

## University Curriculum Committee October 24, 2019

- I. Call to Order – Meeting: 3:45 pm, WAB 227
- II. Approval of September 26, 2019 Minutes
- III. Old Business:
- IV. New Business:
- V. Curriculum Agenda

<b>Potter College Arts &amp; Letters – begins on page 4</b>	
Type of Item	Description of Item & Contact Information
<b>Information</b>	<b>Proposal to Revise a Course Number</b> Item: HIST 341 - Cultural History of Alcohol Contact: Eric Reed, eric.reed@wku.edu, Phone 5-5732
<b>Consent</b>	<b>Proposal to Create an Equivalent Course</b> Item: HIST 395 - Cultural History of Alcohol Contact: Eric Reed, eric.reed@wku.edu, Phone 5-5732
<b>Consent</b>	<b>Proposal to Revise a Course Title</b> Item: RELS 322 - Islam and Pilgrimage Contact: Sophia Arjana, Sophia.Arjana@wku.edu, Phone 5-5752
<b>Consent</b>	<b>Proposal to Revise a Course Title</b> Item: RELS 331 - Islam in America Contact: Sophia Arjana, Sophia.Arjana@wku.edu, Phone 5-5752

<b>Action</b>	<b>Proposal to Create a New Course</b> Item: ART 395 – A Cultural History of Alcohol Contact: Kristina Arnold, <a href="mailto:Kristina.Arnold@wku.edu">Kristina.Arnold@wku.edu</a> , Phone 5-6566
<b>Action</b>	<b>Proposal to Create a New Course</b> Item: RELS 340 – Popular Culture and the Religious Marketplace Contact: Sophia Arjana, Sophia.Arjana@wku.edu, Phone 5-5752
<b>Action</b>	<b>Proposal to Create a New Course</b> Item: RELS 455 - Saints, Monsters and Superheroes Contact: Sophia Arjana, Sophia.Arjana@wku.edu, Phone 5-5752

**College of Education and Behavioral Sciences – begins on page 37**

<b>Type of Action</b>	<b>Description of Item and Contact Information</b>
<b>Information Item</b>	<b>Action: Revise Course Prerequisites/Corequisites/Special Requirements</b> <b>Item: IECE 321</b> Contact Person: Sylvia Dietrich, <a href="mailto:Sylvia.dietrich@wku.edu">Sylvia.dietrich@wku.edu</a> , 5-5414
<b>Information Item</b>	<b>Action: Revise Course Prerequisites/Corequisites/Special Requirements</b> <b>Item: IECE 324</b> Contact Person: Sylvia Dietrich, <a href="mailto:Sylvia.dietrich@wku.edu">Sylvia.dietrich@wku.edu</a> , 5-5414
<b>Consent Item</b>	<b>Action: Revise Course Prerequisites/Corequisites/Special Requirements</b> <b>Item: SPED 331</b> Contact Person: Sylvia Dietrich, <a href="mailto:Sylvia.dietrich@wku.edu">Sylvia.dietrich@wku.edu</a> , 5-5414
<b>Consent Item</b>	<b>Action: Revise Course Title</b> <b>Item: ID 460</b> Contact Person: Xiaoxia Huang, <a href="mailto:xiaoxia.huang@wku.edu">xiaoxia.huang@wku.edu</a> , 5-4332
<b>Consent Item</b>	<b>Action: Revise Course Title</b> <b>Item: ID 470</b> Contact Person: Xiaoxia Huang, <a href="mailto:xiaoxia.huang@wku.edu">xiaoxia.huang@wku.edu</a> , 5-4332
<b>Consent Item</b>	<b>Action: Revise Course Title</b> <b>Item: SPED 345</b> Contact Person: Susan Keeseey, <a href="mailto:susan.keeseey@wku.edu">susan.keeseey@wku.edu</a> , 5-5414
<b>Consent Item</b>	<b>Action: Revise Course Title</b> <b>Item: SPED 480</b> Contact Person: Susan Keeseey, <a href="mailto:susan.keeseey@wku.edu">susan.keeseey@wku.edu</a> , 5-5414

<b>Action Item</b>	<b>Action: Proposal to Revise Course Credit Hours</b> <b>Item: EDU 489</b> Contact Person: Susan Keeseey, <a href="mailto:Susan.Keeseey@wku.edu">Susan.Keeseey@wku.edu</a> , 5-5414
<b>Action Item</b>	<b>Action: Proposal to Create a new Course</b> <b>Item: SPED 346</b> Contact Person: Dusty Knotts, <a href="mailto:jdusteen.knotts@wku.edu">jdusteen.knotts@wku.edu</a> , 5-5414
<b>Action Item</b>	<b>Action: Proposal to Revise Course Credit Hours</b> <b>Item: SPED 425</b> Contact Person: Susan Keeseey, <a href="mailto:susan.keeseey@wku.edu">susan.keeseey@wku.edu</a> , 5-5414
<b>Action Item</b>	<b>Action: Proposal to Revise a program</b> <b>Item: 5003</b> Contact Person: Susan Keeseey, <a href="mailto:susan.keeseey@wku.edu">susan.keeseey@wku.edu</a> , 5-5414
<b>Action Item</b>	<b>Action: Proposal to Make Multiple Revisions to a Course</b> <b>Item: IECE 421</b> Contact Person: Sylvia Dietrich, <a href="mailto:Sylvia.dietrich@wku.edu">Sylvia.dietrich@wku.edu</a> , 5-5414
<b>Action Item</b>	<b>Action: Proposal to Make Multiple Revisions to a Course</b> <b>Item: IECE 422</b> Contact Person: Sylvia Dietrich, <a href="mailto:Sylvia.dietrich@wku.edu">Sylvia.dietrich@wku.edu</a> , 5-5414

<b>Action Item</b>	<b>Action: Proposal to Revise a program</b> <b>Item: 526</b> Contact Person: Sylvia Dietrich, <a href="mailto:Sylvia.dietrich@wku.edu">Sylvia.dietrich@wku.edu</a> , 5-5414
<b>Action Item</b>	<b>Action: Proposal to Make Multiple Revisions to a Course</b> <b>Item: ID 465</b> Contact Person: Xiaoxia Huang, <a href="mailto:xiaoxia.huang@wku.edu">xiaoxia.huang@wku.edu</a> , 5-4332
<b>Action Item</b>	<b>Action: Proposal to Revise a program</b> <b>Item: 1725</b> Contact Person: Xiaoxia Huang, <a href="mailto:xiaoxia.huang@wku.edu">xiaoxia.huang@wku.edu</a> , 5-4332

<b>Ogden College of Science and Engineering – begins on page 80</b>	
<b>Type of item</b>	<b>Description of Item &amp; Contact Information</b>
<b>Consent</b>	<b>Proposal to Revise a Course Title</b> <b>GEOG 492, Advanced Spatial Analysis, 3 hrs.</b> Contact: Jun Yan, <a href="mailto:junyah@wku.edu">junyah@wku.edu</a> , x8952
<b>Consent</b>	<b>Proposal to Revise a Course Title</b> <b>GISC 423, Geoprocessing and GIS Applications, 3 hrs.</b> Contact: Jun Yan, <a href="mailto:junyah@wku.edu">junyah@wku.edu</a> , x8952
<b>Action</b>	<b>Proposal to Revise a Program</b> <b>Ref. 174, Certificate in GIS, 20 hrs.</b> Contact: Kevin Cary, <a href="mailto:kevin.cary@wku.edu">kevin.cary@wku.edu</a> , x2981
<b>Action</b>	<b>Proposal to Make Multiple Revisions to a Course</b> <b>CHEM 304, Biochemistry for the Health Sciences, 3 hrs.</b> Contact: Jeremy Maddox, <a href="mailto:Jeremy.maddox@wku.edu">Jeremy.maddox@wku.edu</a> , x8725
<b>Action</b>	<b>Proposal to Create a New Course</b> <b>PSYS 175, University Experience, 1 hr.</b> Contact: Andrew Mienaltowski, <a href="mailto:andrew.mienaltowski@wku.edu">andrew.mienaltowski@wku.edu</a> , x3918

**Potter College of Arts & Letters**  
**Department of History**  
**Proposal to Revise Course Number**  
**(Consent Item)**

Contact Person: Eric Reed, [eric.reed@wku.edu](mailto:eric.reed@wku.edu) , Phone 5-5732

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: HIST 341
- 1.2 Course title: Cultural History of Alcohol

**2. Proposed course number:** HIST 395

**3. Rationale for revision of course number:** The course will be offered as an equivalent to ART 395 whenever it is offered, so the course number needs to match ART 395 in the HIST prefix.

**4. Proposed term for implementation:** Next Available

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

History Department

**9/23/2019**

Potter College Curriculum Committee

\_\_\_\_\_  
**10/01/2019**

Undergraduate Curriculum Committee

\_\_\_\_\_

Faculty Senate

\_\_\_\_\_

\_\_\_\_\_

**Potter College of Arts & Letters**  
**Department of History**  
**Proposal to Create an Equivalent Course**  
**(Consent Item)**

Contact Person: Eric Reed, [eric.reed@wku.edu](mailto:eric.reed@wku.edu), Phone 5-5732

**1. Identification of existing course:**

- 1.1 Current course prefix (subject area) and number: HIST 395
- 1.2 Course title: Cultural History of Alcohol

**2. Identification of proposed equivalent course prefix(es) and numbers: ART 395**

**3. Rationale for each equivalent course:**

The Art Department has obtained the approval of the History Department to develop and offer ART 395 as an equivalent course to HIST 395. ART and HIST both have faculty members who are qualified to teach this course. There is adequate student demand in both departments for this course to justify offering the equivalent course. ART and HIST will consult regularly about course content and learning objectives to ensure equivalency.

**4. Proposed term for implementation: Next Available**

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

History Department

**9/23/2019**

Potter College Curriculum Committee

**10/01/2019**

Undergraduate Curriculum Committee

Faculty Senate

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

Contact Person: Sophia Arjana, sophia.arjana@wku.edu, Phone 5-5752

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: RELS 322
- 1.2 Course title: Islam and Pilgrimage
- 1.3 Credit Hours: 3

**2. Proposed course title:** Pilgrimage, Islam, and Modernity

**3. Proposed abbreviated course title:** Pilgrimage, Islam & Modernity

(maximum of 30 characters/spaces)

**4. Rationale for the revision of course title:** The new course title more specifically reflects the content of the course.

**5. Proposed term for implementation:** First Available

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

Department of Philosophy & Religion

**3/29/2019**

Potter College Curriculum Committee

**10/01/2019**

Undergraduate Curriculum Committee

Faculty Senate

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

Contact Person: Sophia Arjana, sophia.arjana@wku.edu, Phone 5-5752

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: RELS 331
- 1.2 Course title: Islam in America
- 1.3 Credit Hours: 3

**2. Proposed course title:** Islam in America: Hope & Hip Hop

**3. Proposed abbreviated course title:** Islam in America: Hope/Hip Hop  
(maximum of 30 characters/spaces)

**4. Rationale for the revision of course title:** The new course title more specifically reflects the content of the course.

**5. Proposed term for implementation:** First Available

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

Department of Philosophy and Religion

**3/29/2019**

Potter College Curriculum Committee

**10/01/2019**

Undergraduate Curriculum Committee

Faculty Senate

**(Action Item)**

**Proposal to Create a New Course:** A Cultural History of Alcohol

**Potter College of Arts & Letters**

**Department/Unit:** ART

**Section 1: Proponent Contact Information**

**1.1 Name/Title:** Kristina Arnold, Department Head, Art

**1.2 Email address:** kristina.arnold@wku.edu

**1.3 Phone #** 5-6566

**Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number:** ART 395

**2.2 Course CIP code:** 50.0703

**2.3 Course title:** A Cultural History of Alcohol

**2.4 Abbreviated Course title:** Cultural History of Alcohol

**2.5 Credit hours/Variable credit:** 3

**2.6 Repeatability:** N/A

**2.7 Course Term: Is this course intended to span more than a single term?** NO

**2.8 Course Catalog Description:** An examination of the role that alcohol plays in historical development among various world cultures over time. Instructor may choose to focus on a specific region and/or time period.

**2.9 Prerequisite/Corequisites/Restrictions:** N/A



**2.10 Additional Enrollment Requirements:** N/A

**2.11 Other Special Course Requirements:** N/A

**2.12 Grade Type:** standard A-F final grade

**2.13 Schedule Type:** Choose the most appropriate descriptor from this list of options: Lecture

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

#### **3.1 Course Content Summary:**

This course will provide students with the necessary evidence and an interpretive framework in order to acquaint students with a historical perspective on the role of alcohol in various world cultures. Through lectures, seminar-style discussions, and a wide array of primary and secondary texts (including scholarship, films, music, and primary readings) students will analyze the historical role of alcohol in various world cultures, and the ways in which historical events effected and were affected by alcohol.

#### **3.1 Learning Outcomes:**

- Students will understand the cultural politics of alcohol
- Students will analyze drinking venues as cultural "space"
- Students will assess alcohol and gender roles across cultures
- Students will analyze the ways in which alcohol played a role in larger historical events.

#### **3.2 Assessment/Evaluation:**

Student expectations and requirements:

Students will be expected to engage in critical analysis of the materials. The course evaluation will be based on exams, research papers and projects and class participation.

### **Section 4: Rationale**

#### **4.1 Reason for developing this proposed course:**

This course was originally proposed by the History Department, using the following rationale: *Alcohol is a familiar component in the lives of all students, though usually it appears in the form of advertising, consumption, or anti-alcohol campaigns. Yet few students think of the subject as one that merits scholarly attention. However, the role that alcohol plays in world cultures is a field that has begun to get more attention from scholars in the past decade . There is a professional journal devoted to the topic, an annual meeting that draws scholars from around the country, and the ways in which alcohol influenced cultures across time is now a more mainstream topic. This course will open a new field of study for students in many disciplines, allow them to examine history from an angle which is already familiar to them but which they had probably not considered as a serious academic topic, and give them a fresh perspective on history. Finally, this course will enhance students' critical thinking and analytical skills.*

#### **4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course? **YES**
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? **NO**

We are proposing this course as an equivalent to HIST 341, which will change its course number to HIST 395 to allow for equivalence. From the original proposal: Many departments offer culture-specific courses. However, none of these focus on the culture of alcohol, or the history of alcohol. The Department of Public Health offers PH 100, Personal Health, and PH 101, Dynamics of Alcohol and Drug Abuse, PH 382, Peer Health Education, PH 572, Drug abuse Prevention. These are courses related to health and medical issues, and none touch on the cultural history of alcohol. *[This course]* would complement the Public Health classes.

Consulted with Dr. Eric Reed, History, via phone and email multiple times including 8/22/19, 9/12/19, 9/19/19

### **Section 5: Projected Enrollments/Resources**

#### **5.1 How many students per section are expected to enroll in this proposed course?**

Enrollment in the equivalent History course has varied. Spring 2018 had 32 students.

**5.1 How many sections of this course per academic year will be offered?** 1

**5.2 How many students per academic year are expected to enroll?** 25-35

**5.3 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections:**

Past enrollments for equivalent course; other 300-level Art History courses

**5.4 Proposed method of staffing:** Current faculty

**5.5 Instructional technology resources:** Are the unit's current instructional technology resources sufficient to support this course? **YES**

**5.6 Library resources:** Per prior approval of equivalent history course, library has adequate resources for this course.

**Section 6: Proposed term for implementation:** What semester/year will this course "come on line" and be available to students? **First available**

**Section 7: Supplemental Documentation (Optional):** If needed, append any supplemental documentation here.

**(Action Item)**

**Proposal to Create a New Course:** Popular Culture and the Religious Marketplace  
**Potter College of Arts & Letters**

**Department/Unit:** Department of Philosophy and Religion

**Section 1: Proponent Contact Information**

**1.1 Name/Title:** Sophia Arjana, Assistant Professor of Religious Studies

**1.2 Email address:** sophia.arjana@wku.edu

**1.3 Phone** 5-5752

**Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number:** RELS 340

**2.2 Course CIP code:** 38.0001

**2.3 Course title:** Popular Culture and the Religious Marketplace

**2.4 Abbreviated Course title:** Pop Cult & Relig Marketplace

**2.5 Credit hours/Variable credit:** 3

**2.6 Repeatability:** N/A

**2.7 Course Term: Is this course intended to span more than a single term? NO**

**2.8 Course Catalog Description:** A study of religious products and the expression of religious themes in different types of popular media.

**2.9 Prerequisite/Corequisites/Restrictions:** N/A

**2.10 Additional Enrollment Requirements:** N/A

**2.11 Other Special Course Requirements:** N/A

**2.12 Grade Type:** Standard A-F final grade

**2.13 Schedule Type:** Lecture

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

**3.1 Course Content Summary:** Popular Culture and the Religious Marketplace examines the relationship between religion and popular culture, as well as its intersection with other businesses in today's religious marketplace. Topics include comic books, television, film, New Age products, and the business of yoga.

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

1. Analyze religion in popular culture on local and global scales.
2. Examine the local and global interrelationships of different products and practices that are part of the religious marketplace.
3. Evaluate the consequences of decision-making on local and global scales with respect to the ways in which businesses market religions to different communities.

**3.3. Assessment/Evaluation:** Students will be assessed on writing assignments, research presentations, and a scrapbooking/journal. The variety of assessments is designed to support different learning styles.

### **Section 4: Rationale**

**4.1 Reason for developing this proposed course:** This course addresses the intersection of religion, popular culture, and the marketplace, appealing to a broad segment of students. The Department of Philosophy and Religion currently has no course on religion and popular culture, a subject offered at many universities and colleges around the country. It is also a course that appeals to wide segments of students, from Religion majors to Communication and Marketing majors.

**4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course? **YES**

- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? **NO**
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations: **Dr. Jeff Samuels consulted with faculty in the Popular Culture Studies Program during the week of April 2, 2019.**

## **Section 5: Projected Enrollments/Resources**

**5.1 How many students per section are expected to enroll in this proposed course?** 30

**5.2 How many sections of this course per academic year will be offered?** 1-2

**5.3 How many students per academic year are expected to enroll?** 30-60  
(more depending on number of sections offered)

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.**

I took current enrollments of World Religions (RELS 102) and Islam in America (RELS 331), two of the Colonnade courses we currently offer, which fill.

**5.5 Proposed method of staffing:** Faculty of the Department of Philosophy and Religion

**5.6 Instructional technology resources:** N/A

**5.7 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? **YES**

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level? **YES**

**Section 6: Proposed term for implementation:** First Available

**Section 7: Supplemental/Supporting Documentation:** Attached is the course syllabus with proposed readings and schedules. Please note that this is a draft and the assigned readings may change before course is taught.

Popular Culture and the Religious Marketplace

RELS 340

Spring 2020

Dr. Sophia Arjana

[sophia.arjana@wku.edu](mailto:sophia.arjana@wku.edu)

Course Description

Popular Culture and the Religious Marketplace explores the interaction between religion and popular culture in North America and globally. Students will learn about the constructions of popular culture (storytelling, sports, music) through course texts, films, and other media. Students will also study religious entrepreneurs, including those who profit from New Age and spiritualist movements. This course includes both written assessments and presentations and as such, is geared toward different learning styles. Students will gain an appreciation for different cultures through this course, which is not limited to the American context.

Required Texts and Blackboard Readings

This course has two required texts. The first is:

Forbes, Bruce David and Jeffrey H. Mahan, eds. *Religion and Popular Culture in America: Revised Edition*. Berkeley: University of California Press, 2005.

Choose one of the following for the second text. You must sign up for your text within the first two weeks of class:

\*Please note that this list will be expanded before the class is offered.

Nama, Adilifu. *Super Black: American Pop Culture and Black Superheroes*. Austin: University of Texas, 2011.

Garrett, Greg. *Entertaining Judgment: The Afterlife in Popular Imagination*. New York: Oxford University Press, 2015.

\*This book focuses on how the afterlife is portrayed in popular culture, from Field of Dreams to The Walking Dead.



Klassen, Chris. *Religion and Popular Culture: A Cultural Studies Approach*. Ontario: Oxford University Press, 2014.

\*This book focuses on issues like race, class, and gender and their role in popular culture.

Iwamura, Jane. *Virtual Orientalism: Asian Religions and American Popular Culture*. New York: Oxford University Press, 2011.

\*This book focuses on the Asian monk and guru in popular culture.

Bishop, Kyle William. *American Zombie Gothic: The Rise and Fall (and Rise) of the Walking Dead in Popular Culture*. McFarland and Company, 2010.

\*This book focuses on the history of the zombie and its popularity in popular culture, included its ties to politics.

Wagner, Rachel. *Godwired: Religion, Ritual, and Virtual Reality*. London: Routledge, 2012.

\*This book focuses on religion in digital space and asks religious questions about the mythic worlds created in cyberspace.

All other required readings are listed in the schedule of classes and are available on Blackboard.

#### Colonnade Learning Outcomes/Artifacts and Evidence

- 1) Analyze religion in popular culture on local and global scales.
- 2) Examine the local and global interrelationships of different products and practices that are part of the religious marketplace.
- 3) Evaluate the consequences of decision-making on local and global scales with respect to the ways in which businesses market religions to different communities.

During the course of the semester, students will do the following:

- 1) Write a midterm essay (outcome 1 & 2)
- 2) Write a final paper on religious and popular culture (outcome 2)
- 3) Research and present on two topics related to the course (outcome 3)
- 4) Create a scrapbook of popular culture images (outcome 1 & 3)

## Grading

Grading is on a 100-point scale. No weighted grades, no surprises, no pop quizzes, no final exam, no extra credit. This is as straightforward as it can be.

Midterm Presentation	20% (20 points)
Final Presentation	20% (20 points)
Brief Essay	20% (20 points)
Final Paper	20% (20 points)
Scrapbook	20% (20 points)

\*\*All assignments are due to me in hard (paper) copy on the due date.

## **Scrapbook**

The scrapbook is a way of you engaging with popular culture in a country or region outside of North America.

Think of this as a journal of your reflections on popular culture in the global context.

Requirements: A minimum of one page per week, for a total of 15 pages. You may include images from magazines, the internet, or other sources. Your scrapbook should include a cover page that identifies your subject and what you learned from the scrapbooking exercise. This portion should be no longer than two pages double-spaced Times New Roman 12.

## **Brief Essay**

This is a very brief essay on the reading or non-traditional text (i.e. film or television series, such as *The Simpsons*) you found the most compelling, explaining what you learned from it and how it helped you understand the intersection between religion and popular culture. It will analyze religion in popular culture on local and global scales, examine the local and global interrelationships of different produces and practices that are part of the religious marketplace. It should be no longer than three pages, double-spaced, 12 point Times New Roman font and must include Chicago Manual of Style footnotes.

## **Midterm and Final Presentations**

Presentations are designed to appeal to numerous learning styles.

Think of this as a way to explore topics in ways that are creative and non-traditional.

Requirements: Each presentation should be 5-10 minutes long and must include a word cloud, timeline, or story map. For the last two options, you must use the timeline and story map online programs at [knightlab.northwestern.edu](http://knightlab.northwestern.edu). You need to include an annotated bibliography in Chicago Style (this is a bibliography with a one-paragraph summary of each of your **four** sources) and should consist of the following:

1)Midterm Presentation: Fandom

Topics might include one of the following: Star Wars, Harry Potter, Star Trek, Ms. Marvel, Black Panther

2)Final Presentation: Global Popular Culture\* (\*forms of popular culture that have global reach)

Topics might include one of the following: Japanese horror cinema, Korean pop music, Algerian Rai music, hip-hop, Islamic sacred music, Bollywood cinema, global/world music

Your presentations should focus on the consequences of decision-making on local and global scales with respect to the ways in which businesses market religions to different communities

### **Final Paper**

This paper will answer a question posed by this class that focuses the consequences of decision-making on local and global scales with respect to the ways in which businesses market religions to different communities. This is likely to be a student-generated question that will emerge from class discussions.

Requirements: Typed, 12-point Times New Roman, single-spaced. Papers should be between 5 and 7 pages, double-spaced, with Chicago Style footnotes.

### Academic Integrity

Regarding *cheating*, the University states, “No student shall receive or give assistance not authorized by the instructor in taking an examination.” In this course, specific examples of unauthorized assistance include sharing reading notes with other students, including those enrolled in subsequent sections of this course.

Students must work independently on papers and writing assignments and avoid *plagiarism*, which the University defines as “any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer properly.” Violations almost always result in a zero on the paper or an automatic F in the course.

### Title IX, Discrimination, Harassment, and Sexual Misconduct Policy Statement

Discrimination, harassment, and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

### Accommodations

In compliance with University policy, students who have disabilities and require academic and/or auxiliary accommodations for this course are encouraged to contact the Student Accessibility Resource Center, which is located in Downing Street Union 1074 (270-745-3004; 270-745-3030TTY); [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please obtain a faculty notification letter (FNL) from the Student Accessibility Resource Center before requesting accommodations directly from the professor.

### Course Expectations

You are expected to come to every class unless you have an extenuating circumstance such as illness or family emergency (the former of which needs to be documented by a physician's note).

### Technology Policy

You are not permitted to use technology in this class except for the Art Projects at the end of the semester or other occasions that I have noted in class. This means no visible cell phones, tablets, laptops, or other devices. The only exceptions are those who have a special accommodation (see statement above). \*Please remember that this policy is designed for you. Studies show that students learn better when they hand-write notes in a notebook and when they are off technology (screens) during class.

### Other Important Stuff

You are encouraged to come see me **at least once** during the semester. We can discuss a reading, check in about class, or go over a paper.

Communication! I am **very** good about answering student emails, but do not answer emails on the weekends (Friday afternoon through Monday morning). Please do not email me with an emergency ("I cannot finish my paper on time!") on the weekends because I will not see your email.

Lastly, if you are ill, please stay home (especially if you have the flu) and submit a physician's note to excuse the absence.

Food Insecurity: Around 50% of college students have difficulty affording groceries. Please contact the WKU Food Pantry (270-745-2508) or email them at [sustainability@wku.edu](mailto:sustainability@wku.edu).

If you experience food insecurity and need a snack, come see me in my office. I have emergency supplies on hand.

### An Important Reminder on Religious Studies in the Public University

"The school's approach to religion is *academic*, not *devotional*.

The school strives for student *awareness* of religions, but does not press for student *acceptance* of any religion.

The school sponsors *study* about religion, not the *practice* of religion.

The school may *expose* students to a diversity of religious views, but may not *impose* any particular view.

The school *educates* about all religions; it does not *promote* or *denigrate* religion.

The school *informs* students about various beliefs; it does not seek to *conform* students to any particular belief."

*A Teachers Guide to Religion in the Public Schools*, First Amendment Center, Nashville, 1999, p. 3].

### Additional Learning Resources

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help with **reading/studying to learn and writing for evidence and argument**. The Center for Literacy offers both individual and small group sessions throughout the semester. Please email @ [literacy.center@wku.edu](mailto:literacy.center@wku.edu) to schedule an appointment or ask questions, visit the website at <http://www.wku.edu/literacycenter/>, or stop by GRH 2066 for more information.

The WKU Writing Center is at 123 Cherry Hall and can be reached at [writingcenter@wku.edu](mailto:writingcenter@wku.edu) or 270-745-5719. They have great resources and can offer support for writing — either in person or online (for distance learners). Their website is <https://www.wku.edu/writingcenter/>

### Schedule of Classes and Readings

The schedule is organized according to topic and texts (readings and visual texts, which are largely comprised of film clips). \*A list of prospective readings is included here. All the underlined readings are from the first required text: Forbes, Bruce David and Jeffrey H. Mahan, eds. *Religion and Popular Culture in America: Revised Edition*. Berkeley: University of California Press, 2005.

#### Week 1: Defining Religion

Reading: Richard King, “Sacred Texts, Hermeneutics, and World Religions”

Visual Text: *Blessings: The Tsoknyi Nangchen Nuns of Tibet* (entire film)

#### Week 2: Approaching Popular Culture

Reading: David Chidester, “The Church of Baseball, the Fetish of Coca-Cola, and the Potlatch of Rock and Roll”

Visual Text: *Indiana Jones and the Temple of Doom* (film clips)

#### Week 3: Medieval Popular Culture

Reading: Arjana, Chapter 4

Visual Text: Metropolitan Museum Cloisters Gallery @ <https://www.metmuseum.org/visit/met-cloisters> (website)

#### Week 4: Modern Popular Culture

Reading: Forbes, Introduction

Visual Text: *Her* (film clips)

#### Week 5: Religion and the Marketplace

Readings: TBD

#### Week 6: Judaism and Christianity

Reading: Gross, Chapter 9, Johnson, Chapter 8

Visual Text 1: <https://www.joelosteen.com/Pages/Home.aspx> (website)

Visual Text 2: *Brighton Beach Memoirs* (film clips)

#### Week 7: Islam

Reading: Peterson and Echchaibi, Chapter 7

Visual Text: <https://www.youtube.com/watch?v=68sMkDKMias> (video)

Week 8: Hinduism and Buddhism

Readings: Gandhi, Chapter 16, Iwamura, Chapter 2

Visual Text: <https://boulder.shambhala.org/> (website), *The Matrix* (film)

Week 9: Sports

Reading: Price, Chapter 14

Visual Text: Field of Dreams (film clips)

Week 10: Science Fiction and Fantasy

Readings: Julian Fielding, “Beyond Judeo-Christianity: *Star Wars* and the Great Eastern Religions”

Visual Text: *Star Wars: Rogue One* (entire film)

Michael Osling, “Harry Potter and the Disenchantment of the World”

Visual Text: Harry Potter Products @

[https://www.harrypottershop.com/?gclid=EAIaIQobChMIotvplJfN3gIVBLvsCh3a-QTbEAAAYASAAEgIVTfD\\_BwE](https://www.harrypottershop.com/?gclid=EAIaIQobChMIotvplJfN3gIVBLvsCh3a-QTbEAAAYASAAEgIVTfD_BwE) (website)

Week 11: The Religious Marketplace: Pastorpreneurs

Reading: Katja Rakow, “Religious Branding and the Quest to Meet Consumer Needs: Joel Osteen’s ‘Message of Hope,’” Luke A. Winslow, “The Imaged Other: Style and Substance in the Rhetoric of Joel Osteen”

Visual Text: Joel Osteen

Week 12: The Religious Marketplace: Oprah

Reading: Lofton, Oprah: *The Gospel of an Icon* (selections), Karlyn Crowley, “New Age Soul: The Gendered Translation of New Age Spirituality on The Oprah Winfrey Show”

Week 13: The Religious Marketplace: New Age and Mysticism

Readings: Catherine L. Albanese, “The Aura of Wellness: Subtle-Energy Healing and New Age Religion,” Hans A. Baer, “The Work of Andrew Weil and Deepak Chopra: Two Holistic Health/New Age Gurus: A Critique of the Holistic Health/New Age Movements”

Week 14: The Religious Marketplace: The Business of Mindfulness

Readings: Terry Hyland, "McDonaldizing Spirituality: Mindfulness, Education, and Consumerism,"  
Andrea Jain, *Selling Yoga: From Counterculture to Pop Culture* (selections)

Week 15: Final Papers and Presentations



**(Action Item)**

**Proposal to Create a New Course:** Saints, Monsters, and Superheroes

**Potter College of Arts and Letters**

**Department/Unit:** Philosophy and Religion

**Section 1: Proponent Contact Information**

**1.1 Name/Title:** Sophia Arjana, Assistant Professor of Religious Studies

**1.2 Email address:** sophia.arjana@wku.edu

**1.3 Phone** 5-5752

**Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number:** RELS 455

**2.2 Course CIP code:** 38.001

**2.3 Course title:** Saints, Monsters, and Superheroes

**2.4 Abbreviated Course title:** Saints, Monsters & Superheroes

**2.5 Credit hours/Variable credit:** 3

**2.6 Repeatability:** N/A

**2.7 Course Term: Is this course intended to span more than a single term?** NO

**2.8 Course Catalog Description:** A study of different characters and archetypes in religious traditions around the world.

**2.9 Prerequisite/Corequisites/Restrictions:** N/A

**2.10 Additional Enrollment Requirements:** N/A

**2.11 Other Special Course Requirements:** N/A

**2.12 Grade Type:** Standard A-F final grade

**2.13 Schedule Type:** Lecture

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

**3.1 Course Content Summary:** This course examines the saints, monsters, and superheroes that emerge out of religious traditions around the world. The course is organized into three units, each of which examines these characters. Students will examine topics as Christian saints, Hindu heroes, Muslim monsters, and American superheroes, through readings, class discussions, presentations, and writing assignments.

**3.2 Learning Outcomes:** Upon successful completion of this course, students should be able to:

1. Analyze the theoretical perspectives on saints, monsters, and superheroes on both a local and global scale.
2. Examine the local and global relationships of between religion, saints, monsters, and superheroes.
3. Evaluate the consequences of the decisions about the portrayal of saints, monsters, and superheroes in both local and global religious contexts.

**3.3 Assessment/Evaluation:** Students will be assessed on a story map, a research presentation, a paper, and a review. The variety of assessments is designed to support different learning styles.

### **Section 4: Rationale**

**4.1 Reason for developing this proposed course:** This course addresses the shortfall of classes that examine religion and global cultures from a comparative perspective. It is intended to be a Colonnade Connections course that has broad appeal to students across the university community.

**4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course? **NO**

- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? **NO**
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

## **Section 5: Projected Enrollments/Resources**

**5.1 How many students per section are expected to enroll in this proposed course?** 30

**5.2 How many sections of this course per academic year will be offered?** 1-2

**5.3 How many students per academic year are expected to enroll?** 30-60  
(depending on number of sections)

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.**

I am taking the current enrollments of World Religions (RELS 102) and Islam in America (RELS 331) to arrive at these projections.

**5.5 Proposed method of staffing:** Faculty from the Department of Philosophy and Religion

**5.6 Instructional technology resources:** Blackboard

**5.7 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? **YES**

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level? **YES**

**Section 6: Proposed term for implementation:** First Available

**Section 7: Supplemental/Supporting Documentation:** Attached is the full course syllabus with proposed readings and schedule. Please note that this is a draft and the assigned readings may change before course is taught.

## Saints, Monsters, and Superheroes

RELS 455

Spring 2020

Dr. Sophia Arjana

[sophia.arjana@wku.edu](mailto:sophia.arjana@wku.edu)

### Course Description

Saints, Superheroes, and Monsters examines the characters that are situated in religious traditions and cultures around the world. The course begins with a strong theoretical unit, focused on the work of scholars working on saints and sainthood, superheroes, and “monster theory.” Students then turn to topics such as Christian and Muslim saints, Hindu heroes, American superheroes, the monsters of the Bible, and the monsters of Gothic horror (such as Dracula).

### Required Texts and Blackboard Readings

Robert Orsi, *Between Heaven and Earth: The Religious Worlds People Make and the Scholars Who Study Them*

Jeffrey Jerome Cohen, *Monster Theory: Reading Culture*

Sophia Arjana, *Veiled Superheroes: Islam, Feminism, and Popular Culture*

All other readings are available on Blackboard.

In addition, students will have academic articles posted on Blackboard in PDF form.

Students will choose a book from this list for their review (see instructor if you want to review a book outside of this list):

Julian of Norwich, *Revelations of Divine Love*

Simone Weil, *Waiting for God*

Jonathon Chism, *Saints in the Struggle: Church of God in Christ Activists in the Memphis Civil Rights Movement, 1954-1968*

Timothy Beal, *Religion and Its Monsters*

Judith Jack Halberstam, *Skin Shows: Gothic Horror and the Technology of Monsters*

Bram Stoker, *Dracula*

Jay Smith, *Monsters of the Gévaudan: The Making of a Beast*

Ahmed Saadawi, *Frankenstein in Baghdad*

Bruce Kapferer, *A Celebration of Demons: Exorcism and the Aesthetics of Healing in Sri Lanka*

Kyle William Bishop, *American Zombie Gothic: The Rise and Fall (and Rise) of the Walking Dead in Popular Culture*

Charlotte Dacre, *Zofloya, or The Moor*

William Beckford, *Vathek*

Rider Haggard, *She*

Theresa Smith, *The Anishnaabeg: Thunderers and Water Monsters in the Traditional Ojibwe Life-World*

W. Scott Poole, *Monsters in America: Our Historical Obsession with the Hideous and the Haunting*

Erica Segre, *Ghosts of the Revolution in Mexican Literature and Visual Culture: Revisitations in Modern and Contemporary Creative Media*

Luis Leon, *La Llorona's Children: Religion, Life, and Death in the U.S.-Mexican Borderlands*

Justin McDaniel, *The Lovelorn Ghost and the Magical Monk: Practicing Buddhism in Modern Thailand*

Richard Stevens, *Captain America, Masculinity, and Violence: The Evolution of a National Icon*

*Batman and Philosophy: The Dark Knight of the Soul* (edited volume)

Greg Garrett, *Holy Superheroes*

#### Colonnade Learning Outcomes/Artifacts and Evidence

1. Analyze the theoretical perspectives on saints, monsters, and superheroes on both a local and global scale.
2. Examine the local and global relationships of between religion, saints, monsters, and superheroes.
3. Evaluate the consequences of the decisions about the portrayal of saints, monsters, and superheroes in both local and global religious contexts.

During the course of the semester, students will do the following:

- 1) Prepare a story map of a saint, superhero, or monster (Objective 3)
- 2) Write a final paper on a religious character introduced in (or inspired by) course readings (objective 1 and 3)
- 3) Research and present on one topic related to the course (objective 1 and 2)
- 4) Write a book review that is from a list of books supplied by the instructor of this course (objective 2)

### Grading

Grading is on a 100-point scale. No weighted grades, no surprises, no pop quizzes, no final exam, no extra credit. This is as straightforward as it can be.

Story maps	30% (30 points)
Presentation	25% (25 points)
Final Paper	25% (25 points)
Book Review	20% (20 points)

\*\*All written assignments are due to me in hard (paper) copy on the due date.

### **Story Maps**

Story maps are designed to help students think about the narratives tied to monsters. They will help students evaluate the consequences of the decisions about the portrayal of saints, monsters, and superheroes in both local and global religious contexts.

Requirements: Use [knightlab.northwestern.com](http://knightlab.northwestern.com) for your story maps. Your maps must tell the story of a saint, monster, or superhero/superheroine that includes the following information: religious tradition, date(s) or date range, narrative of the character, and visual expression (novel, film, etc.). You will present these in class and have the option of working together on joint presentations of these maps. Your map must be accompanied by a list of sources in a Chicago Style annotated bibliography.

### **Presentation**

Presentations are designed to appeal to numerous learning styles.

Think of this as a way to explore topics in ways that are creative and non-traditional.

10-minutes long.

Use [knightlab.northwestern.edu](http://knightlab.northwestern.edu)

Requirements: Each presentation should include an annotated bibliography in Chicago Style (this is a bib with a one-paragraph summary of each of your four sources) and must consist *of one of the following*:

1) A timeline of a monster.

A timeline reflecting a character. For example, you could look at St. Francis, Rumi, the dog-headed men (*cynocephalie*) of medieval Europe, the vampires of Gothic horror, Superman, or the new Ms. Marvel. You must include the annotated bibliography (I would suggest attaching it to the back of your project, or including it in a binder if you go that route).

2) An analysis of a theory covered in class (on religion, saints, monsters, or superheroes) using a word cloud.

For example, a word cloud representing a theory of monsters (either Beal or Cohen would be valuable resources here) you find compelling.

3) Another form of an “infograph” of monsters such as a family tree/genogram of related monsters, a graph showing the rise and fall of a monster (Kyle William Bishop did this with zombie films and their ties to social anxiety), or other visual presentation of material. Think of an infograph as *a visual presentation of the material that reflects information* important to the study of religion and monsters.

This presentation will allow students both to analyze the theoretical perspectives on saints, monsters, and superheroes on both a local and global scale, as well as examine the local and global relationships of between religion, saints, monsters, and superheroes.

### **Final Paper**

This paper will answer a question posed by this class. It will allow students to analyze the theoretical perspectives on saints, monsters, and superheroes on both a local and global scale, as well as evaluate the consequences of the decisions about the portrayal of saints, monsters, and superheroes in both local and global religious contexts. This is likely to be chosen from a list of student-generated questions that will emerge from the readings and class discussions.

Requirements: Typed, 12-point Times New Roman, single-spaced. Summaries should include the following: the title of the reading with bibliographic information in the Chicago Style, a summary of the reading using excerpts from the text that are cited using Chicago footnotes.

### **Book Review**

Each student will choose a book to review. You will write a three-page review of this book and focus on the following:

The book’s thesis

The contribution of the book to the field of religious studies? What does it teach us?

What does it teach you about the subjects explored in this class?

You will organize yourself into groups and present to the class in the style of an academic conference. This entails:

A brief presentation of your review

A theme for your panel

The expectation that students outside of your panel will pose questions that you will need to answer

### Academic Integrity

Regarding *cheating*, the University states, “No student shall receive or give assistance not authorized by the instructor in taking an examination.” In this course, specific examples of unauthorized assistance include sharing reading notes with other students, including those enrolled in subsequent sections of this course.

Students must work independently on papers and writing assignments and avoid *plagiarism*, which the University defines as “any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer properly.” Violations almost always result in a zero on the paper or an automatic F in the course.

### Title IX, Discrimination, Harassment, and Sexual Misconduct Policy Statement

Discrimination, harassment, and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

### Accommodations

In compliance with University policy, students who have disabilities and require academic and/or auxiliary accommodations for this course are encouraged to contact the Student Accessibility Resource Center, which is located in Downing Street Union 1074 (270-745-3004; 270-745-3030TTY); [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please obtain a faculty notification letter (FNL) from the Student Accessibility Resource Center before requesting accommodations directly from the professor.

### Course Expectations



You are expected to come to every class unless you have an extenuating circumstance such as illness or family emergency (the former of which needs to be documented by a physician's note).

### Technology Policy

You are not permitted to use technology in this class except for the Art Projects at the end of the semester or other occasions that I have noted in class. This means no visible cell phones, tablets, laptops, or other devices. The only exceptions are those who have a special accommodation (see statement above). \*Please remember that this policy is designed for you. Studies show that students learn better when they hand-write notes in a notebook and when they are off technology (screens) during class.

### Other Important Stuff

You are encouraged to come see me **at least once** during the semester. We can discuss a reading, check in about class, or go over a paper.

Communication! I am **very** good about answering student emails, but do not answer emails on the weekends (Friday afternoon through Monday morning). Please do not email me with an emergency ("I cannot finish my paper on time!") on the weekends because I will not see your email.

Lastly, if you are ill, please stay home (especially if you have the flu) and submit a physician's note to excuse the absence.

Food Insecurity: Around 50% of college students have difficulty affording groceries. Please contact the WKU Food Pantry (270-745-2508) or email them at [sustainability@wku.edu](mailto:sustainability@wku.edu).

If you experience food insecurity and need a snack, come see me in my office. I have emergency supplies on hand.

### An Important Reminder on Religious Studies in the Public University

"The school's approach to religion is *academic*, not *devotional*.

The school strives for student *awareness* of religions, but does not press for student *acceptance* of any religion.

The school sponsors *study* about religion, not the *practice* of religion.

The school may *expose* students to a diversity of religious views, but may not *impose* any particular view.

The school *educates* about all religions; it does not *promote* or *denigrate* religion.

The school *informs* students about various beliefs; it does not seek to *conform* students to any particular belief."

*A Teachers Guide to Religion in the Public Schools*, First Amendment Center, Nashville, 1999, p. 3].

### Additional Learning Resources

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help with **reading/studying to learn** and **writing for evidence and argument**. The Center for Literacy offers both individual and small group sessions throughout the semester. Please email @ [literacy.center@wku.edu](mailto:literacy.center@wku.edu) to schedule an appointment or ask questions, visit the website at <http://www.wku.edu/literacycenter/>, or stop by GRH 2066 for more information.

The WKU Writing Center is at 123 Cherry Hall and can be reached at [writingcenter@eku.edu](mailto:writingcenter@eku.edu) or 270-745-5719. They have great resources and can offer support for writing — either in person or online (for distance learners). Their website is <https://www.wku.edu/writingcenter/>

### Schedule of Classes and Readings

A list of prospective readings is included above.

Week 1: Religion

Readings: Blackboard

Week 2: Sainthood, Monsterdom, and Heroism

Reading: Selections from Peter Brown, *The Cult of the Saints*, Orsi

Week 3: Sainthood

Reading: Orsi

Week 4: Sainthood

Readings: Orsi, Selections from John Renard, *Friends of God: Islamic Images of Piety, Commitment, and Servanthood*

Week 5: Monster Theory

Reading: Cohen

Week 6: Monsters Theory

Reading: Cohen

Week 7: Ancient and Medieval Monsters

Reading: Selections from Beal, *Religion and Its Monsters*

Week 8: Gothic Monsters

Readings: Selections from Arjana, *Muslims in the Western Imagination*, Halberstam, *Skin Shows: Gothic Horror and the Technology of Monsters*

**Story Maps Due**

Week 9: Modern Monsters

Readings: Anja Kovacs, “‘You Don’t Understand We Are at War’: Refashioning Durga in the Service of Hindu Nationalism,” Mikel Koven, “‘Have I Got a Monster for You,’ Some Thoughts on the Golem, the X-Files, and the Jewish Horror Movie,” Usha Iyer, “Nevla as Dracula: Figurations of the Tantric as Monster in the Hindi Horror Film,” Elizabeth McCalister, “Slaves, Cannibals, and Infected Hyper-Whites: The Race and Religion of Zombies”

\*Students will choose one of these to read and discuss in class.

Week 10: The Superhero

Reading: Arjana

Week 11: Superheroes

Reading: Arjana

**Presentations**

Week 12: Superheroes

Reading: Arjana

Week 13: Superheroes

Reading:

**Book Reviews Due**

Week 14: Research and Paper Workshopping

Chicago Style Footnotes

Peer Reviewing of Paper Drafts

Week 15: [No readings]

**Final Papers Due**

\*Papers will be presented in conference form, with student panels organized thematically by the class.

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

Contact Person: Sylvia Dietrich, 745-5414, [Sylvia.dietrich@wku.edu](mailto:Sylvia.dietrich@wku.edu)

- 1. Identification of course:**
  - 1.3 Course prefix (subject area) and number: IECE 321
  - 1.4 Course title: Family Supports and Services
- 2. Current prerequisites/corequisites/special requirements: Prerequisites SPED 330 or instructor permission**
- 3. Proposed prerequisites/corequisites/special requirements: Prerequisites EDU 350 Diversity and Differentiation; or instructor permission**
- 4. Rationale for the revision of prerequisites/corequisites/special requirements: SPED 330 was deleted and EDU 350 was created as a part of the core curriculum in teacher education.**
- 5. Effect on completion of major/minor sequence: Not Applicable**
- 6. Proposed term for implementation: Fall 2020**
- 7. Dates of prior committee approvals:**

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	<hr/> 10/1/19
Professional Education Council (if applicable)	<hr/> <b><u>10/9/19</u></b>
Undergraduate Curriculum Committee	<hr/>
University Senate	<hr/> <hr/>

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

Contact Person: Sylvia Dietrich, 745-5414, [Sylvia.dietrich@wku.edu](mailto:Sylvia.dietrich@wku.edu)

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: IECE 324
- 1.2 Course title: Advanced Assessment of Young Children

**2. Current prerequisites/corequisites/special requirements: SPED 331 and IECE 320 or instructor permission**

**3. Proposed prerequisites/corequisites/special requirements: SPED 331 and EDU 260**

**4. Rationale for the revision of prerequisites/corequisites/special requirements: IECE 320 was deleted and EDU 260 was created as a part of the core curriculum in teacher education.**

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

**6. Proposed term for implementation: Fall 2020**

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

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	<hr/> 10/1/19
Professional Education Council (if applicable)	<hr/> <b><u>10/9/19</u></b>
Undergraduate Curriculum Committee	<hr/>
University Senate	<hr/>

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

Contact Person: Sylvia Dietrich, 745-5414, [Sylvia.dietrich@wku.edu](mailto:Sylvia.dietrich@wku.edu)

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: SPED 331
  - 1.2 Course title: Early Childhood Education for Children with Disabilities
  
- 2. Current prerequisites/corequisites/special requirements: prerequisites FACS 191 or FACS 192 or instructor permission. Corequisites SPED 330 or instructor permission.**
  
- 3. Proposed prerequisites/corequisites/special requirements: Prerequisites FACS 191 or instructor permission.**
  
- 4. Rationale for the revision of prerequisites/corequisites/special requirements: FACS 192 was deleted from the IECE program.**
  
- 5. Effect on completion of major/minor sequence: Not Applicable**
  
- 6. Proposed term for implementation: Fall 2020**
  
- 7. Dates of prior committee approvals:**

School of Teacher Education	9-20-19
	_____
	10/1/19
CEBS College Curriculum Committee	
	_____
Professional Education Council (if applicable)	<b>10/9/19</b>
	_____
Undergraduate Curriculum Committee	
	_____
University Senate	
	_____
	_____

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

Contact Person: Xiaoxia “Silvie” Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu), 270-745-4322

**6. Identification of proposed course:**

- 1.5 Course prefix (subject area) and number: ID 460
- 1.6 Course title: Introduction to Instructional Design
- 1.7 Credit Hours: 3

**2. Proposed course title:** Design for Teaching and Learning

**3. Proposed abbreviated course title:** Design for Teaching & Learning  
(maximum of 30 characters/spaces)

**4. Rationale for the revision of course title:** Undergraduates may not have heard of the field of Instructional Design. Changing the course title to Design for Teaching and Learning may help them to know that the course will cover concepts and content that they are more familiar with.

**5. Proposed term for implementation:** Spring 2020

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

School of Teacher Education	<b>09/20/2019</b>
CEBS Curriculum Committee	<b>10/1/19</b>
Professional Education Council (if applicable)	<b>NA</b>
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	



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

Contact Person: Xiaoxia “Silvie” Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu), 270-745-4322

**1. Identification of proposed course:**

- 1.8 Course prefix (subject area) and number: ID 470
- 1.9 Course title: Development and Evaluation of Training
- 1.10 Credit Hours: 3

**2. Proposed course title:** Training and Teaching Practicum

**3. Proposed abbreviated course title:** Training & Teaching Practicum  
(maximum of 30 characters/spaces)

**4. Rationale for the revision of course title:** Changing the course title to Training and Teaching Practicum will help students understand that ID 470 requires students to work in an authentic work setting to design training/instruction or conduct training and teaching activities.

**5. Proposed term for implementation:** Spring 2020

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

School of Teacher Education	<b>09/20/2019</b>
CEBS Curriculum Committee	<b>10/1/19</b>
Professional Education Council (if applicable)	<b>NA</b>
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: J Dusteen Knotts, 615-335-2684, jdusteen.knotts@wku.edu

**1. Identification of proposed course:**

- 1.3 Course prefix (subject area) and number: SPED 345
- 1.4 Course title: LBD Secondary Methods
- 1.5 Credit Hours: 3

**2. Proposed course title:** LBD Secondary Methods: Language Arts

**3. Proposed abbreviated course title:** LBD SEC. MTH LANG ARTS  
(maximum of 30 characters/spaces)

**4. Rationale for the revision of course title:** This was the only secondary methods course for the SPED (P-12) program. The content for language arts and math were included in this course. Standards, regional needs, alumni, and students provided input that more instruction in both language arts and math for secondary students with disabilities was needed. Both are targeted areas of concern in our state. All the objectives remain the same but the math content is moved to a new course, SPED 346. This will deliver more direct instruction of the content area of language arts as well as clinical experience in both areas.

**5. Proposed term for implementation:** Fall 2020

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

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	<hr/> 10/1/19
Professional Education Council (if applicable)	<hr/> <b>10/9/19</b>
General Education Committee (if applicable)	<hr/>
Undergraduate Curriculum Committee	<hr/>
University Senate	<hr/>

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

Contact Person: Susan Keeseey, 270-745-5414, susan.keeseey@wku.edu

**1. Identification of proposed course:**

- 1.6 Course prefix (subject area) and number: SPED 480
- 1.7 Course title: Senior Project for Learning and Behavior Disorders
- 1.8 Credit Hours: 3

**2. Proposed course title: Data-driven Decisions in Special Education**

**3. Proposed abbreviated course title: Data Decisions in SPED**  
(maximum of 30 characters/spaces)

**4. Rationale for the revision of course title:** The SPED program revision allowed a better alignment of courses with the ELED portion of the program. Both programs will have a data-driven decision making course which will provide an opportunity to co-teach and collaborate. We wanted to align the titles and have the titles make a statement about the content of the course. The content remains the same.

**5. Proposed term for implementation: Fa 2020**

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

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	<hr/> 10/1/19
Professional Education Council (if applicable)	<hr/> <b>10/9/19</b>
General Education Committee (if applicable)	<hr/>
Undergraduate Curriculum Committee	<hr/>
University Senate	<hr/>

**College of Education and Behavioral Sciences**  
**School of Teacher Education**  
**Proposal to Revise Course Credit Hours**  
**(Action Item)**

Contact Person: Susan Keeseey, [susan.keeseey@wku.edu](mailto:susan.keeseey@wku.edu), 270-745-5414

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: EDU 489
- 1.2 Course title: Student Teaching Seminar
- 1.3 Credit hours: 3

**2. Proposed course credit hours:** 2 or 3 (variable)

**3. Rationale for the revision of course credit hours:** This course is part of numerous undergraduate programs in the School of Teacher Education. Moving it to variable credit (either 2 or 3) provides the flexibility to meet students' needs in each of the programs requiring this course.

**4. Proposed term for implementation:** Fall 2020

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

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	<hr/> 10/1/19
Professional Education Council (if applicable)	<hr/> <u>10/9/19</u>
General Education Committee (if applicable)	<hr/>
Undergraduate Curriculum Committee	<hr/>
University Senate	<hr/>

**(Action item)**

**Proposal to Create a New Course**

**Section 1: Proponent Contact Information**

**1.1 Name/Title:** J Dusteen Knotts, Assoc. Prof

**1.2 Email address:** jdusteen.knotts@wku.edu

**1.3 Phone #** 615 335 2684

**Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number:** SPED 346

**2.2 Course CIP code:** 13.1019

**2.3 Course title:** Learning and Behavior Disorders Secondary Methods- Math

**2.4 Abbreviated Course title:** LBD secondary math

**2.5 Credit hours/Variable credit:** 3

**2.6 Repeatability:** N/A

**2.7 Course Term:** One term

**2.8 Course Catalog Description:** Methods, strategies, and models for providing curricular and instructional methodologies for LBD students in the Math content. Integration of appropriate age- and ability-level academic instruction preparing for transition to work. Field experiences required. Students are responsible for own transportation to designated sites.

**2.9 Prerequisite/Corequisites/Restrictions:** Pre-Req SPED 335

**2.10 Additional Enrollment Requirements:** Acceptance to Profession Teacher Education

**2.11 Other Special Course Requirements:** Field hours are part of this clinical program

## 2.12 Grade Type: A-F

## 2.13 Schedule Type: Applied Learning & Lecture/Lab

**Section 3: Description of proposed course** This course is designed for teachers who are credentialed to teach students with mild to moderate exceptionalities who will be working in the general education curriculum and seeking a general high school diploma. Specially designed instruction in the math content area is essential for these students and must be applied based on their needs to adjust the pace, content, feedback, technology, and extent of the work they need to master the content.

**3.1 Course Content Summary:** Candidates receive certification for P-12 Exceptional Education: Learning and Behavior Disorders so they must have a solid grasp of aligning student strengths with specially designed instruction in the content area of mathematics. This course is designed to look specifically at this content area and instruction strategies aligned with disability characteristics to address the learning challenges in mathematics.

### 3.3 Learning Outcomes:

Course objectives are part of a comprehensive program to meet both KY teacher standards (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) and Council for Exceptional Children {2.1, 2.2, 3.1, 3.2, 3.3, 5.5, 6.2, 7.3}.

Learner Outcomes:

At the conclusion of this course, students will:

1. demonstrate knowledge about standards, curricula, accommodation/modifications and instructional practices used in the construction and delivery of instruction in Math content. (CEC/KY 1& 2) (KFT 1A, 1B, 1C, 1E, 1F, 2A, 3A, 3C, 3D, 3E,) (InTASC 4, 5)
2. development of appropriate IEPs meeting student needs as determined by both formal and informal Math assessment. (CEC/KY 4, 8) (KFT 1B, 1C, 1D, 1E, 2B, 2C, 2E, 3A, 3B, 3C, 3E, 4C) (InTASC 6)
3. collect specially designed instruction tools, research-based instructional strategies, and learning strategies in the areas of Math skills for youth with mild or moderate disabilities. (CEC/KY 3, 4, 5, 6) (KFT 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C) (InTASC 4, 5, 8)
4. review and discuss current trends, issues, and challenges for education of students with mild to moderate disabilities in Math. (CEC/KY 6, 8, 9, 10) (KFT 1D, 1E, 2E, 4A, 4C, 4D) (InTASC 9, 10)
5. demonstrate use of technology in Mathematical lesson design, implementation, student use in lesson work and student progress (KY 6) (1D, 1E, 2A, 2E,) (InTASC 6, 7)

\* Council for Exceptional Children (CEC) Standards are used as the basis for state standards in Exceptional Education  
<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

\*\*Kentucky Teacher Standards <http://www.kyepsb.net/teacherprep/standards.asp>

KFT: Kentucky Framework for Teaching:

[http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky Framework for Teaching.pdf](http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf)

**3.4 Assessment/Evaluation:** Learning outcomes will be assessed by activities, demonstrations, professional reading summaries, application in the field, monitoring by master teachers, tests, and self-reflection.

## Section 4: Rationale

**4.1 Reason for developing this proposed course:** This course is part of a careful review of the program. This review included input from our region, current candidates, standards, and alumni focus on improvement. Increased time in the secondary area in both literacy and math strategies was identified. The program had one course, SPED 345, which addressed this content. We changed the SPED 345 course to focus on reading and writing in secondary (middle and high school) and added the SPED 346 course for math in secondary. This increases the direct instruction in each content area and allows fieldwork in both areas. Special education and math are both key areas where our Kentucky region and beyond see gaps in student learning and are considered critical areas.

**4.2 Relationship to similar courses offered by other university departments/units:** No other course deals with this specific content area. No other course affected by this change.

## Section 5: Projected Enrollments/Resources

**5.1 How many students per section are expected to enroll in this proposed course?** Due to the clinical nature of the course, this is limited to 20 students per section.

**5.7 How many sections of this course per academic year will be offered?**  
Two-2

**5.8 How many students per academic year are expected to enroll?** 40-50

**5.9 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections:** Over the last two years, we have averaged 50 students entering the program each year with some attrition by the time they reach their senior year when this course will be offered.

**5.10 Proposed method of staffing:** Current staff should be able to meet the current needs.

**5.11 Instructional technology resources:** Current resources are adequate

**5.12 Library resources:** Current resources are adequate

**Section 6: Proposed term for implementation:** Fall 2020

**Section 7: Supplemental Documentation (Optional): If needed, append any supplemental documentation**

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	10/1/19
Professional Education Council (if applicable)	10/9/19
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	



**College of Education and Behavioral Sciences**

**School of Teacher Education**

**Proposal to Revise Course Credit Hours**

**(Action Item)**

Contact Person: Susan Keeseey, [susan.keeseey@wku.edu](mailto:susan.keeseey@wku.edu), 270-745-5414

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: SPED 425
- 1.2 Course title: LBD Language Interventions: Strategies and Materials
- 1.3 Credit hours: 3

**2. Proposed course credit hours: 4**

**3. Rationale for the revision of course credit hours:** This course contains both a classroom and clinical component. The clinical component requires students to deliver one-on-one instruction twice weekly (45 min. per session) for the entire semester. Therefore, to adequately include the needed content with the intensive clinical component requires the 3,000 minutes allotted for a 4-credit course. The course content and standards remain the same; however, student hours required to complete this course exceeds three credits and is more representative of a four credit course.

**4. Proposed term for implementation: Fall 2020**

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

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	<hr/> 10/1/19
Professional Education Council (if applicable)	<hr/> 10/9/19
General Education Committee (if applicable)	<hr/>
Undergraduate Curriculum Committee	<hr/>
University Senate	<hr/>

**Proposal to Revise a program: Special Education/Elementary Education Major**

**College of Education and Behavioral Sciences**

**Department/Unit: School of Teacher Education**

**Section 1: Proponent Contact Information**

**1.1 Name/Title:** Susan Keesey, Associate Professor Special Education

**1.2 Email address:** susan.keesey@wku.edu

**1.3 Phone #:** 270-745-5414

**Section 2: Program Information**

**2.14 Current Program reference number:** 5003

**2.15 Current Program title:** Special Education: Learning and Behavioral Disorders and Elementary Education Dual Certification Program

**2.16 Current total number of credits required in the program:** 128

**Section 3: Proposed program revisions and rationales**

**3.1 Remove PSY 100, LME 318, LME 448, HIST 456, ELED 365, SPED 424.**

With the addition of the Core courses, a five-course required sequence for all education majors, the opportunity for program revisions allowed for realignment of standards and course offerings. Careful consideration focused on providing a quality program that still allowed for graduation within four years.

**PSY 100** is no longer a prerequisite but can be taken as a Colonnade course.

Content from **LME 318 and LME 448** will be integrated within the new STE themes. LME 448 is now available as a Colonnade course and will be encouraged to complete as such. **HIST 456** is replaced with HIST 240 or 241 allowing for additional content in US History, an area of difficulty in Praxis completion. **ELED 365** is now cross listed with SPED 340 allowing for more collaboration and shared content between SPED and ELED programs. Some of the content and standards targeted in **SPED 424** will be covered in the new Core course, EDU 350, and the remaining coursework and standards will be dispersed in the remaining SPED courses.

**3.2 Add EDU 260, EDU 350, EDU 360, HIST 240 or 241, ELED 345, and SPED 346.** The addition of a 15 hour Core provides a consistent foundational base across all STE undergraduate teaching programs and allows more flexibility for students to determine which certification and level they feel most

passionate to teach. **EDU 260, EDU 350, and EDU 360** are all Core courses (the remaining six hours are courses already in this program). The option of **HIST 240 or 241** allows for more instruction in US History (see 3.1). **ELED 345** provides the foundation for elementary teaching and maintains the same percentage of elementary education coursework as the current program. **SPED 346** is a new course added to the program to provide greater emphasis in middle/high school special education instruction, an area of need as suggested by program alumni.

**3.3 Revise SPED 345.** To strengthen the ability of program graduates to effectively teach at the middle/high school level, SPED 345 will be split into two courses. Objectives remain the same with additional content and clinical experience in the areas of math and language arts at the secondary level. SPED 345 focuses on language arts methods for students with disabilities and SPED 346 (see 3.2) focuses on math instruction for the same population.

**3.4 Change credit hours for SPED 425 and EDU 489.** Currently **SPED 425** is a 3 credit course including both a classroom and clinical component. The student hours required to complete this course more closely resembles a 4 credit course than a 3 credit course. **EDU 489** is part of multiple programs in STE. Moving it to a variable credit hour course of either 2 or 3 credits allows more flexibility for programs to choose the appropriate credit hours for their program. Two credits is more representative of the course requirements for this program.

**3.5 Change course title for SPED 480.** The program revisions include greater emphasis on collaboration and inclusion for special populations to more closely mirror current practices in today's classrooms. Also, current practice emphasizes data-driven decision making. Therefore, this title change more closely explains the course content to reflect the students' knowledge of these practices.

#### Section 4: Consultations

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? **YES** NO

If YES list those revisions here, and indicate whether the consultations have occurred.

4.1 Remove PSY 100, LME 318, LME 448, HIST 456. Psychology faculty were part of the Core development beginning in Fall, 2018 and agreed to remove the PSY 100 prerequisite. The School of Teacher Education was notified of changes at the fall retreat on 8/21/19. The STE Department Head, Blair Thompson, along with program faculty met with the History department and reached mutual agreement on the course changes in early September, 2019.

4.2 Add HIST 240 or 241. (See 3.1).

#### Section 5: Proposed term for implementation: Fall 2020

**Section 6: Approval Flow Dates:**

**School of Teacher Education: 9-20-19**

**CEBS College Curriculum Committee: 10/1/19**

**Professional Education Council:10-9-19**

**Undergraduate Curriculum Committee:**

**University Senate:**

**Section 7: Required Appendices: Current & proposed program descriptions:**

**7.1 Current Program Description:** (On a separate pages):

**7.2 Proposed Program Description:** (On a separate pages):

**7.1 Current B.S. Special Education/Elementary Education Major**

<b>Required Courses</b>	<b>Hours</b>	<b>Notes</b>
<del>PSY 100: Introduction to Psychology</del>	<del>3</del>	Delete (Colonnade)
PSY 310: Educational Psychology	3	
<del>LME 318: Children's Literature</del>	<del>3</del>	Delete
<del>LME 448: Technology Application in Education</del>	<del>3</del>	Delete (Colonnade)
Math 205: Number Systems and Number Theory for Teachers	3	
Math 206: Fundamental of Geometry for Teachers	3	
Math 308: Rational Numbers and Data Analysis for Teachers	3	
MUS 314: Comprehensive Arts Education for the Elementary Teacher	3	
PE 354: Physical Education for Elementary School	3	
GEOG 352: Geography of KY or <del>HIST 456: Kentucky History</del>	3	Delete HIST 456 Add HIST 420 or 420
LTCY 320: Foundations of Teaching Literacy in the Elementary Grades	3	
LTCY 420: Literacy Methods in the Elementary Grades	3	

EDU 250: Introduction to Teacher Education	3	
ELED 365: Teaching Strategies for Elementary Teachers II	3	Delete – Sub ELED 345
ELED 405: Teaching Mathematics in the Elementary School	3	
ELED 406: Teaching Science in the Elementary School	3	
ELED 407: Teaching Social Studies in the Elementary School	3	
SPED 335: Foundations of Special Education	3	
SPED 340: LBD Elementary Instructional Methods	3	
SPED 345: LBD Secondary Methods	3	
SPED 350: Assessment in Special Education	3	
SPED 400: Behavior Management Strategies in Special Education	3	
SPED 424: Inclusion, Collaboration, and Diversity in the Classroom	3	Delete - New Core – EDU 350
SPED 425: LBD Language Interventions: Strategies and Materials	3	
SPED 480: Senior Project for Learning and Behavioral Disorders	3	
EDU 489: Student Teaching Seminar	3	
SPED 490 : Student Teaching	5	
ELED 490: Student Teaching	5	
<b>Total Required Credits</b>	<b>78</b>	

## 7.2 Proposed B.S. Special Education/Elementary Education Major

Required Courses	Hours	Notes
PSY 310: Educational Psychology	3	Core
EDU 250: Discover Teaching: Introduction to Teacher Education	3	Core – Title Change
EDU 260: Classroom Assessment	3	Core - Added
EDU 350: Student Diversity and Differentiation	3	Core - Added
EDU 360: Behavior and Classroom Management	3	Core - Added
Math 205: Number Systems and Number Theory for Teachers	3	

Math 206: Fundamental of Geometry for Teachers	3	
Math 308: Rational Numbers and Data Analysis for Teachers	3	
MUS 314: Comprehensive Arts Education for the Elementary Teacher	3	
PE 354: Physical Education for Elementary School	3	
GEOG 352: Geography of KY or HIST 240: The U.S. to 1865 or HIST 241: The U.S. Since 1865	3	Added US History Option
LTCY 320: Foundations of Teaching Literacy in the Elementary Grades	3	
LTCY 420: Literacy Methods in the Elementary Grades	3	
ELED 345: Foundations in Elementary Education	3	Added
ELED 405: Teaching Mathematics in the Elementary School	3	
ELED 406: Teaching Science in the Elementary School	3	
ELED 407: Teaching Social Studies in the Elementary School	3	
SPED 335: Foundations of Special Education	3	
SPED 340: LBD Elementary Instructional Methods	3	
SPED 345: LBD Secondary Methods: Language Arts	3	Title Change
SPED 346: LBD Secondary Methods: Math	3	Added
SPED 350: Assessment in Special Education	3	
SPED 400: Behavior Management Strategies in Special Education	3	
SPED 425: LBD Language Interventions: Strategies and Materials	4	Changed from 3 to 4 credits
SPED 480: Data-Driven Decision Making	3	Title Change
EDU 489: Student Teaching Seminar	2	Changed from 3 to 2 credits
SPED 490 : Student Teaching	5	
ELED 490: Student Teaching	5	
<b>Total Required Credits</b>	<b>88</b>	

**CEBS**  
**School of Teacher Education**  
**Proposal to Make Multiple Revisions to a Course**  
**(Action Item)**

Contact Person: Sylvia Dietrich, 745-5414, [Sylvia.dietrich@wku.edu](mailto:Sylvia.dietrich@wku.edu)

**1. Identification of course:**

- 1.11 Current course prefix (subject area) and number: IECE 421
- 1.12 Course title: Advanced Curriculum for Infants and Toddlers

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

- 4.1 Current **prerequisites/corequisites/special requirements**: (indicate which): Current Prerequisites FACS 295 or Instructor permission
- 4.2 Proposed **prerequisites/corequisites/special requirements**: IECE 326 or Instructor Permission
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: FACS 295 is being deleted from the IECE Program
- 4.4 Effect on completion of major/minor sequence: Not Applicable

**6. Revise course credit hours:**

- 6.1 Current course credit hours: 3
- 6.2 Proposed course credit hours:4
- 6.3 Rationale for revision of course credit hours: This is a course that occurs in a clinical setting and the addition of the credit hour more accurately reflects the time students spend engaged in the clinical setting.

**10. Proposed term for implementation: Fall 2020**

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

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	<u>10-1-19</u>
Professional Education Council (if applicable)	<u>10-9-19</u>
Undergraduate Curriculum Committee	_____
University Senate	_____
	_____

**College Name**

**Department Name**

**Proposal to Make Multiple Revisions to a Course**

**(Action Item)**

Contact Person: Sylvia Dietrich, 745-5414, [Sylvia.dietrich@wku.edu](mailto:Sylvia.dietrich@wku.edu)

**1. Identification of course:**

- 1.13 Current course prefix (subject area) and number: IECE 422
- 1.14 Course title: Advanced Curriculum Development for Young Children

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

- 4.1 Current **prerequisites**/corequisites/special requirements: (indicate which): Current Prerequisites FACS 296 or Instructor permission
- 4.2 Proposed **prerequisites**/corequisites/special requirements: IECE 326 or Instructor Permission
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: FACS 296 is being deleted from the IECE Program
- 4.4 Effect on completion of major/minor sequence: Not Applicable

**6. Revise course credit hours:**

- 6.4 Current course credit hours: 3
- 6.5 Proposed course credit hours:5
- 6.6 Rationale for revision of course credit hours: This is a course that occurs in both preschool and kindergarten classroom settings and the addition of the 2 credit hours more accurately reflects the time students spend engaged in the clinical settings.

**10. Proposed term for implementation: Fall 2020**

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

School of Teacher Education	9-20-19
CEBS College Curriculum Committee	<u>10-1-19</u>
Professional Education Council (if applicable)	<u>10-9-19</u>
Undergraduate Curriculum Committee	_____
University Senate	_____
	_____



## Proposal to Revise a program: Interdisciplinary Early Childhood Education

College of Education

Department/Unit: School of Teacher Education

### Section 1: Proponent Contact Information

1.1 Name/Title: Sylvia Dietrich, Professor IECE

1.2 Email address: [Sylvia.dietrich@wku.edu](mailto:Sylvia.dietrich@wku.edu)

1.3 Phone # 270-245-5414

### Section 2: Program Information

2.1 Current Program reference number: 526

2.2 Current Program title: Bachelor of Science in Interdisciplinary Early Childhood Education

2.3 Current total number of credits required in the program:120

### Section 3: Proposed program revisions and rationales

**3.6 Remove FACS 192, FACS 295, FACS 296, IECE 320, IECE 325, SPED 330, SPED 419, SPED 422, SPED 432:** A critical analysis of learning outcomes and standards in the IECE program was conducted and yielded duplication in several areas. Additionally, the creation and addition of the 15 hours of core education courses allows the program the opportunity to realign outcomes and strengthen program alignment to standards.

**3.7 Add EDU 250, EDU 260, EDU 350, EDU 360, and PSY 310.** These courses comprise the educational core that will be common across all education programs and will allow students more flexibility in finding a program home as they ascertain level of teaching and certification where they feel most comfortable and successful. The addition of these core courses also incorporates objectives and outcomes addressed in courses discussed in section 3.1.

**3.8 Add the TESOL Minor to the Program:** Early Childhood Education and TESOL have for the past several years been on the Critical Teacher Shortage Area List at both the state and national levels. Incorporating the TESOL minor into the IECE B.S. program will generate highly qualified early childhood educators that can meet the needs of the increasing number of English Language Learners enrolled in our public preschools and kindergarten classrooms. Students will matriculate with a major in Interdisciplinary Early Childhood Education preparing them for certification in IECE B-5, a minor in TESOL and preparing them for an endorsement in TESOL. Courses to be included are **ENG 302, ENG 407, ENG 469, ENG 470, ENG 471 and ENG 408. These 19 hours of coursework comprise the mandatory classes for the minor in TESOL and will prepare candidates to meet requirements to be recommended for an endorsement in TESOL.**

**3.9 Increase hours in IECE 421 to 4 and increase hours in IECE 422 to 5. These classes are advanced methods classes and the students are engaged in extensive clinical work in local community agencies and schools with children and families. The increase in hours more accurately reflects the time spend both in instruction and in the clinical settings.**

**3.10 Decrease hours in EDU 489 from 3 to 2 hours. EDU 489 is offered for variable credit from 2 – 3 credit hours. The work products and allocated course time for IECE students aligns with the load of a 2-credit hour course.**

#### **Section 4: Consultations**

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? **YES** NO

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

3.1 Remove FACS 192, FACS 295 and FACS 296. Department Head (Travis Wilson) was notified on 9/8/19 via email that IECE BS majors would no longer be required to take FACS 192, 295 or 296. Meeting with Blair Thompson, D'Lee Babb, and Sylvia Dietrich to discuss deletion of FACS courses 9/24/19. D'Lee sought clarification as to whether or not new curriculum courses were being proposed to replace the FACS courses. It was explained no new curriculum courses are being proposed and it was shared that FACS faculty were supportive of the proposed changes.

3.2 Remove SPED 330, SPED 419, SPED 422, SPED 432. The School of Teacher Education was notified of changes at the fall retreat held on 8/21/19

3.3. Series of communications and meetings between Alex Poole (program coordinator TESOL minor) and Sylvia Dietrich (Program Coordinator IECE) occurred throughout the summer of 2019. Communique from Dean Murphy to Dean Snyder 8/18/19. All parties involved are very excited about the opportunity.

**Section 5: Proposed term for implementation: Fall 2020**

**Section 6: Approval Flow Dates:**

**School of Teacher Education: 9-20-19**

**CEBS Curriculum Committee: 10-1-19**

**Professional Education Council:10-9-19**

**Undergraduate Curriculum Committee:**

**University Senate:**

**Section 7: Required Appendices: Current & proposed program descriptions:**

**7.1: Current B.S. Interdisciplinary Early Childhood Education**

<b>Required Courses</b>	<b>Hours</b>	<b>Notes</b>
FACS 191: Child Development	3	
FACS <b>192</b> : Working with Families	<b>3</b>	<b>delete</b>
FACS <b>295</b> : Curriculum Development for Infants and Toddlers	<b>3</b>	<b>delete</b>
FACS <b>296</b> : Curriculum Development for Preschool And Kindergarten	<b>3</b>	<b>delete</b>
CD 481: Speech and Language Development	3	
LTCY 310: Early Reading Language and Literacy	3	
SPED <b>330</b> : Introduction to Exceptional Education: Diversity in Learning	<b>3</b>	<b>delete</b>
SPED 331: Early Childhood Education for Children with Disabilities	3	
SPED <b>419</b> : Assistive Technology in The Classroom and Community	<b>3</b>	<b>delete</b>
SPED <b>422</b> : Collaboration and Inclusion in School and Community Settings	<b>3</b>	<b>delete</b>
SPED <b>432</b> : Applied Behavior Analysis	<b>3</b>	<b>delete</b>
IECE <b>320</b> : Introduction to Early Childhood Assessment	<b>3</b>	<b>delete</b>
IECE 321: Family Supports and Services	3	
IECE 322: Planning Curriculum and Instruction for Diverse Learners	3	
IECE 323: Positive Behavior Supports with Young Children	3	
IECE 324: Advanced Assessment of Young Children	3	
IECE <b>325</b> : Partnerships with Families	<b>3</b>	<b>delete</b>

IECE 326: Integrating Mathematics and Science Across The Early Childhood Curriculum		
IECE 421: Advanced Curriculum and Instruction for Infants And Toddlers	<b>3</b>	<b>4hrs</b>
IECE 422: Advanced Curriculum Development for Young Children	<b>3</b>	<b>5hrs</b>
IECE 423: Interdisciplinary Services for Young Children with Low Incidence Disabilities	3	
<i>Teacher Certification Concentration or</i>		
IECE 490: Student Teaching (Infants and Toddlers)	5	
IECE 490: Student Teaching (Preschoolers)	5	
EDU 489: Student Teaching Seminar	<b>3</b>	<b>2hrs</b>
<i>Non-Certification Requirement</i>		
IECE 491: Practicum	5	
IECE 489: Seminar	1	
<b>Total Required Credits</b>	<b>69-76</b>	

**7.2: Proposed B.S. Interdisciplinary Early Childhood Education and TESOL Minor**

<b>Required Courses</b>	<b>Hours</b>	<b>Notes</b>
<b>IECE Major</b>		
FACS 191: Child Development	3	
CD 481: Speech and Language Development	3	
LTCY 310: Early Reading Language and Literacy	3	
SPED 331: Early Childhood Education for Children with Disabilities	3	

IECE 321: Family Supports and Services	3
IECE 322: Planning Curriculum and Instruction for Diverse Learners	3
IECE 323: Positive Behavior Supports with Young Children	3
IECE 324: Advanced Assessment of Young Children	3
IECE 326: Integrating Mathematics and Science Across The Early Childhood Curriculum	
IECE 421: Advanced Curriculum and Instruction for Infants And Toddlers	4
IECE 422: Advanced Curriculum Development for Young Children	5
IECE 423: Interdisciplinary Services for Young Children with Low Incidence Disabilities	3
<b>Core Curriculum</b>	
EDU 250: Discover Teaching: Introduction to Teacher Education	3
PSY 310: Educational Psychology	3
EDU 260: Classroom Assessment	3
EDU 350: Diversity and Differentiation	3
EDU 360: Behavior and Classroom Management	3
<i>Teacher Certification Concentration OR</i>	
IECE 490: Student Teaching (Infants and Toddlers)	5
IECE 490: Student Teaching (Preschoolers)	5
EDU 489: Student Teaching Seminar	2
<i>Non-certification Concentration</i>	
IECE 491: Practicum	5
IECE 489: Seminar	1

**TESOL Minor**

ENG 302: Language and Communication	3
ENG 407: Linguistics Analysis	3
ENG 469: Second Language Acquisition Theory	3
ENG 470: Methods and Materials	3
ENG 471: Practicum	4
ENG 408: Psycholinguistics	3
<b>Total Required Credits</b>	<b>79-85</b>

**College of Education and Behavioral Sciences**  
**School of Teacher Education**  
**Proposal to Make Multiple Revisions to a Course**  
**(Action Item)**

Contact Person: Xiaoxia "Silvie" Huang, [xiaoxia.huang@wku.edu](mailto:xiaoxia.huang@wku.edu), 270-745-4322

**1. Identification of course:**

- 1.15 Current course prefix (subject area) and number: ID 465
- 1.16 Course title: Analysis and Design of Training

**2. Revise course title:**

- 2.1 Current course title: Analysis and Design of Training
- 2.2 Proposed course title: Instructional Strategies and Technology Integration
- 2.3 Proposed abbreviated title: Instructional Strategies & Technology Integration
- 2.4 Rationale for revision of course title: We would like to emphasize that ID 465 will cover both instructional strategies and technologies that could be incorporated into training and other educational settings. Changing the course title will help students understand the focus of the course.

**3. Revise course number:**

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

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

- 4.1 Current prerequisites/corequisites/special requirements: junior standing or instructor approval; AND prerequisites/corequisites: ID 460
- 4.2 Proposed prerequisites/corequisites/special requirements: No prerequisites/corequisites
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: We would like to provide more flexibility for the students to take the courses in the program. Considering the course design in the program, removing the prerequisites in ID 465 should not affect their chance of succeeding in the program.
- 4.4 Effect on completion of major/minor sequence: It will provide more flexibility for students to take courses in the program.

**5. Revise course catalog listing:**

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

- 6. Revise course credit hours:**
  - 6.7 Current course credit hours:
  - 6.8 Proposed course credit hours: N/A
  - 6.9 Rationale for revision of course credit hours: N/A

- 7. Revise schedule type:**
  - 7.1 Current schedule type:
  - 7.2 Proposed schedule type: N/A
  - 7.3 Rationale for revision of schedule type: N/A

- 8. Revise grade type:**
  - 8.1 Current grade type:
  - 8.2 Proposed grade type: N/A
  - 8.3 Rationale for revision of grade type: N/A

**10. Proposed term for implementation:** Spring 2020

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

School of Teacher Education	<b>09/20/2019</b>
CEBS Curriculum Committee	<b>10/1/19</b>
Professional Education Council (if applicable)	<b>NA</b>
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	



## **Proposal to revise a program: Interactive Training Certificate**

**College of Education and Behavioral Sciences**

**Department/Unit:** School of Teacher Education

### **Section 1: Proponent Contact Information**

**1.1 Name/Title:** Xiaoxia “Silvie” Huang, Associate Professor

**1.2 Email address:** [Xiaoxia.huang@wku.edu](mailto:Xiaoxia.huang@wku.edu)

**1.3 Phone #:** 270-745-4322

### **Section 2: Program Information**

**2.17 Classification of Instructional Program (CIP) reference number:** 1725

**2.18 Current Program title:** Interactive Training Design

**2.19 Current total number of credits required in the program:** 12

### **Section 3: Proposed program revisions and rationales**

**3.5 Revision to Program Title:** Program title will be changed to Interactive Training and Leadership. The reason for the change is to incorporate leadership knowledge and skills in the program as desired outcomes for students to develop. Leadership competencies accompanied with training competencies will greatly enhance students’ potential in this competitive job market when students graduate from the program.

**3.6 Revision to Credit Hours:** Program credit hours will be changed from 12 to 15 due to the addition of two courses in Organizational Leadership and suspension of ID 475.

**3.7 Course Addition:** LEAD 300 Leadership Theory and Application will be added to the program. This course will help students gain competencies in leadership concepts, theories, and models that will guide the process of their training and instruction.

**3.8 Course Addition:** LEAD 400 Practicum in Leadership will be added to the program. This course will allow students to apply leadership skills in directing an activity in any training setting.

**3.9 Course Deletion: ID 475 Interactive Multimedia for Training will be suspended from the program.**

**3.10 Revision to Course Title: ID 460 course title will be changed from Introduction to Instructional Design to Teaching and Learning Design to align more with the course focus.**

**3.11 Revision to Course Title: ID 465 course title will be changed from Analysis and Design of Training to Instructional Strategies and Technology Integration to align more with the course focus.**

**3.12 Revision to Course Title: ID 470 course title will be changed from Development and Evaluation of Training to Training and Teaching Practicum to align more with the course focus.**

**Section 4: Consultations: The Instructional Design program faculty have met with Dr. John Baker, Coordinator of the Organizational Leadership program, and we have discussed the changes as listed in Section 3. All changes are mutually agreed upon by the faculty in the two programs involved.**

**Section 5: Proposed term for implementation: Spring 2020**

**Section 6: Approval Flow Dates:**

School of Teacher Education: 09/20/2019

CEBS Curriculum Committee: 10/1/19

Professional Education Council: NA

Undergraduate Curriculum Committee:

University Senate:

## Section 7: Required Appendices: Current & proposed program descriptions:

### 7.1 Current Program Descriptions

#### **Interactive Training Design Certificate Program**

Coordinator: X. Huang

Reference Number: 1725

Minimum Hours for Certificate: 12

The instructional design process involves analyzing learning and performance needs and designing, developing, implementing, evaluating, and managing instructional and non-instructional solutions to improve performance in various settings. This 12-hour program will prepare students to analyze learners, learning contexts and skills, and design learning activities. Students will learn to evaluate those learning activities and to revise training activities. Students will acquire skills to develop multimedia training modules.

The program prepares and equips practitioners and students in training development. This is a skill needed in any topic, discipline, or workplace setting. Every business, government agency, nonprofit organization, industry, or educational institution offers training for its employees. This program prepares students to develop those training modules or activities, deliver that training, and evaluate the training.

Examples encompass print and electronic elements that may include instructional videos, online instructional activities, user manuals for instructors, instruction manuals for commercial products, teaching manual, professional development curricula, multi-media instructional units, training packs for trainers, instructional modules for vocational/technical courses, instructional modules for classroom instruction, and teaching and training aids in print or electronic formats. These skills make student more employable after completion of this program.

Students who successfully complete the certificate program will possess the following competencies and learning outcomes:

- Identify the steps, subordinate skills and entry behaviors and knowledge required to accomplish and instructional goal and correlated performance objectives.
- Produce and instructional system design process that is tailored to the education and training requirements of a specific organization or problem.
- Design a training module for a specific organization or problem to include context and learner analysis, write objectives and test items, prepare instructional strategies, and revise training module based on subject matter expert feedback.

- Apply principles and strategies of multimedia design, interface design, and visual design to evaluating existing and creating new multimedia products in an instructional design setting.
- Design, develop and evaluate a multimedia module using appropriate software application in training settings.

Admission Requirements: Minimum requirements for acceptance into the program are:

- High school diploma or equivalent
- Application and fee: Students seeking a certificate program must submit an online application with Undergraduate Admissions. The completed form must be submitted along with a one-time application fee of \$40 (non-refundable)
- Transcript Record: Graduates/Transfers of accredited institutions other than WKU must submit an official transcript from that institution.

Certificate Requirements: ID 460, ID 465, ID 470, and ID 475. (12 hours)

## 7.2. Proposed Program Descriptions

### Interactive Training and Leadership Certificate Program

Coordinator: X. Huang

Reference Number: 1725

Minimum Hours for Certificate: 15

The instructional design process involves analyzing learning and performance needs and designing, developing, implementing, evaluating, and managing instructional and non-instructional solutions to improve performance in various settings. In addition, leadership skills play an important role in the instructional design process. These skills enable instructional designers to become more effective change agents in order to positively impact their workplaces utilizing educational programs or interventions. This 15-hour program will prepare students to analyze learners, learning contexts and skills, design learning activities, and utilize leadership skills to broaden the impacts of educational programs or interventions. Students will learn to evaluate those learning activities and to revise training activities. Students will acquire skills to develop multimedia training modules and lead the process of designing, developing, and evaluating an educational product.

The program prepares and equips practitioners and students in training development. This is a skill needed in any topic, discipline, or workplace setting. Every business, government agency, nonprofit organization, industry, or educational institution offers training for its employees. This program prepares students to develop those training modules or activities, deliver that training, evaluate the training, and take a leadership role in the process.

Examples encompass print and electronic elements that may include instructional videos, online instructional activities, user manuals for instructors, instruction manuals for commercial products, teaching manual, professional development curricula, multi-media instructional units, training packs for trainers, instructional modules for vocational/technical courses, instructional modules for classroom instruction, and teaching and training aids in print or electronic formats. These skills make student more employable after completion of this program, especially with the addition of leadership skills to ensure they are capable of leading an instructional design process.

Students who successfully complete the certificate program will possess the following competencies and learning outcomes:

- Identify the steps, subordinate skills and entry behaviors and knowledge required to accomplish and instructional goal and correlated performance objectives.

- Produce an instructional system design process that is tailored to the education and training requirements of a specific organization or problem.
- Design a training module for a specific organization or problem to include context and learner analysis, write objectives and test items, prepare instructional strategies, and revise training module based on subject matter expert feedback.
- Apply principles and strategies of multimedia design, interface design, and visual design to evaluating existing and creating new multimedia products in an instructional design setting.
- Design, develop and evaluate a multimedia module using appropriate software application in training settings.
- Apply organizational leadership skills to lead an instructional design process.

Admission Requirements: Minimum requirements for acceptance into the program are:

- High school diploma or equivalent
- Application and fee: Students seeking a certificate program must submit an online application with Undergraduate Admissions. The completed form must be submitted along with a one-time application fee of \$40 (non-refundable)
- Transcript Record: Graduates/Transfers of accredited institutions other than WKU must submit an official transcript from that institution.

Certificate Requirements: ID 460, ID 465, ID 470, LEAD 300, and LEAD 400 ~~ID-475~~. (15 hours)

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

Contact Person: Jun Yan, jun.yan@wku.edu, 270-745-8952

**7. Identification of proposed course:**

- 1.17 Course prefix (subject area) and number: GEOG 492
- 1.18 Course title: Advanced Spatial Analysis
- 1.19 Credit Hours: 3

**2. Proposed course title:** Advanced Geospatial Analytics

**3. Proposed abbreviated course title:** Advanced Geospatial Analytics

**4. Rationale for the revision of course title:** In the GIS industry, geospatial analytics is becoming a more popular term due to the increased need to analyze of Big Data while the traditional term, spatial analysis, is often used in academics. We propose this change so that this course is more recognizable by potential employers of WKU students.

**5. Proposed term for implementation:** Spring 2020

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

Geography and Geology Department	<u>8/22/19</u>
Ogden College Curriculum Committee	<u>9/26/19</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Jun Yan, jun.yan@wku.edu, 270-745-8952

**8. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: GISC 423
- 1.2 Course title: Geoprocessing and GIS Applications
- 1.3 Credit Hours: 3

**2. Proposed course title:** GIS and Location Analytics

**3. Proposed abbreviated course title:** GIS & Location Analytics

**4. Rationale for the revision of course title:** This advanced GIS course mainly covers data and techniques important to applying GIS in **locational analysis and urban applications**. The original title is too general. Location analytics is a popular term in the industry where GIS data and methods are used to provide useful information for making decisions on locations, operations, logistics, and business geographics. We propose this title change, so the course can be more recognizable by potential employers of WKU students.

**5. Proposed term for implementation:** Spring 2020

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

Department of Geography & Geology	<b>8/22/19</b>
Ogden College Curriculum Committee	<u>9/26/19</u>
Undergraduate Curriculum Committee	_____
University Senate	_____



**Ogden College of Science & Engineering**  
**Department of Geography & Geology**  
**Proposal to Revise A [Certificate] Program**  
**(Action Item)**

Contact Person: Kevin B. Cary, kevin.cary@wku.edu, 5-2981

**1. Identification of program:**

- 1.1 Current program reference number: #174
- 1.2 Current program title: Certificate in GIS
- 1.3 Credit hours: 20

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

- Include more options that provide a specific spatial component, in addition to the existing 100-level courses in the current program.

**3. Detailed program description:** Numbers in ( ) indicate credit hours.

- Proposed Changes to Undergraduate Certificate in GIS

Current Program	Revised Program
GEOG 103 (3) or GEOL 103 (3) or GEOL 111 (3) or METR 121, and GEOG 110 (3)	GEOG 103 (3) or GEOL 103 (3) or GEOL 111 (3) or METR 121, and GEOG 110 (3); <b>or six credit hours of suitable courses approved by the Certificate advisor.</b>
GISC 316 (4) Fundamentals of GIS	GISC 316 (4) Fundamentals of GIS
GISC 317 (4) GIS	GISC 317 (4) GIS
GISC 417 (3) GIS Analysis	GISC 417 (3) GIS Analysis
GISC 419 (3) GIS Programming	GISC 419 (3) GIS Programming

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

Several existing courses outside of the Department of Geography and Geology provide a useful spatial component, such as Land Surveying (CE 160/161) and Principles of Wildlife Ecology and

Management (BIOL 232). Geospatial technologies are utilized in a variety of fields and are becoming more prevalent across the curriculum. The results of research using these technologies are being reflected in myriad disciplines across higher education. Mapping is a dominant function of Geographic Information Systems (or GIS), which provides a visual interpretation of spatial data. Providing students the flexibility to substitute appropriate coursework should help encourage students from many other disciplines to enroll in the GIS Certificate program.

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

- Spring 2020

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

Geography-Geology Curriculum Committee	08-22-2019
Ogden College Curriculum Committee	<u>09/26/2019</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

**Ogden College of Science & Engineering**  
**Department of Chemistry**  
**Proposal to Make Multiple Revisions to a Course**  
**(Action Item)**

Contact Person: Jeremy B. Maddox, [jeremy.maddox@wku.edu](mailto:jeremy.maddox@wku.edu), 5-8725

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CHEM 304
- 1.2 Course title: Biochemistry for the Health Sciences

**2. Revise course title:**

- 2.5 Current course title:
- 2.6 Proposed course title:
- 2.7 Proposed abbreviated title:
- 2.8 Rationale for revision of course title:

**3. Revise course number:**

- 3.4 Current course number:
- 3.5 Proposed course number:
- 3.6 Rationale for revision of course number:

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

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

**5. Revise course catalog listing:**

- 5.4 Current course catalog listing:

A brief treatment of organic chemistry is used as an introduction to carbohydrates, lipids, proteins and nucleic acids emphasizing their functional roles in the biological system. Specific topics will include bioenergetics, enzymes, acid-base balance, hematology and immunology. The course is offered specifically for students in the four-year nursing program, but is also recommended for students in physical education, recreation, health and safety and other disciplines dealing with human health. This course does not count toward a major or minor in biology or chemistry.

- 5.5 Proposed course catalog listing:

A brief treatment of organic chemistry is used as an introduction to carbohydrates, lipids, proteins and nucleic acids emphasizing their functional roles in the biological

system. Specific topics will include bioenergetics, enzymes, and acid-base balance. This course does not count toward a major or minor in biology or chemistry.

5.6 Rationale for revision of course catalog listing:

The hematology and immunology parts of this course have not been taught in years, and we have adjusted the course description to reflect the coverage changes. The population of CHEM 304 has also changed over the years. Nursing students are no longer required to take the course.

**6. Revise course credit hours:**

6.10 Current course credit hours: 4

6.11 Proposed course credit hours: 3

6.12 Rationale for revision of course credit hours:

After discussing the credit hours with the main stakeholders in the course it was determined to be beneficial to reduce the course hours from 4 credit to 3 so that it only covers one scheduling block.

**7. Revise schedule type:**

7.1 Current schedule type:

7.2 Proposed schedule type:

7.3 Rationale for revision of schedule type:

**8. Revise grade type:**

8.1 Current grade type:

8.2 Proposed grade type:

8.3 Rationale for revision of grade type:

**10. Proposed term for implementation:**

First available

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

Department of Chemistry

9/6/2019

Ogden College Curriculum Committee

9/26/2019

Professional Education Council (if applicable)

N/A

General Education Committee (if applicable)

N/A

Undergraduate Curriculum Committee

University Senate

**(Action Item)**

**Proposal to Create a New Course:**

**Ogden College of Science and Engineering**

**Department/Unit: Department of Psychological Sciences**

**Section 1: Proponent Contact Information**

**1.1 Name/Title: Dr. Andrew Mienaltowski**

**1.2 Email address: andrew.mienaltowski@wku.edu**

**1.3 Phone #: (270) 681-0270**

**Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number: PSYS 175**

**2.2 Course CIP code: 42**

**2.3 Course title: University Experience**

**2.4 Abbreviated Course title: PSYS UNIV EXPERIENCE**

**2.5 Credit hours/Variable credit: 1**

**2.6 Repeatability: N**

**2.7 Course Term: Is this course intended to span more than a single term?**

YES **NO**

**2.8 Course Catalog Description:** Transition to university experience for Psychological Science majors. Topics include learning skills, campus resources,

research tools, exploration of majors, specializations within discipline, career trends, and professional development.

**2.9 Prerequisite/Corequisites/Restrictions:** For beginning college freshmen or transfer students with fewer than 36 semester hours of credit

**2.10 Additional Enrollment Requirements:**

**2.11 Other Special Course Requirements:**

**2.12 Grade Type:** Standard Grade (A-F)

**2.13 Schedule Type:** Seminar

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

#### **3.1 Course Content Summary:**

The proposed course will be offered in seminar format; students will attend for one hour per week and learn about a variety of topics that are relevant to their orientation to the university as a psychological science student. Topics to be discussed include, but are not limited to:

- Professional training tracks within the psychological sciences
- Development of a personal plan for academic success
- Utilization of campus information technology
- Navigation of campus resources, from library to student organizations
- Financial considerations within discipline-specific training
- Student engagement through internships and research
- Identity development and maintenance as a professional in the psychological sciences
- Orientation to empirical research in the psychological sciences
- The clinical scientist and scientist-practitioner models
- Preparation for careers in psychological science

#### **3.2 Learning Outcomes:**

Upon successful completion of the course, students should be able to:

- Describe the different tracks of study within psychological science
- Construct a professional plan for pursuing future academic and career training in psychological science

- Identify appropriate professional behaviors for psychological scientists
- Recognize the resources available to them at the university and part of professional organizations that will facilitate training in the discipline
- Discuss examples of research activities that students pursue as undergraduates

### **3.3 Assessment/Evaluation:**

Students will be assessed in the course using performance on a number of activities, class participation, seminar attendance, and/or summative assessments or project products that demonstrate meeting the learning objectives for the course.

## **Section 4: Rationale**

### **4.1 Reason for developing this proposed course:**

Courses like UC 175 provide academic programs with an opportunity to impart useful information to undergraduates that can benefit students as they transition to university experiences, including choosing academic tracks, considering future career directions, and utilizing campus resources to stay connected to the academic program. This is vital to the psychological sciences, as students have many possible tracks of study to select from while making progress toward a career and can be unsure about what track to select given their career aspirations. In PSYS 175, students network with department faculty to encourage involvement in faculty-mentored, student-centered research as well as involvement in professional activities that allow students to explore the tracks within the discipline. Additionally, students develop greater knowledge of various disciplines and careers in psychology and insight into how to pursue a particular career of interest.

### **4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course? **YES** ~~NO~~
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? ~~YES~~ **NO**
- If the answer to both questions is NO, simply proceed to item 5.

- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:  
No other department was consulted. Students who complete this course would not take a university experience course offered by other units.

## **Section 5: Projected Enrollments/Resources**

- 5.1 How many students per section are expected to enroll in this proposed course?** Approximately 20 to 25
- 5.2 How many sections of this course per academic year will be offered?** 2-3
- 5.3 How many students per academic year are expected to enroll?** 35-50
- 5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.** These projections are based on the number of incoming students who declare a major in Psychological Sciences. Existing enrollment in a temporary course version of PSYS 175 are consistent with these projections.
- 5.5 Proposed method of staffing:** Existing faculty
- 5.6 Instructional technology resources:** Existing resources are sufficient
- 5.7 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? **YES**  **NO**

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

## **Section 6: Proposed term for implementation:** Fall 2020

## **Section 7: Supplemental/Supporting Documentation:**



**VI. Academic Policy Committee Report**

**VII. Steering Committee Report**

**VIII. Subcommittee Report**

**IX. Announcements**

**X. Adjourn**

# Appendix

# Checklists

University Undergraduate Curriculum Proposal Checklist

HIST 341

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Art Head Kristina Arnold and course instructor Guy Jordan consulted 9/2019.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

Course number change has no staffing implications.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.
- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Eric S. Reed

Digitally signed by Eric S. Reed  
Date: 2019.09.24 14:26:20  
-05'00'

Department Head

9-23-2019

Date

meagan Pina

Dean or Designee

9-24-19

Date

HIST 395

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Art Head Kristina Arnold and course instructor Guy Jordan consulted 9/2019.

What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

No new staffing needed, will be offered as part of Professor Jordan's normal load.

If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Eric S. Reed Digitally signed by Eric S. Reed  
Date: 2019.09.24 14:26:20  
-05'00'

Department Head

9-23-2019

Date

*meazui Rini*

Dean or Designee

9/24/19

Date

University Undergraduate Curriculum Proposal Checklist

Proposal Type: Proposal to Revise Course Title

Name of course or program: Pilgrimage, Islam, and Modernity (RELS 322)

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

N/A For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

This is a course title change that lengthens the title. Nothing else is changing about this course.

N/A What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

N/A If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

Yes Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Eli

Department Head

8/26/2019

Date

Morgan Rice

Dean or Designee

9/26/19.

Date

University Undergraduate Curriculum Proposal Checklist

Proposal Type: Proposal to Revise Course Title

Name of course or program: Islam in America: Hope & Hip Hop (RELS 331)

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

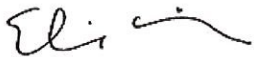
N/A For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

This is a course title change that lengthens the title. Nothing else is changing about this course.

N/A What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

N/A If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

Yes Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?



Department Head

9/26/2019

Date



Dean or Designee

9/26/19.

Date

University Undergraduate Curriculum Proposal Checklist

ART 395

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Dr. Eric Reed, History, via phone and email including 8/22/19, 9/12/19, 9/19/19

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

Current staffing is sufficient, course will be offered as part of art history rotation

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Arnold, Kristina Digitally signed by Arnold, Kristina  
Date: 2019.09.24 15:36:39 -05'00'

Department Head

9/24/19

Date

*Meazur Ravi*

Dean or Designee

9/25/19.

Date

## University Undergraduate Curriculum Proposal Checklist

Proposal Type: Proposal for a New Course

Name of course or program: Popular Culture and the Religious Marketplace (RELS 340)

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Dr. Jeffrey Samuels, the interim Department Head last year, checked with colleagues in other departments about this new course. Due to the suspension of the Popular Studies program, and the lack of a course in our department in Religion and Popular Culture, we feel this course is appropriate. This is a Colonnade course and does not conflict with any other Colonnade courses in the current curriculum.

What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

There are no budget implications for this course. This course will be taught by current tenure track and tenured faculty.

N/A If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

  
Dr. Elizabeth Gish

Department Head

9/26/2019

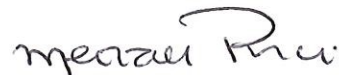
Date

Dr. Sophia Arjana

Dean or Designee

9/26/2019

Date





University Undergraduate Curriculum Proposal Checklist

Proposal Type: Proposal for a New Course

Name of course or program: Saints, Monsters, and Superheroes (RELS 455)

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

X For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

There are no other departments that teach courses on religious monsters, saints, or superheroes and religion. This is a Colonnade course and does not conflict with any other Colonnade courses in the current curriculum.

X What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

There are no budget implications for this course. This course will be taught by current tenure track and tenured faculty.

N/A If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

Yes Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

  
Dr. Elizabeth Gish

Department Head

8/26/2019

Date

Dr. Sophia Arjana

Dean or Designee

8/26/2019

Date



Special Ed/ Eled (5003)

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

See attached

What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

No additional staffing will be required.

If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

Yes Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Alan Thompson  
Department Head

Dennis K. George  
Dean or Designee

8-23-19  
Date

10/1/19  
Date

Special Ed/ELED (5003)

Psychology faculty were part of the Core development beginning in Fall, 2018 and agreed to remove the PSY 100 prerequisite. The School of Teacher Education was notified of changes at the fall retreat on 8/21/19. The STE Department Head, Blair Thompson, along with program faculty met with the History department and reached mutual agreement on the course changes in early September, 2019.



## Success Markers

**BACHELOR of SCIENCE in Special Education/Elementary Education**  
**Learning and Behavior Disorders and Elementary Education**  
 Program Reference # 5003  
 School of Teacher Education  
 College of Education and Behavioral Sciences  
 Western Kentucky University  
 SAMPLE – 4 year plan

FIRST YEAR	Fall Semester		Spring Semester	
<p>Take the listed Colonnade courses when or search all options if none are specified.            Foundation (18)            Connections (9)            Explorations (12)</p> <p>Foreign Language requirement (6):            Take foreign language course if Needed –            See World Language Requirement for Colonnade FAQ:  <a href="https://wku.edu/colonnade/documents/faq.pdf">https://wku.edu/colonnade/documents/faq.pdf</a></p> <p>Year 1: Take CASE (Praxis I) tests in reading, writing, and math to be eligible for Professional Teacher Education.</p>	<del>EDU 250 – Intro to Teacher Education</del> FIELD HOURS REQUIRED	3	<del>EDU 260: Classroom Assessment</del>	3
	ENG 100 – College Writing (Colonnade Foundations Human Communication Course)	3	<del>PSY 310 – Educational Psychology</del>	3
	HIST 101 – World History I OR HIST 102 World History II (Colonnade Foundations Course for World History)	3	ENG 200 – Intro to Literature (Colonnade Foundations Literary Studies Course)	3
	COMM 145 – Fundamentals of Public Speaking (Colonnade Foundations Human Communication Course)	3	205 Numbers Systems and Number Theory for Teachers	3
	Math 116 or 112 -General Mathematics (Colonnade Foundations Quantitative Reasoning Course) –	3		
	Colonnade Explorations Arts and Humanities Course e.g. Art 100; Art 105; Danc 110; Mus 120; Film 276; Phil 101; Rels 100 etc.	3	BIOL 113/114 General Biology (Colonnade Explorations Natural and Physical Sciences Course with Lab (1) <i>MUST have one lab</i> )	3 (4)
	<b>TOTAL CREDIT HOURS</b>	<b>18</b>	<b>TOTAL CREDIT HOURS</b>	<b>16</b>

SECOND YEAR	Fall Semester		Spring Semester – Clinical I	
<p>Apply for admission to Professional Teacher Education prior to Clinical I.</p> <p>Clinical semesters require the sequence of courses <u>highlighted</u> and include field hours.</p> <p>Take Praxis PLT after Clinical I</p> <p><u>Advising tip:</u> Math 206 and Math 308 can be taken in any order. If the sections are full, contact the professor to get on the wait list!</p>	<del>EDU 360 Behavior &amp; Classroom Management</del> FIELD HOURS REQUIRED	3	<del>ETCY 320 –Foundations of Teaching Literacy in Elementary (EDU 250 &amp; PSY 310) FIELD HOURS REQUIRED</del>	3
	<del>EDU 350 Student Diversity and Differentiation</del> FIELD HOURS REQUIRED	3	SPED 335 Foundations of Special Education Possibly rename to Advanced Differentiation: Law, practice & collaboration FIELD HOURS REQUIRED	3
	ENG 300 – Writing in the Disciplines (Colonnade Foundations Writing in the Disciplines Course)	3	<del>ELED 345- Foundation in Elementary Education</del> FIELD HOURS REQUIRED	3
	MATH 206 – Fundamentals of Geometry for Teachers	3	MATH 308 – Rational Numbers and Data Analysis for Teachers (MATH 206 with C or higher)	3
	Colonnade Explorations (Social & Behavioral Sciences SB)	3	Colonnade Explorations Natural and Physical Science Course with Lab if no lab with first Natural Science course – you need 6 hours of Natural and Physical Science – if you took BIO 113 in second semester, you need to take a different area in this semester. e.g. ASTR; CHEM; GEOG; GEOL; PHYS	3
	GEOG 352 or HIST 240 or HIST 241 Requirement for SPED/Elementary Certification	3	Colonnade Connections Local to Global Course (LME 448 recommended) e.g. GEOG 216; HIST 379; PS 357; SOCL 240 etc.,	3
	<b>TOTAL CREDIT HOURS</b>	<b>18</b>	<b>TOTAL CREDIT HOURS</b>	<b>18</b>

THIRD YEAR		Fall Semester – Clinical II			
<p>Complete all Praxis II content area tests the last two semesters prior to student teaching.</p> <p>Foreign Language Course if Needed – See World Language Requirement for Colonnade FAQ: <a href="https://wku.edu/colonnade/documents/faq.pdf">https://wku.edu/colonnade/documents/faq.pdf</a></p> <p>*Candidates can take up to 12 graduate hours towards their master's degree with permission. See your advisor</p>	SPED 340 Elementary Strategies for LBD (cross listed with ELED 365) FIELD HOURS REQUIRED	3	ELED 405 Teaching Mathematics in the Elementary School FIELD HOURS REQUIRED	3	
	ELED 407 Materials and Methods in Social Studies FIELD HOURS REQUIRED	3	ELED 406 Teaching Science in the Elementary School FIELD HOURS REQUIRED	3	
	LTCY 420 Literacy methods in elementary grades FIELD HOURS REQUIRED	3	SPED 480 Data driven decisions in special education (cross listed with ELED 365) FIELD HOURS REQUIRED	3	
	SPED 330 Assessment in Special Education	3	SPED 425 LBD Language Interventions Strategies and Materials FIELD HOURS REQUIRED	4	
	Colonnade Connections Systems Course e.g. AMS 368; CO 349; GEOG 226; Math 240; PS 220 etc.	3	MUS 314- Comprehensive Arts Education or ELEM teachers	3	
	Colonnade Connections Social and Cultural Course (e.g. ANTH 360; COMM 263; ECON 375; FLD 330; HIST 317 etc.)	3			
	Possible *MAE course		Possible *MAE course		
		18	TOTAL CREDIT HOURS	16	
FOURTH YEAR		Clinical Semester IV		Student Teaching	
<p>Apply for student teaching the semester before.</p> <p>Total program hours 128</p>	SPED 345 LBD Secondary Methods: Language Arts FIELD HOURS REQUIRED	3	EDU 489 Student Teaching Seminar	2	
	SPED 400 Behavior Management Strategies in Special Education FIELD HOURS REQUIRED	3	SPED 490 Student Teaching (middle or High school LBD setting)	5	
	SPED 346 LBD Secondary Methods: Math FIELD HOURS REQUIRED	3	ELED 490 Student Teaching (ELED classroom with at least one active IEP.	5	
	PE 354 Physical education for the elementary school	3			
	Possible *MAE course		Possible *MAE course		
	TOTAL CREDIT HOURS	12	TOTAL CREDIT HOURS	12	

IBCE (S26)

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

See attached

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

No additional staffing will be required.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Blair Munn  
Department Head

David K. Grange  
Dean or Designee

9/23/19  
Date

10/16/19  
Date

## IECE (5001)

Department Head (Travis Wilson) was notified on 9/8/19 via email that IECE BS majors would no longer be required to take FACS 192, 295 or 296. Meeting with Blair Thompson, D'Lee Babb, and Sylvia Dietrich to discuss deletion of FACS courses 9/24/19. D'Lee sought clarification as to whether or not new curriculum courses were being proposed to replace the FACS courses. It was explained no new curriculum courses are being proposed and it was shared that FACS faculty were supportive of the proposed changes. The School of Teacher Education was notified of changes at the fall retreat held on 8/21/19. Series of communications and meetings between Alex Poole (program coordinator TESOL minor) and Sylvia Dietrich (Program Coordinator IECE) occurred throughout the summer of 2019. Communique from Dean Murphy to Dean Snyder 8/18/19. All parties involved are very excited about the opportunity.



**Success Markers**

**BACHELOR of SCIENCE in Interdisciplinary Early Childhood Education**  
**Certification Concentration**  
**Minor in TESOL**  
**Program Reference # 526**  
 School of Teacher Education  
 College of Education and Behavioral Sciences  
 Western Kentucky University  
**SAMPLE – 4 year plan**

FIRST YEAR	Fall Semester		Spring Semester	
<p>Take the listed Colonnade courses when or search all options if none are specified.                      Foundation (18)                      Connections (9)                      Explorations (12)</p> <p>Foreign Language requirement (6):                      Take foreign language course if Needed –                      See World Language Requirement for Colonnade FAQ:  <a href="https://wku.edu/colonnade/documents/faq.pdf">https://wku.edu/colonnade/documents/faq.pdf</a></p> <p>Year 1: Take CASE (Praxis I) tests in reading, writing, and math to be eligible for admission to Professional Education.</p>	FACS 191 - Child Development	3	EDU 250 - Discover Teaching: Introduction to Teacher Education	3
	ENG 100 – College Writing (Colonnade Foundations College Composition)	3	ENG 302 – Language and Communication (or summer I)	3
	Colonnade Explorations Social and Behavioral Sciences	3	ENG 200 – Intro to Literature (Colonnade Foundations Literary Studies Course)	3
	Math 109 or 116 - Colonnade Foundations Quantitative Reasoning Course)	3	Colonnade Explorations Natural and Physical Sciences Course with Lab <i>MUST have one lab</i>	3
	Colonnade Explorations Arts and Humanities Course	3	COMM 145 – Fundamentals of Public Speaking (Colonnade Foundations Human Communication Course)	3
	<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>15</b>

SECOND YEAR	Fall Semester		Spring Semester	
<p>Apply for admission to Professional Education prior to the spring semester.</p> <p>Clinical semesters require the sequence of courses <u>highlighted</u> and include field hours.</p>	ENG 407 Linguistic Analysis	3	EDU 260 Classroom Assessment	3
	EDU 350 Student Diversity and Differentiation	3	ENG 470 Methods and Materials	3
	ENG 300 – Writing in the Disciplines (Colonnade Foundations Writing in the Disciplines Course)	3	SPED 331 Early Childhood Education for Children with Disabilities	3
	ENG 469 Second Language Acquisition Theory	3	PSY 310 Knowing and Learning	3
	Colonnade Connections (Social and Cultural)	3	LTCY 310 Early Reading, Language & Literacy	3
	<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>15</b>



THIRD YEAR	Fall Semester		Spring Semester	
Foreign Language Course if Needed – See World Language Requirement for Colonnade FAQ: <a href="https://wku.edu/colonnade/documents/faq.pdf">https://wku.edu/colonnade/documents/faq.pdf</a>	CD 481 Speech & Lang Dev (or summer 2)	3	ENG 471 Practicum	4
	IECE 321 Family Supports & Services	3	ENG 408 Psycholinguistics	3
	IECE 322 Planning Curriculum & Instruction for Diverse Learners	3	IECE 324 Advanced Assessment of Young Children	3
	ENG 300 Writing in the Disciplines	3	IECE 326 Integrating Math & Science Across the EC Curriculum	3
	EDU 360 Behavior and Classroom Mngt	3	IECE 323 Positive Behavior Supports	3
	HIST 101 – World History I OR HIST 102 World History II (Colonnade Foundations Course for World History)	3		
	<b>TOTAL CREDIT HOURS</b>	<b>15 or 18</b>	<b>TOTAL CREDIT HOURS</b>	<b>16</b>
	Summer 3		IECE 423 Low Incidence Disabilities	3
FOURTH YEAR	Fall Semester		Spring Semester	
Take PRAXIS tests for IECE and TESOL Apply for student teaching the semester before. Total Program Hours 124	IECE 421 Methods for Infants and Toddlers	4	EDU 489 Student Teaching Seminar	2
	IECE 422 Methods for Preschool and Kindergarten	5	IECE 490 Student Teaching	10
	Colonnade Connections Local to Global	3		
	Colonnade Connections Systems	3		
	<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>12</b>



## Success Markers

**BACHELOR of SCIENCE in Interdisciplinary Early Childhood Education**  
**Non - Certification Concentration**  
**Minor in TESOL**  
**Program Reference # 526**  
 School of Teacher Education  
 College of Education and Behavioral Sciences  
 Western Kentucky University  
**SAMPLE – 4 year plan**

FIRST YEAR	Fall Semester		Spring Semester	
<p>Take the listed Colonnade courses when or search all options if none are specified.                      Foundation (18)                      Connections (9)                      Explorations (12)</p> <p>Foreign Language requirement (6):                      Take foreign language course if Needed –                      See World Language Requirement for Colonnade FAQ:  <a href="https://wku.edu/colonnade/documents/faq.pdf">https://wku.edu/colonnade/documents/faq.pdf</a></p> <p>Year 1: Take CASE (Praxis I) tests in reading, writing, and math to be eligible for admission to Professional Education.</p>	FACS 191 - Child Development	3	EDU 250 - Discover Teaching: Introduction to Teacher Education	3
	ENG 100 – College Writing (Colonnade Foundations College Composition)	3	ENG 302 – Language and Communication (or summer I)	3
	Colonnade Explorations Social and Behavioral Sciences	3	ENG 200 – Intro to Literature (Colonnade Foundations Literary Studies Course)	3
	Math 109 or 116 - Colonnade Foundations Quantitative Reasoning Course)	3	Colonnade Explorations Natural and Physical Sciences Course with Lab <i>MUST have one lab</i>	3
	Colonnade Explorations Arts and Humanities Course	3	COMM 145 – Fundamentals of Public Speaking (Colonnade Foundations Human Communication Course)	3
	<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>15</b>

SECOND YEAR	Fall Semester		Spring Semester	
<p>Apply for admission to Professional Education prior to the spring semester.</p> <p>Clinical semesters require the sequence of courses <u>highlighted</u> and include field hours.</p>	ENG 407 Linguistic Analysis	3	EDU 260 Classroom Assessment	3
	EDU 350 Student Diversity and Differentiation	3	ENG 470 Methods and Materials	3
	ENG 300 – Writing in the Disciplines (Colonnade Foundations Writing in the Disciplines Course)	3	SPED 331 Early Childhood Education for Children with Disabilities	3
	ENG 469 Second Language Acquisition Theory	3	PSY 310 Knowing and Learning	3
	Colonnade Connections (Social and Cultural)	3	LTCY 310 Early Reading, Language & Literacy	3
	<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>15</b>

THIRD YEAR	Fall Semester		Spring Semester	
	Foreign Language Course if Needed – See World Language Requirement for Colonnade FAQ: <a href="https://wku.edu/colonnade/documents/faq.pdf">https://wku.edu/colonnade/documents/faq.pdf</a>	CD 481 Speech & Lang Dev (or summer 2)	3	ENG 471 Practicum
IECE 321 Family Supports & Services		3	ENG 408 Psycholinguistics	3
IECE 322 Planning Curriculum & Instruction for Diverse Learners		3	IECE 324 Advanced Assessment of Young Children	3
ENG 300 Writing in the Disciplines		3	IECE 326 Integrating Math & Science Across the EC Curriculum	3
EDU 360 Behavior and Classroom Mngt		3	IECE 323 Positive Behavior Supports	3
HIST 101 – World History I OR HIST 102 World History II (Colonnade Foundations Course for World History)		3		
		15 or 18		
<b>TOTAL CREDIT HOURS</b>			<b>TOTAL CREDIT HOURS</b>	16
Summer 3			IECE 423 Low Incidence Disabilities	3
FOURTH YEAR	Fall Semester		Spring Semester	
Total Program Hours 118	IECE 421 Methods for Infants and Toddlers	4	IECE 489 Practicum Seminar in Interdisciplinary Early Childhood Education	1
	IECE 422 Methods for Preschool and Kindergarten	5	IECE 491 Practicum in Interdisciplinary Early Childhood Education	5
	Colonnade Connections Local to Global	3		
	Colonnade Connections Systems	3		
	<b>TOTAL CREDIT HOURS</b>	15	<b>TOTAL CREDIT HOURS</b>	6

LIBRARY RESOURCES, page 1 of 2  
Revised April 2008

Date: 8/29/2019

Proposed Course Name and Number: PSYS 175 University Experience

Current Library holdings in support of the course are:

  X   adequate                   inadequate\*

       library resources not needed for course\*\*

\* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

\*\* Library is not responsible for supporting course if this option is chosen.

**I. Books/Electronic Resources/Other.** Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

*Materials Available in Library*

- American Psychological Association. (2007). *Getting In: A Step-by-Step Plan for Gaining Admission to Graduate School in Psychology*. Washington, DC: APA.

*Materials Requested to Add*

- Dunn, D. S., & Halonen, J. S. (2016). *The Psychology Major's Companion: Everything You Need to Know to Get Where You Want to Go*. New York: Worth.
- Kuther, T. L. (2019). *The Psychology Major's Handbook, 5<sup>th</sup> ed.* Los Angeles: Sage. [an older edition of the above can be found on campus at WKU]
- Kuther, T. L., & Morgan, R. D. (2019). *Careers in Psychology: Opportunities in a Changing World (5<sup>th</sup> ed.)*. Los Angeles: Sage.

**II. Key journal titles needed/recommended:**

*Materials Available in Library*

- Journal Access through PSYCInfo, PSYCArticles, and Ebscohost's Psychology and Behavioral Science Collection

**LIBRARY RESOURCES, page 2 of 2**

**Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.**

**Find Your Liaison Librarian:** [http://www.wku.edu/Library/dlps/lia\\_dept.htm](http://www.wku.edu/Library/dlps/lia_dept.htm)

**Questions or problems?**

Contact Jack Montgomery, [jack.montgomery@wku.edu](mailto:jack.montgomery@wku.edu) Coordinator, Collection Services  
Or UCC Library Representative <http://www.wku.edu/ucc/guidelines.html>

**Andrew Mienaltowski**

Digitally signed by Andrew Mienaltowski  
DN: cn=Andrew Mienaltowski, o=Western Kentucky  
University, ou=Psychological Sciences,  
email=drmski@wku.edu, c=US  
Date: 2019.08.29 10:45:07 -05'00'

---

**Faculty Member Proposing Course**

  
Liaison Librarian

  
Coordinator, Collection Services

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

no impact on any other programs.

What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

NA

If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway. NA

Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

*Frederick D. Schiavone*  
Department Head

*G. [Signature]*  
Dean or Designee

SEP 03 2019  
Date

9/26/19  
Date

## University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

This course is for students in the department. The change won't impact any other programs.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

NA

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway. NA

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

*Michael DeSivven*  
Department Head

*[Signature]*  
Dean or Designee

SEP 03 2019  
Date

9/26/19  
Date

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

None.

What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None.

If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway. N/A

Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

*Fred Schiavone*  
Department Head

*GS/JA*  
Dean or Designee

SEP 03 2019  
Date

9/26/19  
Date



University Undergraduate Curriculum Proposal Checklist CHEM 304 Multiple Revisions

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Discussions were had and emails were exchanged with Karen Mason and Heather Payne-Emerson (Nutrition/Dietetics Minor advisors) and Gary English & Grace Lartey (Health Science major advisors) in November 2018. They agreed to the change in the description of the content coverage and welcomed the change in credit hours.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

There are no budget implications.

Scheduling of the course at a 3-credit course will be simpler/easier than as a 4-credit course, as it will more readily fit the available time blocks. The change will not significantly impact student credit hour production, as the enrollment is relatively low (~20 per year).

N/A If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Stuart Burris

Digitally signed by Stuart Burris  
Date: 2019.09.18 15:01:14  
-05'00'

Department Head

Date

  
Dean or Designee

9/20/19  
Date

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

No departments or programs have been consulted, as the course content for this course is specific to Psychological Sciences.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

There are minimal budget implications for this proposal, as this course will be incorporated into the workload of existing staff. One of the goals of the course is to increase retention. The workload associated with this class (2 credit hours) should be worth the return in increased retention and the net budget effect should be positive.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Madole, Kelly Digitally signed by Madole, Kelly  
Date: 2019.09.23 14:30:44  
+05'00'

Department Head

Date

  
Dean or Designee

9/26/19  
Date