Missouri Western State University
Faculty Senate Minutes
January 19, 2006
Blum 220

Senators Present: President Mullins (presiding), K. Andrews, Fulton, deGregorio, Gregory,
      Heider, Hunt, Keiewitz, Noynaert, M. Nandan, S. Nandan, Ottinger, Tushaus

Senators Absent: Chevalier

Non-voting and Ex-Officio Members Present: President Past Senate President Larry Andrews,
     University President Scanlon, Acting VPASA Jeanie Daffron

Guests: Jason Baker, Shauna Hiley, Mark Mikkelsen, Trish Donaher

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Call to Order: President Phil Mullins called the meeting to order at 4:00 p.m.

Approval of December 1, 2005 Minutes: (Fulton/Ottinger) Approved

Approval of Agenda: (Gregory/Ottinger) Approved

Report from the University President:
    There has been a swing in state funding prospects. The Governor's State of the State
    address announced a 2% increase in public higher education. For Western, this will be
    approximately a $400,000 increase. These projections are based on anticipated higher
    state revenue plus anticipated carry-over from the current fiscal year. The K-12 increase
    will be much larger than the increase for higher education. The bad news is that our
    projected mandatory increase in costs will be approximately double the increase in state
    funding.

Report from the Acting Vice President for Academic and Student Affairs.
    Our incoming Provost will be here June 1. He will probably visit campus before then.
    Dr. Bragin has indicated that he wants to be actively involved in the recruitment of the
    Professional Studies Dean.

    The deadline for applications for the Distinguished Faculty Award is January 22, 2006.

Report from the Senate President:
    Tim Holian has resigned from Faculty Senate because he is taking a leave of absence this
    term. We will nominate a replacement for his position at the annual LAS nominating
    session that has been moved up to February 15. Mike Ottinger is now liaison to
    Promotion and Tenure, replacing Holian.

Dates for the remaining Faculty Senate meetings: All meetings are in Blum 220 except the March 23 meeting (which conflicts with the Board of Governors' meeting); the location for that meeting will be announced at a later Senate meeting.
> February 2,
> February 16,
> March 2,
> March 23,
> April 6,
> April 20,
> May 4,
> May 18, if necessary.

The nominating meeting for the Faculty Senate elections for both colleges is Wednesday, February 15 at 3:30 PM. The place for these meetings will be announced later.

Old Business

New Business

Curriculum Committee:

Shauna Hiley submitted a written report from the Curriculum Committee that she briefly reviewed (Appendix A and Appendix B)

The Liberal Arts and Sciences proposals 2 through 6 will require General Studies Committee action, The General Studies Committee filed its final report in Fall, 2005 and does not normally operate in 2006.The Acting Academic Vice President or a dean must initiate the call for a General Studies Committee meeting if the committee functions in 2006.

Last year the Senate approved a sunset clause for Curriculum Committee proposals. According to the sunset provision, the LAS proposals will lapse a year after approval, unless they are approved by a special session of the General Studies Committee.

The Faculty Senate charged the Curriculum Committee to review the *Policy Guide* language concerning the committee to determine whether any revisions are needed. The Curriculum Committee has conducted this review. With the advent of graduate programs, there will soon be two different curriculum committees. There is a need to distinguish between the Undergraduate Curriculum Committee and the Graduate Curriculum Committee (see the recommendation below from the *Ad Hoc* Graduate Studies Committee). There will probably eventually be a need for a separate graduate course catalog.

(SB 01-2006) Motion to amend the *Policy Guide* in accordance with first component of Appendix B. (Fulton/Heider) The motion (1) substitutes "undergraduate" in the *Policy Guide* Faculty Senate Bylaws, p. 255 (and "university" for the word "college") to clarify

references to the Undergraduate Curriculum Committee. (2) The motion also recommends that a global search be done on the remainder of the *Policy Guide* to insert "undergraduate" with "Curriculum Committee" where necessary for clarification (a second document from the Curriculum Committee identifying some *Policy Guide* sections that need changes will be forwarded).

The Curriculum Committee looked at workload issues on the Curriculum Committee. In 2005, a motion recommending release time was passed by the Senate but was not signed by the President. It is clear that Curriculum Committee involves a heavy workload compared to most other campus committees. The recent habit of calling up the committee in the spring to handle special requests increases this load.

The large number of untenured faculty on the committee is also a concern.

Members of the Senate expressed thanks for this well-organized report.

Motion to accept the report. (Heider/M. Nandan). Passed

Ad hoc Graduate Studies Committee:

Jason Baker presented the report with four recommendations (Appendix C).
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(SB 02-2006) Motion to adopt the following recommendations of the *ad hoc* Graduate Studies Committee. (Fulton/Hunt)

1. Faculty Senate shall establish an *ad hoc* Graduate Curriculum Committee by February 3rd, 2006 with the following charges:
   a) Review all graduate courses or programs submitted to the Graduate Studies Committee and make recommendations to the Provost about graduate-level courses and/or programs that should be established at Western.
   b) Determine the necessary forms, process, and deadlines for future submission of graduate courses or programs. It is recommended this Graduate Curriculum Committee, reporting to Faculty Senate no later than the last Senate meeting in April, 2006. However, establishment of forms, process, and deadlines may be an on-going process throughout the Summer 2006 and should be established by September 2006.

2. The *ad hoc* Graduate Curriculum Committee shall have the following membership:
   a) Three (3) members from the current ad hoc Graduate Studies Committee, Cindy Heider, Len Archer, Kathleen Andrews
   b) Six (6) additional faculty as appointed by the Senate. These six additional faculty be identified by Senate sending a "request for nominations" to department Chairs who will nominate one or more faculty members from their respective

department. Senate will make the final decision on committee assignment from the nominated individuals.

c) The Deans of LAS and PS are asked to serve in an informational and advisory capacity. The Deans will not be voting members.

3. The *ad hoc* Graduate Curriculum Committee shall be functional until such time as a Graduate Council is established, presumably January 2007. The establishment of this Graduate Council and its responsibilities is currently being worked out by the Graduate Studies Committee and will be part of a later recommendation to the Senate.

4. The Senate shall take action to change the name, in the *Policy Guide* and any other campus documentation, of the Faculty Senate Curriculum Committee, which currently functions in oversight of undergraduate curriculum, to "Undergraduate Curriculum Committee."

Motion to suspend rules to allow an immediate Senate vote (Gregory/Heider).
The motion is urgent because of the need to move matters on to CBHE in a timely fashion.

Motion to suspend the rules passes unanimously.

Main motion passes unanimously

The *ad hoc* Graduate Studies Committee expects to bring an extensive report to the April 6 Faculty Senate meeting.

Adjourned.

Appendix A

CURRICULUM COMMITTEE REPORT

2005/2006

Presented to the Faculty Senate of
Missouri Western State University

By Dr. Shauna Hiley,
Curriculum Committee Chair

January 19, 2006

Short Summary of Undergraduate Curriculum Changes involving Programs: 2005/2006
Missouri Western State University

Submitting Department(s) & (Packet #)	Types of Program Changes (Proposal Item # are given)	*CBHE Action Req'd
LAS		
Biology (05-11)	3 items: 2 Program Changes #1-BS Biology/Health Science Emphasis #3-BS Biochemistry and Molecular Biology	No
Chemistry (05-12)	7 items: 2 Program Changes #6-BS Chemistry #7-BS Medical Technology	No
COL 101 (05-02)	1 item: No Program Changes	No
Computer Science, Math. & Physics (05-04)	1 item: No Program Changes, (Changes number of hrs for teacher certification in Mathematics)	No
Economics (05-03)	2 items: No Program Changes	No
English, Foreign Language & Journ. (05-05)	13 items: 2 New Programs #9-Certification in ESOL (New Program*) #10-BA German Studies (New Program*)	**Yes**
Government, Social Work, & Sociology (05-08)	21 items: 1 Program Change, 1 New Program #18-Sociology Minor #16-BS Sociology (New Program*)	**Yes**
History, Philosophy & Geography (05-09)	7 items: 1 Program Change #7-Philosophy Minor	No
Psychology (05-01)	1 item: 1 Program Change #1 BS Psychology/Personnel Psychology Emphasis	No
All LAS Departments (05-14)	*Proposal items #2-6 involve general studies courses and will be forwarded directly to the General Studies Committee.*	No
PS		
Business (05-10)	6 items: 2 Program Changes #5- Business Sophomore and Senior Core Changes #6-Major in Management	No
Education (05-13)	8 items: No Program Changes	No
Engineering Tech. (05-06)	37 items: 9 Program Changes, 1 New Program #13-AAS Manufacturing Eng. Tech. (Name Change to AS*) #14-Minor in Manufacturing Tech. #15-BS Manufacturing Eng. Tech. (New Program*) #19-AS Construction Eng. Tech. #26-BS Construction Eng. Tech. #27-AS Electronics Eng. Tech. #31-BS Electronics Eng. Tech. #33-AS Electronics and Computer Eng. Tech. #35-BS Electronics and Computer Eng. Tech. #36-Minor in Construction Management #37-Minor in Computer Technology	**Yes**
Health, Physical Education & Rec. (05-07)	14 items: 2 Program Changes #13-Minor in Recreation Sport Management #14-BS Recreation Sport Management	No

Detailed Summary of All Proposed Undergraduate Curriculum Changes: 2005/2006
Missouri Western State University

The following are the descriptions and justifications of proposal items passed by the Curriculum Committee. Hard copies of the full (Phase III) proposal packets are stored in the Office of the Vice President for Academic and Student Affairs. The committee reviewed 14 proposal packets. They are listed alphabetically here, with assigned Curriculum Committee number indicated. One proposal packet (#05-14) was submitted jointly by the chairs and the dean of the College of LAS. It involved changes to general studies courses. It was reviewed and passed by the committee will be submitted to the General Studies Committee. Proposal items that involve program changes are in bold. Proposal Items that require CBHE action are indicated by (**).

COLLEGE OF LIBERAL ARTS AND SCIENCES

Biology

ITEM 1.
In the B. S. Biology/Health Science Emphasis, remove the following statement (page 185) regarding category A: "*Credit for both BIO 250 and BIO 311 cannot be applied to Category A. However, if both courses are taken, BIO 311 credit will be applied to Category B. BIO 250 credit will not be counted toward the 30 credits of upper-division courses required for graduation."

JUSTIFICATIONS: BIO 250 Human Anatomy and Physiology and BIO 311 Animal Physiology differ enough in both level and depth of content that students should be able to apply both towards Category A.

ITEM 2.
Add a new course, BIO 410, to be offered during the spring semester of even-numbered years. This course would be taught in the time slot when BIO 411 Developmental Biology moved from an every year to an every other year offering due to limited demand.

JUSTIFICATIONS: Currently, the Biology Department offers one introductory-level course (BIO 215 Molecular Cell Biology) dealing with the topics of cell biology. This class does not allow time for full development of topics in cell biology (including intracellular membrane transport, nuclear structure and transport, cytoskeleton structure and function, and discussion of the molecular and cellular basis of disease) that should be introduced to undergraduate students wanting to pursue professional or graduate-level training in areas of molecular/cell biology. An increased understanding of cell function at the molecular level is a requirement in today's health and bioscience industries. Advanced laboratory techniques, including cell culture and cell visualization methods will be incorporated into this course.

ITEM 3.
In the B. S. in Biochemistry and Molecular Biology degree, the following changes are requested:
- **The Core Requirements are reduced from 73-76 credits to 68-71 credits by eliminating MAT 132 Elementary Statistics (3 crs.), and BIO 390 Microbiology (4 crs.) and adding BIO 331 Bioinformatics (2 crs.).**
- **BIO 390 Microbiology (4 crs.) and CHE 313 Organic Chemistry II Lab (2 crs.), and CHE 441 Advanced Inorganic Chemistry (3 crs.) will be added to a new Elective Category formed from the merging of A. Advanced Biology and B. Advanced Chemistry into this single Elective Category.**
- **The total credits required will change from 80 – 85 credits to 80 – 83.**

JUSTIFICATIONS: Faculty in both the Biology and Chemistry Departments have noticed a decline in the number of students signing up for and earning the BMB degree. This trend is especially noticeable among students who are graduating and pursuing graduate education in biochemistry and molecular biology. This is occurring because the number of hours required for the degree program is higher than alternative degree programs and because scheduling of several of the infrequently offered upper division courses is challenging. The purpose of this proposal is to

reduce the number of courses in the BMB major, while keeping it in accord with guidelines from ASBMB and with other BMB programs across the country.

Chemistry

1. Change the offering of CHE 426 (Instrumental Methods) from Spring (every year) to Spring (even-numbered years)
   JUSTIFICATIONS: The Chemistry Department has done an efficiency analysis to better use available lab space and load hours, and to ensure that students have ample opportunity to complete prerequisites in a timely manner to complete degree programs within four years. CHE 426 and CHE 441/442 will be offered in alternating spring semesters, and CHE 380 and CHE 465 will be moved to Fall (odd-numbered years).

2. Change the offering of CHE 441 (Advanced Inorganic Chemistry) and CHE 442 Inorganic Synthesis (from Fall (even-numbered years) to Spring (odd-numbered years)
   JUSTIFICATIONS: (Same as Item 1.)

3. Change the offering of CHE 380 (Environmental Chemistry) from Spring (even-numbered years) to Fall (odd numbered years)

   JUSTIFICATIONS: (Same as Item 1.)

4. Change the offering of CHE 465 (Chemistry Teaching: Methods and Techniques) from Spring (odd-numbered years) to Fall (even-numbered years) and change the prerequisite of CHE 465 to allow concurrent enrollment in CHE 310 (Organic Chemistry I).

   JUSTIFICATIONS: (Same as Item 1.)

5. Change the prerequisites of CHE 470 (Biochemistry II) to include CHE 321 (Quantitative Analysis) and CHE 370 (Biochemistry).

   JUSTIFICATIONS: Adding CHE 321 to the prerequisites of CHE 470 ensure that topics in equilibrium and solution chemistry are covered prior to enrolment in CHE 470. This also allows the Chemistry Department to better justify CHE 470 as an "advanced topics" course for ACS certification. This should not cause undo hardship to students, since they currently have adequate opportunity to complete the CHE 321 before taking CHE 470, and most often do.

6. **Make the following changes to the B.S. Chemistry major program:**
   a. **Remove CHE 445 (Advanced Topics in Chemistry)(3) and CHE 490 (Research in Chemistry) (2) from the required courses list.**
   b. **Add an "Advanced Courses in Chemistry" elective list, of which 6 credit hours are required. The "Advanced Courses in Chemistry" list includes CHE 445 (3 credits, which may be repeated), CHE 490 (3 credits), and CHE 470 (Biochemistry II) (3 credits).**

JUSTIFICATIONS:
In a recent review of this program by our accrediting organization, the American Chemical Society (ACS), it became clear that certain courses that were designed to meet requirements for "advanced coursework", as defined by ACS, would no longer be counted as such. ACS requires two advanced courses, and in the current major, CHE 445 Advanced Topics is the only course they allow to meet their definition. In addition, it is expected in the next 2-3 years that the Committee of Professional Training (CPT) from ACS will make significant changes in the guidelines for ACS Accreditation of such programs. In an effort to comply with current accreditation requirements, and to not completely revise the major until new CPT recommendations have been composed, we propose to create a new required "advanced course electives" section in the major.
The new 6 credit hour section will encompass previous requirements of CHE 490 Research in Chemistry and CHE 445 Advanced Topics in Chemistry, and gives students another option of CHE 470 Biochemistry II. Since CHE 445 also has rotating topics, students will be able to repeat the course as part of this section. Adding the "advanced course" section gives the students greater flexibility in meeting major requirements. ACS should also accept CHE

490 (for a 3 credit hour project and submitted final paper) and CHE 470 as "advanced".

   7. **Make the following change to the B.S. Medical Technology major program:**
      a. **Add BIO 215 (Molecular Cell Biology) to the list of required courses.**

JUSTIFICATIONS:

   BIO 215 or "consent of instructor" is the current prerequisite for BIO 311, and BIO 390, and then BIO 390 is a subsequent prerequisite for BIO 421 in the courses required for the BS Medical Technology major. As shown by marginal performance in the upper division courses (especially BIO 421), current students in the Medical Technology major have not been prepared well enough before entering the BIO 300 and 400 level courses when they were allowed to bypass BIO 215 via the "consent of the instructor" waiver. Requiring BIO 215 of all Medical Technology students is expected to alleviate the problem. Also note that BIO 215 has a prerequisite of BIO 205 that is not required typically of Medical Technology programs. Under the current and future projected number of majors, this change will only affect approximately 2-3 students per year.

College 101 Freshman Seminar

   Add a restriction to the number of hours a student may have before enrolling in COL 101.

JUSTIFICATIONS: This course is designed as an introduction to university level study. Students who have advanced to the sophomore level and beyond would find the information redundant.

Computer Science, Mathematics, and Physics

Item 1: Increase the number of credit hours in MAT 463 History of Mathematics from 1 credit hour to 3 credit hours.

JUSTIFICATIONS:
- Both the NCTM and the MAA strongly support history of mathematics in the curriculum for students planning on teaching secondary students.
- In our last department Five-Year Review, the mathematics consultant, Dr. Thomas Muenzenberger from Kansas State University, recommended that we "Strengthen the mathematics major by increasing the content and credits of MAT 462 Number Theory and MAT 463 History of Mathematics to a University level of 3 credits apiece."
- It is almost impossible to cover the needed material in a 1 credit hour course.
- Several institutions, including Central Missouri State University, Pittsburg State University, Southeast Missouri State University, Southwest Missouri State University, and Truman State University, require a three-credit hour history of mathematics course for students seeking secondary certification.

Economics

Proposal #1: Add the LAS Focus Area of Designation of Ethics for ECO 375, Economics of Health Care

   JUSTIFICATIONS: Course content is appropriate for the ethics designation

Proposal #2: Add the LAS Focus Area of Designation of Ethics for ECO 376, Economics of the Environment.

JUSTIFICATIONS: Course content is appropriate for the ethics designation

English, Foreign Language, and Journalism

ITEM 1. Move ETC 328 Multimedia Authoring to Spring of odd-numbered years. Move ETC 420 Technical Documentation and Editing to Spring of even-numbered years. Move ETC 421 Worlds of Technical Communication to Spring of even-numbered years.

JUSTIFICATIONS:
ETC 200 Introduction to Technical Communication, which is offered in the fall, is a prerequisite to ETC 420 Technical Documentation and Editing, which is currently offered in even-numbered fall semesters. As a result, students often request permission to take the two courses concurrently. Moving ETC 420 to spring semesters will solve this problem. However, if ETC 420 is moved to even-numbered spring semesters students will be taking this course which introduces them to a major tool (FrameMaker) at the same time they are taking another course, ETC 324 Electronic and Online Communication, that introduces a major tool (RoboHelp). To avoid overloading students with these two challenging courses in the same semester, it makes sense to offer ETC 420 in odd-numbered springs. Thus, moving ETC 421 to even-numbered springs means that a 400-level ETC course will be offered each spring, making schedules easier for students and the faculty member who teaches both courses. ETC 328 Multimedia Authoring is currently offered during Spring semesters of even-numbered years. Moving it to odd-numbered Spring semesters keeps balance in the program, with one 300-level and one 400-level ETC course being offered each spring.

ITEM 2: Change the semester designation for ENG373: History of the English Language from Fall odd-numbered years to Fall even-numbered years. Reword the course's description to reflect the course's international/intercultural focus without changing its requirements or content. Change the course's prerequisites from ENG232 to Sophomore standing with either ENG232 or ENG108 and one 100-level HIS or HUM course.

JUSTIFICATIONS:
This course rotates with ENG467: Grammar and the Teaching of Grammar and the change in semester will help distribute departmental teaching loads more evenly in order to meet the needs of the students who take this course to complete degree requirements for a B.S.ed in English.

Since the course examines the development of the Indo-European language family from its infancy to English as a world language, with an emphasis on the interplay of the language traditions of French, German, Latin-based, and non-Indo-European languages on English, the course takes an international/intercultural approach to the topic and should be designated as an LAS focus in that area.

The history of English is also the history of how language begins, what forms it takes, and how it is influenced by its interactions with other members of the same language family. The rewording of the course description will reflect English's interdependence on the I-E languages and make clearer to the student what the course entails.

The change in prerequisites will more adequately represent the rigor of the course and make it more feasible for non-English majors to take the course as an elective.

ITEM 3: Change the semester designation for ENG330: Studies in Fiction from Fall odd-numbered years to Spring odd-numbered years.

Change the semester designation for ENG334: Studies in Popular Literature from Spring odd-numbered

years to Fall odd-numbered years.

Change the semester designation for ENG467: Grammar and the Teaching of Grammar from Fall even-numbered years to Fall odd-numbered years.

JUSTIFICATIONS:

The change in semester offerings for ENG 330, 334, and 467 will help distribute departmental teaching loads more evenly in order to meet the needs of the students for a particular genre course during each semester of the two-year literature course rotation.

Further, ENG 334 offers our majors an opportunity for an applied learning experience since a major component of the course is the preparation and submission of proposals for presentations at the annual national, refereed conference of the Popular Culture Association and American Culture Association. Since the conference is scheduled during the spring semester, the students need to get the proposals in during the fall semester and apply for funding at that time.

ENG 467 rotates with ENG373: History of the English Language and the change in semester will help distribute departmental teaching loads more evenly in order to meet the needs of the students who take this course to complete degree requirements for a B.S.ed in English.

ITEM 4: Remove the Intermediate High oral proficiency requirement from FRE 452 Advanced Conversation.
Remove the Intermediate High oral proficiency requirement from SPA 452 Advanced Conversation.

JUSTIFICATIONS:

A new, more stringent oral proficiency requirement is being implemented in the Education Department in response to the NCATE program standards for the preparation of foreign language teachers. This new oral proficiency requirement (rating of Advanced Low) will be part of the Certification Requirements as listed in the Education Department section of the catalog (p. 98). Furthermore, students seeking certification in French or Spanish will be responsible for scheduling and paying for an official Oral Proficiency Interview. Therefore, the unofficial OPI will no longer be administered as part of the above courses, FRE 452 or SPA 452.

ITEM 5: Add LAS Ethics and International/Intercultural Designation to GER 151 German Culture and Civilization.

JUSTIFICATIONS:

GER 151 German Culture and Civilization as a study of German society and culture presents "issues of ethical concern to professional in their major field of study … identifying … issues of contemporary (or historical) social concern." (MWSU University Catalog p. 41) GER 151 will give significant attention to issues of contemporary or historical social concern, including for example the impact of postwar German division and foreign influence upon cultural evolution and identity, and the impact of reunification upon German social and cultural values. Additionally, *GER 151 German Culture and Civilization* is designed to present "a significant recognition, awareness of cultural or international diversity" (MWSU University Catalog p. 41 by discussing in a comparative manner issues related to the culture of modern Germany and the distinctions which they impart which make everyday German life unique from any other national identity, for example by including the impact of postwar German division and foreign influence upon cultural evolution and identity, and the impact of reunification upon German social and cultural values.

ITEM 6: Add LAS Computer Literacy Designation to GER 300 Topics in German.

JUSTIFICATIONS:

Courses receiving the LAS Computer Literacy designation are those which "teach discipline-specific computer

software and hardware." (MWSU University Catalog p. 41) *GER 300 Topics in German* will accomplish this in the following ways:

1. Specific and focused computer writing assignments will be required as a core component of the course, utilizing German-language software such as *Quelle* to complete assigned tasks.

2. Research-based class papers will be assigned and collected toward the end of the semester; to complete these projects, students will be required to find and utilize relevant Internet sites as part of their bibliography and learn in the process what constitutes a "useful" web site for academic research and what does not.

Internet resources will be used as a staple feature of class, to illustrate practical web-based source materials for the acquisition and retention of German language and cultural knowledge. Such sites will include, but not be limited to, German television and radio broadcasters which offer streaming audio and video online, and well as newspaper and other "current events" web addresses; students will be introduced to some of these in class but also will be responsible for finding others on their own which are suitable for the course.

ITEM 7: Add LAS Writing Designation to GER 302 Advanced German Grammar.

JUSTIFICATIONS:

Courses receiving the LAS Writing designation are those "in which faculty assign students both formal and informal writing in order to increase student learning, improve student writing, and initiate students into discipline-specific forms of written communication." (MWSU University Catalog p. 40) *GER 302 Advanced German Grammar* will accomplish this in the following ways:

1. Quizzes and exams include writing exercises, in which students need to produce paragraph-length answers, mini-compositions or, at minimum, sentences, all of them in the foreign language.

2. Written assignments include mini-compositions, practice of specific writing tasks and other activities that require the production of writing at the paragraph or sentence level.

3. A substantial percentage of class participation involves discussion of writing tasks and collaborative writing projects.

ITEM 8: Add LAS Ethics and International/Intercultural Designation to GER 322 Advanced German Culture.

JUSTIFICATIONS:

GER 322 Advanced German Culture as a study of German society and culture presents "issues of ethical concern to professional in their major field of study … identifying … issues of contemporary (or historical) social concern." (MWSU University Catalog p. 41) GER 322 will give significant attention to issues of contemporary or historical social concern, including for example the role of women, immigrants, and ethnic minorities in post-reunification Germany and their impact upon continued German and European development. Additionally, *GER 322 Advanced German Culture* is designed to reflect "a significant recognition, awareness of cultural or international diversity" (MWSU University Catalog p. 41) with regard to both recent and historical German cultural tendencies and how these compare with already familiar models.

PROGRAM CHANGES: (Requires forms AP, others as listed on Form AP)
**ITEM 9. Create an ESOL certification program in accordance with the Missouri state teacher certification requirements with the following courses:

       ENG 232 Language Awareness (3)
       COM 342 Intercultural Communication OR

EED 308 Multicultural Education (3)
*ESL367 Second Language Acquisition (3)
*ESL 368 Methods of Teaching Second Language Students (3)
*ESL 369 Materials and Assessment for TESOL (3)
*EED/SED 470 ESOL Practicum (3)
Elective Coursework (3)
      *Indicates a new course

JUSTIFICATIONS:
      This certification would allow currently certified teachers and MWSU teacher candidates to be prepared to effectively teach students with a native language other than English. The need for such certification has existed for a long time and will most likely grow in the coming years.

      The entire program requires 21 hours, as shown above. The courses could be delivered as late afternoon/evening or summer courses. This would facilitate scheduling for instructors and for full-time teachers seeking ESOL certification. ESL 368 and ESL 369 would be taught by experienced ESL teachers on an adjunct basis. The Dean of Student Services is qualified to teach ESL 367 and EED/SED 470, which would not require overload pay. The remaining courses are already offered and staffed. The program would be housed in the English/Foreign Languages/Journalism Department.

      Given the likely strong demand for this program, the institution should consider eventually hiring a person to oversee the instruction and curriculum for the ESOL certification.

ITEM 9a: Add a new course: ESL 367 Second Language Acquisition (3). This course will be part of the ESOL certification program in accordance with the Missouri state teacher certification requirements.

JUSTIFICATIONS:
      This course would allow currently certified teachers and MWSU teacher candidates to be prepared to effectively teach students with a native language other than English. The need for such certification has existed for a long time and will most likely grow in the coming years.

ITEM 9b: Add a new course: ESL 368 Methods of Teaching Second Language Students (3). This course will be part of the ESOL certification program in accordance with the Missouri state teacher certification requirements.

JUSTIFICATIONS:
      This course would allow currently certified teachers and MWSU teacher candidates to be prepared to effectively teach students with a native language other than English. The need for such certification has existed for a long time and will most likely grow in the coming years.

ITEM 9c: Add a new course: ESL 369 Materials and Assessment for TESOL (3). Advanced course in the analysis and preparation of materials for teaching ESOL and the basics of test development in ESOL. This course will be part of the ESOL certification program in accordance with the Missouri state teacher certification requirements.

JUSTIFICATIONS:
      This course would allow currently certified teachers and MWSU teacher candidates to be prepared to effectively teach students with a native language other than English. The need for such certification has existed for a long time and will most likely grow in the coming years.

**ITEM 10: Add a German Studies major to the offerings within the Department of English, Foreign Languages, and Journalism.

Program Description

Germany has always been considered important to European development—at various times it has been called the crossroads of the entire continent—but the economic might of modern Germany and the integration of the European Union now make American understanding of German culture and civilization, of Germany's contributions to the development of western civilization, more worthy of study than at any other time. Whether one thinks of philosophy, music, art, education, religion, or political and social history, German culture has exercised a profound and often decisive influence on America and the world. Some of the most important ideological debates in Western culture have arisen in the German-speaking area. Based on the this premise, we seek to respond to Americans' need for preparation for the challenges of the 21st century by establishing a German Studies major, an integrated program of study leading to the B.A. degree.

The major in German Studies is a multidisciplinary approach to German cultural tradition in history, philosophy, the fine arts, music, business, and politics, with a German-language core. It is particularly suited to students wishing to combine interests in German study with intensive work in other disciplines. The German Studies major is also suitable for students who wish to graduate with a double major, since the culture option would augment the student's other elected major.

Regardless of the option chosen, a graduate with a German Studies degree would be knowledgeable about and conversant in German, Austrian, and Swiss contributions to western culture, in such areas as literature, visual arts, philosophy, humanities, and music; would be proficient in the German language; would be able to discuss the history, society, and thought of the German-speaking nations; and would be at an advantage in his/her pursuit of a graduate or professional degree.

The major program in German Studies is designed to meet the needs of five types of students:

1) Those who intend to continue the study of German language, history, or humanities in graduate school;

2) Those who want to enter the teaching profession;

3) Those who want to be proficient in a second language for work in international relations or commerce;

4) Those who want to double-major and use language study to support their endeavors in the ancillary area; and

5) Those who want German to serve as the basis of a broad-based liberal arts education.

Program Structure

The German Studies major consists of twenty-three (23) credits in core German language and culture courses. The core is supplemented with eighteen (18) hours in either further German language study or in approved culture classes. Where class papers and/or other research-based projects are required for designated courses, students shall conduct a project on a German-themed topic, within the scope of the given class and with the approval of the faculty member administering the class. Each senior is required to complete the capstone German 450 (Independent Study in German) course for five credits, by conducting an independent research and writing project (minimum 50 pages in length) on a relevant German-themed topic. When the senior paper deals principally with subject matter from an ancillary field, students shall prepare their work also in consultation with a faculty member from that discipline.

Students pursuing the language option are strongly encouraged to participate in a Semester- or Year Abroad in Germany program, to contextualize their classroom learning and gain invaluable real-world experience with German language and culture.

Advantages of the German Studies Major

1) With the smaller German Studies courses, students will receive more individual attention and be able to work closely with distinguished faculty in diverse fields;

2) Students will graduate with a more diverse academic background, enhancing their job prospects significantly;

3) Because the degree draws upon existing Missouri Western resources, no additional costs for faculty and support staffing are required;

4) The degree relies solely upon existing programs and course offerings, keeping curriculum changes to a minimum;

5) Enrollments in core and option courses will be enhanced by the influx of new majors. The German program in particular will achieve greater stability under a more formal, organized structure, concurrently gaining a higher academic profile; and

6) German Studies majors will have more cultural awareness and linguistic aptitude, and will be better prepared for either study abroad at our partner school, the University of Bamberg, or for professional employment.

GSWS

Government:

Proposal #1: In GOV 110, American State and Local Government change the course offering semester from "Sp" to "F and Sp."

JUSTIFICATIONS: This is a required course with a high demand and needs to be available more frequently.

Proposal #2: In GOV 280, Scope and Methods, change the course offering semester from "Sp", to "Sp (even-numbered years).

JUSTIFICATIONS: This adjustment will allow semester designations for other courses that used to be offered as "DD".

Proposal #3: In GOV 300, Political Parties, Elections, and Voting Behavior, change the course offering semester from "DD" to "Sp (odd-numbered years)."

JUSTIFICATIONS: Assigning semester designations allows students to systematically organize their program of study.

Proposal #4: In GOV 320, Public Administration, change the course offering semester from "Sp (DD)" to "DD".

JUSTIFICATIONS: Due to low enrollment, this course should only be offered at the discretion of the department.

Proposal #5: In GOV 330, Urban Politics, change the course offering semester from "DD" to "Sp (even-numbered years)."

JUSTIFICATIONS: Assigning semester designations allows students to systematically organize their program of study.

Proposal #6: In GOV 360, The American Presidency, change the course offering semester from " DD" to "Sp (odd-numbered years)."

JUSTIFICATIONS: Assigning semester designations allows students to systematically organize their program of study.

Proposal #7: Change the course description for GOV 370, American Public Policy to more accurately reflect course content and drop GOV 110 as a prerequisite for this course.

JUSTIFICATIONS: The course description needs to be changed to more accurately reflect course content and GOV 110 needs to be dropped as a prerequisite because it is not necessary for students enrolling in GOV 370. GOV 101 suffices as a prerequisite and, therefore, is retained.

Proposal #8: In GOV 380, Asian Politics, change the course offering semester from "F (even-numbered years)" to "F (odd-numbered years)."

JUSTIFICATIONS: Changing GOV 380 from F (even-numbered years) to F (odd-numbered years) allows for another GOV course to be designated as F (even-numbered years).

Proposal #9: In GOV 400, American Foreign Policy, change the course offering semester from "DD" to "F (even-numbered years)."

JUSTIFICATIONS: Providing an actual semester designation for American Foreign Policy will allow majors and minors to plan their academic course schedules in advance.

Proposal #10: In GOV 410, The Legislative Process, change the course offering semester from "DD" to "F (even-numbered years)."

JUSTIFICATIONS: Assigning semester designations allows students to systematically organize their program of study.

Proposal #11: In GOV 420, Constitutional Law, change the course offering semester from "DD" to "F (odd-numbered years)."

JUSTIFICATIONS: Assigning semester designations allows students to systematically organize their program of study.

Proposal #12: In GOV 490, Practicum in Government and Public Affairs, drop "Departmental approval required" as a prerequisite and add "Internships must be arranged and approved by the department before students can enroll."

JUSTIFICATIONS: The internship director is responsible for the overall coordination of the internship. Pre-approval by the department prior to the student's enrollment in the course will ensure that the students have all the necessary requirements for the course and will ensure that proper arrangements are made between the instructor, the student and the field instructor.

Social Work:

Proposal #13: Add SWK 345, Substance Abuse and Dependence, to SWK course offerings

JUSTIFICATION: Substance abuse pervades society and is linked to many social problems. Consequently, social workers and human service workers need knowledge and skills to understand and assess substance abuse and its impact on the individual and family. They also need to understand the service delivery system, where to refer individuals and families in need of services and a basic understanding of the intervention and recovery process.

Proposal #14: In SWK 330, Human Behavior and the Social Environment I, add "or concurrent enrollment" to the SOC 230 prerequisite and drop BIO 101 as a prerequisite.

JUSTIFICATIONS: Adding "or concurrent enrollment" to SOC 230 helps clarify the required prerequisites for SWK 330. Also, BIO 101 does not need to be listed as a prerequisite for this course since it has to be taken as part of the minimum requirements before students are admitted into the major.

Proposal #15: In SWK 350, Social Work Practice I, add "SWK 230 (or concurrent enrollment) with a minimum grade of C" to the prerequisites.

JUSTIFICATIONS: Adding "SOC 230 (or concurrent enrollment) with a minimum grade of C" to SWK 350 helps clarify the required prerequisites for the course.

Sociology:

** Proposal #16: Create a new major program in Sociology

JUSTIFICATIONS: In the past several years, many students have approached the sociology faculty and expressed, both orally and in writing, their interest in majoring in sociology (see attachments). Since Missouri Western State University does not have a sociology major, they chose either 1) to transfer to another college, 2) to select another major, 3) minor in sociology, or 4) opt for a Bachelor of Interdisciplinary Studies (BIS) with sociology as their area of concentration. As a result, the number of minors in sociology at MWSU has grown rapidly since 1995 (see Appendix A: Table 1). Whereas the number of sociology minors averaged 7 minors prior to 1995, the Spring 2002 record shows a total of 19. Similar trends continue to-date with 15 minors in Spring 2005 and an expected growth of up to 25 by Spring 2006.

The demand for sociology and its popularity is also evident from the increase in the total number of enrollments in a variety of sociology courses. Between Fall 1992-95, the student credit hours production per FTE averaged 899.9, but it has increased since then to 2374.8—an increase of 164 percent. Student enrollments have generally dropped campus-wide in the last few years. Sociology has been no exception to this trend. The numbers, however, are still sufficient with a high demand for a Sociology major.

In addition, the sociology faculty conducted a survey of demand for sociology on MWSU campus. The results from 116 students in the lower division and 47 in the upper division sociology courses indicated that the demand for, and interest in, sociology as a major exist at Missouri Western State University (see Appendix A: Table 2). Eighteen percent of the students in the lower division sociology courses indicated that they were considering majoring in sociology. Likewise, 19 percent of the students in the upper division sociology courses expressed an interest in majoring in sociology. These findings attest to a high demand for sociology on MWSU campus, given that nationwide only 8.6 percent of sociology major declare this as freshmen, 38 percent do so as sophomore, and almost half (49 percent) do so as seniors (the Association of American Colleges, "*Liberal Learning and Sociology Major,*" Washington D.C. 1990).

One of the survey questions was "Would you have considered majoring in sociology had a sociology major been available at MWSU?" Eighteen percent of the students in the lower division and 25 percent in the upper division courses responded "Yes," while 47.8 percent in the lower and 25 percent in the upper division showed possible interest (see Appendix A: Table 3). Some of the reasons that students cited for not minoring in sociology are "lack of time" (33.3%), their major "not requiring a minor" (14.2%), and "lack of knowledge about sociology" (11.9%). A great many (26.1%) are still considering minoring in sociology. It should be noted that the data reflect only one semester. These numbers can grow larger over the course of a 4- to 5-year period.

Clearly the sets of data presented here indicate the demand for, and interest in, sociology by students at Missouri Western State University. In addition, all major schools comparable to Missouri Western State University offer a major in Sociology. On average, these schools have been able to attract approximately 35-60 majors in the respective departments (see Appendix A: Table 4). Our expectation is that the number of majors at MWSU will bear close resemblance to other comparable institutions.

Given that the sociology faculty at MWSU are qualified to offer diverse courses in sociology, and the library holdings and other needed instructional materials are already in place, having a sociology major does not incur any

additional costs. In fact, it would increase student enrollments once a major is established, which will affect the SCH production for FTE. Based on all the above, it is clear that creating and maintaining a sociology major is a logical, viable, and necessary option.

Status Of Our Proposal

This proposal has been approved twice by a consensus vote by the curriculum committee. It was also unconditionally approved by both the Dean and the Vice President of Academic & Student Affairs. It was, however, not forwarded to the CBHE because even though the major does not involve any extra cost, it was argued by the Administration that it would not be consistent to create new major programs given the financial situation at the time. This was not just true of Sociology but also true of a similarly proposed cost-free major in the Department of English, Foreign Languages and Journalism and possibly there were other similar cases that I may not be aware of. The last year has seen some modest improvements in the financial situation; for example, budget allocations to departments slightly improved and many otherwise "frozen" positions were approved for rehiring. Even new positions that would entail new costs have been approved across campus. Given that the sociology major will not entail any extra expenses, we are convinced that our case can be made without being inconsistent with prevailing circumstances.

Staffing:

One of the ironical arguments that have been made is that a major cannot be granted to a discipline with less than three full time faculty. This is a confusing situation. First of all, the sociology discipline had three faculty till Dr. Baylor's abrupt departure in December 2002. Technically, replacing his position would not have entailed any new costs. Ironically, however, since this position was never renewed, it creates a situation whereby it appears as if the sociology major will require additional costs in the form of a third position. This situation needs to be clearly understood and disentangled. Even if a new faculty is to be hired for our discipline, this does not tantamount to "new" costs. The major is **_not_** going to add any **_new_** costs that were not already in existence before the resignation of Dr. Baylor.

A Major With Two Full Time Faculty?

During our departmental meeting attended by both Dean Johnson and Vice President Arnold last year. We made a very compelling case and clearly demonstrated to them that we were already teaching enough courses to complete a major in sociology. They encouraged us to formally make our case to that effect by including this information in our curriculum proposal and it is that point that we would like to articulate here. Due to the relentless commitment by the two existing full time faculty, **_all_** required and elective courses in the proposed major are already being offered consistently by the existing faculty. We certainly would appreciate a third position but in the meantime, with the help of one or two adjuncts teaching several sections of the introductory courses, the two full time faculty have been teaching all the necessary upper level classes. This is still true even though one of the two Sociology professors (Dr. Kibirige) is also the Department Chairperson – a situation that allows him to carry only half of the teaching load. One of the strategies was that Dr. Kibirige decided to continue teaching all the upper level courses he has always taught, instead of teaching sections of the introductory course, as might have been the case in most circumstances. Likewise, Dr. Kamali has taken on teaching new upper level classes that would have been taught by a third faculty

Proposal #17: In SOC 230, Social Problems, change the course offering semester from "F and Sp" to "F only."

JUSTIFICATIONS: Current trends in enrollments do not permit the course to be offered during both semesters.

Proposal #18: Remove SOC 310, Deviant Behavior from the Sociology minor degree requirements and offer it as an elective.

JUSTIFICATIONS: This change simplifies the requirements within the minor while adding additional elective courses.

Proposal #19: In SOC 373, Sociology of Sport and Physical Activity, change the course offering semester from "F" to "DD".

JUSTIFICATIONS: Due to past enrollment trends, this course should only be offered at the discretion of the department.

Proposal #20: In SOC 400, Racial and Ethnic Relations, change the course prerequisite to only SOC 110.

JUSTIFICATIONS: Whereas additional credits in Sociology are an advantage, SOC 110 covers sufficient ground to prepare students to take SOC 400.

Proposal #21: In SOC 460, Methods of Social Research, change the course offering semesters from "F and SP" to "F only"

JUSTIFICATIONS: Due to past enrollment trends, this course should only be offered during the Fall semester.

History, Philosophy, and Geography

ITEM #: 1

This proposal would completely eliminate any reference to GEO150 Geography of Human Environment and GEO220 Map Evaluation and Interpretation. Although these courses are no longer in the catalog, they remain in the system.

JUSTIFICATIONS:

These courses are no longer taught, nor are they part of the geography minor. GEO 220 was last taught in 1985, and GEO150 was last taught in 1994.

ITEM #: 2

Add a new course, HIS 235 Historic Preservation Field School, to the catalog.

JUSTIFICATIONS:

Historic preservation is an area of historical inquiry that is becoming increasingly attractive to professional historians as well as to city leaders and the general public. This course will provide a field experience in the documentation and preservation of the built environment. It will deepen the understanding students possess of the historic landscape. It will strengthen their skills in field observation and historical research. It will introduce students to the knowledge and skills required of professionals in historic preservation. The exercises and activities required in this course all fit in with the Missouri Western emphasis on applied learning. This course will be a first step for students into a different genre of research that they might pursue in their professional careers as historians. This course has been taught twice already as a Special Topics class during the Intersession and early Summer. Each time the enrollment of the course was eleven students. In each instance the course was taught by a professional historian from Southeast Missouri State University, who is willing to continue as the instructor. Thus, this course has a successful track record in the last two years at Missouri Western. Our History faculty hope to use this course as a building block for a program in Public History. Such a program has already received encouragement from city officials in St. Joseph and other citizens of the area who are advocates of historical preservation.

ITEM #: 3

Change the prerequisites for HIS 310 from "HIS 100 or HIS 110 or HUM 203 or HUM 204" to "HIS 100 and HIS 110." Designate HIS 310 as LAS Writing.

JUSTIFICATIONS:

As described in the College Catalog, HIS 310 covers approximately 1200 years of English history (*c*. 450 C.E.-1688 C.E.). Currently, the prerequisites for this course are "HIS 100 or HIS 110 or HUM 203 or HUM 204." Completing only one of these courses does not provide students with the necessary historical background to comprehend and/or appreciate the material presented in HIS 310. This is especially the case with the two humanities courses, which are not designed to convey detailed historical knowledge to students. To prepare students properly for HIS 310, we request that HUM 203 and HUM 204 be removed as prerequisites and be replaced with the requirement that students complete both HIS 100 and HIS 110 before enrolling in HIS 310. Such a change will not only better prepare students to achieve success in this course, but it will bring HIS 310 into line with all other advanced history courses, none of which has a humanities course for a prerequisite. HIS 310 is being merged with HIS 410, which already has the LAS Writing designation.

ITEM #: 4

Change the prerequisites for HIS 320 from "HIS 130" to "HIS 110 and HIS 130."

JUSTIFICATIONS:

As described in the College Catalog, HIS 320 coves approximately 400 years of English history (*c*. 1600-present). Currently, the prerequisite for this course is HIS 130 – a course that is designed to introduce students to the history of modern Europe (*c*.1789-present). By requiring HIS 110 (*c*. 1500-1815) as an additional prerequisite, students will enroll in HIS 320 with the necessary breadth of historical knowledge to achieve success in this course.

ITEM #: 5

Delete HIS 360 and HIS 410 from the catalog.

JUSTIFICATIONS:
HIS 410 will be merged with HIS 310. HIS 360 will be merged with HIS 320. Currently, the material covered in these four classes overlaps to the point of redundancy. Creating two classes out of four will enable the history faculty to streamline its offerings and add new courses in the future. Furthermore, HIS 310 will retain the LAS Writing that was previously held by HIS 410.

ITEM #: 6
Insert the LAS Focus Designation behind all LAS Focus courses.

JUSTIFICATIONS:
Several other departments have done the same thing, and it is just another reminder and easy notification to the students that the course is designated as a LAS Focus course.

ITEM #: 7
Change the number of hours required for the PHL minor from 21 to 18.

JUSTIFICATIONS:
PHL faculty were promised in the department's 2004 five-year review that the Western administration will support the addition of a PHL major. The proposed changes to the minor should assist in developing the cohort group of students large enough needed to offer regularly the upper division courses necessary to sustain a major. These changes should also make the PHL minor more attractive to a significant number of Western students in fields such as business, nursing, and biology, who are now required to take at least one PHL course (PHL230) as well as to students in traditional disciplines, e.g., Art, Music, History, English, foreign languages, Government, and Psychology, who would likely be required--or strongly encouraged--to take many of the PHL courses included in the minor if they were attending selective four-year liberal arts colleges. Finally, offering alternatives to PHL260 in the 12 "core" hours of the minor ensures that the minor can be completed by taking courses offered every academic year instead of courses typically offered only once every two years.

Psychology

Item 1: This proposal will change the structure of the Personnel Psychology Major by decreasing and more carefully focusing the Personnel Psychology Core Courses and by broadening the number of courses from cognate fields. The required Psychology core courses will be left unchanged in this proposal.

Changes to the Personnel Psychology Core Courses involve deleting the following requirements: Health Psychology/Stress Management (PSY 220) and Introduction to Testing and Assessment (PSY 400). Also a change to the Personnel Psychology Core Courses, students were previously allowed to choose one of the following courses: Behavior Modification (PSY 250), Motivation and Emotion (PSY 360), Intermediate Statistics for the Behavioral Sciences (PSY 415), and Practicum in Psychology (PSY 420/421). Students will still be permitted some choices within the Personnel Core Course requirements in that they can choose either Intermediate Statistics for Behavioral Sciences (PSY 415) or Practicum in Psychology (PSY 420/421).

Changes to the Cognate Field requirements in this proposal include: (1) drop requirement of Human Resources Management (MGT 341) and replace with Principles of Marketing (MKT 301); (2) add Presentational Communication (COM 210) as a requirement; and (3) add Small Group Communication (COM 324) as a requirement.

JUSTIFICATIONS:

PSY 220 will be deleted because this type of course tends to point students toward graduate level health psychology

careers, and the Personnel Psychology Emphasis is focused on students seeking employment in human resources, public relations, and other business/industry positions at the bachelor's level. Deleting it will allow for the addition of a broader cognate field requirement. PSY 400 is deleted because it is focused on clinical testing and assessment, rather than research and assessment more appropriate to organizations. Assessment that is relevant to organizations is retained in the PSY 310 course, which remains required in the curriculum.

Courses that were dropped as choices were Behavior Modification (PSY 250) and Motivation and Emotion (PSY 360). Behavior Modification was omitted because few organizations employ elaborate behavior modification plans, which tend to be more clinical in application. Behavior modification as it relates to organizations is covered in PSY 310 and some cognate field courses. Motivation and Emotion (PSY 360) is also covered as it relates to organizations in PSY 310. Students could still take each of these as elective courses. The choice between PSY 415 and PSY 420/421 will increase enrollment in both of these, which currently tend to be low enrollment courses. Alumni report PSY 415 as a valuable tool in organizational research they conduct. PSY 420/421 is also a valued course by alumni who are less involved in research-oriented careers as well as research-oriented ones. Increasing enrollment in this course will align with the institutional strategic plan's emphasis on applied learning.

Exchanging MGT 341 for MKT 301 will increase our student's breadth of knowledge regarding how business/industry is structured and functions. Personnel psychology students will still have exposure to the field of management broadly in MGT 301[1], but will now have a greater awareness of marketing and the types of positions that fields might entail. Personnel psychology students who elect to take PSY 415 and MKT 301 will have strong quantitative analysis skills that will compete effectively for entry-level positions in market research. In addition, many of the topics included in MGT 341 (job analysis, selection, training, industrial relations, and so on) are covered in the first half of the PSY 310 course, so students will still be exposed to these concepts. Adding the communications courses will more adequately prepare our students for the typical team-based organizations that might employ them, and prepare them for writing and presenting typical business, rather than academic, presentations.

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[1] In their 2005-06 curriculum proposal, the Business Department is recommending that MGT 212 be eliminated and the revised MGT 301, Organizational Behavior, be the required course in the area of business management.

Departments and Dean of Liberal Arts and Sciences

Item 1: Add Proficiency Requirements in Reading, English, and Mathematics statement at the beginning of the Academic Policies and Regulations section of the Western catalog.

> *JUSTIFICATIONS:* The proposed policy statement describes existing practice in placing students into RDG 095, ENG 100, and MAT 090/095. Currently, these placement procedures are not found in the Western Catalog. Without such policies the meaning of the Continuous Enrollment Rule and how it is administered is not complete. This proposed addition to the catalog will make these policies explicit for faculty, staff, and students. This statement is also necessary for the wording in proposals 2-6.

Item 2: Add the statement "Prerequisite: Core Proficiency in Reading. See Academic Policies and Regulations in the MWSU catalog." to the following courses: ECO 101, MUS 101, PSY 101.

> *JUSTIFICATIONS:* (APPLIES TO ITEMS 2-6) First-year students taking these courses (Fall 2001, 2002, 2003) while deficient in prerequisite core proficiencies had "D, F, W" rates of 40% or higher. In addition, the departments offering these courses believe that college level reading skills are integral to their courses. It is believed that after students complete these prerequisite skills they will be better prepared to succeed. Furthermore, when a significant number of under-prepared students enroll in a class they can adversely impact the learning environment and the progress of students who are ready to learn course material. The faculty teaching these courses strongly support this core proficiency requirement.

Item 3: Add the statement "Prerequisite: Core Proficiency in Reading and English. See Academic Policies and Regulations in the MWSU catalog." to the following courses: ART 100, COM 104, ENG 210, ENG 220, FRE 102, GER 102, GOV 101, HIS 100, HIS 130, HIS 140, HIS 150, SOC 110, SOC 120, SPA 102, THR 113.

Item 4: Modify the existing prerequisite statement to read, "Prerequisite: Core Proficiency in Reading and Mathematics (or MAT 090). See Academic Policies and Regulations in the MWSU catalog." to the following courses: MAT 110, MAT 112, MAT 116.

Item 5: Modify the existing prerequisite statement to read, "Prerequisite: Core Proficiency in Reading, English, and Mathematics (or MAT 090). See Academic Policies and Regulations in the MWSU catalog." to the following courses: BIO 101, BIO 105, CHE 101, CHE 104, ECO 260, ECO 261, GEO 100, ESC 111, HUM 203, HUM 204, HUM 205, HUM 250, PHL 210, PHL 230, PHY 101, PHY 104.

Item 6: Modify the existing prerequisite statement to read, "Prerequisite: Core Proficiency in Reading, English, and Mathematics. See Academic Policies and Regulations in the MWSU catalog." to the following courses: CHE 111, CSC 110, PHY 107, PHY 110.

COLLEGE OF PROFESSIONAL STUDIES

Business Department

COURSE CHANGES:

#1   Delete MGT 212 **–** Principles of Management from the catalog. Move students from MGT 212 to a revised MGT 301.

JUSTIFICATIONS: The content of Principles of Management along with some information from the current MGT 301 – Organizational Behavior course will be combined into a revised MGT 301. MGT 301 as currently structured is too difficult for students and does not cover some information required on the exit exam, Educational Testing Service's Major Field Test in Business.

#2   Modify the content and title of MGT 301. Some of the content of MGT 212 – Principles of Management will be added to MGT 301 – Organizational Behavior and the course title changed to Management of Organizations. In another proposal, a new course, MGT 401 – Organizational Behavior, Leadership and Change will include some of the material from the current MGT 301 plus additional content.

JUSTIFICATIONS: MGT 301 as currently structured is too difficult for students and does not cover some information required on the exit exam, Educational Testing Service's Major Field Test in Business.

#3   Add a new course, MGT 401 – Organizational Behavior, Leadership and Change that will include some of the material from the current MGT 301 plus additional content.

JUSTIFICATIONS: MGT 301 and MGT 212 are being merged to better meet the needs of students and the institution. MGT 401 is being added to present some of the material currently in 301 that cannot be covered in the re-structured MGT 301 plus add additional material important   for majors.

#4   Change the offering semesters of MGT 431 – Management Science from F, Sp to DD.

JUSTIFICATIONS: Management Science is being removed as a required course from the Management major as it is being moved to the master's level nationally.

PROGRAM CHANGES:

#5   **Change Business Sophomore and Senior Core Requirements**
 (1) Replace "demonstrated proficiency in Microsoft Word, Excel, Powerpoint, and Access" with MGT 201 or CSC 201 in the Sophomore core.
 (2) Add 416 – Production and Operations Management to the Senior Core.

JUSTIFICATIONS: (1) The proficiency requirement has been functioning as a hidden prerequisite and complicating the degree completion analysis for MGT 201 or CSC 201. (2) Productions and Operations Management content is now part of the exit exam in business so should be taken by all business majors.

 #6   **Change Major in Management Degree Requirements: (1) Delete MGT 416 Production and Operations Management from the list of required courses for the Management major.**
(2) Delete MGT 431 Management Science from the list of required courses for the Management major as the offering frequency is being reduced.
(3) Add MGT 401 – Organizational Behavior, Leadership, and Change to the major.
(4) Change the number of business electives from 3 to 4.

JUSTIFICATIONS: (1) POM will be in the Senior Core. (2) MGT 431 Management Science's offering frequency is being reduced. (3) MGT 401 – Organizational Behavior, Leadership, and Change is a new course added to the major to replace some of the courses lost. (4) Increasing the number of business

electives keeps all business majors the same size.

Education

Item #	Type of Change	Summary/Justification
1	Delete 3 courses	EED 421, EED 422, and EED 423—All are specialized practicum courses for special education. No longer are separate special education endorsements available in the State of Missouri; so these courses are no longer needed.
2	Move prerequisites to earlier courses	Change prerequisite in the course, EED 315, from EED 303 and 304 to EED 202 and 203. Makes better flow in students' program.
3 & 4	Add 2 elem math prerequisites	1) Add prerequisite in the course, EED 303, to include MAT 352 along with currently-stated MAT 351 2) Add prerequisite in the course, EED 408, to include MAT 353 Both are needed for students to do a quality off-campus teaching at the designated experiences in schools..
5 & 6	Add prerequisites for special ed	1) Add prerequisites in the course, EED460, to include EED 358, EED 303, 304, 375. To be taken concurrently with EED 440 2) Add prerequisites in the course, EED461, to include EED 357, EED 303, 304, 375. To be taken concurrently with EED 440 Students who have followed the proposed sequence have had less problems in the courses and in the off-campus experiences. The changes fit the philosophy of the department that an on-campus course always goes with an off-campus course to blend the theory and practice together
7	Clerical change in catalog	Correct typographical error in course, EED 420, EED 315 is the course number for EED 410—approved in previous year's proposals. Typist added the new number but neglected to delete the old number.
8	Add a new course	EED 470 ESOL Practicum (3)--English to Speakers of Other Languages (ESOL) for observation and peer coaching in an ESL classroom. This course will be part of the ESOL certification program in accordance with the Missouri state teacher certification requirements. The proposed ESOL program is a part of the EFLJ Department Proposal since the emphasis area will be housed in that department. All practicums must be housed in the department of education for accreditation purposes.

Engineering Technology

Manufacturing Engineering Technology AAS

1. Delete EGT 280 Pro-Engineer Solids Modeling from the catalog.
   JUSTIFICATIONS:

   EGT 280 - The course is being deleted from the catalog. This course is not required in any

   program. It has not been offered for more than two years.

2. Delete MET 250 Manufacturing Statics and Strength of Materials (4) Sp. from the Catalog.
   JUSTIFICATIONS:

   MET 250 - This course is being deleted from the catalog. This course was a part of the

   AAS MET program. It will be replaced by EGT 260 and MET 260 (which will be a new

   course, and will be dual-listed with CET 260). This will increase student understanding

   of the subject matter, and also increase enrollments in EGT 260 and CET 260.

3. Add a new course MET 260 Mechanics of Materials (4) Sp.
   JUSTIFICATIONS:

   MET 260 - This is a new course added to replace half of the MET 250 which is being
   dropped. MET 260 will be dual-listed with CET 260. This new course for the
   manufacturing majors will increase student understanding of the subject matter, and
   also increase enrollment in CET 260.

4. Change the course number of MET 121 to MET 221 Introduction to Automated Manufacturing (2) F.
   JUSTIFICATIONS:
   MET 121 - The number of this course is being changed from 121 to 221. This course is taken by
   sophomores. The number change reflects this fact.

5. Change the course number of MET 122 to MET 222 CNC Machining Processes (2) F.
   JUSTIFICATIONS:
   MET 122 - The number of this course is being changed from 122 to 222. This course is taken by
   sophomores. The number change reflects this fact.

6. Change the course number of MET 290 to MET 390 Design Projects/Industrial Internship (1-4) F, Sp, Su.
   JUSTIFICATIONS:
   MET 290   Because of the higher-level content in this course requiring analysis and synthesis, the
   numbering of this course is raised from 290 to 390.

7. Add a new course EGT 325 Machine Parts and Mechanical Design (3) Sp to the catalog.
   JUSTIFICATIONS:
   EGT 325 - This course is being added to replace the EGT 225 which is being dropped from the AAS MET program. EGT 225 is computer-aided manufacturing, which has many repeating contents with other courses such as MET 112 and MET 122 (new proposed number 222), while machine parts and mechanical design are not addressed in any course which are important components of manufacturing engineering technology education.

8. Add a new course MET 372 Programmable Logic Controllers (4) Sp to the catalog.
   JUSTIFICATIONS:
   MET 372 - This is a new course and will be dual-listed with EET 372. It is being added to the catalog. This course is for the proposed BS degree MET program. Automated manufacturing is the trend of world-class manufacturing. This course is a part of the knowledge base for BS degree manufacturing

9. Add a new course MET 422 Electrical Power Technology (4) Sp to the catalog.
   JUSTIFICATIONS:
   MET 422 - This is a new course and will be dual-listed with EET 422. It is being added to the catalog. This course is for the proposed BS degree MET program. Automated manufacturing is the trend of world-class manufacturing. This course is a part of the knowledge base for BS degree manufacturing students.

10. Add a new course MET 452 Automation and Process Control Technology (4) F to the catalog.
    JUSTIFICATIONS:
    MET 452 - This is a new course and will be dual-listed with EET 452. It is being added to the catalog. This course is for the proposed BS degree MET program. Automated manufacturing is the trend of world-class manufacturing. This course is a part of the knowledge base for BS degree manufacturing students.

11. Clerical change of EGT 356 Fluids and Hydraulics.
    JUSTIFICATIONS:
    EGT 356 - Clerical change. Change the prerequisite for the course from MAT 157 to MAT 147 as MAT 157 no longer exists in the catalog.

12. Change the pre-requisite of EGT 370 Financial Aspects of Engineering Projects to MAT 116.
    JUSTIFICATIONS:
    EGT 370 – Retain MAT 116 as prerequisite for EGT 370 Financial Aspects of Engineering Projects, and delete CET 354 as a prerequisite. EGT 370 addresses all kinds of engineering projects, and is not limited to construction projects only.

13. ****Change the requirements of the existing Associate of Applied Science (AAS) degree of Manufacturing Engineering Technology. Change the name of the degree AS in Manufacturing Engineering Technology to AS in Manufacturing Engineering Technology.**
    JUSTIFICATIONS:
    AAS MET - Change the requirements of the existing Associate of Applied Science (AAS) degree in Manufacturing Engineering Technology. Specifically, drop EGT 225, MAT 127 or MAT 132, and MET 250 from the program. Add EGT 260, MET 260, and EGT 325 to the program. MET 250 will be replaced by EGT 260 and MET 260. EGT 325 is to replace EGT 225 which is being dropped from the program. EGT 225 is computer-aided manufacturing, which has many repeating contents with other courses such as MET 112 and MET 222, while machine parts and mechanical design are important components of manufacturing engineering technology education and need to be included in the curriculum. MAT 127 (or MAT 132) is dropped from the program because all the AAS major courses in manufacturing engineering technology are algebra and trigonometry-based.

    Change the name of the degree AAS in Manufacturing Engineering Technology to AS in Manufacturing Engineering Technology. Associate of Science (AS) degree will serve as a feeder to the new proposed BS degree program in manufacturing engineering technology.

14. **Change the requirements of the existing Minor in Manufacturing Technology.**

JUSTIFICATIONS:
Minor in MET. Change the requirements of the existing Minor in Manufacturing Technology, which are a result from the changes in the AAS MET program.

15. ****Add a new major degree program, Bachelor of Science in Manufacturing Engineering Technology**.
JUSTIFICATIONS:
BS MET - Add a new major degree program, Bachelor of Science (BS) in Manufacturing Engineering Technology. The new proposed major degree program will provide an opportunity for AAS (new proposed name – AS) MET graduates to complete a BS degree in manufacturing engineering technology at Missouri Western State University. Without this BS degree program, our MET graduates who want to further their education have to transfer to another university or to start all over again for another major degree. The proposed program has the support of the administration as no new resources are being requested but a continuation of the current resources such as part-time faculty, and faculty overload, if and when needed.

Construction Engineering Technology AS

16. Change the name of the existing CET 105 Methods and Materials of Construction to Construction Materials and change the college catalog description.
JUSTIFICATIONS:
CET 105 - The title and description of the course are being changed to de-emphasize the "Methods of Construction" component of the course, as this component of the construction curriculum will be addressed in the new proposed course CET 254 Construction Methods and Equipment.

17. Add a new course CET 254 Construction Methods and Equipment (4) Sp.
JUSTIFICATIONS:
CET 254 - It is a new course and replaces a part of the old CET 105 Methods and Materials of Construction. The old CET 105 will strictly address Materials only, and the new proposed CET 254 will address Construction Methods and Equipment. The two courses will increase breadth and depth.

18. Change the course name and number of the existing CET 354 Construction Contracts and Estimating (3) F to CET 454 Construction Estimating (4) F. Add a laboratory component to the existing course. Change the catalog description.
JUSTIFICATIONS:
CET 354 - The name of the course is being changed to Construction Estimating. Contracts portion of the course will be dropped from the existing CET 354 title, and will be taught in CET 360 Construction Management. A lab component in the course is being added to enhance both the manual and computer-based estimating student skills in construction estimating. This improvement is a part of our Continuous Improvement Plan, and is based on recommendations of our Industrial Advisory Board.

18A. Change the pre-requisite of CET 360 Construction Management from CET 354 Construction Contracts and Estimating to CET 254 Construction Methods and Equipment
JUSTIFICATIONS: CET 360 Background knowledge of construction methods and equipment is more relevant to understanding of fundamentals of construction management.

18B. Drop MAT 147 Applied Calculus as a prerequisite for CET 260 Mechanics of Materials.
JUSTIFICATIONS: CET 260 Mechanics of Materials is college algebra and trigonometry based.

19. **Drop EGT 102 Introduction to Engineering Technology (3) F, Sp as a required major course. Drop CET 250 Introduction to Statics, Strength of Materials and Structures (4) Sp as a major requirement. Add EGT 260 Statics as a major requirement. Add CET 260 Mechanics of Materials (4) Sp as a major requirement. Drop MAT 127 Applied Mathematics for Engineering Technology (3) Sp as a major requirement. Drop LAT 230 Real Property Law (3) Sp as a major requirement.**
JUSTIFICATIONS:
EGT 102 - The course is being dropped from the AS and BS construction requirements because the current content of the course has a built-in component of computer programming in BASIC language. As per

ABET accreditation requirements, computer programming is no longer required in a construction curriculum although computer applications are required.

CET 250 - Introduction to Statics, Strength of Materials and Structures course is being replaced by two existing EGT 260 Statics, and CET 260 Mechanics of Materials to build enrollments in EGT 260 and CET 260, and to increase the student understanding of structures by providing greater depth.

MAT 127 - Applied Mathematics of Engineering Technology is being dropped as a major requirement for AS degree construction students because all the major courses in the AS construction program are algebra and trigonometry-based.

LAT 230 - Real Property Law is being dropped as a major requirement for AS degree construction students because of the shift in the emphasis in the construction degree toward hard-core construction training in construction methods and construction estimating.

Construction Engineering Technology BS

20. Drop PHY 110 College Physics I (4) F, Sp as a prerequisite for EGT 260 Statics (3) F.
    JUSTIFICATIONS:
    EGT 260 :
    PHY 110, College Physics I has many repeating contents with EGT 260 Statics.

21. **DROPPED** ~~Add a new course CET 254 Construction Methods and Equipment (4) Sp.~~
    ~~JUSTIFICATIONS:~~
    ~~CET 254 - It is a new course and replaces a part of the old CET 105 Methods and Materials of Construction. The old CET 105 will strictly address Materials only, and the new proposed CET 254 will address Construction Methods and Equipment. The two courses will increase breadth and depth.~~

22. **DROPPED** ~~Change the course name and number of the existing of the existing CET 354 Construction Contracts and Estimating (3) F to CET 454 Construction Estimating (4) F. Add a laboratory component to the existing course. Change the catalog description.~~
    ~~JUSTIFICATIONS:~~
    ~~CET 354 - The name of the course is being changed to Construction Estimating. Contracts portion of the course will be dropped from the existing CET 354 title, and will be taught in CET 360 Construction Management. A lab component in the course is being added to enhance both the manual and computer-based estimating student skills in construction estimating. This improvement is a part of our Continuous Improvement Plan, and is based on recommendations of our Industrial Advisory Board.~~

23. Change the name of the existing CET 308 Structural Analysis to Analysis of Structures and change the catalog description.
    JUSTIFICATIONS:
    CET 308 - The title of the course is being changed to reflect the importance of developing broader student skills in the understanding of structures, by naming the course Analysis of Structures, and adding curricular elements, such as Load Path Analysis, Load Tracing, and Code Provisions. The old Structural Analysis course will be taught in the light of the above-noted concepts.

24. Change the name of the existing CET 408 Reinforced Concrete Design to Design of Concrete and Masonry Structures, and change the catalog description.
    JUSTIFICATIONS:
    CET 408 - The new title of the course more accurately reflects the content of the course that is being currently taught in the curriculum. The addition of the word 'Masonry' in the course title accurately addresses the importance of masonry structures in engineering design and construction.

25. Change the name of the existing CET 485 Topics in Heavy Construction to Special Topics in Construction.
    JUSTIFICATIONS:
    CET 485 - The name of the course is being changed to Special Topics in Construction to include current

and special topics in construction, and to raise the bar of knowledge-base of construction students.

26. **Drop EGT 102 Introduction to Engineering Technology (3) F, Sp as a required major course**
JUSTIFICATIONS:
EGT 102 - The course is being dropped from the AS and BS construction requirements because the current content of the course has a built-in component of computer programming in BASIC language. As per ABET accreditation requirements, computer programming is no longer required in a construction curriculum although computer applications are required.

Electronics Engineering Technology AS

27. **Drop MAT 127 Applied Mathematics for Engineering Technology (3) Sp as a degree requirement. Add EET 422 Electrical Power Technology (4) Sp to the degree requirement. Increase the elective hours from 1 credit to 1-4.**
JUSTIFICATIONS:
MAT 127 - Applied Mathematics for Engineering Technology is being dropped as a major requirement for AS degree electronics students because all of the major courses in the AS electronics program are algebra and trigonometry-based.

EET 422 - Electrical Power Technology is being added to AS Electronics, BS Electronics, and BS Electronics/Computer ET degree programs. This course has been recommended as a bread-and-butter course by our former graduates, and by our Industrial Advisory Board members. For EET BS degree programs majors, it was previously a technical elective, but now will become a required course.

Program Change in Elective Hours for the AS Electronics: This is to allow students to take EGT 490 Engineering Technology Internship from 1 Cr to 4 Cr if they so choose. It is strictly up to the students. If the students do not wish to take Internship as an elective, they can choose any other 1-hour elective.

Electronics Engineering Technology BS

28. Change the name of the course EET 372 PLC Control Systems I to Programmable Logic Controllers.
JUSTIFICATIONS:
EET 372 - The name of the course is being changed from PLC Control Systems I to Programmable Logic Controllers to reflect the state of the art.

29. Change the name of the course EET 412 Operational Amplifiers to Operational Amplifiers and Linear Integrated Circuits.
JUSTIFICATIONS:
EET 412 – The name of the course is being changed from Operational Amplifiers to Operational Amplifiers and Linear Integrated Circuits to reflect the state of the art.

30. Change the course name and number of the existing EET 376 Automatic Control Systems I to EET 452 Automation and Process Control Technology. Add a laboratory component to the existing course and increase the credit hours from 3 to 4.
JUSTIFICATIONS:
The new proposed name, Automation and Process Control Technology, reflects the state of the art of controls engineering; the higher number, EET 452, reflects the higher level content, and addition of the lab component is required to give the students the required hands-on experimental experiences in the lab.

31. **Add an existing course EET 422 Electrical Power Technology (4) Sp to BS degree requirements. Drop the requirement for an additional Technical Elective Requirement.**
JUSTIFICATIONS:
EET 422 – Electrical Power Technology is being added to AS Electronics, BS Electronics, and BS Electronics/Computer ET degree programs. This course has been recommended as a bread-and-butter

course by our former graduates, and by our Industrial Advisory Board members. For EET BS degree programs majors, it was previously a technical elective, but now will become a required course.

Electronics and Computer Engineering Technology AS

32. Change the name of the existing EET 362 Computer Hardware Repair to ECT 362 Computer Hardware Repair.
JUSTIFICATIONS:
EET 362 – The three-letter registration code of the course EET 362 Computer Hardware Repair is being changed to ECT 362 to give the Electronics and Computer Engineering Technology program its own identity.

33. **Drop CSC 174 Introduction to Unix (1) DD as a major requirement. Add EGT 205 Computer-Aided Drafting I (3) F, Sp as a major requirement.**
JUSTIFICATIONS:
CSC 174 – Introduction to Unix, a 1-hour course, is not considered necessary anymore in the overall philosophy and objectives of the Electronics/Computer ET programs; therefore is being dropped from both the AS and BS requirements of the Electronics/Computer ET programs.
EGT 205 – Computer-Aided Drafting I is being added to both the AS and BS degree Electronics and Computer Engineering Technology programs as it is a required skill in graduates of all the engineering-related disciplines. This course has been recommended as a bread-and-butter course by our former graduates, and by our Industrial Advisory Board members.

Electronics and Computer Engineering Technology BS

34. Change the name of the existing EET 432 Computer Hardware Troubleshooting to ECT 432 Computer Hardware Troubleshooting.
JUSTIFICATIONS:
EET 432 – The three-letter registration code of the course EET 342 Computer Hardware Troubleshooting is being changed to ECT 432 to give the Electronics and Computer Engineering Technology program its own identity.

Electronics and Computer Engineering Technology BS

35. **Drop CSC 174 Introduction to Unix (1) DD as a major requirement. Add EGT 205 Computer-Aided Drafting I (3) F, Sp as a major requirement. Change the course name and number of the existing EET 376 Automatic Control Systems I to EET 452 Automation and Process Control Technology. Add a laboratory component to the existing course and increase the credit hours from 3 to 4. Add EET 422 Electrical Power Technology (4) Sp as a degree requirement. Drop 6 hours of electives to accommodate these changes.**
JUSTIFICATIONS:
CSC 174 – Introduction to Unix, a 1-hour course, is not considered necessary anymore in the overall philosophy and objectives of the Electronics/Computer ET programs; therefore is being dropped from both the AS and BS requirements of the Electronics/Computer ET programs.

EGT 205 – Computer-Aided Drafting I is being added to both the AS and BS degree Electronics and Computer Engineering Technology programs as it is a required skill in graduates of all the engineering-related disciplines. This course has been recommended as a bread-and-butter course by our former graduates, and by our Industrial Advisory Board members.

EET 376 - The new proposed name, Automation and Process Control Technology, reflects the state of the art of controls engineering; the higher number, EET 452, reflects the higher level content, and addition of the lab component is required to give the students the required hands-on experimental experiences in the lab.

EET 422 - Electrical Power Technology is being added to AS Electronics, BS Electronics, and BS Electronics/Computer ET degree programs. This course has been recommended as a bread-and-butter course by our former graduates, and by our Industrial Advisory Board members. For EET BS degree programs majors, it was previously a technical elective, but now will become a required course.

Program Change in Elective hours for the BS Electronics and Computer Engineering Technology: Six (6) hours of electives are being diverted toward EGT 205 and EET 422 to build employable skills of our graduates in Computer-Aided Drafting and Electrical Power Technology. These areas have been pointed as weaknesses by our former graduates and Industrial Advisory Board members; hence addition of EGT 205 and EET 422 will make our program stronger, and our graduates more employable.

Minor: Construction Management

36. **Drop EGT 202 Surveying I (3 Cr) as a minor requirement. Add CET 254 Construction Methods and Equipment (4 Cr) Sp, as a minor requirement. Drop MAT 119 Trigonometry (2 Cr) F, Sp, as a minor requirement. Add EGT 490 Engineering Technology Internship (2) F, Sp, Su, as a minor requirement.**
    JUSTIFICATIONS:
    These changes are a result of the proposed revisions in the AS and BS degree requirements in construction engineering technology.

Minor: Computer Technology

37. **Drop EET 402 Microcomputer Systems (4) F, as a minor requirement. Add ECT 362 Computer Hardware Repair (3) Sp, as a minor requirement.**
    JUSTIFICATIONS:
    This change is necessary to give students additional hands-on laboratory experiences in computer hardware engineering technology applications.

Health, Physical Education, and Recreation

Item 1:   New course PED 180 Pilates

JUSTIFICATIONS: New course needed with the dropping of courses last that were not offered nor popular to the student population. This course is more fitness concentrated.

Item 2**:**   RSM 365 Introduction to Special Populations (3) Sp. Offer on demand (DD).

JUSTIFICATIONS: The course is not a part of any program and should only be offered on demand.

Item 3:   RSM 330 Recreation: Field Experience II add prerequisites: Completed major – minor declaration in Recreation Sport Management program.

JUSTIFICATIONS: The HPER department is implementing requirements for acceptance into the RSM program.

Item 4:   RSM 420 Seminar in Recreation add prerequisites: Completed major – minor declaration in Recreation Sport Management program.

JUSTIFICATIONS: The HPER department is implementing requirements for acceptance into the RSM program.

Item 5:   RSM 480 Practicum in Recreation add to course description this course is for HPER majors only.

JUSTIFICATIONS: The course description is only for HPER majors.

Item 6:   PED 480 Practicum in Physical Education add to course description this course is for HPER majors only.

JUSTIFICATIONS: The course prerequisite is only for HPER majors.

Item 7:   RSM 323 Program Planning in Recreation add prerequisites: ENG 108 with C or better.

JUSTIFICATIONS: The HPER department is implementing requirements of C or better in ENG 108 due to writing assignments in class.

Item 8:   RSM 343 Promotion of Sport and Recreation Agencies add prerequisite: ENG 108 with C or better.

JUSTIFICATIONS: The HPER department is implementing requirements of C or better in ENG 108 due to writing assignments in class.

Item 9:   RSM 360 Commercial Recreation add prerequisite: ENG 108 with C or better.

JUSTIFICATIONS: The HPER department is implementing requirements of C or better in ENG 108 due to writing assignments in class.

Item 10: RSM 424 Organization and Administration of Leisure Agencies add prerequisites: Completed major – minor declaration in Recreation Sport Management program, RSM 325 and semester offering adding F.

JUSTIFICATIONS: The HPER department is implementing requirements for acceptance into the RSM programs and the requirement of RSM 325 course content is needed to successfully complete the course.

Item 11: RSM 325 Recreation Law for the Practitioner - add prerequisites: ENG 108 with C or better

JUSTIFICATIONS: Requirements of C or better in ENG 108 due to writing assignments in class.

Item 12: RSM 430 Recreation: Field Experience III add prerequisite: Completed major – minor declaration in Recreation Sport Management program.

JUSTIFICATIONS: The HPER department is implementing requirements for acceptance into the RSM program.

Item 13: Change courses in the Minor Recreation Sport Management.

JUSTIFICATIONS: Changes reflect a better professional preparation program.

Item 14: Change entrance requirements for the Recreation Sport Management major – students must have composite ACT 18, 2.2 GPA after 60 hours of course work and completed courses in Category One of General Studies with a C or better – prerequisite requirements on certain courses in the major.

JUSTIFICATIONS: The HPER department has a growing concern that the students are not prepared for the upper division major courses and are not adequately prepared for the profession of Recreation Sport Management.

Appendix B

Report Addressing Charge from Faculty Senate to Curriculum Committee, Fall 2005

Compiled by the Subcommittee on Charges (Hiley, Donaher, Adkins, Daggett, Lee, Staggs)

In light of current efforts on campus to develop graduate courses and programs, we believe that Faculty Senate should ensure maintaining its role in curriculum development for graduate as well as undergraduate curriculum. Currently the bylaws of the Faculty Senate state that the Curriculum Committee as it exists has the purpose of providing for "…faculty participation in the continuous development and review of the **total** curriculum of the University." We interpret this statement to include graduate and undergraduate curriculum. For several reasons outlined below, we recommend that the Faculty Senate divide the duties of the Curriculum Committee into two separate committees, which shall be referred to in this document as the "Undergraduate Curriculum Committee (UCC)" and the "Graduate Curriculum Committee (GCC)". We urge Faculty Senate to consider the following points:

- While it is true that the current definition and purpose of the Curriculum Committee could be interpreted to include graduate curriculum review, the committee workload is already very large, requiring three or more hours per week for fall semester from all members. Additional workload would require that the committee meet in the spring semester as well. The committee believes that this kind of workload would justify reassigned time for members, so that they could also fulfill other duties such as professional development.
- Both committees should be composed with adequate faculty representation from both the College of Professional Studies and the College of Liberal Arts and Sciences.
- Due to the nature of graduate programs, it may be appropriate to have a different development cycle for graduate curriculum. For example, General Studies Committee meets once every 3 years. It may be appropriate for the Graduate Curriculum Committee to meet less often than every year.
- Currently, changes to the college catalog are facilitated via the review process of the Curriculum Committee. It can be surmised that under the current system, graduate courses and programs would also "filtered" through the Undergraduate Curriculum Committee for catalog maintenance. To minimize duplicate effort and to prevent a very complicated process, we recommend that the college establish a separate Graduate Catalog. Having separate committees and catalogs would allow independent development cycles for graduate and undergraduate curricula.
- We propose that the Undergraduate Curriculum Committee keep the current review process. We propose that the Graduate Curriculum Committee keep a similar process. That process should include the following approvals: GCC, Informational Report to Faculty Senate and GAC, President Office.
- We are not proposing criteria for review of graduate programs, nor any structure of forms or internal committee procedure for the GCC. We believe that can be developed within the GCC once it is established.

The following pages show proposed wording for new bylaws of the Faculty Senate to rename the current "Curriculum Committee" as the "Undergraduate Curriculum Committee." The Undergraduate Curriculum Committee description (purpose, membership, duties) have been modified from the current description. (We have not made suggestions for construction of bylaws to create a "Graduate Curriculum Committee.")

From p. 255 in MWSU Policy Guide, 2005-2006 (**Bold** reflects changes.)

2.   **Undergraduate** Curriculum Committee

Purpose: This committee provides for faculty participation in the continuous development and review of the total **undergraduate** curriculum of the University. It shall review all proposals and recommendations affecting curricula excluding the structure of the General Studies Program, regardless of the nature and origin of such proposals.

Membership:

a. This committee is composed of five faculty members from each **college** plus four members chosen from the faculty at large. The term for this committee is three years. (May 1994)
b. The Vice President for Academic and Student Affairs shall be an ex-officio (non-voting) member of the **Undergraduate** Curriculum Committee.
c. No Departmental Chairperson shall be appointed to the **Undergraduate** Curriculum Committee. (March 1997)

Duties:

a. Consider Proposals for major changes in the **undergraduate** curriculum (excluding changes in General Studies curriculum structure and/or philosophy) and for continuous development of the quality of the **undergraduate** curricula in the various schools and departments.
b. Review proposals regarding **undergraduate** curriculum, other than those treating General Studies curriculum structure or philosophy, and make recommendations to GAC. Included within the report will be the rationale and justification for the committee's recommendation.
c. Request and hold a conference with the originators of a proposal before making any **recommendations. Such** conference is required for all proposals (excluding General Studies proposals) involving addition or deletion of courses and/or programs.
d. Forward informational reports to the Senate regarding all proposals affecting curriculum prior to submitting their recommendation to GAC. (June 1986 Faculty Senate)
e. Maintain a central file documenting all transactions involving **undergraduate** programs.

__Note:__ Further changes within the Curriculum Development section of the Policy Guide to reflect the above recommendations have been compiled in a separate document.

From the Curriculum Committee Chair: Statement Regarding Service and Load

Recently certain changes at MWSU make it appropriate to revisit the issue of faculty load assignments for service on institutional and Faculty Senate committees. In our new "up-or-out" tenure system, faculty now have to make difficult choices as to where their time is best spent for their advancement and job retention. Professional development and scholarly activities have now become more important in one's early career, if for no other reason, because of the timing involved. In order to publish new work in a timely manner before the required tenure review, a faculty member must have the time to accomplish the professional work. Faculty no longer have the luxury of "putting off" finishing a project or writing a paper for a semester or year.

After serving on Curriculum Committee for six of the last seven years, (3 times as secretary, this year as chair), I can offer the following points regarding its membership and workload to illustrate the changing picture. I am sure there are other committees on campus that could offer similar data and observations.

- This year the Curriculum Committee reviewed 14 proposals packets, most of which were short (10 items or less.) That makes the workload the committee performed light to average compared to the last 6 years. Keeping that in mind, this is the typical time commitment for members of the committee this year:

Regular Monday meeting	1 to 2 hours
Meeting with subcommittee and department chairs	1 to 2 hours
Reading proposal packets	0.5 to 1 hour
Preparing presentations for 1st and 2nd readings	0.5 to 1 hour

  Even with minimal duty, each member of the committee can expect to spend 3 hours per week dedicated to Curriculum Committee.   Subcommittee chairs and officers often spend more time. **If load were assigned by the time commitment, as is done with course work, and if the load is assigned as "lab hours" are for 2/3 credit, then each member of the Curriculum Committee could justifiably be given 2 FTE reassigned time for their committee work.**

- Traditionally, the Curriculum Committee has had many non-tenured members, presumably due to the service requirement in our evaluation system. (This year, the secretary and all subcommittee chairs of the committee are non-tenured.) This may change in the future.

- Curriculum Committee is often called into session in the spring semester to consider out of sequence proposals. This may cause undo hardship on members that are concentrating on other duties during that semester.

While in the past this issue has been somewhat difficult to reach consensus on, as a faculty member, I ask that Faculty Senate give this issue serious review in the near future.

Faculty Senate *ad hoc* Graduate Studies Committee Recommendations

The Graduate Studies Committee makes the following recommendations to the Faculty Senate:

Recommendation 1- Faculty Senate establish an *ad hoc* Graduate Curriculum Committee by February 3rd, 2006 with the following charges:
  c) Review all graduate courses or programs submitted to the Graduate Studies Committee and make recommendations to the Provost about graduate-level courses and/or programs that should be established at Western.
  d) Determine the necessary forms, process, and deadlines for future submission of graduate courses or programs. It is recommended this Graduate Curriculum Committee, reporting to Faculty Senate no later than the last Senate meeting in April, 2006. However, establishment of forms, process, and deadlines may be an on-going process throughout the Summer 2006 and should be established by September 2006.

Recommendation 2- The Graduate Curriculum Committee have the following membership:
  d) Three (3) members from the current ad hoc Graduate Studies Committee, Cindy Heider, Len Archer, Kathleen Andrews
  e) Six (6) additional faculty as appointed by the Senate. These six additional faculty be identified by Senate sending a "request for nominations" to department Chairs who will nominate one or more faculty members from their respective department. Senate will make the final decision on committee assignment from the nominated individuals.
  f) The Deans of LAS and PS are asked to serve in an informational and advisory capacity. The Deans will not be voting members.

Recommendation 3- The Graduate Curriculum Committee be functional until such time as a Graduate Council is established, presumably January 2007. The establishment of this Graduate Council and its responsibilities is currently being worked out by the Graduate Studies Committee and will be part of a later recommendation to the Senate.

Recommendation 4- Senate take action to change the name, in the policy guide and any other campus documentation, of the Faculty Senate Curriculum Committee which currently functions in oversight of undergraduate curriculum to "Undergraduate Curriculum Committee".

Submitted by: Jason C. Baker, Ph.D. (Co-Chair)
January 19th, 2006