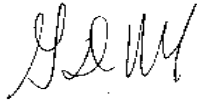


Rec. # 2012-12-02 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST  
The University Senate recommends the Undergraduate Curriculum Committee Report dated November 2012, and approved in the Senate to the Provost for endorsement.



Approved 01/09/2013

**Undergraduate Curriculum Committee  
Western Kentucky University**

Report to the University Senate:

Date: 13 November 2012  
From: John White, Chair

The Undergraduate Curriculum Committee submits the following items from the 13th November, 2012 meeting for approval by the University Senate:

**Information Item Report:**

- I. Revise Course Prerequisites/Corequisites :  
COMM 440
- II. Delete a Course :  
SOCL 234

**Consent Item Report:**

- I. Create a New Course :  
PERF 362  
HON 380
- II. Make Multiple Revisions to a Course :  
ART 434
- III. Revise a Program :  
Increase GPA Admission to Student Teaching  
Modifying Field Experience Policy for All Students.  
385 Graphic Design Minor for Advertising Majors  
514 BFA in Visual Arts  
583 Bachelor of Arts in Music (Liberal Arts)  
593 Bachelor of Music, Concentration in Performance  
342 Minor in Criminology  
775 Major in Sociology

Proposal Date: 9-19-2012

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

Contact Person: Blair Thompson , blair.thompson@wku.edu, 745-5889

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: COMM 440
- 1.2 Course title: Health Communication
- 1.3 Credit hours: 3

**2. Current prerequisites/corequisites:**

Prerequisite: COMM 200 or instructor permission.  
Prerequisite/Corequisite: COMM 300 or instructor permission.

**3. Proposed prerequisites/corequisites:**

Prerequisite: COMM 200 or instructor permission for majors only. Non-majors have no prerequisites.

Prerequisite/Corequisite: COMM 300 or instructor permission for majors only. Non-majors have no prerequisites or corequisites.

**4. Rationale for the revision of prerequisites/corequisites:** There is a high demand from students in the health field to take this course. Making the pre and co-requisites a requirement for only majors will allow and encourage these students to take the course.

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

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

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

Communication Department:	9-18-2012
Potter College Curriculum Committee	October 11, 2012
Undergraduate Curriculum Committee	<u>11/13/2012</u>

**Attachment: Course Inventory Form**

Proposal Date: August 2, 2012

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

Contact Person: Douglas Clayton Smith, [Douglas.Smith@wku.edu](mailto:Douglas.Smith@wku.edu), 5-3750

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: SOCL 234
- 1.2 Course title: Security and Crime Investigation
- 1.3 Credit hours: 3

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

The course description for SOCL 234 in the current undergraduate catalog reads as follows: "Current issues faced by safety responders, primarily focusing on homeland security and criminal investigations." SOCL 234 was added to our curriculum by an adjunct professor. The course has been offered twice (including Fall 2012) each time taught by an adjunct faculty. We would like to delete the course as offering it will continually rely on an adjunct as no full-time tenure track/tenured faculty feels comfortable teaching the course content.

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

The course was included in both the sociology major and criminology minor programs. There are many other elective courses that will allow students to complete both programs. Deletion should not affect any other program.

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

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

Sociology Department August 22, 2012

Potter College Curriculum Committee October 11, 2012

Undergraduate Curriculum Committee 11/13/2012

University Senate

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**Attachment: Course Inventory Form**

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

Contact Person: Carol Jordan, [Carol.jordan@wku.edu](mailto:Carol.jordan@wku.edu), (270) 745-8942

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** PERF 362
- 1.2 **Course title:** Theatre in Diversion
- 1.3 **Abbreviated course title:** Theatre in Diversion
- 1.4 **Credit hours:** 3 credit hours
- 1.5 **Type of course:** Practicum
- 1.6 **Prerequisites:** SOCL 100 & SOCL 302 or THEA 252 and permission of instructor
- 1.7 **Course catalog listing:** *Prerequisite: SOCL 100 & SOCL 302 or THEA 252 and permission of instructor. Course focusing on techniques for working with at-risk youth. Will provide students with a chance to teach drama skills and develop a performance showcase with teenagers in the juvenile justice system, and to evaluate the effectiveness of these interventions in reducing delinquency.*

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** This course grew out of a community partnership with the Administrative Office of the Courts of Warren County. The WKU Theatre and Sociology departments were approached by Crystal Bohlander, a WKU alumnus who works with Family and Juvenile Services in Warren County, about implementing a Theatre in Diversion course modeled on similar programs that are being developed state-wide. Diversion programs are designed to provide at-risk teenagers who have committed low-level juvenile offenses a positive alternative to traditional community service or juvenile detention. The course offered an opportunity to expand WKU's service to the community while also providing WKU students interested in teaching theatre a chance to do a hands-on educational practicum. The course fits directly into WKU's overall mission by requiring students to engage with the broader community as leaders to foster positive social change. The class was offered on a trial basis this past spring and proved to be a positive experience for both the diverted youth and the WKU students enrolled in the class. Establishing it on a permanent basis would allow the university to solidify its partnership with the Administrative Office of the Courts and to build on the successes of the initial offering. In the Theatre program, it would augment the Children's Theatre and Creative Dramatics class (THEA 391) and the Play Production in the Schools class (THEA 425) by providing an experiential learning opportunity for students interested in theatre education at the secondary level.
- 2.2 **Projected enrollment in the proposed course:** Six to ten students a year.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** The course provides additional training for students interested in pursuing theatre education, drama therapy and other careers that involve working with young people and at-risk populations. It expands on the opportunities provided in the Children's Theatre and Creative Dramatics class (THEA391) which focuses primarily on curriculum for younger students by providing a chance to teach middle and high school students. It also allows

students who have taken THEA 425 – Play Production in the Schools an opportunity to apply the skills gained in that course. It also builds on the community outreach of THEA 392 – Production of Theatre for Children, our annual children’s theatre series, which allows our students to both travel to regional schools performing and doing workshops with students and to direct children’s shows on campus.

- 2.4 **Relationship of the proposed course to courses offered in other departments:** In addition to providing hands-on teaching experience for theatre students, the course is also designed to provide an authentic field experience for sociology students interested in criminology and the mechanisms of delinquency.

Currently the Sociology Department offers SOCL 231: Introduction to Criminal Justice, SOCL 302: Strategies of Social Research, SOCL 330: Criminology, and SOCL 332: Juvenile Delinquency which provide an academic background on issues of criminology and juvenile crime and prepare students to conduct research in the field. PERF 362 is designed to provide Sociology students with a chance to use their knowledge of criminology and juvenile delinquency to work with actual at-risk teenagers, to develop and implement research strategies, and to compile and evaluate the results. PERF 362 will be proposed as an elective in the Criminology minor and is designed for upper level sociology students interested in doing actual research in a real world environment.

- 2.5 **Relationship of the proposed course to courses offered in other institutions:** The University of the Cumberlands offers an annual Theatre in Diversion program that it lists as THEA 312: Theatre Outreach Lab. A Theatre in Diversion program has also been offered several times in the past as a special topics practicum at Northern Kentucky University. Kentucky court designated workers are actively searching for academic partners to expand arts-based diversion programs throughout the state. By establishing a regularly scheduled, permanent diversion course as part of the standard Theatre curriculum, WKU has the potential to be a model for future expansion of similar programs at other Kentucky universities and in other academic units at WKU. This course increases WKU’s involvement in the greater community, strengthens its partnership with local institutions, and expands service-based learning opportunities for students.

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

#### 3.1 **Course objectives:**

Theatre students will learn about strategies for teaching theatre to at-risk teenagers and will have the opportunity to test these strategies in a real-life classroom environment. They will develop and implement lesson plans, mentor students, and evaluate the effectiveness of lessons and teaching approaches. They will also direct the juvenile participants in the creation of a final showcase performance.

Sociology students will assess the effectiveness of the program as an intervention for at risk youth in the community. They will develop instruments for the collection of quantitative and qualitative data and will use these instruments to determine the actual impact of the program on the diverted youth. A faculty member from the Department of Sociology will oversee these research activities as part of his/her service to the community. WKU’s Institutional Review Board (IRB) will approve all research related activities.

#### 3.2 **Course outline:**

Unit One: Strategies for Working with At-Risk Youth: Students will be introduced to a range of strategies for teaching at-risk youths, and will study the latest research in delinquency in preparation for actually teaching youth.

Unit Two: Theatre Workshop: Students will create lesson plans designed to introduce youth to basic theatrical concepts and to increase positive peer interactions and enhance critical thinking and communication skills. They will implement these lessons with the youth and evaluate their effectiveness.

Unit Three: Showcase Development: Students will guide the diverted youth in creating a showcase performance that will be presented for their families and friends.

Unit Four: Evaluation: Theatre and Sociology students will use formal and informal data collected throughout the semester to evaluate the effectiveness of the program.

3.3 **Student expectations and requirements:**

Theatre students will be evaluated based on their written lesson plans, weekly journals analyzing the effectiveness of different teaching strategies, their hands-on teaching work with the diverted youth, and their final program evaluations. Sociology students will be evaluated based on the development and implementation of various research activities that will assess the effectiveness of the program.

3.4 **Tentative texts and course materials:** There are no specific texts required for this course, although students may be referred to appropriate articles and research in the fields of education, theatre and criminology.

4. **Resources:**

4.1 **Library resources:** Existing resources are sufficient.

4.2 **Computer resources:** Existing resources are sufficient

5. **Budget implications:**

5.1 **Proposed method of staffing:** Current staffing is adequate to meet the needs of this course. Should the program grow significantly, the department or college could request another faculty line.

5.2 **Special equipment needed:** The one additional expense of the course is the cost of transporting the diverted youth from their schools to the WKU campus. This cost was covered by a PIE grant in the spring of 2012 and we are exploring additional grant funding through the ALIVE center and targeted donations. The cost for transportation for the entire semester last spring was approximately \$800.00. We currently have \$700.00 remaining from our PIE grant which we are seeking to roll over as seed money to use for transportation in the future.

5.3 **Expendable materials needed:** None

5.4 **Laboratory materials needed:** None

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

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

Department of Theatre and Dance: \_\_\_\_\_ 9-4-2012 \_\_\_\_\_

PCAL Curriculum Committee: \_\_\_\_\_ October 11, 2012 \_\_\_\_\_

Undergraduate Curriculum Committee 11/13/2012

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

**Attachment: Course Inventory Form**

Proposal Date: \_\_/\_\_/\_\_\_\_

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

Contact Person: Nathan Phelps, [Nathan.Phelps@wku.edu](mailto:Nathan.Phelps@wku.edu), 745-3447

**1. Identification of Proposed Course:**

1.1 Course prefix and number: HON 380

1.2 Course title: Trends Shaping Our Future

1.3 Abbreviated course title: Trends Shaping Our Future

1.4 Credit hours: 3; contact hours: 3

1.5 Type of Course: Seminar

1.6 Prerequisites: Sophomore standing; and good standing in the Honors College; or 3.2 GPA; or permission of instructor

1.7 Course catalog listing:

An interdisciplinary and global perspective on significant environmental, demographic, political, technological, and economic trends that will shape the world over the next decades.

**2. Rationale:**

2.1 Versions of this course have recently been taught as an Honors Colloquium (HON 300). The Honors College would like to move it from this special, limited offering to a permanent course because we desire Honors students to have expanded opportunities to consider connections between major interdisciplinary trends that will shape our world over the next generation. This course supports the University's mission of preparing students to be productive, engaged, and socially responsible citizen leaders of a global society, and it supports the University's and Honors College's strategic goal of providing more opportunities for interdisciplinary teaching and learning.

2.2 Enrollment: 20/section. This enrollment is based on strong enrollment during previous offerings of this course as an Honors Colloquium (HON 300). Honors College students have nine hours of upper-division elective Honors credit to earn, and this course would count as three hours of that credit. Further, due to its writing intensive, formal critical thinking, and interdisciplinary components, Honors students in many majors preparing for their Capstone Experience/Thesis will find this course valuable.

2.3 Relationship to other courses offered in the department: There are no equivalent courses offered in the Honors College other than several one-time offerings of honors colloquia exploring related themes.

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

Many departments offer individual courses that partially overlap with the content of this proposed course, but none examine this content comprehensively or with an explicit focus on applying futurist methodologies. For example, GEOG 350 looks at the relationship between economic activity and geography; GEOG 380 and 471 look at issues of sustainability and natural resource management; GEOG 425 looks at geopolitical issues and sources of potential conflict; GEOG 485 looks at the relationship between demographic change and resource management; GEOG 430 looks at cultural dimensions of geography; GEOL 310 looks at global hydrology; GEOL 415 looks at the relationship between geologic processes and human activity; PH 443 looks at health and aging; SOCL 342 also looks at aging; SOCL 363 looks at population and society; SOCL 360 and 460 look at urbanization and community; SWRK 330 and 331 both examine the relationship between the social environment and human behavior; ENV 375 looks at water resources; ENV 490 looks at food safety; WTTI 210 and 211 examine water and wastewater treatment; PHYS 379 examines nanostructures and their bio-medical applications; EE 465 and 490 both focus on robotics; CS 456 looks at artificial intelligence; PS 250, PS 350, PS 449, and PS 457 all deal with international relations and conflict; CS 257 covers information security; CS 250 examines the social implications of computing; JOUR 201 looks at media and society; JOUR 354 looks at international public relations; ECON 380, ECON 475, ECON 496 all deal with aspects of international economics; ECON 430 examines environmental resource economics; ENT 425 examines international dimensions of entrepreneurship; ICSR 300 looks at public problem solving; IDST 395 examines methods of interdisciplinary inquiry; LEAD 450 looks at international leadership; MGMT 305 looks at ethics and critical thinking.

This proposed course is unique from the above courses because of its breadth of coverage and its systematic exploration of what many of these developments might mean for the future.

2.5 Relationship of the proposed course to courses offered at other institutions: Similar courses are offered at Pennsylvania State University (IST 445H: Global Trends and World Issues), University of Minnesota- Duluth (SW 1210: Global Issues), California State University-Fresno (HON 180: Global Citizenship), Fort Hayes State (IDS 470: Global Challenges) Southeast Missouri State University (UI 498: Global Challenges), Kennesaw State University (KSU 1111: Global Challenges), and Georgia College (GC2Y 2000: Seven Revolutions).

### **3. Discussion of Proposed Course:**

3.1 Course Objectives:

Students who complete this course should be able to:

- identify key trends shaping the next thirty to forty years, such as population/demographic developments; resource management issues; technological developments; the expansion



of access to information; global economic integration; conflict and security concerns; and the evolving nature of governance

- integrate knowledge from an array of disciplines to make significant connections between these trends
- evaluate probable and preferred future outcomes based on these emerging trends and develop the skills and awareness necessary for both individual and collective active to effect positive change
- use established academic futurist methodologies
- use terminology and skills associated with the Foundation for Critical Thinking to frame discussions of future trends
- perform academic research on individual trends and communicate this research in well-written essays
- develop the problem-solving skills to become effective leaders and citizens in a globally integrated world

### 3.2 Content Outline:

Exploring the mechanisms of change in the past and present; different ways to analyze trends and data, futurist methodologies, demographic trends, global and local resource issues, technological trends, the information age, global economic integration, conflict and security considerations, issues of governance, decision-making and leadership, exploring the world through different integrative lenses.

### 3.3 Student Expectations and requirements:

They will be required to read from a variety of primary and secondary sources, do independent research, work in groups, and make presentations about their learning. The primary mode of assessment will be a series of brief papers, participation in class discussions and activities, and completion and oral presentation of an independent research project.

### 3.4 Tentative texts and course materials:

This course will utilize a wide assortment of web-based resources, scholarly journals, edited collections of essays, and monographs. Examples of web-based resources include TED talks and analytical reports from The Center for Strategic and International Studies, McKinsey and Company, The Pew Research Center, The World Health Organization, and The United Nations. The course will also look at coverage from domestic and foreign media sources, such as the New York Times, the BBC, Al-Jazeera, and the Beijing Times. We will also read relevant articles from popular publications like the Economist, Foreign Policy, Foreign Affairs, Wired, Science, Nature, and the Atlantic Monthly.

Possible texts include: Clint Willis and Nate Hardcastle (eds.) Taking Sides: Clashing Views on Global Issues (McGraw-Hill/Dushkin; 2nd edition, 1999); and Robert M. Jackson (ed.) Annual Editions: Global Issues (McGraw-Hill/Dushkin; 28 edition, 2012).

## 4. Resources:

4.1 Library resources: see attached library resource form and bibliography.

4.2 Computer resources: high speed Internet connections and appropriate projection technology to use web-based resources in class will be necessary.

**5. Budget Implications:**

5.1 Proposed method of staffing: this course will be staffed with existing faculty in the Honors College

5.2 Special equipment needed: none.

5.1 Expendable materials needed: none

5.2 Laboratory materials needed: none

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

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

Honors College 18 October 2012

University College Undergraduate Curriculum Committee 30 October 2012

Undergraduate Curriculum Committee 11/13/2012

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

**Potter College of Art & Letters  
Department of Art  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Brent Oglesbee, brent.oglesbee@wku.edu, 5-6566

**1. Identification of course:**

- 1.4 Current course prefix (subject area) and number: ART 434
- 1.5 Course title: Capstone Seminar
- 1.6 Credit hours: 1

**2. Revise course title: N/A**

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

**3. Revise course number: N/A**

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

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

- 4.1 Current prerequisites: ART 432
- 4.2 Proposed special requirements: Senior standing with studio or graphic design concentrations in BA or BFA
- 4.3 Rationale for revision of course prerequisites//special requirements:  
Students in the BA program will no longer be required to take ART 432. Making senior standing a requirement ensures this course is taken at the most relevant time in the student's studies.
- 4.4 Effect on completion of major/minor sequence: There will be no adverse effect on time of completion.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: (1) Prerequisite: ART 432: Seminar workshop with emphasis on presentation and discussion of practices that are appropriate to future professional development. To be taken the last semester of student's program of study. Restricted to BFA and BA studio concentration majors. (Grade: Pass/Fail)
- 5.2 Proposed course catalog listing: (1) Special requirement: Senior standing with studio or graphic design concentrations in BA or BFA. Seminar workshop with emphasis on presentation and practices appropriate to future development. To be taken the last semester of the student's program of study in art. (Grade: Pass/Fail)
- 5.3 Rationale for revision of course catalog listing: ART 432 is not an appropriate prerequisite for all students who will take ART 434. The course will focus on development of the student's art practice. For some this will be professionally relevant (BFA majors), for others it will be more "life enhancing" (BA majors).

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

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

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

Art Department/Division: 9/14/2012

Potter College Curriculum Committee 10/11/12

Undergraduate Curriculum Committee 11/13/2012

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

**Attachment: Course Inventory Form**

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

Contact Person: Sylvia Dietrich, [sylvia.dietrich@wku.edu](mailto:sylvia.dietrich@wku.edu), 745-2589, or Fred Carter, [fred.carter@wku.edu](mailto:fred.carter@wku.edu), 745-4897

**1. Identification of program:**

- 1.1 Current program reference number: (various); the revised policy will apply to all undergraduate programs leading to teacher certification in elementary education, middle grades education, secondary education, special education, science and mathematics education, and interdisciplinary early childhood education
- 1.2 Current program title: (various); the revised policy will apply to all undergraduate programs leading to teacher certification in elementary education, middle grades education, secondary education, special education, science and mathematics education, and interdisciplinary early childhood education
- 1.3 Credit hours: varies by program

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

- Increases grade point average requirements for admission to student teaching.
- Adds field experience requirements approved by Kentucky’s Education Professional Standards Board for all teacher candidates.

**3. Detailed program description:**

Current Policy	Proposed Policy
<p>Admission to student teaching requires that the student has:</p> <ul style="list-style-type: none"> <li>1. been admitted to professional education.</li> <li>2. applied for student teaching by February 15<sup>th</sup> for fall placement and by September 15<sup>th</sup> for spring placement.</li> <li>3. a grade point average of 2.5 or higher in each of the following:                             <ul style="list-style-type: none"> <li>a. overall hours</li> <li>b. major(s)</li> <li>c. minor(s)</li> <li>d. professional education hours</li> </ul> </li> <li>4. completed all professional education courses except student teaching and EDU 489 or EXED 434, and received grades of “C” or higher in all these courses.</li> <li>5. met additional requirements described in prerequisites for ELED 490, MGE 490, SEC 490, EXED 490, or IECE 490.</li> <li>6. completed 75% of the major or all of the minor if student teaching is to be done in the minor.</li> </ul>	<p>Admission to student teaching requires that the student has:</p> <ul style="list-style-type: none"> <li>1. been admitted to professional education.</li> <li>2. applied for student teaching by February 15<sup>th</sup> for fall placement and by September 15<sup>th</sup> for spring placement.</li> <li>3. a grade point average of <b>2.75</b> or higher in each of the following:                             <ul style="list-style-type: none"> <li>a. overall hours</li> <li>b. <b>certifiable</b> major(s)</li> <li>c. <b>certifiable</b> minor(s)</li> <li>d. professional education hours</li> </ul> </li> <li>4. completed all professional education courses except student teaching and EDU 489 or SPED 434, and received grades of “C” or higher in all these courses.</li> <li>5. met additional requirements described in prerequisites for ELED 490, MGE 490, SEC 490, SPED 490, or IECE 490.</li> <li>6. completed 75% of the major or all of the minor if student teaching is to be done in the minor.</li> </ul>

<p>7. attained senior status (90 credit hours.)</p> <p>8. achieved on average “at standard” (3 or higher) on all professional education dispositions.</p> <p>9. achieved critical performance assessment scores that average at least 3.0 overall and at least 2.5 per Kentucky Teacher Standard measured.</p> <p>10. a valid and current medical examination (not older than one year from the end of the semester in which the student plans to student teach.)</p> <p>11. demonstrated moral, social, and ethical behavior that is acceptable in the school community and the community at large, as defined in the Professional Code of Ethics for Kentucky School Certified Personnel.</p> <p>Note: Kentucky and Federal criminal records checks will be conducted by the student’s assigned school districts after the student teaching placement has been made.</p>	<p>7. attained senior status (90 credit hours.)</p> <p><del>8. documented a minimum of 200 clock hours of approved field experiences in a variety of Primary-Grade 12 school settings and submitted a record of all clinical hours for review and confirmation.</del></p> <p><b>8. documented a minimum of 200 clock hours of approved field experiences in a variety of Primary-Grade 12 school settings and school related settings and submitted a record of all clinical hours for review and confirmation.</b></p> <p>9. achieved on average “at standard” (3 or higher) on all professional education dispositions.</p> <p>10. achieved critical performance assessment scores that average at least 3.0 overall and at least 2.5 per Kentucky Teacher Standard measured.</p> <p>11. a valid and current medical examination (not older than one year from the end of the semester in which the student plans to student teach.)</p> <p>12. demonstrated moral, social, and ethical behavior that is acceptable in the school community and the community at large, as defined in the Professional Code of Ethics for Kentucky School Certified Personnel.</p> <p>Note: Kentucky and Federal criminal records checks will be conducted by the student’s assigned school districts after the student teaching placement has been made.</p>
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**4. Rationale for the proposed program change:**

- The proposed policy revision is needed to bring WKU’s requirements into alignment with a new state regulation regarding field experience (clinical) hours as specified by Kentucky’s Education Professional Standards Board.
- In addition, this revision increases grade point average requirements to be consistent with a revision to WKU’s policy regarding admission to professional education. The new state regulation stipulates that candidates for admission to the professional education unit must have at least a 2.75 GPA overall. WKU’s teacher admissions policy also includes the expectation that grades in certain courses must be at least a C or higher. For consistency in expectations, the proposed policy will establish that at the time of admission to student teaching, student academic performance must be at least at the level that it was at the time of admission to professional education.

**5. Proposed term for implementation:** The proposed policy will apply to all students who apply for admission to student teaching for the Spring 2014 semester and thereafter.

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

School of Teacher Education 5-25-2012

CEBS Curriculum Committee 06/05/2012

Professional Education Council 06/13/2012

Undergraduate Curriculum Committee 11/13/2012

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

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

Contact Person: Retta Poe, [retta.poe@wku.edu](mailto:retta.poe@wku.edu), 5-4662, or Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 5-4662

**1. Identification of program:**

- 1.1 Current program reference number: (various). The proposed policy addition will apply to all undergraduate and graduate programs leading to initial teacher certification.
- 1.2 Current program title: (various). The proposed policy addition will apply to all undergraduate and graduate programs leading to initial teacher certification.
- 1.3 Credit hours: varies by program

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

- Modifies the field experience policy for all undergraduate and graduate programs leading to initial teacher certification.

**3. Detailed program description:**

<b>Current policy</b>	<b>Proposed policy</b>
<p>WKU <b>undergraduate</b> teacher preparation programs are designed to meet the University’s standards for baccalaureate degrees and the Kentucky standards for the designated teaching certificate. All <b>undergraduate</b> professional education programs require completion of field experiences in appropriate off-campus settings as well as student teaching. The number of required hours of field experiences varies by program; however, a minimum of <b>75</b> hours of off-campus field experience is required in professional education courses. In addition, all programs require one 16-week or two 8-week full-time student teaching placements, <b>totaling at least 430 hours</b>. Every effort is made to provide teacher candidates with field experiences in diverse settings (based on socioeconomic status, race/ethnicity, language, and exceptionalities of students) in order that they are prepared to help all students learn. Prior to visiting any school, a student must have on file in the Office of Teacher Services a current TB test, a current physical exam, and a current Kentucky criminal background check. Students are responsible for the expenses incurred in complying with this requirement.</p>	<p>WKU teacher preparation programs are designed to meet the University’s standards for baccalaureate degrees, <b>master’s degrees, specialist degrees, and certification-only programs, as well as</b> the Kentucky standards for the designated teaching certificate. <del>All professional education programs require completion of a variety of diverse and focused field experiences in appropriate off-campus <b>Primary-Grade 12 school</b> settings as well as student teaching or equivalent experience.</del> <b>All professional education programs require completion of a variety of diverse and focused field experiences in appropriate off-campus Primary-Grade 12 school settings and school-related settings as well as student teaching or equivalent experiences.</b> The number of required hours of field experiences varies by program; however, a minimum of <b>200</b> hours of <b>approved</b> off-campus field experience is required in professional education courses <b>prior to the student teaching experience or equivalent. The candidate is responsible for documenting completed hours, date, and setting.</b> In addition, all programs require one 16-week or two 8-week full-time student teaching placements, or approved equivalent. Every effort is made to provide teacher candidates with field experiences in diverse settings (based on socioeconomic status, race/ethnicity, language, and exceptionalities of students) in order</p>



	to ensure that they are prepared to help all students learn. Prior to visiting any school, a student must have on file in the Office of Teacher Services a current TB <b>risk assessment</b> , a current physical exam, and a current Kentucky criminal background check. Students are responsible for the expenses incurred in complying with this requirement.
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**4. Rationale for the proposed program change:** The proposed policy revision is needed to bring WKU’s requirements into alignment with a new state regulation regarding field experience (clinical) hours. In addition, the policy is now made applicable to graduate as well as undergraduate programs leading to initial teacher certification. This addition is in response to a clarification from Kentucky’s Education Professional Standards Board that candidates for initial certification at the graduate level must meet the same field experience and student teaching requirements as initial certification candidates at the baccalaureate level.

**5. Proposed term for implementation:** The proposed policy will apply to all students who begin student teaching assignments (or equivalent) beginning September 1, 2013. In most cases, the policy change will thus affect students approved for student teaching (or equivalent) assignments in the Spring, 2014 semester and thereafter.

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

School of Teacher Education	<u>03/15/12</u>
CEBS Curriculum Committee	<u>04/03/12</u>
Professional Education Council	<u>04/11/12</u>
Undergraduate Curriculum Committee	<u>11/13/2012</u>
Graduate Council	_____
University Senate	_____

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

Contact Person: Brent Oglesbee, [brent.oglesbee@wku.edu](mailto:brent.oglesbee@wku.edu) 5-6566

**1. Identification of program:**

- 1.1 Current program reference number: 385
- 1.2 Current program title: Graphic Design Minor for Advertising Majors
- 1.3 Credit hours: 30

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

- Remove ART 432 Portfolio from the list of advanced graphic design electives
- Remove ART 240 as a requirement
- Lower the total number of hours for this minor to 24.

**3. Detailed program description:**

<b>Current Program of Study for Advertising majors with a Minor in Graphic Design, ref. # 385</b>	<b>hours</b>	<b>Proposed Program of Study for Advertising majors with a Minor in Graphic Design, ref. # 385</b>	<b>hours</b>
ART 130 Design	3	ART 130 Design	3
ART 140 Drawing	3	ART 140 Drawing	3
ART 105 or 106 Art History	3	ART 105 or 106 Art History	3
ART 240 Drawing	3		
ART 231 Graphic Design	3	ART 231 Graphic Design	3
ART 330 Graphic Design	3	ART 330 Graphic Design	3
Advanced Graphic Design electives Any 4 courses from the menu	12	<b>Advanced Graphic Design electives Any 3 courses from the menu</b>	<b>9</b>
ART 331 Visual Thinking		ART 331 Visual Thinking	
ART 334 Graphic Design Survey		ART 334 Graphic Design Survey	
ART 430 Graphic Design		ART 430 Graphic Design	
ART 431 Illustration		ART 431 Illustration	
<b>ART 432 Portfolio</b>			
ART 433 Package Design		ART 433 Package Design	
ART 436 Electronic Illustration		ART 436 Electronic Illustration	
ART 438 Advanced Computer Graphics		ART 438 Advanced Computer Graphics	
<b>Total Credit hours</b>	<b>30</b>	<b>Total Credit hours</b>	<b>24</b>

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

- ART 432 Portfolio was developed to serve the professional needs of Art Majors. The increased number of Advertising majors choosing this course as an elective has begun to impede the progress of art (Graphic Design) majors, forcing the department to offer more sections than are necessary. Removing this elective from the advertising major's menu of selections only slightly reduces their choice of electives.
- We do not require our BA majors to take ART 240 Drawing. It seems appropriate to remove this requirement for Advertising majors as well.

- The result of the changes listed above reduces the required number of hours for the Minor in Graphic Design, allowing advertising majors more variety in selection of courses to fulfill their degree.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2013

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

Art Department:	9/14/2012
Potter College Curriculum Committee	October 11, 2012
Undergraduate Curriculum Committee	<u>11/13/2012</u>
University Senate	_____

Proposal Date: 4/6/2012

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

Contact Person: Brent Oglesbee, [brent.oglesbee@wku.edu](mailto:brent.oglesbee@wku.edu), 5-6566

**1. Identification of program:**

- 1.1 Current program reference number: 514
- 1.2 Current program title: BFA in Visual Arts
- 1.3 Credit hours: 82

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

- The Department of Art wishes to establish an entry requirement for our BFA program (ref. #514). Students interested in pursuing a BFA in Visual Art must meet one of the following criterion: have a minimum overall GPA of 3.0 in art and art history courses to include: ART 105 or ART 106, ART 130, ART 131, ART 140, a basic studio course at the 200 level and an upper level 300 studio course, OR have a minimum GPA of 2.5 for these same courses to be eligible for a formal department portfolio review conducted by a faculty committee. Transfer students will be required to meet the second of these two options. Any student denied entrance in their initial portfolio review and having less than 36 hours in art and art history, while maintaining a 2.5 GPA in their continuing art studies, may reapply once.
- Indicate ref. number 514P for students who have yet to pass entry requirements for the BFA.

**3. Detailed program description:**

BFA Visual Arts studio concentration	hrs.	BFA Visual Arts studio Proposed	hrs.
ART 130 Design	3	ART 130 Design	3
ART 131 3-D Design	3	ART 131 3-D Design	3
ART 140 Drawing	3	ART 140 Drawing	3
ART 240 Drawing	3	ART 240 Drawing	3
ART 340 Drawing	3	ART 340 Drawing	3
ART 341 Drawing	3	ART 341 Drawing	3
ART 440 Drawing	3	ART 440 Drawing	3
ART 105 History of Art to 1300	3	ART 105 History of Art to 1300	3
ART 106 History of Art since 1300	3	ART 106 History of Art since 1300	3
2 upper-level elective art history courses selected from the following menu: ART 305, ART 312, ART 313, ART 314, ART 315, ART 316, ART 325, ART 334, ART 390, ART 401, ART 403, ART 405, ART 407, ART 408, ART 409, ART 410, ART 445, ART 494, PHIL 305	6	2 upper-level elective art history courses selected from the following menu: ART 305, ART 312, ART 313, ART 314, ART 315, ART 316, ART 325, ART 334, ART 390, ART 401, ART 403, ART 405, ART 407, ART 408, ART 409, ART 410, ART 445, ART 494, PHIL 305	6
Any four of the following basic studios	12	Any four of the following basic studios	12
ART 220 Ceramics		ART 220 Ceramics	
ART 231 Graphic Design		ART 231 Graphic Design	
ART 243 Digital Media		ART 243 Digital Media	
ART 250 Printmaking		ART 250 Printmaking	
ART 260 Painting		ART 260 Painting	
ART 270 Sculpture		ART 270 Sculpture	
ART 280 Weaving		ART 280 Weaving	
2 upper-level elective studio courses	6	2 upper-level elective studio courses	6
9 upper-level studio courses in one area	27	9 upper-level studio courses in one area	27
ART 432 Portfolio	3	ART 432 Portfolio	3
ART 434 Capstone Seminar	1	ART 434 Capstone Seminar	1
Total semester hours	82	Total semester hours	82
		<p><b>Entry into the BFA in Visual Art program may be accomplished in one of two ways: have a minimum overall GPA of 3.0 in art and art history courses to include: ART 105 or ART 106, ART 130, ART 131, ART 140, a basic studio course at the 200 level and an upper level 300 studio course, OR have a minimum GPA of 2.5 for these same courses and pass a department portfolio review conducted by a faculty committee. Transfer students will be required to meet the second of these two options. Any student denied entrance in their initial portfolio review and having less than 36 hours in art and art history, while maintaining a 2.5 GPA in their continuing art courses, may reapply once.</b></p> <p><b>Prior to meeting these standards, students pursuing the BFA will be designated as reference # 514P.</b></p>	

BFA Visual Arts Graphic Design concentration hours	BFA Visual Arts Graphic Design concentration (proposed) hours
ART 130 Design 3	ART 130 Design 3
ART 131 3-D Design 3	ART 131 3-D Design 3
ART 140 Drawing 3	ART 140 Drawing 3
ART 240 Drawing 3	ART 240 Drawing 3
ART 340 Drawing 3	ART 340 Drawing 3
ART 341 Drawing 3	ART 341 Drawing 3
ART 440 Drawing or ART 431 Illustration 3	ART 440 Drawing or ART 431 Illustration 3
ART 105 History of Art to 1300 3	ART 105 History of Art to 1300 3
ART 106 History of Art since 1300 3	ART 106 History of Art since 1300 3
2 upper-level elective art history courses 6 selected from the following menu: ART 305,ART 312, ART 313, ART 314, ART 315, ART 316, ART 325, ART 390, ART 401,ART 403, ART 405, ART 407, ART 408, ART 409, ART 410, ART 445, ART 494, PHIL 305	2 upper-level elective art history courses 6 selected from the following menu: ART 305,ART 312, ART 313, ART 314, ART 315, ART 316, ART 325, ART 390, ART 401,ART 403, ART 405, ART 407, ART 408, ART 409, ART 410, ART 445, ART 494, PHIL 305
Any three of the following basic studios 9	Any three of the following basic studios 9
ART 220 Ceramics	ART 220 Ceramics
ART 250 Printmaking	ART 250 Printmaking
ART 260 Painting	ART 260 Painting
ART 270 Sculpture	ART 270 Sculpture
ART 280 Weaving	ART 280 Weaving
2 upper-level elective studio courses 6	2 upper-level elective studio courses 6
ART 231 Graphic Design 3	ART 231 Graphic Design 3
ART 243 Digital Media 3	ART 243 Digital Media 3
ART 330 Graphic Design 3	ART 330 Graphic Design 3
ART 334 Survey of Graphic Design 3	ART 334 Survey of Graphic Design 3
ART 343 Digital Media, Time Based 3	ART 343 Digital Media, Time Based 3
ART 430 Graphic Design 3	ART 430 Graphic Design 3
ART 432 Portfolio 3	ART 432 Portfolio 3
ART 433 Package Design 3	ART 433 Package Design 3
ART 438 Advanced Computer Graphics 3	ART 438 Advanced Computer Graphics 3
Select one course from each of the following pairs	Select one course from each of the following pairs
ART 331 Visual Thinking or JOUR 343 Print Design 3	ART 331 Visual Thinking or JOUR 343 Print Design 3
ART 436 Electronic Illustration or AMS 308 Graphic Communications 3	ART 436 Electronic Illustration or AMS 308 Graphic Communications 3
ART 434 Capstone Seminar 1	ART 434 Capstone Seminar 1
Total semester hours 82	Total semester hours 82
	<b>Entry into the BFA in Visual Art program may be accomplished in one of two ways: have a minimum overall GPA of 3.0 in art and art history courses to include: ART 105 or ART 106, ART 130, ART 131, ART 140, a basic studio course at the 200 level and an upper level 300 studio course, OR have a minimum GPA of 2.5 for these same courses and pass a department portfolio review conducted by a faculty committee. Transfer students will be</b>

	<p><b>required to meet the second of these two options. Any students denied entrance in their initial portfolio review and having less than 36 hours in art and art history, while maintaining a 2.5 GPA in their continuing art courses, may reapply once.</b></p> <p><b>Prior to meeting these standards, students pursuing the BFA will be designated as reference # 514P.</b></p>
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**4. Rationale for the proposed program change:**

- The National Association of Schools of Art and Design (the department’s national accrediting agency) recommends our department establish a level of expectations that clearly separates our pre-professional degree, (BFA in Visual Art) from our liberal arts degree (BA in Visual Studies). Currently our BA Studio track has no minimum GPA requirement beyond the university’s overall standard of 2.0. The department’s BA in Art Education requires a minimum GPA of 2.5 for state certification purposes. Establishing this raised standard for entry into our BFA program is appropriate to our program’s goals.
- A 514P designation will help advisors note students who have yet to pass their entry requirements for the BFA.

**5. Proposed term for implementation and special provisions (if applicable): Fall 2013**

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

Art Department	9/14/2012
Potter College Curriculum Committee	October 12, 2012
Undergraduate Curriculum Committee	<u>11/13/2012</u>
University Senate	_____

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

Contact Person: Contact Person: Dr. Mitzi Groom, [mitzi.groom@wku.edu](mailto:mitzi.groom@wku.edu), 745-3751

**1. Identification of program:**

- 1.1 Current program reference number: 583
- 1.2 Current program title: Bachelor of Arts in Music (Liberal Arts)
- 1.3 Credit hours: 48

**2. Identification of the proposed program changes:** Remove MUS 328 Music History III (3 hours) from degree requirements and increase the electives from 5 hours to 8 hours.

**3. Detailed program description:**

**#583 -- CURRENT REQUIREMENTS**

<b>MUSIC COURSES</b>	<b><u>Hrs.</u></b>
MUS 100 Theory I	3
MUS 101 Theory II	3
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 326 Music History I	3
MUS 327 Music History II	3
<b>MUS 328 Music History III</b>	<b>3</b>
MUS 160/349 Grp Piano I /Accomp.	1
MUS 161/349 Grp Piano II/ Accomp.	1
MUS 317 Conducting I	2
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F 0	
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F 0	
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F 0	
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F 0	
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F 0	
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F 0	
MUS 34_ Ensemble (MAJOR)	1
MUS 34_ Ensemble (MAJOR)	1
MUS 34_ Ensemble (MAJOR)	1
MUS 34_ Ensemble (MAJOR)	1
MUS 34_ Ensemble (MAJOR)	1
MUS 34_ Ensemble (MAJOR)	1

Music Electives:

5

5 hours selected from Theory/Composition, History/Literature, ensembles, applied lessons, conducting, methods, or techniques.

**TOTAL = 48 hrs**



**#583 – NEW REQUIREMENTS**

**MUSIC COURSES**

	<u>Hrs.</u>
MUS 100 Theory I	3
MUS 101 Theory II	3
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 326 Music History I	
3	
MUS 327 Music History II	3
MUS 160/349 Grp Piano I /Accomp.	1
MUS 161/349 Grp Piano II/ Accomp.	1
MUS 317 Conducting I	2
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F 0	
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F 0	
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F 0	

MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F 0	
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F 0	
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F 0	
MUS 34_ Ensemble (MAJOR)	1
MUS 34_ Ensemble (MAJOR)	1
MUS 34_ Ensemble (MAJOR)	1
MUS 34_ Ensemble (MAJOR)	1
MUS 34_ Ensemble (MAJOR)	1
MUS 34_ Ensemble (MAJOR)	1

**Music Electives:**

**8**

**8 hours selected from Theory/Composition,  
History/Literature, ensembles, applied  
lessons, conducting, methods, or techniques.**

**TOTAL = 48 hrs**

4. **Rationale for the proposed program change:** Most benchmark institutions and comparable music units offer a 2-semester sequence in Music History. The current 3-semester sequence requires 9 credit hours and places both juniors and seniors (2 cohorts of students) into History classes every Fall semester. Existing courses MUS 326 Music History I and MUS 327 Music History II have been revised to address the core content of the current 3-semester music history sequence. This revision moves 3 hours of the Bachelor of Arts degree from Required courses to Elective courses.

5. **Proposed term for implementation and special provisions:** Fall 2013

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

Music Department Curriculum Committee	<u>April 11, 2012</u>
Music Department	<u>August 15, 2012</u>
PCAL Curriculum Committee	October 11, 2012
Undergraduate Curriculum Committee	<u>11/13/2012</u>
University Senate	_____

Proposal Date: October 1, 2012

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

Contact Person: Contact Person: Dr. Mitzi Groom, [mitzi.groom@wku.edu](mailto:mitzi.groom@wku.edu), 745-3751

**1. Identification of program:**

- 1.1 Current program reference number: 593
- 1.2 Current program title: Bachelor of Music, concentration in Performance
- 1.3 Credit hours: 73-75

**2. Identification of the proposed program changes: Identification of the proposed program changes:** Remove MUS 328 Music History III (3 hours) from degree requirements. Reduces total hours by 3.

### 3. Detailed program description:

#### CURRENT REQUIREMENTS - Performance

MUS 100 Theory I	3
MUS 101 Theory II	3
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 304 Form and Analysis	2
Theory/Composition elective	3
Theory/Composition elective	3
MUS 326 Music History I	3
MUS 327 Music History II	3
<b>MUS 328 Music History III</b>	<b>3</b>
MUS 430 Music Literature	3
MUS 160/349 Group Piano I /Accompanying	1
MUS 161/349 Group Piano II/Accompanying	1
MUS 260/349 Group Piano III/Accompanying	1
MUS 261/349 Group Piano IV/Accompanying	1
MUS 317 Conducting I	2
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 357 Applied Major	3
MUS 155 Performance Attendance (P/F)	0
MUS 357 Applied Major	3
MUS 338 DIS (Recital Program)	1
MUS 155 Performance Attendance (P/F)	0
MUS 457 Applied Major	3
MUS 338 DIS (Recital Program)	1
MUS 155 Performance Attendance (P/F)	0
MUS 457 Applied Major	3
MUS 152 Diction I (vocal only)	(1)
MUS 252 Diction II (vocal only)	(1)
MUS 310 Pedagogy	3
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (elective)	1
Ensemble (elective)	<u>1</u>

**TOTAL = 73 (Vocal = 75)**

#### NEW REQUIREMENTS - Performance

MUS 100 Theory I	3
MUS 101 Theory II	3
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 304 Form and Analysis	2
Theory/Composition elective	3
Theory/Composition elective	3
MUS 326 Music History I	3
MUS 327 Music History II	3
MUS 430 Music Literature	3
MUS 160/349 Group Piano I /Accompanying	1
MUS 161/349 Group Piano II/Accompanying	1
MUS 260/349 Group Piano III/Accompanying	1
MUS 261/349 Group Piano IV/Accompanying	1
MUS 317 Conducting I	2
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 357 Applied Major	3
MUS 155 Performance Attendance (P/F)	0
MUS 357 Applied Major	3
MUS 338 DIS (Recital Program)	1
MUS 155 Performance Attendance (P/F)	0
MUS 457 Applied Major	3
MUS 338 DIS (Recital Program)	1
MUS 155 Performance Attendance (P/F)	0
MUS 457 Applied Major	3
MUS 152 Diction I (vocal only)	(1)
MUS 252 Diction II (vocal only)	(1)
MUS 310 Pedagogy	3
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (MAJOR)	1
Ensemble (elective)	1
Ensemble (elective)	<u>1</u>

**TOTAL = 70 (Vocal = 72)**

**4. Rationale for the proposed program change:** Most benchmark institutions and comparable music units offer a 2-semester sequence in Music History. The current 3-semester sequence requires 9 credit hours and places both juniors and seniors (2 cohorts of students) into History classes every Fall semester. Existing courses MUS 326 Music History I and MUS 327 Music History II have been revised to address the core content of the current 3-semester music history sequence. This revision will reduce Degree Program Requirements in the Bachelor of Music degree by 3 hours.

**5. Proposed term for implementation and special provisions:** Fall 2013

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

Music Department Curriculum Committee April 11, 2012

Music Department August 15, 2012

PCAL Curriculum Committee October 11, 2012

Undergraduate Curriculum Committee 11/13/2012

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

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

Contact Person: Douglas Smith, Douglas.Smith@wku.edu, 745-3750

**1. Identification of program:**

- 1.1 Current program reference number: 342
- 1.2 Current program title: Minor in Criminology
- 1.3 Credit hours: 21

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

- Add a course to minor (SOCL 231: Introduction to Criminal Justice)
- Course Deletion (SOCL 234: Security and Crime Investigation).

**3. Detailed program description:**

<p>Required Courses: SOCL 309: Social Deviance SOCL 330: Criminology SOCL 332: Juvenile Delinquency SOCL 380: Penology</p>	<p>Required Courses: SOCL 309: Social Deviance SOCL 330: Criminology SOCL 332: Juvenile Delinquency SOCL 380: Penology</p>
<p>Elective Courses: SOCL 232: Introduction to Law Enforcement SOCL 233: Alternatives to Confinement <b>SOCL 234: Security and Crime Investigation</b> SOCL 359: Sexuality and Society SOCL 432: Sociology of Criminal Law SOCL 434: Organized Crime SOCL 435: Family Violence SOCL 438: Victimology SOCL 439: Internship in Criminology SOCL 446: Gender, Crime, and Justice SOCL 451: White Collar Crime PS 220: Judicial Process PS 326: Constitutional Law PS 328: Criminal Justice PS 350: Political Terrorism HIST 445: American Legal History to 1865 HIST 446: American Legal History Since 1865 SWRK: 356: Services to Juvenile Offenders PSY 440: Abnormal Psychology PSY 441: Aspects of Alcoholism PSY 470: Psychology and the Law</p>	<p>Elective Courses: <b>SOCL 231: Introduction to Criminal Justice</b> SOCL 232: Introduction to Law Enforcement SOCL 233: Alternatives to Confinement SOCL 359: Sexuality and Society SOCL 432: Sociology of Criminal Law SOCL 434: Organized Crime SOCL 435: Family Violence SOCL 438: Victimology SOCL 439: Internship in Criminology SOCL 446: Gender, Crime, and Justice SOCL 451: White Collar Crime PS 220: Judicial Process PS 326: Constitutional Law PS 328: Criminal Justice PS 350: Political Terrorism HIST 445: American Legal History to 1865 HIST 446: American Legal History Since 1865 SWRK: 356: Services to Juvenile Offenders PSY 440: Abnormal Psychology PSY 441: Aspects of Alcoholism PSY 470: Psychology and the Law</p>

CHEM 430: Forensic Chemistry PH 165: Drug Abuse MGT 210: Organizational Management ANTH 300: Forensic Anthropology	CHEM 430: Forensic Chemistry PH 165: Drug Abuse MGT 210: Organizational Management ANTH 300: Forensic Anthropology
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**4. Rationale for the proposed program change:**

- The course description for SOCL 231 in the current undergraduate catalog reads as follows: “Survey of criminal justice systems, including police, courts, and corrections.” When SOCL 231 was added to our curriculum, we forgot to revise the minor to include it in the list of restricted electives.
- The course description for SOCL 234 in the current undergraduate catalog reads as follows: “Current issues faced by safety responders, primarily focusing on homeland security and criminal investigations.” SOCL 234 was added to our curriculum by an adjunct professor a few years back. The course has been offered twice (including Fall 2012) each time taught by an adjunct faculty. We would like to remove the course as offering it will continually rely on an adjunct as no full-time tenure track/tenured faculty feels comfortable teaching the course content.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2013

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

Sociology Department	<u>August 22, 2012</u>
PCAL Curriculum Committee	October 11, 2012
Undergraduate Curriculum Committee	<u>11/13/2012</u>
University Senate	_____

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

Contact Person: Douglas Smith [douglas.smith@wku.edu](mailto:douglas.smith@wku.edu), 745-3750

**1. Identification of program:**

- 1.1 Current program reference number: 775
- 1.2 Current program title: Major in Sociology
- 1.3 Credit hours: 31

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

- Course Deletion (SOCL 234: Security and Crime Investigation)

**3. Detailed program description:**

<p>Required Courses:                  SOCL 100 Introduction to Sociology                  Any SOCL 200 course listed below                  SOCL 300 Using Statistics in Sociology                  SOCL 302 Strategies of Social Research                  SOCL 304 Sociological Theory: Perspectives on Society                  SOCL 499 Senior Seminar</p>	<p>Required Courses:                  SOCL 100 Introduction to Sociology                  Any SOCL 200 course listed below                  SOCL 300 Using Statistics in Sociology                  SOCL 302 Strategies of Social Research                  SOCL 304 Sociological Theory: Perspectives on Society                  SOCL 499 Senior Seminar</p>
<p>Elective Courses:                  SOCL 210 Interaction Self and Society                  SOCL 220 Marriage &amp; Family                  SOCL 231 Intro. To Criminal Justice                  SOCL 232 Intro. To Law Enforcement                  SOCL 233 Alternatives to Confinement  <b>SOCL 234 Security &amp; Crime Investigation</b>                  SOCL 240 Contemporary Social Problems                  SOCL 245 Sociology of Popular Culture                  SOCL 260 Race and Ethnic Relations                  SOCL 309 Social Deviance                  SOCL 310 Behavior in Small Groups                  SOCL 312 Collective Behavior                  SOCL 322 Religion in Society                  SOCL 324 Sociology of Sport                  SOCL 330 Criminology                  SOCL 332 Juvenile Delinquency                  SOCL 342 Aging in Society                  SOCL 345 Sociology of Popular Music                  SOCL 346 Special Topics                  SOCL 350 Social Inequality</p>	<p>Elective Courses:                  SOCL 210 Interaction Self and Society                  SOCL 220 Marriage &amp; Family                  SOCL 231 Intro. To Criminal Justice                  SOCL 232 Intro. To Law Enforcement                  SOCL 233 Alternatives to Confinement                  SOCL 240 Contemporary Social Problems                  SOCL 245 Sociology of Popular Culture                  SOCL 260 Race and Ethnic Relations                  SOCL 309 Social Deviance                  SOCL 310 Behavior in Small Groups                  SOCL 312 Collective Behavior                  SOCL 322 Religion in Society                  SOCL 324 Sociology of Sport                  SOCL 330 Criminology                  SOCL 332 Juvenile Delinquency                  SOCL 342 Aging in Society                  SOCL 345 Sociology of Popular Music                  SOCL 346 Special Topics                  SOCL 350 Social Inequality                  SOCL 352 Technology, Work &amp; Society</p>



SOCL 352 Technology, Work & Society SOCL 353 Sociology of Japan SOCL 355 Sociology of Gender SOCL 359 Sexuality and Society SOCL 360 Community Rural & Urban Society SOCL 362 Race, Class & Gender SOCL 363 Population and Society SOCL 375 Diversity in American Society SOCL 376 International Sociology SOCL 380 Penology SOCL 404 Qualitative Research Methods SOCL 408 Survey Applications SOCL 410 Socialization SOCL 420 Political Sociology SOCL 432 Sociology of Criminal Law SOCL 434 Organized Crime SOCL 435 Family Violence SOCL 438 Victimology SOCL 439 Internship in Criminology SOCL 440 Medical Sociology SOCL 442 Sociology Research Project SOCL 446 Gender, Crime & Justice SOCL 450 Occupations & Professions SOCL 451 White Collar Crime SOCL 452 Social Change SOCL 460 Urban Sociology SOCL 466 Gender, Family & Society SOCL 470 Environmental Sociology SOCL 489 Sociology Study Abroad SOCL 494 Cooperative Education SOCL 495 Directed Study SOCL 496 Directed Study	SOCL 353 Sociology of Japan SOCL 355 Sociology of Gender SOCL 359 Sexuality and Society SOCL 360 Community Rural & Urban Society SOCL 362 Race, Class & Gender SOCL 363 Population and Society SOCL 375 Diversity in American Society SOCL 376 International Sociology SOCL 380 Penology SOCL 404 Qualitative Research Methods SOCL 408 Survey Applications SOCL 410 Socialization SOCL 420 Political Sociology SOCL 432 Sociology of Criminal Law SOCL 434 Organized Crime SOCL 435 Family Violence SOCL 438 Victimology SOCL 439 Internship in Criminology SOCL 440 Medical Sociology SOCL 442 Sociology Research Project SOCL 446 Gender, Crime & Justice SOCL 450 Occupations & Professions SOCL 451 White Collar Crime SOCL 452 Social Change SOCL 460 Urban Sociology SOCL 466 Gender, Family & Society SOCL 470 Environmental Sociology SOCL 489 Sociology Study Abroad SOCL 494 Cooperative Education SOCL 495 Directed Study SOCL 496 Directed Study
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**4. Rationale for the proposed program change:**

The course description for SOCL 234 in the current undergraduate catalog reads as follows: “Current issues faced by safety responders, primarily focusing on homeland security and criminal investigations.” SOCL 234 was added to our curriculum by an adjunct professor a few years back. The course has been offered twice (including Fall 2012) each time taught by an adjunct faculty. We would like to delete the course as offering it will continually rely on an adjunct as no full-time tenure track/tenured faculty feels comfortable teaching the course content.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2013

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

Sociology Department	<u>Aug 22, 2012</u>
PCAL Curriculum Committee	October 11, 2012
Undergraduate Curriculum Committee	<u>11/13/2012</u>

University Senate

