

**University Curriculum Committee
Western Kentucky University**

Report to the University Senate

Date: September 23, 2016

From: Liz Sturgeon

a. Potter College of Arts and Letters (PCAL)

TYPE OF ITEM	DESCRIPTION OF ITEM & CONTACT INFORMATION
Information	Proposal to Revise Course Prerequisites Item: SPAN 202 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401
Information	Proposal to Revise Course Prerequisites Item: SPAN 210 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401
Information	Proposal to Revise Course Prerequisites Item: SPAN 211 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401
Information	Proposal to Revise Course Prerequisites Item: SPAN 220 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401
Information	Proposal to Revise Course Prerequisites Item: SPAN 230 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401
Information	Proposal to Revise Course Prerequisites Item: SPAN 306 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401
Information	Proposal to Revise Course Prerequisites Item: SPAN 331 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401

Information	<p>Proposal to Revise Course Prerequisites Item: SPAN 345 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401</p>
Information	<p>Proposal to Revise Course Prerequisites Item: SPAN 370 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401</p>
Information	<p>Proposal to Revise Course Prerequisites Item: SPAN 371 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401</p>
Information	<p>Proposal to Revise Course Prerequisites Item: SPAN 372 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401</p>
Information	<p>Proposal to Revise Course Prerequisites Item: SPAN 373 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401</p>
Information	<p>Proposal to Revise Course Prerequisites Item: SPAN 374 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401</p>
Information	<p>Proposal to Revise Course Prerequisites Item: SPAN 376 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401</p>
Information	<p>Proposal to Revise Course Prerequisites Item: SPAN 389 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401</p>
Information	<p>Proposal to Revise Course Prerequisites Item: SPAN 455 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401</p>

Information	Proposal to Revise Course Prerequisites Item: SPAN 470 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401
Information	Proposal to Revise Course Prerequisites Item: SPAN 471 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401
Information	Proposal to Revise Course Prerequisites Item: SPAN 476 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401
Information	Proposal to Revise Course Prerequisites Item: SPAN 490 Contact: Inma Pertusa Email: inmaculada.pertusa@wku.edu Phone: (270) 745-2401
Information	Revise Course Prerequisites Item: MUS 314 Contact person: Robyn Swanson Email: robyn.swanson@wku.edu Phone: 5-5925
Consent	Proposal to Create a New Course RELS 211 Contact: James Barker, james.barker@wku.edu , 745-5750
Consent	Proposal to Create a New Course Item: MUS 322 Contact person: John Martin Email: john.martin@wku.edu Phone: 5-6890

b. College of Education and Behavioral Sciences (CEBS)

Type of Item	Description of Item & Contact Information
Consent	Proposal to Create a New Course Item: SEC 350 Contact: Rebecca Stobaugh Email: Rebecca.stobaugh@wku.edu Phone: (270) 745-4497
Consent	Proposal to Create a New Course Item: SEC 450 Contact: Rebecca Stobaugh Email: Rebecca.stobaugh@wku.edu Phone: (270) 745-4497

Consent	Proposal to Revise a Program Item: 774 Contact: Martha Day Email: Martha.day@wku.edu Phone: (270) 745-4411 2 nd Contact: Les Pesterfield Email: lester.pesterfield@wku.edu Phone: (270) 745-3603
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c. Gordon Ford College of Business (GFCB)

Type of Item	Description of Item and Contact Information
Consent	Proposal to Make Multiple Revision to a Course Entrepreneurship – ENT 312 Contact: Whitney Peak, whitney.peake@wku.edu , 5-3531

d. College of Health and Human Services (CHHS)

Type of Item	Description in Item and Contact Information
Information	Proposal to Revise Course Prerequisites/Corequisites IDFM 201 Interior Design Studio I Contact: Sheila S. Flener, sheila.flener@wku.edu , 745-4105
Consent	Proposal to Revise a Program 531 Interior Design and Fashion Merchandising Contact: Sheila S. Flener, sheila.flener@wku.edu , 745-4105

e. Ogden College of Science and Engineering (OCSE)

Type of Item	Description in Item and Contact Information
Information	Proposal to Revise Course Prerequisites CHEM 304, Biochemistry for the Health Sciences, 4 hrs. Contact: Dr. Jeremy B Maddox, Jeremy.maddox@wku.edu , 5-8725
Information	Proposal to Revise Course Prerequisites GEOG 391, Spatial Data Analysis, 4 hrs. Contact: Kevin Cary, kevin.cary@wku.edu , 745-2981
Information	Proposal to Revise Course Prerequisites GISC 316, Fundamentals of GIS. Contact: Kevin Cary, kevin.cary@wku.edu , 745-2981
Information	Proposal to Delete a Program Ref. 1715, Certificate in Drinking Water Operations Contact: Jason Polk, jason.polk@wku.edu , 5-5015
Information	Proposal to Revise Course Catalog Listing PSYS 360, Behavioral Neuroscience Contact: Lance Hahn, lance.hahn@wku.edu , 56341
Consent	Proposal to Create a New Course METR 460, Climate Teleconnections, 3 hrs. Contact: Greg Goodrich, gregory.goodrich@wku.edu , 5-5986
Consent	Proposal to Create a New Course PSYS 362, Behavioral Neuro with Lab, 4 hrs. Contact: Lance Hahn, lance.hahn@wku.edu , 5-6314
Consent	Proposal to Revise a Program Ref. 675, Geography and Environmental Studies Contact: David Keeling, david.keeling@wku.edu , 5-4555
Consent	Proposal to Revise a Program Ref. 734, Middle School Science (“MSS”) Contact: Les Pesterfield, lester.pestterfield@wku.edu , 745-3603

Proposal Date: April 28, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa inmaculada.pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 202
 - 1.2 Course title: Intermediate Spanish II
- 2. Current prerequisites:** SPAN 201
- 3. Proposed prerequisites:** SPAN 201 or demonstrated proficiency of Intermediate Low
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to include proficiency levels. This is being done so that incoming students with a background in the language can be placed properly based on placement test results.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages	April 28, 2016
Potter College Curriculum Committee	September 1, 2016
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	09/22/2016
University Senate	

Proposal Date: April 28, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 210
 - 1.2 Course title: Intermediate Spanish Conversation Abroad
- 2. Current prerequisites:** SPAN 102 or equivalent
- 3. Proposed prerequisites:** SPAN 102 or demonstrated proficiency of Novice High
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to include proficiency levels. This is being done so that incoming students with a background in the language can be placed properly based on placement test results.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

April 28, 2016

Potter College Curriculum Committee

September 1, 2016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

09/22/2016

University Senate

Proposal Date: April 28, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

1. **Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 211
 - 1.2 Course title: Intermediate Spanish Culture Abroad
2. **Current prerequisites:** SPAN 102 or equivalent
3. **Proposed prerequisites:** SPAN 102 or demonstrated proficiency of Novice High
4. **Rationale for the revision of prerequisites:** The prerequisites are being revised to include proficiency levels. This is being done so that incoming students with a background in the language can be placed properly based on placement test results.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2017
7. **Dates of prior committee approvals:**

Department of Modern Languages	April 28, 2016
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**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 220
 - 1.2 Course title: Spanish for Criminal Justice Professionals
- 2. Current prerequisites:** SPAN 102 or equivalent
- 3. Proposed prerequisites:** SPAN 102 or demonstrated proficiency of Novice High
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to include proficiency levels. This is being done so that incoming students with a background in the language can be placed properly based on placement test results.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

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**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 230
 - 1.2 Course title: Spanish for Medical Professionals
- 2. Current prerequisites:** SPAN 102 or equivalent
- 3. Proposed prerequisites:** SPAN 102 or demonstrated proficiency of Novice High
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to include proficiency levels. This is being done so that incoming students with a background in the language can be placed properly based on placement test results.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

April 28, 2016

Potter College Curriculum Committee

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09/22/2016

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Proposal Date: April 28, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 306
 - 1.2 Course title: Experiencing Spanish Abroad
- 2. Current prerequisites:** SPAN 202 or equivalent and permission of instructor
- 3. Proposed prerequisites:** SPAN 202 or demonstrated proficiency of Intermediate Mid
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to include proficiency levels. This is being done so that incoming students with a background in the language can be placed properly based on placement test results.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

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Proposal Date: April 28, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 331
 - 1.2 Course title: Business Spanish
- 2. Current prerequisites:** SPAN 202 or equivalent
- 3. Proposed prerequisites:** SPAN 202 or demonstrated proficiency of Intermediate Mid
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to include proficiency levels. This is being done so that incoming students with a background in the language can be placed properly based on placement test results.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

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**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 345
 - 1.2 Course title: Topics in Spanish
- 2. Current prerequisites:** SPAN 370 or SPAN 331 and SPAN 371 or equivalent
- 3. Proposed prerequisites:** SPAN 370 or SPAN 331 and SPAN 371
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to accommodate the implementation of automated prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

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**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 370
 - 1.2 Course title: Spanish Conversation
- 2. Current prerequisites:** SPAN 202
- 3. Proposed prerequisites:** SPAN 202 or demonstrated proficiency of Intermediate Mid
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to include proficiency levels. This is being done so that incoming students with a background in the language can be placed properly based on placement test results.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

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**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 371
 - 1.2 Course title: Spanish Composition and Grammar
- 2. Current prerequisites:** SPAN 202
- 3. Proposed prerequisites:** SPAN 202 or demonstrated proficiency of Intermediate Mid
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to include proficiency levels. This is being done so that incoming students with a background in the language can be placed properly based on placement test results.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

April 28, 2016

Potter College Curriculum Committee

September 1, 2016

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Undergraduate Curriculum Committee

09/22/2016

University Senate

Proposal Date: April 28, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 372
 - 1.2 Course title: Latin American Civilization and Culture
- 2. Current prerequisites:** SPAN 370 or SPAN 331, and SPAN 371 or equivalent
- 3. Proposed prerequisites:** SPAN 370 or SPAN 331, and SPAN 371
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to accommodate the implementation of automated prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

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Proposal Date: April 28, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 373
 - 1.2 Course title: Spanish Civilization and Culture
- 2. Current prerequisites:** SPAN 370 or SPAN 331, and SPAN 371 or equivalent
- 3. Proposed prerequisites:** SPAN 370 or SPAN 331, and SPAN 371
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to accommodate the implementation of automated prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

April 28, 2016

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Proposal Date: April 28, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 374
 - 1.2 Course title: Literature and Culture of Spain
- 2. Current prerequisites:** SPAN 370 or SPAN 331, and SPAN 371 or equivalent
- 3. Proposed prerequisites:** SPAN 370 or SPAN 331, and SPAN 371
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to accommodate the implementation of automated prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

April 28, 2016

Potter College Curriculum Committee

September 1, 2016

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General Education Committee (if applicable)

Undergraduate Curriculum Committee

09/22/2016

University Senate

Proposal Date: April 28, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 376
 - 1.2 Course title: Literature and Culture of Latin America
- 2. Current prerequisites:** SPAN 370 or SPAN 331, and SPAN 371 or equivalent
- 3. Proposed prerequisites:** SPAN 370 or SPAN 331, and SPAN 371
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to accommodate the implementation of automated prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

April 28, 2016

Potter College Curriculum Committee

September 1, 2016

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Undergraduate Curriculum Committee

09/22/2016

University Senate

Proposal Date: April 28, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 389
 - 1.2 Course title: Internship in Spanish
- 2. Current prerequisites:** One 300-level Spanish course or the equivalent, and permission of instructor
- 3. Proposed prerequisites:** SPAN 372 or SPAN 373 or SPAN 374 or SPAN 376 and permission of instructor
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to accommodate the implementation of automated prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

April 28, 2016

Potter College Curriculum Committee

September 1, 2016

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General Education Committee (if applicable)

Undergraduate Curriculum Committee

09/22/2016

University Senate

Proposal Date: April 28, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 455
 - 1.2 Course title: Topics in Hispanic Literary and Cultural Studies
- 2. Current prerequisites:** SPAN 372 or 373 or 374 or 376 or equivalent
- 3. Proposed prerequisites:** SPAN 345 or SPAN 372 or SPAN 373, and SPAN 374 or SPAN 376
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to accommodate the implementation of automated prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

April 28, 2016

Potter College Curriculum Committee

September 1, 2016

Professional Education Council (if applicable)

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09/22/2016

University Senate

Proposal Date: April 28, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 470
 - 1.2 Course title: Advanced Oral Spanish
- 2. Current prerequisites:** SPAN 370 or equivalent
- 3. Proposed prerequisites:** SPAN 370
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to accommodate the implementation of automated prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

April 28, 2016

Potter College Curriculum Committee

September 1, 2016

Professional Education Council (if applicable)

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09/22/2016

University Senate

Proposal Date: April 28, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 471
 - 1.2 Course title: Advanced Spanish Composition
- 2. Current prerequisites:** SPAN 371 or equivalent
- 3. Proposed prerequisites:** SPAN 371 and SPAN 372 or SPAN 373 or SPAN 374 or SPAN 376
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to accommodate the implementation of automated prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

April 28, 2016

Potter College Curriculum Committee

September 1, 2016

Professional Education Council (if applicable)

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09/22/2016

University Senate

Proposal Date: April 28, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 476
 - 1.2 Course title: Twentieth Century Spain
- 2. Current prerequisites:** SPAN 373 or 374 or equivalent
- 3. Proposed prerequisites:** SPAN 374 or SPAN 376
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to accommodate the implementation of automated prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

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**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites**

Contact Person: Inma Pertusa Inmaculada.Pertusa@wku.edu 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPAN 490
 - 1.2 Course title: Hispanic Cinema
- 2. Current prerequisites:** SPAN 370 or SPAN 371 plus one other 300-level class
- 3. Proposed prerequisites:** SPAN 370 or SPAN 331, and SPAN 371, and one other 300-level course
- 4. Rationale for the revision of prerequisites:** The prerequisites are being revised to accommodate the implementation of automated prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Modern Languages

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University Senate

**Potter College Arts & Letters
Department of Music
Proposal to Revise Course Prerequisites/Corequisites for MUS 314**

Robyn Swanson E-mail Address: robyn.swanson@wku.edu Office Phone: 270-745-5925

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: MUS 314
 - 1.2 Course title: Comprehensive Arts Education for the Elementary Teacher
- 2. Current prerequisites:** MUS 311, ART 310
- 3. Proposed prerequisites:** No prerequisites
- 4. Rationale for the revision of prerequisites:** The scheduling and sequencing of courses required in education degree paths has made it difficult if not impossible to properly meet the current pre-requisite requirements of MUS 314. While the skills obtained in ART 310 and MUS 311 benefit students in MUS 314, they are not required for students to succeed in the course.
- 5. Effect on completion of major/minor sequence:** Elementary Education students will be able to complete their degree program in a timely manner.
- 6. Proposed term for implementation:** Spring 2017
- 7. Dates of prior committee approvals:**

Department of Music Curriculum Committee

August 8, 2016

Music Department Faculty

August 16, 2016

PCAL College Curriculum Committee

September 1, 2016

Undergraduate Curriculum Committee

09/22/2016

University Senate

**Potter College of Arts & Letters
Department of Philosophy & Religion
Proposal to Create a New Course**

Contact Person: James Barker | james.barker@wku.edu | x5750

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: RELS 211
- 1.2 Course title: Jesus in Film
- 1.3 Abbreviated course title: Jesus in Film
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (yes or no) no
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites/corequisites: n/a
- 1.7 Course description: A study of the production and reception of films about Jesus, similarities and differences with canonical and extracanonical Gospels, and popular and critical reactions.

2. Rationale:

- 2.1 Reason for developing the proposed course: The department's current offerings predominantly focus on the origins of religions and religious texts, and yet reception history (analyses of the enduring significance and reinterpretation of these texts and traditions) has become increasingly prevalent in religious studies in general and biblical studies in particular, so this course will be methodologically complementary. More generally, the course engages perennial concerns over artistic freedom and religious tolerance. Film adaptations—albeit arising in a different epoch and via a different medium—reveal decisions faced by the earliest Gospel writers and interpreters. For example, in the Gospel of Luke, a “sinful woman” anoints Jesus, and Luke soon mentions Mary Magdalene following Jesus. Some ancient interpreters assumed that Mary Magdalene was the woman and that her sin was prostitution—although biblical texts never say so. Similarly, the Gospel of Philip is an ancient text suggesting an intimate relationship between Jesus and Mary Magdalene. So does the modern film *The Last Temptation of Christ*, and students investigate why some viewers find such depictions objectionable. Overall, learners encounter many different ways to balance concerns over artistic freedom and religious freedom, and students cultivate their own informed opinions regarding responsible interpretation and reinterpretation, thereby becoming better civically engaged and informed members of society.
- 2.2 Projected enrollment in the proposed course: 30–40 based on enrollments in comparable 200/300-level courses.

- 2.3 Relationship of the proposed course to courses now offered by the department: Jesus in Film will relate most closely to the Life of Jesus (RELS 300): “An investigation of the nature, content, and major interpretations of the sources for the life and teachings of Jesus.” The Life of Jesus narrows its scope to texts produced in the first centuries of the Common Era, but Jesus in Film will broaden its scope to film adaptations produced in the most recent century. There is ample precedent for these complementary offerings; as mentioned below, Duke University’s and Texas Christian University’s undergraduate Religious Studies programs offer Jesus in Film (RELS 360 and RELS 30823, respectively), yet the same programs also offer courses on the Historical Jesus (RELS 351 and RELS 30113, respectively).
- 2.4 Relationship of the proposed course to courses offered in other departments: Jesus in Film will complement topical offerings in Film Studies in the subcategory World Cinema; e.g., Japanese Cinema (ENG 386), German Literature and Film (GERM 437), Politics and Film (PS 303), and Hispanic Cinema (SPAN 490).
- 2.5 Relationship of the proposed course to courses offered in other institutions: Benchmark institutions offering Religion and Popular Culture include Ball State University (RELS 201) and University of North Carolina, Charlotte (RELS 3210). Benchmark institutions offering Religion and Film include East Carolina University (RELS 2400), Middle Tennessee State University (RELS 3600), and University of North Carolina, Charlotte (RELS 3212). Others institutions offering Jesus in Film include California Lutheran University (RELS 380), Duke University (RELS 360), Rhodes College (RELS 286), and Texas Christian University (RELS 30823).

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes:

By the end of this course, students should be able to:

- Analyze the development of self in relation to others in society.
- Examine diverse values that form civically engaged and informed members of society.
- Evaluate solutions to real-world social and cultural problems, particularly artistic freedom.
- Employ reliable sources and deploy valid arguments within the academic study of religion.
- Gain historical perspective and understanding of connections between past and present.
- Evaluate enduring and contemporary issues of human experience.

3.3 Content outline:

Part I: Individual Gospels

week 1

Gospel of Mark in Miller, *The Complete Gospels*
Paul Flesher and Robert Torry, “Filming Jesus: Between Authority and Heresy”
(on Blackboard)
“Mark’s Gospel” in Stanton, 37–57 (recommended)
Mark Goodacre, “The Synoptic Jesus and the Celluloid Christ: Solving the
Synoptic Problem through Film,” *Journal for the Study of the New Testament*
80 (2000): 31–44.
“Source Criticism” in Stanton, 18–27 (recommended)

week 2

David Bordwell and Kristin Thompson, *A Short Guide to Writing about Film* (on
reserve)
“Film Terms and Topics for Film Analysis and Writing” (35–78)
“Checklist for Writing an Effective Essay” (121–23)
“Glossary of Film Terms” (173–77)

week 3

Gospel of Matthew in Miller, *The Complete Gospels*
“Introduction” in Reinhartz, 3–20
“Matthew’s Gospel” in Stanton, 58–78 (recommended)
Pier Pablo Pasolini, *The Gospel according to St. Matthew*, 1964

week 4

Gospel of Luke in Miller, *The Complete Gospels*
“History and Anti-History” in Reinhartz, 21–40
“Luke’s Gospel” in Stanton, 79–96 (recommended)
John Heyman, *Jesus* (a.k.a. the Jesus film), 1979

week 5

Gospel of John in Miller, *The Complete Gospels*
“Caiaphas” in Reinhartz, 213–25
“John’s Gospel” in Stanton, 97–121 (recommended)
Philip Saville, *The Gospel of John*, 2003

week 6

Midterm review and exam

Part II: Gospel Harmonies

week 7

Protevangelium of James in Miller, *The Complete Gospels*
“Mary” and “Joseph” in Reinhartz, 67–96
Catherine Hardwicke, *The Nativity Story*, 2006

week 8

Gospel of Peter in Miller, *The Complete Gospels*

Tatian's *Diatessaron* (on Blackboard)
"Why Four Gospels?" in Stanton, 122–39 (recommended)
Franco Zeffirelli, *Jesus of Nazareth*, 1977

week 9

"Satan" and "Pharisees" in Reinhartz, 181–212
Mel Gibson, *The Passion of the Christ*, 2004

Part III: The Historical Jesus

week 10

"Jesus" in Reinhartz, 43–63
"What do we know about Jesus of Nazareth?" in Stanton, 143–63 (recommended)
Denys Arcand, *Jesus of Montreal*, 1989

week 11

"Pilate" in Reinhartz, 227–50
Sarah Prime, "And now for something completely different..." (on Blackboard)
"Assessing the Evidence" in Stanton, 164–77 (recommended)
Terry Jones, *Monty Python's Life of Brian*, 1979

Part IV: Antihero

week 12

Gospel of Judas in Miller, *The Complete Gospels*
"Mary Magdalene" in Reinhartz, 125–49
"The Last Temptation of Christ" in *Scorsese on Scorsese*, ed. Ian Christie and David Thompson (rev. ed.; London: Faber and Faber, 2003), 116–45.
(recommended—on books.google.com)
Martin Scorsese, *The Last Temptation of Christ*, 1988

week 13

"Judas" in Reinhartz, 151–77
"The Last Days" in Stanton, 269–91 (recommended)
Norman Jewison, *Jesus Christ Superstar*, 1973

week 14

"God" in Reinhartz, 97–122
"Jesus of Hollywood" in Reinhartz, 251–56
"Who was Jesus of Nazareth?" in Stanton, 292–99 (recommended)

3.4 Assessment:

- Exams will require students not only to examine diverse values that form civically engaged and informed members of society but also to evaluate solutions to real-world social and cultural problems, particularly the relationship between artistic freedom and religious tolerance.

- Papers will require students to demonstrate proficiency in reading, writing, critical thinking, and research as well as to employ reliable sources and deploy valid arguments within the academic study of religion.
- Presentations and small- and large-group discussions will require students to demonstrate speaking skills and an understanding of connections between past and present.
- Preparation, attendance, and participation are expected.

3.5 Tentative texts and course materials:

Required

- Adele Reinhartz. *Jesus of Hollywood*. Oxford: Oxford University Press, 2007.
- Robert J. Miller, ed. *The Complete Gospels*. 4th ed. Salem, OR: Polebridge, 2010.

Recommended

- Graham Stanton. *The Gospels and Jesus*. 2d ed. Oxford: Oxford University Press, 2002.
- Timothy Corrigan. *A Short Guide to Writing about Film*. 5th ed. Boston: Pearson, 2004.

4. Resources:

- 4.1 Library resources: No special resources are required; the library's current books, journals, and databases are sufficient.
- 4.2 Computer resources: No special computer resources are required.

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing levels are sufficient, though if demand increases as we hope, it may be necessary to request additional staffing.
- 5.2 Special equipment needed: n/a
- 5.3 Expendable materials needed: n/a
- 5.4 Laboratory materials needed: n/a

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department of Philosophy and Religion

April 25, 2016

Potter College Curriculum Committee

September 1, 2016

Professional Education Council (if applicable)

General Education Committee (if applicable)

09/22/2016

Undergraduate Curriculum Committee

University Senate

**Potter College of Arts & Letters
Department of Music
Proposal to Create a New Course**

Contact person: John Martin, john.martin@wku.edu, 745-6890

1. Identification of proposed course:

- 1.1 Course prefix: MUS 322
- 1.2 Course title: The Blues: Music from the Delta to Chicago
- 1.3 Abbreviated course title: Blues Music
- 1.4 Credit hours: 3
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/ corequisites: n/a
- 1.7 Course description: A study of the Blues as an American music genre with emphasis on the performers, musical styles, instrumentation, and lyric content, as well as the development of cultural, social, economic, and political impact.

2. Rationale

- 2.1 Reason for developing the proposed course: There are currently no courses in the music department, or any other department at WKU, that study the history and culture of the Blues as a music genre. The Blues is the cornerstone of American popular music from Country, Bluegrass, Broadway, and Vaudeville, to R & B, Opera, Jazz, and Gospel, and everything in between. This course will engage students in how the Blues originally came into being during the 1890's, and will follow the timelines of notable blues artists that lead into the many different styles of popular music today. The course will focus on listening and analyzing recordings and lyrics, comparing different stylistic characteristics of different players and different regions, and will assess the students through testing and written assignments.
- 2.2 Projected enrollment in the proposed course: 30-40 based on student enrollment in similar 300 level music courses including MUS 320, 326 and 327.
- 2.3 Relationship of the proposed course to courses now offered by the department: A course in the Blues will complement appreciation type courses already offered at WKU including Music Appreciation (MUS 120), Jazz Appreciation (MUS 119), World Music (MUS 227), and Rock and Roll (MUS 320). Music Appreciation gives a brief overview of 20th century popular music while the other course offerings genre specific. Both the jazz and rock courses discuss the Blues, but only from a preliminary point of view. The department also offers detailed courses in Western Art Music/Classical (MUS 326 and 327) that do not specifically address the Blues.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course will focus primarily on the *musical* development of the Blues as an art form. Other WKU courses, specifically in Folk Studies and Sociology (FLK 410 African American Music; SOCL 245 Sociology of Popular Culture; SOCL 345

Sociology of Popular Music) do address the Blues but from their own disciplinary perspectives, and as units within more broadly focused courses. MUS 322 will emphasize significant musical aspects of the Blues that include composition/improvisation, melodic/harmonic/rhythmic development, form/texture, lyric writing, and performance virtuosity. This course will be an attractive elective for students in the Pop Culture Studies program and is being reviewed for inclusion in the Colonnade's Connections category

- 2.5 Relationship of the proposed course to courses offered in other institutions:
 A Blues specific general education course is becoming more and more popular among music schools across the country. As music programs continue to promote current/popular 20th and 21st century music in their curricula the importance of the Blues will only continue to increase. Current course samples include: University of Florida MUH2020 - The History of Blues and Rock; COA - AD1013 - Jazz, Rock, and Blues: From Their Origins to the Present; Carleton University - MUSC 131: The Blues from the Delta to Chicago; Keene State College - IHAMST-140-02C – The Blues.

3. Discussion of proposed course

3.1 Schedule type: Lecture (L)

3.2 Learning outcomes:

By the end of this course, students should be able to:

- recognize different Blues Styles,
- understand the regional impact of these styles,
- appreciate the economic and social status of the time
- understand the common instruments used in Blues,
- understand common vocal and instrumental techniques,
- appreciate the importance of specific artists/performers

3.3 Content outline:

I. Elements of Music

II. Post-Civil war America

III. Early Blues (1890-1900)

A. Delta Blues

B. Country Blues

IV. Mid Blues (1900-1930s)

A. Boogie-woogie

B. Gospel Blues

C. Jump Blues

D. Memphis Blues

V. Late Blues (1930s-1960s)

A. Chicago Blues

B. Piedmont Blues

C. New Orleans Blues

D. West Coast Blues

E. Texas Blues

3.4 Student expectations and requirements: Students should expect to attend class regularly. There will be mixture of tests and written assignments. Reading

assignments will be an integral part of the course, and students will be expected to read the required material, as well as research some of their own information.

3.5 Tentative texts and course materials:

“*The History of the Blues*”, Francis Davis. Da Capo Press, 1995

“*Deep Blues*”, Robert Palmer. Penguin Books, 1981

“*Martin Scorsese presents The Blues: A Musical Journey*” box set, soundtrack. Hip-O Records, 2003

4. Resources

4.1 Library resources: Current library resources are sufficient.

4.2 Computer resources: Current computer resources are sufficient

5. Budget implications

5.1 Proposed method of staffing: Current music department faculty are sufficient, however if demand grows the department might require additional staffing.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Music Department 04/22/16

Potter College Curriculum Committee September 1, 2016

Undergraduate Curriculum Committee **09/22/2016**

University Senate _____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course

Contact Person: Rebecca Stobaugh, 745-4497, Rebecca.stobaugh@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SEC 350
- 1.2 Course title: Clinical Practices in Secondary Teaching I
- 1.3 Abbreviated course title: Clinical Prac in Sec Teaching I
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 8 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: EDU 250 OR MGE 275, and PSY 310
- 1.7 Course description:
Develop a working knowledge of planning, implementation of instruction, assessment, diversity, and classroom climate for a secondary student population. Clinical experiences are required.

2. Rationale:

- 2.1 Reason for developing the proposed course:
At this time teacher candidates take a combination of SEC 351, SEC 352, and SEC 453 between two semesters. The new clinical model requires the content of these classes be appropriately placed when it is most effective (for example, classroom management taught earlier in the program). In addition, clinically-based teacher education programs devote several semesters for teacher candidates to practice and refine their teaching skills over a broader period of time, which more closely models actual classroom teaching. With this proposal, teacher candidates will teach in high school classrooms two days a week, beginning two semesters prior to student teaching, with this course being the first clinical course.

The proposed model will provide more consistent and structured field experiences for teacher candidates and more authentic assessment measures conducted by WKU faculty. In addition, as it has become more challenging to make field placements, this course enables teacher candidates to complete the field requirements in one school, instead of previously being placed at three different sites for the three different courses. As the secondary teacher candidate program moves to a more clinically-based program, a new structure is needed. This course will be taught in the public schools. Teacher candidates

will be in the clinical setting for approximately fourteen hours per week. Time will be flexibly managed so teacher candidates practice skills taught in the WKU class immediately after instruction in the high school classroom. WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their skills in the secondary classroom. With the increased amount of field hours required by the state (200 field hours prior to student teaching), this course helps teacher candidates obtain over 100 field hours while authentically engaging in the high school classroom via teaching, evaluating, conferencing, and disciplining high school students.

The proposed class will be aligned with opportunities for teacher candidates and WKU faculty to engage in teacher education practices and processes within the actual high school classroom environment. The current paradigm includes teacher candidates receiving instruction in a university classroom setting and being expected to carry out that instruction at a later time, often waiting until student teaching. The clinical model, including the proposed class, will facilitate direct application of teaching and learning in a real high school classroom.

- 2.2 Projected enrollment in the proposed course: The projected enrollment for this course is based on the number in our current cohort, typically 10 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course combines SEC 351 (Teaching Strategies), SEC 352 (Planning for Diversity), and SEC 453 (Management for Instruction). Three years ago, the Council for Post-Secondary Education awarded WKU a grant to revise our secondary education program to make it more clinical. Secondary Education created two blocks of courses that were taught in the public high schools. In the first semester teacher candidates took SEC 351 and SEC 352, with classes being held in the local high schools. After class, teacher candidates then practiced those skills immediately in the high school classroom with WKU faculty observing and mentoring them. With the clinical model it became evident that teacher candidates needed more classroom management support earlier. So, classroom management strategies were introduced in the first semester. This course proposal would formalize the current structure.

In Elementary Education, the program has grouped courses to create two semesters of blocked classes so teacher candidates can work and learn in the clinical setting for an entire school day. In the first block, teacher candidates take Student Diversity in the Classroom (ELED 355), Teaching Strategies for Elementary Teachers II (ELED 365), and Materials and Methods in Social Studies Course (ELED 407). In the second block of courses, teacher candidates sign up for Teaching Mathematics in the Elementary School (ELED 405), Teaching Science in the Elementary School (ELED 406), and Senior Projects in Elementary Education (ELED 465).

- 2.4 Relationship of the proposed course to courses offered in other departments: Several other departments include clinical experiences as a required component of their program. Dental Hygiene has Clinical Dental Hygiene I (DH 271), Clinical Dental Hygiene II (DH 271), and Clinical Dental Hygiene III (DH 370). During these courses WKU students are

supervised by a licensed dental hygienist as they practice the real-world skills of dental hygiene. In Nursing, they have several clinical classes that meet for 7.5 hours one day a week in a clinical setting. These classes include Clinical Mental Health Nursing (NURS 344) and Clinical: Fundamentals in Nursing (NURS 334). The School of Teacher Education is modeling the clinical teacher education courses after the medical model of clinical experiences.

- 2.5 Relationship of the proposed course to courses offered in other institutions: The Council for Accreditation of Educator Preparation in indicator 2.1 entitled Clinical Partnerships and Practices states: “The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.”

With this demand for more clinically-based programs, universities are beginning to revise curriculum. Eastern Kentucky University has six clinical courses including a year-long residency (CED 450 and CED 499). Similar to the proposed course, they are evaluating candidates based on students' performance data; formative and summative assessments; data from structured observations of candidates' classroom skills by supervising teachers and clinical educators, and professional dispositions. Similar to WKU's program, teacher candidates are regularly evaluated on their teaching performance using a performance rubric aligned with the Kentucky Teacher Standards and the Teacher Professional Growth and Evaluation System (TPGES).

3. Discussion of proposed course:

- 3.1 Schedule type: H
- 3.2 Learning Outcomes: *Teacher candidates will...*
- Display high standards relating to the *Kentucky School Personnel Code of Ethics* such as honesty, integrity and confidentiality in interactions with colleagues, students, and the public.
 - Develop instructional outcomes that are clear, are written in the form of secondary student learning, and suggest viable methods of assessment.
 - Design learning outcomes that represent rigorous and important learning in the secondary content discipline.
 - Design assessments for high school classroom with criteria and aligned to standards.
 - Plan a well-developed strategy for using formative assessment.
 - Create lesson plans with a) an accurate understanding of prerequisite relationships among topics and concepts, b) reflect familiarities with a wide-range of effective pedagogical approaches to the content discipline, c) demonstrate an understanding of the active nature of secondary student learning, d) indicate reasonable time allocation

and significant cognitive challenge, and e) display awareness of a variety of resources within the secondary school and on the Internet.

- Teach multiple lessons that include a) questions designed to promote thinking and understanding, b) discussions that successfully engage secondary students, c) friendly and respectful relations with students, d) effective response to disrespectful behavior among students, e) classroom routines and procedures to maximize instructional time, f) stated instructional purpose of the lesson, g) effective use of resources including technology tools, h) spoken and written language that is clear and correct and vocabulary appropriate to the secondary students' ages and interests, i) learning tasks aligned with instructional outcomes and designed to challenge student thinking, and j) appropriate pacing.
- Reflect accurately on the lesson's effectiveness and the extent to which it achieves its instructional outcomes.

3.3 Content outline:

- Teacher professionalism
- Higher-order thinking instructional tasks
- Learning target and objectives
- Formative and summative assessment
- Teaching strategies
- Curriculum development and lesson planning
- Lesson implementation
- Classroom management
- Diversity relating to both teacher/student relations and curriculum content
- Questioning
- Effective teaching practices
- Reflection

3.4 Student expectations and requirements:

- Professionalism and self-evaluation
- Develop tasks at various thinking levels
- Formative and summative assessment performance task
- Questioning performance task
- Classroom management performance task
- Lesson plan including teaching strategies and differentiation
- Delivery/implementation of lesson plan
- Reflection papers and conferences

3.5 Tentative texts and course materials:

- Roberts, J.L., & Inman, T.F. (2009). *Strategies for differentiating instruction: Best practices for the classroom* (2nd ed.). Waco, TX: Prufrock Press.
- Stobaugh, R. (2013). *Assessing critical thinking in middle and high schools: Meeting the Common Core*. Larchmont, NY: Eye on Education.
- Walsh, J.A., & Sattes, B.D. (2011). *Thinking through quality questioning*. Thousand Oaks, CA: Corwin.
- Burden, P.R., & David, M. B. (2013). *Methods for effective teaching: Meeting the needs of all students*. New York, NY: Pearson.

- Maxwell, M., Stobaugh, R., & Tassell, J. (2016). *Real-world learning framework for secondary schools: Digital tools and practical strategies for successful implementation*. Bloomington, IN: Solution Tree.

4. Resources:

- 4.1 Library resources: Library resources are adequate for the needs of this course.
- 4.2 Computer resources: Computer resources are adequate for the needs of this course.

5. Budget implications:

- 5.1 Proposed method of staffing: One existing WKU School of Teacher Education professor would be loaded for nine hours of instruction, observation, evaluation, and mentoring of secondary teacher education students. The course would be capped at 10 students due to the observations.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Teacher Education	3/18/16
College of Education Curriculum Committee	04/05/16
Professional Education Council (if applicable)	<u>5/11/16</u>
Undergraduate Curriculum Committee	<u>09/22/2016</u>
University Senate	_____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course

Contact Person: Rebecca Stobaugh, 745-4497, Rebecca.stobaugh@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SEC 450
- 1.2 Course title: Clinical Practices in Secondary Teaching II
- 1.3 Abbreviated course title: Clinical Prac in Sec Teaching II
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: SEC 350; Corequisite: LTCY 421 and appropriate content methods courses (e.g. SEC 475, SEC 481)
- 1.7 Course description: Develop an advanced knowledge of planning, implementation of instruction, assessment, diversity, and classroom climate for a secondary student population. Clinical experiences are required.

2. Rationale:

- 2.1 Reason for developing the proposed course:
At this time teacher candidates take a combination of SEC 351, SEC 352, and SEC 453 between two semesters. The new clinical model requires the content of these classes be appropriately placed when it is most effective (for example, classroom management taught earlier in the program). In addition, clinically-based teacher education programs devote several semesters for teacher candidates to practice and refine their teaching skills over a broader period of time, which more closely models actual classroom teaching. With this proposal, teacher candidates will teach in high school classrooms two days a week, beginning two semesters prior to student teaching, with this course being the second clinical course.

The proposed model will provide more consistent and structured field experiences for teacher candidates and more authentic assessment measures conducted by WKU faculty. In addition, as it has become more challenging to make field placements, this course enables teacher candidates to complete the field requirements in one school, instead of previously being placed at three different sites for the three different courses. As the secondary teacher candidate program moves to a more clinically-based program, a new structure is needed. This course will be taught in the public schools. Teacher candidates

will be in the clinical setting for approximately fourteen hours per week in this course while also taking LTCY 421 and their content area methods class. Time will be flexibly managed so teacher candidates can practice the skills taught in the WKU class immediately after instruction in the high school classroom. WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their skills in the secondary classroom. With the increased amount of field hours required by the state (200 field hours prior to student teaching), this course helps teacher candidates obtain over 100 field hours while authentically engaging in the high school classroom via teaching, evaluating, conferencing, and managing high school students.

The proposed class will be aligned with opportunities for teacher candidates and WKU faculty to engage in teacher education practices and processes within the actual high school classroom environment. The current paradigm includes teacher candidates receiving instruction in a university classroom setting and being expected to carry out that instruction at a later time, often waiting until student teaching. The clinical model, including the proposed class, will facilitate direct application of teaching and learning in a real high school classroom.

- 2.2 Projected enrollment in the proposed course: The projected enrollment for this course is three teacher candidates per class to ensure enough faculty time to conduct observations, evaluations, and mentoring.
- 2.3 Relationship of the proposed course to courses now offered by the department: Three years ago, the Council for Post-Secondary Education awarded WKU a grant to revise our secondary education program to make it more clinical. Secondary Education developed two blocks of courses that were completely taught in the public high schools. In the second semester teacher candidates took Management of Instruction (SEC 453), a Social Studies or English methods course (SEC 475 or SEC 481), and LTCY 421 (Reading in the High School), with classes being held in the local high schools. After class, teacher candidates then practiced those skills immediately in the high school classroom with WKU faculty observing and mentoring them. With the clinical model it became evident that teacher candidates need more classroom management support earlier. So, classroom management strategies were introduced in the first semester.

This course is an extension of SEC 351 (Teaching Strategies), SEC 352 (Planning for Diversity), and SEC 453 (Management for Instruction). It reinforces the content taught in the first block of clinical courses as teaching is a rigorous process.

In Elementary Education, the program has grouped courses to create two semesters of blocked classes so teacher candidates can work and learn in the clinical setting for an entire school day. In the first block, teacher candidates take Student Diversity in the Classroom (ELED 355), Teaching Strategies for Elementary Teachers II (ELED 365), and Materials and Methods in Social Studies Course (ELED 407). In the second block of courses, teacher candidates sign up for Teaching Mathematics in the Elementary School

(ELED 405), Teaching Science in the Elementary School (ELED 406), and Senior Projects in Elementary Education (ELED 465).

- 2.4 Relationship of the proposed course to courses offered in other departments: Several other departments include clinical experiences as a required component of their program. Dental Hygiene has Clinical Dental Hygiene I (DH 271), Clinical Dental Hygiene II (DH 271), and Clinical Dental Hygiene III (DH 370). During these courses WKU students are supervised by a licensed dental hygienist as they practice the real-world skills of dental hygiene. In Nursing, they have several clinical classes that meet for 7.5 hours one day a week in a clinical setting. These classes include Clinical Mental Health Nursing (NURS 344) and Clinical: Fundamentals in Nursing (NURS 334). The School of Teacher Education is modeling the clinical teacher education courses after the medical model of clinical experiences.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The Council for Accreditation of Educator Preparation in indicator 2.1 entitled Clinical Partnerships and Practices states: “The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.”

With this demand for more clinically-based programs, universities are beginning to revise curriculum. Eastern Kentucky University has six clinical courses including a year-long residency (CED 450 and CED 499). Similar to the proposed course, they are evaluating candidates based on students' performance data; formative and summative assessments; data from structured observations of candidates' classroom skills by supervising teachers and clinical educators, and professional dispositions. Similar to WKU's program, teacher candidates are regularly evaluated on their teaching performance using a performance rubric aligned with the Kentucky Teacher Standards and the Teacher Professional Growth and Evaluation System (TPGES).

3. Discussion of proposed course:

3.1 Schedule type: H

3.2 Learning Outcomes: This course will reinforce principles taught in SEC 350.

Teacher *candidates will...*

- Display high standards relating to the *Kentucky School Personnel Code of Ethics* such as honesty, integrity and confidentiality in interactions with colleagues, students, and the public.
- Create lesson plans which a) demonstrate an accurate understanding of prerequisite relationships among topics and concepts, b) reflect familiarities with a wide-range of

effective pedagogical approaches to the content discipline, c) demonstrate an understanding of the active nature of secondary student learning, d) indicate reasonable time allocation and significant cognitive challenge, e) display awareness of a variety of resources within the secondary school and on the Internet, f) incorporate differentiated strategies, g) utilize effective approaches for their content area, and h) include appropriate literacy strategies.

- Teach multiple lessons that include a) questions designed to promote thinking and understanding, b) discussions that successfully engage secondary students, c) friendly and respectful relations with students, d) effective response to disrespectful behavior among students, e) classroom routines and procedures to maximize instructional time, f) stated instructional purpose of the lesson, g) effective use of resources including technology tools, h) spoken and written language that is clear and correct and vocabulary appropriate to the secondary students' ages and interests, i) learning tasks aligned with instructional outcomes and designed to challenge student thinking, j) proper pacing, k) appropriate response to diverse learners, l) utilize effective approaches for their content area, and m) include appropriate literacy strategies.
- Reflect accurately on the lesson's effectiveness and the extent to which it achieves its instructional outcomes.

3.3 Content outline:

- Teacher professionalism
- Advanced strategies and techniques to address the diversity in the classroom
- Advanced content area and literacy strategies
- Advanced classroom management strategies
- Reflection

3.4 Student expectations and requirements:

- Professionalism and self-evaluation
- Lesson planning
- Delivery/implementation of lesson plan
- Reflection papers and conferences

3.5 Tentative texts and course materials: The course will continue to use the texts from the first semester building and reinforcing key goals.

- Lemov, D. (2010). *Teach like a champion: Forty-nine techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.

4. Resources:

- 4.1 Library resources: Library resources are adequate for the needs of this course.
- 4.2 Computer resources: Computer resources are adequate for the needs of this course.

5. Budget implications:

- 5.1 Proposed method of staffing: One existing WKU School of Teacher Education professor would be loaded for one hour of instruction. The course would be capped at three students due to the observations, evaluations, and mentoring of secondary teacher education students.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A

5.4 Laboratory materials needed: N/A

6. **Proposed term for implementation:** Spring 2017

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

School of Teacher Education

3/18/16

College of Education Curriculum Committee

04/05/16

Professional Education Council (if applicable)

5/11/16

Undergraduate Curriculum Committee

09/22/2016

University Senate

College of Education and Behavioral Sciences
 School of Teacher Education
 Proposal to Revise a Program

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

Les L. Pesterfield, lester.pesterfield@wku.edu, 270-745-3603

1. Identification of program:

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

2. Identification of the proposed program changes:

- addition of LTCY 421

3. Detailed program description:

Science and Mathematics Education CURRENT PROGRAM	Science and Mathematics Education PROPOSED PROGRAM
<p>The Science and Mathematics Education program requires completion of 34 hours of professional education courses. The recommended General Education mathematics course is either MATH 117 or MATH 118. The required courses are:</p> <ul style="list-style-type: none"> SMED 101 Introduction to Inquiry-Based Approaches to Teaching - 1 hr SMED 102 Introduction to Inquiry-Based Lesson Design - 2 hrs SMED 310 Knowing and Learning in Mathematics and Science - 3 hrs SMED 320 Classroom Interactions - 3 hrs SPED 330 Intro to Exceptional Education: Diversity in Learning - 3 hrs SMED 340 Perspectives on Science and Mathematics - 3 hrs SMED 360 Research Methods for Science and Math Teachers - 3 hrs SMED 470 Project-Based Instruction - 3 hrs 	<p>The Science and Mathematics Education program requires completion of 37 hours of professional education courses. The recommended General Education mathematics course is either MATH 117 or MATH 118. The required courses are:</p> <ul style="list-style-type: none"> SMED 101 Introduction to Inquiry-Based Approaches to Teaching - 1 hr SMED 102 Introduction to Inquiry-Based Lesson Design - 2 hrs SMED 310 Knowing and Learning in Mathematics and Science - 3 hrs SMED 320 Classroom Interactions - 3 hrs SPED 330 Intro to Exceptional Education: Diversity in Learning - 3 hrs SMED 340 Perspectives on Science and Mathematics - 3 hrs SMED 360 Research Methods for Science and Math Teachers - 3 hrs SMED 470 Project-Based Instruction - 3 hrs

Gordon Ford College of Business
Management Department
Proposal to Make Multiple Revisions to a Course

Contact Person: Whitney Oliver Peake, whitney.peake@wku.edu, 270-745-3531

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENT 312
- 1.2 Course title: Entrepreneurship

2. Revise course title:

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

3. Revise course number:

- 3.1 Current course number: n/a
- 3.2 Proposed course number: n/a
- 3.3 Rationale for revision of course number: n/a

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites: Junior Standing
- 4.2 Proposed prerequisites: 21 hours of Foundation and Exploration Courses or junior status
- 4.3 Rationale for revision of course prerequisites: ENT 312 was accepted to the Colonnade as a Connections (Systems) Course. Connections courses have a prerequisite stating “21 hours of Foundation and Exploration Courses, or junior status.”
- 4.4 Effect on completion of major/minor sequence: This will have no effect, except some students may be able to take ENT 312 earlier in their time at WKU if they have completed 21 hours of Foundation and Exploration Courses.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: A study of the entrepreneurial process. Topics include new business opportunities, market entry, access to resources, start-up steps, acquisition, franchising, and careers. Text, cases and hands-on business projects are used. *Course Fee.*
- 5.2 Proposed course catalog listing: Examines the entrepreneur as the basic building block of the economic system via the discovery or identification of opportunities. Emphasis is placed on identifying and defending feasible opportunities within the industry and market, while recognizing and managing the complex systems in which entrepreneurs live and work that motivate or constrain innovation. *Course Fee.*
- 5.3 Rationale for revision of course catalog listing: ENT 312 needs a description reflective of the course being offered in the Colonnade Connections (Systems) category.

6. Revise course credit hours:

- 6.1 Current course credit hours: n/a
- 6.2 Proposed course credit hours: n/a
- 6.3 Rationale for revision of course credit hours: n/a

7. Revise grade type:

- 7.1 Current grade type: n/a
- 7.2 Proposed grade type: n/a
- 7.3 Rationale for revision of grade type: n/a

8. Proposed term for implementation: Spring 2017

9. Dates of prior committee approvals:

Management Department	8/18/2016
Gordon Ford College Curriculum Committee	8/24/2016
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	09/22/2016
University Senate	

College of Health & Human Services
Family & Consumer Sciences
Proposal to Revise Course Prerequisites/Corequisites

Contact Person: Sheila S. Flener, sheila.flener@wku.edu, 745-4105

1. Identification of course:

- 1.1 Course prefix and number: IDFM 201
- 1.2 Course title: Interior Design Studio I

2. Current prerequisites: IDFM 120

Current corequisites: IDFM 243

3. Proposed prerequisites: IDFM 120

Proposed corequisites: IDFM 120 and IDFM 243

4. Rationale for the revision of prerequisites: The Interior Design program is working on a 3 +1 with the community college, we will need to allow students entering WKU in the Fall semester to take both Studio I and Visual I in the same semester so they will graduate in a 3-year period.

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

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

FACS Department/ IDFM Unit

April 22, 2016

CHHS Curriculum Committee

Sept. 2, 2016

Undergraduate Curriculum Committee

09/22/2016

University Senate

College of Health & Human Services
Family and Consumer Sciences
Proposal to Revise a Program

Contact Person: Sheila S. Flener, 745-4105, sheila.flener@wku.edu

1. Identification of program:

- 1.1 Current program reference number: 531
- 1.2 Current program title: Interior Design & Fashion Merchandising
- 1.3 Credit hours: 78

2. Identification of the proposed program changes:

- Requirement of IDFM 151 Survey of Architecture & Interiors I
- Requirement of Art 105 or 106
- Drop 6 hours to 3 hours of FACS Core
- Total major hours for Interior Design concentration increase from 78 to 81

3. Detailed program description:

Current Program			Proposed Program		
Program Description: The major in Interior Design & Fashion Merchandising (reference number 531) requires a minimum of 75 78 semester hours and leads to a Bachelor of Science degree. The program offers two concentrations: interior design, and fashion merchandising. A grade of “C” or above must be earned in the required major/support courses. No minor or second major is required.			Program Description: The major in Interior Design & Fashion Merchandising (reference number 531) requires a minimum of 78-81 semester hours and leads to a Bachelor of Science degree. The program offers two concentrations: interior design, and fashion merchandising. A grade of “C” or above must be earned in the required major/support courses. No minor or second major is required.		
<i>Interior Design Concentration</i>			<i>Interior Design Concentration</i>		
Core Courses			Core Courses		
Course #	Course Title	Hrs	Course #	Course Title	Hrs
IDFM 101	Foundations of Interior Design	1	IDFM 101	Foundations of Interior Design	1
IDFM 120	Visual Design I	3	IDFM 120	Visual Design I	3
			IDFM 151	Survey of Arch. & Interiors I	3
IDFM 152	Survey of Architecture II	3	IDFM 152	Survey of Arch. & Interiors II	3
IDFM 201	Interior Design Studio I	4	IDFM 201	Interior Design Studio I	4
IDFM 221	Visual Design II	3	IDFM 221	Visual Design II	3
IDFM 222	CAD in Human Environment	3	IDFM 222	CAD in Human Environment	3
IDFM 223	Textiles	3	IDFM 223	Textiles	3
IDFM 243	Materials and Finishes for Interior Design	3	IDFM 243	Materials and Finishes for Interior Design	3

IDFM 300	Interior Design Studio II	4	IDFM 300	Interior Design Studio II	4
IDFM 301	Interior Design Studio III	4	IDFM 301	Interior Design Studio III	4
IDFM 302	Interior Design Studio IV	4	IDFM 302	Interior Design Studio IV	4
IDFM 304	Lighting and Environmental Controls	3	IDFM 304	Lighting and Environmental Controls	3
IDFM 321	Professional Issues and Ethics	3	IDFM 321	Professional Issues and Ethics	3
IDFM 344	Digital Rendering for Interiors	3	IDFM 344	Digital Rendering for Interiors	3
IDFM 401	Interior Design Studio V	4	IDFM 401	Interior Design Studio V	4
IDFM 402	Senior Design Thesis	4	IDFM 402	Senior Design Thesis	4
IDFM 403	Business Principles and Practices for ID	2	IDFM 403	Business Principles and Practices for ID	2
IDFM 410	IDFM Internship	3	IDFM 410	IDFM Internship	3
IDFM 421	Portfolio Design	3	IDFM 421	Portfolio Design	3
IDFM 422	Textile Design and Performance	3	IDFM 422	Textile Design and Performance	3
IDFM 427	Visual Design III	3	IDFM 427	Visual Design III	3
FACS 310	Mgmt of Family Resources	3			
FACS 311	Family Relations	3	FACS 311	Family Relations	3
MKT 220	Basic Marketing Concepts	3	MKT 220	Basic Marketing Concepts	3
			ART 105 OR ART 106	History of Art to 1300 History of Art Since 1300	3
Elective selected with advisor		3	Elective selected with advisor		3
Total Hours		78	Total Hours		81

4. Rationale for the proposed program change:

Completion of a self-study for NASAD (National Association of Schools of Art and Design, we found we were short in the required hours of art and design history needed for accreditation. (Guidelines. Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural guidelines: studies in interior design comprise 25-35% of the total program; supportive courses in art, design, and related technologies, 20-30%; studies in art and design history, 10-15%; and general studies, 25-35%.) Benchmark Schools with NASAD accreditation include: Ball State, Bowling Green State University, East Tennessee State, James Madison University, Illinois State University and Indiana State University. FACS 310 will be dropped from the major to allow students to take IDFM 151. The addition of Art 105 or 106 to the required curriculum increases the total Interior Design concentration credit hours from 78 to 81.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

Department/ Unit FACS	<u>August 18, 2016</u>
CHHS Curriculum Committee	<u>Sept. 2, 2016</u>
Undergraduate Curriculum Committee	<u>09/22/2016</u>
University Senate	<u></u>

Ogden College of Science & Engineering
Department of Chemistry
Proposal to Revise Course Prerequisites

Contact Person: Dr. Jeremy B Maddox, Jeremy.maddox@wku.edu, (270) 745-8725

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CHEM 304
- 1.2 Course title: BIOCHEMISTRY FOR THE HEALTH SCIENCES

2. Current prerequisites:

Prerequisite: CHEM 109 or consent of the instructor.

3. Proposed prerequisites:

Prerequisite: CHEM 107 or CHEM 109.

4. Rationale for the revision of prerequisites:

The proposed revisions will allow nutrition and pre-dental hygiene students that take CHEM 107 to register for CHEM 304 without the need for a prerequisite override adding a statement that CHEM 107 is an appropriate prerequisite for CHEM 304.

5. Effect on completion of major/minor sequence:

Not applicable

6. Proposed term for implementation:

Spring 2017

7. Dates of prior committee approvals:

Department of Chemistry

May 11, 2016

Ogden College Curriculum Committee

Sept 1, 2016

Undergraduate Curriculum Committee

09/22/2016

University Senate

April 19, 2016

Ogden College of Science and Engineering
Department of Geography & Geology
Proposal to Revise Course Prerequisites

Contact Person: Kevin Cary, kevin.cary@wku.edu, 745-2981

1. Identification of course:

1.1 Course prefix (subject area) and number: GEOG 391

1.2 Course title: Spatial Data Analysis

1.3 Credit hours: 4

2. Current prerequisites requirements: MATH 183 and GISC 316, or special permission by instructor.

3. Proposed prerequisites requirements: MATH 183 or MATH 136, and GISC 316; or special permission by instructor.

4. Rationale for the revision of prerequisites:

Students completing either MATH 183 (*Introductory Statistics*) OR MATH 136 (*Calculus I*) should have the necessary math skills needed to succeed in GEOG 391 (*Spatial Data Analysis*).

5. Effect on completion of major/minor sequence: No change. GEOG 391 is required for Geography, Meteorology, and GIScience majors. MATH 183 is required for Geography and GIScience majors. MATH 136 is required for Meteorology majors. GEOG 391 is an elective in the Geography minor and not required for the GIS minor.

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/Division:	May 6, 2016
Ogden Curriculum Committee	Sept 1, 2016
Undergraduate Curriculum Committee	<u>09/22/2016</u>
University Senate	

April 15, 2016

Ogden College of Science and Engineering
Department of Geography & Geology
Proposal to Revise Course Prerequisites

Contact Person: **Kevin B. Cary, M.Sc., GISP** e-mail: kevin.cary@wku.edu

Phone: **5-2981**

1. Identification of course:

1.1 Course prefix (subject area) and number: GISC 316

1.2 Course title: Fundamentals of GIS

1.3 Credit hours: 4

2. Current prerequisites requirements: GEOG 103, OR GEOL 103, AND GEOG 110, or permission of the instructor.

3. Proposed prerequisites: GEOG/GEOL 103 OR GEOL 111 **OR METR 121**; and GEOG 110; or permission by instructor.

4. Rationale for the revision of prerequisites: Adding METR 121 provides greater flexibility for Meteorology majors, and adding GEOL 111 provides greater flexibility for Geology majors, as both groups are required to take GISC 316.

5. Effect on completion of major/minor sequence: No change. GISC 316 is required for all majors in the Department.

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Department of Geography and Geology

May 6, 2016

Ogden Curriculum Committee

Sept 1, 2016

Undergraduate Curriculum Committee

09/22/2016

University Senate

**Ogden College
Department of Geography and Geology
Proposal to Delete a Program**

Contact Person: Jason Polk, jason.polk@wku.edu, 270-745-5015

1. Identification of program:

- 1.1 Program reference number: 1715
- 1.2 Program title: Certificate in Drinking Water Operations
- 1.3 Credit hours: 24

2. Rationale for the program deletion: The WTI program was part of an NSF-funded grant that established an online A.S. degree for water operators. The grant ended and the program was deleted in Fall 2015. As part of that program’s course sequence, the Drinking Water Operations certificate program relied upon courses that are no long offered. Currently, we have no instructors on campus that teach the courses, with adjuncts serving as the primary instructors in the past. Enrollment in the courses is often 0-<5 students; hence, the program is not sustainable, nor is the Department interested in maintaining this program within a baccalaureate-offering framework without the necessary resources to administer the program, or a demand for its need.

3. Effect on current students or other departments, if known:

There should be no effect on other departments or degree programs and there are no students enrolled in this program.

4. Proposed term for implementation: Fall 2017

5. Dates of prior committee approvals:

Department of Geography and Geology	2/26/2016
Ogden College Curriculum Committee	_____ 9/1/2016
University Curriculum Committee	_____ <u>09/22/2016</u>
University Senate	_____ _____

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Revise Course Catalog Listing**

Contact Person: Lance Hahn, lance.hahn@wku.edu, 5-6314

1. Identification of course:

- 1.1 Course prefix (subject area) and number: PSYS 360
- 1.2 Course title: BEHAVIORAL NEUROSCIENCE

2. Current course catalog listing:

An examination of the neurological bases of human and animal behavior emphasizing brain processes and structures underlying major psychological constructs such as sensation and perception, learning and memory, motivation and emotion, communication, reproductive behavior, and neurological and psychological disorders.

**3. Proposed course catalog listing:
(aim for 25 words or less)**

An examination of the neurological bases of behavior emphasizing brain processes and structures underlying major psychological constructs such as sensation, learning, emotion, and psychological disorders. Only one of the two courses PSYS 360 and PSYS 362 can be counted towards the Psychological Science major or minor, or the Neuroscience minor.

4. Rationale for revision of the course catalog listing:

The Department of Psychological Sciences is proposing to offer a new course PSYS 362 (Behavioral Neuroscience with Lab). PSYS 360 and PSYS 362 cover similar topics but differ in approach to teaching content. PSYS 362 includes lab activities and corresponding elements of the lectures that are exclusive to PSYS 362. PSYS 360 is intended for majors, minors, and non-majors who want to understand behavioral neuroscience concepts. PSYS 362 is intended for majors and minors who wish to not only understand the concepts, but engage in lab-based measurements and observations of the concepts. Students in the Psychological Science major or minor, or in the Neuroscience minor are expected to select either PSYS 360 or PSYS 362 based on which course is most appropriate for their career path.

5. Proposed term for implementation: Spring 2017

6. Dates of prior committee approvals:

Department of Psychological Sciences

8/18/2016

OCSE Curriculum Committee

9/1/2016

Undergraduate Curriculum Committee

09/22/2016

University Senate

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create a New Course**

Contact Person: Lance Hahn, lance.hahn@wku.edu, 5-6314

1. Identification of proposed course:

1. Course prefix (subject area) and number: PSYS 362
2. Course title: Behavioral Neuroscience with Lab
3. Abbreviated course title: BEHAVIORAL NEURO WITH LAB
(maximum of 30 characters or spaces)
4. Credit hours: 4 Variable credit: no
5. Grade type: letter grade
6. Prerequisites/corequisites: Major or minor in Psychological Sciences, or minor in Neuroscience; PSYS/PSY 210 and 211 with a grade of C or better, or permission of the instructor.
7. Course description: An examination of the neurological bases of major psychological constructs including lab-based activities such as dissections, physiological recordings and behavioral measures. Open only to psychological science minor/majors and Neuroscience minors. Only one of the two courses PSYS 360 and PSYS 362 can be counted towards the Psychological Science major or minor, or the Neuroscience minor. Course Fee.

2. Rationale:

1. Reason for developing the proposed course:
Neuroscience continues to have a significant and increasing impact on psychology. Understanding how neuroscience contributes to our understanding of behavior is a key element of the science of psychology. While the lecture-based course communicates the course material, this lecture/lab hybrid provides our majors and minors with critical lab-based experiences. Within the field of behavioral neuroscience, understanding the limitations and benefits of lab-based hypothesis-testing is critical to both 1) identifying the appropriate empirical approach and 2) understanding and evaluating previously published results. The proposed course is a necessary addition to the existing curriculum because it prepares students who wish to work or seek additional education in neuroscience areas related to behavior. The proposed course contributes to the WKU mission by preparing students to conduct research and lead research efforts.
2. Projected enrollment in the proposed course: 30 per year. PSYS 360, Behavioral Neuroscience, enrollment is approximately 60 per year. Demand for the proposed course is expected to be less than PSYS 360.
3. Relationship of the proposed course to courses now offered by the department:
PSYS 211, Research Methods Lab, is the only laboratory course currently offered by the Department of Psychological Sciences. PSYS 211 is focused on providing students with a broad exposure to techniques for collecting data within psychology in connection with

PSYS 210, Research Methods. The proposed course will focus entirely on research questions related to methods in Behavioral Neuroscience and provides greater depth to students in this sub-discipline. PSYS 360, Behavioral Neuroscience, is a lecture-based course that provides students with a foundation in the neurological processes and psychological constructs associated with the processes. The proposed course will extend this foundation, by providing a fundamentally different learning experience through integrative in-class lab activities that demonstrate methods used to advance the field of behavioral neuroscience. The activities will include in-class data collection and analysis. The proposed course will provide an important new opportunity for students who wish to enter medical, neuroscience and behavioral research areas at WKU or following graduation.

4. Relationship of the proposed course to courses offered in other departments:
PSY 210 and PSY 211, offered by the Department of Psychology, are equivalent to PSYS 210 and 211. Please see the above description for the relationship between PSYS 362 and PSY 210/211. The Department of Biology offers BIOL 335, Neurobiology. BIOL 335 differs from the proposed course in that the proposed course concentrates on the relationship between neuroscience methods and approaches to psychological questions. Although the proposed course does not concentrate exclusively on humans, there is a greater emphasis on humans than non-human animals.
5. Relationship of the proposed course to courses offered in other institutions:
A number of our benchmark institutions as well as other institutions in Kentucky offer a laboratory in areas related to behavioral neuroscience.

University	Course Number	Name	Credits	Notes
Eastern Kentucky University	PSY 315L	Sensation and Perception with Lab	4	PSY 315 is same course without lab component and is 3 credits
Eastern Kentucky University	PSY 317L	Cognitive Psychology with Lab	4	PSY 317 is same course without lab component and is 3 credits
Northern Kentucky University	PSY 338L	Cognitive Processes Laboratory	2	Offered in conjunction with PSY 338 Cognitive Processes
Northern Kentucky University	PSY 309L	Psychology of Perception Lab	2	Offered in conjunction with PSY 309 Psychology of Perception
University of Kentucky	PSY 456	Behavioral Neuroscience	4	Three hours of lecture and two hours of lab in the neural basis of behavior
Appalachian State University	PSY 4216	Biological Psychology Lab	1	Offered in conjunction with PSY 3216 Biological Psychology

Appalachian State University	PSY 4217	Cognitive Psychology Laboratory	1	Offered in conjunction with PSY 3217 Cognitive Processes
Bowling Green State University	PSYC 3280	Psychophysiology	4	Four lecture hours, laboratory by arrangement.
Florida Atlantic University	PSB 4004L	Laboratory in Psychobiology	3	Lecture and supervised laboratory methods and report writing in psychobiology
James Madison University	PSYC 493	Laboratory in Psychology	3	Lab course with topic defined by faculty member teaching the course
Middle Tennessee State University	PSY 4150	Laboratory in Psychology	1	Lab course in behavioral neuroscience offered as co-requisite with lecture course
Northern Illinois University	PSYC 431	Neuropsychology	4	Lecture course with embedded labs
University of North Carolina Greensboro	PSY 435L	Brain and Psychological Processes with Laboratory	4	Lecture and lab course completed after statistics course

3. Discussion of proposed course:

1. Schedule type: C – Lecture/Lab
2. Learning Outcomes:
 - Identify research approaches to address research questions within behavioral neuroscience
 - Understand the core neuroscience ideas and concepts (e.g., neuron function, physiological systems, sensory coding)
 - Understand how typical neurophysiological systems are related to behavior
 - Understand how physiological systems can become impaired and how behavior is changed by the impairment
 - Demonstrate proficiency in neuroscience terminology and methods through hands-on lab activities
3. Content outline:
 - Neuron structures and function
 - Gross Brain structures
 - Sensory and Perceptual systems
 - Visual System
 - Auditory System
 - Chemo-sensory Systems
 - Other Perceptual Systems

- Hormones and Reproductive Behavioral Systems
 - Learning & Memory
 - Communication
 - Disorders
4. Student expectations and requirements:
Students will complete in-class and/or homework assignments related to the lab activities. Students understanding of course content will be assessed through quizzes and/or exams. Students will be expected to already have at least a rudimentary understanding of neuroscience and of behavioral research methods.
5. Tentative texts and course materials:
American Psychological Association. (2009). *Publication Manual of the American Psychological Association, 6th ed.* Washington, DC: APA.
American Psychological Association. (2010). *Concise Rules of Style, 6th ed.* Washington, DC: APA.
Carlson, N. R. (2014). *Foundations of Behavioral Neuroscience, 9th ed.* Boston, MA: Allyn and Bacon.
Kolb, B., & Whishaw, I. Q. (2015). *Fundamentals of Human Neuropsychology, 7th Ed.,* New York, NY: Worth.
Diamond, M. C. & Scheibel, A. B. (1985) *The Human Brain Coloring Book*, New York, NY: Collins Reference
Pinel, P. J. (2013) *Biopsychology, 9th ed.* New York, NY: Pearson

4. Resources:

1. Library resources: Existing resources are adequate.

5. Budget implications:

1. Proposed method of staffing: The course will be taught by current faculty. A number of faculty have neuroscience expertise within the Department of Psychological Sciences.
2. Special equipment needed: Electrophysiological measurement equipment and brain models will be purchased using funds already committed by Academic Affairs. A portion of a course fee associated with this course will be used to periodically replace this equipment.
3. Expendable materials needed: Dissection materials and electrodes will be purchased using funds already committed by Academic Affairs. A portion of a course fee associated with this course will be used to purchase the expendable materials each year.

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Department of Psychological Sciences	8/18/2016
OCSE Curriculum Committee	9/1/2016
Undergraduate Curriculum Committee	<u>09/22/2016</u>
University Senate	

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Create a New Course**

Contact Person: Greg Goodrich, gregory.goodrich@wku.edu, 5-5986

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: METR 460
- 1.2 Course title: Climate Teleconnections
- 1.3 Abbreviated course title: Climate Teleconnections
- 1.4 Credit hours: 3 Variable credit (no)
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: METR 322 OR METR 324 OR permission of instructor
- 1.7 Course description: Analysis of the climate impacts and physical mechanisms of atmospheric and oceanic teleconnections that commonly affect weather patterns in the northern hemisphere.

2. Rationale:

- 2.1 Reason for developing the proposed course: Climate teleconnections, which include the well-known El Niño – Southern Oscillation, represent low-frequency variability in the atmosphere and oceans. They can have periods ranging from several weeks to several decades and can affect temperature, precipitation, storm tracks, severe weather, and drought, primarily in the northern hemisphere. Extreme weather is often influenced by teleconnection patterns that cause persistent weather in various locations and recent evidence suggests that many of these teleconnections will be influenced by climate change. Since nearly all long-range forecasting of weather and climate uses teleconnections, there is growing recognition that students in meteorology, geography, climatology, and other disciplines that use climate data need a strong background in climate teleconnections. A GEOG 475/GEOS 510 research course titled “Climate Teleconnections” was offered on a one-time basis in Spring 2015. The demand (13 undergrad/2 graduate) was strong enough to encourage the creation of a permanent course offered once every two years.
- 2.2 Projected enrollment in the proposed course: 10-15 junior/senior-level students offered once every two years with an occasional graduate student.
- 2.3 Relationship of the proposed course to courses now offered by the department: METR 322 – “Global Climate Systems”, which will serve as a prerequisite for the class, is a broad climatology course that spends only a couple of lectures introducing how teleconnections are part of the global climate system. METR 422 – “Physical Climatology” covers key processes governing the energy balance of the atmospheric boundary layer. Neither course provides the in-depth analysis of the climate impacts and physical mechanisms behind the climate teleconnections that control northern hemisphere climate.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other department offers a course similar to this subject.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The University of Florida offers a 400-level course titled “Atmospheric Teleconnections” that

served as a model for the proposed course. Several institutions, including the University of Washington and Colorado State University offer graduate seminars on the subject.

3. Discussion of proposed course:

3.1 Schedule type: L - Lecture

3.2 Learning Outcomes: Students will demonstrate the ability to:

- 1) Explain the history of how each teleconnection was discovered.
- 2) Explain how the index of each teleconnection is derived.
- 3) Discuss the climate impacts and timescales associated with each teleconnection.
- 4) Describe the physical mechanisms that force each teleconnection.

3.3 Content outline:

Tentative course outline

- Winter forecasts – example of how teleconnections are used
- Overview of atmospheric circulation
- Statistics review/correlation/linear regression/principal components analysis
- History of teleconnections
- Oceanic teleconnections
 - El Niño – Southern Oscillation (ENSO)
 - Pacific Decadal Oscillation (PDO)
 - Atlantic Multi-decadal Oscillation (AMO)
- What can paleoclimatology tell us about teleconnections?
- Atmospheric teleconnections
 - North Atlantic Oscillation (NAO)
 - Arctic Oscillation (AO)/Northern Annular Mode
 - Pacific/North American pattern (PNA)
 - Madden-Julian Oscillation (MJO)
 - Antarctic Oscillation (AAO)/Southern Annular Mode
 - Quasi-Biennial Oscillation (QBO) and other lesser known teleconnection
 - East Atlantic Jet (EA)
 - West Pacific Jet (WP)
 - Tropical/Northern Hemisphere pattern (TNH)
 - Eurasian patterns (SCAND, POL, EATL/WRUS)
 - East Pacific Oscillation (EPO)
- Snow cover as a teleconnection
- Long range forecasting techniques
- How will teleconnections change in a warming world?

3.4 Student expectations and requirements:

Two mid-term quizzes (50%), one research project (30%), and two in-class discussions (20%) will comprise the grade for this course.

3.5 Tentative texts and course materials:

Glantz, M. H., R. W. Katz, and N. Nicholls (eds.), 2009: *Teleconnections linking worldwide climate anomalies*. Cambridge University Press, Cambridge, UK, 548 pages

Bridgman, H. A., and J. E. Oliver (eds.), 2014: *The global climate system: Patterns, processes, and teleconnections*. Cambridge University Press, Cambridge, UK, 358 pages

Most of the course content will come from a 100-article annotated bibliography on the subject of climate teleconnections I recently submitted for publication.

4. Resources:

- 4.1 Library resources: See attached
- 4.2 Computer resources: None

5. Budget implications:

- 5.1 Proposed method of staffing: Existing faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Department of Geography and Geology
Ogden College Curriculum Committee
University Curriculum Committee
University Senate

March 25, 2016
Sept 1, 2016
09/22/2016

Department of Geography and Geology
Proposal to Revise a Program

Contact Person: David Keeling, david.keeling@wku.edu, 5-4555

1. Identification of program:

- 1.1 Current program reference number: 675
- 1.2 Current program title: Geography and Environmental Studies
- 1.3 Credit hours: 52

2. Identification of the proposed program changes:

- 2.1 Add **MATH 115** as an option to required supporting courses.

3. Detailed program description:

<p>Karst and Water Resources Concentration</p> <p>Common Core Requirements (26 hours):</p> <p>GEOG or GEOL 103 Our Dynamic Earth 3</p> <p>GEOG 110 World Regional Geography 3</p> <p>GEOG 300 Writing in the Geosciences 3</p> <p>GISC 316 Fundamentals of GIS 4</p> <p>GISC 317 GIS 4</p> <p>GEOG 391 Spatial Data Analysis 4</p> <p>GEOG 495 Research Practicum/Internship OR</p> <p>GEOG 452 Applied Geo Field Experiences OR</p> <p>GEOG 475 Selected Topics in Geography 4</p> <p>GEOG 499 Professional Development 1</p> <p>Required Concentration Courses: (13 hours):</p> <p>GEOG 280 Environmental Science and Sustainability 4</p> <p>GEOG or GEOL 310 Global Hydrology 3</p> <p>GEOG 461 Karst Environments 3</p> <p>GEOG 475 Mammoth Cave Field Course 3</p> <p>Elective Courses: (13 hours):</p> <p>Select from any appropriate GEOG, GISC, GEOL, or METR 2xx-4xx course with your advisor (examples include 226, 322, 328 344, 414, 459, 471, 474, 487, etc.) to meet the 52 unduplicated hours required.</p> <p>Additional Program Requirements (not included in the 52-hour program) (13-14 hours):</p> <p>•MATH 136 Calculus 1 4</p> <p>•MATH 183 (Prerequisite for GEOG 391) 3</p>	<p>Karst and Water Resources Concentration</p> <p>Common Core Requirements (26 hours):</p> <p>GEOG or GEOL 103 Our Dynamic Earth 3</p> <p>GEOG 110 World Regional Geography 3</p> <p>GEOG 300 Writing in the Geosciences 3</p> <p>GISC 316 Fundamentals of GIS 4</p> <p>GISC 317 GIS 4</p> <p>GEOG 391 Spatial Data Analysis 4</p> <p>GEOG 495 Research Practicum/Internship OR</p> <p>GEOG 452 Applied Geo Field Experiences OR</p> <p>GEOG 475 Selected Topics in Geography 4</p> <p>GEOG 499 Professional Development 1</p> <p>Required Concentration Courses: (13 hours):</p> <p>GEOG 280 Environmental Science and Sustainability 4</p> <p>GEOG or GEOL 310 Global Hydrology 3</p> <p>GEOG 461 Karst Environments 3</p> <p>GEOG 475 Mammoth Cave Field Course 3</p> <p>Elective Courses: (13 hours):</p> <p>Select from any appropriate GEOG, GISC, GEOL, or METR 2xx-4xx course with your advisor (examples include 226, 322, 328 344, 414, 459, 471, 474, 487, etc.) to meet the 52 unduplicated hours required.</p> <p>Additional Program Requirements (not included in the 52-hour program) (13-14 hours):</p> <p>•MATH 136 Calculus 1 4</p> <p>•MATH 183 (Prerequisite for GEOG 391) 3</p>
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<ul style="list-style-type: none"> •PHYS 201 College Physics I 4 or BIOL 122 Biological Concepts 3 •CHEM 120 College Chemistry I 3 	<ul style="list-style-type: none"> •PHYS 201 College Physics I 4 or BIOL 122 Biological Concepts 3 •CHEM 120 College Chemistry I 3
<p>Climate Systems Concentration</p> <p>Common Core Requirements (26 hours):</p> <p>GEOG or GEOL 103 Our Dynamic Earth 3</p> <p>GEOG 110 World Regional Geography 3</p> <p>GEOG 300 Writing in the Geosciences 3</p> <p>GISC 316 Fundamentals of GIS 4</p> <p>GISC 317 GIS 4</p> <p>GEOG 391 Spatial Data Analysis 4</p> <p>GEOG 495 Research Practicum/Internship OR</p> <p>GEOG 452 Applied Geo Field Experiences OR</p> <p>Advisor Approved Field-based GEOG 475 4</p> <p>GEOG 499 Professional Development 1</p> <p>Required Concentration Courses (10 hours):</p> <p>METR 121 Meteorology 3</p> <p>METR 322 Global Climate Systems 4</p> <p>GEOG 455 Global Climate Change 3</p> <p>Elective Courses (16 hours):</p> <p>Select from any appropriate GEOG, GISC, or METR 2xx-4xx course with your advisor (examples include 121, 226, 322, 328, 344, 414, 459, 471, 474, 487, etc.) to meet the 52 unduplicated hours required.</p> <p>At least 26 hours in the program must be at the upper division level.</p> <p>Additional Program Requirements (not included in the 52-hour program) (6 hours):</p> <ul style="list-style-type: none"> • MATH 116 Algebra 3 • MATH 183 Statistics 3 	<p>Climate Systems Concentration</p> <p>Common Core Requirements (26 hours):</p> <p>GEOG or GEOL 103 Our Dynamic Earth 3</p> <p>GEOG 110 World Regional Geography 3</p> <p>GEOG 300 Writing in the Geosciences 3</p> <p>GISC 316 Fundamentals of GIS 4</p> <p>GISC 317 GIS 4</p> <p>GEOG 391 Spatial Data Analysis 4</p> <p>GEOG 495 Research Practicum/Internship OR</p> <p>GEOG 452 Applied Geo Field Experiences OR</p> <p>Advisor Approved Field-based GEOG 475 4</p> <p>GEOG 499 Professional Development 1</p> <p>Required Concentration Courses (10 hours):</p> <p>METR 121 Meteorology 3</p> <p>METR 322 Global Climate Systems 4</p> <p>GEOG 455 Global Climate Change 3</p> <p>Elective Courses (16 hours):</p> <p>Select from any appropriate GEOG, GISC, or METR 2xx-4xx course with your advisor (examples include 121, 226, 322, 328, 344, 414, 459, 471, 474, 487, etc.) to meet the 52 unduplicated hours required.</p> <p>At least 26 hours in the program must be at the upper division level.</p> <p>Additional Program Requirements (not included in the 52-hour program) (6 hours):</p> <ul style="list-style-type: none"> • MATH 115 OR 116 Algebra 3 • MATH 183 Statistics 3
<p>Tourism and Development Concentration</p> <p>Common Core Requirements (26 hours):</p> <p>GEOG or GEOL 103 Our Dynamic Earth 3</p> <p>GEOG 110 World Regional Geography 3</p> <p>GEOG 300 Writing in the Geosciences 3</p>	<p>Tourism and Development Concentration</p> <p>Common Core Requirements (26 hours):</p> <p>GEOG or GEOL 103 Our Dynamic Earth 3</p> <p>GEOG 110 World Regional Geography 3</p> <p>GEOG 300 Writing in the Geosciences 3</p>

<p>GISC 316 Fundamentals of GIS 4</p> <p>GISC 317 GIS 4</p> <p>GEOG 391 Spatial Data Analysis 4</p> <p>GEOG 495 Research Practicum/Internship OR</p> <p>GEOG 452 Applied Geo Field Experiences OR</p> <p>GEOG 475 Selected Topics in Geography 4</p> <p>GEOG 499 Professional Development 1</p> <p>Required Concentration Courses: (6 hours):</p> <p>GEOG 330 Intro to Cultural Geography 3</p> <p>GEOG 481 Tourism Geography 3</p> <p>Elective Courses (20 hours):</p> <p>Select from any appropriate GEOG, GISC, or METR 2xx-4xx course with your advisor (examples include 200, 210, 226, 280, 344, 350, 352, 385, 471, 474, 487, etc.) to meet the 52 unduplicated hours required.</p> <p>Additional Program Requirements (not included in the 52-hour program) (6 hours):</p> <ul style="list-style-type: none"> • MATH 116 Algebra 3 • MATH 183 Statistics 3 	<p>GISC 316 Fundamentals of GIS 4</p> <p>GISC 317 GIS 4</p> <p>GEOG 391 Spatial Data Analysis 4</p> <p>GEOG 495 Research Practicum/Internship OR</p> <p>GEOG 452 Applied Geo Field Experiences OR</p> <p>GEOG 475 Selected Topics in Geography 4</p> <p>GEOG 499 Professional Development 1</p> <p>Required Concentration Courses: (6 hours):</p> <p>GEOG 330 Intro to Cultural Geography 3</p> <p>GEOG 481 Tourism Geography 3</p> <p>Elective Courses (20 hours):</p> <p>Select from any appropriate GEOG, GISC, or METR 2xx-4xx course with your advisor (examples include 200, 210, 226, 280, 344, 350, 352, 385, 471, 474, 487, etc.) to meet the 52 unduplicated hours required.</p> <p>Additional Program Requirements (not included in the 52-hour program) (6 hours):</p> <ul style="list-style-type: none"> • MATH 115 OR 116 Algebra 3 • MATH 183 Statistics 3
<p>Geography Concentration</p> <p>Common Core Requirements (26 hours):</p> <p>GEOG or GEOL 103 Our Dynamic Earth 3</p> <p>GEOG 110 World Regional Geography 3</p> <p>GEOG 300 Writing in the Geosciences 3</p> <p>GISC 316 Fundamentals of GIS 4</p> <p>GISC 317 GIS 4</p> <p>GEOG 391 Spatial Data Analysis 4</p> <p>GEOG 495 Research Practicum/Internship OR</p> <p>GEOG 452 Applied Geo Field Experiences OR</p> <p>GEOG 475 Selected Topics in Geography 4</p> <p>GEOG 499 Professional Development 1</p> <p>Required Concentration Courses: (6 hours):</p> <p>GEOG 330 Intro to Cultural Geography 3</p> <p>GEOG 430 Topics in Cultural Geography 3</p> <p>Elective Courses (20 hours):</p>	<p>Geography Concentration</p> <p>Common Core Requirements (26 hours):</p> <p>GEOG or GEOL 103 Our Dynamic Earth 3</p> <p>GEOG 110 World Regional Geography 3</p> <p>GEOG 300 Writing in the Geosciences 3</p> <p>GISC 316 Fundamentals of GIS 4</p> <p>GISC 317 GIS 4</p> <p>GEOG 391 Spatial Data Analysis 4</p> <p>GEOG 495 Research Practicum/Internship OR</p> <p>GEOG 452 Applied Geo Field Experiences OR</p> <p>GEOG 475 Selected Topics in Geography 4</p> <p>GEOG 499 Professional Development 1</p> <p>Required Concentration Courses: (6 hours):</p> <p>GEOG 330 Intro to Cultural Geography 3</p> <p>GEOG 430 Topics in Cultural Geography 3</p> <p>Elective Courses (20 hours):</p>

<p>Select from any appropriate GEOG, GISC, or METR 2xx-4xx course with your advisor (examples include 200, 210, 226, 280, 344, 350, 352, 385, 471, 474, 487, etc.) to meet the 52 unduplicated hours required.</p> <p>Additional Program Requirements (not included in the 52-hour program) (6 hours):</p> <ul style="list-style-type: none"> • MATH 116 Algebra 3 • MATH 183 Statistics 3 	<p>Select from any appropriate GEOG, GISC, or METR 2xx-4xx course with your advisor (examples include 200, 210, 226, 280, 344, 350, 352, 385, 471, 474, 487, etc.) to meet the 52 unduplicated hours required.</p> <p>Additional Program Requirements (not included in the 52-hour program) (6 hours):</p> <ul style="list-style-type: none"> • MATH 115 OR 116 Algebra 3 • MATH 183 Statistics 3
<p>Environment and Sustainability Concentration</p> <p>Common Core Requirements (26 hours):</p> <p>GEOG or GEOL 103 Our Dynamic Earth 3</p> <p>GEOG 110 World Regional Geography 3</p> <p>GEOG 300 Writing in the Geosciences 3</p> <p>GISC 316 Fundamentals of GIS 4</p> <p>GISC 317 GIS 4</p> <p>GEOG 391 Spatial Data Analysis 4</p> <p>GEOG 495 Research Practicum/Intern OR</p> <p>GEOG 452 Applied Geo Field Experiences OR</p> <p>GEOG 475 Selected Topics in Geography 4</p> <p>GEOG 499 Professional Development 1</p> <p>Required Concentration Courses (10 hrs):</p> <p>GEOG 210 Env and Ecological Policy 3</p> <p>GEOG 280 Env Sci and Sustainability 4</p> <p>GEOG 380 Global Sustainability 3</p> <p>Elective Courses (16 hours):</p> <p>Select from any appropriate GEOG, GISC, or METR 2xx-4xx course with your advisor (examples include 121, 226, 322, 328 344, 414, 459, 471, 474, 487, etc.) to meet the 52 unduplicated hours required. At least 26 hours in the program must be at the upper division level.</p> <p>Additional Program Requirements (not included in the 52-hour program) (6 hours):</p> <ul style="list-style-type: none"> • MATH 116 Algebra 3 • MATH 183 Statistics 3 	<p>Environment and Sustainability Concentration</p> <p>Common Core Requirements (26 hours):</p> <p>GEOG or GEOL 103 Our Dynamic Earth 3</p> <p>GEOG 110 World Regional Geography 3</p> <p>GEOG 300 Writing in the Geosciences 3</p> <p>GISC 316 Fundamentals of GIS 4</p> <p>GISC 317 GIS 4</p> <p>GEOG 391 Spatial Data Analysis 4</p> <p>GEOG 495 Research Practicum/Intern OR</p> <p>GEOG 452 Applied Geo Field Experiences OR</p> <p>GEOG 475 Selected Topics in Geography 4</p> <p>GEOG 499 Professional Development 1</p> <p>Required Concentration Courses (10 hrs):</p> <p>GEOG 210 Env and Ecological Policy 3</p> <p>GEOG 280 Env Sci and Sustainability 4</p> <p>GEOG 380 Global Sustainability 3</p> <p>Elective Courses (16 hours):</p> <p>Select from any appropriate GEOG, GISC, or METR 2xx-4xx course with your advisor (examples include 121, 226, 322, 328 344, 414, 459, 471, 474, 487, etc.) to meet the 52 unduplicated hours required. At least 26 hours in the program must be at the upper division level.</p> <p>Additional Program Requirements (not included in the 52-hour program) (6 hours):</p> <ul style="list-style-type: none"> • MATH 115 OR 116 Algebra 3 • MATH 183 Statistics 3

4. **Rationale for the proposed program change:**
 MATH 115 is a new algebra course developed for students who do not need to go on to MATH 117 TRIG. The MATH Department has requested that this course be offered as an alternative to MATH 116.

5. **Proposed term for implementation:** Spring 2017

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

Department of Geography and Geology	08/17/2016
Ogden College Curriculum Committee	09/01/2016
University Curriculum Committee	<u>09/22/2016</u>
University Senate	

**Ogden College of Science and Engineering
Proposal to Revise a Program**

Contact Person: Les Pesterfield, lester.pestterfield@wku.edu, 745-3603

1. Identification of program:

- 1.1 Current program reference number: 734
- 1.2 Current program title: Middle School Science (“MSS”)
- 1.3 Credit hours: 47

2. Identification of the proposed program changes:

- 2.1 Decrease the number of hours in the major from 47 to 30

3. Detailed program descriptions:

Current program	Proposed program
<p>General:</p> <ul style="list-style-type: none"> 1. 23 hours of introductory science core courses are required. 2. A science research methods course, SMED 360, is required. 3. 24 hours of upper level science courses are required including a required course in each of the five disciplines and two from a list of restricted electives. 4. Completion of MATH 117 or 136 or 142 as a support course is required. 5. All courses must be completed with a grade of C or better. All science courses must be completed with an average GPA of 2.75 or better. 6. Students must also complete the SMED major. 	<p>General:</p> <ul style="list-style-type: none"> 1. 15 hours of introductory science core courses are required. 2. A science research methods course, SMED 360, is required. 3. 12 hours of upper level science courses are required including a required course in three of the five disciplines and one from a list of restricted electives. 4. Completion of MATH 117 or 136 or 142, BIOL 120/121 and CHEM 105/106 or 120/121 as support courses is required. 5. All courses must be completed with a grade of C or better. All science courses must be completed with an average GPA of 2.75 or better. 6. Students must also complete the SMED major.

<p>Required introductory science courses (23hrs)</p> <p>ASTR 104 Astronomy of the Solar System (3) or ASTR 106 Astronomy of Stellar Systems (3)</p> <p>BIOL 120/121 Biological Concepts: Cells, Metabolism, and Genetics (4)</p> <p>BIOL 122/123 Biological Concepts: Evolution, Diversity & Ecology (4)</p> <p>CHEM 105/106 Fund. of Gen. Chemistry (4)</p>	<p>Required introductory science courses (15 hours)</p> <p>ASTR 104 Astronomy of the Solar System (3) or ASTR 106 Astronomy of Stellar Systems (3)</p> <p>BIOL 122/123 Biological Concepts: Evolution, Diversity & Ecology (4)</p>
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<p>or CHEM 120/121 College Chemistry I (5)</p> <p>GEOL 111/113 The Earth (4) OR GEOL 112/114 Earth History (4)</p> <p>PHYS 201 College Physics I (4) or PHYS 231/232 College Physics and Biophysics I (4)</p>	<p>GEOL 111/113 The Earth (4) OR GEOL 112/114 Earth History (4)</p> <p>PHYS 201 College Physics I (4) or PHYS 231/232 College Physics and Biophysics I (4)</p>
<p>Science research course: SMED 360 Research Methods for Mathematics and Science Teachers (3)</p>	<p>Science research course: SMED 360 Research Methods for Mathematics and Science Teachers (3)</p>
<p>Upper level science courses (21 hours):</p> <p>All of following courses (15 hours):</p> <p>ASTR 405 Astronomy for Teachers (3) BIOL 303 Life Sciences for Middle Grades Teachers (3) CHEM 470 Chemistry/Middle School (3) GEOL 305 Earth Systems Science for Teachers (3) PHYS 410 Physics for Teachers (3)</p> <p>Two restricted elective (min. 6 hours) from:</p> <p>BIOL 319/322 Molecular and Cell Biology (4) BIOL 325 Insect Biodiversity (3) BIOL 326 Ornithology (3) BIOL 327 Genetics (4) BIOL 334 Animal Behavior (3) BIOL 348 Plant Taxonomy (3) GEOG 471 Natural Resource Mgt. (3) GEOL 308 Structural Geology (4) GEOL 310 Global Hydrology (3) GEOL 311 Oceanography (3) GEOL 325 Intro Minerals and Rocks (3) GEOL 380 Intro Field Techniques (3) GEOL 405 Paleontology (4) SMED 300 Middle Grade Science Skills (3) SMED 400 Applying Middle Grade Science Across Disciplines (3)</p>	<p>Upper level science courses (12 hours):</p> <p>Three of the five following courses (9 hours):</p> <p>ASTR 405 Astronomy for Teachers (3) BIOL 303 Life Sciences for Middle Grades Teachers (3) CHEM 470 Chemistry/Middle School (3) GEOL 305 Earth Systems Science for Teachers (3) PHYS 410 Physics for Teachers (3)</p> <p>One restricted elective (min. 3 hours) from:</p> <p>BIOL 319/322 Molecular and Cell Biology (4) BIOL 325 Insect Biodiversity (3) BIOL 326 Ornithology (3) BIOL 327 Genetics (4) BIOL 334 Animal Behavior (3) BIOL 348 Plant Taxonomy (3) GEOG 471 Natural Resource Mgt. (3) GEOL 408 Structural Geology (4) GEOL 310 Global Hydrology (3) GEOL 311 Oceanography (3) GEOL 325 Intro Minerals and Rocks (3) GEOL 380 Intro Field Techniques (3) GEOL 405 Paleontology (4) SMED 300 Middle Grade Science Skills (3) SMED 400 Applying Middle Grade Science Across Disciplines (3)</p>
<p>Support courses MATH 117 Trigonometry (3) or MATH 136 Calculus I (4) or MATH 142 Calculus with Applications for Life Sciences (5)</p>	<p>Support courses MATH 117 Trigonometry (3) or MATH 136 Calculus I (4) or</p> <p>BIOL 120/121 Biological Concepts: Cells, Metabolism, and Genetics (4)</p>

	CHEM 105/106 Fund. of Gen. Chemistry (4) or CHEM 120/121 College Chemistry I (5)
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4. Rationale for the proposed program change:

The primary reason for the proposed change is to bring the number of required hours into alignment with other middle school science certification programs across the region.

Institution	Science content hours	Upper-division hours	Support course hours	Total hours
WKU current	47	24	3	50
proposed	30	15	11	41
University of Louisville	32	6	14	46
Morehead State University ³	33	9	6	39
Indiana State ¹	40	8	4	44
Middle Tennessee State ¹	28	4	12	40
University of Kentucky ²	27	0	6	33
Northern Kentucky University ²	23	0	6	29
Appalachian State ^{1,2}	26	0	4	30

¹ benchmark institution, ² dual certification program with math, ³ UTeach replication site

Middle school science education is unique in that middle school science (MSS) educators are not specialist in a single discipline but generalist across multiple content areas. The *Disciplinary Core Ideas* (DCI) as identified in the *Next Generation Science Standards* (NGSS) for middle school science instruction fall under three categories: Physical Sciences, Life Sciences, and Earth and Space Science. Given the wide range of topics found in the DCI's of MSS, a breadth of knowledge across the content areas of astronomy, biology, chemistry, geology and physics is necessary. As a result, middle school science preparation programs are front-end loaded with a higher number of lower-division coursework hours than might be anticipated.

Additionally, even though the current MSS 734 major requires 47 hours, it is not a standalone major. All MSS majors must also declare a Science and Math Education Major (SMED) 774. The SMED major currently requires 34 hours (31 of which are unduplicated).

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

Fall 2017

6. Dates of prior committee approvals:

SKyTeach Faculty	08/17/2016
Ogden Dean's Office	08/17/2016
Ogden College Curriculum Committee	09/01/2016
Professional Education Council	09/14/16
Undergraduate Curriculum Committee	<u>09/22/2016</u>
University Senate	