University Senate Report

Undergraduate Curriculum Committee
12/08/2016

From: Liz Sturgeon, UCC Chair

Potter College of Arts & Letters

Type of Item	Description of Item & Contact Information
Information	**Proposal to Revise Course Title** Item: CRIM 448 - Comparative Criminology
Information	**Proposal to Revise Course Prerequisites** Item: HUM 240 - Geometry in Art and Architecture

College of Education and Behavioral Science

Type of Item	Description of Item & Contact Information
Information	**Proposal to Revise Course Prerequisites/Corequisites** Item: SPED 331, Early Childhood Education for Children with Disabilities
Information	**Proposal to Revise Course Prerequisites/Corequisites** Item: LTCY 310, Early Reading, Language and Literacy
Information	**Proposal to Revise Course Prerequisites/Corequisites** Item: IECE 321, Family Supports and Services
Information	**Proposal to Revise Course Prerequisites/Corequisites** Item: IECE 322, Planning Curriculum and Instruction for Diverse Learners
Information	**Proposal to Revise Course Prerequisites/Corequisites** Item: IECE 323, Positive Behavioral Supports with Young Children
Information	**Proposal to Revise Course Prerequisites/Corequisites** Item: IECE 325, Partnerships with Families
Information	**Proposal to Revise Course Prerequisites/Corequisites** Item: IECE 326, Integrating Mathematics and Science Across the Early Childhood Curriculum
Information	**Proposal to Revise Course Prerequisites/Corequisites** Item: IECE 421, Advanced Curriculum and Instruction for Infants and Toddlers
Information	**Proposal to Revise Course Prerequisites/Corequisites** Item: IECE 422, Advanced Curriculum and Instruction for Young Children

Information	**Proposal to Revise Course Prerequisites** Item: IECE 423, Interdisciplinary Services for Young Children with Low Incidence Disabilities
Information	**Proposal to Revise Course Prerequisites/Corequisites** Item: IECE 489, Practicum Seminar in Interdisciplinary Early Childhood Education
Information	**Proposal to Revise Course Prerequisites/Corequisites** Item: IECE 490, Student Teaching Practicum (Infant and Toddler or Kindergarten), student Teaching Practicum (Preschool)
Information	**Proposal to Revise Course Prerequisites/Corequisites** Item: IECE 491, Practicum in Interdisciplinary Early Childhood Education
Consent	**Proposal to Create a New Course** Item: IECE 320, Introduction to Early Childhood Assessment

Ogden College of Science and Engineering

Type of item	Description of Item & Contact Information
Information	**Proposal to Revise Course Prerequisites** MATH 240, Geometry in Art and Architecture, 3 hrs.
Consent	**Proposal to Create a New Course** AMS 368 M1, Problem Solving Module One, 1 hr.
Consent	**Proposal to Create a New Course** AMS 368 M2, Problem Solving Module Two, 1 hr.
Consent	**Proposal to Create a New Course** AMS 368 M3, Problem Solving Module Three, 1 hr.
Consent	**Proposal to Revise Course Credit Hours** CS 175, University Experience, 2 hrs.

College of Health & Human Services

Type of Item	Description in Item and Contact Information
Information	**Revise Course Prerequisites** FACS 399 Implications of Research in FCS
Information	**Revise Course Prerequisites** FACS 496 Challenging Behaviors in Young Children
Consent	**Revise a Minor Program** 336 Minor in Child Studies
Consent	**Revise a Minor Program** 338 Minor in Family Studies

University College

Type of Action	Description of Item and Contact Information
Consent	**Proposal to Revise Course Credit Hours** Item: IDST 250
Consent	**Proposal to Create a New Course** Item: SUS 110
Consent	**Proposal to Revise a Program** Item: Major in Diversity & Community Studies

Steering Subcommittee, Proposal to Create a New Course, proposal update.

Potter College of Arts & Letters
Sociology Department
Proposal to Revise Course Title
Contact Person: Pavel Vasiliev, pavel.vasiliev@wku.edu, 745-3759

1.   **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: CRIM 448
   1.2   Course title: Comparative Criminology
   1.3   Credit Hours: 3

2.   **Proposed course title:** International Justice and Crime

3.   **Proposed abbreviated course title:** International Justice & Crime

4.   **Rationale for the revision of course title:** The original course title - Comparative Criminology - was chosen by faculty because it was succinct while allowing faculty to include a wide array of material pertaining to the etiology of crime, conceptions of justice, and variations in social control across different societies. The change to the current title is more intuitively understandable and appealing to students and more clearly relays that the course compares systems of crime and justice across societies.

5.   **Proposed term for implementation: Fall of 2017**

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

Sociology Department	**September 10, 2016**
Potter College Curriculum Committee	**3 Nov. 2016**
Professional Education Council (if applicable)	**N/A**
General Education Committee (if applicable)	**N/A**
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

Potter College of Arts & Letters
Office of the Dean
Proposal to Revise Course Prerequisites

Contact Person: Andrew McMichael, andrew.mcmichael@wku.edu, 5.6538

1. **Identification of course:**
   1.1   Course prefix (subject area) and number: HUM 240
          (This course is equivalent to MATH 240)
   1.2   Course title: Geometry in Art and Architecture

2. **Current prerequisites:** Any Colonnade MATH course with a B or better or a MATH ACT of at least 24 or an MPE of 20; 21 hours of Foundations and Explorations courses, or junior status.

3. **Proposed prerequisites:** Any Colonnade Foundations MATH course with a B or better; 21 hours of Foundations and Explorations courses, or junior status.

4. **Rationale for the revision of prerequisites:** Colonnade courses must be open to ALL students, and any prerequisites for Connections courses must fall within the Colonnade Plan. An MPE score (which has an expiration date) may preclude some students from taking the course. Additionally, any future Connections courses with a MATH prefix should not serve as a prerequisite for MATH 240.

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

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

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

Potter College Dean's Office	**20 Oct 2016**
Potter College Curriculum Committee	**3 Nov. 2016**
Professional Education Council (if applicable)	**N/A**
General Education Committee (if applicable)	**N/A**
University Curriculum Committee	**12/06/2016**
University Senate	

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites

Contact Person: Gail Kirby, gail.kirby@wku.edu; 270-745-3746

1. **Identification of course:**
   1.1. Course prefix (subject area) and number: SPED 331
   1.2. Course title: Early Childhood Education for Children with Disabilities

2. **Current prerequisites/corequisites/special requirements:**
   2.1. *Prerequisites*: SPED 330, LTCY 320 Foundations of Teaching Literacy in The Elementary Grades
   2.2. *Corequisites*: SPED 333 Transition: School to Adult Life, SPED 432 Applied Behavior Analysis

3. **Proposed prerequisites/corequisites/special requirements:**
   3.1. *Prerequisites*: FACS 191 Child Development, FACS 192 Working with Young Children and Families; or instructor permission
   3.2. *Corequisites*: SPED 330; or instructor permission

4. **Rationale for the revision of prerequisites/corequisites/special requirements:**
   To accommodate the proposed program revisions and adjustment in course sequence, a change in both prerequisites and corequisites is requested.

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

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

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

Department/Unit: School of Teacher Education	October 14, 2016
College Curriculum Committee	November 1, 2016
Professional Education Council (if applicable)	November 9, 2016
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

[College of Education and Behavioral Sciences](#)
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites

Contact Person: Nancy Hulan, nancy.hulan@wku.edu, 270-745-4324

1. **Identification of course:**
   1.1. Course prefix (subject area) and number: LTCY 310
   1.2. Course title: Early Reading, Language, and Literacy

2. **Current prerequisites/corequisites/special requirements:**
   2.1. *Prerequisites*: IECE 321 Family Supports and Services, IECE 322 Planning Curriculum and Instruction for Diverse Learners, IECE 323 Positive Behavior Supports with Young Children; or instructor permission
   2.2. *Corequisites*: SPED 422 Collaboration and Inclusion in School and Community Settings, IECE 325 Partnerships with Families, IECE 326 Integrating Mathematics and Science Across the Early Childhood Curriculum, IECE 493; or instructor permission

3. **Proposed prerequisites/corequisites/special requirements:**
   3.1. *Prerequisites*: SPED 331 Early Childhood Education for Children with Disabilities; or instructor permission
   3.2. *Corequisites*: none

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

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

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

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

Department/ Unit: School of Teacher Education	October 14, 2016
College Curriculum Committee	November 1, 2016
Professional Education Council	November 9, 2016
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

<u>College of Education and Behavioral Sciences</u>
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites

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

1. **Identification of course:**
   1.1. Course prefix (subject area) and number: IECE 321
   1.2. Course title: Family Supports and Services

2. **Current prerequisites/corequisites/special requirements:**
   2.1. *Prerequisites:* SPED 330 Introduction to Exceptional Education: Diversity in Learning and FACS 192 Working with Young Children and Families
   2.2. *Corequisites:* CD Speech and Language Development, IECE 322 Planning Curriculum and Instruction for Diverse Learners, and IECE 323 Positive Behavior Supports with Young Children; or instructor permission

3. **Proposed prerequisites/corequisites/special requirements:**
   3.1. *Prerequisites:* SPED 331 Early Childhood Education for Children with Disabilities; or instructor permission
   3.2. *Corequisites:* none

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

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

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

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

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College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites

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

1. **Identification of course:**
   1.1   Course prefix (subject area) and number: IECE 322
   1.2   Course title: Planning Curriculum and Instruction for Diverse Learners

2. **Current prerequisites/corequisites/special requirements:**
   2.1. *Prerequisites:* FACS 295 Curriculum Development for Infants and Toddlers and FACS 296 Curriculum Development for Preschoolers and Kindergarten Children
   2.2. *Corequisites:* CD 481 Speech and Language Development, IECE 321 Family Supports and Services, and IECE 323 Positive Behavior Supports with Young Children; or instructor permission

3. **Proposed prerequisites/corequisites/special requirements:**
   3.1. *Prerequisites:* SPED 331 Early Childhood Education for Children with Disabilities; or instructor permission
   3.2. *Corequisites:* none

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

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

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

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

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College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites

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

1. **Identification of course:**
    1.1. Course prefix (subject area) and number: IECE 323
    1.2. Course title: Positive Behavioral Supports with Young Children

2. **Current prerequisites/corequisites/special requirements:**
    2.1. *Prerequisites*: FACS 295 Curriculum Development for Infants and Toddlers and FACS 296 Curriculum Development for Preschoolers and Kindergarten Children
    2.2. *Corequisites*: CD 481 Speech and Language Development, IECE 321 Family Supports and Services, IECE 322 Planning Curriculum and Instruction for Diverse Learners; or instructor permission

3. **Proposed prerequisites/corequisites/special requirements:**
    3.1. *Prerequisites*: IECE 321 Family Supports and Services; or instructor permission
    3.2. *Corequisites*: none

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** Removing current prerequisites and corequisites and adding IECE 321 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

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

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

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

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[College of Education and Behavioral Sciences](#)
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites

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

1. **Identification of course:**
   1.1. Course prefix (subject area) and number: IECE 325
   1.2. Course title: Partnerships with Families

2. **Current prerequisites/corequisites/special requirements:**
   2.1. *Prerequisites:* CD 481 Speech and Language Development, IECE 321 Family Supports and Services, IECE 322 Planning Curriculum and Instruction for Diverse Learners, IECE 323 Positive Behavior Supports with Young Children; or instructor permission
   2.2. *Corequisites:* IECE 324 Advanced Assessment of Young Children; IECE 326 Integrating Mathematics and Science Across the Early Childhood Curriculum; SPED 422 Collaboration and Inclusion in School and Community Settings; and LTCY 310 Early Reading, Language, and Literacy; or instructor permission

3. **Proposed prerequisites/corequisites/special requirements:**
   3.1. Prerequisites: SPED 331 Early Childhood Education for Children with Disabilities; or instructor permission
   3.2. Corequisites: none

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

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

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

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

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College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites

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

1. **Identification of course:**
   1.1. Course prefix (subject area) and number: IECE 326
   1.2. Course title: Integrating Mathematics and Science Across the Early Childhood Curriculum

2. **Current prerequisites/corequisites/special requirements:**
   2.1. *Prerequisites*: CD 481 Speech and Language Development, IECE 321 Family Supports and Services, IECE 322 Planning Curriculum and Instruction for Diverse Learners, IECE 323 Positive Behavior Supports with Young Children; or instructor permission
   2.2. *Corequisites*: IECE 324 Advanced Assessment of Young Children; IECE 325 Partnerships with Families; SPED 422 Collaboration and Inclusion in School and Community Settings; and LTCY 310 Early Reading, Language, and Literacy; or instructor permission

3. **Proposed prerequisites/corequisites/special requirements:**
   3.1. *Prerequisites*: SPED 331 Early Childhood Education for Children with Disabilities; or instructor permission
   3.2. *Corequisites*: none

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

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

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

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

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Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

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

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

1. **Identification of course:**
    1.1. Course prefix (subject area) and number: IECE 421
    1.2. Course title: Advanced Curriculum and Instruction for Infants and Toddlers

2. **Current prerequisites/corequisites/special requirements:**
    2.1. *Prerequisites*: IECE 324 Advanced Assessment of Young Children, IECE 325 Partnerships with Families, IECE 326 Integrating Mathematics and Science Across the Early Childhood Curriculum, SPED 422 Collaboration and Inclusion in School and Community Settings; or instructor permission
    2.2. *Corequisites*: IECE 422 Advanced Curriculum and Instruction for Young Children, SPED 422 Collaboration and Inclusion in School and Community Settings, SPED 419 Assistive Technology, SPED 432 Applied Behavior Analysis; or instructor permission

3. **Proposed prerequisites/corequisites/special requirements:**
    3.1. *Prerequisites*: FACS 295 Curriculum Development for Infants and Toddlers; or instructor permission
    3.2. *Corequisites*: none

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** Removing current prerequisites and corequisites and adding just FACS 295 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

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

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

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

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College Curriculum Committee	November 1, 2016
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College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites

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

1. **Identification of course:**
   1.1. Course prefix (subject area) and number: IECE 422
   1.2. Course title: Advanced Curriculum and Instruction for Young Children

2. **Current prerequisites/corequisites/special requirements:**
   2.1. *Prerequisites*: IECE 324 Advanced Assessment of Young Children, IECE 325 Partnerships with Families, IECE 326 Integrating Mathematics and Science Across the Early Childhood Curriculum, SPED 422 Collaboration and Inclusion in School and Community Settings; or instructor permission
   2.2. *Corequisites*: IECE 421 Advanced Curriculum and Instruction for Infants and Toddlers, SPED 419 Assistive Technology, SPED 432 Applied Behavior Analysis; or instructor permission

3. **Proposed prerequisites/corequisites/special requirements:**
   3.1. *Prerequisites*: FACS 296 Curriculum Development for Preschoolers and Kindergarten Children; or instructor permission
   3.2. *Corequisites*: none

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** Removing current prerequisites and corequisites and adding just FACS 296 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

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

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

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

Department/Unit: School of Teacher Education	October 14, 2016
College Curriculum Committee	November 1, 2016
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Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites

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

1. **Identification of course:**
   1.1. Course prefix (subject area) and number: IECE 423
   1.2. Course title: Interdisciplinary Services for Young Children with Low Incidence Disabilities

2. **Current prerequisites/special requirements:**
   2.1. *Prerequisites*: IECE 321 Family Supports and Services, IECE 322 Planning Curriculum and Instruction for Diverse Learners, and IECE 323 Positive Behaviors Supports with Young Children; or instructor permission

3. **Proposed prerequisites/special requirements:**
   3.1. *Prerequisites*: SPED 331 Early Childhood Education for Children with Disabilities; or instructor permission

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** Removing current prerequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

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

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

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

Department/Unit: School of Teacher Education	October 14, 2016
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College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites

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

1. **Identification of course:**
    1.1. Course prefix (subject area) and number: IECE 489
    1.2. Course title: Practicum Seminar in Interdisciplinary Early Childhood Education

2. **Current prerequisites/corequisites/special requirements:**
    2.1. *Prerequisites*: IECE 421 Advanced Curriculum and Instruction for Infants and Toddlers and IECE 422 Advanced Curriculum and Instruction with Young Children with grades of "C" or higher
    2.2. *Corequisites*: IECE 491 Practicum in Interdisciplinary Early Childhood Education

3. **Proposed prerequisites/corequisites/special requirements:**
    3.1. *Prerequisites*: Completion of all coursework within the IECE major; or instructor approval
    3.2. *Corequisites*: IECE 491 Practicum in Interdisciplinary Early Childhood Education

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** This course is taken in the last semester of senior year where students conduct student teaching in non-certified placements. It is required that all coursework within in IECE be completed.

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

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

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

Department/Unit: School of Teacher Education	October 14, 2016
College Curriculum Committee	November 1, 2016
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[College of Education and Behavioral Sciences](#)
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites

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

1. **Identification of course:**
   1.1. Course prefix (subject area) and number: IECE 490
   1.2. Course title: Student Teaching Practicum (Infant and Toddler or Kindergarten), Student Teaching Practicum (Preschool)

2. **Current prerequisites/corequisites/special requirements:**
   2.1. *Prerequisites*: IECE 421 Advanced Curriculum and Instruction for Infants and Toddlers, IECE 422 Advanced Curriculum and Instruction for Young Children with grades of "C" or higher
   2.2. *Corequisites*: IECE 489 Practicum Seminar in Interdisciplinary Early Childhood Education

3. **Proposed prerequisites/corequisites/special requirements:**
   3.1. *Prerequisites*: Admission to student teaching
   3.2. *Corequisites*: IECE 489

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** IECE 490 is the student teaching experience for IECE majors who are seeking teacher certification. Admission to student teaching is required.

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

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

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

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College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites

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

1. **Identification of course:**
    1.1. Course prefix (subject area) and number: IECE 491
    1.2. Course title: Practicum in Interdisciplinary Early Childhood Education

2. **Current prerequisites/corequisites/special requirements:**
    2.1. *Prerequisites:* IECE 421 Advanced Curriculum and Instruction for Infants and Toddlers, IECE 422 Advanced Curriculum and Instruction for Young Children with grades of "C" or higher.
    2.2. *Corequisites*: IECE 489 Practicum Seminar in Interdisciplinary Early Childhood Education

3. **Proposed prerequisites/corequisites/special requirements:**
    3.1. *Prerequisites*: Completion of all coursework within the IECE major; or instructor approval
    3.2. *Corequisites*: IECE 489

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** It is required that students have completed all required coursework within the IECE major before taking this course. Students will complete an 8-week practicum experience that requires 150 clock hours.

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

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

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

Department/Unit: School of Teacher Education	October 14, 2016
College Curriculum Committee	November 1, 2016
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School of Teacher Education
Proposal to Create a New Course

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

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

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

Intervention – Response to Intervention (KSI-RTI); an additional area discussed in the new course.

2.2. **Projected enrollment in the proposed course:** Based on current enrollment, a total of 15 students per academic year is projected.

2.3. **Relationship of the proposed course to courses now offered by the department:** The School of Teacher Education (STE) offers several teacher education courses that address assessment for students from kindergarten through twelfth grade. The Special Education Program offers at least three courses for their majors (e.g., SPED 350 - Assessment in Special Education, SPED 318 - Assessment of Curriculum for Students with Moderate/Severe Disabilities, & SPED 430 - Diagnosis for Instructional Planning: Students with Mild Disabilities). Further, the IECE program offers IECE 324 - Advanced Assessment of Young Children for IECE majors who have completed an introductory course on assessment. The proposed IECE 320 course will address children B-K and will emphasis both typical and atypical development and the role of families while building on foundational content with diagnostic assessment, curriculum and assessment models, curriculum-based assessment, performance monitoring, and program evaluation. The proposed new course will serve as a building block for the current IECE 324 course.

2.4. **Relationship of the proposed course to courses offered in other departments:** The Communication Disorders program offers two courses for their major (e.g., CD 433 - Communication Evaluation in Autism Spectrum Disorders, CD 485 - Introduction to Assessment in Communication Disorders) focusing on language diagnostics and screenings. FACS 294 - Assessment for Young Children, currently taken by IECE undergraduate students, is an introductory assessment course covering children birth through five years of age; however, this course does not place emphasis on the legislative requirements for assessment in First Steps, public school preschool and kindergarten programs (essentially, Part B and Part C under Individuals with Disabilities Education Act). The proposed new course will address components that apply to the most recent state (e.g., KAR 3:410) and national legislation mandates (e.g., Part B & Part C), and policies (e.g., DEC & NAEYC) required in preparation for the IECE students. Lastly, students are required to have 200 field hours and students taking the new course will be expected to have 30 supervised field hours instead of the 12 unsupervised field hours required in the FACS 294 course.

2.5. **Relationship of the proposed course to courses offered in other institutions:** Kentucky universities which have an accredited IECE undergraduate degree program are identified in the chart below. Similar to WKU's program, IECE students are regularly evaluated on their teaching performance using a performance rubric aligned with the KY IECE Teacher Standards, CEC Initial Level Special Educator Preparation Standards, DEC Initial Special Education Early Childhood Specialty Set, and NAEYC Initial

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

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

roposed course:

3.1. **Schedule type:** L

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

    3.2.1.Examine the federal and state regulations related to eligibility, Child Find, and screening for children, birth through kindergarten, with developmental delays, disabilities, and who are at-risk for delays.
- KY IECE Teacher Standards - 4b
- DEC/CEC Initial Preparation Standards - 4.3
- NAEYC Standards for Initial Early Childhood Professional Preparation - 3a
- InTASC - 6

    3.2.2. Demonstrate knowledge of state initiatives related to Child Find and screening (e.g., First Steps, Kentucky System of Intervention, school readiness).
- KY IECE Teacher Standards - 4b
- DEC/CEC Initial Preparation Standards - 4.3
- NAEYC Standards for Initial Early Childhood Professional Preparation - 3d
- InTASC - 6

    3.2.3. Support self-sufficiency of families in assessment by being culturally sensitive and family-centered.
- KY IECE Teacher Standards - 4c

- DEC/CEC Initial Preparation Standards - 4.3
- NAEYC Standards for Initial Early Childhood Professional Preparation - 3d
- InTASC - 6

   3.2.4. Demonstrate knowledge of team roles and models of professionals, paraprofessionals, and family members in planning and conducting Child Find and screening.
- KY IECE Teacher Standards – 4c, 4d
- DEC/CEC Initial Preparation Standards – 4.3
- NAEYC Standards for Initial Early Childhood Professional Preparation - 3d
- InTASC - 6

   3.2.5. Demonstrate an understanding of psychometric properties of norm-referenced screening instruments for young children.
- KY IECE Teacher Standards - 4a, 4e
- DEC/CEC Initial Preparation Standards - 4.2
- NAEYC Standards for Initial Early Childhood Professional Preparation - 3c
- InTASC - 6

   3.2.6. Develop observation techniques for assessing children B-K.
- KY IECE Teacher Standards - 1c, 4b, 4c
- DEC/CEC Initial Preparation Standards - 4.1
- NAEYC Standards for Initial Early Childhood Professional Preparation - 3b, 3c
- InTASC - 6

   3.2.7. Select, administer, score, and interpret screening measures including the use of computer scoring for initial assessment.
- KY IECE Teacher Standards - 4c, 4f
- DEC/CEC Initial Preparation standards - 4.2
- NAEYC Standards for Initial Early Childhood Professional Preparation - 3b
- InTASC - 6

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

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

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

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

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

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

4. **Resources:**
   4.1. Library resources: Library resources are adequate for the needs of this course.
   4.2. Computer resources: Computer resources are adequate for the needs of this course.

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

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

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

School of Teacher Education	October 14, 2016
College of Education Curriculum Committee	November 1, 2016
Professional Education Council	November 9, 2016
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

[Ogden College of Science and Engineering](#)
Department of Mathematics
Proposal to Revise Course Prerequisites

Contact Person: Molly Dunkum, molly.dunkum@wku.edu, 5.6235

1.   Identification of course:
　　　1.1   Course prefix (subject area) and number: MATH 240
　　　　　　(This course is equivalent to HUM 240)
　　　1.2   Course title: Geometry in Art and Architecture

2.   Current prerequisites: Any Colonnade MATH course with a B or better or a MATH ACT of at least 24 or an MPE of 20; 21 hours of Foundations and Explorations courses, or junior status.

3.   Proposed prerequisites: Any Colonnade Foundations MATH course with a B or better; 21 hours of Foundations and Explorations courses, or junior status.

4.   Rationale for the revision of prerequisites: Colonnade courses must be open to ALL students, and any prerequisites for Connections courses must fall within the Colonnade Plan. An MPE score (which has an expiration date) may preclude some students from taking the course. Additionally, any future Connections courses with a MATH prefix should not serve as a prerequisite for MATH 240.

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

6.   Proposed term for implementation: Fall 2017.

7.   Dates of prior committee approvals:

Mathematics Department	10.21.2016
Ogden College Curriculum Committee	**11/3/2016**
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

Ogden College of Science and Engineering
Architectural and Manufacturing Sciences
Proposal to Create a New Course

Contact Person: Dr. Mark Doggett, mark.doggett@wku.edu, (270) 745-6951

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: AMS 368 M1
    1.2   Course title: Problem Solving Module One
    1.3   Abbreviated course title: Prob Solv Mod 1
            (maximum of 30 characters or spaces)
    1.4   Credit hours: 1   Variable credit No
    1.5   Grade type: Standard letter grades.
    1.6   Prerequisites: Junior status
    1.7   Course description: An application oriented introduction to basic research of practical
            industrial problems. Development, information gathering, data collection, and literature
            review on real technological problems.

2. **Rationale:**
    2.1   Reason for developing the proposed course: The AMS department wishes to offer the
            existing AMS 368 within a three modular, competency-based sequence, offered off-load
            through distance learning. This three-module format will make AMS 368 similar to, and
            compatible with, other three-module competency-based courses already existing in the
            department. These modules are to be taken sequentially. Success in all three will be
            equivalent to the existing AMS 368. AMS 368 M1 is the first of the three modules.
    2.2   Projected enrollment in the proposed course: As this course is offered off-load, a
            maximum of 20 students will be allowed.
    2.3   Relationship of the proposed course to courses now offered by the department: Content is
            approximately the same as the first third of AMS 368: Problem Solving.
    2.4   Relationship of the proposed course to courses offered in other departments: There is
            some similarity with undergraduate research methods courses offered in the curriculum;
            however, this course concentrates on the selection and data collection for problems found
            in technological and industrial settings.
    2.5   Relationship of the proposed course to courses offered in other institutions: Most
            universities offer basic research methods and some offer problem solving strategies, but
            few offer it using a competency-based, online format.

3. **Discussion of proposed course:**
    3.1   Schedule type: L
    3.2   Learning Outcomes: Upon completion, a student will be able to:
            - Perform basic research and data collection using library resources
            - Gather scholarly and non-scholarly articles and written resources from a range of
              diverse viewpoints
            - Draft review of literature on the selected problem

3.3 Content outline:
- Introduction to basic research and data collection
    Library resources
    Databases
    Reference librarian
    Preliminary reference list
    Bibliographies
- Gathering scholarly and non-scholarly resources
    Source materials
    Core idea maps
    Tables, charts, and graphs
- Reviews of literature on a selected program
    Prelim topic or problem statement
    Knowledge of current local/regional technological issues
    Annotated bibliography
    Literature map

3.4 Student expectations and requirements: Complete a prescribed series of tasks, assignments, and tests to satisfy the required level of competency with course material. Student must earn a B or better to pass the course.

3.5 Tentative texts and course materials:
Lawrence, L. A., Machi, A., & NcEvoy, B. T. (2012). The literature review: Six steps to success (2nd ed.). Thousand Oaks, CA

4. Resources:

4.1 Library resources: None required.

4.2 Computer resources: Standard PC or Mac with Word and Excel.

5. Budget implications:

5.1 Proposed method of staffing: No additional staff would be required.

5.2 Special equipment needed: None.

5.3 Expendable materials needed: None.

5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

AMS Department	**9/16/16**
OCSE Curriculum Committee	**11/3/2016**
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

[Ogden College of Science and Engineering](#)
Architectural and Manufacturing Sciences
Proposal to Create a New Course

Contact Person: Dr. Mark Doggett, mark.doggett@wku.edu, (270) 745-6951

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: AMS 368 M2
    1.2   Course title: Problem Solving Module Two
    1.3   Abbreviated course title: Prob Solv Mod 2
             (maximum of 30 characters or spaces)
    1.4   Credit hours: 1   Variable credit No
    1.5   Grade type: Standard letter grades.
    1.6   Prerequisites: AMS 368 M1 with a grade of B or better.
    1.7   Course description: Introduction to basic analytical tools applied to practical industrial problems. Critical evaluation, assessment, scientific analysis, graphical representation and root cause exploration of real technological problems.

2. **Rationale:**
    2.1   Reason for developing the proposed course: The AMS department wishes to offer the existing AMS 368 within a three modular, competency-based sequence, offered off-load through distance learning. This three-module format will make AMS 368 similar to, and compatible with, other three-module competency-based courses already existing in the department. These modules are to be taken sequentially. Success in all three will be equivalent to the existing AMS 368. AMS 368 M2 is the second of the three modules.
    2.2   Projected enrollment in the proposed course: As this course is offered off-load, a maximum of 20 students will be allowed.
    2.3   Relationship of the proposed course to courses now offered by the department: Content is approximately the same as the middle third of AMS 368: Problem Solving.
    2.4   Relationship of the proposed course to courses offered in other departments: There is some similarity with data analysis and evaluation courses in the university's curriculum. However, this course concentrates on those problem-solving approaches applied in industrial settings.
    2.5   Relationship of the proposed course to courses offered in other institutions: Most universities offer some form of problem solving. Similar departments at other institutions typically cover this content, but few offer it using a competency-based, online format.

3. **Discussion of proposed course:**
    3.1   Schedule type: L
    3.2   Learning Outcomes: Upon completion, a student will be able to:
    - Critically assess gathered information and determine its quality and validity
    - Perform rudimentary analysis on a problem using the scientific approach with justification

- Develop critical thinking skills using a variety of structured methods
  - 3.3 Content outline:
    - Critical assessment and evaluation
      Interpretation of sources
      Claims, premises, and conclusions
    - Scientific analysis and justification
      Patterning and reasoning analysis
      Data collection and root cause analysis tools
      Knowledge of discovery statements
      Argument of advocacy statements
  - 3.4 Student expectations and requirements: Complete a prescribed series of tasks, assignments, and tests to satisfy the required level of competency with course material. Students must earn a B or better to pass the course.
  - 3.5 Tentative texts and course materials:
    Machi, L. A., & McEvoy, B. T. (2012). The literature review: Six steps to success. Thousand Oaks, CA: Corwin Press. ISBN 9781452240886/ 1452240884

    GOAL/QPC. (2011). The problem solving memory jogger: 7 steps to improved processes. Salem, NH: GOAL (Growth Opportunity Alliance of Lawrence) QPC. ISBN 9781576811351/ 1576811352

4. **Resources:**
   - 4.1 Library resources: None required.
   - 4.2 Computer resources: Standard PC or Mac with Word and Excel.

5. **Budget implications:**
   - 5.1 Proposed method of staffing: No additional staff required.
   - 5.2 Special equipment needed: None.
   - 5.3 Expendable materials needed: None.
   - 5.4 Laboratory materials needed: None.

6. **Proposed term for implementation:** Spring 2017

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

AMS Department	**9/16/16**
OCSE Curriculum Committee	**11/3/2016**
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

Ogden College of Science and Engineering
Architectural and Manufacturing Sciences
Proposal to Create a New Course

Contact Person: Dr. Mark Doggett, mark.doggett@wku.edu, (270) 745-6951

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: AMS 368 M3
    1.2   Course title: Problem Solving Module Three
    1.3   Abbreviated course title: Prob Solv Mod 3
            (maximum of 30 characters or spaces)
    1.4   Credit hours: 1   Variable credit: No
    1.5   Grade type: Standard letter grades.
    1.6   Prerequisites: AMS 368 M2 with a grade of B or better.
    1.7   Course description: Presentation of solutions for practical industrial problems.
            Comprehensive reporting and presentation of multiple approaches to real technological
            problems using scientific justification.

2. **Rationale:**
    2.1   Reason for developing the proposed course: The AMS department wishes to offer the
            existing AMS 368 within a three modular, competency-based sequence, offered off-load
            through distance learning. This three-module format will make AMS 368 similar to, and
            compatible with, other three-module competency-based courses already existing in the
            department. These modules are to be taken sequentially. Success in all three will be
            equivalent to the existing AMS 368. AMS 368 M3 is the third of the three modules.
    2.2   Projected enrollment in the proposed course: As this course is offered off-load, a
            maximum of 20 students will be allowed.
    2.3   Relationship of the proposed course to courses now offered by the department: Content is
            approximately the same as the final third of AMS 368: Problem Solving.
    2.4   Relationship of the proposed course to courses offered in other departments: There is
            some similarity with other courses offered throughout the university's curriculum.
            However, this course concentrates on presenting information and recommendations for
            problems found in industrial settings.
    2.5   Relationship of the proposed course to courses offered in other institutions: Most
            universities offer similar content, but few offer it using a competency-based, online
            format.

3. **Discussion of proposed course:**
    3.1   Schedule type: L
    3.2   Learning Outcomes: Upon completion, students will be able to:
            • Demonstrate competency in developing solutions using multiple problem solving
              approaches
            • Refine and polish their professional presentation skills
    3.3   Content outline:

- Inductive and deductive techniques
  - Morphological box
  - Tree diagram
  - Brainstorming
- Solution tables
  - Matrix Diagram
  - Prioritization Matrices
  - PDPC Chart
- Action plans and storyboards
- Comprehensive final report
  - Introduction
  - Updated review of literature
  - Analysis of the problem or issue using the visual tools
  - Recommended solutions and actions using the tools
  - Summary results
  - Conclusion
- Professional presentation

3.4 Student expectations and requirements: Complete a prescribed series of tasks, assignments, and tests to satisfy the required level of competency with course material. Students must earn a B or better to pass the course.

3.5 Tentative texts and course materials:

Machi, L. A., & McEvoy, B. T. (2012). The literature review: Six steps to success. Thousand Oaks, CA: Corwin Press. ISBN 9781452240886/ 1452240884

GOAL/QPC. (2011). The problem solving memory jogger: 7 steps to improved processes. Salem, NH: GOAL (Growth Opportunity Alliance of Lawrence) QPC. ISBN 9781576811351/ 1576811352

4. **Resources:**
    4.1 Library resources: None required.
    4.2 Computer resources: Standard PC or Mac with Word and Excel.

5. **Budget implications:**
    5.1 Proposed method of staffing: No additional staff required
    5.2 Special equipment needed: None.
    5.3 Expendable materials needed: None.
    5.4 Laboratory materials needed: None.

6. **Proposed term for implementation:** Spring 2017

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

AMS Department	**9/16/16**
OCSE Curriculum Committee	**11/3/2016**
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

[Ogden College of Science and Engineering](#)
Department of Computer Science
Proposal to Revise Course Credit Hours

Contact Person: Huanjing Wang, Huanjing.wang@wku.edu, 745-2672

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: CS 175
    1.2 Course title: University Experience - CS
    1.3 Credit hours: 2

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

3. **Rationale for the revision of course credit hours:**
    The CS Department has determined that the current two-hour course is not thorough enough to prepare students to be successful at the university and as CS majors. There is a need to increase practice (or hands-on) time on computer. Moreover, the WKU university experience course (UC 175) also has been changed to a three-hour course.

4. **Proposed term for implementation:**
    Fall 2017

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

Department of Computer Science	**September 27, 2016**
Ogden College Curriculum Committee	**November 3, 2016**
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Revise Course Prerequisites

Contact Person: Adam West, adam.west@wku.edu, 270-745-5138

1. **Identification of course:**
   1.1   Course prefix and number: FACS 399
   1.2   Course title: Implications of Research in FCS

2. **Current prerequisites:**
        SOCL 300 or permission of instructor

3. **Proposed prerequisites:**
        Junior standing or higher

4. **Rationale for the revision of prerequisites:**
        SOCL 300 has been used as a prerequisite for FACS 399 (Implications of Research in FCS). A review of the curriculum revealed that the content in SOCL 300 needed to be successful in FACS 399 was also being taught during the early portions of the FACS 399 course. Removing SOCL 300 as a prerequisite will allow for students to continue to take FACS 399 and add another course relevant to their major. Students required to take FACS 399 (i.e., Child Studies and Family Studies majors) will be sufficiently prepared with foundational coursework by the time they reach junior standing. Thus the prerequisite of junior standing will be added.

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

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

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

Department of Family and Consumer Sciences	3 November 2016
CHHS College Curriculum Committee	Nov. 18, 2016
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Revise Course Prerequisites

Contact Person: Adam West, adam.west@wku.edu, 270-745-5138

1.   **Identification of course:**
       1.1   Course prefix and number: FACS 496
       1.2   Course title: Challenging Behaviors in Young Children

2.   **Current prerequisites:**
             FACS 492 or permission of instructor

3.   **Proposed prerequisites:**
             FACS 191 or permission of instructor

4.   **Rationale for the revision of prerequisites:**
             After a thorough review of the curriculum, it was determined that the majority of
             the content of FACS 492 was duplicated in numerous other FACS courses, many
             of which are taken before FACS 492. Instead, students are sufficiently prepared to
             be successful in FACS 496 by completing FACS 191 (Child Development). As
             FACS 191 is a prerequisite for FACS 492, this change will not affect students as
             they progress through the FACS major or minor in Child Studies.

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

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

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

       Department of Family and Consumer Sciences   3 November 2016

       CHHS College Curriculum Committee   Nov. 18, 2016

       Undergraduate Curriculum Committee   **12/06/2016**

       University Senate

College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Revise A Program

Contact Person: Adam West, adam.west@wku.edu, 270-745-5138

1.   Identification of program:
   1.1   Current program reference number: 336
   1.2   Current program title: Minor in Child Studies
   1.3   Credit hours: 21 hours

2.   Identification of the proposed program changes:
   - Remove FACS 492 (Growth and Guidance of Children)
   - Add 3-hour approved elective
   - Add list of approved electives
     o   FACS 311 Family Relations
     o   FACS 391 Risk and Resilience
     o   FACS 393 Role of Play in Child Development
     o   FACS 395 Child and Family Stress
     o   FACS 422 Adolescent Psychology
     o   FACS 495 Family and Relationship Violence
     o   FACS 496 Addressing Challenging Behaviors in Young Children
     o   FACS 497 Family Home Visiting
     o   FACS 499 Family Policy Analysis

3.   Detailed program description:

Current Program		Proposed Program
The minor in child studies requires a minimum of 21 semester hours. A grade of "C" or above must be earned in the following courses required for the minor: FACS 191, FACS 297, FACS 395, ~~FACS 492~~, FACS 494, and ~~6~~ hours of approved electives chosen in consultation with departmental advisor. Students majoring in the child studies concentration may not minor in child studies.		The minor in child studies requires a minimum of 21 semester hours. A grade of "C" or above must be earned in the following courses required for the minor: FACS 191, FACS 297, FACS 395, FACS 494, and **9** hours of approved electives chosen in consultation with departmental advisor. Students majoring in the child studies concentration may not minor in child studies.

FACS 191 Child Development	3		FACS 191 Child Development	3
FACS 297 Family, Community, and Early Childhood Programs	3		FACS 297 Family, Community, and Early Childhood Programs	3
FACS 395 Child and Family Stress	3		FACS 395 Child and Family Stress	3
FACS 494 Parenting Strategies	3		FACS 494 Parenting Strategies	3

~~FACS 492 Growth & Guidance of Children~~	3			
Approved Electives (see list below)			**Approved Electives (see list below)**	
FACS 391 FACS 393 ~~FACS 396~~ ~~HMD 211~~	6		**9 Hours Approved Electives:** **FACS 311 Family Relations** FACS 391 Risk and Resilience FACS 393 Role of Play in Child Development **FACS 395 Child and Family Stress** **FACS 422 Adolescent Psychology** **FACS 495 Family and Relationship Violence** **FACS 496 Addressing Challenging Behaviors in Young Children** **FACS 497 Family Home Visiting** **FACS 499 Family Policy Analysis**	9
Total	21		Total	21

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

   After a thorough review of the curriculum, it was determined that the majority of the content of FACS 492 was duplicated in numerous other FACS courses, including FACS 191 and FACS 297 in the child studies minor. Instead, students can now take an additional elective, providing students options to tailor the child studies minor to their professional and educational needs.

   The minor in child studies includes the choice of 9 hours of approved FACS electives. Previously, no list of approved electives was approved through the curriculum process. Subsequently, unapproved courses are displayed on students' iCAP audit reports as available courses that have not been reviewed in a formal process. To correct students from completing unapproved electives, the only courses that are accepted as electives are FACS 311, FACS 391, FACS 393, FACS 395, FACS 422, FACS 495, FACS 496, FACS 497, and FACS 499. The approved elective courses support the program student learning outcomes. An academic advisor may also approve an elective after consulting with a FACS departmental advisor, but this should only happen in rare situations.

5. **Proposed term for implementation:** Fall 2017

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

Department of Family and Consumer Sciences	3 November 2016
College of Health and Human Services	Nov. 18, 2016
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Revise A Program

Contact Person: Adam West, adam.west@wku.edu, 270-745-5138

1.   Identification of program:
   1.4   Current program reference number: 338
   1.5   Current program title: Minor in Family Studies
   1.6   Credit hours: 21 hours

2.   Identification of the proposed program changes:
   - Add list of approved electives
     - FACS 312 Professional Ethics in Family Life
     - FACS 391 Risk and Reliance
     - FACS 395 Child and Family Stress
     - FACS 422 Adolescent Psychology
     - FACS 497 Family Home Visiting
     - FACS 499 Family Policy Analysis

3.   Detailed program description:

Current Program		Proposed Program
The minor in family studies requires a minimum of 21 semester hours. A grade of "C" or above must be earned in the following courses required for this minor: FACS 191, FACS 310, FACS 311, FACS 494, FACS 495 and 6 hours of restricted electives chosen in consultation with departmental advisor. Students majoring in the family studies concentration may not minor in family studies.		The minor in family studies requires a minimum of 21 semester hours. A grade of "C" or above must be earned in the following courses required for this minor: FACS 191, FACS 310, FACS 311, FACS 494, FACS 495 and 6 hours of restricted electives chosen in consultation with departmental advisor. Students majoring in the family studies concentration may not minor in family studies.

FACS 191 Child Development	3		FACS 191 Child Development	3
FACS 310 Management of Family Resources	3		FACS 310 Management of Family Resources	3
FACS 311 Family Relations	3		FACS 311 Family Relations	3
FACS 494 Parenting Strategies	3		FACS 494 Parenting Strategies	3
FACS 495 Family and Relationship Violence	3		FACS 495 Family and Relationship Violence	3

6 Hours Approved Electives	6		6 Hours Approved Electives:	6
~~Currently listed in iCAP audit report:~~ FACS 391 Risk and Resilience ~~FACS 393 Role of Play in Child Development~~ FACS 395 Child and Family Stress ~~FACS 396 Adoption Theories and Research~~ ~~IDFM 431 Clothing and Human Behavior~~ ~~PSY 350 Social Psychology~~ ~~PSY 421 Early Adolescence~~ ~~PSY 422 Adolescent Psychology~~ ~~PSYS 423 Psychology of Adult Life and Aging~~ ~~PSYS 482 Psychology of Sexuality~~ ~~PH 365 Human Sexuality~~ ~~PH 444 Death, Dying, and Bereavement~~ ~~CRIM 332 Juvenile Delinquency~~ ~~SOCL 355 Sociology of Gender~~ ~~SOCL 359 Sexuality and Society~~			**FACS 312 Professional Ethics in Family Life** FACS 391 Risk and Resilience FACS 395 Child and Family Stress **FACS 422 Adolescent Psychology** **FACS 497 Family Home Visiting** **FACS 499 Family Policy Analysis**	
Total	21		Total	21

4. Rationale for the proposed program change:

The minor in family studies includes the choice of 6 hours of approved FACS electives. Previously, no list of approved electives was approved through the curriculum process. Subsequently, unapproved courses are displayed on students' iCAP audit reports as available courses that have not been reviewed in a formal process. To correct students from completing unapproved electives, the only courses that are accepted as electives are FACS 312, FACS 391, FACS 395, FACS 422, FACS 497, and FACS 499. The approved elective courses support the program student learning outcomes. An academic advisor may also approve an elective after consulting with a FACS departmental advisor, but this should only happen in rare situations.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

Department of Family and Consumer Sciences	3 November 2016
College of Health and Human Services	Nov. 18, 2016
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

University College
School of Professional Studies
Proposal to Revise Course Credit Hours

Contact Person: Merrall Price; merrall.price@wku.edu; 5-4200

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: IDST 250
    1.2   Course title: Prior Learning Portfolio Development
    1.3   Credit hours: 3

2. **Proposed course credit hours:** 1-3 (variable and repeatable up to twice for a maximum of 3 hours)

3. **Rationale for the revision of course credit hours:**
This is the course used to help students prepare portfolios for Prior Learning Assessment. The course is not currently repeatable. As such, students have one shot only to complete prior learning assessment, which means that the portfolio projects become prohibitively large for a single semester, and students are obliged to take incompletes. In addition, students are currently limited by policy to two discipline areas per portfolio; repeating a one credit course would open up the possibility of petitioning for fewer hours in more disciplines, which would be more useful overall than the current arrangement.

4. **Proposed term for implementation: Fall 2017**

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

Department/ Unit School of Professional Studies_	**10/25/16**
University College Curriculum Committee	**11/10/16**
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

UNIVERSITY COLLEGE
School of University Studies (SUS)
Proposal to Create a New Course

Contact Person: S. Ellen Godbey, Ed.D.   sherrie.godbey@wku.edu, 0-2578

1. **Identification of proposed course:**
   - 1.1   Course prefix (subject area) and number: SUS 110
   - 1.2   Course title: Advanced Reading & Vocabulary
   - 1.3   Abbreviated course title: Advanced Reading & Vocabulary
   - 1.4   Credit hours: 3   Variable credit (No)
   - 1.5   Grade type: Standard Letter Grade
   - 1.6   Prerequisites: Appropriate reading placement score or permission of Instructor.
     Corequisites: None
   - 1.7   Course Description: Introduction on how to read course textbooks and assessments, how to increase academic vocabulary, and how to navigate information technology with an emphasis on critical reading strategies.

2. **Rationale:**
   - 2.1   Reasons for developing the proposed course: Senate Bill One mandates that we provide students who score below a 20 in reading on the ACT with a reading course during one of their first two semesters. Currently, students with an ACT reading score between 15-19 are being directed to take LTCY 199 while those with a reading score 14 and below take the non-credit-bearing DRDG 080C (see Reading Test Placement attachment). However, we are being encouraged on an institutional, state, and national level to serve students who have college-readiness needs with credit-bearing rather than developmental courses. The demand for these courses is high. This fall, there were 770 entering students with reading scores below 20 on the ACT. One hundred and eighty nine (189) of those students were enrolled in LTCY 199: most class sections were completely full. SUS, as the department that has been historically tasked to teach students with college readiness needs, is uniquely positioned and qualified to teach high risk students. Other reasons for developing the proposed course include:
     1) To help meet WKU's goal to retain underprepared students.
     2) To offer a reading course that accommodates students with disabilities, Cornerstone and non-Cornerstone students, and students whose first language is not English (ESL students).
     3) To offer a reading course that addresses critical reading and thinking strategies applicable to any course reading.

4) To offer a reading course that teaches students how to successfully read objective and subjective assessments.

5) To offer a reading course that includes a heavy vocabulary and word parts component applicable across academic disciplines.

6) To offer a reading course that introduces Quality Enhancement Plan (QEP) elements using current research articles from multiple content areas.

7) To offer a reading course that associates information technology across disciplines.

2.2   Projected enrollment in the proposed course: Three to four sections of 20 students per semester

2.3   Relationship of the proposed course to courses now offered by the department: SUS currently offers a non-credit bearing reading course (DRDG 080C) which serves students with reading entrance scores 14 and below. The proposed reading course would differ in that it includes a heavy college-level vocabulary and word parts component, it addresses how to successfully read objective and subjective assessments, it contains an in-depth information technology component, and it introduces the QEP elements through application of critical reading and thinking strategies to current research articles from various content areas.   SUS 110 will serve students who have a reading ACT score of 14 and below or other appropriate placement score, but it could also function, if needed, to meet the Senate Bill One mandate to provide a reading course during one of the first two semesters for students who score below 20 on the ACT.

2.4   Relationship of the proposed course to courses offered in other departments: The proposed SUS course is related to the LTCY 199 Reading: Evidence & Argument course, a course currently taken by students whose ACT entrance scores in reading are between 15 and 19 and will focus on the students LTCY cannot currently accommodate. (See attachment on need and capacity). LTCY 199 "…focuses on the importance of critical thinking, information literacy, academic and career development, and successful student practices." SUS 110 also focuses on critical reading and thinking strategies but includes reading assessments, navigating information technology, and building academic vocabulary.

2.5   Relationship of the proposed course to courses offered in other institutions: Many colleges and universities across the nation offer credit-bearing college reading courses. Community colleges have been offering reading at varying levels for years, but in 2009, state universities that were not already offering reading courses were required to accommodate students whose entrance reading scores were below 20. Eastern Kentucky University (EKU) offers a credit-bearing ENG 101R Reading, Writing, and Rhetoric (three credits), which develops "…critical reading skills while integrating and responding to varied sources; composing texts including summaries, analyses, evaluations, responses, and arguments…" Northern Kentucky University offers a three credit hour RDG 110 Critical Reading course that "…is designed to sharpen your critical reading and

thinking abilities with practice in analysis, synthesis and evaluation of texts from a wide variety of topics…" Until 2009, UK had not offered reading labs or co-requisites for reading. As a result of Senate Bill One, UK developed and offered 14 credit-bearing Reading Labs paired with content courses. Currently, UK offers a UK 120 APP Reading paired reading course "…designed to enhance students' mastery of critical reading." Murray State University (MSU) requires students to take two courses if their ACT entrance scores in reading fall below 20: REA 100 (one credit) and REA 120 (one credit). REA 120 is taken only in conjunction with a specific University Studies requirement.

The SUS 110 reading course is equivalent to college reading courses offered at other Kentucky state universities and is well able to serve at least some of the student population not currently being served as mandated by Senate Bill One.

3. Description of proposed course:
    3.1   Schedule type: L
    3.2   Learning Outcomes: Learning outcomes for the course may include the following:
- Identify main ideas and supporting details
- Recognize organizational patterns in text material
- Define key words in assessments
- Classify assessments
- Demonstrate navigation of information technology
- Recognize opposing viewpoints
- Demonstrate the ability to gather sound and relevant evidence to address an issue
- Increase academic vocabulary

    3.3   Content Outline:
        I.   Identifying main ideas and supporting details
            A. Strategies for identifying main ideas
            B. Strategies for identifying major supporting details
            C. Strategies for identifying minor supporting details
        II.   Recognizing organizational patterns in text material
            A. Signal words and phrases
            B. Organizational patterns and the writing connection
        III.   Increasing academic vocabulary
            A. Methods and modes
            B. Word parts across disciplines
        IV.   Reading assessments
            A. Objective assessments
            B. Subjective assessments
        V.   Navigating information technology
            A. Utilize search engines and databases
            B. Evaluate resources
        VI.   Reading opposing viewpoints

A. Pros
B. Cons

VII. Bringing evidence and argument to life
A. Gather the evidence
B. Analyze the evidence
C. Synthesize the evidence

3.4 Tentative texts and course materials:
Congressional Researcher Quarterly (A national database that our university library subscribes to)
Ten Steps to Advanced Reading, 2nd Ed. by John Langan (Grade levels 12-14).
Advanced Word Power, 2nd Ed. By Beth Johnson & Janet M. Goldstein (Grade levels 12-14).

4. Resources:
4.1 Library resources: Sufficient
4.2 Computer resources: Sufficient

5. Budget implications:
5.1 Proposed method of staffing: SUS reading faculty. We will be redirecting faculty energies from the current DRDG 080C developmental reading course, as we have faculty who appropriately credentialed to teach credit-bearing courses in this area. However, if course enrollment is strong, UC may consider this as a future staffing priority.
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department: School of University Studies (SUS)	November 1, 2016
University College Curriculum Committee	November 10, 2016
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

[University College](#)
Diversity & Community Studies
Proposal to Revise A Program

Contact Person: Jane Olmsted, jane.olmsted@wku.edu, 5-5787

1. **Identification of program:**
    1.1   Current program reference number: 631
    1.2   Current program title: Major in Diversity & Community Studies
    1.3   Credit hours: 33

2. **Identification of the proposed program changes:** Revision of approved electives, clarification of electives categories.

3. **Detailed program description:**

    (Side-by-side table is required for most program changes showing revised program on the right and identifying deletions by strike-through and additions in boldface.)

Current Program Electives	Proposed Program Electives
The following 15 hours are required for the major: ICSR 200, DCS 300, AFAM 190, GWS 200, and DCS 400. Students are required to take an additional 18 hours of electives, selecting at least six hours from each of the following three categories:	The following 15 hours are required for the major: **CSJ** 200, DCS 300, AFAM 190, GWS 200, and DCS 400. Students are required to take an additional 18 hours of electives, selecting at least six hours from each of the following three categories:
Category I: Formations of Identity and Narratives of Oppression (minimum of 6 hours): COMM 463, ENG 360, ENG 393, GWS 375, PSY 355, SOCL 210.	Category I: Formations of Identity and Narratives of Oppression (minimum of 6 hours): COMM 463, **DCS 363,** ENG 360, **ENG 370, ENG 387, FACS 395,** ENG 393, GWS 375, **HIST 310, HIST 353,** PSY 355, **RELS 333,** SOCL 210, **SUS 295**.
Category II: Advocacy and Social Change (minimum of 6 hours): AFAM 333, AFAM 343, GWS 350, HIST 358, HIST 359, HIST 453, ICSR 435, PS 373, SOCL 350.	Category II: Advocacy and Social Change (minimum of 6 hours): AFAM 333, AFAM 343, GWS 350, HIST 358, HIST 359, **HIST 380**, HIST 453, **CSJ** 435, PS 373, **PS 374, SJB 310, PS 331,** SOCL 350.
Category III: Systems, Local to Global (minimum of 6 hours): DCS 360, ECON 434, FLK 330, GEOG 110, HIST 446, RELS 408, SOCL 240, 360, SWRK 330.	Category III: Systems, Local to Global (minimum of 6 hours): DCS 360, ECON

	434, FLK 330, GEOG 110, **GEOG 225, HIST 200,** HIST 446, **PS 220, PS 350,** RELS 408, SOCL 240, **SOCL** 360, SWRK 330.

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

Our current listing has proven limiting to students, who sometimes have trouble finding an approved elective that will fit their schedules. We therefore wish to increase the number of options available to them. All of the courses bolded and added to the list of approved electives are appropriate for the major; respective departments have been consulted.

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

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

Department: Diversity & Community Studies	October 17, 2016
University College Curriculum Committee	October 25, 2016
Undergraduate Curriculum Committee	**12/06/2016**
University Senate	

Proposal to Create a New Course: Instructions
Standardized Font: use only 12 point, Times/Times-New Roman font.

Section 1: Proponent Contact Information

1.1 Name/Title:
1.2 Email address:
1.3 Phone #

Section 2: Course Catalog Information

2.1 **Course prefix (subject area) and number:** Course number/prefix combinations may be used only once, and *may not be recycled*; please check with the registrar's office to get a list of available, valid course numbers.

2.2 **Course title**: The title of the course as it will appear in the course catalog.

2.3 **Abbreviated Course title**: The title of the course *as it will appear on a student's transcript.* Limited to 30 characters including spaces and punctuation.

2.4 **Credit hours/Variable credit:** Indicate the total number of credit hours this course awards. If you're proposing a course with variable credit options, explain that here.

2.5 **Repeatability:** If the course is not repeatable for credit, simply indicate with N/A. If the course is meant to be repeatable, insert here this exact phrase, indicating the number of times a student can enroll for degree credit *beyond the first enrollment*, and the total maximum hours for which a student may receive degree credit for this course: *Repeatable ___ for a total of ___ credits.* For example, a proposal for a three credit course that a student could take three times would include the phrase *Repeatable twice for a total of 9 credits.*

2.6 **Course Catalog Description:** This is the brief, concise, general course description that will be published in the university course catalog and all its iterations; please refer to WKU course catalog for appropriate style and format examples.

2.7 **Prerequisite/Corequisite courses:** If none, simply indicate with N/A (Not Applicable). If prerequisite and/or corequisite courses are required:

- Taking care to distinguish between prerequisites and corequisite courses, identify them by subject area prefix and course number only; *do not include course titles.*

- List only *immediate* prerequisites. (Do not list prerequisites for other prerequisite courses.)

- If you wish to propose prerequisite and/or corequisite courses offered by a department/unit other than the one identified in your proposed course prefix, the head of that other department/unit must be consulted.

2.8 **Additional Enrollment Requirements:** Additional Enrollment Requirements include such things as instructor permissions (required or optional) class standing, restrictions to certain

majors and/or programs, prerequisite course grades etc. If this does not apply, simply indicate with N/A (Not Applicable).

2.9 Other Special Course Requirements: Things such as required specialized equipment and/or supplies, off-campus travel and extra-classtime activities should be noted here. If this does not apply, simply indicate with N/A (Not Applicable).

Section 3: Description of proposed course

3.1 Course Content Summary: Explain, briefly and succinctly, the subject matter of the course, and the approach/methodology that will be used to explore it.

3.2 Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to *demonstrate* upon successfully completing this course. What will they know, and/or know how to do as a result of successfully completing this course? Present these learning outcomes as a bulleted list, or series of brief paragraphs, predicated with "Upon successful completion of this course, students should be able to…" (Please note that this item is concerned with *learning outcomes*, not *course content,* which should appropriately be explained in item 3.1, above.)

3.3 Assessment/Evaluation: Describe generally how student's achievement of the learning goals described in section 3.2 (above) will be assessed and evaluated. This should not be a detailed list of every assessment planned in a given semester, but rather a concise, general explanation of the types of assessments that will be employed in the course.

Section 4: Rationale

4.1 Reason for developing this proposed course: Explain how and why this proposed course is desirable and/or necessary, and how it relates to departmental/college/university wide goals and standards. **Please note**: while references to course content may be included here for clarity's sake, this section is primarily meant to explain **why** this course is needed/desirable, not **what** the course is about, which should have been explained thoroughly in section *3: Description of Proposed Course,* above.

> ### *SPECIAL NOTE REGARDING NEW COLONNADE PROGRAM COURSES*
> To be included in the WKU Colonnade general education program, courses must meet criteria unique to that program, and as such, the Colonnade program has its own distinct course approval process: *new* courses being designed and proposed specifically for inclusion in WKU Colonnade program must include that information here, in item 4.1, and must be pre-approved by the Colonnade Committee as meeting their unique requirements *prior* to being acted on by the university's Undergraduate Curriculum Committee. **For information, proposal forms and instructions unique to the Colonnade approval process, please refer to the** Faculty Resources **page of the** WKU Colonnade Program Website.

4.2 Relationship to similar courses offered by other university departments/units: Do any other courses already being offered by other university departments/units share content with this proposed course? If so, have those units been consulted in regards to this proposed

course? Explain how this course is unique in its presentation/exploration of that shared content.

Section 5: Projected Enrollments/Resources

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

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

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

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

    5.5 Proposed method of staffing: Will additional staff be required in order to offer this course according to the enrollment projections indicated in items 5.1-4? If so, what actions are being undertaken to secure the necessary additional personnel? If current staffing is sufficient, explain any adjustments necessary to current staffing patterns/teaching loads to accommodate this new course.

    5.6 Instructional technology resources: Are the unit's current instructional technology resources sufficient to support this course? If not, what additional resources are needed, and what actions are being undertaken to upgrade those resources?

    5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? If so, a completed Library Resources Form must be accompany this proposal when submitted to the appropriate College Curriculum Committee. (In order to allow sufficient time for library review, this Library Resources Form must be submitted to the appropriate collection development librarian at least three working days prior to the College curriculum committee at which the proposal will be considered.)

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

Section 7: Approval Flow Dates: The committee approvals needed for this proposal appear in hierarchical, chronologically required order, however… not all new course proposals require all of these committee approvals. Committee approvals needed by *all* new course proposals appear in boldface type on this form. Questions about other committee approvals should be directed to those committees. If this proposal does not require approval from one of the committees listed here, simply delete that approval date line.

Section 8: Supplemental Documentation

- **The appropriate Course Inventory Form** This form captures exactly the course information as needed by the Office of the Registrar, and must accompany all new course proposal forms submitted for consideration to their College Curriculum Committees.

- If this proposed new course requires the use of library resources such as books, journals, reference materials, audio-visual materials, electronic databases, etc. a completed **Library Resources Form** must be submitted with proposal when submitted for consideration to the appropriate College Curriculum Committee.

(Action Item)

Proposal to Create a New Course: *(Insert proposed course prefix, number and title here.)*
Xxxx College
Department/Unit:

Section 1: Proponent Contact Information

1.1 Name/Title:
1.2 Email address:
1.3 Phone #:

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number:

2.2 Course title:

2.3 Abbreviated course title:

2.4 Credit hours/Variable credit:

2.5 Repeatability:

2.6 Course Catalog Description:

2.7 Prerequisite/Corequisite courses:

2.5a) Are any of these proposed prerequisites/corequisites offered by a unit other than the one indicated in this proposed course prefix?

YES   NO

2.5b) If not, proceed to item 2.6. If so, has the department head of that unit been consulted?
YES   NO

2.8 Additional Enrollment Requirements:

2.9 Other Special Course Requirements:

Section 3: Description of proposed course

3.1 Course Content Summary:

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

3.3 Assessment/Evaluation:

Section 4: Rationale

4.1 Reason for developing this proposed course:

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

4.2a) Are there other courses listed in the WKU Undergraduate catalog that present and/or explore content similar to that of this proposed course? If so, please list them here, and complete items 4.2b and 4.2c below. If not, simply indicate so with N/A proceed to item *5:Projected Enrollments/Resources*

4.2b) Explain how this proposed course is unique in its presentation/exploration of the content it shares with the courses you listed above.

4.2c) Have the units offering these courses been consulted regarding this proposal?

<u>YES</u>   <u>NO</u>

Section 5: Projected Enrollments/Resources

5.1 Enrollments: Students per section?

5.2 Enrollments: Sections per academic year?

5.3 Enrollments: Students per academic year?

5.4 Supporting evidence/data for these projection:

5.5 Proposed method of staffing: Will additional staff be required in order to offer this course according to the enrollment projections indicated in item 5.1-3?

<u>YES</u>   <u>NO</u>

If YES, what actions are being undertaken to secure the necessary additional personnel? If current staffing is sufficient, explain any adjustments to current staffing patterns/teaching loads –if any- needed to accommodate this new course.

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

<u>YES</u>   <u>NO</u>

If NO, what additional resources are needed, and what actions are being undertaken to upgrade those resources?

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

If YES, is a completed <u>Library Resources Form</u> appended to this proposal?

<u>YES</u>   <u>NO</u>

Section 6: Proposed term for implementation:

Section 7: Approval Flow Dates:

Proposing department/unit:

Collaborating Department/Unit:

Xxxx College Curriculum Committee:

Colonnade Committee:

Professional Education Council:

Undergraduate Curriculum Committee:

University Senate:

8. Supplemental documentation: (Check if appended, delete if not required.)

Course Inventory Form (Required) _____

Library Resource Form (If applicable) _____