

AGENDA

Undergraduate Curriculum Committee

January 26, 2017

3:45 pm Wetherby, Room 239

Call to Order

Approval of minutes from 12/06/2016

Old Business

New Business

POTTER COLLEGE OF ARTS & LETTERS

Type of Item	Description of Item & Contact Information
Consent	Proposal to Revise Course Catalog Listing RELS 318—Daoism Contact: Paul Fischer, paul.fischer@wku.edu , 745-5758
Action	Proposal to Create a New Course ARC 100—Introduction to Religious Studies Contact: Paul Fischer, paul.fischer@wku.edu , 745-5758
Action	Proposal to Create a New Course English 388: Postcolonial Studies Contact: Jerod Hollyfield, jerod.hollyfield@wku.edu , 27-745-3242
Action	Proposal to Revise a Program Minor in English #359 Contact: Alison Langdon, alison.langdon@wku.edu , 270-745-5708
Action	Proposal to Revise a Program Minor in Literature #406 Contact: Alison Langdon, alison.langdon@wku.edu , 270-745-5708
Action	Proposal to Revise a Program Minor in Professional Writing #437 Contact: Jeffrey Rice, jeffrey.rice@wku.edu , 270-745-5998
Action	Proposal to Revise a Program Minor in Teaching English as a Second Language (TESL) #478 Contact: Alex Poole, alex.poole@wku.edu , 270-745-5780
Action	Proposal to Revise a Program Endorsement to Teach English as a Second Language (ESL) Contact: Alex Poole, alex.poole@wku.edu , 270-745-5780

UNIVERSITY COLLEGE

Type of Item	Description of Item and Contact Information
Action	Proposal to Create a New Course Item: LEAD 465 Contact: Kristie Guffey, kristie.guffey@wku.edu , 745-3966

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Type of Item	Description of Item & Contact Information
Action	Proposal to Create a New Course Item: IECE 320, Introduction to Early Childhood Assessment Contact: Kristi Godfrey-Hurrell Email: kristi.godfrey-hurrell@wku.edu Phone: (270) 745-4924
Action	Proposal to Revise a Program Item: 526, Major in Interdisciplinary Early Childhood Education Contact: Kristy Godfrey-Hurrell Email: kristy.godfrey-hurrell@wku.edu Phone: (270) 745-4924

GORDON FORD COLLEGE OF BUSINESS

Type of Item	Description of Item and Contact Information
Action	Proposal to Create a New Course Games and Strategy – ECON 451 Contact: Susane Leguizamon, susane.leguizamon@wku.edu , 5-2635

OGDEN COLLEGE OF SCIENCE AND ENGINEERING

Type of item	Description of Item & Contact Information
Consent	Proposal to Revise Course Title AMS 329, Foundations of Industrial, Voc & Career Educ., 3 hrs. Contact: Brent Askins, brent.askins@wku.edu , x3251
Consent	Proposal to Suspend a Program Ref. 599, Technology Education option only, 120 hrs. Contact: Brent Askins, brent.askins@wku.edu , x3251
Consent	Proposal to Delete a Course BIOL 280, Introduction to Environmental Science, 3 hrs. Contact: Scott Grubbs, scott.grubs@wku.edu , x5048
Consent	Proposal to Revise Course Catalog Listing BIOL 326, Ornithology, 3 hrs. Contact: Scott Grubbs, scott.grubs@wku.edu , x5048
Consent	Proposal to Revise Course Prerequisites/Corequisites BIOL 327, Genetics, 3 hrs. Contact: Scott Grubbs, scott.grubs@wku.edu , x5048

Consent	Proposal to Revise Course Prerequisites/Corequisites BIOL 456, Ichthyology, 3 hrs. Contact: Philip Lienesch, philip.Lienesch@wku.edu , x6006
Consent	Proposal to Revise Course Prerequisites/Corequisites CE 461, Hydrology, 3 hrs. Contact: Warren Campbell, warren.campbell@wku.edu , x8988
Action	Proposal to Make Multiple Revisions to a Course AMS 310, Work Design/Ergonomics, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Action	Proposal to Revise a Program Ref. 533, Construction Management, 67 or 68 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Action	Proposal to Create a New Course BIOL 285, Introduction to Field Biology, 1-4 hrs. Contact: Scott Grubbs, scott.grubs@wku.edu , x5048
Action	Proposal to Create a New Course BIOL 355, Ecology Lab, 2 hrs. Contact: Scott Grubbs, scott.grubs@wku.edu , x5048
Action	Proposal to Create a New Course MATH 270, The Mathematics of Social Justice, 3 hrs. Contact: Patrick Brown, patrick.brown@wku.edu , x6247

COLLEGE OF HEALTH AND HUMAN SERVICES

Type of Item	Description of Item and Contact Information
Consent	Revise Course Prerequisites/Co-Requisites FACS 295 Curriculum Development for Infants and Toddlers Contact: D'Lee Babb, dlee.babb@wku.edu , 270-745-6943
Consent	Revise Course Prerequisites/Co-Requisites FACS 296 Curriculum Development for Preschool and Kindergarten Children Contact: D'Lee Babb, dlee.babb@wku.edu , 270-745-6943
Consent	Revise Course Prerequisites/Co-Requisites FACS 299 Administration of Early Childhood Programs Contact: D'Lee Babb, dlee.babb@wku.edu , 270-745-6943 Darbi Haynes-Lawrence, Darbi.Haynes-Lawrence@wku.edu , 270-745-2525
Action	Create a New Course FACS 282 Introduction to Family and Consumer Sciences Education Contact: Doris Sikora, doris.sikora@wku.edu , 745-3993

Academic Policy Subcommittee:

Steering Subcommittee:

Announcements: The next meeting is will be February 23, 2017. All proposals must be submitted by **February 9, 2017.**

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Paul Fischer, paul.fischer@wku.edu, 745-5758

1. Identification of course:

1.1. Course prefix (subject area) and number: RELS 318 -- Daoism

1.2. **Current course catalog listing:** Survey of the evolution of Chinese Daoism, from its appearance as a philosophical school c. 400 BCE, through its later iterations in a variety of religious organizations.

2. Proposed course catalog listing: Survey of classical texts of Daoism, including an examination of the role of these texts in the development of Daoist thought and practice.

3. Rationale for revision of the course catalog listing: The two 300-level East Asian “traditions” courses currently offered are Confucianism (RELS 317) and Daoism (RELS 318). While the former is a historical survey covering 2,500 years, the latter, this course, is a more in-depth exploration of foundational ideas (found in certain classical texts). The proposed course catalog listing above more accurately depicts class content and goals.

4. Proposed term for implementation: Spring 2017

5. Dates of prior committee approvals:

Department of Philosophy and Religion
Potter College Curriculum Committee
Professional Education Council (if applicable)
General Education Committee (if applicable)
Undergraduate Curriculum Committee
University Senate

April 1, 2016

December 1, 2016

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Create a New Course
(Action Item)

Contact Person: Paul Fischer paul.fischer@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ARC 100
- 1.2 Course title: Introduction to Asian Studies
- 1.3 Abbreviated course title: Introduction to Asian Studies
- 1.4 Credit hours: 3.0 Variable credit: **no**
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: Survey of the cultures of one or more regions in Asia.

2. Rationale:

2.1 Reason for developing the proposed course:

An introduction to the study of Asia fits with WKU's aspiration to provide "global reach" to its students, will provide an excellent point of entry for the Asian Studies and Asian Religions and Cultures programs, and will provide introductory content for WKU's several Asian language courses.

Asian Studies is an important interdisciplinary field of study, and understanding the continent and its people is increasingly critical for anyone who seeks to be a global citizen. The development of courses in this area in recent years has been a significant way in which WKU has globalized its curriculum. However, the curriculum at WKU lacks an introduction to Asian Studies such as this course. While other courses may introduce students to specific approaches to the study of Asia (history, geography, politics, etc.), none of these approach the study of Asia from an explicitly multidisciplinary perspective. Thus, this course will be unique among the current university offerings.

Currently, Asian Religions and Cultures is the largest major (in terms of enrollment) in the department. While there is a capstone senior seminar in which students can bring multiple disciplinary perspectives to bear on a specific research topic, there is not a single introductory course that helps to introduce students to the broad geographical and cultural expanse of Asia and the study of its people. Students certainly can take introductory courses about Asia in a number of different disciplines, but the ARC major does not require such courses (RELS 103 and HIST 110, for example, are only options, not requirements) and none of those courses are explicitly multidisciplinary. This course fills that critical gap in the curriculum, and thus provides the Asian Religions and Cultures major with more coherence.

Recent years have witnessed a dramatic increase in the number of Asian languages taught at WKU (e.g., Arabic, Chinese, and others). ARC 100 will provide these language students with an introduction to the continent that will supplement the work they are doing in their language courses. Data on current ARC majors show that many of them combine the major with the study of language (for example, we have students who are ARC/Arabic double majors as well as ARC/Chinese double majors). In addition, we have students in the Chinese Flagship program who major in ARC. This course provides these students and potentially other language students with an important introductory course about Asia that is not simply from one disciplinary perspective.

Finally, the study of Asia is integral to the first of WKU's "Guiding Principles": "Knowledge of human cultures... including an informed acquaintance with major achievements in the arts and humanities [and] an appreciation of the complexity and variety of the world's cultures." (WKU Colonnade Program, p.26).

- 2.2 Projected enrollment in the proposed course: 10-40, based on the current (and growing) number of Asian Religions and Cultures (ARC) majors, Chinese majors, and Chinese Flagship students.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course will provide an introduction to the Asian Religions and Cultures program in the Philosophy and Religion department, and will complement RELS 302 (Buddhism), RELS 303 (Hinduism), RELS 317 (Confucianism), RELS 318 (Daoism).
- 2.4 Relationship of the proposed course to courses offered in other departments:
This course will provide content that is complementary to all of the language courses offered in the Chinese major, the Japanese major and the Honors College Chinese Flagship program. It will also complement HIST 460 (Traditional East Asia), HIST 461 (Modern East Asia), HIST 471 (Modern China), HIST 472 (Modern Japan). It will differ from HIST 110 (Introduction to Asian Civilization) insofar as it will survey a much broader variety of cultural facets, including art, literature, philosophy, religion, geography, and technology.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
This course is identical to courses in other major universities. Examples from WKU's benchmark schools include:
University of North Carolina, Greensboro: IGS 210: Introduction to Asian Studies
Examples of courses with this same title from non-benchmark schools include:
Macalester College: Asia 111: Introduction to Asian Studies
College of Charleston: ASST 101: Introduction to Asian Studies
St. Mary's College of Maryland: Asia 200: Introduction to Asian Studies
Lafayette College: Asia 101: Introduction to Asian Studies
University of Maryland, Baltimore: Asia 100: Introduction to Asian Studies
University of Hawaii: ASAN 202: Introduction to Asian Studies

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

Students who earnestly engage with this course should, upon completion, attain:

An informed acquaintance with some of the major achievements in the arts;

An appreciation of the complexity and variety of the world's cultures.

They should also attain or increase the ability to:

Utilize basic formal elements, techniques, concepts and vocabulary of Asian Studies;

Demonstrate how social, cultural, and historical contexts influence creative expression;

Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts;

Evaluate enduring and contemporary issues of human experience.

3.3 Content outline:

The content of this course may vary according to the instructor; typical regions include Central Asia, South Asia, East Asia, and/or Southeast Asia. One example for a semester may look like the following:

Week 1: India: Languages & States

Week 2: India: Philosophy & Religion

Week 3: India: Temples & Arranged Marriages

Week 4: India: Epics & Bollywood

Week 5: China: Dynasties & Provinces

Week 6: China: Philosophy & Religion

Week 7: China: Monuments & Gardens

Week 8: China: Opium Wars & WWI

Week 9: China: War with Japan & Cultural Revolution

Week 10: Japan: Religion & Meiji Restoration

Week 11: NE Asia: Mongolia & Korea

Week 12: SE Asia: Cambodia & Vietnam

Week 13: SE Asia: Malaysia & Thailand

3.4 Student expectations and requirements:

Assessment methods may include:

i. Participation

ii. Argument paper (to combine primary and secondary sources in an academic argument)

iii. Analysis essay (to analyze disparate ideas in a comparative essay)

iv. Test(s) (this/these will cover the salient ideas from the entire course)

3.5 Tentative texts and course materials:

Example textbooks:

Arthur Cotterell, *Asia: A Concise History* (Wiley: 2011).

Rhoads Murphy, *A History of Asia* (Routledge: 7th ed., 2013)

Patrick Bresnan, *Awakening: An Introduction to the History of Eastern Thought*
(Routledge: 5th ed., 2012)
Stewart Gordon, *When Asia Was the World* (Da Capo Press, 2007).
Peter Frankopan, *The Silk Roads: A New History of the World* (Knopf, 2016).

4. Resources:

- 4.1 Library resources: Sufficient
- 4.2 Computer resources: Sufficient

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing is sufficient.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Religious Studies program

August 29, 2016

Department of Philosophy and Religion

September 28, 2016

Potter College Curriculum Committee

December 1, 2016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Dr. Jerod Ra'Del Hollyfield, jerod.hollyfield@wku.edu, 270-745-3242

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 388
- 1.2 Course title: Postcolonial Studies
- 1.3 Abbreviated course title: Postcolonial Studies
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: Colonnade Category F-AH and 21 overall hours of Colonnade Foundations and Exploration Courses.
- 1.7 Course description: A survey of postcolonial literature and theory, including works from Australia, India, Africa, the Caribbean, and Middle East.

2. Rationale:

- 2.1 Reason for developing the proposed course: The postcolonial studies course will survey postcolonial literature and theory, including works from Australia, India, Africa, the Caribbean, and Middle East and bring much-needed diversity to our curriculum. Many of WKU's peer institutions have this course on the books, and a postcolonial studies course is necessary to keep our department current with trends in English studies. In recent years, literary scholars have focused attention on how problems of colonialization and decolonization are reflected in literature by subjugated peoples. The courses we currently offer could not adequately include sufficient postcolonial literature along with current material, and focusing on literature from these regions and with postcolonial theory will help our students compare work from emerging cultures to traditional British and American literature. Some of the most significant contemporary writers (Rushdie, Smith, Coetzee) are considered post-colonial. The course is also directly related to the university's mission of increasing WKU's international reach and will expose student to unfamiliar but important literature and cultures.
- 2.2 Projected enrollment in the proposed course: We intend to cap the course at 30 students and expect it to reach this cap because of interest from our majors as well as other majors interested in taking it for Connections credit.
- 2.3 Relationship of the proposed course to courses now offered by the department: While some aspects of postcolonial literature could be included as part of our Introduction to Literature, British Literature II, and World Literature courses, and specific graduate seminars, such inclusion is up to the discretion of the instructor. This course will allow students to make connections between related courses such as African-American Literature, World Literature, and British Literature II and apply these connections to their understanding of literature in a globalized world.

- 2.4 Relationship of the proposed course to courses offered in other departments: A postcolonial studies course will dovetail nicely with upper-division courses in the History Department on Asia, Africa, and the Middle East in addition to history surveys that discuss European colonialism. It could also relate to courses offered in Political Science and Religious Studies on foreign policy, comparative politics, and international religions. Since postcolonial theory has its basis in deconstruction and feminist theory, it would also correlate well with various Philosophy and Gender & Women's Studies courses with applicable content.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The majority of our peer institutions already have at least one postcolonial literature course in place. Schools such as Armstrong Atlantic State in Savannah, Georgia, offer an undergraduate course entitled: "ENGL 5200U – Postcolonial Literature" while the University of Central Arkansas offers "ENGL 2323: Survey of Modern British, Irish, and Postcolonial Literature." Within the commonwealth, Eastern Kentucky University offers several postcolonial courses by country including English 360: "Literature of Africa" and English 367: "African Caribbean Literatures." The University of Louisville offers ENGL 417: "Contemporary British/Post Colonial Writings." While the University of Kentucky does not offer a specific undergraduate postcolonial course, the topic is covered in its undergraduate literary theory and contemporary British literature courses. Many R1 schools such as the University of Tennessee-Knoxville offer courses such as English 454: "20th-Century International Novel." By creating a course specifically labelled postcolonial studies, WKU would offer a clear, concise path of study that would allow us to provide an offering similar to that of peer institutions and showcase it as part of the Connections Course initiative.

3. Discussion of proposed course:

3.1 Schedule type: L - Lecture

3.2 Learning Outcomes: By the end of the course students will be able to

Colonnade Connections Student Learning Outcomes:

- Analyze issues on local and global scales.
- Examine the local and global interrelationships of one or more issues.
- Evaluate the consequences of decision-making on local and global scales.

Course Learning Outcomes:

- Determine similarities and distinctions between the postcolonial contexts of various nations.
- Evaluate how the United States and its policies relate to the postcolonial world.
- Analyze how personal positions and local politics relate to the globalized world.
- Further develop the skills of analysis and argumentation.

3.3 Content outline: The course will consist of three units. **Unit I: Making Colonial Discourse** will investigate the ideologies of colonial discourse by focusing on how postcolonial nations were depicted in Empire literature by authors such as Christopher Columbus, Joseph Conrad, Rudyard Kipling, and George Orwell. This unit will also include contemporary theoretical readings about concepts such as Orientalism as well as study of historical documents. **Unit II: Writing Back**

and Resistance will focus on novels, plays, poetry, and short stories from various postcolonial writers and discuss methods of resistance, including rewriting classic texts of colonial literature, creating a localized national literature, and grappling with colonial legacies. **Unit III: Cultural Imperialism and the Neocolonial World** discusses how postcolonialism engages with globalization at international and local levels and how literary texts and films represent issues such as migrancy, multinational corporations, NGO influence, immigration policy, and Hollywood representation of marginalized populations.

3.4 Student expectations and requirements: Students will be required to write short Blackboard discussion posts about reading assignments twice a week as a way to evaluate understanding and facilitate class discussion. Students will also give a 10-minute presentation that asks them to apply a postcolonial concept to a local issue as way to demonstrate their application of course material to topics beyond the syllabus. This assignment will also require a 1-2-page reflection essay. In addition to a final exam, students will be required to apply course content to their own research in two essay writing assignments. At midterm, students will turn in a 6-7-page literary analysis paper that takes a researched stance on a contemporary debate within postcolonial studies and applies it to analysis of a literary work. At the end of the semester, students will write an argumentative, 7-8-page academic research paper that uses at least six academic sources. The paper should look at a local issue through the lens of postcolonial theory and articulate a specific action plan to address the issue.

3.5 Tentative texts and course materials:

- *Postcolonialisms: An Anthology*. Eds. Gaurav Desai and Supriya Nair. New Brunswick, NJ: Rutgers UP, 2005.
- Achebe, Chinua. *Things Fall Apart* (1958).
- Césaire, Aimé. *Notebook of a Return to My Native Land* (1947).
- Coetzee, J.M. *Disgrace* (1999).
- Conrad, Joseph. *Heart of Darkness* (1899)
- Rushdie, Salman. *Shame* (1983).
- Said, Edward. *Covering Islam: How the Media and the Experts Determine How We See the Rest of the World*. New York: Vintage, 1997.
- Salih, Tayeb. *Season of Migration to the North* (1966).
- Smith, Zadie. *White Teeth* (2000).

4. Resources:

- 4.1 Library resources: Current library holdings are more than sufficient to handle needs of this course. The library databases also contain sufficient resources for students and provide access to necessary publications.
- 4.2 Computer resources: The university's smart classrooms will be more than sufficient to address the course's technological demands.

5. Budget implications:

- 5.1 Proposed method of staffing: Dr. Jerod Ra'Del Hollyfield will teach one section of the course a year. He was hired to create and teach this new course.
- 5.2 Special equipment needed: None beyond what we currently have.

- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

English Department	March 23, 2016
Potter College of Arts & Letters Curriculum Committee	<u>1 December 2016</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Alison Langdon, alison.langdon@wku.edu, 270-745-5708

1. Identification of program:

- 1.1 Current program reference number: 359
- 1.2 Current program title: Minor in English
- 1.3 Credit hours: 21

2. Identification of the proposed program changes:

- Replace ENG304 with new course number ENG204
- Replace one required survey with a writing elective from select menu
- Replace one required survey with an English elective
- Limit open writing elective to select menu

3. Detailed program description:

Current program:

Proposed program:

<p>Catalog description: The minor in English requires a minimum of 21 semester hours as follows: ENG 304, 381, 382, 391, 392, plus 3 hours of upper-level literature and 3 hours of writing beyond the composition requirements.</p>	<p>Catalog description: The minor in English requires a minimum of 21 semester hours as follows: ENG 304 204, 381, 382, 391, 392, six hours of literature surveys (either 381 and 392 OR 382 and 391), plus 3 hours of upper-level literature, and 3 hours of writing beyond the composition requirements, three hours from EACH of the following groups (203, 306, 307, 401, 410) AND (212, 301, 412), and 3 hours of English electives.</p>
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4. Rationale for the proposed program change: The proposed changes would bring the minor in English in alignment with the revised English department core curriculum for the major.

5. Proposed term for implementation and special provisions: Fall 2017

6. Dates of prior committee approvals:

English Department	<u>10/12/2016</u>
Potter College Curriculum Committee	<u>12/01/2016</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Alison Langdon, alison.langdon@wku.edu, 745-5708

1. Identification of program:

- 1.1 Current program reference number: 406
- 1.2 Current program title: Minor in Literature
- 1.3 Credit hours: 21

2. Identification of the proposed program changes:

- Replace one literature elective with one English elective to provide flexibility
- Limit choice of literature surveys to prevent duplication in the CW and PW major
- Open literature minor to all majors
- Allow one upper-level literature course from another department instead of two

3. Detailed program description:

Current program:

Catalog description:
The minor in literature requires a minimum of 21 semester hours. Requirements include 15 hours of upper-level literature electives and 6 hours of upper-level English electives. The minor is designed specifically for English majors with a concentration in Creative Writing (662CW) or Professional Writing (662PW), or for English for Secondary Teachers (561) majors. English majors with a concentration in literature (662L) cannot take this minor. Non-English majors who wish to minor in English must complete the English minor (359). No more than 6 hours in the English major may apply toward the literature minor, for a total of at least 54 unduplicated hours between the major and minor. Up to six hours of literature courses offered in other departments (e.g. Folk Studies, Library Media Education) may be counted toward the literature minor with prior approval by the English department.

Proposed program:

Catalog description:
The minor in literature requires a minimum of 21 semester hours. Requirements include ~~15~~ **12** hours of upper-level literature electives, **six hours of literature surveys (either 381 and 392 OR 382 and 391)**, and ~~6~~ **3** hours of upper-level English electives. **Students majoring in English with a concentration in Creative Writing or Professional Writing may not duplicate 381, 382, 391, or 392 from the major.** ~~The minor is designed specifically for English majors with a concentration in Creative Writing (662CW) or Professional Writing (662PW), or for English for Secondary Teachers (561) majors.~~ English majors with a concentration in literature (662L) cannot take this minor. ~~Non-English majors who wish to minor in English must complete the English minor (359).~~ No more than 6 hours in the English major may apply toward the literature minor, for a total of at least 54 unduplicated hours between the major and minor. Up to ~~six~~ **three** hours of

	<p>upper-level literature courses offered in other departments (e.g. Folk Studies, Library Media Education) may be counted toward the literature minor with prior approval by the English department.</p>
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4. Rationale for the proposed program change: The proposed changes would align the literature minor with the revised English department core curriculum and open the minor to non-English majors.

5. Proposed term for implementation and special provisions: Fall 2017

6. Dates of prior committee approvals:

English Department	<u>10/12/2016</u>
Potter College Curriculum Committee	<u>12/01/2016</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Jeffrey Rice, jeffrey.rice@wku.edu, 745-5998

1. Identification of program:

- 1.1 Current program reference number: 437
- 1.2 Current program title: Minor in Professional Writing
- 1.3 Credit hours: 21

2. Identification of the proposed program changes:

- Add option for ENG212 (new course)
- Add option for ENG349
- Remove option for ENG411
- Clarify timing of when ENG 349 can be taken

3. Detailed program description:

Current program:	Proposed program:
<p>Catalog description: The minor in professional writing requires a minimum of 21 semester hours. Requirements include either ENG 306 or 307; ENG 401, 402, 412, 414, and 415; and one of the following courses: ENG 301, 369, or 411. ENG 414 Professional Writing Capstone should not be taken before completion of at least 12 hours toward the minor. No more than 6 hours in the English major may apply toward the professional writing minor, for a total of at least 54 unduplicated hours between the major and minor.</p>	<p>Catalog description: The minor in professional writing requires a minimum of 21 semester hours. Requirements include either ENG 306 or 307; ENG 401; 402; 412; 414; 212 or 415; and one of the following courses: ENG 301, 349, or 369 411. ENG 414 Professional Writing Capstone should not be taken before completion of at least 12 hours toward the minor. be taken after completing at least 12 hours toward the minor. No more than 6 hours in the English major may apply toward the professional writing minor, for a total of at least 54 unduplicated hours between the major and minor.</p>

4. Rationale for the proposed program change: The proposed changes would better reflect professional writing course offerings and align the minor with the revised English department core curriculum.

5. Proposed term for implementation and special provisions: Fall 2017

6. Dates of prior committee approvals:

English Department	<u>10/12/2016</u>
Potter College Curriculum Committee	<u>12/01/2016</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Alex Poole, alex.poole@wku.edu, 270-745-5780

1. Identification of program: Minor in Teaching English as a Second Language (TESL)

- 1.1 Current program reference number: 478
- 1.2 Current program title: **Minor in Teaching English as a Second Language (TESL)**
- 1.3 Credit hours: 19-25

2. Identification of the proposed program changes:

- Revise number of English 304 to 204.
- Clarify foreign language requirements for the ESL Endorsement (undergraduate).

3. Detailed program description:

<p>The minor in teaching English as a second language (TESL) will prepare students interested in linguistics and language teaching to pursue teaching opportunities in private corporations or overseas in both corporations and public schools. The minor in teaching English as a second language requires a minimum of 19 credit hours, including either ENG 104, 302 or 304 (or the equivalent), and ENG 407, 408, 469, 470, and 471. In addition, all students will be required to complete two semesters of the same international language at the college level. ENG 104, 302 or 304 (or equivalent) is a prerequisite for ENG 407. ENG 407 is the prerequisite for 408. ENG 471 must be completed at the end of coursework. <i>Students who complete the TESL minor and also qualify for teacher certification may also qualify for the TESL endorsement.</i></p>	<p>The minor in teaching English as a second language (TESL) will prepare students interested in linguistics and language teaching to pursue teaching opportunities in private corporations or overseas in both corporations and public schools. The minor in teaching English as a second language requires a minimum of 19 credit hours, including either ENG 104, 204 or 302 or 304 (or the equivalent), and ENG 407, 408, 469, 470, and 471. In addition, all students will be required to complete two semesters of the same international language at the college level or the language requirements of the Colonnade Program. ENG 104, 204 or 302 (or equivalent) is a prerequisite for ENG 407. ENG 407 is the prerequisite for 408. ENG 471 must be completed at the end of coursework. <i>Students who complete the TESL minor and also qualify for teacher certification may also qualify for the TESL endorsement.</i></p>
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4. Rationale for the proposed program change: (1) We are changing the number of English 304 to 204. (2) We want to remove confusion around whether the program requires more hours of modern language coursework than general education requirements. It does not.

5. Proposed term for implementation and special provisions (if applicable): Fall 2017

6. Dates of prior committee approvals:

English Department 10/12/2016

Potter College Curriculum Committee 12/01/2016

Professional Education Council (if applicable) _____

Undergraduate Curriculum Committee _____

University Senate _____

Potter College of Arts & Letters

Department of English

Proposal to Revise A Program

(Action Item)

Contact Person: Alex Poole, alex.poole@wku.edu, 270-745-5780

1. Identification of program: Endorsement to Teach English as a Second Language (ESL)

- 1.1 Current program reference number: NA
- 1.2 Current program title: **Endorsement to Teach English as a Second Language (ESL)**
- 1.3 Credit hours: 19-25

2. Identification of the proposed program changes:

- Revise number of English 304 to 204.
- Clarify foreign language requirements for the ESL Endorsement (undergraduate).

3. Detailed program description:

<p>Persons who have certification to teach in the elementary, middle, or secondary grades can add on to that certification an endorsement in teaching English as a Second Language by completing the following courses: ENG 104, 302 or 304, 407, 408, 469, 470, 471 and six hours of a foreign language. The student must also complete the ESL Praxis test with a minimum score of 157.</p>	<p>Persons who have certification to teach in the elementary, middle, or secondary grades can add on to that certification an endorsement in teaching English as a Second Language by completing the following courses: ENG 104, 204 or 302 or 304, 407, 408, 469, 470, 471 and six hours of a foreign language or the language requirements of the Colonnade Program. The student must also complete the ESL Praxis test with a minimum score of 157.</p>
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4. Rationale for the proposed program change: (1) We are changing the number of English 304 to 204. (2) We want to remove confusion around whether the program requires more hours of modern language coursework than general education requirements. It does not.

5. Proposed term for implementation and special provisions (if applicable): Fall 2017

6. Dates of prior committee approvals:

English Department	<u>10/12/2016</u>
Potter College Curriculum Committee	<u>12/01/2016</u>
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

University College
School of Professional Studies
Organizational Leadership
Proposal to Create a New Course
(Action Item)

Contact Person: Kristie Guffey, kristie.guffey@wku.edu, (270) 745-3966

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: LEAD 465
- 1.2 Course title: Leadership Coaching
- 1.3 Abbreviated course title: Leadership Coaching
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Standard Letter grade
- 1.6 Prerequisites/corequisites: LEAD 200 or LEAD 300 or permission of instructor
- 1.7 Course description:
Examination of fundamental leadership coaching skills that improve the adjustment and performance of individuals in an organizational setting. Topics to be covered include: the scope of coaching practice, optimal practitioner characteristics, resiliency training, peer leadership, coaching youth, related organizational dynamics, and coaching interventions and resources. This course also includes an emphasis on experimental learning through coaching practice activities.

2. Rationale:

- 2.1 Reason for developing the proposed course: There is a definite need for Leaders of organizations to have the ability to effectively coach and mentor entry-level and mid-level leaders and managers. This course will provide the skillsets for students that will enhance their opportunity to be successful. Skills such as understanding and effectively leading and coaching change will be a key success factor. This course will strengthen the student's ability to analyze, solve-problems, mentor, and implement strategies to improve the leadership within the organization which is a cornerstone for success. This class is a typical curricular topic and class in most leadership programs.
- 2.2 Projected enrollment in the proposed course: 25
- 2.3 Relationship of the proposed course to courses now offered by the department: None
- 2.4 Relationship of the proposed course to courses offered in other departments:
The other courses that are offered at WKU in coaching are PE 340, 493, 497. These courses are directly related to athletic coaching and are not directly related to leadership coaching or the influence of coaching in the organization.

2.5 Relationship of the proposed course to courses offered in other institutions:
University of Cambridge offers an Undergraduate Certificate in Coaching. As a part of the foundations for the certificate the course: 1617CPBC01, Introduction to Coaching: Core skills and methodologies. Course description: This course provides students with a thorough introduction the subject of coaching. It provides the foundations for coaching knowledge and practice. Core coaching skills such as effective listening, questioning, and generating feedback are introduced, emphasizing the importance of developing relationships.

DePaul University offers an undergraduate course in coaching through their Organizational Leadership undergraduate degree program. As an elective within the major, they offer Essential of Coaching, FA 120. The Course description: Effective coaching has long been recognized as a key element to success. The exploration of theories, concepts, and techniques of personal life and business coaching. Students will learn about the history of coaching, its uses in personal and professional development and practical applications.

3. Discussion of proposed course:

3.1 Schedule type: lecture

3.2 Learning Outcomes:

Upon completion of this course, student demonstrates their knowledge and understanding of the following objectives:

- Understand and analyze the key elements of leadership coaching.
- Understand and apply basic principles and practices of effective leadership coaching.
- Understand, analyze, synthesize, and apply coaching principles to professional growth development.
- Understand, apply and compare peer, youth, and service leadership coaching strategies.
- Analyze and Assess techniques for resiliency training

3.3 Content outline:

Lesson 1 – Introduction to Leadership Coaching – four types of coaching, foundational theories and applications – *Developing Effective Coaching Skills*

Lesson 2 – Heart of the Coaching Process – Foundation, feedback, forwarding action, language, and dialogue – *The Heart of Coaching 4th edition*

Lesson 3 – Resiliency Coaching - Problem solving & Mental Skills *The Resiliency Advantage: Master Change, Thrive Under Pressure, and Bounce Back from Setbacks* by Al Siebert

Lesson 4 – Resiliency Coaching – Putting Things into Perspective *The Resiliency Advantage: Master Change, Thrive Under Pressure, and Bounce Back from Setbacks* by Al Siebert

Lesson 5 – Resiliency Coaching – Identifying and Controlling Thoughts *The Resiliency Advantage: Master Change, Thrive Under Pressure, and Bounce Back from Setbacks* by Al Siebert

Lesson 6 – Leading Within – Establishing the Relationship, Collecting Data, Analyzing Data, Processing and Planning Actions. *Leading from the Inside Out*

Lesson 7 – Peer Leadership – Understanding and Identifying Peer Leadership, practices for implementing peer leadership

Lesson 8 – Organizational Leadership Coaching – AAA Plan, Awareness, Action and Accountability processing 360° Self-Assessments

Lesson 9 – Organizational Leadership Coaching – Cultural Assessments within the organization, understanding, analyzing and processing the cultural assessments

Lesson 10– Youth Leadership Coaching – fundamentals of youth coaching, dynamics of leadership coaching youth 6-12; 13-18; legal issues, parental involvement, confidentiality.

Lesson 11– The Leader and the Team – Establishing the Relationship within the Team, Collecting, Data, Analyzing Data, Processing, Action Steps, Evaluating Progress - *Leading from the Inside Out*

Lesson 12 – Transformational Coaching – Communication Filters, Coaching Styles, counseling within, Applied Leadership - *The Heart of Coaching 4th edition*

Lesson 13 – Beyond the Walls – Responsibility, Business Ethics, Focus and Action Oriented, Applying the Coaching Model - *Leading from the Inside Out*

Lesson 14 – High Performance Coaching Culture – Vision of High Performance, Creating High-Performance Organizations, Coaching Cultural Assessment - *The Heart of Coaching 4th edition*

- 3.4 Student expectations and requirements:
Students will demonstrate their understanding of the course objectives and content through a series of projects and graded deliverables. These include projects (both individual and group), research papers, case and organizational analyses, and assessments.
- 3.5 Tentative texts and course materials:
The Heart of Coaching, 4th Edition (2012) by Thomas G. Crane
ISBN: 978-09660874-3-7

The Resiliency Advantage: Master Change, Thrive Under Pressure, and Bounce Back from Setbacks (2004) by Al Siebert
ISBN: 978-1576753293

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing:
The Organizational Leadership program is taught by full-time faculty and well-qualified adjunct instructors. This course would not require hiring a faculty member with unique credentials or a specific academic focus.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

School of Professional Studies	Oct 21, 2016
University College Curriculum Committee	_____ January 5, 2017
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of proposed course:

- 1.1. **Course prefix and number:** IECE 320
- 1.2. **Course title:** Introduction to Early Childhood Assessment
- 1.3. **Abbreviated course title:** Intro to Early Child Assess.
- 1.4. **Credit hours:** 3 **Variable credit:** No
- 1.5. **Grade type:** Standard letter grade
- 1.6. **Prerequisite:** SPED 331 Corequisites: None
- 1.7. **Course description:** Develop knowledge and skills of assessment with young children with and without disabilities and their families. Minimum of 30 hours of field experience required.

2. Rationale:

- 2.1. **Reason for developing the proposed course:** The Interdisciplinary Early Childhood Education (IECE) program is based on personnel preparation standards of the Council for Exceptional Children (CEC), Division of Early Childhood (DEC), National Association for the Education of Young Children (NAEYC), and the Kentucky IECE Teacher Standards in order to meet accreditation requirements. The CEC, NAEYC, and DEC standards have been revised since the previous IECE program revisions and have subsequently included greater emphasis on assessment of young children and the role of families in assessment. For example, the most recent version of the *DEC Recommended Practices* (2014) provides guidance regarding evidence-based practices in assessment. Additionally, the IECE program is required to address Kentucky certification requirements and regulations in emphasizing the role of assessment with regard to research and practice.
Currently, the FACS 294 course, Assessment for Young Children, is the required introductory assessment course for IECE majors, however, based on updates in standards, recommended practices, and state and national legislative mandates, the course content and 12 hours of unsupervised field experience no longer meets the needs of the IECE program. The IECE program prepares students to understand and administer screening assessment, use assessment results for further evaluation, and involve families in the assessment process. The proposed new course, IECE 320, will address new updates and requirements at both the state and national level. For example, the current state policy requires that children from birth to kindergarten (B-K) in Kentucky be screened for the purpose of identifying children at-risk of developmental delays, which

may lead to further assessment or early intervention under the Kentucky System of Intervention – Response to Intervention (KSI-RTI); an additional area discussed in the new course.

- 2.2. **Projected enrollment in the proposed course:** Based on current enrollment, a total of 15 students per academic year is projected.
- 2.3. **Relationship of the proposed course to courses now offered by the department:** The School of Teacher Education (STE) offers several teacher education courses that address assessment for students from kindergarten through twelfth grade. The Special Education Program offers at least three courses for their majors (e.g., SPED 350 - Assessment in Special Education, SPED 318 - Assessment of Curriculum for Students with Moderate/Severe Disabilities, & SPED 430 - Diagnosis for Instructional Planning: Students with Mild Disabilities). Further, the IECE program offers IECE 324 - Advanced Assessment of Young Children for IECE majors who have completed an introductory course on assessment. The proposed IECE 320 course will address children B-K and will emphasize both typical and atypical development and the role of families while building on foundational content with diagnostic assessment, curriculum and assessment models, curriculum-based assessment, performance monitoring, and program evaluation. The proposed new course will serve as a building block for the current IECE 324 course.
- 2.4. **Relationship of the proposed course to courses offered in other departments:** The Communication Disorders program offers two courses for their major (e.g., CD 433 - Communication Evaluation in Autism Spectrum Disorders, CD 485 - Introduction to Assessment in Communication Disorders) focusing on language diagnostics and screenings. FACS 294 - Assessment for Young Children, currently taken by IECE undergraduate students, is an introductory assessment course covering children birth through five years of age; however, this course does not place emphasis on the legislative requirements for assessment in First Steps, public school preschool and kindergarten programs (essentially, Part B and Part C under Individuals with Disabilities Education Act). The proposed new course will address components that apply to the most recent state (e.g., KAR 3:410) and national legislation mandates (e.g., Part B & Part C), and policies (e.g., DEC & NAEYC) required in preparation for the IECE students. Lastly, students are required to have 200 field hours and students taking the new course will be expected to have 30 supervised field hours instead of the 12 unsupervised field hours required in the FACS 294 course.
- 2.5. **Relationship of the proposed course to courses offered in other institutions:** Kentucky universities which have an accredited IECE undergraduate degree program are identified in the chart below. Similar to WKU's program, IECE students are regularly evaluated on their teaching performance using a performance rubric aligned with the KY IECE Teacher Standards, CEC Initial Level Special Educator Preparation Standards, DEC Initial Special Education Early Childhood Specialty Set, and NAEYC Initial

Standards for Early Childhood Professional Preparation Standards as pertains to assessment.

Courses	Benchmark Schools
EDU 308 - Infant/Toddler/Preschool Assessment	Brescia University
ELE 439 - Early Childhood Assessment and Program Development	Murray State University
IEC 507 - Assessment of Young Children	University of Kentucky
EDEC 255 - Assessment of Young Children	Morehead University
CDF 346 - Assessment, Creative Materials, and Concept Development	Eastern Kentucky University
SED 352 - Special Education Early Childhood Assessment	Eastern Kentucky University
Note: IEC 507 and EDU 565 courses are taken by undergraduate and graduate students in the respective benchmark schools	

3. Discussion of proposed course:

3.1. Schedule type: L

3.2. Learning Outcomes: Upon completion of this course, students will...

3.2.1. Examine the federal and state regulations related to eligibility, Child Find, and screening for children, birth through kindergarten, with developmental delays, disabilities, and who are at-risk for delays.

- KY IECE Teacher Standards - 4b
- DEC/CEC Initial Preparation Standards - 4.3
- NAEYC Standards for Initial Early Childhood Professional Preparation - 3a
- InTASC - 6

3.2.2. Demonstrate knowledge of state initiatives related to Child Find and screening (e.g., First Steps, Kentucky System of Intervention, school readiness).

- KY IECE Teacher Standards - 4b
- DEC/CEC Initial Preparation Standards - 4.3
- NAEYC Standards for Initial Early Childhood Professional Preparation - 3d
- InTASC - 6

3.2.3. Support self-sufficiency of families in assessment by being culturally sensitive and family-centered.

- KY IECE Teacher Standards - 4c
 - DEC/CEC Initial Preparation Standards - 4.3
 - NAEYC Standards for Initial Early Childhood Professional Preparation - 3d
 - InTASC - 6
- 3.2.4. Demonstrate knowledge of team roles and models of professionals, paraprofessionals, and family members in planning and conducting Child Find and screening.
- KY IECE Teacher Standards – 4c, 4d
 - DEC/CEC Initial Preparation Standards – 4.3
 - NAEYC Standards for Initial Early Childhood Professional Preparation - 3d
 - InTASC - 6
- 3.2.5. Demonstrate an understanding of psychometric properties of norm-referenced screening instruments for young children.
- KY IECE Teacher Standards - 4a, 4e
 - DEC/CEC Initial Preparation Standards - 4.2
 - NAEYC Standards for Initial Early Childhood Professional Preparation - 3c
 - InTASC - 6
- 3.2.6. Develop observation techniques for assessing children B-K.
- KY IECE Teacher Standards - 1c, 4b, 4c
 - DEC/CEC Initial Preparation Standards - 4.1
 - NAEYC Standards for Initial Early Childhood Professional Preparation - 3b, 3c
 - InTASC - 6
- 3.2.7. Select, administer, score, and interpret screening measures including the use of computer scoring for initial assessment.
- KY IECE Teacher Standards - 4c, 4f
 - DEC/CEC Initial Preparation standards - 4.2
 - NAEYC Standards for Initial Early Childhood Professional Preparation - 3b
 - InTASC - 6

3.3. Content outline:

- Assessment process and evidence-based practices for early childhood assessment
- Purpose of screening and Kentucky System of Intervention – Response to Intervention (KSI-RTI), First Steps (e.g., early intervention)
- State and national legislation, regulations, and assessment initiatives
- Involvement of family members and caregivers including those from culturally and linguistically diverse backgrounds in Child Find and screening processes (IDEA 2004, Part B & C)
- Team roles and collaboration in early childhood assessment

- Psychometric properties of norm-reference assessment instruments (i.e. reliability, validity, standard scores)
- Administration and interpretation of screening measures
- Interpretation of screening results and written report using case study
- Communication by presentation to peers of screening results

3.4. **Student expectations and requirements:** Student learning will be evaluated through exams or quizzes; course readings; field experience; observation, administration, and scoring of screening instruments using protocol; presentations; and video recordings.

3.5. **Tentative texts and course materials:**

Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. Retrieved from <http://www.dec-sped/recommendedpractices>

Mindes, G. & Yung, L. (2014). *Assessing young children* (5th ed.). Boston: Pearson/Allyn & Bacon.

4. Resources:

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

5. Budget implications:

- 5.1. Proposed method of staffing: Current IECE faculty
- 5.2. Special equipment needed: N/A
- 5.3. Expendable materials needed: N/A
- 5.4. Laboratory materials needed: N/A

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

School of Teacher Education	<u>October 14, 2016</u>
College of Education Curriculum Committee	<u>November 1, 2016</u>
Professional Education Council	<u>November 9, 2016</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Interdisciplinary Early Childhood Education (IECE)
(Action Item)

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of program:

- 1.1. Current program reference number: 526
- 1.2. Current program title: Major in Interdisciplinary Early Childhood Education
- 1.3. Credit hours: 120

2. Identification of the proposed program changes:

- 2.1. Change program sequence to offer students IECE major courses earlier
- 2.2. Add new course IECE 320 Introduction to Assessment
- 2.3. Add an existing course SPED 331 Early Childhood Education for Children with Disabilities
- 2.4. Add an existing course IECE 423 Low Incidence Disabilities
- 2.5. Remove FACS 294 Assessment of Young Children
- 2.6. Remove LME 318 Children’s Literature
- 2.7. Remove PE 313 Motor Development

3. Detailed program description:

Current Program	Proposed Program
<p><i>Bachelor of Science Interdisciplinary Early Childhood Education</i></p> <ul style="list-style-type: none"> • <i>Certification Concentration</i> • <i>Non-Certification Concentration</i> 	<p><i>Bachelor of Science Interdisciplinary Early Childhood Education</i></p> <ul style="list-style-type: none"> • <i>Certification Concentration</i> • <i>Non-Certification Concentration</i>
<p>The major in Interdisciplinary Early Childhood Education (IECE) requires 69 - 76 hours and leads to a Bachelor of Science degree. The major is designed to prepare early childhood educators to work with children, both with and without disabilities, ages birth through kindergarten, and their families. A grade of “C” or higher must be earned for all courses required for this major. No minor or</p>	<p>The major in Interdisciplinary Early Childhood Education (IECE) requires 69 - 76 hours and leads to a Bachelor of Science degree. The major is designed to prepare early childhood educators to work with children, both with and without disabilities, ages birth through kindergarten, and their families. A grade of “C” or higher must be earned for all courses required for this major. No minor or second</p>

second major is required. Students select either the teacher certification concentration (76 hours, which leads to initial certification for Birth-5 years) or the non-certification concentration (69 hours).

Graduates of the certification concentration are eligible to apply for certification in IECE, Birth to Primary. Graduates of this concentration are prepared for preschool and kindergarten positions in public schools, First Steps, Head Start, and other public and private agencies serving young children and families. Graduates of the non-certification concentration are prepared for preschool and kindergarten positions in private schools, Head Start, and other public and private agencies serving young children and families; or as a First Steps Service Coordinator.

major is required. Students select either the teacher certification concentration (76 hours, which leads to initial certification for Birth-5 years) or the non-certification concentration (69 hours).

Graduates of the certification concentration are eligible to apply for certification in IECE, Birth to Primary. Graduates of this concentration are prepared for preschool and kindergarten positions in public schools, **early intervention programs (i.e., First Steps), Head Start programs**, and other public and private agencies serving young children and families. Graduates of the non-certification concentration are prepared for preschool and kindergarten positions in private schools, Head Start **programs**, and other public and private agencies serving young children and families; or as a First Steps Service Coordinator.

The IECE program will prepare and engage learners:

- **in current research and recommended practices in early childhood/early childhood special education (EC/ECSE) that emphasizes performance-based standards;**
- **as lifelong learners who actively engage in the learning process through coursework, field experiences, and research;**
- **to support and engage young children and families in a variety of settings through collaborative efforts with an array of professionals;**
- **with knowledge, skills, and dispositions in working with young children with and without**

	<p>disabilities, delays, or risks across all settings;</p> <ul style="list-style-type: none"> ● to partner with families through family-centered approaches; ● in culturally and linguistically responsive practices that addresses the diverse needs of children and families through individual and community engagement; and ● in leadership opportunities and activities within the EC/ECSE field.
<p>Courses in the Major (69 - 76 hours)</p> <p><i>The following courses are required for both Certification and Non-Certification Concentrations:</i></p> <p>FACS 191 Child Development (3)</p> <p>FACS 192 Working with Young Children and Families (3)</p> <p>FACS 295 Curriculum Development for Infants & Toddlers (3)</p> <p>FACS 296 Curriculum Development for Preschool & Kindergarten Children (3)</p> <p>FACS 294 Assessment of Young Children (3)</p> <p>CD 481 Speech and Language Development (3)</p> <p>PE 313 Motor Development (3)</p> <p>SPED 330 Introduction to Exceptional Child Education (3)</p> <p>SPED 419 Assistive Technology (3)</p> <p>SPED 422 Collaboration & Inclusion in School & Community Settings (3)</p> <p>SPED 432 Applied Behavior Analysis (3)</p> <p>LME 318 Children's Literature (3)</p>	<p>Courses in the Major (69 - 76 hours)</p> <p><i>The following courses are required for both Certification and Non-Certification Concentrations:</i></p> <p>FACS 191 Child Development (3)</p> <p>FACS 192 Working with Young Children and Families (3)</p> <p>FACS 295 Curriculum Development for Infants & Toddlers (3)</p> <p>FACS 296 Curriculum Development for Preschool & Kindergarten Children (3)</p> <p>IECE 320 Introduction to Assessment of Young Children (3)</p> <p>CD 481 Speech and Language Development (3)</p> <p>IECE 423 Interdisciplinary Services for Young Children with Low Incidence Disabilities (3)</p> <p>SPED 330 Introduction to Exceptional Child Education (3)</p> <p>SPED 419 Assistive Technology (3)</p> <p>SPED 422 Collaboration & Inclusion in School & Community Settings (3)</p>

IECE 321 Family Supports & Services (3)	SPED 432 Applied Behavior Analysis (3)
IECE 322 Planning Curriculum & Instruction for Diverse Learners (3)	SPED 331 Early Childhood Education for Children with Disabilities (3)
IECE 323 Positive Behavioral Supports with Young Children (3)	IECE 321 Family Supports & Services (3)
IECE 324 Advanced Assessment of Young Children (3)	IECE 322 Planning Curriculum & Instruction for Diverse Learners (3)
IECE 325 Partnerships with Families (3)	IECE 323 Positive Behavioral Supports with Young Children (3)
IECE 326 Integrating Mathematics & Science Across the Early Childhood Curriculum (3)	IECE 324 Advanced Assessment of Young Children (3)
IECE 421 Advanced Curriculum & Instruction for Infants & Toddlers (3)	IECE 325 Partnerships with Families (3)
IECE 422 Advanced Curriculum Development for Young Children (3)	IECE 326 Integrating Mathematics & Science Across the Early Childhood Curriculum (3)
LTCY 310 Early Reading, Language, and Literacy (3)	IECE 421 Advanced Curriculum & Instruction for Infants & Toddlers (3)
	IECE 422 Advanced Curriculum Development for Young Children (3)
<i>Certification Concentration</i>	LTCY 310 Early Reading, Language, and Literacy (3)
IECE 490 Student Teaching (Preschool) (5)	<i>Certification Concentration</i>
IECE 490 Student Teaching (Infant/Toddler) (5)	IECE 490 Student Teaching (Preschool) (5)
EDU 489 Practicum Seminar in Interdisciplinary early Childhood Education (3)	IECE 490 Student Teaching (Infant/Toddler) (5)
	EDU 489 Practicum Seminar in Interdisciplinary early Childhood Education (3)
<i>Non-Certification Concentration</i>	
IECE 491 Practicum in Interdisciplinary Early Childhood Education (5)	<i>Non-Certification Concentration</i>
IECE 489 Practicum in Interdisciplinary early Childhood Education (1)	IECE 491 Practicum in Interdisciplinary Early Childhood Education (5)
	IECE 489 Practicum in Interdisciplinary early Childhood Education (1)

4. Rationale for the proposed program change:

The proposed revisions to the IECE undergraduate degree reflects the most recent updates from recommended practices and guidelines required under Individuals with Disabilities Education Act (IDEA; 2004) legislation noted in the 2012 guidelines contained in the Division of Early Childhood (DEC), a subdivision of the Council for Exceptional Children (CEC), and the National Association for the Education of Young Children (NAEYC). Additionally, proposed revisions address and align with Kentucky's IECE Teacher Standards, The InTASC Model of Core Teaching Standards (2013), community stakeholder needs, and recent graduate feedback.

- Change program sequence to allow student exposure to IECE courses earlier than the junior year; this will allow for IECE faculty to work on retention with students and begin to prepare students for student teaching.
- Add new course IECE 320 Introduction to Assessment
 - This course specifically addresses correlated national and state standards and practices in assessment with young children birth to kindergarten (B-K) with and without disabilities, delays, or risks. This is required preparation for students who will work in the field of early intervention and thus students are required to understand the assessment process beginning with Child Find and also address assessment legislation that relate to KY First Steps, preschool and IDEA Law.
- Add SPED 331 Early Childhood Education for Children with Disabilities
 - This course will complement the IECE program and build upon *FACS 192 - Working with Young Children and Families*. IECE faculty will use this course to emphasize atypical development and early intervention with students and create the foundation needed for future courses.
- Add IECE 423 Interdisciplinary Services for Young Children with Low Incidence Disabilities
 - This course is currently being offered as an elective for IECE students and we would like to require this course within the IECE degree path. Recent conversations with community stakeholders and graduates emphasized a gap in knowledge and skill of graduates when working with children who may have low incidence disability (e.g., autism spectrum disorder, orthopedic impairments) and their families. Additionally, per conversations and school/early intervention enrollment information, there has been an increase in children being referred for special education services in First Steps (e.g., early intervention) and preschool who may fit within this disability category within the area in which WKU serves.
- Remove FACS 294 Assessment of Young Children, LME 318 Children's Literature, and PE 313 Motor Development. Removal of these courses allows the IECE program sequence to maintain the required 120 hours for degree completion. Content of these courses will be embedded within IECE coursework. Removal of these courses will not affect the requirements set forth by our standards.

5. Proposed term for implementation and special provisions (if applicable): Fall 2017

6. Dates of prior committee approvals:

Department/Unit: School of Teacher Education	October 14, 2016

College Curriculum Committee	November 1, 2016
Professional Education Council (if applicable)	November 9, 2016

Undergraduate Curriculum Committee	_____

University Senate	_____

Gordon Ford College of Business
Economics Department
Proposal to Create a New Course
(Action Item)

Contact Person: Susane Leguizamon, susane.leguizamon@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix and number: ECON 451
- 1.2 Course title: Games and Strategy
- 1.3 Abbreviated course title: Games and Strategy
- 1.4 Credit hours: 3.0 Variable credit: no
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites/corequisites: ECON 202, 203 and 206 with a grade of “C” or higher
Course description: An introduction to game theory analysis. The theoretical tools to analyze incentives and strategic behavior in individual and group decision making will develop. Emphasis will be placed on real-world applications and include, but is not limited to, bargaining under perfect and imperfect information, Nash equilibrium, pricing under oligopoly and auction theory.

2. Rationale:

- 2.1 Reason for developing the proposed course: Game theory provides us with a structured framework to make sense of human interactions. This course will give students the tools necessary to explain how individuals and firms interact in a consistent, mathematical fashion. This course explores cases where markets and individuals do not exist in a perfectly rational environment. This course is offered at several of our peer institutions (listed below) and game theory is a field of economics often offered as a doctoral field at Ph. D. granting institutions. This beginning course will expose students to this important field in economics.
- 2.2 Projected enrollment in the proposed course: Approximately 20-30 per course offering.
- 2.3 Relationship of the proposed course to courses now offered by the department: This type of course is not offered in the department.
- 2.4 Relationship of the proposed course to courses offered in other departments: This type of course is not offered in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Auburn University-Montgomery: ECON 4310-Games and Strategy
University of Central Missouri: ECON 4060-Game Theory Applications

University of North Carolina-Charlotte: ECON 6206-Game Theory and Experiments

Western Illinois University: ECON 445: Game Theory and Economic Behavior

3. Discussion of proposed course:

Schedule type: L

3.1 Learning Outcomes: Students will understand and be able to apply theoretical models of strategic interactions among individuals and firms to explain real-world phenomena.

3.2 Content outline: Topics in this course will include, but are not limited to

- Best Response and Dominant Strategies
- Beliefs, Mixed Strategies and Expected Payoffs
- Partnership Game
- Nash Equilibrium
- Cournot Duopoly
- Bertrand Competition
- Location Model
- Mixed Strategy Nash Equilibrium
- Backward Induction
- Bargaining
- Imperfect Information
- Repeated Games
- Job Market Signaling and Reputation
- Auction Theory

3.3 Student expectations and requirements: Students must achieve a passing grade in this course. The course will be comprised of homework, exams and a cumulative final.

Tentative texts and course materials: Strategy: An Introduction to Game Theory (by Joel Watson) and/or Games of Strategy (by Avinash Dixit, Susan Skeath and David Reiley Jr.).

4. Resources:

- 4.1 Library resources: None needed
- 4.2 Computer resources: None needed

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department of Economics 10/28/16

GFCB College Curriculum Committee 12/07/2016

Undergraduate Curriculum Committee _____

University Senate _____

Proposal Date: 9/14/16

Ogden College of Science and Engineering
Architectural and Manufacturing Sciences
Proposal to Revise Course Title
(Consent Item)

Contact Person: Brent Askins, brent.askins@wku.edu, (270) 745-3251

1. Identification of proposed course:

- 1.1 AMS 329
- 1.2 Foundations of Industrial, Vocational and Career Education
- 1.3 3 hours

2. Proposed course title:

Introduction to Career and Technical Education

3. Proposed abbreviated course title:

Intro to Career and Tech. Ed.

4. Rationale for the revision of course title:

Change requested by the College of Education and Behavioral Sciences so that the course will better align with new accreditation standards.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

Architectural and Manufacturing Sciences	<u>10/2/16</u>
Ogden College Curriculum Committee	<u>12/1/16</u>
Professional Education Council	<u>12/7/16</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Ogden College of Science and Engineering
Architectural and Manufacturing Sciences
Proposal to Suspend a Program
(Consent Item)

Contact Person: Brent Askins, brent.askins@wku.edu, (270) 745-3251

1. Identification of program:

- 1.1 Program reference number: 599
- 1.2 Program title: Technology Education option only
- 1.3 Credit hours: 120

2. Rationale for the program suspension: After meeting with the state staff, Mr. John Thompson and an Eastern Kentucky University representative, Dr. Tim Ross, the recommendation is being made that the Vocational Education, 599 Technology Education option, at Western Kentucky University, be suspended until further notice. The program has no enrollment, and does not completely align with the current philosophy of the vocational program at Western. There are four programs in the state, Western, Eastern, Morehead State University and Murray State University, all with small enrollments. It is the state and my position that the students in this major would be better served if they were all at one university; Mr. Thompson supports this position. This request would have no impact on the Vocational Education, 599 Industrial Option, which has good enrollment and strong state support.

3. Effect on current students or other departments, if known: There are currently no students enrolled in this program.

4. Proposed term for implementation: Fall 2017

5. Dates of prior committee approvals:

Architectural and Manufacturing Sciences	<u>10/2/16</u>
Ogden College Curriculum Committee	<u>12/1/16</u>
Professional Education Council	<u>12/7/16</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 25 September 2016

Ogden College of Science and Engineering

**Department of Biology
Proposal to Delete a Course
(Consent Item)**

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

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

2. Rationale for the course deletion: The Department of Biology suspended BIOL 280 during the 2010 AY. This course had not been offered since the fall 2003 semester after curricular categorical requirements of writing, environmental and ethics courses were eliminated in spring 2003. Moreover, after the implementation of the Colonnade program, Biology introduced a Connections course (BIOL 380: Challenges of a Changing Biosphere) that covers many of the topics previously taught in BIOL 280. Hence, BIOL 280 is redundant and is likewise not applicable toward a major or minor in biology.

3. Effect of course deletion on programs or other departments, if known: None. BIOL 280 is no longer included in the list of once cross-listed courses (e.g., AGRI 280, CHEM 280, ENV 280) that at one time was a required component of the Minor in Environmental Studies. With the modification of this minor to the current Environmental Studies and Sustainability, GEOG 280 is now the only required “280” course.

4. Proposed term for implementation: Fall 2017

5. Dates of prior committee approvals:

Department of Biology	_____	October 28, 2016
Ogden College Curriculum Committee	_____	December 1, 2016
Undergraduate Curriculum Committee	_____	
University Senate	_____	

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

- 1.1 Course prefix (subject area) and number: BIOL 326
- 1.2 Course title: Ornithology

2. Current course catalog listing: A study of the general characteristics, economic importance, history, structure, classification, and identification of birds. Lectures and field trips.

3. Proposed course catalog listing: A study of the general characteristics, economic importance, history, structure, classification, and identification of birds.

4. Rationale for revision of the course catalog listing: A companion field laboratory course (BIOL 356 – Ornithology Lab) was added during the last academic year. The main intent of creating the lab course was to provide formalized laboratory and field learning experiences. The “field trips” component that at one time was occasionally integrated as optional learning experiences in BIOL 326 is now redundant with BIOL 356. Hence, the language regarding field trips is redundant and thereby removed.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

Department of Biology

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

October 14, 2016

December 1, 2016

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: BIOL 327
 - 1.2 Course title: Genetics

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

Prerequisites: BIOL 120/121 and BIOL 122/123 with grades of “C” or higher
Corequisites: BIOL 322 or 337

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

Prerequisites: BIOL 120/121 and BIOL 122/123 with grades of “C” or higher
Corequisites: None

- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** The two corequisites, BIOL 322 (Introduction to Molecular and Cell Biology Laboratory) or BIOL 337 (Genetics Laboratory), are being removed to accommodate a student who wishes to take the lecture without taking the lab at the same time. Prerequisite requirements will not change.

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

- 6. Proposed term for implementation:** Fall 2017

- 7. Dates of prior committee approvals:**

Department of Biology

October 14, 2016

Ogden College Curriculum Committee

December 1, 2016

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Philip Lienesch, Philip.Lienesch@wku.edu, 745-6006

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: BIOL 456
 - 1.2 Course title: Ichthyology
- 2. Current prerequisites/corequisites/special requirements:** BIOL 224/225 and permission of instructor.
- 3. Proposed prerequisites/corequisites/special requirements:** BIOL 224/225 or permission of instructor.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** Permission of instructor is only necessary for students who have not taken the prerequisite courses.
- 5. Effect on completion of major/minor sequence:** none
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Biology

October 14, 2016

Ogden College Curriculum Committee

December 1, 2016

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Warren Campbell, warren.campbell@wku.edu, 5-8988

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: CE 461
 - 1.2 Course title: Hydrology
- 2. Current prerequisites:** MATH 331, CE 160, CE 305 or STAT 301, and CE 341 or CE 342
- 3. Proposed prerequisites:** MATH 331, CE 160, and CE 341 or CE 342
Proposed corequisites: CE 305 or STAT 301
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

Recent changes to standard flood frequency analysis methods make it possible to have CE 305 or STAT 301 as a corequisite rather than a prerequisite.
- 5. Effect on completion of major/minor sequence:** No effect.
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Engineering
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

November 17, 2016

December 1, 2016

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270.745.7032

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: AMS 310
 - 1.2 Course title: Work Design/ Ergonomics

- 2. Revise course title:**
 - 2.1 Current course title: WORK DESIGN/ERGONOMICS
 - 2.2 Proposed course title: Ergonomics and Safety
 - 2.3 Proposed abbreviated title: Ergonomics and Safety
 - 2.4 Rationale for revision of course title: The field of Ergonomics is closely related to the area of safety and the two topics complement each other as they are being taught. The course has never been taught from a design focused content. This name better reflects the content covered in the course.

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

- 4. Revise course prerequisites/corequisites/special requirements: N/A**

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: Prerequisite(s): MATH 116. Design for people-machine interaction, including an introduction to the relevant underlying human sciences. Theory, data, and measurement problems in human information processing, training and industrial safety. Course Fee
 - 5.2 Proposed course catalog listing: Prerequisite(s): MATH 116. People-machine interaction, including an introduction to the relevant underlying human sciences. The interaction of how these issues relate to safety in the workplace will be elaborated upon. Course Fee
 - 5.3 Rationale for revision of course catalog listing: This description better reflects the content covered in the course. The AMS Departmental Advisory Board has suggested the importance of Safety in the industrial setting and the need for more emphasis in this area.

- 6. Revise course credit hours: N/A**

- 7. Revise grade type: N/A**

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

Architectural and Manufacturing Sciences Department	10-28-2016
Ogden College Curriculum Committee	12-01-2016
Undergraduate Curriculum Committee	
University Senate	

Ogden College of Science and Engineering
Architectural and Manufacturing Sciences
Proposal to Revise a Program
(Action Item)

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270.745.7032

1. Identification of program:

- 1.1 Current program reference number: 533
- 1.2 Current program title: Construction Management
- 1.3 Credit hours: 67 or 68

2. Identification of the proposed program changes:

- Change total hours of program from 67 or 68 to 69 or 70
- Replace AMS 140 with AMS 310
- Remove lower division options in the supervisory section of MGT 210 or BUS 210C or BUS 245C or BUS 248C
- Remove lower division options in business law section of MGT 200 or MGMT 200C or BUS 226C Also removal of MGT 314 from this section
- Add option of AGECE 360 in economics section

3. Detailed program description:

AMS 140	Intro to Occupational Safety	1		AMS 310	Ergonomics and Safety 3
AMS 163	Architectural Drafting	3		AMS 163	Architectural Drafting 3
AMS 261	Construction Methods & Materials	3		AMS 261	Construction Methods & Materials 3
AMS 262	Construction Laboratory	1		AMS 262	Construction Laboratory 1
AMS 271	Industrial Statistics	3		AMS 271	Industrial Statistics 3
AMS 371	Quality Assurance	3		AMS 371	Quality Assurance 3
AMS 217	Industrial Materials	3		AMS 217	Industrial Materials 3
AMS 282	Structures	3		AMS 282	Structures 3
AMS 305	Building codes	3		AMS 305	Building codes 3
AMS 325	Survey of Building Systems	3		AMS 325	Survey of Building Systems 3
AMS 390	Project Management	3		AMS 390	Project Management 3
AMS 394	Lean Systems	3		AMS 394	Lean Systems 3
AMS 398 or UC 400	Internship I or Mentored Research Experience	1		AMS 398 or UC 400	Internship I or Mentored Research Experience 1
AMS 430 or MGT 210 or BUS 210C or BUS 245C	Tech Mgt/Supervision or Organization & Management, or Managing Diversity in the Workplace, or Supervisory Management	3		AMS 430	Technology Mgt/Supervision 3

or BUS 248C					
AMS 490	Senior Research	3		AMS 490	Senior Research
CM 250	Contract Documents	3		CM 250	Contract Documents
CM363	Construction Estimating & Bidding	3		CM363	Construction Estimating & Bidding
CM 462	Construction Scheduling	3		CM 462	Construction Scheduling
CE 160/160 or AGMC 170/171	Surveying I /Lab	3 or 4		CE 160/160 or AGMC 170/171	Surveying I /Lab
CE 303	Construction Management	3		CE 303	Construction Management
CE 304	Construction Management Lab	1		CE 304	Construction Management Lab
CE 316	Equipment & Methods	3		CE 316	Equipment & Methods
ACCT 200, or MKT 220, or MKT 325 or FIN161 or Fin 161C or RE 170C or Bus 100C or Bus 102C or Bus 110C or BUS 250C or BUS 252C or MKT 390 or ENT 312	Introductory Accounting, or Basic Marketing concepts, or Personal selling, or personal Finance, or Essentials of Real Estate, or intro to Business, or Intro to Ethical Issues in Business, or Basic Accounting, or Business Entrepreneurialship, or Selling and Sales Management or Value Creation in Emerging Markets or Entrepreneurship	3		ACCT 200, or MKT 220, or MKT 325 or FIN161 or Fin 161C or RE 170C or Bus 100C or Bus 102C or Bus 110C or BUS 250C or BUS 252C or MKT 390 or ENT 312	Introductory Accounting, or Basic Marketing concepts, or Personal selling, or personal Finance, or Essentials of Real Estate, or intro to Business, or Intro to Ethical Issues in Business, or Basic Accounting, or Business Entrepreneurialship, or Selling and Sales Management or Value Creation in Emerging Markets or Entrepreneurship
Mgt 200 or MGMT 200C or MGT 301 or MGT 314 or MGT 333 or MGT 365 or BUS 226C	Legal Environment of Business, or Business Law, or Operations Management, or Management of Nonprofit Org, or Entrepreneurial Law, or Introduction to Law	3		MGT 301 or MGT 333 or MGT 365	Business Law, or Management of Nonprofit Org, or Entrepreneurial Law

ECON 150 or ECO 150 or ECON 202 or ECO 202 or ECON 203 or ECO 203 or ECON 375 or or ECON 390 or BUS 160C or Bus 212C	Intro to Economics or Principles of Economics (Micro) or Principles of Economics (Macro) or Moral Issues of Capitalism or Economics, Law, and Public Choice or Financial Management or Principles of Marketing	3	ECON 150 or ECO 150 or ECON 202 or ECO 202 or ECON 203 or ECO 203 or ECON 375 or or ECON 390 or AGEC 360 or BUS 160C or Bus 212C	Intro to Economics or Principles of Economics (Micro) or Principles of Economics (Macro) or Moral Issues of Capitalism or Economics, Law, and Public Choice or Agric Economics or Financial Management or Principles of Marketing	3
MAJOR		67 or 68		major in CM	69 or 70
	Electives	13 or 14		Electives	11 or 12
	Additional Requirements			Additional Requirements	
	Math 117 or Higher	3		Math 117 or Higher	3
	Total BS degree	120		Total BS degree	120

4. Rationale for the proposed program change:

- Change total hours of program from 67 or 68 to 69 or 70 – This reflects the replacement of a 1-hour course by a 3-hour course
- Replace AMS 140 with AMS 310- The AMS Departmental Advisory Board has suggested that the students have more exposure to safety in the course of their major this is a 3 credit hour course dealing with safety and ergonomics instead of a 1 credit hour course on the topic. This will also assist with an issue of 50% of the major needing to be upper division.
- Remove lower division options in the supervisory section of MGT 210 or BUS 210C or BUS 245C or BUS 248C – this is being done to help ensure 50% of the major is upper division.
- Remove lower division options in business law section of MGT 200 or MGMT 200C or BUS 226C - this is being done to help ensure 50% of the major is upper division. The removal of MGT 314 is due to it not being a business law course.
- Add option of AGECE 360 in economics section – As a significant number of the graduates are working in the foods processing industry, this adds another option for students to take a different course in the economics section of the major. This may also serve to help students who transfer in to the University General Education Certified to reach the 42 hours of upper division credits.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

Architectural and Manufacturing Sciences	<u>10-28-2016</u>
OCSE Curriculum Committee	<u>12-01-2016</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BIOL 285
- 1.2 Course title: Introduction to Field Biology
- 1.3 Abbreviated course title: Introduction to Field Biology
- 1.4 Credit hours: 1–4 Variable credit (yes)
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: An introductory field experience on a specific biological or ecological topic. *Course Fee*

2. Rationale:

- 2.1 Reason for developing the proposed course: The Department of Biology offers Field Biology (BIOL 485) on a regular basis, yet this is inappropriate when the evaluatory assessment measures are more aligned with a lower-division course. In addition, the prerequisites for BIOL 485 are “Major or minor in the life sciences and consent of instructor”. The introduction of a permanent, lower-division, introductory field biology course that lack prerequisites will provide a clearer separation between the proposed course and the existing BIOL 485. For example, Biology offers a field course each January for Gatton Academy students in Costa Rica under the BIOL 485 heading that would be more appropriately placed under a lower-division course. Having both lower- and upper-division options for field biology courses makes decision-making easier regarding the evaluatory measures proposed when this course originates either within the Department of Biology or by other academic units (i.e., other WKU Departments, other universities).
- 2.2 Projected enrollment in the proposed course: 15–20
- 2.3 Relationship of the proposed course to courses now offered by the department: Aside from BIOL 485, every other field-oriented course offered by Biology is highly specific to a topic (e.g., Plant Taxonomy, Ornithology Lab). The proposed course will compliment BIOL 485 and provide clearer separation between lower- and upper-division offerings.
- 2.4 Relationship of the proposed course to courses offered in other departments: Geology and Geography offers several courses directed at specific geologic and hydrologic topics. Both the proposed course and BIOL 485 are unique since the emphasis is on biological and ecological topics and questions.
- 2.5 Relationship of the proposed course to courses offered in other institutions: 5 of the 18 WKU Benchmark Institutions offer some form of a flexible undergraduate

Field Biology Course that can be applied in any setting. WKU Biology would be the only with distinct lower- and upper-division options.

- 2.5.1.1 Ball State University – BIO 420, Field Biology of Distant Areas
- 2.5.1.2 Bowling Green State University – BIOL 5390, Field Experience
- 2.5.1.3 Indiana State University - BIO 451, Field Study of Ecosystems
- 2.5.1.4 Towson University – **BIOL 494, Travel Study**
- 2.5.1.5 **University of Southern Mississippi** - BSC 404, Field Biology

In addition, 3 of the other 7 Kentucky Public Institutions offer some form of a lower-division, flexible undergraduate Field Biology Course.

- Eastern Kentucky University – BIO 595, Topics in Field Biology
- Murray State University – BIO 596, Field Studies in Ecology
- University of Kentucky – BIO 355, Biology Study Abroad

3. Discussion of proposed course:

3.1 Schedule type: C

3.2 Learning Outcomes: This will vary by instructor. The following are two successful, summer-only BIOL 485 classes that are offered annually by WKU Biology faculty. These are excellent examples of different ways a Field Biology course can be delivered.

BIOL 485: African Wildlife Management – Dr. Michael Stokes

This is a skills-based course for students in relevant careers, including veterinary medicine, ecology and wildlife biology. The goals are to learn and apply:

- basic field safety when working with wildlife
- principles and practices of wildlife capture
- principles and practices of wildlife immobilization
- principles and practices of wildlife handling
- principles and practices of temporary housing of wildlife
- principles and practices of wildlife translocation
- practice of wildlife conservation in South Africa

BIOL 485: Medicine in Kenya – Dr. Nancy Rice

Learning emphases while in Kenya will stress addressing community-identified needs through active engagement in medical healthcare services while additionally incorporating an understanding of broad factors influencing health and quality of life. At the end of this course students will have:

- acquired basic knowledge of Kenyan culture, geography, language, biodiversity, health care, and the epidemiology of prevalent disease
- gained practical training in medical assessment and rudimentary physical therapy
- know the logistical information for the field course
- prepared themselves through readings and discussion for full cultural immersion during the associated field course in Kenya

3.3 Content outline: This is a generic template that will vary by instructor based on geographic location and anticipated student outcomes:

- introduction to regional biodiversity
- local biodiversity
- local field trips
- ecotourism and conservation challenges
- student presentations
- final assessments

3.4 Student expectations and requirements: This will vary by instructor. This is an example of a successful course that is taught repeatedly by a Biology faculty under a BIOL 485 heading.

BIOL 485: Costa Rica Biodiversity Studies – Dr. Keith Philips

- Assist researchers at Goldring Gund Marine Lab with projects on sea turtles
- Design and implement a one-week research project at Cloudbridge Nature Preserve
- Present research results at the Cloudbridge Nature Preserve Annual Meeting
- Participate in various research activities at several locations as well as in and near Corcovado National Park
- Maintain a detailed field notebook

3.5 Tentative texts and course materials: Textbooks, if used, will vary by instructor.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: No additional staff required when offered by the Department of Biology. We anticipate that BIOL 285 will continue to be offered mainly as a study-abroad course during winter and summer terms.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department of Biology

September 16, 2016

OCSE Curriculum Committee

December 1, 2016

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BIOL 355
- 1.2 Course title: Ecology Lab
- 1.3 Abbreviated course title: Ecology Lab
- 1.4 Credit hours: 2 Variable credit (**no**)
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisite/concurrent prerequisite: BIOL 315
- 1.7 Course description: A field-oriented, science process course where students learn to perform research and gain experience in ecology. **Course Fee**

2. Rationale:

- 2.1 Reason for developing the proposed course: Science education in the U.S. is under a mandate to be transformed in response to declines in science and technology competence and national competitiveness. Several recent publications have emphasized the critical importance of hands-on, inquiry-based laboratory experiences, research opportunities, and complex data analysis for transformative undergraduate STEM education. This lab was once a required part of BIOL 315 (Ecology) for decades but was recently eliminated, mainly in an effort to create separate lecture and lab components to allow for more scheduling flexibility for students. The Biology Department wishes to reintroduce a formal Ecology lab for fall 2017.
- 2.2 Projected enrollment in the proposed course: 12–15
- 2.3 Relationship of the proposed course to courses now offered by the department: This course would be unique to the department in that it will broadly encompass aquatic and terrestrial ecology in a field setting. Biology does offer several field-oriented courses that include a laboratory component, but each is much narrower in scope and most pertain to a specific group of organisms:
 - BIOL 325, Insect Biodiversity
 - BIOL 326/356, Ornithology/Ornithology Lab
 - BIOL 348, Plant Taxonomy
 - BIOL 405, Aquatic Insect Diversity
 - BIOL 456, Ichthyology
 - BIOL 457, Herpetology
 - BIOL 458, Fisheries Management
 - BIOL 459, Mammalogy
 - BIOL 497, Aquatic Field Ecology

- 2.4 Relationship of the proposed course to courses offered in other departments:
There are no similar science process-oriented courses offered at WKU where students study terrestrial and aquatic natural history in the field and perform ecological research.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Ecology Lab is a common course. Currently, all of our 18 benchmark institutions offer an ecology lab or similar field experience. In addition, 6 of the other 7 Kentucky Public Institutions offer an upper division general Ecology course with an imbedded or corequisite lab component.

3. Discussion of proposed course:

- 3.1 Schedule type: B
- 3.2 Learning Outcomes:
- Integrate the process of ecological research with identifying reasons why a particular line of inquiry warrants investigation
 - Evaluate and use scientific literature to gather information
 - Formulate testable hypotheses
 - Plan research
 - Generate, record, analyze, and interpret data
 - Write a scientific paper using the format from an appropriate journal
 - Develop an oral or poster presentation
- 3.3 Content outline:
- Scientific process
 - Searching and reading ecological literature
 - Scientific hypotheses
 - Experimental design
 - Initiating research
 - Managing notebooks and data
 - Data analysis
 - Synthesis
 - Writing scientific papers and developing presentations
- 3.4 Student expectations and requirements:
- Assignments
 - Conducting literature searches
 - Reviewing literature
 - Maintain a laboratory notebook
 - Writing a scientific paper
 - Developing a presentation
- 3.5 Tentative texts and course materials:
- 3.5.1 No text required. This course will rely mainly on scientific literature.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: This course will be taught by Department of Biology 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 2017

7. Dates of prior committee approvals:

Department of Biology

October 28, 2016

Ogden College Curriculum Committee

December 1, 2016

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Patrick Brown, patrick.brown@wku.edu, 5-6247
Leslie Plumlee, leslie.plumlee@wku.edu, 5-6210

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MATH 270
- 1.2 Course title: The Mathematics of Social Justice
- 1.3 Abbreviated course title: MATHEMATICS OF SOCIAL JUSTICE
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisite: MATH 115, 116, 117, 136, 142, or 183 with a grade of C or better.
- 1.7 Course description: Use of mathematical and statistical tools to examine social justice issues on local, regional, national, and global scales.

2. Rationale:

- 2.1 Reason for developing the proposed course: MATH 270 is designed to be a Colonnade Connections (Local to Global) course.
- 2.2 Projected enrollment in the proposed course: 24 students per year (spring only).
- 2.3 Relationship of the proposed course to courses now offered by the department: None
- 2.4 Relationship of the proposed course to courses offered in other departments: WKU offers several courses related to social justice, including ICSR 200 Introduction to Social Justice, ICSR 301 Seminar in Social Justice, and ICSR 435 Reimagining Citizenship, and ICSR 499 Public Work. MATH 270 The Mathematics of Social Justice will be the only course at WKU specifically designed to critically examine issues of social justice through a mathematical lens, utilizing the specific tools outlined in section 3.3 of this document.
- 2.5 Relationship of the proposed course to courses offered in other institutions: None of our benchmark institutions or other in-state public universities offers a course in mathematics and social justice. However, the following institutions offer courses similar to or related to the proposed course:
 - Lafayette College: FYS 141 The Mathematics of Social Justice
 - University of Vermont: MATH 095 (Special Topics) Mathematics of Social Justice; STAT 095 (Special Topics) Statistics & Social Justice
 - Florida International University: MGF 1107 The Mathematics of Social Choice and Decision Making
 - Cornell University: MATH 1340 Mathematics and Politics
 - University of Rochester: MTH 217 Mathematical Modeling in Political Science
 - Union College: MTH 060 Mathematics and Politics

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

Upon successful completion of MATH 270, students will be able to:

- Interpret information presented in mathematical and/or statistical forms.
- Use mathematics and statistics to analyze social justice issues on local and global scales.
- Examine the local and global interrelationships of one or more social justice issues through data analysis and basic mathematical modeling.
- Use critical thinking and quantitative reasoning to evaluate the consequences of decision-making on local and global scales.
- Make inferences, evaluate assumptions, and assess limitations in the application of mathematical tools to problems in social justice.
- Perform an appropriate mathematical analysis of one or more social justice issues at local and global scales and articulate the results and implications.

3.3 Content outline: Students in MATH 270 will examine social justice issues from among those listed in the outline below using appropriate mathematical tools. Students will investigate connections and relationships between multiple issues at local, regional, national, and global scales.

- Basic Human Needs (Food, Water, Shelter)
 - Measuring Standard of Living: Per Capita Gross Domestic Product, Genuine Progress Indicator, Human Development Index, Index of Social Health
 - Allocation of Resources: Elementary Game Theory Models, Fairness Metrics
 - Food Security: Food Desert Maps, Price Volatility, Global Hunger Index
 - Analyzing Housing and Homelessness: Quantifying Discrimination, Correlation between Majority/Minority Status and Housing Status
 - Concentration of Environmental Hazards / Exporting Pollution: Geometric Map Analysis, Statistical Analysis
 - Defense vs. Social Spending: Sourcing, Analyzing, Representing Data
- Health Care and Education
 - Defining and Measuring Access to Healthcare: Problems of Data Collecting and Sourcing, UHC Indicator
 - Comparing Disease and Mortality Rates: Data Analysis, Basic Hypothesis Testing
 - Relationship between Healthcare Access and Disease and Mortality Rates: Correlation, Regression
 - Education Rates & Levels: Data Analysis; Basic Time Series Analysis
 - Relationship between Education and Standard of Living: Graphical Representation, Correlation, Regression

- Freedom and Public Safety
 - Measuring Safety: Crime Rate Statistics (and Accounting for Underreporting), Crime Harm Index
 - Fairness in Policing: Probability Simulations, Hypothesis Testing
 - Measuring Incarceration Rates across Localities, Regions, and Nations: Summary Statistics, Data Analysis
 - Analyzing Incarceration Rates Over Time: Linear & Non-Linear Modeling
 - Comparing Prisoner Population to Overall Population: Goodness of Fit Testing
 - Relationship between Laws, Prosecution, and Sentencing and Public Safety: Linear and Nonlinear Regression, Correlation Coefficients
- Representation and Political Power
 - Voting with Two Choices
 - Voting with Three or More Choices: Plurality, Single Runoff, Sequential Runoff, Borda Count, Condorcet Method
 - Arrow's Impossibility Theorem
 - Indices of Voting Power: Banzhaf, Shapley-Shubik, Penrose
 - Apportionment Methods: Hamilton's Method, Jefferson's Method, Webster's Method, Hill-Huntington Method
- Income and Wealth Distribution
 - Measuring Income and Wealth Inequality: Gini Coefficient, 20:20 Ratio, Palma Ratio, Hoover Index, Atkinson Index, Generalized Entropy Index
 - Relationship between Income and Wealth Distributions and Other Issues across Localities, Regions, and Nations: Linear and Nonlinear Regression, Correlation Coefficients
 - Globalization of Labor: Optimization, Linear Programming
 - Balancing Equality, Growth, & Innovation: Optimizing Inequality

3.4 Student expectations and requirements: Students will complete written assignments and projects throughout the semester comprising applications of mathematics to a variety of social justice issues. Students will use a variety of mathematical and statistical tools to examine the history, current status, and implications of a selected social justice issue on both local and global scales, and will present their findings in a final paper and presentation.

3.5 Tentative texts and course materials:
 Taylor, A. D. (1995). *Mathematics and politics: Strategy, voting, power and proof*. New York: Springer-Verlag.
 Materials will come from many sources including books, journals, and online resources.

4. Resources:

- 4.1 Library resources: See attached Library Resources Form.
- 4.2 Computer resources: Current resources are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Current Mathematics Department Faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2018

7. Dates of prior committee approvals:

Department of Mathematics	11/18/2016
Ogden College Curriculum Committee	12/01/2016
Colonnade General Education Committee	
Undergraduate Curriculum Committee	
University Senate	

Proposal Date: October 14, 2016

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

Contact Person: D'Lee Babb, dlee.babb@wku.edu, 270-745-6943

- 1. Identification of course:**
 - 1.1 Course prefix and number: FACS 295
 - 1.2 Course title: Curriculum Development for Infants and Toddlers

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

Prerequisites: FACS 294
Corequisites: none

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

Prerequisites: FACS 294 or instructor permission
Corequisites: FACS 294 or instructor permission

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

To accommodate students needing to take FACS 294 with FACS 295 and to accommodate IECE's proposed program revisions and adjustment in course sequence, a change in both prerequisites is requested. Students can be successful in FACS 295 with FACS 294 content taken as a prerequisite or corequisite.

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

- 6. Proposed term for implementation:** Fall 2017

- 7. Dates of prior committee approvals:**

Department of Family and Consumer Sciences	<u>3 November 2016</u>
CHHS Undergraduate Curriculum Committee	<u>Nov. 18, 2016</u>
Professional Education Council	<u>Dec. 7, 2016</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: D’Lee Babb, dlee.babb@wku.edu, 270-745-6943

- 1. Identification of course:**
 - 1.1 Course prefix and number: FACS 296
 - 1.2 Course title: Curriculum Development for Preschool and Kindergarten Children
- 2. Current prerequisites/corequisites/special requirements:**

Prerequisites: FACS 294
Corequisites: none
- 3. Proposed prerequisites/corequisites/special requirements:**

Prerequisites: FACS 294 or instructor permission
Corequisites: FACS 294 or instructor permission
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

To accommodate students needing to take FACS 294 with FACS 296 and to accommodate IECE’s proposed program revisions and adjustment in course sequence, a change in both prerequisites is requested. Students can be successful in FACS 296 with FACS 294 content taken as a prerequisite or corequisite.
- 5. Effect on completion of major/minor sequence:** not applicable
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Family and Consumer Sciences	<u>3 November 2016</u>
CHHS College Curriculum Committee	<u>Nov. 18, 2016</u>
Professional Education Council	<u>Dec. 7, 2016</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: D'Lee Babb, D'Lee.Babb@wku.edu, 270-745-6943
Darbi Haynes-Lawrence, Darbi.Haynes-Lawrence@wku.edu, 270-745-2525

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: FACS 299
 - 1.2 Course title: Administration of Early Childhood Programs
- 2. Current prerequisites/corequisites/special requirements:**
Prerequisites: FACS 294 or permission of instructor
- 3. Proposed prerequisites/corequisites/special requirements:**
Prerequisites OR Corequisites: FACS 294 or permission of instructor
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**
FACS 294 is taught online during Spring semester only. FACS 299 is only offered during Spring semester. Thus, we have many students who need to take the two classes together. Correcting FACS 294 to a co-requisite instead of a pre-requisite will allow for easier enrollment in FACS 299 for both students and faculty. Students taking FACS 294 as a corequisite can be successful in both courses as the course content and learning outcomes complement one another.
- 5. Effect on completion of major/minor sequence:** Students can be successful taking these courses as co-requisites.
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

Department of Family and Consumer Sciences	3 November 2016
CHHS College Curriculum Committee	Nov. 18, 2016
Undergraduate Curriculum Committee	_____
University Senate	_____

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

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

1. Identification of proposed course:

- 1.1 Course prefix and number: FACS 282
- 1.2 Course title: Introduction to Family and Consumer Sciences Education
- 1.3 Abbreviated course title: Intro to FACS Ed
- 1.4 Credit hours: 3 Variable credit (no)
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Introduction to the profession of Family and Consumer Sciences Education including examination of the role, responsibility and dispositions of effective teachers, characteristics of the teaching/learning environment and introductory methods. Participation in youth organizations and professional organizations will be included. Observations and Praxis Exam at student expense.

2. Rationale:

- 2.1 Reason for developing the proposed course: The Family and Consumer Sciences Education advisory board met in July 2016 and reviewed the current program identifying a major weakness in the program as limited depth in content which makes it difficult for students to be completely comfortable with content when they start their teaching career. FACS 180, an introduction to all family and consumer sciences careers, is therefore being replaced with FACS 282. This will better meet the needs of students as they learn to move from a student perspective to a teacher perspective through the examination of teaching, learning. Learning to teach is a lifelong process and this course will provide the context for the formal beginning of a career-long endeavor and thus it supports the mission of the university. This course is designed to assist students in thinking about what it means to be a Family and Consumer Sciences teacher. It will introduce them early in their education with the expectations of becoming a Family and Consumer Sciences teacher, starting with examining the Kentucky FACS Program of Studies (content to be taught), classroom observation opportunities, lesson planning, etc. Students will be required to take the Praxis Core Academic Skills for Educators at least once during this course to help ensure their timely completion of this requirement for admission to teacher education.
- 2.6 Projected enrollment in the proposed course: 10 -15
- 2.7 Relationship of the proposed course to courses now offered by the department: There are two other course that are introduction courses specific to a content area;

HMD 171 Introduction to Management in Hospitality and IDFM 101 Foundations of Interior Design

- 2.8 Relationship of the proposed course to courses offered in other departments:
There are numerous introduction and/or foundation courses across the university but more specifically the following teacher education programs have an introduction and/or foundation course specific to preparing teachers: AG 200 Foundations of Agriculture Education; ART 311, 411 & 413 Foundations of Art Education I, II and III; and PE 223 Introduction to Teaching Physical Education.
- 2.9 Relationship of the proposed course to courses offered in other institutions:
Numerous programs include a course similar to this. I have included some in the following table. Benchmark schools are bold.

Institution	Course
Purdue University	EDCI 25000 Professional Development in Family and Consumer Sciences Education
Appalachian State	FACS 1400 Professional Orientation if FACS Ed & Introduction to FACS Ed
Ball State University	FCS 103 FCS Body of Knowledge & Implications of FCS Ed of Programs
East Carolina University	FACS 2123 Early Experience in FCSED
Illinois State University	FACS 111 Introduction to FCS Educator

3. Discussion of proposed course:

3.1 Schedule type: L -- Lecture

3.2 Learning Outcomes:

Upon completion of this course, the student will be able to

- Articulate the foundations of family and consumer sciences education and the relationship to state and national curriculum standards.
- Evaluate personal skills, interests, values, and abilities related to a career as a family and consumer sciences educator.
- Collect professional resources related to all content areas in family and consumer sciences.
- Differentiate between youth organization for Family and Consumer Sciences students and the professional organizations related to the discipline.
- Describe and analyze the relationship between Family and Consumer Sciences, Career and Technical Education and Academics.
- Initiate the development of a professional portfolio.
- Write objectives tied to Blooms Taxonomy.
- Create complete lesson plans
- Design appropriate games for learning

3.3 Content outline:

The course will include the following topics:

- Family Career and Community Leaders of America (FCCLA)– student youth organization in FACS
- Students Taking Action with Recognition (STAR) event competitions
- Classroom Observations
- Writing objectives
- Creating appropriate hooks and motivators for learning
- Lesson plans
- State and National Family and Consumer Sciences standards
- FACS Program of Study
- Teacher Ed requirements (Praxis, observation hours etc.)
- Professional Organizations for FACS teachers
- Resource files
- Career and Technical Education
- Teacher Dispositions

3.4 Student expectations and requirements: Types of assignments will include documenting classroom observations, papers, resource file, lesson plan documents, professional organization membership and participation, Praxis Scores, final exam.

3.5 Tentative texts and course materials:

Chamberlain, V. M., & Cummings, M. N. (2003). *Creative instructional methods for family & consumer sciences and nutrition & wellness*. Peoria, IL: Glencoe/McGraw-Hill.

Hitch, E. J., & Youatt, J. P. (2002). *Communicating family and consumer sciences: A guidebook for professionals*. Tinley Park, IL: Goodheart-Willcox.

Johnson, J., & Fedje, C. (Eds). (1999). *Family and consumer sciences curriculum: Toward a critical science approach*. Family and Consumer Sciences Teacher Education Yearbook 19. Peoria, IL: Glencoe/McGraw-Hill.

Kato, S. L. (2008). *Foundations of family and consumer sciences: Careers serving individuals, families, and communities*. Tinley Park, IL: Goodheart-Willcox.

Vision and Mission statements in the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) and American Association of Family & Consumer Sciences (AAFCS). (2008). *National standards for family and consumer sciences*.

<http://www.doe.in.gov/octe/facs/NASAFACS/Intro.html>

4. Resources:

- 4.1 Library resources: submitted
- 4.2 Computer resources: adequate

5. Budget implications:

- 5.1 Proposed method of staffing: to be taught within current faculty load

- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Family and Consumer Sciences Department	Sept 21, 2016
CHHS College Curriculum Committee	Nov. 18, 2016
Professional Education Council	Dec. 7, 2016
Undergraduate Curriculum Committee	
University Senate	