

Undergraduate Curriculum Committee
Western Kentucky University

Report to the University Senate

Date: April, 2014.

From: Ashley Fox, Chair

The Undergraduate Curriculum Committee submits the following items from the 24 April 2014, meeting for approval by the University Senate:

Information Item Report:

I. Suspend a Course

ATHL 150

ATHL 250

ATHL 300

ATHL 351

ATHL 352

ATHL 441

ATHL 450

II. Delete a Course

BUS 111C

BUS 255C

CINS 241C

CSCI 245C

INS 200C

INS 268C

INS 286C

INS 289C

MFG 265C

OST 161C

SBM 235C

SMED 210

III. Revise Course Title

CD 280

CD 347

CD 490

HIST 200

IV. Revise Course Prerequisites/Corequisites

NUR 105
NUR 106
NUR 150
NUR 155
NUR 156
NUR 157
NUR 165
NUR 166
NUR 208
NUR 209
NUR 215
NUR 216
NUR 254
NUR 255
NUR 257
HCA 345
HCA 347
CRIM 330
CRIM 332
CRIM 361
CRIM 432
CRIM 434
CRIM 437
CRIM 446
SOCL 322
SOCL 350
SOCL 362
SOCL 435

V. Create an Equivalent Course

HCA 247

VI. Delete a Program

245 Hospitality Management (A.S.)

VII. Revise a Program

243 Health Information Management
595, 595P Communications Disorders

Consent Item Report:

- I. Create a New Course
 - BA 495
 - EDU 300
 - EDU 385
 - SMED 310

- II. Create a New Certificate Program
 - Advanced Professionalism

- III. Revise Program
 - 774 Science and Mathematics Education
 - 5001 Major in Middle Level Education Social Studies and Language Arts
 - 273 Associate of Science in Nursing
 - 265 Associate of Applied Science in Paramedicine
 - 586 Bachelor of Science in Nursing
 - 592 Major in Social Studies
 - 736 Major in Journalism
 - Ref. 534P Civil Engineering – Prep
 - Ref. 534 Civil Engineering

- IV. UCC Policies / Procedures
 - Revise an Academic policy: Attendance Policy
 - Revise an Academic policy: Course Requirements Policy
 - Revise an Academic policy: Catalog statement on Credit by Exam policy
 - Revise an Academic policy: Concurrent and Subsequent Degrees
 - Revise an Academic policy: Latin Honors policy
 - Revise an Academic policy: Residence Requirements policy
 - Revise an Academic policy: Prior Learning

- V. The proposal to suspend the Computer Information Technology major (555), approved by the UCC on December 10, 2013 and subsequently by the University Senate on January 23, 2014, was not approved by Provost Emslie, citing the healthy enrollment of 200+ students who are pursuing this major and steady graduation rate of approximately 40 students per year. The program is being administratively moved from the School of Professional Studies to the Department of Architectural and Manufacturing Sciences.

Proposal Date: March 17, 2014

**College of Health and Human Services
Kinesiology, Recreation and Sport
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Paula Upright, paula.upright@wku.edu, 270-745-3004

1. Identification of course:

- 1.1 Current course prefix and number: ATHL 250
- 1.2 Course title: Clinical in Athletic Training

2. Rationale for the course suspension:

The course was created for an undergraduate athletic training program. This program does not currently exist. For possible implementation in the future we would like to suspend rather than delete the course. We plan to revisit this potential program in the future.

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

No effect on current programs or other departments. The course is not a requirement in any current program.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Kinesiology, Recreation and Sport

March 17, 2014

CHHS Undergraduate Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: March 17, 2014

**College of Health and Human Services
Kinesiology, Recreation and Sport
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Paula Upright, paula.upright@wku.edu, 270-745-3004

1. Identification of course:

- 1.1 Current course prefix and number: ATHL 300
- 1.2 Course title: Topics in Athletic Training

2. Rationale for the course suspension:

The course was created for an undergraduate athletic training program. This program does not currently exist. For possible implementation in the future we would like to suspend rather than delete the course. We plan to revisit this potential program in the future.

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

No effect on current programs or other departments. The course is not a requirement in any current program.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Kinesiology, Recreation and Sport

March 17, 2014

CHHS Undergraduate Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: March 17, 2014

**College of Health and Human Services
Kinesiology, Recreation and Sport
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Paula Upright, paula.upright@wku.edu, 270-745-3004

1. Identification of course:

- 1.1 Current course prefix and number: ATHL 351
- 1.2 Course title: Evaluation of Upper Body Injuries

2. Rationale for the course suspension:

The course was created for an undergraduate athletic training program. This program does not currently exist. For possible implementation in the future we would like to suspend rather than delete the course. We plan to revisit this potential program in the future.

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

No effect on current programs or other departments. The course is not a requirement in any current program.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Kinesiology, Recreation and Sport

March 17, 2014

CHHS Undergraduate Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: March 17, 2014

**College of Health and Human Services
Kinesiology, Recreation and Sport
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Paula Upright, paula.upright@wku.edu, 270-745-3004

1. Identification of course:

- 1.1 Current course prefix and number: ATHL 352
- 1.2 Course title: Evaluation of Lower Body Injuries

2. Rationale for the course suspension:

The course was created for an undergraduate athletic training program. This program does not currently exist. For possible implementation in the future we would like to suspend rather than delete the course. We plan to revisit this potential program in the future.

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

No effect on current programs or other departments. The course is not a requirement in any current program.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Kinesiology, Recreation and Sport

March 17, 2014

CHHS Undergraduate Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: March 17, 2014

**College of Health and Human Services
Kinesiology, Recreation and Sport
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Paula Upright, paula.upright@wku.edu, 270-745-3004

1. Identification of course:

- 1.1 Current course prefix and number: ATHL 441
- 1.2 Course title: Therapeutic Modalities

2. Rationale for the course suspension:

The course was created for an undergraduate athletic training program. This program does not currently exist. For possible implementation in the future we would like to suspend rather than delete the course. We plan to revisit this potential program in the future.

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

No effect on current programs or other departments. The course is not a requirement in any current program.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Kinesiology, Recreation and Sport

March 17, 2014

CHHS Undergraduate Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: March 17, 2014

**College of Health and Human Services
Kinesiology, Recreation and Sport
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Paula Upright, paula.upright@wku.edu, 270-745-3004

1. Identification of course:

- 1.1 Current course prefix and number: ATHL 450
- 1.2 Course title: Practicum in Athletic Training

2. Rationale for the course suspension:

The course was created for an undergraduate athletic training program. This program does not currently exist. For possible implementation in the future we would like to suspend rather than delete the course. We plan to revisit this potential program in the future.

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

No effect on current programs or other departments. The course is not a requirement in any current program.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Kinesiology, Recreation and Sport

March 17, 2014

CHHS Undergraduate Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: March 6, 2014

**University College
School of Professional Studies
Proposal to Delete a Course
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BUS 111C
- 1.2 Course title: Basic Accounting II

2. Rationale for the course deletion: Course has not been offered since 2001 and will not be offered again.

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

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

School of Professional Studies March 6, 2014

University College Curriculum Committee April 3, 2014

Undergraduate Curriculum Committee 04/24/2014

University Senate

Proposal Date: March 6, 2014

**University College
School of Professional Studies
Proposal to Delete a Course
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BUS 255C
- 1.2 Course title: Computerized Business Finance

2. Rationale for the course deletion: Course has not been offered since 2008 and will not be offered again.

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

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

School of Professional Studies March 6, 2014

University College Curriculum Committee April 3, 2014

Undergraduate Curriculum Committee 04/24/2014

University Senate

Proposal Date: March 6, 2014

**University College
School of Professional Studies
Proposal to Delete a Course
(Consent Item)**

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: CINS 241C
 - 1.2 Course title: Introduction to Information Systems
- 2. Rationale for the course deletion: Course has not been offered since prior to 2001 and will not be offered again.**
- 3. Effect of course deletion on programs or other departments, if known: None**
- 4. Proposed term for implementation: Fall 2014**
- 5. Dates of prior committee approvals:**

School of Professional Studies March 6, 2014

University College Curriculum Committee April 3, 2014

Undergraduate Curriculum Committee 04/24/2014

University Senate

Proposal Date: March 6, 2014

**University College
School of Professional Studies
Proposal to Delete a Course
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: INS 200C
- 1.2 Course title: PC Hardware Concepts

2. Rationale for the course deletion: Course has not been offered since 2006 and will not be offered again.

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

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

School of Professional Studies March 6, 2014

University College Curriculum Committee April 3, 2014

Undergraduate Curriculum Committee 04/24/2014

University Senate

Proposal Date: March 6, 2014

**University College
School of Professional Studies
Proposal to Delete a Course
(Consent Item)**

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: INS 286C
 - 1.2 Course title: Introduction to COBOL Language
- 2. Rationale for the course deletion: Course has not been offered since prior to 2001 and will not be offered again.**
- 3. Effect of course deletion on programs or other departments, if known: None**
- 4. Proposed term for implementation: Fall 2014**
- 5. Dates of prior committee approvals:**

School of Professional Studies March 6, 2014

University College Curriculum Committee April 3, 2014

Undergraduate Curriculum Committee 04/24/2014

University Senate

Proposal Date: March 6, 2014

**University College
School of Professional Studies
Proposal to Delete a Course
(Consent Item)**

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: INS 289C
 - 1.2 Course title: Advance Systems Analysis Applications
- 2. Rationale for the course deletion: Course has not been offered since prior to 2001 and will not be offered again.**
- 3. Effect of course deletion on programs or other departments, if known: None**
- 4. Proposed term for implementation: Fall 2014**
- 5. Dates of prior committee approvals:**

School of Professional Studies	<u>March 6, 2014</u>
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University College Curriculum Committee	<u>April 3, 2014</u>
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Undergraduate Curriculum Committee	<u>04/24/2014</u>
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University Senate

Proposal Date: March 6, 2014

**University College
School of Professional Studies
Proposal to Delete a Course
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MFG 265C
- 1.2 Course title: Manufacturing Management Seminar

2. Rationale for the course deletion: Course has not been offered since prior 2009 and will not be offered again.

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

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

School of Professional Studies March 6, 2014

University College Curriculum Committee April 3, 2014

Undergraduate Curriculum Committee 04/24/2014

University Senate

Proposal Date: March 6, 2014

**University College
School of Professional Studies
Proposal to Delete a Course
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: OST 161C
- 1.2 Course title: Business Arithmetic

2. Rationale for the course deletion: Course has not been offered since prior 2001 and will not be offered again.

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

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

School of Professional Studies March 6, 2014

University College Curriculum Committee April 3, 2014

Undergraduate Curriculum Committee 04/24/2014

University Senate

Proposal Date: March 6, 2014

**University College
School of Professional Studies
Proposal to Delete a Course
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SBM 235C
- 1.2 Course title: Computerized Accounting

2. Rationale for the course deletion: Course has not been offered since prior 2001 and will not be offered again.

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

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

School of Professional Studies March 6, 2014

University College Curriculum Committee April 3, 2014

Undergraduate Curriculum Committee 04/24/2014

University Senate

**College of Education and Behavioral Sciences
School of Teacher Education**

Proposal to Delete a Course

(Consent Item)

Contact Person: Martha M. Day, Martha.day@wku.edu, 270-745-4411

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SMED 210
- 1.2 Course title: Knowing and Learning in Mathematics and Science

2. **Rationale for the course deletion:** This course is part of SKyTeach, a National Math and Science Initiative (NMSI) funded program to replicate the University of Texas at Austin's UTeach curriculum for preparation of math and science teachers. Adopting this sequence meets NMSI's requirement for replication of UTeach at WKU. This course replaces the usual education psychology course. It will be an introduction to the theories for knowing and learning in math and science, drawing on insights from cognition and learning sciences. This course, as listed as a 200 level course does not meet the needs of our regional campus students due to non-compete agreements with KCTC campuses on the Elizabethtown and Owensboro sites. A new course proposal, SMED 310, Knowing and Learning in Mathematics and Science is being sent forward at this time. This course will replace SMED 210.

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

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department/ Unit	<u>12-11-2013</u>
College Curriculum Committee	<u>02-04-2014</u>
Professional Education Council (if applicable)	<u>02-12-2014</u>
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	<u>04/24/2014</u>
University Senate	_____

Proposal Date: 03/08/2014

**College of Health and Human Services
Department of Communication Sciences and Disorders
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Mary Lloyd Moore, mary.lloyd.moore@wku.edu; 270-745-2183

- 1. Identification of proposed course:**
 - 1.1 Course Prefix and number: CD 280
 - 1.2 Course Title: Survey of Speech Pathology and Audiology
 - 1.3 Credit Hours: 3

- 2. Proposed course title:** Introduction to Communication Sciences and Disorders

- 3. Proposed abbreviated course title:** Intro to CSD

- 4. Rationale for the revision of course title:** The proposed title better describes course content and is more current.

- 5. Proposed term for implementation:** Spring 2015

- 6. Dates of prior committee approvals:**

Department of Communication Sciences and Disorders Dept.

February 28, 2014

CHHS Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: 03/08/2014

**College of Health and Human Services
Department of Communication Sciences and Disorders
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Mary Lloyd Moore; mary.lloyd.moore@wku.edu; 270-745-2183

2. Identification of proposed course:

- 1.1 Course Prefix and number: CD 347
- 1.2 Course title: Bases of Speech
- 1.3 Credit Hours: 3

2. Proposed course title: Science of Speech and Hearing

3. Proposed abbreviated course title: Science of Speech and Hearing

4. Rationale for the revision of course title: The proposed title better describes course content and is more current.

5. Proposed term for implementation: Spring 2015

6. Dates of prior committee approvals:

Department of Communication Sciences and Disorders

February 28, 2014

CHHS Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: 03/08/2014

**College of Health and Human Services
Department of Communication Sciences and Disorders
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Mary Lloyd Moore; mary.lloyd.moore@wku.edu; 270-745-2183

3. Identification of proposed course:

- 1.1 Course Prefix and number: CD 490
- 1.2 Course title: Non-Symbolic Communication Service Delivery
- 1.3 Credit Hours: 3

2. Proposed course title: Connecting with Nonverbal Communicators

3. Proposed abbreviated course title: Connecting w/Nonverbal Comm

4. Rationale for the revision of course title: The proposed title better describes course content.

5. Proposed term for implementation: Spring 2015

6. Dates of prior committee approvals:

Department of Communication Sciences and Disorders

February 28, 2014

CHHS Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: 3/19/2014

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

Contact Person: Marc Eagle, marc.eagle@wku.edu, 5-5026

4. Identification of proposed course:

- 1.4 Course prefix (subject area) and number: HIST 200
- 1.5 Course title: Introduction to Latin America
- 1.6 Credit Hours: 3

2. Proposed course title: Latin American Society: Past and Present

3. Proposed abbreviated course title: Latin America Past and Present
(maximum of 30 characters/spaces)

4. Rationale for the revision of course title:

The course has been approved as a Connections (Society and Culture category) course for the new Colonnade program. The title better reflects the nature and intent of the course. This course is cross-listed with GEOG 200 and SPAN 200

5. Proposed term for implementation: Winter 2015

6. Dates of prior committee approvals:

Department of History

March 19, 2014

Potter College Curriculum Committee

April 3, 2014

WKU Colonnade Committee

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: February 7, 2014

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

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

1.1 Course prefix (subject area) and number: NUR 106

1.2 Course title: Fundamentals Clinical

2. Current prerequisites/corequisites/special requirements:

Prerequisite: Admission to the nursing program

Prerequisites or Corequisites: NUR 104, NUR 105, PSY 199/PSYC 199C, and BIOL 131/BIO 131C

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: Admission to the nursing program

Prerequisites or Corequisites: NUR 104, NUR 105, PYS 220, and BIOL 131

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

Removal of the "C" designation provides consistency for all School of Nursing programs within the College of Health and Human Services. "C" courses are designations reserved for certain University College courses.

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

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Associate of Science in Nursing Program

February 18, 2014

CHHS Undergraduate Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: February 7, 2014

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

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: NUR 150
 - 1.2 Course title: LPN to RN Transition
- 2. Current prerequisites/corequisites/special requirements:**

Prerequisite: Admission to the nursing program
Prerequisites or Corequisites: PSY 199/PSYC 199C, and BIOL 131/BIO 131C
- 3. Proposed prerequisites/corequisites/special requirements:**

Prerequisite: Admission to the nursing program
Prerequisites or Corequisites: PYS 220, and BIOL 131
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

Removal of the "C" designation provides consistency for all School of Nursing programs within the College of Health and Human Services. "C" courses are designations reserved for certain University College courses.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2014
- 7. Dates of prior committee approvals:**

Associate of Science in Nursing Program

CHHS Undergraduate Curriculum Committee

Undergraduate Curriculum Committee

University Senate

February 18, 2014

March 28, 2014

04/24/2014

Proposal Date: February 7, 2014

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

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

- 1.1 Course prefix and number: NUR 155
- 1.2 Course title: Medical-Surgical Nursing I

2. Current prerequisites/corequisites:

Prerequisites: NUR 104, 105, and NUR 106
Prerequisite or Corequisite: CHEM 109/CHM 109C

3. Proposed prerequisites/corequisites:

Prerequisites: NUR 104, 105, 106
Prerequisite or Corequisite: CHEM 109

4. Rationale for the revision of prerequisites/corequisites:

Removal of the “C” designation provides consistency for all School of Nursing programs within the College of Health and Human Services. “C” courses are designations reserved for certain University College courses.

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

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Associate of Science in Nursing Program

February 18, 2014

CHHS Undergraduate Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: February 7, 2014

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

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

- 1.1 Course prefix and number: NUR 156
- 1.2 Course title: Medical-Surgical Nursing I Clinical

2. Current prerequisites/corequisites:

Prerequisites: NUR 104, 105, and NUR 106
Pre or Corequisite: NUR 155 and CHEM 109/CHM 109C

3. Proposed prerequisites/corequisites:

Prerequisites: NUR 104, 105, 106
Pre or Corequisite: NUR 155 and CHEM 109

4. Rationale for the revision of prerequisites/corequisites:

Removal of the “C” designation provides consistency for all School of Nursing programs within the College of Health and Human Services. “C” courses are designations reserved for certain University College courses.

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

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Associate of Science in Nursing Program
CHHS Undergraduate Curriculum Committee
Undergraduate Curriculum Committee
University Senate

February 18, 2014

March 28, 2014

04/24/2014

Proposal Date: February 7, 2014

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

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

- 1.1 Course prefix and number: NUR 157
- 1.2 Course title: Medical-Surgical Nursing I Skills Lab

2. Current prerequisites/corequisites:

Prerequisites: NUR 104, 105, and NUR 106
Prerequisite or Corequisite: NUR 155 and CHEM 109/CHM 109C

3. Proposed prerequisites/corequisites:

Prerequisites: NUR 104, 105, 106
Prerequisite or Corequisite: NUR 155 and CHEM 109

4. Rationale for the revision of prerequisites/corequisites:

Removal of the “C” designation provides consistency for all School of Nursing programs within the College of Health and Human Services. “C” courses are designations reserved for certain University College courses.

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

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Associate of Science in Nursing Program
CHHS Undergraduate Curriculum Committee
Undergraduate Curriculum Committee
University Senate

February 18, 2014

March 28, 2014

04/24/2014

Proposal Date: February 7, 2014

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

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

- 1.1 Course prefix and number: NUR 165
- 1.2 Course title: Mental Health Nursing

2. Current prerequisites/corequisites:

Prerequisites: NUR 104, 105, and NUR 106
Prerequisite or Corequisite: CHEM 109/CHM 109C

3. Proposed prerequisites/corequisites:

Prerequisites: NUR 104, 105, 106
Prerequisite or Corequisite: CHEM 109

4. Rationale for the revision of prerequisites/corequisites:

Removal of the “C” designation provides consistency for all School of Nursing programs within the College of Health and Human Services. “C” courses are designations reserved for certain University College courses.

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

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Associate of Science in Nursing Program
CHHS Undergraduate Curriculum Committee
Undergraduate Curriculum Committee
University Senate

February 18, 2014

March 28, 2014

04/24/2014

Proposal Date: February 7, 2014

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

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

- 1.1 Course prefix and number: NUR 166
- 1.2 Course title: Mental Health Nursing Clinical

2. Current prerequisites/corequisites:

Prerequisites: NUR 104, 105, and NUR 106
Prerequisite or Corequisite: NUR 165 and CHEM 109/CHM 109C

3. Proposed prerequisites/corequisites:

Prerequisites: NUR 104, 105, 106
Prerequisite or Corequisite: NUR 165 and CHEM 109

4. Rationale for the revision of prerequisites/corequisites:

Removal of the “C” designation provides consistency for all School of Nursing programs within the College of Health and Human Services. “C” courses are designations reserved for certain University College courses.

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

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Associate of Science in Nursing Program
CHHS Undergraduate Curriculum Committee
Undergraduate Curriculum Committee
University Senate

February 18, 2014

March 28, 2014

04/24/2014

Proposal Date: February 7, 2014

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

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

- 1.1 Course prefix and number: NUR 208
- 1.2 Course title: Medical-Surgical Nursing II

2. Current prerequisites/corequisites:

Prerequisites: NUR 155, 156, 165, and NUR 166.
Prerequisites or Corequisites: ENG 100/ENGL 100C, BIOL 207/BIO 207C

3. Proposed prerequisites/corequisites:

Prerequisites: NUR 155, 156, 165, 166
Prerequisites or Corequisites: ENG 100, BIOL 207

4. Rationale for the revision of prerequisites/corequisites:

Removal of the “C” designation provides consistency for all School of Nursing programs within the College of Health and Human Services. “C” courses are designations reserved for certain University College courses.

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

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Associate of Science in Nursing Program
CHHS Undergraduate Curriculum Committee
Undergraduate Curriculum Committee
University Senate

February 18, 2014

March 28, 2014

04/24/2014

Proposal Date: February 7, 2014

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

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

- 1.1 Course prefix and number: NUR 209
- 1.2 Course title: Medical-Surgical Nursing II Clinical

2. Current prerequisites/corequisites:

Prerequisites: NUR 155, 156, 165, and NUR 166.
Prerequisites or Corequisites: NUR 208, ENG 100/ENGL 100C, BIOL 207/BIO 207C

3. Proposed prerequisites/corequisites:

Prerequisites: NUR 155, 156, 165, 166
Prerequisites or Corequisites: NUR 208, ENG 100, BIOL 207

4. Rationale for the revision of prerequisites/corequisites:

Removal of the “C” designation provides consistency for all School of Nursing programs within the College of Health and Human Services. “C” courses are designations reserved for certain University College courses.

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

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Associate of Science in Nursing Program
CHHS Undergraduate Curriculum Committee
Undergraduate Curriculum Committee
University Senate

February 18, 2014

March 28, 2014

04/24/2014

Proposal Date: February 7, 2014

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

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

- 1.1 Course prefix and number: NUR 215
- 1.2 Course title: Maternal-Newborn Nursing

2. Current prerequisites/corequisites:

Prerequisites: NUR 155, 156, 165, 166
Prerequisites or Corequisites: ENG 100/ENGL 100C, BIOL 207/BIO 207C.

3. Proposed prerequisites/corequisites:

Prerequisites: NUR 155, 156, 165, 166
Prerequisites or Corequisites: ENG 100, BIOL 207

4. Rationale for the revision of prerequisites/corequisites:

Removal of the “C” designation provides consistency for all School of Nursing programs within the College of Health and Human Services. “C” courses are designations reserved for certain University College courses.

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

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Associate of Science in Nursing Program
CHHS Undergraduate Curriculum Committee
Undergraduate Curriculum Committee
University Senate

February 18, 2014

March 28, 2014

04/24/2014

Proposal Date: February 7, 2014

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

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

- 1.1 Course prefix and number: NUR 216
- 1.2 Course title: Maternal-Newborn Clinical

2. Current prerequisites/corequisites:

Prerequisites: NUR 155, NUR 156, NUR 165, and NUR 166
Pre/Corequisites: NUR 215, ENG 100 OR ENGL 100C, BIOL 207 OR BIO 207C

3. Proposed prerequisites/corequisites:

Prerequisites: NUR 155, 156, 165, 166
Pre/Corequisites: NUR 215, ENG 100, BIOL 207

4. Rationale for the revision of prerequisites/corequisites:

Removal of the “C” designation provides consistency for all School of Nursing programs within the College of Health and Human Services. “C” courses are designations reserved for certain University College courses.

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

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Associate of Science in Nursing Program
CHHS Undergraduate Curriculum Committee
Undergraduate Curriculum Committee
University Senate

February 18, 2014

March 28, 2014

04/24/2014

Proposal Date: February 7, 2014

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

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

- 1.1 Course prefix and number: NUR 254
- 1.2 Course title: Pediatric Nursing

2. Current prerequisites/corequisites:

Prerequisites: NUR 208, 209, 215, and NUR 216.
Prerequisites or Corequisites: SOCL 100/SOC 100C, MATH 109 or MATH 116; Category B Elective

3. Proposed prerequisites/corequisites:

Prerequisites: NUR 208, 209, 215, 216
Prerequisites or Corequisites: SOCL 100, MATH 109 or MATH 116; Arts & Humanities (AH) elective

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

Removal of the “C” designation provides consistency for all School of Nursing programs within the College of Health and Human Services. “C” courses are designations reserved for certain University College courses. The change from Category B elective to Arts & Humanities elective is consistent with the new Colonnade terminology.

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

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Associate of Science in Nursing Program

February 18, 2014

CHHS Undergraduate Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: February 7, 2014

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

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

- 1.1 Course prefix and number: NUR 255
- 1.2 Course title: Medical Surgical Nursing III

2. Current prerequisites/corequisites:

Prerequisites: NUR 208, 209, 215, 216
Prerequisites or Corequisites: SOCL 100/SOC 100C, MATH 109/MA 109C or MATH 116/MA 116C, Category B elective

3. Proposed prerequisites/corequisites:

Prerequisites: NUR 208, 209, 215, 216
Prerequisites or Corequisites: SOCL 100, MATH 109 or MATH 116, Arts & Humanities (AH) Elective

4. Rationale for the revision of prerequisites/corequisites:

Removal of the “C” designation provides consistency for all School of Nursing programs within the College of Health and Human Services. “C” courses are designations reserved for certain University College courses. The change from Category B elective to Arts & Humanities elective is consistent with the new Colonnade terminology.

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

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Associate of Science in Nursing Program

February 18, 2014

CHHS Undergraduate Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: February 7, 2014

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

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

- 1.1 Course prefix and number: NUR 257
- 1.2 Course title: Nursing Seminar and Practicum

2. Current prerequisites/corequisites:

Prerequisites: NUR 208, 209, 215, 216
Prerequisites or Corequisites: NUR 255, SOCL 100/SOC 100C, MATH 109/MA 109C or MATH 116/MA 116C, Category B elective

3. Proposed prerequisites/corequisites:

Prerequisites: NUR 208, 209, 215, 216
Prerequisites or Corequisites: NUR 255, SOCL 100, MATH 109 or MATH 116, Arts & Humanities (AH) elective

4. Rationale for the revision of prerequisites/corequisites:

Removal of the “C” designation provides consistency for all School of Nursing programs within the College of Health and Human Services. “C” courses are designations reserved for certain University College courses. The change from Category B elective to Arts & Humanities elective is consistent with the new Colonnade terminology.

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

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Associate of Science in Nursing Program

February 18, 2014

CHHS Undergraduate Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: 01/30/2014

**College of Health and Human Services
Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Dr. John White, john.white@wku.edu, (270) 745-5867

- 1. Identification of course:**
 - 1.1 Course prefix and number: HCA 345
 - 1.2 Course title: Long Term Care Administration
- 2. Current prerequisites:** HCA 340 or permission of instructor
- 3. Proposed prerequisites:** Sophomore standing.
- 4. Rationale for the revision of prerequisites:** Course subject and objectives do not require foundation material in HCA 340, Health Care Organization and Management, to successfully complete this course, for non-HCA or current HCA majors,
- 5. Effect on completion of major/minor sequence:** None anticipated.
- 6. Proposed term for implementation:** Spring 2015
- 7. Dates of prior committee approvals:**

Department of Public Health

03/20/14

CHHS Undergraduate Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: 2/13/2014

**College of Health and Human Services
Department of Public Health
Proposal to Revise Prerequisites
(Consent Item)**

Contact Person: William Mkanta, william.mkanta@wku.edu; 270-745-5260

- 1. Identification of course:**
 - 1.1 Course prefix and number: HCA 347
 - 1.2 Course title: International Healthcare
- 2. Current prerequisites:** ENG 100
- 3. Proposed prerequisites:** None
- 4. Rationale for the revision of prerequisites:** Proposed inclusion of HCA 347 International Healthcare in Local to Global subcategory of “Connections” category of Colonnade program.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Spring 2015
- 7. Dates of prior committee approvals:**

Department of Public Health

03/20/2014

CHHS Undergraduate Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: March 21, 2014

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

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 270-745-2645

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: CRIM 330
 - 1.2 Course title: Criminology
- 2. Current prerequisites: SOCL 100 or consent of instructor**
- 3. Proposed prerequisites: SOCL 100 OR CRIM 231 OR consent of instructor**
- 4. Rationale for the revision of prerequisites:**

The Department of Sociology has recently created a new major in criminology. Therefore, the inclusion of the introductory course to the major (CRIM 231: Introduction to Criminal Justice) as a prerequisite for this course is deemed necessary by the department.
- 5. Effect on completion of major/minor sequence:** The proposed change will have no effect on the major or minor in criminology.
- 6. Proposed term for implementation:** Winter 2015
- 7. Dates of prior committee approvals:**

Department of Sociology

March 20, 2014

Potter College Curriculum Committee

April 3, 2014

Professional Education Council (if applicable)

N/A

General Education Committee (if applicable)

N/A

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: March 21, 2014

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

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 270-745-2645

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CRIM 432
- 1.2 Course title: Sociology of Criminal Law

2. Current prerequisites: SOCL 330 or consent of instructor

3. Proposed prerequisites: 6 hours of CRIM or consent of instructor

4. Rationale for the revision of prerequisites:

The above listed change in prerequisites is being proposed to allow students majoring in criminology more freedom to select elective courses. By requiring 6 hours of any criminology courses, students can enroll in this elective prior to completing the courses within the major's core.

5. Effect on completion of major/minor sequence: The proposed change will have no effect on the major or minor in criminology.

6. Proposed term for implementation: Winter 2015

7. Dates of prior committee approvals:

Department of Sociology

March 20, 2014

Potter College Curriculum Committee

April 3, 2014

Professional Education Council (if applicable)

N/A

General Education Committee (if applicable)

N/A

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: March 21, 2014

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

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 270-745-2645

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CRIM 437
- 1.2 Course title: The Death Penalty in America

2. Current prerequisites: 6 hours of sociology

3. Proposed prerequisites: 6 hours of CRIM or 6 hours of SOCL or consent of instructor

4. Rationale for the revision of prerequisites:

Due to the creation of a new major in criminology, the prerequisites for this course are being changed to include 6 hours of courses in criminology, as opposed to requiring 6 hours of sociology courses. This change will make this course more accessible to students in the department majoring in either sociology or criminology.

5. Effect on completion of major/minor sequence: The proposed change will have no effect on the major or minor in criminology.

6. Proposed term for implementation: Winter 2015

7. Dates of prior committee approvals:

Department of Sociology

March 20, 2014

Potter College Curriculum Committee

April 3, 2014

Professional Education Council (if applicable)

N/A

General Education Committee (if applicable)

N/A

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: March 17, 2014

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

Contact Person: Holli Drummond, holli.drummond@wku.edu, 270-745-2259

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SOCL 322
 - 1.2 Course title: Religion in Society
- 2. Current prerequisites/corequisites/special requirements:** Six hours of Sociology or consent of instructor
- 3. Proposed prerequisites/corequisites/special requirements:** SOCL 100 or consent of instructor
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

The course requires no more specific knowledge than any other sociology 300 or 400 level course, most of which only require basic exposure to the sociological perspective acquired in the introductory course (SOCL 100).
- 5. Effect on completion of major/minor sequence:**

This change is expected to have no impact as the introductory course is already a core requirement for our majors.
- 6. Proposed term for implementation:** Winter 2015
- 7. Dates of prior committee approvals:**

Department of Sociology	<u>March 19, 2014</u>
Potter College Curriculum Committee	<u>April 3, 2014</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	<u>04/24/2014</u>
University Senate	_____

Proposal Date: March 12, 2014

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

Contact Person: Nicole Breazeale, Nicole.breazeale@wku.edu, 270-659-6982

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SOCL 350
 - 1.2 Course title: Systems of Social Inequality
- 2. Current prerequisites/corequisites/special requirements:** 6 hours of Sociology
- 3. Proposed prerequisites/corequisites/special requirements:** SOCL 100 or consent of instructor
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** The course requires no more specific knowledge than any other sociology 300 or 400 level course, most of which only require basic exposure to the sociological perspective acquired in the introductory course (SOCL 100).
- 5. Effect on completion of major/minor sequence:** Not applicable
- 6. Proposed term for implementation:** Winter 2015
- 7. Dates of prior committee approvals:**

Department of Sociology

March 19, 2014

Potter College Curriculum Committee

April 3, 2014

~~Professional Education Council (if applicable)~~

~~General Education Committee (if applicable)~~

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: March 17, 2014

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

Contact Person: Holli Drummond, holli.drummond@wku.edu, 270-745-2259

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SOCL 362
 - 1.2 Course title: Social Institutions: Race, Class, and Gender
- 2. Current prerequisites/corequisites/special requirements:** Junior level standing or consent of instructor
- 3. Proposed prerequisites/corequisites/special requirements:** SOCL 100 or consent of instructor
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

The course requires no more specific knowledge than any other sociology 300 or 400 level course, most of which only require basic exposure to the sociological perspective acquired in the introductory course (SOCL 100).
- 5. Effect on completion of major/minor sequence:**

This change is expected to have no impact as the introductory course is already a core requirement for our majors.
- 6. Proposed term for implementation:** Winter 2015
- 7. Dates of prior committee approvals:**

Department of Sociology

March 19, 2014

Potter College Curriculum Committee

April 3, 2014

~~Professional Education Council (if applicable)~~

~~General Education Committee (if applicable)~~

Undergraduate Curriculum Committee

04/24/2014

University Senate

Proposal Date: March 21, 2014

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

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 270-745-2645

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SOCL 435
 - 1.2 Course title: Family Violence
- 2. Current prerequisites: 6 hours of sociology**
- 3. Proposed prerequisites: 6 hours of CRIM or 6 hours of SOCL or consent of instructor**
- 4. Rationale for the revision of prerequisites:**

Due to the creation of a new major in criminology, the prerequisites for this course are being changed to include 6 hours of courses in criminology, as opposed to requiring 6 hours of sociology courses. This change will make this course more accessible to students in the department majoring in either sociology or criminology.
- 5. Effect on completion of major/minor sequence:** The proposed change will have no effect on the major or minor in criminology.
- 6. Proposed term for implementation:** Winter 2015
- 7. Dates of prior committee approvals:**

Department of Sociology	<u>March 20, 2014</u>
Potter College Curriculum Committee	<u>April 3, 2014</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	<u>04/24/2014</u>
University Senate	_____

Proposal Date: 03/19/2014

**College of Health and Human Services
Department of Public Health
Proposal to Create an Equivalent Course
(Consent Item)**

Contact Person: Gary English, gary.english@wku.edu, 745-2678

1. Identification of existing course:

- 1.1 Current course prefix and number: HED 247C
- 1.2 Course title: Contemporary Healthcare Issues

2. Identification of proposed equivalent course prefix and number: HCA 247 Contemporary Healthcare Issues

3. Rationale for each equivalent course: This course will parallel the current content in HED 247C which is housed in the Department of Liberal Arts and Sciences in University College and is supported by the Department Head and the Dean of University College.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Public Health

3/20/14

CHHS Undergraduate Curriculum Committee

March 28, 2014

Undergraduate Curriculum Committee

04/24/2014

University Senate

**College of Health and Human Services
Family and Consumer Sciences Department
Proposal to Delete a Program
(Consent Item)**

Contact Person: Doris Sikora, doris.sikora@wku.edu, 745-3993

1. Identification of program:

- 1.1 Program reference number: 245
- 1.2 Program title: Hospitality Management (A.S.)
- 1.3 Credit hours: 64

2. Rationale for the program deletion: After several years in existence, the enrollment goals for the A.S degree program were never met. Students are more interested in the B.S. degree rather than the A.S degree and once they became aware of the B.S. degree they immediately enrolled in it. Additionally, if a student initially enrolled in the A.S. degree, they would typically transfer to the B.S. degree without completing the A.S. degree first. After analyzing the data on enrollment and graduation rates for this program, we have decided to terminate the program.

3. Effect on current students or other departments, if known: none. For the few students who wish to finish the program, they will be allowed to. There are no courses that will be dropped as the result of deleting the program.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

FACS Department	03/12/2014
CHHS Curriculum Committee	March 28, 2014
Undergraduate Curriculum Committee	04/24/2014
University Senate	

Proposal Date: March 6, 2014

**Gordon Ford College of Business
Business Administration
Proposal to Create a New Course
(Action Item)**

Contact Person: Michelle Trawick, michelle.trawick@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BA 495
- 1.2 Course title: Career Development Attendance
- 1.3 Abbreviated course title: Career Dev
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 0 Variable credit (no)
- 1.5 Grade type: Pass/Fail
- 1.6 Prerequisites/corequisites: Senior standing and admission to the college
- 1.7 Course description: Completion of multiple career readiness and professional development events and activities prior to graduation from WKU. All events and activities must be from an approved Gordon Ford College of Business list.

2. Rationale:

- 2.1 Reason for developing the proposed course:
This course serves to track student participation in a number of enrichment activities throughout the campus that support development of professional competencies. The activities may be spread out over the entire undergraduate career. This course will be used to complement other courses for an Advanced Professionalism certificate program, proposed by the Gordon Ford College of Business.
- 2.2 Projected enrollment in the proposed course: All students enrolled in the Advanced Professional Certificate program. 15-20 the first year. Our goal would be to have 10% of our undergraduate majors to add this certificate to their credentials. Current undergraduate enrollment is 2,143.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course will complement other courses outlined for a proposed certificate for Advanced Professionalism in the Gordon Ford College of Business. Some of these activities are "swipeable" events for existing courses that utilize extra credit.
- 2.4 Relationship of the proposed course to courses offered in other departments:
This course adopts a model that is similar to that used by the Music and Film Departments (MUS 155; FILM 155) for ensuring completion of experiential/lab attendance requirements. To my knowledge, there are no other courses of this particular nature on campus.

- 2.5 Relationship of the proposed course to courses offered in other institutions:
There are no known programs in-state or at benchmark institutions that offer a zero-credit lab course for career readiness or professional development activities. There are, however, several certificate programs that are modeled similarly. These institutions include Indiana State University (Workplace Professional Skills Certificate), Northern Illinois University (Learning and Leadership in the Workplace), and University of North Carolina at Charlotte, (Career Success Certificate).

3. Discussion of proposed course:

- 3.1 Schedule type: B
- 3.2 Learning Outcomes:
The overarching goal of BA 495 is to engage students in activities that will expand understanding of career opportunities and develop career readiness skills needed for entry into the business field.
- 3.3 Content outline: The course will track participation in events from an approved Gordon Ford College of Business Activity list to include topics such as these: Personal branding - tool development (such as LinkedIn), career portfolios; Career Services Workshops – interviewing skills, job search skills, resume development, networking skills; College Networking Events (Hays-Watkins Networking event, job fairs, Career Climb; and Senior Summit Seminars (Offer negotiations, practical financial matters). Students will be given the opportunity to participate in these activities beginning the freshman year; however, the points will not be tallied until registering for this course. The activities will be recorded in the WKU SEAT system. The faculty assigned to the course will review the students' SEAT records to confirm the completion of the course requirements.

Students must accumulate 21 points to pass the class. Of these 21 points, 6 are from required activities. Five of the six required points are for a Career Portfolio. The Career Portfolio activity is a self-paced learning module that involves the documentation and display of student knowledge, abilities, and potential for employment in either a paper or web-based deliverable. The finished career portfolio includes an organized record of goals, accomplishments, skills, projects completed, work samples and other evidence of successes and progress attained during the college career. Assignment information includes field-specific recommendations for showcasing marketable skills, as well as a detailed rubric for evaluation.

The remaining 15 points are distributed among the categories: Developmental, Job Search, and Exploration and Networking. Students can choose any combination from among these three categories as long as they have at least 2 points from each. Some of the activities may be repeated. The table below contains the currently approved list of activities, the associated points, and eligibility to repeat.

		Repeatable Activity	Points
Category I	Required		6.0
	LinkedIn-Students will be required to create a profile, make connections, and create groups.		1.0
	Career Portfolio		5.0
Category II	Developmental Workshops		Minimum of 2
	Social Media and Professional Image		1.0
	Practical Financial Matters		1.0
	Creating a Career Plan		1.0
	Job Survival Skills		1.0
	Personal Branding		1.0
	About Internships		1.0
	Networking		1.0
Category II	Job Search		Minimum of 2
	Interviewing Skills Workshop		1.0
	Mock Interviewing Session		1.0
	WKU/GFCB Career Fair	X	0.5
	TobJobs Resume upload		0.5
	Online Interviewing Seminar		1.0
	Applying for Jobs Online Seminar		1.0
	Job Fair Preparation		0.5
	Researching Careers and Employers		0.5
	LinkedIn Workshop		1.0
Category III	Exploration and Networking Events		Minimum of 2
	Job Shadowing	X	2.0
	Career Mentoring		2.0
	Career Climb Networking Event	X	1.0
	Meet the Firms	X	1.0
	Career Trek		5.0
	Professional Organization Membership	X	2.0 (4 max)
	Business Etiquette Workshop and Networking Dinner		1.5
	Senior Summit Practical Work Experiences		2.0
	Professional Conference Attendance	X	3.0
	Leadership Role in a Student Organization		2.0
Total Points			21

- 3.4 Student expectations and requirements: Students will be advised to enroll in this course in either of the last two semesters prior to graduation. The prerequisites require the students to have senior standing and be admitted into the college of business. Students that wish to claim activities that are not “swipeable” events will need to bring evidence of completion to the instructor of record who will see that the information is entered into SEAT. A student must accumulate 21 points to “Pass” the course.

3.5 Tentative texts and course materials: None

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

Proposed method of staffing: Existing staffing within the GFCB Dean's Office and the Center for Career and Professional Development are sufficient for our first few years. However, we anticipate that with growth in the program, additional resources may be needed in the Dean's office as well as the Center for Career and Professional Development to meet the needs of our students in enrolled in this course.

5.1 Special equipment needed: We will use existing swipers.

5.2 Expendable materials needed: None

5.3 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Gordon Ford College of Business Curriculum Committee

March 24, 2014

University Curriculum Committee

04/24/2014

University Senate

Attachments: Course Inventory Form

(There is neither a Bibliography nor Library Resources Form with this proposal due to the nature of the course. Item 3.5 indicates that no materials or texts are necessary.)

Proposal Date: 3/21/2014

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

Contact Person: Dr. Jeanine Huss, Jeanine.Huss@wku.edu, (270)745-2293

1. Identification of proposed course:

- 1.1 **Course prefix (subject area) and number:** EDU 300
- 1.2 **Course title:** Becoming an Effective Global Citizen
- 1.3 **Abbreviated course title:** Effective Global Citizen
(maximum of 30 characters or spaces)
- 1.4 **Credit hours:** 3 **Variable credit:** No
- 1.5 **Grade type:** Standard letter grade
- 1.6 **Prerequisites/requisites:** Completed 21 hours prior to enrollment.
- 1.7 **Course description:** This course will help students learn highly effective skills across personal, social, and cultural perspectives. Students will examine how their own choices affect others.

2. Rationale:

2.1 Reason for developing the proposed course: In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged learners in a global society, the proposed course will enable learners to enhance their understanding of how to attain one's goals. This course will also teach a conceptual understanding of habits and how humans affect these habits at an individual and societal level by their personal behaviors and choices. Individual behaviors influence these changes, which in turn impact community and propel changes in cultural norms and values. The complexity of the relationship between habits and mindset increases with a greater understanding of how individuals can change their personal destinations. Students will become civically engaged and informed members of society as they make personal connections and share these connections with others in the community. The goal of this course is to provide students with lifelong leadership skills from a personal, social, and cultural perspective that will empower them to become active participants in their communities in the future.

2.2 Projected enrollment in the proposed course: Based on enrollment in general elective courses presently taught, the estimated enrollment in the course is 10 to 20 students depending on how often the course is offered. This course will fulfill a portion of the Connections category in the Colonnade Program.

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

This course complements education courses because it targets skills and behaviors for success both in and out of the classroom. The proposed course will add a dimension to the School of Teacher Education that is currently unavailable to our students.

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

This course is unique in that it helps students develop behaviors and mindsets for future personal success. It is not a component of a leadership program, such as LEAD 200: Introduction to Leadership Studies, which investigates leadership theories and assesses leadership styles. WKU ROTC program does offer leadership courses, but it is offered for those who will be entering the Senior ROTC program after graduation.

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

There are no known similar courses at institutions within Kentucky, such as the University of Louisville and University of Kentucky. No benchmark colleges beyond Kentucky offer a similar course either, including Appalachian State and Central Michigan University. While many colleges offer Leadership Training courses for the Army and leadership training of the Reserve Officers' Training Corps, the aim of these courses is to motivate and qualify Cadets for entry into the Senior ROTC program. There is a similar workshop offered at California University of Pennsylvania.

3. Discussion of proposed course:

3.1 Schedule type: lecture

3.2 Learning Outcomes:

- Explore paradigms needed to create leadership skills and mindsets for our global society.
- Examine personal choices and determine which skills need improvement on the individual level. Reflect on one of these skills and explain how society should work to improve these skills as a whole.
- Define fixed and growth mindsets and examine individually.
- Describe how individual choices impact habits.
- Understand how mindsets and habits can impact oneself now and in the future.
- Analyze how one might create solutions to bad habits.
- Examine how changing habits impacts society in a positive way.
- Explain how habits and mindsets affect societal or cultural norms.

3.3 Content outline:

- Some topics included in the proposed course include:
 - Individual choices and how these affect societal and cultural norms
 - Growth and fixed mindset
 - Lifelong leadership skills and habits

3.4 Student expectations and requirements:

- **Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:**
 - Online discussion of selected journal/book articles or chapters
 - Reflections based on readings/case studies
 - Service-learning project
 - Quizzes
 - Tests
 - Regular class attendance
 - Online Blog
 - Participation in class discussion and class activities
 - Performance-based assessment of a leadership project

3.5 Tentative texts and course materials:

Covey, S. (1998). *The 7 habits of highly effective teens*. New York, NY: Franklin Covey Co.

Covey, Stephen. The seven habits signature kit. New York, NY: Fireside.

Dweck, C. (2006). *Mindset: The new psychology of success*. New York, NY: Ballantine Books.

4. Resources:

4.1 **Library resources:** Current resources are adequate.

4.2 **Computer resources:** Current resources are adequate.

5. Budget implications:

5.1 **Proposed method of staffing:** Two full-time faculty members will co-teach this course. (Six current faculty members have certification in Covey's *7 Habits of Highly Effective People*.) The course will be taught once or twice a year, depending on need. This course lends itself well to a January or May term class.

5.2 **Special equipment needed:** No special equipment is needed.

5.3 **Expendable materials needed:** None.

5.4 **Laboratory materials needed:** None.

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

School of Teacher Education

March 28, 2014

College of Education College Curriculum Committee

April 1, 2014

Professional Education Council

April 9, 2014

General Education Committee (if applicable)
Undergraduate Curriculum Committee
University Senate

04/24/2014

Proposal Date: 3/21/2014

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

Contact Person: Jeanine Huss, jeanine.huss@wku.edu , (270)745-2293

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number:** EDU 385
- 1.2 Course title:** Climate, Resources, & Society
- 1.3 Abbreviated course title:** Climate, Resources, & Society
- 1.4 Credit hours:** 3 **Variable credit:** No
- 1.5 Grade type:** Standard letter grade
- 1.6 Prerequisites:** Junior standing or completed 21 hours prior to enrollment
- 1.7 Course catalog listing:** Global climate change is affected by a variety of variable, many involving humans. This course will teach a basic understanding of global climate change and then look at how humans affect global climate change.

2. Rationale:

2.1 Reason for developing the proposed course:

In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, the proposed course will introduce undergraduate students to global climate change from a personal and cultural perspective. Students will be able to study how global climate change science affects policies, cultures, and societies. Population and resources are vital aspects of global climate change, and therefore, will be reviewed in this course.

Global climate change is affected by a variety of variables, many involving humans. This course will teach a basic understanding of global climate change and then look at how humans affect global climate change by such items as population size, natural resources, policies, personal behavior and choices. The content of this course will address the interrelationship between humans, natural resources and culture and encourage students to become civically engaged and informed members of society. The goal of this course is not to convert students into environmental advocates. The goal is to lead them to rethink and reconsider some of their assumptions about the world they inhabit.

2.2 Proposed enrollment for the proposed course:

Estimated initial enrollment in the course is 10 to 20 students depending on how often the course is offered. This course will fulfill the Connections category in the Colonnade Program. Students may take this course for a science requirement at WKU or may use the proposed course as a content elective.

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

The School of Teacher Education is looking towards future initiatives and trends in teacher preparation. The proposed course will allow students to receive credit for courses that will help in these initiatives. The proposed EDU 385: Climate, Resources, and Society course will complement ELED 406: Elementary Science Methods and ELED 407: Elementary Social Studies Methods. This course can be used by students who are majoring in education, especially those who want to teach science or social studies at the K-12 levels in the future.

There are a few courses in the Geology and Geography Department that address global climate change. For example, GEOG 322: Global Climate Systems addresses the climate and how environments are affected by climate. GEOL 103: Our Dynamic Earth addresses some of the global systems including global climate change. GEOG 226: Our Dangerous Planet focuses on natural disasters and how humans might influence the scope or breadth of these disasters. However, these learning outcomes are different from the proposed EDU 385, since they do not cover global climate change at the individual and societal levels and how societies can make cultural changes to lessen the impacts of global climate change. This course will begin with an overview of global climate change, but spend more time on the social and cultural aspects of it.

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

At the undergraduate level, EDU 385 will be cross-listed with the Department of Geography and Geology's GEOG 385, and thus, is equivalent to the course in that department. It will be co-taught by Education and Geology faculty members. This course shows collaboration between two departments and shared talents of faculty members.

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

Several benchmark universities offer similar undergraduate courses. For example, Appalachian State University's BIO 1103: Global Climate Change and Earth's Life that focuses on earth's organisms and how earth's biota might fare in a future world. In contrast, the proposed EDU 385 course takes a holistic approach to the global climate change by looking not only at biota but focusing more on human impact and how humans impact global climate change. Appalachian State University also offers GHY 1010: Global Climate Change in the Biosphere which focuses on a scientific examination of global climate change, including the physical patterns within the atmosphere, climate change due to both natural and anthropogenic mechanisms, and projections of future change. EDU 385 will go beyond the science of global climate change to focus on people impact on global climate change.

Ball State offers: GEOG 331: Global Climatology and GEOG 332: Climate Change and Modification. Both of these courses focus on the science of climate change. Bowling Green State University offers GEOG 4550: Global Atmospheric Problems which studies the interrelationships between humans and atmospheric environments, including global warming. EDU 385 will focus on cultural and societal issues associated with global climate change.

Central Michigan University offers GEL 105: Our Dangerous Planet which studies natural and human-made disasters. EDU 385 will focus specifically on global climate change and not look at the diversity of natural disasters that occur.

3. Discussion of proposed course:

3.1 Course Objectives:

The proposed course is designed to help students to:

- Reflect upon and analyze personal perspective on global climate change and compare these perspectives against outcomes from Global Warming Six America's study (Leiserowitz et al. 2012).
- Read and listen to a variety of views on global climate change to form their new perspective on this subject.
- Examine how various societies help prevent and solve global climate change issues within their cultural norms.
- Describe how choices of more developed nations impact the least developed nations of the world.
- Understand how sustainability practices affect global climate change, and how local resources and cultures affect the ability to be sustainable and minimize contribution to global climate change.
- Explain the major climate change debates in Kentucky and abroad.
- Provide an in-depth analysis at the concepts of global climate change, resource management, and population density with the goal that students be able to propose solutions to local issues of global climate change.
- Learn basic knowledge of global climate change and then apply this knowledge to various societies to determine how culture can affect global climate change.
- Examine how changing resource availability related to climate change impacts culture and intensifies social problems.
- Comparatively describe present solutions implemented to address social and cultural problems related to global climate change in Kentucky and abroad.
- Utilize basic concepts of global climate change, resource availability, and population to develop practical solutions to current problems.

3.2 Content outline:

- Understand the basic science behind global climate change
- Focus on how humans affect global climate change; such as population size, natural resources, policy, personal behavior and choices.
- Determine how humans impact local resource availability and compels change in cultural norms and values.
- Determine the interrelationships between humans, natural resources and culture
- Encourage students to become civically engaged and informed members of society.

3.3 Student expectations and requirements:

Student expectations and course requirements may include such activities and projects as leading a class discussion on some aspect of global climate change and creating a service project that addresses a local aspect of global climate change. The culminating project required of each student will be an advertisement that encourages the local public to understand and act upon some aspect of global climate change.

3.4. Tentative texts and course materials:

Alley, Richard. 2011. *Earth: The Operator's Manual*. W.W. Norton and Company.

**Readings will also be provided throughout the semester on Blackboard.

4. Resources:

4.1 Library resources: Library resources are adequate for the course.

4.2 Computer resources: Current resources are adequate.

5. Budget Implications:

5.1 Proposed method of staffing: Two full-time faculty members will co-teach this course. It will be taught once or twice a year, depending on need and availability of faculty members. The Education faculty member who will teach the course has a Ph. D. in Environmental Sciences and an undergraduate and Masters' degree in Secondary Science Education.

5.2 Special equipment needed: No special equipment is needed.

5.3 Expendable materials needed: None.

5.4 Laboratory supplies needed: None.

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

School of Teacher Education	<u>March 21, 2014</u>
CEBS Curriculum Committee	<u>April 1, 2014</u>
PEC	<u>April 9, 2014</u>
Undergraduate Curriculum Committee	<u>04/24/2014</u>
University Senate	_____

Proposal Date: 10/30/2013

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

Contact Person: Martha M. Day, Martha.day@wku.edu 270-745-4411

1. Identification of proposed course:

- 1.1 Course prefix and number: SMED 310
- 1.2 Course title: Knowing and Learning in Mathematics and Science
- 1.3 Abbreviated course title: Knowing and Learning
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisites: a. SMED 101 **and** SMED 102 with a C or better **OR**
b. SMED 101 with a B or better **and** sophomore status
- 1.7 Course catalog listing:

Introduction to theories and principles of cognition and learning with emphasis on knowing and learning in math and science. Introduction to research on learning, memory, individual development, motivation and intelligence. Applications of learning theory will be explicitly tied to design of lesson plans, instruction and assessment.

2. Rationale:

- 2.1 Reason for developing the proposed course:
This course is part of SKyTeach, a National Math and Science Initiative (NMSI) funded program to replicate the University of Texas at Austin's UTeach curriculum for preparation of math and science teachers. Adopting this sequence meets NMSI's requirement for replication of UTeach at WKU. This course replaces the usual education psychology course. It will be an introduction to the theories for knowing and learning in math and science, drawing on insights from cognition and learning sciences. This course will replace SMED 210 and thus enable this course for delivery at regional campuses that have community colleges on site.
- 2.2 Projected enrollment in the proposed course:
Based on enrollments in the current math and science teacher education sequence and the successful recruitment of math/science majors for the one-time-only current sections of SMED 101, we expect 60 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course combines components of MGE/SEC 477/479 and PSY 310. SKyTeach students will take this course instead of existing courses.
- 2.4 Relationship of the proposed course to courses offered in other departments:
This course resembles PSY 310 but emphasize knowing and learning in mathematics and science as understood from an interdisciplinary learning sciences perspective.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
This course is a replication of the *Knowing and Learning* course in the University of Texas at

Austin's UTeach program.

3. Discussion of proposed course:

3.1 Course objectives:

A-Applied Learning: Focus on process or technique

This course introduces students to theories of cognition and learning as applied to the domains of mathematics and science. The learning sciences perspective draws from inquiry in a number of disciplines, including psychology, anthropology, sociology, biology, linguistics, neuroscience, individual developmental, and artificial intelligence. The perspective emphasizes investigation of standards for knowing, how knowledge is structured and how learning affects structure. The course will focus on tensions inherent in domain-general characterizations of understanding (e.g. intelligence) and domain-specific conceptions of knowing, in big ideas in math and science and the evolution of those ideas; and in math and science education.

3.2 Learning Outcomes:

Students will be able to:
1. Articulate standards for knowing science and mathematics and the theoretical frames which give rise to such standards
2. Describe how knowing and learning are structured, how knowledge structures change, and how change is facilitated in math & science classrooms
3. Describe paradigms for evaluating understanding (<i>i.e.</i> , theories of general intelligence versus expert/novice)
4. Describe links between coming to know science & math in individuals and the evolution of big ideas in the domains of math and science.
5. Articulate the interaction of domain/topic, aspects of individual learners & instructional choices on learning.
6. Conduct clinical interviews with subject(s) engaged in a problem solving activity. Students will record the interview, transcribe and analyze the activity.
7. Express informed opinions on current issues and tensions in education, especially as they relate to mathematics and science instruction.

3.3 Content Outline:

Individual differences, cultural influences, social construction of knowledge, and equity issues will be considered within each topic as outlined below:

- Self Development and Social Development
- Brain Development and Cognitive Development
- Memory & Cognitive Load
- Intelligence
- The nature of knowing & Knowledge Structure
- Learning Theory
- Identifying & Responding to Individual Learning differences
- Motivation, Learning Goals, & Teacher Influences
- Knowledge Transfer
- Problem Solving: Representation & Strategies

- Conceptualization & Learning as Conceptual Change
- Creativity
- Standards for Math and Science Education
- Classroom Assessment
- Standardized Testing

3.4 Student Expectations and requirements:

Evidence (Student Products)
<ul style="list-style-type: none"> • Contributing to class discussion • Analysis of clinical interviews • Examinations • Term Paper • Blogs • Artifacts from clinical field experiences
<ul style="list-style-type: none"> • Transcription and analysis of clinical interviews

3.5 Tentative texts and course materials:

Bass, H. (1993). Let's measure what's worth measuring. *Education Week*, October 2005 Editorial Projects in Education.

Bialystok, E. and Craik, F. (2006). *Lifespan Cognition: Mechanisms of Change*. Oxford University Press, 409 pp.

Bransford, J.D., Brown, A.L., and Cocking, R.R., (eds.). (1999). *How People Learn: Brain, Mind, Experience, and School*. National Academy Press.

Bruer, J.T. (1993). *Schools For Thought: A Science of Learning in the Classroom*. MIT Press: Bradford Books, 325 pp.

Bruer, J.T. (1996), Knowing as Doing. *The Culture of Education*. Harvard Univ. Press.

Carraher, T. Carraher, D. & Schliemann, A. (1985). Mathematics in the streets and in the schools. *British Journal of Developmental Psychology*, 3, 21-29.

Darling-Hammond, L. and J. Bransford (eds.). (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. Wiley: Jossey-Bass.

Hong, J-C. and Liu, M-C. (2003). A study on thinking strategy between experts and novices of computer games. *Computers in Human Behavior* 19, 25-258.

Kuhn, D. (2007) Reasoning about multiple variables: Control of variables is not the only challenge. *Science Education*, 91, 710-726.

Kyza, E. and Edelson, D. (2005). Scaffolding middle school students' coordination of theory and evidence, *Educational Research and Evaluation*, 11, 545-560.

Norman, D. (1994). *Things That Make Us Smart: Defending Human Attributes in the Age of the Machine*. Addison-Wesley.

O'Connor, M. C. and Michaels, S. (1996). *Shifting participant frameworks in Discourse, Learning and Schooling*. D. Hicks (ed). Cambridge University Press, 290 pp.

4. Resources:

- 4.1 Library resources: see attached library resource form and bibliography
- 4.2 Computer resources: no new additional resources required

5. Budget implications:

- 5.1 Proposed method of staffing: current staff
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

School of Teacher Education:	<u>12/11/13</u>
CEBS Curriculum Committee:	<u>02/04/2014</u>
Professional Education Council:	<u>02/12/2014</u>
University Curriculum Committee:	04/24/2014
General Education Committee:	_____
University Senate:	_____

**Gordon Ford College of Business
Proposal to Create a New Certificate Program
(Action Item)**

Contact Person: Michelle W. Trawick, michelle.trawick@wku.edu, 745-8803

1. Identification of program:

- 1.1 Program title: Advanced Professionalism
- 1.2 Required hours in program: 12
- 1.3 Special information: This certificate is interdisciplinary by nature and is applicable to all majors in the Gordon Ford College of Business. It will be administered through the GFCB Dean's Office. In addition to traditional coursework, a zero-credit course used to monitor the completion of several co-curricular activities must be passed prior to graduation to obtain the certificate.
- 1.4 Catalog description: Certificate focusing on competencies needed for career readiness and professional development for transitioning to the business field, including assessment, exploration, and experiential components.
- 1.5 Classification of Instructional Program Code (CIP):

2. Learning outcomes of the proposed certificate program:

The program offers student course work and co-curricular activities that will enable them to:

- Develop skills in accountability and responsibility, by fostering self-management and planning;
- Employ best practice communication and/or leadership skills in the context of the professional business environment which may include: self-branding, interviewing skills in the employment context, working in teams delivering formal presentations;
- Engage in relevant business field experiences, through internships and guided applied learning projects to support career decisions and transitions;
- Identify personal values and interests and use them in assessing career options; demonstrate job-search competence by developing job campaign tools, such as a career plan, a resume, and a career portfolio; and build career-related networks by leveraging opportunities for professional interaction with persons in-field, including use of technology such as social media tools.

3. Rationale:

- 3.1 Reason for developing the proposed certificate program: Feedback from employers, alumni, and faculty suggests that our college should concentrate on the level of professional preparedness of our students prior to the students' entering the job market. Specifically, employers have noted that our students' technical business skills meet their needs but that the students' soft skills (written and oral communication, professionalism, networking, time management, leadership, etc.) and professional awareness need to be developed in order for the students to have a successful career start. Our search suggests that these issues are not unique to our GFCB students. The annual Gallup/Lumina Foundation poll states results from a survey given to a sample of 623 businesses between November 25 and December 13 of 2013. The survey asks "In your opinion, what talent, knowledge, or skills should higher education institutions develop in students to best prepare graduates for success in the workforce in the coming years?" The top two responses to the survey are: Internships/on the job and practical experience and Communication skills/English and writing skills (Lumina Foundation/Gallup 30). Grasgreen notes a Bentley University survey that found businesses and recruiters perceive workplace preparedness as "adaptability, having a good attitude, and being

respectful and maturity” (“Preparedness”). Further, the Bentley survey finds that 80% of business leaders believe soft skills are the most important in an employee and that career advising should begin the student’s freshman year (Grasgreen, “Preparedness”). An earlier article by Grasgreen notes the significant difference between students and employers perception of preparedness in terms of skills such as public speaking and written communication (“Qualified”). Dostis describes a Chegg/Harris Interactive study indicating that students were not prepared in personal finance, leadership, and organization. Further, schools should make “activities and experiential learning readily available” (Dostis).

This certificate program addresses the students’ level of professional preparedness by focusing on formal academic training as well as exploration and development of their professional skills through a variety of co-curricular activities. The 12 hours of traditional academic coursework are broken down into three general categories that address the theme of professional preparedness recognized by our employers and those in the studies cited above: Self Management Skills, Advanced Communication and Leadership, and Applied Career Experiences. Category I, Self-Management Skills, includes the GFCB University Experience course that highlights Steven Covey’s 7 Habits of Highly Effective People and a personal finance course. Both of these courses are freshman level courses and have practical skills that can make all students more successful in their college and professional careers. Category II, Advanced Communication and Leadership, includes a variety of courses meant to enhance the professional decision-making, communication, and leadership skills needed to be successful in today’s job market. Students will take two courses from this category though the two courses must be from different disciplines/prefixes. Category III, Applied Career Experiences, includes approved internship courses within the college as well as BA 490 which allows for either a general college of business internship or a compilation of several meaningful business experiences approved by the instructor. The certificate also includes a Category IV, Career Development, which is a zero credit hour course used to track participation in a variety of career development activities offered by the Center for Career and Professional Development and the Gordon Ford College of Business.

Other examples of this type of certificate have been found at the University of Georgia (Business Professionalism Certificate), Ball State University (Advanced Professionalism Certificate), and the University of Tennessee-Knoxville (Professional Development Certification). All three of these certificate programs focus solely on the completion of several co-curricular activities sponsored by the career services office at those institutions. Our proposed certificate blends a more traditional academic certificate with these solely co-curricular certificates by requiring both traditional coursework as well as the completion of several co-curricular activities prior to graduation. These activities, tracked in Category IV, include a formal resume review and interviewing workshop with our Center for Career and Professional Development as well as the participation in our career exploration and networking programs sponsored by our college.

This certificate is our college’s strategy to create an incentive for our students to pursue professional development and career preparation in an intentional, thoughtful manner. Students who complete this certificate will be better prepared to enter the workforce and will signal to future employers that they are serious about their own professional development.

In theory, a certificate of this nature could be useful to students in a variety of WKU programs. However, given our current resources, this certificate would be open to GFCB majors only. The initial years of the certificate could be used a trial period to determine the success and feasibility of expanding the certificate to more programs on campus.

Works Cited

Dostis, Melanie. "Degree Alone Not Enough to Prepare Grades for Workforce." *USA TODAY COLLEGE*, USA TODAY, n. pag. 31 Oct. 2013. Web. 25 Feb. 2014.

Lumina Foundation/Gallup Poll 2013. "What America Needs to Know About Higher Education Redesign." Gallup, Inc. 25 Feb. 2014. Web. 25 Feb. 2014.

Grasgreen, Allie. "Qualified in Their Own Minds." *INSIDE HIGHER ED*, Inside Higher Ed, n. pag. 29 Oct. 2013. Web. 25 Feb. 2014.

Grasgreen, Allie. "Preparedness Paradoxes." *INSIDE HIGHER ED*, Inside Higher Ed, n. pag. 29 Jan. 2014. Web. 25 Feb. 2014.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: There are 10 undergraduate majors whose curriculum are administered in our college. None of those majors require either course in Category I: Self-Management Skills. However, several majors in the college accept courses from Category II: Advanced Communication and Leadership as electives in their programs. For example, ECON 490, Practicum in Economics, may serve as a Business Economics elective and either MKT 321, Personal Selling, or MGT 361, Business Communication Fundamentals, can be used to fulfill a "professional elective" within the major. Thus, 6 of the 12 hours can be applied to a Business Economics major. The table below shows the potential overlap in major courses for students completing certificates.

Major	Required Major Hours	Potential Certificate Overlap Hours
Accounting	74	3
Business Informatics	72	9
Economics	31	3
Business Economics	72	6
Mathematical Economics (General/Actuarial Science Concentrations)	49/61	3/0
Finance (Financial Management/Financial Planning Concentrations)	73/79	6/6
Management	73	9
Entrepreneurship	70	3
International Business	73	3
Marketing	73	9

There is no reason to expect students to have the combination of courses that results in the overlap described above. However, channeling these students into coursework that will improve their professional preparedness through improved communication and professional interaction is beneficial to both the students and the programs.

- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: The proposed certificate is unlike any other on campus. A certificate in Leadership Studies (#173, 15 hours) is offered through University College and is designed, "to enhance their leadership knowledge and skills for current or future activities in a broad range of organizations." While leadership courses are an option in the proposed certificate, three hours are the maximum allowed for completion and the student may easily complete the certificate with no hours of leadership coursework. Like the proposed certificate, the Citizenship and Social Responsibility Certificate (#1710, 18 hours) offered through University College is multi-disciplinary and focuses on preparing

students to be effective citizens through both curricular and co-curricular activities. However, the Citizenship and Social Responsibility Certificate approaches our students' advancement primarily through addressing contemporary social issues. While the proposed certificate consists of existing courses in other programs, these courses along with professional development activities are packaged in a way that our students will see an intentional, thoughtful progression to their career success.

- 3.4 Projected enrollment in the proposed certificate program: 15-20 the first year. Our goal would be to have 10% of our undergraduate majors to add this certificate to their credentials. Current undergraduate enrollment is 2,143. The East Carolina University program described below has 100% participation by its college of business students. However, it is not feasible to expect that many of our students to complete the required internship. Northern Illinois and UNC-Charlotte report 41 and 50 students in their certificate programs, respectively.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): The program is similar to programs offered by a number of benchmark institutions, including Indiana State University, "Workplace Professional Skills Certificate"; Northern Illinois University, "Learning and Leadership in the Workplace"; and University of North Carolina at Charlotte, "Career Success Certificate." These programs provide certificate designation for completion of co-curricular activities in conjunction with campus resources, such as Student Affairs or Career Services. Most similar to our design is the "Leadership and Professional Development Program" certificate program offered by East Carolina University, which requires four formal courses in Leadership in addition to co-curricular activities. All students in their college of business complete this certificate.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: The proposed program is consistent with both the WKU Mission and Strategic Goal 1 identified in Challenging the Spirit. The WKU Mission reads: "...prepares students to be productive, engaged, and socially responsible citizen-leaders of a global society." And, Strategic Goal 1 is "Foster Academic Excellence." Specifically, Objective 1.5 is "Prepare Student for Lifelong Learning and Success." We believe that reinforcing the importance of highly valued soft-skills and professional preparedness positively impacts our efforts to produce successful WKU graduates and is consistent with WKU's mission and objectives.

4. Curriculum:

Category I	Self-Management Skills	Hours
3 hours from one of the following courses		3
BA 175	University Experience - Business	
FIN 161	Personal Finance	
Category II	Advanced Communication and Leadership	6
6 hours from any of the following courses. NOTE: Maximum 3 hours for any prefix.		
COMM 240	Critical Listening	
COMM 263	Fundamentals of Communication and Culture	
COMM 330	Leadership Communication	
COMM 345*	Advanced Public Speaking	
COMM 348	Interpersonal Communication	
COMM 362	Organizational Communication	

COMM 460**	Organizational Interviewing		
COMM 463**	Intercultural Communication		
ENG 306	Business Writing		
ENG 307	Technical Writing		
LEAD 330**	Leadership, Ethics, and Decision-Making		
LEAD 440**	Leading Teams		
LEAD 450**	Leadership in Global Contexts		
MGT 361	Business Communication Fundamentals		
MKT 325	Personal Selling		
Category III	Applied Career Experiences		3
3 hours from one of the following courses ***			
ACCT 390*	Internship in Accounting		
CIS 369*	Cooperative Education in Information Systems		
ECON 490*	Practicum in Economics		
FIN 440*	Internship in Finance		
MGT 490*	Practicum in Management		
MKT 490*	Practicum in Marketing		
BA 490*	College of Business Internship		
Category IV			0
Students must pass this 0 credit course prior to graduation			
BA 495	Career Development Attendance		
Total Hours			12
*Each of these courses lists prerequisites that are already required in our undergraduate programs.			
**Each of these courses lists prerequisites that could require additional coursework by the student. It is important to note that the prerequisite statement also includes “or permission of instructor.”			
***Students may petition the certificate director to use HON 404: Honors Thesis/Project II to satisfy Category I.			

5. Budget implications:

All participating departments have been contacted. Existing staffing within the disciplines and career services are sufficient for our first few years. However, we anticipate that with growth in the program, additional resources will be needed in some academic areas as well as the Center for Career and Professional Development to meet the needs of our students in enrolled in this undergraduate certificate.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Gordon Ford College of Business Curriculum Committee March 24, 2014

Contact with Office of Academic Affairs _____

Undergraduate Curriculum Committee April 24, 2014

University Senate _____

Board of Regents _____

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

Contact Person: Martha M. Day, Martha.day@wku.edu, 270-745-4411

1. Identification of program:

- 1.1 Current program reference number: 774
- 1.2 Current program title: Science and Mathematics Education
- 1.3 Credit hours: 34

2. Identification of the proposed program changes:

The Science and Math Education (SMED) major may be completed only by students seeking certification as middle grades or secondary grades science or mathematics teachers. Each student must also meet all the requirements to earn a science or mathematics content major in addition to the SMED major. The SMED program is a shared program involving faculty from the College of Education and Behavioral Sciences and the Ogden College of Science and Engineering. Oversight of the SMED program are the responsibility of the SKyTeach Program Curriculum Committee, and SMED courses are administered through the School of Teacher Education within the College of Education and Behavioral Sciences.

The proposed program change includes the addition of SMED 310, Knowing and Learning in Mathematics and Science and the deletion of SMED 210, Knowing and Learning in Mathematics and Science.

3. Detailed program description:

Science and Mathematics Education OLD PROGRAM	Science and Mathematics Education NEW PROGRAM
<p>The Science and Mathematics Education program requires completion of 34 hours of professional education courses. The recommended General Education mathematics course is either MATH 117 or MATH 118. The required courses are:</p> <p style="padding-left: 40px;">SMED 101 Introduction to Inquiry-Based Approaches to Teaching - 1 hr</p> <p style="padding-left: 40px;">SMED 102 Introduction to Inquiry-Based Lesson Design - 2 hrs</p> <p style="padding-left: 40px;">SMED 210 Knowing and</p>	<p>The Science and Mathematics Education program requires completion of 34 hours of professional education courses. The recommended General Education mathematics course is either MATH 117 or MATH 118. The required courses are:</p> <p style="padding-left: 40px;">SMED 101 Introduction to Inquiry-Based Approaches to Teaching - 1 hr</p> <p style="padding-left: 40px;">SMED 102 Introduction to Inquiry-Based Lesson Design - 2 hrs</p> <p style="padding-left: 40px;">SMED 310 Knowing and</p>

<p>Learning in Mathematics and Science – 3 hrs</p> <p>SMED 320 Classroom Interactions - 3 hrs</p> <p>SPED 330 Intro to Exceptional Education: Diversity in Learning - 3 hrs</p> <p>SMED 340 Perspectives on Science and Mathematics - 3 hrs</p> <p>SMED 360 Research Methods for Science and Math Teachers - 3 hrs</p> <p>SMED 470 Project-Based Instruction - 3 hrs</p> <p>SMED 489 Student Teaching Seminar - 3 hrs</p> <p>MGE/SEC 490 Student Teaching - 10 hrs (MGE 490 for students seeking middle grades certification or SEC 490 for students seeking for students seeking secondary certification)</p> <p>Program total: 34 semester hours</p>	<p>Learning in Mathematics and Science - 3 hrs</p> <p>SMED 320 Classroom Interactions - 3 hrs</p> <p>SPED 330 Intro to Exceptional Education: Diversity in Learning - 3 hrs</p> <p>SMED 340 Perspectives on Science and Mathematics - 3 hrs</p> <p>SMED 360 Research Methods for Science and Math Teachers - 3 hrs</p> <p>SMED 470 Project-Based Instruction - 3 hrs</p> <p>SMED 489 Student Teaching Seminar - 3 hrs</p> <p>MGE/SEC 490 Student Teaching - 10 hrs (MGE 490 for students seeking middle grades certification or SEC 490 for students seeking for students seeking secondary certification)</p> <p>Program total: 34 semester hours</p>

4. Rationale for the proposed program change:

This program revision entails the creation of SMED 310 to replace SMED 210 and thus will allow this course to be taught at regional campuses that have community colleges on site.

5. Proposed term for implementation and special provisions (if applicable): Fall 2014

6. Dates of prior committee approvals:

Department/ Unit	<u>12/11/2013</u>
College Curriculum Committee	<u>02/04/2014</u>
Professional Education Council (if applicable)	<u>02/12/2014</u>
Undergraduate Curriculum Committee	<u>04/24/2014</u>
University Senate	_____

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

Contact Person: John Moore, john.moore@wku.edu, 745- 5415

1. Identification of program:

- 1.1 Current program reference number: 5001
- 1.2 Current program title: Major in Middle Level Education Social Studies and Language Arts
- 1.3 Credit hours: 70-94

2. Identification of the proposed program changes:

- A) As part of the new Colonnade Program, the WKU History Department’s Western Civilization Courses (HIST 119/HIST 120) will be replaced with World History (HIST 101/102). The Middle Level Education in Social Studies and Language Arts major (Concentration 1) **and** Single Area Teacher Certification in Middle Level Social Studies (Concentration 2) are being revised to reflect that change.
- B) Given that ENG 404 is seldom offered and both students & advisors frequently have to complete a course substitution for ENG 404, we propose to revise the Single Area Teacher Certification in Middle Level Language Arts/Communication (Concentration 3) by deleting ENG 404 as a requirement and replace the requirement to be any 300 or 400 level ENG course.

3. Detailed program description:

Current Program	Proposed Program
<p>The Middle Level Education in Social Studies and Language Arts program leads to the Bachelor of Science degree and certification for grades 5-9 in Social Studies, Language Arts/Communication, or both. Three concentrations are available: 1) Dual area teacher certification in middle level social studies and language arts/communication; 2) Single area teacher certification in middle level social studies; 3.) Single area teacher certification in middle level language arts/communication.</p> <p>The program requires completion of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A biological science course and a physical science course, generally taken as part of general education coursework; <input type="checkbox"/> 37-40 semester hours of professional education courses: MGE 275 (3 hours), PSY 310 (3 hours), SPED 330 (3 hours), PSY 421 or 422 (3 hours), LTCY 421 (3 hours), MGE 385 (3 hours), a 3-hour MGE methods course for each area of certification, MGE 490 (10 hours), and EDU 489 (3 hours), plus a 3-hour computer literacy course selected from CIS 141 and LME 448; and <input type="checkbox"/> The indicated content-area coursework for dual area or 	<p>The Middle Level Education in Social Studies and Language Arts program leads to the Bachelor of Science degree and certification for grades 5-9 in Social Studies, Language Arts/Communication, or both. Three concentrations are available: 1) Dual area teacher certification in middle level social studies and language arts/communication; 2) Single area teacher certification in middle level social studies; 3.) Single area teacher certification in middle level language arts/communication.</p> <p>The program requires completion of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A biological science course and a physical science course, generally taken as part of general education coursework; <input type="checkbox"/> 37-40 semester hours of professional education courses: MGE 275 (3 hours), PSY 310 (3 hours), SPED 330 (3 hours), PSY 421 or 422 (3 hours), LTCY 421 (3 hours), MGE 385 (3 hours), a 3-hour MGE methods course for each area of certification, MGE 490 (10 hours), and EDU 489 (3 hours), plus a 3-hour computer literacy course selected from CIS 141 and LME 448; and <input type="checkbox"/> The indicated content-area coursework for dual area or

single area teacher certification in one of the three concentrations.

Concentration 1: Dual area certification in middle level social studies and language arts/communication.

Students who choose this concentration must complete both of the following methods courses as part of the professional education coursework listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:

Social Studies (dual area certification) 27-30 hours: HIST **119 or 120**, HIST 240, 241, GEOG 110, 360, ECON 150 or 202 and 203, PS 110, SOCL 100 or ANTH 120, and a 3-hour elective selected from an upper-division, non U.S., non-European history course.

Language Arts/Communication (dual area certification) 24 hours: ENG 100, 300, 302, 390, COMM 145 or 161, LME 407. In addition, six hours of electives should be chosen from ENG 301, 401, 410.

Total Hours for this concentration: 91-94

Concentration 2: Single area teacher certification in middle level social studies

Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Social Studies (single area teacher certification) 36-39 hours: HIST ~~119 or 120~~, HIST 240, 241, GEOG 110, 360, ECON 150 or ECON 202 and 203, PS 110, SOCL 100 or ANTH 120. In addition, 12 hours of electives (4 courses) should be selected from the following list (at least one of these courses must be a non U.S., non-European history course): HIST 305, 306, 307, 317, 353, 358, 456, 453, GEOG 330, 350, 451, 480.

Total Hours for this concentration: 73-76

Concentration 3: Single area teacher certification in middle level language arts/communication.

Students who choose this concentration must complete MGE 475 Teaching Language Arts (2 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Language Arts/Communication (single area teacher certification) 33 hours: ENG 100, 300, 301, 302, 304, 390, 401, 404, 410, COMM 145 or 161, LME 407.

Total Hours for this concentration: 70

Students must be admitted to professional education before enrolling in LTCY 421. See

<http://www.wku.edu/teacherservices> for details on the requirements for admission to professional education.

In order to meet the prerequisites for admission to student teaching, students must complete all professional education and content courses with grades of "C" or higher; attain at least a 2.5 GPA overall, in professional education courses, and in each content area; and achieve specified ratings on dispositional and critical performance assessments. For details on the prerequisites for student teaching, see

http://www.wku.edu/teacherservices/student_teaching/index.php.

Students in the Middle Level Education in Social Studies

single area teacher certification in one of the three concentrations.

Concentration 1: Dual area certification in middle level social studies and language arts/communication.

Students who choose this concentration must complete both of the following methods courses as part of the professional education coursework listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:

Social Studies (dual area certification) 27-30 hours: HIST **101 or 102**, HIST 240, 241, GEOG 110, 360, ECON 150 or 202 and 203, PS 110, SOCL 100 or ANTH 120, and a 3-hour elective selected from an upper-division, non U.S., non-European history course.

Language Arts/Communication (dual area certification) 24 hours: ENG 100, 300, 302, 390, COMM 145 or 161, LME 407. In addition, six hours of electives should be chosen from ENG 301, 401, 410.

Total Hours for this concentration: 91-94

Concentration 2: Single area teacher certification in middle level social studies

Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Social Studies (single area teacher certification) 36-39 hours: HIST **101 or 102**, HIST 240, 241, GEOG 110, 360, ECON 150 or ECON 202 and 203, PS 110, SOCL 100 or ANTH 120. In addition, 12 hours of electives (4 courses) should be selected from the following list (at least one of these courses must be a non U.S., non-European history course): HIST 305, 306, 307, 317, 353, 358, 456, 453, GEOG 330, 350, 451, 480.

Total Hours for this concentration: 73-76

Concentration 3: Single area teacher certification in middle level language arts/communication.

Students who choose this concentration must complete MGE 475 Teaching Language Arts (2 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Language Arts/Communication (single area teacher certification) 33 hours: ENG 100, 300, 301, 302, 304, 390, 401, 404, 410, COMM 145 or 161, LME 407.

Total Hours for this concentration: 70

Students must be admitted to professional education before enrolling in LTCY 421. See

<http://www.wku.edu/teacherservices> for details on the requirements for admission to professional education.

In order to meet the prerequisites for admission to student teaching, students must complete all professional education and content courses with grades of "C" or higher; attain at least a 2.5 GPA overall, in professional education courses, and in each content area; and achieve specified ratings on dispositional and critical performance assessments. For details on the prerequisites for student teaching, see

http://www.wku.edu/teacherservices/student_teaching/index.php.

Students in the Middle Level Education in Social Studies

and Language Arts program receive advising in the School of Teacher Education, GRH 1092,(270) 745-5414. Refer to the School of Teacher Education website (<http://www.wku.edu/ste>) for additional information. Students with a major in Middle Level Education in Social Studies and Language Arts receive a 12-hour waiver in the upper-division hour requirement in the major field. Individuals who have or are eligible for certification in middle school math or science and who wish to seek either middle level social studies or middle level language arts/communication certification are required to complete the content coursework indicated for dual area certification with the corresponding methods course and LTCY 421.

and Language Arts program receive advising in the School of Teacher Education, GRH 1092,(270) 745-5414. Refer to the School of Teacher Education website (<http://www.wku.edu/ste>) for additional information. Students with a major in Middle Level Education in Social Studies and Language Arts receive a 12-hour waiver in the upper-division hour requirement in the major field. Individuals who have or are eligible for certification in middle school math or science and who wish to seek either middle level social studies or middle level language arts/communication certification are required to complete the content coursework indicated for dual area certification with the corresponding methods course and LTCY 421.

Current Program				Proposed Program			
A biological science course and a physical science course, generally taken as part of general education coursework;			6	A biological science course and a physical science course, generally taken as part of general education coursework;			6
Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
MGE	275	Foundations of Middle Grades Instruction	3	MGE	275	Foundations of Middle Grades Instruction	3
PSY	310	Educational Psychology	3	PSY	310	Educational Psychology	3
SPED	330	Introduction to Exceptional Education: Diversity in Learning	3	SPED	330	Introduction to Exceptional Education: Diversity in Learning	3
PSY	421 or 422	Psychology of Early Adolescence Adolescent Psychology	3	PSY	421 or 422	Psychology of Early Adolescence Adolescent Psychology	3 3
LTCY	421	Reading in the Middle/Secondary Grades	3	LTCY	421	Reading in the Middle/Secondary Grades	3
MGE	385	Middle Grades Teaching Strategies	3	MGE	385	Middle Grades Teaching Strategies	3
MGE	475	Teaching Middle Grades Language Arts	3	MGE	475	Teaching Middle Grades Language Arts	3
	and/ or 481	Teaching Middle Grades Social Studies	3		and/ or 481	Teaching Middle Grades Social Studies	3
EDU	489	Student Teaching Seminar	3	EDU	489	Student Teaching Seminar	3

MGE	490	Student Teaching	10		MGE	490	Student Teaching	10
Plus a 3-hour computer literacy course selected from CIS 141 or LME 448			3		Plus a 3-hour computer literacy course selected from CIS 141 or LME 448			3
Concentration 1: Dual area teacher certification in middle level social studies and language arts/communication: Students who choose this concentration must complete both the following methods courses as part of the professional course work listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:					Concentration 1: Dual area teacher certification in middle level social studies and language arts/communication: Students who choose this concentration must complete both the following methods courses as part of the professional course work listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:			
<i>Social Studies (dual area certification)</i> 27-30 hours:					<i>Social Studies (dual area certification)</i> 27-30 hours:			
HIST	119	Western Civilization to 1648			HIST	101	World History I	
HIST	or 120	Western Civilization since 1648	3		HIST	or 102	World History II	3
HIST	240	The United States to 1865	3		HIST	240	The United States to 1865	3
HIST	241	The United States since 1865	3		HIST	241	The United States since 1865	3
GEOG	110	World Regional Geography	3		GEOG	110	World Regional Geography	3
GEOG	360	Geography of North America	3		GEOG	360	Geography of North America	3
ECON	150	Introduction to Economics			ECON	150	Introduction to Economics	
	or 202	Principles of Economics (MICRO)	3			or 202	Principles of Economics (MICRO)	3
	and 203	Principles of Economics (MACRO)				and 203	Principles of Economics (MACRO)	
PS	110	American National Government	3		PS	110	American National Government	3
SOCL	100	Introductory Sociology	3		SOCL	100	Introductory Sociology	3

ANTH	or 120	Introduction to Cultural Anthropology			ANTH	or 120	Introduction to Cultural Anthropology	
and a 3-hour elective selected from an upper-division, non U.S., non-European history course.			3		and a 3-hour elective selected from an upper-division, non U.S., non-European history course.			3
<i>Language Arts/Communication (dual area) certification 24 hours:</i>					<i>Language Arts/Communication (dual area) certification 24 hours:</i>			
ENG	100	Introduction To College Writing	3		ENG	100	Introduction To College Writing	3
ENG	300	Writing In The Disciplines	3		ENG	300	Writing In The Disciplines	3
ENG	302	Language And Communication	3		ENG	302	Language And Communication	3
ENG	390	Masterpieces Of American Literature	3		ENG	390	Masterpieces Of American Literature	3
COMM	145	Fundamentals Of Public Speaking And Communication	3		COMM	145	Fundamentals Of Public Speaking And Communication	3
Or					or			
COMM	161	Business and Professional Speaking	3		COMM	161	Business and Professional Speaking	3
LME	407	Literature For Young Adults	3		LME	407	Literature For Young Adults	3
Any two of the following:					Any two of the following:			
ENG	301		6		ENG	301		6
ENG	401				ENG	401		
ENG	410				ENG	410		
Total Hours For This Dual Area Concentration:			91-94		Total Hours For This Dual Area Concentration:			91-94
Concentration 2: Single area teacher certification in middle level social studies: Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:					Concentration 2: Single area teacher certification in middle level social studies: Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:			
HIST	119	Western Civilization to 1648	3		HIST	101	World History I	3

or				or			
HIST	120	Western Civilization since 1648		HIST	102	World History II	
HIST	240	The United States to 1865	3	HIST	240	The United States to 1865	3
GEOG	241	The United States since 1865	3	GEOG	241	The United States since 1865	3
GEOG	110	World Regional Geography	3	GEOG	110	World Regional Geography	3
ECON	360	Geography of North America	3	ECON	360	Geography of North America	3
ECON	150	Introduction to Economics	3	ECON	150	Introduction to Economics	3
or				or			
ECON	202 and 203	Principles of Economics (MICRO) and Principles of Economics (MACRO)	6	ECON	202 and 203	Principles of Economics (MICRO) and Principles of Economics (MACRO)	6
PS	110	American National Government	3	PS	110	American National Government	3
SOCL	100	Introductory Sociology	3	SOCL	100	Introductory Sociology	3
Or				or			
ANTH	120	Introduction to Cultural Anthropology		ANTH	120	Introduction to Cultural Anthropology	
And				and			
12-hours of electives (4 courses) selected from the following list (at least one of these courses non U.S., non-European history course).				12-hours of electives (4 courses) selected from the following list (at least one of these courses non U.S., non-European history course).			
HIST	305		12	HIST	305		12
HIST	306			HIST	306		
HIST	307			HIST	307		
HIST	317			HIST	317		
HIST	353			HIST	353		
HIST	358			HIST	358		
HIST	453			HIST	453		
HIST	456			HIST	456		
GEOG	330			GEOG	330		
GEOG	350			GEOG	350		

GEOG	451				GEOG	451		
GEOG	480				GEOG	480		
<i>Total Hours For This Single Area Concentration (Social Studies)</i>			73-76		<i>Total Hours For This Single Area Concentration (Social Studies)</i>			73-76
Concentration 3: Single area teacher certification in middle level language arts/communication: Students who choose this concentration must complete MGE 475 Teaching Language Arts (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:					Concentration 3: Single area teacher certification in middle level language arts/communication: Students who choose this concentration must complete MGE 475 Teaching Language Arts (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:			
ENG	100	Introduction to College Writing	3		ENG	100	Introduction to College Writing	3
ENG	300	Writing In The Disciplines	3		ENG	300	Writing In The Disciplines	3
ENG	301	Argument And Analysis in Writing Discourse	3		ENG	301	Argument And Analysis in Writing Discourse	3
ENG	302	Language And Communication	3		ENG	302	Language And Communication	3
ENG	304	English Language	3		ENG	304	English Language	3
ENG	390	Masterpieces Of American Literature	3		ENG	390	Masterpieces Of American Literature	3
ENG	401	Advanced Composition	3		ENG	401	Advanced Composition	3
ENG	410	Composition Theory And Practice In Writing Instruction	3		ENG	410	Composition Theory And Practice In Writing Instruction	3
ENG	404	History of the English Language	3		ENG		Any ENG upper-division course	3
COMM	145	Fundamentals of Public Speaking And Communication			COMM	145	Fundamentals of Public Speaking And Communication	
Or			3		Or			3
COMM	161	Business and Professional Speaking			COMM	161	Business and Professional Speaking	
LME	407	Literature for Young Adults	3		LME	407	Literature for Young Adults	3

<i>Total Hours For This Single Area Concentration (Language Arts/Communication</i>	<i>70</i>		<i>Total Hours For This Single Area Concentration (Language Arts/Communication</i>	<i>70</i>
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4. Rationale for the proposed program changes:

- A) In the fall 2014 semester, as part of the Colonnade Program, the WKU History Department will replace HIST 119/120 with HIST 101/102. This program revision will bring the Middle Level Education in Social Studies and Language Arts major (Concentration 1) **and** Single Area Teacher Certification in Middle Level Social Studies (Concentration 2) in line with that change in the curriculum.
- B) The removal of ENG 404 as a strict requirement for the Single Area Teacher Certification in Middle Level Education Language Arts/Communication will allow students and advisors more flexibility in regards to ENG course selection.

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

Fall 2014

6. Dates of prior committee approvals:

School of Teacher Education	03/21/2014
College Curriculum Committee	04/01/2014
Professional Education Council (if applicable)	04/09/2014
Undergraduate Curriculum Committee Graduate	04/24/2014
University Senate	_____

Proposal Date: February 17, 2014

College of Health & Human Services
School of Nursing
Proposal to Revise a Program
(Action Item)

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of program:

- 1.1 Current program reference number: 273
- 1.2 Current program title: Associate of Science in Nursing
- 1.3 Credit hours: 69

2. Identification of the proposed program changes:

- Change terminology from Category B elective to Arts & Humanities elective to be consistent with the new Colonnade terminology.
- Removal of the “C” designation courses and addition of the equivalent courses provides consistency for all School of Nursing programs within the College of Health and Human Services.
- Change PSY 199 to PSYS/PSY 220.

3. Detailed program description:

Current Program

Proposed Program

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
First Semester					First Semester			
NUR	104	Calculations for Nursing	1		NUR	104	Calculations for Nursing	1
NUR	105	Fundamentals of Nursing	6.5		NUR	105	Fundamentals of Nursing	6.5
NUR	106	Fundamentals of Nursing Clinical	1.5		NUR	106	Fundamentals of Nursing Clinical	1.5
PSYC	199C	Developmental Psychology	3		PSY/PSYS	220	Developmental Psychology	3
BIO	131C	Anatomy & Physiology	4		BIOL	131C	Anatomy & Physiology	4
Second Semester					Second Semester			
NUR	155	Medical-Surgical Nursing I	5.5		NUR	155	Medical-Surgical Nursing I	5.5
NUR	156	Medical-Surgical Nursing I Clinical	3.5		NUR	156	Medical-Surgical Nursing I Clinical	2.5
NUR	157	Medical-Surgical Nursing I Skills Lab	1		NUR	157	Medical-Surgical Nursing I Skills Lab	1
NUR	165	Mental Health Nursing	2.5		NUR	165	Mental Health Nursing	2.5
NUR	166	Mental Health Nursing Clinical	1.5		NUR	166	Mental Health Nursing Clinical	1.5
CHM	109C	Chemistry for Health Science	4		CHEM	109C	Chemistry for Health Science	4
Third Semester					Third Semester			

NUR	208	Medical-Surgical Nursing II	5		NUR	208	Medical-Surgical Nursing II	5
NUR	209	Medical-Surgical Nursing II Clinical	3		NUR	209	Medical-Surgical Nursing II Clinical	3
NUR	215	Maternal-Newborn Nursing	2.5		NUR	215	Maternal-Newborn Nursing	2.5
NUR	216	Maternal-Newborn Nursing Clinical	1.5		NUR	216	Maternal-Newborn Nursing Clinical	1.5
ENGL	100C	Intro to College Writing	3		ENGL	100C	Intro to College Writing	3
BIO	207C	Microbiology	3		BIOL	207C	Microbiology	3
Fourth Semester					Fourth Semester			
NUR	254	Pediatric Nursing	2		NUR	254	Pediatric Nursing	2
NUR	255	Medical-Surgical Nursing III	3		NUR	255	Medical-Surgical Nursing III	3
NUR	257	Nursing Practicum	3		NUR	257	Nursing Seminar & Practicum	4
SOC	100C	Sociology	3		SOCL	100C	Sociology	3
Cat B Elective		Humanities Elective	3		AH		Arts & Humanities (AH)	3
MA	109C or 116C	General Mathematics or College Algebra	3		MATH	109C or 116C	General Mathematics or College Algebra	3
TOTALS		Credit Hours	69		TOTALS		Credit Hours	69

4. Rationale for the proposed program change:

- The change from Category B elective to Arts & Humanities elective is consistent with the new university Colonnade terminology.
- Removal of the "C" designation courses and addition of the equivalent courses provides consistency for all School of Nursing programs within the College of Health and Human Services. "C" courses are designations reserved for certain University College courses.
- Revision of course number by Psychology department.

5. Proposed term for implementation and special provisions: Fall 2014

6. Dates of prior committee approvals:

Associate of Science in Nursing Program: February 18, 2014

CHHS Undergraduate Curriculum Committee March 28, 2014

Undergraduate Curriculum Committee 04/24/2014

University Senate

March 18, 2014

**College of Health and Human Services
Department of Allied Health
Proposal to Revise A Program
(Action Item)**

Contact Person: Lee Brown, Lee.Brown@wku.edu, 745-5865

1. Identification of program:

- 1.1 Current program reference number: 265
- 1.2 Current program title: Associate of Applied Science in Paramedicine
- 1.3 Credit hours: 50-52 (40-42 hours in Paramedicine, 10 hours of other major courses)

2. Identification of the proposed program changes:

- Clarification of admission requirements.
- Addition of MATH 116 as one of the math options
- Addition of PSY/PSYS 100 and PSY/PSYS 220 as Psychology options
- Deletion of HED 247C
- Deletion of SOCL 100
- Clarification of catalog description to include proposed program changes and courses to meet degree requirements

3. Detailed program description:

Current Program

Proposed Program

Program Description	New Program Description
<p>The associate degree in Paramedicine (reference number 265) requires a minimum of 65-67 semester hours (50-52 hours in major and 15 hours of additional support and general education courses). For persons already possessing National certification as a Paramedic, the program leads to an associate degree. For those who are NOT certified as a Paramedic, the program leads to an associate degree and eligibility to sit for the Kentucky Paramedic licensure exam.</p> <p>Admission to the program requires current KY Paramedic certification or NREMTP for the degree completion; or current KY Emergency Medical Technician Basic (EMT-B) certification or NREMTB for the degree seeking student.</p>	<p>The associate degree in Paramedicine (reference number 265) requires a minimum of 60-62 semester hours (47-49 hours in major and 13 hours of additional support, general education courses, and electives). For persons already possessing a valid US state or territory certification/licensure as a Paramedic, the program leads to an associate degree. For those who are NOT certified/licensed as a Paramedic, the program leads to an associate degree and eligibility to sit for the Kentucky Paramedic licensure exam.</p> <p>Pre-admission requirements for the degree completion seeking student:</p> <ul style="list-style-type: none"> • US State or territory Paramedic certification/licensure or • National Registry of Emergency Medical Technician Paramedic <p>Pre-admission requirements for the degree seeking student:</p> <ul style="list-style-type: none"> • Current KY Emergency Medical Technician certification, • National Registry of Emergency Medical Technicians Basic, or • Completion of SFTY 271 and certification from

For those with National Registry of EMTs certification as a Paramedic (NREMTP) WKU will award the student 40 block semester hours for current ~~National~~ Certification as a Paramedic after completion of ~~25~~ semester hours of ~~specified~~ major and general education classes. Most of the required general education courses can be taken either through correspondence or the Internet. The objective of the associate degree completion in Paramedicine is to afford Paramedics the opportunity to increase their professional qualifications through acquiring the general education background. The Paramedic student will bring the occupational or career competencies with them through the certification process. Academic subjects necessary to complete the general education requirements include standard liberal arts courses and course work useful to health care providers. This combination will provide the degree candidate a solid educational foundation compatible with and complementary to their occupational skills and status. The associate degree completion in Paramedicine is valued as a means of increasing general knowledge, critical thinking skills, and professionalism within the career field.

If not certified as a Paramedic, 40-42 hours of Allied Health (~~AH~~) Paramedicine academic course work and ~~25~~ hours of additional courses to fulfill major and general education requirements must be completed. Completion of the course work leads to eligibility to sit for the Paramedicine licensure exam for Kentucky. The 40 - 42 hours of AH courses include: AH 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, and 111.

The ~~25~~ hours of additional courses required for both certified Paramedics (degree completion) as well as those NOT certified as a Paramedic include: the major courses of BIOL 131, COMM 145 ~~or 161~~, and ~~HED 247C~~; support courses of PSY 100, ~~SOCL 100~~, MATH 109; and other general education classes ~~of~~

the Kentucky Board of Emergency Medical Services

For those with National Registry of EMTs certification as a Paramedic (NREMTP), or US state or territory Paramedic certification/licensure, WKU will award the student 40 block semester hours for current certification as a Paramedic after completion of 20 semester hours of major, general education classes, and electives. Most of the required general education courses can be taken either through correspondence or the Internet. The objective of the associate degree completion in Paramedicine is to afford Paramedics the opportunity to increase their professional qualifications through acquiring the general education background. The Paramedic student will bring the occupational or career competencies with them through the certification process. Academic subjects necessary to complete the general education requirements include standard liberal arts courses and course work useful to health care providers. This combination will provide the degree candidate a solid educational foundation compatible with and complementary to their occupational skills and status. The associate degree completion in Paramedicine is valued as a means of increasing general knowledge, critical thinking skills, and professionalism within the career field.

If not certified as a Paramedic, 40-42 hours of Allied Health Paramedicine academic course work and **20** hours of additional courses to fulfill major and general education/**degree** requirements must be completed. Completion of the course work leads to eligibility to sit for the Paramedicine licensure exam for Kentucky. The 40 - 42 hours of Allied Health courses include: AH 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, and 111.

The 20 hours of additional courses required for both certified Paramedics (degree completion) as well as those NOT certified as a Paramedic include: the major courses of BIOL 131 and COMM 145; support courses of PSY/PSYS 100 or **PSY/PSYS 220**, MATH 109 or **MATH 116**; and other general education **or additional courses to meet**

ENGL100 and a 3-hour Category B elective.	associate degree requirements, such as ENG 100 and a 3-hour Arts and Humanities elective.
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Current Program

Proposed Program

Prefix	Course Title	Hrs	Prefix	Course Title	Hrs.
	Paramedicine Courses			Paramedicine Courses	
	Paramedicine Certification (40 hr block)	40		Paramedicine Certification (40 hr block)	40
	Without Paramedicine Certification (40-42 hrs of courses)			Without Paramedicine Certification (40-42 hrs of courses)	
AH 101	Paramedicine I	9	AH 101	Paramedicine I	9
AH 102	Paramedicine I Lab	1	AH 102	Paramedicine I Lab	1
AH 103	Paramedicine II	9	AH 103	Paramedicine II	9
AH 104	Paramedicine II Lab	1	AH 104	Paramedicine II Lab	1
AH 105	Paramedicine III	5	AH 105	Paramedicine III	5
AH 106	Paramedicine III Lab	1-2	AH 106	Paramedicine III Lab	1-2
AH 107	Paramedicine VI	1	AH 107	Paramedicine VI	1
AH 108	Paramedicine VI Lab	1-2	AH 108	Paramedicine VI Lab	1-2
AH 109	Paramedicine V	9	AH 109	Paramedicine V	9
AH 110	Paramedicine V Lab	1	AH 110	Paramedicine V Lab	1
AH111	Paramedicine VI	2	AH111	Paramedicine VI	2
	Other Major Courses (40 hrs)			Other Major Courses (7 hrs)	
COMM 145 or 161	Fundamentals of Public Speaking and Communication OR Business & Professional Speaking	3	COMM 145	Fundamentals of Public Speaking and Communication	3
HED247C	Contemporary Healthcare Issues	3			
BIOL 131	Human Anatomy & Physiology	4	BIOL 131	Human Anatomy & Physiology	4
	Total Hours	50-52		Total Hours	47-49
	Additional Required Support Courses that help fulfill general education requirements (9 hrs)			Additional Required Support Courses that help fulfill general education requirements (6 hrs)	
PSY 100	Introduction to Psychology	3	PSY/PSYS 100 or PSY/PSYS	Introduction to Psychology OR Development Psychology	3

			220		
SOCL 100	Introductory Sociology	3			
MATH 109	General Mathematics	3	MATH 109 or MATH 116	General Mathematics OR College Algebra	3

4. Rationale for the proposed program change:

- Admission requirements need to reflect requirements of the curriculum. In order to advance to the Paramedic level, the student must have certification/licensure as an EMT gained through either SFTY 271 or current state certification/licensure.
- MATH 116 is being added as one of the math options.
- PSY/PSYS 220 and PSYS 100 are being added as options to PSY 100
- SOCL 100 is being deleted as it duplicates a Colonnade requirement
- HED 247C is being deleted because it may be deleted from the University College course offerings.

5. Proposed term for implementation: Fall 2014

6. Dates of prior committee approvals:

Allied Health Department: March 27, 2014

CHHS Undergraduate Curriculum Committee March 28, 2014

Undergraduate Curriculum Committee April 24, 2014

University Senate _____

Proposal Date: 03/25/2014

**College of Health and Human Services
School of Nursing
Proposal to Revise a Program
Action Item**

Contact Person: Audrey Cornell, audrey.cornell@wku.edu, 745-3656

1. Identification of program:

- 1.1 Current program reference number: 586
- 1.2 Current program title: Bachelor of Science in Nursing
- 1.3 Credit hours: 58 credit hours

2. Identification of the proposed program changes:

- Add Math 116 as a pre-nursing prerequisite course that is an admission requirement to apply to the Bachelor of Science in Nursing program.

3. Detailed program description:

Current Program Description	Revised Program Description
<p>Pre-Nursing (586P)</p> <p>Prior to admission into the nursing program, students are required to meet the university general education requirements and a set of prerequisite support courses required of all nursing students (see table below). Students who want to declare as a nursing major prior to admission in the nursing program are designated as Pre-Nursing students (reference 586P) and are assigned an advisor in CHHS. Pre-Nursing students will meet with advisors to discuss their academic preparation and determine the appropriate courses for registration. Pre-Nursing students must maintain a GPA of 2.75 or above to remain in the Pre-Nursing (586P) program. For more details and frequently asked questions about preparation for admission into nursing and deadlines for applications, please see the School of Nursing website. Support services in CHHS Academic Center for Excellence are available to students who decide to change from Pre-Nursing to another health related career. Admission to the nursing program is limited and based on selection of the most qualified applicants who meet all admission requirements. The program can be completed in 4 years if the student completes all prerequisite courses, is admitted to the nursing program in the junior year and successfully completes all nursing courses in sequence.</p>	<p>Pre-Nursing (586P)</p> <p>Prior to admission into the nursing program, students are required to meet the university general education requirements and a set of prerequisite support courses required of all nursing students (see table below). Students who want to declare as a nursing major prior to admission in the nursing program are designated as Pre-Nursing students (reference 586P) and are assigned an advisor in CHHS. Pre-Nursing students will meet with advisors to discuss their academic preparation and determine the appropriate courses for registration. Pre-Nursing students must maintain a GPA of 2.75 or above to remain in the Pre-Nursing (586P) program. For more details and frequently asked questions about preparation for admission into nursing and deadlines for applications, please see the School of Nursing website. Support services in CHHS Academic Center for Excellence are available to students who decide to change from Pre-Nursing to another health related career. Admission to the nursing program is limited and based on selection of the most qualified applicants who meet all admission requirements. The program can be completed in 4 years if the student completes all prerequisite courses, is admitted to the nursing program in the junior year and successfully completes all nursing courses in sequence.</p>

In addition to completion of general education requirements, the pre-requisite support courses listed in the table below must be completed prior to entry into the Bachelor of Science nursing program. Some nursing support courses may meet requirements for both general education and nursing pre-requisites.	In addition to completion of general education requirements, the pre-requisite support courses listed in the table below must be completed prior to entry into the Bachelor of Science nursing program. Some nursing support courses may meet requirements for both general education and nursing pre-requisites.
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Required Pre-Requisite Support Courses for the Bachelor of Science in Nursing Degree

Current Sequence				Revised Sequence			
Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
				Math	116	College Algebra	3
BIOL	131	Human Anatomy & Physiology I	4	BIOL	131	Human Anatomy & Physiology I	4
BIOL	231	Adv Human Anatomy and Physiology	4	BIOL	231	Adv Human Anatomy and Physiology	4
PSY	199	Intro to Dev Psych	3	PSY/PSYS	220	Intro to Dev Psych	3
AH	290	Medical Terminology	2	AH	290	Medical Terminology	2
NURS	102	Intro to Professional Nursing	3	NURS	102	Intro to Professional Nursing	3
CHEM	109	Chemistry for the Health Sciences	4	CHEM	109	Chemistry for the Health Sciences	4
BIOL	207	General Micro	3	BIOL	207	General Micro	3
BIOL	208	General Micro Lab	1	BIOL	208	General Micro Lab	1
HMD	211	Human Nutrition	3	HMD	211	Human Nutrition	3
Statistics Course		Selected from these courses: ECON 206 Statistics MATH 183 Introductory Statistics PH 383 Biostatistics in the Health Sciences PSY 301 Statistics in Psychology SOCL 300 Using Statistics in Sociology SWRK 344 Social Work Statistics and Data Analysis	3	Statistics Course		Selected from these courses: ECON 206 Statistics MATH 183 Introductory Statistics PH 383 Biostatistics in the Health Sciences PSY 301 Statistics in Psychology SOCL 300 Using Statistics in Sociology SWRK 344 Social Work Statistics and Data Analysis	3

Required Nursing Program Curriculum for a Bachelor of Science in Nursing Degree

NURS	324	Patho for Nursing	3		NURS	324	Patho for Nursing	3
NURS	335	Health Assessment	3		NURS	335	Health Assessment	3
NURS	336	Health Assessment Lab	1		NURS	336	Health Assessment Lab	1
NURS	333	Fundamentals of Nursing	3		NURS	333	Fundamentals of Nursing	3
NURS	334	Clinical: Fundamentals of Nursing	2		NURS	334	Clinical: Fundamentals of Nursing	2
NURS	337	Health Promotion and Disease Prevention	3		NURS	337	Health Promotion and Disease Prevention	3
NURS	329	Concepts in Pharm I	2		NURS	329	Concepts in Pharm I	2
NURS	341	Medical-Surgical Nursing I	3		NURS	341	Medical-Surgical Nursing I	3
NURS	342	Clinical: M-S Nursing I	3		NURS	342	Clinical: M-S Nursing I	3
NURS	343	Mental Health Nursing	2		NURS	343	Mental Health Nursing	2
NURS	344	Clinical: Mental Health Nursing	1		NURS	344	Clinical: Mental Health Nursing	1
NURS	429	Concepts in Pharm II	2		NURS	429	Concepts in Pharm II	2
NURS	413	Nursing Research and Evidence Based Practice	3		NURS	413	Nursing Research and Evidence Based Practice	3
NURS	432	Medical-Surgical Nursing II	3		NURS	432	Medical-Surgical Nursing II	3
NURS	433	Clinical: Medical-Surgical Nursing II	3		NURS	433	Clinical: Medical-Surgical Nursing II	3
NURS	444	Maternal Child Nursing	4		NURS	444	Maternal Child Nursing	4
NURS	445	Clinical: Maternal Child Nursing	2		NURS	445	Clinical: Maternal Child Nursing	2
NURS	403	Nursing Leadership, Management/ Issues	4		NURS	403	Nursing Leadership, Management/Issues	4
NURS	421	High Acuity Nursing	3		NURS	421	High Acuity Nursing	3
NURS	422	Senior Practicum	3		NURS	422	Senior Practicum	3
NURS	448	Community Health Nursing	3		NURS	448	Community Health Nursing	3
NURS	449	Clinical: Community Health Nursing	2		NURS	449	Clinical: Community Health Nursing	2
TOTALS		Credit Hours	58		TOTALS		Credit Hours	58

4. Rationale for the proposed program change:

- Math 116 a required prerequisite for the BSN prelicensure program that was inadvertently removed from the required curriculum when program revision was

approved in October 2013. Math 116 needs to be added back to the pre-nursing prerequisite as an admission requirement for the BSN program.

5. Proposed term for implementation: Fall 2014

6. Dates of prior committee approvals:

School of Nursing BSN Curriculum Committee	<u>March 25, 2014</u>
School of Nursing BSN Prelicensure Program	<u>March 26, 2014</u>
CHHS Undergraduate Curriculum Committee	<u>March 28, 2014</u>
University Curriculum Committee	<u>04/24/2014</u>
University Senate	_____

Proposal Date October 1, 2014

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

Contact Person: Robert Dietle, robert.dietle@wku.edu, 745-5731

1. Identification of program:

1.1 Current program reference number: 592

- 1.2 Current program title: Major in Social Studies
- 1.3 Credit hours: 60

2. Identification of the proposed program changes: As part of the new Colonnade Program, the department’s Western Civilization Courses (HIST 119/HIST 120) will be replaced with World History (HIST 101/HIST 102). The Social Studies major is being revised to reflect that change.

3. Detailed program description*:

***The following is provided as a model for presenting program revision information.**

Current Program

Proposed Program

<p>The major in social studies requires a minimum of 60 semester hours and leads to a Bachelor of Arts degree. Students completing this major may become eligible for teacher certification in social studies. Students with a major in social studies receive a 12-hour waiver in the upper-division hour requirement in the major field. The courses required are distributed as follows: History: 27 hours, including HIST 119, 120, 240,241, and 498. The remaining 12 hours must be upper-division hours and must include a course from each of the following areas: United States History, European History to 1648, European History since 1648, and Areas other than Europe and the United States. Political Science: 9 hours, including PS 110, PS 250 or 260, and an upper-division elective chosen from the following: PS 310, PS 316, PS 326, PS 327, PS 328, and PS 370. Economics: 6 hours, including ECON 202 and 203. Geography: 9 hours, including GEOG 110; and two of the following GEOG 350, 360 426, 430. Anthropology, Psychology and Sociology: 9 hours including ANTH 120, PSY 100 and SOCL 100.</p>	<p>The major in social studies requires a minimum of 60 semester hours and leads to a Bachelor of Arts degree. Students completing this major may become eligible for teacher certification in social studies. Students with a major in social studies receive a 12-hour waiver in the upper-division hour requirement in the major field. The courses required are distributed as follows: History: 27 hours, including HIST 101, 102, 240,241, and 498. The remaining 12 hours must be upper-division hours and must include a course from each of the following areas: United States History, European History to 1648, European History since 1648, and Areas other than Europe and the United States. Political Science: 9 hours, including PS 110, PS 250 or 260, and an upper-division elective chosen from the following: PS 310, PS 316, PS 326, PS 327, PS 328, and PS 370. Economics: 6 hours, including ECON 202 and 203. Geography: 9 hours, including GEOG 110; and two of the following GEOG 350, 360 426, 430. Anthropology, Psychology and Sociology: 9 hours including ANTH 120, PSY 100 and SOCL 100.</p>
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Current Program

Proposed Program

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
HIST	119	Western Civilization to 1648	3	HIST	101	World History I	3
HIST	120	Western Civilization	3	HIST	102	World History II	3

		since 1648					
HIST	240	The United States to 1865	3		HIST	240	The United States to 1865
HIST	241	The United States since 1865	3		HIST	241	The United States since 1865
HIST	498	Senior Seminar	3		HIST	498	Senior Seminar
HIST		Upper-level class in United States History	3		HIST		Upper-level class in United States History
HIST		Upper-level class in European History to 1648	3		HIST		Upper-level class in European History to 1648
HIST		Upper-level class in European History since 1648	3		HIST		Upper-level class in European History since 1648
HIST		Upper-level class in area other than Europe or the United States	3		HIST		Upper-level class in area other than Europe or the United States
PS	110	American National Government	3		PS	110	American National Government
PS	250 or 260	International Politics or Introduction to Comparative Politics	3		PS	250 or 260	International Politics or Introduction to Comparative Politics
PS		Upper-division elective chosen from the following: PS 310, 316, 326, 327, 328 and 370	3		PS		Upper-division elective chosen from the following: PS 310, 316, 326, 327, 328 and 370
ECON	202	Principles of Economics (MICRO)	3		ECON	202	Principles of Economics (MICRO)
ECON	203	Principles of Economics (MACRO)	3		ECON	203	Principles of Economics (MACRO)
GEOG	110	Introduction to the Physical Environment	3		GEOG	110	Introduction to the Physical Environment
GEOG		Any two of the following: GEOG 350, 360, 425, 430	6		GEOG		Any two of the following: GEOG 350, 360, 425, 430
ANTH	120	Introduction to Cultural Anthropology	3		ANTH	120	Introduction to Cultural Anthropology
PSY	100	Introduction to Psychology	3		PSY/PSYS	100	Introduction to Psychology
SOCL	100	Introductory	3		SOCL	100	Introductory Sociology

		Sociology					
TOTALS		Credit Hours	60		TOTALS	Credit Hours	60

4. Rationale for the proposed program change: In the fall 2014 semester, as part of the Colonnade Program, the History Department will replace HIST 119/120 with HIST 101/102. This program revision will bring the Social Studies major in line with that change in the curriculum.

5. Proposed term for implementation and special provisions (if applicable): Fall 2014

6. Dates of prior committee approvals:

History Department: _____10/17/2013_____

PCAL Curriculum Committee _____11/7/2013_____

Professional Education Council (if applicable) _____12/3/2014_____

Undergraduate Curriculum Committee 04/24/2014

University Senate _____

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)**

Contact Person: Mac McKerral, mac.mckerral@wku.edu; 745-5882

1. Identification of program:

- 1.1 Current program reference number: 736
- 1.2 Current program title: Major in Journalism (A.B.)
- 1.3 Credit hours: 45-46

2. Identification of the proposed program changes:

- Drop BCOM 265 *Basic Broadcast News* from required course list
- Correct narrative in the sophomore elective

3. Detailed program description:

<u>Current Program</u>	<u>Proposed Program</u>
Major in Journalism ADMISSION REQUIREMENTS Students wishing to enter the major in journalism are admitted as majors seeking admission (reference 736P). Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted: <ul style="list-style-type: none">1) Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;2) A minimum overall grade point average of 2.5;3) Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in general education;4) Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103 and JOUR 202. Students not meeting the above admission requirements will not be admitted to the Journalism major and cannot register for any additional courses in the major.	Major in Journalism ADMISSION REQUIREMENTS Students wishing to enter the major in journalism are admitted as majors seeking admission (reference 736P). Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted: <ul style="list-style-type: none">1) Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;2) A minimum overall grade point average of 2.5;3) Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in general education;4) Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103 and JOUR 202. Students not meeting the above admission requirements will not be admitted to the Journalism major and cannot register for any additional courses in the major.
CURRICULUM: The major in journalism	CURRICULUM: The major in journalism

(reference number 736) requires 45 to 46 semester hours and leads to the Bachelor of Arts degree. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements. One-half of the hours in the major must be at the 300- or 400-level.

Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the journalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor.

Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor.

Required courses (39 hours)

PJ 131 Intro to Digital Photography (3)
SJB 101 Understanding Media (3)
SJB 102 Media Content, Collaboration (3)
SJB 103 Digital Storytelling (3)
JOUR 202 Intro. to Media Writing (3)
PJ 261 Intro to Multimedia (3)
BCOM 264 Digital Video Production (3)
~~BCOM 265 Basic Broadcast News (3)~~
JOUR 301 Press Law and Ethics (3)
JOUR 302 Intermediate Reporting (3)
JOUR 323 Multiplatform News (3)
JOUR 325 Feature Writing (3)
AD 348 Intro to Interactive Media (3)

Required Elective (3 hours)

One 3-credit hour upper division elective taken sophomore year outside the major in journalism in AD, BCOM, FILM, PJ, or PR subject area with approval of advisor.

Select one of the following three capstone experiences (3-4 hours)

JOUR 426 Advanced Reporting (3)
or by application
SJB 495 Collaborative Journalism(3)
or by application

(reference number 736) requires 45 to 46 semester hours and leads to the Bachelor of Arts degree. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements. One-half of the hours in the major must be at the 300- or 400-level.

Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the journalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor.

Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor.

Required courses (36 hours)

PJ 131 Intro to Digital Photography (3)
SJB 101 Understanding Media (3)
SJB 102 Media Content, Collaboration, (3)
SJB 103 Storytelling for the 21st Century (3)
JOUR 202 Introduction to Media Writing (3)
PJ 261 Intro to Multimedia (3)
BCOM 264 Digital Video Production (3)
JOUR 301 Press Law and Ethics (3)
JOUR 302 Intermediate Reporting (3)
JOUR 323 Multiplatform News (3)
JOUR 325 Feature Writing (3)
AD 348 Intro to Interactive Media (3)

Required Elective (3 hours)

One 3-credit hour upper division elective taken sophomore year outside the major in journalism in AD, BCOM, FILM, PJ, PR or **SJB** subject area with approval of advisor.

Select one of the following three capstone experiences (3-4 hours)

JOUR 426 Advanced Reporting (3)
or by application
SJB 495 Collaborative Journalism(3)
or by application

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

1. Identification of program:

- 1.1 Current program reference number: 534P
- 1.2 Current program title: Civil Engineering-Prep
- 1.3 Current credit hours: 35
- Proposed credit hours: 38 or 39

2. Identification of the proposed program changes:

- Require that students must complete MATH 237 Multivariable Calculus (4 hrs) or MATH 331 Differential Equations (3 hrs) with a grade of “C” or better.
- Increase the number of credit hours in the pre-major program from 35 to 38 or 39.

3. Detailed program description:

The existing statement in the undergraduate catalog is:

To transition from pre-major to major and to graduate with a degree in civil engineering, students must complete each of the following courses and labs with a grade of “C” or better: CE 176, AMS 163, ENG 100, CE 160 and 161, EM 221 or 222, COMM 145 or 161, MATH 136 and 137, PHYS 255 and 256, and CHEM 120 and 121.

The proposed statement in the undergraduate catalog is:

To transition from pre-major to major and to graduate with a degree in civil engineering, students must complete each of the following courses and labs with a grade of “C” or better: CE 176, AMS 163, ENG 100, CE 160 and 161, EM 221 or 222, COMM 145 or 161, MATH 136 and 137, MATH 237 or 331, PHYS 255 and 256, and CHEM 120 and 121.

For a side by side comparison, see the next page.

Current Program Courses	Hrs	Proposed Program Courses	Hrs
CE 176 Civil Engineering Freshman Design	1	CE 176 Civil Engineering Freshman Design	1
AMS 163 Architectural Drafting	3	AMS 163 Architectural Drafting	3
MATH 136 Calculus I	4	MATH 136 Calculus I	4
MATH 137 Calculus II	4	MATH 137 Calculus II	4
		MATH 237 Multivariable Calculus or MATH 331 Differential Equations	4 or 3

CE 160 Principles of Surveying	3	CE 160 Principles of Surveying	3
CE 161 Principles of Surveying Lab	1	CE 161 Principles of Surveying Lab	1
ENG 100 Freshman English	3	ENG 100 Freshman English	3
PHYS 255 University Physics I	4	PHYS 255 University Physics I	4
PHYS 256 University Physics I Lab	1	PHYS 256 University Physics I Lab	1
EM 221 or 222 Statics	3	EM 221 or 222 Statics	3
COMM 145 Fund. of Public Speaking or COMM 161 Business & Prof. Speaking	3	COMM 145 Fund. of Public Speaking or COMM 161 Business & Prof. Speaking	3
CHEM 120 College Chemistry I	4	CHEM 120 College Chemistry I	4
CHEM 121 College Chemistry I Lab	1	CHEM 121 College Chemistry I Lab	1

Total hours = 35

Total hours = 38 or 39

4. Rationale for the proposed program change:

- The civil engineering, mechanical engineering and electrical engineering programs are trying to harmonize the pre-major requirements in mathematics. The pre-major in civil engineering currently requires students to complete only MATH 136 or 137 with a grade of "C" or better. Hence, the same requirement is being proposed for the pre-major in civil engineering, thereby increasing the number of hours from 35 to 38 or 39.

5. Proposed term for implementation: Fall 2015

6. Dates of prior committee approvals:

Department of Engineering 3/20/2014

Ogden College Curriculum Committee 4/3/2014

Undergraduate Curriculum Committee 04/24/2014

University Senate _____

Proposal Date: 2/10/2014

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

Contact Person: Shane M. Palmquist
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 745-2919

1. Identification of program:

- 1.1 Current program reference number: 534
- 1.2 Current program title: Engineering-Civil
- 1.3 Credit hours: 67

2. Identification of the proposed program changes:

- Delete ENGR 175 University Experience-Engineering (1 hr).
- Delete ECON 202 Microeconomics (3 hr).
- Add GEOL 111 The Earth (3 hrs) and GEOL 113 The Earth Laboratory (1 hr).
- Require that students earn a grade of “C” or better in MATH 237 Multivariable Calculus (4 hr) and MATH 331 Differential Equations (3 hr).
- Give students the option of taking the new course CE 305 Risk Analysis (3 hrs) or STAT 301 Probability and Statistics (3 hrs), which is currently a required course. A grade of “C” or better is required in either course.

3. Detailed program description:

CE Current Program

CE Proposed Program

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
ENGR or UE	175	University Experience	1 or 2					
CE	176	CE Freshman Design	1		CE	176	CE Freshman Design	1
CE	160	Prin. of Surveying	3		CE	160	Prin. of Surveying	3
CE	161	Surveying Lab	1		CE	161	Surveying Lab	1
CE	303	Constr. Management	3		CE	303	Constr. Management	3
CE	304	Constr. Management Lab	1		CE	304	Constr. Management Lab	1
					CE or STAT	305	Risk Analysis	3
						301	Probability & Statistics	
CE	310	Strengths Lab	1		CE	310	Strengths Lab	1
Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
CE	316	Equip. & Methods	3		CE	316	Equip. & Methods	3
CE	331	Transportation Eng.	3		CE	331	Transportation Eng.	3
CE	341 or 342	Fluid and Thermal Science	4		CE	341 or 342	Fluid and Thermal Science	4
CE	351 or 352	Intro. to Environmental Engineering	3		CE	351 or 352	Intro. to Environmental Engineering	3
CE	370	Matls. of Constr,	2		CE	370	Matls. of Constr,	2

CE	371	Matls. of Constr. Lab	1	CE	371	Matls. of Constr. Lab	1
CE	382 or 373	Structural Analysis	3	CE	382 or 373	Structural Analysis	3
CE	384 or 482 or 483	Civil Engineering Design Course	3	CE	384 or 482 or 483	Civil Engineering Design Course	3
CE	410	Soil Mechanics	3	CE	410	Soil Mechanics	3
CE	411	Soil Mechanics Lab	1	CE	411	Soil Mechanics Lab	1
CE	412	Foundation Eng.	3	CE	412	Foundation Eng.	3
CE	461	Hydrology	3	CE	461	Hydrology	3
CE	400	Senior Proj. Seminar	1	CE	400	Senior Proj. Seminar	1
CE	498	Senior Project	3	CE	498	Senior Project	3
CE		Technical Elective	3	CE		Technical Elective	3
CE		Technical Elective	3	CE		Technical Elective	3
CE		Technical Elective	3	CE		Technical Elective	3
AMS	163	Arch. Drafting	3	AMS	163	Arch. Drafting	3
EM	221 or 222	Statics	3	EM	221 or 222	Statics	3
EM	302 or 303	Mechanics of Deformable Bodies	3	EM	302 or 303	Mechanics of Deformable Bodies	3
TOTALS		Credit Hours	65 or 66	TOTALS		Credit Hours	67

Other Requirements

Other Proposed Requirements

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
MATH	136	Calculus I	4	MATH	136	Calculus I	4
MATH	137	Calculus II	4	MATH	137	Calculus II	4
MATH	237	Multivariable Calculus	4	MATH	237	Multivariable Calculus	4
MATH	331	Differential Equations	3	MATH	331	Differential Equations	3
STAT	301	Probability & Statistics	3				
PHYS	255	University Physics I	4	PHYS	255	University Physics I	4
PHYS	256	Physics I Lab	1	PHYS	256	Physics I Lab	1
PHYS	265	University Physics II	4	PHYS	265	University Physics II	4
PHYS	266	Physics II Lab	1	PHYS	266	Physics II Lab	1
CHEM	120	College Chemistry I	3	CHEM	120	College Chemistry I	3

CHEM	121	Chemistry I Lab	2	CHEM	121	Chemistry I Lab	2
				GEOL	111	The Earth	3
				GEOL	113	The Earth Lab	1
ECON	202	Microeconomics	3				
HIST	119 or 120	Western Civilization	3	HIST	101 or 102	World History	3
TOTALS		Credit Hours	39	TOTALS		Credit Hours	37

CE Current Program:

Students must have a grade of “C” or better in:

- All CE courses including technical electives (except for one (1) CE 400 level course), and
- EM 221 or 222: Statics, and EM 302 or 303: Mechanics of Deformable Solids.

CE Proposed Program:

Students must have a grade of “C” or better in:

- **All math courses,**
- **All premajor courses,**
- All CE courses including technical electives (except for one (1) CE 400-level course),
- **EM 302 or 303 Mechanics of Deformable Solids, and**
- **MATH 237 Multivariable Calculus, MATH 331 Differential Equations and STAT 301 Probability and Statistics if taken.**

4. Rationale for the proposed program change:

- Delete ENGR 175 University Experience-Engineering (1 hr).

This one credit course is not needed for students pursuing a major in civil engineering. If a student would like to take a University Experience course with or without an engineering component (CE 175 or UE 175), the civil engineering program faculty and department feel that this should be optional and not required.

- Delete ECON 202 Microeconomics (3 hr).

Concepts in economics important to civil engineering students will be covered in other engineering courses.

- Add GEOL 111 The Earth (3 hrs) and GEOL 113 The Earth Laboratory (1 hr).

This course and lab used to be required of the “pre-major” in civil engineering. However, the course and lab were removed as part of the “pre-major” requirement several years ago. Civil engineering students were still required to take this course and lab since they were prerequisites for CE 410 Soil Mechanics (3 hrs). The civil engineering program faculty and the department would like to formally add these to the major so that the total credit hours for the degree will reflect all courses/labs to be taken.

- Students must earn a grade of “C” or better in MATH 237 Multivariable Calculus (4 hr) and MATH 331 Differential Equations (3 hr).

Currently, students can earn a grade of “D” or better in either or both of these math courses. The civil engineering program faculty and department feel that a grade of “C” or better is necessary so that civil engineers students can more adequately apply advanced mathematical concepts and solution techniques to engineering problems seen in junior and senior level engineering coursework.

- Give students the option of taking the new course CE 305 Risk Analysis (3 hrs) or STAT 301 Probability and Statistics (3 hrs), which is currently a required course. A grade of “C” or better is required in either course.

Requiring a grade of “C” or better in CE 305 Risk Analysis is consistent with the current requirement that all civil engineering students must get a “C” or better in all CE prefixed courses and technical electives (except for one (1) CE 400 level course where a grade of “D” may be earned). Requiring a grade of “C” or better in STAT 301 Probability and Statistics is consistent with the proposed change that students earn a “C” or better in all math courses.

Allowing students to take CE 305 Risk Analysis or STAT 301 Probability or Statistics will allow students greater flexibility and choice in scheduling of classes.

5. **Proposed term for implementation:** Fall 2015

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

Department of Engineering: 3/20/2014

Ogden Curriculum Committee: 4/3/2014

University Curriculum Committee: 04/24/2014

University Senate: _____