices and the “5-E” model.	that includes safety recommendations. <ul style="list-style-type: none"> • Written feedback by the mentor teacher • Written feedback by the Master Teacher
5. Design and teach lessons that incorporate use of technology.	<ul style="list-style-type: none"> • Participation in technology activities during class • Written feedback from the mentor teacher indicating that lessons incorporated technology
6. Use probing questions to elicit feedback on students’ acquisition of knowledge.	<ul style="list-style-type: none"> • Extensive examples of possible questions and expected responses listed in each lesson plan • Written feedback for every lesson
7. Use pre- and post-assessments to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising a lesson plan.	<ul style="list-style-type: none"> • Analyze the use of pre- and post-assessments to evaluate student learning • Pre- and post-assessments with written comments for instructive feedback for lesson plans • Pre- & post-assessments used to revise lesson plan
8. Provide instructive feedback to peers	<ul style="list-style-type: none"> • Written feedback provided to peers who present their lessons during class
9. Design and teach a 3-day sequence of inquiry-based lesson plans using safe practices and the “5-E” model.	<ul style="list-style-type: none"> • Each lesson plan must provide background information on the concept(s) presented • Content accuracy throughout the lesson plan • Observations by the mentor teachers and the Master Teachers • Sequence must include pre-assessments, formative assessments and a summative assessment

3.5 Tentative texts and course materials:

- D. Keirsev and M. Bates. (1984). *Please Understand Me: Character and Temperament Types*. Del Mar, CA: Prometheus Nemesis.
- Johnson, David R. (1982). *Every Minute Counts: Making Your Math Class Work*. Dale Seymour Publications .
- Martin-Hansen, Lisa. "Defining Inquiry." *The Science Teacher* (Feb. 2002): 34-37.
- National Council of Teachers of Mathematics. "The Learning Principle." *Principles and Standards For School Mathematics*. 2000. 20-21.
- National Research Council. (1996).*National Science Education Standards*., National Academy Press.
- National Council of Teachers of Mathematics. (2000).*Principles and Standards for School Mathematics*.

4. Resources:

- 4.1 Library resources: No new additional resources required

4.2 Computer resources: No new additional resources required

5. Budget implications:

5.1 Proposed method of staffing:

Master Teacher position funded through SKyTeach grant

5.2 Special equipment needed:

Inquiry-based math and science kits, funded through SKyTeach

5.3 Expendable materials needed:

Inquiry-based math and science kits, initially funded through SKyTeach

5.4 Laboratory materials needed:

Inquiry-based math and science kits, funded through SKyTeach

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

School of Teacher Education: 09/17/2010

CEBS Curriculum Committee: 10/05/2010

Professional Education Council: 10/13/2010

University Curriculum Committee: _____

University Senate: _____

Proposal Date: 3/20/10

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

Contact Person: Shane M. Palmquist, 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 and contact hours: 1
- 1.5 Type of course: 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, or permission of instructor.

Corequisites:

MATH 117 or higher

- 1.7 Course catalog listing

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:

- 2.6 Reason for developing the proposed course:

This course is for transfer or change of major students who have earned at least 24 semester hours of credit or have completed a course equivalent to the basic topics of the generic WKU University Experience. For these students, this course provides an introduction to civil engineering.

- 2.7 Projected enrollment in the proposed course: 10 students per semester
- 2.8 Relationship of the proposed course to courses now offered by the department:

The electrical engineering program offers EE 101, which is the same course but for students majoring in electrical engineering. The mechanical engineering program offers 176, which is the same course but for students majoring in mechanical engineering.

2.9 Relationship of the proposed course to courses offered in other departments: NA

2.10 Relationship of the proposed course to courses offered in other institutions: NA

3. Discussion of proposed course:

3.6 Course objectives:

- Describe the major areas of civil engineering
- Explain the role of civil engineering in society, the role of ethics in the practice of civil engineering, and the role of principal participants in a typical civil engineering project
- Design, build, and test models
- Use an authentic engineering design process to develop their designs
- Apply math, science, and computer technology as problem-solving tools
- List the skills necessary for success in the undergraduate program and in the civil engineering profession

3.7 Content outline:

- Introduction to the civil engineering profession
- Civil engineering sub-disciplines and careers
- Engineering ethics
- Introduction to the engineering design process through various hands on team design projects

3.8 Student expectations and requirements:

Students must successfully complete homework assignments, exams, and a project.

3.9 Tentative texts and course materials:

Ressler, Stephen J., *Designing and Building File Folder Bridges*, U.S. Military Academy, Goshen, N.Y.

4. Resources:

4.3 Library resources: WKU library resources are not needed for this course

4.4 Computer resources: WKU computer resources are adequate

5. Budget implications:

5.5 Proposed method of staffing: Current faculty

- 5.6 Special equipment needed: None
- 5.7 Expendable materials needed: None
- 5.8 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Engineering Department: 3/26/10

University Curriculum Committee 10/14/10

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 2/12/10

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CE 332
- 1.2 Course title: Transportation Engineering
- 1.3 Abbreviated course title: Transportation Engineering
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites:

CE 160 and 161 (Principles of Surveying and Lab)

- 1.7 Course catalog listing:

An introduction to transportation engineering. Development of transportation systems in the United States. Route geometrics and design. Traffic flow characteristics and control. Planning, financing and economic analysis of transport facilities.

2. Rationale:

- 2.1 Reason for developing the proposed course:

Students in the civil engineering program are required to obtain 16 credit hours in the major from University of Kentucky (UK) faculty members. For the new iCAP system used by the Office of the Registrar for verification of degree completion, each UK taught course must have a unique course number so that the system can track the total number of UK taught course credits obtained.

WKU faculty will be teaching this course. UK faculty will be teaching CE 331 UK-Transportation Engineering. In terms of content, both courses are identical.

- 2.2 Projected enrollment in the proposed course: 25 students
- 2.3 Relationship of the proposed course to courses now offered by the department:

See section 2.1.
- 2.4 Relationship of the proposed course to courses offered in other departments: None

2.5 Relationship of the proposed course to courses offered in other institutions:

Nearly every ABET accredited program in civil engineering offers a course equivalent to this course

3. Discussion of proposed course:

3.1 Course objectives:

To introduce students to key topics, issues and design procedures in the field of transportation engineering.

3.2 Content outline:

- Introduction to transportation engineering
- Geometric roadway design
- Designing traffic signal timing
- Arterial roadway operations
- Transportation noise
- Automobiles and air pollution
- Transportation safety
- Non-automobile transportation modes: trucking, railways, public transportation, air
- Unsignalized intersection control
- Traffic flow theory
- Freeway and multi-lane highway level of service
- Intelligent transportation systems
- Transportation planning

3.3 Student expectations and requirements: Successfully completion of homework assignments, quizzes, exams, and a project.

3.4 Tentative texts and course materials:

Nicholas J. Garber and Lester A. Hoel, Traffic & Highway Engineering, 4th ed., CL-Engineering, Inc., (2008), ISBN 0495082503.

4. Resources:

4.1 Library resources: WKU library resources are not needed for this course

4.2 Computer resources: WKU computer resources are adequate

5. Budget implications:

5.1 Proposed method of staffing: Current faculty

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Engineering Department: 2/19/10

Ogden Curriculum Committee 10/14/10

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 2/12/10

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CE 352
- 1.2 Course title: Introduction to Environmental Engineering
- 1.3 Abbreviated course title: Intro to Environmental Eng.
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites:

MATH 331 and CHEM 120 (College Chemistry)

- 1.7 Course catalog listing:

Introduction to the fundamental principles of environmental engineering. Topics in water quality, water and wastewater treatment, air quality, and solid waste and landfills are discussed.

2. Rationale:

- 2.1 Reason for developing the proposed course:

Students in the civil engineering program are required to obtain 16 credit hours in the major from University of Kentucky (UK) faculty members. For the new iCAP system used by the Office of the Registrar for verification of degree completion, each UK taught course must have a unique course number so that the system can track the total number of UK taught course credits obtained.

WKU faculty will be teaching this course. UK faculty will be teaching CE 351 UK-Introduction to Environmental Engineering. In terms of content, both courses are identical.

- 2.2 Projected enrollment in the proposed course: 25 students

- 2.3 Relationship of the proposed course to courses now offered by the department:

See section 2.1.

2.4 Relationship of the proposed course to courses offered in other departments:

The Environmental Science Department offers courses that appear similar to this course. However, CE 351 is a specific course to the practice of civil engineering and is only taught by a civil engineering faculty member.

2.5 Relationship of the proposed course to courses offered in other institutions:

Nearly every ABET accredited program in civil engineering offers a course equivalent to this course

3. Discussion of proposed course:

3.1 Course objectives:

To introduce the student to the fundamental principles and activities of environmental engineering. Goals of the course are to familiarize the student with human activities that negatively affect the environment and how environmental engineers can mitigate those problems.

3.2 Content outline:

- Environmental chemistry and biology
- Environmental engineering hydrology
- Environmental engineering hydraulics and pneumatics
- Introduction to environmental quality modeling
- Conventional water treatment
- Sludge treatment and disposal
- Advanced wastewater and water treatment and land treatment systems
- Pollution from combustion and atmospheric pollution
- Solid waste management
- Air pollution control
- Hazardous waste management and risk assessment
- Noise pollution and control

3.3 Student expectations and requirements: Successfully completion of homework assignments, quizzes, exams, and a project.

3.4 Tentative texts and course materials:

Gilbert M. Master and Wendell P. Ela, *Introduction Engineering and Science*, 3rd ed., Pearson Education, Inc., Upper Saddle River, NJ (2008). ISBN 0-13-148193-2.

4. Resources:

4.1 Library resources: WKU library resources are not needed for this course

4.2 Computer resources: WKU computer resources are adequate

5. Budget implications:

5.1 Proposed method of staffing: Current faculty

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Engineering Department: 2/19/10

Ogden Curriculum Committee 10/14/10

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 3/1/10

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CE 444
- 1.2 Course title: Bridge Engineering
- 1.3 Abbreviated course title: Bridge Engineering
- 1.4 Credit hours and contact hours: 3.0 hours / 3.0 contact hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: CE 384 or CE 482 or CE 483
- 1.7 Course catalog listing:

A practice based introduction to bridge engineering, exploring the design, behavior, maintenance and rehabilitation of bridges. Bridge loads, reinforced and prestressed concrete slab and T-beam bridges, steel beam bridges, composite beam bridges, bridge evaluations and ratings, and upgrade methodologies are covered based on AASHTO code requirements using the LRFD design methodology. Abutments, piers, joints, bearings, and connections are also included. Nontechnical topics such as public perception of the nation's infrastructure with respect to bridges will be discussed.

2. Rationale:

- 2.1 Reason for developing the proposed course:

Civil engineering students are required to complete nine (9) credit hours of technical elective courses for a baccalaureate degree. If taken, this three (3) credit hour course will count toward fulfillment of this graduation requirement. This course aims to target civil engineering students who want to pursue a career in the area of transportation sector of civil engineering.

The Kentucky Transportation Cabinet is the largest employer of civil engineering students graduating from WKU. Typically the KY Cabinet hires 5 to 7 WKU civil engineering graduates per year. This offering aims to target this population of students.

- 2.2 Projected enrollment in the proposed course:

12 to 15 students per offering

- 2.3 Relationship of the proposed course to courses now offered by the department:

None

2.4 Relationship of the proposed course to courses offered in other departments:

None

2.5 Relationship of the proposed course to courses offered in other institutions:

Similar content is offered at Rose-Hulman Institute of Technology (CE 435 Bridge Engineering), Tennessee Tech University (CEE 438 Bridge Design), and University of Tennessee (CE 671 Behavior of Steel Bridges & Buildings).

3. Discussion of proposed course:

3.1 Course objectives:

- Explain and understand the purpose and behavior of different types of bridges: reinforced and prestressed concrete slab and T-beam bridges, steel beam bridges and composite beam bridges
- Understand the different elements of a bridge including the deck, slab, beams, abutments, piers, joints, bearing, and connections
- Explain and discuss nontechnical topics such as public perception of the nation's infrastructure with respect to bridges, bridge protection, vehicular safety, and pedestrian safety
- Understand and apply the LRFD design methodology utilizing the current AASHTO code specifications
- Explain the design process for a typical bridge including superstructure and substructure.
- Calculate forces on bridges due to dead loads and vehicular live loads
- Design the superstructure components of simple bridges
- Perform bridge evaluations and ratings based on applicable guidelines
- Identify bridges that are structurally redundant and nonredundant
- Identify and explain current and new trends in bridge engineering practice in the area of design, evaluation, inspection, rating and rehabilitation

3.2 Content outline:

- General overview of bridge engineering practice
- Types of bridges and components
- Structurally redundant and nonredundant bridges
- Fracture critical members and connections of bridges
- Nontechnical topics including public perception of the nation's infrastructure with respect to bridges, bridge protection, vehicular safety, and pedestrian safety
- Overview of the design process for a typical bridge

- Principles of probabilistic design based on LRFD AASHTO code specifications
- Determination of bridge loads: dead load and vehicular live loads
- Design of reinforced concrete T-beam bridges
- Design of concrete deck slabs
- Design of composite steel-concrete stringers
- Design of composite stringer and girder bridges
- Design of prestressed beam bridges
- Introduction to the design of bridge bearings, abutments and piers
- Introduction to bridge evaluations, inspections, rating and rehabilitation
- New trends in bridge engineering practice

3.3 Student expectations and requirements:

Students will complete assignments directly related to lectures as well as a project. Quizzes and exams will be given throughout the semester.

3.4 Tentative texts and course materials:

Bridge Engineering: Design Rehabilitation, and Maintenance of Modern Highway Bridges, (2nd edition), Demetrios E. Tonias, PE, and Jim J. Zhao, PE, McGraw Hill Companies, Inc. 2006.

4. **Resources:**

4.1 Library resources:

See attached Library Resources form.

4.2 Computer resources:

The Engineering Department has adequate computer facilities available for students.

5. **Budget implications:**

5.1 Proposed method of staffing:

Current faculty will teach this course.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory materials needed:

None

6. Proposed term for implementation:

Spring 2011

7. Dates of prior committee approvals:

Engineering Department

3/5/10

Ogden Curriculum Committee

10/14/10

Undergraduate Curriculum Committee

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 2, 2010

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

Contact Person: Greg Goodrich, gregory.goodrich@wku.edu, 5-5986

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GEOG 322
- 1.2 Course title: Global Climate Systems
- 1.3 Abbreviated course title: Global Climate Systems
- 1.4 Credit hours and contact hours: 4
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: GEOG 121
- 1.7 Course catalog listing: Analyzes the elements of climate and their world distribution with emphasis on the climatic controls and processes; surveys the influences of climates on environment; introduces climatic classification systems and climatological regions of the world.

2. Rationale:

- 2.1 Reason for developing the proposed course: GEOG 422 – Physical Climatology was previously offered to both B.S. in Meteorology majors and B.S. in Geography majors in the Land, Weather, Climate concentration. That course is being revised as a calculus- and physics-based course solely for B.S. in Meteorology majors. This new course will not be calculus-based and will be primarily for the B.S. in Geography majors in the Land, Weather, Climate concentration.
- 2.2 Projected enrollment in the proposed course: 10-15 students every two years.
- 2.3 Relationship of the proposed course to courses now offered by the department: GEOG 322 will cover similar concepts to GEOG 422 but in a broader fashion with less mathematical rigor.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other departments at WKU offer anything similar to the proposed course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many geography departments at other universities offer introductory and advanced climatology courses, including Arizona State University, Penn State University, and Indiana University.

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completing this course, students will recognize the spatial patterns and understand the physical processes associated with climate and its interannual variations and longer-term changes.
- 3.2 Content outline:
 - 3.2.1 Introduction to climatology

- 3.2.2 The atmosphere
- 3.2.3 Internal components
- 3.2.4 External components
- 3.2.5 Carbon cycle
- 3.2.6 Energy and water exchanges
- 3.2.7 Hydrologic and atmospheric circulation
- 3.2.8 Climate classification
 - 3.2.8.1 Northern Hemisphere
 - 3.2.8.2 Southern Hemisphere
- 3.2.9 Climate variability
- 3.2.10 Anthropogenic influence
- 3.2.11 Climate models
- 3.2.12 Applied climatology
- 3.3 Student expectations and requirements: Exams based on textbook readings and lecture material. Periodic assignments that apply discussion material in lecture.
- 3.4 Tentative texts and course materials:
 - 3.4.1 Rohli, Robert V. and Anthony J. Vega, *Climatology*. Jones and Bartlett Publishers, 2008.
 - 3.4.2 Hidore, John J., John E. Oliver, Mary Snow, and Richard Snow, *Climatology: An Atmospheric Science*. Prentice Hall, 2009.
 - 3.4.3 Robinson, Peter and Ann Henderson-Sellers, *Contemporary Climatology*. Prentice Hall, 1999.

4. Resources:

- 4.1 Library resources: See attached library resource form and bibliography
- 4.2 Computer resources: No new computer resources will be needed.

5. Budget implications:

- 5.1 Proposed method of staffing: Existing faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Department of Geography and Geology	<u>9/10/2010</u>
Ogden Curriculum Committee	<u>10/14/10</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date 3/5/2010

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

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

1. Identification of proposed course

- 1.1 Prefix and number: CS 251
- 1.2 Title: Introduction to Database Systems
- 1.3 Abbreviated title: Intro to Database
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites: CS 181
- 1.7 Catalog course listing:

An introduction to relational database management systems and their applications, including the essential skills and methods for the design, development, and implementation of database systems.

2. Rationale

- 2.1 Reason for developing the proposed course:

Computer systems which require formal databases continue to grow in importance. The only current database course in our department is offered at the 400-level, so most students take it in their final year. Consequently, they are often behind in the development of what has become core CS knowledge. It is desirable for students to have an introduction to database skills and applications as early as possible.

- 2.2 Projected enrollment in the proposed course:

The estimated demand for this course is one section of 20-40 students per year.

- 2.3 Relationship of the proposed course to courses now offered by the department:

The existing database course CS 443 covers many theoretical topics, such as relational algebra, transaction management, consistency maintenance, and database recovery. CS 251 will focus more on elementary database concepts and skills and promote understanding of the connections between data, databases and web applications.

2.4 Relationship of the proposed course to courses offered in other departments:

CIT offers Database Administration I (CIT 350) and Database Administration II (CIT 352). They focus on database applications for business use. Geography/Geology offers GEOG 443 GIS Databases. This course focuses on the ESRI Geodatabase model in ArcGIS desktop software along with spatial database engines used with database management systems software.

2.5 Relationship of the proposed course to courses offered in other institutions:

The Computer Science program at Western Kentucky University will follow the same accreditation standards and model curriculum guidelines as other Computer Science programs in the U.S. The University of Iowa offers 22C144 “Database Systems”. Other schools that offer such courses include the University of California, Santa Cruz (CMPS 182: Introduction to Database Management Systems) and San Jose State University (CS 157A Database Management Systems I).

3. Discussion of proposed course

3.1 Course objectives:

Students are expected to:

- Understand the fundamental concepts and theories of databases and information systems which incorporate them.
- Become familiar with the techniques of data organization and access in a database environment.
- Understand the general process of database design and development.

3.2 Content outline:

- Fundamental concepts in databases and information systems
- Entity-relationship models (E-R) and modeling
- Relational data models and constraints
- Comparisons of data organization models
- Database language SQL and associated programming techniques
- Client/server environment and web database programming
- Database authorization and security issues

3.1 Student expectations and requirements:

Course grades will be determined by student performance on class activities, projects, assignments and examinations.

- 3.4 Tentative texts and course materials:
Modern Database Management, 9th Edition (2008), by Jeffrey A. Hoffer, Mary B. Prescott, and Fred R. McFadden.

4. Resources

- 4.1 Library resources: Present library holdings are sufficient.
- 4.2 Computer resources: University computing resources are sufficient.

5. Budget implications

- 5.1 Proposed method of staffing: The present number of Computer Science faculty is sufficient.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory supplies needed: None.

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Mathematics & Computer Science	<u>September 17, 2010</u>
Ogden College Curriculum Committee	<u>October 14, 2010</u>
University Curriculum Committee	_____
University Senate	_____

Proposal Date: March 9, 2010

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CS 396
- 1.2 Course title: Intermediate Software Project
- 1.3 Abbreviated course title: Intermediate Software Project
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites: CS 251
- 1.7 Course catalog listing:

The course enhances students' abilities to craft software through the development of a significant group project requiring a variety of skills. Topics include simple data analysis and design, group problem solving, human-computer interface design, software project management, security, and quality control. Technical work is complemented by written and oral presentations.

2. Rationale:

- 2.1 Reason for developing the proposed course:

Feedback from students and faculty indicates that students have difficulty applying their knowledge to real-world work in their early study stage. The course is intended to give students a context for, and an introduction to, a wide variety of skills. These are developed more completely in specialized upper-level CS courses.

- 2.2 Projected enrollment in the proposed course:
One session per year; 20-30 students per year

- 2.3 Relationship of the proposed course to courses now offered by the department:

Computer Science has a course CS 476 Research Methods and Projects in Computer Science for senior-level students.

- 2.4 Relationship of the proposed course to courses offered in other departments:

Each of the engineering specialties has an analogous course with comparable objectives: to give students an early opportunity to practice the integration of professional skills before they meet the intense requirements of a senior project.

- 2.5 Relationship of the proposed course to courses offered in other institutions:
Oakland University offers CS 281, Sophomore Project.

3. Discussion of proposed course:

3.1 Course objectives:

Students will gain experience in the over-all design and implementation of a software “system” through development of a team-based project. They will integrate knowledge from early technical courses with material from more advanced topics introduced through lectures given in this class. They will gain experience working in groups, and in making written and oral presentations.

3.2 Content outline:

- Project specification
- Task and project management
- Data analysis and design
- Human-computer interface design
- Software testing, quality control and security

3.3 Student expectations and requirements:

Students are expected to attend class regularly and to complete any individual assignments made.

They are expected to participate actively in a group project and to help carry the project through to completion.

Students are expected to present their work periodically during the course, in both written and oral form.

3.4 Tentative texts and course materials:

Software Project Management: A Real-World Guide to Success

Joel Henry

Addison-Wesley, 2004

ISBN-13: 9780201758658

Ship it! A Practical Guide to Successful Software Projects

J. Richardson and W. Gwaltney Jr.

the Pragmatic Bookshelf, 2005

ISBN-10: 0974514047

4. Resources:

- 4.1 Library resources:
None
- 4.2 Computer resources:
Existing computer lab

5. Budget implications:

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

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Mathematics & Computer Science	<u>September 17, 2010</u>
Ogden College Curriculum Committee	<u>October 14, 2010</u>
University Curriculum Committee	_____
University Senate	_____

Proposal Date:9/3/10

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

Contact Person: Dominic Lanphier, e-mail: dominic.lanphier@wku.edu phone: 745-6233

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CS 473
- 1.2 Course title: Introduction to Graph Theory
- 1.3 Abbreviated course title: Intro Graph Theory
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: MATH 307 and MATH 310 with grades of C or better, or permission of the instructor.
- 1.7 Course catalog listing: Fundamental concepts, key ideas and tools in graph theory, with an emphasis on proof methods, algorithms, and applications. Techniques and tools are applied to practical optimization problems and other areas of mathematics and computer science. This course is equivalent to MATH 473.

2. Rationale:

- 2.1 Reason for developing the proposed course: There is a significant demand among undergraduate students for a graph theory course that could serve as an introduction to the subject and prepare students for a graduate level graph theory course. Graph theory has numerous applications to other disciplines such as computer science and biology and should be attractive to students in those and other areas. Furthermore, many of the topics proposed for CS 473 are ideal for MATH 498 projects.
- 2.2 Projected enrollment in the proposed course: 15- 20 students from mathematics, computer science and other disciplines and up to 5 students from the Gatton Academy of Mathematics and Science.
- 2.3 Relationship of the proposed course to courses now offered by the department: There is one graduate level graph theory course (MATH 541) offered by the Department of Mathematics and Computer Science. The proposed course is intended for undergraduate students. Many of the topics in the course are relevant to CS 442 Data Structures and Algorithm Analysis.
- 2.4 Relationship of the proposed course to courses offered in other departments: none
- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar courses are very common at other universities. For example, there are similar courses such as Math 415 Combinatorics and Graph Theory from the University of Kentucky and Math 447 Introduction to Graph Theory from Southern Illinois University.

3. Discussion of proposed course:

3.1 Course objectives:

- Introduce basic graph-theoretic concepts and methods
- Introduce various applications of graph theory
- Develop problem-solving skills
- Further develop the ability to do proofs
- Introduce students to algorithmic problem-solving methods

3.2 Content outline:

- Undirected and directed graphs as models of real life problems
- Connectivity, spanning trees, finding the minimum weight spanning tree
- Matchings in bipartite graphs, Hall's condition
- Hard algorithmic problems: Hamiltonicity, vertex and edge coloring
- Approximation algorithms for scheduling
- Extremal problems, basics of Ramsey theory
- Planar graphs, the Four Color Theorem

3.3 Student expectations and requirements: Homework, quizzes, and exams. Presentations and/or research projects may be included.

3.4 Tentative texts and course materials: *Introduction to Graph Theory* 2nd edition, by Doug West, (2001), Prentice Hall; ISBN 0130144002

4. Resources:

4.1 Library resources: none

4.2 Computer resources: none

5. Budget implications:

5.1 Proposed method of staffing: Existing faculty

5.2 Special equipment needed: none

5.3 Expendable materials needed: none

5.4 Laboratory materials needed: none

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Department of Mathematics and Computer Science September 17, 2010

OCSE Curriculum Committee October 14, 2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dominic Lanphier, e-mail: dominic.lanphier@wku.edu phone: 745-6233

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MATH 473
- 1.2 Course title: Introduction to Graph Theory
- 1.3 Abbreviated course title: Intro Graph Theory
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: MATH 307 and MATH 310 with grades of C or better, or permission of the instructor.
- 1.7 Course catalog listing: Fundamental concepts, key ideas and tools in graph theory, with an emphasis on proof methods, algorithms, and applications. Techniques and tools are applied to practical optimization problems and other areas of mathematics and computer science. This course is equivalent to CS 473.

2. Rationale:

- 2.1 Reason for developing the proposed course: There is a significant demand among undergraduate students for a graph theory course that could serve as an introduction to the subject and prepare students for a graduate level graph theory course. Graph theory has numerous applications to other disciplines such as computer science and biology and should be attractive to students in those and other areas. Furthermore, many of the topics proposed for MATH 473 are ideal for MATH 498 projects.
- 2.2 Projected enrollment in the proposed course: 15- 20 students from mathematics, computer science and other disciplines and up to 5 students from the Gatton Academy of Mathematics and Science.
- 2.3 Relationship of the proposed course to courses now offered by the department: There is one graduate level graph theory course (MATH 541) offered by the Department of Mathematics and Computer Science. The proposed course is intended for undergraduate students. Many of the topics in the course are relevant to CS 442 Data Structures and Algorithm Analysis.
- 2.4 Relationship of the proposed course to courses offered in other departments: none
- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar courses are very common at other universities. For example, there are similar courses such as Math 415 Combinatorics and Graph Theory from the University of Kentucky and Math 447 Introduction to Graph Theory from Southern Illinois University.

3. Discussion of proposed course:

3.1 Course objectives:

- Introduce basic graph-theoretic concepts and methods
- Introduce various applications of graph theory
- Develop problem-solving skills
- Further develop the ability to do proofs
- Introduce students to algorithmic problem-solving methods

3.2 Content outline:

- Undirected and directed graphs as models of real life problems
- Connectivity, spanning trees, finding the minimum weight spanning tree
- Matchings in bipartite graphs, Hall's condition
- Hard algorithmic problems: Hamiltonicity, vertex and edge coloring
- Approximation algorithms for scheduling
- Extremal problems, basics of Ramsey theory
- Planar graphs, the Four Color Theorem

3.3 Student expectations and requirements: Homework, quizzes, and exams. Presentations and/or research projects may be included.

3.4 Tentative texts and course materials: *Introduction to Graph Theory* 2nd edition, by Doug West, (2001), Prentice Hall; ISBN 0130144002

4. Resources:

4.1 Library resources: none

4.2 Computer resources: none

5. Budget implications:

5.5 Proposed method of staffing: Existing faculty

5.6 Special equipment needed: none

5.7 Expendable materials needed: none

5.8 Laboratory materials needed: none

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Department of Mathematics and Computer Science September 10, 2010

OCSE Curriculum Committee October 14, 2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 26, 2010

**College of Health and Human Services
Department of Allied Health**

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

Contact Person: Lynn Austin, lynn.austin@wku.edu, 5-3827

1. Identification of proposed course:

- 1.1 Course prefix and number: DH 100
- 1.2 Course title: Introduction to Dental Hygiene
- 1.3 Abbreviated course title: Intro to Dental Hygiene
- 1.4 Credit hours: 1.0
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: current 226P, 524P majors, or exploratory students
- 1.7 Course catalog listing: Exploratory course for pre-dental hygiene majors. This course will expose students interested in Dental Hygiene to the field and introduce them to the professional role of a dental hygienist. Communication and personal interaction skills will play a significant role during the course. During the course, students will be introduced to the clinic setting and will conduct a personal plaque control program.

2. Rationale:

- 2.11 Reason for developing the proposed course: This course was first offered in Fall 2009 (on a temporary basis) to enhance the knowledge base of pre-dental hygiene students wishing to pursue the profession of dental hygiene. It served as an opportunity for students to discover dental hygiene as a career choice. Based on feedback from students, this course should continue to be offered.
- 2.12 Projected enrollment in the proposed course: 25-30 (based on previous enrollment)
- 2.13 Relationship of the proposed course to courses now offered by the department: N/A
- 2.14 Relationship of the proposed course to courses offered in other departments: N/A
- 2.15 Relationship of the proposed course to courses offered in other institutions: N/A

3. Discussion of proposed course:

- 3.10 Course objectives: To introduce prospective students to the field of dental hygiene.
- 3.11 Content outline:
 - 3.11.1 Course overview
 - 3.11.2 Historical perspectives
 - 3.11.3 Roles of the dental team members
 - 3.11.4 Dental terminology
 - 3.11.5 Basic dental anatomy

- 3.11.6 Patient perspectives
- 3.11.7 Plaque and plaque control methods
- 3.11.8 Job shadowing
- 3.11.9 Reflection/Journal Blogging
- 3.11.10 Dental Hygiene as a career choice and other alternatives
- 3.11.11 Application processes
- 3.11.12 Professional ethics
- 3.12 Student expectations and requirements:
 - 3.12.1 Students will be expected to participate in all scheduled sessions and participate in class discussions, presentations, etc.
 - 3.12.2 Complete two (2) didactic examinations worth 50% of final grade
 - 3.12.3 Write a reflective paper worth 20% of final grade
 - 3.12.4 Participation grade (30%) in 3 areas
 - 3.12.4.1 job shadowing experience (10%)
 - 3.12.4.2 dental hygiene clinic patient experience (10%)
 - 3.12.4.3 keeping a journal (10%).
- 3.13 Tentative texts and course materials: N/A

4. Resources:

- 4.5 Library resources: N/A
- 4.6 Computer resources: N/A

5. Budget implications:

- 5.9 Proposed method of staffing: Existing faculty
- 5.10 Special equipment needed: N/A
- 5.11 Expendable materials needed: N/A
- 5.12 Laboratory materials needed: N/A

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Allied Health Department:	<u>September 9, 2010</u>
CHHS Undergraduate Curriculum Committee	<u>September 29, 2010</u>
University Curriculum Committee	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 8/23/10

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

Contact Person: Sandra Hughes, sandy.hughes@wku.edu, 745-5766

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 430
- 1.2 Course title: 19th-Century American Literature
- 1.3 Abbreviated course title: 19th-Century American Lit
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: ENG 200 or its equivalent
- 1.7 Course catalog listing: Seminar in 19th-century American literature; course topics will vary.

2. Rationale:

- 2.1 Reason for developing the proposed course: We recently revised our graduate curriculum in literature. American Romanticism was canceled in that process, leaving us with no 19th century American course at any level. The course proposed here will both broaden the scope of the class to include topics from the entire 19th century and open the course to undergraduate students.
- 2.2 Projected enrollment in the proposed course: 25, based on current enrollments in 400-level classes.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will parallel offerings in 19th-century British literature such as Romanticism and Victorian Literature.
- 2.4 Relationship of the proposed course to courses offered in other departments: None.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Ball State University offers Studies in 19th-Century American Literature; Indiana State University offers Early American Literature, American Renaissance Literature, and American Realism and Naturalism; Western Illinois University offers Studies in 19th-Century American Literature; Missouri State University offers Early American Literature, American Romantic Literature, and American Realism.

3. Discussion of proposed course:

- 3.1 Course objectives: Students will develop a broad-based knowledge of several of the primary works of 19th-century American literature and the socio-historical contexts that surrounded writers within the period. Students will become familiar with the critical debates and theoretical approaches that have informed studies in American literature of the 19th century, and will contribute to the critical dialogue

by producing a research paper that examines an important issue in the work of one or more 19th-century writers.

3.2 Content outline: The content would be drawn from a variety of alternating course topics such as American Romanticism, American Realism and Naturalism, Birth of the Short Story, Birth of the Gothic.

3.3 Student expectations and requirements: Students may be evaluated by measures such as a midterm exam, a weekly reading journal, a formal topic proposal for the research paper, a research paper of 10-12 pages, and a cumulative final essay exam.

3.4 Tentative texts and course materials for one possible version of the course:
The Norton Anthology of American Literature, Vol. B, 1820-1865. 7th edition. Norton, 2007.

Catharine Sedgwick *Hope Leslie*. Rutgers, 1987.

Nathaniel Hawthorne *The Marble Faun*. Penguin Classics, 1990.

Paul C. Gutjahr *Popular American Literature of the 19th Century*. Oxford, 2001.

Herman Melville *Moby-Dick*, Norton Critical, 2nd edition. Norton, 2001.

Louisa May Alcott *Alternative Alcott*. Rutgers, 1988.

4. Resources:

4.7 Library resources: Existing library resources

4.8 Computer resources: Existing English Department resources

5. Budget implications:

5.13 Proposed method of staffing: Existing English Department faculty

5.14 Special equipment needed: None

5.15 Expendable materials needed: None

5.16 Laboratory materials needed: None

6. Proposed term for implementation: 201110 (Spring 2011)

7. Dates of prior committee approvals:

English Department/Division: _____ 9/17/10 _____

PCAL Curriculum Committee _____ 10/04/10 _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 26, 2010

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 468
- 1.2 Course title: Early Modern English Literature
- 1.3 Abbreviated course title: Early Modern English Lit
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: L
- 1.6 Prerequisites: ENG 200 or any other course in Gen Ed Cat B1
- 1.7 Course catalog listing: A study of sixteenth- and seventeenth-century English literature with attention to embrace of the vernacular, development of genres and poetic forms, and cultural and social contexts.

2. Rationale:

- 2.1 Reason for developing the proposed course: ENG 468 replaces ENG 483 (The English Renaissance) and ENG 485 (The Seventeenth Century). The course's purview of "early modern" literature resists some problems of periodization and encourages an understanding of literature as evolving on a historical and artistic continuum. We expect that the course's wider reach, covering the sixteenth and seventeenth centuries and major canonical writers of the period, will be more attractive to students than separate courses on sub-periods or individual writers.
- 2.2 Projected enrollment in the proposed course: 15. When offered as a temporary course Spring 2010, the course met the maximum cap of 15 students and included students majoring in English and English and Allied Language Arts, and students from outside the department majoring in Visual Studies, News/Editorial Journalism, and Interdisciplinary Studies.
- 2.3 Relationship of the proposed course to courses now offered by the department: As an upper-level literature course, the proposed course complements other courses offering focused attention to major literary periods, such as Medieval Literature, Literature of the Victorian Age, and British Literature since 1900.

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

- 2.4 Relationship of the proposed course to courses offered in other departments: The proposed course contains no significant overlap with other courses offered in Potter College of Arts and Letters. In the context of the college's courses in the area of early modern studies, such as HIST 317 (Renaissance Europe) and HIST 419 (Tudor-Stuart England), the proposed course offers a unique focus on the literature of sixteenth- and seventeenth-century England.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Northern Kentucky University offers Elizabethan Literature and Studies in Renaissance Literature. Ball State University offers a Renaissance and Seventeenth-Century British Literature course. Murray State University and Eastern Kentucky University offer a Renaissance Literature courses. University of Louisville divides the period between Studies in Tudor and Elizabethan Literature, and Studies in Stuart and Commonwealth Literature, offered at both undergraduate and graduate levels.

3. Discussion of proposed course:

- 3.1 Course objectives: After completing this course, students should be able to:
- Trace the evolution of English as a poetic language in the early modern period
 - Identify and analyze common early modern poetic forms and genres
 - Explain the role of writers and literature in early modern political and social contexts
 - Find and critically analyze recent scholarship on early modern English literature
- 3.2 Content outline: The course will be organized, in addition to a general chronological organization, by thematic categories that emphasize major literary developments.
- I. Henrician Literature: Rise of the English Vernacular
 - Topics covered: Features of medieval and early modern English language, politics and poetry
 - Writers studied: Skelton, More, Wyatt, Surrey
 - II. The Vogue for Sonnets: Form and Flexibility in Early Modern Poetry
 - Topics covered: Sonnet forms, manuscript culture, poetic and social identity
 - Writers studied: Sidney, Spenser, Shakespeare, Donne
 - III. Poets on Center Stage: Professionalization, and the Theater
 - Topics covered: Conditions of literary production, patronage, development of print culture, poet laureates and professional writers, writing for the stage
 - Writers studied: Spenser, Jonson, Marlowe
 - IV. Early Modern Women Writers

- Topics covered: Early modern gender roles, education, private spheres and public voice
 - Writers studied: Elizabeth I, Cary, Wroth, Lanyer
- V. Political and Personal Crisis: Metaphysical and Cavalier Poetry
- Topics covered: Political and religious writing, personal withdrawal, literary communities, *carpe diem*
 - Writers studied: Herbert, Donne, Herrick, Carew, Lovelace, Suckling, Crashaw, Vaughan
- VI. The Later Seventeenth-Century: New Directions and Expanding Horizons
- Topics covered: Nation and imperial expansion, political and poetic license
 - Writers studied: Marvell, Milton
- 3.3 Student expectations and requirements: Student performance will be evaluated using papers (including a research paper), quizzes, written responses to discussion questions, and a final exam.
- 3.4 Tentative texts and course materials: The course textbook will be an anthology of early English literature, such as:
Greenblatt, Stephen, et al. *The Norton Anthology of English Literature*. 8th ed. Vol. B. New York: Norton, 2006.

Texts covered may include:

- Skelton, “Lullay, lullay, like a child” and “The Tunning of Elinour Rummung”
- More, selections from *Utopia*
- Sidney, selections from *Astrophil and Stella* and *The Defense of Poesy*
- Shakespeare, selected sonnets
- Marlowe, “The Passionate Shepherd to His Love;” *Doctor Faustus*
- Cary, *The Tragedy of Miriam*
- Raleigh, “The Nymph’s Reply to the Shepherd”
- Spenser, Book I, *The Faerie Queene*, and selections from *Amoretti* and *Epithalamion*
- Donne, *Holy Sonnets* and selections from *Songs and Sonnets*
- Lanyer, from *Salve Deus Rex Judaeorum*
- Jonson, selections from *Works*
- Wroth, selections from *The Countess of Montgomery’s Urania*
- Herbert, selections from *The Temple*
- Herrick, selections from *Hesperides*
- Marvell, the mower poems, “The Garden,” *Upon Appleton House*, “A Dialogue Between the Soul and the Body,” “To His Coy Mistress,” “An Horatian Ode”
- Milton, *Lycidas*, selections from *Paradise Lost*

4. Resources:

- 4.1 Library resources: Print, electronic, and multimedia resources are adequate for both instruction and student research.
- 4.2 Computer resources: Adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Existing faculty, requiring no reduction in course loads.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: 201110

7. Dates of prior committee approvals:

English Department/Division: 9/17/10

PCAL Curriculum Committee 10/04/10

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 20 August 2010

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

Contact Person: Dr. Dale Rigby, dale.rigby@wku.edu, 745-5781

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 478
- 1.2 Course title: Visiting Writer Summer Workshop
- 1.3 Abbreviated course title: Visiting Writer Summer Wkshop
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: K
- 1.6 Prerequisites: at least one creative writing class beyond ENG 203 Creative Writing and Instructor Permission Required
- 1.7 Course catalog listing: Advanced Creative Writing Workshop. Offered for four weeks each summer by a visiting writer of national reputation. Alternating genres. Instructor Permission Required. May be repeated once if different genre.

2. Rationale:

- 2.1 Reason for developing the proposed course: To provide our creative writing students with a special and intensive opportunity to develop their craft under the tutelage of an accomplished writer and teacher not otherwise available to them. To attract students in other creative writing programs to WKU, while enhancing the reputation of our Creative Writing program. To enrich our creative writing program by offering an exceptional opportunity to learn theory and practice.
- 2.2 Projected enrollment in the proposed course: 15 students. Based on the experience of our previous three summers honing this course.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course complements our other advanced creative writing courses by providing a rare opportunity to learn from nationally prominent writers and award-winning teachers not on our regular faculty.
- 2.4 Relationship of the proposed course to courses offered in other departments: None.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Both Murray State (ENG 561—fiction—and ENG 560—poetry) and the University of Kentucky (ENG 507, 01/02/03—autobiography/poetry/fiction) offer (and require) comparable advanced genre-specific workshops. Northern Kentucky University, Spaulding, and Murray State all have low-residency MFA programs employing rotating visiting writers of national reputation.

3. Discussion of proposed course:

- 3.1 Course objectives: To immerse advanced creative writers in an intensive genre-specific workshop with a writer and teacher of national repute.

- 3.2 Content outline: A workshop in the theory and craft of alternating genres of creative writing. Theoretical and other readings will vary according to genre.
- 3.3 Student expectations and requirements: Students will be evaluated on the quality of the creative writing portfolio produced during the four-week workshop. Again, exact work produced will vary each summer (a certain number of poems, short stories, novel chapters, or essays).
- 3.4 Tentative texts and course materials: At the discretion of each Visiting Writer.
- 4. **Resources:**
 - 4.1 Library resources: None.
 - 4.2 Computer resources: None.
- 5. **Budget implications:**
 - 5.1 Proposed method of staffing: Advertise for visiting writer, who must submit samples of their work, a vita, and references. The salary comes out of DELO money and the departmental budget.
 - 5.2 Special equipment needed: None.
 - 5.3 Expendable materials needed: None.
 - 5.4 Laboratory materials needed: None.
- 6. **Proposed term for implementation:** Summer 2011
- 7. **Dates of prior committee approvals:**

English Department/Division:	___9/17/10___
PCAL Curriculum Committee	___10/04/10___
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

September 8, 2010

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

Contact Person: Carrie Trojan 745-2645

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SOCL 231
- 1.2 Course title: Survey of Criminal Justice
- 1.3 Abbreviated course title: SURVEY OF CJ
- 1.4 Credit hours and contact hours: 3.00
- 1.5 Type of course: lecture
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Survey of criminal justice systems, including police, courts, and corrections.

2. Rationale:

- 2.16 Reason for developing the proposed course: This course has been designed to provide an overview of the criminal justice system, which other Sociology courses do not provide. The department currently offers courses within the Criminology minor that cover specific aspects of the criminal justice system, including several courses pertaining to law enforcement, corrections, and the law, but does not offer a basic foundational course that can provide an introduction to the material covered in these courses. The proposed course will fill this gap by providing students with a broad overview of all criminal justice systems to assist them in completing other courses in the department that cover the more specific content areas related to criminal justice.
- 2.17 Projected enrollment in the proposed course: 45
- 2.18 Relationship of the proposed course to courses now offered by the department: Proposed course will provide the foundation for existing courses, including SOCL 232, Introduction to Law Enforcement; SOCL 233 Alternatives to Confinement, SOCL 330 Criminology; SOCL 332 Juvenile Delinquency; SOCL 380 Penology; and SOCL 432 Sociology of Criminal Law.
- 2.19 Relationship of the proposed course to courses offered in other departments: Propose course will relate to, but will not substantially overlap with PS 328 (Criminal Justice Procedures) because PS 328 covers primarily constitutional amendments, while proposed course focuses on the structure and function of the criminal justice system.
- 2.20 Relationship of the proposed course to courses offered in other institutions: All other institutions with a criminology or criminal justice program have a survey course in Criminal Justice. For example, Eastern Kentucky University (Introduction to Criminal Justice: CRJ 101), Murray State (Introduction to

Criminal Justice: CRJ 140), SUNY-Albany (Introduction to the Criminal Justice Process: CRJ 201), Boise State (Introduction to Criminal Justice: CJ 101), and University of Cincinnati (Intro to Criminal Justice: 18-CJ-101) offer this course.

3. Discussion of proposed course:

- 3.14 Course objectives: Proposed course is intended to provide students with an overview of the origins, development, and current structure of the criminal justice system and its role as the societal response to the crime problem. The course will discuss a range of fundamental concepts in police, courts, and corrections, such as the role of discretion, historical and current crime trends and criminal justice policy, controversial issues in criminal justice, and security versus civil liberties in a post-911 world.
- 3.15 Content outline:
 - A. Defining, measuring and responding to crime
 - B. Structure of criminal justice system
 - C. Historical perspectives in criminal justice
 - D. Law enforcement: contemporary issues, police power and the constitution and corruption
 - E. The courts: structure, jurisdiction, processing
 - F. Corrections
 - G. Alternative sentencing
 - H. The juvenile system
 - I. Terrorism and implications for the criminal justice system
- 3.16 Student expectations and requirements: students will be expected to perform satisfactorily on in-class exams and individual/group projects, attend regularly and participate in classroom discussions, and complete short writing assignments.
- 3.17 Tentative texts and course materials:

Gaines, L.K. & Miller, R.L. (2010). *Criminal Justice in Action* (5th ed.). Wadsworth: Belmont, CA.

Siegel, L.J. & Senna, J.J. (2006). *Essentials of Criminal Justice*. Cengage Learning: Belmont, CA

4. Resources:

- 4.1 Library resources: all library materials in the bibliography that are not currently in the WKU library will be purchased.
- 4.2 Computer resources: existing computer resources within the department are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: present faculty members will teach proposed course
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Sociology Department/Division:	09/14/2010
PCAL Curriculum Committee	10/04/2010
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

September 10, 2010

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

Contact Person: John Musalia, john.musalia@wku.edu, 745-2399

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SOCL 376
- 1.2 Course title: International Sociology
- 1.3 Abbreviated course title: International Sociology
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Survey of causes, effects and implications of globalization on societies and individual lives. There will be optional field trips.

2. Rationale:

- 2.21 Reason for developing the proposed course: This course is designed to complement course offerings within the sociology program by offering a stand alone course that deals with International issues. Students need to understand the global forces that are shaping society via their influence, for example, on culture, polity, governance, migration, and economics. Moreover, the course will move WKU closer to achieving one of its goals of internationalizing its curriculum.
- 2.22 Projected enrollment in the proposed course: 35 based on previous enrollments in the one-time course offering.
- 2.23 Relationship of the proposed course to courses now offered by the department: Will complement courses such as SOCL 240, Contemporary Social Problems; SOCL 345, Sociology of Popular Music; SOCL 350, Social Inequality; SOCL 375, Diversity in American Society; SOCL 452, Social Change; SOCL 466, Gender, Family, and Society; SOCL 470, Environmental Sociology; and SOCL 489, Sociology Study Abroad courses.
- 2.24 Relationship of the proposed course to courses offered in other departments: This course will be an elective counting towards the International Affairs Major.
- 2.25 Relationship of the proposed course to courses offered in other institutions: Interest in international issues has grown and with it the interest to expose students to the ongoing debates. Similar courses are offered at Universities across the country, University of California, Irvine (Sociology 2A); University of California, Santa Barbara (Sociology 265GS), University of Minnesota (Sociology 4321). In addition, several other courses more focused on specific topics such as Gender and Globalization at Rutgers University (Soc 393) and Globalization and Social Conflict at Brown University (So 1620).

3. Discussion of proposed course:

- 3.18 Course objectives: The course is designed to introduce students to the broad area of international sociology through the examination of the various dimensions of the world society that include but are not limited to markets, trade, development, social movements, migration, terrorism, crime and governance. Secondly, students will be expected to think about how we are linked via information, trade, migration, money, technology and even culture and how these interconnections affect our lives and the lives of others around us.
- 3.19 Content outline:
- A. Introduction and Background to Globalization
 - B. Globalization, States and Markets
 - C. Economic Globalization
 - D. Migration, Gender and Globalization
 - E. Globalization and Economic Inequality
 - F. Theories of Globalization
 - G. Globalization, Identity, Culture and Conflict
 - E. Terrorism and Globalization
 - F. Globalization and Crime
- 3.20 Student expectations and requirements: Students will be expected to attend class regularly, take in-class exams, summarize class readings, engage in group discussions, relate New York Times articles to what is covered in class, and complete and present a group project.
- 3.21 Tentative texts and course materials:

Tentative Texts

Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About it*. New York: Oxford University Press.

Lechner, Frank J. and John Boli. 2008. *The Globalization Reader* 3rd ed. Malden, MA: Wiley-Blackwell.

Ritzer, George. 2010. *Globalization: A Basic Text*. Malden, MA: Wiley-Blackwell

Bibliography

Aida Edemarium. 2008. "The True Cost of War." *The Guardian*. Thursday, Feb 28, 2008.

Chirot, Daniel and Thomas D. Hall. 1982. "World-System Theory." *Annual Review of Sociology*, 8:81-106.

- Cohen, Robin and Shirin M. Rai. 2000. *Global Social Movements*. New Brunswick, NJ: Athlone Press.
- Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About it*. New York: Oxford University Press.
- Cronin, Audrey K. "Behind the Curve: Globalization and International Terrorism." Pp. 243-256 in Kreiger, Joel (ed). 2006. *Globalization and State Power: A Reader*. New York, NY: Pearson Education.
- Cronin, Audrey K. "Behind the Curve: Globalization and International Terrorism." Pp. 243-256 in Kreiger, Joel (ed). 2006. *Globalization and State Power: A Reader*. New York, NY: Pearson Education.
- Daalder, Ivo H. and James M. Lindsay. "The Bush Revolution." Pp. 152-165 in Kreiger, Joel (ed). 2006. *Globalization and State Power: A Reader*. New York, NY: Pearson Education.
- Ellwood, Wayne. 2006. *The No-Nonsense Guide to Globalization*. New Internationalist.
- Frank, Andre G. 1969. "The Development of Underdevelopment." Pp. 3-20 in Frank, Andre G. 1969. *Latin America: Underdevelopment or Revolution*. New York, NY: Modern Reader.
- Friedman, Thomas L. 1999. "Revolution is U.S." Chapter 16 (p. 307-329) in *The Lexus and the Olive Tree*. New York: Farrar, Straus, and Giroux.
- Friedman, Thomas L. 2005. *The World Is Flat: A Brief History of the Twenty-First Century*. New York: Farrar, Straus, and Giroux.
- Friedman, Thomas L. 1999. *The Lexus and the Olive Tree*. New York: Farrar, Straus, and Giroux.
- Grieco, Joseph M. and G. John Ikenberry. 2003. "Economic Globalization and Political Backlash." Chapter 7 in *State Power and World Markets: The International Political Economy*. New York: W. W. Norton and Company.
- Guthrie, Doug. 2006. "China's Integration into the Global Economy." Chapter 8 in *China and Globalization: The Social, Economic, and Political Transformation of Chinese Society*. New York: Routledge.
- Jepperson, Ronald L. 2002. "The Development and Application of Sociological Neoinstitutionalism." Pp. 229-266 in *New Directions in Contemporary Sociological Theory*, edited by Joseph Berger & Morris Zelditch, Jr., Rowman & Littlefield.

- Karline, Joshua. 1997. "Toxic Empire: The World Bank, Free Trade and the Migration of Hazardous Industry." Chapter 5 in *The Corporate Planet: Ecology and Politics in the Age of Globalization*. San Francisco, CA: Sierra Club Books.
- Keohane, Robert O. and Joseph S. Nye. 2001. "Realism and Complex Interdependence." Pp. 20-32 in *Power and Interdependence* (Third Edition). New York, NY: Longman.
- Krugman, Paul R. 2007. "The Trouble With Trade." The New York Times, Dec 28, 2007.
- Lechner, Frank J. and John Boli. 2008. *The Globalization Reader* 3rd ed. Malden, MA: Wiley-Blackwell.
- Meyer, John W., John Boli, George Thomas, and Francisco Ramirez. 1997. "World Society and the Nation-State."
- Naím, Moisés. 2005. *Illicit: How Smugglers, Traffickers, and Copycats are Hijacking the Global Economy*. New York, NY: Anchor Books.
- Paul Knox, John Agnew, and Linda McCarthy. 2003. "States and the World Economy." Section 3.2 (pp. 83-98) in *The Geography of the World Economy* (4th Ed).
- Paul Knox, John Agnew, and Linda McCarthy. 2003. "The Globalization of Production Systems." Chapter 6 (pp. 181-212) in *The Geography of the World Economy* (4th Ed).
- Ritzer, George. 2010. *Globalization: A Basic Text*. Malden, MA: Wiley-Blackwell
- Schaeffer, Robert K. 2003. "Mafias and the Global Drug Trade." Chapter 13 in *Understanding Globalization: The Social Consequences of Political, Economic, and Environmental Change*. 2nd edition. Lanham, MD: Rowman & Littlefield.
- Schaeffer, Robert K. 2003. "Free Trade Agreements." Chapter 9 (pages 217-250) in *Understanding Globalization*. Rowman and Littlefield, Inc.
- Stiglitz, Joseph E. 2006. *Making Globalization Work*. New York: W. W. Norton and Co.
- Telvick, Marlana. 2007. "Al Qaeda Today: The New Face of Global Jihad." Online publication.
- Yergin, Daniel and Joseph Stanislaw. 1999. "Commanding Heights: The Battle Between Government and the Marketplace that is Remaking the Modern World."
- Zakaria, Fareed. 2008. "Stuck in the Loop in Iraq." Newsweek. Online publication.

4. Resources:

- 4.1 Library resources: Items not in the library will be purchase. Other items will be sourced through the library's online resources.
- 4.2 Computer resources: Department's Computer lab will be sufficient for any work requiring use of computers.

5. Budget implications:

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

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Sociology Department: _____ 9/14/2010 _____

Potter College of Arts and letters Curriculum Committee: _____ 10/04/2010 _____

University Curriculum Committee _____

University Senate _____

Proposal Date: September 8, 2010

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CS 325
- 1.2 Course title: Computer Systems Hardware and Software II
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Computer Systems Hardware and Software II
- 2.2 Proposed course title: Computer Organization and Architecture
- 2.3 Proposed abbreviated title: Computer Org & Arch
- 2.4 Rationale for revision of course title:
We have updated and added several topics in CS 325. The new course title will better reflect the content of the course.

3. Revise course number:

- 3.1 Current course number: CS 325
- 3.2 Proposed course number: CS 325
- 3.3 Rationale for revision of course number:
N/A

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements:
CS 241 and CS 225
- 4.2 Proposed prerequisites/corequisites/special requirements: CS 181
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
With the deletion of CS 225, CS 181 will ensure that the students entering CS 325 are well prepared in basic concepts of Computer Science and in mathematical foundations.
- 4.4 Effect on completion of major/minor sequence:
N/A

5. Revise course catalog listing:

- 5.1 Current course catalog listing:
Advanced assembly programming, instruction sets, processor I/O and bus protocols, memory management, system performance, parallelism, and advanced systems.
- 5.2 Proposed course catalog listing:
Introduction to computer organization and architecture. Topics include computer number representations, computer arithmetic, CPU operations, assembly programming, instruction sets, I/O, memory management, system performance, and parallelism.
- 5.3 Rationale for revision of course catalog listing:
We have added several topics to CS 325 and the revised description includes the additional content.

6. Revise course credit hours:

- 6.1 Current course credit hours: 3
- 6.2 Proposed course credit hours: 3
- 6.3 Rationale for revision of course credit hours:
N/A

7. Proposed term for implementation:

Spring 2011

8. Dates of prior committee approvals:

Department of Math and CS: September 28, 2010

Ogden College Curriculum Committee October 14, 2010

University Curriculum Committee _____

University Senate _____

Proposal Date: 8/5/2010

**College of Health and Human Services
School of Nursing
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Mary Bennett mary.bennett@wku.edu 745-3391

1. Identification of course:

- 1.1 Current course prefix and number: NURS 102
- 1.2 Course title: Introduction to Professional Nursing
- 1.3 Credit hours: 3

2. Revise course title:

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

3. Revise course number:

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

4. Revise course prerequisites:

- 4.1 Current prerequisites: 586P or permission of instructor
- 4.2 Proposed prerequisites: 586P, ENG 100 or equivalent, or permission of instructor.
- 4.3 Rationale for revision of course prerequisites: ENG 100 knowledge and skills are needed for students to be successful in the writing component of NURS 102.
- 4.4 Effect on completion of major/minor sequence: None

5. Revise course catalog listing:

- 5.1 Current course catalog listing: This course is recommended for students seeking entry into the nursing major. Course includes nursing history, trends, professional roles and responsibilities, educational options, and licensure issues. Taking this course does not guarantee admission into nursing or count towards hours in the nursing major.
- 5.2 Proposed course catalog listing: This course is required for students seeking entry into the nursing major. Course includes nursing history, trends, professional roles and responsibilities, educational options, and licensure issues. Taking this course does not guarantee admission into nursing or count towards hours in the nursing major.
- 5.3 Rationale for revision of course catalog listing: Student comments from NURS 102 class evaluations indicated that many students feel that the class content

should be required for all pre-nursing students. Students taking NURS 102 at the Junior level indicated that they wished they had taken the class earlier. Students in the nursing program who had not taken NURS 102 voiced that they wished they had taken the class prior to entry into the nursing program. Because of these student comments the prelicensure nursing program wants to change the program prerequisites to require NURS 102, so all students will be on a level playing field.

6. Revise course credit hours:

6.4 Current course credit hours: n/a

6.5 Proposed course credit hours: n/a

6.6 Rationale for revision of course credit hours: n/a

7. Proposed term for implementation: Fall 2011

8. Dates of prior committee approvals:

School of Nursing	8/5/2010
CHHS Undergraduate Curriculum Committee	<u>8/29/2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 20 June 2010

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

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

1. Identification of course:

- 1.27 Current course prefix (subject area) and number: ENG 457
- 1.28 Course title: Modern British Literature
- 1.29 Credit hours: 3

2. Revise course title:

- 2.5 Current course title: Modern British Literature
- 2.6 Proposed course title: British Literature since 1900
- 2.7 Proposed abbreviated title: British Lit since 1900
- 2.8 Rationale for revision of course title: Strictly speaking, modern British Literature includes the period from 1910-1945, thus making the course highly specialized and omitting a great deal of British literature not covered in any other course. We therefore wish to broaden the scope of the course to include proto-modern, modern, and postmodern literature.

3. Revise course catalog listing:

- 5.4 Current course catalog listing: A study of twentieth-century British literature with emphasis on modernism, including fiction, poetry, and drama; focus on innovations in literary form and cultural context.
- 5.5 Proposed course catalog listing: A study of British literature from 1900 to the present, including fiction, poetry, and drama, with attention to innovations in literary form and cultural context.
- 5.6 Rationale for revision of course catalog listing: The course will not focus primarily on literary modernism.

4. Proposed term for implementation: 201111

5. Dates of prior committee approvals:

English Department:	___9/17/10_____
PCAL Curriculum Committee	___10/4/10_____
Undergraduate Curriculum Committee	___10/28/10_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/9/09 and 8/2010

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

Contact Person: Katie Green katherine.green@wku.edu (270) 745-3045

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: Eng 460
- 1.2 Course title: Literary Criticism: Historical Perspectives I
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Literary Criticism: Historical Perspectives I
- 2.2 Proposed course title: Literary Theory and Criticism
- 2.3 Proposed abbreviated title: Literary Theory and Criticism
- 2.4 Rationale for revision of course title: Formerly, the department offered two theory courses at the undergraduate level--one "historical," the other "contemporary." Given limited demand for these courses, we wish to consolidate them as one offering.

3. Revise course prerequisites:

- 3.1 Current prerequisites: Eng 100 and Eng 200 or any other course in Gen Ed Cat B1
- 3.2 Proposed prerequisites: Eng 100 and at least one upper-level literature course
- 3.3 Rationale for revision of course prerequisites: Students who have taken one or more upper-level literature courses will be better prepared for the level of discussion and writing required in this course.
- 3.4 Effect on completion of major/minor sequence: None

4. Revise course catalog listing:

- 4.1 Current course catalog listing: Historical Introduction to literary theory, with readings in Western criticism from Plato through the modern period. Focus on historical foundations of contemporary theory, including interpretation, evaluation, and the function of literature.
- 4.2 Proposed course catalog listing: A study of theories and methods of literary and cultural analysis selected from ancient times to the present. Focus includes the written practice of criticism in response to a wide variety of texts.
- 4.3 Rationale for revision of course catalog listing: As revised, the catalog listing allows for greater flexibility, so that, while course readings will include both historical and contemporary texts, greater emphasis may be given to one or the other, according to the interests of the instructor.

5. Proposed term for implementation: 201110

6. Dates of prior committee approvals:

English Department/Division:	__27 February 2009__
PCAL Curriculum Committee	__04 October 2010__
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 8/26/2010

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

Contact Person: Alison Langdon, alison.langdon@wku.edu, 745-5708

1. Identification of course:

- 1.30 Current course prefix (subject area) and number: ENG 487
- 1.31 Course title: Dante—*The Divine Comedy*
- 1.32 Credit hours: 3

2. Revise course title:

- 2.9 Current course title: Dante—*The Divine Comedy*
- 2.10 Proposed course title: Dante's *Divine Comedy* and its Influences
- 2.11 Proposed abbreviated title: *Divine Comedy* and Influences
- 2.12 Rationale for revision of course title: Proposed course title more accurately reflects course content

3. Revise course catalog listing:

- 3.1 Current course catalog listing: An intensive study of *The Divine Comedy*, in English translation, with attention to the medieval background
- 3.2 Proposed course catalog listing: An intensive study of *The Divine Comedy*, in English translation, along with Dante's major sources and analogues.
- 3.3 Rationale for revision of course catalog listing: Proposed course catalog listing more accurately reflects course content

4. Proposed term for implementation: 201111

5. Dates of prior committee approvals:

English Department/Division:	<u>9/17/10</u>
PCAL Curriculum Committee	<u>10/4/10</u>
Undergraduate Curriculum Committee	<u>10/28/10</u>
University Senate	<u> </u>

Attachment: Course Inventory Form

August 24, 2010

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

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-5776

1. Identification of course:

- 1.33 Current course prefix (subject area) and number: ENG 497
- 1.34 Course title: Women's Fiction
- 1.35 Credit hours: 3

2. Revise course title:

- 2.13 Current course title: Women's Fiction
- 2.14 Proposed course title: Women's Literature
- 2.15 Proposed abbreviated title: Women's Literature
- 2.16 Rationale for revision of course title: The English Department has suspended 386 Women Writers and 496 Women's Poetry. We want to have one course on women's literature that is not limited to any one genre.

3. Revise course catalog listing:

- 5.7 Current course catalog listing: An examination of the themes, aesthetic importance, and historical context of canonical and noncanonical fiction by women, with emphasis on twentieth century American and British women writers.
- 5.8 Proposed course catalog listing: An examination of the themes, aesthetic importance, and historical context of literature by women, with emphasis on American and British writers. Topic will vary by semester.
- 5.9 Rationale for revision of course catalog listing: We've changed "fiction" to "literature"; removed the canonical/non-canonical distinction, which is no longer as meaningful a distinction in the discipline; and removed the specification of a twentieth-century emphasis to allow instructors more flexibility. The specific course topic has always varied, but providing that information for students in the catalog helps alert students of that.

7. Proposed term for implementation: 201111

8. Dates of prior committee approvals:

English Department: _____9/17/10_____

Potter College Curriculum Committee _____10/4/10_____

Undergraduate Curriculum Committee

__10/28/10__

University Senate

Proposal Date: May 20, 2010

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

Contact Person: Alex Poole, alex.poole@wku.edu, 5-5780

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 051
- 1.2 Course title: English as a Second Language
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: English as a Second Language
- 2.2 Proposed course title: English as a Second Language Writing
- 2.3 Proposed abbreviated title: ESL Writing
- 2.4 Rationale for revision of course title: The focus of the course is on academic writing, and not on the other three language skills. This change more accurately reflects the actual course content.

3. Revise course number: N/A

- 3.4 Current course number: N/A
- 3.5 Proposed course number: N/A
- 3.6 Rationale for revision of course number: N/A

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: none
- 4.2 Proposed prerequisites/corequisites/special requirements: Prerequisites: COMPASS Writing Skills Placement Test score between 23-52 and COMPASS e-Write score of 4; or permission of the instructor.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: The COMPASS exam is used by the university for placement purposes if the student does not take the TOEFL. These scores reflect the minimum competency level necessary to successfully participate in the class.
- 4.4 Effect on completion of major/minor sequence: N/A

5. Revise course catalog listing:

- 5.10 Current course catalog listing: A course designed to give non-native English speakers intensive practice in the four major language skills: reading, writing, listening, and speaking.

- 5.11 Proposed course catalog listing: A writing course designed to give non-native speakers of English intensive preparation for English 100.
- 5.12 Rationale for revision of course catalog listing: The purpose of this class has always been on preparing students for English 100 (Introduction to College Writing). Therefore, the vast majority of this course focuses on writing, which should be reflected in its description.

6. Revise course credit hours:

- 6.7 Current course credit hours: 3 or 6 hours
- 6.8 Proposed course credit hours: 3 hours
- 6.9 Rationale for revision of course credit hours: This course is never offered for more than 3 hours; therefore, the presence of “6 hours” only serves to confuse potential students.

7. Proposed term for implementation: Spring 2011

8. Dates of prior committee approvals:

English Department/Division: _____ 9/17/10 _____

PCAL Curriculum Committee _____ 10/04/10 _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: September 10, 2010

**Ogden College
Department of Geography and Geology
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Katie Algeo, Katie.algeo@wku.edu, 745-5922

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 317
- 1.2 Course title: Geographic Information Systems
- 1.3 Credit hours: 3

2. Proposed course credit hours: 4

3. Rationale for the revision of course credit hours: Changing to 4 credit hours will reflect the work load currently required of students in the course. GIS is a field that sees annual advances in the base software product. While the course outline remains the same from year-to-year, the increasing capabilities and complexity of the software means that, in recent years, more lab time has been required of students to achieve mastery of GIS.

4. Proposed term for implementation: Fall 2011

5. Dates of prior committee approvals:

Department of Geography and Geology 9/10/2010

Ogden College Curriculum Committee 10/14/10

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 12 September 2010

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

Contact Person: Walker Rutledge, walker.rutledge@wku.edu, 270-745-5762

1. Identification of course:

- 1.1 Course prefix and number: ENG 202
- 1.2 Title: English Honors Forum
- 1.3 Current credit hours: ½

2. Proposed course credit hours: 1

3. Rationale for the revision of course credit hours:

- 1) Traditionally, a three-credit-hour course meets three times each week in fifty-five minute sessions. Logically, then, a class that meets once a week for fifty-five minutes should qualify for one-hour credit, not one-half hour.
- 2) The student work load also justifies one-hour credit. Depending upon the semester's particular topic ("Literary Chronology," "The Short Story," "The Hero in Literature," etc.) each student is expected to read the pertinent texts and to lead at least one of the class discussions. Additionally, he or she must take reading quizzes and is required to submit an original poem, short story, or essay for consideration by a student publication or student conference.

4. Proposed term for implementation: Fall 2011

5. Dates of prior committee approvals:

English Department/Division: _____ 9/17/10 _____

PCAL Curriculum Committee _____ 10/4/10 _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: September 10, 2010

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Revise a Certificate Program
(Action Item)**

Contact Person: Katie Algeo (katie.algeo@wku.edu) 745-5922

1. Identification of program:

- 1.1 Current program reference number: 174
- 1.2 Current program title: Geographic Information Systems Certificate
- 1.3 Credit hours: 13

2. Identification of the proposed program changes:

Increase the number of required hours in the program from 13 to 14.

3. Detailed program description:

Current Program		Revised Program	
The program is housed in the Department of Geography and Geology. It consists of a series of four courses taken for a total of 13 credit hours. The courses are GEOG 316, 317, 417, and 419. A grade of C or better is required for each course in the certificate program.		The program is housed in the Department of Geography and Geology. It consists of a series of four courses taken for a total of 14 credit hours. The courses are GEOG 316, 317, 417, and 419. A grade of C or better is required for each course in the certificate program.	
<i>Geog 316</i>	<i>4 hrs</i>	<i>Geog 316</i>	<i>4 hours</i>
Geog 317	3 hrs	Geog 317	4 hours
Geog 417	3 hrs	Geog 417	3 hours
Geog 419	3 hrs	Geog 419	3 hours
Total	13 hours	<i>Total</i>	14 hours

4. Rationale for the proposed program change: GEOG 317 credit hours have been increased from three to four, resulting in an increase in the program's required hours from 13 to 14.

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

6. Dates of prior committee approvals:

Geography and Geology Department _____ 9/10/2010 _____

Ogden College Curriculum Committee _____ 10/14/10 _____

Undergraduate Curriculum Committee _____

University Senate
Attachment: Program Inventory Form

Proposal Date: September 22, 2010

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

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

1. Identification of program:

- 1.1 Program title: Child Life
- 1.2 Required hours in minor program: 21 hours
- 1.3 Special information: This minor is specifically for students who want a career as a Child Life Specialist.
- 1.4 Catalog description: The minor in Child Life requires a minimum of 21 semester hours. A grade of "C" or above must be earned in the following CFS courses required for this minor: CFS 191, 391, 393, 395, 494, and PHIL 322 and one elective chosen in consultation with departmental advisor. This minor is specifically for students who want a career as a Child Life Specialist.

2. Rationale:

- 2.1 Reason for developing the proposed minor program: Due to the curriculum changes of decreased hours within a major, this minor is being proposed to replace the Child Life Specialist major. This minor, paired with the Child Studies or Family Studies major, provides a program of study for students who wish to become active in the field of Child Life, as well as meets the new curriculum requirements for a 120 hour degree program.
- 2.2 Projected enrollment in the proposed minor program: Based on the enrollment in the Child Life Concentration, we expect 10-20 students per academic year initially, with possible increases over time.
- 2.3 Relationship of the proposed minor program to other programs now offered by the department: The proposed Child Life minor does not duplicate any other program within the Department. It does support and supplement the Child Studies program.
- 2.4 Relationship of the proposed minor program to other university programs: The proposed Child Life minor does not duplicate any other program in the university.
- 2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): No minors in Child Life were found at any of the Kentucky State schools or benchmark schools.
- 2.6 Relationship of the proposed minor program to the university mission and objectives: The proposed minor is within the mission of WKU and supportive of the 2007/2008-2011/2012 Strategic Plan, Goals 2 and 4.

3. Objectives of the proposed minor: Students completing a minor in Child Life will be able to:

- Promote effective coping through play, preparation, education, and self-expression activities.
- Provide emotional support for families
- Encourage optimum development of children facing a broad range of challenging experiences, particularly those related to healthcare and hospitalization.
- Provide information, support and guidance to parents, siblings, and other family members.
- Have an understanding of educating caregivers, administrators, and the general public about the needs of children under stress.

4. Curriculum: All courses for the proposed Child Life minor are approved and existing courses, scheduled to be offered on an ongoing basis. The minor in Child Life requires a minimum of 21 semester hours. A grade of “C” or above must be earned in all courses required for the minor.

CFS 191	Child Development	3 hours
CFS 391	Risk and Resilience	3 hours
CFS 393	Play and Child Development	3 hours
CFS 395	Child and Family Stress	3 hours
CFS 494	Parenting Strategies	3 hours
PHIL 322	Biomedical Ethics	3 hours

Three hours of restricted electives chosen in consultation with departmental advisor.

5. Budget implications: None

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

CFS Department: Sept. 24, 2010

CHHS Curriculum Committee 8/29/2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 12 July 2010

**Potter College of Arts and Sciences
Department of English
Proposal to Revise Course Number
(Consent Item)**

Contact Person: wes.berry@wku.edu 5-5770

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 494
- 1.2 Title: Kentucky Literature
- 1.3 Credit hours: 3

2. Proposed course number: ENG 394

- 3. Rationale for the revision of course number:** We wish to make this course more accessible to non-English majors (e.g., students with a Kentucky Studies minor) who might not be prepared for the seminar format of a 400/G course. We also have another seminar course (495/G Southern Literature) with some overlapping material, and wish to do away with the duplication.

4. Proposed term for implementation: 201011

5. Dates of prior committee approvals:

English Department/Division:	__9/17/10__
PCAL Curriculum Committee	__10/4/10__
Undergraduate Curriculum Committee	__10/28/10__
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 27 August 2010

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

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 482
 - 1.2 Current course title: Shakespeare I
 - 1.3 Credit hours: 3
- 2. Proposed course title:** Shakespeare
- 3. Proposed abbreviated course title:** Shakespeare
(max. of 30 characters including spaces)
- 4. Rationale for the revision of course title:** We have suspended Shakespeare II (ENG 583); the "I" designation is therefore both unnecessary and misleading
- 5. Proposed term for implementation:** 201111
- 6. Dates of prior committee approvals:**

English Department/Division:	<u>9/17/10</u>
PCAL Curriculum Committee	<u>10/4/10</u>
Undergraduate Curriculum Committee	<u>10/28/10</u>
University Senate	<u> </u>

Attachment: Course Inventory Form

Proposal Date: 20 June 2010

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

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 484
 - 1.2 Current course title: The Romantic Movement
 - 1.3 Credit hours: 3
- 2. Proposed course title:** British Romanticism
- 3. Proposed abbreviated course title:** British Romanticism
(max. of 30 characters including spaces)
- 4. Rationale for the revision of course title:** The course title has always been somewhat confusing. Both England and America had Romantic literary periods, but this course has always dealt only with British literature. The new title is simply more accurate.
- 5. Proposed term for implementation:** 201111
- 6. Dates of prior committee approvals:**

English Department:	___9/17/10___
PCAL Curriculum Committee	___10/4/10___
UCC	___10/18/10___
University Senate	_____

Attachment: Course Inventory Form