

**University Curriculum Committee
November 26, 2019**

- I. Call to Order – Meeting: 3:45 pm, WAB 227
- II. Approval of October 24, 2019 Minutes
- III. Old Business:
- IV. New Business:
- V. Curriculum Agenda:

Ogden College of Science and Engineering – page 4	
Type of item	Description of Item & Contact Information
Consent	Proposal to Revise Course Prerequisites/Corequisites CHEM 462, Bioinorganic Chemistry, 3 hrs. Contact: Jeremy Maddox, Jeremy.maddox@wku.edu x8725
Consent	Proposal to Revise a Course Title GEOL 415, Environmental Geology, 3 hrs. Contact: Nahid Gani, nahid.gani@wku.edu , x2813
Consent	Proposal to Revise Course Prerequisites/Corequisites PHYS 318, Data Acquisition Using LabVIEW, 3 hrs. Contact: Doug Harper, doug.harper@wku.edu , x6194
Action	Proposal to Make Multiple Revisions to a Course CHEM 304, Biochemistry for the Health Sciences, 4 hrs. Contact: Jeremy Maddox, Jeremy.maddox@wku.edu x8725
Action	Proposal to Make Multiple Revisions to a Course CHEM 420, Inorganic Chemistry, 3 hrs. Contact: Jeremy Maddox, Jeremy.maddox@wku.edu , x8725
Action	Proposal to Make Multiple Revisions to a Course CHEM 430, Forensic Chemistry, 3 hrs. Contact: Jeremy Maddox, Jeremy.maddox@wku.edu x8725
Action	Proposal to Make Multiple Revisions to a Course CHEM 435, Instrumental Analysis, 3 hrs. Contact: Jeremy Maddox, Jeremy.maddox@wku.edu x8725

Action	Proposal to Make Multiple Revisions to a Course GEOL 112, Earth History, 3 hrs. Contact: Royhan Gani, Royhan.gani@wku.edu , x5977
Action	Proposal to Make Multiple Revisions to a Course GEOL 114, Earth History Lab, 1 hr. Contact: Royhan Gani, Royhan.gani@wku.edu , x5977
Action	Proposal to Create a New Course GEOL 250, Environmental Geology, 3 hrs. Contact: Nahid Gani, nahid.gani@wku.edu , x2813
Action	Proposal to Create a New Course GEOL 301, Geology and Climate: Past and Future Contact: Royhan Gani, Royhan.gani@wku.edu , x5977
Action	Proposal to Create a New Course PHYS 363, Science, Technology, and Society, 3 hrs. Contact: Scott Bonham, scott.bonham@wku.edu , x6196
Action	Proposal to Revise a Program Ref. 476, Systems Engineering Minor, 21-22 hrs. Contact: Robert Choate, Robert.choate@wku.edu , x8852
Action	Proposal to Revise a Program Ref. 518, Architectural Science, 81 hrs. Contact: Shahnaz Aly, Shahnaz.aly@wku.edu , x5849

College of Education and Behavioral Sciences – page 39	
Type of Action	Description of Item and Contact Information
Consent Item	Revise Course Title Item: ELED 345 Contact Person: Julia Mittelberg, julia.mittelberg@wku.edu , 5-5414
Consent Item	Revise Course Title Item: ELED 365 Contact Person: Julia Mittelberg, julia.mittelberg@wku.edu , 5-5414
Consent Item	Revise Course Title Item: ELED 465 Contact Person: Julia Mittelberg, julia.mittelberg@wku.edu , 5-5414
Consent Item	Revise Course Title Item: MIL 101 Contact Person: Beth Ann Dillon, Bethann.dillon@wku.edu , 5-4293
Consent Item	Revise Course Title Item: MIL 102 Contact Person: Beth Ann Dillon, Bethann.dillon@wku.edu , 5-4293

Consent Item	Revise Course Title Item: MIL 201 Contact Person: Beth Ann Dillon, Bethann.dillon@wku.edu , 5-4293
Consent Item	Revise Course Title Item: MIL 202 Contact Person: Beth Ann Dillon, Bethann.dillon@wku.edu , 5-4293
Consent Item	Revise Course Title Item: MIL 210 Contact Person: Beth Ann Dillon, Bethann.dillon@wku.edu , 5-4293
Consent Item	Revise Course Title Item: MIL 301 Contact Person: Beth Ann Dillon, Bethann.dillon@wku.edu , 5-4293
Consent Item	Revise Course Title Item: MIL 302 Contact Person: Beth Ann Dillon, Bethann.dillon@wku.edu , 5-4293
Consent Item	Revise Course Title Item: MIL 410 Contact Person: Beth Ann Dillon, Bethann.dillon@wku.edu , 5-4293
Action Item	Proposal to Revise a program Item: 527 Contact Person: Julia Mittelberg, Julia.mittelberg@wku.edu , 5-5414
Action Item	Proposal to Create a New Course Item: MGE 395 Contact Person: John Moore, john.moore@wku.edu , 5-5414
Action Item	Proposal to Create a New Course Item: MGE 450 Contact Person: John Moore, john.moore@wku.edu , 5-5414
Action Item	Proposal to Revise a program Item: 5001 Contact Person: John Moore, john.moore@wku.edu , 5-5414

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 change is primarily related to the suspension of CHEM 314.

The Biology Department has also approved the proposal.

Further contact outside the department was not deemed necessary.

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

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?

Department Head

10/17/2019

Date

Jennifer Anderson

Digitally signed by Jennifer Anderson
Date: 2019.11.12 09:30:17 -06'00'

Dean or Designee

Date

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

Contact Person: Nahid Gani, Email: nahid.gani@wku.edu, Phone: 270-745-2813

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GEOL 415
- 1.2 Course title: ENVIRONMENTAL GEOLOGY
- 1.3 Credit Hours: 3

2. Proposed course title: APPLIED ENVIRONMENTAL GEOLOGY

3. Proposed abbreviated course title: APPLIED ENVIRONMENTAL GEOLOGY
(maximum of 30 characters/spaces)

4. Rationale for the revision of course title: The Geology Program has proposed a new lower-level course: GEOL 250 - ENVIRONMENTAL GEOLOGY. This is an introductory environmental geology course, which will be a required common-core course for the currently transforming B.S. program (Geosciences) at the Department of Geography and Geology. Therefore, the existing GEOL 415 (Environmental Geology), taught at the upper-level with an applied-focus, has been proposed to be renamed as APPLIED ENVIRONMENTAL GEOLOGY.

5. Proposed term for implementation: Fall 2020

6. Dates of prior committee approvals:

Department/ Unit: Geography and Geology	9/27/19
Ogden College Curriculum Committee	10/31/2019
Undergraduate Curriculum Committee	_____
University Senate	_____

University Undergraduate Curriculum Proposal Checklist

GEOL-415

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.

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.

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

Fredrick D.
Siewers

Digitally signed by Fredrick D.
Siewers
Date: 2019.10.28 10:48:14 -05'00'

Department Head

Jennifer Anderson

Digitally signed by Jennifer
Anderson
Date: 2019.11.12 09:32:01 -06'00'

Dean or Designee

Date

Date

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

Contact Person: Doug Harper, doug.harper@wku.edu, 745-6194

1. Identification of course:

- 1.1 Course prefix (subject area) and number: PHYS 318
- 1.2 Course title: Data Acquisition Using LabVIEW

2. Current prerequisites/corequisites/special requirements:

PHYS 265 or permission of instructor

3. Proposed prerequisites/corequisites/special requirements:

PHYS 301 or ME 310 or EE 211 with grade of C or better, or permission of instructor.

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

PHYS 318 students need to be fluent with designing and building basic circuits to provide signal conditioning for the measurements they will make with various sensors. The course is taken by a variety of majors with physics, mechanical engineering, and electrical engineering being the most common. The original prerequisite was chosen as a course that was common to all of these students. However, students need more experience than is provided in PHYS 265. The chosen courses (PHYS 301, ME 310, and EE 211) will provide adequate familiarization with electrical measurements for students to be successful in PHYS 318. The permission of instructor option will be used for the rare occasion when students from disciplines other than physics, mechanical engineering or electrical engineering desire to take the course.

5. Effect on completion of major/minor sequence:

This change will have no effect on the completion of the major sequence for PHYS, ME, or EE majors. The new prerequisite courses are all required courses in the respective majors and can easily be taken before taking PHYS 318 as a junior or senior.

6. Proposed term for implementation: Fall 2020

7. Dates of prior committee approvals:

Department of Physics and Astronomy	10/23/2019
Ogden College Curriculum Committee	_____
Undergraduate Curriculum Committee	10/31/2019
University Senate	_____

PHYS-318

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.

SEAS, ME (Chris Byrne), EE (Mark Cambron) 10-22-2019

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?

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.

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

Carini, Michael Digitally signed by Carini, Michael
DN: cn=Carini, Michael, ou=Western Kentucky
University, ou=Physics and Astronomy,
email=mike.carini@wku.edu, c=US
Date: 2019.10.24 17:10:58 -0500

Department Head

Dean or Designee

Date

Date

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, 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:

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

3. Revise course number:

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

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: (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:

- 5.1 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.
- 5.2 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.

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

Jennifer Anderson
Digitally signed by Jennifer
Anderson
Date: 2019.11.12 09:46:32 -06'00'

Dean or Designee

Date

Date

5.3 Rationale for revision of course catalog listing:

The population of the course has shifted over several years from mostly nursing students (who are no longer required to take the course) to mostly dietetics students. The hematology and immunology parts of this course have become less relevant and are no longer taught. The course description is being adjusted to reflect the coverage changes that have gradually occurred over time.

6. Revise course credit hours:

- 6.1 Current course credit hours: 4
- 6.2 Proposed course credit hours: 3
- 6.3 Rationale for revision of course credit hours:

As noted above, the population of the course has shifted over several years from mostly nursing students, who would come to the course with only CHEM 109 (4 credit hrs with no lab) as preparation, to mostly dietetics students who have CHEM 105, 106, 107, & 108 (6 classroom credit hours and 2 lab credit hours) as preparation. That necessitates less time in general being needed for review of general and introductory organic chemistry. This is coupled with small changes over time in the relevant material such that 4 credit hours is no longer needed or appropriate to the content of the course. Additionally, discussion with the main stakeholders in the course (Nutrition/Dietetics) resulted in agreement that it would be beneficial to reduce the course hours from 4 credit to 3.

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	10/31/2019
Professional Education Council (if applicable)	N/A
General Education Committee (if applicable)	N/A
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, 5-8725

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CHEM 420
- 1.2 Course title: INORGANIC CHEMISTRY

2. Revise course title:

- 2.1 Current course title: INORGANIC CHEMISTRY
- 2.2 Proposed course title: INORGANIC CHEMISTRY II
- 2.3 Proposed abbreviated title: INORGANIC CHEMISTRY II
- 2.4 Rationale for revision of course title:
Both CHEM 320 and CHEM 420 cover inorganic chemistry and are required for students pursuing the American Chemical Society (ACS) approved degree concentration. CHEM 320 is a foundation-level course. CHEM 420 is an in-depth course. The general, biochemistry, organic, and physical chemistry sequences also follow a I and II format, and the proposed revision is consistent with these designations.

3. Revise course number:

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

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: (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 study of such topics as atomic structure, molecular structure, bonding theory, ionic substances, electron deficient compounds, acid-base theory, coordination chemistry, and organometallic chemistry.
- 5.5 Proposed course catalog listing:
Advanced study of inorganic chemistry: molecular symmetry and applications, covalent bonding and molecular orbital, ionic bonding and solid state chemistry, acid-base theory, coordination chemistry, and organometallic chemistry.

University Undergraduate Curriculum Proposal Checklist

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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 anticipated impact outside of the department.

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

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?

Department Head

10/17/2019

Date

Jennifer Anderson Digitally signed by Jennifer Anderson
Date: 2019.11.12 09:28:38 -06'00'

Dean or Designee

Date

**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, 5-8725

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: CHEM 430
 - 1.2 Course title: FORENSIC CHEMISTRY

- 2. Revise course title:**
 - 2.1 Current course title:
 - 2.2 Proposed course title:
 - 2.3 Proposed abbreviated title:
 - 2.4 Rationale for revision of course title:

- 3. Revise course number:**
 - 3.1 Current course number:
 - 3.2 Proposed course number:
 - 3.3 Rationale for revision of course number:

- 4. Revise course prerequisites/corequisites/special requirements:**
 - 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
Prerequisites: CHEM 314 or 340 and CHEM 330 with a grade of "C" or better.

 - 4.2 Proposed prerequisites/corequisites/special requirements:
Prerequisites: CHEM 330 and CHEM 340 with a grade of "C" or better.

 - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
The Department has no plans to offer CHEM 314 in the future. The proposed revision removes the option to use CHEM 314 as a prerequisite.

 - 4.4 Effect on completion of major/minor sequence:
None

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing:
A study of the methods and instrumentation used in the crime laboratory and in the medical technology laboratory. Topics discussed will include drugs, blood enzymes, organic and inorganic analysis, gunshot residue, fingerprints, chromatography, spectrophotometry, electrochemistry and electrophoresis. Course Fee

 - 5.2 Proposed course catalog listing:

A study of the methods and instrumentation used in the crime laboratory. Topics discussed may include metrology, drug analysis, toxicology, firearms and explosives, trace evidence analysis, and fingerprints. Laboratory work is a significant portion of the course. Course Fee

5.3 Rationale for revision of course catalog listing:

The proposed revision shortens the catalog listing and improves clarity for students by explicitly stating that the schedule type is a combined lecture/laboratory. The learning objectives of the course will not be altered by the proposed revision.

6. Revise course credit hours:

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

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

10/4/2019

Ogden College Curriculum Committee

10/31/2019

Professional Education Council (if applicable)

N/A

General Education Committee (if applicable)

N/A

Undergraduate Curriculum Committee

University Senate

University Undergraduate Curriculum Proposal Checklist

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No anticipated impact outside of the department.

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

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?

Department Head

Jennifer Anderson Digitally signed by Jennifer Anderson
Date: 2019.11.12 09:29:02 -06'00'

Dean or Designee

10/17/2019

Date

Date

**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, 5-8725

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: CHEM 435
 - 1.2 Course title: INSTRUMENTAL ANALYSIS

- 2. Revise course title:**
 - 2.1 Current course title:
 - 2.2 Proposed course title:
 - 2.3 Proposed abbreviated title:
 - 2.4 Rationale for revision of course title:

- 3. Revise course number:**
 - 3.1 Current course number:
 - 3.2 Proposed course number:
 - 3.3 Rationale for revision of course number:

- 4. Revise course prerequisites/corequisites/special requirements:**
 - 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
Prerequisites: CHEM 330 and CHEM 340 with a grade of "C" or better. Corequisite: CHEM 346

 - 4.2 Proposed prerequisites/corequisites/special requirements:
Prerequisites: CHEM 330 and CHEM 340 with a grade of "C" or better. Corequisite: CHEM 436

 - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
The proposed revision corrects a typographical error in the corequisite. CHEM 346 should read CHEM 436; there is no CHEM 346.

 - 4.4 Effect on completion of major/minor sequence:
None

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing:
A course in modern instrumental methods of analysis including spectroscopic, electroanalytical and chromatographic techniques. Course Fee

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 anticipated impact outside of the department.

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

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?

Department Head

Jennifer Anderson Digitally signed by Jennifer Anderson
Date: 2019.11.12 09:29:32 -06'00'

Dean or Designee

10/17/2019

Date

Date

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: M. Royhan Gani, Email: royhan.gani@wku.edu, Phone: 270-745-5977

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOL 112
- 1.2 Course title: EARTH HISTORY

2. Revise course title:

- 2.1 Current course title: EARTH HISTORY
- 2.2 Proposed course title: EARTH'S PAST AND FUTURE
- 2.3 Proposed abbreviated title: EARTH'S PAST AND FUTURE
- 2.4 Rationale for revision of course title: The revised title better reflects the course content and objectives, emphasizing the need to understand our planet's deep history to prepare for future global challenges.

3. Revise course number: N/A

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

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

- 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:

- 5.1 Current course catalog listing: Geologic study of the Earth's history: major land, sea, and life patterns throughout geologic time. Topics include the development of geology as a science, nature and significance of the fossil record, basic stratigraphic relations, theories concerning the origin of Earth and the solar system, prehistoric life, paleogeography, and global tectonics. Students electing to meet their general education laboratory requirement through GEOL 114 must simultaneously enroll in the GEOL 112 lecture course. The associated laboratory is required for Geology majors, minors and some prospective science teachers, but is optional for most others.
- 5.2 Proposed course catalog listing: Deep time study of Earth, life, and climate to understand how the planet – our only home – has changed in the past and what this means for the future of human species. Students electing to meet their general education laboratory requirement through GEOL 114 must simultaneously enroll in

GEOL 112. Laboratory (GEOL 114) is required for Geology majors and some prospective science teachers, but is optional for most others.

- 5.3 Rationale for revision of course catalog listing: To make it concise and to emphasize the importance of the course to understand the context of emerging global challenges. However, the learning objectives for the course will remain unchanged.

6. Revise course credit hours: N/A

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

7. Revise schedule type: N/A

- 7.1 Current schedule type:
7.2 Proposed schedule type:
7.3 Rationale for revision of schedule type:

8. Revise grade type: N/A

- 8.1 Current grade type:
8.2 Proposed grade type:
8.3 Rationale for revision of grade type:

10. Proposed term for implementation: Fall 2020

11. Dates of prior committee approvals:

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

9/27/19

10/31/19

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.

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.

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

Fredrick D.
Siewers

Digitally signed by Fredrick D. Siewers
Date: 2019.10.28 10:49:32 -05'00'

Department Head

Jennifer Anderson

Digitally signed by Jennifer Anderson
Date: 2019.11.12 09:30:46 -06'00'

Dean or Designee

Date

Date

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: M. Royhan Gani, Email: royhan.gani@wku.edu, Phone: 270-745-5977

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOL 114
- 1.2 Course title: EARTH HISTORY LAB

2. Revise course title:

- 2.1 Current course title: EARTH HISTORY LAB
- 2.2 Proposed course title: EARTH'S PAST AND FUTURE LAB
- 2.3 Proposed abbreviated title: EARTH'S PAST AND FUTURE LAB
- 2.4 Rationale for revision of course title: The revised title better reflects the course content and objectives, emphasizing the need to understand our planet's deep history to prepare for future global challenges.

3. Revise course number: N/A

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

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

- 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:

- 5.1 Current course catalog listing: Laboratory work designed to accompany GEOL 112. Sedimentary rocks, fossil specimens, stratigraphic concepts and geologic maps are studied. This laboratory is required for Geology majors and minors and some prospective science teachers, but is optional for most other students. Course Fee.
- 5.2 Proposed course catalog listing: Laboratory to accompany GEOL 112, which is a deep time study of Earth, life, and climate. This laboratory is required for Geology majors and some prospective science teachers, but is optional for most other students. Course Fee.
- 5.3 Rationale for revision of course catalog listing: To make it concise and to reflect corresponding changes in GEOL 112 listing. However, the learning objectives for the course will remain unchanged.

6. Revise course credit hours: N/A

- 6.1 Current course credit hours:

- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

7. Revise schedule type: N/A

- 7.1 Current schedule type:
- 7.2 Proposed schedule type:
- 7.3 Rationale for revision of schedule type:

8. Revise grade type: N/A

- 8.1 Current grade type:
- 8.2 Proposed grade type:
- 8.3 Rationale for revision of grade type:

10. Proposed term for implementation: Fall 2020

11. Dates of prior committee approvals:

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

9/27/19

10/31/19

GEOL-114

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.

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.

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

Fredrick D.
Siewers

Digitally signed by Fredrick D.
Siewers
Date: 2019.10.28 10:50:37 -05'00'

Department Head

Jennifer Anderson

Digitally signed by Jennifer
Anderson
Date: 2019.11.12 09:31:08 -06'00'

Dean or Designee

Date

Date

(Action Item)

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

Section 1: Proponent Contact Information

- 1.1 Name/Title:** Nahid Gani, Associate Professor
- 1.2 Email address:** nahid.gani@wku.edu
- 1.3 Phone:** 270-745-2813

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number:** GEOL 250
- 2.2 Course CIP code:** 40.0601
- 2.3 Course title:** ENVIRONMENTAL GEOLOGY
- 2.4 Abbreviated Course title:** ENVIRONMENTAL GEOLOGY
- 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:** Survey of geologic principles in relation to environmental problems arising from human actions. Topical environmental issues controlled by whole Earth processes, and the use of geologic knowledge in their remediation will be investigated.
- 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 letter grade.

2.13 Schedule Type: Lecture

Section 3: Description of proposed course

3.1 Course Content Summary: This course is designed to provide fundamental knowledge to understand the interaction between human and their living environments. Various internal and external Earth's processes that influence planet's environments are examined. Lectures, quizzes, topical exercises, and group-activities will be used to explore and assess the course content. Topics include: The Solid Earth internal and surficial processes; Humans, geology, and the environment; The earth systems and environmental changes; Geological resources and society; Energy and environment; Waste management and geology; Environmental pollutions and human impact; Impact of geologic hazards and ecosystems; hydrologic hazard; Environment and human health; Impact of extraterrestrial objects; Land-use planning; and Environment and society.

3.2 Learning Outcomes: Upon successfully completing this course, students will be able to:

- Analyze the dynamic behavior of the Earth that contributes to our changing environments.
- Evaluate human effect on geological environments.
- Examine the link between geo-environmental processes and human health.
- Analyze geological data necessary to improve our living environments.
- Make effective decisions in solving environmental problems.

3.3 Assessment/Evaluation: A number of quizzes, exams (at least three), and exercises will be utilized in assessing student's achievement of the proposed learning goals. Interactive group activities on topical environmental issues will also constitute part of the performance measure.

Section 4: Rationale

4.1 Reason for developing this proposed course:

Today, Earth's environmental change is at its highest profile, highlighting a paramount concern to our society. This change is significantly affected by the action from Earth's expanding population for their increased use of natural resources and increased production of waste and pollutants. Therefore, understanding the interplay between Earth's geologic processes and growing population is the prime for the investigation of environmental issues, analysis and management. This course will prepare students with the foundational environmental geology knowledge for improving and remediating the environment

as a habitat for life on Earth. Although there are introductory environmental science courses available at WKU, the proposed course is the first introductory environmental geology course at WKU. The proposed course will also be a required common-core course for the currently transforming B.S. program (Geosciences) at the Department of Geography and Geology.

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:

B.S. in Environmental Health Science (#548) offer ENV 280: Introduction to Environmental Science. The proposed course differs significantly from ENV 280 due to its (GEOL 250) focus on environmental problems controlled by whole Earth processes, and the use of geologic knowledge in their remediation. Dr. Ritchie Taylor (Director of Environmental and Occupational Health Science Programs) was contacted (on 9/23/19) regarding the proposal of this new course, and no conflict was identified.

Section 5: Projected Enrollments/Resources

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

40 students.

5.2 How many sections of this course per academic year will be offered?

Two sections per year.

5.3 How many students per academic year are expected to enroll?

80 students.

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

The department of Geography and Geology currently has around 185 majors. The proposed course will be a required common-core course for the currently

transforming B.S. program (Geosciences), which will likely have around 115 majors. Moreover, many non-majors beyond the department have an explicit desire to understand Earth's environmental changes and issues.

5.5 Proposed method of staffing:

The proposed course will be staffed by existing faculty of the department. No adjustments will be necessary to current staffing patterns or teaching loads to accommodate this new course.

5.6 Instructional technology resources:

The department's current instructional technology resources are sufficient to support this course.

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? NO

Section 6: Proposed term for implementation: Fall 2020

Section 7: Supplemental/Supporting Documentation: N/A

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.

B.S. in Environmental Health Science (#548) offer ENV 280: Introduction to Environmental Science. Dr. Ritchie Taylor (Director of Environmental and Occupational Health Science Programs) was contacted (on 9/23/19) regarding this new course proposal, and no conflict was identified.

- 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?

The proposed course will be staffed by existing faculty of the department. No adjustments will be necessary to current staffing patterns or teaching loads to accommodate this new course.

- 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?

Fredrick D. Siewers
 Digitally signed by Fredrick D. Siewers
 Date: 2019.10.28 10:51:47 -05'00'
 Department Head

Jennifer Anderson
 Digitally signed by Jennifer Anderson
 Date: 2019.11.12 09:31:27 -06'00'
 Dean or Designee

 Date

 Date

(Action Item)

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

Section 1: Proponent Contact Information

- 1.1 Name/Title:** M. Royhan Gani, Associate Professor
- 1.2 Email address:** royhan.gani@wku.edu
- 1.3 Phone:** 270-745-5977

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number:** GEOL 301
- 2.2 Course CIP code:** 40.0601
- 2.3 Course title:** GEOLOGY AND CLIMATE: PAST AND FUTURE
- 2.4 Abbreviated Course title:** GEOLOGY AND CLIMATE
- 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:** Survey of Earth's past climate changes, the present state, and what these mean for the future of our planet – our only home. Factors and processes that influence Earth's climate over a variety of timescales are examined.
- 2.9 Prerequisite/Corequisites/Restrictions:** GEOG/GEOL 103 OR GEOL 111 OR GEOL 112 OR permission of instructor
- 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 is a survey of Earth's paleoclimate changes and what these mean for the future of our planet – our only home. Factors and processes that influence paleoclimate over a variety of timescales are examined. Lectures, exercises, and group-discussions will be used to explore the course content. Topics include:

- Introduction: Geology and climate
- Component of paleoclimate systems
- Geological archives, data, and models to understand paleoclimate
- Past CO₂ fluctuations and long-term climate
- Plate tectonics and paleoclimate
- Greenhouse versus Icehouse paleoclimate
- Astronomical control on paleoclimate
- Paleo-monsoons
- Glacial/Deglacial cycles of the Quaternary
- Humans and preindustrial climate
- Causes of recent warming
- Future climatic changes.

3.2 Learning Outcomes: After successfully completing this course, students should be able to:

- Analyze paleoclimate archives and data
- Examine long-term versus short-term paleoclimate changes
- Evaluate the magnitude of Earth's past CO₂ fluctuations
- Scrutinize factors that influence paleoclimate systems
- Assess the type of future climate disruptions

3.3 Assessment/Evaluation: Students will be given weekly assignments to complete that involve readings, online videos, and exercises. Students will be required to take quizzes and three exams. Class presentations will also be part of the evaluation process.

Section 4: Rationale

4.1 Reason for developing this proposed course: Climate change is reshaping our daily conversation in every sector of society. Why and how the Earth's paleoclimate has changed through time and what this means for the future is an important part of that conversation. The proposed course will prepare students for careers related to climate and environmental jobs, as well as help them become mindful citizens. Students will gain the ability to assess climate risks from the local to global scale and from the short to long term.

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
(Note: our Department has an integrated set of complementary courses on climate that differ in temporal, spatial, theoretical, and empirical approaches. These courses are GEOG 385: Society, resources, and climate; GEOG 455: Global climate change; METR 322: Global climate system; and GEOL 315: Energy, climate, and carbon. The proposed course, with little duplication of content with these existing courses, is a complementary addition to this climate set, offering a deep-time perspective on Earth's climate.)
- 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 students.

5.2 How many sections of this course per academic year will be offered?

One section per year.

5.3 How many students per academic year are expected to enroll?

30 students.

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

Many of our majors in the department, and many of the non-majors enrolled in the lower-level courses offered by the department, have an explicit interest in climate change generally. However, the proposed course would serve primarily as an upper-level elective for Geology students (around 50) majoring within the soon-to-be transformed integrated B.S. program.

5.8 Proposed method of staffing:

The course proposed will be staffed by existing faculty of the Department, without any adjustments to current staffing patterns or teaching loads.

5.9 Instructional technology resources:

The Department's current instructional technology resources are sufficient to support this course.

- 5.10 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)?
NO (current resources are sufficient)

Section 6: Proposed term for implementation: Fall 2020

Section 7: Supplemental/Supporting Documentation: N/A

GEOL-301

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.

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?

The proposed course will be staffed by existing faculty of the department. No adjustments will be necessary to current staffing patterns or teaching loads to accommodate this new course.

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?

Fredrick D. Siewers
Digitally signed by Fredrick D. Siewers
Date: 2019.10.28 16:46:42 -05'00'
Department Head

Jennifer Anderson
Digitally signed by Jennifer Anderson
Date: 2019.11.12 09:31:44 -06'00'
Dean or Designee

Date

Date

**Proposal to Create a New Course
Ogden College of Science and Engineering
School of Engineering & Applied Sciences**

Section 1: Proponent Contact Information

- 1.1 Name/Title:** Kirolos Haleem/Assistant Professor of Civil Engineering
- 1.2 Email address:** kirolos.haleem@wku.edu
- 1.3 Phone #** 270-745-6302

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number:** CE 432
- 2.2 Course CIP code:** 52.0209
- 2.3 Course title:** Traffic Engineering
- 2.4 Abbreviated Course title:** Traffic Eng.
- 2.5 Credit hours/Variable credit:** 3 credit hours
- 2.6 Repeatability:** No
- 2.7 Course Term:** One semester
- 2.8 Course Catalog Description:** A study of the underlying traffic engineering theory, and use of traffic control devices (i.e., signs, traffic signals, and pavement markings) and their impact on traffic flow (or operations) and highway safety. Methods to collect and analyze traffic data are also discussed.
- 2.9 Prerequisite:**
Prerequisite: CE 332 (Transportation Engineering)
- 2.10 Additional Enrollment Requirements:** N/A
- 2.11 Other Special Course Requirements:** Students will work on an in-class project, where they will conduct a field data collection at a specific signalized intersection (e.g., doing traffic counts), plus data analysis and report write-up. Appropriate WKU paperwork/approvals might be needed to send students to the field and ensure their safety.

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: The course studies the underlying traffic engineering theory, and use of traffic control devices (i.e., signs, traffic signals, and pavement markings) and their impact on traffic flow (or operations) and highway safety. Methods to collect and analyze traffic data are also discussed.

Students will be involved in an in-class project, where they will conduct field data collection at a specific signalized intersection (e.g., doing traffic counts), plus data analysis and report write-up. Students will also have hands-on experience on a traffic flow software package, e.g., the Highway Capacity Software (HCS).

Proposed topics to cover in the course:

- Road user and vehicle characteristics
- Comprehensive geometric design of highways
- Traffic control devices
- Advanced traffic flow theory
- Statistical applications in Traffic Engineering
- Traffic data collection and analysis
- Volume studies
- Speed, travel time, and delay studies
- Highway traffic safety
- Parking studies
- Uninterrupted flow facilities (basic freeways, multilane highways, weaving sections, and two-lane highways)
- Traffic markings
- Interrupted flow
- Intersection design and signalization
- Signal timing (for pre-timed and actuated signals)
- Capacity analysis at signalized intersections
- Connection between Intelligent Transportation Systems (ITS) and Traffic Engineering
- Future of transportation: connected and autonomous vehicles (CAVs)

3.2 Learning Outcomes:

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

1. Use statistical concepts and applications in Traffic Engineering.

2. Identify traffic stream characteristics.
3. Learn methods to collect and analyze traffic data.
4. Understand elements of highway traffic safety and approaches for crash analysis.
5. Conduct parking studies.
6. Identify the level-of-service (LOS) on uninterrupted facilities, e.g., basic freeways, multilane highways, weaving sections, and two-lane highways.
7. Design pre-timed and actuated signalized intersections, and determine the signal phases/splits.
8. Learn about the application of Intelligent Transportation Systems (ITS) in the transportation field.
9. Learn about the future of transportation, e.g., connected and autonomous vehicles (CAVs).
10. Utilize modern software tools (e.g., HCS) for calculating delays and LOS for highway segments and signalized intersections.
11. Work on a transportation project in a team of two or three students and submit a final report.
12. Write a research paper related to a specific topic of interest in Traffic Engineering.

3.3 Assessment/Evaluation: Students will be assessed via a variety of rubrics as determined by the instructor, e.g., through assignments, quizzes, tests, final project report write-up, software knowledge, and research paper.

Section 4: Rationale

4.1 Reason for developing this proposed course: This course will serve as a technical elective delivered by WKU faculty in the Civil Engineering Program and will be added to the existing list of CE technical elective courses. This course is proposed to further students' knowledge in Transportation Engineering and will be a significant addition to the existing CE 332 (Transportation Engineering) class. This course will prepare interested CE students to pursue further studies (e.g., M.S. or Ph.D.) in Transportation Engineering. This course will also strengthen the transportation skills within CE students at WKU.

4.2 Relationship to similar courses offered by other university departments/units: The proposed Traffic Engineering (CE 432) course will be a significant addition to the existing CE 332 (Transportation Engineering) class. Although there might be some overlap between CE 332 and CE 432, the CE 432 (Traffic Engineering) scope will be more advanced and the materials are expected to be covered in more details. Note that CE 332 (Transportation Engineering) is an introductory class that introduces and exposes CE students to the Transportation Engineering field.

Section 5: Projected Enrollments/Resources

- 5.1 How many students per section are expected to enroll in this proposed course?** Based on enrollments in other CE technical elective courses (e.g., CE 383 "Structural Steel Design"), this course will have approximately 15 students per offering.
- 5.2 How many sections of this course per academic year will be offered?** One section
- 5.3 How many students per academic year are expected to enroll?** 15 students
- 5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections:** The 15 students are projected based on enrollments in other CE technical elective courses (e.g., CE 383 "Structural Steel Design").
- 5.5 Proposed method of staffing:** Current staffing is sufficient. Should the CE Program grows beyond the current capacity, the program/school will manage resources to meet these demands.
- 5.6 Instructional technology resources:** Current technology resources are sufficient.
- 5.7 Library resources:** Because this is a technical elective course, no specific library resource review can be conducted. The existing library resources are appropriate for general civil engineering use, and special materials required by the course will be provided by the instructor and the CE Program.

Section 6: Proposed term for implementation: Summer 2020

Section 7: Supplemental Documentation (Optional): N/A

Proposal to Revise a Program: Systems Engineering Minor
Ogden College of Science & Engineering
Department/Unit: School of Engineering and Applied Sciences

Section 1: Proponent Contact Information

- 1.1 Robert Choate, Professor
- 1.2 Email address: robert.choate@wku.edu
- 1.3 Phone # 270.745.8852

Section 2: Program Information

- 2.1 Current Program reference number: 476
- 2.2 Current Program title: Systems Engineering Minor
- 2.3 Current total number of credits required in the program: 21 (ME majors) or 21.5 (EE majors) or 22 (CE majors)

Section 3: Proposed program revisions and rationales

- 3.1 The minor was intended to be a program for all engineering majors. The programs began offering a multidisciplinary capstone project course, ENGR 491, in place of discipline specific capstone courses (CE 498, EE 401, ME 412).
- 3.2 CE 304 Construction Management Lab is no longer offered.
- 3.3 EM 221 UK Statics is no longer offered.
- 3.4 The minor requires a number of technical electives from the engineering majors. A significant number of those courses are no longer offered.

The above changes reduce the program requirements from 22 to 21 for CE majors. No change in the program requirements for EE and ME majors.

Section 4: Consultations

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

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

SEAS: **9/27/2019**
Ogden College Curriculum Committee: **10/31/2019**
Undergraduate Curriculum Committee:
University Senate:

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

7.1 Current Program Requirement: 21 (ME majors) or 21.5 (EE majors) or 22 (CE majors) hours

Required Core: 12.5 (EE majors) or 12 (CE or ME majors) hrs	12.5 (EE majors) or 12 (CE or ME majors) hrs	
Circuits & Networks I or UK Statics or WKU Statics	EE 210 (EE) or EM 221 or EM 222 (CE or ME)	3.5 (EE) 3 (CE or ME)
Introductory Probability and Applied Statistics or Risk Analysis	STAT 301 or CE 305	3
Principles of Systems Engineering	ENGR 400	3
Senior Project or EE Design Project or Mechanical Engineering Senior Project	CE 498 or EE 401 or ME 412	3
Elective Courses: 9 (EE and ME majors) or 10 (CE majors)	9 (EE and ME majors)hrs or 10 (CE majors)	
Construction Management / Construction Management Lab	CE 303 / CE 304	3 / 1
CE Technical Electives	CE 4xx**	6
Continuous Control Systems	EE 460	3
EE Technical Electives	EE 4xx**	6
Dynamics	EM 313	3
ME Technical Electives	ME 49x**	6
Program Grand Total Hours:		21 (ME majors) or 21.5 (EE majors) or 22 (CE majors)

** The technical elective must incorporate or expand on systems engineering principles as outlined in ENGR 400 Principles of Systems Engineering. Technical elective courses currently meeting this intent include but are not limited to: CE300 Floodplain Management, CE326 Engineering Law, CE360 Estimating Scheduling Bidding, CE361 Estimating Lab, CE366 Mechanical and Electrical Systems, CE378 Route Surveying, CE379 Route Surveying Lab, CE380 Boundary Surveying, CE381 Boundary Surveying Lab, CE383 Structural Steel Design, CE384 Reinforced Concrete Design, CE426 Advanced Structural Materials, CE436 Design/Construction Integration, CE440 Masonry Design and Construction, CE441, Masonry Construction Lab, CE451 Water and Wastewater Treatment, CE462 Hydraulic Engineering Systems, CE466 Contracts and Specifications, CE476 Highway Construction, CE486 Steel and Concrete Construction, EE410/411 Computer Design, EE443 Microfabrication and MEMS, EE 431 Introduction to Power Systems, EE432 Power Systems II, EE461 Discrete Control Systems, EE443 Communication Applications, ME49x Reliability Engineering, ME49X Advanced Strength of Materials, ME 49X, Energy Conversion and Sustainability, ME49X Failure Analysis and Prevention, ME 49X Finite Element Analysis and ME49X Kinematics and Dynamics.

7.2 Proposed Program Requirement: 21 (CE and ME majors) or 21.5 (EE majors) hours

Required Core: 12.5 (EE majors) or 12 (CE or ME majors) hrs	12.5 (EE majors) or 12 (CE or ME majors) hrs	
Circuits & Networks I or UK Statics or WKU Statics	EE 210 (EE) or EM-221 or EM 222 (CE or ME)	3.5 (EE) 3 (CE or ME)
Introductoru Probability and Applied Statistics or Risk Analysis	STAT 301 or CE 305	3
Principles of Systems Engineering	ENGR 400	3
Senior Project or EE Design Project or Mechanical Engineering Senior Project Senior Project	CE 498 or EE 401 or ME 412 ENGR 491	3
Elective Courses: 9 (EE and ME majors) or 10 (CE majors)	9 (EE and ME majors)hrs or 10 (CE majors)	
Construction Management / Construction Management Lab	CE 303 / CE 304	3 / 4
CE Technical Electives	CE 4xx**	6
Continuous Control Systems	EE 460	3
EE Technical Electives	EE 4xx**	6
Dynamics	EM 313	3
ME Technical Electives	ME 49x**	6
Program Grand Total Hours:		21 (CE or ME majors) or 21.5 (EE majors) or 22 (CE majors)

** The technical elective must incorporate or expand on systems engineering principles as outlined in ENGR 400 Principles of Systems Engineering. Technical elective courses currently meeting this intent include but are not limited to: ~~CE300 Floodplain Management, CE326 Engineering Law, CE360 Estimating Scheduling Bidding, CE361 Estimating Lab, CE366 Mechanical and Electrical Systems, CE378 Route Surveying, CE379 Route Surveying Lab, CE380 Boundary Surveying, CE381 Boundary Surveying Lab, CE383 Structural Steel Design, CE384 Reinforced Concrete Design, CE426 Advanced Structural Materials, CE436 Design/ Construction Integration, CE440 Masonry Design and Construction, CE441, Masonry Construction Lab, CE451 Water and Wastewater Treatment, CE462 Hydraulic Engineering Systems, CE466 Contracts and Specifications, CE476 Highway Construction, CE486 Steel and Concrete Construction, EE410/411 Computer Design, EE443 Microfabrication and MEMS, EE 431 Introduction to Power Systems, EE432 Power Systems II, EE461 Discrete Control Systems, EE443 Communication Applications, ME49x Reliability Engineering, ME49X Advanced Strength of Materials, ME 49X, Energy Conversion and Sustainability, ME49X Failure Analysis and Prevention, ME 49X Finite Element Analysis and ME49X Kinematics and Dynamics.~~

Ref- 476

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 consulted as none impacted by this program revision.

- 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, all changes are previous changes from the associated engineering programs.

- 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?

Stacy Wilson Digitally signed by Stacy Wilson
Date: 2019.10.28 11:28:53
-05'00'

Department Head

Jennifer Anderson Digitally signed by Jennifer Anderson
Date: 2019.11.12 09:32:25 -06'00'

Dean or Designee

Date

Date

**Proposal to Revise a Program: Architectural Science
Ogden College of Science & Engineering
School of Engineering and Applied Sciences**

Section 1: Proponent Contact Information

- 1.1 Shahnaz Aly, Associate Professor
- 1.2 Email address:Shahnaz.aly@wku.edu
- 1.3 Phone # 270.745.5849

Section 2: Program Information

- 2.1 Current Program reference number: 518
- 2.2 Current Program title: Architectural Science
- 2.3 Current total number of credits required in the program: 81

Section 3: Proposed program revisions and rationales

- 3.1 Remove requirement of AMS 140 course required in the major. Companies include safety and first aid training in their orientation of new employees. Aspects of safety are also covered in AMS 262. Students are also getting OSHA certified outside of the classroom for better job prospects.
- 3.2 Remove CE 304. The Civil Engineering program does not offer the course any more.
- 3.3 Remove Senior Research AMS 490. New modules for AMS 490 have been created in SEAS to enable individual programs to better control pre-requisites hence we are replacing the course number.
- 3.4 Add Senior Research AMS 490A 3 hours. The creation of the senior research course as a module has enabled us to add required pre-requisites that will improve the course outcomes.
- 3.5 Add 2 additional hour of Architectural Science Electives. Adding to the number of elective hours enables students to explore their areas of interest and focus on specialty topics.

Section 4: Consultations

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

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

SEAS: **9/27/2019**
Ogden College Curriculum Committee: **10/31/2019**
Undergraduate Curriculum Committee:
University Senate:

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

7.1 Current Program Requirement: 81 hours

Intro to Occupational Safety	AMS 140	1
Architectural Graphics	AMS 151	3
Architectural Drafting	AMS 163	3
Intro to Architecture	AMS 180	3
3D Modeling & Imaging	AMS 251	3
Construction Methods & Materials	AMS 261	3
Construction Methods & Materials Lab	AMS 262	1
Architectural Documentation I	AMS 263	3
Architectural Detailing	AMS 273	3
Architectural Structures	AMS 282	3
Building Codes	AMS 305	3
Survey of Building Systems	AMS 325	3
AMS 351 Building Info Modeling	AMS 351	3
Architectural Documentation II	AMS 363	3
Architectural Design Studio I	AMS 369	4
Quality Assurance	AMS371	3
Project Management	AMS390	3
Internship I	AMS398	1
Technology Mgmt./Sup./Team Blding	AMS430	3
Architectural Design Studio II	AMS 469	4
Comprehensive Design	AMS 488	3
Senior Research	AMS490	3
Construction Management	CE 303	3
Construction Management Lab	CE 304	1
Business Writing or Technical Writing	ENG 306 or 307	3
Management Elective		3
Architectural Science Electives		9
Colonnade		39
	F-W1 ENG 100	3
	F-W2 ENG 300	3
	F-AH ENG 200	3
	F- OC COMM 145	3
	F-QR MATH 117	3
	F-SB HIST 101 or HIST 102	3
	E-AH SELECT	3
	E-SB ECON 150 OR ECON 202 OR ECON 203	3
	E-NS/SL SELECT	6
	K-SC SELECT	3
	K-LG SELECT	3
	K-SY SELECT	3
Program Grand Total Hours		120

7.2 Proposed Program Requirement: 81 hours

Architectural Graphics	AMS 151	3
Architectural Drafting	AMS 163	3
Intro to Architecture	AMS 180	3
3D Modeling & Imaging	AMS 251	3
Construction Methods & Materials	AMS 261	3
Construction Methods & Materials Lab	AMS 262	1
Architectural Documentation I	AMS 263	3
Architectural Detailing	AMS 273	3
Architectural Structures	AMS 282	3
Building Codes	AMS 305	3
Survey of Building Systems	AMS 325	3
AMS 351 Building Info Modeling	AMS 351	3
Architectural Documentation II	AMS 363	3
Architectural Design Studio I	AMS 369	4
Quality Assurance	AMS371	3
Project Management	AMS390	3
Internship I	AMS398	1
Technology Mgmt./Sup./Team Blding	AMS430	3
Architectural Design Studio II	AMS 469	4
Comprehensive Design	AMS 488	3
Senior Research Architectural Science	AMS490A	3
Construction Management	CE 303	3
Business Writing or Technical Writing	ENG 306 or 307	3
Management Elective		3
Architectural Science Electives		11
Colonnade		39
F-W1	ENG 100	3
F-W2	ENG 300	3
F-AH	ENG 200	3
F- OC	COMM 145	3
F-QR	MATH 117	3
F-SB	HIST 101 or HIST 102	3
E-AH	SELECT	3
E-SB	ECON 150 OR ECON 202 OR ECON 203	3
E-NS/SL	SELECT	6
K-SC	SELECT	3
K-LG	SELECT	3
K-SY	SELECT	3
Program Grand Total Hours		120



BACHELOR of SCIENCE in ARCHITECTURAL SCIENCES (#518)
 School of Engineering & Applied Sciences
 Ogden College of Science and Engineering
 Western Kentucky University

The suggested program of study shown below should be used in consultation with your advisor(s). Every student will finish with a unique plan of his/her own depending on the electives selected.

SAMPLE - 4 Year Plan

FIRST YEAR	Fall Semester		Spring Semester	
	AMS 151 – Architectural Graphics	3	AMS 163 – Architectural Drafting	3
AMS 180 – Architecture & Civilization	3	AMS 261 & 262 – Construction Methods and Materials (with a Lab)	4	
MATH 117 – Trigonometry (F-QR)	3	ENG 200 Intro to Literature (F-AH)	3	
ENG 100 Intro to College Writing (F-W1)	3	Arts and Humanities (E-AH)	3	
HIST 101 World History I OR HIST 102 World History II (F-SB)	3	Natural & Physical Science (E-NS)	3	
TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	16	

SECOND YEAR	Fall Semester		Spring Semester	
	AMS 251 – 3D Modeling & Imaging	3	AMS 273 – Architectural Detailing	3
AMS 263 – Architecture Documentation I	3	Architectural Elective	2	
AMS 305 – Building Codes	3	COMM 145 Fundamentals of Public Speaking (F-OC)	3	
ECON 202 – Principles of Economics (E-SB)	3	AMS 325 – Survey of Building Systems	3	
AMS 282 – Architectural Structures	3	AMS 369 – Design Studio I	4	
TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15	

World Language Proficiency: All students entering in Fall 2014 or later must demonstrate proficiency in a world language at the Novice High level before completing 60 credit hours. Novice high is the ability to communicate in writing and speaking on familiar topics in simple sentences. To meet this requirement, students may take college language courses or take a proficiency test. For more information go to www.wku.edu/modernlanguages/placement/.

Colonnade Plan: All students entering in fall 2014 or later must complete 39 hours in 13 specific Colonnade areas. Colonnade areas are listed in parentheses marked in blue after the corresponding classes. Some areas may have specific course requirements while others can be chosen from selected lists of options. For more details and to see lists of options, go to http://www.wku.edu/colonnade/documents/approved_colonnade_courses_website.pdf

THIRD YEAR	Fall Semester		Spring Semester	
	AMS 363 – Architecture Documentation II	3	Architectural Elective	3
CE 303 – Construction Management	3	AMS 371 – Quality Assurance	3	
AMS 390 – Project Management	3	ENG 306 or 307	3	
Connections: Social and Cultural (K-SC)	3	AMS 351- Building Informational Modeling	3	
ENG 300 Writing in the Disciplines (F-W2)	3	Connections: Local to Global Course (K-LG)	3	
TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15	

FOURTH YEAR	Fall Semester		Spring Semester	
	AMS 469 – Architectural Design Studio II	4	AMS 430: Tech Management/Supervision	3
AMS 488 – Comprehensive Design	3	AMS 490A – Senior Research Architectural Science	3	
Architectural Elective	3	Connections Course	3	
Management Elective	3	Architectural Elective	3	
AMS 398 - Internship	1	Natural & Physical Science (E-NS,LS)	3	
TOTAL CREDIT HOURS	14	TOTAL CREDIT HOURS	15	

Total Credit Hours: 120

PLEASE NOTE: Prerequisites, Course Numbers, and Course Titles are subject to change. Consult your advisor each semester.

For more Information:

School of Engineering & Applied Sciences

Website: www.wku.edu/seas

Phone: 270-745-3251

Email: ams@wku.edu

Course Descriptions: <http://www.wku.edu/undergraduatecatalog/>

Ref - 518

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.

The proposed changes to the Architectural Science Program does not impact any other

- 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 potential budget implications and no additional staffing is required. No

- 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?

Stacy Wilson Digitally signed by Stacy Wilson
Date: 2019.10.28 11:29:24
-05'00'

Department Head

Jennifer Anderson Digitally signed by Jennifer
Anderson
Date: 2019.11.12 09:32:41 -06'00'

Dean or Designee

Date

Date

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

Contact Person: Julia Mittelberg, Julia.mittelberg@wku.edu

- 1. Identification of proposed course:**
 - 1.1. Course prefix (subject area) and number: ELED 345
 - 1.2. Course title: Teaching Strategies for Elementary Teachers 1
 - 1.3. Credit Hours: 3

- 2. Proposed course title:** Foundations of Elementary Teaching

- 3. Proposed abbreviated course title:** Foundations ELED Teaching
(maximum of 30 characters/spaces)

- 4. Rationale for the revision of course title:** All the objectives remain the same for this course. All the courses in the Clinical Block I of the new Elementary program begin with “Foundations of” to indicate they are more introductory in the professional education component.

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

- 6. Dates of prior committee approvals:**

School of Teacher Education	10-18-19
CEBS College Curriculum Committee	<u>11/5/19</u>
Professional Education Council	<u>11/13/19</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Julia Mittelberg, Julia.mittelberg@wku.edu

- 1. Identification of proposed course:**
 - 1.1 Course prefix (subject area) and number: ELED 365
 - 1.2 Course title: Teaching Strategies for Elementary Teachers II
 - 1.3 Credit Hours: 3
- 2. Proposed course title:** Teaching Methods for Elementary Teachers
- 3. Proposed abbreviated course title:**
(maximum of 30 characters/spaces) Teaching Methods ELED
- 4. Rationale for the revision of course title:** All the objectives remain the same for this course. Proposed title better reflects the purpose and content of the course.
- 5. Proposed term for implementation: Fall 2020**
- 6. Dates of prior committee approvals:**

School of Teacher Education	<u>10-18-19</u>
CEBS College Curriculum Committee	<u>11/5/19</u>
Professional Education Council	<u>11/13/19</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Julia Mittelberg, Julia.mittelberg@wku.edu

- 1. Identification of proposed course:**
 - 1.1 Course prefix (subject area) and number: ELED 465
 - 1.2 Course title: Senior Projects in Elementary Education
 - 1.3 Credit Hours: 3
- 2. Proposed course title:** Data-Driven Decision-Making in Elementary Education
- 3. Proposed abbreviated course title:** Data Decisions in ELED
(maximum of 30 characters/spaces)
- 4. Rationale for the revision of course title:** All the objectives remain the same for this course, but the title is changing to better reflect the purpose and content of the course.
- 5. Proposed term for implementation:** Fall 2020
- 6. Dates of prior committee approvals:**

School of Teacher Education	<u>10-18-19</u>
CEBS College Curriculum Committee	<u>11/5/19</u>
Professional Education Council	<u>11/13/19</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

**CEBS
Military Science
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Beth Ann Dillon, bethann.dillon@wku.edu, 270-745-4293

2. Identification of proposed course:

- 1.3 Course Prefix and number: MIL 101
- 1.4 Course title: Military Mountaineering/Leadership
- 1.5 Credit Hours: 2

2. Proposed course title: Introduction to the Army and Mountaineering

3. Proposed abbreviated course title: The Army & Mountaineering
(maximum of 30 characters/spaces)

4. Rationale for the revision of course title: To better reflect the content of the class.

5. Proposed term for implementation: Fall 2020

6. Dates of prior committee approvals:

Department/ Unit: Military Science	<u>11/1/19</u>
CEBS College Curriculum Committee	<u>11/5/19</u>
Professional Education Council (if applicable)	<u>NA</u>
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**CEBS
Military Science
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Beth Ann Dillon, bethann.dillon@wku.edu, 270-745-4293

- 1. Identification of proposed course:**
 - 1.1. Course Prefix and number: MIL 102
 - 1.2. Course title: Developmental Skills
 - 1.3. Credit Hours: 2

- 2. Proposed course title:** Foundations of Army Leadership

- 3. Proposed abbreviated course title:** Foundations of Army Leadership
(maximum of 30 characters/spaces)

- 4. Rationale for the revision of course title:** To better reflect the content of the class.

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

- 6. Dates of prior committee approvals:**

Department/ Unit: Military Science	<u>11/1/19</u>
CEBS College Curriculum Committee	<u>11/5/19</u>
Professional Education Council (if applicable)	<u>NA</u>
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**CEBS
Military Science
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Beth Ann Dillon, bethann.dillon@wku.edu, 270-745-4293

- 1. Identification of proposed course:**
 - 1.1. Course Prefix and number: MIL 202
 - 1.2. Course title: Team Building/Military Doctrine
 - 1.3. Credit Hours: 3
- 2. Proposed course title:** Team Building and Army Doctrine
- 3. Proposed abbreviated course title:** Team Building/Army Doctrine
(maximum of 30 characters/spaces)
- 4. Rationale for the revision of course title:** To better reflect the content of the class.
- 5. Proposed term for implementation:** Fall 2020
- 6. Dates of prior committee approvals:**

Department/ Unit: Military Science	<u>11/1/19</u>
CEBS College Curriculum Committee	<u>11/5/19</u>
Professional Education Council (if applicable)	<u>NA</u>
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**CEBS
Military Science
Proposal to Revise Course Grade Type
(Consent Item)**

Contact Person: Beth Ann Dillon, bethann.dillon@wku.edu

1. Identification of proposed course

- 1.1. Course prefix (subject area) and number: MIL 210
- 1.2. Course title: Military SCI Practicum CIET

2. Current course grade type: Standard Letter Grade

3. Proposed course grade type: Pass/Fail

4. Rationale for revision of course grade type: Cadet Command has changed how they evaluate Cadet leadership potential.

5. Proposed term for implementation: Summer 2020

6. Dates of prior committee approvals

Department/ Unit Military Science
CEBS College Curriculum Committee
Professional Education Council (if applicable)
General Education Committee (if applicable)
Undergraduate Curriculum Committee
University Senate

11/1/19

11/5/19

NA

**CEBS
Military Science
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Beth Ann Dillon, bethann.dillon@wku.edu, 270-745-4293

- 1. Identification of proposed course:**
 - 1.1. Course Prefix and number: MIL 301
 - 1.2. Course title: Military Leadership/Mgmt
 - 1.3. Credit Hours: 3

- 2. Proposed course title:** Army Training Management and Warfighting Functions

- 3. Proposed abbreviated course title:** Army Tng Mngmnt & Warfighting
(maximum of 30 characters/spaces)

- 4. Rationale for the revision of course title:** To better reflect the content of the class.

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

- 6. Dates of prior committee approvals:**

Department/ Unit: Military Science	<u>11/1/19</u>
CEBS College Curriculum Committee	<u>11/5/19</u>
Professional Education Council (if applicable)	<u>NA</u>
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**CEBS
Military Science
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Beth Ann Dillon, bethann.dillon@wku.edu, 270-745-4293

- 1. Identification of proposed course:**
 - 1.1. Course Prefix and number: MIL 302
 - 1.2. Course title: Military Leadership/Tactical
 - 1.3. Credit Hours: 4

- 2. Proposed course title:** Applied Tactical Army Leadership
- 3. Proposed abbreviated course title:** Applied Tactical Army Leadership
(maximum of 30 characters/spaces)

- 4. Rationale for the revision of course title:** To better reflect the content of the class.

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

- 6. Dates of prior committee approvals:**

Department/ Unit: Military Science	<u>11/1/19</u>
CEBS College Curriculum Committee	<u>11/5/19</u>
Professional Education Council (if applicable)	<u>NA</u>
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**CEBS
Military Science
Proposal to Revise Course Grade Type
(Consent Item)**

Contact Person: Beth Ann Dillon, bethann.dillon@wku.edu

1. Identification of proposed course

- 1.1. Course prefix (subject area) and number: MIL 410
- 1.2. Course title: MIL SCI Practicum Cadet Leader

2. Current course grade type: Standard Letter Grade

3. Proposed course grade type: Pass/Fail

4. Rationale for revision of course grade type: Cadet Command has changed how they evaluate Cadet leadership potential.

5. Proposed term for implementation: Summer 2020

6. Dates of prior committee approvals

Department/ Unit Military Science

11/1/19

CEBS College Curriculum Committee

11/5/19

Professional Education Council (if applicable)

NA

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Proposal to Revise a program: Bachelor of Science in Elementary Education
College: College of Education and Behavioral Sciences
Department/Unit: School of Teacher Education

Section 1: Proponent Contact Information

- 1.1 Name/Title: Julia Mittelberg
- 1.2 Email address: Julia.mittelberg@wku.edu
- 1.3 Phone # 270-745-5414

Section 2: Program Information

- 2.14 Classification of Instructional Program (CIP) reference number:** 527
- 2.15 Current Program title:** Elementary Education
- 2.16 Current total number of credits required in the program:** 128

Section 3: Proposed program revisions and rationales Continuing this form's numbered outline format, succinctly describe each proposed change to the program, followed by a brief, clear rationale for each proposed change. For example:

3.1 Rationale: Elementary teachers are certified K-6. State performance measures are assessed for ELED in science, math, social studies, and English content. District feedback requested additional content knowledge. Therefore, these revisions reflect more content knowledge for ELED majors. Elementary teachers are not required to teach and are not certified in the areas of art, music, or PE.

3.2 Add EDU 260, EDU 350, EDU 360: Added the "Education Core" consisting of 5 foundational courses that all teacher candidates will take regardless of their majors. These core classes ensure all education majors receive similar content across all disciplines of education and allow students the additional flexibility in determining their focus in special education, elementary, middle grades or high school English or Social Studies at a later date in their undergraduate degree. The other two courses, PSY 310 and EDU 250, are already in the current program.

3.3 Add HIST 240 or 241, SPED 335, Add Science elective with a lab: The learned society standards (special education, elementary education, literacy, social studies, mathematics, and science) were used to realign, sequence, and block courses. This realignment was completed over nine months with interdepartmental collaboration to sequence courses into a scaffolded progression of skills and knowledge incorporating clinical fieldwork and assessment appropriate progression and scaffolding now builds from one course to another as the courses have been analyzed and strategically realigned. The design removed places that formerly overlapped within the program. The choice of HIST 240 or 241 allows for more instruction in US History which will help cover standards addressed in the elementary setting. The addition of SPED 335 (included in the first clinical blocked semester) is designed to help establish the

foundation for how inclusion is an integral part of our elementary classrooms now. The addition of a science elective will further strengthen students' preparation for this area in their teaching. Students can take any science class minimum of 4 credits earned either through a lab or combination of two classes.

3.4 Remove MUS 311, PSY 100, LME 318, ELED 355, SPED 330 and CIS 141 or CIS 145: MUS 311 is being removed because we are providing options to students in the area of fine arts and requiring a choice of two out of three related studies classes (PE 354, MUS 314, ART 310). This is more in line with other state programs, which are reducing related arts course offerings due to state licensure requirements. PSY/PSYS 100 is no longer a prerequisite for PSY 310. LME 318 Children's Literature needs to be removed so that more focus may be spent on content courses to help students achieve passing scores on their content tests required for teacher certification. With the literacy theme woven through all the core education courses, students will continue to gain connections from the objectives of this course. Additionally, there are two other literacy courses in the program to provide students with the necessary pedagogy and skills to serve as an elementary teacher in the area of literacy. ELED 355 content will now be covered in the new Core Education course EDU 360 and SPED 330 content is covered in the SPED 335 which is being added to the ELED program. CIS 141 or CIS 145 is redundant when our students will be learning technology skills throughout their program, as it is one of two themes being thread throughout the teacher education programs.

Section 4: Consultations:

Related Arts (Art, Music, Physical Education):

STE has invited the related arts to the curricular conversation from the beginning of these revisions, which started in Fall 2018. During Fall 2018 and Spring 2019, representatives from each of these areas were invited to work with STE faculty to develop the five Core Courses for all Teacher Education majors. Members of the art, music, and PE departments served on the Core Course committee (Keri Esslinger and Catherine Wilson) as well as on individual Core course committees (EDU 250: Miwon Choe; Integrated Themes Committee and EDU 260: Catherine Wilson).

A series of conversations, meetings, and messages took place between members of STE and the related arts from September 16, 2019 through October 15th, 2019 to work collaboratively towards a revised related arts sequence, starting with an initial conversation about potential changes to related arts courses included in the ELED curriculum with representation from all areas present. A phone conversation between STE interim director and music department chair about removal of 1 of the 2 existing Music ED required courses (agreed in principle) as well as a preliminary discussion about a potential related arts 2-course sequence (a combined Music 314/Art course (8 weeks each) and a PE course or students choosing 2 out of the 3 related arts courses; both potential sequences coupled with related arts themes integrated into Teacher Education Core Courses and ELED courses to embed methodologies from the related arts

across the Teacher Education curriculum). **PE department chair** proposed a potential new PE Colonnade option as a possible 3rd required related arts course, however, ELED identified complexities with requiring a potential PE in the Colonnade within the Systems connections category. In the course of these conversations, ELED **shared details on why there is only room for 2 related arts courses in the revised ELED program streamlined to 120 hours to meet district needs and the needs of 21st Century classroom teachers. See communique list below regarding individual and collective meetings, phone calls, and emails:**

- **September 16 – STE and related arts leadership and faculty reps initial meeting**
- **Week of Sept. 23 - Phone conversation (STE and Music leadership)**
- **October 1 – STE and Music leadership and faculty reps meeting**
- **October 2 - Phone call between STE and Art leadership discussing potential 2 course sequence and integrated themes proposed in Oct 1 meeting.**
- **October 7- Meeting was set with PE faculty. PE invited Art and Music reps.**
- **October 8:** E-mail from STE interim director to the related arts department chairs to address questions from meeting on 10-7. Ron Ramsing followed up with an e-mail proposing a potential new PE Colonnade option leading to follow-up calls.
- **October 14-15 - Phone calls from STE interim director to each related arts department chair, indicating ELED will be moving forward with a 2-course sequence in the ELED revision proposal, but that there is still room for additional conversation regarding options that arise.**

STE recognizes a consensus has not been reached among these departments about the proposed related arts 2-course sequence, however, given the need to streamline the ELED curriculum, develop recruitment initiatives, as well as address district needs in preparing 21st century teachers the decision was made to move forward with this proposal.

Mathematics:

A group of Mathematics Education faculty members and department head, met with members of the Elementary Education program and the STE interim director to discuss the status of the math courses in the program (9-16-2019); it was determined that the number of math courses would remain the same at this time. In addition to keeping the existing courses there would also be further assistance from the Math Department to assist students with the PRAXIS Core and Praxis II exam preparations and to help in lowering anxiety among students.

Social Studies (Geography and History):

Both the Geography and History departments were consulted about the changes to the curriculum requirements. History faculty department head agreed that the Kentucky History course being eliminated as a choice as a course requirement and then shifted to a choice of US HIST of 240 or 241 would be better for them as well. This change will better meet the needs of the program candidates and better prepare them for the certification exam, which is a nationally normed test. ELED faculty met with the Geography department 8-19-2019 and the History department on 9-6-2019.

Sciences (Chemistry, Agriculture, Geology, Geography):

Met with Chemistry department chair, Stuart Burris, on 10-22-19. He was in favor of adding CHEM 105 and 106 as an option for the required additional hours in the sciences. Email correspondence with the following departments who approved science courses options for ELED students: Agriculture department chair (Fred Degraeves) AGRO 110 & 111 (10-22-19); Geology department chair (Fred Siewers) GEOL 112 & 114 (lab) or GEOL 111 & 113 (lab) (10-23-19); Geography leadership (Margaret Gripshover and Kevin Cary, 10-23-19) and faculty (Dr. Leslie North, 10-28-19) GEOG 280.

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

STE Faculty Meeting: 10-18-19
 CEBS Curriculum Committee: 11/5/19
 PEC: 11/13/19
 UCC:
 University Senate:

Section 7: Required Appendices: Current & proposed program descriptions: The intent here is to provide clear visual comparison between the current program description and the program description as it would appear if revised as proposed. Toward that end, please paginate this section to facilitate easy, side-by-side comparison between pages.

7.1 Required Appendices: Elementary Education current program description:

	HR	Comments
Colonnade Program	40	
Related Studies Component (36 hours)		
MATH 205	3	
CIS 141 or LME 448	3	DELETE
MATH 206	3	
SPED 330	3	DELETE
MATH 308	3	
ENG 302	3	
MUS 311	3	DELETE
LME 318	3	DELETE
HIST 456 or GEOG 352	3	DELETE
ART 310	3	} CHOOSE TWO OF THREE
MUS 314	3	
PE 354	3	
Professional Education Studies (46 hours)		
EDU 250	3	
PSY 310 or PSYS 310	3	
LTCY 320	3	
ELED 345	3	
ELED 355	3	DELETE
ELED 365	3	
ELED 407	3	
LTCY 420	3	
ELED 405	3	
ELED 406	3	
ELED 465	3	
ELED 489	3	
ELED 490	10	
Total Program Hours	122	

7.2 Proposed program description:

	Hr.	Notes
Colonnade Program	40	
Related Studies Component (25 hours)		
MATH 205	3	
MATH 206	3	
MATH 308	3	
ENG 302	3	
Science elective (with lab): Cannot duplicate courses used to fulfill Colonnade requirements. e.g.: AGRO 110 & AGRO 111 (lab) CHEM 105 & CHEM 106 (lab) GEOG 280 (lab built in) GEOL 112 & GEOL 114 (lab) GEOL 111 & GEOL 113 (lab)	4	ADDED *Students can take any science class minimum of 4 credits earned either through a lab or combination of two classes. These classes cannot duplicate courses used to fulfill Colonnade requirements.
Choice of 2 courses: ART 310 MUS 314 PE 354	6	
GEOG 352 or HIST 240 or HIST 241	3	
Professional Education Studies (55 hours)		
EDU 250 Discover Teaching: Introduction to Teacher Education	3	
PSY 310 or PSYS 310 Education psychology: Development and learning	3	
EDU 260 Classroom Assessment	3	ADDED
EDU 350 Student Diversity and Differentiation	3	ADDED
EDU 360 Behavior and Classroom Management	3	ADDED
LTCY 320 Foundations of teaching literacy in the elementary grades	3	
SPED 335 Foundations of Special Education	3	ADDED
ELED 345 Foundations in Elementary Education	3	Title Change
ELED 365 Teaching Methods for Elementary Teachers	3	Title change
ELED 407 Materials and Methods in Social Studies	3	
LTCY 420 Literacy Methods in the Elementary Grades	3	
ELED 405 Teaching Mathematics in Elementary school	3	
ELED 406 Teaching Science in the Elementary School	3	
ELED 465 Data-Driven Decision Making in Elementary Education	3	Title change
EDU 489 Student teaching seminar	3	
ELED 490 Student Teaching: Elementary Education	10	
Total Program Hours	120	

Elementary Education (527)

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 Ramsey
Department Head

Dan K. George
Dean or Designee

10-25-19
Date

10/27/19
Date

ELED (527) Consultations

Related Arts:

STE has invited the Related Arts to the curricular conversation from the beginning of these revisions, which started in Fall 2018. During Fall 2018 and Spring 2019, representatives from each of these areas were invited to work with STE faculty to develop the five CORE courses for all Teacher Education majors. Members of the Art, Music, and PE departments served on the CORE Course committee (Keri Esslinger and Catherine Wilson) as well as on individual CORE course committees (EDU 250: Miwon Choe; Integrated Themes Committee and EDU 260: Catherine Wilson).

A series of conversations, meetings, and messages took place between members of STE and the related arts from September 16, 2019 through October 15th, 2019 to work collaboratively towards a revised related arts sequence, starting with an initial conversation about potential changes to related arts courses included in the ELED curriculum. A phone conversation between STE Interim Director and Music Department Chair < Scott Harris, about removal of 1 of the 2 existing Music ED required courses (agreed in principle) as well as a preliminary discussion about a potential related arts 2-course sequence (a combined Music 314/Art course (8 weeks each) and a PE course or students choosing 2 out of the 3 related arts courses; both potential sequences coupled with related arts themes integrated into Teacher Education Core Courses and ELED courses to embed methodologies from the related arts across the Teacher Education curriculum). PE Department Chair, Ron Ramsing, proposed a potential new PE Colonnade option as a possible 3rd required related arts course, however, ELED identified complexities with requiring a potential PE in the Colonnade within the Systems connections category. In the course of these conversations, ELED shared details on why there is only room for 2 related arts courses in the revised ELED program streamlined to 120 hours to meet district needs and the needs of 21st Century classroom teachers. See communique list below regarding individual and collective meetings, phone calls, and emails:

- September 16 – STE and related arts leadership and faculty reps initial meeting
- Week of Sept. 23 - Phone conversation (STE and Music leadership – Kristina Arnold)
- October 1 – STE and Music leadership and faculty reps meeting
- October 2 - Phone call between STE and Art leadership discussing potential 2 course sequence and integrated themes proposed in Oct 1 meeting.
- October 7- Meeting was set with PE faculty. PE invited Art and Music reps.
- October 8: E-mail from STE Interim Director to the Related Arts Department Chairs to address questions from meeting on 10-7. Ron Ramsing followed up with an e-mail proposing a potential new PE Colonnade option leading to follow-up calls.
- October 14-15 - Phone calls from STE Interim Director to each Related Arts Department Chair, indicating ELED will be moving forward with a 2-course sequence in the ELED revision proposal, but that there is still room for additional conversation regarding options that arise.

STE recognizes a consensus has not been reached among these departments about the proposed related arts 2-course sequence, however, given the need to streamline the ELED curriculum, develop recruitment initiatives, as well as address district needs in preparing 21st century teachers the decision was made to move forward with this proposal.

Mathematics:

A group of Mathematics Education faculty members and department head (Bruce Kessler), met with members of the Elementary Education program and the STE Interim Director to discuss the status of the mathematics

courses the program; it was determined that the number of mathematics courses would remain the same at this time. In agreement that in addition to keeping the existing courses there would also be an further assistance from the mathematics department to assist students with the PRAXIS Core and Praxis II exam preparations and to help in lowering anxiety among students.

Social Studies (Geology and History):

Both Geography and History departments were consulted about the changes to the curriculum requirements. History faculty department head, Eric Reed, agreed that the Kentucky History course being eliminated as a choice course requirement and then shifted to a choice of US HIST of 240 or 241 would be better for them as well. This change will better meet the needs of the program candidates and better prepare them for the certification exam, which is a nationally normed test. ELED faculty met with the Geography department on August 19, 2019, and the History department on September 6, 2019.

Sciences (Chem, Agro, Geol, Geog):

Met with Chemistry Department Chair, Stuart Burris, on 10-22-19. He was in favor of adding CHEM 105 and 106 as a an option for the required additional hours in the sciences. Email correspondence with the following departments who approved science courses options for ELED students: AGRO Dept. Chair (Fred Degraeves) AGRO 110 & 111 (10-22-19); GEOL Dept. Chair (Fred Siewers) GEOL 112 & 114 (lab) or GEOL 111 & 113 (lab) (10-23-19); GEOG leadership (Margaret Gripshover and Kevin Cary) GEOG 280 (10-23-19).



BACHELOR of SCIENCE in Elementary Education
ELED ELITE
 Program Reference # 527
 School of Teacher Education
 College of Education and Behavioral Sciences
 Western Kentucky University
 SAMPLE – 4-year plan

FIRST YEAR	Fall Semester Semester 1 (15 hours)		Spring Semester Semester 2	
Additions/Changes to program <u>Title Change only</u> <u>Clinical Field hours required</u> Foreign Language requirement (6): Take Foreign Language Course if Needed – See World Language Requirement for Colonnade FAQ: https://wku.edu/colonnade/documents/faq.pdf	EDU 250 – Discover Teaching: Introduction to Teacher Education FIELD HOURS REQUIRED	3	EDU 260: Classroom Assessment	3
	ENG 100 – College Writing (Foundations Human Communication Course)	3	PSY 310 – Educational Psychology	3
	HIST 101 – World History I OR HIST 102 World History II (Foundations Course for World History)	3	ENG 200 – Intro to Literature (Foundations Literary Studies Course)	3
	COMM 145 – Fundamentals of Public Speaking (Foundations Human Communication Course)	3	MATH 205—Number Systems and Number Theory for Teachers	3
	MATH 112: Problem Solving and Math Skills for Teachers (Foundations Quantitative Reasoning Course)	3	Explorations Natural and Physical Science Course with Lab if no lab with first Natural Science course –BIOL 113/114 General Biology (Explorations Natural and Physical Sciences)	4
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	16
SECOND YEAR	Fall Semester Semester 3		Spring Semester Semester 4 (30 hours)	
Additions/Changes to program <u>Title Change only</u> <u>Clinical Field hours required</u>	Choose 1: Related Studies -- MUS 314, ART 310, PE 354	3	EDU 360 Behavior & Classroom Management FIELD HOURS REQUIRED	3
	Choose 1: Related Studies -- MUS 314, ART 310, PE 354	3	EDU 350 Student Diversity and Differentiation FIELD HOURS REQUIRED	3
	ENG 300 – Writing in the Disciplines (Foundations Writing in the Disciplines Course)	3	ENG 302 Language and Communication (Pre-req for ESL coursework)	3
	MATH 308 – Rational Numbers and Data Analysis for Teachers	3	MATH 206 – Fundamentals of Geometry for Teachers	3
	Explorations (Physical Science/No Lab) (3) SB (EX: GEOL 104)	3	Explorations Social and Behavioral Course	3
	Explorations Arts and Humanities Course e.g. Art 100; Art 105; Dane 110; Mus 120; Film 276; Phil 101; Rels 100 etc.	3		
	TOTAL CREDIT HOURS	18	TOTAL CREDIT HOURS	15

THIRD YEAR	Fall Semester – Clinical I Semester 5 (approx. 40 hours)	Spring Semester – Clinical II Semester 6 (approx. 70 hours)		
Additions/Changes to program Title Change only <u>Clinical Field hours required</u> Foreign Language Course if Needed – See World Language Requirement for Colonnade FAQ: https://wku.edu/colonnade/documents/faq.pdf	*LTCY 320 –Foundations of Teaching Literacy in the Elementary Grades (EDU 250 & PSY 310) FIELD HOURS REQUIRED	3	*ELED 365 Teaching Methods for Elementary Teachers FIELD HOURS REQUIRED (Cross list with SPED 340)	3
	*SPED 335 Foundations of Special Education FIELD HOURS REQUIRED	3	*ELED 407 – Materials and Methods in Social Studies FIELD HOURS REQUIRED	3
	*ELED 345- Foundations of Elementary Teaching FIELD HOURS REQUIRED	3	*LTCY 420 – Literacy Methods in the Elementary Grades FIELD HOURS REQUIRED	3
	Connections Local to Global Course: LME 448, EDU 385/GEOG385, or Advisor Approval	3	Connections Systems Course e.g. AMS 368; CO 349; GEOG 226; MATH 240; PS 220 etc.	3
	GEOG 352 (KY Geog) OR HIST 240 OR HIST 241 (US History to 1865/since 1865) (Requirement for Elementary Certification)	3	Science Elective with Lab: e.g. GEOL 103 or 111 and 113; GEOL 112/114; ASTR114	4
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	16
FOURTH YEAR	Clinical Semester III Semester 7 (approx. 77 hours)	Student Teaching Semester 8		
Additions/Changes to program Title Change only <u>Clinical Field hours required</u>	*ELED 405 – Teaching Mathematics in the Elementary School FIELD HOURS REQUIRED	3	*EDU 489 Student Teaching Seminar	3
	*ELED 406 – Teaching Science in the Elementary School FIELD HOURS REQUIRED	3	*ELED 490 – Student Teaching (<i>ELED primary classroom</i>)	5
	*ELED 465 Data-Driven Decisions in Elementary Education FIELD HOURS REQUIRED (Crosslist with SPED 480)	3	*ELED 490 – Student Teaching (<i>ELED intermediate classroom</i>)	5
	Connections Social and Cultural Course (e.g. ANTH 360; COMM 263; ECON 375; FLD 330; HIST 317 etc.)	3		
	TOTAL CREDIT HOURS	12	TOTAL CREDIT HOURS	13

* Those courses with an asterisk must be taken with the other courses with a (*) listed in the same semester as these courses are blocked together and require clinical field experiences in local schools.

Total Hours 120

Clinical Hours 232

(Action Item)

Proposal to Create a New Course:

College of Education and Behavioral Sciences
Department/Unit: School of Teacher Education

Section 1: Proponent Contact Information

- 1.1 Name/Title:** John Moore/Professor
- 1.2 Email address:** john.moore@wku.edu
- 1.3 Phone #** 270-745-5415

Section 2: Course Catalog Information

- 2.14 Course prefix (subject area) and number:** MGE 395
- 2.15 Course CIP code:** 13.1203
- 2.16 Course title:** Clinical Practices in Middle School Teaching I
- 2.17 Abbreviated Course title:** Clin Prac in Mid Sch Teach I
- 2.18 Credit hours/Variable credit:** 6/no variable credit
- 2.19 Repeatability:** NO
- 2.20 Course Term: Is this course intended to span more than a single term?**
No
- 2.21 Course Catalog Description:**
This course develops a working knowledge of planning, implementation of instruction, assessment, diversity, and classroom climate for a middle level student population. Clinical experiences are required.
- 2.22 Prerequisite/Corequisites/Restrictions:**
Prerequisites:
EDU 350, EDU 360
- 2.23 Additional Enrollment Requirements:**
Must be admitted into the WKU Professional Education program.
- 2.24 Other Special Course Requirements:**
Clinical experiences in public middle schools are required. Students are responsible for their own transportation to designated or assigned sites.
- 2.25 Grade Type:**
Standard A-F final grade

2.26 Schedule Type: Clinical

Section 3: Description of proposed course

3.4 Course Content Summary:

Ensuring that prospective and practicing middle level teachers possess a comprehensive understanding of middle level curriculum is a high priority in successful middle level teacher preparation programs. Study in this area typically includes an emphasis on middle level curriculum that is discipline specific, integrative, and interdisciplinary. Middle level degree candidates will learn about middle level curriculum through both formal study of curriculum and opportunities to work directly with the curriculum in middle level field settings. Emphasis areas in this study of middle level curriculum include, but are not limited to: (a) studying of past and present theorists of middle level curriculum; (b) learning about different curriculum designs, formats, and propositions; and, (c) examining a wide variety of curriculum documents at various levels—national, state, district, school, team, and classroom. Study of middle level curriculum should include clinical/field experiences that provide on-site opportunities for developing curriculum both as individuals and as members of interdisciplinary teams. Middle level teacher preparation should focus on how different parts of the total school curriculum support and extend young adolescent learning.

Middle level clinical/field experiences provide a context for learning about young adolescents, their schools, and the most effective ways to teach them. These field experiences provide prospective middle level teachers contact with diverse learners, expands and enriches their developmental knowledge, helps them better understand the purposes and organization of middle level schools and programs, and provides them with many opportunities to learn to be more effective teachers through the experiences they encounter. Early and continuing middle level field experiences provide a developmental sequence for teacher candidates. This sequence should follow a pattern of increasing complexity and involvement, culminating in an extended field experience where prospective middle level teachers are functioning as site-based teachers responsible for groups of young adolescents. An additional valuable aspect of middle level field work experiences is that it allows multiple mentors, coaches, and teachers to work with prospective middle level teachers while reflecting and evaluating on their professional development. **(Source: Association for Middle Level Education, 2015)**

3.5 Learning Outcomes:

Middle level *teacher candidates will...*

- Display high standards relating to the *Kentucky School Personnel Code of Ethics* such as honesty, integrity and confidentiality in interactions with colleagues, students, and the public.

- Develop instructional outcomes that are clear, are written in the form of middle level student learning, and suggest viable methods of assessment.
- Design learning outcomes that represent rigorous and important learning in the middle level content discipline.
- Design assessments for the middle school classroom with criteria and aligned to standards.
- Plan a well-developed strategy for using formative assessment.
- Create lesson plans with a) an accurate understanding of prerequisite relationships among topics and concepts, b) reflect familiarities with a wide-range of effective pedagogical approaches to the content discipline, c) demonstrate an understanding of the active nature of middle level student learning, d) indicate reasonable time allocation and significant cognitive challenge, and e) display awareness of a variety of resources within the middle school and on the Internet.
- Teach multiple lessons that include the following: a) questions designed to promote thinking and understanding, b) discussions that successfully engage middle level students, c) friendly and respectful relations with students, d) effective response to disrespectful behavior among students, e) classroom routines and procedures to maximize instructional time, f) stated instructional purpose of the lesson, g) effective use of resources including technology tools, h) spoken and written language that is clear and correct and vocabulary appropriate to the middle level students' ages and interests, i) learning tasks aligned with instructional outcomes and designed to challenge student thinking, and j) appropriate pacing.
- Reflect accurately on the lesson's effectiveness and the extent to which it achieves its instructional outcomes.

3.6 Assessment/Evaluation:

Student expectations and requirements:

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

Section 4: Rationale

4.1 Reason for developing this proposed course:

Middle level teacher candidates currently enroll in MGE 275 and MGE 385 between two semesters. The new clinical model requires the content of these classes be appropriately placed when it is most effective (for example, classroom management taught earlier in the program). In addition, clinically-based teacher education programs devote several semesters for teacher

candidates to practice and refine their teaching skills over a broader period of time, which more closely models actual classroom teaching. With this proposal, middle level teacher candidates will teach in middle school classrooms two days a week, beginning two semesters prior to student teaching, with this course being the first clinical course.

The proposed model will provide more consistent and structured field experiences for teacher candidates and more authentic assessment measures conducted by WKU faculty. In addition, as it has become more challenging to make field placements, this course enables teacher candidates to complete the field requirements in one school, instead of previously being placed at two different sites for the two different courses. As the middle level teacher candidate program moves to a more clinically-based program, a new structure is needed. This course will be taught in the public schools. Time will be flexibly managed so teacher candidates practice skills taught in the WKU class immediately after instruction in the middle level classroom. WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their skills in the public school classroom. With the increased amount of field hours required by the state (200 field hours prior to student teaching), this course helps teacher candidates obtain over 100 field hours while authentically engaging in the middle school classroom via teaching, evaluating, conferencing, and disciplining middle level students.

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

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?** 15-20
- 5.2 How many sections of this course per academic year will be offered?** 2
- 5.3 How many students per academic year are expected to enroll?** 30-40
- 5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.**

Projections calculated from the average number of students enrolled in MGE 275 and MGE 385 during 2015-2019.

5.11 Proposed method of staffing:

One existing WKU School of Teacher Education professor would be loaded for six hours of instruction, observation, evaluation, and mentoring of secondary teacher education students. The course will be capped at 20 students due to the observations.

5.12 Instructional technology resources:

The School of Teacher Education's instructional technology resources are sufficient to support this course.

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

School of Teacher Education	9-20-19
	<hr/>
CEBS College Curriculum Committee	<u>11/5/19</u>
	<hr/>
Professional Education Council	<u>11/13/19</u>
	<hr/>
Undergraduate Curriculum Committee	<hr/>
	<hr/>
University Senate	<hr/>

MGE 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.

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. — See path ways

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

Brian Thompson
Department Head

Dean K. Glaze
Dean or Designee

1-14-18
Date

11/14/19
Date

change
Checklist

MGE ~~450~~³⁹⁵

Leadership from The School of Teacher Education has met with the WKU Departments of English and History (the department chairs and faculty tied to their Teacher Education programs) and discussed all the proposed program changes including MGE 395 & 450. We have also communicated with **both** the WKU Departments of English and History regarding MGE moving to the clinical model. We have established plans to work together to schedule content courses from English and History in a way that MGE faculty and students can identify specific days for middle level "Clinical Experiences in the Practice of Teaching" (CEPT) instruction.

(Action Item)

Proposal to Create a New Course:

College of Education and Behavioral Sciences
Department/Unit: School of Teacher Education

Section 1: Proponent Contact Information

- 1.1 Name/Title:** John Moore/Professor
- 1.2 Email address:** john.moore@wku.edu
- 1.3 Phone #** 270-745-5415

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number:** MGE 450
- 2.2 Course CIP code:** 13.1203
- 2.3 Course title:** Clinical Practices in Middle School Teaching II
- 2.4 Abbreviated Course title:** Clin Prac in Mid Sch Teach II
- 2.5 Credit hours/Variable credit:** 1/no variable credit
- 2.6 Repeatability:** NO
- 2.7 Course Term: Is this course intended to span more than a single term?**
No
- 2.8 Course Catalog Description:**
This course develops an advanced knowledge of content specific planning, implementation of instruction, assessment, diversity, and classroom climate for a middle level student population. Clinical experiences are required.
- 2.9 Prerequisite/Corequisites/Restrictions:**
Prerequisites: MGE 395
- 2.10 Additional Enrollment Requirements:**
Must be admitted into the WKU Professional Education program.

2.11 Other Special Course Requirements:

Clinical experiences in public middle schools are required. Students are responsible for their own transportation to designated or assigned sites.

2.12 Grade Type:

Standard A-F final grade

2.13 Schedule Type:

Clinical

Section 3: Description of proposed course

3.1 Course Content Summary:

Middle level clinical/field experiences provide a context for learning about young adolescents, their schools, and the most effective ways to teach them. These field experiences provide prospective middle level teachers contact with diverse learners, expands and enriches their developmental knowledge, helps them better understand the purposes and organization of middle level schools and programs, and provides them with many opportunities to learn to be more effective teachers through the experiences they encounter. Early and continuing middle level field experiences provide a developmental sequence for teacher candidates. This sequence should follow a pattern of increasing complexity and involvement, culminating in an extended field experience where prospective middle level teachers are functioning as site-based teachers responsible for groups of young adolescents. An additional valuable aspect of middle level field work experiences is that it allows multiple mentors, coaches, and teachers to work with prospective middle level teachers while reflecting and evaluating on their professional development. **(Source: Association for Middle Level Education, 2015)**

3.2 Learning Outcomes:

Middle level *teacher candidates will...*

- Reflect on the lessons effectiveness and the extent to which it achieves its instructional outcomes.
- Complete a pre-teacher work sample.

3.3 Assessment/Evaluation:

Student expectations and requirements:

- Reflection papers relating to teaching specific content and attending/participating in content specific conferences for professional educators
- Assess pre-teacher work sample.

Section 4: Rationale

4.1 Reason for developing this proposed course:

This second clinical course (MGE 450) is more advanced than the first clinical course (MGE 395) because it scaffolds learning based on middle level teacher candidates' prior knowledge. MGE 450 also offers more advanced skills for teaching content. This course accompanies ENG 475 and Social Studies 482 courses that students take concurrently.

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? 15-20

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

5.3 How many students per academic year are expected to enroll? 30-40

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

Projections calculated from the average number of students enrolled in MGE 475 and MGE 481 during 2015-2019.

5.5 Proposed method of staffing:

One existing WKU School of Teacher Education professor would be loaded for six hours of instruction, observation, evaluation, and mentoring of secondary

teacher education students. The course will be capped at 20 students due to the observations.

5.6 Instructional technology resources:

The School of Teacher Education’s instructional technology resources are sufficient to support this course.

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

School of Teacher Education	9-20-19

CEBS College Curriculum Committee	<u>11/5/19</u>

Professional Education Council (if applicable)	<u>11/13/19</u>

Undergraduate Curriculum Committee	_____

University Senate	_____

Page 450

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.

SOP 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 needed.

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. ~ SOP pathways

Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity? w/ proposal change checklist.

Brian Thompson
Department Head

Demetrius K. George
Dean or Designee

11-14-19
Date

11/14/19
Date

MGE 450

Leadership from The School of Teacher Education has met with the WKU Departments of English and History (the department chairs and faculty tied to their Teacher Education programs) and discussed all the proposed program changes including MGE 395 & 450. We have also communicated with **both** the WKU Departments of English and History regarding MGE moving to the clinical model. We have established plans to work together to schedule content courses from English and History in a way that MGE faculty and students can identify specific days for middle level “Clinical Experiences in the Practice of Teaching” (CEPT) instruction.

**Proposal to Revise a Program: Major in Middle Level Education in Social Studies and Language Arts
College of Education and Behavioral Sciences
School of Teacher Education**

Section 1: Proponent Contact Information

- 1.1 Name/Title:** John A. Moore/Professor
- 1.2 Email address:** john.moore@wku.edu
- 1.3 Phone #** 270-745-5415

Section 2: Program Information

- 2.1 Classification of Instructional Program (CIP) reference number:** 5001
- 2.2 Current Program title:** Major in Middle Level Education in Social Studies and Language Arts
Concentration 1: Dual area certification in middle level social studies and language arts/communication
Concentration 2: Single area teacher certification in middle level social studies
Concentration 3: Single area teacher certification in middle level language arts/communication
- 2.3 Current total number of credits required in the program:** 70-94

Section 3: Proposed program revisions and rationales:

The Reinvesting in WKU Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education brought these 5 courses forward through the curriculum to establish the 15-credit teacher education core during the 2018-2019 academic year. One of the courses in the 15-credit teacher education core is PSY 310, 3hrs (Educational Psychology: Development and Learning). PSY 310 is already a required course in the Middle Level Education program.

- 3.1 First proposed revision:**
Delete MGE 275, 3hrs (Foundations of Middle Grades Instruction). Add EDU 250, 3hrs (Discover Teaching: Introduction to Teacher Education).
Rationale: EDU 250 is the introductory course for the 15-credit teacher education core.
- 3.2.1 Second proposed revision:**
Add EDU 260, 3hrs (Classroom Assessment).
Rationale: EDU 260 is the second course for the 15-credit teacher education core. Currently, no specific classroom assessment course exists in the WKU Middle Level Education program. Classroom assessment represents an important addition for Middle Level Education majors.

- 3.3 Third proposed revision:**
Delete SPED 330, 3hrs (Introduction to Exceptional Education: Diversity in Learning). Add EDU 350, 3hrs (Student Diversity and Differentiation).
Rationale: EDU 350 will offer teacher education students a more comprehensive and detailed perspective relating to student diversity and differentiation in middle level classrooms.
- 3.4 Fourth proposed revision:**
Delete LTCY 421, 3hrs (Content Area Reading in the Middle and Secondary Grades). Add EDU 360, 3hrs (Behavior and Classroom Management in Education).
Rationale: Literacy is a thematic strand throughout the 15-credit teacher education core. Therefore, a behavior and classroom management course will replace LTCY 421. This was a major request by community constituents and p-12 district partners. Moreover, the education research literature notes that behavior and classroom management is a major concern for novice teachers throughout the United States.
*Throughout the 4-year program of study, students will study literacy as a theme in order to meet the 2017 International Literacy Association’s standards for middle and high school teacher candidates. Literacy instruction will be included in the Core Courses and in coursework in the teacher candidates’ disciplines.
- 3.5 Fifth proposed revision:**
Delete MGE 385, 3hrs (Middle Grades Teaching Strategies). Add MGE 395, 6hrs (Clinical Practices in Middle School Teaching I).
Rationale: The 15-credit teacher education core creates an opportunity for the remaining professional education courses be aligned with a “clinical model”. Clinically-based teacher education programs devote several semesters for teacher candidates to practice and refine their teaching skills over a broader period of time, which more closely models actual classroom teaching. Middle level teacher candidates will teach in middle school classrooms two days a week, beginning two semesters prior to student teaching, with MGE 395 being the first clinical course. The clinical model will provide more consistent and structured field experiences for middle level teacher candidates and more authentic assessment measures conducted by WKU faculty. In addition, as it has become more challenging to make field placements, this MGE 395 course will enable middle level teacher candidates to complete the field requirements in one school, instead of previously being placed at various sites for various courses. As the middle level teacher candidate program moves to a more clinically-based program, a new structure is needed. The MGE 395 course will be taught in the public middle schools. Teacher candidates will be in the clinical setting for approximately fourteen hours per week. Time will be flexibly managed so teacher candidates practice skills taught in the WKU class immediately after instruction in the middle school classroom. WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their skills in the middle level classroom. With the increased amount of field hours required by the state of Kentucky (200 field hours prior to student teaching), MGE 395 helps teacher candidates obtain over 100 field hours while authentically engaging in the high school classroom via teaching, evaluating, conferencing, and disciplining middle level students.

- 3.6 Sixth proposed revision:** Add MGE 450, 1hr (Clinical Practices in Middle School Teaching II).
Rationale: Please see the rationale in 3.5. The MGE 450 course will be taught in the public middle schools. Teacher candidates will be in the clinical setting for approximately fourteen hours per week in this course while also taking their content area methods classes (MGE 475- Teaching Middle School Language Arts and MGE 481- Teaching Middle School Social Studies).

Section 4: Consultations:

If any of the proposed revisions in section 3 above could be seen as involving, or in any way impacting another department/unit, that department/unit must be consulted. List all such consultative revisions here, and indicate whether the required consultation has occurred. Failure to complete these consultations in a timely way could result in this proposal being tabled until they are completed, so if there is any uncertainty about whether or not a proposed revision could be seen as involving or impacting another department/unit, the efficient, collegial thing to do is to contact the head of that departments/unit to initiate these consultations prior to submitting this proposal to any curriculum committee as an agenda item.

Leadership from The School of Teacher Education has met with the WKU Departments of English and History (the department chairs and faculty tied to their Teacher Education programs) and discussed all the proposed program changes. We have also communicated with **both** the WKU Departments of English and History regarding MGE moving to the clinical model. We have established plans to work together to schedule content courses from English and History in a way that MGE faculty and students can identify specific days for middle level “Clinical Experiences in the Practice of Teaching” (CEPT) instruction.

Section 5: Proposed term for implementation:

Program revisions will only be implemented in Fall terms. Unless otherwise indicated, all program revisions will be implemented in the nearest Fall term subsequent to their approval by the Provost’s office. **Fall 2020**

Section 6: Approval Flow Dates:

The committee approvals needed for this proposal appear in hierarchical, chronologically required order, however; not all program revision proposals require all of these committee approvals. Committee approvals needed by all program revision proposals appear in boldface type on this form. Questions about other committee approvals should be directed to those committees. If this proposal does not require approval from one of the committees listed here, simply delete that approval date line.

School of Teacher Education: 9-20-19

College of Education and Behavioral Sciences Curriculum Committee: 11/5/19

Professional Education Council: 11/13/19

Undergraduate Curriculum Committee:

University Senate:

Section 7: Required Appendices: Current & proposed program descriptions: The intent here is to provide clear visual comparison between the current program description and the program description as it would appear if revised as proposed. Toward that end, please paginate this section to facilitate easy, side-by-side comparison between pages.

7.1 On a separate page of its own, clearly list all of the requirements of the program as it currently exists, indicating any items being changed or deleted with **bold font, striking through and highlighting.**

The program requires completion of:

- A biological science course and a physical science course, generally taken as part of the Colonnade program;
- 37-40 semester hours of professional education courses: **MGE275 (3 hours)**, PSY 310 (3 hours), **SPED 330 (3 hours)**, PSY 421 or PSY 422 (3 hours), **LTCY 421 (3 hours)**, **MGE 385 (3 hours)**, a 3-hour MGE methods course for each area of certification, MGE 490 (10 hours), and EDU 489 (3 hours), plus a 3-hour computer literacy course selected from CIS 141 and LME 448; and
- The indicated content-area coursework for dual area or single area teacher certification in one of the three concentrations.

Concentration 1: Dual area certification in middle level social studies and language arts/communication. Students who choose this concentration must complete both of the following methods courses as part of the professional education coursework listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:

Social Studies (dual area certification) 27-30 hours: HIST 101 or HIST 102, HIST 240, HIST 241, GEOG 110, GEOG 360, ECON 150 or ECON 202 and ECON 203, PS 110, SOCL 100 or ANTH 120, and a 3-hour elective selected from an upper-division, non U.S., non-European history course.
Language Arts/Communication (dual area certification) 24 hours: ENG 100, ENG 300, ENG 302, ENG 391 or ENG 392, COMM 145, LME 407. In addition, six hours of electives should be chosen from ENG 301, ENG 401, ENG 410.

Total Hours for this concentration: ~~91-94~~

Concentration 2: Single area teacher certification in middle level social studies Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Social Studies (single area teacher certification) 36-39 hours: HIST 101 or HIST 102, HIST 240, HIST 241, GEOG 110, GEOG 360, ECON 150 or ECON 202 and ECON 203, PS 110, SOCL 100 or ANTH 120. In addition, 12 hours of electives (4 courses) should be selected from the following list (at least one of these courses must be a non U.S., non-European history course): HIST 305, HIST 306, HIST 307, HIST 317, HIST 353, HIST 358, HIST 456, HIST 453, GEOG 330, GEOG 350, GEOG 35, GEOG 480.

Total Hours for this concentration: ~~73-76~~

Concentration 3: Single area teacher certification in middle level language

arts/communication. Students who choose this concentration must complete MGE 475 Teaching Language Arts (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Language Art/Communication (single area teacher certification) 33 hours: ENG 100, ENG 204, ENG 300, ENG 301, ENG 302, ENG 391 or ENG 392, ENG 401, ENG 404, ENG 410, any ENG upper-division course, COMM 145, LME 407.

Total Hours for this concentration: 70

7.2 On another separate page of its own, using the exact same layout used in 7.1 above, clearly list all of the requirements of the proposed program, indicating all new or revised items with **bold font and highlighting**.

The program requires completion of:

- A biological science course and a physical science course, generally taken as part of the Colonnade program;
- **44-47** semester hours of professional education courses: **EDU 250 (3 hours)**, **EDU 260 (3 hours)**, PSY 310 (3 hours), **EDU 350 (3 hours)**, PSY 421 or PSY 422 (3 hours), **EDU 360 (3 hours)**, **MGE 395 (6 hours)**, **MGE 450 (1 hour)**, a 3-hour MGE methods course for each area of certification, MGE 490 (10 hours), and EDU 489 (3 hours), plus a 3-hour computer literacy course selected from CIS 141 and LME 448; and
- The indicated content-area coursework for dual area or single area teacher certification in one of the three concentrations.

Concentration 1: Dual area certification in middle level social studies and language

arts/communication. Students who choose this concentration must complete both of the following methods courses as part of the professional education coursework listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:

Social Studies (dual area certification) 27-30 hours: HIST 101 or HIST 102, HIST 240, HIST 241, GEOG 110, GEOG 360, ECON 150 or ECON 202 and ECON 203, PS 110, SOCL 100 or ANTH 120, and a 3-hour elective selected from an upper-division, non U.S., non-European history course.

Language Arts/Communication (dual area certification) 24 hours: ENG 100, ENG 300, ENG 302, ENG 391 or ENG 392, COMM 145, LME 407. In addition, six hours of electives should be chosen from ENG 301, ENG 401, ENG 410.

Total Hours for this concentration: 98-101

Concentration 2: Single area teacher certification in middle level social studies Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Social Studies (single area teacher certification) 36-39 hours: HIST 101 or HIST 102, HIST 240, HIST 241, GEOG 110, GEOG 360, ECON 150 or ECON 202 and ECON 203, PS 110, SOCL 100 or ANTH 120. In addition, 12 hours of electives (4 courses) should be selected from the following

list (at least one of these courses must be a non U.S., non-European history course): HIST 305, HIST 306, HIST 307, HIST 317, HIST 353, HIST 358, HIST 456, HIST 453, GEOG 330, GEOG 350, GEOG 35, GEOG 480.

Total Hours for this concentration: 80-83

Concentration 3: Single area teacher certification in middle level language

arts/communication. Students who choose this concentration must complete MGE 475 Teaching Language Arts (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Language Art/Communication (single area teacher certification) 33 hours: ENG 100, ENG 204, ENG 300, ENG 301, ENG 302, ENG 391 or ENG 392, ENG 401, ENG 404, ENG 410, any ENG upper-division course, COMM 145, LME 407.

Total Hours for this concentration: 77

Middle Level Education (5001)

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 Attachment

- 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?

Blair Rogers
Department Head

Dennis K. Gray
Dean or Designee

9-23-19
Date

10/11/19
Date

MGE (5001)

Leadership from The School of Teacher Education has met with the WKU Departments of English and History (the department chairs and faculty tied to their Teacher Education programs) and discussed all the proposed program changes. We have also communicated with both the WKU Departments of English and History regarding MGE moving to the clinical model. We have established plans to work together to schedule content courses from English and History in a way that MGE faculty and students can identify specific days for middle level "Clinical Experiences in the Practice of Teaching" (CEPT) instruction.



Bachelor of Science in Middle Level Education
 Dual Certification in Social Studies and Language Arts/Communication
 School of Teacher Education
 Western Kentucky University

The following four-year plan is an example of how to map your program in consultation with your faculty advisor. Every student will finish with a unique plan of his/her own depending on the electives selected.

Success Markers

SAMPLE - 4 year plan

FIRST YEAR	Fall Semester		Spring Semester	
	MATH 109 General Math OR MATH 116 College Algebra (F-QR)	3	HIST 101 World History I OR HIST 102 World History II (F-SB)	3
	Social and Behavioral Sciences (E-SB)	3	Biological Science Course w/ Lab (E-NS, SB)	4
	ENGL 100 Introduction to College Writing (F-W1)	3	PS 110 American National Government	3
	COMM 145 Fund of Public Speaking and Communication (F-OC)	3	CIS 141 Basic Computer Literacy	3
	GEOG 110 World Regional Geography	3	ECON Elective (150, 202, OR 203)	3
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	16

SECOND YEAR	Fall Semester		Spring Semester	
	MGE 275 Foundations of Middle Grades Instruction EDU 250 Discover Teaching: Introduction to Teacher Education	3	HIST 241 The United States Since 1865	3
	ENG 200 Intro to Literature (F-AH)	3	GEOG 360 Geography of North America	3
			EDU 260 Classroom Assessment	3
	Natural & Physical Science (E-NS)	3	PSY 310 Educational Psychology: Development and Learning	3
	HIST 240 The United States to 1865	3	SOCL 100 Introduction to Sociology OR ANTH 120 Introduction to Cultural Anthropology	3
	Arts & Humanities (E-AH)	3	ENG 300 Writing in the Disciplines (F-W2)	3
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	18

World Language Proficiency: All students entering in fall 2014 or later must demonstrate proficiency in a world language at the Novice High level before completing 60 credit hours. Novice high is the ability to communicate in writing and speaking on familiar topics in simple sentences. To meet this requirement, students may take college language courses or take a proficiency test. For more information go to: [World Language Proficiency](#).

Colonnade Program: All students entering in fall 2014 or later must complete 39 hours in 13 specific Colonnade areas. Colonnade areas are listed in parentheses marked in blue after the corresponding classes. Some areas may have specific course requirements while others can be chosen from selected lists of options. For more details and to see lists of options, go to [Colonnade Requirements](#).

THIRD YEAR	Fall Semester		Spring Semester	
	SPED 330 Introduction to Exceptional Education: Diversity in Learning EDU 350 Student Diversity and Differentiation	3	MGE 385 Middle Grades Teaching Strategies MGE 395 Clinical Practices in Middle School Teaching I	3 6
	ENG Elective (301, 401, OR 410)	3	ENG 391 or ENG 392 Masterpieces of American Literature	3
	ENG 302 Language and Communication	3	PSY 421 Psychology of Early Adolescence OR PSY 422 Adolescent Psychology	3
	LTCY 421 Content Area Reading in Middle/Secondary Grades EDU 360 Behavior and Classroom Management in Education	3	Connections: Local to Global (K-LG)	3
	Connections: Social & Cultural (K-SC)	3		
				12 15
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	

FOURTH YEAR	Fall Semester		Spring Semester	
	MGE 450 Clinical Practices in Middle School Teaching II	1	EDU 489 Student Teaching Seminar	3
	MGE 481 Teaching Social Studies	3	MGE 490 Student Teaching	10
	MGE 475 Teaching Language Arts	3	Elective Course	2
	ENG Elective (301, 401, OR 410)	3		
	Connections: Systems (K-SY)	3		
	LME 407 Literature for Young Adults	3		
				15 13
	TOTAL CREDIT HOURS	16	TOTAL CREDIT HOURS	

Total Credit Hours:~~120~~
123

PLEASE NOTE: Prerequisites, Course Numbers, and Course Titles are subject to change.

Consult your advisor each semester.

Course Descriptions may be viewed at <http://www.wku.edu/catalog/>

Contact Information: Department: School of Teacher Education
Phone: 270-745-5414 Website: <http://www.wku.edu/ste>
Bachelor of Science - Sample 4 year plan (2014-2015)

7/29/2014



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	Social and Behavioral Sciences (E-SB)	3	Biological Science Course w/ Lab (E-NS. SB)	4
	ENGL 100 Introduction to College Writing (F-W1)	3	PS 110 American National Government	3
	COMM 145 Fund of Public Speaking and Communication (F-OC)	3	CIS 141 Basic Computer Literacy	3
	GEOG 110 World Regional Geography	3	ECON Elective (150, 202, OR 203)	3
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	16

SECOND YEAR	Fall Semester		Spring Semester	
	MGE 275 Foundations of Middle Grades Instruction EDU 250 Discover Teaching: Introduction to Teacher Education	3	Elective Course EDU 260 Classroom Assessment	3
	ENG 200 Intro to Literature (F-AH)	3	GEOG 360 Geography of North America	3
	Natural & Physical Science (E-NS)	3	SOCL 100 Introduction to Sociology OR ANTH 120 Introduction to Cultural Anthropology	3
	HIST 240 The United States to 1865	3	ENG 300 Writing in the Disciplines (F-W2)	3
	Arts & Humanities (E-AH)	3	PSY 310 Educational Psychology: Development and Learning	3
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15

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THIRD YEAR	Fall Semester		Spring Semester	
HIST and GEOG Electives must be selected from the following list, and include at least one non-U.S., non-European history course: HIST 305, 306, 307, 317, 353, 358, 456, 453 GEOG 330, 350, 451, 480	SPED 330 Introduction to Exceptional Education: Diversity in Learning EDU 350 Student Diversity and Differentiation	3	MGE 395 Clinical Practices in Middle School Teaching I	6
	HIST 241 The United States Since 1865	3	PSY 421 Psychology of Early Adolescence OR PSY 422 Adolescent Psychology	3
	LTCY 421 Content Area Reading in Middle/Secondary Grades EDU 360 Behavior and Classroom Management in Education	3	HIST or GEOG Elective	3
	HIST or GEOG Elective	3	Connections: Local to Global (K-LG)	3
	Connections: Social & Cultural (K-SC)	3	TOTAL CREDIT HOURS	3
	TOTAL CREDIT HOURS	15		18

FOURTH YEAR	Fall Semester		Spring Semester	
HIST and GEOG Electives must be selected from the following list, and include at least one non-U.S., non-European history course: HIST 305, 306, 307, 317, 353, 358, 456, 453 GEOG 330, 350, 451, 480	HIST or GEOG Elective	3	EDU 489 Student Teaching Seminar	3
	MGE 450 Clinical Practices in Middle School Teaching II	1	MGE 490 Student Teaching	10
	MGE 481 Teaching Social Studies	3		
	Connections: Systems (K-SY)	3		
	HIST or GEOG Elective	3		
	Elective Course	3		
	TOTAL CREDIT HOURS	16	TOTAL CREDIT HOURS	13

Total Credit Hours: 121
120

PLEASE NOTE: Prerequisites, Course Numbers, and Course Titles are subject to change.

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Bachelor of Science - Sample 4 year plan (2014-2015)

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SAMPLE - 4 year plan

FIRST YEAR	Fall Semester		Spring Semester	
	MATH 109 General Math OR MATH 116 College Algebra (F-QR)	3	Biological Science Course w/ Lab (E-NS, SB)	4
	Social & Behavioral Sciences (E-SB)	3	World Language, if needed, OR General Elective	3
	ENGL 100 Introduction to College Writing (F-W1)	3	CIS 141 Basic Computer Literacy	3
	COMM 145 Fund of Public Speaking and Communication (F-OC)	3	ENG 200 Intro to Literature (F-AH)	3
	Elective Course	3	Elective Course	3
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	16

SECOND YEAR	Fall Semester		Spring Semester	
	MGE 275 Foundations of Middle Grades Instruction EDU 250 Discover Teaching: Introduction to Teacher Education	3	ENG 302 Language and Communication	3
	ENG 300 Writing in the Disciplines (F-W2)	3	ENG 204 English Language	3
	HIST 101 World History I OR HIST 102 World History II (F-SB)	3	ENG 301 Argument and Analysis in Written Discourse	
	Arts & Humanities (E-AH)	3	PSY 310 Educational Psychology: Development and Learning	3
	Natural & Physical Science (E-NS)	3	Elective Course EDU 260 Classroom Assessment	3
			TOTAL CREDIT HOURS	3
	TOTAL CREDIT HOURS	15		15

World Language Proficiency: All students entering in fall 2014 or later must demonstrate proficiency in a world language at the Novice High level before completing 60 credit hours. Novice high is the ability to communicate in writing and speaking on familiar topics in simple sentences. To meet this requirement, students may take college language courses or take a proficiency test. For more information go to: [World Language Proficiency](#).

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THIRD YEAR	Fall Semester		Spring Semester	
	SPED 330 Introduction to Exceptional Education: Diversity in Learning EDU 350 Student Diversity and Differentiation	3	MGE 385 Middle School Teaching Strategies MGE 395 Clinical Practices in Middle School Teaching I	3 6
	ENG 391 or ENG 392 Masterpieces of American Literature	3	ENG 410 Composition Theory and Practice in Writing	3
	LTCY 421 Content Area Reading in Middle/Secondary Grades EDU 360 Behavior and Classroom Management in Education	3	Connections: Local to Global (K-LG)	3
	Connections: Social & Cultural (K-SC)	3	ENG 401 Advanced Composition	3
	ENG 3xx/4xx (any upper level ENG course)	3		
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15

FOURTH YEAR	Fall Semester		Spring Semester	
	Elective Course	3		
	MGE 450 Clinical Practices in Middle School Teaching II	1	EDU 489 Student Teaching Seminar	3
	PSY 421 Psychology of Early Adolescence OR PSY 422 Adolescent Psychology	3	MGE 490 Student Teaching	10
	MGE 475 Teaching Language Arts	3		
	LME 407 Literature for Young Adults	3		
	Connections: Systems (K-SY)	3		
	TOTAL CREDIT HOURS	16	TOTAL CREDIT HOURS	13

Total Credit Hours 120

PLEASE NOTE: Prerequisites, Course Numbers, and Course Titles are subject to change.

Consult your advisor each semester.

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Bachelor of Science - Sample 4 year plan (2014-2015)

7/29/2014

VI. Academic Policy Committee Report

VII. Steering Committee Report

Update on UCC Guidelines

VIII. Subcommittee Report

IX. Announcements

Guest: Associate Provost for Faculty and Academic Excellence Michelle

Trawick: Assurance of Student Learning

X. Adjourn