Report to the University Senate:

Date: 26 January 2011
From: John White, Chair

The Undergraduate Curriculum Committee submits the following items from the 26 January 2011 meeting for approval by the University Senate:

Information Item Report:

II. Suspend a Course
   BIOL 389
   BIOL 469

III. Revise Course Prerequisites
   PSY 301
   AMS 261
   AMS 262
   CS 239
   CS 251
   CS 270
   CS 325
   CS 370
   CS 381
   CS 450
   CS 496
   MATH 304
   MATH 421
   MATH 423
   PHYS 316
   PHYS 318

Consent Item Report:

IV. Revise a Program
   # 591 Psychology Extended Major
   # 760 Psychology General Major
   # 518 Architectural Science
   # 525 Major in Biology (without a minor)
   # 617 Major in Biology (with a minor)
   # 563 Family and Consumer Sciences
   # 686 Political Science
V. Create a New Course
   JAPN 202
   RUSS 201
   RELS 317
   RELS 318
   PCAL 175

VI. Make Multiple Revisions to a Course
   BIOL 369

XI. Revise Course Credit Hours
   PS 499
Proposal Date: 7 September 2011

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

Contact Person: Scott A. Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:
   1.1 Current course prefix (subject area) and number: BIOL 389
   1.2 Course title: Cooperative Education in Biology II
   1.3 Credit hours: 3

2. Rationale for the course suspension:
The current prerequisites for BIOL 369 (= Sophomore or junior standing) and BIOL 389 (Junior standing) overlap, providing students with little guidance or understanding of which co-op course in which to enroll. The catalog descriptions are also nearly identical with no logical or historical differentiation between these two courses. Students seeking a co-op/internship experience can do so solely through BIOL 369, making BIOL 389 duplicative and unnecessary.

3. Effect of course suspension on programs or other departments, if known: None. This course is not required for any academic program across the university.

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:
   Department of Biology: September 2, 2011
   OCSE Curriculum Committee: December 1, 2011
   Undergraduate Curriculum Committee: 01/26/2012
   University Senate: 

Attachment: Course Inventory Form
Proposal Date: 7 September 2011

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:
   1.1 Current course prefix (subject area) and number: BIOL 469
   1.2 Course title: Cooperative Education in Biology III
   1.3 Credit hours: 3

2. Rationale for the course suspension: The two Biology majors, reference number 617 (= 36 hour major) and reference number 525 (= 48 hour major), allow for a maximum of three and six credits total, respectively, of co-op/internship coursework. Additionally, the Biology minor allows for only a maximum of three credits (369) of co-op/internship coursework. BIOL 469 has not been offered in at least 10 years and does not have an active place in the Biology curriculum.

3. Effect of course suspension on programs or other departments, if known: None. This course is not required for any academic program across the university.

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:
   Department of Biology: September 2, 2011
   OCSE Curriculum Committee: December 1, 2011
   Undergraduate Curriculum Committee: 01/26/2012
   University Senate: 

Attachment: Course Inventory Form
Contact Person: Steven J. Haggblom, steven.haggblom@wku.edu, 54427

1. **Identification of course:**
   1.1 Course prefix (subject area) and number: PSY 301
   1.2 Course title: Statistics in Psychology
   1.3 Credit hours: 3

2. **Current prerequisites/corequisites/special requirements:** PSY 210, PSY 211, and MATH 116 (or higher math course), all with a grade of “C” or better.

3. **Proposed prerequisites/corequisites/special requirements:** PSY 210 and PSY 211 with a grade of “C” or better.

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** Department faculty who teach statistics are in general agreement that College Algebra is not needed as a prerequisite for students to be successful in PSY 301.

5. **Effect on completion of major/minor sequence:** This change may facilitate completion of the general and extended psychology majors because students will not have to complete their General Education mathematics requirement in order to qualify to enroll in PSY 301.

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

7. **Dates of prior committee approvals:**
   
   Department of Psychology: **October 14, 2011**
   
   CEBS Curriculum Committee **December 6, 2011**
   
   Undergraduate Curriculum Committee **01/26/2012**
   
   University Senate

**Attachment:** Course Inventory Form
Ogden College of Science and Engineering
Department of Architectural & Manufacturing Sciences
Proposal to Revise Course Corequisites
(Consent Item)

Contact Person: Laura Dotson, laura.dotson@wku.edu, 745-7083

1. **Identification of course:**
   1.1 Course prefix (subject area) and number: AMS 261
   1.2 Course title: Construction Methods and Materials
   1.3 Credit hours: 3.0

2. **Current corequisites:**
   Corequisite: AMS 262

3. **Proposed corequisites:**
   None

4. **Rationale for the revision of corequisites:**
   AMS 262 is complementary to AMS 261, but it does not need to be a corequisite.

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

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

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

   AMS Department/Division: 23 September 2011

   Ogden Curriculum Committee: December 1, 2011

   Undergraduate Curriculum Committee: 01/26/2012

   University Senate: ____________________________

**Attachment:** Course Inventory Form
Proposal Date: 9/23/2011

Ogden College of Science and Engineering
Department of Architectural & Manufacturing Sciences
Proposal to Revise Course Corequisites
(Consent Item)

Contact Person: Laura Dotson, laura.dotson@wku.edu, 745-7083

1. Identification of course:
   1.1 Course prefix (subject area) and number: AMS 262
   1.2 Course title: Construction Laboratory
   1.3 Credit hours: 1.0

2. Current corequisites:
   Corequisite: AMS 261

3. Proposed corequisites:
   None

4. Rationale for the revision of corequisites:
   AMS 261 is complementary to AMS 262, but it does not need to be a corequisite.

5. Effect on completion of major/minor sequence:
   N/A

6. Proposed term for implementation:
   Spring 2012

7. Dates of prior committee approvals:

   AMS Department/Division: 23 September 2011
   Ogden Curriculum Committee December 1, 2011
   Undergraduate Curriculum Committee 01/26/2012
   University Senate

Attachment: Course Inventory Form
Proposal Date: 10/28/11

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

Contact Person: Zhonghang Xia, zhonghang.xia@wku.edu, 745-6459

1. **Identification of course:**
   1.1 Course prefix (subject area) and number: CS 239
   1.2 Course title: Problem Solving with Computational Techniques
   1.3 Credit hours: 3

2. **Current prerequisites:** Math 117 or higher

3. **Proposed prerequisites:** Math 117 with a grade of C or better or placement into a science calculus course.

4. **Rationale for the revision of prerequisites:**

   In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in CS 239, the faculty proposes that the phrase “with a grade of C or better” be added to the current prerequisite.

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

   None

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

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

   Math and CS Department
   Ogden College Curriculum Committee
   University Curriculum Committee
   University Senate

   Nov. 10, 2011
   Dec. 1, 2011
   01/26/2012
   ______________________

**Attachment:** Course Inventory Form
Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Prerequisites
(Consent Item)

Contact Person: Zhonghang Xia, zhonghang.xia@wku.edu, 745-6459

1. **Identification of course:**
   1.1 Course prefix (subject area) and number: CS 251
   1.2 Course title: Introduction to Database
   1.3 Credit hours: 3

2. **Current prerequisites:** CS 181

3. **Proposed prerequisites:** CS 181 with a grade of C or better

4. **Rationale for the revision of prerequisites:**
   Currently, students majoring in computer science are required to earn a grade of C or better in each course listed as a prerequisite for another computer course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in CS 251, the faculty proposes that the phrase “with a grade of C or better” be added to the current prerequisite.

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

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

7. **Dates of prior committee approvals:**
   - Math and CS Department
     Nov. 10, 2011
   - Ogden College Curriculum Committee
     Dec. 1, 2011
   - University Curriculum Committee
     01/26/2012
   - University Senate

**Attachment:** Course Inventory Form
Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Prerequisites  
(Consent Item)

Contact Person: Zhonghang Xia, zhonghang.xia@wku.edu, 745-6459

1. **Identification of course:**
   1.1 Course prefix (subject area) and number: CS 270  
   1.2 Course title: Introduction to Web Programming  
   1.3 Credit hours: 3

2. **Current prerequisites:** CS 146, or CS 170, or CS 180

3. **Proposed prerequisites:** CS 146, or CS 170, or CS 180 with grades of C or better

4. **Rationale for the revision of prerequisites:**
   Currently, students majoring in computer science are required to earn a grade of C or better in each course listed as a prerequisite for another computer course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in CS 270, the faculty proposes that the phrase “with grades of C or better” be added to the current prerequisite.

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

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

7. **Dates of prior committee approvals:**
   - Math and CS Department: Nov. 10, 2011
   - Ogden College Curriculum Committee: Dec. 1, 2011
   - University Curriculum Committee: 01/26/2012
   - University Senate: _______________________

**Attachment:** Course Inventory Form
1. Identification of course:
   1.1 Course prefix (subject area) and number: CS 325
   1.2 Course title: Computer Systems Hardware and Software
   1.3 Credit hours: 3

2. Current prerequisites: CS 181

3. Proposed prerequisites: CS 181 with a grade of C or better

4. Rationale for the revision of prerequisites:

   Currently, students majoring in computer science are required to earn a grade of C or better in each course listed as a prerequisite for another computer course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in CS 325, the faculty proposes that the phrase “with a grade of C or better” be added to the current prerequisite.

5. Effect on completion of major/minor sequence:

   None.

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

   Math and CS Department  Nov. 10, 2011
   Ogden College Curriculum Committee  Dec. 1, 2011
   University Curriculum Committee  01/26/2012
   University Senate

Attachment: Course Inventory Form
Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Prerequisites  
(Consent Item)

Contact Person: Zhonghang Xia, zhonghang.xia@wku.edu, 745-6459

1. **Identification of course:**
   1.1 Course prefix (subject area) and number: CS 370
   1.2 Course title: XML and Web Programming
   1.3 Credit hours: 3

2. **Current prerequisites:** CS 270 & CS 280

3. **Proposed prerequisites:** CS 270 and CS 280 with grades of C or better

4. **Rationale for the revision of prerequisites:**
   Currently, students majoring in computer science are required to earn a grade of C or better in each course listed as a prerequisite for another computer course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in CS 370, the faculty proposes that the phrase “with grades of C or better” be added to the current prerequisite.

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

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

7. **Dates of prior committee approvals:**
   
   Math and CS Department
   Ogden College Curriculum Committee
   University Curriculum Committee
   University Senate

   Nov. 10, 2011
   Dec. 1, 2011
   01/26/2012

**Attachment:** Course Inventory Form
Proposal Date: 10/28/11

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

Contact Person: Zhonghang Xia, zhonghang.xia@wku.edu, 745-6459

1. **Identification of course:**
   1.1 Course prefix (subject area) and number: CS 381
   1.2 Course title: Intro to Computer Networks
   1.3 Credit hours: 3

2. **Current prerequisites:** CS 280

3. **Proposed prerequisites:** CS 280 with a grade of C or better

4. **Rationale for the revision of prerequisites:**

   Currently, students majoring in computer science are required to earn a grade of C or better in each course listed as a prerequisite for another computer course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in CS 381, the faculty proposes that the phrase “with a grade of C or better” be added to the current prerequisite.

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

   None.

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

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

   - Math and CS Department
     - Nov. 10, 2011
   - Ogden College Curriculum Committee
     - Dec. 1, 2011
   - University Curriculum Committee
     - 01/26/2012
   - University Senate
     -

**Attachment:** Course Inventory Form
1. **Identification of course:**
   1.1 Course prefix (subject area) and number: CS 450
   1.2 Course title: Computer Networks
   1.3 Credit hours: 3

2. **Current prerequisites:** CS 381 & CS 325

3. **Proposed prerequisites:** CS 381 and CS 325 with grades of C or better

4. **Rationale for the revision of prerequisites:**
   Currently, students majoring in computer science are required to earn a grade of C or better in each course listed as a prerequisite for another computer course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in CS 450, the faculty proposes that the phrase “with grades of C or better” be added to the current prerequisite.

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

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

7. **Dates of prior committee approvals:**
   Math and CS Department  Nov. 10, 2011
   Ogden College Curriculum Committee  Dec. 1, 2011
   University Curriculum Committee  01/26/2012
   University Senate

**Attachment:** Course Inventory Form
Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Prerequisites
(Consent Item)

Contact Person: Zhonghang Xia, zhonghang.xia@wku.edu, 745-6459

1. **Identification of course:**
   1.1 Course prefix (subject area) and number: CS 496
   1.2 Course title: Senior Project and Professional Practice
   1.3 Credit hours: 3

2. **Current prerequisites:** CS 360 & CS 396

3. **Proposed prerequisites:** CS 360 and CS 396 with grades of C or better

4. **Rationale for the revision of prerequisites:**
   Currently, students majoring in computer science are required to earn a grade of C or better in each course listed as a prerequisite for another computer course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in CS 496, the faculty proposes that the phrase “with grades of C or better” be added to the current prerequisite.

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

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

7. **Dates of prior committee approvals:**
   - Math and CS Department: Nov. 10, 2011
   - Ogden College Curriculum Committee: Dec. 1, 2011
   - University Curriculum Committee: 01/26/2012
   - University Senate: ___________________

**Attachment:** Course Inventory Form
Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)

Contact Person: Vivian Moody, vivian.moody@wku.edu, 745-6209

1. **Identification of course:**  
   1.1 Course prefix (subject area) and number: MATH 304  
   1.2 Course title: Functions, Applications, and Explorations  
   1.3 Credit hours: 3

2. **Current prerequisites:**  
   Math 136

3. **Proposed prerequisites:**  
   Math 136 with a grade of C or better, or permission of instructor.

4. **Rationale for the revision of prerequisites:**  
   Although it is stated in the undergraduate catalog that students must obtain a grade of C or better in all mathematics courses in the major, the mathematics education faculty would like to implement a better means of tracking students’ progress in the program. Further, it is extremely important to make it clear to all students that they may not continue in the program until satisfactory progress is made in each mathematics course in the major.

5. **Effect on completion of major/minor sequence:**  
   There is no effect on completion of major/minor sequence.

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

7. **Dates of prior committee approvals:**  
   Department of Mathematics and Computer Science November 11, 2011  
   OCSE Curriculum Committee December 1, 2011  
   Professional Education Council December 14, 2011  
   Undergraduate Curriculum Committee 01/26/2012  
   University Senate

**Attachment: Course Inventory Form**
Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)

Contact Person:  Vivian Moody, vivian.moody@wku.edu, 745-6209

1. **Identification of course:**  
   1.1 Course prefix (subject area) and number:   MATH 421  
   1.2 Course title:  Problem Solving for Secondary Teachers  
   1.3 Credit hours:  3

2. **Current prerequisites:**  
   Math 307 and 310; or Math 382 and 323; or permission of instructor.

3. **Proposed prerequisites:**  
   Math 307 and 310 both with grades of C or better; or Math 382 and 323 both with grades of C or better; or permission of instructor.

4. **Rationale for the revision of prerequisites:**  
   Although it is stated in the undergraduate catalog that students must obtain a grade of C or better in all mathematics courses in the major, the mathematics education faculty would like to implement a better means of tracking students’ progress in the program. Further, it is extremely important to make it clear to all students that they may not continue in the program until satisfactory progress is made in each mathematics course in the major.

5. **Effect on completion of major/minor sequence:**  
   There is no effect on completion of major/minor sequence.

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

7. **Dates of prior committee approvals:**  
   Department of Mathematics and Computer Science   November 11, 2011  
   OCSE Curriculum Committee                December 1, 2011  
   Professional Education Council           December 14, 2011  
   Undergraduate Curriculum Committee       01/26/2012  
   University Senate  

**Attachment:**  Course Inventory Form
Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Vivian Moody, vivian.moody@wku.edu, 745-6209

1. **Identification of course:**
   1.1 Course prefix (subject area) and number: MATH 423
   1.2 Course title: Geometry II
   1.3 Credit hours: 3

2. **Current prerequisites:**
   Math 323

3. **Proposed prerequisites:**
   Math 323 with a grade of C or better, or permission of instructor.

4. **Rationale for the revision of prerequisites:**
   Although it is stated in the undergraduate catalog that students must obtain a grade of C or better in all mathematics courses in the major, the mathematics education faculty would like to implement a better means of tracking students’ progress in the program. Further, it is extremely important to make it clear to all students that they may not continue in the program until satisfactory progress is made in each mathematics course in the major.

5. **Effect on completion of major/minor sequence:**
   There is no effect on completion of major/minor sequence.

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

7. **Dates of prior committee approvals:**
   Department of Mathematics and Computer Science November 11, 2011
   OCSE Curriculum Committee December 1, 2011
   Professional Education Council December 14, 2011
   Undergraduate Curriculum Committee 01/26/2012
   University Senate

**Attachment:** Course Inventory Form
Ogden College of Science and Engineering
Department of Physics and Astronomy
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Alexander Barzilov, alexander.barzilov@wku.edu, 745-6194

1. Identification of course:
   1.1 Course prefix (subject area) and number: PHYS 316
   1.2 Course title: Computational Physics
   1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:
   Prerequisite: PHYS 265 and CS 240.

3. Proposed prerequisites/corequisites/special requirements:
   Prerequisite: PHYS 265 or permission of instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements:
   The focus in PHYS 316 is on using computers to solve physics problems. We use VB.NET in the course as a tool to provide students with an easy-to-learn yet powerful programming language to facilitate making models of physical systems and processes with the computer. Students have been able to master the programming requirements of VB.NET necessary for PHYS 316 with or without any prior CS course.

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

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:
   Physics and Astronomy Department: 11-16-2011
   Ogden College Curriculum Committee: 12-01-11
   Undergraduate Curriculum Committee: 01/26/2012
   University Senate

Attachment: Course Inventory Form
Ogden College of Science and Engineering
Department of Physics and Astronomy
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Doug Harper, doug.harper@wku.edu, 745-6194

1. Identification of course:
   1.1 Course prefix (subject area) and number: PHYS 318
   1.2 Course title: Data Acquisition Using LabVIEW
   1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:
   Prerequisite: PHYS 265 and CS 240 or permission of instructor.

3. Proposed prerequisites/corequisites/special requirements:
   Prerequisite: PHYS 265 or permission of instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements:
   The focus in PHYS 318 is on using computers to perform data acquisition tasks. We use LabVIEW in the course as a tool to provide students with an easy-to-learn yet powerful programming language to facilitate making measurements with the computer. Students have been able to master the programming requirements of LabVIEW needed for PHYS 318 with or without any prior CS course.

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

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:
   Physics and Astronomy Department: 11-16-2011
   Ogden College Curriculum Committee: 12-01-11
   Undergraduate Curriculum Committee: 01/26/2012
   University Senate

Attachment: Course Inventory Form
Proposal Date: 10/14/2011

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

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

1. **Identification of program:**
   1.1 Current program reference number: 591
   1.2 Current program title: Psychology Extended Major
   1.3 Credit hours: 52

2. **Identification of the proposed program changes:** Establish a minimum mathematics requirement as follows: MATH 183 (recommended), or other mathematics course (excluding MATH 109) or ACT score that satisfies the mathematics General Education requirement.

3. **Detailed program description:**

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Major</td>
<td>Extended Major</td>
</tr>
<tr>
<td>The extended major in psychology (reference number 591) requires a minimum of 52 semester hours and leads to a bachelor of arts degree. No minor or second major is required. The extended major is especially appropriate for the student whose career objectives require a more comprehensive undergraduate psychology background. The extended major is designed for students who maintain a minimum 2.50 GPA both overall and in psychology. Requirements are PSY100, 210, 211, 301 (<strong>prerequisite MATH 116</strong>), 361, 495, and the indicated number of hours from each of the following categories.</td>
<td>The extended major in psychology (reference number 591) requires a minimum of 52 semester hours and leads to a bachelor of arts degree. No minor or second major is required. The extended major is especially appropriate for the student whose career objectives require a more comprehensive undergraduate psychology background. The extended major is designed for students who maintain a minimum 2.50 GPA both overall and in psychology. Required courses are PSY100 Introduction to Psychology (3), PSY 210 Research Methods in Psychology (3), PSY 211 Research Methods in Psychology Lab (1), PSY 301 Statistics in Psychology (3), PSY 361 Psychological Tests and Measurements (3), and PSY 495 History and Systems of Psychology (3), <strong>MATH 183 (recommended) or other mathematics course (excluding MATH 109)</strong> that satisfies the mathematics General Education requirement, and the indicated number of hours from each of the following categories.</td>
</tr>
</tbody>
</table>

**Developmental Psychology:** 3 hours
- PSY 321 - Child Developmental Psychology
- PSY 422 - Adolescent Psychology
- PSY 423 - Psychology of Adult Life and Aging
<table>
<thead>
<tr>
<th>Social/Industrial-Organizational/Motivation: 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PSY 350 – Social Psychology</td>
</tr>
<tr>
<td>• PSY 370 – Industrial/Organizational Psychology</td>
</tr>
<tr>
<td>• PSY 412 – Psychology of Motivation and Emotion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personality/Abnormal Psychology: 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PSY 440 – Abnormal Psychology</td>
</tr>
<tr>
<td>• PSY 450 - Introduction to Personality Theories</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biopsychology: 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PSY 411 – Psychology of Sensation and Perception</td>
</tr>
<tr>
<td>• PSY 480 – Physiological Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning/Cognition: 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PSY 405 – Cognitive Psychology</td>
</tr>
<tr>
<td>• PSY 410 – Psychology of Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applied Psychology: 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PSY 340 – Sport Psychology</td>
</tr>
<tr>
<td>• PSY 371 – The Psychology of Sales Behavior</td>
</tr>
<tr>
<td>• PSY 455 – Introduction to Clinical Practice of Psychology</td>
</tr>
<tr>
<td>• PSY 422 – Beginning Skills in Psychological Interviewing</td>
</tr>
<tr>
<td>• PSY 443 – Behavior Modification</td>
</tr>
<tr>
<td>• PSY 470 – Psychology and Law</td>
</tr>
<tr>
<td>• PSY 473 – Training in Business and Industry</td>
</tr>
</tbody>
</table>

| Psychology Electives: 15 hours |

<table>
<thead>
<tr>
<th>Developmental Psychology: 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PSY 321 - Child Developmental Psychology (3)</td>
</tr>
<tr>
<td>• PSY 422 - Adolescent Psychology (3)</td>
</tr>
<tr>
<td>• PSY 423 - Psychology of Adult Life and Aging (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social/Industrial-Organizational/Motivation: 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PSY 350 – Social Psychology (3)</td>
</tr>
<tr>
<td>• PSY 370 – Industrial/Organizational Psychology (3)</td>
</tr>
<tr>
<td>• PSY 412 – Psychology of Motivation and Emotion (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personality/Abnormal Psychology: 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PSY 440 – Abnormal Psychology (3)</td>
</tr>
<tr>
<td>• PSY 450 - Introduction to Personality Theories (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biopsychology: 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PSY 411 – Psychology of Sensation and Perception (3)</td>
</tr>
<tr>
<td>• PSY 480 – Physiological Psychology (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning/Cognition: 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PSY 405 – Cognitive Psychology (3)</td>
</tr>
<tr>
<td>• PSY 410 – Psychology of Learning (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applied Psychology: 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PSY 340 – Sport Psychology(3)</td>
</tr>
<tr>
<td>• PSY 371 – The Psychology of Sales Behavior (3)</td>
</tr>
<tr>
<td>• PSY 455 – Introduction to Clinical Practice of Psychology (3)</td>
</tr>
<tr>
<td>• PSY 422 – Beginning Skills in Psychological Interviewing (3)</td>
</tr>
<tr>
<td>• PSY 443 – Behavior Modification (3)</td>
</tr>
<tr>
<td>• PSY 470 – Psychology and Law (3)</td>
</tr>
<tr>
<td>• PSY 473 – Training in Business and Industry (3)</td>
</tr>
</tbody>
</table>

| Psychology Electives: 15 hours |

4. **Rationale for the proposed program change:** By means of a separate curriculum proposal, MATH 116 is being deleted as a prerequisite for PSY 301 Statistics in Psychology. However, because psychology is a science, technology, engineering, and mathematics (STEM) discipline with a significant research component to most courses,
psychology students will benefit from a stronger than minimum mathematics requirement. MATH 183, which has the same entrance requirements as MATH 116, is recommended because the additional exposure to statistical methods, research design, and statistical reasoning is particularly relevant to understanding the research content of many upper division psychology courses. However, other mathematics courses above MATH 109 will also help to ensure students have a level of mathematical reasoning that will contribute to success in psychology courses with a significant science content.

5. **Proposed term for implementation and special provisions (if applicable):** Fall, 2012

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

   Department of Psychology: 10/14/2011

   CEBS Curriculum Committee 12/6/2011

   Undergraduate Curriculum Committee 01/26/2012

   University Senate
Proposal Date: 10/14/2011

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

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

1. Identification of program:
   1.1 Current program reference number: 760
   1.2 Current program title: Psychology General Major
   1.3 Credit hours: 37

2. Identification of the proposed program changes: Establish a minimum mathematics requirement as follows: MATH 183 (recommended), or other mathematics course (excluding MATH 109) or ACT score that satisfies the mathematics General Education requirement.

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Major</td>
<td>General Major</td>
</tr>
<tr>
<td>The general major in psychology (reference number 760) requires a minimum of 37 semester hours and leads to a bachelor of arts degree. A minor or second major is required. At least half of the program must be in upper division courses (numbered 300 or above). Required courses are PSY100, 210, 211, 301 (prerequisite MATH 116), 361, 495, and the indicated number of hours from each of the following categories.</td>
<td></td>
</tr>
<tr>
<td>Developmental Psychology: 3 hours</td>
<td>Developmental Psychology: 3 hours</td>
</tr>
<tr>
<td>• PSY 321 - Child Developmental Psychology</td>
<td>• PSY 321 - Child Developmental Psychology (3)</td>
</tr>
<tr>
<td>• PSY 422 - Adolescent Psychology</td>
<td>• PSY 422 - Adolescent Psychology (3)</td>
</tr>
<tr>
<td>• PSY 423 - Psychology of Adult Life and Aging</td>
<td>• PSY 423 - Psychology of Adult Life and Aging</td>
</tr>
<tr>
<td>Social/Industrial-Organizational/Motivation: 3 hours</td>
<td>Social/Industrial-Organizational/Motivation: 3 hours</td>
</tr>
<tr>
<td>• PSY 350 – Social Psychology</td>
<td>• PSY 350 – Social Psychology</td>
</tr>
<tr>
<td>• PSY 370 – Industrial/Organizational</td>
<td>• PSY 370 – Industrial/Organizational</td>
</tr>
</tbody>
</table>
4. **Rationale for the proposed program change:** By means of a separate curriculum proposal, MATH 116 is being deleted as a prerequisite for PSY 301 Statistics in Psychology. However, because psychology is a science, technology, engineering, and mathematics (STEM) discipline with a significant research component to most courses, psychology students will benefit from a stronger than minimum mathematics requirement. MATH 183, which has the same entrance requirements as MATH 116, is recommended because the additional exposure to statistical methods, research design, and statistical reasoning is particularly relevant to understanding the research content of many upper division psychology courses. However, other mathematics courses above MATH 109 will also help to ensure students have a level of mathematical reasoning that will contribute to success in psychology courses with a significant science content.

5. **Proposed term for implementation and special provisions (if applicable):** Fall, 2012

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

   - Department of Psychology: 10/14/2011
   - CEBS Curriculum Committee: 12/6/2011
   - Undergraduate Curriculum Committee: 01/26/2012
   - University Senate: ________
Proposal Date: 9/23/2011

Ogden College of Science and Engineering
Department of Architecture & Manufacturing Sciences
Proposal to Revise A Program
(Action Item)

Contact Person: Laura Dotson, laura.dotson@wku.edu, 745-7083

1. **Identification of program:**
   1.1 Current program reference number: 518
   1.2 Current program title: Architectural Science
   1.3 Credit hours: 83

2. **Identification of the proposed program changes:**
   Remove the following courses from the major:
   - AMS 120
   - AMS 175
   - 3 hours of Architectural electives

3. **Detailed program description:**

<table>
<thead>
<tr>
<th>(Program Credit Hours)</th>
<th>128</th>
<th>120</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCHITECTURAL SCIENCE (OLD)</td>
<td>83</td>
<td>75</td>
</tr>
<tr>
<td><strong>Basic Electricity</strong></td>
<td>AMS 120</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Occupational Safety</td>
<td>AMS 140</td>
<td>1</td>
</tr>
<tr>
<td>Architectural Graphics</td>
<td>AMS 151</td>
<td>3</td>
</tr>
<tr>
<td>Architectural Drafting</td>
<td>AMS 163</td>
<td>3</td>
</tr>
<tr>
<td>University Experience/AMS</td>
<td>AMS 175</td>
<td>2</td>
</tr>
<tr>
<td>3D Modeling &amp; Imaging</td>
<td>AMS 251</td>
<td>3</td>
</tr>
<tr>
<td>Construction Methods &amp; Materials</td>
<td>AMS 261</td>
<td>3</td>
</tr>
<tr>
<td>Construction Methods &amp; Materials Lab</td>
<td>AMS 262</td>
<td>1</td>
</tr>
<tr>
<td>Architecture Documentation I</td>
<td>AMS 263</td>
<td>3</td>
</tr>
<tr>
<td>Architectural Detailing</td>
<td>AMS 273</td>
<td>3</td>
</tr>
<tr>
<td>Architectural Structures</td>
<td>AMS 282</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Code</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>Building Codes</td>
<td>AMS 305</td>
<td>3</td>
</tr>
<tr>
<td>Survey of Building Systems</td>
<td>AMS 325</td>
<td>3</td>
</tr>
<tr>
<td>Architecture Documentation II</td>
<td>AMS 363</td>
<td>3</td>
</tr>
<tr>
<td>Architectural Design Studio I</td>
<td>AMS 369</td>
<td>4</td>
</tr>
<tr>
<td>Quality Assurance</td>
<td>AMS 371</td>
<td>3</td>
</tr>
<tr>
<td>Project Management</td>
<td>AMS 390</td>
<td>3</td>
</tr>
<tr>
<td>Internship I</td>
<td>AMS 398</td>
<td>1</td>
</tr>
<tr>
<td>Tech Mgmt/Supervision/Team Building</td>
<td>AMS 430</td>
<td>3</td>
</tr>
<tr>
<td>Architectural Documentation III</td>
<td>AMS 463</td>
<td>3</td>
</tr>
<tr>
<td>Architectural Design Studio II</td>
<td>AMS 469</td>
<td>4</td>
</tr>
<tr>
<td>Comprehensive Design</td>
<td>AMS 488</td>
<td>3</td>
</tr>
<tr>
<td>Senior Research</td>
<td>AMS 490</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgmt.</td>
<td>CE 303</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgmt. Lab</td>
<td>CE 304</td>
<td>1</td>
</tr>
<tr>
<td>Business Writing or Technical Writing</td>
<td>ENG 306</td>
<td>3</td>
</tr>
<tr>
<td>Architectural Sciences Electives - Advisor Approved</td>
<td>ENG 307</td>
<td></td>
</tr>
<tr>
<td>Management Elective - Advisor Approved</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>Category A</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman English</td>
<td>ENG 100</td>
</tr>
<tr>
<td>Junior English</td>
<td>ENG 300</td>
</tr>
<tr>
<td>Foreign Language Elective</td>
<td>A II Elective</td>
</tr>
</tbody>
</table>

**Category A**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
</tr>
<tr>
<td>ENG 300</td>
</tr>
</tbody>
</table>

**FOR. LANG.**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>For. Lang.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
</tr>
<tr>
<td>Category B</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Public Speaking Elective</td>
</tr>
<tr>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>Architecture &amp; Civilization</td>
</tr>
<tr>
<td>Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category C</th>
<th>Category C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Civilization</td>
<td>HIST 119/120</td>
</tr>
<tr>
<td>Principles of Econ (Micro)</td>
<td>ECON 202</td>
</tr>
<tr>
<td>Elective</td>
<td>C Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category D</th>
<th>Category D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trigonometry</td>
<td>MATH 117</td>
</tr>
<tr>
<td>College Physics I</td>
<td>PHYS 201</td>
</tr>
<tr>
<td>Elective</td>
<td>D Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category E</th>
<th>Category E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>E Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category F</th>
<th>Category F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and First Aid</td>
<td>SFTY 171</td>
</tr>
<tr>
<td>Elective</td>
<td>F Elective</td>
</tr>
</tbody>
</table>

4. **Rationale for the proposed program change:**
These courses are being removed from the major to reduce the number of hours in the program to 120, in compliance with university guidelines.

5. **Proposed term for implementation and special provisions (if applicable):**
Fall 2012

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

   AMS Department/Division: 23 September 2011
   
   Ogden Curriculum Committee 01 December 2011
   
   Undergraduate Curriculum Committee 01/26/2012
University Senate

Attachment: Program Inventory Form
Proposal Date: 15 November 2011

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of program:
   1.1 Current program reference number: 525
   1.2 Current program title: Major in Biology (without a minor)
   1.3 Credit hours: 48.0

2. Identification of the proposed program changes:
   • Elimination of BIOL 389 as an Biology elective option

3. Detailed program description:

   Current:
   Biology coursework
   1. BIOL 120/121, plus
   2. BIOL 122/123, plus
   3. BIOL 222/223 or BIOL 224-225 or BIOL 226-227, plus
   4. BIOL 319 & 322 or BIOL 327, plus
   5. BIOL 315 or BIOL 430, plus
   6. Additional 300- and 400-level majors-applicable BIOL courses to complete a minimum of 48 hours. Students may count up to 6 credit hours of BIOL 369, 389, or 399 and up to 4 credit hours of BIOL 485 toward this major.

   Proposed:
   Biology coursework
   1. BIOL 120/121, plus
   2. BIOL 122/123, plus
   3. BIOL 222/223 or BIOL 224-225 or BIOL 226-227, plus
   4. BIOL 319 & 322 or BIOL 327, plus
   5. BIOL 315 or BIOL 430, plus
   6. Students select additional 300- and 400-level majors-applicable BIOL courses to complete a minimum of 48 hours. Students may count up to 6 credit hours of a combination of BIOL 369 and/or 399 and up to 4 credit hours of BIOL 485 toward this major.

   Supporting coursework
   1. MATH 116 & 117 or MATH 118 or higher, plus
   2. PHYS 231-232 or 255-256, plus
   3. CHEM 120-121, plus
   4. Two courses from the following list: AGRO 350 and AGRO 452 or AGRO 454 or AGRO 455/456 or AGRO 457/458, BIOL 283, CHEM 222-223, CHEM 314 or CHEM 340-341, CHEM 330, CIS 343, CIS 226 or CS 226 or CS 230, GEOG 317, GEOG 328, GEOG 416, GEOG 417, MATH 136, MATH 137, MATH 142,

   Supporting coursework
   1. MATH 116 & 117 or MATH 118 or higher, plus
   2. PHYS 231-232 or 255-256, plus
   3. CHEM 120-121, plus
   4. Two courses from the following list: AGRO 350 and AGRO 452 or AGRO 454 or AGRO 455/456 or AGRO 457/458, BIOL 283, CHEM 222-223, CHEM 314 or CHEM 340-341, CHEM 330, CIS 343, CIS 226 or CS 226 or CS 230, GEOG 317, GEOG 328, GEOG 416, GEOG 417, MATH 136, MATH 137, MATH 142,
MATH 305, MATH 307, PHYS 332-233 or PHYS 265-266, SOCL 302.

4. **Rationale for the proposed program change:** BIOL 389 will be suspended indefinitely effective the Fall 2012 semester and will no longer be a Biology elective option.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2012

6. **Dates of prior committee approvals:**
   - Department of Biology: September 2, 2011
   - OCSE Curriculum Committee: December 1, 2011
   - Professional Education Council: December 14, 2011
   - Undergraduate Curriculum Committee: 01/26/2012
   - University Senate: 

**Attachment: Program Inventory Form**
Proposal Date: 15 November 2011

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. **Identification of program:**
   1.1 Current program reference number: 617
   1.2 Current program title: Major in Biology (with a minor)
   1.3 Credit hours: 36.0

2. **Identification of the proposed program changes:**
   - Elimination of BIOL 389 as an Biology elective option

3. **Detailed program description:**

   **Current:**
   **Biology coursework**
   7. BIOL 120/121, plus
   8. BIOL 122/123, plus
   9. BIOL 222/223 or BIOL 224-225 or BIOL 226-227, plus
   10. BIOL 319 & 322 or BIOL 327, plus
   11. BIOL 315 or BIOL 430, plus
   12. Additional 300- and 400-level majors-applicable BIOL courses to complete a minimum of 48 hours. Students may count up to 3 credit hours of BIOL 369, 389, or 399 and up to 4 credit hours of BIOL 485 toward this major.

   **Supporting coursework**
   5. MATH 116 & 117 or MATH 118 or higher, plus
   6. PHYS 231-232 or 255-256, plus
   7. CHEM 120-121, plus
   8. Two courses from the following list:
      AGRO 350 and AGRO 452 or AGRO 454 or AGRO 455/456 or AGRO 457/458, BIOL 283, CHEM 222-223, CHEM 314 or CHEM 340-341, CHEM 330, CIS 343, CIS 226 or CS 226 or CS 230, GEOG 317, GEOG 328, GEOG 416, GEOG 417, MATH 136, MATH 137, MATH 142,

   **Proposed:**
   **Biology coursework**
   7. BIOL 120/121, plus
   8. BIOL 122/123, plus
   9. BIOL 222/223 or BIOL 224-225 or BIOL 226-227, plus
   10. BIOL 319 & 322 or BIOL 327, plus
   11. BIOL 315 or BIOL 430, plus
   12. Students select additional 300- and 400-level majors-applicable BIOL courses to complete a minimum of 48 hours. Students may count up to 3 credit hours of a combination of BIOL 369 and/or 399 and up to 4 credit hours of BIOL 485 toward this major.

   **Supporting coursework**
   5. MATH 116 & 117 or MATH 118 or higher, plus
   6. PHYS 231-232 or 255-256, plus
   7. CHEM 120-121, plus
   8. Two courses from the following list:
      AGRO 350 and AGRO 452 or AGRO 454 or AGRO 455/456 or AGRO 457/458, BIOL 283, CHEM 222-223, CHEM 314 or CHEM 340-341, CHEM 330, CIS 343, CIS 226 or CS 226 or CS 230, GEOG 317, GEOG 328, GEOG 416, GEOG 417, MATH 136, MATH 137, MATH 142,
MATH 305, MATH 307, PHYS 332-233 or PHYS 265-266, SOCL 302.

4. **Rationale for the proposed program change:** BIOL 389 will be suspended indefinitely effective the Fall 2012 semester and will no longer be a Biology elective option.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2012

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

   - Department of Biology: September 2, 2011
   - OCSE Curriculum Committee: December 1, 2011
   - Professional Education Council: December 14, 2011
   - Undergraduate Curriculum Committee: 01/26/2012
   - University Senate: 

**Attachment:** Program Inventory Form
November 11, 2011

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

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

1. Identification of program:
   1.4 Current program reference number: 563
   1.5 Current program title: Family and Consumer Sciences
   1.6 Credit hours: 51 hours

2. Identification of the proposed program changes:
   • Removing FACS 410 Internship as a requirement in the Child Studies concentration
   • Addition of an approved upper-level elective in the Child Studies concentration, chosen in conjunction with advisor.
     o Courses that could be used as an elective include:
       o FACS 391 Risk and Resilience
       o FACS 393 Play and Child Development
       o FACS 395 Child and Family Stress
       o FACS 396 Adoption Research and Theory
       o FACS 410 Internship
       o Other elective courses not listed here could be chosen in conjunction with advisor.

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current Catalog Program Description</th>
<th>Proposed Catalog Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major in Family and Consumer Sciences</td>
<td>Major in Family and Consumer Sciences</td>
</tr>
</tbody>
</table>

This program (reference number 563) offers three concentrations which lead to a Bachelor of Science degree: (1) Child Studies, which provides a program of study for those who wish to work in a child-focused environment but do not want teacher certification; (2) Family and Consumer Sciences Education, which leads to teacher certification; and (3) Family Studies, which provides a program of study for those who wish to work in a family-focused environment.

The concentration in Child Studies requires a minimum of 51 hours in Family and Consumer Sciences and related courses. A grade of “C” or above must be earned in the following courses required for this Emphasis: FACS 111, 180, 191, 192, 292, 294, 299, 310, 311, 380,
The concentration in Family and Consumer Sciences Education requires a minimum of 51 hours in Family and Consumer Sciences, and 31 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science degree. A grade of “C” or above must be earned in the following courses required for this major: FACS 111, 151, 180, 191, 310, 311, 380, 381, 481, 492, 493, 494, DMT 100, 110, 131, 223, CS 145 or CIS 141.

Professional education courses required are: EDU 250, SEC 351, 352, 489, 490, MGE 275, 490, LTCY 444, and PSY 310. No minor is required.

The concentration in Family Studies requires a minimum of 51 hours in Family and Consumer Sciences and related courses. A grade of “C” or above must be earned in the following courses required for this major: FACS 111, 180, 191, 310, 311, 380, 399, 410, 492, 493, 494, 495, 499, SOC 300, PSY 423 or SOC 342, PSY 430 or SOC 466 or 355, SOC 359 or PH 365. A minor or second major is required.

<table>
<thead>
<tr>
<th>Concentration in Child Studies</th>
<th>Concentration in Child Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACS 111 Human Nutrition</td>
<td>FACS 111 Human Nutrition</td>
</tr>
<tr>
<td>FACS 180 Found. in Family &amp; Consumer Sci</td>
<td>FACS 180 Found. in Family &amp; Consumer Sci</td>
</tr>
<tr>
<td>FACS 191 Child Development</td>
<td>FACS 191 Child Development</td>
</tr>
<tr>
<td>FACS 192 Working w/Young Children &amp; Fam</td>
<td>FACS 192 Working w/Young Children &amp; Fam</td>
</tr>
<tr>
<td>FACS 292 Diversity in Early Child Programs</td>
<td>FACS 292 Diversity in Early Child Programs</td>
</tr>
<tr>
<td>FACS 294 Assessment of Young Children</td>
<td>FACS 294 Assessment of Young Children</td>
</tr>
<tr>
<td>FACS 299 Admin of Early Childhood Programs</td>
<td>FACS 299 Admin of Early Childhood Programs</td>
</tr>
<tr>
<td>FACS 310 Management of Family Resources</td>
<td>FACS 310 Management of Family Resources</td>
</tr>
<tr>
<td>FACS 311 Family Relations</td>
<td>FACS 311 Family Relations</td>
</tr>
<tr>
<td>FACS 380 Prof. Presentation Techniques in FCS</td>
<td>FACS 380 Prof. Presentation Techniques in FCS</td>
</tr>
<tr>
<td>FACS 399 Implications of Research in FCS</td>
<td>FACS 399 Implications of Research in FCS</td>
</tr>
<tr>
<td><strong>FACS 410 Internship</strong></td>
<td><strong>FACS Upper-Level Elective</strong></td>
</tr>
<tr>
<td>FACS 492 Growth &amp; Guidance of Children</td>
<td>FACS 492 Growth &amp; Guidance of Children</td>
</tr>
<tr>
<td>FACS 493 Family Life Education</td>
<td>FACS 493 Family Life Education</td>
</tr>
<tr>
<td>FACS 494 Parenting Strategies</td>
<td>FACS 494 Parenting Strategies</td>
</tr>
<tr>
<td>FACS 499 Issues in Family &amp; Child Studies</td>
<td>FACS 499 Issues in Family &amp; Child Studies</td>
</tr>
<tr>
<td>SOCL 300 Using Statistics in Sociology</td>
<td>SOCL 300 Using Statistics in Sociology</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>51</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

Concentration in Family and Consumer Sciences Education

Concentration in Family and Consumer Sciences Education
<table>
<thead>
<tr>
<th>Concentration Courses (51)</th>
<th></th>
<th>Concentration Courses (51 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACS 111 Human Nutrition</td>
<td>3</td>
<td>FACS 111 Human Nutrition</td>
</tr>
<tr>
<td>FACS 151 Food Science</td>
<td>3</td>
<td>FACS 151 Food Science</td>
</tr>
<tr>
<td>FACS 180 Found. in Family &amp; Consumer Sci</td>
<td>3</td>
<td>FACS 180 Found. in Family &amp; Consumer Sci</td>
</tr>
<tr>
<td>FACS 191 Child Development</td>
<td>3</td>
<td>FACS 191 Child Development</td>
</tr>
<tr>
<td>FACS 310 Management of Family Resources</td>
<td>3</td>
<td>FACS 310 Management of Family Resources</td>
</tr>
<tr>
<td>FACS 311 Family Relations</td>
<td>3</td>
<td>FACS 311 Family Relations</td>
</tr>
<tr>
<td>FACS 380 Prof. Presentation Techniques in FCS</td>
<td>3</td>
<td>FACS 380 Prof. Presentation Techniques in FCS</td>
</tr>
<tr>
<td>FACS 381 Methods &amp; Materials in FCS Educ</td>
<td>3</td>
<td>FACS 381 Methods &amp; Materials in FCS Educ</td>
</tr>
<tr>
<td>FACS 481 Advanced Methods in FCS Education</td>
<td>3</td>
<td>FACS 481 Advanced Methods in FCS Education</td>
</tr>
<tr>
<td>FACS 492 Growth &amp; Guidance of Children</td>
<td>3</td>
<td>FACS 492 Growth &amp; Guidance of Children</td>
</tr>
<tr>
<td>FACS 493 Family Life Education</td>
<td>3</td>
<td>FACS 493 Family Life Education</td>
</tr>
<tr>
<td>FACS 494 Parenting Strategies</td>
<td>3</td>
<td>FACS 494 Parenting Strategies</td>
</tr>
<tr>
<td>DMT 100 Intro to Housing &amp; Interior Design</td>
<td>3</td>
<td>DMT 100 Intro to Housing &amp; Interior Design</td>
</tr>
<tr>
<td>DMT 110 Design Concepts</td>
<td>3</td>
<td>DMT 110 Design Concepts</td>
</tr>
<tr>
<td>DMT 131 Basic Apparel Construction</td>
<td>3</td>
<td>DMT 131 Basic Apparel Construction</td>
</tr>
<tr>
<td>DMT 223 Textiles</td>
<td>3</td>
<td>DMT 223 Textiles</td>
</tr>
<tr>
<td>CS 145 Intro to Computing</td>
<td>3</td>
<td>CS 145 Intro to Computing</td>
</tr>
<tr>
<td>OR CIS 141 Basic Computer Literacy</td>
<td>3</td>
<td>OR CIS 141 Basic Computer Literacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Education Courses (31 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 250 Intro to Teacher Education</td>
</tr>
<tr>
<td>SEC 351 Teach Strategies for Secondary Sch</td>
</tr>
<tr>
<td>SEC 352 Planning for Student Diversity</td>
</tr>
<tr>
<td>EDU 489 Student Teaching Seminar</td>
</tr>
<tr>
<td>SEC 490 Student Teaching</td>
</tr>
<tr>
<td>MGE 275 Found of Middle Grades Instr.</td>
</tr>
<tr>
<td>MGE 490 Student Teaching</td>
</tr>
<tr>
<td>LTCY 444 Reading in the Secondary Grades</td>
</tr>
<tr>
<td>PSY 310 Educational Psychology</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concentration in Family Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACS 111 Human Nutrition</td>
</tr>
<tr>
<td>FACS 180 Found. in Family &amp; Consumer Sci</td>
</tr>
<tr>
<td>FACS 191 Child Development</td>
</tr>
<tr>
<td>FACS 310 Management of Family Resources</td>
</tr>
<tr>
<td>FACS 311 Family Relations</td>
</tr>
<tr>
<td>FACS 380 Prof. Presentation Techniques in FCS</td>
</tr>
<tr>
<td>FACS 399 Implications of Research in FCS</td>
</tr>
<tr>
<td>FACS 410 Internship</td>
</tr>
<tr>
<td>FACS 492 Growth &amp; Guidance of Children</td>
</tr>
<tr>
<td>FACS 493 Family Life Education</td>
</tr>
<tr>
<td>FACS 494 Parenting Strategies</td>
</tr>
<tr>
<td>FACS 495 Interpersonal/Relationship Violence</td>
</tr>
<tr>
<td>FACS 499 Issues in Family &amp; Child Studies</td>
</tr>
<tr>
<td>SOC 300 Using Statistics in Sociology</td>
</tr>
<tr>
<td>PSY 423 Psych of Adult Life &amp; Aging</td>
</tr>
<tr>
<td>OR SOC 342 Aging in Society</td>
</tr>
<tr>
<td>PSY 430 Psychology of Women</td>
</tr>
<tr>
<td>OR SOC 466 Gender, Family &amp; Society</td>
</tr>
<tr>
<td>OR SOC 355 Sociology of Gender</td>
</tr>
<tr>
<td>SOC 359 Sexuality &amp; Society</td>
</tr>
<tr>
<td>OR PH 365 Human Sexuality</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
</tr>
</tbody>
</table>
4. **Rationale for the proposed program change:**

The FACS Internship in Child Studies was originally designed to help promote student engagement in our community. However, most of the classes have substantial student hands-on opportunities (for example, observation hours, assessments of families and children, and other interactions) and thus the internship is no longer warranted. Instead of replacing the FACS 410 Internship course with another course, we have decided it would be in the best interest of our students to allow them to choose an elective with advisor approval. In the event a student is interested in completing an internship, we are keeping the internship as one of the elective options.

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

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

   FACS Department/Division  
   CHHS Undergraduate Curriculum Committee  
   Undergraduate Curriculum Committee  
   University Senate
1. **Identification of program:**
   - 1.7 Current program reference number: 686
   - 1.8 Current program title: major in Political Science
   - 1.9 Credit hours: 34

2. **Identification of the proposed program changes:**
   - Required hours lowered from 19 to 18
   - Overall number of credit hours lowered from 34 to 33
   - PS 499 is being converted to a three hour course
   - PS 201, PS 250, PS 260, PS 301, PS 330, and PS 435 changed from required courses to restricted electives.

3. **Detailed program description:**

<table>
<thead>
<tr>
<th>Old Plan</th>
<th>New Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses -- 19 hours</strong></td>
<td><strong>Required Courses -- 18 hours</strong></td>
</tr>
<tr>
<td>PS 110 Introduction to American Government</td>
<td>PS 110 Introduction to American Government</td>
</tr>
<tr>
<td>PS 201 Concepts of Political Science</td>
<td>PS 499 Senior Seminar</td>
</tr>
<tr>
<td>PS 250 International Politics</td>
<td>Four of the following six courses, one of which must be PS 250 or PS 260</td>
</tr>
<tr>
<td>PS 260 Introduction to Comparative Politics</td>
<td>PS 201 Concepts of Political Science</td>
</tr>
<tr>
<td>PS 301 Research Methods in Political Science</td>
<td>PS 250 International Politics</td>
</tr>
<tr>
<td>PS 330 Introduction to Political Theory or PS 435 American Political Thought</td>
<td>PS 260 Introduction to Comparative Politics</td>
</tr>
<tr>
<td>PS 499 Senior Seminar in Government</td>
<td>PS 301 Research Methods in Political Science</td>
</tr>
<tr>
<td><strong>Electives -- 15 hours</strong></td>
<td><strong>Electives -- 15 hours</strong></td>
</tr>
<tr>
<td>With at least 10 hours consisting of 300/400 level courses, selected with approval of advisor. No more than 6 hours total can come from PS 403, 405, 407, and 498. PS 324 and 325 can both be repeated once. Three hours of credit from PS 324 and PS 325 can be used for the major and three hours from each can be used as general electives.</td>
<td>At least 17 credit hours in the major must be at the 300 level or higher. No more than 6 hours total can come from PS 403, 405, 407, and 498. PS 324 and 325 can both be repeated once. Three hours of credit from PS 324 and PS 325 can be used for the major and three hours from each can be used as general electives.</td>
</tr>
</tbody>
</table>

   | Total hours -- 34 | Total hours -- 33 |

4. **Rationale for the proposed program change:** The proposed changes to the Political Science major are designed to help the Department better meet the academic needs and interests of students. The current major is highly structured and includes a core of 19 required hours. The
rigid nature of the major currently requires that over half the credit hours earned by students in the major are in introductory level courses from the different fields within political science. The modification proposed here allows students to take more upper level courses within the major, while still receiving exposure to a wide range of topics. Upper level courses tend to have lower enrollment, place a greater emphasis on discussion and writing, and allow students to go into greater depth on topics covered in the course. We believe these benefits will better provide our students the skills they need to be academically successful.

The flexibility offered by the changes will have additional benefits. A large core of required classes requires that disproportionate amount of faculty resources are allocated to teaching introductory level classes. This limits the ability of the Department to offer a broader range of electives that would enhance the academic experience of our students. The large number of core courses relative to our total number of faculty also leads to frequent scheduling conflicts. The need to fit the high number of core courses into their schedule often prevents students from taking advantage of electives offered at the same time. The consensus of Department faculty is that the benefits associated with changes made to increase the depth of student learning are much greater than the relatively small sacrifice to the breadth of required coursework.

Although not a major factor influencing the decision to make changes in the requirements for the major, it is worth noting that adding the flexibility to the proposed major brings our requirements for students more in line with the requirements of other universities. In looking at over 25 other departments, there were a number of variations on how departments structured their requirements, but no schools had a similar large, inflexible core of required classes.

5. **Proposed term for implementation and special provisions (if applicable):**
   - Fall 2012

6. **Dates of prior committee approvals:**
   - Department/Division: ___________________ November 2, 2011
   - PCAL Curriculum Committee: December 1, 2011
   - Undergraduate Curriculum Committee: 01/26/2012
   - University Senate: ___________________

**Attachment:** No Program Inventory Form needed per Freida Eggleton on 11-02-11
Potter College of Arts and Letters  
Department of Modern Languages  
Proposal to Create a New Course  
(Proposal Date: 9/20/2011)

Contact Person: Laura G. McGee, laura.mcgee@wku.edu, 745-2401

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: JAPN 202
   1.2 Course title: Intermediate Japanese II
   1.3 Abbreviated course title: Intermediate Japanese II
   1.4 Credit hours and contact hours: 3
   1.5 Type of course: L
   1.6 Prerequisites/corequisites: JAPN 201 or equivalent
   1.7 Course catalog listing: Continued expansion of interpersonal communication skills at the intermediate level. Emphasis on increasing comprehension, the building of vocabulary, and on presentational modes of speaking and writing.

2. Rationale:
   2.1 Reason for developing the proposed course: This course provides an opportunity for students of Japanese to take a fourth semester of language study and complete the intermediate sequence. Enrollments are strong in first year Japanese courses and students have requested intermediate courses. Completion of 202 in any language is a requirement of the International Affairs major, so adding this course means that students with a focus on Asia can fulfill this requirement through the study of Japanese. As the university seeks to prepare students to be responsible citizens in a global society, Japanese 202 offers a route to learning more about the culture and history of Japan through language study. This course will contribute to WKU’s efforts at internationalization.
   2.2 Projected enrollment in the proposed course: 15-20.
   2.3 Relationship of the proposed course to courses now offered by the department: This course builds on the first three semesters of Japanese that are offered.
   2.4 Relationship of the proposed course to courses offered in other departments: Because this course affords access to the culture of Japan through language study, it will be of particular interest to students in Asian Studies, International Affairs, and International Business. Examples of courses it will complement are RELS 308: East Asian Religious Traditions, PS 449: International Political Economy, PS 366: Government and Politics in East Asia, as well as any of the Business courses with an international focus: ECON 380, FIN 436, MKT 324, MGT 303.
   2.5 Relationship of the proposed course to courses offered in other institutions: The University of Kentucky, the University of Louisville, Murray State University, and Northern Kentucky University all offer Japanese through the advanced level.

3. Discussion of proposed course:
   3.1 Course objectives: Students will
      ● Achieve a higher level of comprehension of written and spoken Japanese,
      ● Expand vocabulary and structures to include more communicative functions,
● Communicate at the paragraph level, with a greater degree of complexity,
● Gain an appreciation for the culture of Japan.

3.2 Content outline:
● Conversation on topics related to everyday life using a variety of tenses and structure combinations
● Recognition of Chinese characters (additional vocabulary on more topics)
● Writing of simple and compound Japanese sentences using hiragana and katakana
● Reading and comprehension of more complex authentic texts
● Phonetics practice for accuracy in pronunciation
● Reading and translation strategies for increasingly independent work
● Distinctions between formal and everyday speech, “masu” level of speech
● Japanese foods and customs related to the seasons
● Japanese geography, regional differences, and weather
● Epochs of Japanese history and their salient characteristics.

3.3 Student expectations and requirements: Requirements will include completion of reading and listening comprehension assignments, writing activities in and outside of class, speaking activities in small groups and in pairs, quizzes and tests.


4. Resources:
4.1 Library resources: adequate
4.2 Computer resources: adequate

5. Budget implications:
5.1 Proposed method of staffing: A qualified part time faculty member or a Japanese Teaching Assistant will teach the course.
5.2 Special equipment needed: none
5.3 Expendable materials needed: none
5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

   Modern Languages Department: October 11, 2011
   Potter College Curriculum Committee November 3, 2011
   General Education Committee (if applicable) November 29, 2011
   Undergraduate Curriculum Committee 01/26/2012
   University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form
Proposal Date: October 10, 2011

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Create a New Course
(Proposal Item)

Contact Person: Ekaterina Myakshina, Ekaterina.myakshina@wku.edu 745-2401

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: RUSS 201
   1.2 Course title: Intermediate Russian I
   1.3 Abbreviated course title: Intermediate Russian I
   1.4 Credit hours and contact hours: 3
   1.5 Type of course: L
   1.6 Prerequisites: RUSS 102
   1.7 Course catalog listing: Expansion of communication skills in increasingly complex and varied situations. Emphasis on conversational speaking, presentational writing and speaking, and understanding culturally specific texts and media.

2. Rationale:
   2.1 Reason for developing the proposed course: Current offerings end with Russian 102, although some majors in related areas require further language list further language study as an elective option. As the university seeks to prepare students to be responsible citizens in a global society, Russian 201 offers a route to learning more about the culture and history of Russia through language study. This proposal is for a third semester of Russian that can be offered on campus or in the context of study abroad. The intent is to offer Russian 201 as a faculty-led study abroad program in summer 2012. WKU has no other faculty-led study abroad programs to Russia, and only one consortium member program, a semester-long program in Moscow, so without this course, opportunities for short-term language study in Russia are very limited. This course will contribute to WKU’s efforts at internationalization.
   2.2 Projected enrollment in the proposed course: 20
   2.3 Relationship of the proposed course to courses now offered by the department:
      This course builds on the first year Russian courses offered in the department.
   2.4 Relationship of the proposed course to courses offered in other departments:
      The study of Russian will complement courses such as HIST 338: Russian to 1900, HIST 438: Twentieth century Russia, RELS 305: Christian Religious Traditions, PS 357: U.S. Foreign Policy
   2.5 Relationship of the proposed course to courses offered in other institutions:
      The University of Kentucky offers 5 years of Russian. The University of Louisville offers three years of Russian.

3. Discussion of proposed course:
   3.1 Course objectives: Upon completion of the course, students will
      • have greater mastery of grammatical and morphological structures
      • have achieved a higher level of comprehension and communication
      • be able to recognize roots and patterns, and use a dictionary with ease
be able to communicate beyond the simple short sentence format

3.2 Content outline: In this third semester course, students will move from Novice High to the Intermediate Low/Mid Level (ACTFL).

- Expansion of conversational skills through introduction of additional topics
- Reading and listening practice on additional topics
- Practice in using a dictionary and in writing
- Study of short literary texts and poetry: conventions, meaning, cultural context

3.3 Student expectations and requirements: Requirements will include completion of reading and listening comprehension assignments, writing activities in and outside of class, speaking activities in small groups and in pairs, quizzes and tests.


4. Resources: 4.1 Library resources: adequate
4.2 Computer resources: adequate

5. Budget implications:
5.1 Proposed method of staffing: Current part time staffing is adequate. However, if interest in Russian grows as we hope, the department might need to request a faculty line in the future to help support the growth.
5.2 Special equipment needed: none
5.3 Expendable materials needed: none
5.4 Laboratory materials needed: none

6. Proposed term for implementation: Summer 2012

7. Dates of prior committee approvals:
Modern Languages Department: October 11, 2011
Potter College Curriculum Committee November 3, 2011
General Education Committee (if applicable) November 29, 2011
Undergraduate Curriculum Committee January 26, 2012
University Senate

Attachment: Course Inventory Form
Potter College of Arts and Letters  
Department of Philosophy and Religion  
Proposal to Create a New Course  
(Action Item)

Contact Person: Paul Fischer, paul.fischer@wku.edu, 745-5758

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: RELS 317
   1.2 Course title: Confucianism
   1.3 Abbreviated course title: Confucianism
   1.4 Credit hours and contact hours: 3
   1.5 Type of course: L
   1.6 Prerequisites/corequisites: None
   1.7 Course catalog listing: A survey of the evolution of Chinese Confucian thought, from the ethical and ritual considerations of Confucius, through the scholastic self-cultivation of Zhu Xi, to the ecological and gender concerns of modern New Confucians.

2. Rationale:
   2.1 Reason for developing the proposed course: This will be a foundational course for the Asian Religions and Cultures major, an important addition to the Traditions offerings in the Religious Studies major, a theoretical framework for the History of China courses in the History major, and a much-needed cultural component for the Chinese Flagship Honors program.

   The Asian Religions and Cultures major is a new major at WKU and will certainly be enriched by the addition of Confucianism, given that Confucianism has been central to Chinese culture for 2,500 years. The ARC major was created, in part, to pursue WKU’s commitment to being a university with “international reach.” China is a conspicuous part of the international community. Confucianism is an important part of Chinese culture.

   Confucianism is the most important intellectual narrative in the entire history of East Asia. Confucius (551-479) is venerated as the “First Teacher” and is credited with putting the cultivation of morality front and center for the individual, the family, the social community, and the political state. His followers created the first Imperial university in 124 BCE, and this institution remained the training ground for all imperial ministers until 1905 CE. During these two millennia, Confucianism was the official state ideology. Its influence is beyond measure. When the last dynasty fell in 1911, it was followed by civil war, Japanese occupation, and another civil war. When communists took over in 1949, Confucianism was first ignored, then vilified. But since the opening of China in the early 1980s, Confucianism has made a strong return. A statue of Confucius was recently erected in Tiananmen Square, and the Chinese government recently decided to call their international outreach centers “Confucius Institutes.” Simply put, if one is to understand China—its history, religion, literature, art, politics,
social life, family structure, gender issues, even business practices—one must know something about the people, texts, ideas, and issues that have had the single largest influence on its intellectual life of the Chinese in recorded history.

Currently the Religious Studies department offers a line of “Traditions” classes that include Judaism, Christianity, Islam, Hinduism, and Buddhism. This list of offerings is skewed toward West and South Asia; an expansion into East Asia would improve its “international reach” considerably.

The History department currently teaches a few classes on the political history of China and East Asia. A class on Confucianism would serve as an intellectual component that would complement a political history quite nicely. The ebb and flow of international relations, military conquests, and domestic policies is one thing, but knowledge of the motivating factors (besides the usual avarice) that moved the hearts and minds of the people—both rulers and ruled—is necessary for a better understanding. Western imperialism perpetrated a century of crushing evil on China. Communism added an additional three decades of hardship. Now news of its rise is in the papers daily. WKU students should be not just prepared for this, but engaged with it. Meaningful engagement requires cultural understanding. A cultural understanding of China is not possible without at least an introduction to Confucianism. The course proposed here is only a first step in this endeavor in the Philosophy and Religion department at WKU.

WKU is the proud home of a new Chinese Flagship program. Students are trained to interact with Chinese-speakers in specific ways congruent with their majors. This course would give them some general cultural background that will be useful to any student wishing to pursue work in China. In addition, the current focus on Chinese language learning is on speaking modern Mandarin and secondarily on writing simplified graphs. Those students wishing to try their hand at Classical Chinese, and at reading traditional graphs, may be able to do this in conjunction with this proposed Confucianism course.

2.2 Projected enrollment in the proposed course: 20-40, based on the enrollment of other 300-level Traditions classes and the degree of interest shown by current students.

2.3 Relationship of the proposed course to courses now offered by the department: The Religious Studies department now offers Traditions courses on Buddhism, Hinduism, Judaism, Christianity, Islam, and Native American religions (see RELS 302-307). With the advent of the Asian Religions and Cultures major, and the increasing “global outlook” of the department and the university, an expansion of courses to investigate the main religions of East Asia is warranted.

2.4 Relationship of the proposed course to courses offered in other departments: This course will complement related courses in History, such as “Introduction to Asian Civilization” (110), “Traditional East Asia” (460), “Modern East Asia” (461), “Modern China” (471), “Modern Japan” (472), the “People and Cultures of Asia” (341) course in Anthropology, the “Government and Politics” (366) course in Political Science, the Chinese language courses offered by the Chinese Flagship program and newly-expanded Chinese program, and will constitute an obvious link to the WKU Confucius Institute and its community outreach efforts. Courses in History, Anthropology, and Political Science often describe what has happened; this proposed course will go a significant way toward answering why things happened as they did.
2.5 Relationship of the proposed course to courses offered in other institutions:
Religious Studies departments at leading institutions in the US and abroad commonly offer a course on Confucianism. For example:
Harvard (taught by Tu Wei-ming)
Yale (taught by Ann Ping chin)
University of Colorado at Boulder (taught by Rodney Taylor)
Indiana University (taught by Michael Ing)

3. Discussion of proposed course:
3.1 Course objectives:
Introduce students to the main intellectual tradition of China.
Examine some of the texts that are central to that tradition.
Analyze the effects of this tradition on people past and present.
Consider the implications this tradition has for understanding religion and history.
Articulate timely and scholarly theses relating to this tradition.
Increase global awareness.

3.2 Content outline:
I. The Rejection and Rehabilitation of Confucius in Socialist China
II. Pre-Han Confucianism: Confucius and Warring States China
III. Han Confucianism: Dong Zhongshu and Han Syncretic Confucianism
IV. Wei-Jin Confucianism: He Yan and Daojia Confucianism
V. Tang Confucianism: Han Yu and Buddhist-Confucian Confrontation
VI. Song Confucianism: Zhu Xi and the Confucian Renaissance
VII. Ming Confucianism: Confucian Gender Ideals
VIII. Qing Confucianism: “From Philosophy to Philology”
IX. Modern Confucianism: New Confucianism and Ecology

3.3 Student expectations and requirements:
Attendance and note-taking
Class discussion
Exam
Research paper
Book review
Digital narrative

3.4 Tentative texts and course materials:

4. Resources:
4.1 Library resources: Sufficient
4.2 Computer resources: Sufficient

5. Budget implications:
5.1 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.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: 201230

7. Dates of prior committee approvals:

- Religious Studies program: September 14, 2011
- Department of Philosophy and Religion: September 21, 2011
- Potter College Curriculum Committee: December 1, 2011
- Undergraduate Curriculum Committee: 01/26/2012
- University Senate: ____________________________

Attachment: Bibliography, Library Resources Form, Course Inventory Form
Potter College of Arts and Letters  
Department of Philosophy and Religion  
Proposal to Create a New Course  
(Action Item)

Contact Person: Paul Fischer, paul.fischer@wku.edu, 745-5758

1. **Identification of proposed course:**
   1.1 Course prefix (subject area) and number: RELS 318
   1.2 Course title: Daoism
   1.3 Abbreviated course title: Daoism
   1.4 Credit hours and contact hours: 3
   1.5 Type of course: L
   1.6 Prerequisites/corequisites: None
   1.7 Course catalog listing: A survey of the evolution of Chinese Daoism, from its appearance as a philosophical school c.400 BCE, through its later iterations in a variety of religious organizations.

2. **Rationale:**
   2.1 Reason for developing the proposed course: This will be a foundational course for the Asian Religions and Cultures major, an important addition to the Traditions offerings in the Religious Studies major, a theoretical framework for the History of China courses in the History major, and a much-needed cultural component for the Chinese Flagship Honors program.

   The Asian Religions and Cultures major is a new major at WKU and will certainly be enriched by the addition of Daoism, given that Daoism has been central to Chinese culture for 2,500 years. The ARC major was created, in part, to pursue WKU’s commitment to being a university with “international reach.” China is a conspicuous part of the international community. Daoism is an important part of Chinese culture.

   Daoism is China’s oldest and most popular native religion. Its literature and ideas have influenced all of East Asian culture. The younger sibling of Confucianism, Daoism and Confucianism have for centuries been characterized as the yin and yang of Chinese culture. Where Confucianism focuses on social ethics and politics, Daoism focuses on individual self-cultivation and the supernatural. Lao Zi, the founder of Daoism, is held to have been a teacher of Confucius. His text, the *Daodejing*, is the Bhagavad Gita, or the Sermon on the Mount, of China—everyone of all ages has at least some of it memorized. Some claim it is the most-often translated book in the history of the world. Daoism is concerned with gods and ghosts, revelation and miracles, sin and redemption, priests and purity, apocalypticism and salvation, health and longevity, poetry and painting. If Confucianism is the mind of China, then Daoism is its heart. Begun as a poetic description of how to attain harmony with the way of heaven, Daoism after 142 CE evolved into a variety of religious paths that aimed to save the soul of those who would listen. Along with Buddhism, Confucianism and Daoism constitute the “Three Teachings” of China. These traditions do not manifest the
apparent enmity between the ostensibly fraternal religions of Judaism, Christianity, and Islam, but rather have coexisted, and even intermingled, for centuries. These religious traditions, necessary in themselves for understanding religion as a universal category, thereby also serve as useful and interesting counterpoints to the Western traditions.

Currently the Religious Studies department offers a line of “Traditions” classes that include Judaism, Christianity, Islam, Hinduism, and Buddhism. This list of offerings is skewed toward West and South Asia; an expansion into East Asia would improve its “international reach” considerably.

The History department currently teaches a few classes on the political history of China and East Asia. A class on Daoism would serve nicely as part of an intellectual history that would complement a political history quite nicely.

WKU is the proud home of a new Chinese Flagship program. Students are trained to interact with Chinese-speakers in specific ways congruent with their majors. This course would give them some general cultural background that would be useful to any student wishing to pursue work in China. In addition, the focus on Chinese language learning is on speaking modern Mandarin and secondarily on writing simplified graphs. Those students wishing to try their hand at Classical Chinese, and at reading traditional graphs, may be able to do this in conjunction with this proposed Daoism course.

2.2 Projected enrollment in the proposed course: 20-40, based on the enrollment of other 300-level Traditions classes and the degree of interest shown by current students.

2.3 Relationship of the proposed course to courses now offered by the department: The Religious Studies department now offers Traditions courses on Buddhism, Hinduism, Judaism, Christianity, Islam, and Native American religions (see RELS 302-307). With the advent of the Asian Religions and Cultures major, and the increasing “global outlook” of the department and the university, an expansion of courses to investigate the main religions of East Asia is warranted.

2.4 Relationship of the proposed course to courses offered in other departments: This course will complement related courses in History, such as “Introduction to Asian Civilization” (110), “Traditional East Asia” (460), “Modern East Asia” (461), “Modern China” (471), “Modern Japan” (472), the “People and Cultures of Asia” (341) course in Anthropology, the “Government and Politics” (366) course in Political Science, the Chinese language courses offered by the Chinese Flagship program and newly-expanded Chinese program, and will constitute an obvious link to the WKU Confucius Institute and its community outreach efforts. Courses in History, Anthropology, and Political Science often describe what has happened; this proposed course will go a significant way toward answering why things happened as they did.

2.5 Relationship of the proposed course to courses offered in other institutions: Religious Studies departments at leading institutions in the US and abroad commonly offer a course on Daoism. For example:

- Arizona State University (taught by Stephen Bokenkamp)
- Boston University (taught by Louis Komjathy)
- University of Virginia (taught by Jane Geaney)
- University of Georgia (taught by Russell Kirkland)
3. **Discussion of proposed course:**

3.1 Course objectives:
- Introduce students to one of the main intellectual traditions of China.
- Examine some of the texts that are central to that tradition.
- Analyze the effects of this tradition on people past and present.
- Consider the implications this tradition has for understanding religion and history.
- Articulate timely and scholarly theses relating to this tradition.
- Increase global awareness.

3.2 Content outline:
- I. Philosophical Daoism
  - i. Lao Zi
  - ii. “Nei Ye”
  - iii. Zhuang Zi
  - iv. Huainan Zi
- II. Early Religious Daoism
  - i. Celestial Master Daoism
  - ii. Upper Purity Daoism
- III. Later Religious Daoism
  - i. Luminous Treasure Daoism
  - ii. Complete Perfection Daoism

3.3 Student expectations and requirements:
- Attendance and note-taking
- Class discussion
- Exam
- Research paper
- Book review
- Digital narrative

3.4 Tentative texts and course materials:

4. **Resources:**

4.1 Library resources: Sufficient

4.2 Computer resources: Sufficient

5. **Budget implications:**

5.1 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.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. **Proposed term for implementation:** 201230
7. **Dates of prior committee approvals:**

- Religious Studies program: September 14, 2011
- Department of Philosophy and Religion: September 21, 2011
- Potter College Curriculum Committee: December 1, 2011
- Undergraduate Curriculum Committee: 01/26/2012
- University Senate: 

**Attachment:** Bibliography, Library Resources Form, Course Inventory Form
Potter College of Arts & Letters  
PCAL Interdisciplinary Studies  
Proposal to Create a New Course  
(Proposal Date: 10/21/2011)

Contact Person: Jennifer Markin, jennifer.markin@wku.edu, 5-2345

1. **Identification of proposed course:**
   1.1 Course prefix (subject area) and number: PCAL 175
   1.2 Course title: Potter College of Arts & Letters University Experience
   1.3 Abbreviated course title: PCAL University Experience
   1.4 Credit hours and contact hours: 3 hours
   1.5 Type of course: Seminar
   1.6 Prerequisites: For first year or transfer students with fewer than 6 hours of credit in declared major
   1.7 Course catalog listing: Transition to the university experience geared towards first year students. Topics include academic skills, critical thinking skills, library education, campus resources, and personal development. Special emphasis on careers and degree programs related to the fields within Potter College of Arts & Letters. Course is restricted to those with majors, including exploratory, within Potter College.

2. **Rationale:**
   2.1 Reason for developing the proposed course:
   This course offers a discipline-based university experience course geared specifically toward students who are exploratory within PCAL, but applicable to all those with majors in the College. Currently PCAL contributes to the UC 175 sections. PCAL 175 will allow us to offer a course more focused on the needs of PCAL students.

   A 3 hour course would allow for a more in-depth exploration of majors, minors, and career options within the College, while fostering a connection with the college and WKU aimed at increasing retention. PCAL 175 will include the academic success skills typically covered in UC 175 (2 hours) and the special topic focus of UC 176 (1 hour) into one, 3 hour course. This ability to explore majors and opportunities within the College has a positive impact on retention in and of itself, and the earlier a student declares a major the higher the chance of retention. An intentional, guided exploration of the opportunities within the College works to accomplish this goal. This focus on retaining students is part of the WKU Rally for Retention program.

   2.2 Projected enrollment in the proposed course: 25 per section based on current UC 175 class enrollment

   2.3 Relationship of the proposed course to courses now offered by the department: This course could compliment any major/minor within PCAL by providing an overview of the College as a whole and strengthening college success skills.

   2.4 Relationship of the proposed course to courses offered in other departments:
This course would expand on the college success skills portion of the 2 hour UC 175 course similar to other college/department specific UC 175 courses: CHHS 175 University Experience-Health and Human Services, BA 175 University Experience-Business, PSY 175 University Experience, BIOL 175 University Experience-Biology, PERF 175 University Experience: Performing Arts, etc.

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

Freshman seminar or freshman transition courses are a common practice in higher education. Typically, these courses are aimed at providing students with both the academic and administrative skills to be successful in college, ease the transition to the institution, and increase retention. Middle Tennessee State University UNIV 1010 University Seminar, Northern Kentucky University UNV 101 Orientation to College & Beyond, University of Kentucky UK 101 and UK 201 (special topics), Murray State University FYE 098 and FYE 099 Freshman Orientation, Missouri State University GEP 101 First-Year Foundations, Western Illinois University UNIV 100 Personal Growth in Higher Education, etc.

3. Discussion of proposed course:

3.1 Course objectives:

- Students will be able to demonstrate critical thinking and reading skills
- Students will further the ability to establish priorities and manage time
- Students will be able to conduct basic research in the University Libraries
- Students will develop greater proficiency in oral and written communication
- Students will engage in active learning through effective classroom strategies/methods
- Students will be able to assess several career options specific to PCAL and to make academic plans for them
- Students will complete research on all academic aspects of PCAL
- Students will engage with communities other than their own in purposeful learning activities that explicitly address their capacity and responsibility to contribute to community and society

3.2 Content outline:

- WKU traditions and organizational culture
- Learning and personality type assessment with application to academics and career path
- Critically analyze written and spoken information with a focus on arguments and hypothesis relevant to academic disciplines within PCAL
- Technical academic skills: Study skills, how to read for understanding, note-taking, test taking strategies, understanding iCAP and the role of the advisee, available campus resources, and how to use the WKU library resources for research
- Personal development skills: time management, financial management, health issues faced by college students, and beginning cultural identity awareness
- Career exploration: available careers related to PCAL majors, cover letters and resumes, business etiquette, mock interview practice
- Class presentations by faculty and students within PCAL on majors, minors, and career opportunities within the College

3.3 Student expectations and requirements:

Students will be required to do: course readings, attend classes and participate in discussion, model successful academic habits, attend on-campus events and write
reports, do independent research on topics related to PCAL and present information to the class, critically evaluate material, demonstrate skills related to the job search process, and take exams over all course content.

3.4 Tentative texts and course materials:

- Readings made available on Blackboard focusing on the academic disciplines within PCAL similar to those previously used in the UC 175 restricted to PCAL Exploratory students:

4. Resources:

4.1 Library resources: adequate
4.2 Computer resources: adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is adequate for projected enrollment. An increase in course enrollment may require additional personnel in the future.
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:

PCAL Dean’s Office: October 24, 2011
Potter College Curriculum Committee: December 1, 2011
Undergraduate Curriculum Committee: 01/26/2012
University Senate: 

Attachment: Course Inventory Form
Ogden College of Science and Engineering  
Department of Biology  
Proposal to Make Multiple Revisions to a Course  
(Action Item)  

Contact Person: Scott A. Grubbs, scott.grubbs@wku.edu, 745-5048  

1. **Identification of course:**  
   1.1 Current course prefix (subject area) and number: BIOL 369  
   1.2 Course title: Cooperative Education in Biology I  
   1.3 Credit hours: 3  

2. **Revise course prerequisites:**  
   2.1 Current prerequisites: Sophomore or junior standing  
   2.2 Proposed prerequisites: BIOL 120/121 and BIOL 122/123 with a grade of “C” or higher and consent of instructor  
   2.3 Rationale for revision of course prerequisites: The existing prerequisites for BIOL 369, “Sophomore or junior standing”, does not specify that an undergraduate student should have at least freshman-level Biology majors coursework prior to enrolling in an upper division course. The sequence BIOL 120/121 and BIOL 122/123 is required for both Biology majors and the Biology minor prior to enrollment in all subsequent majors courses. This is a reasonable expectation for students wishing to enroll in BIOL 369. Moreover, the requirement of a minimum letter grade of “C” for both lecture-lab sequences is an additional means that the external co-op/internship entity receives a student who has performed at least adequately in the foundation courses.  
   2.4 Effect on completion of major/minor sequence: No effect  

3. **Revise course catalog listing:**  
   3.1 Current course catalog listing: Practical out-of-classroom experience in a supervised work situation with a cooperating business, industry, or government agency, emphasizing application of knowledge and skills in specific areas of biology.  
   3.2 Proposed course catalog listing: Practical out-of-classroom experience in a supervised work or research environment with a cooperating business, industry, government agency or laboratory, emphasizing application of knowledge and skills in specific areas of biology.  
   3.3 Rationale for revision of course catalog listing: Internships can be designed as either academic (i.e., conducting research in a laboratory setting of a different institution or facility) or experiential (e.g., industry). The Biology Department simply wants to clarify that an internship can be performed at an external research laboratory or facility.  

4. **Revise course credit hours:**  
   4.1 Current course credit hours: 3  
   4.2 Proposed course credit hours: 1–3
4.3 Rationale for revision of course credit hours: The proposed change allows students greater flexibility to participate in experiences of varying duration, projects, and with different entities.

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

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

   Department of Biology: September 2, 2011

   OCSE Curriculum Committee: December 1, 2011

   Undergraduate Curriculum Committee: 

   University Senate: 

**Attachment:** Course Inventory Form
Potter College of Arts and Letters  
Department of Political Science  
Proposal to Revise Course Credit Hours  
(Action Item)

Contact Person: Saundra Curry Ardrey, Saundra.ardrey@wku.edu  745-4559

1. **Identification of course:**  
   1.1 Current course prefix (subject area) and number: PS 499  
   1.2 Course title: Senior Seminar in Government  
   1.3 Credit hours: 1

2. **Proposed course credit hours:** 3

3. **Rationale for the revision of course credit hours:**  
   The requirements for senior seminar have grown in the past several years. The course requires students to identify a contemporary issue or problem and to work with community partners to develop a project that addresses the issue. In developing their projects, students have consistently commented (complained) that they spend lots of time both in an out of the classroom on required elements of the project. These activities include research to integrate discipline concepts into their projects and analysis, community meetings, and presentation of the project. For a three hour course, contact hours should be 37 hours. Students have documented that the average time spent on this course is ten hours of in-class lecture, 15 hours group meetings and 10 to 15 hours of community organizing and planning.

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

5. **Dates of prior committee approvals:**  
   
   Department/Division:  
   November 2, 2011  
   Curriculum Committee  
   December 1, 2011  
   Undergraduate Curriculum Committee  
   University Senate

**Attachment:** Course Inventory Form