Undergraduate Curriculum Committee
Western Kentucky University

Report to the University Senate:

Date: **29 March 2012**
From: **John White, Chair**

The Undergraduate Curriculum Committee submits the following items from the 29 March 2012 meeting for approval by the University Senate:

Information Item Report:

I. Delete a Course
        MATH 106
        MATH 116E
        MATH 211
        MATH 212
        MATH 122
        CS 244

II. Suspend a Course
        BUS 160C

III. Revise Course Prerequisites/Corequisites
        IDST 495
        ART 431
        MATH 116
        ACCT 300
        ACCT 310
        LTCY 420

VIII. Revise Course Catalog Listing
        MATH 331

XIV. Revise Course Title
        SM 346, 347, 348, 443, 444, 446, 447
        RELS 302
        RELS 303
        RELS 304
        RELS 306

Consent Item Report:
IV. Revise a Program
        #288 Business (Core Classes)
        #288 Business, Business Management Prep Concentration

#558 Bachelor of Interdisciplinary Studies
#447 Minor in Religious Studies
#769 Major in Religious Studies
#594P Social Work
#367 Facility and Event Management
#575 Technology Management

V. Create a New Course
HON 105
IDST 350
IDST 395
LEAD 300
CHIN 306
CHIN 318
CHIN 320
CHIN 333
CHIN 401
CHIN 402
CHIN 418
CHIN 420
PHIL 332
SPM 300
SPM 310
SPM 330
SPED 335
SPED 340
SPED 345
SPED 350
SPED 400
SPED 424
SPED 425
SPED 480

VI. Make Multiple Revisions to a Course
RELS 305
SPM 402
SPM 404

XI. Revise Course Credit Hours
CHEM 120
CHEM 121

XVII. Create a New Certificate Program
CNSS 4011

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

Contact Person: Robin Ayers, robin.ayers@wku.edu, (270) 745-5009

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: MATH 106
    1.2   Course title: AC support for MATH 116E
    1.3   Credit hours: NA

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

MATH 116E and MATH 106 are no longer needed due to the change in prerequisites for MATH 116.

MATH 106 has been a mandated academic support class for students enrolled in the enhanced version of College Algebra, MATH 116E, which is also being deleted. Academic support for students enrolled in MATH 116 will still be available in the Mathematics Tutoring Laboratory, which is open five days per week from early morning until late afternoon. Instructors of MATH 116 may require students needing assistance to spend a stipulated amount of time each week receiving academic support outside of the scheduled class meeting time, based upon the needs of each particular student.

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

    None

4. **Proposed term for implementation:**

    Fall 2012

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

    Department of Mathematics and Computer Science __Feb. 10, 2012 ____

    OCSE Curriculum Committee   __March 1, 2012_____

    General Education Committee   _____

    Undergraduate Curriculum Committee   _____

    University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Robin Ayers, robin.ayers@wku.edu, (270) 745-5009

1.   Identification of course:
    1.1   Current course prefix (subject area) and number: MATH 116E
    1.2   Course title: College Algebra
    1.3   Credit hours: 3 hours

2.   Rationale for the course deletion:

MATH 116E and its accompanying academic support class, MATH 106, are no longer needed due to the change in prerequisites for MATH 116.

Students enrolled in MATH 116E, the enhanced version of MATH 116, had been required to simultaneously enroll in MATH 106, an academic support class that is also being deleted. Academic support for students enrolled in MATH 116 will still be available in the Mathematics Tutoring Laboratory, which is open five days per week from early morning until late afternoon. Instructors of MATH 116 may require students needing assistance to spend a stipulated amount of time each week receiving academic support outside of the scheduled class meeting time, based upon the needs of each particular student.

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

4.   Proposed term for implementation: Fall 2012

5.   Dates of prior committee approvals:

    Department of Mathematics and Computer Science __Feb. 10, 2012 ____

    OCSE Curriculum Committee   __March 1, 2012____

    General Education Committee   _____

    Undergraduate Curriculum Committee   _____

    University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 745-2961

1.   **Identification of course:**
        1.1   Current course prefix (subject area) and number: MATH 211
        1.2   Course title: Math for Elementary Teachers I
        1.3   Credit hours: 3

2.   **Rationale for the course deletion:**
        Math 211 was part of a two-course sequence required for elementary, middle grades, and
        exceptional education majors. This course sequence, Math 211 and Math 212, has been
        replaced with a three course sequence (Math 205, Math 206, and Math 308). As a result,
        Math 211 is no longer offered.

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

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

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

        Mathematics & Computer Science Department: _1/27/2012_____

        Ogden Curriculum Committee   _3/01/2012_____

        Professional Education Council   _3/14/2012_____

        Undergraduate Curriculum Committee   _____

        University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 745-2961

1.   Identification of course:
    1.1   Current course prefix (subject area) and number: MATH 212
    1.2   Course title: Math for Elementary Teachers II
    1.3   Credit hours: 3

2.   Rationale for the course deletion:
    Math 212 was part of a two-course sequence required for elementary, middle grades, and exceptional education majors. This course sequence, Math 211 and Math 212, has been replaced with a three course sequence (Math 205, Math 206, and Math 308). As a result, Math 212 is no longer offered.

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

4.   Proposed term for implementation:
    Fall 2012

5.   Dates of prior committee approvals:

    Mathematics & Computer Science Department: _1-27-2012_____

    Ogden Curriculum Committee   _3/01/2012_____

    Professional Education Council   _3/14/2012_____

    Undergraduate Curriculum Committee   _____

    University Senate   _____

Attachment: Course Inventory Form

Proposal Date: 01/19/2012

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

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

1.   Identification of course:
     1.1   Current course prefix (subject area) and number: MATH 122
     1.2   Course title: Calculus of a Single Variable I
     1.3   Credit hours: 3

2.   Rationale for the course deletion:
MATH 122 was the first of a 3-semester calculus sequence (MATH122-132-232) that was equivalent to our previous MATH 126-227 calculus sequence. Two of the courses in the sequence (MATH 132 and MATH 232) have already been deleted. Since we no longer offer MATH 122, it should be deleted as well. Our current calculus sequence is MATH 136-137.

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

4.   Proposed term for implementation: Fall 2012

5.   Dates of prior committee approvals:

     Department of Mathematics and Computer Science: _1/27/2012_____

     OSCS Curriculum Committee   _3/01/2012_____

     Professional Education Council (if applicable)   _3/14/2012_____

     Undergraduate Curriculum Committee   _____

     University Senate   _____

Attachment: Course Inventory Form

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

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

1.   **Identification of course:**
        1.1   Current course prefix (subject area) and number: CS 244
        1.2   Course title: Lab Computer Science I
        1.3   Credit hours: 1

2.   **Rationale for the course deletion:**
        CS 244 was the lab component of CS 240 (a 3-hour course) whose number was changed
        to CS 180 in 2010. At that time, the content of CS 244 was incorporated into CS 180 (a
        4-hour course); therefore, CS 244 is no longer needed.

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

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

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

        Department of Math and CS   _____Feb. 7, 2012____

        Ogden College Curriculum Committee   ___March 14, 2012__

        Undergraduate Curriculum Committee   _____

        University Senate   _____

Attachment: Course Inventory Form

University College
Department of Professional Studies
Proposal to Suspend a Course
(Consent Item)

Contact Person: Ron Mitchell, ron.mitchell@kwu.edu, 780-2535

1.   **Identification of course:**
        1.1   Current course prefix (subject area) and number: BUS 160C
        1.2   Course title: FINANCIAL MANGEMENT
        1.3   Credit hours: 3

2.   **Rationale for the course suspension:** Course is being replaced by FINC 161C. BUS 160C is no longer offered at South Campus.

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

4.   **Proposed term for implementation:** 201230

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

      Professional Studies Department: February 8, 2012

      University College Curriculum Committee: February 27, 2012

      Undergraduate Curriculum Committee   _____

      University Senate   _____

Attachment: Course Inventory Form

University College
Department of Interdisciplinary Studies
Proposal to Revise Course Prerequisites
(Consent Item)

Contact Person: Kenneth W. Kuehn, 745-5191, Kenneth.kuehn@wku.edu

1. **Identification of course:**
   1.1   Course prefix (subject area) and number: IDST 495
   1.2   Course title: Interdisciplinary Studies Capstone
   1.3   Credit hours: 3

2. **Current prerequisites:** BIS major (558), senior standing, or permission of the instructor.

3. **Proposed prerequisites:** BIS major (558), senior standing, IDST 395, or permission of the instructor.

4. **Rationale for the revision of prerequisites:** A new course, IDST 395 – Investigative Methods in Interdisciplinary Studies, has been created and is intended to precede the existing IDST 495 capstone course.

5. **Effect on completion of major/minor sequence:** All students in the BIS program will need to complete IDST 395 prior to enrolling in the IDST 495 capstone course.

6. **Proposed term for implementation:** Spring 2013

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

   Department of Interdisciplinary Studies: February 15, 2012

   University College Curriculum Committee   February 27, 2012

   Undergraduate Curriculum Committee   March 29, 2012

   University Senate   _____

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Art
Proposal to Revise Course Prerequisites
(Consent Item)

Contact Person: Michael Nichols, Mike.Nichols@wku.edu, 745-5937

1.   **Identification of course:**
      1.1   Course prefix (subject area) and number: Art 431
      1.2   Course title: Illustration
      1.3   Credit hours: 3

2.   **Current prerequisites requirements:** Art 231

3.   **Proposed prerequisites requirements:** Art 231 and Art 340, or Permission of Instructor

4.   **Rationale for the revision of prerequisites/ special requirements:** Students are currently able to register for ART 431 before completing the department's foundational drawing courses, ART 140 and ART 240 (pre-requisites for ART 340). Requiring that students also complete a third drawing course, ART 340, or seek permission of the instructor, ensures that students have the appropriate drawing skills for Art 431, a class that stresses the application of various graphic media to solve problems in illustration. In the past, this class enrolled with juniors or seniors who had these prerequisites but recent scheduling changes have made it available to students who are underprepared. Students in the BFA Graphic Design track are required to take either ART 440 or ART 431. Both courses would now require the same level of drawing skills.

5.   **Effect on completion of major/minor sequence:** This change promotes efficient matriculation through the BFA Graphic Design track.

6.   **Proposed term for implementation:** Spring 2013

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

      Art Department/Division: 2/17/2012

      Potter College Curriculum Committee   March 1, 2012

      Undergraduate Curriculum Committee   _____

      University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Robin Ayers, robin.ayers@wku.edu, 270-745-5009

1. **Identification of course:**
    1.1   Course prefix (subject area) and number: MATH 116
    1.2   Course title: College Algebra
    1.3   Credit hours: 3 hours

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

Prerequisites: High school Algebra I and II and satisfactory score on Math Placement Exam; or
DMA 096C with a grade of C or better. Student must enroll in MATH 116E if his/her DMA
096C grade was a C, or previous MATH 116 grade was D, F, or W, or Math ACT and MPE
scores indicate need for enhanced version. Corequisite for MATH 116E: MATH 106 Academic
Support for MATH 116E. Special Requirement: Students who withdraw from MATH 106 must
also withdraw from MATH 116E.

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

Prerequisites: Math ACT score of 22 or better **or** Math SAT score of 510 or better **or** a score of
14 or better on the WKU Math Placement Exam **or** a score of 14 or better on the KYOTE **or** a
score of 50 or better on the COMPASS (College Algebra domain) **or** DMA 096C with a grade of
C or better.

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

The Kentucky Council on Post-Secondary Education (CPE) has mandated that students with Math ACT
scores of 22 or better be permitted to enroll in College Algebra. The Kentucky Online Testing Program
(KYOTE) is an online placement and testing system endorsed by the CPE. COMPASS is a computer-
adaptive college placement test offered throughout the United States. WKU is now honoring scores on
those placement tests in addition to the WKU Math Placement Exam (MPE). Specific scores on each of
these tests are now included in the prerequisites in order to provide more useful information to
students and advisors.

All references to MATH 116E (and MATH 106) have been omitted from the prerequisites
because that enhanced version of College Algebra is no longer being offered.

5. **Effect on completion of major/minor sequence:** Not applicable

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

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

Department of Mathematics and Computer Science   Feb. 10, 2012

OCSE Curriculum Committee   March 1, 2012

General Education Committee   _____

Undergraduate Curriculum Committee   March 29, 2012

University Senate   _____

Attachment: Course Inventory Form

Gordon Ford College of Business
Department of Accounting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Steve Wells; steve.wells@wku.edu; (270) 745-3895

1.   Identification of course:
   1.4   Course prefix (subject area) and number: ACCT 300
   1.5   Course title: Intermediate Financial Accounting I
   1.6   Credit hours: (4)

2.   Current prerequisites/corequisites/special requirements: Cumulative 2.5 GPA in ACCT 200 and ACCT 201 combined, with a minimum grade of "C" or higher in each course.

3.   Proposed prerequisites/corequisites/special requirements: A grade of "B" or higher in both ACCT 200 and ACCT 201.

4.   Rationale for the revision of prerequisites/corequisites/special requirements: An analysis indicated that almost all ACCT 300 students with a "C" grade in either ACCT 200 or ACCT 201 failed to achieve the minimum "C" grade in ACCT 300 that is required of accounting majors. A prerequisite of a grade of "B" or higher in both ACCT 200 and 201 provides a more realistic benchmark to assess whether students are adequately prepared to be successful in ACCT 300.

5.   Effect on completion of major/minor sequence: Students with a "C" grade in ACCT 200 or ACCT 201 will have to retake that course and earn a grade of "B" or higher to meet the proposed prerequisite for ACCT 300. This action will delay the earliest time that they can enroll in ACCT 300 by a semester and may extend the time necessary to complete the accounting major. Students taking ACCT 200 or ACCT 201 during the Spring 2012 Semester or during the Summer 2012 Sessions will be permitted to enroll in ACCT 300 if they meet the existing prerequisite as stated in item (2) above.

6.   Proposed term for implementation: Spring 2013

7.   Dates of prior committee approvals:

   Department of Accounting: January 18, 2012
   GFCB Curriculum Committee   February 22, 2012
   Undergraduate Curriculum Committee   _____
   University Senate   _____

Attachment: Course Inventory Form

Gordon Ford College of Business
Department of Accounting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Steve Wells; steve.wells@wku.edu; (270) 745-3895

1. **Identification of course:**
    1.1   Course prefix (subject area) and number: ACCT 310
    1.2   Course title: MANAGERIAL COST ACCOUNTING
    1.3   Credit hours: (3)

2. **Current prerequisites/corequisites/special requirements:** Cumulative 2.5 GPA in ACCT 200 and ACCT 201combined, with a minimum grade of "C" or higher in each course.

3. **Proposed prerequisites/corequisites/special requirements:** A grade of "B" or higher in both ACCT 200 and ACCT 201.

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** An analysis indicated that almost all ACCT 310 students with a "C" grade in either ACCT 200 or ACCT 201failed to achieve the minimum "C" grade in ACCT 310 that is required of accounting majors. A prerequisite of a grade of "B" or higher in both ACCT 200 and 201 provides a more realistic benchmark to assess whether students are adequately prepared to be successful in ACCT 310.

5. **Effect on completion of major/minor sequence:** Students with a "C" grade in ACCT 200 or ACCT 201will have to retake that course and earn a grade of "B" grade or higher to meet the proposed prerequisite for ACCT 310. This action will delay the earliest time that they can enroll in ACCT 310 by a semester. Although this delay may extend the time necessary to complete the accounting major, this situation is unlikely because some upper-level major courses can be taken either before or concurrently with ACCT 310. Students taking ACCT 200 or ACCT 201 during the Spring 2012 Semester or during the Summer 2012 Sessions will be permitted to enroll in ACCT 300 if they meet the existing prerequisite as stated in item (2) above.

6. **Proposed term for implementation: Spring 2013**

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

Department of Accounting   January 18, 2012

GFCB Curriculum Committee   February 22, 2012

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Cassie F. Zippay (cassie.zippay@wku.edu; 745-2679)

1.   **Identification of course:**
     1.1   Course prefix (subject area) and number: LTCY 420
     1.2   Course title: Literacy Methods in the Elementary Grades
     1.3   Credit hours: 3

2.   **Current prerequisites:** LTCY 320 and ELED 345 with grades of "C" or higher and admission to Teacher Education.

3.   **Proposed prerequisites:** LTCY 320 and either ELED 345
or SPED 340 with grades of "C" or higher and admission to Teacher Education.

4.   **Rationale for the revision of prerequisites**:
The revision is needed to align this course accurately with new courses in the Special Education LBD/Elementary Dual Certificate Program.

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

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

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

     School of Teacher Education   12/14/2011

     CEBS Curriculum Committee   2/7/2012

     Professional Education Council   03/14/2012

     Undergraduate Curriculum Committee   _____

     University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

1.   Identification of course:
　　1.1   Course prefix (subject area) and number: MATH 331
　　1.2   Course title: DIFFERENTIAL EQUATIONS
　　1.3   Credit hours: 3

2.   Current course catalog listing: Methods of solution of differential equations, existence and nature of solutions, systems of differential equations, applications, and numerical solutions.

3.   Proposed course catalog listing: Methods of solution of differential equations, existence and nature of solutions, Laplace transform method, infinite series and numerical solutions, and applications.

4.   Rationale for revision of the course catalog listing:
The subject of "systems of differential equations" is already covered in the newly created course MATH 370. This topic should be replaced with the "infinite series solutions" in MATH 331. For emphasis, we mention the Laplace transform method specifically, even though it could be envisioned as just another method in the general framework of "methods of solution".

5.   Proposed term for implementation: Fall 2012

6.   Dates of prior committee approvals:

Department of Mathematics and Computer Science: __1-27-2012_____

OSCS Curriculum Committee   __ 3/01/12_____

Professional Education Council (if applicable   __3/14/12_____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Course Inventory Form

**University College
Department of Information Systems
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Mark Revels, Ph.D., mark.revels@wku.edu, 270-303-3019

1.   **Identification of course:**
    1.1   Current course prefix (subject area) and number: Systems Management (SM) 346
    1.2   Current course title: Business Resource Development
    1.3   Credit hours: 3

2.   **Proposed course title:**

    SM 346: Systems Resource Development

3.   **Proposed abbreviated course title:**
    (max. of 30 characters including spaces)

    SM 346: Sys Resource Development

4.   **Rationale for the revision of course title:**
    The Association to Advance Collegiate Schools of Business (AACSB) requires that non-business programs within a college of business be distinct from AACSB-accredited business programs. Some Systems Management course titles require revision as a result. While implementing these course title changes, and due to student feedback, other titles need revision in order to improve standardization, consistency, and clarity.

5.   **Proposed term for implementation:**

    Fall 2012

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

    Information Systems Department   2/13/12

    University College Curriculum Committee   2/27/12

    Undergraduate Curriculum Committee   _____

    University Senate   _____

Attachment: Course Inventory Form

University College
Department of Information Systems
Proposal to Revise Course Title
(Consent Item)

Contact Person: Mark Revels, Ph.D., mark.revels@wku.edu, 270-303-3019

1.   Identification of course:

   1.1   Current course prefix (subject area) and number: Systems Management (SM) 347
   1.2   Current course title: Introductory Business Telecommunications
   1.3   Credit hours: 3

2.   Proposed course title:

   SM 347: Systems Linkage and Applications

3.   Proposed abbreviated course title:
   (max. of 30 characters including spaces)

   SM 347: Sys Linkage & Applications

4.   Rationale for the revision of course title:
   The Association to Advance Collegiate Schools of Business (AACSB) requires that non-business programs within a college of business be distinct from AACSB-accredited business programs. Some Systems Management course titles require revision as a result. While implementing these course title changes, and due to student feedback, other titles need revision in order to improve standardization, consistency, and clarity.

5.   Proposed term for implementation:

   Fall 2012

6.   Dates of prior committee approvals:

   Information Systems Department   2/13/12

   University College Curriculum Committee   2/27/12

   Undergraduate Curriculum Committee   _____

   University Senate   _____

Attachment: Course Inventory Form

University College
Department of Information Systems
Proposal to Revise Course Title
(Consent Item)

Contact Person: Mark Revels, Ph.D., mark.revels@wku.edu, 270-303-3019

1.   **Identification of course:**

        1.1   Current course prefix (subject area) and number: Systems Management (SM) 348
        1.2   Current course title: Business Systems Architectures
        1.3   Credit hours: 3

2.   **Proposed course title:**

        SM 348: Systems Architecture

3.   **Proposed abbreviated course title:**
        (max. of 30 characters including spaces)

        SM 348: Sys Architecture

4.   **Rationale for the revision of course title:**
        The Association to Advance Collegiate Schools of Business (AACSB) requires that non-
        business programs within a college of business be distinct from AACSB-accredited
        business programs. Some Systems Management course titles require revision as a result.
        While implementing these course title changes, and due to student feedback, other titles
        need revision in order to improve standardization, consistency, and clarity.

5.   **Proposed term for implementation:**

        Fall 2012

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

        Information Systems Department   2/13/12

        University College Curriculum Committee   2/27/12

        Undergraduate Curriculum Committee   _____

        University Senate   _____

Attachment: Course Inventory Form

University College
Department of Information Systems
Proposal to Revise Course Title
(Consent Item)

Contact Person: Mark Revels, Ph.D., mark.revels@wku.edu, 270-303-3019

1.   Identification of course:

1.1   Current course prefix (subject area) and number: Systems Management (SM) 443
1.2   Current course title: Business Intelligence
1.3   Credit hours: 3

2.   Proposed course title:

SM 443: Systems Planning and Assessment

3.   Proposed abbreviated course title:
(max. of 30 characters including spaces)

SM 443: Sys Planning & Assessment

4.   Rationale for the revision of course title:
The Association to Advance Collegiate Schools of Business (AACSB) requires that non-business programs within a college of business be distinct from AACSB-accredited business programs. Some Systems Management course titles require revision as a result. While implementing these course title changes, and due to student feedback, other titles need revision in order to improve standardization, consistency, and clarity.

5.   Proposed term for implementation:

Fall 2012

6.   Dates of prior committee approvals:

Information Systems Department   2/13/12

University College Curriculum Committee   2/27/12

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Course Inventory Form

University College
Department of Information Systems
Proposal to Revise Course Title
(Consent Item)

Contact Person: Mark Revels, Ph.D., mark.revels@wku.edu, 270-303-3019

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number: Systems Management (SM) 444
   1.2   Current course title: Information Systems Management
   1.3   Credit hours: 3

2. **Proposed course title:**

   SM 444: Systems Operations and Control

3. **Proposed abbreviated course title:**
   (max. of 30 characters including spaces)

   SM 444: Sys Operations & Control

4. **Rationale for the revision of course title:**
   The Association to Advance Collegiate Schools of Business (AACSB) requires that non-business programs within a college of business be distinct from AACSB-accredited business programs. Some Systems Management course titles require revision as a result. While implementing these course title changes, and due to student feedback, other titles need revision in order to improve standardization, consistency, and clarity.

5. **Proposed term for implementation:**

   Fall 2012

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

   Information Systems Department   2/13/12

   University College Curriculum Committee   2/27/12

   Undergraduate Curriculum Committee   _____

   University Senate   _____

Attachment: Course Inventory Form

University College
Department of Information Systems
Proposal to Revise Course Title
(Consent Item)

Contact Person: Mark Revels, Ph.D., mark.revels@wku.edu, 270-303-3019

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number: Systems Management (SM) 446
   1.2   Current course title: Security, Risk, And Threat Management
   1.3   Credit hours: 3

2. **Proposed course title:**

   SM 446: Systems Availability and Development

3. **Proposed abbreviated course title:**
   (max. of 30 characters including spaces)

   SM 446: Sys Availability & Development

4. **Rationale for the revision of course title:**
   The Association to Advance Collegiate Schools of Business (AACSB) requires that non-business programs within a college of business be distinct from AACSB-accredited business programs. Some Systems Management course titles require revision as a result. While implementing these course title changes, and due to student feedback, other titles need revision in order to improve standardization, consistency, and clarity.

5. **Proposed term for implementation:**

   Fall 2012

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

   Information Systems Department   2/13/12

   University College Curriculum Committee   2/27/12

   Undergraduate Curriculum Committee   _____

   University Senate   _____

Attachment: Course Inventory Form

University College
Department of Information Systems
Proposal to Revise Course Title
(Consent Item)

Contact Person: Mark Revels, Ph.D., mark.revels@wku.edu, 270-303-3019

1.   **Identification of course:**

      1.1   Current course prefix (subject area) and number: Systems Management (SM) 447
      1.2   Current course title: Electronic Commerce Systems
      1.3   Credit hours: 3

2.   **Proposed course title:**

      SM 447: Systems Process and Technologies

3.   **Proposed abbreviated course title:**
      (max. of 30 characters including spaces)

      SM 447: Sys Process & Technologies

4.   **Rationale for the revision of course title:**
      The Association to Advance Collegiate Schools of Business (AACSB) requires that non-business programs within a college of business be distinct from AACSB-accredited business programs. Some Systems Management course titles require revision as a result. While implementing these course title changes, and due to student feedback, other titles need revision in order to improve standardization, consistency, and clarity.

5.   **Proposed term for implementation:**

      Fall 2012

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

      Information Systems Department   2/13/12

      University College Curriculum Committee   2/27/12

      Undergraduate Curriculum Committee   _____

      University Senate   _____

Attachment: Course Inventory Form

Proposal Date: January 20, 2012

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise Course Title
(Consent Item)

Contact Person: Jeffrey Samuels; Jeffrey.samuels@wku.edu; 745-5748

1.   **Identification of course:**
    1.4   Current course prefix (subject area) and number: RELS 302
    1.5   Current course title: Buddhist Religious Traditions
    1.6   Credit hours: 3.0

2.   **Proposed course title:** Buddhism

3.   **Proposed abbreviated course title:** Buddhism

4.   **Rationale for the revision of course title:** Buddhism, like other religious traditions, consists of multiple movements, sects, and schools of thought. Generally, those all fall under the label "Buddhism" and, thus, the use of "Religious Traditions" is superfluous. In almost all universities where Buddhism is taught, the course is simply titled "Buddhism."

5.   **Proposed term for implementation:** 201230

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

Religious Studies program   February 8, 2012

Department of Philosophy and Religion   February 20, 2012

Potter College Curriculum Committee   March 1, 2012

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise Course Title
(Consent Item)

Contact Person: Jeffrey Samuels; Jeffrey.samuels@wku.edu; 745-5748

1.   **Identification of course:**
      1.1   Current course prefix (subject area) and number: RELS 303
      1.2   Current course title: Hindu Religious Traditions
      1.3   Credit hours: 3.0

2.   **Proposed course title:** Hinduism

3.   **Proposed abbreviated course title:** Hinduism

4.   **Rationale for the revision of course title:** Hinduism, like any other religious tradition, consists of multiple movements, sects, and schools of thought. Generally, those all fall under the label "Hinduism" and, thus, the use of "Religious Traditions" is superfluous. In almost all universities where Hinduism is taught, the course is simply titled "Hinduism."

5.   **Proposed term for implementation: 201230**

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

      Religious Studies program   February 8, 2012

      Department of Philosophy and Religion   February 20, 2012

      Potter College Curriculum Committee   March 1, 2012

      Undergraduate Curriculum Committee   _____

      University Senate   _____

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise Course Title
(Consent Item)

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku, 745-3136

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: RELS 304
    1.2   Current course title: Judaic Religious Traditions
    1.3   Credit hours: 3.0

2. **Proposed course title:** Judaism

3. **Proposed abbreviated course title:** Judaism

4. **Rationale for the revision of course title:** Judaism, like other religious traditions, consists of multiple movements, sects, and schools of thought. Generally, those all fall under the label "Judaism" and, thus, the use of "Religious Traditions" is superfluous. In almost all universities where Judaism is taught, the course is simply titled "Judaism."

5. **Proposed term for implementation: 201230**

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

    Religious Studies program   February 8, 2012

    Department of Philosophy and Religion   February 20, 2012

    Potter College Curriculum Committee   March 1, 2012

    Undergraduate Curriculum Committee   _____

    University Senate   _____

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise Course Title
(Consent Item)

Contact Person: Eric Bain-Selbo; eric.bain-selbo@wku; x5744

1.   **Identification of course:**
     1.1   Current course prefix (subject area) and number: RELS 306
     1.2   Current course title: Islamic Religious Traditions
     1.3   Credit hours: 3.0

2.   **Proposed course title:** Islam

3.   **Proposed abbreviated course title:** Islam

4.   **Rationale for the revision of course title:** Islam, like other religious traditions, consists
     of multiple movements, sects, and schools of thought. Generally, those all fall under the
     label "Islam" and, thus, the use of "Religious Traditions" is superfluous. In almost all
     universities where Islam is taught, the course is simply titled "Islam."

5.   **Proposed term for implementation: 201230**

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

     Religious Studies program   February 8, 2012

     Department of Philosophy and Religion   February 20, 2012

     Potter College Curriculum Committee   March 1, 2012

     Undergraduate Curriculum Committee   _____

     University Senate   _____

Attachment: Course Inventory Form

University College
Department of Professional Studies
Proposal to Revise A Program
(Action Item)

Contact Person: Ron Mitchell, ron.mitchell@wku.edu, 780-2535

1.   **Identification of program:**
         1.1   Current program reference number: 288
         1.2   Current program title: Business (Core Classes)
         1.3   Credit hours: 24

2.   **Identification of the proposed program changes:** Replacing BUS 160C with FINC   161C

3.   **Detailed program description:**

Existing Program:	Proposed Program:
ACC 200C – Accounting – Financial	ACC 200C – Accounting – Financial
ACC 201C – Accounting – Managerial	ACC 201C – Accounting – Managerial
CSCI 145C – Introduction to Computing	CSCI 145C – Introduction to Computing
BUS 100C – Introduction to Business	BUS 100C – Introduction to Business
BUS 160C– Financial Management	**FINC 161C – Personal Finance**
BUS 210C – Organization and Management	BUS 210C – Organization and Management
BUS 212C – Principles of Marketing	BUS 212C – Principles of Marketing
BUS 253C – Business Seminar	BUS 253C – Business Seminar

4.   **Rationale for the proposed program change:**
         During an ICAP audit it was discovered that BUS 160C was still required within the Business (288) program.
         BUS 160C is no longer offered at South Campus. FINC 161C will replace BUS 160C. An equivalency form
         was previously submitted and approved for FINC 161C as an equivalent course to FIN 161as indicated in the
         current catalog.

5.   **Proposed term for implementation and special provisions (if applicable):** 201230

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

         Professional Studies Department: February 8, 2012

         University College Curriculum Committee   February 27, 2012

         Undergraduate Curriculum Committee   _____

         University Senate   _____

Attachment: Program Inventory Form

University College
Department of Professional Studies
Proposal to Revise A Program
(Action Item)

Contact Person: Ron Mitchell, ron.mitchell@wku.edu, 780-2535

1. **Identification of program:**
   1.1   Current program reference number: 288
   1.2   Current program title: Business, Business Management Prep Concentration
   1.3   Credit hours: 60

1. **Identification of the proposed program changes:**
   To replace ENT 312 and MGT 416   with two, advisor approved 300 level classes in the major area the student will be pursuing in their Baccalaureate degree.

3. **Detailed program description:**

Existing Program:	Proposed Program:
ACC 200C – Accounting – Financial	ACC 200C – Accounting – Financial
ACC 201C – Accounting – Managerial	ACC 201C – Accounting – Managerial
CSCI 145C – Introduction to Computing	CSCI 145C – Introduction to Computing
BUS 100C – Introduction to Business	BUS 100C – Introduction to Business
BUS 160C – Financial Management	BUS 160C – Financial Management
BUS 210C – Organization and Management	BUS 210C – Organization and Management
BUS 212C – Principles of Marketing	BUS 212C – Principles of Marketing
BUS 253C – Business Seminar	BUS 253C – Business Seminar
BUS 214C – Business Communication	BUS 214C – Business Communication
ENT 312 – Entrepreneurship	**Advisor approved 300 level course**
BUS 257C – Manag. of Human Resources	BUS 257C – Manag. of Human Resources
MGT 416 – Labor Relations Management	**Advisor approved 300 level course**
MGT 200 – Legal Environment of Business	MGT 200 – Legal Environment of Business
ECO 206C – Statistics	ECO 206C – Statistics
Category A:	Category A:
ENGL 100C – Intro to College Writing	ENGL 100C – Intro to College Writing
COMN 161C – Bus. & Professional Speaking	COMN 161C – Bus. & Professional Speaking
Category B:	Category B:
Elective	Elective
Category C:	Category C:
ECO 202C – Micro Economics	ECO 202C – Micro Economics
ECO 203C – Macro Economics	ECO 203C – Macro Economics
Category D:	Category D:
Math 116 C – College Algebra	Math 116 C – College Algebra

4. **Rationale for the proposed program change:**
   MGT 416 is not offered frequently   enough and because students will be selecting different concentrations for their   Baccalaureate degree. It is imperative they be given the option to take 300 level courses   in the concentration of their Baccalaureate degree.

5. **Proposed term for implementation and special provisions (if applicable):** 201230

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

Professional Studies Department: February 8, 2012

University College Curriculum Committee   February 27, 2012

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Program Inventory Form

University College
Proposal to Revise a Program
Action Item

Contact Person: Ken Kuehn, kenneth.kuehn@wku.edu, 745-5191

1.   **Identification of Program**

    1.1   Current program reference number: 558
    1.2   Current Program title: Bachelor of Interdisciplinary Studies (BIS)
    1.3:   Credit hours: 36

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

    A new course, IDST 395, Investigative Methods in Interdisciplinary Studies (3 hours), would be added as a programmatic requirement.   Two new Areas of Emphasis, Military Studies and Sustainability, would be added.

3. **Current**	**Proposed**
The Bachelor of Interdisciplinary Studies degree provides an alternative four-year program for non-traditional students who do not need or desire the academic specialization involved in traditional major or major/minor programs. This degree program allows considerable latitude and flexibility to satisfy individual interests and needs. In lieu of the major/minor required by traditional degree programs, the student must complete a broad area of emphasis (complementary courses from different academic disciplines) of at least 36 semester hours of course work approved by the interdisciplinary studies degree advisor. The broad areas of emphasis listed below are available for the interdisciplinary studies degree program: • Arts • Humanities • Science • Business • Education • Technology • Health • Organization & Communication of Ideas • Social and Behavioral Science • Social Justice & Equity Studies Students also have the option of requesting a broad area of emphasis not listed above. The written request, based on specific individual objectives, must be made by the student and approved by the advisor and Dean of University College.	The Bachelor of Interdisciplinary Studies degree provides an alternative four-year program for ~~non-traditional~~ students who do not need or desire the academic specialization involved in traditional major or major/minor programs. This degree program allows considerable latitude and flexibility to satisfy individual interests and needs. In lieu of the major/minor required by traditional degree programs, the student must complete a broad area of emphasis (complementary courses from different academic disciplines) of at least 36 semester hours of course work approved by the interdisciplinary studies degree advisor. The broad areas of emphasis listed below are available for the interdisciplinary studies degree program: • Arts • Humanities • Science • Business • Education • Technology • Health • Organization & Communication of Ideas • Social and Behavioral Science • Social Justice & Equity Studies • **Military Studies** • **Sustainability** Students also have the option of requesting a broad area of emphasis not listed above. The written request, based on specific individual objectives, must be made by the student and approved by the advisor and Dean of

Minimum Academic Requirements for the Bachelor of Interdisciplinary Studies	University College. Minimum Academic Requirements for the Bachelor of Interdisciplinary Studies
• Grade point average of at least 2.0 (in all credits presented for graduation, in all credits completed at WKU and in the Area of Emphasis) • 36 hours in the Area of Emphasis • 12 upper level hours in the Area of Emphasis • No more than 24 semester hours in a single academic discipline, nor more than 24 semester hours from the School of Journalism & Broadcasting, no more than 30 semester hours in courses administered by the Gordon Ford College of Business, no more than 12 upper-level semester hours from the Gordon Ford College of Business. (Talk with an advisor for exceptions.) • UC 495 (Interdisciplinary Studies Capstone) is a required course.	• Grade point average of at least 2.0 (in all credits presented for graduation, in all credits completed at WKU and in the Area of Emphasis) • 36 hours in the Area of Emphasis • 12 upper level hours in the Area of Emphasis • No more than 24 semester hours in a single academic discipline, nor more than 24 semester hours from the School of Journalism & Broadcasting, no more than 30 semester hours in courses administered by the Gordon Ford College of Business, no more than 12 upper-level semester hours from the Gordon Ford College of Business. (Talk with an advisor for exceptions.) • **IDST 395 (Investigative Methods) and IDST 495 (Interdisciplinary Studies Capstone) are programmatic requirements, not counted within the Area of Emphasis.**

4. **Rationale for the proposed program changes**: The BIS is not limited to non-traditional students. Deletion of the term 'non-traditional' in the description is accurate. Currently, about 60% of BIS majors would be considered non-traditional students.

Regarding the addition of two new areas in the BIS emphasis, Military Studies and Sustainability have currency, will be in high demand, and are consistent with University strategic goals. WKU has more than 1,000 active duty or veteran students enrolled and the new emphasis would be of particular interest to them. The new emphasis in Sustainability follows from recommendations by the WKU Education for Sustainability (EfS) committee and personnel from the WKU Center for Environmental Education and Sustainability. It is also consistent with the subsequent adoption of the WKU Resolution on Education for Sustainability, *"The campus Sustainability Committee has prepared the attached sustainability resolution, which I am happy to endorse as part of our modified campus strategic plan. The principles outlined in this resolution are worthy of our campus commitment and important to the example we set as an environmentally responsible institution."* (G. Ransdell, 1/13/2010). Sustainability continues to be a WKU priority as evidenced in the new draft Strategic Plan (December 2011): Strategic Goal 1, Foster Academic Excellence: Increase learning opportunities related to internationalization, social responsibility, and sustainability. Strategic Goal 3, Improve Quality of Life for Our Communities: Develop and highlight best practices in stewardship and sustainability.

Regarding the addition of Investigative Methods, IDST 395, it was agreed by program faculty and academic advisors that BIS students require the skills taught in a methods course and that this course would be taken in the junior year preceding IDST 495, the Interdisciplinary Studies capstone.

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

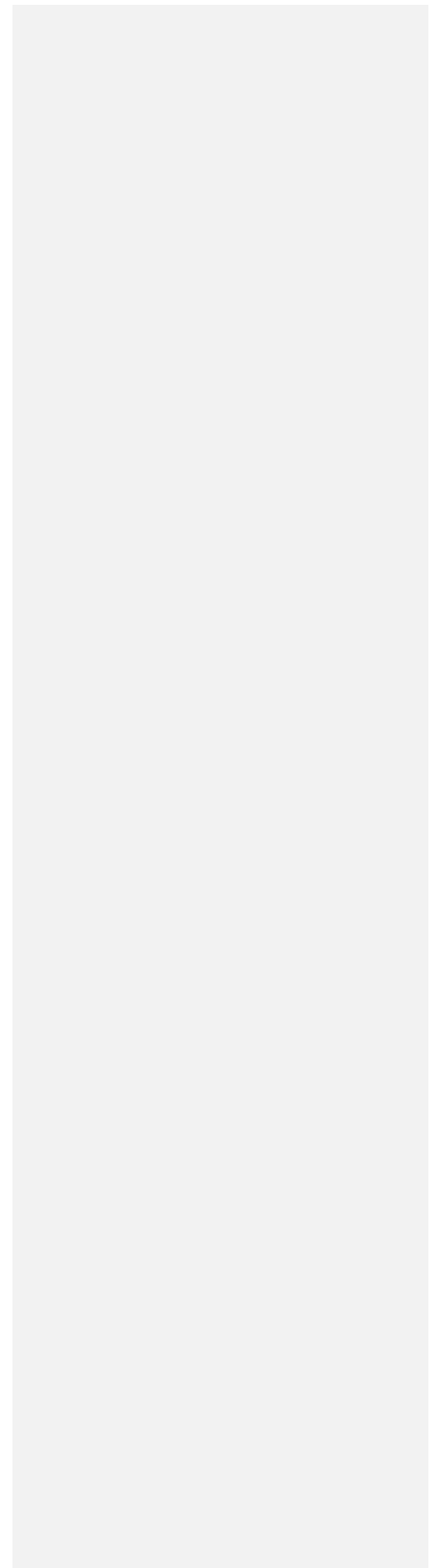6. **Dates of prior committee approvals**:

   Department of Interdisciplinary Studies   February 15, 2012

   University College Curriculum Committee: February 27, 2012

University Curriculum Committee: _____

University Senate: _____

Attachment: Program Inventory Form

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise A Program
(Action Item)

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 745-5744

1. **Identification of program:**
   1.1   Current program reference number: 447
   1.2   Current program title: Minor in Religious Studies
   1.3   Credit hours: 21

2. **Identification of the proposed program changes:** The changes proposed are 1) simplifying the titles of RELS 302, 303, 304, 305, and 306 (separate proposals for each title change also have been submitted); 2) adding RELS 317 and 318 to the list of option in category II.A; 3) deleting PHIL 310, 329, and 341 from the list of electives; and 4) correcting the course number for PHIL 342; 4) striking the word "OR" from category I.

3. **Detailed program description:**

Current Program	Proposed Program
The minor in religious studies (reference number 447) requires a minimum of 21 hours. At least 12 hours must be taken in courses numbered 300 or above.	The minor in religious studies (reference number 447) requires a minimum of 21 hours. At least 12 hours must be taken in courses numbered 300 or above.
I. Religious Texts (3 hours) RELS 100: The New Testament OR RELS 101: The Old Testament/Hebrew Scriptures OR RELS 300: The Life of Jesus OR RELS 301: Life and Teaching of Paul OR RELS 311: The Qur'an	I. Religious Texts (3 hours) RELS 100: The New Testament ~~OR~~ RELS 101: The Old Testament/Hebrew Scriptures ~~OR~~ RELS 300: The Life of Jesus ~~OR~~ RELS 301: Life and Teaching of Paul ~~OR~~ RELS 311: The Qur'an
II. Traditions (9 hours; at least one course from each category)	II. Traditions (9 hours; at least one course from each category)
Category A RELS 302: Buddhist Religious Traditions RELS 303: Hindu Religious Traditions RELS 307: Native American Religious Traditions RELS 308: East Asian Religious Traditions	Category A RELS 302: **Buddhism** RELS 303: **Hinduism** RELS 307: Native American Religious Traditions RELS 308: East Asian Religious Traditions **RELS 317: Confucianism**

Category B
RELS 304: Judaic Religious Traditions
RELS 305: Christian Religious Traditions
RELS 306: Islamic Religious Traditions
 	
<u>III. Electives (9 hours; at least 6 hours must be in RELS courses)</u>
Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses.
 	
ANTH 446: Anthropology of Religion
ART 316: Medieval Art and Architecture
ART 407: Islamic Art and Architecture
ENG 396: Mythology
ENG 487: Dante
HIST 318: Age of the Reformation
HIST 407: The Crusades: West Meets East
PHIL 310: Science, Religion and Contemporary Life
PHIL 329: Concepts of God, Good and Evil
PHIL 341: Reason and the Divine in Hellenism and
        Late Antiquity
PHIL 342: Renaissance and Renewal in the Middle
        Ages
PSY 485: Psychology of Religion
SOCL 322: Religion in Society
	RELS 318: Daoism
	
	Category B
	RELS 304: **Judaism**
	RELS 305: **Christianity**
	RELS 306: **Islam**
	
	<u>III. Electives (9 hours; at least 6 hours must be in RELS courses)</u>
	Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses.
	
	ANTH 446: Anthropology of Religion
	ART 316: Medieval Art and Architecture
	ART 407: Islamic Art and Architecture
	ENG 396: Mythology
	ENG 487: Dante
	HIST 318: Age of the Reformation
	HIST 407: The Crusades: West Meets East
	~~PHIL 310: Science, Religion and Contemporary Life~~
	~~PHIL 329: Concepts of God, Good and Evil~~
	~~PHIL 341: Reason and the Divine in Hellenism and~~
	        ~~Late Antiquity~~
	PHIL **343**: Renaissance and Renewal in the Middle
	        Ages
	PSY 485: Psychology of Religion
	SOCL 322: Religion in Society

4.   **Rationale for the proposed program change:** The faculty in the Religious Studies program considers the current wording for RELS 302, 303, 304, 305, and 306 to be excessively wordy and unnecessary. In addition, RELS 317 and 318 are appropriate additions to category II.A. In the electives, PHIL 310 and 329 are scheduled for elimination from our catalog offerings. In addition, it has been determined that PHIL 341 does not have sufficient religious studies content to be included in the list of electives. Also in that section, PHIL 343 was erroneously listed as PHIL 342. We simply are correcting that error. Finally, the word "OR" in category I is unnecessary.

5.   **Proposed term for implementation and special provisions (if applicable):** 201230

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

Religious Studies Program   February 15, 2012

Department of Philosophy and Religion   February 20, 2012

Potter College Curriculum Committee   March 1, 2012

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: none

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise a Program
(Action Item)

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 745-5744

1.   Identification of program:
        1.1   Current program reference number: 769
        1.2   Current program title: Major in Religious Studies
        1.3   Credit hours: 30

2.   Identification of the proposed program changes: : The changes proposed are 1) simplifying the titles of RELS 302, 303, 304, 305, and 306 (separate proposals for each title change also have been submitted); 2) adding RELS 317 and 318 to the list of option in category II.A; 3) clarifying the upper-division requirement in the opening paragraph of the program description; 4) deleting PHIL 310, 329, and 341 from the list of electives; 5) correcting the course number for PHIL 342; and 6) striking the word "OR" from category I.

3.   Detailed program description:

Current Program	Proposed Program
The major in religious studies (reference number 769) requires a minimum of 30 semester hours and leads to a Bachelor of Arts degree. At least 15 hours must be in courses numbered 300 or above, with at least 3 hours at the 400-level. A minor or second major is required.	The major in religious studies (reference number 769) requires a minimum of 30 semester hours and leads to a Bachelor of Arts degree. ~~At least 15 hours must be in courses numbered 300 or above with at least 3 hours at the 400-level.~~ **At least 6 hours must be at the 400 level.** A minor or second major is required.
I. Religious Texts (3 hours) RELS 100: The New Testament OR RELS 101: The Old Testament/Hebrew Scriptures OR RELS 300: The Life of Jesus OR RELS 301: Life and Teaching of Paul OR RELS 311: The Qur'an	I. Religious Texts (3 hours) RELS 100: The New Testament ~~OR~~ RELS 101: The Old Testament/Hebrew Scriptures ~~OR~~ RELS 300: The Life of Jesus ~~OR~~ RELS 301: Life and Teaching of Paul ~~OR~~ RELS 311: The Qur'an
II. Traditions (9 hours; at least one course from each category)	II. Traditions (9 hours; at least one course from each category)

Category A
RELS 302: Buddhist Religious Traditions
RELS 303: Hindu Religious Traditions
RELS 307: Native American Religious Traditions
RELS 308: East Asian Religious Traditions
 	
Category B
RELS 304: Judaic Religious Traditions
RELS 305: Christian Religious Traditions
RELS 306: Islamic Religious Traditions
 	
III. Senior Seminar (3 hours)
RELS 496
 	
IV. Electives (15 hours; at least 9 hours must be in RELS courses)
Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses.
 	
ANTH 446: Anthropology of Religion
ART 316: Medieval Art and Architecture
ART 407: Islamic Art and Architecture
ENG 396: Mythology
ENG 487: Dante
HIST 318: Age of the Reformation
HIST 407: The Crusades: West Meets East
PHIL 310: Science, Religion and Contemporary Life
PHIL 329: Concepts of God, Good and Evil
PHIL 341: Reason and the Divine in Hellenism and
       Late Antiquity
PHIL 342: Renaissance and Renewal in the Middle
       Ages
PSY 485: Psychology of Religion
SOCL 322: Religion in Society
	Category A
	RELS 302: **Buddhism**
	RELS 303: **Hinduism**
	RELS 307: Native American Religious Traditions
	RELS 308: East Asian Religious Traditions
	RELS 317: Confucianism
	RELS 318: Daoism
	
	Category B
	RELS 304: **Judaism**
	RELS 305: **Christianity**
	RELS 306: **Islam**
	
	III. Senior Seminar (3 hours)
	RELS 496
	
	IV. Electives (15 hours; at least 9 hours must be in RELS courses)
	Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses.
	
	ANTH 446: Anthropology of Religion
	ART 316: Medieval Art and Architecture
	ART 407: Islamic Art and Architecture
	ENG 396: Mythology
	ENG 487: Dante
	HIST 318: Age of the Reformation
	HIST 407: The Crusades: West Meets East
	~~PHIL 310: Science, Religion and Contemporary Life~~
	~~PHIL 329: Concepts of God, Good and Evil~~
	~~PHIL 341: Reason and the Divine in Hellenism and~~
	       ~~Late Antiquity~~
	PHIL **343**: Renaissance and Renewal in the Middle
	       Ages
	PSY 485: Psychology of Religion
	SOCL 322: Religion in Society

4. **Rationale for the proposed program change:** The faculty in the Religious Studies program considers the current wording for RELS 302, 303, 304, 305, and 306 to be excessively wordy and unnecessary. In addition, RELS 317 and 318 are appropriate additions to category II.A. Finally, when we previously added the senior seminar (RELS 496) to the program requirements, our intention was NOT to have that course count for the 400-level course requirement. Our intention was to have students take the senior seminar IN ADDITION TO one other 400-level course. The proposed change in the opening paragraph corrects that error. And since students already must take three traditions courses at the 300 level plus the two 400-level courses, there is no need to keep the language about the 15 hours at the 300 level or above. In the electives, PHIL 310 and 329 are scheduled for elimination from our catalog offerings. In addition, it has been determined that PHIL 341 does not have sufficient religious studies content to be included in the list of electives. Also in that section, PHIL 343 was erroneously listed as PHIL 342. We simply are correcting that error. Finally, the word "OR" in category I is unnecessary.

5. **Proposed term for implementation and special provisions (if applicable):** 201230

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

Religious Studies Program	February 15, 2012
Department of Philosophy and Religion	February 20, 2012
Potter College Curriculum Committee	March 1, 2012
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: none

College of Health & Human Services
Department of Social Work
Proposal to Revise A Program
(Action Item)

Contact Person: Susan Wesley, susan.wesley@wku.edu, 745-5313

1.   Identification of program:
　　　1.7   Current program reference number: 594P
　　　1.8   Current program title: Major in Social Work (Seeking Admission)
　　　1.9   Credit hours: 27

2.   Identification of the proposed program changes:
- Add PSY 199: Introduction to Developmental Psychology as an alternate course that would fulfill the requirement for completion of PSY 100: Introduction to Psychology as a prerequisite for admission to the Social Work major.
- Add AGRI 108: Rural Sociology as an alternate course that would fulfill the requirement for completion of SOCL 100: Introductory Sociology as a prerequisite for admission to the Social Work major.
- Add BIOL 120: Biological Concepts: Cells, Metabolism, and Genetics and add BIOL 131: Human Anatomy & Physiology as alternate courses that would fulfill the requirement for completion of BIOL 113: General Biology as a prerequisite for admission to the Social Work major.

3.   Detailed program description:

Current Admission Prerequisites	Proposed Admission Prerequisites
SWRK 101 Foundations of Human Services (3)	SWRK 101 Foundations of Human Services (3)
SWRK 205 Introduction to Social Work (3)	SWRK 205 Introduction to Social Work (3)
ENG 100 Introduction to College Writing (3)	ENG 100 Introduction to College Writing(3)
MATH 116 Fundamentals of College Algebra (3) or higher	MATH 116 Fundamentals of College Algebra (3) or higher
PS 110 American National Government (3)	PS 110 American National Government (3)
ECON 150 Introduction to Economics or ECON 202 Principles of Economics (micro) or ECON 203 Principles of Economics (macro) (3)	ECON 150 Introduction to Economics or ECON 202 Principles of Economics (micro) or ECON 203 Principles of Economics (macro) (3)
PSY 100 Introduction to Psychology (3)	PSY 100 Introduction to Psychology (3) **or PSY 199 Introduction to Developmental Psychology (3)**

SOCL 100 Introductory Sociology (3)	SOCL 100 Introductory Sociology (3) **or AGRI 108 Rural Sociology (3)**
BIOL 113 General Biology (3)	BIOL 113 General Biology (3) **or BIOL 120 Biological Concepts: Cells, Metabolism and Genetics (3) or BIOL 131 Human Anatomy and Physiology (4)**
Total hours: 27	Total hours: 27

4.   Rationale for the proposed program change: For several semesters now, BSW program applicants and their advisors have noted students' prior completion of one of the alternate prerequisite courses when the required prerequisite has yet to be fulfilled, e.g., a student who is nearing readiness to apply for admission to the social work major has already completed BIOL 131: Anatomy & Physiology but has not completed BIOL 113: General Biology. Noting the frequency of such occurrences, the BSW faculty has identified alternate classes that are acceptable equivalents for the stated prerequisites. To date, the faculty has individually filed iCAP Undergraduate Degree Exception forms to substitute one or more of the alternate courses. Instituting the proposed program changes will create more efficient admissions and advising processes without compromising the academic integrity of the accredited BSW program.

- PSY 100 and PSY 199 are both 100-level psychology courses that include content on human development. Each fulfills one of the requirements for General Education Category C. The accrediting body for baccalaureate social work education, the Council on Social Work Education (CSWE), emphasizes the importance of a strong liberal arts base upon which to build the knowledge required for entry-level social work practice.
- SOCL 100 and AGRI 108 are both 100-level courses that focus on "basic concepts of society and culture" (Undergraduate Catalog 2010-2011, p. 225, p. 306). Each fulfills one of the requirements for General Education Category C. The accrediting body for baccalaureate social work programs, the Council on Social Work Education (CSWE), emphasizes the importance of a strong liberal arts base upon which to build the knowledge required for entry-level social work practice.
- Since its inception as an accredited degree program in 1978.The BSW program has required an introductory biology class, i.e., BIOL 113, as a prerequisite for admission to the social work major. For a student who has already completed a biology course with content on human biology, e.g., BIOL 120, BIOL 131, it seems counterproductive to require them to take BIOL 113, especially since all three of these classes fulfill one of the requirements for General Education Category D. The accrediting body for baccalaureate social work programs, the Council on Social Work Education (CSWE), emphasizes the importance of a strong liberal arts base upon which to build the knowledge required for entry-level social work practice.

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

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

Social Work Department/Division: ___February 3, 2012_

CHHS Curriculum Committee   ___February 27, 2012_

Professional Education Council (if applicable)   _____

General Education Committee (if applicable)   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Program Inventory Form

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

Contact Person: Darren Smith; darren.smith@wku.edu; 745-3175

1.   **Identification of program:**
    1.1   Current program reference number: 367
    1.2   Current program title: Facility and Event Management
    1.3   Credit hours: 21
2.   **Identification of the proposed program changes:**
    Add SPM 404 Sport Facility Management as an option.
3.   **Detailed program description:**

REC 306-Recreation Program Planning	3	REC 306-Recreation Program Planning	3
REC 404-Recreation Facility Management	3	REC 404-Recreation Facility Management **or SPM 404-Sport Facility Management**	3
REC 426-Facility Planning and Design	3	REC 426-Facility Planning and Design	3
SPM 450-Sport Law	3	SPM 450-Sport Law	3
REC 490-Internship in Recreation	3	REC 490-Internship in Recreation	3
Advisor Approved Elective	3	Advisor Approved Elective	3
Advisor Approved Elective	3	Advisor Approved Elective	3
Total Hours	21	Total Hours	21

4.   **Rationale for the proposed program change:**
    This change serves to adequately communicate to students that both SPM 404 and REC 404 will meet the requirements of the minor. The content of the courses has shared course concepts that will continue even though the courses will no longer be considered equivalent, beginning spring 2013.

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

6.   **Dates of prior committee approvals:**
    KRS Department/Division: _____11/07/11_____
    CHHS Curriculum Committee   _____
    Undergraduate Curriculum Committee   _____
    University Senate   _____

Ogden College of Sciences and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Revise a Program
(Action Item)

Contact Person: Greg Arbuckle, greg.arbuckle@wku.edu 270.745.6592

1.   **Identification of program:**

   1.10   Reference number: 575
   1.11   Current program title: Technology Management
   1.12   Credit hours: 63

2.   **Identification of the proposed program changes:**
        o   Change the description of the technical course requirement.

3.   **Detailed program description:**

Technology Management Major: (OLD) 63 hrs	Technology Management Major: (NEW) 63 hrs

Technical Course Transfer:
          24   hrs
 Technical courses transferred from a technical
 school, college or university. *
 (Courses will be listed individually and will be
 included in students GPA)
	Technical Courses: 24
	                          hrs
	 Students should work with their advisor to select
	 24 hours of relevant coursework to satisfy the
	 technical course requirement in their major.
	 (Courses will be listed individually and will be
	 included in student's GPA)

Technology Management Requirements: 39 hrs
AMS 271   Industrial Statistics   (3)
AMS 310   Work Design/Ergonomics   (3)
AMS 356   Systems Design & Operations   (3)
AMS 394   Lean Manufacturing   (3)
AMS 371   Quality Assurance   (3)
AMS 390   Project Planning and Control   (3)
AMS 430   Tech Mgmt/Supervision/Team Bldg(3)
AMS 490   Senior Research   (3)
ENG 307   Technical Writing   (3)
Advisor Approved Upper Division Electives
     12 hrs
	Technology Management Requirements: 39 hrs
	AMS 271 Industrial Statistics (3)
	AMS 310 Work Design/Ergonomics (3)
	AMS 356 Systems Design & Operations (3)
	AMS 394 Lean Manufacturing (3)
	AMS 371 Quality Assurance (3)
	AMS 390 Project Planning and Control (3)
	AMS 430 Tech Mgmt/Supervision/Team Bldg(3)
	AMS 490 Senior Research (3)
	ENG 307 Technical Writing (3)
	Advisor Approved Upper Division Electives
	     12 hrs

* Or other advisor approved courses.	

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

Technology Management at WKU has been a 2 + 2 program designed specifically for students who currently hold a certificate or associates degree from a technical school, two-year college or four-year institution. This proposed change in the curriculum will allow students to enter the Technology Management program as freshmen or after earning an associate's degree from WKU or elsewhere.

5. **Effective catalog year:**
Fall 2012

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

Architectural and Manufacturing Sciences Department   <u>17 Feb. 2012</u>

Ogden College Curriculum Committee   <u>March 1, 2012</u>

University Curriculum Committee   _____

University Senate   _____

18 January 2012

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

Contact Person: Melinda Grimsley-Smith, melinda.grimsley-smith@wku.edu,(270) 745-3170

1. **Identification of proposed course:**
   1.1. Course number: HON 105
   1.2. Title: Reading the World: Contemporary Cultural Literacy
   1.3. Abbreviated title: Contemporary Cultural Literacy
   1.4. Credit and contact hours: 1 credit hour, 1 contact hour
   1.5. Type of course: S—Seminar
   1.6. Prerequisites/corequisites: None
   1.7. Catalog listing:
   Intensive weekly discussion and contextualization of current events, with a view to preparing students for future national and international scholarship competitions. Students will be evaluated on the basis of their engagement in discussion and quality of a final essay written in the style of a major scholarship application.
2. **Rationale:**
   2.1. Reason for developing the course:
   A significant part of WKU becoming a Leading American University with International Reach is student success in national and international scholarship competitions. WKU students who compete have produced universally first-rate work in their discipline, resulting in an impressive number of winners of scholarships recognizing academic merit; however, these students very often lack the "cultural literacy" and understanding of current events necessary to compete at the highest levels (Mitchell, Marshall, and Rhodes scholarships). By giving 15 students per semester the opportunity to explore important topics in the news including politics, economics, history, the law, culture, and the arts, this course will support WKU's mission of sending accomplished, well-informed, and engaged citizen leaders into their communities and the world, particularly through competing for and being awarded nationally-competitive scholarships.
   2.2. Projected enrollment in the proposed course:
   HON 105 will be open to any Honors-eligible student (3.2 GPA or higher), and enrollment will be capped at 15. Office of Scholar Development staff advise approximately 175 unique students on nationally competitive scholarships throughout the semester, a significant number of whom will be interested in and will derive great benefit from the course vis-à-vis their future scholarship plans.
   2.3. Relationship of the course to others in the HC:
   The purpose and focus of HON 105 is unlike others in the Honors College, as it requires students to synthesize material learned in other courses across curricula and broadly apply the knowledge they have acquired to our contemporary milieu. It is intended to allow students the opportunity to make connections across disciplines in order to reach a broader and deeper understanding of current events.

2.4. Relationship of the course to courses in other departments:

Courses like PS 250 (International Politics), PS 320 (American Studies I), HIST 335 (20th Century Europe), and HIST 349 (United States since 1945) can cover some of the same ground as the proposed HON 105. Such courses are, however, intended to introduce students to the content, theory, and practice of the discipline. HON 105 aims to acquaint students with current events in order to prepare them to compete effectively in national and international scholarship competitions.

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

While more universities are opening or designating scholar development offices, few offer courses designed to provide a foundation for the one-on-one advising done throughout the year. Some of these few offer practical scholarship-application instruction. For example, English professor John Orr (University of Portland) offers English 388B: Scholarship Preparation. HON 105, however, follows the more broadly-applicable example of Robert Graalman, a leader in the field and longtime fellowship advisor at Oklahoma State University. His one-hour "Windows to the World" course in the Honors College at OSU produces students equally well-prepared for civic engagement, public service, and the "life of the mind."

3. **Discussion of proposed course:**

3.1. Course objectives:

This course will prepare students for the intellectual rigor of scholarship competitions, graduate and professional school interviews, and professional life by developing their abilities to:

- Identify major national and world leaders, regions, and countries, and their relationships to each other.
- Identify and analyze contemporary political, economic, and social events and phenomena.
- Discuss the above with reference to their own expertise.

3.2. Content outline:

- Content will vary depending on the events of the preceding week, but will include historical and contemporary contextualization.

3.3. Student expectations and requirements:

- Students will be evaluated primarily by the amount and quality of their engagement in discussion.
- Regular short quizzes will be administered to gauge students' knowledge and indicate the extent to which further discussion is necessary or desirable.
- Students will produce a personal statement or statement of purpose in the style of a major scholarship application at the end of the semester.

3.4. Tentative texts and course materials:

- Students will be instructed to follow news and analysis from major media outlets including but not limited to *NPR*, the *New York Times*, *The Economist*, *The Guardian*, and *The New Yorker*.
- Howard Rheingold, "Crap Detection 101," *SFGate* (30 June 2009), available from http://blog.sfgate.com/rheingold/2009/06/30/crap-detection-101/ (accessed 12 December 2011).
- E.D. Hirsch, *The New Dictionary of Cultural Literacy*, 3rd ed. (New York: Houghton Mifflin, 2002).

4. **Resources:**
    4.1. Library resources: reference materials; print and electronic newspapers, magazines, and journals.
    4.2. Computer resources: none required.
5. **Budget implications:**
    5.1. Proposed method of staffing: Staff from the Office of Scholar Development will teach this course as part of their regular duties of teaching up to one course per semester.
    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 (201230)

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

Honors College   January 18, 2012

University College Curriculum Committee   February 27, 2012

Undergraduate Curriculum Committee   _____

University Senate   _____

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

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

Contact Person: Paula B. Trafton   paula.trafton@wku.edu   745-4245

1. **Identification of proposed course**
   1.1   Course prefix (subject area) and number: IDST 350
   1.2   Course title: Interdisciplinary Studies Study Abroad
   1.3   Abbreviated course title: IDST Study Abroad
   1.4   Credit hours and contact hours: 1-6 hours per semester
   1.5   Type of course: L—Lecture
   1.6   Prerequisites/corequisites: Consent of instructor
   1.7   Course catalog listing: Supervised study of interdisciplinary studies in a study abroad program. May be
   repeated for a maximum of 6 hours.

2. **Rationale**
   2.1 Reason for developing the proposed course:
   Through teaching students to engage in interdisciplinary methodology and investigation, the course
   promotes research, creative and scholarly activity by students (WKU Strategic Plan, Goal 1, Objective 1.4).
   The course prepares students to be productive, engaged, and socially responsible citizen leaders of a global
   society (WKU mission statement) by reinforcing a global context for teaching and learning through
   increasing learning activities related to internationalization (WKU Strategic Plan, Goal 1, Objective 1.3,
   Strategy 1.a). This course also enhances the diversity and international profile of faculty, staff and student
   populations (WKU Strategic Plan, Goal 2, Objective 2.1).

   2.2   Projected enrollment in the proposed course: 10-15.

   2.3   Relationship of the proposed course to courses now offered by the department: No similar courses are
   offered by the Department of Interdisciplinary Studies.

   2.4   Relationship of the proposed course to courses offered in other departments: Several disciplines offer
   Study Abroad courses for their students, such as Communication Disorders (CD 496), Modern Languages
   (CHIN 100, GERM 306, FREN 306, SPAN 306), Sociology (SOCL 489), Marketing (MKT 491), Philosophy
   and Religion (RELS 399), and Exercise Science (EXS 485).

   2.5   Relationship of the proposed course to courses offered in other institutions: Similar
   study abroad courses are offered at WKU's Benchmark Institutions, such as Middle
   Tennessee State University (GS 3010 Global Studies Program/Field Experience and Study
   Abroad), Ball State University (GEOG 480: Distant Areas Field Studies), Youngstown State
   University (HHS 4800: Study Abroad in Health and Human Sciences), and Indiana State
   University (IS 399 International Studies Study Abroad).

3. **Discussion of proposed course**
   3.1 Course objectives: This course has the following learning outcomes:
   - to engage in a culture other than one's own
   - to provide a global context for active learning
   - to demonstrate the relevancy of the critical thinking model in a different country
   - to achieve critical thinking and problem-solving methods outside the classroom

- to learn the importance of critical analysis, integration, and cultural relevancy when working in two or more fields or disciplines
- to learn new research techniques specific to different areas of interest
- to gain new perspectives by challenging the traditional approaches to knowledge.

3.2   Content outline: The course will include both lecture material and excursions to selected sites in the chosen country. The specifics will differ from country to country and will be determined by the faculty member.

3.3   Student expectations and requirements: Students will be expected to attend all lectures, visit all sites, and participate in all activities connected with the program. Student grades will be based on various academic products (i.e., oral recitation, tests, papers, and/or projects) as determined by the faculty member.

3.4   Tentative texts and course materials: Prior to the program, students will be expected to complete reading assignments that will be determined by the faculty member. At the discretion of the faculty member, other readings might be assigned for completion during the program.

4. Resources
4.1   Library resources: no materials required

4.2   Computer resources: none

5. Budget implications
5.1   Proposed method of staffing: Internal funding sources will be used to fund faculty leadership.

5.2   Special equipment needed: none required

5.3   Expendable materials needed: none required

5.4   Laboratory supplies needed: none required

6.   Proposed term for implementation: Fall 2012

7.   Dates of prior committee approvals:

Interdisciplinary Studies Faculty   February 15, 2012

Department of Interdisciplinary Studies   February 27, 2012

University College Curriculum Committee   _____

University Curriculum Committee   _____

University Senate   _____

Attachments: Course Inventory Form

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

Contact Person: Dr. Sara J. Northerner, sara.northerner@wku.edu 745-5478

1.   **Identification of proposed course:**
          1.1   Course prefix (subject area) and number: IDST 395
          1.2   Course title: Investigative Methods in Interdisciplinary Studies
          1.3   Abbreviated course title: Methods of IDST
          1.4   Credit hours and contact hours: 3 cr. and 3 contact hours
          1.5   Type of course: L – Lecture
          1.6   Prerequisites/corequisites: Junior standing or permission of the instructor.
          1.7   Course catalog listing: A comprehensive exploration of different approaches to Interdisciplinary
                   Studies as an academic research discipline or method.

2.   **Rationale:**
          2.1   Reason for developing the proposed course:
                   This course presents the comprehensive methodologies necessary for understanding how to
                   synthesize active and participatory research in multiple areas of study in an interdisciplinary
                   manner. As an upper division course, our students must already have some experience and
                   background in their emphasis areas (disciplinary approaches) prior to learning how to integrate
                   their various studies in this course. For our BIS degree, there is a need to engage students via
                   interdisciplinary investigative methods with both primary and secondary resources using both
                   qualitative and quantitative measures prior to advancing to our IDST 495 Capstone course.

                   The creation of this course is also based upon:

                   •   Having successfully taught it in two different applications (two semesters) of an
                        IDST399 Special Topics class.
                   •   A resulting, proven increase in knowledge of the methods of integrating their
                        emphasis studies.

                   Overall, we expect to strengthen the student's learning capacities in multiple applications of
                   interdisciplinary scholarly research at the undergraduate level.

          2.2   Projected enrollment in the proposed course:
                   50 students per semester, based on the number of students currently enrolled in the BIS degree
                   program.

          2.3   Relationship of the proposed course to courses now offered by the department:
                   Designed to precede the IDST495 Senior Capstone course.
          2.4   Relationship of the proposed course to courses offered in other departments:
                   This course structure is similar to a number of methods courses offered in other disciplines. These
                   include: BIOL415: Ecological Methods, COMM300: Intro to Communication Research Methods,
                   CS476: Research Methods and Projects in Computer Science, PS301: Research Methods in
                   Political Behavior, PSYCH210: Research Methods in Psychology, SMED350: Research Methods
                   for Math and Science Teachers, SOCL 404: Qualitative Research Methods, SWRK 345: Social
                   Work Research Methods.

          2.5   Relationship of the proposed course to courses offered in other institutions: Northern Arizona
                   State offers a HUM345: Critical Judgment in the Humanities that lists similar interdisciplinary
                   course directives but is limited only to areas of the Humanities. Missouri State University offers

disciplinary research courses in the Departments of Social Work, Reading, Foundation and Technology, and the College of the Natural and Applied Sciences. At Towson University, students pursuing an IDST major must work with a faculty member to design a program of study that includes a research methods course in at least one of their fields of study at the 300-400 level. Western Illinois University, in offering three concentrations in IDST, also has the student pursue a discipline-specific research methods course (300 level) as part of their elective requirements.

In relation to schools that have IDST as a field of study and outside of our peer institutions, the University of Southern Mississippi offers a 301: Foundations of Interdisciplinary Studies course.

3.   Discussion of proposed course:
3.1   Course objectives:
This course is a comprehensive exploration of different research methods in Interdisciplinary Studies as an academic research field. Several different research assignments and projects will allow the student to learn the importance of critical analysis, integration and cultural relevancy when working in two or more fields or disciplines. The student will learn new research techniques specific to their different areas of emphasis to facilitate original insight on at least three interdisciplinary subjects of their own choosing as applied to different types of research projects. By challenging traditional approaches to knowledge in the student's different or combined areas of study, new interdisciplinary perspectives will be gained.

3.2   Content outline:
The course consists of FOUR Modules…

Module One – Introduction to Course, Methods and Interdisciplinary Studies
        Online Resources, Library Search Engines and Databases
        Disciplinary vs. Interdisciplinary Study
        Forming a Research Question, Following a Research Trail
        Integrative Learning, Integration Method
        Types of Research and Evidence - Primary, Secondary Source Materials

Module Two – Implementation of Observational Research Methods
        Types of Observational Research
        Evaluative / Aesthetic Study of Cultural Artifact
          (Kentucky Museum, Special Archives or another acceptable research collection)
        Sociological Study, Direct Observation of a Social Phenomenon or Event
        Global Exploration, Tracking Trends

Module Three – Implementation of Integrative Research Methods
        Types of Investigative, Experimental, Experiential Research
        Discipline Integrative Studies (Alternative Research specific to Areas of Study)
        Global Exploration, Tracking Trends

Module Four – Final Project on a Cultural Event or Cultural Phenomenon
        Research Question and Proposal
        Methods, Implementation, Interpretation
        Final Research Project

3.3   Student expectations and requirements:
In the first module, there is a required reading with an expectation of participation in the class discussion section each week. Additionally, written responses to readings, active research assignments and individual research projects (finalizing in essays) are the basis for evaluation. Throughout the course, the assignments in investigative studies, an observational methods study, an evaluative critical analysis and an integrative methods study serve as foundation for everyone. The final project will consist of both an essay and a presentation on a specific interdisciplinary problem or concept. The subject of this project will be derived from the student's areas of interest but will concern either a cultural event or cultural phenomenon.

3.4   Tentative texts and course materials:
Excerpts from the book, *Interdisciplinary Research* by Allen F. Repko
Excerpts from the article, *A Theory of Interdisciplinary Studies* by W.H. Newell
An article, *The Role of Interdisciplinary Studies in the Liberal Arts* by W.H. Newell
Excerpts from the book, *Introduction to Research: Understanding and Applying Multiple Strategies* by E. DePoy

4.   Resources:
    4.1   Library resources:
The course requires the use of both the online databases and accessible current WKU library resources for a majority of the secondary resource materials. Students are encouraged to utilize a variety of primary sources, including items from Special Collections or the Kentucky Museum for at least one of the projects.

    4.2   Computer resources:
Access to a personal or university computer is mandatory. Blackboard and other online research tools are a requirement of the course. Existing university computer access for students is sufficient to complete all course requirements.

5.   Budget implications:
    5.1   Proposed method of staffing:
Existing IDST personnel. A new department faculty was hired to create/teach this course.

    5.2   Special equipment needed:
No equipment, materials or supplies are required for course implementation.

    5.3   Expendable materials needed:
Reasonable accommodation covered by department.

    5.4   Laboratory materials needed: None.

6.   Proposed term for implementation: Fall 2012

7.   Dates of prior committee approvals:

Department of Interdisciplinary Studies:	February 15, 2012
University College Curriculum Committee	February 27, 2012
Undergraduate Curriculum Committee	_____
University Senate	_____

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

University College, Department of Interdisciplinary Studies
Proposal to Create a New Course
Bibliography For IDST 395
Dr. Sara J. Northerner

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Hult, Christine A. *Readings from the Disciplines: Research Models for Writers*. Custom ed. Boston: Pearson Custom Pub. 2003.

Hult, Christine A. *Researching and Writing across the Curriculum*. 3rd ed. New York: Pearson/Longman, 2006.

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Klein, Julie Thompson. *Humanities, Culture, and Interdisciplinarity: The Changing American Academy*. Albany: State University of New York Press, 2005.

Klein, Julie Thompson. *Creating Interdisciplinary Campus Cultures: A Model for Strength and Sustainability*. The Jossey-Bass Higher and Adult Education Series. 1st ed. San Francisco, CA: Jossey-Bass/Association of American Colleges and Universities, 2010.

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Newell, William H., and William J. Green. "Defining and Teaching Interdisciplinary Studies." *Improving College and University Teaching* 30.1 (1982): 23-30.

Newell, William H., and Julie Thompson Klein. "Interdisciplinary Studies into the 21st Century." *The Journal of General Education* 45.2 (1996): 152-69. Print.

Repko, Allen F. *Interdisciplinary Research: Process and Theory*. 2nd ed. Thousand Oaks: SAGE Publications, 2012.

Repko, Allen F., William H. Newell, and Rick Szostak. *Case Studies in Interdisciplinary Research*. Thousand Oaks, Calif.: Sage Publications, 2012.

Proposal Date: April 6, 2012

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

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

1. **Identification of proposed course**
   1.13   Course prefix (subject area) and number: LEAD 300
   1.14   Course title: Leadership Theory and Application
   1.15   Abbreviated course title: Ldrship Theory and Application
   1.16   Credit hours and contact hours: 3 credit hours, 3 contact hours
   1.17   Schedule type: L - Lecture
   1.18   Prerequisites: Junior standing or permission of the instructor
   1.19   Course description: A study of leadership concepts, theories, and models; an
           overview of personal leadership assessments and leadership development plans;
           enhanced leadership knowledge through experiential learning. Students cannot
           receive academic credit for both LEAD 200 and LEAD 300.

2. **Rationale**
   2.1   Reason for developing the proposed course: LEAD 300 would include the
          theoretical focus of LEAD 200 with a deliberate focus on the application of
          leadership theories, models, personal assessments and extensive understanding of
          leading through problem solving. LEAD 300 would provide increased
          experiential learning opportunities for students who desire more than a theoretical
          foundation of leadership studies. Specific projects will include consultation and
          evaluation by actual community leaders. Students could substitute LEAD 300 for
          LEAD 200 to earn the Certificate in Leadership Studies or fulfill a requirement
          for the minor (pending approval by BOR) in Leadership Studies; students could
          not take both LEAD 200 and LEAD 300. LEAD 300 has obvious connections to
          WKU's mission to prepare students to be productive, engaged, and socially
          responsible citizen leaders of a global society. Leadership Studies offered LEAD
          300 as a temporary offering during the Spring Term 2012 and had 33 students
          enrolled: 14 on main campus, 9 in Owensboro, 5 in Elizabethtown, and 5 in
          Glasgow. LEAD 300 allows students at regional campuses to take a foundational
          leadership course not presently available in a face-to-face or IVS mode as similar
          LEAD 200 courses exist at community colleges in the regional campus areas.
   2.2   Projected enrollment in the proposed course: 25 per semester.
   2.3   Relationship of the proposed course to courses offered by the department:
          although similar in theoretical content to LEAD 200, LEAD 300 has an enhanced
          experiential component allowing increased application of leadership theory and
          approaches to solve real-world problems.
   2.4   Relationship of the proposed course to courses offered in other departments: there
          are no similar courses at WKU focused on providing leadership theory application

in an experiential manner as the proposed LEAD 300. MIL 202, Team Building and Military Doctrine is content specific; SOCL 310, Behavior in Small Groups does not provide a deliberate focus on leadership application. Although these and other departments discuss aspects of leadership, this course will provide an in-depth focus on the application of leadership theory and content casually discussed in other curriculums. LEAD 300 could support programs in other departments that seek application of leadership theory and approaches. We have not received any objections from either Military Science or Sociology regarding duplication of courses.

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

University of Richmond, Jepson School of Leadership Studies
LDST 488-Internship

Christopher Newport University
LDSP 491- Leadership Internship Seminar

University of Arizona
EDL 293A - Leadership and Involvement Internship

2.1   Other universities in the Commonwealth do not offer a similar course nor do benchmark universities. LEAD 300 focuses on blending theory and application providing students who desire a more applied focus in leadership an alternative to LEAD 200. LEAD 300 provides WKU students at regional campuses an opportunity to take a foundational leadership course not presently available in a face to face or IVS format as similar LEAD 200 courses exist at community colleges in the regional campus areas.

3. **Description of proposed course**
   3.1   Course objectives: Students completing this course will have the knowledge and skills to:
   - Identify and describe leadership theories and basic leadership concepts;
   - Identify behaviors of effective leaders with an emphasis on leading and participatiion in group activities;
   - Understand and apply leadership aspects to various situations and contexts;
   - Gain an overview of tools available for measuring and improving leadership effectiveness;
   - Apply leadership theories, models , and concepts while engaged in developing group problem solutions;
   - Work with community leaders to develop a group project focused on solving a real-life problem.

   3.2   Content outline:

- Basic leadership concepts and constructs;
- Leadership self-awareness through self-assessments;
- Classic leadership theories and approaches;
- Neoclassic leadership theories and approaches;
- Contemporary leadership theories and approaches;
- Group activities throughout the course and a group, term project.

3.3 Student expectations and requirements: evaluation of student learning occurs through short self-reflection based on self-assessments, research papers to include analysis of public leaders, exams, and student presentations.

3.4 Tentative texts and course materials:

Daft, R.L. (2008). *The leadership experience.* Mason, OH: Cengage.

Lussier, R.N., & Achua, C.F. (2010). *Leadership theory, application, & skill development.* Mason, OH: South-Western Cengage Learning

Northouse, P.G. (2010). *Leadership theory and practices.* Thousand Oaks, CA: Sage.

Rowe, W.G. (2007). *Cases in leadership.* Thousand Oaks, CA: Sage.

Schriberg, D. & Schriberg, A. (2011). *Practicing leadership Principles and application*. Hoboken, NJ: John Wiley & Sons

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

5. Budget implications:

   5.1 Proposed method of staffing: staffing occurs with current faculty in Leadership Studies or part-time faculty currently teaching LEAD 200. A reduced number of LEAD 200 courses would coincide with the increase in LEAD 300 courses negating the impact on staffing.
   5.2 Special equipment needed: none.
   5.3 Expendable materials needed: none.
   5.4 Laboratory materials needed: none.

6. Proposed term for implementation: Fall 2012.

7. Dates of prior committee approvals:

Leadership Studies Program	2/10/12
University College Curriculum Committee	2/27/12
Undergraduate Curriculum Committee	3/29/12
University Senate	_____

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

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

Contact Person: Ke Peng, ke.peng@wku.edu, (270) 745-5694

1. **Identification of proposed course:**
    1.1 **Course prefix (subject area) and number:** CHIN 306
    1.2 **Course title:** Experiencing Chinese Abroad
    1.3 **Abbreviated course title:** Chinese Abroad
    1.4 **Credit hours and contact hours:** 1-3
    1.5 **Type of course:** L
    1.6 **Prerequisites:** Completion of CHIN 102 or equivalent and permission of instructor.
    1.7 **Course catalog listing:** Supervised language and cultural studies accomplished during a study abroad program. Students will receive transferable credit for language study done during the study abroad program with the approval of instructor. May be repeated once for a maximum of six credit hours.

2. **Rationale:**
    2.1 **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese and choose to spend some time studying abroad in a Chinese-speaking environment. Every year, some students from the Chinese program apply for national scholarships (Critical Language Scholarships, the Chinese Government Scholarship, etc.) and get the opportunity to participate in study-abroad programs with intensive language instruction. The department of Modern Languages wants to support these programs and the students who participate in them by regularizing credit for work done during their study abroad. This course gives us flexibility in recognizing students' work in improving their language skills and cultural knowledge during a study abroad program. Individual courses will be assessed for language study and credit will be assigned.

    2.2 **Projected enrollment in the proposed course:** 1-3. We anticipate that 1-3 students may enroll in this course each semester and in the summer/winter. This number may grow over time.

    2.3 **Relationship of the proposed course to courses now offered by the department:** There is a similar course for the Spanish, German, French programs in the department. This course will enable the Chinese program to give students credit for language and cultural study done abroad in an approved program. The proposed course will count among the electives for the major or minor with the prior approval of the Modern Language program.

2.4 **Relationship of the proposed course to courses offered in other departments:**
The study abroad experience provides immediate access to Chinese language and culture, and it therefore complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, HIST 471 Modern China, and BE 350 Business Communication. It will be of particular interest to students with majors in International Business, Asian Religions and Cultures, and International Affairs.

2.5 **Relationship of the proposed course to courses offered in other institutions:**
The University of Louisville offers coursework in Chinese and a Chinese minor. The University of Kentucky offers a completely articulated Chinese major and a minor program. Both of these institutions have one or two courses to accommodate various levels and amount of foreign language and culture study abroad (UL: CHNS #300; UK: Shanghai 2012). Eastern Michigan University offers Intensive French/German/Spanish/Chinese (#490, 3 credit hours). Indiana University offers French/German/Spanish/Chinese 403 (2-3 hours, maximum 12 hours).

3. **Discussion of proposed course:**
3.1 **Course objectives:** The student will improve his/her language facility by enrolling in a language course taught in the host country. S/he will also gain first-hand knowledge of the foreign culture and will reflect upon the knowledge gained.

3.2 **Content outline:**
- Regular, evaluated language instruction in a venue approved by the WKU Modern Language Department.
- Participation in a series of assigned activities designed to expose the student to various aspects of the foreign society and culture.
- The compilation of a portfolio of cultural work (photographs, genuine culture artifacts, videos, etc.) and reflective essays on the experiences the student gathers.

3.3 **Student expectations and requirements:**
Student must attend language instruction regularly while abroad, must engage in the equivalent of at least 2-3 hours of language instruction per week, must engage in the cultural activities agreed upon with the supervising Modern Language faculty member before their departure, and must present the portfolio for evaluation upon return to WKU. The number of required cultural activities and the number and length of reflective essays required will vary from one program to the next, but will be appropriate to the hours awarded for this course and for upper division credit. The supervising Modern Language faculty will assign the cultural activities (visits to markets, museums, home stays, interviews, etc.) before the student's departure. The nature and scope of the portfolio contents will also be discussed in advance. Upon the student's return to WKU, the faculty member will

assign a grade dependent on the evaluation of the student's performance in the language course abroad and on the portfolio that the student presents.

    3.4   **Tentative texts and course materials**:
These will vary, depending on the site of the study abroad experience and on the program of study in which the student is engaged.

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

5. **Budget implications:**
    5.1   **Proposed method of staffing:** A full-time Chinese instructor will establish the program of cultural experiences and evaluate the student's portfolio upon his/her return to WKU. The faculty member selected by the KIIS Program or the Office of Study Abroad will actually teach the course. The faculty load credit will be consistent with Potter College and MLD policies on independent study supervision.
    5.2   **Special equipment needed:** None
    5.3   **Expendable materials needed:** None
    5.4   **Laboratory materials needed:** None

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

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

    Modern Languages Department/Division: <u>February 7, 2012</u>

    PCAL Curriculum Committee   March 1, 2012

    Undergraduate Curriculum Committee   _____

    University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Ke Peng, ke.peng@wku.edu, (270) 745-5694

1.	**Identification of proposed course:**
	1.20	**Course prefix (subject area) and number:** CHIN 318
	1.21	**Course title:** Business Chinese I
	1.22	**Abbreviated course title:** Business Chinese I
	1.23	**Credit hours and contact hours:** 3
	1.24	**Type of course:** L
	1.25	**Prerequisites/corequisites:** Completion of CHIN202 or equivalent
	1.26	**Course catalog listing:** This intermediate-level course aims to enhance students' daily communicative skills and cultural understanding in a business context in contemporary Chinese-speaking regions.

2.	**Rationale:**
	2.6	**Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese. The last academic year (2011-2012) has witnessed tremendous growth of Chinese programs in the region. Eight high schools with 380 students are taking Chinese through WKU Confucius Institute (CI) and 60 of these high school students are enrolled in WKU Dual Credit Chinese in Fall 2011. At the same time, retention is good in existing WKU Chinese courses. Therefore, we expect more students will reach the intermediate level, and this course addresses their need for an advanced intermediate level Chinese course with a focus on business topics. This course also serves students who have received some Chinese instruction in the Chinese Flagship program and complements courses and programs related to Asian studies.

	2.7	**Projected enrollment in the proposed course:** 15-20 every year. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as a Chinese major. While the initial offering of this course may have a small enrollment, subsequent offerings are expected to reach 15-20 as the Chinese major becomes more established.

	2.8	**Relationship of the proposed course to courses now offered by the department:** This course builds on the second year Chinese courses offered in the department, and provides linguistic and cultural skills needed to use Chinese in the workplace. The proposed course will count among the electives for the proposed major or minor.

	2.9	**Relationship of the proposed course to courses offered in other departments:** The study of Intermediate Chinese provides access to culture through language

study and it therefore complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, HIST 471 Modern China, and BE 350 Business Communication. It will be of particular interest to students with majors in Business, Asian Religions and Cultures, and International Affairs.

2.10 **Relationship of the proposed course to courses offered in other institutions:** The University of Louisville offers coursework in Chinese through the 400 level and a Chinese minor. The University of Kentucky offers completely articulated Chinese major and minor programs. Both U of L and UK offer a language sequence at the 400 level that includes multiple 300-level courses on various topics. However, neither of these universities offers Business Chinese courses. Therefore, the proposed course fills the gap.

3.   Discussion of proposed course:
3.3 **Course objectives:** In this interactive Business Chinese course, students will develop Chinese language skills in a business context with a focus on communicative performance. Students will
- acquire a cultural awareness of contemporary Chinese business world;
- understand and present main points with details on familiar topics and some unfamiliar topics in real business settings;
- present their viewpoints on familiar issues and support their opinions in the target business environment;
- survive and behave appropriately in the target business environment.

3.4 **Content outline:**
The major content of this course includes commonly used commercial vocabulary and expressions, and cultural background knowledge of conducting business in China. The delivery of the content is organized by twelve topics in a business context, including
- banking, renting, formal dressing
- visa issues, travelling, transportations
- appointments, insurance, social communication
- quoting, ordering samples, and making transactions.

3.5 **Student expectations and requirements:**
In addition to the mid-term project and the final examination, requirements will typically include active participation in curricular activities, completion of homework assignments, weekly written reports, and bi-weekly group business meetings.

3.6 **Tentative texts and course materials**: *Gateway to Business Chinese: Daily Communication.* Beijing University Press: 2010.

4.   Resources:

4.3 **Library resources:** adequate
4.4 **Computer resources:** adequate

5. **Budget implications:**
   5.5 **Proposed method of staffing:** The course will be taught by existing faculty, or may occasionally be taught by visiting Chinese faculty as available and qualified. Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban to teach a portion of lower level courses. If an instructor is no longer available through Han Ban, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
   5.6 **Special equipment needed:** None
   5.7 **Expendable materials needed:** None
   5.8 **Laboratory materials needed:** None

6. **Proposed term for implementation:** Spring 2013

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

   Modern Languages Department/Division: February 7, 2012

   PCAL Curriculum Committee   March 1, 2012

   Undergraduate Curriculum Committee   _____

   University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Ke Peng, ke.peng@wku.edu, (270) 745-5694

1.   **Identification of proposed course:**
    1.1   **Course prefix (subject area) and number:** CHIN 320
    1.2   **Course title:** Chinese Conversation and Composition
    1.3   **Abbreviated course title:** Chinese Conversation/Composition
    1.4   **Credit hours and contact hours:** 3
    1.5   **Type of course:** L
    1.6   **Prerequisites:** Completion of CHIN 202 or equivalent
    1.7   **Course catalog listing:** This intermediate course advances students' interpersonal and presentational communication skills with intensive practice in all language skills and a focus on speaking and writing.

2.   **Rationale:**
    2.1   **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese. The last academic year (2011-2012) has witnessed tremendous growth of Chinese programs in the region. Eight high schools with 380 students are taking Chinese through WKU Confucius Institute (CI) and 60 of them are enrolled in WKU Dual Credit Chinese in Fall 2011. At the same time, retention is good in existing WKU Chinese courses. Therefore, we expect more students will reach intermediate level, and this course addresses their need for an advanced level Chinese course with a focus on conversation and composition skills. This course also serves students who have received some Chinese instruction in the Chinese Flagship program and complements courses and programs related to Asian studies.

    2.2   **Projected enrollment in the proposed course:** 15-20 every other year. This course is part of the regular curriculum for what will soon be proposed as a Chinese major. While the initial offering will have a smaller enrollment, we expect subsequent offerings to reach 15-20 as the Chinese major becomes more established. Students taking this course may come from the program's own 200 level sequence or the Chinese Flagship program. They may also have been learning Chinese since middle/ high school years.

    2.3   **Relationship of the proposed course to courses now offered by the department:** This course builds on the second-year Chinese courses offered in the department. The proposed course will count among the electives for the proposed major or minor.

2.4 **Relationship of the proposed course to courses offered in other departments:** The topics of this course engage students in conversations and compositions related to various cultural topics, and it therefore complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, RELS 317 Confucianism, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, HIST 471 Modern China, HIST 615 Seminar: Twentieth-century China, and HIST 615 Seminar: Chinese State Society and Culture. It will be of particular interest to students with majors in Asian Religions and Cultures and International Affairs, as well as business.

2.5 **Relationship of the proposed course to courses offered in other institutions:** The University of Louisville offers coursework in Chinese and a Chinese minor. The University of Kentucky offers completely articulated Chinese major and minor programs. While UK offers similar courses as WKU, their curriculum for the Chinese major and minor is set up quite differently. They offer many courses that are delivered in English (e.g. CHI 511: Literary Chinese) and emphasize the knowledge of Chinese literature and culture, while our courses are delivered in the target language as attempt to bring students' language proficiency to the advanced level with different contexts.

3. **Discussion of proposed course:**
   3.1 **Course objectives:** Upon completion of the course, students will
      - understand connected texts consistently;
      - participate actively in formal and informal conversations on topics of personal and public interest;
      - sustain communication by using, with a fair amount of accuracy and confidence, connected discourse of paragraph length and substance.

   3.2 **Content outline:** The course bridges the gap between intermediate and advanced Chinese interpersonal and presentational communication skills. We use a selection of authentic materials (twelve dialogues and corresponding newspaper articles on similar topics) to engage students in active conversation and composition. By comparing the different vocabulary, structures, genre and ways of expressions in the two presentational modes, students will be well aware of the difference between speaking and writing in Chinese. The themes covered in this course range from topics of personal realm to public domain, including but by no means limited to:
      - Children and education;
      - Business and social relations;
      - Family values and issue in traditional and modern Chinese society;
      - Political conflicts and moral crisis.

   3.3 **Student expectations and requirements:** In addition to the mid-term examination and the final portfolio project, requirements will typically include

active participation in curricular activities, completion of homework assignments, weekly presentations, quizzes and group discussions.

3.4 **Tentative texts and course materials**: Chih-p'ing Chou, Yan Xia, and Meow Hui Goh. (2011), *All Things Considered: Advanced Reader of Modern Chinese*. Princeton University Press.

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

5.   Budget implications:
5.1 **Proposed method of staffing:** The course will be taught by existing faculty, or may occasionally be taught by visiting Chinese faculty as available and qualified. Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban to teach a portion of lower level courses. If an instructor is no longer available through Han Ban, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
5.2 **Special equipment needed:** None
5.3 **Expendable materials needed:** None
5.4 **Laboratory materials needed:** None

6.   Proposed term for implementation: Fall 2013

7.   Dates of prior committee approvals:

Modern Languages Department/Division: February 7, 2012

PCAL Curriculum Committee   March 1, 2012

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Ke Peng, ke.peng@wku.edu, (270) 745-5694

1. **Identification of proposed course:**
   1.1 **Course prefix (subject area) and number:** CHIN 333
   1.2 **Course title:** Chinese Culture and Civilization
   1.3 **Abbreviated course title:** Chinese Cul & Civ
   1.4 **Credit hours and contact hours:** 3
   1.5 **Type of course:** L
   1.6 **Prerequisites:** Completion of CHIN 202 or equivalent
   1.7 **Course catalog listing:** This intermediate course introduces students to Chinese history, society, culture, and contemporary issues. It is taught in the target language.

2. **Rationale:**
   2.1 **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese. The last academic year (2011-2012) has witnessed tremendous growth of Chinese programs in the region. Eight high schools with 380 students are taking Chinese through WKU Confucius Institute (CI) and 60 of these high school students are enrolled in WKU Dual Credit Chinese in Fall 2011. At the same time, retention is good in existing WKU Chinese courses. Therefore, we expect more students will reach intermediate level, and this course addresses their need for an advanced level Chinese course focusing on the culture and civilization. This course also serves students who have received some Chinese instruction in the Chinese Flagship program and complements courses and programs related to Asian studies.

   2.2 **Projected enrollment in the proposed course:** 15-20 every other year. This course is part of the regular curriculum for what will soon be proposed as a Chinese major. While the initial offering will have a smaller enrollment, we expect subsequent offerings to reach 15-20 as the Chinese major becomes more established. Students taking this course may come from the program's own 200 level sequence or may have started their studies in middle/ high schools in the region that offer Chinese instruction, or in the Chinese Flagship program.

   2.3 **Relationship of the proposed course to courses now offered by the department:** This course builds on the second-year Chinese courses offered in the department. The proposed course will count among the electives for the proposed major or minor.

2.4   **Relationship of the proposed course to courses offered in other departments:**
The topics of this course engage students in culture studies using the target
language, and complements courses such as RELS 302 Buddhist Religious
Traditions, RELS 308 East Asian Religious Traditions, RELS 317 Confucianism,
PS 250 International Politics, PS 449 International Political Economy, HIST 461
Modern East Asia, HIST 471 Modern China, HIST 615 Seminar: Twentieth-
century China, and HIST 615 Seminar: Chinese State Society and Culture. It will
be of particular interest to students with majors in Asian Religions and Cultures
and International Affairs, as well as business.

2.5   **Relationship of the proposed course to courses offered in other institutions:**
The University of Kentucky offers completely articulated Chinese major and
minor programs. UK offers two courses on Chinese culture and civilization, CHI
330 Introduction to Chinese Culture, Pre-modern to 1840 and CHI 331
Introduction to Chinese Culture, 1840 to Present, but they are offered in English
instead of the target language, Chinese. Therefore, our course addresses learners'
call for a content course delivered in the target language.

3.   **Discussion of proposed course:**
3.1   **Course objectives:** Upon completion of the course, students will
- understand and discuss general Chinese history;
- identify the fundamental cultural elements which remain relevant in a modern
  world where China is a burgeoning economic powerhouse and world player;
- communicate with a fair amount of fluency on cultural issues, and link ideas
  in extended discussions;
- deliver a clear, organized presentation on a variety of cultural topics in the
  target language.

3.2   **Content outline:** The course examines the history of China written in simplified
language, from its earliest origins up until the final days of its imperial past,
through excerpts of original texts, artifacts, and visual representations. We will
touch upon topics such as philosophy (Confucianism, Legalism, etc.), religion
(Daoism and Buddhism), classic literature (Tang poetry, novels), dynastic
changes and historiography, practices of traditional Chinese culture in modern
China, as well as the predominant cultural features that are identifiably "Chinese".

3.3   **Student expectations and requirements:** In addition to the mid-term
examination and the final portfolio project, requirements will typically include
active participation in curricular activities, completion of homework assignments,
weekly presentations, quizzes and group discussions.

3.4   **Tentative texts and course materials**:
- Vivian Ling. (1997). *Talks on Chinese Culture*. Far Eastern Publications, Yale
  University Press.
- Zepeng Liu, et al.(2006). *Common Knowledge about Chinese History:
  Bilingual Version*. Higher Education Press.

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

5.   Budget implications:
   5.1   **Proposed method of staffing:** The course will be taught by existing faculty, or may occasionally be taught by visiting Chinese faculty as available and qualified. Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban to teach a portion of lower level courses. If an instructor is no longer available through Han Ban, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
   5.2   **Special equipment needed:** None
   5.3   **Expendable materials needed:** None
   5.4   **Laboratory materials needed:** None

6.   Proposed term for implementation: Fall 2013

7.   Dates of prior committee approvals:

Modern Languages Department/Division: February 7, 2012

PCAL Curriculum Committee   March 1, 2012

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Ke Peng, ke.peng@wku.edu, (270) 745-5694

1.   **Identification of proposed course:**
    1.1   **Course prefix (subject area) and number:** CHIN 401
    1.2   **Course title:** Advanced Chinese I
    1.3   **Abbreviated course title:** Advanced Chinese I
    1.4   **Credit hours and contact hours:** 3
    1.5   **Type of course:** L
    1.6   **Prerequisites:** Completion of CHIN 302 or equivalent
    1.7   **Course catalog listing:** This interactive course continues to expand students' language skills at the advanced level and enables students to communicate with native Chinese speakers on practical and factual matters.

2.   **Rationale:**
    2.1   **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese. The last academic year (2011-2012) has witnessed tremendous growth of Chinese programs in the region. Eight high schools with 380 students are taking Chinese through WKU Confucius Institute (CI) and 60 of these high school students are enrolled in WKU Dual Credit Chinese in Fall 2011. At the same time, retention is good in existing WKU Chinese courses. Therefore, we expect more students will reach advanced level, and this course addresses their need for an advanced level Chinese course practicing all four language skills: listening, speaking, reading and writing. This course also serves students who have received some Chinese instruction in the Chinese Flagship program and complements courses and programs related to Asian studies.

    2.2   **Projected enrollment in the proposed course:** 15-20 every other year. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as a Chinese major. While the initial offering of this course may have a small enrollment, subsequent offerings are expected to reach 15-20 as the Chinese major becomes more established.

    2.3   **Relationship of the proposed course to courses now offered by the department:** This course builds on the third-year Chinese courses offered in the department, most specifically CHIN302 Advanced Intermediate Chinese II. The proposed course will count among the electives for the proposed major or minor.

2.4 **Relationship of the proposed course to courses offered in other departments:**
The study of Advanced Chinese provides access to culture through language study and it therefore complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, and HIST 471 Modern China. It will be of particular interest to students with majors in Asian Religions and Cultures and International Affairs, as well as business.

2.5 **Relationship of the proposed course to courses offered in other institutions:**
The University of Louisville offers coursework in Chinese through the 400 level and a Chinese minor. The University of Kentucky offers completely articulated Chinese major and minor programs. Both U of L (CHIN 455 & 456: Advanced Readings in Chinese I & II) and UK (CHI 401 & 402: Advanced Chinese I & II) offer a language sequence at the 400 level that includes two advanced courses.

3. Discussion of proposed course:
3.1 **Course objectives:** In this fourth-year Chinese course, students will develop their language skills in a cultural context with a focus on communicative performance. They will move from High Intermediate Level to Low/Mid Advanced Level. Students will
- be able to understand some extended speech on unfamiliar topics delivered in Chinese through a variety of media;
- be able to understand viewpoints and attitudes expressed in literary and non-literary texts;
- be able to communicate with a fair amount of fluency and spontaneity on familiar topics, even in complicated situations, and link ideas in extended discussions;
- be able to deliver a clear, organized presentation appropriate to the audience on a variety of topics in Chinese.

3.2 **Content outline:** The content of this course is organized by themes that provide practice for improving students' problem solving skills in the target language and culture. Each theme identifies a problem scenario or a controversial issue in real life. Students are expected to apply the language items and structures learned relevant to the theme, and to piece all the information together until the problem is resolved or they can express their viewpoints in Chinese with fair amount of fluency and accuracy. For each theme, they will also compare the cultural values and preferred practices between their native language/culture and the Chinese language/culture. The themes covered in this course are
- Homecoming and Family Reunion in Chinese and American Culture;
- Leisure time of the youth in China and in the U.S.;
- Education and Careers;
- The Development and Use of Computer and Internet;
- Relationships and marriage;
- Literature and the Performing Arts;

- Advertisements and Commercials in Chinese and American Culture.

3.3 **Student expectations and requirements:** In addition to the mid-term project and the final examination, requirements will typically include active participation in curricular activities, completion of homework assignments, weekly speaking performances, culture presentations, quizzes and tests of each unit.

3.4 **Tentative texts and course materials**: *Encounters I*: *A Cognitive Approach to Advanced Chinese*. Indiana University Press. 2010.

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

5. **Budget implications:**
   5.1 **Proposed method of staffing:** The course will be taught by existing faculty, or may occasionally be taught by visiting Chinese faculty as available and qualified. Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban to teach a portion of lower level courses. If an instructor is no longer available through Han Ban, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
   5.2 **Special equipment needed:** None
   5.3 **Expendable materials needed:** None
   5.4 **Laboratory materials needed:** None

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

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

   Modern Languages Department/Division: February 7, 2012

   PCAL Curriculum Committee   March 1, 2012

   Undergraduate Curriculum Committee   _____

   University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Ke Peng, ke.peng@wku.edu, (270) 745-5694

1. **Identification of proposed course:**
   1.1 **Course prefix (subject area) and number:** CHIN 402
   1.2 **Course title:** Advanced Chinese II
   1.3 **Abbreviated course title:** Advanced Chinese II
   1.4 **Credit hours and contact hours:** 3
   1.5 **Type of course:** L
   1.6 **Prerequisites:** Completion of CHIN401 or equivalent
   1.7 **Course catalog listing:** This interactive course builds on language skills acquired in previous study of Chinese and trains learners to handle routine communication effortlessly among native speakers of Chinese.

2. **Rationale:**
   2.1 **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese. The last academic year (2011-2012) has witnessed tremendous growth of Chinese programs in the region. Eight high schools with 380 students are taking Chinese through WKU Confucius Institute (CI) and 60 of these high school students are enrolled in WKU Dual Credit Chinese in Fall 2011. At the same time, retention is good in existing WKU Chinese courses. Therefore, we expect more students will reach advanced level, and this course addresses their need for an advanced level Chinese course practicing all four language skills: listening, speaking, reading and writing. This course also serves students who have received some Chinese instruction in the Chinese Flagship program and complements courses and programs related to Asian studies.

   2.2 **Projected enrollment in the proposed course:** 15-20 every other year. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as a Chinese major. While the initial offering of this course may have a small enrollment, subsequent offerings are expected to reach 15-20 as the Chinese major becomes more established.

   2.3 **Relationship of the proposed course to courses now offered by the department:** This course builds on the third-year Chinese courses offered in the department, most specifically CHIN 401 Advanced Chinese I. The proposed course will count among the electives for the proposed major or minor.

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

The study of Advanced Chinese provides access to culture through language study, and complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, and HIST 471 Modern China. It will be of particular interest to students with majors in Asian Religions and Cultures and International Affairs, as well as mention business.

2.5   **Relationship of the proposed course to courses offered in other institutions**: The University of Louisville offers coursework in Chinese through the 400 level and a Chinese minor. The University of Kentucky offers completely articulated Chinese major and minor programs. Both U of L (CHIN 455 & 456: Advanced Readings in Chinese I & II) and UK (CHI 401 & 402: Advanced Chinese I & II) offer a language sequence at the 400 level that includes two advanced courses.

3.   Discussion of proposed course:
3.1   **Course objectives:** In this fourth-year Chinese course, students will develop their language skills in a cultural context with a focus on communicative performance. They will move from Low/Mid Advanced Level to Mid/High Advanced Level. Upon completion of the course, students will
   -   be able to clearly understand extended speech and short lectures in Chinese through most forms of media with little effort;
   -   be able to understand abstract and linguistically complex texts and make appropriate inference and identify literary elements;
   -   be able to express themselves with fluency, flexibility and precision on concrete and some abstract topics, and make appropriate response to the audience.

3.2   **Content outline:** The content of this course is organized by themes and is designed to develop students' problem solving skills in the target language and culture. Each theme identifies a problem scenario or a controversial issue in real life. Students are expected to apply the language items and structures learned relevant to the theme, and piece all the information together until the problem is resolved or they can express their viewpoints in Chinese with fair amount of fluency and accuracy. For each theme, they will also compare and contrast the cultural values and preferred practices between their native language/culture and the Chinese language/culture. The themes covered in this course are:
   -   Housing and Real Estate in China and in the U.S.;
   -   Traffic Situation and Transportation Choices;
   -   Health Care Issues and the Traditional-vs-Western Medicine Debate;
   -   Crime and Justice in China;
   -   Nature Resources and Environmental Issues in China;
   -   Chinese Economy and Politics;
   -   Aging Issues and One-child Policy in China.

3.3 **Student expectations and requirements:** In addition to the mid-term project and the final examination, requirements will typically include active participation in curricular activities, completion of homework assignments, weekly speaking performances, culture presentations, quizzes and tests of each unit.

3.4 **Tentative texts and course materials**: *Encounters II*: *A Cognitive Approach to Advanced Chinese*. Indiana University Press. 2010.

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

5. **Budget implications:**
   5.1 **Proposed method of staffing:** The course will be taught by existing faculty, or may occasionally be taught by visiting Chinese faculty as available and qualified. Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban to teach a portion of lower level courses. If an instructor is no longer available through Han Ban, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
   5.2 **Special equipment needed:** None
   5.3 **Expendable materials needed:** None
   5.4 **Laboratory materials needed:** None

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

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

   Modern Languages Department/Division: <u>February 7, 2012</u>

   PCAL Curriculum Committee   March 1, 2012

   Undergraduate Curriculum Committee   _____

   University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Ke Peng, ke.peng@wku.edu, (270) 745-5694

1.   **Identification of proposed course:**
      1.1   **Course prefix (subject area) and number:** CHIN 418
      1.2   **Course title:** Business Chinese II
      1.3   **Abbreviated course title:** Business Chinese II
      1.4   **Credit hours and contact hours:** 3
      1.5   **Type of course:** L
      1.6   **Prerequisites:** Completion of CHIN 318 or equivalent
      1.7   **Course catalog listing:** This advanced level course fosters continued
             development of students' language skills and cultural understanding about the
             business environment in contemporary Chinese-speaking regions.

2.   **Rationale:**
      2.1   **Reason for developing the proposed course:** This course provides a response to
             the growing number of students who want to continue their study of Chinese. The
             last academic year (2011-2012) has witnessed tremendous growth of Chinese
             programs in the region. Eight high schools with 380 students are taking Chinese
             through WKU Confucius Institute (CI) and 60 of these high school students are
             enrolled in WKU Dual Credit Chinese in Fall 2011. At the same time, retention is
             good in existing WKU Chinese courses. Therefore, we expect more students will
             reach advanced level and this course addresses their need for another advanced
             level Chinese course with a focus on language performance and skills in a
             business context. This course also serves students who have received some
             Chinese instruction in the Chinese Flagship program and complements courses
             and programs related to Asian studies.

      2.2   **Projected enrollment in the proposed course:** 15-20 every year. This course is
             part of the regular sequence of courses building language proficiency for what
             will soon be proposed as a Chinese major. While the initial offering of this course
             may have a small enrollment, subsequent offerings are expected to reach 15-20 as
             the Chinese major becomes more established.

      2.3   **Relationship of the proposed course to courses now offered by the
             department:** This course builds on the third year Chinese courses offered in the
             department, most specifically CHIN 318 Business Chinese I. The proposed course
             will count among the electives for the proposed major or minor.

      2.4   **Relationship of the proposed course to courses offered in other departments:**
             The study of Advanced Chinese provides access to culture through language

study, and it therefore complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, HIST 471 Modern China, and BE 350 Business Communication. It will be of particular interest to students with majors in Business, Asian Religions and Cultures, and International Affairs.

2.5 **Relationship of the proposed course to courses offered in other institutions:** The University of Louisville offers coursework in Chinese through the 400 level and a Chinese minor. The University of Kentucky offers completely articulated Chinese major and minor programs. Both U of L and UK offer a language sequence at the 400 level that includes multiple 400-level courses on various topics. However, neither of these universities offers Business Chinese courses. Therefore, the proposed course fills the gap.

3. Discussion of proposed course:

3.1 **Course objectives:** In this interactive Business Chinese course, students will develop communicative language skills and clear cultural understanding of the business environment in contemporary Chinese-speaking regions. Students will
   - locate business news and information related to the Chinese market with ease;
   - understand some extended speech on business topics delivered through a variety of media;
   - communicate with a fair amount of fluency and spontaneity on business topics, even in complicated situations;
   - deliver a clear, organized presentation on business operations appropriate to the audience.

3.2 **Content outline:** The content of this course is structured around three settings with various functional topics:
   - In *Social Gatherings*, how to
     o make invitations to business partners and handle others' invitation;
     o treat others' offering of gifts;
     o understand and react to the Chinese drinking culture in business settings;
     o take care of the bill appropriately.
   - In *Office*, how to
     o process paperwork;
     o meet with management;
     o build teamwork;
     o schedule meetings.
   - In *Day-to-day Operations*, how to:
     o introduce and describe the business;
     o market and sell products;
     o address customers' comments, questions and advice;
     o negotiate pricing, payment and delivery methods;
     o make formal requests and business commitments.

3.3 **Student expectations and requirements:** In addition to the mid-term project and the final examination, requirements will typically include active participation in curricular activities, completion of homework assignments, weekly written reports, and bi-weekly group business meetings.

3.4 **Tentative texts and course materials**: *Advanced Business Chinese.* Beijing University Press: 2010.

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

5. Budget implications:
5.1 **Proposed method of staffing:** The course will be taught by existing faculty, or may occasionally be taught by visiting Chinese faculty as available and qualified. Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban to teach a portion of lower level courses. If an instructor is no longer available through Han Ban, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
5.2 **Special equipment needed:** None
5.3 **Expendable materials needed:** None
5.4 **Laboratory materials needed:** None

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

Modern Languages Department/Division: February 7, 2012

PCAL Curriculum Committee   March 1, 2012

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Ke Peng, ke.peng@wku.edu, (270) 745-5694

1. **Identification of proposed course:**
   1.1 **Course prefix (subject area) and number:** CHIN 420
   1.2 **Course title:** Advanced Chinese Stylistics
   1.3 **Abbreviated course title:** Advanced Chinese Stylistics
   1.4 **Credit hours and contact hours:** 3
   1.5 **Type of course:** L
   1.6 **Prerequisites:** Completion of CHIN 320 or equivalent
   1.7 **Course catalog listing:** This advanced course provides intensive practice in formal Chinese language. It aims to train students to be effective in narration, description, persuasion, exposition, and lyrical expression.

2. **Rationale:**
   2.1 **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese. The last academic year (2011-2012) has witnessed tremendous growth of Chinese programs in the region. Eight high schools with 380 students are taking Chinese through WKU Confucius Institute (CI) and 60 of these high school students are enrolled in WKU Dual Credit Chinese in Fall 2011. At the same time, retention is good in existing WKU Chinese courses. Therefore, we expect more students will reach advanced level, and this course addresses their need for another advanced level Chinese course with a focus on sophisticated writing skills. This course also serves students who have received some Chinese instruction in the Chinese Flagship program and complements courses and programs related to Asian studies.

   2.2 **Projected enrollment in the proposed course:** 15-20 every other year. This course is part of the regular curriculum for what will soon be proposed as a Chinese major. While the initial offering will have a smaller enrollment, because of the professional skills and functions taught in the course, we expect subsequent offerings to reach 15-20 as the Chinese major becomes more established. Students taking this course may come from the program's own 300 level sequence or may have started their studies in the Chinese Flagship program.

   2.3 **Relationship of the proposed course to courses now offered by the department:** This course builds on the third-year Chinese courses offered in the department, most specifically CHIN320, Chinese Conversation and Composition. The proposed course will count among the electives for the proposed major or

minor.

2.4 **Relationship of the proposed course to courses offered in other departments:**
The course involves an enormous amount of discussion and number of presentations in a cultural context related to Chinese traditions and value systems in the modern world, and complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, RELS 317 Confucianism, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, HIST 471 Modern China, HIST 615 Seminar: Twentieth-century China, and HIST 615 Seminar: Chinese State Society and Culture. It will be of particular interest to students with majors in Asian Religions and Cultures and International Affairs, as well as business.

2.5 **Relationship of the proposed course to courses offered in other institutions:**
The University of Louisville offers coursework in Chinese and a Chinese minor. The University of Kentucky offers completely articulated Chinese major and minor programs. While UK offers similar courses as WKU, their curriculum for the Chinese major and minor is set up quite differently. UL offers two courses on advanced reading but not writing (CHNS 455 & 456: Advanced Readings in Chinese I & II), while UK offers an advanced course on literary Chinese (CHI 511) that is delivered in English and does not emphasize writing kills, while our courses are delivered in the target language as an attempt to bring students' language proficiency to the advanced level with different contexts.

3. **Discussion of proposed course:**

   3.1 **Course objectives:** This course provides students with a conscious, systematic and rigorous training in the advanced language skills in formal speech and writing. Upon completion of the course, students will
   - choose from various writing strategies at their disposal and know which best serve their needs under given circumstances;
   - express their intentions more effectively and appropriately;
   - master a large number of rhetorical techniques in a variety of contexts;
   - express themselves more vividly, more succinctly, more cohesively, more elegantly and more forcefully.

   3.2 **Content outline:** The content of this course is comprised of five main sections:
   - *Narration*:
     o to convey the same meaning in different ways;
     o to connect sentences to increase clarity;
     o to speak and write formal language;
     o to use four-character idioms to raise the language level;
     o to make expressions more vivid with the use of onomatopoeia and analogies.
   - *Description*:
     o to speak in a colloquial style like native speakers;
     o to use exaggeration for effect;

- o to use classical 'empty/abstract words' to indicate subtlety in tones.
  - *Persuasion*:
    - o to utilize words of reduplication to provide more vivid description;
    - o to reinforce statements through enumeration, repetition, rhetorical questions, comparisons, and contrasts;
    - o to employ sentences without an explicit subject to talk closely to the reader;
    - o to make statements terse and vivid with allusion and metaphors.
  - *Exposition*:
    - o to be culturally appropriate by speaking courteously and humbly;
    - o to convey double meaning with the same words.
  - *Lyrical Expression*:
    - o to make statements succinct but powerful with different strategies.

3.3 **Student expectations and requirements:** In addition to the mid-term examination and the final portfolio project, requirements will typically include active participation in curricular activities, completion of homework assignments, weekly presentations, quizzes and group discussions.

3.4 **Tentative texts and course materials**: Yanfang Tang & Qinghai Chen. (2005), *Advanced Chinese: Intention, Strategy and Communication*. Yale University Press.

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

5. **Budget implications:**
   5.1 **Proposed method of staffing:** The course will be taught by existing faculty, or may occasionally be taught by visiting Chinese faculty as available and qualified. Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban to teach a portion of lower level courses. If an instructor is no longer available through Han Ban, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
   5.2 **Special equipment needed:** None
   5.3 **Expendable materials needed:** None
   5.4 **Laboratory materials needed:** None

6. **Proposed term for implementation:** Fall 2013
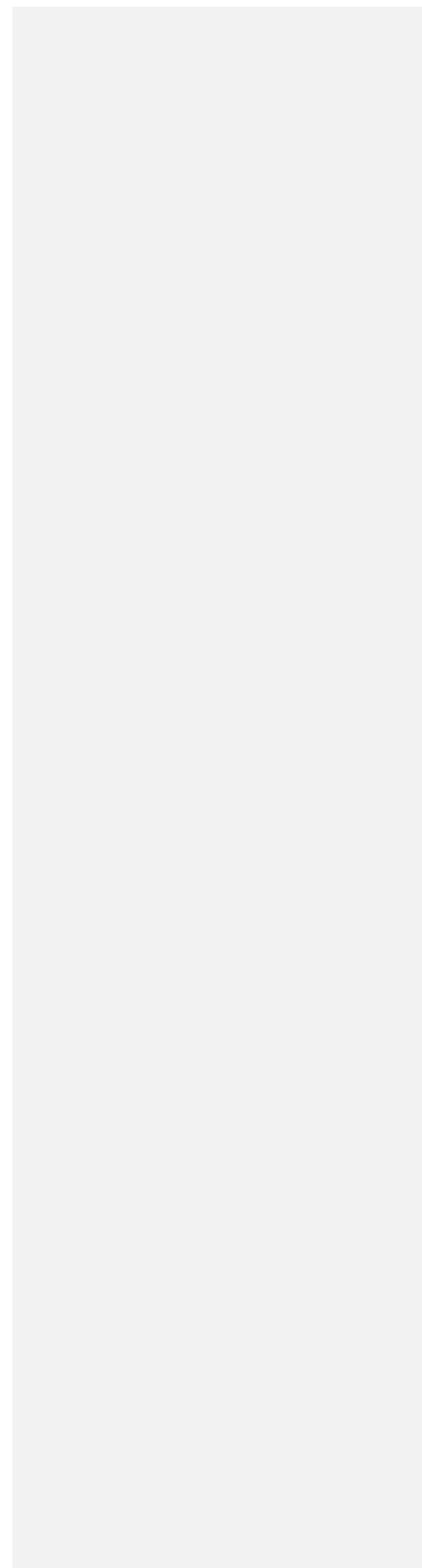
7. **Dates of prior committee approvals:**

   Modern Languages Department/Division: February 7, 2012

   PCAL Curriculum Committee   March 1, 2012

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Create a New Course
(Action Item)

Contact Person: Ian Schnee, ian.schnee@wku.edu, 745-5751

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: PHIL 332
   1.2   Course title: Philosophy of Mind: Minds and Machines
   1.3   Abbreviated course title: Philosophy of Mind
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: L
   1.6   Prerequisites/corequisites: One philosophy course or consent of instructor.
   1.7   Course catalog listing: A study of the nature of mind, cognitive states, and
          consciousness. Topics may include the nature of the mental system, mind-brain
          identity, computer consciousness, and visual system's role in decision-making
          and intentionality.

2. **Rationale:**
   2.1   Reason for developing the proposed course:
          • to provide students with an opportunity to explore philosophical questions
            about the nature of mind;
          • to diversify course offerings in the Phil major and minor;
          • to bring the Phil curriculum into line with comparable programs around
            the country, particularly WKU's benchmark schools; while a several of
            our courses touch on issues in the area of philosophy of mind, the absence
            of a course specifically devoted to this major area of philosophy is a
            shortcoming in the curriculum;
          • to encourage cross-disciplinary enrollments and integrated learning among
            students from different subject areas (esp. Psychology, Computer Science,
            Cognitive Science, Neuroscience, and Biology).

   2.2   Projected enrollment in the proposed course: 40 students

   2.3   Relationship of the proposed course to courses now offered by the department:
          The following courses touch occasionally on issues related to the proposed
          course: PHIL 101: *Enduring Questions: Truth and Relativism* (monism and
          dualism); PHIL 345: *Descartes and Hume* (Cartesian dualism); PHIL 310:
          Science, Religion and Contemporary Life (personhood); PHIL 315: *Philosophy of
          Religion* (personhood); PHIL 330: *Philosophy of Science* (causation and
          supervenience). None of them, however, provides a foundational treatment of the
          philosophical problems concerning the nature of mind, including, e.g.,

consciousness, intentionality, and computational approaches to the mind.

2.4 Relationship of the proposed course to courses offered in other departments: PSY 405: *Cognitive Psychology* (related subject matter: cognition and judgment); PSY 411: *Psychology of Sensation and Perception* (related subject matter: visual perception); CS 456: *Artificial Intelligence* (related subject matter: creating computer representations for non-algorithmic problem solving); BIOL 335: *Neurobiology* (related subject matter: brain organization and sensory systems). All of the courses mentioned above have subject matters related to some aspect of the proposed course, but there is very little overlap. PSY 405 and 411 consider empirical work on cognition in general and the visual system in particular, but they do not systematically study the philosophical questions raised by that work. The converse is the case for the proposed course: it does systematically study the philosophical questions raised by that work, but it is not primarily a course about the empirical theory and research of psychology. Similar comments apply to CS 456 and BIO 335, which study implementation of types of computer problem solving related to cognition/intelligence and neurobiology, respectively. Neither of those courses systematically studies the philosophical questions raised by its work, which is the purpose of the proposed course (it provides a foundational treatment of the philosophical problems concerning the nature of mind).

2.5 Relationship of the proposed course to courses offered in other institutions: sixteen of WKU's nineteen benchmark schools offer one or more courses in the philosophy of mind. They include the following: California State University-Chico (PHIL 362: *Philosophy of Mind*), California State University-Fresno (PHIL 151: *Cognitive Science: Mind*, and PHIL 156: *Philosophy of Mind*), Florida Atlantic University-Boca Raton (PHI 3320: *Philosophy of Mind*), Eastern Illinois University (PHI 3540: *Philosophy of Mind*), Eastern Michigan University (PHIL 442: *Philosophy of Mind*), Indiana State University (PHIL 323: *Philosophy of Psychology*, and PHIL 424: *Minds, Machines, and Cognition*), Middle Tennessee State University (PHIL 4550: *Philosophy of Mind*), Missouri State University (PHI 335: *Mind, Language, and Reality*), Montclair State University (PHIL 270: *Philosophy of Mind*), Northern Arizona University (PHI 322: *Philosophy of Mind*), Oakland University (PHL 335: *Consciousness and Persons*, and PHL 437: *Philosophy of Mind*), Towson University (PHIL 319: *Science, Technology, and Values*), University of Northern Iowa (PHIL 3310: *The Human Person*), Western Illinois University (PHIL 425: *Philosophy of Mind*), Wichita State University (PHIL 421: *Philosophy of Mind*), Youngstown State University (PHIL 3714: *Language and Mind*). Among other Kentucky institutions, philosophy of mind is taught at the University of Kentucky, the University of Louisville, and Northern Kentucky University.

3.   Discussion of proposed course:
3.1 Course objectives:
   - to acquaint students with classical and contemporary philosophers and texts in the philosophy of mind

          o   to enable students to theorize about the mind as a dynamic system

          o   to enable students to understand the mind from a diversity of perspectives (philosophical, psychological, cognitive scientific, neurobiological, etc.)

          o   to enable students to understand, analyze, and argue for different theories of personal identity and the mind (functionalist, dualist, materialist, etc.)

          o   to enable students to understand causal and historical origins of mental contents and states

          o   to enable students to understand and analyze how issues of personal identity affect responsibility and action

          o   to enable students to understand and analyze components of the mind (e.g., consciousness, linguistic capacity, and visual perception) and their contribution to the functioning of the overall mental system (esp. regarding representation, decision-making, and responsibility)

          o   to enable students to detect, deploy, and evaluate philosophical assumptions, concepts, and terms encountered in discussions of the mind in Psychology, Cognitive Science, Neuroscience, Computer Science, and Artificial Intelligence

3.2   Content outline
- I.   Dualism and Behaviorism

- II.   Materialism and Functionalism

- III.   Consciousness and Qualia

- IV.   Mental Causation and Visual Perception

- V.   Personal Identity and Concepts

- VI.   Intentionality and Externalism

3.3   Student expectations and requirements: class participation; essays on some of the main segments of the course; class presentation on a course topic; final exam or research paper

3.4   Tentative texts and course materials:

Chalmers, David (ed.). *Philosophy of Mind: Classical and Contemporary Readings*. Oxford University Press, 2002. ISBN: 978-0195145816.

Kim, Jaegwon. *Philosophy of Mind*. Westview Press, 2010. ISBN: 978-0813344584.

4.   Resources:

4.1   Library resources: Sufficient

4.2   Computer resources: Blackboard

5.   Budget implications:
5.1   Proposed method of staffing: Existing faculty members with expertise in philosophy of mind or additional faculty if increased philosophy enrollments warrant new hires.

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:

Philosophy Program   February 17, 2012

Department of Philosophy and Religion   February 20, 2012

Potter College Curriculum Committee   March 1, 2012

Undergraduate Curriculum Committee   March 29, 2012

University Senate   _____

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

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O'Hear, Anthony. *Current Issues in Philosophy of Mind*. Cambridge: Cambridge University Press, 1998. Cravens: BD418.3 .C87x 1998.

O'Hear, Anthony (ed.). *Minds and Persons*. New York: Cambridge University Press, 2003. Cravens: BD418.3 .M553 2003.

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

Contact Person: Darren Smith; darren.smith@wku.edu; 745-3175
Paula Upright: paula.upright@wku.edu; 745-3004

1. **Identification of proposed course:**
   1.1   Course prefix and number: SPM 300
   1.2   Course title: Public Policy in Sport
   1.3   Abbreviated course title: Public Policy in Sport
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: L-Lecture
   1.6   Prerequisites/corequisites: none
   1.7   Course catalog listing: Examines social, political, and economic impact of national and international sport. Topics include structure of public finance of sport, politics of sport, sport and public health, community ownership, globalization of sport, & professional sports.

2. **Rationale:**
   2.6   Reason for developing the proposed course: This course will serve as an elective course for Sport Management majors or any other students interested in public policy in sport. The course will examine aspects of sport and sport management from a global/national/international perspective. A course with this global perspective will assist the Sport Management program be more supportive of the WKU Mission to prepare "students to be productive, engaged, and socially responsible citizen leaders of a global society."
   2.7   Projected enrollment in the proposed course: 30
          The enrollment proposal is based primarily upon current enrollment of nearly 200 majors in Sport Management. Course will be open for enrollment by any student on campus and will likely be offered via ITV to the regional campuses at Owensboro and Glasgow.
   2.8   Relationship of the proposed course to courses now offered by the department: This course will support and compliment the required course for the Sport Management major by expanding and introducing a global perspective of Sport Management and Sport. Students taking this course should develop a more broad idea of sport and how public policy can affect finance (SPM 402 – Fiscal Practices of Sport), facility management (SPM 404 – Sport Facility Management), and governance (SPM 454 – Sport Governance).
   2.9   Relationship of the proposed course to courses offered in other departments: The Economics Department has a course titled ECON 323 – Sport Economics. This course is described in the Undergraduate Catalog as "applies economic principles to the analysis of professional and amateur sports." SPM 300 is

designed to focus more closely upon the public aspect of sport and how public policy affects sport facilities, governance, finance, and many other areas. Public policy affects sport more broadly than simply on an economic standpoint and the purpose of SPM 300 will be to examine these other aspects of Sport Public Policy. SPM 300 will examine organizations that are, at times, dependent upon public policy in order to function (state funded collegiate programs, professional leagues that receive governmental assistance in various ways, facility development and ownership, etc.).

2.10　Relationship of the proposed course to courses offered in other institutions: An examination of benchmark institutions shows that Towson University has a course that may be similar titled KNES 456-Governance, Policy, and Legal Issues. Ball State has a course title SPTAD 677-Intercollegiate Athletics Policy.

3.　Discussion of proposed course:

3.7　Course objectives:
Upon completion of this course students should be able to:
- Explore public finance and ownership of sport programs, venues, arenas, and facilities
- Analyze the structure of professional sport and how that structure is affected by cultural differences and perceptions
- Describe the effect public policy has upon the sport industry
- Identify the effect that professional sport has upon the health of communities and cultures
- Examine the sport industry from the perspective of a global/international market

3.8　Content outline:
- Analysis of the Structure of Professional Sports
- Examination of Professional Sports, Cities, and Public Finance
- Identify and describe the relationships of Amateur Athletics, Participation, and Public Health
- Examine Sport and how it has become a global industry

3.9　Student expectations and requirements:
Completion of all course requirements including exams, papers, readings, discussions, and presentations.

3.10　Tentative texts and course materials:
Santo, C.A. & Mildner, G.C.S. (2010) Sport and public policy: Social, political, and economic perspectives. Champaign, IL: Human Kinetics.

4.　Resources:

4.5　Library resources:　　Resources already exist.

4.6　Computer resources:　Resources already exist.

5.　Budget implications:

5.9　Proposed method of staffing: Current faculty will teach or qualified adjunct faculty. This is an elective course and will be offered as needed and when faculty loads allow.

5.10　Special equipment needed:　NONE

5.11　　Expendable materials needed:NONE
　　　　5.12　　Laboratory materials needed: NONE

6.　　　Proposed term for implementation:　　　Fall 2012

7.　　　Dates of prior committee approvals:

　　　KRS Department:　　　　　　　　　　　　_____10/3/11_____

　　　CHHS Curriculum Committee　　　　　　_____2/13/12_____

　　　Undergraduate Curriculum Committee　　　_____

　　　University Senate　　　　　　　　　　_____

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

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

Contact Person: Darren Smith; darren.smith@wku.edu; 745-3175
                         Paula Upright: paula.upright@wku.edu; 745-3004

1.   **Identification of proposed course:**
        1.1   Course prefix and number: SPM 310
        1.2   Course title: Sport Ethics and Moral Issues
        1.3   Abbreviated course title: Sport Ethics & Morals
        1.4   Credit hours and contact hours: 3
        1.5   Type of course: L-Lecture
        1.6   Prerequisites/corequisites: none
        1.7   Course catalog listing: Examines ethical and moral issues that occur in sport
                organizations and teams.

2.   **Rationale:**
        2.11   Reason for developing the proposed course: This course will serve as an elective
                course for Sport Management majors or any other students interested in ethical
                and moral issues in sport. This course will also meet *Commission on Sport*
                Management Accreditation (COSMA) Common Professional Component (CPC)
                standard B for Ethics in Sport Management. The current Sport Management
                program is not COSMA accredited, but the program has been created in such a
                way that it does meet the COSMA accrediting standards.
        2.12   Projected enrollment in the proposed course: 30
                The enrollment proposal is based primarily upon current enrollment of nearly 200
                majors in Sport Management. Course will be open for enrollment by any student
                on campus and will likely be offered via ITV to the regional campuses at
                Owensboro and Glasgow.
        2.13   Relationship of the proposed course to courses now offered by the department:
                SPM 320 – Sport Ethics and Morals will complement the required courses for the
                Sport Management program.
        2.14   Relationship of the proposed course to courses offered in other departments:
                There are other ethics courses offered on the WKU campus; such as PHIL 320
                Ethics, PHIL 322 Biomedical Ethics, PHIL 323 Social Ethics, PH 447 Human
                Values and the Health Sciences, and SWRK 433 Ethical Issues and Dilemmas in
                Social Work; which address ethics in broad perspective or pertaining to a
                particular program discipline. However, none focus upon ethics and moral issues
                in sport. This course will broaden sport management majors perspective on moral
                issues that may be present in sport management as well as ethical considerations
                that must be made when working in the area of sport.
        2.15   Relationship of the proposed course to courses offered in other institutions:

The University of Louisville offers a similar course title SPAD 284 Issues and Ethics in Sport. Midway College and Eastern Kentucky University did not have any courses listed with similarities. Ball State offers a similar course titled SPTAD 603-Sport Administration Ethics and Philosophy and Wichita State University offers SMGT 802-Ethics in Sport.

3. **Discussion of proposed course:**
   3.1 Course objectives:
   - Examine the ethical and moral issues that exist in the sport management profession
   - Describe sport behavior and sportsmanship in athletic programs and venues
   - Analyze the effect that politics and religion have upon sport in different cultures and locations
   - Identify the relationship that sport has with diversity issues
   - Analyze and define violence in sports from a consumer and participant standpoint
   3.2 Content outline:
   - Examine Sport as an Institution
   - Understand and define the concepts of Competition and Fair Play in Sport
   - Analyze and describe Equality in Sport
   - Describe Violence, Exploitation, and Spectatorship in Sport
   3.3 Student expectations and requirements:
   Completion of all course requirements including exams, papers, readings, discussions, and presentations.
   3.4 Tentative texts and course materials:
   Morgan, W.J. (2007). Ethics in sport. Champaign, IL: Human Kinetics.

4. **Resources:**
   4.1 Library resources: Resources already exist.
   4.2 Computer resources: Resources already exist.

5. **Budget implications:**
   5.1 Proposed method of staffing: Current faculty will teach or qualified adjunct faculty. This is an elective course and will be offered as needed and when faculty loads allow.
   5.2 Special equipment needed: NONE
   5.3 Expendable materials needed:NONE
   5.4 Laboratory materials needed: NONE

6. **Proposed term for implementation: Fall 2012**
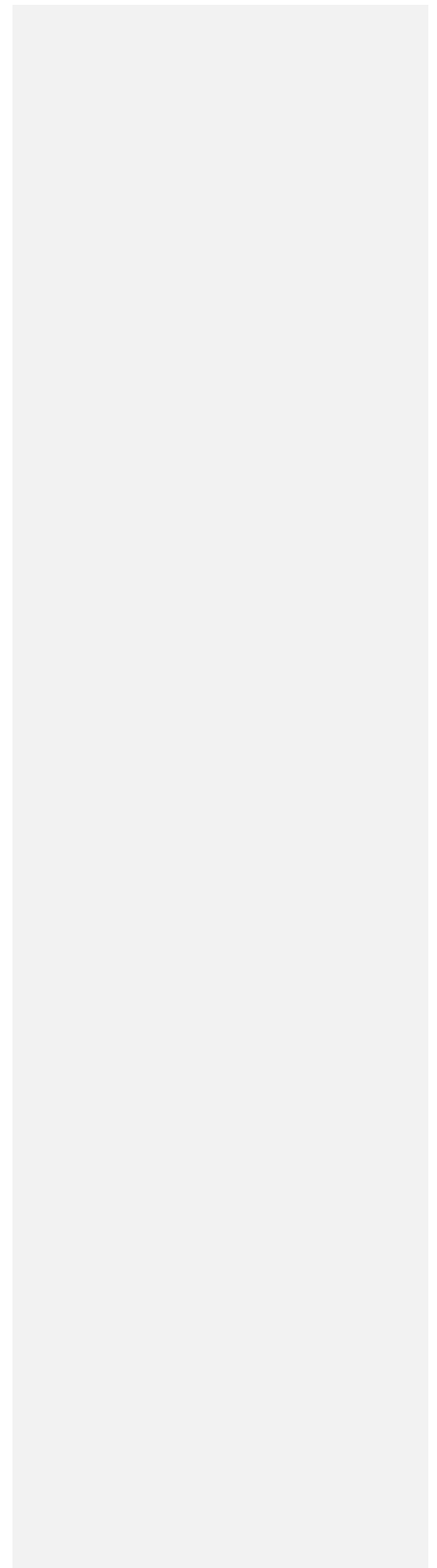
7. **Dates of prior committee approvals:**

   KRS Department: _____10/3/11_____

   CHHS Curriculum Committee   ____2/13/12_____

Undergraduate Curriculum Committee   _____

University Senate   _____

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

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

Contact Person: Darren Smith; darren.smith@wku.edu; 745-3175
             Paula Upright: paula.upright@wku.edu; 745-3004

1.   Identification of proposed course:
    1.1   Course prefix and number: SPM 330
    1.2   Course title: Sport in America
    1.3   Abbreviated course title: Sport in America
    1.4   Credit hours and contact hours: 3
    1.5   Type of course: L-Lecture
    1.6   Prerequisites/corequisites: none
    1.7   Course catalog listing: Examines the history and growth of sport in America.
            Topics include sports in Colonial America, rise of intercollegiate sport, sport
            heroes, sport and television, and sport and popular culture.

2.   Rationale:
    2.1   Reason for developing the proposed course: To provide a historical perspective of
            the growth and maturity of sport in America. This course can serve as a building
            block for many of the required sport management courses that majors currently
            must take. This course could also be used as an elective course by other students
            at WKU that are interested in sport and the history of sport in America.
    2.2   Projected enrollment in the proposed course: 30
            The enrollment proposal is based primarily upon current enrollment of nearly 200
            majors in Sport Management. Course will be open for enrollment by any student
            on campus and will likely be offered via ITV to the regional campuses at
            Owensboro and Glasgow.
    2.3   Relationship of the proposed course to courses now offered by the department:
            This course will assist by becoming a foundation course that Sport Management
            majors can begin developing and building ideas of sport and the importance of
            sport from an historical perspective. SPM 200 – Introduction to Sport
            Management introduces the sport management student to some historical aspects
            of sport, but fails to delve into the history of sport in America very far. This
            course will help students to understand where sport has grown from, its
            importance to society and culture, and how sport has affected America in many
            ways.
    2.4   Relationship of the proposed course to courses offered in other departments:
            There are several courses in the History Department that focus upon the history of
            America. SPM 330 will focus solely upon sport history and how that has affected
            American politics, colleges and universities, and society as a whole. There are no
            history courses listed in the Undergraduate Catalog that mention sport or history

of sport in America. This course will serve to bridge a gap that exists between what is being taught in the Sport Management program about where sport has been and where it is presently.

2.5 Relationship of the proposed course to courses offered in other institutions: The Eastern Kentucky University offers PHE 327 Sport in American Society. Ball State University offers SPTAD 691-Sports in USA on Film: A Historical Perspective, Towson University has KNES 451-History of American Sport, and Wichita State University has SMGT 475-Sport American Culture.

3. Discussion of proposed course:
3.1 Course objectives:
Upon completion of this course, students should be able to:
- Understand the growth of sport in America from Colonial America to present
- Analyze the rise of Collegiate Sport in the United States and its effect upon the college and university system of education
- Examine sport heroes and their affect upon society, popular culture, and the history of America
- Explain the relationship of sport and the growth of television/radio in America
- Discuss the growth of American sport into international markets

3.2 Content outline:
- Sport in Early America
- Transformation of Sport in a Changing American Society
- Sport in the Era of Industrialization
- Sport in the Great Depression and the World Wars
- Sport in the Age of Television/Radio
- Sport during the Period of Celebrity and Globalization

3.3 Student expectations and requirements:
Completion of all course requirements including exams, papers, readings, discussions, and presentations.

3.4 Tentative texts and course materials:
Wiggins, D. K. (2010). Sport in America: From colonial leisure to celebrity figures and globalization. Champaign, IL: Human Kinetics.
Rader, B.G. (2009). American sports: From the age of folk games to the age of televised sports. Upper Saddle River, NJ: Prentice Hall.
Gems, G.R., Borish, L.J., & Pfister, G. (2008). Sports in American History: From colonization to globalization. Champaign, IL: Human Kinetics.

4. Resources:
4.1 Library resources: Resources already exist.
4.2 Computer resources: Resources already exist.

5. Budget implications:
5.1 Proposed method of staffing: Current faculty will teach or qualified adjunct faculty. This is an elective course and will be offered as needed and when faculty loads allow.
5.2 Special equipment needed: NONE
5.3 Expendable materials needed:NONE

     5.4   Laboratory materials needed: NONE

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

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

KRS Department: _____10/3/11_____

CHHS Curriculum Committee   ____2/13/12_____

Undergraduate Curriculum Committee   _____

University Senate   _____

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

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

Contact Person: J. Dusteen Knotts, Jdusteen.knotts@wku.edu
Office: 745-3747

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: SPED 335
   1.2   Course title: Foundations of Special Education
   1.3   Abbreviated course title: Foundations of Special Educ
   1.4   Credit hours and contact hours: 3 hours
   1.5   Type of course: Lecture
   1.6   Prerequisite: SPED 330
   1.7   Course catalog listing: A foundational methods course of special education history, law and procedures for effective design to manage, plan, assess, and teach P-12 students in LBD programs. Field experience may be required. Students are responsible for their own transportation.

2. **Rationale:**
   2.16   Reason for developing the proposed course:
          The proposed course was developed as part of an extensive revision of the undergraduate program in special education (formerly exceptional education). The previous program, Exceptional Education, blended course topics to cover Council of Exceptional Children (CEC) standards for two areas of certification in special education, Learning and Behavior Disorders and Moderate-Severe Disabilities (LBD/MSD). Current laws, No Child Left Behind (NCLB) and Individuals with Disabilities Education Improved Act (IDEIA) require special education teachers to be highly qualified in a content area when they are the teacher of record. This course was designed to create a foundation for the new program with certifications in both Learning and Behavior Disorders and the content area of Elementary Education.
   2.17   Projected enrollment in the proposed course: 20 per offering based on average enrollment of last four years
   2.18   Relationship of the proposed course to courses now offered by the department: EXED 330, Introduction to Exceptional Education: Diversity in Learning is an overall introduction to the role of all certified teachers in the special education process but as it does not delve into the extensive role of the special education teacher, it was judged as not sufficient for special educators. EXED 331, Early Childhood Education for Children with Disabilities (part of the MSD portion of the previous program) contained many of the topics proposed for this course, but it will be deleted after the proposed program revision. The EXED 331, Early Childhood Education for Children with Disabilities course was not appropriate for

the proposed revised program, which is for P-12 certification. EXED 421, Special Education Law: Interpretation and Application has many components underlying the special educator's role in the legal process but does not address the instructional aspect of meeting the needs of students with disabilities.

2.19 Relationship of the proposed course to courses offered in other departments: Other departments have some courses that overlap by addressing very general services for students with disabilities but do not provide the specific composite of skills needed. Examples of these are: CD 486- Language Disorders, and CD 491- Management of Communication Disorders in the School, PSY 410- Psychology of Learning covers some of the topics in the proposed course, but not from an applied perspective a needed by teacher candidates.

2.20 Relationship of the proposed course to courses offered in other institutions: Most programs have a foundational course in the content area. A special education foundations course is a typical offering found in both benchmark universities as well as other Kentucky universities. Six of the twenty the WKU benchmark universities have a similar course.

Benchmark University	/ Course
Ball State	SPCED 202-Legal Professional Foundations
Indiana State University	SPED 200- Students with Mild Intervention needs.
Northern Arizona University	EXE 380- Introduction to Special Education
Towson University	SPED 301- Introduction to Special Education
Kentucky Universities	/ Course
Morehead University	EDSP 360- Characteristics of LD
Murray State University	SED 350- Roles and procedures in Special Education
Eastern Kentucky University	SED 356- Special Education methods and materials
Northern Kentucky University	EDS 322- Planning & Implementing instruction for Students with Disabilities

3. Discussion of proposed course:
   3.11 Course objectives: At the end of this course, each student will be able to:
   • Outline the special education process & procedures
   • Reference case law related to special education
   • Recognize critical components of both Part B and Part C of IDEA serving both school age and early childhood students with disabilities
   • Recognize Response to Instruction (RTI) tiers
   • Define the special education teacher's role in RTI
   • Construct Individualized Educational Programs, IEP
   • Define Least Restrictive Environment and the IEP process
   • Outline Present Level of Progress (PLOP)
   • Create an agenda for an IEP meeting
   • Create KTIP instructional lesson plans
   • Describe the WKU Teacher Work Sample (TWS) structure

- Demonstrate how to schedule students for service in a resource room
- Describe components of a) Teacher Professional Development Plan and b) Teacher Dispositions Plan-

3.12   Content outline:
- Special education history
- Case law affecting special education
- Legislation governing special education processes
- Procedures & resources dictated by law and best practices
- Directed instruction/ Explicit instructional methods
- Measurement of student progress
- Lesson/unit plans
- WKU teacher work sample
- KY standards
- IEP agenda
- Parent participation in IEP process
- Classroom environments seen in resource rooms, self-contained rooms, general education rooms

3.13   Student expectations and requirements: Student performance will be evaluated by work completed on-
- Projects
- Research
- Papers
- Field experience
- Tests

3.14   Tentative texts and course materials:
Bateman, B. D., & Herr, C. M. (2006). Writing measurable IEP goals and objectives. Verona, Wisconsin: IEP Resources.

Bateman, B. D., & Linden, M. A. (2006) Better IEP's; How to develop legally correct and educationally useful programs, 4th edition. Verona, Wisconsin: IEP Resources.

Kauffman, J. M, & Hallahan, D. P. (2005). Special Education: What it is and why we need it. Boston: Pearson.

Mercer, C. D., Mercer, A. R. & Pullen, P. C. (2011). Teaching Students with Learning Problems, (8th Ed). Boston: Pearson.

Sorrells, A. M., Rieth, H. J., & Sindelar, P. T. (2004). Critical issues in special education; Access, diversity, and accountability. Boston: Allyn and Bacon.

Wright, P. W., & Wright P. D. (2007). Special Education Law, 2nd edition. Hartfield, VA: Harbor House Law Press.

4.   Resources:
4.7   Library resources: Existing library resources are sufficient.
4.8   Computer resources: Existing resources are sufficient.

5.   Budget implications:

    5.13   Proposed method of staffing: This course will be part of a new program that will be phased in as the old program is phased out. Upon full implementation of the new program, faculty resources will be more efficiently utilized as faculty will teach only one block (15 credit hours) of classes each semester as opposed to the current program which requires two blocks of courses each semester. The following courses in the current program will be deleted upon the new program's full implementation: EXED/SPED 415; EXED/SPED 416; EXED/SPED 417; EXED/SPED 418

    5.14   Special equipment needed: Current resources are adequate.

    5.15   Expendable materials needed: Current resources are adequate.

    5.16   Laboratory materials needed: No additional laboratory materials will be needed.

6.   Proposed term for implementation: Spring 2013

7.   Dates of prior committee approvals:

School of Teacher Education	11/18/2011
CEBS Curriculum Committee	2/07/2012
Professional Education Council	3/14/2012
Undergraduate Curriculum Committee	_____
University Senate	_____

 Attachment: Library Resources Form and Course Inventory Form

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

Contact Person: J. Dusteen Knotts, Jdusteen.knotts@wku.edu Office: 745-3747

1.   **Identification of proposed course:**
      1.1   Course prefix (subject area) and number: SPED 340
      1.2   Course title: LBD Elementary Instructional Methods
      1.3   Abbreviated course title: LBD Elementary Instruc Methods
      1.4   Credit hours and contact hours: 3
      1.5   Type of course: Lecture
      1.6   Prerequisite: SPED 335
      1.7   Course catalog listing: Research-based instructional methods for elementary
             students with mild disabilities. Field experiences may be required. Students are
             responsible for their own transportation to assigned sites.

2.   **Rationale:**
      2.1   Reason for developing the proposed course: The proposed course was developed
             as part of an extensive revision of the undergraduate program in special education
             (formerly exceptional education). The previous program, Exceptional Education,
             blended course topics to cover Council for Exceptional Children (CEC) standards
             for two areas of certification in special education, Learning and Behavior
             Disorders and Moderate-Severe Disabilities (LBD/MSD). The proposed revised
             program will focus on instruction for students with mild disabilities so the MSD
             components are being removed from the program. In addition, other courses are
             being added to the Special Education program so that program graduates will be
             eligible for certification in elementary education as well as special education. The
             proposed revised program will focus on preparing teacher candidates to provide
             appropriate accommodations, as needed to facilitate each child's progress in the
             general education classroom addressing Kentucky teacher standards as well as
             national CEC standards. This course will examine the methodologies to address
             the characteristics of special education as outlined by Kaufman & Hallahan
             (2005). Methods will be taught to allow the teacher candidate to adapt instruction
             as needed in reference to pace, quantity of material, reinforcement, intensity of
             instruction, teacher- pupil ratio and attentiveness while measuring student
             performance.
      2.2   Projected enrollment in the proposed course: 20 per offering based on average
             enrollment of last four years
      2.3   Relationship of the proposed course to courses now offered by the department:
             EXED 331, Early Childhood Education for Children with Disabilities, from the
             previous program included many of the proposed course's topics with the MSD
             component and early childhood component (IECE). Most of that course needed
             revision to fit the state LBD certification (P-12) focus and to remove the MSD

component and IECE component. Rather than making extensive revisions to EXED 331, the faculty decided that creating a new course seemed prudent. The School of Teacher Education (STE) offers many courses that address instructional methods. Some examples are: (ELED 345- Teaching Strategies for Elementary Teachers I; IECE 322- Planning Curriculum and Instruction for Diverse Learners; ELED 365- Teaching Strategies for Elementary Teachers II; LTCY 420- Literacy Methods in the Elementary Grades; as well as content specific instructional methods courses in elementary social studies, math and science (ELED 407, 405 & 406). Some of these elementary education courses will be included in the proposed revised SPED/ELED program. The proposed course will be different from existing STE courses in that it focuses on instructional methods that are effective for students who are unsuccessful in general education classrooms due to their specific disability and the instructional methods that research has shown to be successful with this population.

2.4   Relationship of the proposed course to courses offered in other departments: Education courses for elementary students can be found in other departments such as ART 310- Art Education in the Elementary School; and MUS 314. Comprehensive Arts Education for the Elementary Teacher. The arts are important and will be included in the proposed program but the proposed course will provide instructional methods skills outside of the arts. Other topics in the proposed course are found scattered in other courses such as PSY 321- Child Developmental Psychology, PSY 405- Cognitive Psychology, PSY 443- Behavior Modification, FACS 296- Curriculum and Development for Pre-school and Kindergarten Children, and FACS 496- Addressing Challenging Behavior in Young Children. However none of these courses contain the focus of the elementary (P-5) student with mild disabilities and methods for instruction in the classroom.

2.5   Relationship of the proposed course to courses offered in other institutions: Virtually all other special education programs offer instructional methods courses but the approach to divide the instruction between the elementary and middle/secondary years is not universally used. Most focus on elementary skills and neglect the secondary student. A few of WKU's benchmark universities have elected to divide methods courses for special education between the elementary and secondary settings.

Benchmark Universities	SPED Elementary methods
Ball State	SPCED 376- Methods in Mild Interventions
Indiana State	SPED 315- Special Educ. Approaches- Curriculum and Assessment I SPED 316- Special Educ. Approaches- Curriculum and Assessment II
Eastern Michigan	SPLI 468 Education of Children with Learning Disabilities.
Northern Arizona University	ESE 422- Interdisciplinary Educational Lab

Kentucky Universities	SPED methods
Murray State Univ.	SED 443- Curriculum & Instruction for Children & Youth with Disabilities.
Northern Kentucky University	EDS 472- Special Education Methods and Materials

3.   Discussion of proposed course:
3.1   Course objectives: At the end of this course, each student will be able to
- Design a learning environment for elementary students with mild disabilities
- Select and create unit plan to meet student needs
- Create a system for home-school communication
- Identify strategies to manage student academic, social, emotional and behavioral development
- Describe techniques of scheduling in a resource room, and self-contained classroom, using para-professionals in a consultation collaboration model
- Recommend various instructional strategies that are effective for students with mild disabilities in content area
- Demonstrate knowledge of the procedures for inclusion of students with disabilities in the school assessment system.

3.2   Content outline:
- Creating effective environments
- Scheduling for special education services
- Creating classroom policies/ rules and management systems
- Working and communicating with parents
- Using research-based instructional methods
- Levels of critical thinking used in lesson preparation/assessment
- Writing standards based IEP's using case studies
- Promoting student engagement
- Creating unit plans using WKU Teacher Work Sample (TWS)
- Documenting change and student progress monitoring

3.3   Student expectations and requirements: Performance will be evaluated by -
- Projects
- Research
- Papers
- Field experience
- Tests

3.4   Tentative texts and course materials:
Johns, J. L. & Lenski, S. D. (2005). *Improving reading: Strategies and resources*. Dubuque, Iowa: Kendall Hunt Publishing Company.
Kaufman, J. M. & Hallahan, D. P. (2005). *Special education: What it is and why we need it.* Upper Saddle River, New Jersey: Pearson.
Marzano, R. J. (2003). *What works in schools: Translating research into action.* Alexandria, VA: Association for Supervision and Curriculum Development.

Mercer, C. D., Mercer, A. R. & Pullen, P. C. (2011). *Teaching Students with Learning Problems*. Upper Saddle River, NJ: Pearson.

O'Connor, R. E. (2007). *Teaching word recognition: Effective strategies for students with learning difficulties*. NY: The Guilford Press,.

Reed, R. & Lienenmann, T. O. (2006). *Strategy instruction for students with learning disabilities*. Alexandria, VA: Association for Supervision and Curriculum Development.

4. **Resources:**
   4.1 Library resources: Existing library resources are sufficient.
   4.2 Computer resources: Existing resources are sufficient.

5. **Budget implications:**
   5.1 Proposed method of staffing: This course will be part of a new program that will be phased in as the old program is phased out. Upon full implementation of the new program, faculty resources will be more efficiently utilized as faculty will teach only one block (15 credit hours) of classes each semester as opposed to the current program which requires two blocks of courses each semester. The following courses in the current program will be deleted upon the new program's full implementation: EXED/SPED 415; EXED/SPED 416; EXED/SPED 417; EXED/SPED 418
   5.2 Special equipment needed: Current resources are adequate.
   5.3 Expendable materials needed: Current resources are adequate.
   5.4 Laboratory materials needed: No additional laboratory materials will be needed

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

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

   School of Teacher Education   11/18/2011

   CEBS Curriculum Committee   2/07/2012

   Professional Education Council   3/14/2012

   Undergraduate Curriculum Committee   _____

   University Senate   _____

Attachment: Library Resources Form and Course Inventory Form

Proposal Date: 11/18/2011

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

Contact Person: E. Gail Kirby gail.kirby@wku.edu

Office: 270-745-3746

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: SPED 345
   1.2   Course title: LBD Secondary Methods
   1.3   Abbreviated course title: LBD Sec Methods
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: L
   1.6   Prerequisite: SPED 335
   1.7   Course catalog listing: Methods, strategies, and models for providing curricular
         and instructional methodologies in the education of secondary LBD students.
         Integration of appropriate age- and ability-level academic instruction preparing
         for transition to work. Field experiences required. Students are responsible for
         own transportation to designated sites.

2. **Rationale:**
   2.1   Reason for developing the proposed course: The proposed course will replace
         EXED 333- Transition: School to Adult Life. As part of an extensive program
         revision that will change the certification areas for program graduates from
         Learning and Behavior Disorders (LBD) and Moderate to Severe Disabilities
         (MSD), to LBD and Elementary Education, faculty are revising program course
         work by removing MSD-related topics and skills and adding general elementary
         education topics and skills. After removing the MSD topics from this course,
         faculty recognized the need for research-based instructional methods for
         secondary students with Learning and Behavior Disorders. The proposed course is
         designed to examine the academic, social, and emotional needs of the adolescent
         with learning and behavior problems as well as focus on their transitional needs
         after high school.
   2.2   Projected enrollment in the proposed course: 20 per offering based on average
         enrollment of last four years.
   2.3   Relationship of the proposed course to courses now offered by the department:
         Several courses were reviewed in the course and program revision process.
         Listed are examples of the ones reviewed. Middle grades education offers
         methods courses about effectively teaching the LBD population. MGE 275-
         Foundations of Middle Grades Instruction; MGE 385- Middle Grades Teaching
         Strategies; MGE 475- Teaching Language Arts; MGE 477- Teaching Middle
         Grades Mathematics; MGE 479- Teaching Science; and MGE 481- Teaching
         Social Studies. Likewise, a number of courses in secondary teaching methods

were reviewed. SEC 351- Teaching Strategies for Secondary Schools; SEC 352-
Planning for Student Diversity; SEC 453- Management of Instruction; SEC 475-
Teaching Language Arts; SEC 477- Teaching Mathematics; SEC 479- Teaching
Science; SEC 481- Teaching Social Studies. None of the reviewed courses
provide the specific content and skills of the proposed course, which will focus
specifically on secondary students with LBD and the special education teacher's
role in the learning process.

2.4 Relationship of the proposed course to courses offered in other departments: PSY
422Adolescent Psychology has some components of the proposed course but does
not address instructional methods for secondary LBD students.

2.5 Relationship of the proposed course to courses offered in other institutions:
Several benchmark and Kentucky universities offer courses similar to the
proposed course. Some examples are:

Benchmark Universities	SPED LBD Language Intervention
Towson University	SPED 441: Curriculum/Methods of Instruction
Indiana State University	CIMT 410M: Teaching and Learning in the Middle School
	SPED 400: Secondary School, Community and Family Interactions
Ball State	SPCED 371:Introduction to Mild Interventions SPCED 476: Interventions for Adolescents and Young Adults with Exceptional Needs.
Kentucky Universities	
EKU	SED 356: Special Education Methods and Materials
Murray State Univ.	SED 443: Curriculum and Instruction for Children and Youth with Mild Disabilities
Morehead	EDSP 372: Transition to Adult Life
NKU	EDS 572: Secondary Special Education Programs

3. **Discussion of proposed course:**

3.1 Course Objectives: The proposed course will explore laws, assessments,
methodology, and programs, as well as developmental, compensatory and social
aspects of teaching secondary students with special needs. This course is designed
for preservice special education teachers in the mild/moderate (LBD) program. It
is part of a comprehensive program created to meet the Council for Exceptional

Children (CEC) standards
http://www.cec.sped.org/content/navigationmenu/professionaldevelopment/professionalstandards/ and certification standards of Special Education K-12 teacher candidates for the state of Kentucky
http://www.kyepsb.net/certification/certlist.asp

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

- demonstrate knowledge of federal and state law pertaining to eligibility, IEP development, transitional processes and graduation requirements for adolescents with mild to moderate disabilities. (CEC/KY 1, 7, 8, 10)
- demonstrate the collaborative skills required and the role of the student, outside agencies, school professionals, and family in the program development and decision making for a student with mild to moderate disabilities. (CEC/KY 1, 7, 8, 10)
- demonstrate knowledge about standards, curricula, accommodation/modifications and instructional practices used in the development of appropriate IEPs meeting student needs as determined by both formal and informal assessment. (CEC/KY 4, 8)
- collect research-based instructional strategies and learning strategies in the areas of communication, language, reading, math, social skills and vocational skills for youth with mild or moderate disabilities. (CEC/KY 3, 4, 5, 6)
- review and discuss current trends, issues, and challenges for education of students with mild to moderate disabilities including transition, ESL, scheduling, exit testing and graduation requirements. (CEC/KY 6, 8, 9, 10)
- examine the effectiveness of various class routines, physical arrangement, technology, group size for instruction of youth with mild to moderate disabilities. (CEC/ KY 3, 5)
- review current methods for augmentative, alternative and assistive technology to support communication used in daily living, secondary and post secondary educational settings (CEC/KY 6.2, 6.3, 7.2, 7.4, 9.1)

3.2   Content outline:
        Legal Perspectives
        School, Family, and Community Collaboration
        Transition planning
        Instructional Methods derived and driven by assessment
        Teaching Across the Content Areas
        Culturally Responsible Teaching
        Standards, Curricula, & the IEP
        Inclusion through Response to Intervention Models
        Current Trends, Transition & Beyond
3.3   Student expectations and requirements: Student learning will be will be evaluated based on papers, projects, class presentations, and tests.
3.4   Tentative texts and course materials:
        Schloss, P., Smith, M.A., & Schloss, C.N. (2001). *Instructional methods for secondary students with learning and behavior problems* (4th ed.). Boston: Allyn & Bacon.

4. **Resources:**
    4.1   Library resources: Existing library resources are sufficient.
    4.2   Computer resources: Existing resources are sufficient.

5. **Budget implications:**
    5.1   Proposed method of staffing: This course will be part of a new program that will be phased in as the old program is phased out. Upon full implementation of the new program, faculty resources will be more efficiently utilized as faculty will teach only one block (15 credit hours) of classes each semester as opposed to the current program which requires two blocks of courses each semester. The following courses in the current program will be deleted upon the new program's full implementation: EXED/SPED 415; EXED/SPED 416; EXED/SPED 417; EXED/SPED 418.
    5.2   Special equipment needed: Current resources are adequate.
    5.3   Expendable materials needed: Current resources are adequate.
    5.4   Laboratory materials needed: No additional laboratory materials will be needed.

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

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

School of Teacher Education	11/18/2011
CEBS Curriculum Committee	2/07/2012
Professional Education Council	3/14/2012
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Library Resources Form and Course Inventory Form

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

Contact Person: Marty Boman, marty.boman@wku.edu; 745-8833

1.   Identification of proposed course:
   1.1   Course prefix (subject area) and number: SPED 350
   1.2   Course title: Assessment in Special Education
   1.3   Abbreviated course title: Assessment in SPED
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: L: Lecture
   1.6   Prerequisites: SPED 335 and admission to professional education
   1.7   Course catalog listing: Assessment of students with disabilities – progress
          monitoring, formative, summative, eligibility determination, and inclusion in
          accountability systems.

2.   Rationale:
   2.1   Reason for developing the proposed course: The proposed course was developed
          as part of an extensive revision of the undergraduate program in special education
          (formerly exceptional education). The proposed course will replace EXED 417:
          Assessment and Curriculum I for Students with Moderate/Severe Disabilities and
          EXED 430: Diagnosis for Instructional Planning: Mild Disabilities. According to
          the Council for Exceptional Children (CEC), teachers of students with disabilities
          must have both knowledge and skill in a variety of assessment practices. CEC
          professional standards require proficiency in the following areas for initial
          certification teachers: create and monitor student progress using evaluation tools;
          administer, score and interpret individually administered assessments designed for
          eligibility determination; adapt, modify and provide accommodations for school,
          class, district and state assessments; work collaboratively with general education
          teachers in the design and implementation of instruction based on assessment
          results. The proposed course is designed to teach these skills.
   2.2   Projected enrollment in the proposed course: 20 per offering based on average
          enrollment of last four years
   2.3   Relationship of the proposed course to courses now offered by the department:
          EXED 430: Diagnosis for Instructional Planning: Mild Disabilities is outdated
          when compared/aligned to the revisions of IDEIA and NCLB. Several courses
          relating to assessment and instruction are offered by the department. Examples are
          ELED 345: Teaching Strategies for Elementary Teachers I and ELED 365:
          Teaching Strategies for Elementary Teachers II. These courses include assessment
          correlated to instruction in the general education classroom. The emphasis in
          other departmental courses includes general education needs or psychological

services. By contrast, the proposed course is developed specifically concerns the role of the special education teacher to - interpret and administer educational assessments, create appropriate classroom assessments, and monitor the progress of students with disabilities. No other course in the department is designed for these objectives.

2.4 Relationship of the proposed course to courses offered in other departments: Several courses with assessment content were reviewed. For example, PSY 361: Psychological Tests and Measurement covers a portion of the required topics but covers assessment more broadly and not applied to special education practice. Also, CD 433: Communication Evaluation in Autism Spectrum Disorders; CD 440: Phonology and Language Disorders; CD 434: Communication Intervention in Autism Spectrum Disorders and CD 485: Diagnostic Procedures for Communication Disorders are all offered as a portion of the Speech Language Pathologist program. Although teachers of students with Learning and Behavior Disorders work on communication issues, the CD courses currently offered do not meet the broad-based assessment needs of the scope of the LBD teacher's requirements. Finally, FACS 294: Assessment of Young Children concerns assessment of students younger than those in P-12 classrooms, the population with whom special education teachers work.

2.5 Relationship of the proposed course to courses offered in other institutions: Appropriate assessment and interpretation to drive instruction is the backbone of special education, so the proposed course is a typical offering at both benchmark universities and Kentucky universities. Examples are: Murray State University, SED 537: Diagnostic Methods; Morehead State University, EDSP 367: Educational Assessment; Eastern Kentucky University SED 351: Special Education Assessment; Northern Kentucky University EDS 464: Assessment of LBD; Ball State University, SPCED 375: Assessment; and Towson University, SPED 425: Formal Tests and Measurements.

3.   Discussion of proposed course:

3.1   Course objectives:

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

- Identify and use basic assessment terminology
- Define the legal provisions and ethical principles regarding assessment of students with disabilities
- Identify, define and follow screening, pre-referral, referral and determination of eligibility for special education services
- Administer, score, interpret and report results of a variety of assessment data typically used in assessments of students with mild to moderate disabilities-
- Interpret data from state and district tests
- Use assessment data to make educational recommendations
- Create appropriate instructional plans based on student assessment
- Identify, describe and prescribe accommodations based on student academic needs
- Design, administer and interpret formal and informal assessments and data recording to monitor on-going student progress

3.2　Content outline:
- Principles of assessment – legal and ethical issues
- Concerns of diversity issues in assessment
- Design, administration and interpretation of formal assessment tools
- Design, administration and interpretation of informal assessment tools
- The use of accommodations in accountability systems
- Differentiating between the use of norm referenced versus criterion referenced assessments
- Interpret and/or valuate and report student progress to involved stakeholders
- Use assessment results to plan for instruction

3.3　Student expectations and requirements: Students will be evaluated based on participation in group activities, papers, tests, quizzes as well as performance events. Specific expectations will be:
- Interpretation of individualized test results for students with mild to moderate disabilities
- Administration, scoring, and interpretation of selected tests appropriate to classroom teacher assessments
- Creating curriculum-based tests to align with standards

3.4　Tentative texts and course materials:
Taylor, R. L. (2009). Assessment of exceptional students. Saddle River, N.J.: Merrill.
Kritkos, E. P. (2010). Special education assessment: Issues and strategies affecting today's classrooms. Saddle River, N.J.; Merrill.

4.　Resources:
4.1　Library resources: Existing library resources are sufficient.
4.2　Computer resources: Existing resources are sufficient.

5.　Budget implications:
5.1　Proposed method of staffing: This course will be part of a new program that will be phased in as the old program is phased out. Upon full implementation of the new program, faculty resources will be more efficiently utilized as faculty will teach only one block (15 credit hours) of classes each semester as opposed to the current program which requires two blocks of courses each semester. The following courses in the current program will be deleted upon the new program's full implementation: EXED/SPED 415; EXED/SPED 416; EXED/SPED 417; EXED/SPED 418.
5.2　Special equipment needed: Current resources are adequate.
5.3　Expendable materials needed: Current resources are adequate.
5.4　Laboratory materials needed: No additional laboratory materials will be needed.

6.　Proposed term for implementation: Fall 2013

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

School of Teacher Education	11/18/2011
CEBS Curriculum Committee	2/07/2012
Professional Education Council	3/14/2012
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Library Resources Form and Course Inventory Form

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

Contact Persons: Marty Boman; marty.boman@wku.edu; 745-8833

1.   Identification of proposed course:
   1.1   Course prefix (subject area) and number: SPED 400
   1.2   Course title: Behavior Management Strategies in Special Education
   1.3   Abbreviated course title: Behavior Management in SPED
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: L: Lecture
   1.6   Prerequisites: SPED 424 and admission to professional education
   1.7   Course catalog listing: Classroom management strategies specific to students with mild to moderate disabilities. Special consideration for the function, measurement, documentation, and modification of specific behaviors to improve student progress academically and socially. Fieldwork may be required. Students are responsible for their own transportation to designated sites.

2.   Rationale:
   2.1   Reason for developing the proposed course: This course was developed as part of an extensive revision of the undergraduate program in special education (formerly exceptional education). Students with mild to moderate special needs frequently develop inappropriate behaviors as a way of coping with their disabilities. These behaviors interfere with their progress in the general education curriculum. Special education teachers must define, measure, analyze function, and develop appropriate programs to help students develop self-monitoring and adaptive skills to function successfully in the general education classes.

   2.2   Projected enrollment in the proposed course: 20 per offering based on average enrollment of last four years

   2.3   Relationship of the proposed course to courses now offered by the department: Classroom behavior is a main focus in today's classrooms. The School of Teacher Education has numerous courses with major components relating to this need. Examples are: MGE 385- Middle Grades Teaching Strategies; ELED 345- Teaching Strategies for Elementary Teachers I; ELED 365- Teaching Strategies for Elementary Teachers II; IECE 323-Positive Behavior Support; SEC 351- Teaching Strategies for Secondary Schools; and SEC 453-Management of Instruction. None of these courses focus on strategies for addressing classroom behavior of students with mild/moderate disabilities who are assigned to general education classrooms. The proposed course has a unique focus to outline federal and state laws governing the identification, development, and monitoring of

inappropriate student behavior typically manifested by students with mild to moderate disabilities. The course will also addresses milder behavior management concerns manifested when students with disabilities do not understand expectations due to their disabilities (such as processing language) and due to frustration from lack of success (such as poor reading skills and the pace of class). While the School of Teacher Education offers three courses focusing on behavior management, EXED 432 Applied Behavior Analysis, EXED 433 Models of Positive Behavior Supports, and IECE 323 Positive Behavior Supports, none of these courses is specifically targeted to mild/moderate students with disabilities working in the general education curriculum. The two EXED courses will no longer be offered after the proposed program revision has been fully implemented and students in the current program have had the opportunity to complete it.

2.4   Relationship of the proposed course to courses offered in other departments: Few courses were found outside of the department with overlapping areas except PSY 440 Abnormal Psychology and PSY 443- Behavior Modification. However, neither course specifically addresses classroom behavior management of children with special needs. Due to the nature of emotional/behavior disorders in the mild/moderate categories covered by this course, some similar components were found in SMED 320- Classroom Interactions; SWRK 330- Human Behaviors in the Social Environment, and SWRK 356- Services for Juvenile Offenders and Their Families. However, none would provide all of the necessary content and skills of the proposed course.

2.5   Relationship of the proposed course to courses offered in other institutions: Course work to address behavior management problems of students with disabilities struggling in school is found in all benchmark universities and regional universities. Examples are:

University	Course
Eastern Kentucky University	SED 341- Behavior Management
Ball State University	SPCED 309-Behavior Support
Indiana State University	SPED 215- Behavior management
Northern Arizona University	ESE 425- Classroom management for Exceptional Children
Towson University	SPED 429- Curriculum/Methods of Classroom Management

3.   Discussion of proposed course:
3.1   Course objectives: At the end of this course, each student will be able to:
   • Review current research and trends for students with behavioral concerns in special education
   • Name prominent theories of behavior management
   • Comprehend the legal and procedural measures for legal discipline protocol as applied to students with disabilities

- Define the characteristics of students with emotional disorders, common etiologies and medical aspects including common medications
- Identify research-based strategies for managing behavior, de-escalation, re-direction, self-awareness, self-management, reinforcement, and extinction
- To isolate target behaviors, review antecedent and consequential procedures, take baseline data, plan behavioral interventions, and complete a behavior plan
- Research and design social skills instruction
- Observe and document student behavior
- Discuss the roles of family, paraprofessionals, other stakeholders and the student in the behavior program of a student with disabilities

3.2 Content Outline:
- Defining behavior
- Measurement
- Appropriate behavior and expectations
- Diversity and expectations
- EBD characteristics and subcategories, etiologies
- Function of behavior
- Sensory Integration
- Medical aspects
- Law governing students with disabilities and behavior concerns
- Research based strategies: De-escalation, Re-direction, Life Space, Skill streaming, Behavior contracts, etc.
- Least Restrictive Environment
- Lesson plans including behavior goals
- Social skill strategies and programs
- Working with counselors

3.3 Student expectations and requirements: Student performance may be monitored by work completed through the following assignments as specified by the assigned professor.
- Projects
- Research
- Papers
- Field experience
- Tests

3.4 Tentative texts and course materials:
Alberto, P. A. & Troutman, A. C. (2009). Applied behavior analysis for teachers. (8th ed.). Saddle River, N.J.: Pearson.
Kerr, M. M. (2010). Strategies for addressing behavior problems in the classroom (6th ed). Boston, MA; Merrill.

4. **Resources:**
4.1 Library resources: Existing library resources are sufficient.

4.2   Computer resources: Existing resources are sufficient.

5.   **Budget implications:**
      5.1   Proposed method of staffing: This course will be part of a new program that will be phased in as the old program is phased out. Upon full implementation of the new program, faculty resources will be more efficiently utilized as faculty will teach only one block (15 credit hours) of classes each semester as opposed to the current program which requires two blocks of courses each semester. The following courses in the current program will be deleted upon the new program's full implementation: EXED/SPED 415; EXED/SPED 416; EXED/SPED 417; EXED/SPED 418
      5.2   Special equipment needed: Current resources are adequate.
      5.3   Expendable materials needed: Current resources are adequate.
      5.4   Laboratory materials needed: No additional laboratory materials will be needed

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

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

School of Teacher Education	11/18/2011
CEBS Curriculum Committee	2/07/2012
Professional Education Council	3/14/2012
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Library Resources Form and Course Inventory Form

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

Contact Person: J. Dusteen Knotts, Jdusteen.knotts@wkuledu Office: 270- 745-3747

1.   Identification of proposed course:
   1.1   Course prefix (subject area) and number: SPED 424
   1.2   Course title: Inclusion, Collaboration and Diversity in the Classroom
   1.3   Abbreviated course title: Inclusion Collab and Diversity
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: Lecture
   1.6   Prerequisites: SPED 335 and admission to professional education or instructor
          approval.
   1.7   Course catalog listing:
          Develops and enhances communication in the collaboration roles of key
          stakeholders working with at-risk, identified, and diverse students in the special
          education process. Field experience required. Candidates are responsible for their
          own transportation to assigned sites.

2.   Rationale:
   2.1   Reason for developing the proposed course: The proposed course was developed
          as part of an extensive revision of the undergraduate program in special education
          (formerly exceptional education). Due to federal mandates, such as No Child Left
          Behind and the Individuals with Disabilities Education Act (2004), Kentucky
          students with mild disabilities are increasingly educated within settings that
          involve the active participation of teams of professionals who combine expertise
          and services. As such, it is imperative that teacher candidates understand the
          interpersonal dynamics of this complex service delivery system. This course will
          also look critically at student diversity, team composition and "best practice" as
          they relate to effective communication and the special education process. Students
          from diverse backgrounds are often funneled into special education LBD
          programs with noted differences in learning that may be a result of cultural
          differences and expectations. In other cases, teachers may overlook (and fail to
          provide services for) students with disabilities, instead attributing students' lack
          of progress to cultural differences. The proposed course will emphasize effective
          inclusion methods and co-teaching models that are currently demanded in
          programs for students with mild learning and behavior disorders (LBD).
   2.2   Projected enrollment in the proposed course: 20 per offering based on average
          enrollment of last four years
   2.3   Relationship of the proposed course to courses now offered by the department:
          This course was created to replace EXED 422, Collaboration and Inclusion in
          School and Community Settings. Major portions of the existing course address

working with students who have moderate/severe disabilities and very young children (birth to primary age) with or without disabilities; thus, the existing course is not appropriate to prepare teachers to work with students who have mild disabilities. Graduates of this program will be eligible for certification to teach P-12 students who have disabilities but program graduates will not qualify for preschool certification. Outside of special education there are several existing education courses that address diversity and students' special needs but there is not a course that specifically addresses the combination of topics in the proposed course. Examples of some courses considered are: ELED 345- Teaching Strategies for Elementary Teachers I; ELED 355- Student Diversity in the Classroom; and IECE 322- Planning Curriculum and Instruction for Diverse Learners.

2.4   Relationship of the proposed course to courses offered in other departments: Several courses in other departments deal with small group interactions, diversity, work communication and working with families. Examples are: CD 491- Management of Communication Disorders in the School; COMM 349- Inter personal Communication; COMM 362- Organizational Communication; COMM 448- Advanced Interpersonal Communication; COMM 450- Family Communication; PSY 355- Issues in Cross-Cultural Psychology; PSY 350- Social Psychology; SWRK 330- Human Behavior in the Social Environment; SOCL 310- Behavior in Small Groups and FACS 297- Family, Community and Early Childhood Programs. None were designed with the purpose of training pre-service teachers to work effectively with students with mild disabilities and/or diversity in the school systems covering the pertinent topics as outlined in Council of Exceptional Children standards.

2.5   Relationship of the proposed course to courses offered in other institutions: Federal law necessitates courses similar to the proposed course common at most universities with programs to train special educators. The concepts to be taught in the proposed course have become integral to the set of special education teachers' required skills and competencies as outlined in both legislation and practice. Some examples of similar courses at other institutions are:

Morehead University	EDSP 365- Inclusion of students with diverse needs
Indiana State	SPED 226- The exceptional learner in the regular classroom
Univ. of Northern Iowa	220:150- Meeting the needs of diverse learners in classrooms
Florida Atlantic Univ.	EEX 4751- Collaboration with professionals and families
Middle Tennessee State University	SPED 4380- Collaboration and consultation

3.   **Discussion of proposed course:**
3.1   Course objectives: At the end of this course, each student will be able to

- Observe and determine the contextual factors of an elementary classroom on the WKU Teacher Work Sample (TWS) format.
- Outline skills to work collaboratively with other professionals
- Develop a group lesson plan using research-based differentiated components for diverse learners
- Complete documentation outlining planning, assessment and analysis of a collaborative project implementing tools and resources learned in this course
- Recognize implementation of Council of Exceptional Children (CEC) standards and state standards
- Know the steps needed to develop a Professional Development Plan
- Locate resources and materials to use in collaboration and inclusion settings.
- Examine cultural factors and select effective strategies to work with families and colleagues from diverse backgrounds.

3.2   Content outline:
- The role of collaboration in the Response to Intervention (RTI) model
- Best practices for inclusion
- Documentation of collaboration as recorded in student progress documentation
- Diversity & Disability in the classroom (co-morbid presentation)
- Tools and methods for inclusion & collaboration
- Co-Teaching Models
- Differentiation instructional techniques
- Critical thinking to cue higher order thinking (Blooms, Armbruster)
- How to disagree in professional manner
- Language of report
- Conflict resolution
- Appropriate use of technology for communication, professional communication
- Documenting student progress in the inclusion class.
- How to work with Paraprofessionals for inclusion settings
- WKU Teacher Work Sample for inclusion settings
- Professional development process

3.3   Student expectations and requirements: Student performance will be evaluated by work completed on:
- Projects
- Research
- Papers
- Field experience
- Tests

3.4   Tentative texts and course materials:
Dettmer, P., Thurston, L. P., Knackendoffel, A. & Dyck, N. J. (2009). Collaboration, consultation, and teamwork: For students with special needs. Upper Saddle River, N. J.: Pearson Education, Inc.
Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms. (2nd ed). Alexandria, VA: Association of Curriculum and Development.

4.   Resources:
   4.1   Library resources: Existing library resources are sufficient.
   4.2   Computer resources: Existing resources are sufficient.

5.   Budget implications:
   5.1   Proposed method of staffing: This course will be part of a new program that will be phased in as the old program is phased out. Upon full implementation of the new program, faculty resources will be more efficiently utilized as faculty will teach only one block (15 credit hours) of classes each semester as opposed to the current program which requires two blocks of courses each semester. The following courses in the current program will be deleted upon the new program's full implementation: EXED/SPED 415; EXED/SPED 416; EXED/SPED 417; EXED/SPED 418
   5.2   Special equipment needed: Current resources are adequate.
   5.3   Expendable materials needed: Current resources are adequate.
   5.4   Laboratory materials needed: No additional laboratory materials will be needed.

6.   Proposed term for implementation: Fall 2013

7.   Dates of prior committee approvals:

School of Teacher Education	11/18/2011
CEBS Curriculum Committee	2/07/2012
Professional Education Council	3/14/2012
Undergraduate Curriculum Committee	_____
University Senate	_____

 Attachment: Library Resources Form and Course Inventory Form

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

Contact Person: E. Gail Kirby gail.kirby@wku.edu

Office: 270- 745-3746

1.   **Identification of proposed course:**
      1.1   Course prefix (subject area) and number: SPED 425
      1.2   Course title: LBD Language Interventions: Strategies and Materials
      1.3   Abbreviated course title: LBD Lang Interv: Strat & Mater
      1.4   Credit hours and contact hours: 3
      1.5   Type of course: L
      1.6   Prerequisites: SPED 335 and admission to professional education.
      1.7   Course catalog listing: Language and reading development with emphasis on
             remediation using research-based strategies, methods, and materials for students
             with LBD, including English Learners.

2.   **Rationale:**
      2.1   Reason for developing the proposed course: This course was developed as part of
             the extensive revision of the undergraduate program in special education
             (formerly exceptional education). The previous program, Exceptional Education,
             blended course topics to cover CEC standards for two areas of certification in
             special education, Learning and Behavior Disorders and Moderate-Severe
             Disabilities (LBD and MSD). The proposed course is designed to provide the
             research base of effective reading strategies to help special education teachers
             identify and assist students who may have difficulty developing literacy skills due
             to having a specific learning disability (as defined by the IDEA), including
             English Learners with disabilities.
      2.2   Projected enrollment in the proposed course: 20 per offering based on average
             enrollment of last four years
      2.3   Relationship of the proposed course to courses now offered by the department:
             EXED 431, Language Intervention: Strategies and Materials is similar in that it
             also addresses students with disabilities who struggle with reading, but a major
             revision of EXED 431 would be needed to merge the content of other literacy
             courses with the skills needed by the special education teacher in addressing
             language and literacy needs of students with disabilities. Literacy, one major part
             of this course, is a strong component in the department.   The following courses
             are found in Literacy – LTCY 310: Early Reading, Language, and Literacy;
             LTCY 320: Teaching Literacy in Elementary School; LTCY 420: Reading in the
             Primary Grades; and LTCY 421: Reading in the Middle School. None of these
             contain the required topics dictated by CEC standards. A course focused on these
             instructional methods is required. In the proposed new course, teaching English

Learners who have a learning disability has been included, as well as updated content to reflect effective teaching practices in Response to Intervention Models for students with LBD.

2.4   Relationship of the proposed course to courses offered in other departments: Several courses in Communication Disorders address students with various language issues. Examples are CD 347: Bases of Speech; CD 405: Phonetics; CD 440: Phonology and Language Disorders; CD 434: Communication Disorders in Autism; CD 481: Speech and Language Development; CD 483: Articulation Disorders; CD 485: Diagnostic Procedures of Communication Disorders; and CD 486: Language Disorders. Communication Disorders focuses on diagnosis and treatment of language disorders rather than on instructional classroom methods. None of the CD courses teach the special educator how to adapt instruction for students in the Learning and Behavior Disorders category and English Language Learners with LBD. In addition, none of the CD courses include the required topics dictated by CEC standards, in contrast to the proposed course. Statistics show that the majority of LBD disorders have a direct impact on the instruction of reading, writing, listening, and spoken language. No courses in other departments focus specifically on language development and reading disabilities for students with LBD.

2.5   Relationship of the proposed course to courses offered in other institutions: A special education reading course is a typical offering found in both benchmark universities as well as other Kentucky universities. Six of the twenty the benchmark universities have a similar course.

Language is a major factor and is apparent in both benchmark universities and other Kentucky universities as indicated by the examples below.

Benchmark Universities	SPED LBD Language Intervention
Northern Kentucky University	EDU 302 Teaching of Reading, EDU 317 Teaching of Phonics
Towson University	ELED 322 Foundations of Reading and Language Arts, ELED 323 Principles/Practices of Instruction in Reading and Lang. Arts
Indiana State University	ELED 397 Teaching Developmental Reading and Other Language Arts, ELED 398 Corrective Reading in the Classroom
Northern Arizona University	ESE 472 Foundations and Methods for Culturally and Linguistically Diverse

	Exceptional Students
Ball State	EDRDG 430 Corrective Reading, SPAA; 270 Language Development
Kentucky Universities	
EKU	SED 260 Language and Speech Disorders of Exceptional Children
Murray State Univ.	CDI 205/ SED 425 Introduction to Communication Disorders
Morehead	EDSP 353 Characteristics of Learning Disabilities

3. **Discussion of proposed course:**
   3.1   Course objectives: This course is designed for preservice special education teachers in the mild/moderate program. Empirically validated instructional procedures are presented to address reading for students with disabilities, including English Language Learners. The focus will be on assessing students' skills, planning and implementing appropriate instructional procedures, and monitoring students' progress.

   At the conclusion of this course, students will be able to:
   - Demonstrate knowledge of reading and writing characteristics of students with LBD.
   - Demonstrate knowledge of the role of assessments in diagnosing difficulties, designing literacy instruction, monitoring progress, adjusting instruction, assessing achievement, and evaluating program effectiveness for children with special needs.
   - Demonstrate mastery of using Direct Instruction and lesson preparation.
   - Research and demonstrate strategies for teaching phonological awareness and concepts of print to students with special needs.
   - Monitor student performance using curriculum-based measurement (CBM).
   - Demonstrate strategies for teaching and refining the alphabetic principle with students with special needs, including an awareness of the difficulties of applying phonics instruction for students whose mastery of English sounds is limited.
   - Demonstrate using CBM to modify instructional material.
   - Write goals and objectives for Individualized Education Programs (IEPs).
   3.2   Content outline:
   - Introduction of research in reading instruction for students with disabilities (SWDs) and English Language Learners (ELLs).
   - Role of patterns to determine strengths and weaknesses for SWDs and ELLs.

- Assessing beginning reading skills in a multi-tier model or Response to Intervention model.
- Increasing reading fluency in SWDs and ELLs.
- Vocabulary building strategies & use of technology to improve reading and writing skills for SWDs and ELLs.
- Using multiple strategies to maximize student gains in reading comprehension for SWDs and ELLs in a multi-tier model or Response to Intervention model.

3.3   Student expectations and requirements: Student learning will be evaluated based on a combination of papers, projects, class presentations, and quizzes.

3.4   Tentative texts and course materials:
Bursuck, W. D. & Damer, M. (2011). *Teaching reading to students who are at risk or have disabilities* (2nd ed.). Boston: Pearson.

Griffin, J.E.. Artiles, A., & Ortiz, A. (2002). *English language learners with special education needs: Identification, placement, and instruction.* McHenry, IL: Delta.

Klingner, J.K., Hoover, J.J., & Baca, L.M. (2008). *Why do English language learners struggle with reading?: Distinguishing language acquisition from learning disability.* Thousand Oaks, CA: Corwin Press.

Reyes, M. (1992). Challenging venerable assumptions: Literacy instruction for linguistically different students. *Harvard Educational Review, 62*, 427-446.

4.   **Resources:**
4.1   Library resources: Existing library resources are sufficient.
4.2   Computer resources: Existing electronic resources are sufficient.

5.   **Budget implications:**
5.1   Proposed method of staffing: This course will be part of a new program that will be phased in as the old program is phased out. Upon full implementation of the new program, faculty resources will be more efficiently utilized as faculty will teach only one block (15 credit hours) of classes each semester as opposed to the current program which requires two blocks of courses each semester. The following courses in the current program will be deleted upon the new program's full implementation: EXED/SPED 415; EXED/SPED 416; EXED/SPED 417; EXED/SPED 418
5.2   Special equipment needed: Current equipment offered by the College of Education and Behavioral Sciences will be appropriate.
5.3   Expendable materials needed: Current resources are adequate.
5.4   Laboratory materials needed: Current resources are adequate.

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

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

School of Teacher Education   11/18/2011
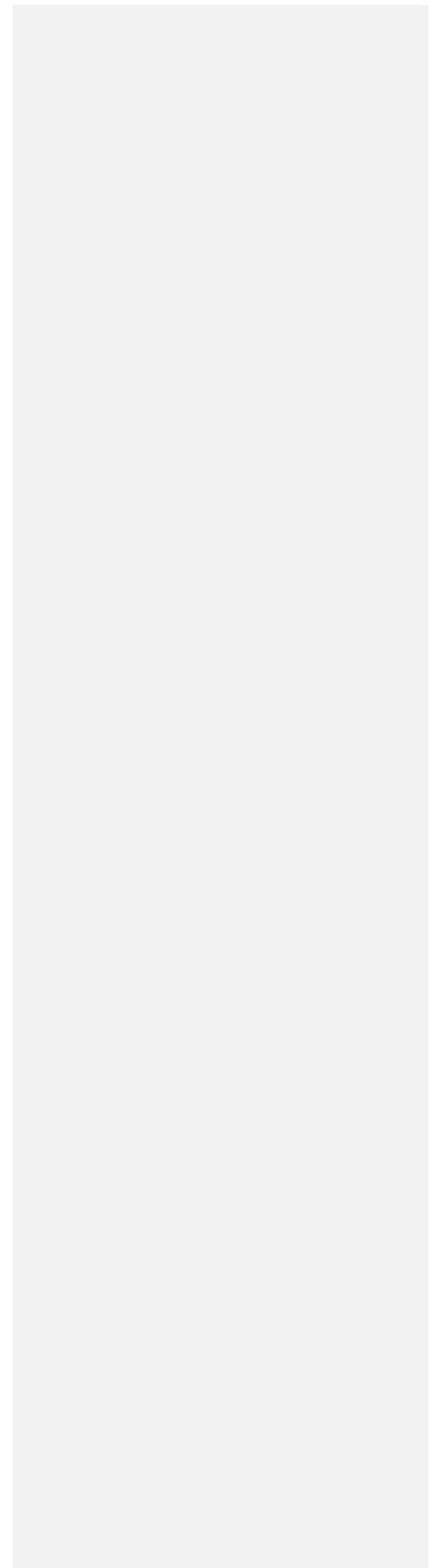
CEBS Curriculum Committee   02/07/2012

Professional Education Council   3/14/2012

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Library Resources Form and Course Inventory

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

Contact Person: Janet Applin, janet.applin@wku.edu, 745-6105

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: SPED 480
   1.2   Course title: Senior Project for Learning and Behavior Disorders
   1.3   Abbreviated course title: Senior Project for LBD
   1.4   Credit hours and contact hours: 3.0
   1.5   Type of course: P (Practicum)
   1.6   Prerequisite: SPED 424 and admission to professional education, or instructor
          approval.
   1.7   Course catalog listing: Supervised field placement in P-12 settings serving
          students with LBD. Students are responsible for arranging their own
          transportation to designated or assigned sites.

2. **Rationale:**
   2.1   Reason for developing the proposed course: This course was developed as part of
          a proposed extensive revision of the undergraduate program in special education
          (formerly exceptional education). It will be similar to field experience courses in
          the current program, in that students will complete supervised field experience in
          classrooms for students with learning and behavior disabilities. The proposed
          course has been developed to replace the previous field experience for teacher
          candidates seeking Learning and Behavior Disorder certification. The total hours
          required in this field experience are fewer as the new program readjusts the
          number of field hours spent for other courses and the course objectives have
          changed to place a greater focus on the Council for Exceptional Children
          standards and the Kentucky Teacher Standards. All institutions in the
          Commonwealth of Kentucky who prepare certified teachers in special education
          require field experience prior to student teaching. Kentucky has recently revised
          the requirements pertaining to the number of hours required of pre-service
          teachers prior to student teaching, and all initial teacher preparation programs
          must meet these guidelines.
   2.2   Projected enrollment in the proposed course: Based upon current undergraduate
          enrollment, it is estimated that 10-30 students per year will enroll in this course.
   2.3   Relationship of the proposed course to courses now offered by the department:
          Many other undergraduate courses within the School of Teacher Education
          require field experience prior to the student teaching semester
          (e.g., ELED 355 Student Diversity in the Classroom, ELED 365 Strategies for
          Elementary Teachers II, ELED 405 Teaching Mathematics in the Elementary
          School , ELED 406 Teaching Science in the Elementary School. . However, these

other courses are designed for field work in particular content areas. The proposed course is designed to allow future special educators additional field work opportunities in a variety of settings within different content and grade levels, with specific focus on students with learning and behavior disorders.

2.4 Relationship of the proposed course to courses offered in other departments: Many undergraduate programs in the College of Education and Behavioral Sciences require field experience courses. Because all programs in CEBS have goals of serving individuals in the community through education, counseling, and understanding or treating those requiring assistance, all offer some type of field experience course to provide authentic experiences in the respective fields. An example outside of the School of Teacher Education from the College of Education and Behavioral Sciences is PSY 390 Field Experience in Psychology. Departments in other colleges also offer or require field experience courses in their programs to provide real world experiences. Some examples are Social Work (SWRK 480 Social Work Field Practice I and SWRK 482 Social Work Field Practice II) and Nursing (NURS 344 Clinical Mental Health Nursing; NURS 433 Clinical Medical-Surgical Nursing; NURS 422 Senior Practicum). The field experiences offered in these and other programs outside of the School of Teacher Education focus on real world application of knowledge specific to the respective disciplines. The field experience for the proposed course has a focus on working with students with Learning and Behavior Disorders within P-12 settings.

2.5 Relationship of the proposed course to courses offered in other institutions: Field experience is considered the hallmark of well-respected teacher education programs across the nation as well as in Kentucky. Of our benchmark universities offering undergraduate special education teacher education programs, all require field experience prior to student teaching. The proposed course will be similar to those at other institutions in that students will be required to complete a certain amount of hours in the field. For example, Eastern Kentucky University has SED 375, Practicum in Special Education. Murray State University has SED 455, Practicum. Morehead State University has EDSP 359, Practicum in Teaching Students with LBD.   While this proposed course will have many similarities as others around the state and the nation, The activities that will be required in the proposed course are performance-based, and will evaluate students not only on their teacher behaviors and dispositions but on their impact on student learning while in the field. Students in the proposed course will be evaluated based upon Kentucky Teacher Standards and The Council for Exceptional Children's Initial Common Core Set of Standards for Special Education, as well as on the Initial Level Knowledge and Skills for Special Education Teachers of Individuals with Exceptional Learning Needs with Learning Disabilities and Emotional and/or Behavioral Disorders.

3. Discussion of proposed course:

3.1 Course objectives: Upon completion of this course, students will be able to:
- Observe daily routines, schedules, and learning environments serving students with learning and behavior disorders.

- Plan and implement academic lessons and interventions aimed at increasing the academic achievement of students with learning and behavior disorders while being observed by university personnel.
- Plan and implement behavioral interventions aimed at increasing the academic achievement of students with learning and behavior disorders while being observed by university personnel.
- Plan, implement, and analyze assessment of student learning within the context of a lesson and/or unit while being observed by university personnel.
- Incorporate relevant educational technology into lesson plans and instruction while being observed by university personnel.
- Reflect upon teaching based upon analysis of student learning.
- Reflect upon professional dispositions based upon analysis of collaboration with other professionals in the field and response to observation feedback from university personnel.
- Demonstrate leadership within the school, community, and profession through extracurricular involvement in school and/or university activities impacting P-12 children in the community.
- Document all of the above in a field experience electronic record to be uploaded to the electronic portfolio system as their critical performance indicator for the course.

3.2   Content outline:
- Orientation to field experience requirements, assignments, and expectations
- Participation in two separate field experience placements for 5 weeks each for approximately 14 hours per week for a total of 140 hours.

3.3   Student expectations and requirements:
- Students will participate in a professional manner in the assigned field experience placements as documented by observations of university personnel. During this course, students will apply and demonstrate knowledge, ideas, strategies, and best teaching practices in real-world settings working with students with and without learning and behavior disorders as well as other education professionals.
- Students will complete a digital journal documenting all required assignments and evaluations.
- Students will adhere to all WKU CEBS Professional Teaching Dispositions in all aspects and settings related to this field experience.
- All of the above will be documented in a field experience electronic record to be uploaded to the electronic portfolio system as their critical performance indicator for the course.

4.   **Resources:**
    4.1   Library resources: Existing library resources are sufficient
    4.2   Computer resources: Existing computer resources are sufficient

5.   **Budget implications:**

5.1 Proposed method of staffing: This course will be part of a new program that will be phased in as the old program is phased out. Upon full implementation of the new program, faculty resources will be more efficiently utilized as faculty will teach only one block (15 credit hours) of classes each semester as opposed to the current program which requires two blocks of courses each semester. The following courses in the current program will be deleted upon the new program's full implementation: EXED/SPED 415; EXED/SPED 416; EXED/SPED 417; EXED/SPED 418

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

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

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

School of Teacher Education: 11/18/2011

CEBS Curriculum Committee   02/07/2012

Professional Education Council (if applicable)   3/14/2012

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Library Resources Form and Course Inventory Form

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

Contact Person: Isabel Mukonyora, bella.mukonyora@wku.edu, Phone 745-5745

1. **Identification of course:**
    1.1   Current course prefix RELS 305
    1.2   Course title: Christianity
    1.3   Credit hours: 3 hours

2. **Revise course title:**
    2.1   Current course title: Christian Religious Traditions
    2.2   Proposed course title: Christianity
    2.3   Proposed abbreviated title: Christianity
    2.4   Rationale for revision of course title: Christianity, like other religious traditions, consists of multiple movements, sects, and schools of thought. Generally, those all fall under the label "Christianity" and thus the use of Religious Traditions" is superfluous. In almost all universities where Christianity is taught, the course is simply titled "Christianity."

3. **Revise catalog listing:**
    3.1   **Current listing:** A survey of doctrine, ethical codes, rituals and institutions in three main traditions: Orthodoxy, Roman Catholicism, and Protestantism.
    3.2   **Proposed listing:** Overview of ideas drawn from the history of Christianity, including major intellectual developments behind its global character.
    3.3   **Rationale:** The current course description makes this an exercise in the study of western denominational dogma and sociology rather than promoting critical thinking in terms of religious studies and the extensive heritage of scholarly historical texts on the subject. In its global character as dictated by trends of thought in Africa, Asia and Latin America, the study of Christianity in terms of Orthodoxy, Roman Catholicism, and Protestantism limits rather than promotes a thorough understanding of Global Christianity.

4. **Proposed term for implementation: 201230**

5.   Dates of prior committee approvals:

Religious Studies	02/08/2012
Philosophy and Religion:	02/20/2012
Potter College Curriculum Committee	03/01/2012
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Darren Smith; darren.smith@wku.edu; 745-3175
                 Paula Upright: paula.upright@wku.edu; 745-3004

1. **Identification of course:**
    1.1   Current course prefix and number: SPM 402
    1.2   Current course title: Fiscal Practices in Recreation
    1.3   Credit hours: 3

2. **Revise course title:**
    2.5   Current course title: Fiscal Practice in Recreation
    2.6   Proposed course title: Fiscal Practices in Sport Management
    2.7   Proposed abbreviated title: Fiscal Practices in Sport
    2.8   Rationale for revision of course title: This will help delineate the Sport
          Management course from the Recreation Administration course.

3. **Revise course number:**
    3.1   Current course number: N/A
    3.2   Proposed course number: N/A
    3.3   Rationale for revision of course number: N/A

4. **Revise course prerequisites/corequisites/special requirements:**
    4.1   Current prerequisites/corequisites/special requirements:
          SPM 402 currently has no prerequisites or corequisites. It is however listed as an
          equivalent course to REC 402.
    4.2   Proposed prerequisites/corequisites/special requirements:
          SPM 402 will no longer be listed as an equivalent course to REC 402 or vice
          versa.
    4.3   Rationale for revision of course prerequisites/corequisites/special requirements:
          These courses were listed as equivalent courses for several years when the Sport
          Management program was starting up. Recently, as more faculty in sport have
          been hired, REC 402 and SPM 402 have been taught individually and the SPM
          402 course has been taught with a focus on the Sport Management Industry.
    4.4   Effect on completion of major/minor sequence: No effect on major/minor
          sequence.

5. **Revise course catalog listing:**
    5.1   Current course catalog listing: Financial principles and practices relevant in
          recreation settings. Topics include economic principles, financial management

and organization, income sources, fundraising, pricing and budgeting. (Equivalent to REC 402).

5.2 Proposed course catalog listing: Financial principles and practices relevant to Sport Management. Topics include financial statements and ratios, financial risk management, debt and equity financing, feasibility studies, economic impact analysis, capital budgeting, and facility financing.
Note not to be included in course catalog: This course is no longer an equivalent course to REC 402.

5.3 Rationale for revision of course catalog listing: Since REC 402 and SPM 402 will no longer be listed as equivalent courses, the new catalog listing maintains shared course concepts while reflecting terminology and applications relevant to Sport Management.

6. **Revise course credit hours:**
   6.1 Current course credit hours: N/A
   6.2 Proposed course credit hours: N/A
   6.3 Rationale for revision of course credit hours: N/A

7. **Proposed term for implementation: Spring 2013**

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

   KRS Department: __11/07/11_____

   CHHS Curriculum Committee   __2/13/12_____

   Undergraduate Curriculum Committee   _____

   University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Darren Smith; darren.smith@wku.edu; 745-3175
                 Paula Upright: paula.upright@wku.edu; 745-3004

1. **Identification of course:**
    1.1   Current course prefix and number: SPM 404
    1.2   Current course title: Recreation Facility Management
    1.3   Credit hours: 3

2. **Revise course title:**
    2.1   Current course title: Recreation Facility Management
    2.2   Proposed course title: Sport Facility Management
    2.3   Proposed abbreviated title: Sport Facility Management
    2.4   Rationale for revision of course title: This will help delineate the Sport
           Management course from the Recreation Administration course.

3. **Revise course number:**
    3.1   Current course number: N/A
    3.2   Proposed course number: N/A
    3.3   Rationale for revision of course number: N/A

4. **Revise course prerequisites/corequisites/special requirements:**
    4.1   Current prerequisites/corequisites/special requirements:
           SPM 404 currently has no prerequisites or corequisites. It is however listed as an
           equivalent course to REC 404.
    4.2   Proposed prerequisites/corequisites/special requirements:
           SPM 404 will no longer be listed as an equivalent course to REC 404 or vice
           versa.
    4.3   Rationale for revision of course prerequisites/corequisites/special requirements:
           These courses were listed as equivalent courses for several years when the Sport
           Management program was starting up. Recently, as more faculty in sport have
           been hired, REC 404 and SPM 404 have been taught individually and the SPM
           404 course has been taught with a focus on the Sport Management Industry.
    4.4   Effect on completion of major/minor sequence:
           Currently, REC 404 and SPM 404 are listed as equivalents which allow students
           to take either course for fulfillment of requirement for the Facility and Event
           Management Minor (367). Since these will no longer be listed as equivalents, a
           Proposal to Revise a Program form has been included that will allow SPM 404 or
           REC 404 to count towards completion of minor requirements. Currently, only
           REC 404 is listed as a required course for the minor.

5.   Revise course catalog listing:
5.1   Current course catalog listing:
         A practical orientation to management of a variety of recreation facilities.
         (Equivalent to REC 404).
5.2   Proposed course catalog listing:
         A practical orientation to the management and operation of facilities that exist in
         sport management industries.
         **Note not to be included in course catalog: This course is no longer an
         equivalent course to REC 404.**
5.3   Rationale for revision of course catalog listing:
         Since REC 404 and SPM 404 will no longer be listed as equivalent courses, the
         new catalog listing maintains shared course concepts while reflecting terminology
         and applications relevant to Sport Management.

6.   Revise course credit hours:
6.1   Current course credit hours: N/A
6.2   Proposed course credit hours: N/A
6.3   Rationale for revision of course credit hours: N/A

7.   Proposed term for implementation: Spring 2013

8.   Dates of prior committee approvals:

KRS Department: _____11/07/11_____

CHHS Curriculum Committee   _____2/13/12_____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Course Inventory Form

Ogden College of Science & Engineering
Department of Chemistry
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: Hemali Rathnayake, Hemali.rathnayake@wku.edu, 270-745-6238

1.   Identification of course:
   1.27   Current course prefix (subject area) and number: CHEM 120
   1.28   Course title: College Chemistry I
   1.29   Credit hours: 4 hrs

2.   Proposed course credit hours: 3

3.   Rationale for the revision of course credit hours:

The current 4/1 credit hour format for CHEM 120/121 is not working well for content and scheduling reasons. The additional hour in the CHEM 121 laboratory will allow more time for pre-laboratory lectures and avoid the rush to complete laboratory experiments. We plan to utilize existing technology to standardize key material in CHEM 121 recitations to prevent any inconsistencies in coverage within CHEM 121, since most students do not have the same instructor for both CHEM 120 and 121. The switch to the 3/2-credit format also will make it possible to schedule CHEM 120 using only one lecture block. The current four-credit format overlaps two class periods.

4.   Proposed term for implementation: Spring 2013

5.   Dates of prior committee approvals:

   Chemistry Department: February 10 2012

   OCSE Curriculum Committee: March 1, 2012

   Professional Education Council   March 14, 2012

   General Education Committee   _____

   Undergraduate Curriculum Committee   _____

   University Senate   _____

Attachment: Course Inventory Form

Ogden College of Science and Engineering
Department of Chemistry
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: Hemali Rathnayake, Hemali.rathnayake@wku.edu, 270-745-6238

1.   Identification of course:
      1.1   Current course prefix (subject area) and number: CHEM 121
      1.2   Course title: College Chemistry I Lab
      1.3   Credit hours: 1

2.   Proposed course credit hours: 2 hrs

3.   Rationale for the revision of course credit hours:
The current 4/1 credit hour format for CHEM 120/121 is not working well for content and scheduling reasons. The additional hour in the CHEM 121 laboratory will allow more time for pre-laboratory lectures and avoid the rush to complete laboratory experiments. We plan to utilize existing technology to standardize key material in CHEM 121 recitations to prevent any inconsistencies in coverage within CHEM 121, since most students do not have the same instructor for both CHEM 120 and 121. The switch to the 3/2-credit format also will make it possible to schedule CHEM 120 using only one lecture block. The current four-credit format overlaps two class periods.

4.   Proposed term for implementation: Spring 2013

5.   Dates of prior committee approvals:

Chemistry Department: February 10 2012

OCSE Curriculum Committee: March 1, 2012

Professional Education Council   March 14, 2012

General Education Committee   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Course Inventory Form

Memo on Creating 4011 Certificate Program

Recently WKU received a certificate from the National Security Agency (NSA) and the Committee on National Security Systems (CNSS). This certificate is one-step in WKU's effort to become a Center of Academic Excellence (CAE). Dr. Rong Yang is currently leading our effort and has been very successful in matching WKU's nascent Information Security/Assurance program with the stringent requirements of the NSA/CNSS CAE program.

The purpose of the NSA/CNSS CAE program is to promote higher education and research into information security (INFOSEC) and information assurance (IA). Students attending a CAE-designated school are eligible for scholarships and grants from the NSA and the Department of Homeland Security. The CAE program has essentially three levels: a 2-year college program (CAE2Y), a four-year college program (CAE/IAE), and a graduate program (CAE-R). The purpose of this differentiation is to ensure the maximum possible distribution of educational opportunities for IA/INFOSEC professionals. The CAE/IAE program, wherein WKU was awarded its certificate, is only available to four-year universities.

There seems to be some confusion whether this violates the CPE rules on certificates whereby only KCTCS schools can issue certificates. We must remember that there is a special program for 2-year colleges (CAE2Y) under which KCTCS members could participate. Furthermore the certificate issued by WKU will allow our students to participate in grants and scholarships from NSA and DHS. It is not a professional certificate but merely indicating that the student has completed a certain amount of IA/INFOSEC coursework.

We would be happy to work with KCTCS members to obtain a CAE2Y certification. Both NSA and CNSS would look favorably on this effort since there is currently **NO** CAE in Kentucky. Tennessee currently has 3 CAEs: the University of Memphis, the University of Tennessee at Chattanooga, and the Fountainhead College of Technology which demonstrates that states can have CAEs at all three levels. In Texas, there are multiple CAEs including our Sunbelt rival, the University of North Texas. KCTCS currently offers an "Information Security Certificate" which covers very fundamental material on INFOSEC/IA but could be enhanced to cover the material required by NSA and CNSS.

In order to prevent confusion, we have renamed the certificate program to "CNSS 4011 Certificate". We hope that this explanation and the name change will mitigate any fears that we are usurping KCTCS prerogatives.

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

Contact Person: Rong Yang, rong.yang@wku.edu, 745-2940
James Gary, james.gary@wku.edu, 745-6373

1.   **Identification of program:**
    1.30   Program title:
        CNSS 4011 Certificate

    1.31   Required hours in program:
        6 hours

    1.32   Special information:
        The Information Assurance Courseware Evaluation (IACE) Program has
        evaluated WKU's CS 157 and CS 257 courses and verified that they meet all of
        the requirements of the Committee on National Security Systems (CNSS)
        National Training Standard for Information Systems Security (INFOSEC)
        Professionals, NSTISSI No. 4011.

        As a result, WKU is entitled to issue a 4011 information assurance certificate to
        any student who successfully completes that sequence of two courses with a grade
        of C or better in each course.

    1.33   Catalog description:
        CNSS 4011 Certificate requires a minimum of 6 semester hours. It is designed for
        students wishing to gain knowledge in the information assurance area. The
        student pursuing the certificate must complete the following course sequence with
        a grade of C or better in each course:

        CS 157, Information Security I, (3 hours)
        CS 257, Information Security II, (3 hours)

2.   **Objectives of the proposed certificate program:**
        The purpose of offering this certificate is to provide students with nationally
        recognized documentary evidence of their information assurance training.

3.   **Rationale:**
    3.1   Reason for developing the proposed certificate program:

Satisfying the 4011 standard is the first step in the process of obtaining a CAE (Center of Academic Excellence in Information Assurance) designation for Western Kentucky University.

3.2 Relationship of the proposed certificate program to other programs now offered by the department:
None

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:
None

3.4 Projected enrollment in the proposed certificate program:
20 to 30 students annually based upon the enrollment of CS 157 and CS 257.

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
Many universities that have satisfied the 4011 standard offer their students a certificate for completing the required coursework. Examples include: Florida State University, New Jersey City University, the National Defense University, Villanova University, Indiana University of Pennsylvania, and the University of Maryland University College. To the best of our knowledge, no university in Kentucky is currently offering a 4011 certificate.

3.6 Relationship of the proposed certificate program to the university mission and objectives:
The training provided in the courses leading up to 4011 certification certainly provides tools for students at WKU to be both productive and socially responsible members of the global society as stated in the mission statement.

4.   Curriculum:
CS 157, Information Security I, (3 hours)
CS 257, Information Security II, (3 hours)

Both of these courses have already been approved and are being offered on a regular schedule.

5.   Budget implications:
Existing faculty will continue to teach the courses in the program.

6.   Proposed term for implementation: Fall 2012

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

Math and CS Department/Division: ____Sept. 22, 2011___

OCSE Curriculum Committee   ____Oct. 13, 2011____

Undergraduate Curriculum Committee   _____

University Senate   _____