

**Undergraduate Curriculum Committee**  
***Western Kentucky University***

***Report to the University Senate:***

**Date:**            **22 November 2011**  
**From:**           **John White, Chair**

The Undergraduate Curriculum Committee submits the following items from the 22 November 2011 meeting for approval by the University Senate:

**Information Item Report:**

I. Delete a Course  
    CS 145

III. Revise Course Prerequisites/Corequisites  
    ENG 390  
    EXS 455  
    EXS 496

VIII. Revise Course Catalog Listing  
    MUS 100  
    MUS 101  
    MUS 200  
    MUS 201  
    PETE 322

IX. Revise Course Grading System  
    EXS 296

XIII. Create an Equivalent Course  
    ANTH 341  
    PE 310

**Consent Item Report:**

IV. Revise a Program  
    583, Bachelor of Arts in Music (Liberal Arts)  
    593, Bachelor of Music, concentration in Music Education, Instrumental Sequence  
    593, Bachelor of Music, concentration in Music Education, Integrated Sequence  
    593, Bachelor of Music, concentration in Music Education, Vocal Sequence  
    593, Bachelor of Music, concentration in Performance  
    629, Bachelor of Science in Computer Science  
    534, Civil Engineering

587, Bachelor of Science in Physical Education  
554, Exercise Science

V. Create a New Course

LEAD 440  
LEAD 450  
FLK 341  
CHIN 301  
CHIN 302  
MUS 304  
MATH 306  
PEM 326  
PEM 426  
EXS 498

VI. Make Multiple Revisions to a Course

PETE 415

XI. Revise Course Credit Hours

EXS 412  
EXS 420  
EXS 446

XIII. Create a New Minor Program

Leadership Studies

Proposal Date: 10/03/2011

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

Contact Person: Zhonghang Xia, [zhonghang.xia@wku.edu](mailto:zhonghang.xia@wku.edu), 745-6459

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CS 145
- 1.2 Course title: Introduction to Computing
- 1.3 Credit hours: 3.0

**2. Rationale for the course deletion:**

CS 145 is considered equivalent to CIS 141, and there is no need for course duplication.

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

CIS 141 is accepted by other departments as an equivalent to CS 145.

**4. Proposed term for implementation: Fall 2012**

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

Math and CS Department:	<u>10/20/2011</u>
Ogden College Curriculum Committee	<u>11/03/2011</u>
Undergraduate Curriculum Committee	<u>11/22/2011</u>
University Senate	<u>                    </u>

**Attachment: Course Inventory Form**

Proposal Date: 8/23/11

**College of Health and Human Services  
Department of Kinesiology, Recreation and Sport  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of course:**

- 1.1 Course prefix and number: EXS 455
- 1.2 Course title: Exercise and Aging
- 1.3 Credit hours: 3

**2. Current prerequisites:** Permission of instructor.

**3. Proposed prerequisites:** GERO 100 OR EXS 223

**4. Rationale for the revision of prerequisites:** This is an upper-level exercise science course that is also taken by some students minoring in gerontology. This content of this course requires some basic foundational knowledge, and GERO 100 for the gerontology minors or EXS 223 for the exercise science majors will be sufficient. Those students who take GERO 100 as the prerequisite will have the basic knowledge and understanding of the components of aging and the aging process, while those students who take EXS 223 as the prerequisite will have the basic knowledge and understanding of the importance of physical activity and exercise and its role in slowing the aging process.

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

**6. Proposed term for implementation:** Fall 2012

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

KRS Department: Oct. 3, 2011

CHHS Undergraduate Curriculum Committee October 31, 2011

Undergraduate Curriculum Committee 11/22/2011

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

**Attachment: Course Inventory Form**

Proposal Date: 8/23/11

**College of Health and Human Services  
Department of Kinesiology, Recreation and Sport  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

- 1. Identification of course:**
    - 1.1 Course prefix and number: EXS 496
    - 1.2 Course title: Internship in Exercise Science
    - 1.3 Credit hours: 6
  - 2. Current prerequisites/corequisites:** EXS 296 and EXS 412 (pre or co-requisite) and declared exercise science major.
  - 3. Proposed prerequisites/corequisites:** EXS 296 and EXS 412 (pre or co-requisite) and declared exercise science major and minimum cumulative GPA of 2.5 at the time of registration for EXS 496.
  - 4. Rationale for the revision of prerequisites:** This is the internship requirement, completed during students' senior year. It is counter-productive, unprofessional, and possibly unethical, on our part, to send students out into a professional work setting when they have not displayed sufficient competency in their coursework. Students should have at least demonstrated this level of competency before being allowed to represent WKU, CHHS, and KRS in the workplace. This GPA is also consistent with the proposed requirements for admission to the exercise science program.
  - 5. Effect on completion of major/minor sequence:** None
  - 6. Proposed term for implementation:** Fall 2012
  - 7. Dates of prior committee approvals:**

KRS Department:	Oct. 3, 2011
CHHS Undergraduate Curriculum Committee	October 31, 2011
Undergraduate Curriculum Committee	<u>11/22/2011</u> _____
University Senate	_____
- Attachment: Course Inventory Form**

Proposal Date: September 1, 2011

**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](mailto:mitzi.groom@wku.edu), 745-3751

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MUS 100
- 1.2 Course title: Theory I
- 1.3 Credit hours: 3

**2. Current course catalog listing:** Prerequisite: Theory Placement Exam. Training in the fundamental elements of music. Triads, intervals, keys, scales, cadences, principles of notation, primary and secondary triads including inversions, writing in four parts, harmonic analysis, non-chord tones, melody harmonization, rhythmic reading, sight singing, melodic and harmonic dictation, and keyboard harmony.

**3. Proposed course catalog listing:** Prerequisite: Theory Placement Exam. Thorough training in the melodic, harmonic and rhythmic fundamentals of music: triads, intervals, keys, scales, rhythm and meter, voice leading, diatonic triads in root position and inversion, harmonic progression, rhythmic reading, sight singing, melodic and harmonic dictation.

**4. Rationale for revision of the course catalog listing:** The addition of a new course in Form and Analysis, MUS 304, removes that content from the current four-semester music theory sequence and allows for redistribution of and deeper focus on other theory content. The new catalog listing is intended to reflect this redistribution of content within the music theory sequence (MUS 100, 101, 200, 201).

**5. Proposed term for implementation:** Fall 2012

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

Music Department Curriculum Committee	August 17, 2011
Music Department/Division:	August 18, 2011
PCAL Curriculum Committee	September 1, 2011
Professional Education Council (if applicable)	October 12, 2011
Undergraduate Curriculum Committee	<u>11/22/2011</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: September 1, 2011

**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](mailto: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:** Prerequisite: MUS 100. Seventh chords including inversions, chromatic harmony, suspensions and pedal point, writing for the piano, writing in four parts, harmonic analysis, rhythmic reading, sight singing, melodic and harmonic dictation, and keyboard harmony.

**3. Proposed course catalog listing:** *Prerequisite: MUS 100.* Continuation of melodic and harmonic dictation, rhythmic reading, and sight singing, phrase and period, non-chord tones, diatonic seventh chords, secondary dominant and leading tone chords.

**4. Rationale for revision of the course catalog listing:** The addition of a new course in Form and Analysis, MUS 304, removes that content from the current four-semester music theory sequence and allows for redistribution of and deeper focus on other theory content. The new catalog listing is intended to reflect this redistribution of content within the music theory sequence (MUS 100, 101, 200, 201).

**5. Proposed term for implementation:** Fall 2012

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

Music Department Curriculum Committee	August 17, 2011
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University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: September 1, 2011

**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](mailto: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:** Prerequisite: MUS 101. Modulation, ninth, eleventh and thirteenth chords, pop/jazz chord symbols, basics of jazz harmonization, modal harmony, twentieth century non-functional harmony, artificial scales, non-tertian harmony, twelve-tone serialism, writing in four parts, harmonic analysis, rhythmic reading, sight singing, melodic and harmonic dictation, and keyboard harmony.

**3. Proposed course catalog listing:** *PREREQUISITE: MUS 101.* Continuation of melodic and harmonic dictation, rhythmic reading, sight singing, modulation, binary and ternary forms, mode mixture, Neapolitan chords, and augmented sixth chords.

**4. Rationale for revision of the course catalog listing:** The addition of a new course in Form and Analysis, MUS 304, removes that content from the current four-semester music theory sequence and allows for redistribution of and deeper focus on other theory content. The new catalog listing is intended to reflect this redistribution of content within the music theory sequence (MUS 100, 101, 200, 201).

**5. Proposed term for implementation:** Fall 2013

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

Music Department Curriculum Committee	August 17, 2011
Music Department/Division:	August 18, 2011
PCAL Curriculum Committee	September 1, 2011
Professional Education Council (if applicable)	October 12, 2011
Undergraduate Curriculum Committee	<u>11/22/2011</u>
University Senate	_____

**Attachment: Course Inventory Form**



Proposal Date: September 1, 2011

**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](mailto: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:** Prerequisite: MUS 200. Form and analysis of Baroque, Classical and Romantic era music, composition of a sonatina form in eighteenth century style for piano, harmonic analysis, melodic improvisation, rhythmic reading, sight singing, melodic and harmonic dictation, and keyboard harmony.

**3. Proposed course catalog listing:** *Prerequisite: MUS 200.* Continuation of melodic and harmonic dictation, rhythmic reading, and sight singing, composition of a sonatina in eighteenth century style for piano, enharmonic modulation, extended and altered dominant chords, late nineteenth century techniques, techniques of the twentieth century, post-tonal techniques.

**4. Rationale for revision of the course catalog listing:** The addition of a new course in Form and Analysis, MUS 304, removes that content from the current four-semester music theory sequence and allows for redistribution of and deeper focus on other theory content. The new catalog listing is intended to reflect this redistribution of content within the music theory sequence (MUS 100, 101, 200, 201).

**5. Proposed term for implementation:** Fall 2013

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

Music Department Curriculum Committee	August 17, 2011
Music Department/Division:	August 18, 2011
PCAL Curriculum Committee	September 1, 2011
Professional Education Council (if applicable)	October 12, 2011
Undergraduate Curriculum Committee	<u>11/22/2011</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 10/3/2011

**College of Health and Human Services  
Department of Kinesiology, Recreation, and Sport  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Elizabeth Pyle; [elizabeth.pyle@wku.edu](mailto:elizabeth.pyle@wku.edu); 745-5123

**1. Identification of course:**

- 1.1 Course prefix and number: PETE 322
- 1.2 Course title: Field Experience in Physical Education I
- 1.3 Credit hours: 2

**2. Current course catalog listing:**

Field-based experiences in Early and Middle Childhood emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of teaching skills.

**3. Proposed course catalog listing:**

Field-based experience in elementary school physical education emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of teaching skills in an elementary school context.

**4. Rationale for revision of the course catalog listing:**

Since this field experience is intended for teacher certification in physical education the language should reflect that these experiences are in a school setting.

**5. Proposed term for implementation:** Fall 2012

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

KRS Department: October 3, 2011

CHHS Undergraduate Curriculum Committee October 31, 2011

Professional Education Council Nov 9, 2011

Undergraduate Curriculum Committee 11/22/2011

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

**Attachment: Course Inventory Form**

Proposal Date: 8/23/11

**College of Health and Human Services  
Department of Kinesiology, Recreation and Sport  
Proposal to Revise Course Grading System  
(Consent Item)**

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

- 1. Identification of course:**
  - 1.1 Current course prefix and number: EXS 296
  - 1.2 Course title: Practicum in Exercise Science
  - 1.3 Credit hours: 3
- 2. Current course grading system:** Pass/fail
- 3. Proposed course grading system:** Standard letter grading
- 4. Rationale for revision of course grading system:** When this course was originally created, about four years ago, it was thought that offering it as “pass/fail” would be appropriate as students’ practicum experience would be more “observational” in nature as it would be taken when they were early in their progression through the EXS curriculum. However, what we have found is that the students are getting much more practical, hands-on experience than we anticipated, and to give a valid assessment of their practicum experience we believe that the course needs to be changed to a standard letter grade. Numerous practicum supervisors in the workplace have requested this as well.
- 5. Proposed term for implementation:** Fall 2012
- 6. Dates of prior committee approvals:**

KRS Department:	Oct. 3, 2011
CHHS Undergraduate Curriculum Committee	October 31, 2011
Undergraduate Curriculum Committee	<u>11/22/2011</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 8/23/11

**College of Health and Human Services  
Department of Kinesiology, Recreation and Sport  
Proposal to Create an Equivalent Course  
(Consent Item)**

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of existing course:**

- 1.1 Current course prefix and number: PE 310
- 1.2 Course title: Kinesiology
- 1.3 Credit hours: 3

**2. Identification of proposed equivalent course prefix and numbers: EXS 310**

**3. Rationale for each equivalent course:** PE 310 (Kinesiology) is a course taken by both PE majors and EXS majors. We are wanting to create an equivalent course simply for the purposes of cross-listing as our students want to have as many of their “major” courses as possible identified as EXS.

**4. Proposed term for implementation:** Fall 2012

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

KRS Department: October 3, 2011

CHHS Undergraduate Curriculum Committee October 31, 2011

Undergraduate Curriculum Committee 11/22/2011

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

**Attachment: Course Inventory Form**

Proposal Date: September 1, 2011

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

Contact Person: Dr. Mitzi Groom, [mitzi.groom@wku.edu](mailto:mitzi.groom@wku.edu), 745-3751

**1. Identification of program:**

- 1.1 Current program reference number: 583
- 1.2 Current program title: Bachelor of Arts in Music (Liberal Arts)
- 1.3 Credit hours: 51

**2. Identification of the proposed program changes:** Remove MUS 260 Group Piano III and MUS 261 Group Piano IV from degree requirements, reduce the electives to 5 hours, and expand the choice of courses that will fulfill electives to read “5 hours selected from Theory/Composition, History/Literature, ensembles, applied lessons, conducting, methods, or techniques.” This will reduce the total program credit hours to 48.

### 3. Detailed program description:

#### #583 -- CURRENT REQUIREMENTS

##### MUSIC COURSES Hrs.

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 Grp Piano I /Accomp. 1

MUS 161/349 Grp Piano II/ Accomp.

1

**MUS 260/349 Grp Piano III/Accomp.**

1

**MUS 261/349 Grp Piano IV/Accomp.**

1

MUS 317 Conducting I

2

##### Music Electives:

6

**6 hours selected from**

**theory/composition (MUS 203,**

**206, 405, 407, Private Composition or**

**MUS 430)**

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 34\_ Ensemble (MAJOR)

1

MUS 34\_ Ensemble (MAJOR)

1

MUS 34\_ Ensemble (MAJOR)

1

MUS 34\_ Ensemble (MAJOR)

1

MUS 34\_ Ensemble (MAJOR)

1

MUS 34\_ Ensemble (MAJOR)

1

**TOTAL = 51**

**hrs**

**#583 – NEW REQUIREMENTS****MUSIC COURSES                      Hrs.**

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 Grp Piano I /Accomp. 1

MUS 161/349 Grp Piano II/ Accomp.  
1MUS 317 Conducting I  
2**Music Electives:****5****5 hours selected from****Theory/Composition, History/Literature,  
ensembles, applied lessons, conducting,  
methods, or techniques.**

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)  
0MUS 34\_ Ensemble (MAJOR)  
1MUS 34\_ Ensemble (MAJOR)  
1MUS 34\_ Ensemble (MAJOR)  
1MUS 34\_ Ensemble (MAJOR)  
1MUS 34\_ Ensemble (MAJOR)  
1MUS 34\_ Ensemble (MAJOR)  
1**TOTAL = 48****hrs**

**4. Rationale for the proposed program change:** The Bachelor of Arts in Music (Liberal Arts) degree is a “non-professional” degree in music and standards for the degree allow considerable latitude in music electives. Currently those choices are limited to only two areas: Theory/Composition and History/Literature. Expanding the choices will allow students to pursue options in other areas of music: applied music and ensembles, conducting, and methods/techniques. Decreasing the required hours from 51 to 48 moves 3 hours of the now 120 hour degree into General Electives and allows for broader choices of individual courses, minors, or second majors.

John White 11/29/11 8:39 PM

**Comment [1]:** Add synopsis for dropping 260, 261

**5. Proposed term for implementation and special provisions:** Fall 2012

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

Music Department Curriculum Committee	August 17, 2011
Music Department/Division:	August 18, 2011
PCAL Curriculum Committee	September 1, 2011
Undergraduate Curriculum Committee	<u>11/22/2001</u>
University Senate	<u></u>



Proposal Date: September 1, 2011

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

Contact Person: Dr. Mitzi Groom, [mitzi.groom@wku.edu](mailto: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:** Remove MUS 203 Music Technology (2 hrs) from and add MUS 304 Form and Analysis (2 hrs) to degree requirements.

### 3. Detailed program description:

#### CURRENT REQUIREMENTS - Music

##### Ed, Inst.

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

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  
**TOTAL = 72**

**NEW REQUIREMENTS - Music Ed,  
Inst.**

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 304 Form and Analysis**  
**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



**4. Rationale for the proposed program change:** The evaluations and standards of the National Association of Schools of Music (NASM) accrediting agency call for more content and emphasis of Form and Analysis than are in our present program. NASM's standards now allow infusion of appropriate technology content in other courses (theory, methods) and require only that such content be supported within facilities and equipment guidelines.

**5. Proposed term for implementation and special provisions:** Fall 2012

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

Music Department Curriculum Committee	August 17, 2011
Music Department/Division:	August 18, 2011
PCAL Curriculum Committee	September 1, 2011
Professional Education Council (if applicable)	October 12, 2011
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University Senate	_____

Proposal Date: September 1, 2011

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

Contact Person: Dr. Mitzi Groom, [mitzi.groom@wku.edu](mailto: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: 77

**2. Identification of the proposed program changes:** Remove MUS 203 Music Technology (2 hrs) from and add MUS 304 Form and Analysis (2 hrs) to degree requirements.

### 3. Detailed program description:

#### CURRENT REQUIREMENTS - MusEd

##### Integ.

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
<b>MUS 203 Music Technology</b>	
<b>2</b>	
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 340/341344/347/348 Major Ensemble	
1	
MUS 340/341344/347/348 Major Ensemble	
1	
MUS 340/341344/347/348 Major Ensemble	
1	
MUS 340/341344/347/348 Major Ensemble	
1	
MUS 340/341344/347/348 Major Ensemble	
1	

MUS 340/341344/347/348 Major Ensemble  
1  
MUS 340/341344/347/348 Major Ensemble  
1  
MUS 340/341344/347/348 Opposite Area  
Ens. 1  
MUS 340/341344/347/348 Opposite Area  
Ens. 1

**TOTAL = 77**

**NEW REQUIREMENTS - MusEd Integ.**

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 304 Form and Analysis**  
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 340/341344/347/348 Major Ensemble  
 1  
 MUS 340/341344/347/348 Major Ensemble  
 1  
 MUS 340/341344/347/348 Major Ensemble  
 1  
 MUS 340/341344/347/348 Major Ensemble  
 1  
 MUS 340/341344/347/348 Major Ensemble  
 1  
 MUS 340/341344/347/348 Major Ensemble  
 1  
 MUS 340/341344/347/348 Major Ensemble  
 1  
 MUS 340/341344/347/348 Major Ensemble  
 1  
 MUS 340/341344/347/348 Opposite Area  
 Ens. 1  
 MUS 340/341344/347/348 Opposite Area  
 Ens. 1

**TOTAL = 77**

**4. Rationale for the proposed program change:** The evaluations and standards of the National Association of Schools of Music (NASM) accrediting agency call for more content and emphasis of Form and Analysis than are in our present program. NASM's standards now allow infusion of appropriate technology content in other courses (theory, methods) and require only that such content be supported within facilities and equipment guidelines.

**5. Proposed term for implementation and special provisions:** Fall 2012

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

Music Department Curriculum Committee	August 17, 2011
Music Department/Division:	August 18, 2011
PCAL Curriculum Committee	September 1, 2011
Professional Education Council (if applicable)	October 12, 2011
Undergraduate Curriculum Committee	<u>11/22/2011</u>
University Senate	<u></u>

Proposal Date: September 1, 2011

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

Contact Person: Dr. Mitzi Groom, [mitzi.groom@wku.edu](mailto: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:** Remove MUS 203 Music  
Technology (2 hrs) from and add MUS 304 Form and Analysis (2 hrs) to degree requirements.

### 3. Detailed program description:

#### CURRENT REQUIREMENTS - MusEd

##### Vocal

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 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

**TOTAL = 72**

**CURRENT REQUIREMENTS - MusEd**

**Vocal**

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 304 From and Analysis**

**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	MUS 353 Applied Principal
2	2
MUS 405 Choral 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 340/341 Major Ensemble
2	1
MUS 155 Performance Attendance (P/F)	MUS 340/341 Major Ensemble
0	1
MUS 153 Applied Principal	MUS 340/341 Major Ensemble
2	1
MUS 155 Performance Attendance (P/F)	MUS 340/341 Major Ensemble
0	1
MUS 153 Applied Principal	MUS 340/341 Major Ensemble
2	1
MUS 155 Performance Attendance (P/F)	MUS 340/341 Major Ensemble
0	1
MUS 353 Applied Principal	MUS 340/341 Major Ensemble
2	<u>1</u>
MUS 155 Performance Attendance (P/F)	<b>TOTAL = 72</b>
0	

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

Music Department Curriculum Committee	August 17, 2011
Music Department/Division:	August 18, 2011
PCAL Curriculum Committee	September 1, 2011
Professional Education Council (if applicable)	October 12, 2011
Undergraduate Curriculum Committee	<u>11/22/2011</u>
University Senate	<u>                    </u>

Proposal Date: September 1, 2011

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

Contact Person: Dr. Mitzi Groom, [mitzi.groom@wku.edu](mailto: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 Performance
- 1.3 Credit hours: 73-75

**2. Identification of the proposed program changes:** Remove MUS 203 Music Technology (2 hrs) from and add MUS 304 Form and Analysis (2 hrs) to degree requirements.



### 3. Detailed program description:

#### CURRENT REQUIREMENTS -

##### Performance

MUS 100 Theory I

3

MUS 101 Theory II

3

MUS 200 Theory III

3

MUS 201 Theory IV

3

##### MUS 203 Music Technology

2

Theory/Composition elective

3

Theory/Composition elective

3

MUS 326 Music History I

3

MUS 327 Music History II

3

MUS 328 Music History III

3

MUS 430 Music Literature

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 317 Conducting I

2

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 357 Applied Major

3

MUS 155 Performance Attendance (P/F)

0

MUS 357 Applied Major

3

MUS 338 DIS (Recital Program)

1

MUS 155 Performance Attendance (P/F)

0

MUS 457 Applied Major

3

MUS 338 DIS (Recital Program)

1

MUS 155 Performance Attendance (P/F)

0

MUS 457 Applied Major

3

MUS 152 Diction I (vocal only)

(1)

MUS 252 Diction II (vocal only)

(1)

MUS 310 Pedagogy

3

Ensemble (MAJOR)

1

Ensemble (MAJOR)

1

Ensemble (MAJOR)

1

Ensemble (MAJOR)

1

Ensemble (MAJOR)

1

Ensemble (MAJOR)

1

Ensemble (MAJOR)

1

Ensemble (elective)

1

Ensemble (elective)

1

**TOTAL = 73 (Vocal**

**= 75)**

**CURRENT REQUIREMENTS -****Performance**

MUS 100 Theory I

3

MUS 101 Theory II

3

MUS 200 Theory III

3

MUS 201 Theory IV

3

**MUS 304 Form and Analysis**

2

Theory/Composition elective

3

Theory/Composition elective

3

MUS 326 Music History I

3

MUS 327 Music History II

3

MUS 328 Music History III

3

MUS 430 Music Literature

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 317 Conducting I

2

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 357 Applied Major

3

MUS 155 Performance Attendance (P/F)

0

MUS 357 Applied Major

3

MUS 338 DIS (Recital Program)

1

MUS 155 Performance Attendance (P/F)

0

MUS 457 Applied Major

3

MUS 338 DIS (Recital Program)

1

MUS 155 Performance Attendance (P/F)

0

MUS 457 Applied Major

3

MUS 152 Diction I (vocal only)

(1)

MUS 252 Diction II (vocal only)

(1)

MUS 310 Pedagogy

3

Ensemble (MAJOR)

1

Ensemble (MAJOR)

1

Ensemble (MAJOR)

1

Ensemble (MAJOR)

1

Ensemble (MAJOR)

1

Ensemble (MAJOR)

1

Ensemble (MAJOR)

1

Ensemble (MAJOR)

1

Ensemble (elective)

1

Ensemble (elective)

1

**TOTAL = 73 (Vocal****= 75)**

**4. Rationale for the proposed program change:** The evaluations and standards of the National Association of Schools of Music (NASM) accrediting agency call for more content and emphasis of Form and Analysis than are in our present program. NASM's standards now allow infusion of appropriate technology content in other courses (theory, methods) and require only that such content be supported within facilities and equipment guidelines.

**5. Proposed term for implementation and special provisions:** Fall 2012

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

Music Department Curriculum Committee	August 17, 2011
Music Department/Division:	August 18, 2011
PCAL Curriculum Committee	September 1, 2011
Undergraduate Curriculum Committee	<u>11/22/2011</u>
University Senate	_____

Proposal Date: October 3, 2011

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

Contact Person: Zhonghang Xia, [zhonghang.xia@wku.edu](mailto:zhonghang.xia@wku.edu), 745-6459

**1. Identification of program:**

- 1.1 Current program reference number: 629
- 1.2 Current program title: Bachelor of Science in Computer Science
- 1.3 Credit hours: 44 minimum hours in Computer Science

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

**3. Detailed program description:**

Current Admission Requirements	Proposed Admission Requirements
None	Completion of CS 180, CS 181, and CS 280 with grades of C or better.

**4. Rationale for the proposed program change:** The proposed program admission requirements will improve the retention rate of computer science majors and ensure that all students entering the program are qualified and capable of studying upper-division computer science courses.

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

The proposed admission requirement will apply to students admitted to WKU in Fall 2012 and after and to all current students who seek to switch majors to computer science. The requirement will not be retroactive to students who are already declared CS majors.

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

Math and CS Department	<u>10/20/2011</u>
Ogden Curriculum Committee	<u>11/03/11</u>
Undergraduate Curriculum Committee	<u>11/22/2011</u>
University Senate	<u></u>

**Attachment: Program Inventory Form**

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

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

**1. Identification of program:**

- 1.4 Current program reference number: 534
- 1.5 Current program title: Civil Engineering
- 1.6 Credit hours: 65 or 66

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

Nine (9) credit hours of technical electives are required from the approved list. See section 3 for the current and the proposed list of technical electives.

- Remove CE 366 Mechanical & Electrical Systems (3 credit hours) from the list of approved technical electives.
- Remove CE 416 Construction Administration (3 credit hours) from the list of approved technical electives.
- Remove CE 466 Contracts & Specifications (3 credit hours) from the list of approved technical electives.
- Add CE 326 Engineering Law (3 credit hours) to the list of approved technical electives.
- Add CE 436 Design/Construction Integration (3 credit hours) to the list of approved technical electives.
- Add CE 441 Masonry Construction Lab (1 credit hour) to the list of approved technical electives.
- Add CE 444 Bridge Engineering (3 credit hours) to the list of approved technical electives.
- Add CE 451 Water & Wastewater Treatment (3 credit hours) to the list of approved technical electives.
- Add CE 462 Hydraulic Engineering Systems (3 credit hours) to the list of approved technical electives.

- Add CE 486 Steel & Concrete Construction (3 credit hours) from the list of approved technical electives.
- Add CM 363 Construction Estimating & Bidding (3 credit hours) to the list of approved technical electives.
- Add CM 400 Construction Administration (3 credit hours) to the list of approved technical electives.
- Add EE 350 Fundamentals of Electrical Engineering (4 credit hours) to the list of approved technical electives.
- Add GEOG 317 Geographic Information Systems (3 credit hours) to the list of approved technical electives.
- Add GEOG 318 GIS for Engineers (3 credit hours) to the list of approved technical electives.

### 3. Detailed program description:

Nine (9) hours of technical electives are required.

Current Program Technical Electives	Hrs	Proposed Program Technical Electives	Hrs
CE 300 Floodplain Management	3	CE 300 Floodplain Management	3
		<b>CE 326 Engineering Law</b>	<b>3</b>
CE 360 Estimating Scheduling Bidding	3	CE 360 Estimating Scheduling Bidding	3
CE 361 Estimating Lab	1	CE 361 Estimating Lab	1
<b>CE 366 Mechanical &amp; Electrical Systems</b>	<b>3</b>		
CE 378 Route Surveying	3	CE 378 Route Surveying	3
CE 379 Route Surveying Lab	1	CE 379 Route Surveying Lab	1
CE 380 Boundary Surveying	3	CE 380 Boundary Surveying	3
CE 381 Boundary Surveying Lab	1	CE 381 Boundary Surveying Lab	1
CE 383 Structural Steel Design	3	CE 383 Structural Steel Design	3
<b>CE 416 Construction Administration</b>	<b>3</b>		
CE 426 Advanced Construction Materials	3	CE 426 Advanced Construction Materials	3
		<b>CE 436 Design/Construction Integration</b>	<b>3</b>
CE 440 Masonry Design and Construction	3	CE 440 Masonry Design and Construction	3
		<b>CE 441 Masonry Construction Lab</b>	<b>1</b>
		<b>CE 444 Bridge Engineering</b>	<b>3</b>
		<b>CE 451 Water &amp; Wastewater Treatment</b>	<b>3</b>
		<b>CE 462 Hydraulic Engineering Systems</b>	<b>3</b>
<b>CE 466 Contracts &amp; Specifications</b>	<b>3</b>		
CE 474 Civil Engineering Project	1-3	CE 474 Civil Engineering Project	1-3

<b>Current Program Technical Electives</b>	<b>Hrs</b>	<b>Proposed Program Technical Electives</b>	<b>Hrs</b>
CE 475 Selected Topics in Civil Eng.	3	CE 475 Selected Topics in Civil Eng.	3
CE 476 Highway Construction	3	CE 476 Highway Construction	3
		<b>CE 486 Steel &amp; Concrete Construction</b>	<b>3</b>
CE 490 UK-CE Selected Topics (Spring)	3	CE 490 UK-CE Selected Topics (Spring)	3
CE 491 UK-CE Selected Topics (Fall)	3	CE 491 UK-CE Selected Topics (Fall)	3
EM 313 Dynamics	3	EM 313 Dynamics	3
		<b>CM 363 Construction Est. &amp; Bidding</b>	<b>3</b>
		<b>CM 400 Construction Administration</b>	<b>3</b>
CM 426 Construction Law	3	CM 426 Construction Law	3
		<b>EE 350 Fundamentals of Electrical Eng.</b>	<b>4</b>
		<b>GEOG 317 Geographic Info. Systems</b>	<b>3</b>
		<b>GEOG 318 GIS for Engineers</b>	<b>3</b>

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

- CE 366 Mechanical & Electrical Systems (3 credit hours) is being deleted from the curriculum with this round of curriculum changes.
- CE 416 Construction Administration (3 credit hours) was deleted from the curriculum two years ago.
- CE 466 Contracts and Specifications (3 credit hours) is being deleted from the curriculum with this round of curriculum changes.
- CE 326 Engineering Law (3 credit hours) is an existing engineering course that would be an appropriate technical elective for students in the program.
- CE 436 Design/Construction Integration (3 credit hours) is an existing engineering course that would be an appropriate technical elective for students in the program.
- CE 441 Masonry Construction Lab (1 credit hour) is the lab component for CE 440 Masonry Design and Construction (3 credit hours). The lab should count toward the technical electives credit hour requirement since Boundary Surveying Lab (1 credit hour) and Route Surveying Lab (1 credit hour) count toward this requirement.
- CE 444 Bridge Engineering (3 credit hours) is a new engineering course that would be an appropriate technical elective for students in the program.
- CE 451 Water & Wastewater Treatment (3 credit hours) is an existing engineering course that would be an appropriate technical elective for students in the program.

- CE 462 Hydraulic Engineering Systems (3 credit hours) is an existing engineering course that would be an appropriate technical elective for students in the program.
- CE 486 Steel & Concrete Construction (3 credit hours) is an existing engineering course that would be an appropriate technical elective for students in the program.
- CM 363 Construction Estimating & Bidding (3 credit hours) is an existing civil engineering related course that would be an appropriate technical elective for students in the program.
- CM 400 Construction Administration (3 credit hours) is an existing civil engineering related course that would be an appropriate technical elective for students in the program.
- EE 350 Fundamentals of Electrical Engineering (4 credit hours) is an existing engineering related course that would be an appropriate technical elective for students in the program.
- GEOG 317 Geographic Information Systems (3 credit hours) is an existing civil engineering related course that would be an appropriate technical elective for students in the program.
- GEOG 318 GIS for Engineers (3 credit hours) is an existing civil engineering related course that would be an appropriate technical elective for students in the program.

5. **Proposed term for implementation:** Fall 2012

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

Department of Engineering	<u>10/18/2011</u>
Ogden College Curriculum Committee	<u>11/03/2011</u>
Undergraduate Curriculum Committee	<u>11/22/2011</u>
University Senate	<u></u>

**Attachment: Program Inventory Form**

Proposal Date: 10/3/2011



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

Contact Person: Elizabeth Pyle; [elizabeth.pyle@wku.edu](mailto:elizabeth.pyle@wku.edu); 745-5123

**1. Identification of program:**

- 1.1 Current program reference number: 587
- 1.2 Current program title: Bachelor of Science in Physical Education
- 1.3 Credit hours: 73 hour major (48 hours in core plus 25 hours in concentration)

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

- Modify the Physical Education major
  - Revise Core Curriculum
  - Remove PETE 322 and PETE 415 from core
  - Add PETE 322 and PETE 415 specific to PETE concentration (teacher certification)
  - Add PEMS 326 and PEMS 426 specific to PEMS concentration (non-certification)
  - Remove PETE 325 from core and add PE 483

**3. Detailed program description:**

Current Program	Proposed Program
Program Description (WKU catalog)	New Program Description
The major in Physical Education (reference number 587) is designed to develop positive teaching skills in physical activity and to meet the needs for the development of qualified teachers in public/private schools or business settings or community agencies. The major requires 73 semester hours leading to a Bachelor of Science in Physical Education. Students, who complete the professional education requirements with Physical Education Teacher Education concentration, may	The major in Physical Education (reference number 587) is designed to develop positive teaching skills in physical activity and to meet the needs for the development of qualified teachers in public/private schools or business settings or community agencies. The major requires 73 semester hours leading to a Bachelor of Science in Physical Education. Students, who complete the professional education requirements with the physical education teacher education concentration, may be certified in the teacher

<p>be certified in the teacher education program. Students in the Physical Education major must complete the following core courses: PE 111, 121, 122, 123, 211, 212, 220, 222, 223, 300, 310, 311, 313, 314, 319, 320, <b>322</b>, 324, <b>325</b>, <b>415</b>, and 416. BIOL 131 is a prerequisite for PE 310 and 311. Students need to select one of the two concentrations: 1) Physical Education Teacher Education, or 2) Physical Education Movement Studies (Non-Certification). The Physical Education Teacher Education concentration requires: EDU 250, EXED 330, PSY 310, SEC 478, SEC 489, ELED 490, and SEC 490 (25 hours). The Physical Education Movement Studies (Non-Certification) concentration requires 25 total hours (half of which must be at the 300-400 level) with 12 hours of advisor approved electives and 13 hours from the following: SFTY 171, FACS 111, PH 381, PH 467, PH 385, PH 390 and PH 456. Students majoring in Physical Education are required to meet with their advisor before enrolling for the next semester. A Health Education minor is recommended for all Physical Education Teacher Education majors. Students must maintain a “C” or better in each course in the major.</p>	<p>education program. Students in the physical education major must complete the following core courses: PE 111, 121, 122, 123, 211, 212, 220, 222, 223, 300, 310, 311, 313, 314, 319, 320, 324, <b>483</b> and 416. BIOL 131 is a prerequisite for PE 310 and 311. Students need to select one of the two concentrations: 1) Physical Education Teacher Education, or 2) Physical Education Movement Studies (non-certification). The Physical Education Teacher Education concentration requires the following <b>29 hours: PETE 322, PETE 415</b>, EDU 250, EXED 330, PSY 310, SEC 478, SEC 489, <b>and two of the following:</b> ELED 490, SEC 490 and <b>MGE 490</b>. The Physical Education Movement Studies (Non-Certification) concentration <b>requires 29</b> total hours (half of which must be at the 300- or 400-level); <b>PEMS 326 and PEMS 426 are required for this concentration.</b> In addition, 12 hours of advisor approved electives and 13 hours from the following: SFTY 171, FACS 111, PH 381, PH 467, PH 385, PH 390, and PH 456. PEMS 326 and PEMS 426 are required for the Movement Studies concentration. Students majoring in physical education are required to meet with their advisor before enrolling for the next semester. A health education minor is recommended for all physical education teacher education majors. Students must maintain a “C” or better in all coursework for this major. <b>Students in the PETE concentration must meet all requirements for admission into the teacher education program and be admitted into teacher education prior to registering for PETE 415 and SEC 478.</b></p>
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#### Current Program

#### Proposed Program

		Physical Education (Teacher Education)				Physical Education (Teacher Education)	
PE	111	Movement Themes and Concepts I	2	PE	111	Movement Themes and Concepts I	2

PE	121	Dance & Rhythm. Act.	2	PE	121	Dance & Rhythm. Act.	2
PE	122	Foundations of Kinesiology	3	PE	122	Foundations of Kinesiology	3
PE	123	Movement Themes and Concepts II	2	PE	123	Movement Themes and Concepts II	2
PE	211	Net/Wall & Target Sports	2	PE	211	Net/Wall & Target Sports	2
PE	212	Striking/Fielding & Inv. Sp	2	PE	212	Striking/Fielding & Inv. Sports	2
PE	220	Skill Progression and Assessment	2	PE	220	Skill Progression and Assessment	2
PE	222	Fitness/Wellness Applications	2	PE	222	Fitness/Wellness Applications	2
PE	223	Introduction to Teaching Phys. Ed	3	PE	223	Introduction to Teaching Phys. Ed	3
PE	300	Outdoor Education Act.	2	PE	300	Outdoor Education Act.	2
PE	310	Kinesiology	3	PE	310	Kinesiology	3
PE	311	Exercise Physiology	3	PE	311	Exercise Physiology	3
PE	313	Motor Development	3	PE	313	Motor Development	3
PE	314	Physical Education Curriculum	3	PE	314	Physical Education Curriculum	3
PE	319	Adapted Physical Education	3	PE	319	Adapted Physical Education	3
PE	320	Methods in Early & Middle Childhood Physical Education	2	PE	320	Methods in Early & Middle Childhood Physical Education	2
PE	322	Field Experience in Physical Ed. I	2				
PE	324	Evaluation in P.E.	3	PE	324	Evaluation in P.E.	3
PE	325 *	Applied Exercise Physiology*	1*	PE	483	Technology Application in Phys. Ed	1
PE	415	Field Experience in Physical Ed. II	2				
PE	416	Special Topics in Physical Education	1	PE	416	Special Topics in Physical Education	1
		<b>Total Core</b>	<b>48</b>			<b>Total Core</b>	<b>44</b>
		Teacher Education Concentration				Teacher Education Concentration	
				PETE	322	Field Experience in PE I	2
				PETE	415	Field Experience in PE II	2
EDU	250	Introduction to Teacher Education	3	EDU	250	Introduction to Teacher Education	3
PSY	310	Educ. Psy. Dev. and Learning	3	PSY	310	Educ. Psy. Dev. and Learning	3
EXED	330	Intro to Except. Ed. and Div.	3	EXED	330	Intro to Except. Ed. and Div.	3
SEC	478	Teaching Physical Education	3	SEC	478	Teaching Physical Education	3
SEC	489	Student Teaching Seminar	3	SEC	489	Student Teaching Seminar	3
						<b>Two of the following courses</b>	
SEC	490	Student Teaching	5	SEC	490	Student Teaching	5
ELED	490	Student Teaching Elementary	5	ELED	490	Student Teaching Elementary	5
				MGE	490	Student Teaching	5
		<b>Total -Teacher Education</b>	<b>25</b>			<b>Total - Teacher Education</b>	<b>29</b>
		Core + Concentration	73			Core + Concentration	73
		Physical Education Movement				Physical Education Movement	

		<u>Studies (Non-Certification)</u>				<u>Studies (Non-Certification)</u>	
		<b>Total Core</b>	<b>48</b>			<b>Total Core</b>	<b>44</b>
		Movement Studies Concentration				Movement Studies Concentration	
				<b>PEMS</b>	<b>326</b>	<b>Movement Studies Practicum I</b>	<b>2</b>
				<b>PEMS</b>	<b>426</b>	<b>Movement Studies Practicum II</b>	<b>2</b>
		From the following courses:	13			From the following courses:	13
SFTY	171	Safety and First Aid (1)		SFTY	171	Safety and First Aid (1)	
FACS	111	Human Nutrition (3 credits)		FACS	111	Human Nutrition (3 credits)	
PH	381	Community Health (3 credits)		PH	381	Community Health (3 credits)	
PH	467	Drug Abuse Education (3 credits)		PH	467	Drug Abuse Education (3 credits)	
PH	385	Environmental Health (3 credits)		PH	385	Environmental Health (3 credits)	
PH	390	Wellness and Fitness Assessment (3 credits)		PH	390	Wellness and Fitness Assessment (3 credits)	
PH	456	Independent Study (3 credits)		PH	456	Independent Study (3 credits)	
		Approved Electives	12			Approved Electives	12
<b>Total</b>		<b>Physical Education Movement Studies (Non-Certification)</b>	<b>25</b>	<b>Total</b>		<b>Physical Education Movement Studies (Non-Certification)</b>	<b>29</b>
		Core + Concentration	73			Core + Concentration	73

- **Explanation of asterisk\* PE 325 – inadvertently a previous course number was used; the original program revision was written and passed with PE 325 titled as Technology Application in Phys. Ed for 1 hour credit. It was just recently discovered that PE 325 is an old course titled Applied Exercise Physiology for 3 credit hours, and that PE 483 titled Technology Application in Physical Education for 1 credit hour is still an active course in Banner.**

4. **Rationale for the proposed program change:** To delineate the exact field experience and practicum requirements for each concentration thus eliminating any potential confusion. Correction of error regarding course number and title PE 385/483.

5. **Proposed term for implementation:** Fall 2012

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

KRS Department: October 3, 2011

CHHS Undergraduate Curriculum Committee October 31, 2011

Professional Education Council November 9, 2011

Undergraduate Curriculum Committee

11/22/2011

University Senate

**Attachment: Program Inventory Form**

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

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of program:**

- 1.7 Current program reference number: 554
- 1.8 Current program title: Exercise Science
- 1.9 Credit hours: 55

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

- 1. Elimination of the “six hours of upper-level major electives” (sub category 2 in iCap).  
These will be replaced by EXS 310 (Kinesiology) and EXS 455 (Exercise and Aging). This will not alter the number of hours required for the major. **\*\*Note\*\*** EXS 310 is currently being proposed as an equivalent course to PE 310 so that we may offer it with the EXS prefix for our majors. Currently, it is only listed in the catalog as PE 310.
- 2. Adding EXS 498 (Capstone Research Experience) as an option for seniors to take instead of completing EXS 496 (Internship). This will allow those students with a strong interest in research, as well as those desiring to pursue graduate studies in Exercise Physiology or a related field, to gain more applicable experience in a laboratory setting. Enrollment will be limited to 5 – 10 students per semester (no more than two per faculty member). This will not alter the number of hours required for the major.
- 3. Adoption of entry requirements for the Exercise Science program. Admission to the Exercise Science program at Western Kentucky University will require the following:
  - a. Complete a minimum of 42-43 hours. At least one semester must have been completed at Western Kentucky University.

- b. The following courses must be completed with a grade of “C” or higher:

EXS 122, EXS 223, EXS 296, FACS 111, SFTY 171, BIOL 131, CHEM 109 or CHEM 120/121, MATH 116, PSY 100, SOCL 100 or GERO 100

- c. WKU and Cumulative grade point average of 2.5 or higher.

- d. Submit all application materials by the required deadlines. All application materials must be received by the application date in order to be fully considered for entrance into the program. A complete application packet would include: 1) application, 2) pre-requisite coursework worksheet, and 3) resume. All 3 items should be completed and four (4) copies submitted to the program coordinator by:

For Fall Acceptance: July 1  
For Spring Acceptance: November 1

### 3. Detailed program description:

#### Current Program

#### Proposed Program

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
EXS	122	Found in Kinesiology	3		EXS	122	Found in Kinesiology	3
EXS	223	HRF – Exercise Science	3		EXS	223	HRF – Exercise Science	3
EXS	296	Practicum	3		EXS	296	Practicum	3
FACS	111	Human Nutrition	3		FACS	111	Human Nutrition	3
SFTY	171	Safety and First Aid	1		SFTY	171	Safety and First Aid	1
					<b>EXS</b>	<b>310</b>	<b>Kinesiology</b>	<b>3</b>
EXS	311	Exercise Physiology	3		EXS	311	Exercise Physiology	3
EXS	312	Basic Athletic Training	3		EXS	312	Basic Athletic Training	3
EXS	313	Motor Learn and Control	3		EXS	313	Motor Learn and Control	3
EXS	324	Measurement and Eval	3		EXS	324	Measurement and Eval	3
EXS	325	Applied Exercise Phys	3		EXS	325	Applied Exercise Phys	3
EXS	412	Exercise Test and Presc	4		EXS	412	Exercise Test and Presc	4
EXS	420	Clinical Exercise Phys	4		EXS	420	Clinical Exercise Phys	4
EXS	436	Prin of Strength and Con	3		EXS	436	Prin of Strength and Con	3
EXS	446	Biomechanics	4		EXS	446	Biomechanics	4
					<b>EXS</b>	<b>455</b>	<b>Exercise and Aging</b>	<b>3</b>
EXS	496	Internship	6		<b>EXS</b>	<b>496</b>	<b>Internship</b>	
		Major electives	6				<b>OR</b>	
					<b>EXS</b>	<b>498</b>	<b>Capstone Research Exp</b>	<b>6</b>
TOTALS		Credit Hours	55		TOTALS		Credit Hours	55

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

The rationale for eliminating the upper-level major electives in favor of simply requiring EXS 310 and EXS 455 is to create more consistency at the upper end of the major curriculum, and to add two classes to the program that the students need. EXS 310 was required in our program up until about four years ago, and should not have been dropped. Our students need the kinesiology course to strengthen their basic knowledge of the science of movement and functional anatomy. EXS 455 is being required as it is important for our students to be exposed to the role and importance of exercise as it relates to and is associated with the aging process. As our population continues to age, knowledge in this area for people in this or other related fields will become even more important. We could add these two courses to the major AND keep the electives, but that would add six hours to the major, and we do not want to put that added requirement on the students.

The rationale for adding EXS 498 as an option for some students to take in place of EXS 496 is simply to provide the opportunity for those students with a strong interest in research, as well as those desiring to pursue graduate studies in Exercise Physiology or a related field, to gain more applicable experience in a laboratory setting. Several students have requested this as an option, and we believe it will provide excellent preparation for graduate studies for those students with an interest in research.

There are numerous reasons for adopting entry requirements for the Exercise Science program. Our majors, upon graduation, enter a number of different fields (fitness management, strength and conditioning, cardiac and/or pulmonary rehabilitation, medical fitness, etc), several of which require a professional certification in addition to their college degree. These certifications, such as the fitness or the clinical tracks offered by the American College of Sports Medicine, or the certified strength and conditioning specialist exam, offered by the National Strength and Conditioning Association, are very rigorous, and students with poor academic performance **do not pass** these exams. Also, a substantial percentage of our students aspire to attend either physical therapy school, occupational therapy school, or a physician assistant program upon graduation. While a 2.5 will not gain them acceptance into any of these programs, at least they will still be within “striking distance” of being able to get their GPA above the 3.0 threshold, so they can at least get consideration (in our experience, however, usually a 3.5 GPA or higher is necessary for acceptance to these programs, considering their competitive nature). Also, implementing the 2.5 GPA minimum for acceptance will bring the Exercise Science program in line and consistent with the two other programs in our department with entry requirements (physical education and sport management). Finally, those students who desire to pursue graduate studies in exercise physiology or a related field will need at



least a GPA of 2.5 to gain acceptance into any graduate program. To reinforce further this final point, consider a student who graduates with a 2.2 GPA and who happens to get a job as a technician in a cardiac rehab facility (a job which may or may not require a certification). To advance above the level of technician in that field, a graduate degree is absolutely necessary. This student will not have the GPA to get into a graduate program.

The need for creating this “pre-exercise science” program and adopting entry requirements is necessary if we want to continue to, as we currently do, keep the best interests of our students in mind. We are not being fair to them if we allow them to continue to progress through our program, graduate with below average competency, and thus not be able to parlay their college education into a meaningful career.

**5. Proposed term for implementation:** Fall 2012

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

KRS Department: Oct.3, 2011

CHHS Undergraduate Curriculum Committee October 31, 2011

Undergraduate Curriculum Committee 11/22/2011

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

**Attachment: Program Inventory Form**

Proposal Date: September 19, 2011

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

Contact Person: John Baker, john.baker1@wku.edu, 745-5149

**1. Identification of proposed course:**

- 1.10 Course prefix (subject area) and number: LEAD 440
- 1.11 Course title: Leading Teams
- 1.12 Abbreviated course title: Leading Teams
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: S—Seminar
- 1.6 Prerequisite: LEAD 200, Introduction to Leadership Studies, or instructor's permission
- 1.7 Course catalog listing: Study of issues impacting team leaders and members; emphasis on examining and analyzing solutions for effective team leadership.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: LEAD 440 would provide students a deliberate focus on aspects of effective team leadership useful when students engage in club, intramural, and varsity teams. Many potential employers utilize a team-concept organization; LEAD 440 would provide students competencies and skills to interact and lead teams in professional contexts. A 400 level leadership elective would provide students needed options when pursuing an Organizational Leadership major at WKU's regional campuses. This course will be primarily offered online and targeted towards the regional campuses.
- 2.2 Projected enrollment in the proposed course: 20 to 30 per semester based on previous experience with upper-division electives in Leadership Studies. The course will be available to the entire campus and is expected to tap into regional campus enrollment.
- 2.3 Relationship of the proposed course to courses now offered by the department: Students receive an overview of team leadership when enrolled in LEAD 200. This particular course is designed to build upon the concepts of team leadership in a deeper, more meaningful manner as compared to LEAD 200.
- 2.4 Relationship of the proposed course to courses offered in other departments: MIL 202, Team Building and Military Doctrine is content specific; SOCL 310,

Behavior in Small Groups does not provide a deliberate focus on leadership. Although these and other departments discuss aspects of team leadership, this course will provide an in-depth focus of the characteristics of effective team leadership and group dynamics casually discussed in other curriculums. We have not received any objections from either Military Science or Sociology regarding duplication of courses.

- 2.5 Relationship of the proposed course to courses offered in other institutions: After examining premier leadership studies programs across the country, we have identified the following institutions as having courses that are similar:

Penn State University  
AEE 370 Leadership Development for Small Groups

University of Richmond, Jepson School of Leadership  
LDST 351 Group Dynamics

**Purdue University**  
**OLS 388 Leadership Through Teams**

### **3. Discussion of proposed course:**

- 3.1 Course objectives: Upon completion of the course students will be able to:
- analyze team processes to enhance the effectiveness of team leaders and team members in organizations;
  - gain an understanding of effective team leader behaviors to mold team members into high performance teams;
  - apply conflict management strategies to solve issues among team members;
  - evaluate interpersonal skills in leading team members;
  - analyze and evaluate dysfunctional teams.
- 3.2 Content outline:
- Classical readings in leadership theory, approaches and models;
  - Models of team leadership;
  - Models of conflict management;
  - Effective team leader behaviors;
  - Team leader interpersonal competencies and skills;
  - Dysfunctional teams;
  - Current team leadership cases and topics;
  - Other topics as determined by student interest and current events.

3.3 Student expectations and requirements: Student expectations may include reading assigned academic journal articles and text materials, participating actively in class discussions, leading class discussions on assigned topics, completing written reviews of literature, and conducting analyses of team leadership case studies. A midterm and a final exam may assess student understanding of course content.

3.4 Tentative texts and course materials:

Huszczko, G.E. (2004). *Tools for team leadership*. London: Nichols Bealey Publishing

Lencioni, P.(2002). *The five dysfunctions of a team*. San Francisco: John Wiley & Sons

Runde, C.E. & Flanagan, T.A. (2008). *Building conflict competent teams*. San Francisco: John Wiley & Sons

Other readings (e.g., journal articles, book chapters) assigned as appropriate.

**4. Resources:** adequate.

4.1 Library resources: Currently inadequate but necessary titles have been ordered and will be added to the collection at which point resources will be considered "adequate" - see Library Resource Form.

4.2 Computer resources: adequate.

**5. Budget implications:** none.

5.1 Proposed method of staffing: Current Leadership Studies faculty will be responsible for teaching the course. The University College has committed to providing additional resources to support LEAD 440 should the teaching and advising requirements exceed the capacity of the Leadership Studies program.

5.2 Special equipment needed: none.

5.3 Expendable materials needed: none.

5.4 Laboratory materials needed: none.

**6. Proposed term for implementation:** Fall 2012.

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

Leadership Studies Program

9/15/11

University College Curriculum Committee

10/3/11

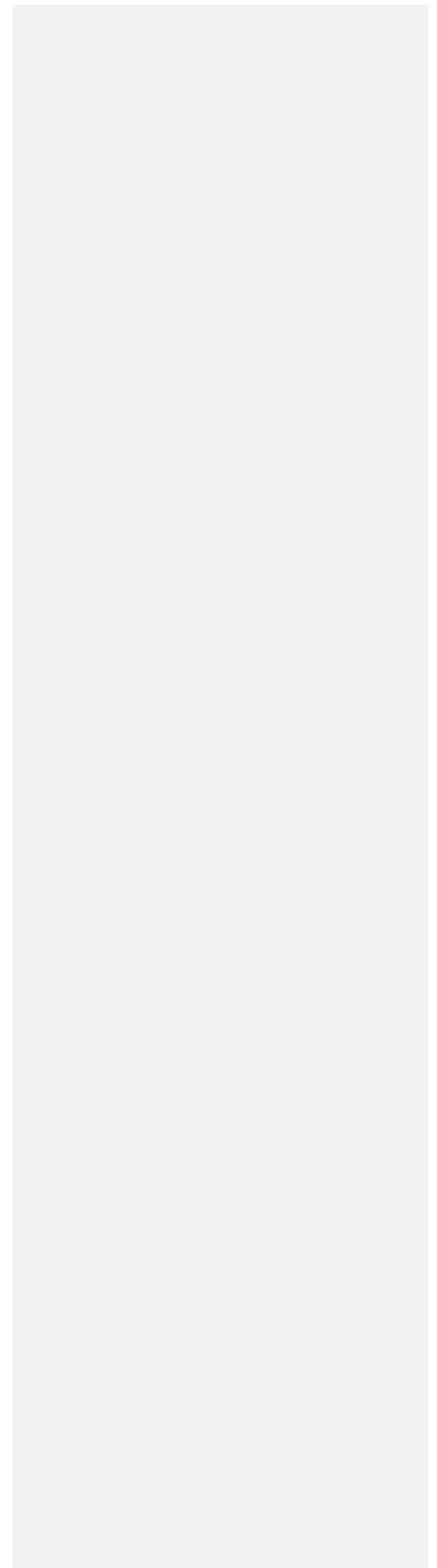
Undergraduate Curriculum Committee

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University Senate

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



**Bibliography**  
**Lead 440**

- Barge, J. K. (1994). *Leadership: Communication Skills for Organizations and Groups*. New York: St. Martin's Press.
- Barna, G. (2001). *The Power of Team Leadership: Achieving Success Through Shared Responsibility*. New York: Random House Inc..
- Bellman, G. M. (1992). *Getting Things Done When You Are Not in Charge: How to Succeed from A Support Position*. San Francisco: Berrett-Koehler Publishers.
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- Harrington-Mackin, D. (1994). *The Team Building Tool Kit*. New York: American Management Association.
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- Isgar, T. (1995). *The Ten Minute Team: 10 Steps to Building High Performing Teams*. Boulder, CO: Seluera Press.
- Maddux, R. B. (1992). *Team Building: An Exercise in Leadership* (rev. ed.). Menlo Park, CA: Crisp.
- Maxwell, John C. (2001). *The 17 Indisputable Laws of Teamwork: Embrace Them and Empower Your Team*. Nashville: Thomas Nelson.
- Miller, C. (1995). *The Empowered Leader*. Nashville: Broadman & Holman.
- Montebello, A. R. (1994). *Work Teams That Work: Skills for Managing Across the Organization*. Minneapolis: Best Sellers Publishing.
- Parker, G. (1999). *Team Players and Teamwork*, San Francisco: Jossey-Bass.
- Sanborn, M. (1992) *Teambuilt: Making Teamwork Work*. New York: Mastermedia Limited.
- Scholtes, P. (1988). *The Team Handbook*. Joiner Associates.

**University College  
Department of Leadership Studies  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Cecile Garmon, [cecile.garmon@wku.edu](mailto:cecile.garmon@wku.edu), 745 6673

**1. Identification of proposed course:**

- 1.13 Course prefix (subject area) and number: LEAD 450
- 1.14 Course title: Leadership in Global Contexts
- 1.15 Abbreviated course title: Leadership Global Contexts
- 1.16 Credit hours and contact hours: 3
- 1.17 Type of course: S
- 1.18 Prerequisite: LEAD 200 or permission of instructor
- 1.19 Course catalog listing: Study and analysis of cultural impacts on successful leadership in various geographical areas. Focus on cultural theories and models that influence leadership across contexts.

**2. Rationale:**

- 2.6 Reason for developing the proposed course: This course supports the WKU mission of leadership and international reach. WKU graduates should have an understanding of the ways in which leadership varies depending on cultural and environmental factors. This course supports the growing focus on leadership in the globalized world and in multiple contexts, e.g., political, business, education, non-profit sectors.
- 2.7 Projected enrollment in the proposed course: 20 per section
- 2.8 Relationship of the proposed course to courses now offered by the department: Provides support for a new BS in Organizational Leadership, and a minor in Leadership Studies. Contributes greater range of focus to the study of leadership. Adds a new 400-level course to complement the current set of courses.
- 2.9 Relationship of the proposed course to courses offered in other departments: No other similar course is offered at WKU; other departments offer courses which relate to specific areas of leadership but do not duplicate this course. This course may be used to complement offerings in other departments. For example, the Department Head in Management encouraged the development of this course.
- 2.10 Relationship of the proposed course to courses offered in other institutions: Other institutions which offer such courses include:  
Massachusetts Institute of Technology: 15.996 Cross-cultural Leadership  
University of Maryland: EDCP 318K: Leadership in a Global Context

**3. Discussion of proposed course:**

- 3.1 Course objectives: Students will learn to recognize the culture's impact on leadership styles and behaviors. They will be able to analyze and discuss cultural

differences, understand the role of environmental factors on leadership, analyze the methods of successful leadership in various contexts and geographical situations. They will know the current research on global leadership skills and competencies, and be able to prepare and deliver oral and written reports analyzing the working styles of well known global leaders.

3.2 Content outline:

- Cultural theories and models
- Cultural impact on leadership theories and models
- Impact of culture on leadership styles
- Analysis of specific successful leaders in individual global contexts
- Comparison of leadership across cultural boundaries in identified contexts
- Identification and development of individual research topics related to selected global leaders
- Presentation of individual research projects that focus on individual leaders

3.3 Student expectations and requirements:

Students will be evaluated on their analyses of assigned leaders. They will have regular online discussions on assigned topics and group projects developed especially for meeting the objectives. Mid-term and final exams and a term project or paper will also be assigned.

3.4 Tentative texts and course materials: Texts such as the following may serve for the course:

Crosby, B. C.( 1990). *Leadership for global citizenship: Building transnational community*. Thousand Oaks. CA: Sage.

Lewis, R. D. (2006). *When cultures collide: Leading across cultures*. Boston: Nicholas Brealey.

Link, W. Corral, T, & Gerzon, M. *Leadership is global: Co-creating a more humane and sustainable world*. Shinnyo0en Foundation. Global Leadership Network.

Marquardt, M. J., Berger, N. O. ((2000). *Global leaders for the 21<sup>st</sup> century*. Albany, N.Y.: State University of New York.

4. **Resources:**

4.3 Library resources: adequate

4.4 Computer resources: N/A

5. **Budget implications:**

5.5 Proposed method of staffing: Leadership Studies relies on faculty from other departments and adjunct faculty to teach LEAD courses and will continue this



method of staffing. The University College will provide additional resources to support LEAD 450 when the teaching and advising requirements exceed the capacity of the Leadership Studies program

- 5.6 Special equipment needed: n/a
- 5.7 Expendable materials needed: n/a
- 5.8 Laboratory materials needed: n/a

**6. Proposed term for implementation:** fall 2012

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

Department/Division:	<u>9/19/11</u>
UC Curriculum Committee	<u>10/3/11</u>
Undergraduate Curriculum Committee	<u>11/22/11</u>
University Senate	<u></u>

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

#### References

- Hames, R. D. (2007). *The five literacies of global leadership*. San Francisco: Jossey-Bass.
- Heifetz, R. A. & Linsky, M. *Leadership on the line: staying alive through the dangers of leading*. Boston: Harvard University Press.
- Hisrich, R. D. (2010). *International entrepreneurship*. Thousand Oaks, CA.: Sage.
- Hofstede, G. (1997). *Culture and organizations: software of the mind*. New York: McGraw Hill.
- House, R.J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2007). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Thousand Oaks, CA: Sage.
- Lumby, J. & Coleman, M. (2007). *Leadership and diversity: Challenging theory and practice in education*. Thousand Oaks, CA: Sage.
- Lederach, J. P. (2004). *Building peace: Sustainable reconciliation in divided societies*. Washington: U.S. Institute of Peace Press.

Lengel , L. & Warren, J. T. (2009). *Castling gender: Women and performance in the intercultural contexts*. New York: Peter Lang.

Moodian, M. A. (2009). *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations*. Thousand Oaks, CA.: Sage.

Mooij, M. (1998). *Global marketing and advertising: Understanding global paradoxes*. Thousand Oaks, CA: Sage.

Trompenaars, F. & Hampden-Turner, C. (1998). *Riding the waves of culture: Understanding cultural diversity in global business* (2<sup>nd</sup> ed). New York: McGraw-Hill.

Proposal Date: 26 September 2011

**Potter College of Arts and Sciences  
Department of Folk Studies and Anthropology  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Lindsey Powell, [lindsey.powell@wku.edu](mailto:lindsey.powell@wku.edu), x55903

**1. Identification of proposed course:**

- 1.20 Course prefix (subject area) and number: FLK 341
- 1.21 Course title: Peoples and Cultures of Asia
- 1.22 Abbreviated course title: Peoples and Cultures of Asia
- 1.23 Credit hours and contact hours: 3
- 1.24 Type of course: L
- 1.25 Prerequisites/corequisites: None
- 1.26 Course catalog listing: Study of the cultures of South, East, and Southeast Asia with emphasis on origins, prehistoric and historic migrations, ecology, and subsistence patterns, and the origins and evolution of the major civilizations of India, China, Japan, and Vietnam. Topics include kinship and the family, religion, social organization, gender, economy, colonialism and independence, globalization and development, and maintenance of traditions in modern contexts.

**2. Rationale:**

- 2.11 Reason for developing the proposed course: ANTH 341 already exists as a course in the catalog and is taught by both Folk Studies and Anthropology faculty, and is taken by Anthropology and Folk Studies students. This course is being created in order to have an equivalent course to serve the needs of Folk Studies minors.
- 2.12 Projected enrollment in the proposed course: 35 (Total of both sections of ANTH 341 and FLK 341 based on enrollments in other Peoples and Cultures Courses).
- 2.13 Relationship of the proposed course to courses now offered by the department: The course will be made equivalent to ANTH 341 Peoples and Cultures of Asia. The 300-level course will serve as an elective for minors in Folk Studies and supplement the "Peoples and Cultures" courses already offered by the department including Latin America (ANTH/FLK 340), the Caribbean (ANTH/FLK 342), Native North America (ANTH/FLK 345), Africa (ANTH/FLK 350), and Appalachia (ANTH/FLK 378).

- 2.14 Relationship of the proposed course to courses offered in other departments:  
There are several courses in a number of departments that feature Asian peoples and cultures. Those that complement the proposed FLK 341 course include: ARC 401 Topics in Asian Religions and Cultures; ARC 498 Independent Study in Asian Religions and Cultures; ARC 499 Senior Seminar; HIST 110 Introduction to Asian Civilization; HIST 370 Modern South Asia; HIST 460 Traditional East Asia; HIST 461 Modern East Asia; HIST 471 Modern China; HIST 472 Modern Japan; GEOG 465 Geography of Asia; RELS 103 Religions of Asia; RELS 302 Buddhist Religious Traditions; RELS 303 Hindu Religious Traditions; RELS 306 Islamic Religious Traditions; RELS 308 East Asian Religious Traditions; RELS 320 Religions of the Middle East; PS 366 Government and Politics in East Asia; SOC 353 Sociology of Modern Japan; HIST 101/2 World Civilization; ART 306 Far Eastern Art; ART 325 Art of Asia, Africa, and Americas; ART 407 Islamic Art and Architecture; HIST 462 History of the Middle East; HIST 449 Korea and Vietnam; PERF 105 Taiji; RELS 311 The Qur'an; ENG 368 Japanese Film in Translation; GOVT 366/466 Government and Politics of East Asia; RELS 390/391 Pali; and GEOG 475 Geography of Social Collapse. FLK 341 will differ from and complement these existing offerings in that it will focus on the prehistorical and historical development of bio-cultural diversity in Asia integrating four-field (biological, archaeological, linguistic, and cultural anthropological) research to gain a nuanced and detailed understanding of existing Asian populations, the institutions they inherited, their technological relationships to their environments, and the specific problems they face as Asia integrates with the world. We anticipate that the course will be included as an elective in the Asian Studies Program.
- 2.15 Relationship of the proposed course to courses offered in other institutions:  
Among benchmark institutions' anthropology departments, Ball State University offers ANTH 370 Topics in Old World Cultures; California State University, Chico, offers ANTH 200 Cultures of Asia. Among Kentucky schools, the University of Kentucky, Department of Anthropology, has a number of survey courses on Asia including courses specific to Japan and India.

### **3. Discussion of proposed course:**

3.5 Course objectives: By the end of the course, students will:

- Be exposed to the major pre-historic, proto-historic, and historic migrations that led to ethnic diversity in Asia
- Understand the basic patterns of cultural adaptation to the variety of social and natural environments encountered by Asian peoples and the institutional and technological inheritances of contemporary Asian populations
- Describe the latest four-field anthropological research on Central Asian Steppes Cultures and their merging with settled populations in South, East, and Southeast Asia

- Understand and describe the anthropological approaches to the various kinship, political, religious, and economic systems active in Asia including those resulting from contact with non-Asian peoples
- Be exposed to the dynamics of inter-ethnic relations in Asia
- Understand and describe the impact of colonialism and globalization on Asian peoples and cultures
- Relate the variety of built environments and fashions found in Asia to anthropological theories of cultural divergence and convergence
- Understand the variety of systems of conflict resolution practiced in Asia
- Understand the impact of Asian traditions on popular culture in Asia and the world
- Demonstrate orally and in writing understanding of specific case studies of cultures both thriving and on the edge of survival in all four major regions covered by the course (Central, South, East, and Southeast Asians) including: the Pashtun, Tajik, Hazara, Uzbek, and Turkmen of Afghanistan; the Punjabis, Baluch, Muhajirs, and Sindhis of Pakistan; the Andaman and Nicobar Island “Negritos,” Rajputs, Dravidians, Jains, and Parsis of India; Chinese, Japanese, and Korean majorities and minorities, including Han, Uyghur, Tibetans, Miao, and Ainu; Southeast Asians including Karen, Hmong, Thai, Lao, Balinese, Austronesians, and others.

### 3.6 Content outline:

- Overview of Asian environments and the peopling of Asia
- Overview of the pre-historic, proto-historic, and historic development of Asia as a whole
- Central Asia: The Probable Homeland of Pre-Proto-Indo-European Speakers; Development of the Central Asian Culture Complex; Origin Myths in Cross-Cultural Perspective; Blood Brothers and the Comitatus; Central Asian Sacrifice Rituals and the Cracking of the Ingredients of Soma; Central Asian Kinship Systems, Patron/Client Relationships, Host/Guest Relationships, Guild Associations, Technologies, Horse Domestication; PIE-Speaker Folk Migrations and their Impacts on South, East, and Southeast Asia
- South Asia: Indus River Valley Civilization and the “Aryan Invasion”; Ethnic Diversity in Afghanistan; The Contemporary Crisis of Afghan Ethnic Divisions and the “War on Terror”; The Historical Development of Religious Pluralism in India; The Evolution of the Caste System in India; the Demise and Rebirth of the Princely States of India; Ethnic Minorities in India and Indian Territories; Language, Ethnicity and Social Life in

Pakistan; Family and Gender relations in Pakistan; Himalayan Peoples and Cultures

- East Asia: Chinese, Japanese, and Korean Paleoanthropology and Prehistory; Social Mobility in East Asia; Social Structure in China; Ethnic Minorities in China; Ethnic Heterogeneity in Japan; Japanese Traditions; the Japanese “Lost Decade”; Japanese Popular Culture; Korea North and South; Taiwan
- Southeast Asia: Overview of the Geography and Demography of Island Southeast Asia; The “Negritos”; The Austronesian Expansion; Chinese in Southeast Asia; Balinese Religion and Rice Paddy Agriculture; The Green Revolution; Islam in Indonesia; Overview of the Geography and Demography of Peninsular Southeast Asia; Ethnic Politics in Southeast Asia; Hmong; Lao; Thai; Vietnamese; Karen; Burmese; Cambodians; Islam in Southeast Asia
- Development Trends, Human Rights, and the Future of Asia

3.7 Student expectations and requirements: Student expectations and requirements: Students will be required to do course readings; attend classes; take careful notes during lectures; discuss reading, lectures, and media presentations (films, photographs, PowerPoint presentations); write reports on reading materials; do independent research on Asian peoples and cultures; take exams on the reading materials, lectures, and presentations; and write a final research paper negotiated with the instructor on a topic dealing with ethnographic or ethnological research in Asia.

3.8 Tentative texts and course materials:

- Peoples and Cultures of Asia. Raymond Scupin, Editor. Prentice Hall. 2006.
- Anthropology, Politics, and the State: Democracy and Violence in South Asia. Jonathan Spencer. Cambridge. 2007.
- Mulberry Child. Jian Ping. Morrison McNae. 2008.
- Millennial Monsters. Anne Allison. University of California. 2006.
- Readings made available on Blackboard ranging from scholarly case studies on contemporary cultures in Asia to news articles, NGO websites, and web materials maintained by members of Asian ethnic groups.

#### 4. Resources:

4.5 Library resources: As part of the instructor’s participation in the UISFL Chinese Flagship grant, several new volumes on the anthropology of Asia have been added to the library collection and will be made available to students taking FLK

341. These focus primarily on the peopling of Asia and the historical development of ethnic diversity in Central, South, Southeast, and East Asia. Journals already available in the library and through JSTOR and other databases will also be used. No special additional resources are needed.

- 4.6 Computer resources: The course will rely heavily on the existing Blackboard system for assignments, supplemental reading, testing, and grading. Existing classroom resources including video and computer projection are adequate. No additional resources are needed.

**5. Budget implications:**

- 5.9 Proposed method of staffing: Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
- 5.10 Special equipment needed: None.
- 5.11 Expendable materials needed: None.
- 5.12 Laboratory materials needed: None.

**6. Proposed term for implementation: Fall 2012**

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

Department of Folk Studies and Anthropology	<u>9/26/2011</u>
Potter College Curriculum Committee	<u>11/03/2011</u>
Undergraduate Curriculum Committee	<u>11/22/2011</u>
University Senate	<u>                    </u>

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Create a New Course in Chinese**

**Contact Person:** Ke Peng • [ke.peng@wku.edu](mailto:ke.peng@wku.edu) • (270) 745-5694

**1. Identification of proposed course:**

- 1.27 **Course prefix (subject area) and number:** CHIN301
- 1.28 **Course title:** Advanced Intermediate Chinese I
- 1.29 **Abbreviated course title:** Advanced Intermediate CHIN I
- 1.30 **Credit hours and contact hours:** 3
- 1.31 **Type of course:** L-Lecture
- 1.32 **Prerequisites:** CHIN202 or equivalent
- 1.33 **Course catalog listing:** Continued expansion of interpersonal communication skills at the advanced intermediate level. Focus on control of more complex linguistic forms to achieve increasing comprehension and presentation of Chinese language and culture on familiar topics.

**2. Rationale:**

- 2.16 **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese. In the past two years, the middle schools and high schools in Kentucky have witnessed a rapid growth of Chinese programs with the volunteer Chinese teachers provided by the Confucius Institute. We expect more students will be able to reach intermediate level sooner and this course addresses their need for an advanced intermediate level Chinese course in college. This course also serves the student population who have received some Chinese instruction in the Chinese Flagship program and want to develop a minor or major in Chinese studies.
- 2.17 **Projected enrollment in the proposed course:** 15-20. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as a Chinese major. While the initial offering in fall 2012 will have a smaller enrollment, subsequent offerings are expected to reach 15-20 as the Chinese major becomes more established. Students taking this course may come from the program's own 200 level sequence or may have started their studies in high schools in the region that offer Chinese instruction (currently 23 schools and growing, projected to double in 2012-2013), or in the Chinese Flagship program.
- 2.18 **Relationship of the proposed course to courses now offered by the department:** This course builds on the second year Chinese courses offered in the department.
- 2.19 **Relationship of the proposed course to courses offered in other departments:** The study of Advanced Intermediate Chinese provides access to culture through language study, and therefore complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, and HIST 471 Modern China. It will be of particular interest to



students with majors in Asian Religions and Cultures and International Affairs, not to mention business.

- 2.20 **Relationship of the proposed course to courses offered in other institutions:** The University of Louisville offers coursework in Chinese through the 400 level and a Chinese minor. The University of Kentucky offers a completely articulated Chinese major and minor program. Both U of L and UK offer a language sequence at the 300 level that includes one (U of L) or two (UK) “Advanced Intermediate” courses.

**3. Discussion of proposed course:**

- 3.9 **Course objectives:** Upon completion of the course, students will
- be able to understand and present main points and most details on familiar topics and some unfamiliar topics;
  - be able to present their viewpoints on familiar issues and support their opinions in the target language;
  - be able to survive and behave appropriately in the target culture.
- 3.10 **Content outline:** In this fifth semester Chinese course, students will develop their language skills in a cultural context with a focus on communicative performance. They will move from Low/Mid Intermediate Level to Mid/High Intermediate Level. The main content consists of the following topics:
- *Describe the result of an action: for example, moving to a new place;*
  - *Describe a continuous state or an ongoing event in the past by sharing experience of a foreign culture;*
  - *Describe a measurement of length, distance and weight;*
  - *Discuss cultural similarities and comparisons in dining etiquette and hospitality;*
  - *Narrate past experiences, for example, my trip to China;*
  - *Discuss possibility and feasibility, topics include how to open a bank account, exchange foreign currencies, book plane tickets and get travel visas;*
  - *Express personal opinions and make comparisons about movies, fitness and health;*
  - *Present future plans for winter or summer vacation.*
- 3.11 **Student expectations and requirements:**  
In addition to mid-term project and final examination, requirements will typically include completion of homework assignments, speaking performances, quizzes and tests of each unit.
- 3.12 **Tentative texts and course materials:** *Chinese Link*, Intermediate Chinese, Level 2, Part 1, Prentice Hall: 2011 Pearson Education, Inc.

**4. Resources:**

- 4.7 **Library resources:** adequate  
4.8 **Computer resources:** adequate

**5. Budget implications:**

- 5.13 **Proposed method of staffing:** Current part time staffing is adequate. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.

- 5.14 **Special equipment needed:** None  
5.15 **Expendable materials needed:** None  
5.16 **Laboratory materials needed:** None

6. **Proposed term for implementation:** Fall 2012

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

Modern Languages Department/Division: October 11, 2011

PCAL Curriculum Committee November 3, 2011

Undergraduate Curriculum Committee 11/22/2011

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

**Attachment: Course Inventory Form**

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Create a New Course in Chinese**

**Contact Person:** Ke Peng • [ke.peng@wku.edu](mailto:ke.peng@wku.edu) • (270) 745-5694

**1. Identification of proposed course:**

- 1.34 **Course prefix (subject area) and number:** CHIN302
- 1.35 **Course title:** Advanced Intermediate Chinese II
- 1.36 **Abbreviated course title:** Advanced Intermediate CHIN II
- 1.37 **Credit hours and contact hours:** 3
- 1.38 **Type of course:** L-Lecture
- 1.39 **Prerequisites:** CHIN301 or equivalent
- 1.40 **Course catalog listing:** Continued expansion of interpersonal communication skills at the advanced intermediate level. Focus on control of more complex linguistic forms to achieve increasing comprehension and presentation of Chinese language and culture on both familiar and unfamiliar topics.

**2. Rationale:**

- 2.21 **Reason for developing the proposed course:** This course helps meet a growing demand for Chinese (as outlined in the proposal for CHIN 301). CHIN 302 is a continuation of language study that helps meet the needs of learners as they work towards an Intermediate High level of language proficiency.
- 2.22 **Projected enrollment in the proposed course:** 15-20. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as a Chinese major. While the initial offering in fall 2012 will have a smaller enrollment, subsequent offerings are expected to reach 15-20 as the Chinese major becomes more established. Students taking this course may come from the program's own 200 level sequence or may have started their studies in high schools in the region that offer Chinese instruction (currently 23 schools and growing, projected to double in 2012-2013), or in the Chinese Flagship program.
- 2.23 **Relationship of the proposed course to courses now offered by the department:** This course builds on the first five semesters of Chinese courses offered in the department.
- 2.24 **Relationship of the proposed course to courses offered in other departments:** The study of Advanced Intermediate Chinese provides access to culture through language study, and therefore complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, and HIST 471 Modern China. It will be of particular interest to students with majors in Asian Religions and Cultures and International Affairs, not to mention business.
- 2.25 **Relationship of the proposed course to courses offered in other institutions:** The University of Louisville offers coursework in Chinese through the 400 level and a Chinese minor. The University of Kentucky offers a completely articulated

Chinese major and minor program. Both U of L and UK offer a language sequence at the 300 level that includes one (U of L) or two (UK) “Advanced Intermediate” courses.

**3. Discussion of proposed course:**

- 3.13 **Course objectives:** Upon completion of the course, students will
- be able to take an active part in discussions, understand and present main points and details on both familiar and unfamiliar topics;
  - be able to handle some complicated situations on familiar topics and support their opinions in the target language;
  - be able to survive in the target culture
- 3.14 **Content outline:** In this sixth semester Chinese course, students will develop their language skills in a culturally rich environment with a focus on proficiency. They will be trained to move from Mid Intermediate Level to High Intermediate Level. The main content consists of the following topics:
- *Describe an unpleasant situation and express concerns for others;*
  - *Express and respond to thanks and appreciation, and know how to describe a cause-and-effect situation;*
  - *Express anger, make complaints, and know how to seek and provide advice;*
  - *Express and accept apologies using formal written language;*
  - *Request favors and respond to requests via email messages;*
  - *Give and reply to compliments in a culturally appropriate manner;*
  - *Describe procedures, for example, job applications;*
  - *Use emphasis effectively in conversations and know how to market oneself for job interviews;*
  - *Describe choices, express agreement or disagreement, and know how to negotiate job benefits.*
- 3.15 **Student expectations and requirements:** In addition to midterm and final projects and examinations, requirements of this course will typically include active participation in curricular activities, completion of homework assignments, speaking performances, quizzes and tests of each unit.
- 3.16 **Tentative texts and course materials:** *Chinese Link*, Intermediate Chinese, Level 2, Part 2, Prentice Hall: 2011 Pearson Education, Inc.

**4. Resources:**

- 4.9 **Library resources:** adequate
- 4.10 **Computer resources:** adequate

**5. Budget implications:**

- 5.17 **Proposed method of staffing:** Current part time staffing is adequate. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
- 5.18 **Special equipment needed:** None
- 5.19 **Expendable materials needed:** None
- 5.20 **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2012

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

Modern Languages Department:

October 11, 2011

PCAL Curriculum Committee

November 3, 2011

Undergraduate Curriculum Committee

11/22/2011

University Senate

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**Attachment: Course Inventory Form**

Proposal Date: September 1, 2011

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

Contact Person: Dr. Mitzi Groom, [mitzi.groom@wku.edu](mailto:mitzi.groom@wku.edu), 745-3751

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: MUS 304
- 1.2 Course title: Form and Analysis
- 1.3 Abbreviated course title: Form and Analysis
- 1.4 Credit hours and contact hours: 2
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: MUS 201
- 1.7 Course catalog listing: *Prerequisite: MUS 201*. The study of the basic formal structures of tonal and twentieth century music through score study and compositional exercises.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The evaluations and standards of the National Association of Schools of Music (NASM) accrediting agency call for more content and emphasis of Form and Analysis than are in our present program. Creating and requiring this new course provides that increase in content and emphasis.
- 2.2 Projected enrollment in the proposed course: 25, based on current enrollment of majors in the program
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will follow the students' completion of the 4-semester sequence in music theory and will cover and significantly expand upon the limited form and analysis content formerly offered in MUS 201 Theory IV.
- 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: the majority of other music units accredited by NASM deliver this content through similar stand-alone Form and Analysis courses, including MUS 480 at Eastern Kentucky University, MUS 4110 at Middle Tennessee State University, MUTH 3783 at the University of Oklahoma, MUS T417 at Indiana University, MUS 347 & MUS 348 at University of Louisville, MUT 3611 at Florida International University and MUAC 3001 & MUAC 3002 at the University of Denver.

**3. Discussion of proposed course:**

- 3.1 Course objectives:

Students will:

- analyze musical examples of common practice tonal music and examples from the twentieth century, focusing on the larger formal structure.
- compose short exercises applying elements of these formal structures in the styles of common practice tonal music and the twentieth century.
- complete all composition exercises in music notation software such as Finale.

3.2 Content outline:

**Formal Design and Structure: Analytic Concepts and Tools**

- Nature of Musical Form
- Tonal Design
- Thematic Design and Phrase Structure
- Phrase Rhythm and Form
- Formal Functions and Musical Texture

**Forms of Music**

- One Part and Binary Forms
- Ternary and Composite Forms
- Sonata Form
- Modifications of Sonata Form/ Cyclic Forms
- Rondo Form
- Ostinato and Variation Forms
- Contrapuntal Genres
- Vocal Forms and Genres
- 20<sup>th</sup>-Century: New Formal Processes and Techniques

3.3 Student expectations and requirements:

Students will be evaluated on their knowledge of the course material and lectures/discussions through quizzes, exams, and multiple composition and analysis projects.

3.4 Tentative texts and course materials: Mathes, James. The Analysis of Musical Form, 1<sup>st</sup> edition, Pearson. 2007.

**4. Resources:**

- 4.1 Library resources: Current holdings and resources are sufficient
- 4.2 Computer resources: Current resources are sufficient

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current staff
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: Current Music Technology Lab hardware, software, and printing.

**6. Proposed term for implementation: Fall 2012**

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

Music Department Curriculum Committee	August 17, 2011
Music Department/Division:	August 18, 2011
PCAL Curriculum Committee	September 1, 2011
Professional Education Committee	October 12, 2011
Undergraduate Curriculum Committee	<u>11/22/2011</u>
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: Dr. Mikhail Khenner, [mikhail.khenner@wku.edu](mailto:mikhail.khenner@wku.edu), 745-2797  
Dr. Jonathan Quiton, [jonathan.uiton@wku.edu](mailto:jonathan.uiton@wku.edu), 745-2441

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: MATH 306
- 1.2 Course title: Applied and Computational Linear Algebra
- 1.3 Abbreviated course title: Appl Comput Linear Algebra
- 1.4 Credit hours and contact hours: 3.00
- 1.5 Type of course: L
- 1.6 Prerequisites: Math placement eligibility above MATH 116 or MATH 116 with grade of C or better, and MATH 183 or another college level 3-hour statistics course with grade of C or better; or MATH 136 or MATH 142 with grade of C or better.
- 1.7 Course catalog listing: Basic concepts and computational techniques of matrix and linear algebra. Practical methods using computer software for small-to-large data sets. Applications in economics, finance, informatics, statistics, and social, engineering, physical and biological sciences. Computer assignments are required. Not accepted for credit toward a mathematics major or minor.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** MATH 306 is a service course designed to meet the demand from departments at WKU that want their students to be exposed to calculations and computations in the field of linear algebra and to become aware of the range of applications. Skills that students will acquire in MATH 306 will help them succeed in applied, upper-division data analysis courses offered by those departments. MATH 306 is also designed for students enrolled in the proposed informatics program. Computer-aided matrix calculations, manipulations and geometric visualizations will be the central tool in demonstrating linear algebra concepts, and in applying the results in the context of data analysis.
- 2.2 Projected enrollment in the proposed course: Approximately 30 students per year, based on the projected number of students in the proposed informatics program and students from other programs.

- 2.3 Relationship of the proposed course to courses now offered by the department:  
The department currently offers MATH 307: Introduction to Linear Algebra designed for math and science majors. Its required prerequisites are MATH 136 (Calculus I) and either EE 180 (Digital Circuits) or Phil 215 (Elementary Logic). MATH 307 approaches the study of linear algebra from the formal mathematical/analytic viewpoint, while MATH 306 will use a heuristic approach via hands-on calculations and geometric interpretation.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other course of this nature exists in the University's other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: East Tennessee State University offers MATH 2010 Linear Algebra, with topics including those in the proposed course and with the prerequisite course in analytic geometry, quadratic equations, and additional pre-calculus topics. Eastern Michigan University offers MATH 118 Linear Models and Probability, with topics including solutions of systems of linear equations using matrix row-reduction, as well as applications, and with the prerequisite pre-calculus course. Marshall University has MATH 329 Elementary Linear Algebra with the prerequisite of a pre-calculus course or a Math ACT of 27.

### 3. Discussion of proposed course:

- 3.17 Course objectives: Students will
- Develop understanding of basic concepts in matrix and linear algebra
  - Develop practical skills in analytical solutions of small matrix problems
  - Develop ability to use computer software for the solution of larger matrix problems
  - Develop ability to apply linear algebra skills to problems in various disciplines
- 3.18 Content outline.
- Storage of large data sets in computer memory
  - Basic vector/matrix computations
  - Solution of linear systems using direct (iteration-free) methods
  - Determinants of matrices and their applications
  - Basics of computation of eigen-vectors and eigen-values and the singular value decomposition
  - Software for numerical linear algebra
  - Applications
- 3.19 Student expectations and requirements: Students are expected to attend class, to solve assigned homework problems, and to complete unit exams and a final exam. Computer assignments are required.

3.20 Tentative texts and course materials:

- Linear Algebra with Applications, by W. Keith Nicholson, McGraw Hill (2006), ISBN 978-0070922778;
- Linear Algebra with Applications, Seventh Edition, by Gareth Williams, Jones & Bartlett Publishers (2009), ISBN 978-0763782481;
- Introductory Linear Algebra: An Applied First Course (8th Edition), by Bernard Kolman, David R. Hill, Prentice Hall (2004), ISBN 978-0131437401;
- Linear Algebra with Mathematica: An Introduction Using Mathematica, by Fred Szabo, Academic Press (2009), ISBN 978-0123814012.
- Numerical Linear Algebra for Applications in Statistics, by James Gentle, Springer (2008), ISBN 978-03879 85428

4. **Resources:**

4.11 Library resources: See attached library resources form

4.12 Computer resources: None

5. **Budget implications:**

5.21 Proposed method of staffing: Existing faculty

5.22 Special equipment needed: None

5.23 Expendable materials needed: None

5.24 Laboratory materials needed: None

6. **Proposed term for implementation:** Fall 2012

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

Mathematics and Computer Science Department: October 14, 2011

Ogden College Curriculum Committee November 3, 2011

Undergraduate Curriculum Committee 11/22/2011

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

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

**College of Health and Human Services  
Department of Kinesiology, Recreation and Sport  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Elizabeth Pyle; [elizabeth.pyle@wku.edu](mailto:elizabeth.pyle@wku.edu); 745-5123

**1. Identification of proposed course:**

- 1.1 Course prefix and number: PEMS 326
- 1.2 Course title: Physical Education Movement Studies Practicum I
- 1.3 Abbreviated course title: PE Move Studies Practicum I
- 1.4 Credit hours: 2
- 1.5 Type of course: practicum
- 1.6 Prerequisites: Junior standing or permission of instructor.
- 1.7 Course catalog listing:  
Field-based experiences in appropriate early/middle childhood non-school settings emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of physical activity teaching skills. Students are responsible for their own transportation to and from practicum sites.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: To separate the Movement Studies practicum experience (non-certification) from the Physical Education Teachers Education (PETE) field experience (certification) in order to eliminate confusion between the practicum experience of the Movement Studies concentration and the field experience of the Physical Education Teacher Education concentration.
- 2.2 Relationship of the proposed course to courses now offered by the department: Several programs in KRS currently offer a practicum/internship course for the purpose of translating the students' classroom and theoretical background into practical experiences: EXS 296 (Practicum in Exercise Science); EXS 496 (Internship in Exercise Science); SPM 490 (Internship in Sport Management); REC 490 (Internship Recreation); REC 493 (Recreation Practicum); PETE 322 (Field Experience I); PETE 415 (Field Experience II).
- 2.3 Relationship of the proposed course to courses offered in other departments: Practicum experiences are offered by other departments throughout the WKU for the purpose of translating the students' classroom and theoretical background into practical experiences: FACS 313 (Practicum Human Environment); ENG 409 (Practicum Writing Instruction); LEAD 400 (Practicum in Leadership); PERF 461 (PA Practicum Theatre in Diversion); MKT 490 (Practicum/Marketing).
- 2.4 Relationship of the proposed course to courses offered in other institutions: Similar practicum courses are offered in other benchmark institutions for the purpose of translating the students' classroom and theoretical background into practical experiences: Western Illinois: ENG 495 (Internship); RPTA 499 (Internship Leisure Services); Middle Tennessee State: ART 4330 (Internship);

ECON 489 (Internship in Economics); PHED 4250 (Internship Physical Education); Eastern Michigan: FRNH 488 (Internship); GEOG 489 (Internship); and Eastern Kentucky: ANT 439 (Practicum in Archaeology); PHE 470 (Internship: Sport Management); PHE 472 (Internship: Physical Fitness and Wellness Management).

**3. Discussion of proposed course:**

3.1 Course objectives:

- Participate in individual and group opportunities for students to apply knowledge in the field of movement studies in a variety of approved settings.
- Develop an appreciation for diversity and similarities of early/middle childhood age children in settings outside the traditional educational setting.
- Gain a greater understanding of the role of physical activity/movement in the lives of children.
- Prepare for careers in the context of movement studies/physical activity.

3.2 Content outline:

- Practical applications of the principles and theories of movement related to the individual and group experiences of children in movement settings.
- Diversity and cultural awareness within the area of children's movement activities
- Becoming an advocate for the importance of movement in the development of the whole child – physical, cognitive and affective.

3.3 Student expectations and requirements: A minimum of 60 contact hours in the practicum experience. Instructor will assess the students based on:

- Participation and completion of practicum hours
- Professional and teamwork skills demonstrated at the practicum site (field supervisor report/evaluation)
- Site/agency evaluation
- Portfolio

3.4 Tentative texts and course materials: Practicum Guidelines

**4. Resources:**

4.1 Library resources: adequate

4.2 Computer resources: adequate

**5. Budget implications:**

5.1 Proposed method of staffing: current faculty/staff

5.2 Special equipment needed: none

5.3 Expendable materials needed: none

5.4 Laboratory materials needed: none

**6. Proposed term for implementation: Fall 2012**

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

KRS Department/Division:

October 3, 2011

CHHS Curriculum Committee

October 31, 2011

Undergraduate Curriculum Committee

11/22/2011

University Senate

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

**College of Health and Human Services  
Department of Kinesiology, Recreation and Sport  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Elizabeth Pyle; [elizabeth.pyle@wku.edu](mailto:elizabeth.pyle@wku.edu); 745-5123

**1. Identification of proposed course:**

- 1.1 Course prefix and number: PEMS 426
- 1.2 Course title: Physical Education Movement Studies Practicum II
- 1.3 Abbreviated course title: PE Move Studies Practicum II
- 1.4 Credit hours: 2
- 1.5 Type of course: practicum
- 1.6 Prerequisites: PEMS 326; and either senior standing or permission of instructor.
- 1.7 Course catalog listing:  
Field-based experiences in appropriate adolescent, young adult /adult non-school settings emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of physical activity teaching skills. Students are responsible for their own transportation to and from practicum sites.

**2. Rationale:**

- 2.5 Reason for developing the proposed course: To separate the Movement Studies practicum experience (non-certification) Physical Education Teachers Education (PETE) field experience (certification) in order to eliminate confusion between the practicum experience of the Movement Studies concentration and the field experience of the Physical Education Teacher Education concentration.
- 2.1 Projected enrollment in the proposed course: 10
- 2.2 Relationship of the proposed course to courses now offered by the department:  
Several programs in KRS currently offer a practicum/internship course for the purpose of translating the students' classroom and theoretical background into practical experiences: EXS 296 (Practicum in Exercise Science); EXS 496 (Internship in Exercise Science); SPM 490 (Internship in Sport Management); REC 490 (Internship Recreation); REC 493 (Recreation Practicum); PETE 322 (Field Experience I); PETE 415 (Field Experience II).
- 2.4 Relationship of the proposed course to courses offered in other departments:  
Practicum experiences are offered by other departments throughout the WKU for the purpose of translating the students' classroom and theoretical background into practical experiences: FACS 313 (Practicum Human Environment); ENG 409 (Practicum Writing Instruction); LEAD 400 (Practicum in Leadership); PERF 461 (PA Practicum Theatre in Diversion); MKT 490 (Practicum/Marketing).
- 2.5 Relationship of the proposed course to courses offered in other institutions:  
Similar practicum courses are offered in other benchmark institutions for the purpose of translating the students' classroom and theoretical background into practical experiences: Western Illinois: ENG 495 (Internship); RPTA 499 (Internship Leisure

Services); Middle Tennessee State: ART 4330 (Internship); ECON 489 (Internship in Economics); PHED 4250 (Internship Physical Education); Eastern Michigan: FRNH 488 (Internship); GEOG 489 (Internship); and Eastern Kentucky: ANT 439 (Practicum in Archaeology); PHE 470 (Internship: Sport Management); PHE 472 (Internship: Physical Fitness and Wellness Management).

**3. Discussion of proposed course:**

3.1 Course objectives:

- Participate in individual and group opportunities for students to apply knowledge in the field of movement studies in a variety of approved settings.
- Develop an appreciation for diversity and similarities of adolescents, young adult/adult populations in movement/physical activity in a variety of settings.
- Gain a greater understanding of the role of physical activity/movement in the lives of adolescents, young adults and adults.
- Prepare for careers in the context of movement studies/physical activity.

3.2 Content outline:

- Practical applications of the principles and theories of movement related to the individual and group experiences of adolescents, young adults/adults in movement settings.
- Diversity and cultural awareness within the area adolescents, young adults/adults in movement activities
- How to advocate for the importance of movement in life-long learning experiences for adolescents and young adults/adults.

3.3 Student expectations and requirements: A minimum of 60 contact hours in the practicum experience. Instructor will assess the students based on:

- Participation and completion of practicum hours
- Professional and teamwork skills demonstrated at the practicum site (field supervisor report/evaluation).
- Site/agency evaluation
- Portfolio

3.4 Tentative texts and course materials: Practicum Guidelines

**4. Resources:**

4.1 Library resources: adequate

4.2 Computer resources: adequate

**5. Budget implications:**

5.1 Proposed method of staffing: current faculty/staff

5.2 Special equipment needed: none

5.3 Expendable materials needed: none

5.4 Laboratory materials needed: none

**6. Proposed term for implementation: Fall 2012**



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

KRS Department/Division:	October 3, 2011
CHHS Curriculum Committee	October 31, 2011
Undergraduate Curriculum Committee	<u>11/22/2011</u>
University Senate	<u></u>

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

**College of Health and Human Services  
Department of Kinesiology, Recreation and Sport  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of proposed course:**

- 1.8 Course prefix (subject area) and number: EXS 498
- 1.9 Course title: Capstone Research Experience in Exercise Science
- 1.10 Abbreviated course title: Capstone Res Exp Exer Science
- 1.11 Credit hours and contact hours: 6 credit hours/300 contact hours
- 1.12 Type of course: Lab/research
- 1.13 Prerequisites/corequisites: EXS 325, EXS 412, senior standing, declared exercise science major and minimum cumulative GPA of 2.5 at the time of registration for EXS 498.
- 1.14 Course catalog listing: This course is designed to allow students who have a strong interest in the research process, and who intend to pursue graduate studies in exercise physiology or a related discipline, to gain valuable laboratory experience by working directly with an exercise science faculty member on a semester-long research project. Students may take this course in place of completing an internship.

**2. Rationale:**

- 2.6 Reason for developing the proposed course: This class is being added as a senior-level course that exercise science students may choose to take instead of completing an internship. It is directed towards those students that intend to pursue graduate studies, particularly those that intend to enter a Master's program in exercise science or a related field. This research experience will serve as an excellent preparatory course for those students interested in the research process.
- 2.7 Projected enrollment in the proposed course: It is anticipated that this course will be available to 5 – 10 students each semester. As the exercise science program currently has five full-time faculty members, this would allow for a maximum of two students per faculty member per semester.
- 2.8 Relationship of the proposed course to courses now offered by the department: This course is similar to PE 456 and to REC 484. These courses are both supervised "independent study" type courses. The difference for the proposed course, however, is that this will be supervised research conducted in our laboratory. It may or may not be collaborative in nature with other students taking this course simultaneously. This course is designed specifically for some students to be educated in laboratory research prior to enrolling in graduate school, and it will also replace the senior internship requirement for these students. For these reasons, neither PE 456 nor REC 484 would be sufficient, thus the need for this course.

- 2.9 Relationship of the proposed course to courses offered in other departments:  
This course is similar to ANTH 495, FACS 411, ENG 499, and RELS 499. There may be others as well. These courses are all senior level supervised/directed study courses where highly motivated students are afforded the opportunity for a more intensely focused research/study experience prior to graduation.
- 2.10 Relationship of the proposed course to courses offered in other institutions:  
Similar undergraduate research opportunities that are specific to exercise science majors are offered by some of Western Kentucky University's benchmark institutions. The institution, course number, and course title are listed below:

- Indiana State University: PE 443: Special Topics in Physical Education
- Northern Arizona University: EXS 485: Undergraduate Research

### **3. Discussion of proposed course:**

#### 3.5 Course objectives:

- To understand the reasons for conducting research
- To provide experience in reading published research and searching for a valid question.
- To provide experience in developing a research plan.
- To understand how a researcher controls research and conducts research ethically.
- To be able to differentiate between the different types of research.
- To provide experience with data analysis and SPSS.
- To develop the ability to design a basic research proposal.
- To provide experience in writing a research report.

#### 3.6 Content outline:

- The nature and purpose of research
- Understanding the research process
- Searching the literature
- Developing the research plan
- Ethical concerns in research
- Selection of research participants
- Reading and evaluating research reports
- Different types of research
- Descriptive data analysis
- Inferential data analysis
- Measurement in research
- Developing a research proposal
- Writing a research report

- 3.7 Student expectations and requirements: This will be a directed course in that the student will be responsible for working with a faculty member to develop a research question, review the literature, formulate the methodology, carry out the data collection, analyze the data, and write a professional research paper.

3.8 Tentative texts and course materials:

Baumgartner, TA and LD Hensley. (2006). *Conducting and Reading Research in Health and Human Performance (4<sup>th</sup> edition)*. New York, NY: McGraw-Hill.

Thomas, JR, JK Nelson, and SJ Silverman. (2005). *Research Methods in Physical Activity (5<sup>th</sup> edition)*. Champaign, IL: Human Kinetics.

Pyrzczak, F. (2007). *Evaluating Research in Academic Journals: a Practical Guide to Realistic Evaluation (4<sup>th</sup> edition)*. Glendale, CA: Pyrczak.

Pan, ML. (2007). *Preparing Literature Reviews: Qualitative and Quantitative Approaches (3<sup>rd</sup> edition)*. Glendale, CA: Pyrczak.

**4. Resources:**

4.3 Library resources: Adequate (pending)

4.4 Computer resources: Adequate

**5. Budget implications:**

5.5 Proposed method of staffing: Course will be taught by an exercise science faculty member

5.6 Special equipment needed: None

5.7 Expendable materials needed: None

5.8 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2012

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

KRS Department: 10/3/11

CHHS Undergraduate Curriculum Committee Oct. 31, 2011

Undergraduate Curriculum Committee 11/22/2011

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

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

Proposal Date: 10/3/2011

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

Contact Person: Elizabeth Pyle; [elizabeth.pyle@wku.edu](mailto:elizabeth.pyle@wku.edu); 745-5123

**1. Identification of course:**

- 1.1 Current course prefix and number: PETE 415
- 1.2 Course title: Field Experience in Physical Education II
- 1.3 Credit hours: 2

**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/corequisites/special requirements:**

- 4.1 Current prerequisites: none
- 4.2 Proposed prerequisites: Students in the PETE concentration must meet all requirements for admission into the teacher education program and be admitted into teacher education prior to registering for PETE 415.
- 4.3 Rationale for revision of course prerequisites: To make it perfectly clear that admittance into teacher education must be completed prior to this class
- 4.4 Effect on completion of major/minor sequence: none

**5. Revise course catalog listing:**

5.1 Current course catalog listing:

Field-based experiences in adolescent/young adulthood emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of teaching skills.

5.2 Proposed course catalog listing:

Field-based experience in secondary physical education emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of teaching skills in a secondary school context.

5.3 Rationale for revision of course catalog listing: Since this field experience is intended for teacher certification in physical education the language should reflect that these experiences are in a school setting.

**6. Revise course credit hours:**

6.1 Current course credit hours: n/a

6.2 Proposed course credit hours: n/a

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

**7. Proposed term for implementation:** Fall 2012

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

KRS Department: October 3, 2011

CHHS Undergraduate Curriculum Committee October 31, 2011

Professional Education Council November 9, 2011

Undergraduate Curriculum Committee 11/22/2011

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

**Attachment: Course Inventory Form**

Proposal Date: 8/23/11

**College of Health and Human Services  
Department of Kinesiology, Recreation and Sport  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of course:**

- 1.1 Current course prefix and number: EXS 412
- 1.2 Course title: Exercise Testing and Prescription
- 1.3 Credit hours: 4

**2. Proposed course credit hours: 0 OR 4**

- 3. Rationale for the revision of course credit hours:** We are changing this course from “fixed” credit hours to “variable” credit hours. This will allow us to offer multiple lab sections to be taken concurrently with a lecture section. We have, to this point, only had one lab section that was simply scheduled as an “alternate” class meeting time. However, due to our number of students and the need for quality lab instruction, offering multiple smaller lab sections is necessary.

**4. Proposed term for implementation: Fall 2012**

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

KRS Department: 10/3/11

CHHS Undergraduate Curriculum Committee Oct. 31, 2011

Undergraduate Curriculum Committee 11/22/2011

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

**Attachment: Course Inventory Form**

Proposal Date: 8/23/11

**College of Health and Human Services  
Department of Kinesiology, Recreation and Sport  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of course:**

- 1.1 Current course prefix and number: EXS 420
- 1.2 Course title: Clinical Exercise Physiology
- 1.3 Credit hours: 4

**2. Proposed course credit hours: 0 OR 4**

- 3. Rationale for the revision of course credit hours:** We are changing this course from “fixed” credit hours to “variable” credit hours. This will allow us to offer multiple lab sections to be taken concurrently with a lecture section. We have, to this point, only had one lab section that was simply scheduled as an “alternate” class meeting time. However, due to our number of students and the need for quality lab instruction, offering multiple smaller lab sections is necessary.

**4. Proposed term for implementation: Fall 2012**

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

KRS Department: 10/3/11

CHHS Undergraduate Curriculum Committee Oct. 31, 2011

Undergraduate Curriculum Committee 11/22/2011

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

**Attachment: Course Inventory Form**



Proposal Date: 8/23/11

**College of Health and Human Services  
Department of Kinesiology, Recreation and Sport  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of course:**

- 1.1 Current course prefix and number: EXS 446
- 1.2 Course title: Biomechanics
- 1.3 Credit hours: 4

**2. Proposed course credit hours: 0 OR 4**

- 3. Rationale for the revision of course credit hours:** We are changing this course from “fixed” credit hours to “variable” credit hours. This will allow us to offer multiple lab sections to be taken concurrently with a lecture section. We have, to this point, only had one lab section that was simply scheduled as an “alternate” class meeting time. However, due to our number of students and the need for quality lab instruction, offering multiple smaller lab sections is necessary.

**4. Proposed term for implementation: Fall 2012**

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

KRS Department:	<u>10/3/11</u>
CHHS Undergraduate Curriculum Committee	Oct. 31, 2011
Undergraduate Curriculum Committee	<u>11/22/2011</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: September 19, 2011

**University College  
Leadership Studies Program  
Proposal to Create a New Minor Program  
(Action Item)**

Contact Person: John Baker, [john.baker1@wku.edu](mailto:john.baker1@wku.edu), 745-5149

**1. Identification of program:**

- 1.1 Program title: Leadership Studies
- 1.2 Required hours in minor program: 21 hours
- 1.3 Special information: None.
- 1.4 Catalog description: The minor in Leadership Studies requires 21 semester hours and any undergraduate student, regardless of major, may elect to pursue a minor in Leadership Studies. The minor in Leadership Studies examines aspects of leadership needed to influence others successfully and to create and sustain effective leadership in all aspects of society. Students must earn a grade of "C" or above in the following courses required for this minor: LEAD 200, 325, 330, 395, 400, and two electives chosen in consultation with Leadership Studies advisor. Students earning a minor in Leadership Studies are ineligible for the Leadership Studies Certificate.

**2. Rationale:**

- 2.1 Reason for developing the proposed minor program: Leadership is a subject of importance in all academic disciplines. Kouzes and Posner (2007) stated "Leadership is everyone's business" illustrating that leadership is a topic that cuts across time and place, as well as traditional disciplinary boundaries. Leadership is extremely relevant in a broad range of contexts in both the sciences and humanities. This minor offers students a conceptual understanding of leadership that, when combined with experiential components, provides them with an increased awareness of their role in a world of multi-layered change.
- 2.2 Basis for the projected enrollment: Data collected from 85 undergraduate students enrolled in LEAD 200 during the Spring Term, 2009, indicated that 55% of all students indicated interest in a Leadership Studies minor. Moreover, 25% of surveyed students indicated a likelihood of choosing a minor in Leadership Studies if offered. Overall, 63% of survey students perceived a minor in Leadership Studies as either *Valuable* or *Extremely Valuable*. Based on the enrollment in the Leadership Certificate program, 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 Leadership Studies minor incorporates the Certificate of Leadership Studies and provides a more deliberate focus on leadership-specific content and constructs. Students earning a minor in Leadership Studies are ineligible for the Certificate of Leadership Studies.

- 2.4 Relationship of the proposed minor program to other university programs: The proposed Leadership Studies minor does not duplicate any other program in the university. The Department of Kinesology, Recreation and Sport offers a minor in Outdoor Leadership, but the program is context specific focusing on *theoretical and practical skills necessary to become outdoor professionals and to lead groups responsibly in the backcountry*.
- 2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions). Northern Kentucky University offers a minor in Organizational Leadership consisting of 15 credits. And while several Kentucky and benchmark institutions offer military leadership minors, this minor focuses upon a non-military context and thus does not duplicate that type of content-specific program.
- Universities outside of Kentucky, such as Ball State University, California State University - Chico, Middle Tennessee State University, Montclair State University, Missouri State University, and Northern Iowa University offer minor programs in Leadership Studies. Very few institutions offer a minor in Leadership Studies – and only one other in the Commonwealth of Kentucky; such an offering would potentially prove to be a distinct recruitment advantage.
- 2.6 Relationship of the proposed minor program to the university mission and objectives: The proposed minor is within the vision and mission of WKU and supportive of WKU's Strategic Guide for 2010 -2012, the broad category of Academic Quality.

### 3. Objectives of the proposed minor:

Students completing a minor in Leadership Studies will:

- gain an understanding of leadership theories, models, and concepts;
- apply and analyze personal leadership assessments in various contexts to improve personal leadership competencies and skills;
- analyze and evaluate effective leadership practices pertaining to change and ethics;
- examine the impact of culture on leadership in modern contexts;
- develop effective leadership practices through experiential learning.

**4. Curriculum:** All courses for the proposed Leadership Studies minor are approved and existing courses, scheduled to be offered on an ongoing basis. The minor in Leadership Studies requires a minimum of 21 semester hours. A grade of "C" or above must be earned in all courses required (including electives) for the minor.

LEAD 200	Introduction to Leadership Studies	3 hours
LEAD 325	Leading Change	3 hours
LEAD 330	Leadership Ethics and Decision Making	3 hours
LEAD 395	Contemporary Leadership Issues	3 hours
LEAD 400	Practicum in Leadership	3 hours

Restricted electives chosen in consultation with departmental advisor	<u>6 hours</u>
Total	21 hours

5. **Budget implications:** Leadership Studies relies on faculty from other departments and adjunct faculty to teach LEAD courses and will continue this method of staffing. The University College will provide additional resources to support the minor in Leadership Studies when the teaching and advising requirements exceed the capacity of the Leadership Studies program.

6. **Proposed term for implementation:** Fall 2012

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

Leadership Studies Program	9/15/11
University College Curriculum Committee	10/3/11
Undergraduate Curriculum Committee	<u>11/22/2011</u>
University Senate	_____

**Attachment: Program Inventory Form**