

**UNIVERSITY CURRICULUM COMMITTEE  
WESTERN KENTUCKY UNIVERSITY**

**REPORT TO THE SENATE:**

**DATE:** 16 October 2008  
**FROM:** Beth Plummer, Chair

The University Curriculum Committee submits the following items from the 25 September 2008 meeting for approval by the University Senate:

**Information Item Report:**

1. One-Time-Only Course: GEOG 275, Supervised Independent Research in Geography
2. One-Time-Only Course: PERF 110 Mat Pilates
3. One-Time-Only Course: DANC/AFAM 221 African American Dance: Culture, History, Theory and Performance
4. Change of Course Prefix: BT 110C to BUS 110C Basic Accounting I
5. Change of Course Prefix: BT 111C to BUS 111C Basic Accounting II
6. Change of Course Prefix: BT 253C to BUS 253 Business Seminar
7. Course Deletion: RET 230C Internship Retailing
8. Course Deletion: RET 251C Retail Merchandising
9. Course Deletion: RET 253C Retail Management
10. Course Deletion: BT 180C Introduction to Computer Systems.
11. Course Deletion: DMT 141 Graphics for Interior Design
12. Course Deletion: DMT 241 Housing Perspectives
13. Course Deletion: DMT 242 Interior Design Environments
14. Course Deletion: DMT 342 Lighting Design
15. Course Deletion: DMT 343 Contract Design I
16. Course Deletion: DMT 442 Contract Design II
17. Course Deletion: DMT 443 Advanced Design Synthesis
18. Program Revision: Delete Retail Management Option of Business Program.
19. Revise Course Prerequisites/Corequisites: REC 306 Recreation Program Planning
20. Revise Course Prerequisites/Corequisites: REC 328 Inclusive Recreation
21. Revise Course Prerequisites/Corequisites: REC 402 Fiscal Practices in Recreation
22. Revise Course Prerequisites/Corequisites: REC 490 Internship in Recreation
23. Revise Course Prerequisites/Corequisites: DMT 201 Design Studio II
24. Revise Course Prerequisites/Corequisites: DMT 243 Materials and Finishes for Interior Design
25. Revise Course Prerequisites/Corequisites: DMT 300 Design Studio III
26. Revise Course Prerequisites/Corequisites: DMT 401 Design Studio VI
27. Revise Course Prerequisites: GEOG 300, Geographic Research and Analysis
28. Revise Course Prerequisites/Corequisites: Math 498, Senior Seminar
29. Revise Course Prerequisites: ENG 407 Linguistic Analysis

**Consent Agenda Report:**

Bowling Green Community College (p. 33)

1. Multiple Course Revisions: BT 256C Supervisory Management to BUS 248
2. Multiple Course Revisions: BT 220C Principles of Marketing to BUS 212C
3. Multiple Course Revisions: BT 250C Basic Business Communication to BUS 214C

College of Education and Behavioral Science (p. 39)

1. Create a Certification Policy: Policy on Expiration of Undergraduate Courses & Programs Leading to Professional Education Certification
2. Create a New Course: SMED 101 Introduction to Inquiry-Based Approaches to Teaching
3. Create a New Course: SMED 102 Introduction to Inquiry-Based Lesson Design

College of Health and Human Services (p. 48)

1. Reoffer One-Time-Only Course: CD 401 Fingerspelling and Numbering
2. Multiple Course Revisions: DMT 402 Design Studio VII
3. Create a New Course: NURS 102 Introduction to Professional Nursing
4. Create a New Course: DMT 244 Digital Design Tools
5. Create a New Course: DMT 304 Lighting and Environmental Controls
6. Create a New Course: DMT 410 Internship for Design, Textiles & Merchandising
7. Revise a Program: DMT: Interior Design
8. Create a New Minor Program: Meeting, Convention, and Exposition Planning

Gordon Ford College of Business (p. 70)

1. Create a New Major Program: Business Informatics

Ogden College of Science and Engineering (p. 75)

1. Reoffer One-Time-Only Course: MATH 103: Drop-Back Algebra (MOVED TO ACTION AGENDA)
2. Multiple Revisions to a Course: AMS 302, 3D Modeling and Animation
3. Create a New Course: STAT 330 Introduction to Statistical Software
4. Create a New Course: EE 445 Advance Electronics
5. Create a New Minor Program: Minor in Electrical Engineering

Potter College of Arts (p. 88)

1. Create a New Course: PERF 110 Mat Pilates
2. Create a New Course: HIST 481 The Rise and Fall of the Confederacy
3. Create a New Course: PS 497 Senior Seminar in International Affairs
4. Revise a Program: 583 Music (Liberal Arts)
5. Create a New Program: International Affairs

**Ad hoc UCC Subcommittee Report on One-time Only Forms (Information Item) (p. 115)**

1. Temporary Course Form
2. Temporary Course Form Guidelines

**Ogden College of Science and Engineering  
Department of Geography & Geology  
Proposal for a One-Time Only Course  
(Consent Item)**

Contact Person: Greg Goodrich, [gregory.goodrich@wku.edu](mailto:gregory.goodrich@wku.edu), 55986

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: GEOG 275
- 1.2 Course title: Supervised Independent Research in Geography
- 1.3 Abbreviated course title: Independent Research
- 1.4 Credit hours and contact hours: 1-3 hrs
- 1.5 Type of course: R (Research)
- 1.6 Prerequisites/corequisites: Freshman or sophomore standing and permission of instructor.
- 1.7 Course catalog listing: Prerequisite: Freshman or sophomore standing and permission of instructor. A study of a selected problem under the supervision of a faculty member.

**2. Rationale:**

- 2.1 Reason for offering this as a one-time only course: Too late in semester for full new-course proposal
- 2.2 Relationship of the proposed course to courses offered in other departments: GEOG 475 (Supervised Independent Research in Geography) is for junior/senior level students. GEOG 275 is a similar research experience for freshman/sophomore students. Students in the Kentucky Math and Science Academy will also take GEOG 275 to earn research credit. Since KMSA students cannot take 400-level courses, there is presently no mechanism for them to get independent research credit.

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

Department of Geography & Geology:	4/8/2008
Ogden Curriculum Committee	5/1/2008
University Curriculum Committee	9/25/2008
University Senate	_____

**Attachment: Course Inventory Form**

**Potter College of Arts and Letters  
Department of Theatre and Dance  
Proposal for a One-Time Only Course  
(Consent Item)**

Contact Person: Amanda Clark, 745-2956, amanda.clark@wku.edu

**4. Identification of proposed course:**

- 1.4 **Course prefix (subject area) and number:** PERF 110
- 1.5 **Course title:** Mat Pilates
- 1.6 **Abbreviated course title:** Mat Pilates
- 1.4 **Credit hours and contact hours:** 2
- 1.5 **Type of course:** A: Applied Learning
- 1.6 **Prerequisites/corequisites:** none
- 1.7 **Course catalog listing:** A study of Pilates-based, mat exercises. Holistic exercises use specific breath support and provide physical/mental conditioning that change muscle tone, balance, flexibility and overall fitness and well-being.

**5. Rationale:**

- 2.3 **Reason for offering this as a one-time only course:** This course will be offered in the spring of 2009.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** The physical fitness and overall well-being components of Mat Pilates provide a connection to select courses offered within the Department of Physical Education; however this technique specific movement course offers additional concepts and the development of skills central to the training of performing arts majors, including breathing methods, flexibility, balance and core strength.

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

Department of Theatre and Dance:	8/20/08
Potter College Curriculum Committee	9/04/08
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**

**Memorandum**  
**Proposal to Change Course Prefix (Business Technology)**  
**(Information Item)**

**TO:** University Curriculum Committee

**FROM:** Sponsoring Unit: Community College  
Department: Business Division  
Contact Person's Name: Ron Mitchell  
Contact Person's Email: ron.mitchell@wku.edu  
Contact Person's Phone: 780-2535

**CHANGE:** Current Course Prefix: BT 110C  
Proposed Course Prefix: BUS 110C

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE  
PREFIX (SUBJECT AREA):**

**RATIONALE:** The Degree was changed from Business Technology to Business and all of the core classes should reflect this change.

**DATE OF IMPLEMENTATION:** Fall 2009

**Attachment:** Course Inventory Form

**Proposal date: August 8, 2008**

**Memorandum  
Proposal to Change Course Prefix (Business Technology)  
(Information Item)**

**TO:** University Curriculum Committee

**FROM:** Sponsoring Unit: Community College  
Department: Business Division  
Contact Person's Name: Ron Mitchell  
Contact Person's Email: ron.mitchell@wku.edu  
Contact Person's Phone: 780-2535

**CHANGE:** Current Course Prefix: BT 111CC  
Proposed Course Prefix: BUS 111C

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE  
PREFIX (SUBJECT AREA):**

**RATIONALE:** The Degree was changed from Business Technology to Business and all of the core classes should reflect this change.

**DATE OF IMPLEMENTATION: Fall 2009**

**Attachment: Course Inventory Form**

**Proposal date: August 8, 2008**

**Memorandum  
Proposal to Change Course Prefix (Business Technology)  
(Information Item)**

**TO:** University Curriculum Committee

**FROM:** Sponsoring Unit: Community College  
Department: Business Division  
Contact Person's Name: Ron Mitchell  
Contact Person's Email: ron.mitchell@wku.edu  
Contact Person's Phone: 780-2535

**CHANGE:** Current Course Prefix: BT 253C  
Proposed Course Prefix: BUS 253C

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE  
PREFIX (SUBJECT AREA):**

**RATIONALE:** The Degree was changed from Business Technology to Business and all of the core classes should reflect this change.

**DATE OF IMPLEMENTATION: Fall 2009**

**Attachment: Course Inventory Form**

Proposal Date: September 10, 2008

**Bowling Green Community College  
Department of Business  
Proposal to Delete a Course  
(Consent Item)**

Contact Person:

Dr. John Wassom, [john.wassom@wku.edu](mailto:john.wassom@wku.edu), South Campus, C108, phone 270-780-2554

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: RET 230C
- 1.2 Course title: Internship-Retailing
- 1.3 Credit hours: 6 Hours

**2. Rationale for the course deletion:** Deletion of course due to lack of enrollment.

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

None

**4. Proposed term for implementation:** Fall 2009

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

Business Department/Division:	<u>September 10, 2008</u>
BGCC Curriculum Committee	9/11/2008
University Curriculum Committee	9/25/08
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
University Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**



Proposal Date: September 10, 2008

**Bowling Green Community College  
Department of Business  
Proposal to Delete a Course  
(Consent Item)**

Contact Person:

Dr. John Wassom, [john.wassom@wku.edu](mailto:john.wassom@wku.edu), South Campus, C108, phone 270-780-2554

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: RET 251C
- 1.2 Course title: Retail Merchandising
- 1.3 Credit hours: 3 Hours

**2. Rationale for the course deletion:** Deletion of course due to lack of enrollment.

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

None

**4. Proposed term for implementation:** Fall 2009

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

Business Department/Division:	<u>September 10, 2008</u>
BGCC Curriculum Committee	9/11/2008
University Curriculum Committee	9/25/08
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
University Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: September 10, 2008

**Bowling Green Community College  
Department of Business  
Proposal to Delete a Course  
(Consent Item)**

Contact Person:

Dr. John Wassom, [john.wassom@wku.edu](mailto:john.wassom@wku.edu), South Campus, C108, phone 270-780-2554

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: RET 253C
- 1.2 Course title: Retail Management
- 1.3 Credit hours: 3 Hours

**2. Rationale for the course deletion:** Deletion of course due to lack of enrollment.

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

None

**4. Proposed term for implementation:** Fall 2009

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

Business Department/Division:	<u>September 10, 2008</u>
BGCC Curriculum Committee	9/11/2008
University Curriculum Committee	9/25/08
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
University Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Bowling Green Community College  
Department of Business  
Proposal to Delete a Course  
(Consent Item)**

Contact Person:

Dr. John Wassom, [john.wassom@wku.edu](mailto:john.wassom@wku.edu), South Campus, C108, phone 270-780-2554

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BT 180C
- 1.2 Course title: Introduction to Computer Systems
- 1.3 Credit hours: 3 Hours

**2. Rationale for the course deletion:** Same material can be taught in CSCI 145C

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

There will be no adverse effects.

**4. Proposed term for implementation:** Fall 2009

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

Business Department/Division: September 10, 2008

BGCC Curriculum Committee 9/11/2008

University Curriculum Committee 9/25/08

Professional Education Council \_\_\_\_\_  
(if applicable)

General Education Committee \_\_\_\_\_  
(if applicable)

University Curriculum Committee \_\_\_\_\_

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

**Attachment: Course Inventory Form**

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

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu) , 745-4105

1. **Identification of course:**

- 1.1 Current course prefix (subject area) and number: DMT 141
- 1.2 Course title: Graphics for Interior Design
- 1.3 Credit hours: 3

2. **Rationale for the course deletion:** Existing course DMT 201 includes much of this course material and is included as a required portion of the program option. It is, therefore, not necessary to include the material as an additional elective course.

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

4. **Proposed term for implementation:** Spring 2009

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

CFS Department:	<u>August 20, 2008</u>
CHHS Undergraduate Curriculum Committee	<u>September 5, 2008</u>
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**

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

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

1. **Identification of course:**
  - 1.1 Current course prefix (subject area) and number: DMT 241
  - 1.2 Course title: Housing Perspectives
  - 1.3 Credit hours: 3
  
2. **Rationale for the course deletion:** Existing course DMT 201 includes much of this course material and is included as a required portion of the program option. It is, therefore, not necessary to include the material as an additional elective course.
  
3. **Effect of course deletion on programs or other departments, if known:** None
  
4. **Proposed term for implementation:** Spring 2009
  
5. **Dates of prior committee approvals:**

CFS Department:	_____ August 20, 2008 _____
CHHS Undergraduate Curriculum Committee	_____ September 5, 2008 _____
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**

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

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: DMT 242
- 1.2 Course title: Interior Design Environments
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Existing course DMT 300 includes much of this course material and is included as a required portion of the program option. It is, therefore, not necessary to include the material as an additional elective course.

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

**4. Proposed term for implementation:** Spring 2009

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

CFS Department:	<u>August 20, 2008</u>
CHHS Undergraduate Curriculum Committee	<u>September 5, 2008</u>
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: June 24, 2008

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

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

1. **Identification of course:**

- 1.1 Current course prefix (subject area) and number: DMT 342
- 1.2 Course title: Lighting Design
- 1.3 Credit hours: 3

2. **Rationale for the course deletion:** Existing course DMT 303 includes much of this course material and is included as a required portion of the program option. It is, therefore, not necessary to include the material as an additional elective course.

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

4. **Proposed term for implementation:** Spring 2009

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

CFS Department:	<u>August 20, 2008</u>
CHHS Undergraduate Curriculum Committee	<u>September 5, 2008</u>
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**

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

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

1. **Identification of course:**
  - 1.1 Current course prefix (subject area) and number: DMT 343
  - 1.2 Course title: Contract Design I
  - 1.3 Credit hours: 3
  
2. **Rationale for the course deletion:** Existing course DMT 302 includes much of this course material and is included as a required portion of the program option. It is, therefore, not necessary to include the material as an additional elective course.
  
3. **Effect of course deletion on programs or other departments, if known:** None
  
4. **Proposed term for implementation:** Spring 2009
  
5. **Dates of prior committee approvals:**

CFS Department:	<u>August 20, 2008</u>
CHHS Undergraduate Curriculum Committee	<u>September 5, 2008</u>
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**



Proposal Date: June 24, 2008

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

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

1. **Identification of course:**

- 1.1 Current course prefix (subject area) and number: DMT 442
- 1.2 Course title: Contract Design II
- 1.3 Credit hours: 3

2. **Rationale for the course deletion:** Existing course DMT 401 includes much of this course material and is included as a required portion of the program option. It is, therefore, not necessary to include the material as an additional elective course.

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

4. **Proposed term for implementation:** Spring 2009

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

CFS Department:	<u>August 20, 2008</u>
CHHS Undergraduate Curriculum Committee	<u>September 5, 2008</u>
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: June 24, 2008

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

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

1. **Identification of course:**

- 1.1 Current course prefix (subject area) and number: DMT 443
- 1.2 Course title: Advanced Design Synthesis
- 1.3 Credit hours: 3

2. **Rationale for the course deletion:** Existing course DMT 301 includes much of this course material and is included as a required portion of the program option. It is, therefore, not necessary to include the material as an additional elective course.

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

4. **Proposed term for implementation:** Spring 2009

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

CFS Department:	<u>August 20, 2008</u>
CHHS Undergraduate Curriculum Committee	<u>September 5, 2008</u>
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: September 8, 2008

**Bowling Green Community College  
Department of Business  
Proposal to Revise A Program  
(Consent Item)**

Contact Person: [John.Wassom@wku.edu](mailto:John.Wassom@wku.edu) 780-2544

**1. Identification of program:**

- 1.1 Current program reference number: 288
- 1.2 Current program title: Business-Retail Management Option
- 1.3 Credit hours: 64

**2. Identification of the proposed program changes:** Delete the Retail Management Option of the degree

**3. Detailed program description:**

**(side-by-side table is requested for ALL program changes except title changes showing new program on right and identifying changes in bold type.)**

**Existing Program**

ENG 100C  
MA 116C  
SPCH 161C  
Any Category C Elective  
Any Category B Elective  
ECO 202C  
ECO 203C  
Gen Ed. Electives (4 Hours)

**Proposed Program**

Delete this option of  
the degree.

BT 110C or ACC 200C  
BT 111C or ACC 201C  
CSCI 145C  
BT 220C  
BT 250C  
BT 253C  
BT 256C

BUS 252C  
BUS 255C  
RET 230C  
RET 251C  
RET 253C  
Business Elective

**4. Rationale for the proposed program change:** Program has no enrollment

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

Fall 2009

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

Business Division: 09/09/2008

BGCC Curriculum Committee	9/11/2008
University Curriculum Committee	9/25/08
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
University Curriculum Committee	_____
University Senate	_____

**Attachment: Program Inventory Form**

Proposal Date: August 19, 2008

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

Contact Person: Tammie Stenger-Ramsey, tammie.stenger@wku.edu, 745-6063

1. **Identification of course:**

- 1.1 Course prefix (subject area) and number: REC 306
- 1.2 Course title: Recreation Program Planning
- 1.3 Credit hours: 3.0

2. **Current prerequisites/corequisites/special requirements:** REC 200, REC 302, REC 304

3. **Proposed prerequisites/corequisites/special requirements:** None

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

The course content in this course is a necessity or beneficial for students in several new programs in the Department of Physical Education and Recreation (Major in Sport management, Minors in American Humanics, Tourism, and Facility and Event Planning), therefore as those programs were created REC 306 was included as a required course. The students in the different programs of study do not need to take the original set of prerequisite courses that are required for the Recreation Administration major.

5. **Effect on completion of major/minor sequence:** Faculty will need to strongly encourage sequence during advising for majors, however, students from other majors will be able to enroll in the courses without the instructor having to complete an override for students required to take the course.

6. **Proposed term for implementation:** Spring 2009

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

PE and REC Department August 20, 2008

CHHS Undergraduate Curriculum Committee September 5, 2008

University Curriculum Committee 9/25/08

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

**Attachment: Course Inventory Form**

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

Contact Person: Tammie Stenger-Ramsey, tammie.stenger@wku.edu, 745-6063

1. **Identification of course:**
  - 1.1 Course prefix (subject area) and number: REC 328
  - 1.2 Course title: Inclusive Recreation
  - 1.3 Credit hours: 3.0
2. **Current prerequisites/corequisites:** REC 306
3. **Proposed prerequisites/corequisites/special requirements:** None
4. **Rationale for the revision of prerequisites/corequisites/special requirements:**

REC 328 is an elective course. While REC 306 is beneficial for students taking this course, it is not necessary for students to be successful. Removing this prerequisite opens the course up to students outside the major/minor who might be interested in the course topics.
5. **Effect on completion of major/minor sequence:** None. This is an elective course.
6. **Proposed term for implementation:** Spring 2009
7. **Dates of prior committee approvals:**

PE and REC Department	<u>August 20, 2008</u>
CHHS Undergraduate Curriculum Committee	<u>September 5, 2008</u>
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**

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

Contact Person: Tammie Stenger-Ramsey, tammie.stenger@wku.edu, 745-6063

1. **Identification of course:**
  - 1.1 Course prefix (subject area) and number: REC 402
  - 1.2 Course title: Fiscal Practices in Recreation
  - 1.3 Credit hours: 3.0
2. **Current prerequisites/corequisites/special requirements:** None
3. **Proposed prerequisites:** REC 304
4. **Rationale for the revision of prerequisites/corequisites/special requirements:**

Students were taking REC 402 which requires knowledge of specific software programs and functions without having the REC 304 course which teaches those skills. The students who struggled were usually those with less technological skills.
5. **Effect on completion of major/minor sequence:** Helps students succeed by completing courses in the preferred sequence.
6. **Proposed term for implementation:** Spring 2009
7. **Dates of prior committee approvals:**

PE and REC Department	<u>August 20, 2008</u>
CHHS Undergraduate Curriculum Committee	<u>September 5, 2008</u>
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**

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

Contact Person: Tammie Stenger-Ramsey, tammie.stenger@wku.edu, 745-6063

1. **Identification of course:**

- 1.1 Course prefix (subject area) and number: REC 406
- 1.2 Course title: Recreation Administration
- 1.3 Credit hours: 3.0

2. **Current prerequisites/corequisites/special requirements:** REC 306

3. **Proposed prerequisites:** REC 200, 302, 304, 306

4. **Rationale for the revision of prerequisites/corequisites/special requirements:**  
Students were taking a senior level course without taking important foundation courses first.

5. **Effect on completion of major/minor sequence:** Helps students succeed by completing courses in the preferred sequence.

6. **Proposed term for implementation:** Spring 2009

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

PE and REC Department	<u>August 20, 2008</u>
CHHS Undergraduate Curriculum Committee	<u>September 5, 2008</u>
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**



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

Contact Person: Tammie Stenger-Ramsey, tammie.stenger@wku.edu, 745-6063

1. **Identification of course:**

- 1.1 Course prefix (subject area) and number: REC 490
- 1.2 Course title: Internship in Recreation
- 1.3 Credit hours: 3.0

2. **Current prerequisites:** REC 406, Permission of Instructor

3. **Proposed prerequisites:** REC 402, 404, 406, Permission of Instructor

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

The policies and procedures in the internship manual state that students must take all of the required courses in the Recreation Major/Minor prior to enrolling in REC 490. This change simply enforces what has been done in practice for years.

5. **Effect on completion of major/minor sequence:** Helps students succeed by completing courses in the preferred sequence.

6. **Proposed term for implementation:** Spring 2009

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

PE and REC Department August 22, 2008

CHHS Undergraduate Curriculum Committee September 5, 2008

University Curriculum Committee 9/25/08

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

**Attachment: Course Inventory Form**

**College of Health and Human Services  
Department of Consumer and Family Sciences  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: DMT 201
- 1.2 Course title: Design Studio II
- 1.3 Credit hours: 4

**2. Current prerequisites/corequisites/special requirements:** Prerequisites: DMT 110, 120, 344 and portfolio review indicating acceptance/continuation in the program.

**3. Proposed prerequisites/corequisites/special requirements:** Prerequisites: DMT 110, 120/Corequisites: DMT 243 and portfolio review for advising of strengths and weaknesses.

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** To ensure excellence, the interior design program must maintain high standards of student and institutional performance. Revising this requirement will allow students to address weaknesses they have in their portfolio that may hinder their success in the design profession. This revision meets section VI of the accreditation requirements of CIDA (Certification of Interior Design Accreditation) for assessment and accountability.

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

**6. Proposed term for implementation:** Fall 2009

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

CFS Department:	<u>August 20, 2008</u>
CHHS Undergraduate Curriculum Committee	<u>September 5, 2008</u>
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**

**College of Health and Human Services  
Department of Consumer and Family Sciences  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: DMT 243
- 1.2 Course title: Materials and Finishes for Interior Design
- 1.3 Credit hours: 3

**2. Current prerequisites/corequisites/special requirements:** Prerequisites: DMT 120 or permission of instructor/Corequisites: DMT 300

**3. Proposed prerequisites/corequisites/special requirements:** Prerequisites: DMT 120 or permission of instructor/Corequisites: DMT 201

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** The content of this course covers the selection of materials and finishes for residential and commercial applications and is basic to the success of completing DMT 300 projects and should not be taken concurrently with DMT 300.

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

**6. Proposed term for implementation:** Fall 2009

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

CFS Department: August 20, 2008

CHHS Undergraduate Curriculum Committee September 5, 2008

University Curriculum Committee 9/25/08

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

**Attachment: Course Inventory Form**

**College of Health and Human Services  
Department of Consumer and Family Sciences  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: DMT 300
- 1.2 Course title: Design Studio III
- 1.3 Credit hours: 4

**2. Current prerequisites/corequisites/special requirements:** Prerequisites: DMT 201, Corequisites: AMS 202 and DMT 243

**3. Proposed prerequisites/corequisites/special requirements:** Prerequisites: DMT 201 and DMT 243, Corequisites: AMS 202

**4. Rationale for the revision of prerequisites/corequisites/special requirements:**  
The success of this course depends on students specifying appropriate materials and finishes with studio projects. DMT 243 Materials and Finishes should not be taken concurrently with DMT 300.

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

**6. Proposed term for implementation:** Fall 2009

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

CFS Department:	<u>August 20, 2008</u>
CHHS Undergraduate Curriculum Committee	<u>September 5, 2008</u>
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**

**College of Health and Human Services  
Department of Consumer and Family Sciences  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: DMT 401
- 1.2 Course title: Design Studio VI
- 1.3 Credit hours: 4

**2. Current prerequisites/corequisites/special requirements:** Prerequisites: DMT 302 and portfolio review indicating continuation in the program/Corequisites: DMT 403

**3. Proposed prerequisites/corequisites/special requirements:** Prerequisites: DMT 302/Corequisites: DMT 403

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** Students completing Design Studio VI have one studio to complete before graduating and at this point should not be forced to undergo a portfolio review to matriculate.

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

**6. Proposed term for implementation:** Fall 2009

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

CFS Department: August 20, 2008

CHHS Undergraduate Curriculum Committee September 5, 2008

University Curriculum Committee 9/25/08

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

**Attachment: Course Inventory Form**

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

Contact Person: David Keeling, [david.keeling@wku.edu](mailto:david.keeling@wku.edu), 5-4555

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: GEOG 300
- 1.2 Course title: Geographic Research and Analysis
- 1.3 Credit hours: 3

**2. Current prerequisites: GEOG 100, 101, 110, or instructor's permission.**

**3. Proposed prerequisites: GEOG 100 or GEOL 102 or GEOL 111; GEOG 101 or 110; or instructor's permission.**

**4. Rationale for the revision of prerequisites: Students are not required to take all three lower-division courses (100, 101, 110) in the program concentrations. Students are required only to have one earth science course and one cultural science course in the department.**

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

**6. Proposed term for implementation: Spring 2009**

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

Geography and Geology Department: \_\_\_\_\_ 4/25/2008

Ogden College Curriculum Committee: \_\_\_\_\_ 5/01/2008

University Curriculum Committee 9/25/08

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

**Attachment: Course Inventory Form**

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

Contact Person: Molly Dunkum, [molly.dunkum@wku.edu](mailto:molly.dunkum@wku.edu), 745-6235

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: Math 498
- 1.2 Course title: Senior Seminar
- 1.3 Credit hours: 1

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

Prerequisites: MATH 317 and MATH 327 and senior standing, or permission of instructor

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

Prerequisites: MATH 317 and MATH 327 and senior standing, or permission of instructor  
Recommended prerequisite: MATH 398

**4. Rationale for the revision of prerequisites/special requirements:** This change will encourage students to begin work on their senior project topic one semester ahead of time, thus increasing the quality of projects and decreasing the number of incomplete (X) grades.

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

**6. Proposed term for implementation:** Spring, 2009

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

Mathematics Department	<u>4/27/2007</u>
OCSE Curriculum Committee	<u>5/3/2007</u>
Professional Education Council	<u>9/12/2007</u>
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**

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

Contact Person: Elizabeth Grace Winkler ([elizabeth.winkler@wku.edu](mailto:elizabeth.winkler@wku.edu), 5-2415)

- 1. Identification of course:**
  - 1.1. Course prefix (subject area) and number: ENG 407
  - 1.2. Course title: Linguistic Analysis
  - 1.3. Credit hours: 3
  
- 2. Current prerequisites:** ENG 100 and ENG 200 or its equivalent
  
- 3. Proposed prerequisite:** ENG 104, ENG 302, ENG 304, or an equivalent
  
- 4. Rationale for the revision of prerequisite:** Linguistic Analysis is an advanced linguistics course that assumes an understanding of fundamental linguistic concepts. (ENG 100 and 200, previous prerequisites for Linguistic Analysis, no longer need to be included because they are required as prerequisites for ENG 104, ENG 302, and ENG 304.)
  
- 5. Effect on completion of major/minor sequence:** The pre-requisite courses are offered every semester, including the summer term. Having to take one of these courses should therefore not present a significant obstacle to enrolling in ENG 407, an English elective.
  
- 6. Proposed term for implementation:** 200920
  
- 7. Dates of prior committee approvals:**

English Department:	__8-15-08__
PCAL Curriculum Committee	__9-4-08__
University Curriculum Committee	9/25/08
University Senate	_____

**Attachment: Course Inventory Form**



**Community College  
Department of Business  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BT 256C
- 1.2 Course title: Supervisory Management
- 1.3 Credit hours: 3

**2. Revise course title:**

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

**3. Revise course number:**

- 3.1 Current course number: BT 256
- 3.2 Proposed course number: BUS 248
- 3.3 Rationale for revision of course number: Degree was changed from Business Technology to Business and the courses within the program need to be changed.

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements:  
(indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:
- 5.2 Proposed course catalog listing:
- 5.3 Rationale for revision of course catalog listing:

**6. Revise course credit hours:**

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

**7. Proposed term for implementation:**

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

Business Division: 8/20/2008

BGCC Curriculum Committee 9/11/2208

University Curriculum Committee 9/25/2008

Professional Education Council \_\_\_\_\_  
(if applicable)

General Education Committee \_\_\_\_\_  
(if applicable)

University Curriculum Committee \_\_\_\_\_

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

**Attachment: Course Inventory Form**

**Community College  
Department of Business  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BT 220C
- 1.2 Course title: Principles of Marketing
- 1.3 Credit hours: 3

**2. Revise course title:**

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

**3. Revise course number:**

- 3.1 Current course number: BT220C
- 3.2 Proposed course number: BUS 212C
- 3.3 Rationale for revision of course number: Existing course in Business and number must be changed so that prefix can be changed to BUS instead of BT.

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements:  
(indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:
- 5.2 Proposed course catalog listing:
- 5.3 Rationale for revision of course catalog listing:

**6. Revise course credit hours:**

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

**7. Proposed term for implementation:**

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

Business Division: 9/10/2008

BGCC Curriculum Committee 9/11/08

University Curriculum Committee 9/25/2008

Professional Education Council  
(if applicable) \_\_\_\_\_

General Education Committee  
(if applicable) \_\_\_\_\_

University Curriculum Committee \_\_\_\_\_

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

**Attachment: Course Inventory Form**

**Community College  
Department of Business  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

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

**1. Identification of course:**

- 1.4 Current course prefix (subject area) and number: BT 250C
- 1.5 Course title: Basic Business Communications
- 1.6 Credit hours: 3

**2. Revise course title:**

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

**3. Revise course number:**

- 3.1 Current course number: BT 250C
- 3.2 Proposed course number: BUS 214C
- 3.3 Rationale for revision of course number: Existing course in Business and number must be changed so that prefix can be changed to BUS instead of BT.

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements:  
(indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:
- 5.2 Proposed course catalog listing:
- 5.3 Rationale for revision of course catalog listing:

**6. Revise course credit hours:**

- 6.4 Current course credit hours:
- 6.5 Proposed course credit hours:

6.6 Rationale for revision of course credit hours:

**7. Proposed term for implementation:**

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

Business Division:	9/10/2008
BGCC Curriculum Committee	9/11/08
University Curriculum Committee	9/25/2008
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
University Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**College of Education and Behavioral Sciences  
Proposal to Create a Certification Policy  
(Action Item)**

Contact Person: Retta E. Poe, [retta.poe@wku.edu](mailto:retta.poe@wku.edu), 745-4662

**1. Identification of proposed policy:** Policy on Expiration of Undergraduate Courses and Programs Leading to Professional Education Certification

**2. Statement of proposed policy:**  
For undergraduate certification-only programs:

A student who entered WKU as a beginning freshman or transfer student Fall 2005 and thereafter (i.e., iCAP-eligible students) will be allowed seven consecutive years from the student's catalog term (initial term of entry) to complete teacher certification requirements. The Dean of the College of Education and Behavioral Sciences may grant an extension to this deadline.

For undergraduate courses used to satisfy requirements in programs leading to teacher certification:  
Approved courses for programs leading to teacher certification must be aligned with current standards. Some older courses are not aligned with current standards, and thus it may not be appropriate to count them in a student's program. Generally speaking, professional education and "content" courses used to satisfy program requirements in programs leading to professional education certification should be no more than 10 years old. Decisions about whether older courses may be used will be made on a case-by-case basis by the department head of the student's major. Students who wish to use courses taken more than 10 years ago to satisfy program requirements may be required to demonstrate proficiency related to current course content and learning outcomes.

**3. Rationale for proposed policy:** Although the undergraduate catalog includes policy statements regarding expiration dates for undergraduate degree programs, no formal policy exists regarding expiration of courses and (non-degree) programs leading to professional education certification. Such a policy is needed to provide guidance both to advisors and to students who wish to complete programs after a long interruption. The goal of the policy is to help assure that students recommended for certification in professional education have knowledge and skills that meet current standards.

**4. Impact of proposed policy on existing academic or non-academic policies:** The proposed policy is consistent with undergraduate policies regarding completion of degree programs.

**5. Proposed date of implementation:** The policy will be implemented immediately. Informally the policy has provided guidance for certification recommendations for at least the past 10 years; approval of the policy will assure more consistency in its application.

**6. Dates of approval:**

CEBS Curriculum Committee	9/2/08
Professional Education Council	9/10/08
Undergraduate Curriculum Committee	9/25/08
University Senate	_____

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

Contact Person: Richard Gelderman, richard.gelderman@wku.edu, (270) 745-6203

**1. Identification of proposed course:**

- 1.1 Course prefix and number: SMED 101
- 1.2 Course title: Step 1: Introduction to Inquiry-Based Approaches to Teaching
- 1.3 Abbreviated course title: Step 1: Inquiry-Based Teaching
- 1.4 Credit hours / contact hours: 1.0 / 1.5
- 1.5 Type of course: A (Applied Learning)
- 1.6 Prerequisites: none
- 1.7 Course catalog listing:

Introduction to theory and practice necessary to design and deliver high quality inquiry-based math and science instruction. Students explore and practice the guided inquiry process, create lesson plans and implement them during visits to elementary classrooms. Fieldwork required; students are responsible for arranging their own transportation to sites.

**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. In this first course of the SKyTeach curriculum, students are invited to explore teaching as a career by teaching math/science lessons in elementary classrooms. The early field experience allows students to obtain direct experience with planning and implementing inquiry-based lessons, led by SKyTeach Master Teachers who are experienced middle or secondary teachers. The elementary classrooms will be selected both for diversity of the student body and for quality of the classroom teacher, providing the best and most supportive environment for this first taste of teaching. Projected enrollment in the proposed course:

Based on enrollments in current math and science teacher education sequences and the successful recruitment of math/science majors for the one-time-only fall 2008 sections of this course, we expect 80 students per year. When the SKyTeach program is approved, it will become the sole path to math/science teacher certification for middle or high school.

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

The combination of this course and SMED 102 most closely resembles EDU 250 and MGE 275; however SMED 101 goes beyond classroom observations to include planning and teaching math and science lessons in classrooms supervised by experienced elementary teachers.



2.3 Relationship of the proposed course to courses offered in other departments:  
No other department offers a specific introduction to math and science education for middle grade and secondary teachers.

2.4 Relationship of the proposed course to courses offered in other institutions:  
This course is a replication of the STEP 1 course in the University of Texas at Austin's UTeach program.

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

#### 3.1 Course objectives:

This course will provide math and science majors with first-hand experience with inquiry-based math/science lessons in elementary classrooms. Upon completion of this course, students will be able to:

- Utilize content knowledge to plan and teach three upper elementary grade lessons
- Use sources of exemplary inquiry-based mathematics and science lessons
- Write performance objectives and assessments of those objectives for each lesson
- Design and teach inquiry-based lesson plans using the "5-E" model (engage, explore, explain, expand, evaluate).
- Determine their own personality/learning style using survey instruments and discuss implications for teaching and learning
- Use questions to elicit feedback to determine students' acquisition of knowledge
- Implement safe classroom practices
- Assess commitment to pursue teaching as a career path

#### 3.2 Content outline:

Students will attend one weekly class led by a SKyTeach Master Teacher to learn about the design and delivery of best practice science and math lessons. Later in the term, students, working in teams, will present three lessons in an elementary grade classroom. Each pair of students will have a mentor teacher who will provide feedback on the instruction provided.

- Writing a 5E lesson plan
- Writing measurable lesson objectives
- Inquiry-based instruction
- Preparing to teach lessons
- Evaluation strategies
- Using the internet for instruction
- Cooperative learning
- Diverse learning styles
- Student demonstrations

#### 3.3 Student expectations and requirements:

Students will be assessed on the results of in-class and out-of-class assignments, the creation and evaluation of three lesson plans, and the feedback from the mentor teacher and Master Teacher regarding the performance of those lesson plans in an elementary classroom.

<b>Students will be able to:</b>	<b>Evidence (Student Products)</b>
1. Utilize content knowledge to plan and teach three upper elementary grade lessons.	<ul style="list-style-type: none"> <li>▪ One paragraph in each lesson plan that provides background information on the concept(s) presented</li> <li>▪ Content accuracy throughout the lesson plan</li> <li>▪ Observations by the mentor teacher and the Master Teacher</li> </ul>
2. Utilize exemplary sources of inquiry-based science and mathematics lessons.	<ul style="list-style-type: none"> <li>▪ Participation in model lessons presented in class</li> <li>▪ Sources of lessons are cited in each lesson plan</li> </ul>
3. Write performance objectives and assessments of those objectives for each lesson.	<ul style="list-style-type: none"> <li>▪ Performance objectives and corresponding assessments are included in each lesson plan</li> </ul>
4. Design and teach three inquiry-based lesson plans using the “5-E” model.	<ul style="list-style-type: none"> <li>▪ Three inquiry-based lesson plans</li> <li>▪ Written feedback by the mentor teacher for three inquiry-based lessons taught in an upper elementary classroom</li> <li>▪ Written feedback by the Master Teacher for at least one inquiry-based lesson taught in an upper elementary classroom</li> </ul>
5. Determine personality/learning styles using survey instruments ( <i>e.g.</i> , Kiersy Temperament Sorter or Gardner’s Multiple Intelligences) and discuss implications for teaching and learning.	<ul style="list-style-type: none"> <li>▪ Completion and analysis of survey instrument(s)</li> <li>▪ Participation in class discussions on the implications of personality and learning styles for teaching and learning</li> </ul>
6. Use probing questions to elicit feedback to determine students’ acquisition of knowledge.	<ul style="list-style-type: none"> <li>▪ Participation in class discussions on questioning strategies</li> <li>▪ Extensive examples of possible questions and expected responses listed in each lesson plan</li> <li>▪ Written feedback for every lesson from the mentor teacher indicating the effective use of questioning strategies</li> </ul>
7. Implement safe classroom practices	<ul style="list-style-type: none"> <li>▪ Safety issues addressed in each lesson plan</li> <li>▪ Observations by the mentor teacher and the Master Teacher</li> </ul>
8. Assess commitment to pursue teaching as a career path.	<ul style="list-style-type: none"> <li>▪ Participate in a class discussion on intentions to pursue teaching as a career path</li> </ul>

3.4 Tentative texts and course materials:  
No text will be required. All course material will be available through a website.

**4. Resources:**

- 4.1 Library resources: Library resource form and bibliography available upon request
- 4.2 Computer resources: No new additional resources required

**5. Budget implications:**

- 5.1 Proposed method of staffing:  
Master Teacher position funded through SKyTeach grant
- 5.2 Special equipment needed:  
Inquiry-based math and science kits, funded through SKyTeach
- 5.3 Expendable materials needed:  
Inquiry-based math and science kits, initially funded through SKyTeach
- 5.4 Laboratory materials needed:  
Inquiry-based math and science kits, funded through SKyTeach

**6. Proposed term for implementation:** Winter 2009

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

Department of Curriculum & Instruction: 25 April 2008

CEBS Curriculum Committee: 5 August 2008

Professional Education Council: 10 September 2008

University Curriculum Committee: 9/25/2008

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

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

Contact Person: Richard Gelderman, richard.gelderman@wku.edu, (270) 745-6203

**1. Identification of proposed course:**

- 1.1 Course prefix and number: SMED 102
- 1.2 Course title: Step 2: Introduction to Inquiry-Based Lesson Design
- 1.3 Abbreviated course title: Step 2: Inquiry Lesson Design
- 1.4 Credit hours / contact hours: 2.0 / 3.0
- 1.5 Type of course: A (Applied Learning)
- 1.6 Prerequisite: SMED 101
- 1.7 Course catalog listing:  
Further exploration of inquiry-based learning experiences, developing skills designing, teaching, analyzing, and assessing inquiry-based math and science lessons. Students design lesson plans and implement them during visits to middle school classrooms. Fieldwork required; students are responsible for arranging their own transportation to sites.

**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. In this second course of the SKyTeach curriculum, students develop and teach inquiry-based lessons, led by SKyTeach Master Teachers who are experienced classroom teachers. The students continue their exploration of teaching as a career by teaching science/math lessons in middle school classrooms, selected to provide the best and most supportive environment for this introduction to teaching.

2.2 Projected enrollment in the proposed course:

Based on enrollments in current math and science teacher education sequences and the successful recruitment of math/science majors for the one-time-only fall 2008 sections of SMED 101, we expect 60 students per year. When the SKyTeach program is approved, it will become the sole path to math/science teacher certification for middle or high school.

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

The combination of this course and SMED 102 most closely resembles EDU 250 and MGE 275; however SMED 102 goes beyond classroom observations to include planning and teaching math and science lessons in classrooms supervised by experienced middle grade teachers.

2.4 Relationship of the proposed course to courses offered in other departments:  
No other department offers a similar introduction to math and science education for middle grade and secondary teachers.

2.5 Relationship of the proposed course to courses offered in other institutions:  
This course is a replication of the STEP 2 course in the University of Texas at Austin's UTeach program.

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

#### 3.1 Course objectives:

This course shall provide math and science majors with first-hand experience with inquiry-based math/science lessons in middle grade classrooms. The course emphasizes writing good 5-E lesson plans in KTIP format, with a focus on the importance of using appropriate questioning strategies throughout the lesson. Students develop pre- and post-assessments for performance objectives. Students analyze and modify one of the lessons they taught, taking into account the results of the assessments, their reflection on how successful the lesson was, and feedback from their mentor teachers and the course instructor who observed the lesson.

After completing this course, students will be able to:

- Utilize content knowledge to plan and teach three middle school lessons
- Use sources of exemplary inquiry-based mathematics and science lessons
- Consider the unique attributes of adolescents in order to implement teaching strategies that are effective in the middle school environment
- Design and deliver three inquiry-based lesson plans using the "5-E" model
- Use and evaluate the appropriateness of technology
- Use questions to elicit feedback to determine students' acquisition of knowledge
- Use pre- and post-assessments to evaluate student learning and to revise lesson plans
- Provide instructive feedback to peers
- Reflect on teaching experiences in order to revise lesson plans
- Implement safe classroom practices
- Assess decision to pursue teaching as a career path

#### 3.2 Content outline:

Students will attend one weekly class led by a SKyTeach Master Teacher to learn about the design and delivery of best practice science and math lessons. Later in the term, students, working in teams, will present three lessons in a middle grades classroom. Each pair of students will have a mentor teacher who will provide feedback on the instruction provided.

Introduction to the course and teaching as a career

Understanding adolescents, student factors that influence teaching

Technology and inquiry

Questioning, introduction to strategies for formative and summative assessment

Preparing to teach lessons

Management, procedures, positive expectations and basic legal issues

Introduction to final project, classroom factors that influence teaching

Creating professional teaching materials

Using data for lesson revision

Variations of classroom inquiry

Structure of public education

### 3.3 Student expectations and requirements:

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

Students will be able to:	Evidence (Student Products)
1. Utilize content knowledge to plan and teach three middle school lessons.	<ul style="list-style-type: none"> <li>▪ Each lesson plan must provide background information on the concept(s) presented</li> <li>▪ Content accuracy throughout the lesson plan</li> <li>▪ Observations by the mentor teachers and the Master Teachers</li> </ul>
2. Utilize exemplary sources of inquiry-based science and mathematics lessons.	<ul style="list-style-type: none"> <li>▪ Participation in model lessons presented in class</li> <li>▪ Sources of lessons are cited in each lesson plan</li> </ul>
3. Experience teaching adolescents in order to understand their unique attributes and implement teaching strategies that are effective in the middle school environment.	<ul style="list-style-type: none"> <li>▪ Each lesson plan must explicitly indicate why the instructional strategies are effective for adolescents</li> <li>▪ Participation in a class session that addresses attributes of adolescents</li> <li>▪ Written feedback from the mentor teachers and the Master Teacher who observe lessons</li> </ul>
4. Design and teach three inquiry-based lesson plans using safe practices and the “5-E” model.	<ul style="list-style-type: none"> <li>▪ Three inquiry-based lesson plans with 5-E template that includes safety recommendations.</li> <li>▪ Written feedback by the mentor teacher for three inquiry-based lessons taught in a middle school</li> <li>▪ Written feedback by the Master Teacher for inquiry-based lessons taught in a middle school</li> </ul>
5. Design and teach lessons that incorporates use of technology.	<ul style="list-style-type: none"> <li>▪ Participation in technology activities during class</li> <li>▪ Written feedback from the mentor teacher indicating that lessons incorporated technology</li> </ul>
6. Use probing questions to elicit feedback on students’ acquisition of knowledge.	<ul style="list-style-type: none"> <li>▪ Extensive examples of possible questions and expected responses listed in each lesson plan</li> <li>▪ Written feedback for every lesson from the mentor teacher indicating the effective use of questioning strategies</li> </ul>

Students will be able to:	Evidence (Student Products)
7. Use pre- and post-assessments to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising a lesson plan.	<ul style="list-style-type: none"> <li>▪ Analyze the use of pre- and post-assessments to evaluate student learning</li> <li>▪ Pre- and post-assessments with written comments for instructive feedback for lesson plans</li> <li>▪ Pre- &amp; post-assessments used to revise lesson plan</li> </ul>
8. Provide instructive feedback to peers	<ul style="list-style-type: none"> <li>▪ Written feedback provided to peers who present their lessons during class</li> </ul>

3.4 Tentative texts and course materials:

H. K. Wong, and R. Wong. (1998) The First Days of School. Harry K Wong Publications: Mountain View, CA.

**4. Resources:**

4.1 Library resources: Library resource form and bibliography available upon request

4.2 Computer resources: No new additional resources required

**5. Budget implications:**

5.1 Proposed method of staffing: Master Teacher position funded through SKyTeach grant

5.2 Special equipment needed: Inquiry-based math and science kits, funded through SkyTeach

5.3 Expendable materials needed: Inquiry-based math and science kits, initially funded through SkyTeach

5.4 Laboratory materials needed:  
Inquiry-based math and science kits, funded through SKyTeach

**6. Proposed term for implementation:** Spring 2009

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

Department of Curriculum & Instruction: 25 April 2008

CEBS Curriculum Committee: 5 August 2008

Professional Education Council: 10 September 2008

University Curriculum Committee: 9/25/2008

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

Proposal Date: September 12, 2008

**College of Health and Human Services  
Department of Communication Disorder  
Proposal to Re-Offer a “One Time Only” Course  
(Action Item)**

Contact Person: Kim Kirkpatrick and/or Dr. Joyce Wilder, [joyce.wilder@wku.edu](mailto:joyce.wilder@wku.edu) , 745-2315 or [kim.kirkpatrick@wku.edu](mailto:kim.kirkpatrick@wku.edu) Video Phone: dial 1-866-327-8877, then provide operator the office number: 270-745-2735

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CD 401
- 1.2 Course title: Fingerspelling and Numbering
- 1.3 Credit hours: 3

**2. Information on initial offering:**

- 2.1 Course title and number when first offered: CD 401
- 2.2 Term first offered: Summer 2007
- 2.3 Enrollment: 9

**3. Rationale for re-offering a “one time only” course:** The course is needed for students to qualify for the SCPI intermediate plus level needed to apply for Kentucky Board of Interpreters temporary license. A student without fingerspelling will not have the proficiency to earn an intermediate plus on the SCPI. The approval of this course was pulled in April 2008 due to budget cuts.

**4. Proposed term for implementation:** Spring 2009

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

Communication Disorders Department:	2/26/2008 (Full course approval)
CHHS Curriculum Committee	3/4/2008 (Full course approval)
University Curriculum Committee:	3/27/2008 (full course) & 8/28/2008 (2 <sup>nd</sup> time offering)
University Senate	_____

**Attachment: Course Inventory Form  
Course Inventory Form**



**College of Health and Human Services  
Department of Consumer and Family Sciences  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: DMT 402
- 1.2 Course title: Design Studio VII
- 1.3 Credit hours: 4

**2. Revise course title:**

- 2.1 Current course title: Design Studio VII
- 2.2 Proposed course title: Senior Design Thesis
- 2.3 Proposed abbreviated title: Senior Design Thesis
- 2.4 Rationale for revision of course title: Revision of the course title accurately reflects the expectations and outcomes of the course. Revision of the course title meets standard VI of the requirements for CIDA (Council of Interior Design Accreditation) showing accountability and assessment.

**3. Revise course number:**

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

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: N/A
- 4.2 Proposed prerequisites/corequisites/special requirements: N/A
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: N/A
- 4.4 Effect on completion of major/minor sequence: N/A

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Comprehensive design problems of advanced complexity. Design is expected to be rigorous synthesis of previous studies.
- 5.2 Proposed course catalog listing: A mixed-use capstone project which requires students to develop a design solution with an increased amount of technical

support data and design detailing. Guest speakers and field trips may supplement instruction. Students are responsible for their own transportation.

5.3 Rationale for revision of course catalog listing: Revision of the catalog listing reflects the content of the course.

**6. Revise course credit hours:**

6.4 Current course credit hours:

6.5 Proposed course credit hours:

6.6 Rationale for revision of course credit hours:

**7. Proposed term for implementation: Summer 2009**

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

CFS Department: August 20, 2008

CHHS Undergraduate Curriculum Committee September 5, 2008

University Curriculum Committee 9/25/2008

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

**Attachment: Course Inventory Form**

**Western Kentucky University  
School of Nursing  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Mary Bennett, [mary.bennett@wku.edu](mailto:mary.bennett@wku.edu), 745-3590

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: NURS 102
- 1.2 Course title: Introduction to Professional Nursing
- 1.3 Abbreviated course title: Intro to Professional Nursing
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: lecture
- 1.6 Prerequisites/corequisites: 586P status or permission of instructor.
- 1.7 Course catalog listing: This course is recommended for students seeking entry into the nursing major. Course includes nursing history, trends, professional roles and responsibilities, educational options, and licensure issues. Taking this course does not guarantee admission into nursing or count towards hours in the major.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Nursing is a very popular major, with nearly 500 students currently enrolled and seeking admission to the major. Due to faculty, classroom and clinical capacity limitations, we can only admit 40 students each semester. It is important that we do everything possible to ensure the success of students admitted into the nursing program to help alleviate the nursing shortage. Unfortunately, we have had experiences of students being admitted into one of the limited spaces, and then the student either fails or drops out from the program after they experience one or two “real” nursing classes. The main reason for proposing Nursing 102 is to give students essential information about nursing as a profession prior to entry into the major. Nursing 102 will help students confirm their career choice early in their educational program. Better decision making by students will also save spaces in our program for students who are firmly committed to nursing. Because of limited program capacity, every admitted nursing student who is unsuccessful takes away the opportunity to become a nurse from another student. This class is designed to clarify professional expectations and explain various nursing career options to students who are unfamiliar with the wide variety of nursing roles that are now available. The current prerequisite curriculum, composed primarily of sciences and support courses, does not provide this type of information and socialization.
- 2.2 Projected enrollment in the proposed course: Based on the numbers of pre-nursing students it is estimated we will need to offer 1-2 sections of approximately 50 students per semester.

- 2.3 Relationship of the proposed course to courses now offered by the department: No other courses in the nursing major are available to help pre-nursing students make an informed decision about entry into the nursing major. This course is recommended for all pre nursing students, but is not a requirement within the nursing major.
- 2.4 Relationship of the proposed course to courses offered in other departments. In response to concerns by various parties that our course overlaps with CHHS 175 or UC 175, we have modified our course and course proposal to ensure no duplication of the university experience courses. This will allow students to enroll in both Nursing 102 and a University Experience class, if they choose to do so. Nursing 102 is similar to other introductory courses offered in a number of majors on campus. None of these other introduction to the major courses has any limitations concerning students taking the intro course in combination with a university experience class. The other introduction to the major courses that have already been approved are as follows: Introduction to Social Work (SWRK 205), Foundations in Family and Consumer Sciences (CFS 180), Introduction to Recreation (REC 200), Foundation for Health Education (PH 261).
- 2.5 Relationship of the proposed course to courses offered in other institutions: Introduction to the nursing major courses such as Nursing 102 are standard parts of the curriculum in many accredited nursing programs. The problems stemming from the current nursing faculty shortage and limitations on program capacity are affecting nearly every public nursing program in the US. In an attempt to decrease costs related to loss of students after admission into the nursing major, more programs are investing in pre admission introduction courses such as Nursing 102. Most programs have found that the introduction of a pre-nursing course helps decrease program losses from students who enter a program they are really not prepared for or committed to. Courses similar to our proposed course can be found at numerous public institutions. For example: Idaho State University NURS 220 Introduction to Professional Nursing; Louisiana State University NURS 2371 Introduction to Professional Nursing; University of Arkansas NURS 3022 Introduction to Professional Nursing Concepts; Indiana University South Bend NURS B232 Introduction to the Discipline of Nursing; University of Pittsburgh NUR 1070 Introduction to Nursing Science; University of Cincinnati NURS 201 Introduction to Professional Nursing; University of Southern Indiana NURS 246 Introduction to Professional Nursing; Chicago State University NURS 203 Introduction to Nursing; Worcester State College NU 200 Introduction to Professional Nursing; Indiana State University NURS 104 Introduction to Professional Nursing.

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

- 3.1 Course Objectives: At the completion of this course, the student will be able to:
- Make an informed decision regarding entry into the nursing major
  - Discuss the historical foundations of nursing practice
  - Discuss current trends and issues related to the profession of nursing

- Discuss the differences in educational levels and roles in nursing practice
  - Explain the Nursing licensure process
  - Discuss the scope of nursing practice, as compared to the practice of related health care professionals such as physicians, psychologists, physical therapists, etc.
  - Discuss the nursing code of ethics and standards of professional nursing
- 3.2 Content outline:
- The History and Evolution of Nursing
  - Nursing in the US Health Care Delivery System
  - Globalization of Nursing and Comparison of Nursing educational Programs and Health Care Delivery Systems
  - Educational Levels and Roles in Nursing
  - Career Opportunities
  - Nursing Leadership Issues
  - Nursing Responsibilities, Ethics and Law
  - Health Care Credentialing and Nursing Licensure
  - Professional Organizations
  - Career Management
- 3.3 Course Evaluation: The course will be evaluated using group critical thinking exercises as well as individual performance on objective quizzes and exams.
- 3.4 Required Text  
Joel, L., & Kelly, L. (2005). *The Nursing Experience: Trends, Challenges and Transition (5<sup>th</sup> Ed.)*. New York, McGraw-Hill.
- Recommended Text  
Atkins, R. (2009). *Getting the Most from Nursing School: A Guide to Becoming a Nurse*. Jones and Bartlett.

**4. Resources:**

- 4.1 Library resources: Adequate.
- 4.2 Computer resources: Adequate.

**5. Budget implications:**

- 5.1 Proposed method of staffing: We plan to use current nursing full-time nursing faculty teaching assignments within load.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

**6. Proposed term for implementation: Spring 2009**

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

BSN Curriculum Committee

August 20, 2008

CHHS Undergraduate Curriculum Committee      September 5, 2008

University Curriculum Committee                      9/25/2008

University Senate    \_\_\_\_\_

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

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

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: DMT 244.
- 1.2 Course title: Digital Design Tools
- 1.3 Abbreviated course title: Digital Design Tools
- 1.4 Credit hours and contact hours: 3 Credit hours/6 Contact hours
- 1.5 Type of course: Applied learning.
- 1.6 Prerequisites/co-requisites: DMT 120 or consent of instructor.
- 1.7 Course catalog listing: Introduction to the use of computer software such as Photoshop Elements, Snap Fashion, Sketch-up and AutoCAD for the visual communication of design ideas.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
This course is being developed to:
  - 4 To introduce the student to multiple software techniques of image manipulation necessary for the visual expression of creative ideas.
  - 5 To expose students to concepts of multiple qualitative solutions to a problem through the assignment of numerous related short projects and observation of other classmates' work.
  - 6 To meet accreditation requirements by CIDA (Council of Interior Design Accreditation).
- 2.2 Projected enrollment in the proposed course:  
This course if being offered as a directed elective for Design, Merchandising & Textiles majors and is applicable for cross disciplines such as Journalism, Architectural & Manufacturing Sciences and Graphic Art majors. Projected enrollment of twenty five students per offering is based on existing enrollment for DMT electives and technical equipment available.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
The DMT 244 class supports other design studios in the DMT program. As a 200 level class, the class would prepare students to integrate hand drawing and sketching with the utilization of software such as Photoshop, Snap Fashion, Sketch-up and AutoCAD. The educational experience will be enhanced by having earlier access to computer applications in design studio courses.
- 2.4 Relationship of the proposed course to courses offered in other departments: The journalism and Graphic Arts program offers a course which uses a powerful

version of Photoshop to improve photographs which is beyond the requirements of this course.

2.5 Relationship of the proposed course to courses offered in other institutions: None of the benchmark schools offer this course. This course is offered as a part of the curriculum of other design programs across the country:

- West Valley College in California offers as an elective DM/IS 10C: Digital Images: Photoshop 3
- Sacramento State in California offers as an elective Phot 11 Digital Imaging

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

3.1 Course objectives:

As a result of this course the student will:

- Learn concepts and terminology associated with multiple computer applications,
- Manipulation of conceptual design sketches into client presentation boards,
- To further develop graphic electronic presentation skills, and
- Develop technological skills needed to be successful in the design industry and the twenty first century global society.

3.2 Content outline:

- Use of software technology commonly found in the Interior Design and textiles workplace;
- Gain experience using software technology commonly found in the professional workplace;
- Present conceptual designs in a professional manner;
- Gain basic organizational strategies and;
- Portfolio development.

3.3 Student expectations and requirements:

Studio work is typically evaluated by the student's ability to creatively solve design problems as expressed through the graphic media required. Students will be evaluated on the quality of final presentation (both graphic and oral) of each project, the evolution of the design process, exploration of ideas and class participation. There will be numerous, short design projects and presentations. The work itself rather than examinations will be the primary basis for evaluation.

3.4 Tentative texts and course materials:

Lynch, Richard, *The Hidden Power of Photoshop Elements 4*, Wiley Publishing, ©2006

Lazear, Susan, *Adobe Illustrator for Fashion Design*, Prentice Hall, ©2008

Chopra, Aidan, *Wiley Pathways Introduction to Google SketchUp*, Wiley Publishing

### **4. Resources:**



- 4.1 Library resources: None
- 4.2 Computer resources: Currently the College of Health and Human Services has the needed software to teach this course.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Present faculty members are qualified to teach the course
- 5.2 Special equipment needed: Computer lab and software currently provided by college
- 5.3 Expendable materials needed: Miscellaneous supplies required by the instructor, i.e. original documents reproductions, etc. will be covered by the department
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Spring 2009

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

CFS Department:	<u>August 20, 2008</u>
CHHS Undergraduate Curriculum Committee	<u>September 5, 2008</u>
University Curriculum Committee	9/25/2008
University Senate	_____

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

Proposal Date: June 25, 2008

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

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: DMT 304
- 1.2 Course title: Lighting and Environmental Controls
- 1.3 Abbreviated course title: Lightening & Environ. Controls
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: Corequisite: DMT 301
- 1.7 Course catalog listing: Principles of mechanical systems of buildings including the electrical system, ventilation system, plumbing system, HVAC systems. Students will properly execute the design criteria, supervise and collaborate with building trades and competently implement proper materials and mechanical systems in working drawings.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: To address the requirements of CIDA (Certification of Interior Design Accreditation) and NKBA (National Kitchen and Bath Accreditation)
- 2.2 Projected enrollment in the proposed course: 18 students based on current class size.
- 2.3 Relationship of the proposed course to courses now offered by the department: The DMT 304 class supports other interior design studios in the DMT program. This course is needed to prepare students for licensure exams and course materials are more in depth study than what is available with the present DMT 303 Lighting Seminar Class.
- 2.4 Relationship of the proposed course to courses offered in other departments: Architectural & Manufacturing Sciences offer two courses AMS 120 (Electricity) and AMS 325 (Survey of Building Systems). Both courses cover a rigorous content that is not needed for interior design course content required by CIDA (Council for Interior Design Accreditation).
- 2.5 Relationship of the proposed course to courses offered in other institutions: The proposed course closely mirrors the course offered in accredited interior design programs across the country, including University of Louisville and Purdue University.

**3. Discussion of proposed course:**

- 3.1 Course objectives:
- Understanding of electrical concepts;
  - To assess the buildings electrical requirements as related to design;
  - Knowledge of electrical symbols for drafting as stated by the NKBA;
  - Understanding of lighting terminology and types of light;
  - Understanding the specification of appropriate types and amount of light;
  - Understanding of proper selection of ventilation equipment for the kitchen and bath according to the NKBA Planning Guidelines;
  - To have an awareness of codes to ensure the health, safety and welfare of the public;
  - To recognize the implications of altering the mechanical systems as related to the cost, structure and design;
  - To evaluate heating and cooling systems to satisfy the design criteria.
- 3.2 Content outline:
- Electrical concepts
  - Lighting terminology and lighting controls
  - Ventilation systems
  - Plumbing systems
  - Heating and cooling systems
  - Fire-Protection Systems
- 3.3 Student expectations and requirements: This course will be evaluated through exams and a comprehensive project incorporating the concepts of environmental controls.
- 3.4 Tentative texts and course materials:  
Winchip, Susan. Fundamentals of Lighting. Fairchild ©2007, Edition 1.  
Germer, Jerry. Kitchen and Bath Systems. NKBA© 2006

#### **4. Resources:**

- 4.1 Library resources: None
- 4.2 Computer resources: Currently the College of Health and Human Services has the needed software to teach this course.

#### **5. Budget implications:**

- 5.1 Proposed method of staffing: Present faculty members are qualified to teach the course
- 5.2 Special equipment needed: Computer lab and software currently provided by college
- 5.3 Expendable materials needed: Miscellaneous supplies required by the instructor, i.e. original documents reproductions, etc. will be covered by the department
- 5.4 Laboratory materials needed: n/a

#### **6. Proposed term for implementation: Fall 2009**

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

CFS Department:	<u>August 20, 2008</u>
CHHS Undergraduate Curriculum Committee	<u>September 5, 2008</u>
University Curriculum Committee	9/25/2008
University Senate	_____

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

Proposal Date: June 23, 2008

**College of Health and Human Services  
Department of Consumer and Family Sciences  
Proposal to Create a New Course  
DMT 410**

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: DMT 410
- 1.2 Course title: Internship for Design, Merchandising & Textiles
- 1.3 Abbreviated course title: Internship for DMT
- 1.4 Credit hours and contact hours: 3 Credit Hours
- 1.5 Type of course: Internship
- 1.6 Prerequisites: Senior standing and all required 300-level course in DMT.
- 1.7 Course catalog listing: (Repeatable to maximum of 6 hours)  
Students perform professional functions in an appropriate establishment. (Note: application and copy of undergraduate program must be submitted to coordinator of the Internship Program one complete semester prior to the semester a student plans to do the internship. A 2.5 grade point average in professional courses is required for eligibility.)

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The prefix reflects the program's name, Design, Merchandising & Textiles. This proposed course shares the same instruction format, course instructor, and class meeting time as CFS 410. The course for Design, Merchandising & Textile majors needs to be separated from other internships in Consumer and Family Sciences to eliminate student confusion during registration. The course will meet professional standards VII of CIDA (Council of Interior Design Accreditation)
- 2.2 Projected enrollment in the proposed course: Summer maximum enrollment 20 students
- 2.3 Relationship of the proposed course to courses now offered by the department: This proposed course shares the same instruction format, course instructor, and class meeting time as CFS 410. The course for Design, Merchandising & Textile majors needs to be separated from other internships in Consumer and Family Sciences to eliminate student confusion during registration.
- 2.4 Relationship of the proposed course to courses offered in other departments: There is not a course offered by another department at Western Kentucky University that covers this course material in a directed design practicum environment.

- 2.5 Relationship of the proposed course to courses offered in other institutions: This proposed course closely mirrors the internships offered in most accredited interior design programs of University of Kentucky or University of Louisville and Fashion Merchandising

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

#### 3.1 Course objectives:

- To gain understanding of the professional practice of Design, Merchandising & Textiles fields through direct observation and participation.
- To integrate academic coursework and theory with practical application.
- To increase knowledge of current products and materials and their creative and functional use.
- To communicate effectively and interact appropriately with professionals, management, clients, and business resources and crafts-persons.
- To develop ability to organize and manage the details of daily work, to set priorities, and carry tasks to successful completion.
- To gain a broad understanding of the Design, Textiles & Merchandising fields as well as the specific context in which placement is made.

#### 3.2 Content outline:

- Students will work with stock, samples, catalogues, filing and retrieving system, stock control and warehouse/delivery.
- Students will work with customers/clients in shop/firm, establishing rapport with client, analyzing client needs.
- Students will maintain libraries or stockrooms.
- Students will learn to organize/compile materials/data for jobs, writing purchase orders and workroom orders.
- Students will observe staff/team work/interaction/meetings.
- Students will learn buying from market or trade representatives, advertising/ promotional activities, receiving/checking orders, pricing and financial accounting.

3.3 Student expectations and requirements: The course will be evaluated through weekly journal entries and evaluation from the internship supervisor.

3.4 Tentative texts and course materials: Text and course materials are not required.

### **4. Resources:**

4.1 Library resources: None

4.2 Computer resources: Blackboard

### **5. Budget implications:**

5.1 Proposed method of staffing: Faculty members of Textile and Apparel Merchandising or Interior Design

5.2 Special equipment needed: None

- 5.3 Special equipment needed: None
- 5.4 Expendable materials needed: None
- 5.5 Laboratory materials needed: None

**6. Proposed term for implementation:** Summer 2009

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

CFS Department August 20, 2008

CHHS Undergraduate Curriculum Committee September 5, 2008

University Curriculum Committee 9/25/2008

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

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

Proposal Date: August 12, 2008

**College of Health and Human Services  
Consumer and Family Sciences Department  
Proposal to Revise a Program  
Design Merchandising and Textiles: Interior Design  
(Action Item)**

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

**1. Identification of program:**

- 1.1 Current program reference number: 536
- 1.2 Current program title: Design, Merchandising & Textiles: Interior Design
- 1.3 Credit hours: 80 (current)

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

- Added Environmental Controls and Lighting Course (3 credit hours)
- Delete Lighting Design Seminar (2 credit hours)
- Add an Internship specific to DMT (304)
- Eliminate the CFS Internship Course (410) from DMT program
- Change the title of the Senior Design Seminar (new name: **Senior Design Thesis**)
- Change the current 80 hours program to 81 hours

**3. Detailed program description:**

<b>Current Program</b>				<b>Proposed Program</b>			
DMT	110	Design Concepts	3	DMT	110	Design Concepts	3
DMT	120	Design Studio I	4	DMT	120	Design Studio I	4
AMS	163	Architectural Drafting	3	AMS	163	Architectural Drafting	3
DMT	151	Intro to History	3	DMT	151	Intro to History	3
	152	History	3		152	History	3
	201	Design Studio II	4		201	Design Studio II	4
	221	Problem Solving	3		221	Problem Solving	3
	223	Textiles	3		223	Textiles	3
	243	Materials/Finishes	3		243	Materials/Finishes	3
	300	Design Studio III	4		300	Design Studio III	4
	301	Design Studio IV	4		301	Design Studio IV	4
	302	Design Studio V	4		302	Design Studio V	4
	<b>303</b>	<b>Lighting</b>	<b>2</b>	<b>DMT</b>	<b>304</b>	<b>Environmental Controls</b>	<b>3</b>
CFS	310	Mgmt. of Family Resources	3	CFS	310	Mgmt. of Family Resources	3
	311	Family Relations	3		311	Family Relations	3
<b>CFS</b>	<b>410</b>	<b>Internship</b>	<b>3</b>	<b>DMT</b>	<b>410</b>	<b>DMT Internship</b>	<b>3</b>



DMT	321	Ethics & Issues	3		DMT	321	Ethics & Issues	3
	322	Mercandising	3			322	Mercandising	3
	401	Design Studio VI	4			401	Design Studio VI	4
	402	<b>Design Studio VII</b>	4			402	<b>Senior Design Thesis</b>	4
	403	Business Principles	2			403	Business Principles	2
	421	Portfolio Design	3			421	Portfolio Design	3
	422	Textile Design	3			422	Textile Design	3
MKT	220	Basic MKT Concepts	3		MKT	220	Basic MKT Concepts	3
		Elective	3				Elective	3
		<b>TOTAL Credits</b>	<b>80</b>				<b>TOTAL Credits</b>	<b>81</b>

4. **Rationale for the proposed program change:** To address the requirements of CIDA (Certification of Interior Design Accreditation) and NKBA (National Kitchen and Bath Accreditation).

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2009

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

CFS Department August 20, 2008

CHHS Undergraduate Curriculum Committee September 5, 2008

University Curriculum Committee 9/25/2008

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

**Attachment: Program Inventory Form**

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

Contact Person: Rich Patterson, [rich.patterson@wku.edu](mailto:rich.patterson@wku.edu), 745-4031

**1. Identification of program:**

- 1.1 Program title: Meeting, Convention, and Exposition Planning
- 1.2 Required hours in minor program: 21
- 1.3 Special information: This is an interdisciplinary minor that will be administered by the Department of Consumer and Family Sciences (CFS) and will include required coursework from CFS, Recreation Administration, and Marketing; as well as optional coursework from the aforementioned disciplines plus Communication, Horticulture, Management, and Psychology.
- 1.4 Catalog description: Provides students with the range of interdisciplinary skills necessary for success as a meeting, convention, and/or exposition manager in a variety of planning settings to include education, government, private industry, associations and other non-profit organizations.

**2. Rationale:**

- 2.1 Reason for developing the proposed minor program: The Bureau of Labor Statistics predicts that employment in Kentucky will continue to grow at a rate faster than average and the employment of meeting and convention planners nationwide is expected to grow much faster than the average for all occupations. This demand for meeting and convention planners grew exponentially when the economy expanded and companies invested more and more on meetings in the 1990's. As the business world becomes even more globally focused, international meetings and conventions are becoming much more commonplace than ever before.

Meeting and convention planning is now a multi-billion dollar industry and corporations and small businesses are recognizing the need for meeting planners with specialized skills and abilities. Additionally, associations raise much of their yearly operating funds from their annual meeting/convention, and many non-profit organizations raise a high percentage of their funds from special events so they also need individuals with the competencies provided by this minor.

This minor would be appropriate for and appeal to a wide variety of majors to include, but not limited to: hospitality management, recreation, marketing, public relations, corporate communications, journalism, apparel design and merchandising, interior design, etc. Since this program is interdisciplinary, students will interact with a variety of faculty with experience in the meeting and

convention industry and will have an employment advantage over students entering the meeting/convention/exposition planning field without the specialized skills.

Enrollment and interest in our meeting and convention management class has grown dramatically and more and more students are indicating a desire to enter the meeting and convention industry. Both current students and alumni have indicated support and excitement about a minor in this field.

- 2.2 Projected enrollment in the proposed minor program: Ten the first year and then grow to approximately 25 students per year, within five years. This number is based on current student requests for coursework in this professional discipline.
- 2.3 Relationship of the proposed minor program to other programs now offered by the department: This minor is closely related to the Hotel, Restaurant, and Tourism Management concentration offered by the Dept. of CFS and several of the course offerings come from the hospitality management program. This proposed minor is intended to be interdisciplinary so is designed in such a manner that, with the exception of the practicum (CFS-313), hospitality management students can only take a maximum of two CFS classes.
- 2.4 Relationship of the proposed minor program to other university programs: Because of the broad interdisciplinary nature of this minor, some of the concepts in this minor could potentially overlap with concepts taught in just about any major or minor on campus. The Department of Physical Education and Recreation has a “Facility and Event Management” minor which bears some similarity to this proposed minor. The proposed minor differs since it focuses on meetings, conventions and expositions from a lodging/convention center standpoint rather than recreational events. It also includes hospitality and marketing as major components which are not part of the recreation minor. This minor has course offerings from several diverse disciplines so it will provide a broader industry perspective.
- 2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Currently, there are no universities in Kentucky that offers a major or minor in Meeting, Convention, and Exposition Planning. Additionally, none of the nineteen benchmark schools have a similar program. This minor is available at other universities such as Arizona State University, University of South Carolina, Central Michigan University and is available as a major concentration in several universities such as UNLV, Purdue University, University of Houston, Northeastern State University, Stratford University, etc. Some universities such as George Washington University and Florida State University offer graduate concentrations in this field.
- 2.6 Relationship of the proposed minor program to the university mission and objectives: This minor specifically addresses WKU’s first two strategic goals – “increasing student learning” and “developing the student population”. The meeting, convention, and exposition industry; as indicated earlier, has become more global within the last decade with new technology being a major driving force. This minor will provide students with competencies that are necessary to function in both a local and global arena in this industry. Having the minor would

also be an asset on a student's resume for a position in the student's chosen discipline.

### **3. Objectives of the proposed minor:**

- Provide students with the variety of opportunities in the meeting, convention and exposition industry and prepare them for an entry level position in this field.
- Provide specialized competencies to make WKU students in this minor more marketable in the workplace.
- Investigate the characteristics of the major types of consumer groups and their specific needs for meetings.
- Review basic principles of planning, designing and managing meetings, conventions and expositions from initial planning through post meeting/convention follow-up.
- Prepare students to effectively market a meeting, convention and/or exposition.
- Provide students with a basic understanding on the operation of hotels, restaurants, and convention centers and their roles in the meeting, convention and exposition industry.

### **4. Curriculum:**

Core/Required Courses (15 hours):

CFS-171 – Introduction to Management in the Hospitality Industry

CFS-313 or REC-490 – Practicum (site must be approved by course instructor)

CFS-375 – Meeting and Convention Management

MKT-325 – Personal Selling

REC-306 – Recreation Program Planning

Electives – (6 hours) Electives must be selected from the following list of courses. When selecting electives, a maximum of two courses in this minor may be duplicated in the student's major or another minor (not including the practicum).

CFS-351 – Human Resource Management in the Hospitality Industry

CFS-373 – Tourism and Destination Marketing

CFS-378 – Legal Environment of Hospitality and Tourism

COMM240 – Critical Listening

COMM345 – Advanced Public Speaking

COMM346 – Persuasion

HORT-209 – Floral Design

HORT-309 – Advanced Floral Design (HORT 209 is a prerequisite for this course)

HORT-409 – Wedding Floral Design (HORT 209 is a prerequisite for this course)

MGT-311 – Human Resource Management

MGT-312 – Entrepreneurship

MGT-333 – Management of Non-Profit Organizations

MGT-365 – Entrepreneurial Law  
 MKT-323 – Services Marketing (MKT-220 is a prerequisite for this course)  
 MKT-328 – Marketing on the World Wide Web (MKT-220 is a prerequisite for this course)  
 MKT-425 – Advanced Personal Selling Strategies  
 MKT-427 – Entrepreneurial Marketing (MKT-220 is a prerequisite for this course)  
 PSY -370 – Industrial/Organization Psychology (PSY 100 is a prerequisite for this course)  
 REC-424 – Camp and Conference Center Administration  
 REC-426 – Facility Planning and Design

Note: All courses are three credit hours.

5. **Budget implications:** None. The minor utilizes existing courses currently being offered at WKU so there is no additional funds required.
6. **Proposed term for implementation:** Spring 2009
7. **Dates of prior committee approvals:**

Consumer and Family Sciences Department: August 20, 2008

CHHS Undergraduate Curriculum Committee: September 5, 2008

University Curriculum Committee: 9/25/2008

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

**Attachment: Program Inventory Form**

**Gordon Ford College of Business  
Department of Computer Information Systems  
Proposal to Create a New Major Program  
(Action Item)**

Contact Person: Thad Crews e-mail: thad.crewsii@wku.edu Phone: 745-4643

**1. Identification of proposed major program**

- 1.1 Title: Business Informatics (BI)
- 1.2 Degree: Bachelor of Science
- 1.3 Classification of Instructional Program (CIP) Code: 11.1099
- 1.4 Required hours in the proposed major program: 72 hours
- 1.5 Special information:
- 1.6 Program admission requirements:  
Admission to the Gordon Ford College of Business
- 1.7 Catalog description:  
The Business Informatics major is designed to prepare students for professional careers using information technologies to control, support, and enhance business operations and functions. Global business is increasingly relying on the acquisition, deployment, and management of information technology resources and services for use in organizational processes which is resulting in an increasing need for information workers. The Business Informatics major will provide students with a solid business foundation combined with relevant study of modern technology trends and the impact information systems are having throughout business and society. As demand for computer and information processing services continues to increase, so does the need for hybrid business/technology roles. This major will help strengthen the knowledge economy in Kentucky and increase the availability of information workers critical to the attracting and retaining corporate interests in the state.

**2. Rationale**

- 2.1 Reasons for developing the proposed major program:  
  
The role of technology in business has changed dramatically over the past two decades. The Business Informatics (BI) major represents an updating and re-visioning of the Computer Information Systems (CIS) major that was originally established in the WKU College of Business in the 1970s. Individual courses have already been modified and updated in previous years in an effort to make the WKU class offerings current and relevant. The change in major title and content completes this revision process and provides the Ford College of Business with a major option that is poised to benefit Kentucky students and Kentucky businesses that hire our graduates.
  
- 2.2 Projected enrollment in the proposed major program:

Enrollments in technology majors have fluctuated wildly in the past decade from the highs of the late 1990s boom to the lows of the early 2000s bust. However the trend seems to be leveling off at levels similar to the early 1990s before the boom and bust years. Thus we would might expect around 80 - 100 majors in the program with about 15 - 20 graduates per year.

2.3 Relationship of proposed major program to other programs offered by the department/unit:

The Computer Information Systems department currently offers two majors with a technology emphasis: Computer Information Technology (CIT) and Systems Management (SM), both of which are designed primarily as 2+2 majors that allow a student to complete a two-year associate's degree from KCTCS or a similar school and complete their bachelor's degree from Western Kentucky University. Both CIT and SM are administratively housed in the University College and neither is an AACSB Business Degree. The Business Informatics (BI) degree will be a business degree in the Gordon Ford College of Business and will be accredited by the AACSB as part of the Ford College accreditation.

The CIT program consists of 60 hours of information technology courses, plus WKU general education requirements. These information technology courses allow students to develop additional breadth and depth in applied computing technologies.

2.4 Relationship of proposed major program to other university programs:

*“Computing has become fundamental to the education of those who will participate in modern society. Computing has dramatically influenced progress in science, engineering, education, business, and other avenues of human endeavor. In modern times, nearly everyone needs to use computers, and many will want to study computing in some form. Computing will continue to present challenging career opportunities, and those who work in computing will have a crucial role in shaping the future of society.”*  
(Source: Computing Curricula Overview Report)

*“There is no question that computing in the 21<sup>st</sup> century encompasses many vital disciplines with their own integrity and pedagogical traditions.”*  
(Source: CC2001 [www.computer.org](http://www.computer.org))

Consistent with the vision of national computing curricula models, Western Kentucky University supports a variety of computing courses taught by multiple departments across multiple colleges.

Ogden College is home to the Math and Computer Science Department. Computer science spans a wide range, from its theoretical and algorithmic foundations to cutting-edge developments in robotics, computer vision, intelligent systems, bioinformatics, and other exciting areas. “Mathematics techniques and formal

mathematical reasoning are integral to most areas of computer science.” (Source: CC2001 www.computer.org).

The College of Education is home to the Library Media Education program housed in the Department of Special Instructional Programs. This program emphasizes the role of computers, networks and related technologies in an educational context and for related applications.

Other departments in these and other colleges teach relevant computing concepts and skills as necessary to prepare students for success in their respective fields of study.

2.5 Relationship of proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Informatics programs are on the rise across the United States. Indiana University School of Informatics (identified as one of the “Top 10 Schools to Watch” by Computerworld Magazine, August 2008) provides various major options, including a B.S. in Informatics at IU Kokomo, IUPUI, and IU South Bend. Similar informatics programs combining business and information systems are being developed and/or revised throughout the United States. Representative examples of similar programs can be found at schools including: University of California, University of Illinois, University of South Carolina, University of Wisconsin, Clarkson College, and Belmont University.

Northern Kentucky University has a Department of Business Informatics which offers two degrees, one in Business Informatics and one in Healthcare Informatics. Most of the other public institutions in the state have similar programs in Computer Science, Information Systems or both. Murray State has a program in Telecommunications Systems Management – a blend of business and telecommunication courses. The updating and re-visioning of the business/technology major at WKU will complement the offering at other Kentucky school and will play a crucial role reversing the “brain drain” of knowledge workers to neighboring states.

2.6 Relationship of proposed major program to the university mission and objectives:

The proposed Business Informatics Major is consistent with the University’s mission to prepare students to be “productive, engaged leaders in a global society.” The BI program specifically seeks to address and support several of WKU’s strategic goals. The major will seek to “Increase Student Learning” by allowing students the opportunity for formal class training in preparation for taking a leadership role in industry in the areas of intersection between business and technology. The major will “Develop the Student Population” through emphasis on Information Technology, which is widely considered to be an economic enabler. Today, computers impact almost all industries and occupations, and innovative firms are seeking to develop competitive advantage through strategic use of technology. The Kentucky Innovation Commission



indicates that the workforce is ill prepared to participate in many facets of the knowledge economy. Finally, programs such as Business Informatics will help to develop students and Kentucky's workforce enabling both to be more competitive in a global economy.

### **3. Objectives of the proposed major program:**

- Help students be inspired to recognize and contribute to the changing role of technology in business and society.
- Provide a flexible program from multiple disciplines to assist students in developing interdisciplinary understanding of informatics through a wide variety of applied computing technologies.
- Help students be prepared to assume professional employment in a technical environment with a particular emphasis on the information needs of businesses, governmental agencies, schools, not-for-profits and other organizational users.

### **4. Program description**

#### 4.1 Curriculum:

##### I. General Education (44 hours)

The General Education Program is a set of requirements for all students seeking the baccalaureate degree at Western Kentucky University. It is an integral part of the undergraduate curriculum that both complements and supports the students' preparation in their major field or specialization

##### II. Business Core (45 hours)

- MATH 116
- ACCT 200
- ACCT 201
- CIS 141
- ECON 202
- ECON 203
- ECON 206
- CIS 243 - Principles of Management Information Systems
- FIN 330 - Principles of Financial Management
- MKT 220 - Basic Marketing Concepts
- MGT 200 - Legal Environment of Business
- MGT 210 - Organization and Management
- MGT 314 - Operations Management
- MGT 498 - Strategy & Policy  
(or) MGT 496 - Small Business Analysis & Strategy
- ECON 306 - Statistical Analysis  
(or) MGT 313 - Quantitative Methods

##### III. Business Informatics (27 hours)

###### *BI Required Courses (15 hours)*

- CIS 320 - Personal Information Technologies
- CIS 321 - Emerging Information Technologies

- SM 443 - Business Intelligence
- SM 447 - Electronic Commerce Systems
- CIT 350 - Database Administration I

*BI Approved Electives (12 hours)*

In addition to the common body of business and technology courses, BI students will select 12 hours from any class that may be used to satisfy the minor in the College of Business (see GFCOB Minor) and/or any class that may be used to satisfy a professional concentration within the Systems Management program.

IV. Non-categorical Electives (12 hours)

**TOTAL: 128 Hours**

4.2 Accreditation, certification, and/or licensure:

The proposed major in Business Informatics will comply with AACSB standards for Gordon Ford College of Business Bachelor of Science degrees.

4.3 Program delivery:

The program will be delivered primarily through traditional classroom instruction. Some courses may be delivered online and some may be delivered as a hybrid of on-ground and online.

**5. Resources**

5.1 Faculty: Current faculty and resources are sufficient.

5.2 Technological and electronic informational resources (e.g., databases, e-journals, etc.): Current University, College, and Departmental access to databases, e-journals, and electronic information sources are sufficient.

5.3 Facilities and equipment:

No additional facilities and/or equipment are required or being requested.

**6. Proposed term for implementation: Spring 2009**

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

CIS Department Committee  
 Ford College Curriculum Committee  
 University Curriculum Committee  
 University Senate

August 26, 2008  
September 4, 2008  
9/25/2008  
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**Attachments: Program Inventory Form**

**Ogden College of Science and Engineering**  
**Department of Mathematics**  
**Proposal to Re-Offer a “One Time Only” Course**  
**(Action Item)**

Contact Person: Jane Brantley      [jane.brantley@wku.edu](mailto:jane.brantley@wku.edu)      745-6231

**1. Identification of proposed course**

- 1.1 Current Course prefix (subject area) and number: MATH 103
- 1.2 Course title: Drop-back Algebra
- 1.3 Credit hours: 3

**2. Rationale**

- 2.1 Reason for developing the proposed course: For several years members of the Department of Mathematics have observed that some students whose placement information would indicate the potential for success in college algebra in fact experience difficulty early in Math 116 or 116E. Some of these students satisfied their high school prerequisites as many as two or more years before enrolling in Math 116 or 116E; others have already completed an intermediate algebra course (Math 096 or 100, or DMA 096C or 100C). Rather than having them lose an entire semester and receive a poor grade in Math 116 or 116E, the department wishes to offer Math 103 (Drop-back Algebra), a course that begins during the fifth week of the semester and allows students to prepare themselves to be successful in college algebra during the following semester. Because students will drop Math 116 or 116E and enroll in Math 103 only upon instructor recommendation, a withdrawal grade will not be recorded for Math 116/116E, and transaction fees will be waived. The deadline for withdrawal from Math 103 will coincide with the W-deadline for second bi-term courses.
- 2.2 Projected enrollment in the proposed course: At least 30 students per semester, based on the historical numbers of students who have performed poorly on the first hour exam in Math 116 or 116E and then have either withdrawn from the course or continued to earn poor grades.
- 2.3 Relationship of the proposed course to courses now offered by the department: Math 103 is designed to close the gaps in preparation for students whose placement information qualified them for enrollment in College Algebra (Math 116 or Math 116E). This new course will address the areas of content that are considered review material in college algebra and reinforce those particular skills that instructors have found that students lack, despite their previous algebra experiences. Math 103 is intended to strengthen the students' mathematical abilities and improve their chances for success in Math 116 or Math 116E.

**3. Rationale for re-offering a “one time only” course:**

4. **Proposed term for implementation:** Fall 2008

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

Department of Mathematics                      January 25, 2008

OCSE Curriculum Committee                      February 7, 2008

University Curriculum Committee                      August 28, 2008

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

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

**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Dale McDaniel                      dale.mcdaniel@wku.edu                      270.745.5949

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: AMS 302
  - 1.2 Course title: 3D Modeling and Animation
  - 1.3 Credit hours: 3.0
  
- 2. Revise course title:**
  - 2.1 Current course title: 3D Modeling and Animation
  - 2.2 Proposed course title: 3D Modeling and Imaging
  - 2.3 Proposed abbreviated title: 3D Modeling and Imaging
  - 2.4 Rationale for revision of course title: Update title to reflect current language; the content is unchanged.
  
- 3. Revise course number:**
  - 3.1 Current course number: AMS 302
  - 3.2 Proposed course number: AMS 251
  - 3.3 Rationale for revision of course number: The AMS Department is implementing a course numbering system for architectural science courses: modeling course numbers will end in "51"; documentation course numbers will end in "63" or "73"; and studio course numbers will end in "69". The proposed course number change will correspond to the new numbering system. Course content is unchanged.
  
- 4. Revise course prerequisites:**
  - 4.1 Current prerequisites: None
  - 4.2 Proposed prerequisites: AMS 151 and 163
  - 4.3 Rationale for revision of course prerequisites: The architectural science curriculum has been revised so that previous introductory content contained in AMS 251 is now distributed between AMS 151 and 163.
  - 4.4 Effect on completion of major sequence: None is expected, as revised program requirements include AMS 151. AMS 163 (formerly AMS 202) is a previous program requirement and is not a new course.
  
- 5. Proposed term for implementation: Spring 2009**
  
- 6. Dates of prior committee approvals:**

Architectural & Manufacturing Sciences Department

02/21/08

Ogden College Curriculum Committee

05/01/08

University Curriculum Committee

09/25/2008

University Senate

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**Attachment: Course Inventory Form**

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

Contact Person: Jonathan T. Quiton  
[Jonathan.Quiton@wku.edu](mailto:Jonathan.Quiton@wku.edu)  
(270) 745-2441

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: **STAT 330**
- 1.2 Course title: **Introduction to Statistical Software**
- 1.3 Abbreviated course title: **Intro to Statistical Software**
- 1.4 Credit hours and contact hours: **3 credit hours**
- 1.5 Type of course: **L Lecture**
- 1.6 Prerequisite: **3 hours of undergraduate statistics and junior standing or consent of instructor**

Course catalog listing: Using proprietary and open-source statistical software for data analysis. Interactive techniques for data management, manipulation and transformation. Interactive techniques for data error checking, descriptive statistics, basic inferential statistics, and basic report generation such as tabular and graphical displays. Introduction to scripts and batch processing when applicable. Proper use and interpretation of the methods are emphasized.

**2. Rationale:**

**2.1 Reasons for developing the proposed course:**

STAT 330 is intended to serve as an introductory statistical data analysis tool used for mathematics students who wish to do statistical research or to be employed in a statistically related field. The course is also key to the establishment of a major or minor in statistics. Students from other disciplines will benefit by acquiring skills in data acquisition and manipulation, data error checking, descriptive statistical analysis and presentation from electronic data.

**2.2 Projected enrollment in the proposed course:**

STAT 330 is designed to be an inter-disciplinary course. Considering the number of undergraduate and graduate math majors we have yearly, STAT 330 is projected to enroll at least 12 regular students in the first year. It is expected that this number will substantially increase as students from other departments are informed about the course.

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

The Department of Mathematics offers MATH 329 and MATH 429, which are

rigorous mathematical statistics courses, and general statistics education courses such as MATH 203 and STAT 301. The missing component is an electronic data processing tool, which STAT 330 will fill.

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

While there are basic statistical courses taught in Math (e.g., STAT 301) or in other departments, STAT 330 is different and complementary to these courses because its emphasis is on the proper use of statistical software for descriptive and basic inferential statistics. STAT 330 will prepare students for in-depth applications in inferential statistics such as experimental design, regression analysis, principal component analysis and multivariate statistical methods offered in other departments (i.e. Agriculture, Biology, Economics and Psychology). The faculty teaching such applied statistical courses will be able to focus their teaching towards the theoretical underpinnings of the methods and the interpretation of the results without being bogged down with troubleshooting problems in using the software.

The Psychology department offers PSY 505 (Statistical Software for Behavioral Scientists) with emphasis on SPSS. STAT 330 is different in that it teaches other commonly-used statistical software such as R or SAS in addition to SPSS at a level that junior undergraduates can understand.

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

Current searches of the undergraduate programs at benchmark colleges and universities show that there is no course taught similar to STAT 330. Private firms such as SAS offer a course similar to the SAS component of this course. However, STAT 330 provides more content and alternatives by introducing other statistical tools. Finally, STAT 330 is a more dynamic course because it is not obliged nor restricted to teaching a particular statistical package, but can be modified depending on students' needs and trends in statistical data analysis.

**3. Discussion of proposed course:**

**3.1 Course objectives:**

- To understand the concepts, strengths and weaknesses of commonly used statistical analysis software
- To be able to encode, acquire, manipulate, transform, and store data suitable for the descriptive data analysis requirements
- To perform univariate and multivariate descriptive statistics and basic inferential statistics
- To be able to use data error techniques
- •To be able to use the software with other applications.

**3.2 Content outline:**

The following format is followed for each of the statistical software packages introduced (whenever applicable):

Overview

- A short session on the package
- Strengths and weaknesses of the package



- Online help and further steps in learning the package

Data encoding, input, and transformation techniques

- Data encoding, acquisition, and storage for small data sets
- Data encoding, acquisition, and storage for large data sets or high-dimensional data
- •Data manipulation and transformation
- •Dealing with multiple responses and missing data

Univariate statistics, with emphasis on proper use and interpretation

- Basic descriptive statistics, including means, standard deviation, and the 5-number summary
- Basic data report generation, such as list and summary reports
- Frequency and relative frequency tables
- Basic graphical techniques for exploratory data analysis and data error checking such as box-plots, stem-and-leaf plots, and frequency histograms
- Basic graphical techniques for reporting and publication, such as pie charts, bar charts, and Pareto diagrams
- t-tests and confidence intervals for single mean
- Bivariate and multivariate statistics
- Cross-tabulations
- Time-plots
- Scatterplot and scatterplot matrices
- 3-D perspective plots and contour plots;
- Multiple-series or trellis plots;
- t-tests and confidence intervals for two means
- Quality control plots
- Correlation and simple linear regression

Special topics

- Converting output to an image, Latex, pdf, or html file
- Introduction to scripts and batch processing
- Other topics

**3.3 Student expectations and requirements:**

Regular attendance is required. The student's grade in the course will be determined by performance on homework, writing assignments, tests, and a comprehensive final examination.

**3.4 Tentative texts and course materials:**

The instructor is expected to provide learning materials such as hand-outs, class notes, or sample programs. Tentative textbooks include:

Dalgaard, P. 2004. Introductory Statistics with R. Springer, 3rd Printing ed. 288 pp.

Delwiche L. and Slaughter, S. 2003. The Little SAS Book: A Primer, Third Edition. SAS Press. 360 pp.

Delwiche L. and Slaughter, S. 2006. The Little SAS Book for Enterprise Guide 4.1 SAS Press. 360 pp.

Leech, N., Barrett, K. , and Morgan G. 2007. SPSS for Introductory Statistics: Use and Interpretation (3rd Edition) . Lawrence Earlbaum Associates. 288 pp.

Maindonald, J. and Braun, J. 2006. Data Analysis and Graphics Using R: An Example-based Approach (Cambridge Series in Statistical and Probabilistic Mathematics) Cambridge University Press; 2 edition. 528 pp.

Norušis, M. 2008. SPSS 16.0 Guide to Data Analysis. 2nd Edition. Prentice Hall. 672 pp.

**4. Resources:**

- 4.1 Library resources: See attached bibliography and Library Resources Form
- 4.2 Computer resources: Students may be able to use their notebook or desktop computers if they can connect to WKU network. In addition, students may use WKU Student Technology Centers.

**5. Budget implications:**

- 5.1 **Proposed method of staffing:** Existing faculty will teach this course.
- 5.2 **Special equipment needed:** A classroom equipped with an instructor desktop computer hooked to an LCD projector is sufficient; the department has access to several such classrooms.
- 5.3 **Expendable materials needed:** None
- 5.4 **Laboratory materials needed:** None

**6. Proposed term for implementation:** Spring 2009

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

Department of Mathematics	_____ April 25, 2008 _____
OCSE Curriculum Committee	_____ May 1, 2008 _____
University Curriculum Committee	_____ 09/25/2008 _____
University Senate	_____

**Attachments:**

- Course Inventory Form
- Library Resources Form

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

Contact Person: Dr. Michael McIntyre, michael.mcintyre1@wku.edu, 5-5877

**1. Identification of proposed course:**

- 1.4 Course prefix (subject area) and number: EE 445
- 1.5 Course title: Advanced Electronics
- 1.6 Abbreviated course title: Advanced Electronics
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites: EE 345
- 1.7 Course catalog listing: Advanced topic in electronics including: power semiconductor devices; converter topologies and their applications; switch-mode dc and uninterruptible power supplies; motor drives; EMI concerns and remedies for interfacing to electric utilities.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
This new senior elective course provides the opportunity for electrical engineering seniors to study advanced topics in electronics in order to better prepare them for a career in electronics or for graduate work in this area.
- 2.2 Projected enrollment in the proposed course:  
This course will have approximately 20 - 25 students per offering.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
This course will build on the topics presented in EE 345 – Introduction to Electronics. It will also provide applications of the concepts presented in EE 420 – Signals and Systems, EE 431 – Introduction to Power Systems, and EE 460 – Continuous Control Systems.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
There are no other courses similar to this offered in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions:  
Many institutions, such as University of Minnesota, Clemson University, University of Kentucky, University of Tennessee, Massachusetts Institute of Technology, and other institutions offer a similar course.

**3. Discussion of proposed course:**

- 3.1 Course objectives:
  - To provide students with a deeper knowledge of advanced electronics and their applications.
  - To expose students to power electronic topics and circuit topologies.
- 3.2 Content outline:
  - Introduction to power semiconductor devices

- Introduction/review of electric and magnetic circuit concepts
  - Discussion of advanced semiconductor devices (Power BJT/MOSFET, Thyristors, GTO's, IGBT's and MCT's)
  - General converter topologies.
  - Switch-mode DC power supplies
  - Uninterruptible power supplies
  - General overview of motor drives
  - Thermal considerations
  - Introduction in to harmonics and EMI concerns
  - Remedies and abatement of harmonic and EMI issues
  - Discussion of the role of computer simulations in designing advanced electronic systems.
- 3.3 Student expectations and requirements:  
Students are required to attend class and complete homework and examinations. The students' grades will be based upon their performance in satisfying the above criteria.
- 3.4 Possible texts and course materials:
- N. D. Mohan, T. M. Undeland, and W. P. Robbins, "Power Electronics, Converters, Applications, and Design," John Wiley and Sons, 2003, ISBN: 978-0-471-22693-2
  - J. G. Kassakian, M. F. Schlecht, and G. C. Verghese, "Principles of Power Electronics," Addison-Wesley Publishing Company, 1991, ISBN: 0-201-09689-7
- 4. Resources:**
- 4.1 Library resources: See attached Library Resources Form.
- 4.2 Computer resources: No computing resources beyond what are currently available in the WKU Engineering Department will be required.
- 5. Budget implications:**
- 5.1 Proposed method of staffing:  
Faculty of the department with credentials in the appropriate discipline will teach this course.
- 5.2 Special equipment needed:  
The Department of Engineering has a sufficient inventory of equipment to deliver this course.
- 5.3 Expendable materials needed:  
No expendable materials needed.
- 5.4 Laboratory materials needed:  
No laboratory materials needed.
- 6. Proposed term for implementation:** Spring 2009
- 7. Dates of prior committee approvals:**
- Engineering Department/Division: March 7, 2008
- Ogden Curriculum Committee September 4, 2008

University Curriculum Committee

September 25, 2008

University Senate

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

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

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

**1. Identification of program:**

- 1.1 Program title: Minor in Electrical Engineering
- 1.2 Required hours in minor program: 21 hours
- 1.3 Special information:
- 1.4 Catalog description:  
The minor in electrical engineering requires a minimum of 21 semester hours in electrical engineering. The required courses include EE 210 and EE 211. Students, with the approval an EE advisor, select additional electrical engineering courses to complete the minor; at least 11 hours must be at the 300 level or above. Students majoring in electrical engineering cannot earn a minor in electrical engineering. EE 350 does not count towards the EE minor.

**2. Rationale:**

- 2.1 Reason for developing the proposed minor program:  
The purpose of the minor in electrical engineering is to expose students in other fields of study to electrical engineering. This exposure will be of value to students majoring in mechanical engineering, physics, and computer science.
- 2.2 Projected enrollment in the proposed minor program:  
It is estimated that a few students majoring in mechanical engineering, physics, and computers science will be interested in earning a minor in electrical engineering. Projected enrollment is 5 students.
- 2.3 Relationship of the proposed minor program to other programs now offered by the department:  
The proposed minor will be attractive to students majoring in mechanical engineering. Mechanical Engineering students currently take 4 hours of electrical engineering courses.
- 2.4 Relationship of the proposed minor program to other university programs:  
The proposed minor will be attractive to students majoring in physics, and computers science. Physics and computer science students take several classes with topics that are also emphasized in electrical engineering.
- 2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):  
A minor in electrical engineering is not offered elsewhere in the Commonwealth of Kentucky. Electrical engineering minors are offered at many other institutions including:
  - University of Pittsburgh

- San Francisco State University
- University of Colorado at Colorado Springs
- Washington University
- Texas A&M University
- Michigan Tech University
- Tulane University

2.6 Relationship of the proposed minor program to the university mission and objectives:

A minor in electrical engineering supports the university mission. A minor will help attract and retain an increasingly diverse, academically talented, and achievement-oriented student population.

**3. Objectives of the proposed minor:**

The EE minor is being developed to address the needs of students who would like to learn more about electrical engineering but do not wish to have EE as a major. Such students may choose to take several classes in one area of electrical engineering. A minor in EE will provide a foundation in electrical engineering, and it is also hoped that students who complete the EE minor might consider having EE as a second major.

**4. Curriculum:**

Students pursuing a minor in electrical engineering must select appropriate EE courses with approval of an EE advisor. The student must complete a minimum of 21 semester hours in electrical engineering and fulfill the following requirements:

- Complete EE 210: Circuits and Networks I
- Complete EE 211: Circuits and Networks II
- Complete at least 11 hours of credit at the 300 level or above.
- Note that EE 350 does not count towards the EE minor.

**5. Budget implications:**

Faculty of the department with credentials in the appropriate discipline will teach in this program. The Department of Engineering has a sufficient inventory of equipment to deliver the program.

**6. Effective Catalog Year:** Spring 2009

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

Department of Engineering: 20 Aug 2008

OCSE Curriculum Committee 4 Sept 2008

University Curriculum Committee 09/25/2008

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

**Attachment: Program Inventory Form**

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

Contact Person: Amanda Clark, 745-2956, Amanda.clark@wku.edu

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** PERF 110
- 1.2 **Course title:** Mat Pilates
- 1.3 **Abbreviated course title:** Mat Pilates
- 1.4 **Credit hours and contact hours:** 2 hours, repeatable 2 times for credit
- 1.5 **Type of course:** A: Applied Learning
- 1.6 **Prerequisites/corequisites:** none
- 1.7 **Course catalog listing:** A study of Pilates-based, mat exercises. Holistic exercises use specific breath support and provide physical/mental conditioning that change muscle tone, balance, flexibility and overall fitness and well-being.

**2. Rationale:**

- 2.1 **2.1 Reason for developing the proposed course:** Pilates is a natural addition to the acting, music theatre and dance degree curriculums. This course will enhance the training that students receive within the Department of Theatre and Dance by providing students with a unique approach to the education and development of body awareness, flexibility, balance, concentration, use of breath, and core strength as well as overall fitness and well-being. Pilates will help students connect mind and body and thus develop greater mental awareness and control of their bodies. For our acting and dance performance majors, this awareness and control is central to their success. The components inherent within this course will contribute to the physical and mental health, training, and success of the performing arts majors as well as provide benefits to non-majors.
- 2.2 **2.2 Projected enrollment in the proposed course:** 20 students, including a mixture of theatre and dance majors and non-majors.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** This course will have a direct relationship to the dance technique courses offered by the Department of Theatre and Dance, as Pilates will provide an additional outlet for body conditioning. This course will also directly relate to acting courses by providing alternative theories to breathing, body awareness, control and concentration.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** The physical fitness and overall well-being components of Mat Pilates provide a connection to select courses offered within the Department of Physical Education; however this technique specific movement course offers additional concepts and the development of skills central to the training of performing arts majors, including breathing methods, flexibility, balance and core strength.



- 2.5 **Relationship of the proposed course to courses offered in other institutions:**  
This class aligns with courses offered at several benchmark universities (Western Illinois University, Middle Tennessee State University, Eastern Michigan University) as well as universities such as the University of Arizona and The University of Oklahoma.

**3. Discussion of proposed course:**

3.1 **Course objectives:**

- Students will be introduced to the theory and concept behind the work of Joseph A Pilates.
- Students will demonstrate a working knowledge of terminology used in class, including movement and anatomical vocabulary.
- Students will successfully execute beginning and intermediate Pilates-based mat exercises with proper breathing and movement technique.
- Students will demonstrate improved body awareness, muscle tone, core strength, flexibility and balance.
- Performing Arts students will demonstrate an understanding of how to apply concepts learned in this course to their acting/dance technique and performance.
- Students will realize the benefits of exercise, including an improved quality of life.

3.2 **Content outline:** This course will include an overview of the history of Pilates and discussion on the theory and principle concepts behind the system of exercises. The majority of the course will focus on guiding students through beginning and intermediate Pilates-based mat exercises. The instructor may include periodic practical/written exams to ensure that students have a working knowledge of terminology used in the course and can correctly perform the material covered.

3.3 **Student expectations and requirements:** Students will be expected to adhere to the course dress code and maintain regular attendance so to fully benefit from and advance through the exercises. Students will be required to purchase their own pilates mat. Students will be tested on their understanding of terminology used in class (both movement and anatomical vocabulary) and their retention of concepts and exercises.

3.4 **Tentative texts and course materials:** Pilates mat

**4. Resources:**

- 4.1 **Library resources:** none  
4.2 **Computer resources:** none

**5. Budget implications:**

5.1 **Proposed method of staffing:** Current dance faculty

5.2 **Special equipment needed:** 20-25 resistance bands of various strengths and 20-25 resistance pilates rings. Departmental funds have been allotted for the purchase of this equipment.

5.3 **Expendable materials needed:** none

5.4 **Laboratory materials needed:** none

6. **Proposed term for implementation:** Spring 2009

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

Department of Theatre and Dance: 8/20/08

Potter College Curriculum Committee 9/04/08

University Curriculum Committee 09/25/2008

General Education Committee \_\_\_\_\_

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

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

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

Contact Person: Glenn W. LaFantasie      [glenn.lafantasie@wku.edu](mailto:glenn.lafantasie@wku.edu)      745-4950

**1. Identification of proposed course:**

- 1.1. Course prefix (subject area) and number: HIST 481
- 1.2. Course title: The Rise and Fall of the Confederacy
- 1.3. Abbreviated course title: Rise Fall Confederacy
- 1.4. Credit hours and contact hours: 3
- 1.5. Type of course: S (Seminar)
- 1.6. Prerequisites: HIST 119 or 120 and HIST 240, or permission of instructor
- 1.7. Course catalog listing: An overview of the Confederate States of America. Topics covered will include nationalism, race, politics, religion, and leadership.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The recent creation of the Center for the Study of the Civil War in the West emphasizes the interest that students and members of the local community have in the Civil War in general. This course is designed to complement HIST 443/G: The Civil War and Reconstruction and HIST 457/G: Old South by focusing exclusively on the history of the Confederate States of America. This course will help students gain a better grasp of major themes and approaches in nineteenth-century American history. It will also enable students to explore a broad range of themes within the context of Southern history, thus allowing them to use this knowledge in their other American history courses. The course is reading intensive; the seminar format provides students with the opportunity to analyze and discuss a wide range of subjects dealing with the establishment and the downfall of the Confederacy. The focus of the course will be on student communication, both oral and written.
- 2.2 Projected enrollment in the proposed course: 20-30. Projected enrollment based upon interest in topic expressed by students who enroll in HIST 443 and HIST 457.
- 2.3 Relationship of the proposed course to courses now offered by the department: We do not currently offer a specific class in Confederate history at either the graduate or undergraduate level; the History Department does offer HIST 443/G: Civil War and Reconstruction and HIST 457/G: Old South.
- 2.4 Relationship of the proposed course to courses offered in other departments: There is no similar course offered at WKU.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Universities with offerings in Civil War era commonly offer a separate course on the Confederacy. Emory University, HISTORY 190: Freshman Seminar: The Confederate States of America; Kennesaw State University, HISTORY 3376: The Confederate Experience; Brandeis University, HIST 158B: Social History of the Confederate States of America; University of Maine at Farmington, HTY 290: Historical Methods: Confederate History.

### 3. Discussion of proposed course:

- 3.1 Course objectives:
- Will acquaint students with the interpretive issues regarding the efficacy of the Confederacy as a separate nation.
  - Will acquaint students with seminal readings in the field of Civil War and Southern history.
  - Will provide students with an understanding of the current trends in American History, and particularly in the history of the American South, through greater familiarity with important journals, essays, and monographs.
  - Will enable students to evaluate current trends within historiography
  - Will enhance the ability of students to communicate their ideas in discussions and in writing.
  - Will give students a solid command of primary and secondary sources pertaining to the historiographical debate over Confederate nationalism.
  - Will give students a firm awareness of issues involved in the historical debate over American nationalism.
- 3.2 Content outline: Possible topics to be explored in this course include:
- Changing interpretations of Confederate nationhood, nationalism, and nationality
  - Relationship of religion to Confederate patriotism and Southern identity
  - Role of slavery and emancipation in undermining the Confederate war effort;
  - Role of political factionalism and how the lack of a political party system worked against the Confederacy
  - How military leadership (i.e., Robert E. Lee) helped to sustain Confederate morale and patriotism
  - How civilian leadership (Jefferson Davis) failed to arouse public opinion and political support
  - How these major issues became articulated in Southern diaries and letters of the time.
  - Methodological issues in historical research, including the use of primary sources and the framing of interpretations in secondary sources.
- 3.3 Student expectations and requirements: Students will be expected to engage in critical analysis of the materials. The course evaluation will be based on an analysis and discussion of the readings and papers.
- 3.4 Tentative texts and course materials:
- Richard E. Beringer et al., *Why the South Lost the Civil War*.  
William Blair, *Virginia's Private War: Feeding Body and Soul in the Confederacy, 1861-1865*  
William C. Davis, *Look Away! A History of the Confederate States of America*  
Drew Gilpin Faust, *The Creation of Confederate Nationalism*  
Gary W. Gallagher, *The Confederate War*  
Eugene D. Genovese, *A Consuming Fire: The Fall of the Confederacy in the Mind of the White Christian South*

George C. Rable, *The Confederate Republic*

**NOTE:** Students will also be required to read documents compiled in a course pack as well as various class handouts and items placed on reserve in the campus library

**4. Resources:**

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current staffing levels are adequate
- 5.2 Special equipment needed: Current equipment is adequate
- 5.3 Expendable materials needed: None needed
- 5.4 Laboratory materials needed: None needed

**6. Effective Catalog Year: Spring 2009**

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

History Department:	4/18/2008
Potter College Curriculum Committee	05/01/08
University Curriculum Committee	09/25/2008
University Senate	

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August 12, 2008

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

Contact Person: Roger Murphy, [roger.murphy@wku.edu](mailto:roger.murphy@wku.edu), 745-2890

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: PS497
- 1.2 Course title: Senior Seminar in International Affairs
- 1.3 Abbreviated course title: Seminar-International Affairs
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: Senior standing, or permission of instructor.
- 1.7 Course catalog listing: A capstone seminar that strengthens students' research, written and oral communication skills in international affairs and engages students and faculty in sustained consideration of significant international issues/questions.

**2. Rationale:**

2.1 Reason for developing the proposed course: The Senior Seminar in International Affairs is designed to synthesize the skills and knowledge gained by students in the International Affairs major. Students will design and carry out an advanced senior project during the course of the seminar. The first part of the course will involve the research design process and the second part of the course will be devoted to the research, writing and oral presentation of the project.

Western Kentucky University has identified internationalization as a key institutional priority as it seeks to become a leading American university with international reach. The university has adopted a Quality Enhancement Plan to "engage students for success in a global society" and is a participant in the eighth cohort of the American Council on Education's Internationalization Laboratory. Furthermore, WKU has pledged responsibility to "strengthen the global dimension of the curriculum and students' educational experiences" and to ensure students demonstrate a greater respect for diversity of peoples, ideas and cultures and greater awareness of their opportunities as responsible citizens living in a global society. These commitments are part of the institution's response to the CPE's key indicators and questions to prepare college graduates for life and work in Kentucky and to benefit Kentucky's communities and economy.

2.2 Projected enrollment in the proposed course: 20

2.3 Relationship of the proposed course to courses now offered by the department: The Department of Political Science requires PS499 Senior Seminar in Political Science for Political Science majors. This course synthesizes skills and knowledge

within the discipline whereas the Senior Seminar in International Affairs will serve as a capstone experience for the interdisciplinary International Affairs.

2.4 Relationship of the proposed course to courses offered in other departments: Since this course focuses on synthesizing the knowledge and skills related specifically to International Affairs, it duplicates no other courses offered at the University.

2.5 Relationship of the proposed course to courses offered in other institutions: A senior seminar capstone course is consistent with International Affairs programs offered at the eight benchmark institutions that offer a similar major. The University of Kentucky and Murray State University also require a senior seminar for their International Affairs/Studies/Relations majors.

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

3.1 Course objectives: This course is designed to strengthen students' research, written and oral communication skills relating to international affairs. The research project will demonstrate the following:

- Students will demonstrate knowledge of the dynamics of the international political and economic system and an understanding of the causes of changes and mechanisms to manage change.
- Students will demonstrate knowledge and methods needed for critical assessment of international processes and the complex relationship between domestic and international issues.
- Students will demonstrate an understanding of diverse regions, cultures and countries and demonstrate the ability to perceive events from more than one cultural viewpoint.
- Students will recognize cultural differences and demonstrate an ability to interact effectively and appropriately in international and/or multicultural contexts.

3.2 Content outline: The purpose of this course is to assist students in the development of a senior research project on some aspect of International Affairs. The first part of the course will address how to identify an appropriate topic, develop a literature review, generate hypotheses and analyze material. The second part of the course will be devoted to research and writing the project. The final part of the course will involve an oral presentation of the project.

3.3 Student expectations and requirements: Students will be evaluated on the basis of three written assignments: a research proposal, an introduction and literature review and a completed project. Students will also give an oral presentation of their project at the end of the course.

3.4 Tentative texts and course materials: Texts and course materials will be determined by the topics chosen by the students for their research projects.

### **4. Resources:**

4.1 Library resources: No extra resources are required.

4.2 Computer resources: No extra resources are required.





August 12, 2008

**Potter College of Arts and Letters  
Department of Political Science  
Proposal to Create a New Major Program  
(Action Item)**

Contact Person: Roger Murphy, [roger.murphy@wku.edu](mailto:roger.murphy@wku.edu), 745-2890

**1. Identification of program:**

- 1.1 Program Title: International Affairs.
- 1.2 Degree: Bachelor of Arts.
- 1.3 Classification of Instructional Program (CIP): 45.0901
- 1.4 Required Hours in Proposed Major Program: 45
- 1.5 Special Information: Interdisciplinary.
- 1.6 Program Admission Requirements: None.
- 1.7 Catalog Description:

**Major in International Affairs.**

The major in International Affairs (reference number **XXX**) requires a minimum of 45 semester hours and leads to a bachelor of arts degree. At least 23 hours must be at the 300 level or above. A minor or second major is required. The requirements for a major include the following: 21 hours of core courses:

- A. PS250 (International Politics)
- B. PS260 (Introduction to Comparative Politics)
- C. PS357 (U.S. Foreign Policy)
- D. PS497 (Senior Seminar in International Affairs)
- E. HIST120 (Western Civilization Since 1648)
- F. ECON202 (Principles of Economics – Micro) or ECON203 (Principles of Economics – Macro)
- G. GEOG110 (World Regional Geography)

Students are advised to take all core courses before enrolling in PS497.

In addition to the 21 core hours, students are required to select 9 additional hours in Political Science from PS200, 267, 299, 300, 303, 350, 355, 360, 361, 362, 363, 365, 366, 367, 368, 449, 450, 457 and 460. Students may also enroll in PS 403, 405 or 407 for a total of three hours.

Note: PS200 is cross-listed as HIST200, GEOG200 and SPAN200 and can be taken only once.

The remaining 15 hours of electives should be chosen from the following courses with no more than 6 semester hours from one academic discipline.

Students should consult the appropriate department and course catalog for prerequisites. COMM 463; ECON 380, 385, 386, 496; FIN 433, 436; FLK340,

350; FREN 323, 427; GERM 202, 335; GEOG 278, 425, 455, 464, 465, 466, 467, 485; HIST 299, 324, 335, 360, 365, 370, 425, 438, 439, 461, 462, 465, 471, 472, 494; JOUR 354; MGT 316, 403; MKT 324; RELS 302, 303, 304, 305, 306, 308, 324; SPAN 372, 373.

Additional baccalaureate degree requirements for students pursuing a major in International Affairs:

- A. Students are required to take a modern language through the intermediate level (201 and 202). For modern languages not taught at Western Kentucky University, students should consult with the Department of Modern Languages for transfer and testing information.

Students pursuing a degree in International Affairs are strongly encouraged to participate in a study abroad program or an international internship experience.

## **2. Rationale:**

### **2.1 Reason for developing the proposed major program:**

A number of recent national task forces and reports recognize that cross-cultural study and international experience are critical for students' ability to compete successfully in an age of globalization. In order for Kentuckians to succeed it is necessary for them to understand and respect other cultures, languages and beliefs. The proposed major in International Affairs will provide students with exposure to global issues from a variety of disciplines giving them the flexibility to apply these skills to their varied career choices. High percentages of students graduating in international affairs from other institutions pursue careers in international and public affairs, international business, diplomacy, public service, journalism and international humanitarian work.

In 2002, the Kentucky Legislature passed a resolution to urge the Kentucky Board of Education to promote internationalization within higher learning. Businesses and corporations increasingly seek graduates with a knowledge and sensitivity of other cultures and international issues. A global perspective is crucial for future success and the International Affairs major will serve not only as an attractive primary major but also as a useful second major to complement other academic and career learning paths to provide additional skills and give graduates a competitive edge in their careers. Institutions across Kentucky and the United States are seeking ways to internationalize their programs. The International Affairs major will strengthen the global dimension of the curriculum by providing a coherent program of international study as opposed to isolated and discrete course offerings across campus. The major will also raise awareness of global issues and likely encourage study abroad, language study and also attract international students to campus. These latter goals have been identified as key institutional priorities to prepare students for success in the 21<sup>st</sup> Century.

- 2.2 Projected enrollment in the proposed major program:  
The number of students enrolled in International Affairs programs in WKU's benchmark institutions varies widely from over one hundred to the low twenties. It is anticipated that many students would be attracted to the major from the current international relations track within the Political Science degree program. In addition, students from International Business, Geography, History, Modern Languages and Religious Studies would be attracted to International Affairs as a second major. The appeal of the interdisciplinary nature of the program and the growing attention to globalization would suggest that International Affairs would become a popular program of study at Western Kentucky University with a projected enrollment of at least one hundred students. Students taking political science classes at WKU were polled about whether they would/would have considered an International Affairs major as part of their academic career. Sixty six per cent indicated in the affirmative.
- 2.3 Relationship of the proposed major program to other programs now offered by the department:  
The Department of Political Science currently offers a major (and a minor) of Political Science. This degree requires all students to enroll in at least six credit hours of courses with an international dimension (PS250 International Politics & PS260 Introduction to Comparative Politics). Students can then take electives in either International Politics or Comparative Politics to complete their program of study. A total of twenty-one out of thirty four credits in Political Science can be obtained in these areas as part of the degree although most students will combine courses in international areas with courses in topics such as American Politics and Public Law. A significant number of students focusing on international political science courses ask faculty within the department about the creation of an International Affairs major. This major will not simply draw students away from the Political Science major but attract those interested in international affairs or particular regions of the world that, up until this time, have been unable to pursue a major geared toward their interests. Students interested in several disciplines will also be drawn to the major as its purpose is to offer a multi-disciplinary program that integrates the information, perspectives, theories and techniques of a variety of disciplines to promote global awareness and understanding.
- 2.4 Relationship of the proposed major program to other university programs:  
Several university departments offer courses with an international dimension but there are no programs of a similar nature. The International Affairs major will provide students with a program of study on current global issues and trends and provide synergy across disciplines. The university does offer several area studies minors and certificates (Latin American Studies, Asian Studies, Russian and East European Studies, Canadian Studies, Middle East Studies and Global Studies) but these have suffered in recent years from low enrollment. Indeed, it is anticipated that the International Affairs major will revitalize area studies by allowing for international focus within a major as opposed to only a minor and/or a certificate. Courses offered in these areas attract significant numbers of students but the

minors/certificates do not. The development of an International Affairs major will allow students to pursue their interest in particular areas through a more comprehensive and coherent program of study. It is hoped that there will be enough student interest to develop area concentrations in the future. The proposed major will also complement the new International Business concentration of the Management major.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Eight of Western Kentucky University's benchmark institutions offer a major in International Affairs (or equivalent), an additional three offer a minor, five offer a concentration within the Political Science major and only two (Ball State and Youngstown State) do not offer any discrete international affairs degree or concentration. Of those institutions which offer a major in International Affairs only Middle Tennessee State and Western Illinois do not offer a multi-disciplinary course of study. In Kentucky three institutions offer a multi-disciplinary major in International Affairs (Murray State, Northern Kentucky University and the University of Kentucky).

2.6 Relationship of the proposed major program to the university mission and objectives:

Western Kentucky University has identified internationalization as a key institutional priority as it seeks to become a leading American university with international reach. The university has adopted a Quality Enhancement Plan to "engage students for success in a global society" and is a participant in the eighth cohort of the American Council on Education's Internationalization Laboratory. Furthermore, WKU has pledged responsibility to "strengthen the global dimension of the curriculum and students' educational experiences" and to ensure students demonstrate a greater respect for diversity of peoples, ideas and cultures and greater awareness of their opportunities as responsible citizens living in a global society. These commitments are part of the institution's response to the CPE's key indicators and questions to prepare college graduates for life and work in Kentucky and to benefit Kentucky's communities and economy. The international and inter-disciplinary nature of the major will also encourage more study abroad opportunities, increase the international presence of faculty and students and expand interaction between international and domestic students on campus, all important strategic goals of the institution.

**3. Objectives of the proposed major program:**

The International Affairs is a discipline with broad dimensions, designed to prepare students for success in a global society. It integrates the information, techniques and skills of several disciplines, political science, economics, history, geography, religion and modern languages to study and understand the complexity of the international environment. The major is designed to be flexible in terms of the variety of careers that students will pursue. In addition to the

fields of public service, journalism, international business and international consulting, students will be able to apply their knowledge, skills and values to give them a competitive edge in a global marketplace.

In particular the International Affairs major will provide the following learning outcomes:

- Students will demonstrate knowledge of the dynamics of the international political and economic system and an understanding of the causes of changes and mechanisms to manage change.
- Students will acquire knowledge and methods needed for critical assessment of international processes and the complex relationship between domestic and international issues.
- Students will develop an understanding of diverse regions, cultures and countries and demonstrate the ability to perceive events from more than one cultural viewpoint.
- Students will recognize cultural differences and demonstrate an ability to interact effectively and appropriately in international and/or multicultural contexts.

#### **4. Program description:**

##### 4.1 Curriculum:

Total hours required: 45 Hours

Core Courses: 21 Hours

PS250	International Politics (3 Hours)
PS260	Introduction to Comparative Politics (3 Hours)
PS357	U.S. Foreign Policy (3 Hours)
PS497	Senior Seminar in International Affairs (3 Hours) – New Course
HIST120	Western Civilization Since 1648 (3 Hours)
ECON202	Principles of Economics (Micro) (3 Hours) OR ECON203 Principles of Economics (Macro) (3 Hours)
GEOG110	World Regional Geography (3 Hours)

Political Science Electives: 9 Hours

PS200	Introduction to Latin America (3 Hours)
▪	Note: This course is cross-listed as HIST 200, GEOG 200 and SPAN 200.
PS267	Introduction to East European Studies (3 Hours)
PS299	Contemporary Topics in Political Science (1-3 Hours)
PS300	Model Assembly (1 Hour)
PS303	Politics and Film (3 Hours)
PS350	Political Terrorism (3 Hours)
PS355	International Organization and Law (3 Hours)
PS360	Government and Politics of Britain and Canada (3 Hours)
PS361	Government and Politics of Western Europe (3 Hours)
PS362	Latin American Government and Politics (3 Hours)

PS363 Politics of Developing Nations (3 Hours)  
 PS365 Government and Politics of the Middle East (3 Hours)  
 PS366 Government and Politics in East Asia (3 Hours)  
 PS367 Government and Politics of Russia and Eastern Europe (3 Hours)  
 PS368 African Government and Politics (3 Hours)  
 PS449 International Political Economy (3 Hours)  
 PS450 Selected Topics in International Relations (3 Hours)  
 PS457 Theories of War and Peace in International Relations (3 Hours)  
 PS460 Selected Topics in Comparative Politics (3 Hours)

Other Electives: 15 Hours (No more than 6 hours from one discipline)

COMM463 Intercultural Communication (3 Hours)

ECON380 International Economics (3 Hours)  
 ECON385 Economic Development (3 Hours)  
 ECON386 Economies in Transition (3 Hours)  
 ECON496 International Monetary Economics (3 Hours)

FIN433 Money and Capital Markets (3 Hours)  
 FIN436 International Financial Management (3 Hours)

FLK340 Peoples and Cultures of Latin America (3 Hours)  
 FLK350/ANTH350 Peoples and Cultures of Africa (3 Hours)

FREN323 French Civilization and Culture (3 Hours)  
 FREN427 Francophone Culture (3 Hours)

GEOG101 Principles of Human Geography (3 Hours)  
 GEOG278 Geography of Food and Agriculture (3 Hours)  
 GEOG425 Political Geography (3 Hours)  
 GEOG455 Global Environmental Change (3 Hours)  
 GEOG464 Geography of Europe (3 Hours)  
 GEOG465 Geography of Asia (3 Hours)  
 GEOG466 Geography of Africa (3 Hours)  
 GEOG467 Geography of the Middle East (3 Hours)  
 GEOG485 Population and Resources (3 Hours)

GERM202 The German-Speaking Lands (3 Hours)  
 GERM335 Contemporary Culture and Civilization (3 Hours)

HIST299 Introduction to Military History (3 Hours)  
 HIST324 Modern Britain Since 1688 (3 Hours)  
 HIST335 Twentieth Century Europe (3 Hours)  
 HIST360 History of Africa (3 Hours)  
 HIST365 Modern Latin America, 1800-Present (3 Hours)  
 HIST370 Modern South Asia: From Empires to Nations (3 Hours)

HIST425 Modern Germany (3 Hours)  
HIST438 Twentieth Century Russia (3 Hours)  
HIST439 Rise and Decline of Communism (3 Hours)  
HIST461 Modern East Asia (3 Hours)  
HIST462 History of the Middle East (3 Hours)  
HIST465 The Mexican Republic (3 Hours)  
HIST471 Modern China (3 Hours)  
HIST472 Modern Japan (3 Hours)  
HIST494 U.S. Military History (3 Hours)

JOUR354 International Public Relations (3 Hours)

MGT316 International Management (3 Hours)  
MGT403 International Business (3 Hours)

MKT324 International Marketing (3 Hours)

RELS302 Buddhist Religious Traditions (3 Hours)  
RELS303 Hindu Religious Traditions (3 Hours)  
RELS304 Judaic Religious Traditions (3 Hours)  
RELS305 Christian Religious Traditions (3 Hours)  
RELS306 Islamic Religious Traditions (3 Hours)  
RELS308 East Asian Religious Traditions (3 Hours)  
RELS324 Christianity in Africa (3 Hours)

SPAN372 Latin American Civilization and Culture (3 Hours)  
SPAN373 Spanish Culture and Civilization (3 Hours)

**Other Requirements:**

Students are required to take a modern language through the intermediate level (201 and 202). For modern languages not taught at Western Kentucky University, students should consult with the Department of Modern Languages for transfer and testing information

4.2 Accreditation, certification, approval, and/or licensure: Not applicable.

4.3 Program Delivery: Program delivery will be provided through a blend of classroom and internet based courses.

**5. Resources:**

**5.1 Faculty:**

Courses offered within the Department of Political Science will be provided by faculty with expertise in international and comparative politics. Courses offered from outside the Department of Political Science will be offered by existing full and part time faculty. No new faculty will be needed to begin this program. However, as the program develops over the next few years there will be a need for additional faculty and resources specializing in particular regions of the world, such as Africa and Asia.





August 12, 2008

**Potter College of Arts and Letters  
Department of Political Science  
Proposal to Create a New Major Program  
(Action Item)**

Contact Person: Roger Murphy, [roger.murphy@wku.edu](mailto:roger.murphy@wku.edu), 745-2890

**1. Identification of program:**

- 1.1 Program Title: International Affairs.
- 1.2 Degree: Baccalaureate.
- 1.3 Classification of Instructional Program (CIP): 45.0901
- 1.4 Required Hours in Proposed Major Program: 45
- 1.5 Special Information: Interdisciplinary.
- 1.6 Program Admission Requirements: None.
- 1.7 Catalog Description:

**Major in International Affairs.**

The major in International Affairs (reference number **XXX**) requires a minimum of 45 semester hours and leads to a bachelor of arts degree. At least 23 hours must be at the 300 level or above. A minor or second major is required. The requirements for a major include the following: 21 hours of core courses:

- A. PS250 (International Politics)
- B. PS260 (Introduction to Comparative Politics)
- C. PS357 (U.S. Foreign Policy)
- D. PS497 (Senior Seminar in International Affairs)
- E. HIST120 (Western Civilization Since 1648)
- F. ECON202 (Principles of Economics – Micro) or ECON203 (Principles of Economics – Macro)
- G. GEOG110 (World Regional Geography)

Students are advised to take all core courses before enrolling in PS497.

In addition to the 21 core hours, students are required to select 9 additional hours in Political Science from PS200, 267, 299, 300, 303, 350, 355, 360, 361, 362, 363, 365, 366, 367, 368, 449, 450, 457 and 460. Students may also enroll in PS 403, 405 or 407 for a total of three hours.

Note: PS200 is cross-listed as HIST200, GEOG200 and SPAN200 and can be taken only once.

The remaining 15 hours of electives should be chosen from the following courses with no more than 6 semester hours from one academic discipline.

Students should consult the appropriate department and course catalog for prerequisites. COMM 463; ECON 380, 385, 386, 496; FIN 433, 436; FLK340,

350; FREN 323, 427; GERM 202, 335; GEOG 278, 425, 455, 464, 465, 466, 467, 485; HIST 299, 324, 335, 360, 365, 370, 425, 438, 439, 461, 462, 465, 471, 472, 494; JOUR 354; MGT 316, 403; MKT 324; RELS 302, 303, 304, 305, 306, 308, 324; SPAN 372, 373.

Additional baccalaureate degree requirements for students pursuing a major in International Affairs:

- B. Students are required to take a modern language through the intermediate level (201 and 202). For modern languages not taught at Western Kentucky University, students should consult with the Department of Modern Languages for transfer and testing information.

Students pursuing a degree in International Affairs are strongly encouraged to participate in a study abroad program or an international internship experience.

## 2 **Rationale:**

### 2.1 Reason for developing the proposed major program:

A number of recent national task forces and reports recognize that cross-cultural study and international experience are critical for students' ability to compete successfully in an age of globalization. In order for Kentuckians to succeed it is necessary for them to understand and respect other cultures, languages and beliefs. The proposed major in International Affairs will provide students with exposure to global issues from a variety of disciplines giving them the flexibility to apply these skills to their varied career choices. High percentages of students graduating in international affairs from other institutions pursue careers in international and public affairs, international business, diplomacy, public service, journalism and international humanitarian work.

In 2002, the Kentucky Legislature passed a resolution to urge the Kentucky Board of Education to promote internationalization within higher learning. Businesses and corporations increasingly seek graduates with a knowledge and sensitivity of other cultures and international issues. A global perspective is crucial for future success and the International Affairs major will serve not only as an attractive primary major but also as a useful second major to complement other academic and career learning paths to provide additional skills and give graduates a competitive edge in their careers. Institutions across Kentucky and the United States are seeking ways to internationalize their programs. The International Affairs major will strengthen the global dimension of the curriculum by providing a coherent program of international study as opposed to isolated and discrete course offerings across campus. The major will also raise awareness of global issues and likely encourage study abroad, language study and also attract international students to campus. These latter goals have been identified as key institutional priorities to prepare students for success in the 21<sup>st</sup> Century.

### 2.2 Projected enrollment in the proposed major program:

The number of students enrolled in International Affairs programs in WKU's benchmark institutions varies widely from over one hundred to the low twenties. It is anticipated that many students would be attracted to the major from the current international relations track within the Political Science degree program. In addition, students from International Business, Geography, History, Modern Languages and Religious Studies would be attracted to International Affairs as a second major. The appeal of the interdisciplinary nature of the program and the growing attention to globalization would suggest that International Affairs would become a popular program of study at Western Kentucky University with a projected enrollment of at least one hundred students. Students taking political science classes at WKU were polled about whether they would/would have considered an International Affairs major as part of their academic career. Sixty six per cent indicated in the affirmative.

2.3 Relationship of the proposed major program to other programs now offered by the department:

The Department of Political Science currently offers a major (and a minor) of Political Science. This degree requires all students to enroll in at least six credit hours of courses with an international dimension (PS250 International Politics & PS260 Introduction to Comparative Politics). Students can then take electives in either International Politics or Comparative Politics to complete their program of study. A total of twenty-one out of thirty four credits in Political Science can be obtained in these areas as part of the degree although most students will combine courses in international areas with courses in topics such as American Politics and Public Law. A significant number of students focusing on international political science courses ask faculty within the department about the creation of an International Affairs major. This major will not simply draw students away from the Political Science major but attract those interested in international affairs or particular regions of the world that, up until this time, have been unable to pursue a major geared toward their interests. Students interested in several disciplines will also be drawn to the major as its purpose is to offer a multi-disciplinary program that integrates the information, perspectives, theories and techniques of a variety of disciplines to promote global awareness and understanding.

2.4 Relationship of the proposed major program to other university programs:  
Several university departments offer courses with an international dimension but there are no programs of a similar nature. The International Affairs major will provide students with a program of study on current global issues and trends and provide synergy across disciplines. The university does offer several area studies minors and certificates (Latin American Studies, Asian Studies, Russian and East European Studies, Canadian Studies, Middle East Studies and Global Studies) but these have suffered in recent years from low enrollment. Indeed, it is anticipated that the International Affairs major will revitalize area studies by allowing for international focus within a major as opposed to only a minor and/or a certificate. Courses offered in these areas attract significant numbers of students but the minors/certificates do not. The development of an International Affairs major

will allow students to pursue their interest in particular areas through a more comprehensive and coherent program of study. It is hoped that there will be enough student interest to develop area concentrations in the future. The proposed major will also complement the new International Business concentration of the Management major.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Eight of Western Kentucky University's benchmark institutions offer a major in International Affairs (or equivalent), an additional three offer a minor, five offer a concentration within the Political Science major and only two (Ball State and Youngstown State) do not offer any discrete international affairs degree or concentration. Of those institutions which offer a major in International Affairs only Middle Tennessee State and Western Illinois do not offer a multi-disciplinary course of study. In Kentucky three institutions offer a multi-disciplinary major in International Affairs (Murray State, Northern Kentucky University and the University of Kentucky).

2.6 Relationship of the proposed major program to the university mission and objectives:

Western Kentucky University has identified internationalization as a key institutional priority as it seeks to become a leading American university with international reach. The university has adopted a Quality Enhancement Plan to "engage students for success in a global society" and is a participant in the eighth cohort of the American Council on Education's Internationalization Laboratory. Furthermore, WKU has pledged responsibility to "strengthen the global dimension of the curriculum and students' educational experiences" and to ensure students demonstrate a greater respect for diversity of peoples, ideas and cultures and greater awareness of their opportunities as responsible citizens living in a global society. These commitments are part of the institution's response to the CPE's key indicators and questions to prepare college graduates for life and work in Kentucky and to benefit Kentucky's communities and economy. The international and inter-disciplinary nature of the major will also encourage more study abroad opportunities, increase the international presence of faculty and students and expand interaction between international and domestic students on campus, all important strategic goals of the institution.

### **3. Objectives of the proposed major program:**

The International Affairs is a discipline with broad dimensions, designed to prepare students for success in a global society. It integrates the information, techniques and skills of several disciplines, political science, economics, history, geography, religion and modern languages to study and understand the complexity of the international environment. The major is designed to be flexible in terms of the variety of careers that students will pursue. In addition to the fields of public service, journalism, international business and international

consulting, students will be able to apply their knowledge, skills and values to give them a competitive edge in a global marketplace.

In particular the International Affairs major will provide the following learning outcomes:

- Students will demonstrate knowledge of the dynamics of the international political and economic system and an understanding of the causes of changes and mechanisms to manage change.
- Students will acquire knowledge and methods needed for critical assessment of international processes and the complex relationship between domestic and international issues.
- Students will develop an understanding of diverse regions, cultures and countries and demonstrate the ability to perceive events from more than one cultural viewpoint.
- Students will recognize cultural differences and demonstrate an ability to interact effectively and appropriately in international and/or multicultural contexts.

#### **4. Program description:**

##### 4.1 Curriculum:

Total hours required: 45 Hours

Core Courses: 21 Hours

PS250	International Politics (3 Hours)
PS260	Introduction to Comparative Politics (3 Hours)
PS357	U.S. Foreign Policy (3 Hours)
PS497	Senior Seminar in International Affairs (3 Hours) – New Course
HIST120	Western Civilization Since 1648 (3 Hours)
ECON202	Principles of Economics (Micro) (3 Hours) OR ECON203 Principles of Economics (Macro) (3 Hours)
GEOG110	World Regional Geography (3 Hours)

Political Science Electives: 9 Hours

PS200	Introduction to Latin America (3 Hours)
▪	Note: This course is cross-listed as HIST 200, GEOG 200 and SPAN 200.
PS267	Introduction to East European Studies (3 Hours)
PS299	Contemporary Topics in Political Science (1-3 Hours)
PS300	Model Assembly (1 Hour)
PS303	Politics and Film (3 Hours)
PS350	Political Terrorism (3 Hours)
PS355	International Organization and Law (3 Hours)
PS360	Government and Politics of Britain and Canada (3 Hours)
PS361	Government and Politics of Western Europe (3 Hours)
PS362	Latin American Government and Politics (3 Hours)
PS363	Politics of Developing Nations (3 Hours)

PS365 Government and Politics of the Middle East (3 Hours)  
 PS366 Government and Politics in East Asia (3 Hours)  
 PS367 Government and Politics of Russia and Eastern Europe (3 Hours)  
 PS368 African Government and Politics (3 Hours)  
 PS449 International Political Economy (3 Hours)  
 PS450 Selected Topics in International Relations (3 Hours)  
 PS457 Theories of War and Peace in International Relations (3 Hours)  
 PS460 Selected Topics in Comparative Politics (3 Hours)

Other Electives: 15 Hours (No more than 6 hours from one discipline)

COMM463 Intercultural Communication (3 Hours)

ECON380 International Economics (3 Hours)  
 ECON385 Economic Development (3 Hours)  
 ECON386 Economies in Transition (3 Hours)  
 ECON496 International Monetary Economics (3 Hours)

FIN433 Money and Capital Markets (3 Hours)  
 FIN436 International Financial Management (3 Hours)

FLK340 Peoples and Cultures of Latin America (3 Hours)  
 FLK350/ANTH350 Peoples and Cultures of Africa (3 Hours)

FREN323 French Civilization and Culture (3 Hours)  
 FREN427 Francophone Culture (3 Hours)

GEOG101 Principles of Human Geography (3 Hours)  
 GEOG278 Geography of Food and Agriculture (3 Hours)  
 GEOG425 Political Geography (3 Hours)  
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 GEOG465 Geography of Asia (3 Hours)  
 GEOG466 Geography of Africa (3 Hours)  
 GEOG467 Geography of the Middle East (3 Hours)  
 GEOG485 Population and Resources (3 Hours)

GERM202 The German-Speaking Lands (3 Hours)  
 GERM335 Contemporary Culture and Civilization (3 Hours)

HIST299 Introduction to Military History (3 Hours)  
 HIST324 Modern Britain Since 1688 (3 Hours)  
 HIST335 Twentieth Century Europe (3 Hours)  
 HIST360 History of Africa (3 Hours)  
 HIST365 Modern Latin America, 1800-Present (3 Hours)  
 HIST370 Modern South Asia: From Empires to Nations (3 Hours)  
 HIST425 Modern Germany (3 Hours)

HIST438	Twentieth Century Russia (3 Hours)
HIST439	Rise and Decline of Communism (3 Hours)
HIST461	Modern East Asia (3 Hours)
HIST462	History of the Middle East (3 Hours)
HIST465	The Mexican Republic (3 Hours)
HIST471	Modern China (3 Hours)
HIST472	Modern Japan (3 Hours)
HIST494	U.S. Military History (3 Hours)
JOUR354	International Public Relations (3 Hours)
MGT316	International Management (3 Hours)
MGT403	International Business (3 Hours)
MKT324	International Marketing (3 Hours)
RELS302	Buddhist Religious Traditions (3 Hours)
RELS303	Hindu Religious Traditions (3 Hours)
RELS304	Judaic Religious Traditions (3 Hours)
RELS305	Christian Religious Traditions (3 Hours)
RELS306	Islamic Religious Traditions (3 Hours)
RELS308	East Asian Religious Traditions (3 Hours)
RELS324	Christianity in Africa (3 Hours)
SPAN372	Latin American Civilization and Culture (3 Hours)
SPAN373	Spanish Culture and Civilization (3 Hours)

**Other Requirements:**

Students are required to take a modern language through the intermediate level (201 and 202). For modern languages not taught at Western Kentucky University, students should consult with the Department of Modern Languages for transfer and testing information

4.2 Accreditation, certification, approval, and/or licensure:

Not applicable.

4.3 Program Delivery:

Program delivery will be provided through a blend of classroom and internet based courses.

**5. Resources:**

5.1 Faculty: Courses offered within the Department of Political Science will be provided by faculty with expertise in international and comparative politics. Courses offered from outside the Department of Political Science will be offered by existing full and part time faculty. No new faculty will be needed to begin this program. However, as the program develops over the next few years there will be

a need for additional faculty and resources specializing in particular regions of the world, such as Africa and Asia.

5.2 Technological and electronic information resources (e.g., databases, e-journals): The International Affairs major draws on knowledge from a variety of disciplines from which already existing library resources will provide adequate materials for student study.

6. **Proposed term for implementation:** Fall 2009

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

Political Science Department      \_\_\_08/13/2008\_\_\_

Potter College Curriculum Committee      \_\_\_09/05/2008\_\_\_

University Curriculum Committee      \_\_\_09/25/2008\_\_\_

University Senate      \_\_\_\_\_

**Attachment: Program Inventory  
Form**



Proposal Date:

**Enter College Name Here**  
**Department of \_\_\_\_\_**  
**Proposal to Create a Temporary Course**  
**(Information Item)**

Contact Person: Name, email, phone

**1. Identification of proposed course**

- 1.7 Course prefix (subject area) and number:
- 1.8 Course title:
- 1.9 Abbreviated course title:
- 1.4 Credit hours:
- 1.5 Schedule type:
- 1.6 Prerequisites/corequisites:
- 1.7 Course description:

**2. Rationale**

- 2.5 Reason for offering this course on a temporary basis:
- 2.6 Relationship of the proposed course to courses offered in other academic units:

**3. Description of proposed course**

- 3.7 Course content outline
- 3.8 Tentative text(s)

**4. Second offering of a temporary course (if applicable)**

- 4.7 Reason for offering this course a second time on a temporary basis:
- 4.8 Term course was first offered:
- 4.9 Enrollment in first offering:

**5. Term of Implementation:**

**6. Dates of review/approvals:**

_____ Department/Division:	_____
_____ Curriculum Committee	_____
_____ Dean	_____
UCC Chair	_____

Provost:

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**Attachment: Course Inventory Form**

## **General Guidelines for Temporary Course Offerings**

- A proposal to create a temporary course is an information item on the UCC agenda.
- Approval to offer a temporary course is requested when the course:
  - 1) must be created to accommodate registration, and there is insufficient time to complete the new course approval process,
  - or
  - 2) is proposed for offering on a trial basis.
- The proponent should ensure that the proposed temporary course does not duplicate existing courses in other departments and colleges.
- A temporary course is intended to be offered only once; however, under extraordinary circumstances, approval for a second offering may be granted. A proposal to offer a temporary course for a second time will require additional justification. A temporary course may not be offered more than two times.

### **PROCEDURE**

- Submit the completed Course Inventory Form (including department head's and dean's signatures for approval) and the Temporary Course Proposal Form to the UCC Chair, who will post the Temporary Course Proposal on the UCC website and also forward the documents electronically to UCC members, including College Representatives, and to the college deans. Recipients will be directed to communicate any concerns or objections to the course proponent and to the UCC Chair. Following a seven calendar day posting without objection, the UCC Chair will forward the proposal to the Office of the Provost for approval. If, during the seven calendar day posting, there is an objection, the proponent will be notified. Parties involved will have an additional seven calendar days to resolve the objection. If the parties agree on the solution, the temporary course proposal will then be forwarded to the Provost by the UCC Chair. If no agreement is reached, the proposal will be returned to the proponent.
- The Course Inventory Form for the approved temporary course will be forwarded to the Office of the Registrar for processing.
- Approved temporary undergraduate course proposals must be submitted by the college curriculum committee as an information item for the next UCC meeting. The UCC Chair will check to be sure the temporary course has been submitted. If not, the UCC Chair will advise the Registrar to pull the course from the schedule.

