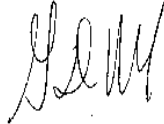


Rec. # 2013-4-02 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST

The University Senate recommends the Undergraduate Curriculum Committee Report dated March 2013, and approved in the Senate to the Provost for endorsement.



Approved 4/25/2013

**Undergraduate Curriculum Committee  
Western Kentucky University**

Report to the University Senate

Date: March 28, 2013

From: John White, Chair

The Undergraduate Curriculum Committee submits the following items from the 28 March 2013, meeting for approval by the University Senate:

Information Item Report:

I. Revise Course Prerequisites

SEC 351

SEC 352

ECON 496

MKT 422

GEOL 405

II. Delete a Course

ECON 460

ECON 386

ECON 365

ENG 101

ENG 102

ENG 183

ENG 283

ANTH 380

ANTH 411

ANTH 430

ANTH 445

FLK 380

FLK 411

FLK 446

FLK 447

CHEM 110

GEOG 100

GEOG 203  
GEOG 204  
GEOG 205  
GEOG 207  
GEOG 208  
GEOG 209  
GEOG 416  
GEOG 421  
GEOG 454  
GEOG 479  
GEOG 488  
GEOG 497  
GEOL 102  
GEOL 203  
GEOL 204  
GEOL 209  
GEOL 370  
GEOL 480  
GEOL 486  
GEOL 492  
FACS 371  
PE 344  
PE 348  
REC 489  
ENV 310  
ENV 327  
ENV 331  
ENV 367  
ENV 369  
ENV 420  
ENV 440  
ENV 441  
ENV 442  
ENV 443  
PH 101  
PH 150  
PH 363  
PH 460  
PH 466  
PH 489  
SFTY 370  
SFTY 470  
SFTY 471  
PLS 297C

- III. Suspend a Course
  - FLK 477 Folk Art and Technology
  - FILM 483 Film Studies Seminar
  - CHEM 280
  - GEOG 428
  - ENV 471
- IV. Reactivate a Suspended Course
  - BIOL 317
  - BIOL 464
  - BIOL 280
  - GEOL 470
- V. Revise Course Catalog Listing
  - CS 280
  - GEOL 475
- VI. Revise Course Title
  - GEOG 216
- VII. Revise Course Grading System
  - BIOL 199
- VIII. Create an Equivalent Course
  - GEOL 103

Consent Item Report:

- I. New Course
  - PSY 407
  - FLK 330
  - FILM 486
  - CRIM 499
  - BIOL 457
  - CHEM 240
  - CHEM 306
  - CHEM 421
  - GEOG 103
  - PHYS 215
  - HMD 313
  - HMD 410
  - NURS 345
  - IDST 250
  - IDST 390
  - PLS194C
  - PLS 200C
  - PLS 350C
  - PLS 360C
- II. Revise a Program
  - 591 Psychology Extended Major
  - 760 Psychology General Major

- 348 Minor in Creative Writing
- 667 Major in Film
- 353 Minor in Earth Science
- III. Revise Course Credit Hours
  - FILM 482
- IV. Multiple Revisions to a Course
  - AGRO 317
  - BIOL 317
  - GEOG 391
  - GEOG 484
  - AMS 301
  - HONS 380

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

Contact Person: Judy Davison

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: SEC 351
- 1.2 Course title: Teaching Strategies for Secondary Schools
- 1.3 Credit hours: 3

**2. Current course catalog listing:** *Prerequisites: EDU 250, PSY 310.* Designed to develop a working knowledge of planning, implementation of instruction, assessment, and classroom climate for a student population. Field experiences in public schools are required for this course. Students are responsible for arranging their own transportation to designated or assigned sites.

**3. Proposed course catalog listing:** *Prerequisites: EDU 250 or MGE 275 and PSY 310.* Designed to develop a working knowledge of planning, implementation of instruction, assessment, and classroom climate for a student population. Field experiences in public schools are required for this course. Students are responsible for arranging their own transportation to designated or assigned sites.

**4. Rationale for revision of the course catalog listing:** The change is being made to allow students certifying 5-12 to use either EDU 250 or MGE 275 as their introductory course in the Teacher Education program, depending on the focus of their intended final program and certification.

**5. Proposed term for implementation: Spring 2014**

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

School of Teacher Education:	<u>January 11, 2013</u>
College of Education Curriculum Committee	<u>February 5, 2013</u>
Professional Education Council	<u>February 13, 2013</u>
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 11/20/12

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

Contact Person: Judy Davison, [judy.davison@wku.edu](mailto:judy.davison@wku.edu), 745-3551

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: SEC 352
  - 1.2 Course title: Planning for Student Diversity
  - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites:** EDU 250, PSY 310 (SEC 351 pre- or corequisite).
- 3. Proposed prerequisites/corequisites:** EDU 250 or MGE 275, and PSY 310 (SEC 351 pre- or corequisite). (Note that no change is proposed to SEC 351 as a pre- or corequisite.)
- 4. Rationale for the revision of prerequisites:** The change is being made to allow students in programs leading to certification for Grades 5-12 to use either EDU 250 or MGE 275 as their introductory course in the Teacher Education program, depending on the focus of their intended final program and certification.
- 5. Effect on completion of major/minor sequence:** The proposed change should benefit students, as it will allow students in 5-12 programs (that have previously required both EDU250 and MGE275) to matriculate through their program sequence in the same time frame despite program revisions increasing EPSB required fieldwork hours.
- 6. Proposed term for implementation : Spring 2014**
- 7. Dates of prior committee approvals:**

School of Teacher Education:  
CEBS Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

January 11, 2013  
February 5, 2013  
February 13, 2013

---

Proposal Date: 2/8/2013

**Enter College Name Here**  
**Department of Economics**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Catherine Carey, [cathy.carey@wku.edu](mailto:cathy.carey@wku.edu), 5-6401

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: ECON 496
- 1.2 Course title: International Monetary Economics
- 1.3 Credit hours: 3

**2. Current prerequisites/corequisites/special requirements:** ECON 380.

**3. Proposed prerequisites/corequisites/special requirements:** ECON 202 and ECON 203

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** This course focuses on the international monetary system, including models of the capital account and exchange rate theory. ECON 380 focuses on the determinants of the direction, volume, terms and gains from international trade. Given the limited amount of overlap in the two courses, it has been decided by those who teach the courses that ECON 380 is not required for the understanding of material presented in ECON 496.

**5. Effect on completion of major/minor sequence:** This will allow students more options when choosing between courses across semesters.

**6. Proposed term for implementation:** Spring 2014

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

Department/Division: 2/8/2013

Curriculum Committee 3/6/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: February 14, 2013

**Gordon Ford College of Business  
Department of Marketing and Sales  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Dr. Rick Shannon, [rick.shannon@wku.edu](mailto:rick.shannon@wku.edu), 745-2483

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: MKT 422
  - 1.2 Course title: Marketing Management
  - 1.3 Credit hours: 3
  
- 2. Current prerequisites:** MKT 220 + 6 additional hours of marketing
  
- 3. Proposed prerequisites:** graduating marketing major
  
- 4. Rationale for the revision of prerequisites:** We are making this course our capstone course in the Marketing program and moving material from our Senior Assessment (MKT 499) class into this class. This class has always been intended to be an advanced, case based capstone experience. In the past, we have not really been diligent about the prerequisites for the course. With the incorporation of Senior Assessment material, including the departmental Senior Assessment exam, students will need to have completed as much of the Marketing program as possible in order to be properly prepared for success in this class. Thus, completion of or concurrent enrollment in all required Marketing courses is a necessity. The best way to assure this is to allow only students who are graduating seniors into the class.
  
- 5. Effect on completion of major/minor sequence:** None. This will just move this course to the final Marketing course taken, which has really been the intent all along.
  
- 6. Proposed term for implementation:** Spring 2014
  
- 7. Dates of prior committee approvals:**

Marketing and Sales Department:	_____ February 14, 2013 _____
GFCB Curriculum Committee	_____ March 6, 2013 _____
Undergraduate Curriculum Committee	_____ 03/08/2013 _____
University Senate	_____

**Attachment: Course Inventory Form**



Proposal Date: 2/22/13

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

Contact Person: Fred Siewers, fred.siewers@wku.edu, 5-5988

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: GEOL 405
- 1.2 Course title: Paleontology
- 1.3 Credit hours: 4

**2. Current prerequisites:**

GEOL 112 and 114 and BIOL 120-121 or permission of instructor

**3. Proposed prerequisites:**

GEOL 112 and 114 and BIOL 122-123 or permission of instructor

**4. Rationale for the revision of prerequisites:**

The content covered in BIOL 122-123 - Evolution, Diversity, and Ecology - is much more appropriate for Paleontology than is the content for BIOL 120-121 which focuses on Cells, Metabolism, and Genetics.

**5. Effect on completion of major/minor sequence:**

There will be no effect on the completion of the major/minor sequence.

**6. Proposed term for implementation:**

Spring 2014

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

Geography and Geology Department 2/22/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/8/2013

**Gordon Ford College of Business  
Department of Economics  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Catherine Carey, [cathy.carey@wku.edu](mailto:cathy.carey@wku.edu), 56401

**1. Identification of course:**

- 1.4 Current course prefix (subject area) and number: ECON 460
- 1.5 Course title: Business and Economic Fluctuations
- 1.6 Credit hours: 3

**2. Rationale for the course deletion:** The range of interest in this course is limited.

**3. Effect of course deletion on programs or other departments, if known:** No known impact as this course is a program elective.

**4. Proposed term for implementation:** Spring 2014

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

Economics Department: \_\_\_\_\_ 2/8/2013 \_\_\_\_\_

GFCB Curriculum Committee \_\_\_\_\_ 3/6/2013 \_\_\_\_\_

Undergraduate Curriculum Committee \_\_\_\_\_ 03/08/2013 \_\_\_\_\_

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

**Attachment: Course Inventory Form**

Proposal Date: 2/8/2013

**Gordon Ford College of Business  
Department of Economics  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Catherine Carey, [cathy.carey@wku.edu](mailto:cathy.carey@wku.edu), 56401

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ECON 386
- 1.2 Course title: Economies in Transition
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** The range of interest in this course is limited.

**3. Effect of course deletion on programs or other departments, if known:** No known impact as this course is a program elective.

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

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

Economics Department: 2/8/2013

GFCB Curriculum Committee 3/6/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/8/2013

**Gordon Ford College of Business  
Department of Economics  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Catherine Carey, [cathy.carey@wku.edu](mailto:cathy.carey@wku.edu), 56401

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ECON 365
- 1.2 Course title: Economics of Aging
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** The range of interest in this course is limited.

**3. Effect of course deletion on programs or other departments, if known:** No known impact as this course is a program elective.

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

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

Economics Department: 2/8/2013

GFCB Curriculum Committee 3/6/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 02/22/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CHEM 110
- 1.2 Course title: Freshman Seminar
- 1.3 Credit hours: 1

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

This course has not been offered in many years. Last offered in 2001.

**3. Effect of course deletion on programs or other departments, if known:** Deletion of this course will not affect the completion of any major or minor programs.

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

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

Chemistry Department/Division: February 22, 2013

OCSE Curriculum Committee March 7, 2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: January 24, 2013

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

Contact Person: Greg Goodrich, [gregory.goodrich@wku.edu](mailto:gregory.goodrich@wku.edu), 5-5986

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 100
- 1.2 Course title: Introduction to the Physical Environment
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** GEOG 100 is a non-lab gen ed introductory physical geography course geared for non-majors. The newly created Earth science course GEOG 103 – Our Dynamic Planet, will replace GEOG 100 as an offering for non-major gen ed students who wish to learn more about Earth’s physical environment.

**3. Effect of course deletion on programs or other departments, if known:** This should not affect any programs or departments since a replacement course, GEOG 103 – Our Dynamic Planet, is being created to take its place.

**4. Proposed term for implementation:** Spring 2014

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

Department of Geography and Geology: 2/22/2013

Ogden Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 203
- 1.2 Course title: Cartographic Orienteering
- 1.3 Credit hours: 1

**2. Rationale for the course deletion:** Content embedded in other GIS courses and in a new General Education course in development called Our Dynamic Planet.

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

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

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 204
- 1.2 Course title: Volcanoes and Earthquakes
- 1.3 Credit hours: 1

**2. Rationale for the course deletion:** Content embedded in other earth science courses and in a new General Education course in development called Our Dynamic Planet.

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

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

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**



Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 205
- 1.2 Course title: Tornadoes
- 1.3 Credit hours: 1

**2. Rationale for the course deletion:** Content embedded in other meteorology courses and in a new General Education course in development called Our Dynamic Planet.

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

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

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 207
- 1.2 Course title: Hurricanes
- 1.3 Credit hours: 1

**2. Rationale for the course deletion:** Content embedded in other meteorology courses and in a new General Education course in development called Our Dynamic Planet.

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

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

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 208
- 1.2 Course title: Floods and Droughts
- 1.3 Credit hours: 1

**2. Rationale for the course deletion:** Content embedded in other meteorology courses and in a new General Education course in development called Our Dynamic Planet.

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

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

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 209
- 1.2 Course title: Natural Disasters
- 1.3 Credit hours: 1

**2. Rationale for the course deletion:** Content embedded in other earth science courses and in a new General Education course in development called Our Dynamic Planet.

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

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

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 416
- 1.2 Course title: Remote Sensing
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Content embedded in other remote sensing and GIS Courses. This course has not been taught since 200430.

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

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

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 421
- 1.2 Course title: Advanced Geomorphology
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Content embedded in other earth science courses. This course has not been taught since prior to 200130.

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

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

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

Geography and Geology Department: \_\_\_\_\_ 2/8/2013

Ogden College Curriculum Committee \_\_\_\_\_ 3/7/2013

Undergraduate Curriculum Committee \_\_\_\_\_ 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 479
- 1.2 Course title: Industrial and Commercial Geography
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Course no longer part of the curriculum  
This course has not been taught since 200730.

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

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

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

Geography and Geology Department: \_\_\_\_\_ 2/8/2013

Ogden College Curriculum Committee \_\_\_\_\_ 3/7/2013

Undergraduate Curriculum Committee \_\_\_\_\_ 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 488
- 1.2 Course title: Rural Planning
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Course content now incorporated into other offerings. This course has not been taught since prior to 200130.

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

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

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**



Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 497
- 1.2 Course title: Spatial Decision Support Systems
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Course content now incorporated into GIS and other statistical coursework. This course has not been taught since prior to 200130.

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

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

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

Geography and Geology Department: \_\_\_\_\_ 2/8/2013 \_\_\_\_\_

Ogden College Curriculum Committee \_\_\_\_\_ 3/7/2013 \_\_\_\_\_

Undergraduate Curriculum Committee \_\_\_\_\_ 03/08/2013 \_\_\_\_\_

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

**Attachment: Course Inventory Form**

Proposal Date: January 24, 2013

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

Contact Person: Greg Goodrich, [gregory.goodrich@wku.edu](mailto:gregory.goodrich@wku.edu), 5-5986

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOL 102
- 1.2 Course title: Introduction to Geology
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** GEOL 102 is a non-lab gen ed introductory geology course geared for non-majors. A very similar introductory geology course with a lab, GEOL 111 – The Earth, already exists and is required for Geology majors. The newly created Earth science course GEOG 103 – Our Dynamic Planet, will replace GEOL 102 as an offering for non-major gen ed students who wish to learn more about Earth science.

**3. Effect of course deletion on programs or other departments, if known:** This should not affect any programs or departments since a replacement course, GEOG 103 – Our Dynamic Planet, is being created to take its place.

**4. Proposed term for implementation:** Spring 2014

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

Department of Geography and Geology: February 22, 2013

Ogden Curriculum Committee March 7, 2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOL 203
- 1.2 Course title: Cartographic Orienteering
- 1.3 Credit hours: 1

**2. Rationale for the course deletion:** Content embedded in other GIS courses and in a new General Education course in development called Our Dynamic Planet.

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

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

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOL 204
- 1.2 Course title: Volcanoes and Earthquakes
- 1.3 Credit hours: 1

**2. Rationale for the course deletion:** Content embedded in other earth science courses and in a new General Education course in development called Our Dynamic Planet.

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

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

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOL 209
- 1.2 Course title: Natural Disasters
- 1.3 Credit hours: 1

**2. Rationale for the course deletion:** Content embedded in other earth science courses and in a new General Education course in development called Our Dynamic Planet.

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

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

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOL 370
- 1.2 Course title: Principals of Stratigraphy
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Course content is now incorporated into GEOL 460  
This course has not been taught since 200430.

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

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

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOL 480
- 1.2 Course title: Coal Geology
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Course content now incorporated into other geology offerings. This course has not been taught since prior to 200210.

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

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

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

Geography and Geology Department: \_\_\_\_\_ 2/8/2013 \_\_\_\_\_

Ogden College Curriculum Committee \_\_\_\_\_ 3/7/2013 \_\_\_\_\_

Undergraduate Curriculum Committee \_\_\_\_\_ 03/08/2013 \_\_\_\_\_

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

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOL 486
- 1.2 Course title: Senior Environmental Seminar
- 1.3 Credit hours: 1

**2. Rationale for the course deletion:** Course content now incorporated into other offerings. This course has not been taught since prior to 200130.

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

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

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**



Proposal Date: 2/7/2013

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOL 492
- 1.2 Course title: Spatial Analysis
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Course content now incorporated into GIS and other statistical coursework. This course has not been taught since prior to 200130.

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

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

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: February 13, 2013

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

Contact Person: Dr. Rich Patterson, [rich.patterson@wku.edu](mailto:rich.patterson@wku.edu), 5-4031

**1. Identification of course:**

- 1.7 Current course prefix and number: FACS 371
- 1.8 Course title: Lodging Management
- 1.9 Credit hours: 3

**2. Rationale for the course deletion:** This course was replaced by FACS-470 (Advanced Lodging Management) in 2004 and has not been taught since Fall 2005. When the new course was approved, this course was not deleted from inventory by mistake. This proposal is to rectify that mistake.

**3. Effect of course deletion on programs or other departments, if known:** None – this course was replaced by a new course and was discipline specific so it was not used by any other programs.

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

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

Family and Consumer Sciences Department:	February 8, 2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

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

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 270.745.6035

**1. Identification of course:**

- 1.1 Current course prefix and number: PE 344
- 1.2 Course title: Coaching Swimming
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** This course has not been offered in over ten years and it is not a part of any major or minor program in the department.

**3. Effect of course deletion on programs or other departments, if known:** Deleting this course will have no impact on any programs or other departments.

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

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

KRS Department:	2/22/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**





Proposal Date: 2/11/2013

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

Contact Person: Ritchie Taylor, PhD, ritchie.taylor@wku.edu, 745-8975

**1. Identification of course:**

- 1.1 Current course prefix and number: ENV 310
- 1.2 Course title: General Hydrology
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Course is cross-listed with GEOG 310 and GEOL 310. Course has not been taught in the Department of Public Health since 2001. Environmental Science students take the course from the Geography/Geology Department.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Ritchie Taylor, PhD, ritchie.taylor@wku.edu, 745-8975

**1. Identification of course:**

- 1.1 Current course prefix and number: ENV 327
- 1.2 Course title: Physical Hazards Recognition and Control II
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Course has not been taught since 2000. The Department of Public Health does not plan to offer course anytime soon.

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

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

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

Public Health Department: 2/18/2013

CHHS Undergraduate Curriculum Committee March 4, 2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Ritchie Taylor, PhD, ritchie.taylor@wku.edu, 745-8975

**1. Identification of course:**

- 1.1 Current course prefix and number: ENV 331
- 1.2 Course title: Hazardous Materials Recognition and Control
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** ENV 331 has not been offered since 2000. The Department of Public Health does not plan to offer course anytime soon.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**



Proposal Date: 2/11/2013

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

Contact Person: Ritchie Taylor, PhD, ritchie.taylor@wku.edu, 745-8975

**1. Identification of course:**

- 1.1 Current course prefix and number: ENV 367
- 1.2 Course title: Supervised Work Experience in Industry
- 1.3 Credit hours: 1-6

**2. Rationale for the course deletion:** ENV 367 has not been offered since 2000. The Department of Public Health does not plan to offer course anytime soon.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Ritchie Taylor, PhD, ritchie.taylor@wku.edu, 745-8975

**1. Identification of course:**

- 1.1 Current course prefix and number: ENV 369
- 1.2 Course title: Co-op I in the Environment
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** ENV 369 has not been offered since 2003. The Department of Public Health does not plan to offer course anytime soon.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Ritchie Taylor, PhD, ritchie.taylor@wku.edu, 745-8975

**1. Identification of course:**

- 1.1 Current course prefix and number: ENV 420
- 1.2 Course title: Fire Prevention, Environment Health, and Safety Processes
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** ENV 420 has not been offered since 2001. The Department of Public Health does not plan to offer course anytime soon.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Ritchie Taylor, PhD, ritchie.taylor@wku.edu, 745-8975

**1. Identification of course:**

- 1.1 Current course prefix and number: ENV 440
- 1.2 Course title: Industrial Hygiene I
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** ENV 440 has not been offered since 2001. The Department of Public Health does not plan to offer course anytime soon.

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

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

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

Public Health Department: 2/18/2013

CHHS Undergraduate Curriculum Committee March 4, 2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Ritchie Taylor, PhD, ritchie.taylor@wku.edu, 745-8975

**1. Identification of course:**

- 1.1 Current course prefix and number: ENV 441
- 1.2 Course title: Industrial Hygiene I Lab
- 1.3 Credit hours: 1

**2. Rationale for the course deletion:** ENV 441 has not been offered since 2001. The Department of Public health does not plan to offer course anytime soon.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Ritchie Taylor, PhD, ritchie.taylor@wku.edu, 745-8975

**1. Identification of course:**

- 1.1 Current course prefix and number: ENV 442
- 1.2 Course title: Industrial Hygiene II
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** ENV 442 has not been offered since 2002. The Department of Public health does not plan to offer course anytime soon.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Ritchie Taylor, PhD, ritchie.taylor@wku.edu, 745-8975

**1. Identification of course:**

- 1.1 Current course prefix and number: ENV 443
- 1.2 Course title: Industrial Hygiene II Lab
- 1.3 Credit hours: 1

**2. Rationale for the course deletion:** ENV 443 has not been offered since 2002. The Department of Public Health does not plan to offer course anytime soon.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

**College of Health and Human Services  
Department of Public Health  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: Ritchie Taylor, PhD, ritchie.taylor@wku.edu, 745-8975

**1. Identification of course:**

- 1.1 Current course prefix and number: ENV 471
- 1.2 Course title: Industrial Ventilation
- 1.3 Credit hours: 3

**2. Rationale for the course suspension:** ENV 471 has not been offered since 2002. The Department of Public Health may offer this course in the future.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**



Proposal Date: 2/11/2013

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

Contact Person: Grace Lartey, PhD, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), 745-3941

**1. Identification of course:**

- 1.1 Current course prefix and number: PH 101
- 1.2 Course title: Dynamics of Alcohol and Other Drug Use
- 1.3 Credit hours: 1

**2. Rationale for the course deletion:** PH 101 has not been offered since 2000. The Department of Public Health does not plan to offer the course anytime soon.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Grace Lartey, PhD, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), 745-3941

**1. Identification of course:**

- 1.1 Current course prefix and number: PH 150
- 1.2 Course title: Applied Health: Weight Control
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** PH 150 has not been offered since 2000. The Department of Public Health does not plan to offer the course anytime soon

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Grace Lartey, PhD, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), 745-3941

**1. Identification of course:**

- 1.1 Current course prefix and number: PH 363
- 1.2 Course title: Health Services for School Personnel
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** PH 363 has not been offered since 2004. The Department of Public Health does not offer the School Health concentration anymore.

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

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

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

Public Health Department/Division:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Grace Lartey, PhD, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), 745-3941

**1. Identification of course:**

- 1.1 Current course prefix and number: PH 460
- 1.2 Course title: School and Community Health Workshop
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** PH 460 has not been offered since 2001. The Department of Public Health does not offer the School Health concentration anymore.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Grace Lartey, PhD, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), 745-3941

**1. Identification of course:**

- 1.1 Current course prefix and number: PH 466
- 1.2 Course title: Clinical Health Education
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** PH 466 has not been offered in the last 12 years. The Department of Public Health does not plan to offer this course anytime soon.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Grace Lartey, PhD, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), 745-3941

**1. Identification of course:**

- 1.1 Current course prefix and number: PH 489
- 1.2 Course title: Senior Project
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** PH 489 has not been offered in the last 12 years. The Department of Public Health does not plan to offer this course anytime soon.

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

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

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

Public Health Department:

2/18/2013

CHHS Undergraduate Curriculum Committee

March 4, 2013

Undergraduate Curriculum Committee

03/08/2013

University Senate

\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Grace Lartey, PhD, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), 745-3941

**1. Identification of course:**

- 1.1 Current course prefix and number: SFTY 370
- 1.2 Course title: Driver Education and Traffic Safety I
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** SFTY 370 has not been offered since 2003. The Department of Public Health does not plan to offer this course anytime soon.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

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

Contact Person: Grace Lartey, PhD, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), 745-3941

**1. Identification of course:**

- 1.1 Current course prefix and number: SFTY 470
- 1.2 Course title: Driver Education and Traffic Safety II
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** SFTY 470 has not been offered since 2003. The Department of Public Health does not plan to offer course anytime soon.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**



Proposal Date: 2/11/2013

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

Contact Person: Grace Lartey, PhD, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), 745-3941

**1. Identification of course:**

- 1.1 Current course prefix and number: SFTY 471
- 1.2 Course title: Advanced Studies in Driver Education
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** SFTY 471 has not been offered since 2003. The Department of Public Health does not plan to offer course anytime soon.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/25/2013

**Enter College Name Here**  
**Department of Professional Studies**  
**Proposal to Delete a Course**  
**(Consent Item)**

Contact Person: Julie Shadoan, South Campus, C179, julie.shadoan@wku.edu

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: PLS 297C
- 1.2 Course title: Litigation Practice and Procedure
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** The course has not been offered in more than five (5) years, is no longer required for the associate's degree in paralegal studies and the course topics are covered sufficiently in PLS 293C.

**3. Effect of course deletion on programs or other departments, if known:** There will be no known effect of this course deletion on other programs or departments.

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

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

Professional Studies Department: \_\_\_\_\_

UC Undergraduate Curriculum Committee \_\_\_\_\_

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: February 12, 2013

**Potter College of Arts & Letters  
Department of Folk Studies and Anthropology  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: Michael Ann Williams, [michael.williams@wku.edu](mailto:michael.williams@wku.edu), 745-5898

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: FLK 477
- 1.2 Course title: Folk Art and Technology
- 1.3 Credit hours: 3

**2. Rationale for the course suspension:** The course does not currently have a place in our rotation, but the program is looking for a way to reinstate it.

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

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

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

Folk Studies and Anthropology Department	<u>2/12/13</u>
Potter College Curriculum Committee	03/28/2013
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/13/13

**Potter College of Arts & Letters  
School of Journalism & Broadcasting  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: Ron DeMarse, [ron.demarse@wku.edu](mailto:ron.demarse@wku.edu), 270-745-2840

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: FILM 483
- 1.2 Course title: Film Studies Seminar
- 1.3 Credit hours: 2

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

The content of this course is being incorporated into FILM 486, a required class in the Film major. FILM 483 will no longer be required or necessary, within the program.

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

Film majors from past catalogs – which required FILM 483 – will receive this content in the FILM 486 class, and will need iCap course substitutions processed for their degree programs.

This will have no effect on other majors, as the course is restricted to Film majors.

**4. Proposed term for implementation: 2013(30)**

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

SJ&B Curriculum Committee: 2/13/13

School of Journalism & Broadcasting: 2/22/13

Potter College Curriculum Committee: 03/28/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/13/13

**Potter College of Arts & Letters  
School of Journalism & Broadcasting  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: Ron DeMarse, [ron.demarse@wku.edu](mailto:ron.demarse@wku.edu), 270-745-2840

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: FILM 485
- 1.2 Course title: Senior Seminar
- 1.3 Credit hours: 1

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

The content of this course is being incorporated into FILM 486, a required class in the Film major. FILM 485 will no longer be required or necessary, within the program.

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

Film majors from past catalogs – which required FILM 485 – will receive this content in the FILM 486 class, and will need i-Cap course substitutions processed for their degree programs.

This will have no effect on other majors, as the course is restricted to Film majors.

**4. Proposed term for implementation: 2013(30)**

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

SJ&B Curriculum Committee: 2/13/13

School of Journalism & Broadcasting: 2/22/13

Potter College Curriculum Committee: 03/28/2013\_

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 02/21/2013

**Ogden College of Science & Engineering  
Department of Chemistry  
Proposal to Suspend a Course  
(Consent Item)**

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CHEM 280
- 1.2 Course title: Introduction to Environmental Science
- 1.3 Credit hours: 3

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

This course has not been offered since 2002. Since this course is cross-listed with other courses such as GEOG 280, GEOL 280, and PH 280, we do not expect to delete the course.

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

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

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

Chemistry Department/Division: February 22, 2013

OCSE Curriculum Committee March 7, 2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/8/2013

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

Contact Person: David Keeling, [david.keeling@wku.edu](mailto:david.keeling@wku.edu), x54555

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 428
- 1.2 Course title: Applied Groundwater Hydrology
- 1.3 Credit hours: 3

**2. Rationale for the course suspension:** No faculty available to teach this course

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

**4. Proposed term for implementation:** 201330

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/11/2013

**College of Health and Human Services  
Department of Public Health  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: Ritchie Taylor, PhD, ritchie.taylor@wku.edu, 745-8975

**1. Identification of course:**

- 1.1 Current course prefix and number: ENV 471
- 1.2 Course title: Industrial Ventilation
- 1.3 Credit hours: 3

**2. Rationale for the course suspension:** ENV 471 has not been offered since 2002. The Department of Public Health may offer this course in the future.

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

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

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

Public Health Department:	2/18/2013
CHHS Undergraduate Curriculum Committee	<u>March 4, 2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**



Proposal Date: 6 February 2013

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 745-5048

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 317
- 1.2 Course title: Plant Pathology
- 1.3 Credit hours: 3

**2. Rationale for the course reactivation:** This course was suspended during the 2009-2010 AY since the Biology Department had not offered BIOL 317 since at least the mid-1990's. This course was traditionally cross-listed with AGRO 317 and neither course has been offered regularly. The Agriculture Department has decided to activate their course (identical to the Biology offering) and, given that this topic is of interest to students in each major, it makes sense to reactivate BIOL 317 rather than give biology majors who would take the Agriculture course credit for this offering.

**3. Effect of course reactivation on programs or other departments, if known:** Both the Biology and Agriculture (under AGRO 317) Departments are reactivating Plant Pathology, with the intent of cross-listing the course. This will have no adverse impacts on other departments and will benefit the two courses by increasing enrollment and by facilitating collaboration by students in the majors and minors in the two departments.

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

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

Biology Department: March 1, 2013

OCSE Curriculum Committee March 7, 2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 6 February 2013

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 745-5048

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 464
- 1.2 Course title: Endocrinology
- 1.3 Credit hours: 3

**2. Rationale for the course reactivation:** This course was suspended during the 2009-2010 AY after the Biology Department had not offered BIOL 464 for 10+ years. The Biology Department recently hired (started fall 2012) a new faculty member whose expertise includes Vertebrate Endocrinology, with the expectation that he would teach the course in question on at least a semi-regular basis.

**3. Effect of course reactivation on programs or other departments, if known:** The availability of this course will be a popular and positive addition for students in Biology-related pre-professional programs (e.g., Pre-Med, Pre-Vet, Pre-Dent).

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

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

Biology Department: March 1, 2013

OCSE Curriculum Committee March 7, 2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 26 February 2013

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Bruce Schulte, [bruce.schulte@wku.edu](mailto:bruce.schulte@wku.edu), 745-4856

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 280
- 1.2 Course title: An Introduction to Environmental Science
- 1.3 Credit hours: 3

**2. Rationale for the course reactivation:** This course was suspended during the 2009-2010 AY since the Biology Department had not offered BIOL 280 since at least the 2000-2001 AY. The Biology Department has decided to reactivate this course since its' broad course title and course description can effectively capture a wide range of environmental concepts, topics, and settings, particularly since an important WKU mission is global learning. This course also can be used effectively in a study abroad format facilitating WKU's international reach.

**3. Effect of course reactivation on programs or other departments, if known:** This is a non-majors course, offering no majors credit for Biology majors. BIOL 280 is, however, cross-listed with five (AGRI, CHEM, ENV, GEOG, PH) other 280 courses. These classes fulfill general education requirements and the ENV 280 is in the degree sequence for public health. AGRI 280 is taught primarily at the WKU Glasgow campus. CHEM and PH 280 are not offered frequently and GEOG 280 is offered about once a year. The reactivation of BIOL 280 should not decrease enrollment in any of these other subjects.

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

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

Biology Department:	March 1, 2013
OCSE Curriculum Committee	March 7, 2013
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/7/2013

**Ogden College of Science and Engineering  
Department of Geography and Geology  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOL 470
- 1.2 Course title: Tectonics
- 1.3 Credit hours: 3

**2. Rationale for the course reactivation:** New faculty hire has expertise in course content.

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

**4. Proposed term for implementation:** 201330

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

Geography and Geology Department: 2/8/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

February 18, 2013

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

Contact Person: Mustafa Atici, [mustafa.atici@wku.edu](mailto:mustafa.atici@wku.edu), 270-745-5093

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: CS 280
- 1.2 Course title: Computer Science III
- 1.3 Credit hours: 3

**2. Current course catalog listing:**

Finite and discrete algebraic structures, including Boolean algebras, directed and undirected graphs and the applications of these structures in computer science.

**3. Proposed course catalog listing:**

Finite and discrete structures, including basic proof techniques, algorithm analysis, graph concepts and algorithms, and introductions to finite state machine and formal languages, with their applications in computer science.

**4. Rationale for revision of the course catalog listing:**

Boolean algebras are a main topic in PHIL 215, a prerequisite course for CS 181, which is a prerequisite for this course. Therefore, that topic has been deleted from CS 280, and the current course content is reflected in the new course catalog listing.

**5. Proposed term for implementation:**

Spring 2014

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

Computer Science Department February 26, 2013

Ogden College Curriculum Committee March 8, 2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 1/16/2013

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

Contact Person: Michael May, michael.may@wku.edu, 5-4555

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: GEOL 475
- 1.2 Course title: Special Topics in Geology
- 1.3 Credit hours: 1-3

**2. Current course catalog listing:** A lecture-discussion course in which advanced or special topics in geology are considered in detail. Prerequisite: Permission of instructor.

**3. Proposed course catalog listing:** A lecture-discussion or supervised research course in which advanced or special topics in geology are considered in detail. Students may repeat the course when the topic changes for a maximum total of 12 credit hours. Special topics courses may not replace required courses in the geology major/minor but may be applied as elective credit. Prerequisite: Permission of instructor.

**4. Rationale for revision of the course catalog listing:** With the advent of many new techniques and research technologies, students are demanding exposure to material that is not typically taught in foundational or required courses in the geology major. The flexibility of this special topics course provides faculty the opportunity to experiment with new technologies or software, or focus on very specific research issues, in ways that are not addressed in established geology courses.

**5. Proposed term for implementation:** Spring 2014

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

Geography and Geology Department: \_\_\_\_\_ 1/16/2013 \_\_\_\_\_

Ogden College Curriculum Committee \_\_\_\_\_ 3/7/2013 \_\_\_\_\_

Undergraduate Curriculum Committee \_\_\_\_\_ 03/08/2013 \_\_\_\_\_

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

**Attachment: Course Inventory Form**

Proposal Date: 2/21/2013

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

Contact Person: Kevin Cary, [kevin.cary@wku.edu](mailto:kevin.cary@wku.edu), 5-2981

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 216
- 1.2 Course title: GIS and Society
- 1.3 Credit hours: 3

**2. Proposed course title:** Geotechnologies in a Global Community

**3. Proposed abbreviated course title:** Geotech in a Global Community  
(max. of 30 characters including spaces)

**4. Rationale for the revision of course title:** The proposed course title more accurately reflects the course content and distinguishes this GIS course from other GIS courses offered at WKU. The Department plans to submit this course for the new Connections category of the revised WKU General Education program, and this title is more reflective of the aims and goals of this new Gen. Ed. area.

**5. Proposed term for implementation:** Spring 2014

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

Geography and Geology Department 2/22/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: October 18, 2012

**Ogden College of Science  
Department of Biology  
Proposal to Revise Course Grading System  
(Consent Item)**

Contact Person: Naomi Rowland, [Naomi.rowland@wku.edu](mailto:Naomi.rowland@wku.edu), 270-745-6931

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 199
- 1.2 Course title: Introduction to Research
- 1.3 Credit hours: 1

**2. Current course grading system:** Pass/Fail only

**3. Proposed course grading system:** Standard letter grading

**4. Rationale for revision of course grading system:**

The evaluation system currently used in this class is based on assignments and exams. Shifting from P/F to an earned grade using the standard letter system appears warranted and should be implemented.

**5. Proposed term for implementation:** Spring 2014

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

Department of Biology: March 1, 2013

OCSE Curriculum Committee March 7, 2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**



Proposal Date: January 24, 2013

**Ogden College of Science and Engineering  
Department of Geography and Geology  
Proposal to Create an Equivalent Course  
(Consent Item)**

Contact Person: Greg Goodrich, [gregory.goodrich@wku.edu](mailto:gregory.goodrich@wku.edu), 5-5986

**1. Identification of existing course:**

- 1.1 Current course prefix (subject area) and number: GEOL 103
- 1.2 Course title: Our Dynamic Planet
- 1.3 Credit hours: 3

**2. Identification of proposed equivalent course prefix(es) and numbers**  
GEOG 103

**3. Rationale for each equivalent course:** The course equivalency allows faculty from both the Geography and Geology departments to teach this introductory course that examines the spatial dimensions of Earth's dynamic systems.

**4. Proposed term for implementation:** Spring 2014

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

Department of Geography and Geology: 2/22/2013

Ogden Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 10/01/12

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

Contact Person: Matthew C. Shake, email: [matthew.shake@wku.edu](mailto:matthew.shake@wku.edu), phone: 5-4312

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: PSY 407
- 1.2 Course title: Psychology of Language
- 1.3 Abbreviated course title: Psychology of Language
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites: PSY 210 and PSY 211 with a grade of "C" or better, and junior standing or permission of the instructor
- 1.7 Course catalog listing: Overview of scientific study of human language abilities, with primary emphasis on individual psychological mechanisms.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Psychology of Language (also known as Psycholinguistics) encompasses several areas that are central to understanding human cognition and behavior; for example, how humans read, speak, and comprehend language. The course emphasizes the importance of scientific methods to better understand individual language abilities, and thus provides a strong addition to the department's emphasis on psychological science. Psycholinguistics is also part of an emergent field of study called cognitive science, which is at the forefront of modern psychological research. Whereas linguistics studies the origin, structure, and use of language, and sociolinguistics examines the relationship between language and social behavior, psycholinguistics uses empirical methods to understand the cognitive and neurological abilities that give rise to an individual's language capabilities. Finally, Psychology of Language is a common offering at other universities (Stoloff et al., 2010), particularly ones as large (or larger) as WKU.
- 2.2 Projected enrollment in the proposed course: 30/semester based on the course's ability to fulfill part of the Psychology Major.
- 2.3 Relationship of the proposed course to courses now offered by the department: Psychology of Language is covered very briefly (one chapter or section, typically) in some courses such as Cognitive Psychology (PSY 405), Child Development (PSY 321), and Introductory Psychology (PSY 100). There is no course in the department, however, that addresses the full range of language topics.
- 2.4 Relationship of the proposed course to courses offered in other departments: The English Department offers an Introduction to Linguistics (ENG 104) that

emphasizes English language structure and meaning, but the course does not focus on individual psychological mechanisms (e.g., the influence of short-term memory capacity on reading patterns) or scientific research on those mechanisms. ENG 408 (Psycholinguistics & Sociolinguistics) examines sociolinguistics, language development, and psycholinguistics in the context of the English major. CD 347, 481 and 486 (Bases of Speech; Speech and Language Development; Language Disorders) examine speech disorders in the context of sociolinguistic and psycholinguistic issues, with a greater focus on treatment and therapies. LTCY 199 focuses on developing reading skills. LTCY 320, 420, and 421 have some content overlap with the proposed course but are focused on the teaching of reading instead of on psychological research underlying the cognitive and neurological mechanisms underlying the full range of linguistic abilities.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Psychology of Language/Psycholinguistics is a common offering at other universities. A number of WKU's benchmark institutions offer courses similar to the one proposed here. For example: Florida Atlantic University has courses in Psychology of Language and Biopsychology of Language (EXP 4640 and PSB 4833). Youngstown State University offers Psycholinguistics (PSY 3764) and Psycholinguistics Lab (PSY 3764L). University of Northern Iowa offers Language and Memory (PSY 3504). Montclair State University offers Psycholinguistics (PSYC 348). Northern Arizona University offers Language and Cognition (PSY 461).

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

- 3.1 Course objectives: Students will be able to:
- Understand and apply theories of language processing to explain psycholinguistic phenomena
  - Understand the application of experimental methods in understanding psycholinguistic phenomena
  - Understand basic aspects of psycholinguistics (e.g., semantics, syntax) and their connection to language acquisition, conversation dynamics, language pathologies, and other more advanced topics in psycholinguistics
  - Identify and describe the underlying cognitive mechanisms that give rise to linguistic abilities.
  - Describe developmental and individual differences or changes in language ability
- 3.2 Content outline:
- Introduction to Psycholinguistics
    - Basic language processes
    - History of psycholinguistic research
    - Context of psycholinguistics in psychology history
  - Linguistic Principles
    - Basic Grammar Concepts
    - Transformational Grammar
    - Grammatical Theory

- Psychological Mechanisms
  - Working Memory & Long Term Memory
  - Serial vs. Parallel Processing
  - Top Down vs. Bottom Up Processing
  - Automated vs. Controlled Processing
  - Modularity
- Language Perception
  - Speech structure
  - Speech segments vs. continuous speech
  - Written language perception
- Word Comprehension
  - Internal Lexicon (Phonology, Syntax, Morphology, Semantics)
  - Organization of semantic network
  - Lexical access
- Sentence Comprehension & Memory
  - Sentence processing & timing
  - Figurative language
  - Sentence memory
- Discourse Comprehension & Memory
  - Local vs. global discourse structure
  - Cohesion and coherence
  - Discourse memory
  - Schemata
- Language Production
  - Speech errors
  - Formulating and implementing speech plans
- Conversational Dynamics
  - Conversation structure
  - Conversation participants and settings
- Language Acquisition
  - Pre-linguistic communication
  - Early phonology and grammar
- Later Language Acquisition
  - Later morphology and syntactic development
  - Metalinguistic emergence
  - Bilingualism and second-language acquisition
- Language Acquisition Processes
  - Linguistic environment (feral and isolation)
  - Cognitive processes and innate mechanisms
- Biological Underpinnings of Language
  - Brain mechanisms
  - Lateralization of language processes
  - Language evolution
- Language influences on culture and cognition
  - Whorf hypothesis
  - Lexical and grammatical influences on cognition

- 3.3 Student expectations and requirements: Students will be expected to read assigned text chapters and any supplemental materials. Class attendance and active participation in in-class activities and demonstrations is expected. Student learning will be assessed through a combination of tests, quizzes, and written reports or assignments.
- 3.4 Tentative texts and course materials: Carroll, D.W. (2008). *Psychology of Language* (5<sup>th</sup> edition). Belmont, CA: Wadsworth.

**4. Resources:**

- 4.1 Library resources: Current library resources are sufficient.
- 4.2 Computer resources: No special computer resources are required.

**5. Budget implications:**

- 5.1 Proposed method of staffing: The combined enrollment in the undergraduate psychology majors (ref #s 591 and 760) has increased 21.8% in the past 5 years and 25.8% in the past 3 years. This growth has created a significant challenge to the Department's capacity to meet demand for upper-level courses that fulfill restricted elective requirements. The proposed course will be added to the restricted elective category that includes PSY 405 Cognitive Psychology and PSY 410 Psychology of Learning. Historically, those classes fill every semester. The proposed class would both help to meet student demand and offer students an additional course option in that category. Fortunately, Psychology received a new faculty line as part of a cluster hire in aging, and the new faculty member will assume responsibility for teaching this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

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

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

Department of Psychology:	<u>12/7/2012</u>
CEBS Curriculum Committee:	<u>02/05/2013</u> _____
Undergraduate Curriculum Committee	_____ <u>03/08/2013</u> _____
University Senate:	_____

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

## **Bibliography**

Carroll, D.W. (2008). *Psychology of Language* (5<sup>th</sup> edition). Belmont, CA: Wadsworth.

Stoloff, M., McCarthy, M., Keller, L., Varfolomeeva, V., Lynch, J., Makara, K., & ... Smiley, W. (2010). The undergraduate psychology major: An examination of structure and sequence. *Teaching Of Psychology*, 37(1), 4-15. doi:10.1080/00986280903426274

**Potter College of Arts & Letters**  
**Department of Folk Studies & Anthropology**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Tim Evans, Tim.Evans@wku.edu, (270) 745-5897

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: FLK 330
- 1.2 Course title: Cultural Connections and Diversity
- 1.3 Abbreviated course title: Cultural Connections/Diversity
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: A – Applied Learning (service learning)
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: Service learning course that examines the diversity of American culture and engages students in activities to develop skills in working with a variety of cultural groups.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Since 2010, we have been developing service learning sections of FLK 280, “Cultural Diversity in the U.S.”. Although sections vary in focus, many of the classes on the main WKU campus have been pairing groups of students with Bowling Green refugee families, developing relationships that are mutually helpful and sustainable. After six semesters, we feel that that a service-learning cultural diversity course is better suited to upper division students. To quote the WKU mission statement, “Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen leaders of a global society”. Dealing with cultural diversity in a positive and flexible way is a crucial skill in the modern world; this course will enable students to effectively develop these skills by combining classroom activities with outside-the-classroom service learning activities that will bring them into relationships with people from a variety of cultures.
- 2.2 Projected enrollment in the proposed course: 30 students
- 2.3 Relationship of the proposed course to courses now offered by the department: This course emphasizes the application, through service learning, of the emphasis on cultural analysis and cultural diversity shared by other undergraduate Folk Studies classes, including FLK 280, “Cultural Diversity in the U.S.”. This will be the only Folk Studies undergraduate course currently designated as applied learning.
- 2.4 Relationship of the proposed course to courses offered in other departments: The Sociology department offers SOCL 375, “Diversity in American Society”, and the Communication department offers COMM 463, “Intercultural Communication”. Both focus on the dynamics of cultural diversity in the U.S., but from different disciplinary perspectives. Folk Studies, with its emphasis on qualitative research,

expressive culture and small group dynamics, offers a different albeit complementary perspective. In addition, there are many courses that focus on specific groups in the U.S. (ethnic/racial groups, religious groups, gender, etc.). They are too numerous to list here. There are also service learning courses in other departments, including NURS 369 (Cooperative Ed Nursing), JOUR 456 (PR Management), ENG 306 (Business Writing), and many others.

**2.5** Relationship of the proposed course to courses offered in other institutions: Courses that combine a cultural diversity curriculum with service learning are not common. One example is Anthropology 301 (Refugee Resettlement, a Service-Learning and Civic Engagement and Leadership course) at Loyola University in Chicago, which matches groups of students with refugee families.

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

**3.1** Course objectives:

Students will gain knowledge about the nature of culture and of cultural diversity, of the many types of cultural groups, of ways in which some groups have been favored over others, and of the multicultural nature of American society in a globalized world. They will gain skills in critically analyzing culture, becoming sensitive to cultural differences, and working collaboratively with individuals from diverse cultural backgrounds. A student completing FLK 330 should be able to:

- Reflect about the cultural, ethnic, and gender diversity of society and the world, and be familiar with concepts such as culture and worldview.
- Recognize the contributions of a variety of social and cultural groups.
- Identify ways in which one group may be favored over another, and the concepts of ethnocentrism, stereotyping, prejudice, discrimination, and privilege.
- Recognize that all groups tend to take much of their own culture for granted, and that there is a need to examine one's own culture critically before one can understand other cultures.
- Explore critically how we respond to cultural difference in our lives, and examine cultural biases and assumptions.
- Develop and practice cross-cultural competence and communication skills.
- Demonstrate ability to work in reciprocal partnerships with individuals and groups from a variety of cultural backgrounds.

**3.2** Content outline:

- I. Introduction to the class
- II. Culture
- III. Training in service learning methodologies
- IV. Issues: multiculturalism vs. melting pot
- V. Worldview
- VI. Understanding prejudice
- VII. Race
- VIII. Ethnicity and immigration
- IX. Gender
- X. Religious diversity
- XI. Social class
- XII. Conclusion of service learning and class



- 3.3 Student expectations and requirements:  
Students must attend class on a regular basis, participate, complete all writing assignments, quizzes or exams. They are expected to develop and carry out service learning projects, leading to a report and/or presentation.
- 3.4 Tentative texts and course materials:  
A wide variety of course materials (books, articles, web sites etc.) may be used in this course. Materials may include:  
Bayoumi, Moustafa. 2009. *How Does It Feel To Be A Problem? Being Young and Arab in America*. New York: Penguin Books.  
Colombo, Gary, Robert Cullen, and Bonnie Lisle, editors. 2012. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. (8<sup>th</sup> edition). Boston: Bedford/St. Martin's.  
Covington, Dennis. 1995. *Salvation on Sand Mountain: Snake Handling and Redemption in Southern Appalachia*. New York: Penguin Books.

**4. Resources:**

- 4.1 Library resources: The WKU library has adequate resources for this class.  
4.2 Computer resources: This class will make use of the internet, audio visual resources, etc. WKU classrooms have adequate resources for this.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Based on the current rotation of faculty and instructors, there is sufficient staffing for this course. However, if this programs grows as we hope, it may be necessary to request an additional line at some point.  
5.2 Special equipment needed: none  
5.3 Expendable materials needed: n/a  
5.4 Laboratory materials needed: n/a

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

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

Department of Folk Studies & Anthropology	_____2/19/13_____
Potter College Curriculum Committee	3/7/2013
Undergraduate Curriculum Committee	_____03/08/2013_____
University Senate	_____

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

## Bibliography for FLK 330

Adelman, Larry, et al. 2003. *Race: the Power of an Illusion*. DVD. Los Angeles: California Newsreel.

Alvarez, Lewis, and Andrew Kolker. 2004. *People Like Us: Social Class in America*. DVD. Center for New American Media.

Bayoumi, Moustafa. 2009. *How Does It Feel To Be A Problem? Being Young and Arab in America*. New York: Penguin Books.

Colombo, Gary, Robert Cullen, and Bonnie Lisle, editors. 2012. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. (8<sup>th</sup> edition). Boston: Bedford/St. Martin's.

Coontz, Stephanie., editor. 1999. *American Families: A Multicultural Reader*. London: Routledge.

Covington, Dennis. 1995. *Salvation on Sand Mountain: Snake Handling and Redemption in Southern Appalachia*. New York: Penguin Books.

D'Angelo, Raymond and Herbert Douglas. 2012. *Taking Sides: Clashing Views in Race and Ethnicity*. (9<sup>th</sup> edition). New York: McGraw Hill.

Pew Forum on Religion and Public Life. <http://www.pewforum.org/>.

Quinn, Christopher, and Tommy Walker. 2006. *God Grew Tired of Us*. DVD. Culvert City, CA: Sony Pictures.

Ramsdell, Mike. 2009. *The Anatomy of Hate*. DVD. Under the Hood Productions.

Rodriguez, Richard. 1982. *Hunger for Memory: the Education of Richard Rodriguez*. New York: Bantam Books.

Sanford, Levinson. 2003. *Wrestling with Diversity*. Duke University Press.

Takaki, Ronald. 2008. *A Different Mirror: A History of Multicultural America*. (Revised Edition). New York: Bay Books/Little, Brown, and Company.

U.S. Census Bureau. <http://www.census.gov/>.

**Potter College of Arts & Letters**  
**School of Journalism & Broadcasting**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

**1. Identification of proposed course:**

- 1.4 Course prefix (subject area) and number: FILM 486
- 1.5 Course title: Film Studies Capstone
- 1.6 Abbreviated course title: Film Studies Capstone
- 1.7 Credit hours and contact hours: 3
- 1.8 Type of course: S - Seminar
- 1.9 Prerequisites/corequisites: major in film and senior standing
- 1.10 Course catalog listing: A senior capstone experience synthesizing and assessing the complete field of study for film majors. Emphasis on independent research and writing. Includes an exploration of career and graduate study opportunities as well as intensive research and analysis within a single area of film studies.

**2. Rationale:**

- 2.6 Reason for developing the proposed course: This new course will strengthen the capstone experience for film majors and provide a method for assessing seniors at the completion of the major. As a capstone, it will include a senior-level research assignment, which will help instructors and the department perform a qualitative assessment of students' progress at the end of their coursework in the major. Such a course is necessary from an evaluative standpoint within the major. It meets the university's mission by preparing students to become lifelong learners as well as productive citizens of the commonwealth and society at large.
- 2.7 Projected enrollment in the proposed course: 25 students per year, based on current enrollment trends.
- 2.8 Relationship of the proposed course to courses now offered by the department: This course will combine the senior research and writing of FILM 483, Film Studies Seminar, with the capstone experience of FILM 485, Senior Seminar, into one unified course, designed for the final semester of all Film majors. Proposals have been submitted to suspend both FILM 483 and FILM 485, as their content will now be covered in this course.
- 2.9 Relationship of the proposed course to courses offered in other departments: Many other departments offer senior seminar classes, designed to serve as a culmination and capstone of their respective fields of study. Among these are ENG 492, HIST 498, PS 499, SOCL 499, ECON 499 and PERF 450. This course helps meet the goal of the film major to provide students with a meaningful capstone experience.

- 2.10 Relationship of the proposed course to courses offered in other institutions: Other institutions with film and video majors have similar senior-level capstone courses, including Ball State University (TCOM 499: Senior Telecommunications Seminar), Columbia University (FILM 3840: Senior Seminar in Film Studies, and FILM 3842: Senior Seminar in Filmmaking), Valdosta State University (MDIA 4950: Senior Seminar), and Arizona State University (FMP 480: Film Capstone I).

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

#### 3.5 Course objectives:

- Students will become aware of post-graduate opportunities in fields relevant to film studies and film production
- Students will advance their preparation for graduate study and careers in the fields of film production and critical analysis
- Students will learn from and interact with professionals and academics in disciplines related to their major
- Students will develop résumés, portfolios, sample reels, etc., relevant to their chosen career paths
- Students will compile and revise projects produced within the major
- Students will explore publication, contest and festival exhibition venues for their work
- Students will develop advanced research skills in the area of film studies
- Students will practice advanced skills in critical thinking and writing about film studies
- Students will demonstrate research and writing competency within the field of film studies
- Students will discuss and critique the research that they are conducting and, where appropriate, collaborate on their research
- Students will explore opportunities to share their research and writing in public forums such as conferences, festivals, and other extra-curricular events

#### 3.6 Content outline

- I. Overview of recent developments in film history and theory
- II. Developing a topic for individual research
- III. Research methods in film theory
- IV. Writing workshop
- V. Presentation of research
- VI. Overview of post-graduate options for film majors
- VII. Graduate school programs
- VIII. Careers in film studies & production
- IX. Development of résumés, portfolios and sample reels

#### 3.7 Student expectations and requirements:

This workshop will require a major written project that includes significant research into an area of film studies. Students will be evaluated on their selection of a topic (topic proposal), the range of resources they use (annotated bibliography), and the final written product. Students will also present their research publically to the class and, if possible, to outside conferences, festivals, or events. In addition, students will be evaluated on a variety of projects related to the culmination of their field of study. Projects will include a career options analysis paper; applications for graduate study; submission materials for publication, festivals and/or competitions; and professional materials representing their bodies of work (résumés, portfolios, sample reels).

3.8 Tentative texts and course materials:

Crouch, Tanja L. *100 Careers in Film and Television* (Barron's, 2001)

Edgar, Tom and Karin Kelly. *Film School Confidential: The Insider's Guide To Film Schools* (Perigee Trade, 2007)

Stratford, S.J. *Film and Television: Field Guides to Finding a New Career* (Checkmark, 2009)

Friedberg, Anne. *The Virtual Window* (MIT Press, 2006)

Pomerance, Murray, *Cinema and Modernity* (Rutgers UP, 2006)

Stam, Robert and Toby Miller, *Film and Theory* (Blackwell, 2000)

**4. Resources:**

4.3 Library resources: Library resources are adequate

4.4 Computer resources: Computer resources are adequate

**5. Budget implications:**

5.5 Proposed method of staffing: Based on the current rotation of faculty and instructors, there is sufficient staffing for this course. However, if this program continues to grow, it may be necessary to request an additional line at some point.

5.6 Special equipment needed: None

5.7 Expendable materials needed: None

5.8 Laboratory materials needed: None

**6. Proposed term for implementation: 2014(10)**

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

SJ&B Curriculum Committee: 2/13/13

School of Journalism & Broadcasting: 2/22/13

Potter College Curriculum Committee: 3/7/13

Undergraduate Curriculum Committee 03/08/2013

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

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

FILM 486 Film Studies Capstone

Course Bibliography

**1. Library Materials**

Allen, Robert Clyde. *Film History: Theory and Practice*. New York: McGraw Hill, 1985.

Anderson, John. *I Wake up Screening: What to Do Once You've Made That Movie*. New York: Billboard Books, 2006.

Andrews, Dudley. *Concepts in Film Theory*. New York: Oxford University Press, 1984.

Angell, Robert. *Getting into Films and Television: How to Spot the Opportunities and Find the Best Way in*. Oxford: How To Books, 2009.

Balio, Tino. *The American Film Industry*. Madison: University of Wisconsin Press, 1985.

Belton, John. *American Cinema/American Culture*. New York: McGraw Hill, 1994.

Bordwell, David, Janet Staiger, and Kristin Thompson. *The Classical Hollywood Cinema: Film Style and Mode of Production to 1960*. New York: Columbia University Press, 1985.

Bordwell, David and Noël Carroll, Eds. *Post-theory: Reconstructing Film Studies*. Madison: University of Wisconsin Press, 1996.

Bradley, Linda. *Traditions in World Cinema*. New Brunswick: Rutgers UP, 2006.

Branigan, Edward. *Narrative Comprehension in Film*. New York: Routledge, 1992.

Browne, Steven E. *Getting that Job in Hollywood: The Motion Picture, Cable, and Television Industry*. West Conshohocken: Infinity, 2007.

Chaudhuri, Shohini. *Contemporary World Cinema*. Edinburgh: Edinburgh UP, 2005.

Christansen, Terry. *Reel Politics: American Political Movies from Birth of a Nation to Platoon*. New York: Blackwell, 1987.

Collins, Jim, Hilary Radner, and Ava Preacher Collins, eds. *Film Theory Goes to the Movies*. New York: Routledge, 1993.

Cones, John W. *43 Ways to Finance Your Feature Film: A Comprehensive Analysis of Film Finance*. Carbondale: Southern Illinois University Press, 2008.

Cook, Pam. *The Cinema Book*. London: British Film Institute, 1985.

- Crouch, Tanja L. *100 Careers in Film and Television*. Hauppauge: Barron's Educational, 2001.
- Dunkleberger, Amy. *So You Want to Be a Film or TV Director?: Careers in Film and Television*. Berkeley Heights: Enslow, 2007.
- Dunkleberger, Amy. *So You Want to Be a Film or TV Editor?: Careers in Film and Television*. Berkeley Heights: Enslow, 2007.
- Dunkleberger, Amy. *So You Want to Be a Film or TV Screenwriter?: Careers in Film and Television*. Berkeley Heights: Enslow, 2007.
- Edgar, Tom and Karin Kelly. *Film School Confidential: The Insider's Guide To Film Schools*. New York: Perigee, 2007.
- Farber, Donald C. *Producing, Financing, and Distributing Film: A Comprehensive Legal and Business Guide*. New York: Limelight, 2004.
- Fell, John L. *Film and the Narrative Tradition*. Norman: University of Oklahoma Press, 1974.
- Friedman, Lester D. *Unspeakable Images: Ethnicity and the American Cinema*. Urbana: University of Illinois Press, 1991.
- Gaines, Jane, ed. *Classical Hollywood Narrative*. Durham: Duke University Press, 1992.
- Goldstein, Laurence and Ira Konigsberg, Eds. *The Movies: Texts, Receptions, Exposures*. Ann Arbor: University of Michigan Press, 1996.
- Gordon, Sandra. *Action!: Establishing Your Career in Film and Television Production*. New York: Applause, 2002.
- Gore, Chris. *Ultimate Film Festival Survival Guide*. Los Angeles: Lone Eagle, 2004.
- Gunning, Tom. *D.W. Griffith and the Origins of American Narrative Film: the Early Years at Biograph*. Urbana: University of Illinois Press, 1991.
- Hill, John and Pamela Church Gibson. *The Oxford Guide to Film Studies*. New York: Oxford University Press, 1998.
- Holland, Christopher. *Film Festival Secrets: A Handbook For Independent Filmmakers*. Chicago: Stomp Tokyo, 2008.
- Kaplan, E. Ann. *Feminism and Film*. New York: Oxford UP, 2000.
- Landau, Camille and Tiare White. *What They Don't Teach You at Film School: 161 Strategies For Making Your Own Movies No Matter What*. New York: Hyperion, 2000.

- Langer, Adam. *The Film Festival Guide: For Filmmakers, Film Buffs, and Industry Professionals*. Chicago: Chicago Review Press, 2000.
- Lapsley, Robert. *Film Theory: An Introduction*. New York: St. Martin's Press, 1988.
- Malloy, Tom. *Bankroll: A New Approach to Financing Feature Films*. Studio City: Michael Wiese Productions, 2009.
- Mast, Gerald. and Marshall Cohen. *Film Theory and Criticism: Introductory Readings*. 7th ed. New York: Oxford University Press, 2009.
- Noronha, Shonan. *Opportunities in Television and Video Careers*. New York: McGraw-Hill, 2003.
- Null, Christopher. *Five Stars! How to Become a Film Critic, The World's Greatest Job*. New York: Sutro Press, 2005.
- Oram, Fern, ed. *Peterson's Graduate Programs in the Humanities, Arts & Social Sciences 2009*. Princeton: Peterson's, 2008.
- Pintoff, Ernest. *Complete Guide to American Film Schools and Cinema and Television Courses*. New York: Penguin, 1994.
- Platt, David. *Celluloid Power: Social Film Criticism From Birth of a Nation to Judgment at Nuremburg*. Metuchen, N.J.: Scarecrow Press, 1992.
- Pomerance, Murray. *Cinema and Modernity*. New Brunswick: Rutgers UP, 2006.
- Rollins, Peter C. *Hollywood as Historian: American Film in a Social Context*. Lexington: University of Kentucky Press, 1983.
- Snead, James A. *White Screens, Black Images: Hollywood from the Dark Side*. New York: Routledge, 1994.
- Staiger, Janet, Ed. *The Studio System*. New Brunswick: Rutgers University Press, 1995.
- Stratford, S.J. *Film and Television: Field Guides to Finding a New Career*. New York: Checkmark, 2009.
- Ulin, Jeff. *The Business of Media Distribution: Monetizing Film, TV and Video Content in an Online World*. Maryland Heights: Focal Press, 2009.
- Vogel, Harold L. *Entertainment Industry Economics: A Guide for Financial Analysis*. New York: Cambridge University, 2007.
- Williams, Linda, Ed. *Viewing Positions: Ways of Seeing Film*. New Brunswick:



Rutgers University Press, 1995.

Yager, Fred and Jan Yager. *Career Opportunities in the Film Industry*. Chicago: Ferguson, 2009.

## **2. Media Resources**

*American Cinema*. 11 Videocassettes. Burlington, Vt: Annenberg/CPB, 1994.

American Film Institute. *Visions of Light (Videorecording)*. Beverly Hills, CA: Fox Video, 1994.

British Film Institute. *Hollywood (Videorecording)*. London: BFI, 1980.

*FIAF: International Index to Film Periodicals*. Electronic Resource. Chadwyck/BFI 2009.

*Film Index International*. Electronic Resource. Chadwyck/BFI 2003-2009.

The Movies Begin. 5 DVDs. New York: Kino Video, 1994.

*More Treasures from the American Film Archives*. [Videorecording] National Film Preservation Foundation, 2004.

*Saved From the Flames: 54 Rare and Restored Films*. [Videorecording] Flicker Alley, 2008.

*Treasures III*. [Videorecording] National Film Preservation Foundation, 2007.

Proposal Date: February 19, 2013

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

Contact Person: Carrie Trojan, [carrie.trojan@wku.edu](mailto:carrie.trojan@wku.edu), 270-745-2645

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: CRIM 499
- 1.2 Course title: Senior Seminar in Criminology
- 1.3 Abbreviated course title: Senior Seminar
- 1.4 Credit hours and contact hours: 1
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: Senior Standing
- 1.7 Course catalog listing: This course integrates fundamental concepts, theories, research methods, and substantive subject areas learned during the study of criminology. This course serves as the capstone course for the criminology major. (Grading: Pass/Fail)

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The Department of Sociology is creating a new undergraduate major in criminology. The proposed course will serve as a capstone course for this major and is necessary to assess what students have learned during their study of criminology.
- 2.2 Projected enrollment in the proposed course: The existing capstone course for the sociology major has shown the following enrollment over the past two years:
  - Spring 2011: 50
  - Fall 2011: 50
  - Spring 2012: 61
  - Fall 2012: 59
  - Spring 2013: 60.The Department expects the proposed criminology major program to demonstrate similar enrollment levels of approximately 50 to 65 students per semester. Enrollment may increase beyond this if the proposed major program grows over time.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course is modeled after the existing capstone course in the sociology major program (SOCL 499) and will serve as the capstone course for the criminology major. The Department of Sociology has used its capstone course (SOCL 499) to gauge student learning outcomes in order to improve the overall major program. The Department feels the proposed course will do the same for the Criminology major.
- 2.4 Relationship of the proposed course to courses offered in other departments: Several majors at Western Kentucky University have a senior seminar or capstone

course requirement for degree completion, such as COMM 494: *Capstone in Communication*; PS 499: *Senior Seminar in Government* and RELS 496: *Senior Seminar*. While a capstone course is not universal across all majors or departments, some departments have retained these courses to assess graduating seniors' knowledge and skills gained throughout their studies. In agreement with this idea, the Department of Sociology feels a senior seminar course is necessary to serve a major in criminology.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Numerous major programs within the Commonwealth and elsewhere have a senior level capstone course. Capstone courses can be found in criminology and similar programs in justice studies or criminal justice at the following institutions: Eastern Kentucky University (CRJ 490: Senior Seminar); Murray State University (CRJ 449: Senior Seminar in Criminal Justice); Eastern Michigan University (CRM 447: Senior Seminar in Criminology); Montclair State University (JUST 497: Senior Seminar and Internship); Oakland University (CRJ 490: Criminal Justice Policy Analysis); Towson University (CRMJ 485: Seminar in Criminal Justice); University of Northern Iowa (CRIM 4575: Senior Seminar in Criminology).

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

- 3.1 Course objectives:
- Assess knowledge of core concepts in the field of criminology and the criminal justice system
  - Assess understanding of theories of the crime problem in society
  - Demonstrate basic understanding of research methodology and data analysis in the social sciences
  - Demonstrate knowledge of substantive areas of criminology, specifically deviant behavior, juvenile delinquency and penology.
- 3.2 Content outline: The proposed course will allow students to demonstrate knowledge in the following core areas of the criminology major reflected in the courses required for a criminology degree (CRIM 231, 330, 332, 380 and SOCL 300, 302, and 309):
- Overview of the structure and functioning of the criminal justice system
  - Criminological theories
  - Strategies of social research and statistical analysis
  - Social deviance
  - Juvenile delinquency
  - Penology
- 3.3 Student expectations and requirements: This course will be assessed on a pass-fail basis. To pass the course students must:
- Complete a 100 question Senior Assessment Exam with a score of at least 60
  - Submit a criminology capstone written report and reflective essay where students are asked to apply what they have learned during their criminology studies to a specific topic selected by the criminology faculty

3.4 Tentative texts and course materials: There are no required texts for this course. For the Senior Assessment Exam students will use any available materials from previous courses taken during their studies in criminology. Students will be provided with online study guides to assist them in reviewing for the Senior Assessment Exam.

**4. Resources:**

- 4.1 Library resources: Library resources are sufficient for this course.
- 4.2 Computer resources: Students will use existing computer resources to access course materials through Blackboard.

**5. Budget implications:**

- 5.1 Proposed method of staffing: This course fits within the current rotation for the Department of Sociology. Some of the existing faculty who normally teach the capstone course for Sociology majors in SOCL 499 will teach CRIM 499 for Criminology majors instead. However, if the program grows as expected it may become necessary to request new lines.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation: Spring 2014**

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

Sociology Department/Division:	February 15, 2013
Potter College Curriculum Committee	March 7, 2013
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

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

## CRIM 499: Bibliography

- Akers, R.L. & Sellers, C.S. (2009). *Criminological theories: Introduction, evaluation, and application* (5<sup>th</sup> ed.). Los Angeles, CA: Roxbury.
- Pollock, J.M. (2008). *Crime & Justice in America: An introduction to criminal justice*. Newark, NJ: Anderson.
- Frankfort-Nachmias, C. & Leon-Guerrero, A. (2011). *Social Statistics for a Diverse Society* (6th ed.). Thousand Oaks, CA: Pine Forge Press.
- Blackstone, A. (2012) *Principles of Sociological Inquiry*. Flat World Knowledge.
- Wolfer, L. (2007). *Real Research: Conducting and Evaluating Research in the Social Sciences*. Pearson: Boston, MA.
- Hess, K. (2013). *Juvenile Justice* (6<sup>th</sup> ed.). Wadsworth Publishing.
- Regoli, R., Hewitt, J., & Delisi, M. (2010). *Delinquency in Society* (8th e.d). Jones and Bartlett.
- Seiter, R. (2010). *Corrections: An Introduction* (3rd ed.). Prentice Hall Publishing.
- Adler, P. A. & Adler, P. (2012). *Constructions of Deviance: Social Power, Context, and Interaction* (7<sup>th</sup> ed.). Wadsworth.
- Crutchfield, R., Kubrin, C.E., Bridges, G.S., & Weis, J.G. (2008) *Crime: Readings*. Sage Publications.
- Stohr, M. K. & Walsh, A. (2012). *Corrections: The Essentials*. Sage Publications, Los Angeles.

Proposal Date: 28 January 2013

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

Contact Person: Jarrett Johnson, [jarrett.johnson@wku.edu](mailto:jarrett.johnson@wku.edu), 745-6032

**1. Identification of proposed course:**

- 1.11 Course prefix (subject area) and number: BIOL 457
- 1.12 Course title: Herpetology
- 1.13 Abbreviated course title: Herpetology
- 1.14 Credit hours and contact hours: 4/6
- 1.15 Schedule type: C
- 1.16 Prerequisites: BIOL 224/225 with a grade of "C" (or higher) or consent of instructor
- 1.17 Course description: The diversity, biology, and conservation of reptiles and amphibians. Off-campus travel will be required.

**2. Rationale:**

- 2.11 Reason for developing the proposed course: Amphibians and reptiles represent two of the five major lineages of vertebrates. An understanding of the taxonomy and biology of these groups is an important component of an organismal-based undergraduate education in biology. Reptile and amphibian species are popular in the pet trade and many students have had casual outdoor experiences with common local species. The proposed course would provide the opportunity for students to gain a broader understanding of the diversity and importance of reptiles and amphibians both locally and globally. Many amphibians and reptiles species are experiencing population declines, and students interested in careers in conservation or wildlife biology will likely need an understanding of the natural history of these organisms.

In addition, a course in herpetology was taught in the WKU Biology Department during the 1970s as BIOL 457. Dr. Johnson was hired, in part, with the expectation to offer Herpetology on a regular basis.

- 2.12 Projected enrollment in the proposed course: 15-20. This course was taught during Spring 2012 as a temporary course (with same number), with a finishing enrollment of 15 undergraduates and 5 graduate students in a complementary 457G section.
- 2.13 Relationship of the proposed course to courses now offered by the department: The Biology Department offers courses that cover each of the other major vertebrate groups (BIOL 326 Ornithology, BIOL 456 Ichthyology, and BIOL459 Mammalogy). The proposed course covers the remaining two groups: reptiles and amphibians. The proposed course would complement the other courses well, and provide students with the opportunity to complete their education of vertebrate ecology, evolution, and diversity. It is not unusual for a comprehensive or

research institution to offer Herpetology and this is a course that had previously been taught at WKU.

- 2.14 Relationship of the proposed course to courses offered in other departments: Little, at best. GEOL 405 (Paleontology) provides a comprehensive overview of the nature of the fossil record with particular emphasis on invertebrates. The proposed course begins with an overview of the evolution of vertebrates (fish, amphibians, mammals, reptiles, and birds) but focus mainly on the diversity, biology, and conservation of reptiles and amphibians .
- 2.15 Relationship of the proposed course to courses offered in other institutions: Nine of our benchmark institutions (Ball State University, Western Illinois University, Missouri State University, Indiana State University, Towson University, Stephen F. Austin State University, Eastern Michigan University, Central Missouri State University, and California State University-Chico) offer a Herpetology course.

### 3. Discussion of proposed course:

- 3.9 Course objectives: To introduce students to the field of herpetology, emphasizing:
- Evolutionary relationships of the major lineages of amphibians and reptiles,
  - Life-history adaptations,
  - Conservation issues,
  - Field and laboratory identification of species found in Kentucky, and
  - Introduce a wide range of molecular and field techniques for the modern study of amphibian and reptile species and populations from taxonomic and ecological perspectives.

- 3.10 Content outline:

#### Lecture

- Introduction to herpetology
- Concepts in systematics and evolution of Tetrapoda
- Evolution of Amniotes and major features of living amphibians
- Amphibian diversity
- Major features of living reptiles and reptile diversity
- Problems in phylogeny
- Life histories
- Reproduction and mating systems
- Osmoregulation and thermoregulation
- Locomotion, orientation and movement
- Communication and foraging ecology
- Defense
- Population ecology and phylogeography
- Conservation of amphibians and reptiles

#### Lab

- Salamander diversity
- Salamanders of Kentucky
- Frog diversity

- Frogs of Kentucky
- Amphibian field trip
- Turtle diversity
- Turtles of Kentucky
- Lizard diversity
- Lizards of Kentucky
- Snake diversity
- Snakes of Kentucky
- Reptile field trip

- 3.11 Student expectations and requirements: Student performance will be based on lecture exams and laboratory practical exams.
- 3.12 Tentative texts and course materials: Herpetology by Vitt and Caldwell (3rd Edition), A Field Guide to Reptiles & Amphibians of Eastern & Central North America by Conant and Collins (3rd Edition).

**4. Resources:**

- 4.5 Library resources: Herpetology by Vitt and Caldwell (3rd Edition) text on reserve.
- 4.6 Computer resources: Departmental computer resources are sufficient to instruct students during lectures.

**5. Budget implications:**

- 5.9 Proposed method of staffing: Additional staff is not required. Note, this an expected components of the Dr. Johnson's teaching requirements.
- 5.10 Special equipment needed: None
- 5.11 Expendable materials needed: None
- 5.12 Laboratory materials needed: None

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

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

Department of Biology:	March 1, 2013
Ogden College Curriculum Committee:	March 7, 2013
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate:	_____

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



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

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

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: CHEM 240
- 1.2 Course title: Introduction to Organic Chemistry
- 1.3 Abbreviated course title: Intro Organic Chemistry
- 1.4 Credit hours and contact hours: 3 Credit hours
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: CHEM 222 and CHEM 223
- 1.7 Course catalog listing: An introduction to selected topics in organic chemistry including structure-property relationships, bonding, functional groups, and acid-base reaction mechanisms.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course is designed as a preparatory course for CHEM 340 (Organic Chemistry I). This course specifically focuses on those basic concepts in organic chemistry that have been found to impede success in CHEM 340. Currently, students who have difficulty with or who withdraw from Organic Chemistry I have no options but to repeat the course. CHEM 240 is seen as a booster course that will improve fundamentals and will help facilitate success in the main sequence of organic chemistry. Moreover, it will use the same textbook as CHEM 340, thus preventing students from purchasing an additional textbook. This course will not be accepted as a course in any chemistry major or minor as it designed only as a booster class, much as CHEM 116 serves to help success in CHEM 120/121.
- 2.2 Projected enrollment in the proposed course: Based on current enrolment in CHEM 340, projected class size is 20-30/offering.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course covers selected material from the first half of CHEM 340 such as structure-property relationship, bonding in organic compounds, functional groups and acid-base reactions.
- 2.4 Relationship of the proposed course to courses offered in other departments: none
- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar courses are offered at other institutions as preparation for Organic Chemistry I and II. For example, the University of Massachusetts - Amherst offers CHEM 261 as a prep course for CHEM 265 (Organic Chemistry).

**3. Discussion of proposed course:**

- 3.1 Course objectives: This course is designed to equip the student with the skills and fundamentals necessary to facilitate success in the organic chemistry sequence (CHEM 340 and CHEM 342). The core fundamentals of organic chemistry will be stressed, focusing on those topics that seem to be “stumbling blocks” to many students.
- 3.2 Content outline: This includes selected topics covered in the first half of Organic Chemistry I:
- *Organic Chemical Bonds and Lewis Structures*
  - *Functional Groups*
  - *Acid-Base Chemistry*
  - *Introduction to Substitution and Elimination Reactions and Their Mechanisms.*
- 3.3 Student expectations and requirements: Students will be evaluated through course assignments such as quizzes, exams, and homework all of which will be evaluated by the instructor.
- 3.4 Tentative texts and course materials: Organic Chemistry by Solomons Fryhle, 11<sup>th</sup> Edition, Wiley-Science.

**4. Resources:**

- 4.1 Library resources: No additional resources are required.
- 4.2 Computer resources: No additional resources are required.

**5. Budget implications:**

- 5.1 Proposed method of staffing: This course is designed to be offered in Winter Term, May Term, and in the second part of the Summer semester to help students who need to take CHEM 340 during the regular terms. Consequently, it will not increase teaching loads of faculty in the organic division. Furthermore, student success and retention in Organic Chemistry is expected to improve. Special equipment needed: None
- 5.2 Expendable materials needed: None
- 5.3 Laboratory materials needed: None

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

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

Chemistry Department/Division:	February 25, 2013
OCSE Curriculum Committee	March 7, 2013
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: February 15, 2013

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

Contact Person: Moon-Soo Kim, [moon-soo.kim@wku.edu](mailto:moon-soo.kim@wku.edu), 5-4362

**1. Identification of Proposed Course:**

- 1.1 Course prefix (subject area) and number: CHEM 306
- 1.2 Course title: Food Chemistry
- 1.3 Abbreviated course title: Food Chemistry
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: L
- 1.6 Prerequisites: CHEM 107/108, or CHEM 109, or permission of an instructor.

**2. Course catalog listing: An understanding of the fundamental building blocks in foods (proteins, lipids, carbohydrates, and minerals) and chemical, physical, and biological phenomena that affect food quality, texture, flavor, and safety.**

- 2.1 Reasons for developing the proposed course: This course is designed to allow students in chemistry, nutrition, or health science disciplines to apply scientific principles to understanding the properties and functionalities of foods and the important changes occurring during food processing and storage. This course will provide students with an opportunity to develop a conceptual framework to understand unfamiliar phenomena in terms of food chemistry as well as to understand the important chemical basis of food quality, texture, flavor, and safety. While this course is designed as part of the Food Science Cluster in the context of potentially developing the Food Science Major, it is expected to be useful for non-food science students taking it as a practical application of chemical principles.
- 2.2 Projected enrollment in the proposed course: 20 based on the current enrollment of CHEM 304 Biochemistry for the Health Sciences. Students from outside the Food Science Cluster are expected to enroll as well.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course builds on content in CHEM 107/108 and CHEM 109 such as proteins, carbohydrates, and lipids, but focuses on understanding chemistry as the key functional attributes of the major food components. Also this course can be accepted as an elective in the Nutritional Chemistry Minor.
- 2.4 Relationship of the proposed course to courses offered in other departments: FACS 151 (Food Science) provides an introduction to the study of the basic principles of food science as they relate to food preparation. The proposed course will provide more advanced knowledge in chemistry and biochemistry in terms of the key functional attributes of the major food components related to their structures. FACS

261 (Advanced Nutrition) focuses on study of nutrients and their function in the human body, providing knowledge in nutritional aspects of food components, which may help students to relate that to physicochemical aspects of the major food components being discussed in this course if students are concurrently enrolled in both FACS 261 and this course or they have taken FACS 261 before this course.

2.5 Relationship of the proposed course to courses offered in other institution: Similar courses are offered at numerous institutions as food chemistry/biochemistry. This course is one of the core food science courses in other institutions.

Examples include:

University of Massachusetts, Amherst: Food Science 541 Food Chemistry

University of California, Davis: FST 201 Food Chemistry and Biochemistry

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

3.1 Course objectives: The goal of this course is to enable students to understand foods as mechanistic, chemical systems. All the phenomena observed in preparing food can, in principle, be understood in classically chemical terms. Understanding how chemical systems behave enables us to control them better to meet our many needs. Students will enter the course with a strong understanding of chemistry fundamentals and leave with an understanding of how chemistry applies to food. Through real examples, students will recognize the underlying physiochemical mechanisms responsible for food functionality and quality and will be able to use their knowledge of food chemistry to identify the important control points and consequences of the reactions.

3.2 Content outline:

Carbohydrates

- Introduction and structure
- Monosaccharides, oligosaccharides and polysaccharides
- Chemical reactions
- Functional properties

Proteins

- Amino acids
- Molecular bonds
- Protein structure
- Protein denaturation
- Functional properties

Enzymes

- Introduction
- Food enzyme
- Factors influencing enzyme activity

Lipids

- Structure
- Lipid processing, lipid oxidation
- Methods and control of oxidation

- Antioxidants
- Emulsions

Additives

- Colors
- Preservatives
- Flavors

3.3 Student expectation and requirements: The course assignments include exams, reading, and homework, as well as a paper on the application of chemistry knowledge discussed during class to a real example.

3.4 Tentative texts and course materials: Principles of Food Chemistry (John deMan, 3<sup>rd</sup> edition, Aspen Publishers Inc., Gaithersburg, Md.) will be required for the course. Food Chemistry (ed. Owen Fennema, 3<sup>rd</sup> edition, Marcel Dekker, New York) will be recommended as a resource. Other materials (handouts) will be provided in class.

3. **Resources**

4.1 Library resources: Adequate

4.2 Computer resources: Not Applicable

4. **Budget Implications**

5.1 Proposed method of staffing:

Current staffing – Dr. Moon-Soo Kim was hired in 2012 as a Food Chemist. This course will be a part of her regular teaching rotation and will be a part of the emerging Food Science curriculum in Ogden.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

5. **Proposed term for Implementation: Spring 2014**

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

Chemistry Department: February 25, 2013

OCSE Curriculum Committee March 7, 2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

**Ogden College  
Department of Chemistry  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Les Pesterfield, [lester.pestterfield@wku.edu](mailto:lester.pestterfield@wku.edu), 5-6246

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: CHEM 421
- 1.2 Course title: Inorganic Chemistry Laboratory
- 1.3 Abbreviated course title: Inorganic Chem Lab
- 1.4 Credit hours and contact hours: 1 hr, 3 hr
- 1.5 Type of course: B: Laboratory
- 1.6 Prerequisites/corequisites: Corequisite CHEM 420
- 1.7 Course catalog listing: A laboratory course emphasizing the synthesis and characterization of inorganic compounds of the main group and transition metals. Laboratory meets once a week for three hours. (Course fee)

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
Historically the Department has used the special topics laboratory course (CHEM 476) to satisfy the inorganic lab recommendation of the American Chemical Society. This has caused confusion for students since all of the lecture/laboratory sequences in the Chemistry Department are sequentially numbered (e.g. 120/121 and 222/223) except for inorganic lecture/laboratory sequence (CHEM 420 and 476). The proposed laboratory permits the inorganic sequence to be brought in line with the remainder of the departmental sequences. CHEM 476 is the special topics laboratory course in the department corresponding to the special topics lecture course of CHEM 475.
- 2.2 Projected enrollment in the proposed course: 5-10 based on enrollment in CHEM 420.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
CHEM 421 will provide a laboratory experience to accompany CHEM 420. The course has traditionally been taught under the CHEM 476 course title. CHEM 476 will retain the special topics designation within the Department.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
No other courses offered at WKU have significant overlap with the proposed lab.
- 2.5 Relationship of the proposed course to courses offered in other institutions: All ACS-certified Chemistry Departments offer either an independent inorganic laboratory or an integrated (inorganic/organic/analytical/physical) laboratory to satisfy the ACS requirements.

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

#### 3.1 Course objectives:

Chemistry is a laboratory science. Laboratory courses are essential for students to begin to integrate and reinforce concepts presented in lecture. Students will synthesize and characterize a variety of compounds as examples of the fundamental types of bonding in inorganic chemistry: molecular, ionic, polymeric, coordination and metallic. This will allow students to make connections between the theories of bonding and electronic structure presented in lecture and the chemical and physical properties exhibited by compounds.

#### 3.2 Content outline:

- Synthesis and characterization of main group compounds including molecular and polymeric materials.
- Synthesis and characterization of transition metal compounds including alloys and coordination complexes
- Syntheses will make use of aqueous, nonaqueous, solid-state and inert atmosphere techniques.
- Characterization will employ IR, UV-vis and NMR instrumentation.

#### 3.3 Student expectations and requirements:

Students will be given a variety of inorganic compounds to synthesize. Students will characterize their products by physical and instrumental methods and write up their results in formal lab reports. Course grades will be determined by the successful synthesis of the assigned compounds and the formal lab reports.

#### 3.4 Tentative texts and course materials:

Microscale Inorganic Chemistry, Z. Szafram, R.M. Pike and M.M. Singh, John Wiley & Sons, 1<sup>st</sup> edition, 1991 (ISBN 0-471-61996-5)  
Experimental Methods in Inorganic Chemistry, J. Tanaka and S.L. Suib, Prentice Hall, 1<sup>st</sup> edition, 1999 (ISBN 0-13-841909-4)  
Inorganic Experiments, J.D. Woollins(editor), Wiley-VCH, 3<sup>rd</sup> edition, 2009 (ISBN 978-3-527-32472-9)

### **4. Resources:**

4.1 Library resources: See attached library resource form and bibliography

4.2 Computer resources: No new additional resources are required.

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

5.1 Proposed method of staffing: Existing faculty will teach the course.

5.2 Special equipment needed: Already in place from CHEM 476.

5.3 Expendable materials needed: Already in place from CHEM 476.

5.4 Laboratory materials needed: Already in place from CHEM 476.

### **6. Proposed term for implementation: Spring 2014**

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

Chemistry Department/Division:	<u>2/13/13</u>
Ogden Curriculum Committee	<u>3/7/2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	<u></u>

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



Proposal Date: February 4, 2013

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

Contact Person: Greg Goodrich, [gregory.goodrich@wku.edu](mailto:gregory.goodrich@wku.edu), 5-5986

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: GEOG 103
- 1.2 Course title: Our Dynamic Planet
- 1.3 Abbreviated course title: Our Dynamic Planet
- 1.4 Credit hours: 3
- 1.5 Type of course: L – Lecture
- 1.6 Prerequisites: None
- 1.7 Course catalog listing: Introduction to the spatial dimension of Earth's dynamic systems and how they affect people. These include the atmosphere, hydrosphere, and lithosphere. Equivalent to GEOL 103.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: GEOG 103 – *Our Dynamic Planet* represents a merging of two separate courses, GEOG 100 – *Introduction to the Physical Environment* and GEOL 102 – *Introduction to Geology*. The new course, which will be equivalent to GEOL 103 – *Our Dynamic Planet*, provides a more efficient and streamlined presentation of the introductory concepts relating to the various aspects of Earth Science. While GEOG 100 and GEOL 102 had some overlap, there were enough differences in the two curricula to make GEOG/GEOL 103 a better introductory course. *Our Dynamic Planet* will be a required course for many of the majors within the Department of Geography and Geology and will also be submitted as an Essentials part of the new Colonnade Program.
- 2.2 Projected enrollment in the proposed course: 750 per year, based on the recent history of the combined enrollments of GEOG 100 and GEOL 102.
- 2.3 Relationship of the proposed course to courses now offered by the department: GEOG 103 – *Our Dynamic Planet* will replace GEOG 100 - *Introduction to the Physical Environment* and GEOL 102 – *Introduction to Geology*, both of which will be deleted.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other department at WKU offers an introductory Earth Science course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: All institutions that offer degree programs in any of the Earth Sciences offer an introductory course similar to GEOG 103 – *Our Dynamic Planet*.
- 2.6 Relationship to the university mission: To provide students with a foundational knowledge in earth science to permit them to develop a deeper understanding of environmental issues at a global scale.

**3. Discussion of proposed course:**

3.1 Course objectives: Students in GEOG 103 – Our Dynamic Planet will understand the spatial dimension of Earth’s dynamic systems with a special emphasis on how their many interrelationships affect humans and their environment. These systems include air, water, weather, climate, tectonics, landforms, and ecosystems.

3.2 Content outline:

Section one: Earth

- Introduction to Earth Science
- Rocks and minerals
- Plate tectonics, volcanoes, and earthquakes
- Mountain building and Earth’s history

Section two: Atmosphere

- Solar energy and the seasons
- Atmosphere and energy balance
- Atmospheric and oceanic circulations
- Atmospheric moisture and weather

Section three: Earth-Atmosphere Interactions

- Weathering and mass movement
- Karst processes and landforms
- River systems and landforms
- Eolian processes and desert landforms
- Coastal processes and landforms
- Glacial processes and landforms

The order and exact nature of the content covered may vary by textbook and instructor preference. Other topics that may be covered include astronomy, climate, soils, and ecosystems.

3.3 Student expectations and requirements: Grades will consist of mid-term exams and a final exam based on textbook readings and class discussions, homework assignments and in-class projects, and quizzes.

3.4 Tentative texts and course materials:

Tarbuck, E. J., Lutgens, F. K., and Tasa, D., 2012: *Earth Science*, 13<sup>th</sup> ed., Prentice Hall, 768 pp.

Christopherson, R. W., 2011: *Geosystems*, 8<sup>th</sup> ed., Prentice Hall, 688 pp.

Peterson, J. F., Sack, D., and Gabler, R. E., 2011: *Physical Geography*, 10<sup>th</sup> ed., Brooks Cole, 672 pp.

**4. Resources:**

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

4.2 Computer resources: No new computer resources will be needed.

**5. Budget implications:**

5.1 Proposed method of staffing: Course will be staffed by existing instructors of GEOG 100 and GEOL 102.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Spring 2014

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

Department of Geography and Geology: 2/22/2013

Ogden Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

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

Proposal Date: February 18, 2013

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

Contact Person: Scott Bonham, 270-745-6196, scott.bonham@wku.edu

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: PHYS 215
- 1.2 Course title: Seminar for Physics Learning Assistants
- 1.3 Abbreviated course title: Seminar Physics Learning Assts
- 1.4 Credit hours: 1 h
- 1.5 Schedule type: S-seminar
- 1.6 Prerequisites/corequisites: A college level physics course and acceptance to serve as a learning assistant or permission of instructor.
- 1.7 Course description: Introduces students to basic theory and practical skills for assisting instructors as learning assistants in active-engagement physics courses.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course will provide a basic pedagogical foundation for undergraduate students working as learning assistants in active-learning physics courses and help improve their instructional skills in a student-centered learning environment. The revision of the Physics 256 laboratories, in particular, has created the need for systematically preparing multiple students to effectively assist in this type of instruction.
- 2.2 Projected enrollment in the proposed course: 5-10 based on need for assistants in corresponding courses.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will provide an important support role for the Physics 256 and other active-learning courses in training assistant instructors.
- 2.4 Relationship of the proposed course to courses offered in other departments: SMED 101 is also an introduction to teaching science (and math), but it is specifically designed for students with interest in becoming middle or secondary math or science teachers and prepares students to develop and teach lessons in an elementary school. In contrast, Physics 215 is targeted towards students who will be working as learning assistants in introductory physics courses at the university level, developing their ability to effectively work with students to develop their physics skills. It will also include much greater focus on physics-specific issues.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is modeled after a course developed at the University of Colorado for providing learning assistants with background and skills to assist faculty in active learning courses.

### 3. Discussion of proposed course:

#### 3.1 Course objectives:

- Develop questioning techniques to be able to probe and deepen student understanding in the classroom more effectively.
- Be able to apply basic concepts from current physics education theory to understanding sources of student challenges and applying effective pedagogical strategies.
- Read and discuss primary literature in science education research.
- Reflect on and grow in teaching abilities.

#### 3.2 Content outline:

- Five principles of effective physics instruction
- Discussion techniques-univocal/dialogic discourse
- Cognitive studies and teaching physics
- Classroom discourse and Bloom's Taxonomy
- Student conceptions in physics and formative assessment
- Resource perspectives in physics
- Cooperative learning
- Problem solving strategies
- Epistemology and metacognition
- Nature of science
- Qualities of an effective teacher

3.3 Student expectations and requirements: Students in the course will be working as learning assistants in an introductory physics classroom. They will be assigned readings each week and attend a weekly seminar that will discuss them and/or engage in an activity related to the topic. They will seek to apply what they have learned to their work in the classroom and complete a short written reflection each week about their growth as instructors. Students will be evaluated based on their participation at the seminar, their weekly reflection log, and observation(s) of their work as classroom (assistant) instructors.

#### 3.4 Tentative texts and course materials:

R. Knight, *Five Easy Lessons: Strategies for Successful Physics Teaching*, (Addison Wesley, San Francisco, 2004)  
Readings from the American Journal of Physics and other science education journals/magazines.

### 4. Resources:

4.1 Library resources: Adequate; see Library Resources Form.

4.2 Computer resources: This course will utilize Blackboard; current configuration is sufficient.

### 5. Budget implications:

5.1 Proposed method of staffing: Current faculty

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

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

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

Department of Physics and Astronomy: 2/20/2013

Ogden Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

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

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

Contact Person: Dr. Rich Patterson, rich.patterson@wku.edu, 5-4031

**1. Identification of proposed course:**

- 1.18 Course prefix and number: HMD 313
- 1.19 Course title: Practicum in Hospitality Management
- 1.20 Abbreviated course title: Practicum in Hospitality Mgt.
- 1.21 Credit hours: 3 - 6
- 1.22 Type of course: P (Practicum: Supervised Practical Experience)
- 1.23 Prerequisites: HMD-171 or HMD-271 and Sophomore Standing
- 1.24 Course catalog listing: Supervised work experience in hospitality management and tourism. Students acquire experience in a professional performance setting at an approved site. Students are required to find their own practicum site and provide their own transportation to the site. Repeatable up to a maximum of six hours.

**2. Rationale:**

- 2.16 Reason for developing the proposed course: The Hospitality Management and Dietetics course prefix was changed from FACS (Family and Consumer Sciences) to HMD (Hospitality Management and Dietetics). The practicum course (FACS-313) is being used by other disciplines in the department so that course prefix could not be changed. Additionally, the existing course title, Practicum in Human Environment, causes confusion among the students as well as potential employers since the course title does not accurately reflect the course content. The practicum is an essential part of the Hospitality Management and Dietetics program – to be successful, students must have both a degree and work experience to obtain meaningful employment. This course supports the university mission by preparing students to be productive in the communities where they live and to assume socially responsible leadership roles.
- 2.17 Projected enrollment in the proposed course: 35-45 students per year based on previous enrollment of Hospitality Management students in FACS-313.
- 2.18 Relationship of the proposed course to courses now offered by the department: In addition to FACS-313 (Practicum in Human Environment), the Interior Design and Fashion Merchandizing program has IDFM-313 (Practicum in Interior Design and Fashion Merchandizing).
- 2.19 Relationship of the proposed course to courses offered in other departments: An internship /practicum experience is required by numerous other disciplines across campus. Examples would include: JOUR-458 (PR Internship or Practicum), COMM-489 (Internship in Communication), ECON-490 (Practicum in Economics), etc. These practicum/internship courses are all discipline specific.
- 2.20 Relationship of the proposed course to courses offered in other institutions: Practicum/internship courses/experiences are required for a majority of, if not all,

Hospitality Management Programs nationwide. Benchmark universities with hospitality related programs that have practicums/internships/cooperative experiences include: University of Kentucky (HMT-499), Ball State (FCS-400), University of Central MO (HM-3810/4810), Eastern Illinois University (FCS-4275/4275a), Montclair State (MGMT-392) and Youngstown State (HGMT-2691/4836).

**3. Discussion of proposed course:**

3.13 Course objectives:

- Terminal Performance Objective: To provide a forum where students can apply the management concepts learned in class and acquire the hands-on experience necessary to qualify for an entry level position in hotel, restaurant/food service and/or tourism management.

The student will be able to:

- Acquire entry level practical experience within a business environment in the hospitality industry.
- Develop a more complete understanding of various hospitality managerial functions.
- Develop the ability to analyze and propose solutions to business problems.
- Develop a greater understanding about career options while defining personal career goals.
- Develop an understanding of the activities and functions of hospitality managers.
- Refine written communication skills.

3.14 Content outline: Students work independently in a professional setting with goals established specifically for each student based on the student's career goals and opportunities available at the practicum site. The practicum experience will include exposure to the overall functions of a hospitality/tourism operation to include:

- Description of the Operation (size of the facility, volume of business, performance ratios, human resources, business concept, target market, etc.)
- The Physical Plant (equipment, furnishings, technology, chemicals used, brand names, etc.)
- The Management Structure (number and type of managers, departments/sections, quasi-supervisory positions, formal and informal leaders, etc.)
- Quality of Service (analysis of the service provided by the organization both from management and the guest's perceptions).
- Critical Incident Analysis (analysis of incidents that occurred while the student was on duty to include a narrative on what happened, how the incident was



addressed by management, the student's opinion on what s/he would have done the same/differently if the incident happened again)

- 3.15 Student expectations and requirements: It is incumbent on the student to find his/her practicum site based on their career goals. Students are required to work a predetermined minimum number of hours at a pre-approved hospitality/tourism operation. Students will write a series of papers focusing on specific topics based on the student's job and the facility where the student works. The student's supervisor will complete a summative performance evaluation of the student's performance throughout the practicum (form provided by the instructor).
- 3.16 Tentative texts and course materials: None – this course is an application of what the students have learned in class.

**4. Resources:**

- 4.7 Library resources: Library resources are not used for this course.
- 4.8 Computer resources: None

**5. Budget implications:**

- 5.13 Proposed method of staffing: HMD faculty already teaching HMD students in the more general FACS prefix will now teach HMD students this discipline-specific course. Thus, course will fit into current faculty loading.
- 5.14 Special equipment needed: None.
- 5.15 Expendable materials needed: None.
- 5.16 Laboratory materials needed: None.

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

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

FACS Department/Division:	February 1, 2013
CHHS Undergraduate Curriculum Committee	March 4, 2013
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

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

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

Contact Person: Dr. Rich Patterson, rich.patterson@wku.edu, 5-4031

**1. Identification of proposed course:**

- 1.1 Course prefix and number: HMD-410
- 1.2 Course title: Internship in Hospitality Management
- 1.3 Abbreviated course title: Internship in Hospitality Mgt.
- 1.4 Credit hours and contact hours: 3 - 6
- 1.5 Type of course: N (Internship: Capstone Supervised Professional Experience)
- 1.6 Prerequisites: HMD-313 and Junior standing
- 1.7 Course catalog listing: Advanced supervised professional experience in hospitality management and tourism. Students acquire management experience in a professional performance setting at an approved site. Students are required to find their own internship site and provide their own transportation to the site. Repeatable up to a maximum of six hours.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The Hospitality Management and Dietetics course prefix was changed from FACS (Family and Consumer Sciences) to HMD (Hospitality Management and Dietetics). The internship course (FACS-410) is being used by other disciplines in the department so that course prefix could not be changed. We are establishing a new course with the new course prefix and course title to eliminate potential confusion among the students as well as potential employers. The internship is an essential part of the Hospitality Management and Dietetics program – to be successful, students must have both a degree and work experience to obtain meaningful employment. This course supports the university mission by preparing students to be productive in the communities where they live and to assume socially responsible leadership roles.
- 2.2 Projected enrollment in the proposed course: 15-25 students per year based on previous enrollment of Hospitality Management students in FACS-410.
- 2.3 Relationship of the proposed course to courses now offered by the department: In addition to FACS-410 (Internship), the Interior Design and Fashion Merchandizing program has IDFM-410 (Internship in Interior Design and Fashion Merchandizing). The proposed course is discipline specific to the Hotel, Restaurant and Tourism Management concentration.
- 2.4 Relationship of the proposed course to courses offered in other departments: An internship experience is required by numerous other disciplines across campus. Examples would include: JOUR-458 (PR Internship or Practicum), COMM-489 (Internship in Communication), ECON-490 (Practicum in Economics), etc. These practicum/internship courses are all discipline specific.

- 2.5 Relationship of the proposed course to courses offered in other institutions: practicum/internship courses/experiences are required for a majority of, if not all, Hospitality Management Programs nationwide. Benchmark universities with hospitality related programs that have practicum/internships/cooperative experiences include: University of Kentucky (HMT-499), Ball State (FCS-400), University of Central MO (HM-3810/4810), Eastern Illinois University (FCS-4275/4275a), Montclair State (MGMT-392) and Youngstown State (HGMT-2691/4836).

**3. Discussion of proposed course:**

3.1 Course objectives:

- Terminal Performance Objective: Apply management concepts learned in advanced hospitality management classes and acquire the hands-on management experience necessary to qualify for a management position in hotel, restaurant/food service and/or tourism management.

The student will be able to:

- Acquire management experience within a business environment in the hospitality industry.
- Develop an understanding of various managerial functions within a specified hospitality operation.
- Analyze complex business problems and develop recommendations to address those problems.
- Develop a greater understanding about career options while defining personal career goals.
- Develop an understanding of the activities and functions of hospitality managers.
- Refine written communication skills.

- 3.2 Content outline: Students work independently in a professional setting with goals established specifically for each student based on the student's career goals and opportunities available at the internship site. The internship experience will include exposure to the overall functions of a hospitality/tourism operation to include:

- Description of the Operation (size of the facility, volume of business, performance ratios, human resources, business concept, target market, etc.)
- The Organizational Climate (overall work environment, job satisfaction in the unit, communication, relationship between managers and employees, personnel problems, etc.)
- The Marketing Profile (guest profile, target market, marketing techniques used by the operation, guest satisfaction, etc.)

- Effectiveness of Supervision (characteristics of supervisors, respect of supervisors by employees, philosophy on training, role of supervisors and turnover, etc.)
- Financial and Strategic Management (analysis of performance ratios and cost control, recommendations for decreasing cost and increasing sales, analysis of units short and long term goals and objectives, determination of trends and industry threats, etc.)
- Critical Incident Analysis (analysis of incidents that occurred while the student was on duty to include a narrative on what happened, how the incident was addressed by management, the student's opinion on what s/he would have done the same/differently if the incident happened again)

3.3 Student expectations and requirements: It is incumbent on the student to find his/her internship site based on their career goals. Students are required to work a predetermined minimum number of hours at a pre-approved hospitality/tourism operation. Students will write a series of papers focusing on specific topics based on the student's job and the facility where the student works. The student's supervisor will complete a summative performance evaluation of the student's performance throughout the internship (form provided by the instructor).

3.4 Tentative texts and course materials: None – this course is an application of what the students have learned in class prior to the internship.

**4. Resources:**

4.9 Library resources: Library resources are not used for this course.

4.10 Computer resources: None

**5. Budget implications:**

5.17 Proposed method of staffing: HMD faculty already teaching HMD students in the more general FACS prefix will now teach HMD students this discipline-specific course. Thus, course will fit into current faculty loading.

5.18 Special equipment needed: None.

5.19 Expendable materials needed: None.

5.20 Laboratory materials needed: None.

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

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

FACS Department/Division:	February 1, 2013
CHHS Undergraduate Curriculum Committee	March 4, 2013
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

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

**College of Health and Human Services  
School of Nursing  
Proposal to Create a New Course  
(Action Item)**

Contact Person: M. Susan Jones, [susan.jones@wku.edu](mailto:susan.jones@wku.edu), 270-745-3213

**1. Identification of proposed course:**

- 1.1 Course prefix and number: NURS 345
- 1.2 Course title: Agricultural Health Nursing
- 1.3 Abbreviated course title: Agricultural Health Nursing
- 1.4 Credit hours: 3
- 1.5 Type of course: Applied Learning
- 1.6 Prerequisites: Completion of first semester pre-licensure BSN nursing program or permission of instructor.
- 1.7 Course catalog listing: Explores issues influencing the health of agricultural workers with emphasis on the role of the nurse in recognizing and preventing agricultural illnesses and injuries along with strategies to promote the health of agricultural workers and their families.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Agriculture is recognized as a most dangerous occupation and nurses provide care to agricultural workers and their families in a variety of settings; however, agricultural health and safety content is limited in nursing curriculums. This course will address this limitation and provide nursing students an additional course option for their nursing elective. The course will also support the mission of the School of Nursing and CHHS by preparing future nurses to serve some of the most vulnerable, rural constituents: agricultural workers and their family members. This course will also address WKU mission by preparing socially responsible citizens.
- 2.2 Projected enrollment in the proposed course: 17-20 students per semester taught; projection based on number of students enrolled in directed study, fall 2012.
- 2.3 Relationship of the proposed course to courses now offered by the department: The course is developed using a nursing framework and reinforces basic nursing principles; however, the course content is unique as the content addresses the health issues of a specific population: agricultural workers and their family members and communities across the life span. The health challenges of agricultural workers may be briefly identified in NURS 448 Community Health Nursing, but the content addressing the challenges for this specific population is not well-developed or a primary focus.
- 2.4 Relationship of the proposed course to courses offered in other departments: The course is developed using the nursing process and role of the nurse as the basic foundation and organizing framework; therefore, the content is not duplicated in other departments. AGRI 108 Rural Sociology and AGRI 450 Rural Health and Safety, may address some general aspects of farmers and rural health care; however, the proposed

course will provide an in-depth exploration of the specific role of nurses in the recognition and prevention of illness and injuries for agriculture workers and their families.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Benchmarking with other universities is not possible as this is a novel course being one of the first nursing courses in the nation designed to address the health concerns of individuals (agricultural workers) laboring in one of the most dangerous occupations. The development of the course is one part of a larger 5 year project: NURSE-AP Project (Nurses Using Research, Service, and Education in Academia and Practice) which is funded from 2011-2016 by the National Institute for Occupational Health and Safety (NIOSH).

### 3. Discussion of proposed course:

#### 3.1 Course objectives:

- Relate the culture of agriculture to the health status of agricultural workers and their families.
- Analyze emerging issues in agriculture with the potential to influence the health status of individuals, families, and communities.
- Use the nursing process to promote the health of agricultural workers and their families across the life span.
- Examine environmental/psychological issues that affect the health of agricultural workers and their families.
- Evaluate best practices based on current research to promote the health of agricultural workers and their families.
- Explore the roles of the professional nurse in promoting the health of agricultural workers and their families.

#### 3.2 Content outline:

- Nursing and the culture of agriculture
  - Diversity/commonalities among agriculture
  - Demographics of agricultural work force
  - Occupational health risks
  - Role of the agricultural health nurse
- Life span issues influencing the health of agricultural workers
  - Aging trend
  - Adult farmer issues
    - Shift in gender roles
    - Bi-vocational issues
  - Children/Adolescent issues influencing health
    - Child labor laws
    - Positive child development opportunities
    - Influence of specific exposures: pesticides, asthma
  - Role of the nurse as educator, advocate and mobilizer of resources
- Environmental issues affecting health of agricultural workers

- Environmental exposures
  - Nature (sun, dust and airborne particles, tetanus)
  - Built: Man Made (noise, confined spaces, chemical)
  - Occupational (trauma from equipment and livestock, zoonotic diseases, cancer, ergonomic risks)
- Nursing interventions
  - Occupational assessment
  - Worker health education and monitoring
  - Promotion of personal protection equipment
  - Regular environmental monitoring with control plan
- Psychosocial issues associated with farming
  - Uncontrollable factors contributing to stress
  - Responses to stress (anxiety, depression, increased substance abuse, suicide)
  - Strategies to deal with farm stress
    - Use of stress/depression assessment tools
    - Network to improve mental health services
    - Creation of partnerships for mental health services
- Emerging groups and issues influencing the health of agricultural workers , their families, and communities
  - Emerging groups: Women, Anabaptists, Migrant Workers, Hispanics/Latinos
  - Emerging issues: Hobby farming, alternative forms of transportation (ATVs/utility vehicles)
  - Specific nursing interventions
    - Recognize the influence of culture on health risks
    - Select appropriate/culturally sensitive educational material
    - Build coalitions/partnerships at the community level to promote the health of these emerging groups

3.3 Student expectations and requirements: Students will have the opportunity to participate in a variety of learning activities such as: discussion boards, use of videos to design, present and critique class presentations, preparation of an educational handout along with a creative brochure on a selected health topic, and completion of an occupational assessment of an agricultural worker.

3.4 Tentative texts and course materials: Electronic web-sites, links, journal articles.

#### 4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate





Proposal Date: February 21, 2013

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

Contact Person: Rebekah Phillips, [rebekah.phillips@wku.edu](mailto:rebekah.phillips@wku.edu), 745-3571

**1. Identification of proposed course:**

- 1.25 Course prefix (subject area) and number: IDST 250
- 1.26 Course title: Prior Learning Portfolio Development
- 1.27 Abbreviated course title: Prior Learning Portfolio
- 1.28 Credit hours and contact hours: 3.0
- 1.29 Type of course: L
- 1.30 Prerequisites: Permission of instructor
- 1.31 Course catalog listing: Leads students through the development of a portfolio demonstrating prior college-level knowledge and skills in academic areas. Portfolio may be evaluated for academic credit not to exceed one-fourth of the credit hours required for the degree/certificate. *Course fee.*

**2. Rationale:**

- 2.21 Reason for developing the proposed course: In response to Kentucky's Council on Postsecondary Education Adult Learner Initiative, which recommends that "All public postsecondary institutions should reevaluate and expand policies regarding the opportunity to earn credit for college-level experiential learning in one or more of its forms," as well as to our growing number of non-traditional students with prior learning experiences, Western Kentucky University is proposing a formal Prior Learning Assessment Portfolio course. Though there are other prior learning options for college credit outside the traditional classroom, WKU recognizes that some college level learning is not at present recognized and awarded through CLEP, ACE, AP, and SAT and departmental exams. This portfolio course is designed to bridge the existing gap between the adult students and their employment, military experience, civic activities, volunteer service, organizational training or workshops, or other non-traditional forms of learning.

The portfolio course is designed:

- To respect and value the college level learning (not experience) already in existence.
- To give the student opportunity to develop or hone communication skills on a college level for intellectual advancement and efficacy.
- To allow the necessary time for students to evaluate their own prior learning while communicating the same to faculty in the discipline.

According to a 2006 study of 272 college and university administrators conducted by the Council for Adult and Experiential Learning (CAEL), approximately 66

percent reported that their institutions grant credit for experiential learning, up from 50 percent in 1991 and 55 percent in 1996.

- 2.22 Projected enrollment in the proposed course: Fifteen to twenty annually based on current requests from non-traditional students through the WKU Adult Student Services and academic advisors in the Department of Interdisciplinary Studies and at the WKU Regional Campuses in Elizabethtown, Glasgow, and Owensboro.
- 2.23 Relationship of the proposed course to courses now offered by the department: No other formal prior learning course is currently offered by the department.
- 2.24 Relationship of the proposed course to courses offered in other departments: No other formal prior learning course is currently offered by WKU.
- 2.25 Relationship of the proposed course to courses offered in other institutions: A number of colleges and universities in Kentucky offer portfolio courses that are designed to evaluate prior learning. For example, the University of Louisville offers ELFH 300: Prior Learning Assessment, which allows up to 48 hours of credit. Murray State offers BIS 301: Portfolio Development, which allows up to 30 hours.

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

#### 3.1. Course objectives:

- a) The student will tie prior learning to specific current course objectives/competencies and show some relationship to career aspiration and/or educational goals.
- b) The student will demonstrate theoretical and practical understanding of the subject area for which credit is being sought.
- c) The student will translate prior learning into measurable formats for evaluation.
- d) The student will demonstrate prior learning using college-level communication skills.
- e) The student will produce a portfolio for assessment and awarding of college credit.

#### 3.2 Content outline:

- Identifying individual student objectives goals and competencies
- Experience vs. learning
- Developing outline
- Quantifying prior learning
- Differences between theoretical and practical learning
- Research methods
- Portfolio format options
- Documentation styles

3.3 Student expectations and requirements: Students will create a portfolio to be evaluated by faculty in the department where credit is being sought. The assessor will be trained by CAEL, having earned the Certificate of Professional Achievement as a Prior Learning Assessor.

#### 3.4 Tentative texts and course materials:

Roslyn Snow, *Preparing the Portfolio for an Assessment of Prior Learning* (Charleston: BookSurge, 2008).



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

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

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: IDST 390
- 1.2 Course title: Applications of Interdisciplinary Studies
- 1.3 Abbreviated course title: IDST Applications
- 1.4 Credit hours and contact hours: 3 cr. and 3 contact hours
- 1.5 Type of course: L – Lecture
- 1.6 Prerequisites/corequisites: Junior standing or permission of the instructor.
- 1.7 Course catalog listing: Application of Interdisciplinary Studies model to an overarching cultural concern or theme. Students will apply knowledge from different areas of study toward a specified research topic.

**2. Rationale:**

2.1 Reason for developing the proposed course:

This course allows for the direct application of an interdisciplinary approach to learning to a specific cultural topic or theme. Major theories and models of IDST, such as those set forth by academic specialists Julie Thompson-Klein, William Newell and Allen Repko, will provide a foundation for exploring an overarching concept in an interdisciplinary manner. As our students in the BIS degree have diverse scholarly backgrounds and emphasis areas of study, they will learn how to integrate and collaborate in their individual research surrounding one concept. By confronting the same theme via their unique concentrations we will foster a better understanding of what it means to work, study and interact in an interdisciplinary manner.

The creation of this course is also based upon:

- Five different versions of this class (varying themes) have been successfully taught under the IDST399 Special Topics designation. We are looking to feature the range of faculty expertise in one permanent course.
- These earlier Special Topics classes have resulted in a proven increase by students in the types of applied methods (research, writing and project development) utilized when integrating their different emphasis studies. Overall, we expect to strengthen the student's learning capacities in multiple applications of interdisciplinary scholarly research at the undergraduate level.

2.2 Projected enrollment in the proposed course:

20 students per course, per semester, based on the number of students currently enrolled in the BIS degree program.

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

This will be a primary elective offered for the BIS degree. Only one other optional elective, 399: Special Topics, currently exists.

- 2.4 Relationship of the proposed course to courses offered in other departments:  
This course structure is similar to a few seminar and application courses offered in other disciplines. These include: AMS 368: Problem Solving Research, ANTH436: Applied Anthropology, IDFM321: Professional Ethics and Issues Seminar. An interdisciplinary application toward one overarching theme is related to classes in other programs. These include: HON 300/301: Honors Colloquium, PS331: Politics Outside the Box, and PS400: Selected Topics in American Government. The concept of promoting a team of interdisciplinary knowledge with a collaborative approach is analogous to: AGRI 450: Rural Health and Safety and ICSR301: Seminar in Social Responsibility.
- 2.5 Relationship of the proposed course to courses offered in other institutions:  
Appalachian State University's Interdisciplinary Studies Program offers an IDS3150: Interdisciplinary Praxis where students apply knowledge of integrative perspectives under one related theme. Similarly, their two IDS seminars, 3300 and 3700, are required core courses meant to develop collaborative interdisciplinary projects. The University of Southern Mississippi specifically has a course, IDS401, entitled Applied Interdisciplinary Studies where students research and design a special project as related to a concentration. This course is separate from their Special Topics course, IDS490, and a class on Special Problems, IDS 492. However, the Applied IDS401 class is the one that must precede their IDS402 Senior Capstone course.

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

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

The intent of this course is to synthesize diverse information from each student's specialized knowledge and disciplinary tools towards a deeper understanding of an overarching concept or theme.

- The student will gain new insight through collaborative methods of integration toward the question at issue or research topic in ways that cannot be solved by one area of study.
- Each individual will learn how interdisciplinary methods synthesize multiple perspectives and different backgrounds.
- As a final learning outcome, the student will demonstrate their interdisciplinary awareness of the main issue in a research portfolio or critical project.

#### **3.2 Content outline:**

The course consists of three sections...

- Section One will address the significant differences between disciplinary and interdisciplinary study as related to the theme. The integrative method of learning will be reinforced in the manner that students conduct and present their research surrounding the topic.
- Section Two allows for the synthesis of ideas generated, research and student interaction through different collaborative projects. As this section progresses, class time consists of discussion, brainstorming and implementation of the various project perimeters.

- The Final or Third Section promotes reflection on the cultural concerns or themes as approached through interdisciplinarity and collaboration.  
Different resolutions to the multiple projects will be presented in either the student's final research essay or project portfolio.

3.3 Student expectations and requirements:

For each course, the student will be responsible for reading/viewing all of the assigned materials to be able to actively participate in a well-informed manner for all class discussions and presentations. Active participation is directly related to the success of this course (asking questions, appropriate contributions and preparedness for dialogue) and the collaborative research projects. Contingent on the theme or subject, special consideration will be given to expectations as related to the collaborative research projects in order to insure equitable evaluation for each student.

3.4 Tentative texts and course materials:

This is dependent on the professor and specific cultural topic or theme of the course. Use of contemporary materials and interactive related content will be highly encouraged.

For the interdisciplinary model and approach to the subject, each professor is likely to draw from the following:

Moran, Joe. *Interdisciplinarity*. The New Critical Idiom. 2nd ed. London. New York: Routledge, 2010.

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

**4. Resources:**

4.1 Library resources:

The course requires the use of both the online databases and accessible current WKU library resources for a majority of the secondary resource materials. Students are encouraged to utilize a variety of primary sources for at least one of the projects.

4.2 Computer resources:

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

**5. Budget implications:**

5.1 Proposed method of staffing:

Existing IDST personnel. A new department faculty was hired to create/teach this course.

5.2 Special equipment needed:

No equipment, materials or supplies are required for course implementation.

5.3 Expendable materials needed:

Reasonable accommodation covered by department.

5.21 Laboratory materials needed: None.

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

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

Department of Interdisciplinary Studies: 2/7/2013

University College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

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



Proposal Date: 2/25/2013

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

Contact Person: Julie Shadoan, South Campus, C179, [julie.shadoan@wku.edu](mailto:julie.shadoan@wku.edu), 780-2539

**1. Identification of proposed course:**

1.32	Course prefix (subject area) and number:	PLS 194C
1.33	Course title:	Legal Technology
1.34	Abbreviated course title:	Legal Technology
1.35	Credit hours and contact hours:	3
1.36	Type of course:	Lecture
1.37	Pre-requisites/co-requisites:	N/A
1.38	Course catalog listing:	Survey of computer software programs, hardware and other technology relevant to the modern law practice.

**2. Rationale:**

2.26 Reason for developing the proposed course: The reasons for proposing this course are enumerated as follows:

- The course fulfills WKU's mission to provide students with technology skills relevant and necessary in a diverse and competitive job market.

- This course also fulfills WKU's mission to prepare students to think critically and develop problem solving skills when faced with technology issues in the workplace.

- The addition of this course to the existing paralegal studies curriculum was requested by employers based on community needs pursuant to a bi-annual survey of paralegal employers.

- The addition of this course to the existing paralegal studies curriculum is necessary to maintain a competitive edge in state and regional academic markets.

2.27 Projected enrollment in the proposed course: 20 students per offering, including PLS majors and those in the 2+2 program (per PLS/PS Articulation Agreement) based on current program enrollment.

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

Various technology utilized by legal practitioners is addressed in limited fashion by existing courses, including PLS 195C, Introduction to the Legal

Research/Writing; and PLS 298C, Advanced Legal Research/Writing. The proposed course will greatly expand the focus on technology from basic research and writing tools to networking systems, cloud technology, tablet technology, case management software, calendaring software, time and billing software, trial graphic software and other trends in the legal market.

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

Many courses that address technology in various professional contexts exist across campus. A representative but not exhaustive list includes: AMS 151, Architectural Graphics; AMS 205, CADD for Manufacturing; CIS 141, Basic Computer Literacy; CIS 320, Personal Information Technologies; FACS 252, Hospitality Information Technology; GEOG 316, Fundamentals of Geographic Information Systems; HCA 447, Information Systems Lab; HIM 230, Computer Systems and Applications in Health Information Management; OST 220, Word Processing; OST 221, Desktop Publishing; and OST 225, Records and Information Management. However, none of these courses provide in-depth study and critical analysis of technology for legal practitioners. This is a discipline-specific course.

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

Many American Bar Association-approved institutions offering certificates and degrees in paralegal studies offer similar courses. A representative but not exhaustive list includes: LAS 385, Legal Administration and Computer Applications (Eastern Kentucky University, Kentucky); PLS 284, Computer in the Law Office (Sullivan University, Kentucky); PARA 180, Law Office Management (Vincennes University, Indiana); and, LAW 135, Law Office Technology (Volunteer State, Tennessee).

**3. Discussion of proposed course:**

3.17 Course objectives: Upon successful completion of this course, students should be able to:

- Identify various technology utilized in modern law practice including but not limited to: networking systems, cloud technology, tablet technology, case management software, calendaring software, time and billing software, trial graphic software;
- Determine viability of technology options based on factors including utility and cost;
- Utilize technology to create legal documents; manage information; file pleadings; document time expended and costs incurred; generate billing; communicate with co-workers clients and other legal professionals; create documentary evidence; and otherwise provide litigation support; and,
- Develop and implement technology practices and protocol to ensure compliance with ethical rules.

3.18 Content outline: Topics to be covered in this course are:

- Technology and Legal Ethics
  - Confidentiality
  - Work Product
  - Conflicts of Interest
  - Competence and Diligence
  - Candor
  - UPL
- Technology and Rules of Procedure/Local Rules of Court
- Technology Support
- Licensing
- Legal Technology Hardware
- Networks
- Communication
  - Email
  - Text Messaging
  - Voice Mail
- Word Processing Software
- Electronic Research Databases
- Law Office Management Software
- Case Management Software
- Electronic Discovery
- Litigation Support Software
- Presentation and Trial Graphic Software
- The Electronic Office
- The Electronic Courthouse

3.19 Student expectations and requirements: Student performance will be evaluated by various measures, including but not limited to: presentations, quizzes and exams, application exercises (in-class and out of class), group projects, and papers.

3.20 Tentative texts and course materials:

Thomas F. Goldman, *Technology in the Law Office* (Pearson 2ed. 2010); as well as various online databases including but not limited to Westlaw®, Loislaw®, and LexisNexis®.

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

4.11 Library resources:

The WKU Law Library, Westlaw (online legal database) subscription access provided by the paralegal program, and free online repositories of law and rules are sufficient library resources for this course. The WKU Law Library resources

for this course and the paralegal program generally have been approved by the American Bar Association as part of the program accreditation process.

4.12 Computer resources:

South Campus has three classroom computer labs and one open lab which will provide sufficient tech support for this course.

**5. Budget implications:**

5.22 Proposed method of staffing: New full-time pedagogical faculty hired in July, 2012, will staff this course.

5.23 Special equipment needed: N/A.

5.24 Expendable materials needed: N/A.

5.25 Laboratory materials needed: N/A.

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

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

Professional Studies Department: February 27, 2013

UC Undergraduate Curriculum Committee March 7, 2013

Undergraduate Curriculum Committee 03/08/2013

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

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

Proposal Date: 2/25/2013

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

Contact Person: Julie Shadoan, South Campus, C179, [julie.shadoan@wku.edu](mailto:julie.shadoan@wku.edu), 780-2539

**1. Identification of proposed course:**

1.39	Course prefix (subject area) and number:	PLS 200C
1.40	Course title:	Legal Ethics
1.41	Abbreviated course title:	Legal Ethics
1.42	Credit hours and contact hours:	3
1.43	Type of course:	Lecture
1.44	Pre-requisites/co-requisites:	PLS 190C (Pre- or Co-Requisite)
1.45	Course catalog listing:	Study, analysis and application of codes of professional responsibility and standards of conduct governing the practice of law in state and federal courts.

**2. Rationale:**

2.31 Reason for developing the proposed course:

The reasons for proposing this course are enumerated as follows:

- The course fulfills WKU's mission to prepare students to be thoughtful and responsible business owners, employees and fiduciaries when representing a client's interests in a diverse and ever-changing legal environment.
- This course also fulfills WKU's mission to prepare students to think critically and develop problem solving skills when faced with ethical dilemmas in the context of the practice of law.
- The addition of this course to the existing paralegal studies curriculum was recommended as part of the most recent program accreditation process with the American Bar Association as well as by alumni request documented in bi-annual program surveys.
- The addition of this course to the existing paralegal studies curriculum is necessary to maintain a competitive edge in the state and regional academic markets.

2.32 Projected enrollment in the proposed course: 20 students per offering, including PLS majors and those in the 2+2 program (per PLS/PS Articulation Agreement) based on current program enrollment.

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

This course covers subject matter relegated to only a small portion of existing courses, including PLS 190C, Intro to Paralegal Profession; PLS 293C, Civil Procedure; and PLS 299C, Internship. These courses will be revised to address this subject only as necessary for context.

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

Many courses that address ethics in various professional contexts exist across campus. A representative but not exhaustive list includes: BCOM 301, Mass Communication Law and Ethics; BUS 102, Intro. to Ethical Issues in Business; CD 402, ASL Professional Ethics and Issues; CE 326, Engineering Law; CM 426, Construction Law; DH 324, Practice Management and Ethics; DMT 321, Professional Ethics Issues; GEOG 444, Environmental Ethics in Geography; JOUR 301, Press Law and Ethics; LEAD 330, Leadership Ethics and Decision-Making; MGT 305, Ethics and Critical Thinking; NURS 408, Professional Issues; PHIL 320, Ethics; PHIL 322, Biomedical Ethics; and PHIL 323/REL 323, Social Ethics. However, none of these courses provide an in-depth study and application of ethical standards for legal practitioners. This is a discipline-specific course.

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

Many American Bar Association-approved institutions offering certificates and degrees in paralegal studies offer similar courses. A representative but not exhaustive list includes: PLS 262, Basic Legal Ethics (Sullivan University, Kentucky); PLS 399, Professional Ethics for Paralegals (University of Louisville, Kentucky); LAW 103, Ethics and Professionalism (Volunteer State, Tennessee); LEGL 2400, Legal Ethics (University of Memphis, Tennessee); and PARA 100, Paralegal Profession and Ethics (Vincennes University, Indiana).

**3. Discussion of proposed course:**

3.21 Course objectives: Upon successful completion of this course, students should be able to:

- identify and understand the ethical rules governing the practice of law in state and federal courts;
- identify and understand the ramifications for violation of ethical rules by attorneys and paralegals;
- apply ethical rules and standards to various practice areas; and,
- develop and implement practices and protocol to ensure compliance with ethical rules.

3.22 Content outline: Topics to be covered in this course are:

- Introduction to Codes and Standards for Attorneys and Paralegals
- Attorney-Client Relationship
- Attorney-Paralegal Relationship
- Confidentiality
  - Privilege
  - Work Product
- Conflicts of Interest
- Zealous Representation
- Practice Marketing
- Delivery of Legal Services
- Judges and Government Employees
- Special Topics

3.23 Student expectations and requirements: Student performance will be evaluated by various measures, including but not limited to: quizzes and exams, application exercises (in-class and out of class), case review and analysis, group projects, and papers.

3.24 Tentative texts and course materials:

Kent Kauffman, *Legal Ethics* (2ed. Cengage 2009); Nathan Crystal, *Professional Responsibility: Problems of Practice and the Profession* (5ed. Aspen 2011); as well as various online databases including but not limited to [www.kybar.org](http://www.kybar.org); [www.courts.ky.gov](http://www.courts.ky.gov); www.lrc.ky.gov; Westlaw®; Loislaw®; and LexisNexis®.

#### 4. Resources:

4.13 Library resources:

The WKU Law Library, Westlaw (online legal database) subscription access provided by the paralegal program, and free online repositories of law and rules are sufficient library resources for this course. The WKU Law Library resources for this course and the paralegal program generally have been approved by the American Bar Association as part of the program accreditation process.

4.14 Computer resources:

South Campus has three classroom computer labs and one open lab which will provide sufficient tech support for this course.

#### 5. Budget implications:

- 5.26 Proposed method of staffing: New full-time pedagogical faculty hired in July, 2012, will staff this course.
- 5.27 Special equipment needed: N/A.
- 5.28 Expendable materials needed: N/A.
- 5.29 Laboratory materials needed: N/A.

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

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

Professional Studies Department: February 27, 2013

UC Undergraduate Curriculum Committee March 7, 2013

Undergraduate Curriculum Committee 03/08/2013

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

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



Proposal Date: 2/25/2013

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

Contact Person: Julie Shadoan, South Campus, C179, [julie.shadoan@wku.edu](mailto:julie.shadoan@wku.edu), 780-2539

**1. Identification of proposed course:**

1.46	Course prefix (subject area) and number:	PLS 350C
1.47	Course title:	Evidence
1.48	Abbreviated course title:	Evidence
1.49	Credit hours and contact hours:	3
1.50	Type of course:	Lecture
1.51	Pre-requisites/co-requisites:	N/A
1.52	Course catalog listing:	Study and application of rules governing discovery and admission of evidence in state and federal courts and administrative hearings.

**2. Rationale:**

2.36 Reason for developing the proposed course: The reasons for proposing this course are enumerated as follows:

- The course fulfills WKU's mission to provide paralegal students with knowledge and skills necessary to become productive members of the legal community.
- After reviewing the program curriculum, a decision was made upon consultation with the program's advisory board, to include more skills based courses to adequately prepare students for the workplace and meet the needs of employers.
- The addition of this course to the existing paralegal studies curriculum is necessary to maintain a competitive edge in state and regional academic markets.

2.37 Projected enrollment in the proposed course: 20 students per offering, including PLS majors and those in the 2+2 program (per PLS/PS Articulation Agreement) based on current program enrollment.

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

Rules of Evidence are addressed in limited fashion by existing courses, including PLS 190C and PLS 293C. The proposed course will greatly expand the focus on evidentiary issues, requiring in depth analysis and application of procedural and evidentiary rules for purposes of discovery and trial.

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

Only one course offered in any other department at WKU addresses evidentiary issues in any form: PS 324, Mock Trial. Again, Rules of Evidence are not the focus of this course, and the course is not intended to prepare legal professionals for the workplace.

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

Some American Bar Association-approved institutions offering certificates and degrees in paralegal/legal studies offer similar courses. A representative but not exhaustive list includes: LST 250, Mock Trial (Murray State University, Kentucky); LAS 350, Evidence to Discovery (Eastern Kentucky University, Kentucky); and CJUS 4530, Principles of Evidence and Proof (University of Memphis, Tennessee).

**3. Discussion of proposed course:**

3.25 Course objectives: Upon successful completion of this course, students should be able to:

- Understand the relationship between the Rules of Procedure and Rules of Evidence;
- Identify the Rules of Evidence relating to discovery and admission of evidence;
- Apply Rules of Evidence to civil and criminal discovery;
- Utilize Rules of Evidence to prepare pre-trial pleadings, including but not limited to Motions in Limine; and,
- Perform litigation support relating to evidentiary issues.

3.26 Content outline: Topics to be covered in this course are:

- Judicial Notice
- Preservation of Error
- Avowal
- Rule of Completeness
- Burden of Proof
- Relevancy
  - Generally
  - Character/Rape Victims
  - Prior Bad Acts
  - Habit and Custom
  - Subsequent Remedial Measure
  - Offers of Settlement
  - Criminal Pleas
  - Liability Insurance
- Witnesses
- Impeachment and Rehabilitation

- Opinion Evidence
  - Lay Opinions
  - Expert Opinions
- Privileges
  - Attorney-Client
  - Physician-Patient
  - Husband-Wife
- Authentication and Best Evidence Rule
- Hearsay
- Special Evidentiary Issues

3.27 Student expectations and requirements: Student performance will be evaluated by various measures, including but not limited to: quizzes and exams, application exercises (in-class and out of class), group projects, and mock trial proceedings.

3.28 Tentative texts and course materials:

Robert G. Lawson, *The Kentucky Evidence Law Handbook* (LexisNexis 4<sup>th</sup> ed. 2003); *2011 Federal Rules of Evidence* (Thomson West 2011); *2011 Kentucky Rules of Evidence* (Thomson West 2011); as well as various online databases including but not limited to Westlaw®, Loislaw®, and LexisNexis®.

#### 4. Resources:

4.15 Library resources:

The WKU Law Library, Westlaw (online legal database) subscription access provided by the paralegal program, and free online repositories of law and rules are sufficient library resources for this course. The WKU Law Library resources for this course and the paralegal program generally have been approved by the American Bar Association as part of the program accreditation process.

4.16 Computer resources:

South Campus has three classroom computer labs and one open lab which will provide sufficient tech support for this course.

#### 5. Budget implications:

5.30 Proposed method of staffing: New full-time pedagogical faculty hired in July, 2012, will staff this course.

5.31 Special equipment needed: N/A.

5.32 Expendable materials needed: N/A.

5.33 Laboratory materials needed: N/A.

6. Proposed term for implementation: Fall 2013

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

Professional Studies Department:	February 27, 2013
UC Undergraduate Curriculum Committee	March 7, 2013
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

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

Proposal Date: 2/25/2013

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

Contact Person: Julie Shadoan, South Campus, C179, [julie.shadoan@wku.edu](mailto:julie.shadoan@wku.edu), 780-2539

**1. Identification of proposed course:**

1.53	Course prefix (subject area) and number:	PLS 360C
1.54	Course title:	Debtor Creditor Relations
1.55	Abbreviated course title:	Debtor Creditor Relations
1.56	Credit hours and contact hours:	3
1.57	Type of course:	Lecture
1.58	Pre-requisites/co-requisites:	N/A
1.59	Course catalog listing:	Study and analysis of the types of debtor/creditor relationships, including how the relationships are developed and maintained and what legal remedies exist when the relationships deteriorate.

**2. Rationale:**

2.41 Reason for developing the proposed course: The reasons for proposing this course are enumerated as follows:

- The course fulfills WKU's mission to provide students with knowledge and skills necessary to provide competent legal services to clients of diverse backgrounds and varying financial resources.
- The course provides students with knowledge and skills relevant to the legal demands of a dynamic economic environment.
- The addition of this course to the existing paralegal studies curriculum was requested by employers based on community needs pursuant to a bi-annual survey of paralegal employers and by program alumni pursuant to a bi-annual survey.
- The addition of this course to the existing paralegal studies curriculum is necessary to maintain a competitive edge in state and regional academic markets.

2.42 Projected enrollment in the proposed course: 20 students per offering, including PLS majors and those in the 2+2 program (per PLS/PS Articulation Agreement) based on current program enrollment.

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

Real estate financing is addressed in limited fashion by the following courses: PLS 283/RE 273, Real Estate Law; PLS 292C, Corporate Law; and RE 272C, Real Estate Finance. However, these courses fail to provide the in-depth study of debtor/creditor relations including secured and unsecured financing, collections, foreclosure and bankruptcy needed to adequately prepare a legal professional for practice.

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

Few courses that delve into debtor/creditor relations exist on campus. A representative but not exhaustive list includes: FIN 161/FINC 161C, Personal Finance; and MGT 200/MGMT 200C, Legal Environment of Business. However, these courses fail to provide the in-depth study of debtor/creditor relations including secured and unsecured financing, collections, foreclosure and bankruptcy needed to adequately prepare a legal professional for practice.

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

Some American Bar Association-approved institutions offering certificates and degrees in paralegal/legal studies offer similar courses. A representative but not exhaustive list includes: PLS 360, Consumer Law (University of Louisville, Kentucky); LST 440, Commercial Transactions (Murray State University, Kentucky); LAS 225, Commercial Law (University of Tennessee/Chattanooga, Tennessee) LAW 261, Secured Transactions/Bankruptcy (Volunteer State, Tennessee); and RE 331, Real Estate Finance (Ball State University, Indiana).

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

3.29 Course objectives: Upon successful completion of this course, students should be able to:

- Identify the various methods of debt creation;
- Examine public records to identify liens;
- Draft debt creation documents including mortgages and security agreements;
- Perform litigation support tasks for debt collection proceedings;
- Identify bankruptcy processes and protocol according to IRC definitions;
- Utilize common software applications for bankruptcy pleadings; and
- Prepare and file bankruptcy pleadings according to the requirements of electronic filing and the IRC.

3.30 Content outline: Topics to be covered in this course are:

- Debt Creation
  - Loans and Credit
  - Sureties
  - Liens
- Debt Collection
  - Collection Agencies
  - Foreclosure and collection litigation
- Discharge of Debt
  - Chapter 7 Bankruptcy
  - Chapter 13 Bankruptcy
  - Chapter 11 Bankruptcy

3.31 Student expectations and requirements: Student performance will be evaluated by various measures, including but not limited to: quizzes and exams, application exercises (in-class and out of class), group projects, and papers.

3.32 Tentative texts and course materials:

Douglas Whaley, Jeffrey W. Morris, *Problems and Materials on Debtor and Creditor Law* (4ed. Aspen 2009); Stephen Parsons, *The ABCs of Debt* (2ed. Aspen 2010); as well as various online databases including but not limited to [www.kybar.org](http://www.kybar.org); [www.courts.ky.gov](http://www.courts.ky.gov); [www.lrc.ky.gov](http://www.lrc.ky.gov); Westlaw®; Loislaw®; and LexisNexis®.

#### 4. Resources:

4.17 Library resources:

The WKU Law Library, Westlaw (online legal database) subscription access provided by the paralegal program, and free online repositories of law and rules are sufficient library resources for this course. The WKU Law Library resources for this course and the paralegal program generally have been approved by the American Bar Association as part of the program accreditation process.

4.18 Computer resources:

South Campus has three classroom computer labs and one open lab which will provide sufficient tech support for this course.

#### 5. Budget implications:

- 5.34 Proposed method of staffing: New full-time pedagogical faculty hired in July, 2012, will staff this course.
- 5.35 Special equipment needed: N/A.
- 5.36 Expendable materials needed: N/A.
- 5.37 Laboratory materials needed: N/A.

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

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

Professional Studies Department: February 27, 2013

UC Undergraduate Curriculum Committee March 7, 2013

Undergraduate Curriculum Committee 03/08/2013

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

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



**College of Education and Behavioral Sciences  
Department of Psychology  
Proposal to Revise a Program  
Action Item**

Contact Person: Matthew C. Shake, email: [matthew.shake@wku.edu](mailto:matthew.shake@wku.edu), phone: 5-4312

- 1. Identification of program:**
  - 1.1 Current program reference number: 591
  - 1.2 Current program title: Psychology Extended Major
  - 1.3 Credit hours: 52
  
- 2. Identification of the proposed program changes:** Addition of a new course, PSY 408 Psychology of Language, to the Learning/Cognition restricted elective category.
  
- 3. Detailed program description:**

Current Program	Proposed Program
<p><b>Extended Major</b></p> <p>The extended major in psychology (reference number 591) requires a minimum of 52 semester hours and leads to a bachelor of arts degree. No minor or second major is required. The extended major is especially appropriate for the student whose career objectives require a more comprehensive undergraduate psychology background. The extended major is designed for students who maintain a minimum 2.50 GPA both overall and in psychology. Requirements are PSY100, 210, 211, 301 (prerequisite MATH 116), 361, 495, and the indicated number of hours from each of the following categories.</p> <p><b>Developmental Psychology: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 321 - Child Developmental Psychology</li> <li>• PSY 422 - Adolescent Psychology</li> <li>• PSY 423 Psychology of Adult Life and Aging</li> </ul> <p><b>Social/Industrial-Organizational/Motivation: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 350 – Social Psychology</li> <li>• PSY 370 – Industrial/Organizational</li> </ul>	<p><b>Extended Major</b></p> <p>The extended major in psychology (reference number 591) requires a minimum of 52 semester hours and leads to a bachelor of arts degree. No minor or second major is required. The extended major is especially appropriate for the student whose career objectives require a more comprehensive undergraduate psychology background. The extended major is designed for students who maintain a minimum 2.50 GPA both overall and in psychology. Requirements are PSY100, 210, 211, 301 (prerequisite MATH 116), 361, 495, and the indicated number of hours from each of the following categories.</p> <p><b>Developmental Psychology: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 321 - Child Developmental Psychology</li> <li>• PSY 422 - Adolescent Psychology</li> <li>• PSY 423 - Psychology of Adult Life and aging</li> </ul> <p><b>Social/Industrial-Organizational/Motivation: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 350 – Social Psychology</li> <li>• PSY 370 – Industrial/Organizational</li> </ul>

<p>Psychology</p> <ul style="list-style-type: none"> <li>• PSY 412 – Psychology of Motivation and Emotion</li> </ul> <p><b>Personality/Abnormal Psychology: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 440 – Abnormal Psychology</li> <li>• PSY 450 - Introduction to Personality Theories</li> </ul> <p><b>Biopsychology: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 411 – Psychology of Sensation and Perception</li> <li>• PSY 480 – Physiological Psychology</li> </ul> <p><b>Learning/Cognition: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 405 – Cognitive Psychology</li> <li>• PSY 410 – Psychology of Learning</li> </ul> <p><b>Field Experience/Independent Study: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 390 Field Experience in Psychology</li> <li>• PSY 490 Research, Readings, or Special Projects in Psychology</li> </ul> <p><b>Applied Psychology: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 340 Sport Psychology</li> <li>• PSY 371 – The Psychology of Sales Behavior</li> <li>• PSY 455 – Introduction to Clinical Practice of Psychology</li> <li>• PSY 442 – Beginning Skills in Psychological Interviewing</li> <li>• PSY 443 – Behavior Modification</li> <li>• PSY 470 – Psychology and Law</li> <li>• PSY 473 – Training in Business and Industry</li> </ul> <p><b>Psychology Electives: 15 hours</b></p>	<p>Psychology</p> <ul style="list-style-type: none"> <li>• PSY 412 – Psychology of Motivation and Emotion</li> </ul> <p><b>Personality/Abnormal Psychology: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 440 – Abnormal Psychology</li> <li>• PSY 450 - Introduction to Personality Theories</li> </ul> <p><b>Biopsychology: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 411 – Psychology of Sensation and Perception</li> <li>• PSY 480 – Physiological Psychology</li> </ul> <p><b>Learning/Cognition: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 405 – Cognitive Psychology</li> <li>• <b>PSY 407 – Psychology of Language</b></li> <li>• PSY 410 – Psychology of Learning</li> </ul> <p><b>Field Experience/Independent Study: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 390 Field Experience in Psychology</li> <li>• PSY 490 Research, Readings, or Special Projects in Psychology</li> </ul> <p><b>Applied Psychology: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 340 Sport Psychology</li> <li>• PSY 371 – The Psychology of Sales Behavior</li> <li>• PSY 455 – Introduction to Clinical Practice of Psychology</li> <li>• PSY 442 – Beginning Skills in Psychological Interviewing</li> <li>• PSY 443 – Behavior Modification</li> <li>• PSY 470 – Psychology and Law</li> <li>• PSY 473 – Training in Business and Industry</li> </ul> <p><b>Psychology Electives: 15 hours</b></p>
---	--

- 4. Rationale for the proposed program change:** The proposed course is consistent with subject matter appropriate for the Learning/Cognition category, and therefore meets similar goals as PSY 405 and PSY 410, namely, to expose students to scientific research on human cognition/learning, in this case specifically in the language domain. Additionally, combined enrollment in the undergraduate psychology majors (ref #s 591 and 760) has increased 21.8% in the past 5 years and 25.8% in the past 3 years. This growth has created a significant challenge to the Department’s capacity to meet demand for upper-level courses that fulfill restricted elective requirements. The proposed course

will be added to the restricted elective category that includes PSY 405 Cognitive Psychology and PSY 410 Psychology of Learning. Historically, those classes fill every semester. The proposed class would both help to meet student demand and offer students an additional course option in that category.

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

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

Department of Psychology:	<u>12/7/2012</u>
CEBS Curriculum Committee	<u>02/5/2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

**College of Education and Behavioral Sciences  
Department of Psychology  
Proposal to Revise a Program  
Action Item**

Contact Person: Matthew C. Shake, email: [matthew.shake@wku.edu](mailto:matthew.shake@wku.edu), phone: 5-4312

**1. Identification of program:**

- 1.1 Current program reference number: 760
- 1.2 Current program title: Psychology General Major
- 1.3 Credit hours: 37

**2. Identification of the proposed program changes:** Addition of a new course, PSY 408 Psychology of Language, to the Learning/Cognition restricted elective category.

**3. Detailed program description:**

Current Program	Proposed Program
<p><b>General Major</b></p> <p>The general major in psychology (reference number 760) requires a minimum of 37 semester hours and leads to a bachelor of arts degree. A minor or second major is required. At least half of the program must be in upper division courses (numbered 300 or above). Required courses are PSY100, 210, 211, 301 (prerequisite MATH 116), 361, 495, and the indicated number of hours from each of the following categories.</p> <p><b>Developmental Psychology: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 321 - Child Developmental Psychology</li> <li>• PSY 422 - Adolescent Psychology</li> <li>• PSY 423 Psychology of Adult Life and Aging</li> </ul> <p><b>Social/Industrial-Organizational/Motivation: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 350 – Social Psychology</li> <li>• PSY 370 – Industrial/Organizational Psychology</li> <li>• PSY 412 – Psychology of Motivation and</li> </ul>	<p><b>General Major</b></p> <p>The general major in psychology (reference number 760) requires a minimum of 37 semester hours and leads to a bachelor of arts degree. A minor or second major is required. At least half of the program must be in upper division courses (numbered 300 or above). Required courses are PSY100, 210, 211, 301 (prerequisite MATH 116), 361, 495, and the indicated number of hours from each of the following categories.</p> <p><b>Developmental Psychology: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 321 - Child Developmental Psychology</li> <li>• PSY 422 - Adolescent Psychology</li> <li>• PSY 423 - Psychology of Adult Life and aging</li> </ul> <p><b>Social/Industrial-Organizational/Motivation: 3 hours</b></p> <ul style="list-style-type: none"> <li>• PSY 350 – Social Psychology</li> <li>• PSY 370 – Industrial/Organizational Psychology</li> <li>• PSY 412 – Psychology of Motivation and</li> </ul>

Emotion	Emotion
<b>Personality/Abnormal Psychology: 3 hours</b>	<b>Personality/Abnormal Psychology: 3 hours</b>
<ul style="list-style-type: none"> <li>• PSY 440 – Abnormal Psychology</li> <li>• PSY 450 - Introduction to Personality Theories</li> </ul>	<ul style="list-style-type: none"> <li>• PSY 440 – Abnormal Psychology</li> <li>• PSY 450 - Introduction to Personality Theories</li> </ul>
<b>Biopsychology: 3 hours</b>	<b>Biopsychology: 3 hours</b>
<ul style="list-style-type: none"> <li>• PSY 411 – Psychology of Sensation and Perception</li> <li>• PSY 480 – Physiological Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• PSY 411 – Psychology of Sensation and Perception</li> <li>• PSY 480 – Physiological Psychology</li> </ul>
<b>Learning/Cognition: 3 hours</b>	<b>Learning/Cognition: 3 hours</b>
<ul style="list-style-type: none"> <li>• PSY 405 – Cognitive Psychology</li> <li>• PSY 410 – Psychology of Learning</li> </ul>	<ul style="list-style-type: none"> <li>• PSY 405 – Cognitive Psychology</li> <li>• <b>PSY 407 – Psychology of Language</b></li> <li>• PSY 410 – Psychology of Learning</li> </ul>
<b>Psychology Electives: 6 hours</b>	<b>Psychology Electives: 6 hours</b>

**4. Rationale for the proposed program change:** The proposed course is consistent with subject matter appropriate for the Learning/Cognition category, and therefore meets similar goals as PSY 405 and PSY 410, namely, to expose students to scientific research on human cognition/learning, in this case specifically in the language domain. Additionally, combined enrollment in the undergraduate psychology majors (ref #s 591 and 760) has increased 21.8% in the past 5 years and 25.8% in the past 3 years. This growth has created a significant challenge to the Department’s capacity to meet demand for upper-level courses that fulfill restricted elective requirements. The proposed course will be added to the restricted elective category that includes PSY 405 Cognitive Psychology and PSY 410 Psychology of Learning. Historically, those classes fill every semester. The proposed class would both help to meet student demand and offer students an additional course option in that category.

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

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

Department of Psychology:	<u>12/7/2012</u>
CEBS Curriculum Committee	<u>02/5/2013</u>
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate	_____

Proposal Date: 20 February, 2013

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

Contact Person: Andrew McMichael [andrew.mcmichael@wku.edu](mailto:andrew.mcmichael@wku.edu) x-5776

**1. Identification of program:**

- 1.1 Current program reference number: 348
- 1.2 Current program title: Minor in Creative Writing
- 1.3 Credit hours: 21

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

- Change in course catalog description to include a broader range of Literature courses.

**3. Detailed program description:**

<b>Current Program Description</b>	<b>Proposed Program Description</b>
The minor in creative writing (reference number 348) requires a minimum of 21 semester hours. Requirements include ENG 203 (prerequisite to the upper-level creative writing courses); any four of the following creative writing courses: ENG 303, 305, 311, 358, 403, 411, 413, 467, 474, and 475; <b>and any two of the following upper-level literature courses: ENG 340, 360, 365, 370, 387, 390, 393, 394, 395, 396, 455, 457, 459, 489, 490, 493, 495, and 497.</b> (English majors with a literature concentration or a professional writing concentration may apply 6 hours of the above upper-level literature courses in both their major and the minor in creative writing as long as the combined major and minor include at least 48 unduplicated hours.)	The minor in creative writing (reference number 348) requires a minimum of 21 semester hours. Requirements include ENG 203 (prerequisite to the upper-level creative writing courses); any four of the following creative writing courses: ENG 303, 305, 311, 358, 403, 411, 413, 467, 474, and 475; <b>and two 300- or 400-level literature courses other than 390 or 476. (In consultation with the advisor, Creative Writing students should consider taking at least one of the electives in contemporary literature.</b> English majors with a literature concentration or a professional writing concentration may apply 6 hours of the above upper-level literature courses in both their major and the minor in creative writing as long as the combined major and minor include at least 48 unduplicated hours.)

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

The old program description restricts Creative Writing Minors to a narrow range of the department's course offerings in literature. The proposed description allows for more options while still fulfilling the goals of the program.

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

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

English Department: \_\_\_\_\_1 March 2013\_\_\_\_\_

Potter College Curriculum Committee \_\_\_\_\_March 7, 2013\_\_\_\_\_

Undergraduate Curriculum Committee \_\_\_\_\_03/08/2013\_\_\_\_\_

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

Proposal Date: 2/13/13r

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

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

**1. Identification of program:**

- 1.1 Current program reference number: 667
- 1.2 Current program title: Major in Film
- 1.3 Credit hours: 35

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

- \* Change class status to required: FILM 482 Film Production Workshop
- \* Add required class: FILM 486 Film Studies Capstone
- \* Remove required class: FILM 483 Film Studies Seminar
- \* Remove required class: FILM 485 Senior Seminar
- \* Add elective to World Cinema category: FILM 399 Special Topics in Film [International Cinema]
- \* Remove “Workshop/Seminar” section
- \* Revise total credit hours from 35 to 36 hours
- \* Correct catalog listing of course #: ANTH 488 to ANTH 448

**3. Detailed program description:**

**Current Program**

**Revised Program  
(Changes in bold)**

Required Courses (19 hours)	Hours	Required Courses (24 hours)	Hours
FILM 201(Intro to the Cinema)	3	FILM 201(Intro to the Cinema)	3
BCOM 350 (Scriptwriting for Film & Television)	3	BCOM 350 (Scriptwriting for Film & Television)	3
BCOM 366 (Video Editing, Aesthetics & Techniques)	3	BCOM 366 (Video Editing, Aesthetics & Techniques)	3
BCOM 367 (Field Production )	3	BCOM 367 (Field Production )	3
BCOM 376 (Film Production for Television)	3	BCOM 376 (Film Production for Television)	3
THEA 101 (Acting I)	3	THEA 101 (Acting I)	3
<del>FILM 485 (Senior Seminar)</del>	<del>1</del>		
		<b>FILM 482 (Film Production Workshop)</b>	<b>3</b>
		<b>FILM 486 (Film Studies Capstone)</b>	<b>3</b>



**Current Program**

**Revised Program  
(Changes in bold)**

Electives (12 hours) Students must take <i>four</i> of the following courses, including at least <i>two</i> in the world cinema category and <i>one</i> in the genres & theory category. Other courses may be approved as a restricted elective upon approval of the faculty advisor in the major and the program coordinator.		Electives (12 hours) Students must take <i>four</i> of the following courses, including at least <i>two</i> in the world cinema category and <i>one</i> in the genres & theory category. Other courses may be approved as a restricted elective upon approval of the faculty advisor in the major and the program coordinator.	
<u>Genres &amp; Theory</u>		<u>Genres &amp; Theory</u>	
ENG 309 (Documentary Film)	3	ENG 309 (Documentary Film)	3
ENG 365 (Film Adaptation)	3	ENG 365 (Film Adaptation)	3
ENG 465 (Film Genres)	3	ENG 465 (Film Genres )	3
ENG 466 (Film Theory)	3	ENG 466 (Film Theory )	3
ANTH 488 (Visual Anthropology)	3	<b>ANTH 448</b> (Visual Anthropology)	3
BCOM 378 (Film Animation)	3	BCOM 378 (Film Animation)	3
FILM 399 (Special Topics in Film)	3	FILM 399 (Special Topics in Film)	3
<u>World Cinema</u>		<u>World Cinema</u>	
ENG 366 (History of Narrative Film)	3	ENG 366 (History of Narrative Film),	3
ENG 368 (Japanese Cinema in Translation)	3	ENG 368 (Japanese Cinema in Translation),	3
PS 303 (Politics and Film)	3	PS 303 (Politics and Film)	3
GERM 437 (German Literature and Film)	3	GERM 437 (German Literature and Film)	3
FREN 450 (Topics in Francophone Cinema)	3	FREN 450 (Topics in Francophone Cinema)	3
SPAN 490 (Hispanic Cinema)	3	SPAN 490 (Hispanic Cinema)	3
BCOM 481 (Problems in Mass Communication [Special Topic: World Cinema /Study Abroad])	3	BCOM 481 (Problems in Mass Communication [Special Topic: World Cinema /Study Abroad])	3
FILM 369 (Introduction to World Cinema)	3	FILM 369 (Introduction to World Cinema)	3
		<b>FILM 399 (Special Topics in Film) [International Cinema]</b>	<b>3</b>
<u>Workshop/Seminar (4 hours)</u> Students must take four credit hours from the following courses, either of which may be repeated.	-		
<del>FILM 482 (Film Production workshop)</del>	<del>2</del>		
<b>FILM 483 (Film Studies Seminar)</b>	<b>2</b>		
Total Number of Hours	35	<b>Total Number of Hours</b>	<b>36</b>

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

The Film Production Workshop class (FILM 482) from the current program is being expanded from 2 to 3 credit hours, to reflect the current demands of the course. The new Film Studies Capstone class (FILM 486) - a combination of the previous Film Studies Seminar (FILM 483) and Senior Seminar (FILM 485) classes - is being added to the curriculum. Both of these classes have been deemed significant enough by the Film faculty to move into the "Required" category. FILM 482 is still repeatable for general elective credit.

Because the content will now be redundant, and the classes are being suspended, FILM 483 and FILM 485 will be removed from the program.

FILM 399 (Special Topics) is already an elective within the Genres & Theory category, But some topics deal specifically with international cinema. As these will reasonably satisfy the World Cinema elective requirement, the International Cinema instances of the course can be included in either category.

These cumulative changes will shift the overall size of the major from 35 to 36 credits.

**5. Proposed term for implementation and special provisions (if applicable): 2013(30)**

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

SJ&B Curriculum Committee: 2/13/13

School of Journalism & Broadcasting: 2/22/13

Potter College Curriculum Committee: 3/7/13

Undergraduate Curriculum Committee 03/08/2013

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

Proposal Date: February 8, 2013

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

Contact Person: David Keeling ([david.keeling@wku.edu](mailto:david.keeling@wku.edu)) 745-4555

**1. Identification of program:**

- 1.1 Current program reference number: 353
- 1.2 Current program title: Minor in Earth Science
- 1.3 Credit hours: 23

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

- Revise the program structure to correct imbalance between lower- and upper-division hours.
- Add additional electives and remove ASTR 214 from required options.

**3. Detailed program description:**

<p><i>Requirements:</i> The minor in earth science (reference number 353) is for prospective earth science teachers and requires a minimum of 21 semester hours.</p> <p>Required courses are: GEOL 111, 112, 113, 114, GEOG 121, and ASTR 214.</p> <p>Courses to total seven additional hours must be selected from: GEOL 308, 330, 370, 405, 420, and GEOG 328 and 420.</p> <p>A minor in earth science must be taken in conjunction with a major or minor in another science or in mathematics.</p>	<p><b><i>Requirements:</i> The Minor in Earth Science (reference number 353) is designed for geology or physical geography majors, earth science teachers, and for anyone interested in understanding basic earth systems. The Minor requires a minimum of 23 semester hours, with at least 50% of the hours earned at the 300-400 level.</b></p> <p><b>Required Courses (11 hours):</b></p> <table><tr><td><b>GEOL 111 The Earth</b></td><td style="text-align: right;"><b>3</b></td></tr><tr><td><b>GEOL 113 The Earth Laboratory</b></td><td style="text-align: right;"><b>1</b></td></tr><tr><td><b>GEOL 112 Earth History</b></td><td style="text-align: right;"><b>3</b></td></tr><tr><td><b>GEOL 114 Earth History Laboratory</b></td><td style="text-align: right;"><b>1</b></td></tr><tr><td><b>GEOG 121 Introduction to Meteorology</b></td><td style="text-align: right;"><b>3</b></td></tr></table> <p><b>Elective Courses (12 hours):</b> <b>Select from the following options:</b></p> <table><tr><td><b>ASTR 104 Astronomy of Solar System</b></td><td style="text-align: right;"><b>3</b></td></tr><tr><td><b>GEOL 308 Structural Geology</b></td><td style="text-align: right;"><b>4</b></td></tr><tr><td><b>GEOL 311 General Oceanography</b></td><td style="text-align: right;"><b>3</b></td></tr><tr><td><b>GEOL 325 Intro to Minerals &amp; Rocks</b></td><td style="text-align: right;"><b>3</b></td></tr><tr><td><b>GEOL 405 Paleontology</b></td><td style="text-align: right;"><b>4</b></td></tr><tr><td><b>GEOL/G 420 Geomorphology</b></td><td style="text-align: right;"><b>4</b></td></tr><tr><td><b>GEOL 460 Sediment and Stratigraphy</b></td><td style="text-align: right;"><b>3</b></td></tr><tr><td><b>GEOG 328 Biogeography</b></td><td style="text-align: right;"><b>3</b></td></tr></table>	<b>GEOL 111 The Earth</b>	<b>3</b>	<b>GEOL 113 The Earth Laboratory</b>	<b>1</b>	<b>GEOL 112 Earth History</b>	<b>3</b>	<b>GEOL 114 Earth History Laboratory</b>	<b>1</b>	<b>GEOG 121 Introduction to Meteorology</b>	<b>3</b>	<b>ASTR 104 Astronomy of Solar System</b>	<b>3</b>	<b>GEOL 308 Structural Geology</b>	<b>4</b>	<b>GEOL 311 General Oceanography</b>	<b>3</b>	<b>GEOL 325 Intro to Minerals &amp; Rocks</b>	<b>3</b>	<b>GEOL 405 Paleontology</b>	<b>4</b>	<b>GEOL/G 420 Geomorphology</b>	<b>4</b>	<b>GEOL 460 Sediment and Stratigraphy</b>	<b>3</b>	<b>GEOG 328 Biogeography</b>	<b>3</b>
<b>GEOL 111 The Earth</b>	<b>3</b>																										
<b>GEOL 113 The Earth Laboratory</b>	<b>1</b>																										
<b>GEOL 112 Earth History</b>	<b>3</b>																										
<b>GEOL 114 Earth History Laboratory</b>	<b>1</b>																										
<b>GEOG 121 Introduction to Meteorology</b>	<b>3</b>																										
<b>ASTR 104 Astronomy of Solar System</b>	<b>3</b>																										
<b>GEOL 308 Structural Geology</b>	<b>4</b>																										
<b>GEOL 311 General Oceanography</b>	<b>3</b>																										
<b>GEOL 325 Intro to Minerals &amp; Rocks</b>	<b>3</b>																										
<b>GEOL 405 Paleontology</b>	<b>4</b>																										
<b>GEOL/G 420 Geomorphology</b>	<b>4</b>																										
<b>GEOL 460 Sediment and Stratigraphy</b>	<b>3</b>																										
<b>GEOG 328 Biogeography</b>	<b>3</b>																										

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

- The existing program only requires 7 hours of upper-division coursework, which violates the 50% rule for the distribution of hours. The proposed program corrects this problem.
- ASTR 214 requires MATH 136 as a prerequisite, so it is deleted, as many students studying earth science do not go beyond MATH 116 and 117.
- ASTR 104, GEOL 311, 325, and 460 are added as approved electives.
- GEOL 330 and 370 are removed from the list of approved electives as 330 is not suitable and 370 no longer exists.

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

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

Department of Geography and Geology: \_\_\_\_\_2/22/2013\_\_\_\_\_

Ogden College Curriculum Committee \_\_\_\_\_3/7/2013\_\_\_\_\_

Undergraduate Curriculum Committee \_\_\_\_\_03/08/2013\_\_\_\_\_

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

Proposal Date: 2/13/13

**Potter College of Arts & Letters  
School of Journalism & Broadcasting  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Ron DeMarse, [ron.demarse@wku.edu](mailto:ron.demarse@wku.edu), 270-745-2840

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: FILM 482
- 1.2 Course title: Film Production Workshop
- 1.3 Credit hours: 2

**2. Proposed course credit hours: 3**

**3. Rationale for the revision of course credit hours:**

Since the inception of this course, two years ago, the amount of time and effort demanded of enrolled students has always been more appropriate for a three-credit class than a two-credit class. Students have been very good about volunteering extra in-class meeting time, but a proper three-credit designation would allow that extra time to be officially added to the class schedule.

**4. Proposed term for implementation: 2014(10)**

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

SJ&B Curriculum Committee:	<u>2/13/13</u>
School of Journalism & Broadcasting:	<u>2/22/13</u>
Potter College Curriculum Committee:	March 7, 2013
Undergraduate Curriculum Committee	<u>03/08/2013</u>
University Senate:	_____

**Attachment: Course Inventory Form**

**Ogden College of Science  
Department of Agriculture  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Jack L. Rudolph Jr., [jack.rudolph@wku.edu](mailto:jack.rudolph@wku.edu) 270-745-3151

**1. Identification of course:**

- 1.60 Current course prefix (subject area) and number: AGRO 317
- 1.61 Course title: Plant Pathology
- 1.62 Credit hours: 3

**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/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: none
- 4.2 Proposed prerequisites: AGRO 110 or permission of instructor
- 4.3 Rationale for revision of course prerequisites: Students are better able to understand the study of plant disease when they have had exposure to basic plant science.
- 4.4 Effect on completion of major/minor sequence: none

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Symptoms, causes and control of some of the more representative plant diseases. Methods of control will be stressed. Lecture, three hours.
- 5.2 Proposed course catalog listing: Introduction to common plant pathogens and diseases of agronomically important field and forage crops, turf, vegetables and ornamentals. Topics include control measures, newly discovered diseases and plant/pathogen interactions.
- 5.3 Rationale for revision of course catalog listing: Agro 317 is being offered now after not being taught for several years. The faculty wishes to provide a more detailed and updated description of the content.

**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:** Spring 2014

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

Agriculture Department: 2/28/2013

OCSE Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 9 February 2013

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

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 745-5048

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 317
- 1.2 Course title: Plant Pathology
- 1.3 Credit hours: 3

**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/corequisites/special requirements: Prerequisites – BIOL 120/121
- 4.2 Proposed prerequisites/corequisites/special requirements: Prerequisites – BIOL 120/121, BIOL 122/123
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: BIOL 120/121 and BIOL 122/123 are the minimum prerequisites for all majors-level Biology courses. When BIOL 317 was last taught (prior to mid-1990's), the current BIOL 122/123 was not part of the Biology curriculum. The current BIOL 122/123 was implemented during the 2004-2005 AY.
- 4.4 Effect on completion of major/minor sequence: None. The BIOL 120/121 - BIOL 122/123 sequence is required for all Biology majors and minors.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Symptoms, causes and control of some of the more representative plant diseases. Methods of control will be stressed. Lecture, two hours; laboratory, two hours.
- 5.2 Proposed course catalog listing: Introduction to common plant pathogens and diseases of agronomically important field and forage crops, turf, vegetables and ornamentals. Topics include control measures, newly discovered diseases, and plant-pathogen interactions.



5.3 Rationale for revision of course catalog listing: The science of Plant Pathology has changed considerably since this course was last taught. A modern and accurate description of course content is needed.

**6. Revise course credit hours:**

6.1 Current course credit hours: N/A

6.2 Proposed course credit hours: N/A

6.3 Rationale for revision of course credit hours: N/A

**7. Proposed term for implementation:** Spring 2014

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

Department of Biology: March 1, 2013

Ogden College Curriculum Committee March 7, 2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Geography and Geology  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Kevin Cary, [kevin.cary@wku.edu](mailto:kevin.cary@wku.edu), 5-2981

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 391
- 1.2 Course title: Data Analysis and Interpretation
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Data Analysis and Interpretation
- 2.2 Proposed course title: Spatial Data Analysis and Interpretation
- 2.3 Proposed abbreviated title: Spatial Data Analysis
- 2.4 Rationale for revision of course title: The proposed course title more accurately reflects the course content and distinguishes this data analysis course from other statistics courses offered at WKU. No other statistics course at WKU addresses the spatial element.

**3. Revise course prerequisites:**

- 3.1 Current prerequisites: GEOG 100 or GEOL 102, GEOG 110, MATH 116 or higher, and MATH 183
- 3.2 Proposed prerequisites: MATH 183 and GEOG 316
- 3.3 Rationale for revision of course prerequisites: GEOG 316 Fundamentals of GIS is added to provide a spatial foundation for statistical analysis. The introductory courses are prerequisites for GEOG 316 and are thus deleted. MATH 183 provides the appropriate mathematical foundation for this course.

**4. Revise course catalog listing:**

- 4.1 Current course catalog listing: Basic concept of statistical models and use of samples: variation, statistical measures, distribution, tests of significance, analysis of variance and elementary experimental design, regression, correlation, and chi-square as related to interpretation and use of scientific data.
- 4.2 Proposed course catalog listing: Statistical concepts and methods emphasizing their applications in a spatial context. Statistical description and hypothesis testing. Visualization and analysis of spatial patterns and relationships.
- 4.3 Rationale for revision of course catalog listing: More accurately reflects the structure and goals of the course.

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

**6. Proposed term for implementation: Spring 2014**

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

Geography and Geology Department 2/22/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 2/15/2013

**Ogden College of Science and Engineering  
Department of Geography and Geology  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 484
- 1.2 Course title: Planning: Theory and Application
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Planning: Theory and Application
- 2.2 Proposed course title: Planning for Global Change
- 2.3 Proposed abbreviated title: Planning for Global Change
- 2.4 Rationale for revision of course title: The proposed course title more accurately reflects the course content.

**3. Revise course number:**

- 3.1 Current course number: GEOG 484
- 3.2 Proposed course number: GEOG 384
- 3.3 Rationale for revision of course number: The Department is realigning many 400-level courses to 300-level status to reflect the absence of, or change in, prerequisites and to prepare for possible General Education reclassification.

**4. Revise course prerequisites:**

- 4.1 Current prerequisites: GEOG 240 and GEOG 317
- 4.2 Proposed prerequisites: GEOG 280 and GEOG 316
- 4.3 Rationale for revision of course prerequisites: This revised course is scheduled to become an elective in the revised Environmental Planning and Resource Management option in the Geography major; therefore, GEOG 280 is a more appropriate prerequisite, especially as GEOG 280 is also being revised. GEOG 316 is the foundational course in Geographic Information Science and is a more appropriate preparation course for GEOG 384.
- 4.4 Effect on completion of major/minor sequence: None

**5. Revise course description:**

- 5.1 Current course description: An analysis of advanced topics and results of recent research in city and regional planning.
- 5.2 Proposed course description: An analysis of advanced topics and results of global change on planning for cities, regions, and communities.

**6. Proposed term for implementation: Spring 2014**

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

Geography and Geology Department 2/22/2013

Ogden College Curriculum Committee 3/7/2013

Undergraduate Curriculum Committee 03/08/2013

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

**Attachment: Course Inventory Form**

Proposal Date: 02/07/2013

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

Contact Person: John Khouryieh, [hanna.khouryieh@wku.edu](mailto:hanna.khouryieh@wku.edu), 270-852-6407

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: AMS 301
- 1.2 Course title: Introduction to Food Science and Technology
- 1.3 Credit hours: 3

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

- 2.1 Current prerequisites: CHEM 105, BIOL 207/208
- 2.2 Proposed prerequisites: CHEM 105
- 2.3 Rationale for revision of course prerequisites:  
This is the foundation course in the food processing and technology concentration. Its primary goal is to introduce students to the basics concepts of food science and technology. Students need to know only basic chemistry concepts before taking this course.
- 2.4 Effect on completion of major/minor sequence: None

**3. Revise course catalog listing:**

- 3.1 Current course catalog listing: Basic concepts of transport and storage of liquids and solids, and heating and cooling of food ingredients and food products.
- 3.2 Proposed course catalog listing: A comprehensive introduction to the basic concepts and principles of food science and the role of science in food processing and manufacturing.
- 3.3 Rationale for revision of course catalog listing: The current description does not focus on the basic principles of food science and technology. Students need to know the composition of foods so they can understand their physical, sensory and nutritional properties, as well as the changes that take place during processing.

**5. Proposed term for implementation:** Spring 2014

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

AMS Department: February 15, 2013

OCSE Curriculum Committee: March 7, 2013

Undergraduate Curriculum Committee: 03/08/2013

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

**Attachment: Course Inventory Form**

**University College  
Honors Academy  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Nathan Phelps, nathan.phelps@wku.edu, 745-3447

**1. Identification of course:**

- 1.63 Current course prefix (subject area) and number: HON 380
- 1.64 Course title: Trends Shaping Our Future
- 1.65 Credit hours: 3

**2. Revise course title:**

- 2.5 Current course title: Trends Shaping Our Future
- 2.6 Proposed course title: Trends Shaping Our Future: Local and Global Perspectives
- 2.7 Proposed abbreviated title: Our Future: Local and Global
- 2.8 Rationale for revision of course title: Proposed title better reflects the course's "local to global" emphasis than the current title

**3. Revise course number:**

- 3.4 Current course number: NA
- 3.5 Proposed course number: NA
- 3.6 Rationale for revision of course number: NA

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

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

**5. Revise course catalog listing:**

- 5.3 Current course catalog listing: An interdisciplinary examination of significant environmental, demographic, political, technological, and economic trends that will shape the world over the next several decades.
- 5.4 Proposed course catalog listing: An interdisciplinary examination of significant environmental, demographic, political, technological, and economic trends that will shape the world over the next several decades. **Issues are examined on both a local and global scale.**
- 5.5 Rationale for revision of course catalog listing: The proposed revision of the catalogue listing better reflects the "local to global" emphasis of the course.

**6. Revise course credit hours:**

- 6.4 Current course credit hours: NA

