

SENATE REPORT

University Curriculum Committee  
April 17, 2018

From: Janet Applin, UCC Cahir

The Undergraduate Curriculum Committee submits the following report for consideration to the University Senate:

College of Health and Human Services	
Type of Item	Description
Consent	<p><b>Revise a Course Title</b>  <b>REC 200 Introduction to Recreation</b>                      Contact: Eric Knackmuhs, <a href="mailto:eric.knackmuhs@wku.edu">eric.knackmuhs@wku.edu</a>, 270-745-4680</p>
Consent	<p><b>Revise Course Pre/Corequisites</b>  <b>FACS 193 Curriculum Development for Young Children</b>                      Contact: D’Lee Babb, <a href="mailto:dlee.babb@wku.edu">dlee.babb@wku.edu</a>, 270-745-6943</p>
Consent	<p><b>Revise a course Pre-requisite or Co-requisite</b>  <b>HMD 152 Food Service Sanitation</b>                      Contact: Karen Mason <a href="mailto:Karen.mason@wku.edu">Karen.mason@wku.edu</a> 745-3462; Julie Lee <a href="mailto:julie.lee@wku.edu">julie.lee@wku.edu</a> 745-3990</p>
Consent	<p><b>Revise a course Pre-requisite or Co-requisite</b>  <b>HMD 251 Commercial Food Preparation</b>                      Contact: Karen Mason <a href="mailto:Karen.mason@wku.edu">Karen.mason@wku.edu</a> 745-3462; Julie Lee <a href="mailto:julie.lee@wku.edu">julie.lee@wku.edu</a> 745-3990; Heather Payne-Emerson <a href="mailto:heather.payne-emerson@wku.edu">heather.payne-emerson@wku.edu</a> 745-6356</p>
Consent	<p><b>Revise a course Pre-requisite or Co-requisite</b>  <b>HMD 361 Revise a course Pre-requisite or Co-requisite</b>                      Contact: Karen Mason <a href="mailto:karen.mason@wku.edu">karen.mason@wku.edu</a> 745-3462; Julie Lee <a href="mailto:julie.lee@wku.edu">julie.lee@wku.edu</a> 745-3990; Heather Payne-Emerson <a href="mailto:heather.payne-emerson@wku.edu">heather.payne-emerson@wku.edu</a> 745-6356</p>
Consent	<p><b>Revise a course Pre-requisite or Co-requisite</b>  <b>HMD 470 Advanced Lodging Management</b>                      Contact: Karen Mason <a href="mailto:Karen.mason@wku.edu">Karen.mason@wku.edu</a> 745-3462; Julie Lee <a href="mailto:julie.lee@wku.edu">julie.lee@wku.edu</a> 745-3990; Heather Payne-Emerson <a href="mailto:heather.payne-emerson@wku.edu">heather.payne-emerson@wku.edu</a> 745-6356</p>
Consent	<p><b>Revise a course Pre-requisite or Co-requisite</b>  <b>CD 496 International Speech Pathology</b>                      Contact: Leisa Hutchison, <a href="mailto:leisa.hutchison@wku.edu">leisa.hutchison@wku.edu</a>, 270-745-2772</p>
Consent	<p><b>Revise Course Catalog Listing</b></p>

	<p><b>HMD 313 Practicum in Hospitality Management</b>  Contact: Karen Mason <a href="mailto:Karen.mason@wku.edu">Karen.mason@wku.edu</a> 745-3462; Julie Lee <a href="mailto:Julie.lee@wku.edu">Julie.lee@wku.edu</a> 745-3990; Heather Payne-Emerson <a href="mailto:heather.payne-emerson@wku.edu">heather.payne-emerson@wku.edu</a> 745-6356</p>
<b>Consent</b>	<p><b>Revise Course Catalog Listing</b>  <b>REC 328 Inclusive Recreation</b>  Contact: Tammie Stenger-Ramsey, <a href="mailto:tammie.stenger@wku.edu">tammie.stenger@wku.edu</a>, 5-6063</p>
<b>Consent</b>	<p><b>Revise Course Catalog Listing</b>  <b>REC 406 Recreation Administration</b>  Contact: Eric Knackmuhs, <a href="mailto:eric.knackmuhs@wku.edu">eric.knackmuhs@wku.edu</a>, 270-745-4680</p>
<b>Consent</b>	<p><b>Delete a Course</b>  <b>IDFM 334 Apparel Design Management</b>  Contact: Carrie Cox, <a href="mailto:carrie.cox@wku.edu">carrie.cox@wku.edu</a>, 270-227-3559</p>
<b>Consent</b>	<p><b>Delete a Course</b>  <b>NURS 405 Nursing Informatics</b>  Contact: Lori Alexander, <a href="mailto:lori.alexander@wku.edu">lori.alexander@wku.edu</a> , 745-4078</p>
<b>Moved to Action</b>	<p><b>Revise a Course Title</b>  <b>REC 320 Recreation Seminar</b>  Contact: Eric Knackmuhs, <a href="mailto:eric.knackmuhs@wku.edu">eric.knackmuhs@wku.edu</a>, 270-745-4680</p>
<b>Action</b>	<p><b>Revise Course Credit Hours</b>  <b>NURS 321 Transcultural Nursing</b>  Contact: Lori Alexander, <a href="mailto:lori.alexander@wku.edu">lori.alexander@wku.edu</a> , 745-4078</p>
<b>Action</b>	<p><b>Revise Course Credit Hours</b>  <b>NURS 323 Concepts in Professional Nursing</b>  Contact: Lori Alexander, <a href="mailto:lori.alexander@wku.edu">lori.alexander@wku.edu</a> , 745-4078</p>
<b>Action</b>	<p><b>Make Multiple Revisions to a Course</b>  <b>FACS 295 Curriculum Development for Infants and Toddlers</b>  Contact: D'Lee Babb, <a href="mailto:dlee.babb@wku.edu">dlee.babb@wku.edu</a>, 270-745-6943</p>
<b>Action</b>	<p><b>Make Multiple Revisions to a Course</b>  <b>FACS 296 Curriculum Development for Preschool and Kindergarten Children</b>  Contact: D'Lee Babb, <a href="mailto:dlee.babb@wku.edu">dlee.babb@wku.edu</a>, 270-745-6943</p>
<b>Action</b>	<p><b>Make Multiple Revisions to a Course</b>  <b>HCA 383 Statistical Applications in Healthcare</b>  Contact: Michelle Reece, <a href="mailto:michelle.reece@wku.edu">michelle.reece@wku.edu</a>; 270-745-4741</p>
<b>Action</b>	<p><b>Make Multiple Revisions to a Course</b>  <b>REC 306 Program Planning and Evaluation</b>  Contact: Tammie Stenger-Ramsey, <a href="mailto:tammie.stenger@wku.edu">tammie.stenger@wku.edu</a>, 5-6063</p>
<b>Action</b>	<p><b>Make Multiple Revisions to a Course</b>  <b>REC 420 Commercial Recreation and Tourism</b>  Contact: Raymond Poff, <a href="mailto:raymond.poff@wku.edu">raymond.poff@wku.edu</a>, 745-2498</p>
<b>Action</b>	<p><b>Make Multiple Revisions to a Course</b>  <b>REC 424 Camp and Conference Center Administration</b>  Contact: Tammie Stenger-Ramsey, <a href="mailto:tammie.stenger@wku.edu">tammie.stenger@wku.edu</a>, 5-6063</p>
<b>Action</b>	<p><b>Make Multiple Revisions to a Course</b></p>

	<p><b>REC 434 Environmental Interpretation</b>  Contact: Eric Knackmuhs, <a href="mailto:eric.knackmuhs@wku.edu">eric.knackmuhs@wku.edu</a>, 270-745-4680</p>
<b>Action</b>	<p><b>Make Multiple Revisions to a Course</b>  <b>REC 435 Outdoor Expedition Planning</b>  Contact: Tammie Stenger-Ramsey, <a href="mailto:tammie.stenger@wku.edu">tammie.stenger@wku.edu</a>, 5-6063</p>
<b>Action</b>	<p><b>Make Multiple Revisions to a Course</b>  <b>HMD 275 Restaurant Management</b>  Contact: Karen Mason <a href="mailto:Karen.mason@wku.edu">Karen.mason@wku.edu</a> 745-3462; Julie Lee <a href="mailto:Julie.lee@wku.edu">Julie.lee@wku.edu</a> 745-3990; Heather Payne-Emerson <a href="mailto:heather.payne-emerson@wku.edu">heather.payne-emerson@wku.edu</a> 745-6356</p>
<b>Action</b>	<p><b>Make Multiple Revisions to a Course</b>  <b>HMD 410 Internship in Hospitality Management</b>  Contact: Karen Mason <a href="mailto:Karen.mason@wku.edu">Karen.mason@wku.edu</a> 745-3462; Julie Lee <a href="mailto:Julie.lee@wku.edu">Julie.lee@wku.edu</a> 745-3990; Heather Payne-Emerson <a href="mailto:heather.payne-emerson@wku.edu">heather.payne-emerson@wku.edu</a> 745-6356</p>
<b>Action</b>	<p><b>Create a New Course</b>  <b>SWRK 301 Social Work Practice for Diversity, Equity, and Inclusion</b>  Contact: Simon Funge, <a href="mailto:simon.funge@wku.edu">simon.funge@wku.edu</a>, 270-861-6914</p>
<b>Action</b>	<p><b>Create a New Course</b>  <b>ASL 302 Deaf Culture in America</b>  Dr. Ashley Chance Fox, <a href="mailto:Ashley.Fox@wku.edu">Ashley.Fox@wku.edu</a>, 5-8962</p>
<b>Action</b>	<p><b>Create a New Course</b>  <b>ASL 406 ASL Special Topics</b>  Dr. Ashley Chance Fox, <a href="mailto:Ashley.Fox@wku.edu">Ashley.Fox@wku.edu</a>, 5-8962</p>
<b>Action</b>	<p><b>Create a New Course</b>  <b>REC 338 Parks, Recreation, and Quality of Life</b>  Contact: Eric Knackmuhs, <a href="mailto:eric.knackmuhs@wku.edu">eric.knackmuhs@wku.edu</a>, 270-745-4680</p>
<b>Action</b>	<p><b>Create a New Course</b>  <b>HMD 475 Advanced Hospitality Event Planning</b>  Contact: Fatemeh (Tannaz) Soltani, <a href="mailto:tannaz.soltani@wku.edu">tannaz.soltani@wku.edu</a>, 5-4744; Julie Lee, <a href="mailto:julie.lee@wku.edu">julie.lee@wku.edu</a> , 5-3990</p>
<b>Action</b>	<p><b>Revise a Program</b>  <b>249 Early Childhood Education, Associate of Arts</b>  Contact: D'Lee Babb, <a href="mailto:dlee.babb@wku.edu">dlee.babb@wku.edu</a>, 270-745-6943</p>
<b>Action</b>	<p><b>Proposal to Revise A Program</b>  <b>Meeting, Convention, and Exposition Planning Ref# 418</b>  Contact: Karen Mason <a href="mailto:Karen.mason@wku.edu">Karen.mason@wku.edu</a> 745-3462; Julie Lee <a href="mailto:Julie.lee@wku.edu">Julie.lee@wku.edu</a> 745-3990; Heather Payne-Emerson <a href="mailto:heather.payne-emerson@wku.edu">heather.payne-emerson@wku.edu</a> 745-6356</p>
<b>Action</b>	<p><b>Proposal to Revise a Program</b>  <b>Interior Design &amp; Fashion Merchandising Ref# 531</b>  Contact: Carrie Cox, <a href="mailto:carrie.cox@wku.edu">carrie.cox@wku.edu</a>, 270-227-3559</p>
<b>Action</b>	<p><b>Revise a Program</b></p>

	<b>367 Facility and Event Management</b> Contact: Raymond Poff; raymond.poff@wku.edu 745-2498
<b>Action</b>	<b>Revise a Program</b> <b>426 Outdoor Leadership</b> Contact: Tammie Stenger-Ramsey, <a href="mailto:tammie.stenger@wku.edu">tammie.stenger@wku.edu</a> , 745-6063
<b>Action</b>	<b>Revise a Program</b> <b>563 Family and Consumer Sciences</b> Contact: D'Lee Babb, <a href="mailto:dlee.babb@wku.edu">dlee.babb@wku.edu</a> , 745-6943; Kathy Croxall, <a href="mailto:Kathy.croxall@wku.edu">Kathy.croxall@wku.edu</a> , 745-3997; Darbi Haynes-Lawrence, <a href="mailto:darbi.haynes-lawrence@wku.edu">darbi.haynes-lawrence@wku.edu</a> , 745-2525; Adam West, <a href="mailto:adam.west@wku.edu">adam.west@wku.edu</a> , 745-5138
<b>Action</b>	<b>Revise a Program</b> <b>589 Recreation Administration</b> Contact: Raymond Poff; raymond.poff@wku.edu 745-2498
<b>Action</b>	<b>Revise a Program</b> <b>596 RN to BSN Program</b> Contact: Lori Alexander, <a href="mailto:lori.alexander@wku.edu">lori.alexander@wku.edu</a> , 745-4078
<b>Action</b>	<b>Create a New Certificate Program</b> <b>Deaf Studies Certificate</b> Contact: Dr. Ashley Chance Fox, <a href="mailto:Ashley.Fox@wku.edu">Ashley.Fox@wku.edu</a> , 5-8962
<b>Action</b>	<b>Create a New Certificate Program</b> <b>Early Childhood Education Director Certificate</b> Contact: D'Lee Babb, <a href="mailto:dlee.babb@wku.edu">dlee.babb@wku.edu</a> , 270-745-6943

<b>Potter College of Arts &amp; Letters</b>	
<b>Type of Action</b>	<b>Description of Item and Contact Information</b>
<b>Information</b>	<b>Action: Proposal to Create a Temporary Course</b> <b>Item: RELS 322</b> Contact Person: Sophia Arjana E-mail: <a href="mailto:Sophia.arjana@wku.edu">Sophia.arjana@wku.edu</a> Phone: 5-3136
<b>Information</b>	<b>Action: Proposal to Revise Course Prefix</b> <b>Item: IXD (to UX)</b> Contact: Angie Jerome, Mark Simpson Email: <a href="mailto:angela.jerome@wku.edu">angela.jerome@wku.edu</a> , <a href="mailto:mark.simpson@wku.edu">mark.simpson@wku.edu</a> Phone: (270) 745-3296
<b>Consent</b>	<b>Action: Proposal to Revise Course Prerequisites</b> <b>Item: IXD 320</b> Contact: Angie Jerome, Mark Simpson Email: <a href="mailto:angela.jerome@wku.edu">angela.jerome@wku.edu</a> , <a href="mailto:mark.simpson@wku.edu">mark.simpson@wku.edu</a> Phone: (270) 745-3296
<b>Consent</b>	<b>Action: Proposal to Revise Course Prerequisites</b>

	<p><b>Item: AD/SJB 210</b>  Contact: Angie Jerome, Mark Simpson, or Travis Newton  Email: <a href="mailto:angela.jerome@wku.edu">angela.jerome@wku.edu</a>, <a href="mailto:mark.simpson@wku.edu">mark.simpson@wku.edu</a>, <a href="mailto:travis.newton@wku.edu">travis.newton@wku.edu</a>  Phone: (270) 745-3296</p>
<b>Consent</b>	<p><b>Action: Proposal to Revise Course Prerequisites</b>  <b>Item: IXD/SJB 330</b>  Contact: Angie Jerome, Mark Simpson, or Travis Newton  Email: <a href="mailto:angela.jerome@wku.edu">angela.jerome@wku.edu</a>, <a href="mailto:mark.simpson@wku.edu">mark.simpson@wku.edu</a>, <a href="mailto:travis.newton@wku.edu">travis.newton@wku.edu</a>  Phone: (270) 745-3296</p>
<b>Consent</b>	<p><b>Action: Proposal to Revise Course Prerequisites</b>  <b>Item: IXD/SJB 340</b>  Contact: Angie Jerome, Mark Simpson, or Travis Newton  Email: <a href="mailto:angela.jerome@wku.edu">angela.jerome@wku.edu</a>, <a href="mailto:mark.simpson@wku.edu">mark.simpson@wku.edu</a>, <a href="mailto:travis.newton@wku.edu">travis.newton@wku.edu</a>  Phone: (270) 745-3296</p>
<b>Consent</b>	<p><b>Action: Proposal to Suspend a Course</b>  <b>Item: ANTH/FLK 277 – World Music</b>  Contact: Darlene Applegate  E-mail: <a href="mailto:darlene.applegate@wku.edu">darlene.applegate@wku.edu</a>  Phone: 270-745-5898</p>
<b>Action</b>	<p><b>Action: Revise Course Credit Hours</b>  <b>Item: THEA 324: Applied Vocal Styles</b>  Contact Person: Julie Lyn Barber  Email: <a href="mailto:julie.lyn.barber@wku.edu">julie.lyn.barber@wku.edu</a>  Phone: 5845</p>
<b>Action</b>	<p><b>Action: Proposal to Create a New Course</b>  <b>Item: ENG 359 Topics in Scriptwriting</b>  Contact person: Jessica Folk  Email: <a href="mailto:jessica.folk@wku.edu">jessica.folk@wku.edu</a>  Phone: 5-3043</p>
<b>Moved to Action</b>	<p><b>Action: Proposal to Create an Equivalent Course</b>  <b>Item: FILM 359</b>  Contact person: Jessica Folk  Email: <a href="mailto:jessica.folk@wku.edu">jessica.folk@wku.edu</a>, Phone: 5-3043</p>
<b>Action</b>	<p><b>Action: Proposal to Create a New Course</b>  <b>Item: ANTH 499 – Senior Seminar</b>  Contact: Darlene Applegate  E-mail: <a href="mailto:darlene.applegate@wku.edu">darlene.applegate@wku.edu</a>  Phone: 270-745-5898</p>
<b>Action</b>	<p><b>Action: Proposal to Revise a Program</b>  <b>Item: Certificate in Political Communication (192)</b>  Contact person: Scott Lasley or Angela Jerome  E-mail: <a href="mailto:scott.lasley@wku.edu">scott.lasley@wku.edu</a> or <a href="mailto:angela.jerome@wku.edu">angela.jerome@wku.edu</a>  Phone: 270-745-2799</p>
<b>Action</b>	<p><b>Action: Revise Program</b></p>

	<b>Item: Minor in Musical Theatre (424)</b> Contact Person: Julie Lyn Barber Email: <a href="mailto:julie.lyn.barber@wku.edu">julie.lyn.barber@wku.edu</a> Phone: 5845
<b>Action</b>	<b>Action: Revise Program</b> <b>Item: Performing Arts Administrative Minor (428)</b> Contact Person: Scott Stroot Email: <a href="mailto:scott.stroot@wku.edu">scott.stroot@wku.edu</a> Phone: 5845
<b>Action</b>	<b>Action: Proposal to Revise a Program</b> <b>Item: 583 Bachelor of Arts (major in music)</b> Contact person: John Cipolla Email: <a href="mailto:john.cipolla@wku.edu">john.cipolla@wku.edu</a> Phone: 5-7093
<b>Action</b>	<b>Proposal to Create a New Certificate Program</b> <b>Item: Certificate in User Experience (UX)</b> Contact: Angie Jerome, Mark Simpson, Cliff Shaluta, or Helen Sterk Email: <a href="mailto:angela.jerome@wku.edu">angela.jerome@wku.edu</a> , <a href="mailto:mark.simpson@wku.edu">mark.simpson@wku.edu</a> , <a href="mailto:cliff.shaluta@wku.edu">cliff.shaluta@wku.edu</a> , <a href="mailto:helen.sterk@wku.edu">helen.sterk@wku.edu</a> Phone: (270) 745-3296

<b>Ogden College of Science and Engineering</b>	
<b>Type of item</b>	<b>Description of Item &amp; Contact Information</b>
<b>Consent</b>	<b>Proposal to Revise Course Catalog Listing</b> <b>CHEM 109, Chemistry for the health Sciences, 3 hrs.</b> Contact: Jeremy Maddox, <a href="mailto:Jeremy.maddox@wku.edu">Jeremy.maddox@wku.edu</a> , x58725
<b>Consent</b>	<b>Proposal to Delete a Course</b> <b>PHYS 140, Foundations of Physics, 3 hrs.</b> Contact: Doug Harper, <a href="mailto:doug.harper@wku.edu">doug.harper@wku.edu</a> , x6194
<b>Consent</b>	<b>Proposal to Delete a Course</b> <b>PHYS 175, University Experience for Physics Majors, 2 hrs.</b> Contact: Doug Harper, <a href="mailto:doug.harper@wku.edu">doug.harper@wku.edu</a> , x6194
<b>Consent</b>	<b>Proposal to Delete a Course</b> <b>PHYS 270, University Physics III, 3 hrs.</b> Contact: Doug Harper, <a href="mailto:doug.harper@wku.edu">doug.harper@wku.edu</a> , x6194
<b>Consent</b>	<b>Proposal to Delete a Course</b> <b>PHYS 271, Lab for University Physics III, 1 hrs.</b> Contact: Doug Harper, <a href="mailto:doug.harper@wku.edu">doug.harper@wku.edu</a> , x6194

<b>Consent</b>	<b>Proposal to Delete a Course</b> <b>PHYS 320, Introductory Modern Physics I, 3 hrs.</b> Contact: Doug Harper, <a href="mailto:doug.harper@wku.edu">doug.harper@wku.edu</a> , x6194
<b>Consent</b>	<b>Proposal to Revise Course Prerequisites/Corequisites</b> <b>PHYS 316, Computational Physics, 3 hrs.</b> Contact: Doug Harper, <a href="mailto:doug.harper@wku.edu">doug.harper@wku.edu</a> , x6194
<b>Consent</b>	<b>Proposal to Revise Course Prerequisites/Corequisites</b> <b>PHYS 425, Physics of Materials Science, 3 hrs.</b> Contact: Doug Harper, <a href="mailto:doug.harper@wku.edu">doug.harper@wku.edu</a> , x6194
<b>Consent</b> <b>(Added on the floor)</b>	<b>Proposal to Suspend a Program</b> <b>Reference # 296</b> Contact: Brent Askins, <a href="mailto:brent.askins@wku.edu">brent.askins@wku.edu</a> , x4433
<b>Consent</b> <b>(Added on the floor)</b>	<b>Proposal to Suspend a Program</b> <b>Reference # 599</b> Contact: Brent Askins, <a href="mailto:brent.askins@wku.edu">brent.askins@wku.edu</a> , x4433
<b>Action</b>	<b>Proposal to Revise Course Credit Hours</b> <b>CHEM 299, Intro to Chemical Research, 0-3 hrs.</b> Contact: Jeremy Maddox, <a href="mailto:Jeremy.maddox@wku.edu">Jeremy.maddox@wku.edu</a> , x58725
<b>Action</b>	<b>Proposal to Revise Course Credit Hours</b> <b>GEOL 420, Geomorphology, 4 hrs.</b> Contact: Fred Siewers, <a href="mailto:fred.siewers@wku.edu">fred.siewers@wku.edu</a> , x55988
<b>Action</b>	<b>Proposal to Revise Course Credit Hours</b> <b>GEOG 420, Geomorphology, 4 hrs.</b> Contact: Fred Siewers, <a href="mailto:fred.siewers@wku.edu">fred.siewers@wku.edu</a> , x55988
<b>Action</b>	<b>Proposal to Make Multiple Revisions to a Course</b> <b>PHYS 321, Introductory Modern Physics II, 3 hrs.</b> Contact: Michael Carini, <a href="mailto:mike.carini@wku.edu">mike.carini@wku.edu</a> , x54357
<b>Action</b>	<b>Proposal to Create a New Course</b> <b>PSYS 161, Intro Biopsychology lab, 1 hour.</b> Contact Gordon Baylis, <a href="mailto:gordon.baylis@wku.edu">gordon.baylis@wku.edu</a> , x53919

Proposal Date: February 27, 2018

**College of Health and Human Services  
School of Kinesiology, Recreation & Sport  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Eric Knackmuhs, [eric.knackmuhs@wku.edu](mailto:eric.knackmuhs@wku.edu), 270-745-4680

- 1. Identification of proposed course:**
  - 1.1 Course prefix and number: REC 200
  - 1.2 Course title: Introduction to Recreation
  - 1.3 Credit Hours: 3
  
- 2. Proposed course title:** Recreation in Society
  
- 3. Proposed abbreviated course title:** Recreation in Society
  
- 4. Rationale for the revision of course title:** To better reflect course content: the role of recreation in society. Also to reduce some confusion as to whether this is an activity course, like learning how to participate in recreation activities.
  
- 5. Proposed term for implementation:** Spring 2019
  
- 6. Dates of prior committee approvals:**

School of Kinesiology, Recreation & Sport

March 7, 2018

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CHHS Undergraduate Curriculum Committee

March 23, 2018

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Undergraduate Curriculum Committee

April 17, 2018

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University Senate

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Proposal Date: November 1, 2017

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

Contact Person: D'Lee Babb, [dlee.babb@wku.edu](mailto:dlee.babb@wku.edu), 270-745-6943

- 1. Identification of course:**
  - 1.1 Course prefix and number: FACS 193
  - 1.2 Course title: Curriculum Development for Young Children
- 2. Current prerequisites:** FACS 294 and restricted to IECE majors
- 3. Proposed prerequisites/corequisites:** Prerequisite or Corequisite: FACS 191 or instructor permission
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** Course does not require knowledge from FACS 294 to successfully complete the class. They will need to take FACS 191 (Child Development) either at the same time as FACS 193 or prior to FACS 193. This is due to the content of FACS 193 and students needing an understanding of Child Development in order to understand Developmentally Appropriate Practices and the application of these practices in the ECE classroom.
- 5. Effect on completion of major/minor sequence:** Students will be able to complete FACS 193 earlier in the sequence of courses than previously possible with the removal of FACS 294 as a prerequisite.
- 6. Proposed term for implementation:** First available date.
- 7. Dates of prior committee approvals:**

Department of Applied Human Sciences

11/17/2017

CHHS Undergraduate Curriculum Committee

January 26, 2018

Professional Education Council

**PENDING APPROVAL**

Undergraduate Curriculum Committee

April 17, 2018

University Senate

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

Contact Person:

Karen Mason [Karen.mason@wku.edu](mailto:Karen.mason@wku.edu) 745-3462

Julie Lee [julie.lee@wku.edu](mailto:julie.lee@wku.edu) 745-3990

Heather Payne-Emerson [heather.payne-emerson@wku.edu](mailto:heather.payne-emerson@wku.edu) 745-6356

**1. Identification of course:**

1.1 Course prefix and number: HMD 152

1.2 Course title: Food Service Sanitation

**2. Current corequisites:**

2.1 Corequisite: HMD 251

**3. Proposed corequisites:**

3.1 Corequisite: none

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

4.1 The sanitation course must be taken before the commercial foods class.  
Success in the course is not dependent upon taking them together.

**5. Effect on completion of major/minor sequence:**

Will improve sequencing and progression toward graduation.

**6. Proposed term for implementation:** Next available.

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

Department of Applied Human Sciences

02/23/2018

CHHS Undergraduate Curriculum Committee

March 23, 2018

Undergraduate Curriculum Committee

April 17, 2018

University Senate

Proposal Date: February 23, 2018

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

Contact Person:

Karen Mason [Karen.mason@wku.edu](mailto:Karen.mason@wku.edu) 745-3462

Julie Lee [julie.lee@wku.edu](mailto:julie.lee@wku.edu) 745-3990

Heather Payne-Emerson [heather.payne-emerson@wku.edu](mailto:heather.payne-emerson@wku.edu) 745-6356

- 1. Identification of course:**
  - 1.1 Course prefix and number: HMD 251
  - 1.2 Course title: Commercial Food Preparation
- 2. Current prerequisites/corequisites:**
  - 2.1 Prerequisite: HMD 151. Corequisite: HMD 152
- 3. Proposed prerequisites:**
  - 3.1 Prerequisite: HMD 151, 152
- 4. Rationale for the revision of prerequisites:**
  - 4.1 The sanitation course should be taken before the commercial foods class.
- 5. Effect on completion of major/minor sequence:** Will improve sequencing and progression toward graduation.
- 6. Proposed term for implementation:** Next available.
- 7. Dates of prior committee approvals:**

Department of Applied Human Sciences

02/23/2018

CHHS Undergraduate Curriculum Committee

March 23, 2018

Undergraduate Curriculum Committee

April 17, 2018

University Senate

Proposal Date: February 23, 2018

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

Contact Person:

Karen Mason [karen.mason@wku.edu](mailto:karen.mason@wku.edu) 745-3462

Julie Lee [julie.lee@wku.edu](mailto:julie.lee@wku.edu) 745-3990

Heather Payne-Emerson [heather.payne-emerson@wku.edu](mailto:heather.payne-emerson@wku.edu) 745-6356

**1. Identification of course:**

1.1 Course prefix and number: HMD 361

1.2 Course title: Life Stage Nutrition

**2. Current prerequisites:**

2.1 Prerequisite: HMD 211, BIOL 131, and CHEM 105 or CHEM 109

**3. Proposed prerequisites/corequisites:**

3.1 Prerequisite: HMD 211, BIOL 131, and CHEM 105 or CHEM 109. Corequisite: HMD 340

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

4.1 The life stage and nutritional assessment courses should be taken together. The Assessment course is new, and was approved in December 2017 with the corequisite of HMD 361.

**5. Effect on completion of major/minor sequence:** Will improve sequencing and progression toward graduation.

**6. Proposed term for implementation:** Next available.

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

Department of Applied Human Sciences

CHHS Undergraduate Curriculum Committee

Undergraduate Curriculum Committee

University Senate

02/23/2018

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March 23, 2018

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April 17, 2018

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Proposal Date: February 23, 2018

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

Contact Person:

Karen Mason [Karen.mason@wku.edu](mailto:Karen.mason@wku.edu) 745-3462

Julie Lee [julie.lee@wku.edu](mailto:julie.lee@wku.edu) 745-3990

Heather Payne-Emerson [heather.payne-emerson@wku.edu](mailto:heather.payne-emerson@wku.edu) 745-6356

**1. Identification of course:**

1.1 Course prefix and number: HMD 470

1.2 Course title: Advanced Lodging Management

**2. Current prerequisites/corequisites:**

*Prerequisites: HMD 276. Corequisite: HMD 472.*

**3. Proposed prerequisites:**

*Prerequisites: HMD 276.*

**4. Rationale for the revision of prerequisite:**

The co-requisite HMD 472 is the other spring capstone course, but the content is not connected.

**5. Effect on completion of major/minor sequence:** Will improve sequencing and progression toward graduation.

**6. Proposed term for implementation:** Next available.

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

Department of Applied Human Sciences

02/23/2018

CHHS Undergraduate Curriculum Committee

March 23, 2018

Undergraduate Curriculum Committee

April 17, 2018

University Senate

Proposal Date:

**College of Health and Human Services  
Department of Communication Sciences and Disorders  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Leisa Hutchison, [leisa.hutchison@wku.edu](mailto:leisa.hutchison@wku.edu), 270-745-2772

- 1. Identification of course:**
  - 1.1 Course prefix and number: CD 496
  - 1.2 Course title: International Speech Pathology
- 2. Current prerequisites:** Enrolled as a Communication Disorders major at WKU
- 3. Proposed prerequisites:** Enrolled as a Communication Disorders major at WKU or instructor permission.
- 4. Rationale for the revision of prerequisites:** Both majors in Communication Disorders and those in related fields of study will be given opportunities to acquire and broaden knowledge and understanding of speech pathology services in other countries.
- 5. Effect on completion of major/minor sequence:** None since this course is offered during May term.
- 6. Proposed term for implementation:** Spring 2019
- 7. Dates of prior committee approvals:**

Communication Sciences and Disorders

March 2, 2018

CHHS Undergraduate Curriculum Committee

March 23, 2018

Undergraduate Curriculum Committee

April 17, 2018

University Senate

**College of Health and Human Services  
Department of Applied Human Sciences  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person:

Karen Mason [Karen.mason@wku.edu](mailto:Karen.mason@wku.edu) 745-3462

Julie Lee [Julie.lee@wku.edu](mailto:Julie.lee@wku.edu) 745-3990

Heather Payne-Emerson [heather.payne-emerson@wku.edu](mailto:heather.payne-emerson@wku.edu) 745-6356

**1. Identification of course:**

- 1.1 Current course prefix and number: HMD 313
- 1.2 Course title: Practicum in Hospitality Management

**2. Current course catalog listing:**

- 2.1 Supervised work experience in hospitality management and tourism. Students acquire experience in a professional performance setting at an approved site. Students are required to find their own practicum site and provide their own transportation to the site. Repeatable up to a maximum of six hours.

**3. Proposed course catalog listing:**

- 3.1 Supervised work experience in event management and tourism. Practicum sites must be approved by the instructor. Students are required to find their own practicum site and provide their own transportation to the site. Repeatable up to a maximum of six hours.

**4. Rationale for revision of the course catalog listing:**

- 4.1 Shortening of the description, with consolidation of pertinent topics and key terms.

**5. Proposed term for implementation:** Next available.

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

Department of Applied Human Sciences

CHHS Undergraduate Curriculum Committee

Undergraduate Curriculum Committee

University Senate

02/23/2018

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March 23, 2018

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April 17, 2018

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**College of Health and Human Services  
School of Kinesiology Recreation and Sport  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Tammie Stenger-Ramsey, [tammie.stenger@wku.edu](mailto:tammie.stenger@wku.edu), 5-6063

**1. Identification of course:**

- 1.1 Course prefix and number: REC 328
- 1.2 Course title: Inclusive Recreation

**2. Current course catalog listing:**

Study of diverse leisure requirements of people with special needs. Attention given to outcome-based alternative programming, including special recreation and inclusion in mainstream recreation

**3. Proposed course catalog listing:**

Application of outcome-based recreational experience development, which embraces personal and cultural dimensions of diversity. Emphasis on facilitating programs for individuals who have differing physical and mental abilities, ages, genders, ethnicities, and cultural values.

**4. Rationale for revision of the course catalog listing:**

Removes outdated language. More closely aligns the description with current course delivery and aims outlined by COAPRT accreditation about the broader concepts of programming for diversity.

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

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

School of Kinesiology, Recreation and Sport

March 7, 2018

CHHS Undergraduate Curriculum Committee

March 23, 2018

Undergraduate Curriculum Committee

April 17, 2018

University Senate



**College of Health and Human Services  
School of Kinesiology, Recreation & Sport  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Eric Knackmuhs, [eric.knackmuhs@wku.edu](mailto:eric.knackmuhs@wku.edu), 270-745-4680

**1. Identification of course:**

- 1.1 Course prefix and number: REC 406
- 1.2 Course title: Recreation Administration

**2. Current course catalog listing:** Recreation administration with emphasis on personnel, planning, maintenance, legal issues and public relations.

**3. Proposed course catalog listing:** Recreation administration with emphasis on personnel, planning, facilities, legal issues and public relations.

**4. Rationale for revision of the course catalog listing:** One could infer that the term maintenance refers to facilities, but using the word ‘facilities’ is more precise.

**5. Proposed term for implementation:** Spring 2019

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

School of Kinesiology, Recreation & Sport

March 7, 2018

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CHHS Undergraduate Curriculum Committee

March 23, 2018

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Undergraduate Curriculum Committee

April 17, 2018

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University Senate

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**College of Health and Human Services  
School of Nursing  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Lori Alexander, [lori.alexander@wku.edu](mailto:lori.alexander@wku.edu) , 745-4078

**1. Identification of course:**

- 1.1 Current course prefix and number: NURS 405
- 1.2 Course title: Nursing Informatics

**2. Rationale for the course deletion:**

Students in the RN to BSN program are practicing nurses who return to coursework for completion of a Baccalaureate nursing education. A review of the Benchmark Institutions on WKU's website reflects the need for a change in the focus of content for our students and the populations they serve. RN to BSN nursing students currently incorporate informatics on a daily basis in their practice areas. In addition, the content taught in Nursing Informatics is disseminated throughout the remaining courses which makes the existence of this course obsolete. Also, the deletion of this course will make the RN to BSN Program more competitive with other on-line RN to BSN Programs and Benchmark Institutions.

**3. Effect of course deletion on programs or other departments, if known:**

Deletion of this course will have no effect on other departments.

**4. Proposed term for implementation:** Spring 2019

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

School of Nursing

November 16, 2017

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CHHS Undergraduate Curriculum Meeting

January 26, 2018

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Undergraduate Curriculum Committee

April 17, 2018

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University Senate

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Proposal Date: February 27, 2018

**College of Health and Human Services  
School of Kinesiology, Recreation & Sport  
Proposal to Revise Course Title  
(Moved to Action Item)**

Contact Person: Eric Knackmuhs, [eric.knackmuhs@wku.edu](mailto:eric.knackmuhs@wku.edu), 270-745-4680

- 1. Identification of proposed course:**
  - 1.1 Course prefix and number: REC 320
  - 1.2 Course title: Recreation Seminar
  - 1.3 Credit Hours: 3
  
- 2. Proposed course title:** Professional Development in Recreation
  
- 3. Proposed abbreviated course title:** Professional Dev. Recreation
  
- 4. Rationale for the revision of course title:** To better reflect the content of course: Professional Development instead of the much broader term “recreation”.
  
- 5. Proposed term for implementation:** Spring 2019
  
- 6. Dates of prior committee approvals:**

School of Kinesiology, Recreation & Sport

March 7, 2018

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CHHS Undergraduate Curriculum Committee

March 23, 2018

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Undergraduate Curriculum Committee

April 17, 2018

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University Senate

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**College of Health and Human Services  
School of Nursing  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Lori Alexander, [lori.alexander@wku.edu](mailto:lori.alexander@wku.edu), 745-4078

**1. Identification of course:**

- 1.1 Current course prefix and number: NURS 321
- 1.2 Course title: Transcultural Nursing
- 1.3 Credit hours: 2

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

**3. Rationale for the revision of course credit hours:**

This course examines historical and theoretical foundations behind transcultural nursing, transcultural nursing across the lifespan, nursing in multicultural healthcare settings, and contemporary challenges in transcultural nursing. In addition, the following specific cultures are examined: Amish, Appalachian, Bosnian, Hispanic/Latino, Native American, Asian, Sudanese, Nigerian, German, Iranian, and Russian in regards to communication, family roles and organization, workforce issues, bio-cultural ecology, high-risk behaviors, nutrition, pregnancy and childbearing practices, death rituals, spirituality, health-care practices, and health-care providers. This class incorporates readings, on-line lectures, five quizzes, a comprehensive final exam, four discussion boards, a Wiki group project, and students are required to assess another culture and provide a comprehensive paper over the assessment of another culture. Therefore, workload for the student does reflect a 3 credit hour college course.

**4. Proposed term for implementation: Spring 2019**

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

RN to BSN Program/School of Nursing

November 16, 2017

CHHS Undergraduate Curriculum Committee

January 26, 2018

Undergraduate Curriculum Committee

April 17, 2018

University Senate

**College of Health and Human Services  
School of Nursing  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Lori Alexander, [lori.alexander@wku.edu](mailto:lori.alexander@wku.edu), 745-4078

**1. Identification of course:**

- 1.1 Current course prefix and number: NURS 323
- 1.2 Course title: Concepts of Professional Nursing
- 1.3 Credit hours: 2

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

**3. Rationale for the revision of course credit hours:** Concepts of Professional Nursing is the transition course for the RN to BSN Program. Students are familiarized with professional writing utilizing *American Psychological Association* 6<sup>th</sup> edition guidelines writing 3 papers. Students read over thirteen chapters and have 5 quizzes throughout the semester and a cumulative exam during finals' week. Students are also expected to develop a Mediasite video and explain their *Philosophy of Nursing* which is depicted from a collage. There are 6 discussion boards where students respond and depending on the topic will apply the topic to their practice. Therefore, workload for the student does reflect a 3 credit hour college course.

**4. Proposed term for implementation: Spring 2019**

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

School of Nursing/RN to BSN Program

November 16, 2017

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CHHS Undergraduate Curriculum Committee

January 26, 2018

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Undergraduate Curriculum Committee

April 17, 2018

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University Senate

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**College of Health and Human Services  
Department of Applied Human Sciences  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: D'Lee Babb, [dlee.babb@wku.edu](mailto:dlee.babb@wku.edu), 270-745-6943

**1. Identification of course:**

- 1.4 Current course prefix (subject area) and number: FACS 295
- 1.5 Course title: Curriculum Development for Infants and Toddlers

**2. Revise course title:**

- 2.1 Current course title: Curriculum Development for Infants and Toddlers
- 2.2 Proposed course title: Infant/Toddler Development and Curriculum
- 2.3 Proposed abbreviated title: Inf/Toddler Dev & Curriculum  
Rationale for revision of course title: In response to recommendations from the accrediting body of the National Association for the Education of Young Children (NAEYC), the title is being revised to reflect the content included on development of infants and toddlers, which has long been a part of this class, as well as the development of curriculum.

**3. Revise course number:**

- 3.1 Current course number: FACS 295
- 3.2 Proposed course number: FACS 335
- 3.3 Rationale for revision of course number: Course content for FACS 295 contains the rigor of that of an upper division course. Changing the course number will reflect the work and the learning required in the course.

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

- 4.1 Current prerequisites/corequisites: FACS 294 or instructor permission
- 4.2 Proposed prerequisite: FACS 193 or instructor permission  
Proposed corequisites: None
- 4.3 Rationale for revision of course prerequisites/corequisites: FACS 193 requires FACS 191 as a prerequisite/corequisite. Therefore students will have completed both FACS 191 Child Development and FACS 193 Curriculum Development for Young Children. FACS 191 is already a part of the course sequence, as it is a prerequisite to FACS 294; the important component to continue is the child development knowledge versus the assessment aspect in FACS 294. FACS 191 provides an overview of child development and lays the foundation for the more in-depth study of infant and toddler development conducted in this class. FACS 193 is an overview of curriculum development focusing on Developmentally Appropriate Practices as outlined by the National Association for the Education of Young Children (NAEYC; our accrediting body), various teaching methods utilized in early childhood classrooms, and curriculum development for infant, toddler, and preschool classrooms. The knowledge gleaned in FACS 193 will be applied to infant and toddler curriculum, and classroom set up and practices in this class.

4.4 Effect on completion of major/minor sequence: There should not be any effect on major sequence as students will continue to complete this course in the fall semester of their second year in the program.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Overview of curriculum and activities that are developmentally appropriate for infants and toddlers, individually and in groups. Practical experiences in a field setting; students are responsible for providing their own transportation.
- 5.2 Proposed course catalog listing: Study of infant and toddler physical, cognitive, language, and social/emotional development. Application of child development to developmentally appropriate curriculum, classroom, and teaching practices. Practical experiences in a field setting; students are responsible for providing their own transportation.
- 5.3 Rationale for revision of course catalog listing: In response to recommendations from the accrediting body of NAEYC, the description is being revised to reflect the content focused on the development of infants and toddlers, which has long been a part of this class, as well as the development of curriculum. The physical, cognitive, language, and social/emotional development of infants and toddlers will be appropriately emphasized in relation to curriculum development.

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

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

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

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

**8. Proposed term for implementation: First available date**

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

Applied Human Sciences Department	<u><b>3/20/2018</b></u>
College of Health & Human Services	<u><b>3/29/2018</b></u>
Professional Education Council (if applicable)	<u><b>4/11/2018</b></u>
General Education Committee (if applicable)	<u><b>N/A</b></u>
Undergraduate Curriculum Committee	<u><b>4/17/2018</b></u>
University Senate	<u> </u>



**College of Health and Human Services  
Department of Applied Human Sciences  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: D'Lee Babb, [dlee.babb@wku.edu](mailto:dlee.babb@wku.edu), 270-745-6943

**1. Identification of course:**

- 1.6 Current course prefix (subject area) and number: FACS 296
- 1.7 Course title: Curriculum Development for Preschool and Kindergarten Children

**2. Revise course title:**

- 2.4 Current course title: Curriculum Development for Preschool and Kindergarten Children
- 2.5 Proposed course title: Preschool and Kindergarten Child Development and Curriculum
- 2.6 Proposed abbreviated title: Preschl/Kgrtn Ch Dev & Curr
- 2.7 Rationale for revision of course title: In response to recommendations from the accrediting body of the National Association for the Education of Young Children (NAEYC), the title is being revised to reflect the content included on development of preschool and kindergarten children, which has long been a part of this class, as well as the development of curriculum.

**3. Revise course number:**

- 3.4 Current course number: FACS 296
- 3.5 Proposed course number: FACS 336
- 3.6 Rationale for revision of course number: Course content for FACS 296 contains the rigor of that of an upper division course. Changing the course number will reflect the work and the learning required in the course.

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

- 4.1 Current prerequisites/corequisites: FACS 294 or instructor permission
- 4.2 Proposed prerequisites: FACS 193 or instructor permission  
Proposed corequisites: None
- 4.3 Rationale for revision of course prerequisites/corequisites: FACS 193 requires FACS 191 as a prerequisite/corequisite. Therefore students will have completed both FACS 191 Child Development and FACS 193 Curriculum Development for Young Children. FACS 191 is already a part of the course sequence, as it is a prerequisite to FACS 294; the important component to continue is the child development knowledge versus the assessment aspect in FACS 294. FACS 191 provides an overview of child development and will lay the foundation for the more in-depth study of preschool and Kindergarten child development conducted in this class. FACS 193 is an overview of curriculum development focusing on Developmentally Appropriate Practices as outlined by the National Association for the Education of Young Children (NAEYC; our accrediting body), various teaching methods utilized in early childhood classrooms, and curriculum development for infant, toddler and preschool classrooms. The knowledge gleaned in FACS 193 will be applied to preschool and kindergarten curriculum, and classroom set up and practices in this class.

4.4 Effect on completion of major/minor sequence: There should not be any effect on major sequence as students will continue to complete this course in the spring semester of their second year in the program.

**5. Revise course catalog listing:**

- 5.4 Current course catalog listing: Overview of curriculum and activities that are developmentally appropriate for diverse groups or individual preschool/kindergarten children. Practical experiences in a field setting; students are responsible for providing their own transportation.
- 5.5 Proposed course catalog listing: Study of early childhood (preschool and kindergarten) physical, cognitive, language, and social/emotional development. Application of child development to developmentally appropriate curriculum, classroom and teaching practices. Practical experiences in a field setting; students are responsible for providing their own transportation.
- 5.6 Rationale for revision of course catalog listing: In response to recommendations from the accrediting body of NAEYC, the description is being revised to reflect the content focused on the development of preschool and kindergarten-aged children, which has long been a part of this class, as well as the development of curriculum. The physical, cognitive, language, and social/emotional development of children in early childhood will be appropriately emphasized in relation to curriculum development.

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

- 6.4 Current course credit hours:
- 6.5 Proposed course credit hours:
- 6.6 Rationale for revision of course credit hours:

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

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

**8. Proposed term for implementation: First available date**

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

Applied Human Sciences	<u><b>3-20-2018</b></u>
College of Health & Human Services	<u><b>3/29/2018</b></u>
Professional Education Council (if applicable)	<u><b>4/11/2018</b></u>
General Education Committee (if applicable)	<u><b>N/A</b></u>
Undergraduate Curriculum Committee	<u><b>4/17/2018</b></u>
University Senate	<u> </u>

**College of Health & Human Services  
Department of Public Health  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Michelle Reece, [michelle.reece@wku.edu](mailto:michelle.reece@wku.edu); 270-745-4741

**1. Identification of course:**

- 1.1 Current course prefix and number: HCA 383
- 1.2 Course title: Health Care Management

**2. Revise course title:**

- 2.1 Current course title: Statistical Applications in Healthcare
- 2.2 Proposed course title: Data Management Applications in Healthcare
- 2.3 Proposed abbreviated title: Data Management
- 2.4 Rationale for revision of course title: The course is offered to students in the health care administration major; the proposed course title reflects the need of students in this major to acquire skills in data management in healthcare environment rather than providing general statistical skills as reflected in the current title. The proposed title allows for instructions to be based on data management practices from the constantly changing healthcare industry to cover the course content as deemed applicable to healthcare administration.

**3. Revise course number: n/a**

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

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

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

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: This course covers statistical applications in both MS Excel and SPSS. Basic familiarity with personal computers is assumed.
- 5.2. Proposed course catalog listing: This course covers data types, data use, and data management approaches including statistical applications that are currently used in the healthcare industry. Data management and analysis products including MS Excel, SPSS and other data management/statistical applications relevant to the healthcare environment would be used to deliver course content. Basic familiarity with personal computers is assumed.

5.3 Rationale for revision of course catalog listing: Broadening of the course content beyond statistical applications to include coverage of data management products that are applied in the healthcare industry. To allow management and analysis skills pertinent in the contemporary healthcare trends to be included in the course content.

**6. Revise course credit hours: n/a**

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

**7. Revise grade type: n/a**

7.1 Current grade type:

7.2 Proposed grade type:

7.3 Rationale for revision of grade type:

**8. Proposed term for implementation: Spring 2019**

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

Department of Public Health

March 6, 2018

CHHS Undergraduate Curriculum Committee

March 23, 2018

Undergraduate Curriculum Committee

April 17, 2018

University Senate

**College of Health & Human Services  
School of Kinesiology, Recreation & Sport  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Tammie Stenger-Ramsey, tammie.stenger@wku.edu, 270-745-6063

**1. Identification of course:**

- 1.1 Current course prefix and number: REC 306
- 1.2 Course title: Program Planning and Evaluation

**2. Revise course title:**

- 2.1 Current course title: Program Planning and Evaluation
- 2.2 Proposed course title: Experience Planning and Evaluation
- 2.3 Proposed abbreviated title: Experience Planning & Eval
- 2.4 Rationale for revision of course title: This revision reflects an emerging industry trend shifting focus away from ‘recreation programs’ and toward ‘experiences’. The goal is to facilitate an experience for participants. Using the term experience will assist our students in conceptualizing what they are learning and how/where they can apply that knowledge.

**3. Revise course number: n/a**

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

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Methodologies, skills and materials needed for designing, planning, implementing and evaluation recreation programs for diverse populations in multiple settings. Includes the application of concepts and theories and an exploration of recreation trends.
- 5.2 Proposed course catalog listing: Methodologies, skills and materials needed for designing, planning, implementing and evaluating meaningful experiences and programs for diverse populations in multiple settings. Includes the application of concepts and theories and an exploration of recreation and experience industry trends.
- 5.3 Rationale for revision of course catalog listing: As noted in 2.4 above, this revision reflects an emerging industry trend shifting focus away from ‘recreation programs’ and toward ‘experiences’. The goal is to facilitate an experience for participants. Using the term experience will assist our students in conceptualizing what they are learning and how/where they can apply that knowledge.

**6. Revise course credit hours: n/a**

**7. Revise grade type: n/a**

**8. Proposed term for implementation:** Spring 2019

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

School of Kinesiology, Recreation & Sport

March 7, 2018

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CHHS Undergraduate Curriculum Committee

March 23, 2018

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Undergraduate Curriculum Committee

April 17, 2018

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University Senate

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**College of Health & Human Services  
School of Kinesiology, Recreation & Sport  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Raymond Poff, raymond.poff@wku.edu, 745-2498

- 1. Identification of course:**
  - 1.1 Current course prefix and number: REC 420
  - 1.2 Course title: Commercial Recreation and Tourism
  
- 2. Revise course title:**
  - 2.1 Current course title: Commercial Recreation and Tourism
  - 2.2 Proposed course title: Recreation and Tourism
  - 2.3 Proposed abbreviated title: Recreation and Tourism
  - 2.4 Rationale for revision of course title: While the main content of this course addresses the commercial recreation and tourism, it also includes a broader discussion of the roles of public and nonprofit recreation with tourism. Additionally, there isn't just one universal term for commercial recreation; it can be referred to as commercial recreation, private recreation, private sector recreation, and for-profit recreation. Deleting the term 'commercial' is an efficient way to deal with this dilemma and doesn't take away from the course.
  
- 3. Revise course number: n/a**
  
- 4. Revise course prerequisites/corequisites/special requirements: n/a**
  
- 5. Revise course catalog listing:**
  - 5.1 Current course catalog listing: An overview of commercial recreation and tourism with particular attention to business principles, trends, and job opportunities.
  - 5.2 Proposed course catalog listing: A focused examination of recreation and tourism with particular attention to business principles, trends, and job opportunities. The relationships between recreation, events, and tourism serves as a key framework.
  - 5.3 Rationale for revision of course catalog listing: Eliminates some potential confusion or discomfort with the term commercial and more accurately describes the breadth and focus of content.
  
- 6. Revise course credit hours: n/a**
  
- 7. Revise grade type: n/a**
  
- 8. Proposed term for implementation: Spring 2019**

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

School of Kinesiology, Recreation & Sport  
CHHS Undergraduate Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

March 7, 2018

March 23, 2018

April 17, 2018



**College of Health & Human Services  
School of Kinesiology, Recreation & Sport  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Tammie Stenger-Ramsey, tammie.stenger@wku.edu, 270-745-6063

- 1. Identification of course:**
  - 1.1 Current course prefix and number: REC 424
  - 1.2 Course title: Camp and Conference Center Administration
  
- 2. Revise course title:**
  - 2.1 Current course title: Camp and Conference Center Administration
  - 2.2 Proposed course title: Camp and Retreat Center Administration
  - 2.3 Proposed abbreviated title: Camp & Retreat Center Admin
  - 2.4 Rationale for revision of course title: Reflect current industry trends. Most camp facilities host more retreats than conferences because of the size of facilities and the size of those types of events. Moreover, a greater number of organized camps are changing their name to “retreat center.”
  
- 3. Revise course number: n/a**
  
- 4. Revise course prerequisites/corequisites/special requirements: n/a**
  
- 5. Revise course catalog listing:**
  - 5.1 Current course catalog listing: Organization and administration of camp and conference center programs and facilities including history, trends, staffing, client needs, finance, marketing, and legal issues.
  
  - 5.2 Proposed course catalog listing: Organization and administration of camp and retreat center programs and facilities including history, trends, staffing, client needs, finance, marketing, and legal issues.
  
  - 5.3 Rationale for revision of course catalog listing: Updates the language to reflect current industry trends.
  
- 6. Revise course credit hours: n/a**
  
- 7. Revise grade type: n/a**
  
- 8. Proposed term for implementation: Spring 2018**

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

School of Kinesiology, Recreation & Sport

March 7, 2018

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CHHS Undergraduate Curriculum Committee

March 23, 2018

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Undergraduate Curriculum Committee

April 17, 2018

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University Senate

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**College of Health and Human Services  
School of Kinesiology, Recreation & Sport  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Eric Knackmuhs, [eric.knackmuhs@wku.edu](mailto:eric.knackmuhs@wku.edu), 270-745-4680

- 1. Identification of course:**
  - 1.1 Current course prefix and number: REC 434
  - 1.2 Course title: Environmental Interpretation
  
- 2. Revise course title:**
  - 2.1 Current course title: Environmental Interpretation
  - 2.2 Proposed course title: Resource Interpretation
  - 2.3 Proposed abbreviated title: Resource Interpretation
  - 2.4 Rationale for revision of course title: The term resource is more inclusive of the possible settings and application of interpretation skills.
  
- 3. Revise course number: n/a**
  
- 4. Revise course prerequisites/corequisites/special requirements: n/a**
  
- 5. Revise course catalog listing:**
  - 5.1 Current course catalog listing: Environmental interpretation in leisure and educational settings. Includes interpretive design of exhibits and facilities. Emphasizes the development of presentation and program skills.
  - 5.2 Proposed course catalog listing: Explores interpretive approaches to natural, cultural, and historical resources in leisure settings. Principles, philosophies, and techniques of resource interpretation are studied. Emphasizes practice and development of presentation skills. Includes design of interpretive products potentially including, but not limited to, exhibits, media, and brochures. Students are responsible for their own transportation to off-campus meetings.
  - 5.3 Rationale for revision of course catalog listing: To provide students a more complete and accurate description of the course content.
  
- 6. Revise course credit hours: n/a**
  
- 7. Revise grade type: n/a**
  
- 8. Proposed term for implementation: Spring 2019**

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

School of Kinesiology, Recreation & Sport  
CHHS Undergraduate Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

March 7, 2018

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March 23, 2018

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April 17, 2018

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**College of Health & Human Services  
School of Kinesiology, Recreation & Sport  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Tammie Stenger-Ramsey, tammie.stenger@wku.edu, 270-745-6063

**1. Identification of course:**

- 1.1 Current course prefix and number: REC 435
- 1.2 Course title: Outdoor Expedition Planning

**2. Revise course title:**

- 2.1 Current course title: Outdoor Expedition Planning
- 2.2 Proposed course title: Outdoor Experience Planning
- 2.3 Proposed abbreviated title: Outdoor Experience Planning
- 2.4 Rationale for revision of course title: This revision reflects an outdoor recreation participation change in the industry. The basic concepts related to outdoor experience and expedition planning are the same, but the title change addresses this shift in participation and makes the course title more reflective of students' future work experiences.

**3. Revise course number: n/a**

**4. Revise course prerequisites:**

- 4.1 Current prerequisites: Junior status or instructor permission
- 4.2 Proposed prerequisites: None
- 4.3 Rationale for revision of course prerequisites: To reflect the move away from this course being offered in a cohort type semester program.
- 4.4 Effect on completion of major/minor sequence: None

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Principles and techniques for planning, designing, implementing and evaluating extended outdoor expedition programs. Students will need to provide transportation for off-campus field-based instruction. Overnight field trips required. Students are responsible for their own transportation to off-campus meetings. University transportation provided when possible. Course Fee
- 5.2 Proposed course catalog listing: Principles and techniques for planning, designing, implementing and evaluating outdoor trips and experiences. Students are responsible for providing their own transportation to off-campus meetings.
- 5.3 Rationale for revision of course catalog listing: Removes "expedition" language. As the course is offered to students not part of the Outdoor Leadership immersion semester, overnight field trips are not necessarily included in this course. Within the current university budget climate, university transportation is unlikely. As the course is offered without being a part of the 15-hour immersion semester, the associated course fee is no longer necessary.

- 6. **Revise course credit hours:** n/a
- 7. **Revise grade type:** n/a
- 8. **Proposed term for implementation:** Next Available

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

School of Kinesiology, Recreation & Sport  
CHHS Undergraduate Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

March 7, 2018

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March 23, 2018

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April 17, 2018

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**College of Health and Human Services  
Department of Applied Human Sciences  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person:

Karen Mason [Karen.mason@wku.edu](mailto:Karen.mason@wku.edu) 745-3462

Julie Lee [Julie.lee@wku.edu](mailto:Julie.lee@wku.edu) 745-3990

Heather Payne-Emerson [heather.payne-emerson@wku.edu](mailto:heather.payne-emerson@wku.edu) 745-6356

**1. Identification of course:**

- 1.1 Current course prefix and number: HMD 275
- 1.2 Course title: Restaurant Management

**2. Revise course title:**

- 2.1 Current course title: Restaurant Management
- 2.2 Proposed course title: Restaurant & Retail Management
- 2.3 Proposed abbreviated title: Restaurant & Retail Mgmt.
- 2.4 Rationale for revision of course title: The retail component of the restaurant industry has become a new revenue stream for restaurants is now a part of the restaurant manager's duties.

**3. Revise course number:**

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

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

- 4.1 Current prerequisites/corequisites/special requirements: n/a
- 4.2 Proposed prerequisites/corequisites/special requirements: n/a
- 4.3 Rationale for revision of prerequisites/corequisites/special requirements: n/a
- 4.4 Effect on completion of major/minor sequence: n/a

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Identify and evaluate elements involved in successful concept creation and operation of a restaurant. Field trips at student's expense.
- 5.2 Proposed course catalog listing: Identify and evaluate elements involved in successful concept creation and operation of a restaurant and its affiliated retail. Field trips at student's expense.
- 5.3 Rationale for revision of course catalog listing: The retail component of the restaurant industry has become a new revenue stream for restaurants is now a part of the restaurant manager's duties, as well as the inventory control, purchasing and display.

**6. Revise course credit hours:**





**College of Health and Human Services  
Department of Applied Human Sciences  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person:

Karen Mason [Karen.mason@wku.edu](mailto:Karen.mason@wku.edu) 745-3462

Julie Lee [Julie.lee@wku.edu](mailto:Julie.lee@wku.edu) 745-3990

Heather Payne-Emerson [heather.payne-emerson@wku.edu](mailto:heather.payne-emerson@wku.edu) 745-6356

**1. Identification of course:**

- 1.1 Current course prefix and number: HMD 410
- 1.2 Course title: Internship in Hospitality Management

**2. Revise course title:**

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

**3. Revise course number:**

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

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

- 4.1 Current prerequisites:  
*Prerequisites: HMD 313 and junior standing.*
- 4.2 Proposed prerequisites:  
*Junior standing or permission of the instructor.*
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:  
HMD 313 is being dropped from the Hotel, Restaurant, Tourism Management concentration of the HMD major, as it was a duplicate internship/practicum experience.
- 4.4 Effect on completion of major/minor sequence:  
Will improve sequencing and progression toward graduation.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Advanced supervised professional experience in hospitality management and tourism. Students acquire management experience in a professional performance setting at an approved site. Students are required to find their own practicum site and provide their own transportation to the site. Repeatable up to a maximum of six hours.
- 5.2 Proposed course catalog listing:

- 5.3 Supervised work experience in hospitality management and tourism. Internship sites must be approved by the instructor. Students are required to find their own internship site and provide their own transportation to the site. Repeatable up to a maximum of six hours
- 5.4 Rationale for revision of course catalog listing:  
Shortening of the description, with consolidation of pertinent topics and key terms.

**6. Revise course credit hours:**

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

**7. Revise grade type:**

- 7.1 Current grade type: n/a
- 7.2 Proposed grade type: n/a
- 7.3 Rationale for revision of grade type: n/a

**8. Proposed term for implementation:** Next available.

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

Department of Applied Human Sciences  
 CHHS Undergraduate Curriculum Committee  
 Undergraduate Curriculum Committee  
 University Senate

02/23/2018  
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 March 23, 2018  
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 April 17, 2018  
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**Proposal to Create a New Course: SWRK 301: Social Work Practice for Diversity, Equity, and Inclusion**  
**College: CHHS**

**Department/Unit: Social Work**

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: Dr. Simon Funge, Assistant Professor of Social Work
- 1.2 Email address: simon.funge@wku.edu
- 1.3 Phone #: 270.861.6914

**Section 2: Course Catalog Information**

- 2.1 Course prefix (subject area) and number: SWRK 301
- 2.2 Course title: Social Work Practice for Diversity, Equity, and Inclusion
- 2.3 Abbreviated course title: Diversity, Equity, & Inclusion
- 2.4 Credit hours/Variable credit: 3
- 2.5 Repeatability: N/A
- 2.6 Course Catalog Description: Explores how students' personal identity and experiences shape views of social, economic, and environmental justice issues affecting marginalized populations. Focuses on building upon this understanding to begin to develop cultural competence in preparation for social work practice with vulnerable client systems.
- 2.7 Prerequisite/Corequisite courses: Prerequisites: SWRK 101, SWRK 205, and admission to the BSW program
  - 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: Restricted to Social Work Majors and Minors.
- 2.9 Other Special Course Requirements: **N/A**

**Section 3: Description of proposed course**

- 3.1 Course Content Summary: Professional social work education prepares students to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Students will consider and apply core concepts related to cultural competency through written and verbal self-reflection to assigned readings, experiential activities, cultural exposure, and panel discussions and presentations from members and representatives of marginalized groups.

The course will provide a foundational exploration of students' personal identities and experiences as they impact their worldviews and their understanding of social, economic, and environmental justice issues. Students will develop a stance of cultural humility relevant to their coursework in the Social Work program and relevant to their eventual social work practice with marginalized populations.

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

#### Knowledge

1. Articulate an understanding and awareness of own cultural experiences, worldview, and biases as related to effective social work practice
2. Describe the impact of social, economic, and environmental injustices on those marginalized groups served by professional social workers

#### Values

3. Recognize the influence of power and privilege on self-identity, and worldview, and interactions between social workers, clients, and constituents

#### Skills

4. Identify and critique oppressive language, gestures, and behaviors that are used negatively to refer to marginalized groups
5. Demonstrate cultural humility in professional social work practice interactions with others regardless of difference

#### Cognitive and Affective Processes

6. Display a professional commitment to embracing difference, and inclusion, allyship, and advocacy for marginalized populations in professional social work practice

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

Learning outcomes will be assessed through assignments that require students to critically reflect on their personal identities, experiences, and biases, the social, economic, and environmental context of marginalized populations they may encounter in their social work practice, and their approach to addressing the needs of these vulnerable client systems.

## **Section 4: Rationale**

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

Cultural competency is a core skill for professional social work practice. The Council on Social Work Education (CSWE) – the accrediting body for social work education programs – requires that students demonstrate threshold mastery of nine core competencies and related practice behaviors including a specific competency directly related to cultural competency: Engage Diversity and Difference in Practice. Students are expected to be able to: “(1) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; (2) present themselves as learners and engage clients and constituencies as experts of their own experiences; and (3)

apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies” (CSWE, 2015, *Competency 2: Engage Diversity and Difference in Practice* section, para. 2).

This course will provide a foundation from which concurrent and subsequent courses in the undergraduate Social Work curriculum can build to support the development of students’ cultural competency so that they are able to effectively engage diversity and difference in practice. This is particularly critical prior to their entry into the two-semester field practicum – the signature pedagogy of the Social Work program in which students practice with diverse client populations at an internship under the supervision of a professional social worker.

This course does not preclude the infusion of cultural competence content into other Social Work courses; however, the course provides a focused semester-long exploration of this content area not presently available in the current Social Work curriculum.

## References

Council on Social Work Education (2015). Educational Policy and Accreditation Standards for Baccalaureate and Master’s Social Work Programs. Retrieved from [https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\\_Web\\_FINAL.pdf.aspx](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx)

### 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**

BUS 245C. Managing Diversity in the Workplace. This course will introduce students to the concepts of managing / supervising employees from a supervisor’s perspective in a work setting for a diverse background.

COMM 263: Fundamentals of Communication and Culture. Provides an overview of communication patterns as influenced by surrounding culture and how culture is created and sustained through communication. It focuses on American multicultural perspectives that impact social and business communication in today's world.

COMM 463: Intercultural Communication. Creates an understanding of dimensions of communication theory that apply across cultural boundaries. Emphasis is placed on both theoretical and practical awareness of communication in and between cultures.

CSJ 200: Introduction to Social Justice. An introductory study of theories, concepts and strategies of social justice, including individual action, policy, advocacy, and collective action

DCS 360: Place, Community, and Resilience. Exploration of the multidisciplinary interconnections of place, identity, and sense of place within organizational and community structures, with attention to the ways systems bounce back under unexpected social and environmental crises.

FLK 330: Cultural Connections and Diversity. Service learning course that examines the diversity of American culture and engages students in activities to develop skills in working with a variety of cultural groups.

NURS 321: Transcultural Nursing. Focus on developing knowledge of theoretically based transcultural nursing with application of nursing care to clients across the lifespan.

PSY 355: Cross-Cultural Psychology. Examines the impact of culture on major principles, theories, and applications of psychology, including social behavior, gender, communication, development and abnormal psychology. Involves interacting with people from diverse cultural backgrounds.

SOCL 375: Diversity in American Society. Sociological analyses of ways societal institutions create and shape intergroup diversity. Focuses on the elements of social organization and their relationships to diversity

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

While other Departments and programs offer “cultural diversity” courses, this course is specifically focused on the application of cultural competency to social work practice. Therefore, it is necessarily differentiated from “similar” courses in other disciplines.

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

YES NO

## Section 5: Projected Enrollments/Resources

**5.1 Enrollments:** Students per section?

12-24 (dependent on campus)

**5.2 Enrollments:** Sections per academic year?

5 (Fall only; 2x on Bowling Green campus; 1x each on regional campuses)

**5.3 Enrollments:** Students per academic year?

Approximately 60 students.

**5.4 Supporting evidence/data for these projection:**

Approximate estimate is based upon average enrollment in entry-level Social Work course (SWRK 375: Social Work Practice I) over prior three Fall semesters (F15 = 59; F16 = 68; F17 = 55). This course will be offered to Social Work Majors (in their first semester in the Major) and Minors only.

**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?

YES  NO

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.

**5.7 Instructional technology resources:** Are the unit’s current instructional technology resources sufficient to support this course?

YES  NO

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

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

YES  NO

If YES, is a completed [Library Resources Form](#) appended to this proposal?

YES  NO

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

Fall 2018

**Section 7: Approval Flow Dates:**

**BSW Program: Approved 3/2/2018**

**Proposing department/unit: Social Work: Approved 3/7/2018**  
Collaborating Department/Unit:

**CHHS College Curriculum Committee: Approved 3/23/2018**  
Colonnade Committee:  
Professional Education Council:

**Undergraduate Curriculum Committee: Approved 4/17/2018**

**University Senate:**

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

Course Inventory Form (Required)

Library Resource Form (If applicable)

**(Action Item)**

**Proposal to Create a New Course:** ASL 302, Deaf Culture in America

**College of Health and Human Services**

**Department/Unit:** Communication Sciences and Disorders, American Sign Language Studies Program

**Section 1: Proponent Contact Information**

1.1 Name/Title: Dr. Ashley Chance Fox, Coordinator/Assistant Professor, ASL Studies

1.2 Email address: Ashley.Fox@wku.edu

1.3 Phone #: 58962

**Section 2: Course Catalog Information**

2.1 Course prefix and number: ASL 302

2.2 Course title: Deaf Culture in America

2.3 Abbreviated course title: Deaf Culture in America

2.4 Credit hours/Variable credit: 3

2.5 Repeatability: N/A

2.6 Course Catalog Description: An analysis of the sociological, cultural and political impacts of deafness and compares various dynamics between Deaf and Hearing cultures in the United States.

2.7 Prerequisite/Corequisite courses: N/A

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

NO

2.5b) If not, proceed to item 2.6. If so, has the department head of that unit been consulted?

N/A

2.8 Additional Enrollment Requirements: N/A

2.9 Other Special Course Requirements: N/A

**Section 3: Description of proposed course**

3.1 Course Content Summary: This course examines various dimensions of Deaf culture in the United States, i.e., characteristics, norms and practices, diversity within the Deaf community, political impact of the Deaf, technology, and Deaf institutions. Comparisons between American Deaf culture and American mainstream cultures will increase understanding, respect and acceptance. The class will be lecture based with small group and class discussions, group and individual presentations. At least one guest speaker from the Deaf community will be invited each semester. Online searches for information will be utilized.

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

- Describe values, norms, cultural identity and rules of social interaction within the Deaf community in the US.
- Identify institutions of significance to the Deaf community, such as: religious, educational, and social groups.
- Discuss issues of political importance within the Deaf community.



- Identify subgroups within the Deaf community (i.e. Deaf-Blind, Deaf with other disabilities, Deaf military, post-lingual/late deaf).
- Compare and contrast Deaf culture with American mainstream culture.

### 3.3 Assessment/Evaluation:

- In class presentations (group and individual)
- Research reports/project
- Reflection writings/journal
- Quizzes and tests

## Section 4: Rationale

### 4.1 Reason for developing this proposed course:

The Deaf Studies certificate will emphasize and analyze Deaf and Hard of Hearing culture. At this time, the ASL Studies Program offers ASL 403-Deaf Culture and History and ASL 303-International Deaf culture. Deaf Culture and History looks at Deaf Culture from a historical perspective. The International Deaf Culture course examines the global perspective of Deaf communities. The proposed course will focus on current trends and issues within the Deaf community in the United States. These three culture courses, in addition to two language courses, will expand the depth of knowledge and increase the local to global perspectives for those taking the Deaf Studies certificate.

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

4.2a) N/A

4.2b) N/A

4.2c) N/A

## Section 5: Projected Enrollments/Resources

**5.1 Enrollments:** Students per section? 15-20

**5.2 Enrollments:** Sections per academic year? One

**5.3 Enrollments:** Students per academic year? 15-20

**5.4 Supporting evidence/data for these projection:** The classes in the ASL Studies Program are consistently near or at capacity. Also, assuming Colonnade approval, there is a need for Connections courses. Therefore, it is projected that the class will be at full capacity.

**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?

NO

Due to the recent changes in the World Language requirement we project more flexibility in our full time faculty course offerings. Therefore, current faculty will be used to staff the new courses.

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

YES

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.)?

NO

If YES, is a completed [Library Resources Form](#) appended to this proposal?

YES NO

**Section 6: Proposed term for implementation:** Fall 2018

**Section 7: Approval Flow Dates:**

<b>Proposing department/unit:</b>	03/02/2018
<b>CHHS Undergraduate Curriculum Committee:</b>	March 23, 2018
<b>Undergraduate Curriculum Committee:</b>	April 17, 2018
<b>University Senate:</b>	

**8. Supplemental documentation:**

Library Resource Form (If applicable)   X

**(Action Item)**

**Proposal to Create a New Course:** ASL 406, ASL Special Topics

**College of Health and Human Services**

**Department/Unit:** Communication Sciences and Disorders, American Sign Language Studies Program

**Section 1: Proponent Contact Information**

1.1 Name/Title: Dr. Ashley Chance Fox, Coordinator/Assistant Professor, ASL Studies

1.2 Email address: Ashley.Fox@wku.edu

1.3 Phone #: 58962

**Section 2: Course Catalog Information**

2.1 Course prefix and number: ASL 406

2.2 Course title: ASL Special Topics

2.3 Abbreviated course title: ASL Special Topics

2.4 Credit hours/Variable credit: 1-3

2.5 Repeatability: Repeatable twice for a total of 3-9 credits.

2.6 Course Catalog Description: An in-depth examination of a current topic and relevance in the Deaf and Hard of Hearing community.

2.7 Prerequisite courses: ASL 102 – American Sign Language 2

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

NO

2.5b) If not, proceed to item 2.6. If so, has the department head of that unit been consulted?

YES

2.8 Additional Enrollment Requirements: N/A

2.9 Other Special Course Requirements: N/A

**Section 3: Description of proposed course**

3.1 Course Content Summary:

Since this course is a “special topics” there will be various topics focusing on current issues within the Deaf and Hard of Hearing community.

Some examples of topics, but not limited to:

Modes of Communication for Deaf Children

Cochlear Implants

Education of Deaf Children

Freelance Interpreting

Interpreting in K-12 Settings

Advocacy

Deaf in the Workplace

Technology for Deaf and Hard of Hearing

Study Away – Gallaudet and America School for the Deaf

### 3.2 Learning Outcomes:

Upon successful completion of this course:

- students should be able to identify social and cultural issues for the Deaf and Hard of Hearing community.
- students should be able to gather, organize, refine, analyze and evaluate a variety of information sources about social and cultural issues for the Deaf and Hard of Hearing community.
- students should be able to develop and create novel solutions to social and cultural issues for the Deaf and Hard of Hearing community.
- students should be able to apply acquired knowledge into their individual career field.

### 3.3 Assessment/Evaluation: Various methods will be administered depending on the topic/faculty. Some examples of assessments, but not limited to:

Research Paper

Compare/Contrast Paper

Individual or group presentations about topic and/or experiences

Journal and Reflection Writings

Pre/Post Test

## Section 4: Rationale

### 4.1 Reason for developing this proposed course:

Within the ASL classes currently offered time does not allow for in-depth exploration and analysis of the topics listed above. This course allows time to focus on specific current issues concerning Deaf and Hard of Hearing for deeper study and understanding.

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

4.2a) N/A

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?

YES NO

## Section 5: Projected Enrollments/Resources

**5.1 Enrollments:** Students per section? Approximately 15-20

**5.2 Enrollments:** Sections per academic year? One

**5.3 Enrollments:** Students per academic year? Approximately 15-20

**5.4 Supporting evidence/data for these projection:** This course was offered as a one-time course due to a curriculum change in course sequence. Once this course is a regular offering, enrollment will be steady, especially since one option/topic/opportunity is a Study Away course for students.

**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?

NO

Due to the recent changes in the World Language requirement we project more flexibility in our full time faculty course offerings. Therefore, current faculty will be used to staff the new courses.

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

YES

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.)?

NO

If YES, is a completed [Library Resources Form](#) appended to this proposal?

YES NO

**Section 6: Proposed term for implementation:** Fall 2018

**Section 7: Approval Flow Dates:**

<b>Communication Sciences and Disorders Department:</b>	03/02/2018
<b>CHHS Undergraduate Curriculum Committee:</b>	March 23, 2018
<b>Undergraduate Curriculum Committee:</b>	April 17, 2018
<b>University Senate:</b>	

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

Library Resource Form (If applicable)   X

**Proposal to Create a New Course:** REC 338 Parks, Recreation, and Quality of Life

**College:** College of Health and Human Services

**Department/Unit:** School of Kinesiology, Recreation & Sport

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

**1.1 Name/Title:** Eric Knackmuhs / Assistant Professor

**1.2 Email:** [eric.knackmuhs@wku.edu](mailto:eric.knackmuhs@wku.edu)

**1.3 Phone:** (270) 745-4680

### **Section 2: Course Catalog Information**

**2.1 Course prefix and number:** REC 338

**2.2 Course title:** Parks, Recreation, and Quality of Life

**Abbreviated course title:** Parks, Rec, & Quality of Life

**2.3 Credit hours/Variable credit:** 3 credits

**2.4 Repeatability:** N/A

**2.5 Course Catalog Description:** An interdisciplinary approach to studying the relationship between access to parks and other natural environments, recreation, and quality of life. Investigates issues of responsibility, conservation, wellness, and social equity in a variety of local and global contexts. Students may be responsible for travel to off-campus locations.

**2.6 Prerequisite/Corequisite courses:** N/A

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

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

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

**3.1 Course Content Summary:** This course focuses on the impacts of human interaction with park and recreation resources in a wide variety of contexts. We will explore conditions for which nature may provide relief, how modern living (global urbanization, modernization, and technological development) has disrupted our innate connection to nature, and ways in which we may reconnect through recreation primarily, but also through areas such city planning, public policy, conservation, and interior design. The course will address questions of responsibility. If nature is so important, is providing opportunities to experience it a matter of societal obligation or merely individual responsibility? How do we balance the demands of modern life (urbanization, transportation, energy)

with the need to connect with nature? Examples of how policy makers around the world are addressing these questions will be investigated. Content will be explored through a discussion-based course where emphasis is placed on student opportunities to connect course content to their major area of study, career goals, and personal lives. Students will be expected to actively contribute to each class meeting by listening, considering multiple perspectives, and offering their own insights on course content.

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

- a. ...discuss how the quality of natural environments impacts human quality of life.
- b. ...demonstrate an understanding of historical land use behaviors and policies in the United States as compared to other countries.
- c. ...compare and contrast how technology can enhance *and* detract from the human experience of parks and other natural areas.
- d. ...articulate an individual perspective on the importance of quality parks systems and natural areas for optimal human functioning and interaction.
- e. ...debate “real-world” problems from multiple perspectives.

**3.3 Assessment/Evaluation:** Learning outcomes will be assessed through quizzes to evaluate student’s foundational knowledge of course content. Student abilities to draw upon that knowledge and apply it to “real-world” problems will be assessed through writing assignments. A culminating assignment will assess students’ ability to connect course content to their major area of study, career goals, and personal lives.

**Section 4: Rationale**

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

Park and recreation professionals are beginning to pay more attention to, study, and promote the increasingly diverse ways in which parks and natural areas can contribute to social, psychological, intellectual, emotional, spiritual, and environmental wellness. Therefore, as our recreation students transition to recreation professionals, they need to be equipped with this type of knowledge to promote the importance of the programs in which they will work.

However, broad societal change cannot happen if confined to one professional area. Complex problems require interdisciplinary collaboration. Therefore, non-recreation majors in areas as diverse as city planning, landscape architecture, natural resource management, economics, political science, public health, psychology, interior design, criminal justice, and more will learn how their discipline plays a role in reconnecting humans to nature to improve public health.

Therefore, this course will help to create the “socially responsible citizen-leaders of a global society” emphasized in the Western Kentucky University mission statement. Similarly, the WKU statement of

purpose includes a focus on faculty contributing to “identification of and solution to key social, economic, scientific, health and environmental problems.”

The proposed course fits within the mission of the College of Health and Human Services through its stated goal of “enhancing the quality of life and health where people live, work, and play” as stated in the College’s current strategic plan. The College’s strategic plan also emphasizes “teaching critical thinking skills and development of higher order questions” such as the ones posed in the course content description above. The proposed course could provide interdisciplinary research opportunities involving undergraduates by testing impacts of nature exposure in different settings discussed in the course. This would meet another key strategy outlined in the College’s strategic plan to “initiate and cultivate CHHS interdisciplinary collaboration at all levels within the University.”

Finally, this course would achieve goals of the Recreation Administration program to create well-rounded students through opportunities to apply classroom theories to campus, community, and professional service through course and field work not currently offered.

#### **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**

**PH 385. ENVIRONMENTAL HEALTH. (3) Prerequisites: 3 hours of CHEM and 3 hours of BIOL.** This course examines the environment and its relationship to health status. Areas of emphasis include food protection, air, water and land pollution, hazardous wastes, and noise and radiation hazards.

**AMS 470. LAND DEVELOPMENT. (4) Prerequisites: AMS 273.** Land development in terms of promoting: a community, human well-being, environmental sustainability, green space and economic growth. Site analysis, climatic and regional analysis, cultural and contextual analysis, and human pattern language will be investigated and applied. Lecture and laboratory. (Note: Course pass required.) **Course Fee**

**GEOG 385/EDU 385. CLIMATE, RESOURCES, & SOCIETY.** Discussion of global climate change from a societal and resource perspective; particularly how humans affect global climate change through population size, natural resource use, policy implementation, personal behavior, and societal norms, and vice versa. **Colonnade K-SC**

**GEOG 280. ENVIRONMENTAL SCIENCE AND SUSTAINABILITY. (4)** A general understanding of how the environment functions, the complexity of human-environmental interactions, and the application of geoscience in solving environmental problems. Lab component provides practical experiences associated with the theories outlined in the course content. **Course Fee | Colonnade E-NS (SL) | NS | SL**

**GEOG 474. ENVIRONMENTAL PLANNING APPLICATIONS. (3) Prerequisites: GEOG 280 and GEOG 210, or instructor’s permission.** Integrative topics in environmental science, sustainability, and planning. Emphasis on sustainable community planning and development in urban and rural settings. Students study current models and policies from around the globe.



**SOCL 270. INTRODUCTION TO COMMUNITY, ENVIRONMENT, & DEVELOPMENT. (3)**

*Prerequisites: SOCL 100 or consent of instructor and 21 hours of Foundations and Explorations*

*Courses, or junior status. Examines the causes, dynamics, and consequences of socio-economic change for people, how they live in communities, and how they relate to the natural world. Survey course for “Community, Environment, & Development concentration. **Colonnade K-LG***

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

Each of the courses above deal in some way with the dynamic between humans and nature. However, all but one seem to focus on a natural sciences approach. The other course, SOCL 270, describes a focus on socio-economic change. The proposed REC 326 course is different from each of the above courses because it focuses primarily on park, recreation, and leisure settings and experiences.

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

**YES** NO

All academic units were contacted and all units confirmed there were no concerns with the proposed course in relationship to their respective course(s).

**Section 5: Projected Enrollments/Resources**

**5.1 Enrollments:** Students per section? 35

**5.2 Enrollments:** Sections per academic year? 1 (initially)

**5.3 Enrollments:** Students per academic year? 35 (initially)

**5.4 Supporting evidence/data for these projection:** Projections reflect the standard capacity for Recreation courses and are based on previous enrollments.

**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?

YES **NO**

**If current staffing is sufficient, explain any adjustments to current staffing patterns/teaching loads –if any- needed to accommodate this new course:**

A proposed program change reduces the frequency of another program course, opening opportunities for this course to be taught within our existing faculty resources.

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

**YES** NO

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.)?

**YES** NO

If YES, is a completed [Library Resources Form](#) appended to this proposal?

**YES** NO

**Section 6: Proposed term for implementation:** Fall 2018

**Section 7: Approval Flow Dates:**

School of Kinesiology, Recreation & Sport

March 7, 2018

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CHHS Undergraduate Curriculum Committee

March 23, 2018

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Undergraduate Curriculum Committee

April 17, 2018

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University Senate

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**Section 8. Supplemental documentation:**

Library Resource Form:  X

**(Action Item)**

**Proposal to Create a New Course:** HMD 475 Advanced Hospitality Event Planning

**College:** College of Health and Human Sciences

**Department/Unit:** Applied Human Sciences

**Section 1: Proponent Contact Information**

1.1 Name/Title: Fatemeh (Tannaz) Soltani, Visiting Assistant Professor

1.2 Email address: [tannaz.soltani@wku.edu](mailto:tannaz.soltani@wku.edu)

1.3 Phone #: 5-4744

1.4 Julie Lee, [julie.lee@wku.edu](mailto:julie.lee@wku.edu) , 5-3990

**Section 2: Course Catalog Information**

2.1 Course prefix and number: HMD 475

2.2 Course title: Advanced Hospitality Event Planning

2.3 Abbreviated course title: Adv Hospitality Event Planning

2.4 Credit hours/Variable credit: 3

2.5 Repeatability: N/A

2.6 Course Catalog Description:

Identification of various elements involved in successful planning of hospitality events. Students will learn how to design, plan, and evaluate professional events. An event planning project will be required for successful completion of the course. Field trips at student's expense.

2.7 Prerequisite: Prerequisite HMD 375

2.8 Additional Enrollment Requirements:

2.9 Other Special Course Requirements: N/A

**Section 3: Description of proposed course**

3.1 Course Content Summary: The subject matter of this course involves completing the following steps associated with planning events in the hospitality industry:

- Setting goals, objectives and plan program content (lecture, discussion)
- Preparation of program components and timelines (lecture, case studies)
- Development of an event budget (lecture, hands-on assignment)
- Negotiation and execution of contracts (lecture, hands-on assignment)
- Organization and arrangement of ancillary services (lecture, discussion, hands-on assignment)
- Development of risk management plans for events (lecture, discussion, case studies)

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

- Set goals, objectives, timelines, and plan program content
- Prepare and determine program components and sequencing
- Develop and manage an event budget and conduct a revenue and expense analysis
- Describe how to negotiate and execute contracts
- Demonstrate how to organize ancillary services
- Develop risk management plans

**3.3 Assessment/Evaluation:**

Achievement of the above learning outcomes will be evaluated by case studies, presentations, class discussions, quizzes, and hands-on activities. Students will plan, design and evaluate a special event step by step leading to a culminating project.

## **Section 4: Rationale**

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

This course explores advanced aspects of hospitality event planning including planning, budgeting, and execution of events. Event Management is an evolving profession with industry trends that are continually evolving. Job opportunities in this field are growing. According to the Bureau of Labor Statistics (2018), employment of meeting, convention, and event planners is projected to grow 11 percent from 2016 to 2026, faster than the average for all occupations. This course will prepare students to be competitive for jobs and internships on a national basis. Courses similar to the proposed course are taught at the following universities: University of Kentucky (HMT 570), Purdue University (HTM 462), Oklahoma State University (HRAD 3123), Kent State University (SPAD 45022), Indiana University-Purdue University (TCEM-E 404), and Florida International University (HFT 4757).

**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?

SPM 305 Sport Event Management: Sport Event Management: Addresses the management of sporting events and tournaments. Students will learn multiple methods of designing and implementing tournaments and special events.

REC 306 Program Planning & Evaluation: Program Planning & Evaluation: Methodologies, skills and materials needed for designing, planning, implementing and evaluation of recreation programs for diverse populations in multiple settings. Includes the application of concepts and theories and an exploration of recreation trends.

REC 422 Campus Recreation: Campus Recreation: Campus recreation administration with emphasis on facility management and program delivery formats including recreational sports,

fitness, wellness, outdoor adventure and university center programs. Field experience is required.

REC 426 Facility Planning and Design: Facility Planning and Design: Facility planning and design process with emphasis on the unique features of many different areas and types of facilities. Field experiences required. Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.

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

The above courses address content related to the respective discipline. This course will focus on advanced event planning in the “hospitality industry.”

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

YES

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

**5.1 Enrollments:** Students per section? 20

**5.2 Enrollments:** Sections per academic year? 1

**5.3 Enrollments:** Students per academic year? 20

**5.4 Supporting evidence/data for these projection:** The projected enrollment is based on the average class size of HMD 375 Meeting and Convention Management.

**5.5 Proposed method of staffing:** The course will be taught using existing faculty.

**5.6 Instructional technology resources:** Current instructional technology resources are sufficient to support this course.

**5.7 Library resources:** The proposed course will require the use of library resources. A completed [Library Resources Form](#) is appended to this proposal.

**Section 6: Proposed term for implementation:** Fall 2018

### **Section 7: Approval Flow Dates:**

<b>Proposing department/unit:</b>	<u>February 23, 2018</u>
<b>CHHS Undergraduate Curriculum Committee:</b>	<u>March 23, 2018</u>
<b>Undergraduate Curriculum Committee:</b>	<u>April 17, 2018</u>
<b>University Senate:</b>	

### **Section 8: Supplemental Documentation**

Library Resource Form (If applicable)  x

**College of Health and Human Services  
Department of Applied Human Sciences  
Proposal to Revise a Program  
(Action Item)**

Contact Person: D’Lee Babb, [dlee.babb@wku.edu](mailto:dlee.babb@wku.edu), 270-745-6943

**1. Identification of program:**

- 1.8 Current program reference number: 249
- 1.9 Current program title: Early Childhood Education Associate of Arts
- 1.10 Credit hours: 63

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

- **Minimum earned grade of “C” in all Core Program Content.**
- Removal of PSY 100, PH 100, HMD 211, and LME 318
- Replace FACS 192 with FACS 193
- Change of FACS 295 and 296 to FACS 335 and 336
- Add FACS 393

**3. Detailed program descriptions:**

**(Side-by-side table is requested for ALL program changes except title changes showing new program on right and identifying changes in bold type.)**

Current Program	Proposed Program
<p>The associate of arts degree in Early Childhood Education requires 63 semester hours. A grade of “C” or above must be earned in the following courses required for this degree: <del>HMD 211, FACS 180, FACS 191, FACS 192, FACS 198, FACS 292, FACS 294, FACS 295, FACS 296, FACS 297, FACS 299, FACS 311, FACS 313, SWRK 101, LME 318.</del> In addition, students must take the following general education courses: COMM 145, <del>PSY 100 / PSYS 100</del>, ENG 100, ENG 200, MATH 109, and PH 100.</p>	<p>The associate of arts degree in Early Childhood Education <b>prepares students to teach, direct or work in early childhood settings servicing infants, toddlers, and young children. This degree requires 60 semester hours and a grade of “C” or above</b> must be earned in all courses required for the degree: FACS 180, FACS 191, <b>FACS 193</b>, FACS 198, FACS 292, FACS 294, FACS 297, FACS 299, FACS 313, FACS 311, <b>FACS 335, FACS 336, and FACS 393.</b> In addition, students must take the following general education courses: ENG 100, COMM 145, ENG 200, MATH 109, <b>SWRK 101, Explorations Arts and Humanities course, and Explorations Natural and Physical Sciences course.</b></p>

<b>General Education</b>		<b>Associate degree general education requirements 2014+ Framework</b>	
ENG 100: Introduction to College Writing	3	ENG 100: Introduction to College Writing (WC)	3
COMM 145: Fundamentals of Public Speaking and Communication	3	COMM 145: Fundamentals of Public Speaking and Communication (OC)	3
ENG 200: Introduction to Literature	3	ENG 200: Introduction to Literature (AH)	3
MATH 109: General Mathematics	3	MATH 109: General Mathematics (QR)	3
SWRK 101: Foundations of Human Services	3	SWRK 101: Foundations of Human Services	3
HMD 211: Human Nutrition	3		
PSY 100: Introduction to Psychology	3		
PH 100: Personal Health	3		
		<b>Explorations Arts and Humanities (AH)</b>	<b>3</b>
		<b>Explorations Natural &amp; Physical Sciences</b>	<b>3</b>
<b>Core Program Content</b>		<b>Core Program Content</b>	
FACS 180: Foundations in FCS	3	FACS 180: Foundations in FCS	3
FACS 191: Child Development	3	FACS 191: Child Development	3
FACS 192: Working with Young Children and Families	3		
		<b>FACS 193: Curriculum Development for Young Children</b>	<b>3</b>
FACS 198: Guidance and Problem-Solving Approaches for Young Children	3	FACS 198: Guidance and Problem-Solving Approaches for Young Children	3
FACS 292: Diversity in Early Childhood	3	FACS 292: Diversity in Early Childhood	3
FACS 294: Assessment of Young Children	3	FACS 294: Assessment of Young Children	3
FACS 295: Curriculum for Infants and Toddlers	3		
FACS 296: Curriculum for Preschool and Kindergarten	3		
		<b>FACS 335: Infant and Toddler Development and Curriculum</b>	<b>3</b>
		<b>FACS 336: Preschool and Kindergarten Child Development and Curriculum</b>	<b>3</b>
FACS 297: Family, Community, and Early Childhood Program Partnerships	3	FACS 297: Family, Community, and Early Childhood Program Partnerships	3
FACS 299: Administration of Early Childhood Programs	3	FACS 299: Administration of Early Childhood Programs	3
FACS 313: Practicum in Human Services	3	FACS 313: Practicum in Human Services	3
FACS 311: Family Relations	3	FACS 311: Family Relations	3
LME 318: Children's Literature	3		
		<b>FACS 393: The Role of Play in Child Development</b>	<b>3</b>
Total	63	Total	60

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

The program is being updated in the following ways for the following reasons:

- Changes with Associate degree general education requirements 2014+ Framework courses better align with the Colonnade plan and streamline the ECE AA program with bachelor degree requirements minimizing the number of excess courses the students are taking.
  - A Connections class is not required as core content for the A.A. degree. Therefore, HMD 211 is not needed and is being dropped.
  - PH 100, PSY 100, and SWRK 101 are all Explorations: Social and Behavioral Studies courses, therefore fulfilling the same associate degree general education requirements 2014+ Framework requirements. Thus, the PH 100 and PSY 100 requirements were removed.
  - Explorations: Arts and Humanities Colonnade course added to align with associate degree general education requirements 2014+ Framework requirements.
- During the self-study portion of our accreditation process, we determined that FACS 192 is no longer relevant for students and that most of the course content is covered in FACS 180 and 191. However, FACS 193 Curriculum Development for Young Children is necessary for students to be successful in later core program courses. Therefore, it is replacing FACS 192 in order to secure a better understanding and content foundation for students.
- Based on accreditation recommendations, LME 318 is being removed as the course content does not meet the needs of the Early Childhood Education students as much of the content pertains to elementary through adolescent children rather than birth through pre-Kindergarten. Literature and language content specifically pertaining to young children is incorporated in FACS 335 and 336. Additionally, removing LME 318 from the ECE AA program better aligns the program with the B.S. in FACS with a concentration in Child Studies should students later decide to pursue the B. S. degree.
- FACS 393 The Role of Play in Child Development has been added to the coursework in response to three criteria:
  - The need to advocate for the importance of play in the early childhood classroom is forefront in the field of Early Childhood Education. Adding this course to the program will strengthen the program by preparing students to be advocates for young children in the field.
  - Adding this course will better align the ECE A.A. degree program with the B.S. in FACS with a concentration in Child Studies.
  - Students who have completed this course as an elective prior to starting their practicums have listed the course as one of the most helpful courses they took at WKU for working with young children.

#### **5. Proposed term for implementation and special provisions (if applicable):** First available date



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

Applied Human Sciences Department	<u>11/17/2017</u>
College of Health and Human Services Curriculum Committee	<u>1/26/2018</u>
Professional Education Council	<u>N/A</u>
Undergraduate Curriculum Committee	<u>4/17/2018</u>
University Senate	<u></u>

**College of Health and Human Services  
Department of Applied Human Sciences  
Proposal to Revise A Program  
(Action Item)**

Contact Person:

Karen Mason [Karen.mason@wku.edu](mailto:Karen.mason@wku.edu) 745-3462

Julie Lee [Julie.lee@wku.edu](mailto:Julie.lee@wku.edu) 745-3990

Heather Payne-Emerson [heather.payne-emerson@wku.edu](mailto:heather.payne-emerson@wku.edu) 745-6356

**1. Identification of program:**

- 1.1 Current program reference number: 418
- 1.2 Current program title: Meeting, Convention, and Exposition Planning
- 1.3 Credit hours: 21

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

- Change title of the minor to: Meeting & Convention Planning
- Changes to the paragraph description for the minor in the course catalog.
- Deletion of departmental practicum FACS 313 and addition of HMD 313 Practicum in Hospitality Management; dropping of second REC 493 Recreation practicum option
- Movement of the two required core courses outside the HMD curriculum to the electives options: REC 306 Recreation Program Planning and MKT 325 Personal Selling
- Addition of new course HMD 475 Advanced Hospitality Event Planning to the core
- Addition of several COMM electives: COMM 263 Fundamentals of Social Communication & Culture, COMM 330 Leadership Communication, and COMM 362 Organizational Communications
- Correction to reflect changes in HORT 490 to HORT 330 Wedding Floral Design
- Correction to reflect prefix change from MGT 312 to ENT 312 Entrepreneurship
- Additional of two MKT electives: MKT 329 Business to Business Marketing and MKT 331 Social Media Marketing
- Deletion of two electives: REC 424 Camp and Conference Center Administration and REC 426 Facility Planning and Design, and MGT 365 Entrepreneurial Law

**3. Detailed program description:**

MCEP Minor: 21 hours			MCP Minor: 21 hours		
Current Program			Proposed Program		
<p>Program Description: The minor in <del>meeting, convention and exposition planning</del> provides students with the range of interdisciplinary skills necessary for success as a meeting, convention, and/or <del>exposition</del> manager in a variety of planning settings to include <del>education, government, private industry, associations and other non-profit organizations</del>. The minor requires a minimum of 21 semester hours. Students must complete the following <del>15</del> hours of core courses: HMD 171, HMD 375; <del>FACS 313, MKT 325, and REC 306</del>. In addition, students must complete at least <del>6</del> hours of electives from the following list: HMD 351, HMD 373, HMD 378, COMM 240, COMM 345, COMM 346, HORT 209, HORT 309, <del>HORT 409</del>, MGT 311, <del>MGT 312</del>, MGT 333, MGT 365, MKT 323, MKT 328, MKT 425, MKT 427, PSYS 370, <del>REC 424, REC 426</del>. When selecting electives, a maximum of two courses in this minor may be duplicated in the student's major or another minor (not including the practicum).</p>			<p>Program Description: The minor in <b>Meeting &amp; Convention Planning</b> provides students with the range of interdisciplinary skills necessary for success as a meeting, convention, and/or <b>event</b> manager in a variety of planning settings to include <b>numerous venues in the hospitality and tourism industry</b>. The minor requires a minimum of 21 semester hours. Students must complete the following <b>12</b> hours of core courses: HMD 171, <b>HMD 313</b>, HMD 375, and <b>HMD 475</b>. In addition, students must complete at least <b>9</b> hours of electives from the following list: <b>HMD 151, HMD 276, HMD 351, HMD 373, HMD 378, COMM 240, COMM 345, COMM 346, COMM 362, HORT 209, HORT 309, HORT 330, MGT 311, ENT 312, MGT 333, MKT 323, MKT 325, MKT 328, MKT 329, MKT 331, MKT 425, MKT 427, PSYS 370, REC 306</b>. When selecting electives, a maximum of two courses in this minor may be duplicated in the student's major or another minor (not including the practicum).</p>		
Meeting, Convention, and Exposition Planning Minor			Meeting and Convention Planning Minor		
Required Core Courses:			Required Core Courses:		
Course #	Course Title	Hrs	Course #	Course Title	Hrs
HMD 171	Introduction to Management in the Hospitality Industry	3	HMD 171	Introduction to Management in the Hospitality Industry	3
FACS 313	<del>Practicum in Human Environment</del>	3	<b>HMD 313</b>	<b>Practicum in Hospitality Management</b>	<b>3</b>
<del>or REC 493</del>	<del>Recreation Practicum</del>	<del>3</del>			
HMD 375	Meeting and Convention Management	3	HMD 375	Meeting and Convention Management	3
			<b>HMD 475</b>	<b>Advanced Hospitality Event Planning</b>	<b>3</b>
<del>REC 306</del>	<del>Program Planning &amp; Evaluation</del>	<del>3</del>			
<del>MKT 325</del>	<del>Personal Selling</del>	<del>3</del>			
		15			12
Electives ( <del>6</del> hours). Electives must be selected from the following list of courses. When selecting electives, only two courses in this minor may be duplicated in the students' major or another minor.			Electives ( <b>9</b> hours). Electives must be selected from the following list of courses. When selecting electives, only two courses in this minor may be duplicated in the students' major or another minor.		

Course #	Course Title	Hrs	Course #	Course Title	Hrs
HMD 351	Human Resource Management in the Hospitality Industry	3	HMD 351	Human Resource Management in the Hospitality Industry	3
HMD 373	Hospitality & Tourism Marketing	3	HMD 373	<b>Hospitality &amp; Tourism Marketing</b>	3
HMD 378	Legal Environment of Hospitality and Tourism	3	HMD 378	Legal Environment of Hospitality and Tourism	3
COMM 240	Critical Listening	3	COMM 240	Critical Listening	3
			<b>COMM 263</b>	<b>Fundamentals of Social Communication &amp; Culture</b>	<b>3</b>
			<b>COMM 330</b>	<b>Leadership Communication</b>	<b>3</b>
COMM 345	Advanced Public Speaking	3	COMM 345	Advanced Public Speaking	3
COMM 346	Persuasion	3	COMM 346	Persuasion	3
			<b>COMM 362</b>	<b>Organizational Communications</b>	<b>3</b>
HORT 209	Introduction to Floral Design	3	HORT 209	Introduction to Floral Design	3
HORT 309	Advanced Floral Design	3	HORT 309	Advanced Floral Design	3
<del>HORT 409</del>	Wedding Floral Design	3	<b>HORT 330</b>	Wedding Floral Design	3
MGT 311	Human Resource Management	3	MGT 311	Human Resource Management	3
<del>MGT 312</del>	Entrepreneurship	3	<b>ENT 312</b>	Entrepreneurship	3
MGT 333	Management of Non-Profit Organizations	3	MGT 333	Management of Non-Profit Organizations	3
<del>MGT 365</del>	<del>Entrepreneurial Law</del>	<del>3</del>			
MKT 323	Services Marketing (MKT 220 is prerequisite for this course)	3	MKT 323	Services Marketing (MKT 220 is prerequisite for this course)	3
			<b>MKT 325</b>	<b>Personal Selling</b>	<b>3</b>
MKT 328	Digital Marketing	3	MKT 328	Digital Marketing	3
			<b>MKT 329</b>	<b>Business to Business Marketing</b>	<b>3</b>
			<b>MKT 331</b>	<b>Social Media Marketing</b>	<b>3</b>
MKT 425	Advanced Personal Selling Strategies	3	MKT 425	Advanced Personal Selling Strategies	3
MKT 427	Entrepreneurial Marketing	3	MKT 427	Entrepreneurial Marketing	3
PSYS 370	Industrial/Organization Psychology	3	PSYS 370	Industrial/Organization Psychology	3

			REC 306	Experience Planning & Evaluation	3
REC 424	<del>Camp and Conference Center Administration</del>	3			
REC 426	<del>Facility Planning and Design</del>	3			
	Total Hours	21		Total Hours	21

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

- Change of the minor name to shorten the title
- Changes to the paragraph description for the minor in the course catalog to reflect the changes detailed above
- Deletion of departmental practicum FACS 313 Practicum in Human Environment, as it no longer applies to our content, and change to HMD 313 Practicum in Hospitality Management
- Dropping of second REC 493 Recreation practicum option, as this is not frequently used
- Movement of two required core courses to the electives section: REC 306 Experience Planning & Evaluation and MKT 325 Personal Selling, to allow for more flexibility and customization of the minor
- Addition of new course HMD 475 Advanced Hospitality Event Planning to the core to provide a greater focus on event planning in the minor
- Correction of course title for HMD 373 to Hospitality & Tourism Marketing
- Addition of several COMM electives: COMM 263 Fundamentals of Social Communication & Culture, COMM 330 Leadership Communication, and COMM 362 Organizational Communications to broaden the communications electives offered.
- Correction to reflect course number change of HORT 409 to HORT 330 Wedding Floral Design
- Correction to reflect prefix change from MGT 312 to ENT 312 Entrepreneurship
- Correction to reflect prefix change from MGT 312 to ENT 312 Entrepreneurship
- Addition of two MKT electives: MKT 329 Business to Business Marketing and MKT 331 Social Media Marketing to broaden the marketing electives offered
- Deletion of electives: REC 424 Camp and Conference Center Administration and REC 426 Facility Planning and Design, as these are not frequently chosen, and MGT 365 Entrepreneurial Law as it has not been offered in years

**5. Proposed term for implementation:** Fall 2018

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

Department of Applied Human Sciences  
 CHHS Undergraduate Curriculum Committee  
 Undergraduate Curriculum Committee  
 University Senate

02/23/2018

March 23, 2018

April 17, 2018



**College of Health and Human Services  
Applied Human Sciences  
Proposal to Revise A Program  
(Action Item)**

Contact Person:

**1. Identification of program:**

- 1.1 Current program reference number: 531
- 1.2 Current program title: Interior Design and Fashion Merchandising
- 1.3 Credit hours: 78

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

- Changes are only being made to the Fashion Merchandising program
- Removal of IDFM 334 Apparel Design Management
- Addition of IDFM 335 Apparel Design Manufacturing

**3. Detailed program description:**

Current Program			Proposed Program		
<b>Program Description:</b> The major in Interior Design & Fashion Merchandising (reference number 531) requires a minimum of 78 semester hours and leads to a Bachelor of Science degree. The program offers two concentrations: interior design, and fashion merchandising. A grade of “C” or above must be earned in the required major/support courses. No minor or second major is required.			<b>Program Description:</b> The major in Interior Design & Fashion Merchandising (reference number 531) requires a minimum of 78 semester hours and leads to a Bachelor of Science degree. The program offers two concentrations: interior design, and fashion merchandising. A grade of “C” or above must be earned in the required major/support courses. No minor or second major is required.		
<i>Fashion Merchandising Concentration</i>			<i>Fashion Merchandising Concentration</i>		
Course	Course Title	Hrs	Course	Course Title	Hrs
IDFM 120	Visual Design I	3	IDFM 120	Visual Design I	3
IDFM 131	Basic Apparel Construction	3	IDFM 131	Basic Apparel Construction	3
IDFM 132	Perspectives of Dress	3	IDFM 132	Perspectives of Dress	3
MGT 210	Organization and Management	3	MGT 210	Organization and Management	3
MKT 220	Basic Marketing Concepts	3	MKT 220	Basic Marketing Concepts	3
IDFM 221	Visual Design II	3	IDFM 221	Visual Design II	3
IDFM 222	CAD in Human Environment	3	IDFM 222	CAD in Human Environment	3
IDFM 223	Textiles	3	IDFM 223	Textiles	3
IDFM 231	Textiles and Apparel Quality Analysis	3	IDFM 231	Textiles and Apparel Quality Analysis	3
FACS 311	Family Relations	3	FACS 311	Family Relations	3





**College of Health and Human Services  
Department of Kinesiology, Recreation, & Sport  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Raymond Poff; raymond.poff@wku.edu 745-2498

**1. Identification of program:**

- 1.1 Current program reference number: 367
- 1.2 Current program title: Facility and Event Management
- 1.3 Credit hours: 21

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

- Revision of the catalog description to reflect proposed changes.
- Adjusted the structure of the minor by breaking courses into content specific groups allowing greater flexibility.
- Added additional courses as options.

**3. Detailed program description:**

<p>The facility and event management minor provides students with practical knowledge and skills <del>for the effective management of facilities and events.</del> Students must complete the following courses: REC 306, REC 404 or SPM 404, REC 426, SPM 450, REC 493, <del>and six hours of advisor approved electives.</del></p>	<p>The Facility and Event Management minor provides students with practical knowledge and skills <b>needed for successful careers in facility and event planning and management.</b></p> <p>Students must complete the following <b>21 hours:</b> REC 306; <b>3 hours from</b> REC 404, SPM 404, REC 426; <b>3 hours from</b> SPM 305, HMD 375; <b>3 hours from</b> SPM 315, SPM 450, SPM 452, <b>MGT 301, HMD 378, MKT 331; 6 hours (unduplicated) from</b> REC 404, REC 420, REC 422, REC 424, REC 426, REC 430, <b>REC 434, REC 439, HMD 375, or HMD 475; and</b> REC 493, <b>or other courses approved by the Facility and Event Management advisor.</b></p>
Minor in Facility and Event Management - 21 hours	Minor in Facility and Event Management – 21 hours
<b>CURRENT PROGRAM</b>	<b>PROPOSED PROGRAM</b>
	<b>Complete the following course:</b>
REC 306 <del>Program</del> Planning and Evaluation	REC 306 <b>Experience</b> Planning and Evaluation
REC 404 Recreation Facility Management or SPM 404 Sport Facility Management	<b>Total</b>
REC 426 Facility Planning and Design	
SPM 450 Sport Law	<b>Complete 3 hours from the following</b>
3	<b>3</b>

		<b>courses:</b>	
REC 493 Recreation Practicum	3	REC 404 Recreation Facility Management (3)	
		SPM 404 Sport Facility Management (3)	
Take six hours of electives selected in consultation with minor advisor	6	REC 426 Facility Planning and Design (3)	
REC 420 Recreation And Tourism (3)			
REC 422 Campus Recreation (3)		<b>Complete 3 hours from the following courses:</b>	<b>3</b>
REC 424 Camp and <del>Conference</del> Center Administration (3)		<b>SPM 305 Sport Event Management (3)</b>	
<del>REC 428 Community Centers and Playgrounds (3)</del>		HMD 375 Meeting And Convention Management (3)	
REC 430 Recreation Resource Management (3)			
SPM 452 Sport Leadership and Management (3)		<b>Complete 3 hours from the following courses:</b>	<b>3</b>
HMD 375 Meeting And Convention Management (3)		<b>SPM 315 Sport Communication (3)</b>	
HMD 378 Legal Environment of Hospitality and Tourism (3)		SPM 450 Sport Law (3)	
MGT 301 Business Law (3)		SPM 452 Sport Leadership and Management (3)	
		MGT 301 Business Law (3)	
		HMD 378 Legal Environment of Hospitality and Tourism (3)	
		<b>MKT 331 Social Media Marketing (3)</b>	
		<b>Complete 6 hours (unduplicated) from the following courses:</b>	<b>6</b>
		REC 404 Recreation Facility Management (3)	
		REC 420 Recreation And Tourism (3)	
		REC 422 Campus Recreation (3)	
		REC 424 Camp And <b>Retreat</b> Center Administration (3)	
		REC 426 Facility Planning and Design (3)	
		REC 430 Recreation Resource Management (3)	
		<b>REC 434 Resource Interpretation (3)</b>	
		<b>REC 439 Challenge Course Facilitation (3)</b>	
		HMD 375 Meeting And Convention Management (3)	
		<b>HMD 475 Advanced Hospitality Event Planning (3)</b>	
		<b>Complete the following course:</b>	<b>3</b>
		REC 493 Recreation Practicum	
		<b>Total</b>	<b>3</b>

Total Hours	21	Total Hours	21
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**4. Rationale for the proposed program change:**

The changes to minor reflect an interest in delivering a program, which is more responsive to industry trends, institutional resources, and student career options.

- Revision of the catalog description to reflect proposed changes.
  - Text more appropriately describes intent of the program.
  - Revising the list of courses and structure appearing in the catalog.
- Adjusted the structure of the minor by breaking courses into content specific groups allowing greater flexibility.
  - Adjusted the structure of the minor by breaking courses into groups allowing greater flexibility and additional interest areas.
  - Changes to the structure will help ensure student exposure to key content areas.
- Added additional courses as options to accommodate student interests: SPM 305, SPM 315, MKT 331, REC 434, REC 439, **HMD 475**

**5. Proposed term for implementation:** Fall 2018

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

School of Kinesiology, Recreation & Sport

March 7, 2018

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CHHS Undergraduate Curriculum Committee

March 23, 2018

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Undergraduate Curriculum Committee

April 17, 2018

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University Senate

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**College of Health and Human Services  
School of Kinesiology, Recreation & Sport  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Tammie Stenger-Ramsey, [tammie.stenger@wku.edu](mailto:tammie.stenger@wku.edu), 745-6063

**1. Identification of program:**

- 1.1 Current program reference number: 426
- 1.2 Current program title: Outdoor Leadership
- 1.3 Credit hours: 24

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

- Changes to program title: Outdoor Experience Leadership
- Changes to the catalog description:
  - Inserting Experience into minor title
  - Capitalizing Outdoor and Leadership
  - Deletion of ‘outdoor professionals and to lead groups responsibly in the backcountry’
  - Addition of ‘leaders within the outdoor education, adventure or resource management professions’.
  - Detailing revised structure of the minor and relevant courses.
- Changes to the structure and availability of courses:
  - Adjusted the structure of the minor by breaking courses into groups allowing greater flexibility and additional interest areas.
  - Expanded the number of electives available.

**3. Detailed program description:**

Minor in Outdoor Leadership - 24 hours CURRENT PROGRAM	Minor in Outdoor <b>Experience</b> Leadership - 24 hours PROPOSED PROGRAM
<p>The outdoor leadership minor consists of 24 hours designed to provide students with the theoretical and practical skills necessary to become <del>outdoor professionals and to lead groups responsibly in the backcountry</del>. The following courses are required for the minor: REC 330, REC 332, <del>REC 335, REC 337, REC 435, REC 437</del>. <del>In addition, students must choose six hours of electives from: REC 235, REC 424, REC 430, REC 434, REC 439, REC 482, or REC 493.</del></p>	<p>The <b>Outdoor Experience Leadership Minor</b> consists of 24 hours designed to provide students with the theoretical and practical skills necessary to become <b>leaders within the outdoor education, adventure, or resource management professions</b>. The following <b>foundations</b> courses are required for the minor: REC 330 and REC 332.</p> <p><b>Students must also complete 18 hours as follows:</b></p> <p><b>a) 6 hours from the following skill-development courses: REC 335, REC 337, REC 424, REC 434, or REC 439;</b></p> <p><b>b) 3 hours from the following planning courses: REC</b></p>

		430 or <b>REC 435</b> ;	
		c) <b>3 hours from the following leadership development courses: REC 437 or REC 493;</b>	
		d) <b>6 elective hours (unduplicated) from: REC 235, REC 335, REC 337, REC 338, REC 424, REC 430, REC 434, REC 435, REC 437, REC 439, REC 480, REC 482, or REC 493.</b>	
The following courses are required for the minor:		<b>Take the following courses for a minor in Outdoor Experience Leadership.</b>	
REC 330 Foundations of Outdoor Recreation	3	REC 330 Foundations of Outdoor Recreation	3
REC 332 Outdoor Education	3	REC 332 Outdoor Education	3
REC 335 Outdoor Skills – Land	3	<b>Total</b>	<b>6</b>
REC 337 Outdoor Skills – Water	3		
REC 435 Outdoor Expedition Planning	3	<b>Complete 6 hours from the following skill-development courses:</b>	<b>6</b>
REC 437 Outdoor Leadership Expedition	3	REC 335 Outdoor Skills – Land (3)	
		REC 337 Outdoor Skills – Water (3)	
<del>In addition, students must choose six hours of electives from:</del>		REC 424 Camp and <b>Retreat</b> Center Administration (3)	
REC 235 Outdoor Recreation Activities	3	REC 434 <b>Resource</b> Interpretation (3)	
REC 424 Camp and <del>Conference</del> Center Administration	3	REC 439 Challenge Course Facilitation (3)	
REC 430 Recreation Resource Management	3		
REC 434 <del>Environmental</del> Interpretation	3	<b>Complete 3 hours from the following planning courses:</b>	<b>3</b>
REC 439 Challenge Course Facilitation	3	REC 430 Recreation Resource Management (3)	
REC 482 Recreation Workshop	3	REC 435 Outdoor <b>Experience</b> Planning (3)	
REC 493 Recreation Practicum	3		
		<b>Complete 3 hours from the following leadership development courses:</b>	<b>3</b>
		REC 437 Outdoor Leadership Expedition (3)	
		REC 493 Recreation Practicum (3)	
		<b>Complete 6 elective hours (not duplicated) from the following courses or other courses approved by the minor advisor:</b>	<b>6</b>
		REC 235 Outdoor Recreation Activities (3)	
		REC 335 Outdoor Skills – Land (3)	
		REC 337 Outdoor Skills – Water (3)	
		<b>REC 338 Parks, Recreation, and Quality of Life (3)</b>	
		REC 424 Camp and <b>Retreat</b> Center Administration (3)	
		REC 430 Recreation Resource Management (3)	

		REC 434 <b>Resource</b> Interpretation (3)	
		REC 435 Outdoor <b>Experience</b> Planning (3)	
		REC 437 Outdoor Leadership Expedition (3)	
		REC 439 Challenge Course Facilitation (3)	
		REC 480 Travel-based Learning in Recreation and Tourism (3)	
		REC 482 Recreation Workshop (3)	
		REC 493 Recreation Practicum (3)	
	Total Hours	24	Total Hours 24

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

- Changes to program title: Outdoor Experience Leadership – This title more accurately reflects a broader range of career opportunities available to our students through the minor course content.
- Changes to the catalog description:
  - Inserting Experience into minor title – To reflect breadth of content and careers
  - Capitalizing Outdoor and Leadership – Correcting existing catalog
  - Deletion of ‘and to lead groups responsibly in the backcountry’ – The previous iteration of this minor was much more focused on backcountry leadership. The revised minor provides expanded options for students interested in preparing for other outdoor experience leadership career areas.
  - Detailing revised structure of the minor and relevant courses. – Increasing the applicability of the minor to other areas in the field.
- Changes to the structure and availability of courses:
  - Adjusted the structure of the minor by breaking courses into groups allowing greater flexibility and additional interest areas. – Expanding focus areas.
  - Expanded the number of electives available. – Expanding options for students.

**6. Proposed term for implementation:** Fall 2018

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

School of Kinesiology, Recreation & Sport

March 7, 2018

CHHS Undergraduate Curriculum Committee

March 23, 2018

Undergraduate Curriculum Committee

April 17, 2018

University Senate

**College of Health and Human Services  
Department of Applied Human Sciences  
Proposal to Revise A Program  
(Action Item)**

Contact Persons:

D'Lee Babb, [dlee.babb@wku.edu](mailto:dlee.babb@wku.edu), 745-6943  
Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 745-3997  
Darbi Haynes-Lawrence, [darbi.haynes-lawrence@wku.edu](mailto:darbi.haynes-lawrence@wku.edu), 745-2525  
Adam West, [adam.west@wku.edu](mailto:adam.west@wku.edu), 745-5138

**1. Identification of program:**

- 1.1 Current program reference number: 563
- 1.2 Current program title: Family and Consumer Sciences
- 1.3 Credit hours: 51-82 (FACS Education concentration: 82; Family Studies concentration: 51; Child Studies concentration: 51)

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

Changes to each of the three concentrations within the Family and Consumers Sciences major:

- Child Studies:
  - Remove FACS 192 (Working with Young Children and Families) and FACS 380 (Professional Presentation Techniques) and upper-level elective
  - Add FACS 193 (Curriculum Development for Young Children)
  - Add FACS 335 (Infant/Toddler Dev and Curriculum) or FACS 336 (Pre-K/Kindergarten Dev and Curriculum)
  - Remove minor or second major requirement
- Family and Consumer Science Education
  - Remove FACS 192 (Working with Young Children and Families) from approved electives and FACS 380 (Professional Presentation Techniques) from required courses
  - Add AGED 300 (Youth Development for Agricultural Educators) as requirement and remove from approved electives
  - Add SEC 350 (Clinical Practice in Secondary Teaching 1) as approved elective
  - Clarify and update language regarding required number of elective courses
- Family Studies
  - Remove FACS 380 (Professional Presentation Techniques)
  - Add FACS 497 (Family Home Visiting) as requirement and remove from approved electives
  - Remove minor or second major requirement

### 3. Detailed program descriptions:

Current Program	Proposed Program
<p>This program offers three concentrations which lead to a Bachelor of Science degree: (1) Child Studies, which provides a program of study for those who wish to work in a child-focused environment but do not want teacher certification; (2) Family and Consumer Sciences Education, which leads to teacher certification; and (3) Family Studies, which provides a program of study for those who wish to work in a family-focused environment.</p> <p>The concentration in Child Studies requires a minimum of 51 hours in consumer and family sciences and related courses. A grade of “C” or above must be earned in the following courses required for this concentration: HMD 211, FACS 180, FACS 191, <del>FACS 192</del>, FACS 292, FACS 294, FACS 299, FACS 310, FACS 311, FACS 312, <del>FACS 380</del>, FACS 399, FACS 493, FACS 494, FACS 499, FACS 393 <del>or</del> FACS 496, <del>and a FACS upper-level elective from the approved list: FACS 391, FACS 395, FACS 410, FACS 422, FACS 495, FACS 497, or Elective approved by academic advisor. A minor or second major is required.</del></p> <p>The concentration in Family and Consumer Sciences Education requires a minimum of 57 hours in consumer and family sciences, and 25 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science degree. A grade of “C” or above must be earned in the following courses required for this major: HMD 211, 151, FACS 191, 281, 282, 310, 311, 312, <del>380</del>, 381, 481, 422, 493, 494, IDFM 100, 131, 223, and a minimum of six hours of electives from the following list: HMD 152 and 251, HMD 171, <del>FACS 492</del>, FACS 393, FACS 495, <del>AGED 300</del>, IDFM 132, IDFM 431, PH 365 or elective approved by advisor. Professional education courses required are: EDU 489, SPED 330, SEC 490, MGE 275, 490, LTCY 421, and PSY 310. No minor is required. Students majoring in FACS Education are required to meet with their advisor before enrolling for the upcoming semester.</p> <p>All requirements for admission to professional education must be met to fulfill the Kentucky standards for the designated teaching certificate. Current information on teacher education and certification is available on the website for the Office of Professional Educator Services:</p>	<p>This program offers three concentrations which lead to a Bachelor of Science degree: (1) Child Studies, which provides a program of study for those who wish to work in a child-focused environment but do not want teacher certification; (2) Family and Consumer Sciences Education, which leads to teacher certification; and (3) Family Studies, which provides a program of study for those who wish to work in a family-focused environment.</p> <p>The concentration in Child Studies requires a minimum of 51 hours in consumer and family sciences and related courses. A grade of “C” or above must be earned in the following courses required for this concentration: HMD 211, FACS 180, 191, <b>193</b>, 292, 294, 299, 310, 311, 312, <b>355 OR 336</b>, 399, 493, 494, 499, FACS 393, <b>and</b> FACS 496.</p> <p>The concentration in Family and Consumer Sciences Education requires a minimum of 57 hours in consumer and family sciences, and 25 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science degree. A grade of “C” or above must be earned in the following courses required for this major: HMD 211, 151, FACS 191, 281, 282, 310, 311, 312, 381, 481, 422, 493, 494, <b>AGED 300</b>, IDFM 100, 131, 223, and a minimum of six hours of electives from the following list: HMD 152 and 251, HMD 171, FACS 393, FACS 495, IDFM 132, IDFM 431, PH 365, <b>SEC 350</b>, or elective approved by advisor. Professional education courses required are: EDU 489, SPED 330, SEC 490, MGE 275, 490, LTCY 421, and PSY 310. No minor is required. Students majoring in FACS Education are required to meet with their advisor before enrolling for the upcoming semester.</p> <p>All requirements for admission to professional education must be met to fulfill the Kentucky standards for the designated teaching certificate. Current information on teacher education and certification is available on the website for the Office of Professional Educator Services:</p>



<a href="http://www.wku.edu/ste/">http://www.wku.edu/ste/</a> The concentration in Family Studies requires a minimum of 51 hours in consumer and family sciences and related courses. A grade of “C” or above must be earned in the following courses required for this major:  HMD 211, FACS 180, 191, 310, 311, 312, <del>380</del> , 399, 410, 422, 493, 494, 495, 499, PSYS 423 or SOCL 342, SOCL 359 or PH 365, and approved upper-level elective: FACS 395, <del>FACS 497</del> , PH 444, or elective approved by academic advisor. <del>A minor or second major is required.</del>			<a href="http://www.wku.edu/ste/">http://www.wku.edu/ste/</a> The concentration in Family Studies requires a minimum of 51 hours in consumer and family sciences and related courses. A grade of “C” or above must be earned in the following courses required for this major:  HMD 211, FACS 180, 191, 310, 311, 312, 399, 410, 422, 493, 494, 495, <b>497</b> , 499, PSYS 423 or SOCL 342, SOCL 359 or PH 365, and approved upper-level elective: FACS 395, PH 444, or elective approved by academic advisor.		
<i>FACS Education Concentration:</i>			<i>FACS Education Concentration</i>		
IDFM 100	Intro to Housing/Interior Design	3	IDFM 100	Intro to Housing/Interior Design	3
FACS 281	Design Foundations for FCS Ed	3	FACS 281	Design Foundations for FCS Ed	3
IDFM 131	Basic Apparel Construction	3	IDFM 131	Basic Apparel Construction	3
IDFM 223	Textiles	3	IDFM 223	Textiles	3
HMD 151	Food Sciences	3	HMD 151	Food Sciences	3
HMD 211	Human Nutrition	3	HMD 211	Human Nutrition	3
FACS 282	Introduction to FCS Education	3	FACS 282	Introduction to FCS Education	3
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 380	<del>Prof. Presentation Techniques in FCS</del>	3	<b>AGED 300</b>	<b>Youth Development for Agricultural Educators</b>	<b>3</b>
FACS 381	Methods and Materials in FCS	3	FACS 381	Methods and Materials in FCS	3
FACS 481	Advanced Methods	3	FACS 481	Advanced Methods	3
FACS 422	Adolescent Psychology	3	FACS 422	Adolescent Psychology	3
FACS 493	Family Life Education	3	FACS 493	Family Life Education	3
FACS 494	Parenting Strategies	3	FACS 494	Parenting Strategies	3
SPED 330	Introduction to Exceptional Education: Diversity in Learning	3	SPED 330	Introduction to Exceptional Education: Diversity in Learning	3
LTCY 421	Content Area Reading in Middle,	3	LTCY 421	Content Area Reading in Middle,	3
MGE 275	Foundations of Middle Grades	3	MGE 275	Foundations of Middle Grades	3
MGE 490	Student Teaching	5	MGE 490	Student Teaching	5
PSY 310	Educational Psychology:	3	PSY 310	Educational Psychology:	3
FACS 312	Professional Ethics for Family Life	3	FACS 312	Professional Ethics for Family Life	3
SEC 490	Student Teaching	5	SEC 490	Student Teaching	5
EDU 489	Student Teaching Seminar	3	EDU 489	Student Teaching Seminar	3

2 Approved Electives from the following list: <ul style="list-style-type: none"> <li>• HMD 152 Food Service Sanitation and HMD 251 Commercial Food Preparation</li> <li>• HMD 171 Introduction to Management in the Hospitality Industry</li> <li>• <del>FACS 192 Working With Young Children and Families</del></li> <li>• FACS 393 Role of Play in Child Development</li> <li>• FACS 495 Family and Relationship Violence</li> <li>• <del>AGED 300 Youth Development for Agricultural Educators</del></li> <li>• IDFM 132 Perspectives of Dress</li> <li>• IDFM 431 Clothing and Human Behavior</li> <li>• PH 365 Human Sexuality</li> <li>• Other elective with approval of advisor</li> </ul>		6	<b>Minimum of 6 hours</b> approved electives from the following list: <ul style="list-style-type: none"> <li>• HMD 152 Food Service Sanitation and HMD 251 Commercial Food Preparation</li> <li>• HMD 171 Introduction to Management in the Hospitality Industry</li> <li>• FACS 393 Role of Play in Child Development</li> <li>• FACS 495 Family and Relationship Violence</li> <li>• IDFM 132 Perspectives of Dress</li> <li>• IDFM 431 Clothing and Human Behavior</li> <li>• PH 365 Human Sexuality</li> <li>• <b>SEC 350 Clinical Practice in Secondary Teaching 1</b></li> <li>• Other elective with approval of advisor</li> </ul>		6
Total		82	Total		82
<i>Child Studies Concentration</i>			<i>Child Studies Concentration</i>		
HMD 211	Human Nutrition	3	HMD 211	Human Nutrition	3
FACS 180	Found. in Family & Consumer Sci	3	FACS 180	Found. in Family & Consumer Sci	3
FACS 191	Child Development	3	FACS 191	Child Development	3
<del>FACS 192</del>	<del>Working w/Young Children &amp; Fam</del>	<del>3</del>			
			<b>FACS 193</b>	<b>Curriculum Development for Young Children</b>	<b>3</b>
FACS 292	Diversity in Early Child Programs	3	FACS 292	Diversity in Early Child Programs	3
FACS 294	Assessment of Young Children	3	FACS 294	Assessment of Young Children	3
FACS 299	Admin of Early Childhood	3	FACS 299	Admin of Early Childhood	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 312	Ethics for Family Life	3	FACS 312	Ethics for Family Life	3
<del>FACS 380</del>	<del>Prof. Presentation Techniques in</del>	<del>3</del>			
			<b>FACS 335 OR FACS 336</b>	<b>Infant/Toddler Dev and Curriculum Pre-K/Kindergarten Dev and Curriculum</b>	<b>3</b>
FACS 393 or FACS 496	Play and Child Development-OR FACS 496 Challenging Behaviors	3	FACS 393	Play and Child Development	3
			<b>FACS 496</b>	<b>Challenging Behaviors</b>	<b>3</b>
FACS 399	Implications of Research in FCS	3	FACS 399	Implications of Research in FCS	3
FACS 493	Family Life Education	3	FACS 493	Family Life Education	3
FACS 494	Parenting Strategies	3	FACS 494	Parenting Strategies	3
FACS 499	Family Policy Analysis	3	FACS 499	Family Policy Analysis	3

FACS Upper Level Elective: FACS 391 Risk and Reliance FACS 395 Child and Family Stress FACS 410 Internship FACS 422 Adolescent Development FACS 495 Family and Relationship Violence FACS 497 Family Home Visiting Elective approved by academic advisor		3			
Total		51	Total		51
<i>Family Studies Concentration</i>			<i>Family Studies Concentration</i>		
HMD 211	Human Nutrition	3	HMD 211	Human Nutrition	3
FACS 180	Found. in Family & Consumer Sci	3	FACS 180	Found. in Family & Consumer Sci	3
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
<del>FACS 380</del>	<del>Prof. Presentation Techniques in</del>	<del>3</del>			
FACS 399	Implications of Research in FCS	3	FACS 399	Implications of Research in FCS	3
FACS 410	Internship	3	FACS 410	Internship	3
FACS 422	Adolescent Psychology	3	FACS 422	Adolescent Psychology	3
FACS 493	Family Life Education	3	FACS 493	Family Life Education	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
			<b>FACS 497</b>	<b>Family Home Visiting</b>	<b>3</b>
FACS 499	Family Policy Analysis	3	FACS 499	Family Policy Analysis	3
FACS 312	Ethics for Family Life	3	FACS 312	Ethics for Family Life	3
PSYS 423 or SOC 342	Psychology of Adult Life and Aging or Aging in Society	3	PSYS 423 or SOC 342	Psychology of Adult Life and Aging or Aging in Society	3
PH 365 or SOCL 359	Human Sexuality or Sexuality and Society	3	PH 365 or SOCL 359	Human Sexuality or Sexuality and Society	3
Approved Upper-Level Elective: • FACS 395 Child and Family Stress • <del>FACS 497 Family Home Visiting</del> • PH 444 Death, Dying, and Bereavement • Elective Approved by Academic Advisor		3	Approved Upper-Level Elective: • FACS 395 Child and Family Stress • PH 444 Death, Dying, and Bereavement • Elective Approved by Academic Advisor		3
Total		51	Total		51

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

- FACS 192 (Working with Young Children and Families) and FACS 380 (Professional Presentation Techniques) are no longer going to be offered.

- The content of FACS 192 (Working with Young Children and Families) will be covered in FACS 193 (Curriculum Development for Young Children), 294 (Assessment of Young Children), and 299 (Admin of Early Childhood).
- The content of FACS 380 (Professional Presentation Techniques) can be covered in other courses in the program: FACS 191 (Child Development), FACS 282 (Introduction to FCS Education), FACS 381 (Methods and Materials in FCS), FACS 481 (Advanced Methods), FACS 493 (Family Life Education), FACS 494 (Parenting Strategies), and FACS 495 (Family and Relationship Violence).

We have elected to remove the minor or second major requirement for the Child Studies and Family Studies concentrations in order to assist students in tailoring their degree program coursework to best suit their individual needs. A minor or second major dictates which courses students must take, frequently leaving no room for other optional courses that would better fit students need for specific careers, future graduate studies, and personal development. Although students may still choose to declare a minor, and we expect that many will, removing the requirement allows students more choices in their educational development.

Concentration specific reasoning:

- Child Studies Concentration
  - FACS 193 (Curriculum Development for Young Children) is being added. The course emphasizes the important concepts of Developmentally Appropriate Practices and learning and teaching methods for young children.
  - A choice of either FACS 335 (Infant/Toddler Dev and Curriculum) or FACS 336 (Pre-K/Kindergarten Dev and Curriculum) was added in order to provide a more in-depth study of child development in infancy, toddler and early childhood, and to improve student curriculum development and application of developmental theories.
- Family and Consumer Science Education
  - Some students in the FACS Education concentration may want or need additional time in the classroom prior to student teaching. To facilitate that, SEC 350 (Clinical Practice in Secondary Teaching 1), an intensive, field-based course, is being added as an elective option. As an 8-credit course, it will meet all elective requirements for the program.
  - Because some options in the elective section for the FACS Education concentration will push the elective number of credits over the 6 credits of electives minimum, the language is being clarified to 6 hours minimum, rather than 2 courses of electives.
  - AGED 300 (Youth Development for Agricultural Educators) will move from an elective to a required course in place of FACS 380 (Professional Presentation Techniques). The content of AGED 300 will help future FACS Ed teachers gain a more in-depth experience with student organizations, a requirement for them in their future positions as high school teachers and student organization advisors.
- Family Studies
  - Adding FACS 497 (Family Home Visiting) as a required course will ensure that students receive important background and training in working with individuals and families in the home. Increasingly, in FACS 410 (Internship), a required course in the concentration, internship students are expected to work with clients in a variety of settings including the home. The content and principles in FACS 497 will aid students in their internships and in later in their careers.



**College of Health and Human Services  
School of Kinesiology, Recreation & Sport  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Raymond Poff, raymond.poff@wku.edu, 745-2498

**1. Identification of program:**

- 1.1 Current program reference number: 589
- 1.2 Current program title: Recreation Administration
- 1.3 Credit hours: 48

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

- Changes to the catalog program description
- Deletion of the program academic grade policy
- Changes to course names
- Changes to the core courses for the Recreation Administration major
- Changes to the Recreation Services concentration
- Changes to the Nonprofit Administration concentration
- Changes to the Outdoor Recreation concentration:
- Changes to the Facility and Event Management concentration:
- Changes to the Commercial Recreation and Tourism concentration:

**3. Detailed program description:**

Major in Recreation Administration: 48 hours CURRENT PROGRAM	Major in Recreation Administration: 48 hours REVISED PROGRAM
<p>The major in Recreation Administration prepares students for exciting <del>careers helping people improve their quality of life by serving their community in nonprofit, government, and commercial recreation services.</del> Students may pursue a concentration in Recreation Services, Nonprofit Administration, Outdoor Recreation, Facility and Event Management or <del>Commercial</del> Recreation Tourism.</p> <p>The major requires a minimum of 48 semester hours (33 core + <del>15</del> concentration) and leads to a Bachelor of Science degree. Students must complete <del>and earn a "C" or better in</del> the following 36 hours of required recreation courses: REC 200, REC 302, REC 306, REC 320, REC 328, REC 402, <del>REC 404</del>, REC 406, and REC 490; <del>a maximum of three hours of "D" in these required courses (with the exception of REC</del></p>	<p>The major in Recreation Administration prepares students for exciting <b>recreation and experience industry careers in the nonprofit, government, and private sectors. These careers are designed to help individuals, families, and communities improve their quality of life.</b> Students pursue a concentration in Recreation <b>and Sport</b> Services, Nonprofit Administration, Outdoor Recreation, Facility and Event Management, or Recreation <b>and</b> Tourism.</p> <p>The major requires a minimum of 48 semester hours (36 core + <b>12</b> concentration) and leads to a Bachelor of Science degree. Students must complete the following 36 hours of required recreation courses: REC 200, REC 302, REC 306, REC 320, REC 328, <b>REC 338</b>, REC 402, REC 406, and REC 490. In addition to the above-required courses, students must <b>complete</b> one of the following concentrations:</p>

~~490) in the required recreation courses may be allowed with permission from the academic advisor and school director.~~ In addition to the above-required courses, students must select one of the following concentrations:

Students in the Recreation Services concentration must complete ~~REC 320 and~~ select 12 hours of ~~electives~~ from the following list or other courses approved by their advisor: REC 220, REC 222, REC 235, ~~REC 304, REC 326,~~ REC 330, REC 332, REC 335, REC 337, REC 420, REC 422, REC 426, ~~REC 428,~~ REC 430, REC 434, REC 435, REC 437, REC 439, REC 460, REC 480, REC 482, REC 484, REC 493, ~~REC 494, REC 496,~~ SPM 200, MKT 220, MGT 210, or ACCT 200.

Students in the Nonprofit Administration concentration must complete ~~REC 320 and~~ the following 12 hours: REC 220, REC 460, MGT 333 or ~~PS 440, and~~ MKT 220, or other courses approved by their advisor

Students in the Outdoor Recreation concentration must complete ~~REC 320 and~~ the following 12 hours: REC 330; and REC 332; and REC 235 or REC 335 or REC 337; and REC 435 or REC 437 or REC 439 or REC 430 or REC 424 or REC 434, or other courses approved by their advisor.

Students in the Facility and Event Management concentration must complete ~~REC 320 and~~ the following 12 hours: REC 426 or HMD 375, and SPM 450, and MKT 220, and REC 439 or REC 430 or REC 424, or other courses approved by their advisor.

Students in the Recreation **and Sport Services** concentration must complete 12 hours from the following list or other courses approved by their **Recreation Administration** advisor: REC 220, REC 222, REC 235, REC 330, REC 332, REC 335, REC 337, **REC 404,** REC 420, REC 422, **REC 424,** REC 426, REC 430, REC 434, REC 435, REC 437, REC 439, REC 460, REC 480, REC 482, REC 484, REC 493, SPM 200, **SPM 300, SPM 305, SPM 310, SPM 315, PE 122, PE 211, PE 212, PE 222, PE 300, PE 319, PE 340, PE 341, PE 342, PE 343, EXS 122, EXS 223, EXS 296,** MKT 220, MGT 210, or ACCT 200.

Students in the Nonprofit Administration concentration must complete following 12 hours: REC 220, REC 460, MKT 220, and MGT 333 or **PS 340,** or other courses approved by their **Recreation Administration** advisor.

Students in the Outdoor Recreation concentration must complete the following 12 hours: **Foundations:** REC 330; **Resources: 3 hours from** REC 332, REC 430, or REC 434; **Technical Skills: 3 hours from** REC 235, REC 335, REC 337, or REC 439; **Electives: 3 hours (unduplicated) from** REC 332, REC 335, REC 337, REC 424, REC 430, REC 434, REC 435, REC 437, REC 439, **REC 480, REC 482, REC 493,** or other courses approved by their **Recreation Administration** advisor. **At least 6 hours need to be selected from 400-level courses.**

Students in the Facility and Event Management concentration must complete the following 12 hours: **3 hours from REC 404,** REC 426, or **SPM 404; 3 hours from HMD 375 or SPM 305; 3 hours from SPM 315,** SPM 450, MKT 220 or **MKT 331;** and **3 hours (unduplicated) from REC 404, REC 420, REC 422,** REC 424, REC 426, REC 430, **REC 434,** REC 439, HMD 375, **HMD 475,** or other courses

<p>Students in the <del>Commercial</del> Recreation and Tourism concentration must complete <del>REC 320</del> and the following 12 hours: REC 420, HMD 271 and 6 hours from REC 480, GEOG 481, HMD 373, HMD 375 or ENT 312 or other courses approved by their advisor.</p>	<p>approved by their <b>Recreation Administration</b> advisor.</p> <p>Students in the Recreation and Tourism concentration must complete the following 12 hours: REC 420 and HMD 271; and <b>6 hours from</b> REC 480, GEOG 481, HMD 373, HMD 375, <b>HMD 475</b>, ENT 312, <b>MKT 331</b>, or other courses approved by their <b>Recreation Administration</b> advisor.</p>
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Major in Recreation Administration 48 hours		Major in Recreation Administration 48 hours	
Required Courses	<del>21</del>	Required Courses	<b>24</b>
REC 200 <del>Introduction To</del> Recreation	3	REC 200 <b>Recreation in Society</b>	3
REC 302 Recreation Leadership	3	REC 302 Recreation Leadership	3
REC 306 <del>Program</del> Planning & Evaluation	3	REC 306 <b>Experience</b> Planning & Evaluation	3
REC 320 <del>Recreation</del> Seminar	3	REC 320 <b>Professional Development</b> Seminar	3
REC 328 Inclusive Recreation	3	REC 328 Inclusive Recreation	3
		<b>REC 338 Parks, Recreation, and Quality of Life</b>	<b>3</b>
REC 402 Fiscal Practices In Recreation	3	REC 402 Fiscal Practices In Recreation	3
<del>REC 404 Recreation Facility Management</del>	<del>3</del>		
REC 406 Recreation Administration	3	REC 406 Recreation Administration	3
Required Internship		Required Internship	
REC 490 Internship In Recreation	12	REC 490 Internship In Recreation	12
Total Core Hours	33	Total Core Hours	36
Recreation <del>Services</del> Concentration	<del>15</del>	Recreation <b>and Sport</b> Services Concentration	<b>12</b>
Students in the Recreation Services concentration must complete <del>REC 320</del> and select 12 hours of electives from the following list or other courses approved by their advisor:		Students in the Recreation <b>and Sport</b> Services concentration must complete 12 hours from the following list or other courses approved by their <b>Recreation Administration</b> advisor:	
<del>REC 320 Recreation Seminar</del>	<del>3</del>		
REC 220 Understanding The Nonprofit Sector	3	REC 220 Understanding The Nonprofit Sector (3)	
REC 222 Recreation Activity Facilitation	3	REC 222 Recreation Activity Facilitation (3)	
REC 235 Outdoor Recreation Activities	3	REC 235 Outdoor Recreation Activities (3)	
<del>REC 304 Technology In Evaluation</del>	<del>3</del>		
<del>REC 326 Church Recreation</del>	<del>3</del>		
REC 330 Foundations Of Outdoor Recreation	3	REC 330 Foundations Of Outdoor Recreation (3)	
REC 332 Outdoor Education	3	REC 332 Outdoor Education (3)	
REC 335 Outdoor Skills - Land	3	REC 335 Outdoor Skills - Land (3)	
REC 337 Outdoor Skills - Water	3	REC 337 Outdoor Skills - Water (3)	
		<b>REC 404 Recreation Facility Management (3)</b>	
REC 420 <del>Commercial</del> Recreation And Tourism	3	REC 420 Recreation And Tourism (3)	



REC 422 Campus Recreation	3	REC 422 Campus Recreation (3)	
		REC 424 Camp and <b>Retreat</b> Center Administration (3)	
REC 426 Facility Planning And Design	3	REC 426 Facility Planning And Design (3)	
<del>REC 428 Community Centers And Playgrounds</del>	3		
REC 430 Recreation Resource Management	3	REC 430 Recreation Resource Management (3)	
REC 434 <del>Environmental</del> -Interpretation	3	REC 434 <b>Resource</b> Interpretation (3)	
REC 435 Outdoor <del>Expedition</del> Planning	3	REC 435 Outdoor <b>Experience</b> Planning (3)	
REC 437 Outdoor Leadership Expedition	3	REC 437 Outdoor Leadership Expedition (3)	
REC 439 Challenge Course Facilitation	3	REC 439 Challenge Course Facilitation (3)	
REC 460 Grant Writing For Nonprofit Organizations	3	REC 460 Grant Writing For Nonprofit Organizations (3)	
REC 480 Travel-Based Learning In Recreation and Tourism	3	REC 480 Travel-Based Learning In Recreation and Tourism (3)	
REC 482 Recreation Workshop	1-3	REC 482 Recreation Workshop (1-3)	
REC 484 Advanced Studies In Recreation	3	REC 484 Advanced Studies In Recreation (3)	
REC 493 Recreation Practicum	3	REC 493 Recreation Practicum (3)	
<del>REC 494 Nonprofit Administration Conference</del>	4		
<del>REC 496 Nonprofit Internship</del>	3-6		
SPM 200 Introduction To Sport Management	3	SPM 200 Introduction To Sport Management (3)	
		<b>SPM 300 Public Policy In Sport (3)</b>	
		<b>SPM 305 Sport Event Management (3)</b>	
		<b>SPM 310 Sport Ethics And Moral Issues (3)</b>	
		<b>SPM 315 Sport Communication (3)</b>	
		<b>PE 122 Foundations Of Kinesiology (3)</b>	
		<b>PE 211 Net/Wall And Target Sports (2)</b>	
		<b>PE 212 Striking/Fielding And Invasion Sports (2)</b>	
		<b>PE 222 Fitness/Wellness Applications (2)</b>	
		<b>PE 300 Outdoor Educational Activities (2)</b>	
		<b>PE 319 Adapted Physical Education (3)</b>	
		<b>PE 340 Football Coaching (3)</b>	
		<b>PE 341 Basketball Coaching (3)</b>	
		<b>PE 342 Track And Field Coaching (3)</b>	
		<b>PE 343 Baseball Coaching (3)</b>	
		<b>EXS 122 Foundations Of Kinesiology (3)</b>	
		<b>EXS 223 Introduction To Exercise Science (3)</b>	
		<b>EXS 296 Practicum In Exercise Science (3)</b>	
MKT 220 Basic Marketing Concepts	3	MKT 220 Basic Marketing Concepts (3)	
MGT 210 Organization And Management	3	MGT 210 Organization And Management (3)	
ACCT 200 Introductory Accounting - Financial	3	ACCT 200 Introductory Accounting - Financial (3)	
Total Hours For Major (Core + Concentration)	48	Total Hours For Major (Core + Concentration)	48
Nonprofit Administration Concentration	15	Nonprofit Administration Concentration	12

Students in the Nonprofit Administration concentration must complete <del>REC 320</del> and the following 12 hours or other courses approved by their advisor.		Students in the Nonprofit Administration concentration must complete the following 12 hours or other courses approved by their <b>Recreation Administration</b> advisor.	
<del>REC 320 Recreation Seminar</del>	<del>3</del>	<b>Complete the following courses:</b>	
REC 220 Understanding The Nonprofit Sector	3	REC 220 Understanding The Nonprofit Sector	3
REC 460 Grant Writing For Nonprofit Organizations	3	REC 460 Grant Writing For Nonprofit Organizations	3
MKT 220 Basic Marketing Concepts	3	MKT 220 Basic Marketing Concepts	3
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>9</b>
		<b>Complete 3 hours from the following courses:</b>	<b>3</b>
MGT 333 Management of Nonprofit Organizations or PS 440 Elements Of Public Administration	3	MGT 333 Management of Nonprofit Organizations (3)	
		PS 340 Elements Of Public Administration (3)	
		<b>Total</b>	<b>3</b>
Total Hours For Major (Core + Concentration)	48	Total Hours For Major (Core + Concentration)	48
<b>Outdoor Recreation Concentration</b>	<del>15</del>	<b>Outdoor Recreation Concentration</b>	<b>12</b>
Students in the Outdoor Recreation concentration must complete <del>REC 320</del> and the following 12 hours or other courses approved by their advisor.		Students in the Outdoor Recreation concentration must complete the following 12 hours, or other courses approved by their <b>Recreation Administration</b> advisor. <b>At least 6 hours need to be 400-level courses.</b>	
		<b>Complete the following foundation course:</b>	
<del>REC 320 Recreation Seminar</del>	<del>3</del>		
REC 330 Foundations of Outdoor Recreation	3	REC 330 Foundations of Outdoor Recreation	3
REC 332 Outdoor Education	3	<b>Total</b>	<b>3</b>
REC 235 Outdoor Recreation Activities or REC 335 Outdoor Skills - Land or REC 337 Outdoor Skills - Water	3		
REC 435 Outdoor Expedition Planning or REC 437 Outdoor Leadership Expedition or REC 439 Challenge Course Facilitation or REC 430 Recreation Resource Management or REC 424 Camp and <del>Conference Center</del> Administration or REC 434 <del>Environmental</del> Interpretation	3	<b>Complete 3 hours from the following resource courses:</b>	<b>3</b>
		REC 332 Outdoor Education (3)	
		REC 430 Recreation Resource Management (3)	
		REC 434 <b>Resource</b> Interpretation (3)	
		<b>Complete 3 hours from the following technical</b>	<b>3</b>

		<b>skills courses:</b>	
		REC 235 Outdoor Recreation Activities (3)	
		REC 335 Outdoor Skills – Land (3)	
		REC 337 Outdoor Skills – Water (3)	
		REC 439 Challenge Course Facilitation (3)	
		<b>Complete 3 hours (unduplicated) from the following elective courses:</b>	<b>3</b>
		REC 332 Outdoor Education (3)	
		REC 335 Outdoor Skills – Land (3)	
		REC 337 Outdoor Skills – Water (3)	
		REC 424 Camp and <b>Retreat</b> Center Administration (3)	
		REC 430 Recreation Resource Management (3)	
		REC 434 <b>Resource</b> Interpretation (3)	
		REC 435 Outdoor <b>Experience</b> Planning (3)	
		REC 437 Outdoor Leadership Expedition (3)	
		REC 439 Challenge Course Facilitation (3)	
		<b>REC 480 Travel-Based Learning in Recreation and Tourism (3)</b>	
		<b>REC 482 Recreation Workshop (3)</b>	
		<b>REC 493 Recreation Practicum (3)</b>	
Total Hours For Major (Core + Concentration)	48	Total Hours For Major (Core + Concentration)	48
Facility and Event Management Concentration	<del>15</del>	Facility and Event Management Concentration	<b>12</b>
Students in the Facility and Event Management concentration must complete <del>REC 320</del> and the following 12 hours or other courses approved by their advisor.		Students in the Facility and Event Management concentration must complete the following 12 hours, or other courses approved by their <b>Recreation Administration</b> advisor.	
		<b>Complete 3 hours from the following courses:</b>	<b>3</b>
<del>REC 320 Recreation Seminar</del>	<del>3</del>		
REC 426 Facility Planning and Design or HMD 375 Meeting and Convention Management	3	<b>REC 404 Recreation Facility Management (3)</b>	
SPM 450 Sport Law	3	REC 426 Facility Planning and Design (3)	
MKT 220 Basic Marketing Concepts	3	<b>SPM 404 Sport Facility Management (3)</b>	
REC 439 Challenge Course Facilitation or REC 430 Recreation Resource Management or REC 424 Camp and <del>Conference</del> Center Administration	3		
		<b>Complete 3 hours from the following courses:</b>	<b>3</b>

		HMD 375 Meeting And Convention Management (3)	
		<b>SPM 305 Sport Event Management (3)</b>	
		<b>Complete 3 hours from the following courses:</b>	<b>3</b>
		<b>SPM 315 Sport Communication (3)</b>	
		SPM 450 Sport Law (3)	
		MKT 220 Basic Marketing Concepts (3)	
		<b>MKT 331 Social Media Marketing (3)</b>	
		<b>Complete 3 hours (unduplicated) from the following courses:</b>	<b>3</b>
		<b>REC 404 Recreation Facility Management (3)</b>	
		<b>REC 420 Recreation And Tourism (3)</b>	
		<b>REC 422 Campus Recreation (3)</b>	
		REC 424 Camp And <b>Retreat</b> Center Administration (3)	
		REC 426 Facility Planning and Design (3)	
		REC 430 Recreation Resource Management (3)	
		<b>REC 434 Resource Interpretation (3)</b>	
		REC 439 Challenge Course Facilitation (3)	
		HMD 375 Meeting And Convention Management (3)	
		<b>HMD 475 Advanced Hospitality Event Planning (3)</b>	
Total Hours For Major (Core + Concentration)	48	Total Hours For Major (Core + Concentration)	48
<del>Commercial</del> Recreation and Tourism Concentration	<del>15</del>	Recreation and Tourism Concentration	<b>12</b>
Students in the <del>Commercial</del> Recreation and Tourism concentration must <del>take REC 320 and</del> the following 12 hours or other courses approved by their advisor		Students in the Recreation and Tourism concentration must complete the following 12 hours or other courses approved by their <b>Recreation Administration</b> advisor.	
<del>REC 320 Recreation Seminar</del>	<del>3</del>	<b>Complete the following courses:</b>	
REC 420 <del>Commercial</del> Recreation And Tourism	3	REC 420 Recreation and Tourism	3
HMD 271 Tourism Planning and Development	3	HMD 271 Tourism Planning and Development	3
		Total	6

Complete 6 hours from the following courses:	6	<b>Complete 6 hours from the following courses:</b>	<b>6</b>
REC 480 Travel-Based Learning In Recreation And Tourism or GEOG 481 Tourism Geography or HMD 373 Hospitality and Tourism Marketing or HMD 375 Meeting and Convention Management or ENT 312 Entrepreneurship		REC 480 Travel-Based Learning In Recreation and Tourism (3)	
		GEOG 481 Tourism Geography (3)	
		HMD 373 Hospitality and Tourism Marketing (3)	
		HMD 375 Meeting and Convention Management (3)	
		<b>HMD 475 Advanced Hospitality Event Planning (3)</b>	
		ENT 312 Entrepreneurship (3)	
		<b>MKT 331 Social Media Marketing (3)</b>	
Total Hours For Major (Core + Concentration)	48	Total Hours For Major (Core + Concentration)	48

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

- Changes to the catalog program description
  - Text more appropriately describes intent and scope of the program.
  - Text to reflect deletion of program academic grade policy
  - Revising the list of courses and structure appearing in the catalog.
- Deletion of the program academic course policy
  - Academic program existed without the policy for over 40 years without any real issues.
  - Introducing the policy several years ago resulted in unintended consequences for student recruitment and retention efforts.
- Changes to course names, as indicated in the tables, to more appropriately identify content or adapt to industry nomenclature.
- Remove REC 320 from all concentrations because it is a requirement in the core.
- Changes to the core courses for the Recreation Administration major:
  - Removal of REC 404 as a required course.
  - Add proposed REC 338, as a required course.
- Changes to the Recreation Services concentration:
  - Rename the concentration to Recreation and Sport Services to reflect the proposed expanded content available to students in the concentration.
  - Add the following courses options in the concentration: SPM 300, SPM 305, SPM 310, SPM 315, PE 122, PE 211, PE 212, PE 222, PE 300, PE 319, PE 340, PE 341, PE 342, PE 343, EXS 122, EXS 223, EXS 296, REC 404, REC 424.
  - Removal of courses from the concentration due to applicability or availability: REC 304, REC 326, REC 428, REC 494, REC 496.

- Revision of language re: selection of courses.
- Changes to the Nonprofit Administration concentration:
  - Revise PS 440 to PS 340 as the number was changed by the Department of Political Science.
- Changes to the Outdoor Recreation concentration:
  - Adjusted the structure of the minor by breaking courses into content specific groups allowing greater flexibility.
  - Changes to the structure will help ensure student exposure to key content areas.
  - Add the following courses options in the concentration: REC 480, REC 482, REC 493
- Changes to the Facility and Event Management concentration:
  - Adjusted the structure of the minor by breaking courses into content specific groups allowing greater flexibility.
  - Changes to the structure will help ensure student exposure to key content areas.
  - Add the following course options in the concentration: SPM 305, SPM 315, SPM 404, REC 404, REC 420, REC 422, REC 434, MKT 331, HMD 475.
- Changes to the Commercial Recreation and Tourism concentration:
  - Rename the concentration to Recreation and Tourism to address issues with nomenclature.
  - Adjusted the structure of the minor by breaking courses into content specific groups allowing greater flexibility.
  - Changes to the structure will help ensure student exposure to key content areas.
  - Add the following course option in the concentration: HMD 475, MKT 331

**5. Proposed term for implementation:** Fall 2018

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

School of Kinesiology, Recreation & Sport	March 7, 2018
CHHS Undergraduate Curriculum Committee	<hr/> March 23, 2018
Undergraduate Curriculum Committee	<hr/> April 17, 2018
University Senate	<hr/>

**College of Health and Human Services  
School of Nursing  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Lori Alexander, [lori.alexander@wku.edu](mailto:lori.alexander@wku.edu) , 745-4078

**1. Identification of program:**

- 1.1 Current program reference number: 596
- 1.2 Current program title: RN to BSN Program
- 1.3 Credit hours: 67 credit hours (36 hours upper division nursing courses and 31 nursing credits from a prior nursing programs).

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

- Reflect revised credit hours from 2 to 3 for NURS 321 Transcultural Nursing and NURS 323 Concepts of Professional Nursing
- Revision of the program to delete NURS 405 Nursing Informatics

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
<p>The RN to BSN program is designed for students who are registered nurses (RN). Each semester, two (2) cohorts of students will be admitted, a part-time and full-time cohort. When accepted for admission, students must choose which cohort they would like. The students in each of these cohorts will progress through the curriculum as a group and must take courses as noted in planned schedule for the designated cohort. The full-time cohort is reserved for students who have completed all general education and statistics requirements. Students admitted pending NCLEX will be permitted to enroll in the part-time cohort. If unsuccessful on the NCLEX, the student will not be allowed to progress in the nursing cohort courses.</p> <p>RNs seeking admission to the RN to BSN program must:</p> <ul style="list-style-type: none"> <li>1. Be admitted to Western Kentucky University.</li> <li>2. Have an associate degree in Nursing or if</li> </ul>	<p>The RN to BSN program is designed for students who are registered nurses (RN). Each semester, two (2) cohorts of students will be admitted, a part-time and full-time cohort. When accepted for admission, students must choose which cohort they would like. The students in each of these cohorts will progress through the curriculum as a group and must take courses as noted in planned schedule for the designated cohort. The full-time cohort is reserved for students who have completed all general education and statistics requirements. Students admitted pending NCLEX will be permitted to enroll in the part-time cohort. If unsuccessful on the NCLEX, the student will not be allowed to progress in the nursing cohort courses.</p> <p>RNs seeking admission to the RN to BSN program must:</p> <ul style="list-style-type: none"> <li>1. Be admitted to Western Kentucky University.</li> <li>2. Have an associate degree in Nursing or if</li> </ul>

<p>the applicant is a diploma graduate, he/she is required to submit documentation to validate nursing and general education academic preparation and clinical experience.</p> <ol style="list-style-type: none"> <li>3. Have a cumulative grade point average of 2.5 or above for college level courses.</li> <li>4. Complete application for the RN to BSN program by designated deadlines.</li> </ol> <p>Curriculum requirements for the RN to BSN program include completion of:</p> <ol style="list-style-type: none"> <li>1. 36 hours of upper division nursing credit. (A registered nurse with an associate degree in nursing receives a 6-hour waiver in the upper-division hour requirement.) The required courses are: NURS 300, NURS 309, NURS 315, NURS 321, NURS 323, NURS 339, NURS 340, NURS 400, <del>NURS 405</del>, NURS 408, NURS 412, NURS 430, NURS 431.</li> <li>2. University general education requirements (WKU Colonnade Program or approved general education certification transferred to WKU).</li> <li>3. Three-hour statistics course.</li> </ol>	<p>the applicant is a diploma graduate, he/she is required to submit documentation to validate nursing and general education academic preparation and clinical experience.</p> <ol style="list-style-type: none"> <li>3. Have a cumulative grade point average of 2.5 or above for college level courses.</li> <li>4. Complete application for the RN to BSN program by designated deadlines.</li> </ol> <p>Curriculum requirements for the RN to BSN program include completion of:</p> <ol style="list-style-type: none"> <li>1. 36 hours of upper division nursing credit. (A registered nurse with an associate degree in nursing receives a 6-hour waiver in the upper-division hour requirement.) The required courses are: NURS 300, NURS 309, NURS 315, NURS 321, NURS 323, NURS 339, NURS 340, NURS 400, NURS 408, NURS 412, NURS 430, NURS 431.</li> <li>2. University general education requirements (WKU Colonnade Program or approved general education certification transferred to WKU).</li> <li>3. Three-hour statistics course.</li> </ol>
<b>Current 36 hours required upper level nursing courses</b>	<b>Proposed 36 hours required upper level nursing courses</b>
NURS 300 Concepts of Disease Processes (3 credits)	NURS 300 Concepts of Disease Processes (3 credits)
NURS 309 Health Assessment (3 credits)	NURS 309 Health Assessment (3 credits)
NURS 315 Concepts of Pharmacology (3 credits)	NURS 315 Concepts of Pharmacology (3 credits)
NURS 321 Transcultural Nursing ( <del>2 credits</del> )	NURS 321 Transcultural Nursing ( <b>3 credits</b> )
NURS 323 Concepts of Professional Nursing ( <del>2 credits</del> )	NURS 323 Concepts of Professional Nursing ( <b>3 credits</b> )
NURS 339 Care of the High Acuity Patient (3 credits)	NURS 339 (3 credits) Care of the High Acuity Patient
NURS 340 Teaching and Health Promotion (3 credits)	NURS 340 Teaching and Health Promotion (3 credits)
NURS 400 Nursing Leadership and Management (3 credits)	NURS 400 Nursing Leadership and Management (3 credits)
<del>NURS 405 Nursing Informaties (2 credits)</del>	
NURS 408 Professional Issues (3 credits)	NURS 408 Professional Issues (3 credits)





**College of Health and Human Services  
Department of Communication Sciences and Disorders  
Proposal to Create a New Certificate Program  
(Action Item)**

Contact Person: Dr. Ashley Chance Fox, [Ashley.Fox@wku.edu](mailto:Ashley.Fox@wku.edu), 5-8962

**1. Identification of program:**

- 1.1 Program title: Deaf Studies Certificate
- 1.2 Required hours in program: 15
- 1.3 Special information: None
- 1.4 Catalog description: This will broaden student knowledge of Deaf and Hard of Hearing individuals, with an emphasis on Deaf culture. The Deaf Studies Certificate will not qualify students to become licensed interpreters. A minimum of 12 semester hours, with a grade of 'C' or better must be obtained to successfully complete the certificate.
- 1.5 Classification of Instructional Program Code (CIP): 05.0211

**2. Learning outcomes of the proposed certificate program:**

These courses will increase student's perspective and understanding of: Language, Language Access, Education, Law, Technology, Services provided and Careers for the Deaf and Hard of Hearing. The courses will also examine the perspectives of the Deaf and Hard of Hearing in other countries. After the certificate is completed, the student should understand the local and global perspectives of the Deaf and Hard of Hearing culture.

**3. Rationale:**

- 3.1 Reason for developing the proposed certificate program:  
The Deaf Studies certificate is in response to societal needs and interests of the Deaf and Hard of Hearing community. Because of changing demographics and increased access for this diverse population, there are growing demands for knowledge and understanding of Deaf culture. The knowledge and skills acquired through this certificate would be advantageous for students as they seek employment and engage themselves into their respective fields, careers and communities. This curriculum will broaden the student's understanding of Deaf culture in the United States and globally.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department:  
The ASL Studies Program offers an ASL Studies Minor. At this time, no other certificates are offered in the ASL Studies Program.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:  
There are currently no Deaf and Hard of Hearing or ASL certificates offered in other departments. Due to the focus on culture, similar certificates offered in other departments would be Middle East Studies and Canadian Studies.
- 3.4 Projected enrollment in the proposed certificate program:  
20-40 students per academic year
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):  
Eastern Kentucky University (EKU), offers an undergraduate degree in Deaf Studies. Their courses are specifically designed for a minor in American Sign Language, a

Bachelor’s degree in ASL and English Interpreting or Deaf Studies. They do not offer a Certificate in Deaf Studies.

University of Louisville offers a Bachelor’s degree in American Sign Language Interpreting Studies. They do not offer a Deaf Studies degree or certificate.

There are no other Kentucky universities that offer these courses as a part of a certificate program.

Offerings of Deaf Studies Certificates have not been found at our benchmark institutions.

- 3.6 Relationship of the proposed certificate program to the university mission and objectives: The students enrolled in the certificate program will have opportunities to learn about various Deaf cultures around the world. In addition, learning how to communicate in a second language and understanding a different culture will assist them in becoming “responsible citizen-leaders of a global society”.

**4. Curriculum:**

<b>Required core courses</b> (12 hours):	
ASL 101 American Sign Language 1	3
ASL 102 American Sign Language 2	3
ASL 303 International Deaf Studies	3
ASL 302 Deaf Culture in America	3

<b>Elective courses</b> (3 hours)	
ASL 401 Deaf Culture and History	3
ASL 406 Special Topics in ASL	3

**5. Budget implications:**

The courses in this certificate program will be taught by existing faculty. No new resources are needed.

**6. Proposed term for implementation:** Fall 2018

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

Communication Sciences and Disorders Department	<u>03/02/2018</u>
CHHS Undergraduate Curriculum Committee	<u>March 23, 2018</u>
Contact with Office of Academic Affairs	_____
Undergraduate Curriculum Committee	<u>April 17, 2018</u>
University Senate	_____
Board of Regents	_____

**College of Health and Human Services  
Department of Applied Human Sciences  
Proposal to Create a New Certificate Program  
(Action Item)**

Contact Person: D'Lee Babb, [dlee.babb@wku.edu](mailto:dlee.babb@wku.edu), 270-745-6943

**1. Identification of program:**

- 1.11 Program title: Early Childhood Education Director's Certificate
- 1.12 Required hours in program: 12
- 1.13 Special information:
- 1.14 Catalog description: The Early Childhood Education Director's Certificate prepares students to direct a child care center and, upon completion, students will receive the Kentucky Early Childhood Director's Credentials. A grade of "C" or above must be earned in the following courses required for this certificate: FACS 191, FACS 193, FACS 335 or 336, and FACS 299.
- 1.15 Classification of Instructional Program Code (CIP):

**2. Learning outcomes of the proposed certificate program:** Students will complete this certificate with the coursework that meets the Kentucky Early Childhood Director's Credentials. These include an understanding of and the ability to apply the following in the early childcare setting:

- State and national regulations and laws pertaining to the education of young children.
- Ethics and the National Associations for the Education of Young Children Code of Ethics.
- Programming for families and children.
- Supervision and staff development.
- Health and safety for young children.
- Financial management and marketing in the early child care setting.
- Community collaboration/resource management to benefit young children and their families.

**3. Rationale:**

- 3.7 Reason for developing the proposed certificate program: Directors of early childcare centers and schools need a specific skill set to best manage their centers. By completing this certificate, the directors will have this knowledge and skill set and the ability to apply it in their centers.
- 3.8 Relationship of the proposed certificate program to other programs now offered by the department: The courses comprising this certificate are a part of the Associate of Arts in Early Childhood Education offered by Applied Human Sciences and are courses that count towards the Bachelor of Arts in Family Consumer Sciences with a concentration in Child Studies.
- 3.9 Relationship of the proposed certificate program to certificate programs offered in other departments: This certificate will be unique to the Department of Applied Human Sciences.
- 3.10 Projected enrollment in the proposed certificate program: 10 to 15 per semester. This is based on the number of student currently completing the ECE Kentucky

Director Credentials through our program and FACS majors completing a concentration in Child Studies (the certificate requires one additional class beyond their B.S. degree).

- 3.11 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): 9 universities in Kentucky and 11 community colleges offer the courses for students to earn their Kentucky Early Childhood Education Director’s Credentials. However, most students who attend these schools specifically to earn the state credentials and not an AA or BS degree earn only the state credentials and do not receive anything from the college or university such as a certificate. WKU would be one of the first where students are able to earn a certificate as well as the credentials from the state office.
- 3.12 Relationship of the proposed certificate program to the university mission and objectives: The mission of WKU is to “prepare students of all backgrounds to be productive, engages and socially responsible citizen-leaders.” By providing the ECE Director’s Certificate, we will meet the WKU mission by providing students the skills needed to lead their communities through directing early learning centers for young children and families.

**4. Curriculum:**

- FACS 191 Child Development
- FACS 193 Curriculum Development for Young Children
- FACS 299 Administration of Early Childhood Programs
- FACS 335 Infant and Toddler Development and Curriculum OR FACS 336 Preschool and Kindergarten Child Development and Curriculum

**5. Budget implications:** The required courses are currently offered on a regular basis so there are no known budget implications.

**6. Proposed term for implementation:** First available date

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

Department of Applied Human Sciences	<u>11/17/2017</u>
College of Health and Human Services Curriculum Committee	<u>1/26/2018</u>
Contact with Office of Academic Affairs	_____
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	<u>4/17/2018</u>
University Senate	_____
Board of Regents	_____

**Potter College of Arts & Letters  
Philosophy and Religion  
Proposal to Create a Temporary Course  
Information Item**

Contact Person: Sophia Arjana, [Sophia.arjana@wku.edu](mailto:Sophia.arjana@wku.edu), 5-3136

**6. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: RELS 322
- 1.2 Course title: Islam and Pilgrimage
- 1.3 Abbreviated course title: Islam and Pilgrimage  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3.0
- 1.5 Schedule type: Lecture
- 1.6 Prerequisites/corequisites: none
- 1.7 Grade type:   X   standard letter grade \_\_\_\_ pass/fail \_\_\_\_ in progress (IP)
- 1.8 Course description:

**7. Rationale**

- 2.1 Reason for offering this course on a temporary basis: Permanent course is currently going through the curriculum process and faculty wishes to teach it this fall.
- 2.2 Relationship of the proposed course to courses offered in other academic units: There are no other courses on pilgrimage in the university catalog, although ANTH courses often address pilgrimage as part of larger topics in the field of Anthropology.

**8. Description of proposed course**

- 8.1 Course content outline: Islam and Pilgrimage (RLGS 322) covers the following topics: the formation of pilgrimage traditions in early Islam, different traditions of pilgrimage, Sufi shrines, sacred space, the politics of pilgrimage, and technology and pilgrimage (i.e. cyber-hajj). It is designed to increase students' understanding of Islamic pilgrimage, as well as the theoretical approaches to the study of pilgrimage. This course uses primary and secondary studies of the topic and is cross-cultural and diverse in its focus (traditions in Asia, Africa, the Middle East, and the Americas are examined). This course is focused on writing, and includes short essays and a final project.
- 8.2 Tentative text(s):

Sophia Arjana (2017). *Pilgrimage in Islam: Traditional and Modern Practices*. London: Oneworld Academic.

Bombardier, Alice (2012). "War Painting and Pilgrimage in Iran," *Visual Anthropology* 25, no. 1/2: 148-166.

Cohen, Erik (1992). "Pilgrimage and Tourism: Covergence and Divergence," in *Sacred Journeys: The Anthropology of Pilgrimage*, ed. Alan Morinis (Westport: greenwood Press), 47-64.

Coleman, Simon (2002). "Do You Believe in Pilgrimage? Communitas, Contestation, and Beyond," *Anthropological Theory* 2.3: 366-86.

Hill-Smith, Connie (2001). "Cyberpilgrimage: The (Virtual) reality of Online Pilgrimage Experience," *Religion Compass* 5: 236-246.

Swanson, Kristen K. and Dallen J. Timothy, "Souvenirs: Icons of Meaning, Commercialization, and Commodification," *Tourism Management* 33 (2012): 489-99.

Turner, Victor and Edith Turner (1995). "Introduction: Pilgrimage as a Liminoid Phenomenon," in *Image and Pilgrimage in Christian Culture* (New York: Columbia University Press), 1-39.

**9. Second offering of a temporary course (if applicable)**

- 9.1 Reason for offering this course a second time on a temporary basis:
- 9.2 Term course was first offered:
- 9.3 Enrollment in first offering:

**10. Term of Implementation: Fall 2018**

**11. Dates of review/approvals:**

Department of \_\_\_Philosophy and Religion\_\_\_

**3/5/18**

Dean, College of \_Arts & Letters\_\_\_\_\_

**6 March 2018**

University Curriculum Committee

April 17, 2018

Proposal Date: March 5, 2018

**Potter College of Arts & Letters  
Department of Communication  
Proposal to Revise Course Prefix  
(Information Item)**

Contact Person: Angie Jerome, [angela.jerome@wku.edu](mailto:angela.jerome@wku.edu), 270-745-3296; Mark Simpson, [simpson@wku.edu](mailto:simpson@wku.edu), 270-745-3296

1. **Identification of current course prefix:** IXD
2. **Identification of proposed course prefix:** UX
3. **Rationale for the prefix revision:** The term User Experience (UX) is the industry term for what gets taught in the series of courses using this prefix. The term and acronym are much more searchable and reflective of current job titles. As these courses are being packaged in a certificate marketed to not only current WKU students, but also industry professionals looking to hone their skills in this area, a change is prudent.
4. **Course numbers to be included under the new course prefix:** IXD 320, 330, 340, 350, 400, and 410
5. **Term of implementation:** Next Available
6. **Dates of notification to committees:**

Department of Communication

**3-23-2018**

Potter College of Arts & Letters Curriculum Committee

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**5 April 2018**

Undergraduate Curriculum Committee

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April 17, 2018

University Senate

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**Potter College of Arts & Letters  
Department of Communication  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

**Contact Person:** Dr. Angie Jerome, [angela.jerome@wku.edu](mailto:angela.jerome@wku.edu), 270-745-3296; Mark Simpson, [mark.simpson@wku.edu](mailto:mark.simpson@wku.edu), 270-745-5838

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: IXD 320
  - 1.2 Course title: User Experience Design
- 2. Current prerequisites/corequisites/special requirements:** AD/SJB 210 and AD 240 with a grade of "C" or better, or permission of instructor.
- 3. Proposed prerequisites/corequisites/special requirements:** AD/SJB 210 with a grade of "C" or better, or permission of instructor.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

The content taught in AD 240 is not required for student success in IXD 320.
- 5. Effect on completion of major/minor sequence:** Expedites it.
- 6. Proposed term for implementation:** Next Available
- 7. Dates of prior committee approvals:**

Department/ Unit: Department of Communication

**3-23-2018**

Potter College of Arts & Letters Curriculum Committee

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**5 April 2018**

Undergraduate Curriculum Committee

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April 17, 2018

University Senate

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**Potter College of Arts & Letters  
School of Journalism and Broadcasting  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

**Contact Person:** Dr. Angie Jerome, [angela.jerome@wku.edu](mailto:angela.jerome@wku.edu), 270-745-3296; Mark Simpson, [mark.simpson@wku.edu](mailto:mark.simpson@wku.edu), 270-745-3296; Travis Newton, [travis.newton@wku.edu](mailto:travis.newton@wku.edu), 270-745-5890

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: AD/SJB 210
- 1.2 Course title: Software Studio For Designers

**2. Current prerequisites/corequisites/special requirements:** Sophomore standing or permission of the instructor

**3. Proposed prerequisites/corequisites/special requirements:** None

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

This is a basic skills course designed to prepare students for the more complex and challenging course work that will come later in their major/certificate program. The earlier a student takes this course, the better. Further, as this course will be the first course in a five course certificate program that may be taken by community professionals, the sophomore standing prerequisite is prohibitive.

**5. Effect on completion of major/minor sequence:** Expedites it

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

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

School of Journalism and Broadcasting

**3/26/2018**

Department of Communication

**26 March 2018**

Potter College of Arts & Letters Curriculum Committee

**5 April 2018**

Undergraduate Curriculum Committee

**April 17, 2018**

University Senate

**Potter College of Arts & Letters  
School of Journalism and Broadcasting  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

**Contact Person:** Dr. Angie Jerome, [angela.jerome@wku.edu](mailto:angela.jerome@wku.edu), 270-745-3296; Mark Simpson, [mark.simpson@wku.edu](mailto:mark.simpson@wku.edu), 270-745-3296; Travis Newton, [travis.newton@wku.edu](mailto:travis.newton@wku.edu), 270-745-5890

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: IXD/SJB 330
- 1.2 Course title: Interactive Design

**2. Current prerequisites/corequisites/special requirements:** Sophomore standing or permission of the instructor

**3. Proposed prerequisites/corequisites/special requirements:** AD/SJB 210 with a grade of "C" or better or instructor permission

**4. Rationale for the revision of prerequisites/corequisites/special requirements:**  
For optimal success in this course as it is taught, students must be able to use the Adobe Suite (taught in AD/SJB 210) prior to enrollment. Further, this change will benefit students because it will allow faculty to focus the course in a more professional and technical direction.

**5. Effect on completion of major/minor sequence:** None. This is the pre-req for the course in the current undergraduate catalog. The School of Journalism and Broadcasting (and the Department of Communication) put through the above change (in point #2) during the 2017-2018 academic year, but revisited the decision.

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

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

School of Journalism and Broadcasting	<b>3/26/2018</b>
Department of Communication	<b><u>26 March 2018</u></b>
Potter College (PCAL) Curriculum Committee	<b><u>5 April 2018</u></b>
Undergraduate Curriculum Committee	<u>April 17, 2018</u>
University Senate	<hr/>

**Potter College of Arts & Letters  
School of Journalism and Broadcasting  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

**Contact Person:** Dr. Angie Jerome, [angela.jerome@wku.edu](mailto:angela.jerome@wku.edu), 270-745-3296; Mark Simpson, [mark.simpson@wku.edu](mailto:mark.simpson@wku.edu), 270-745-3296; Travis Newton, [travis.newton@wku.edu](mailto:travis.newton@wku.edu), 270-745-5890

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: IXD/SJB 340
- 1.2 Course title: Programming for Media Platforms

**2. Current prerequisites/corequisites/special requirements:** Sophomore standing or permission of the instructor

**3. Proposed prerequisites/corequisites/special requirements:** AD/SJB 210 with a grade of "C" or better or permission of the instructor

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

For optimal success in this course as it is taught, students must be able to use the Adobe Suite (taught in AD/SJB 102) prior to enrollment. Further, this change will benefit students because it will allow faculty to focus the course in a more professional and technical direction.

**5. Effect on completion of major/minor sequence:** None. The course is currently pre-req'd with SJB 210. The School of Journalism and Broadcasting (and the Department of Communication) put through the above change (in point #2) during the 2017-2018 academic year, but revisited the decision.

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

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

School of Journalism and Broadcasting

**3/26/2018**

Department of Communication

**26 March 2018**

Potter College (PCAL) Curriculum Committee

**5 April 2018**

Undergraduate Curriculum Committee

**April 17, 2018**

University Senate

Proposal Date: 23 February 2018

**Potter College of Arts and Letters  
Department of Folk Studies and Anthropology  
Proposal to Suspend a Course  
(Consent Item)**

**Contact Person:** Darlene Applegate, Department Head, 745-5898,  
[darlene.applegate@wku.edu](mailto:darlene.applegate@wku.edu)

**1. Identification of course:**

1.1 Current course prefix and number: ANTH/FLK 277

1.2 Course title: World Music

**2. Rationale for the course suspension:** The Anthropology Program and the Folk Studies Program currently do not have faculty or graduate teaching assistants with expertise to teach the course.

**3. Effect of course suspension on programs or other departments, if known:** The Department of Music will continue to offer the equivalent course, MUS 277.

**4. Proposed term for implementation:** next available term

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

Anthropology Program	<u>19 March 2018</u>
Folk Studies Program	<u>19 March 2018</u>
Department of Folk Studies and Anthropology	<u>19 March 2018</u>
Potter College Curriculum Committee	<u>5 April 2018</u>
University Curriculum Committee	<u>17 April 2018</u>
Colonnade General Education Committee	_____
University Senate	_____

Proposal Date: 3/23/18

**Potter College of Arts & Letters  
Department of Theatre and Dance  
Proposal to Revise Course Credit Hours  
(Action Item)**

Julie Lyn Barber, Assistant Professor of Musical Theatre, [julie.lyn.barber@wku.edu](mailto:julie.lyn.barber@wku.edu) 270-745-5845

**1. Identification of course:**

- 1.1 THEA 324
- 1.2 Applied Vocal Styles I
- 1.3 Credit hours: 01

**2. Proposed course credit hours:** 1 credit, repeatable once for a total of 2 credits.

**3. Rationale for the revision of course credit hours:** This vocal technique course is a recently approved addition to our Musical Theatre curriculum, and like other physical technique courses in our vocal and dance curriculum for which repeatability is an important standard practice, should have been initially proposed as “repeatable for credit.” Not including repeatability in the initial new course proposal for this course was a simple oversight; this proposal seeks to correct that.

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

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

Department of Theatre and Dance:	3/23/18
Potter College Curriculum Committee:	<b><u>5 April 2018</u></b>
Undergraduate Curriculum Committee	<u>April 17, 2018</u>
University Senate	

**(Action Item)**

**Proposal to Create a New Course:** ENG 359: Topics in Scriptwriting

**Potter College of Arts & Letters**

**Department/Unit: English**

**Section 1: Proponent Contact Information**

**1.1** Name/Title: Jessica L. Folk/Assistant Professor

**1.2** Email address: jessica.folk@wku.edu

**1.3** Phone #: (270) 745-3043

**Section 2: Course Catalog Information**

**2.10** Course prefix (subject area) and number: ENG 359

**2.11** Course title: Topics in Scriptwriting

**2.12** Abbreviated course title: Topics in Scriptwriting

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

**2.14** Repeatability: Repeatable once for a total of 6 credits.

**2.15** Course Catalog Description: Focuses on topics in scriptwriting including, but not limited to, writing for television (narrative), writing the genre feature, and writing for the stage. Emphasizes the practices of contemporary scriptwriters in various genres.

**2.16** Prerequisite/Corequisite courses: FILM 250; or ENG 203 or ENG 350, and permission of instructor.

2.7a) Are any of these proposed prerequisites/corequisites offered by a unit other than the one indicated in this proposed course prefix?

YES

2.7b) If not, proceed to item 2.6. If so, has the department head of that unit been consulted?

YES

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

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

**Section 3: Description of proposed course**

**3.1** Course Content Summary: Workshop and Lecture: Topics in scriptwriting will be presented and explored. This course will differ from our existing Topics in Creative Writing course because this course will rely solely on topics related to screenwriting and playwriting. This course is meant to expand our scriptwriting offerings in the English department. Topics may include: narrative scriptwriting for television drama and/or comedy, or genre-specific feature scriptwriting (writing the western, writing the historical drama, writing the horror film, writing the romantic comedy, etc.), as well as topics under the umbrella of playwriting, as necessary. Specific content may include:

- the ability to complete a screenplay in a specific genre, meeting the expectations of that genre;
- a basic understanding of formatting requirements and expectations of television scripts (drama and/or comedy);
- an understanding of how a writers' room operates in the television industry;
- the ability to successfully complete a drama and/or comedy pilot script for television;
- the ability to complete a successful play script for a given genre as it would be presented to a theater producer.

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

- an advanced understanding of formatting requirements and expectations of film and/or television scripts in the chosen topic;
- a knowledge of how and where to submit scripts for consideration in festivals and contests;
- an advanced understanding of formatting requirements and expectations of full-length play scripts;
- a working knowledge of how to seek out necessary representation (managers, agents, entertainment lawyers) in the future.

**3.3 Assessment/Evaluation:** Student writing will be assessed in a workshop setting. Students will submit various script pages over the course of the semester and receive a grade based on the success of that work. Students will also be graded on participation in workshops and in-class discussions.

#### **Section 4: Rationale**

**4.1 Reason for developing this proposed course:** This course is being proposed to expand our scriptwriting offerings here at WKU. Students in creative writing and film need a broader range of offerings to better understand the discipline and to be better prepared for the job market. The topics course will give us a cost-effective way to provide a range of courses in film, playwriting, and television. Demand for scriptwriting courses is on the rise nationwide and this course will allow us to attract more students to WKU.

**4.2 Relationship to similar courses offered by other WKU departments/units:** This elective course is unique in that it will offer opportunities to explore various areas of scriptwriting that our current courses do not offer. There is currently a short script course (FILM 250) and a feature screenwriting course (FILM 450) in the WKU course catalog, but there are not any narrative television writing courses or genre-specific scriptwriting courses being offered. Offering this course as an elective to our students in English would be a valuable resource for them to help expand their skills in scriptwriting, thereby making them more marketable candidates in an ever-growing industry.

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? FILM 250 is a short script writing course designed to introduce students to the topic of screenwriting. This course teaches them basic skills that would be useful to them in further exploring more specific topics in this genre in ENG 359. FILM 450 is an Feature Screenwriting course where students are introduced to writing a longer feature script. The genre is not limited and students are able



to write about anything they'd like to write about, as long as the script is a feature length script of 80-120 pages. ENG 359 would offer the option for students to explore more specific categories in the scriptwriting world, such as writing for television and genre-specific writing styles.

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

**5.1 Enrollments:** 20 students per section

**5.2 Enrollments:** 1 section per academic year

**5.3 Enrollments:** 20 students per academic year

**5.4 Supporting evidence/data for these projection:** Prof. Folk was hired to expand our

scriptwriting offerings. In the transition to developing the curriculum, she taught a film studies course (ENG365-Film Adaptation) that she would not normally teach. This new course will replace that one in her rotation/load. ENG365 will go back to the colleague who normally teaches the course.

**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?

NO

No staffing adjustments needed. Professor Folk was hired to expand scriptwriting offerings and support our MFA program.

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

YES

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

NO

**Section 6: Proposed term for implementation:** Next Available.

**Section 7: Approval Flow Dates:**

<b>Proposing department/unit:</b>	<b>02/14/2018</b>
Collaborating Department/Unit: (FILM)	14 Feb 2018
<b>Potter College Curriculum Committee:</b>	<b><u>5 April 2018</u></b>
<b>Undergraduate Curriculum Committee:</b>	<u>April 17, 2018</u>
<b>University Senate:</b>	

**Potter College of Arts & letters**  
**English Department/School of Journalism & Broadcasting**  
**Proposal to Create an Equivalent Course**  
**(Consent Item) – Moved to Action**

Contact Person: Jessica L. Folk/Asst. Prof English, [jessica.folk@wku.edu](mailto:jessica.folk@wku.edu), 270-745-3043

**1. Identification of existing course:**

- 1.1 Current course prefix (subject area) and number: FILM 359
- 1.2 Course title: Topics in Scriptwriting

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

FILM 359: Topics in Scriptwriting

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

This course will serve students in both English and Film and will count as electives for both majors. Professor Folk regularly teaching courses that are equivalent in English and Film and will regularly consult with colleagues in both programs. Dr. Dietle, interim Director of the School of Journalism & Broadcasting and Professor Newton, School of Journalism & Broadcasting, have signed off on this equivalency.

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

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

English Department

**February 14, 2018**

Potter College Curriculum Committee

**5 April 2018**

Undergraduate Curriculum Committee

April 17, 2018

University Senate

**(Action Item)**

**Proposal to Create a New Course: ANTH 499 Senior Seminar  
Potter College of Arts and Letters  
Department of Folk Studies and Anthropology**

**Section 1: Proponent Contact Information**

- 1.1** Name/Title: Darlene Applegate, Department Head
- 1.2** Email address: [darlene.applegate@wku.edu](mailto:darlene.applegate@wku.edu)
- 1.3** Phone number: 745-5898

**Section 2: Course Catalog Information**

- 2.19** Course prefix (subject area) and number: ANTH 499
- 2.20** Course title: Senior Seminar
- 2.21** Abbreviated course title: Senior Seminar
- 2.22** Credit hours: 1
- 2.23** Repeatability: n/a
- 2.24** Course catalog description: Seminar on anthropological concepts and theories, current topics and developments in the discipline, anthropology careers and graduate programs, and professional ethics. To be taken in the last year of the student's program of study in anthropology.
- 2.25** Prerequisites: ANTH 120, 125, 130, 135, and any other course in ANTH
  - 2.7a) Are any of these proposed prerequisites/corequisites offered by a unit other than the one indicated in this proposed course prefix? No
  - 2.7b) If not, proceed to item 2.8. If so, has the department head of that unit been consulted? n/a
- 2.26** Additional enrollment requirements: Junior or senior standing, restricted to anthropology majors
- 2.27** Other special course requirements: n/a

**Section 3: Description of Proposed Course**

- 3.1** Course content summary: Senior Seminar affords anthropology students the opportunity to synthesize key concepts, methods, and theories from core courses in the major; investigate current issues and topics in the discipline;

consider ethical responsibilities for professional anthropologists; and prepare for careers, internships, graduate programs, and volunteer/ service positions in anthropology. The following topics will be explored using seminar-style discussions and assignments based on case studies and/or key texts in the discipline.

- characteristics of the four subdisciplines (cultural anthropology, biological anthropology, linguistic anthropology, archaeology)
- themes that link the four subdisciplines
- anthropological conceptions of cultural diversity and biological diversity
- relevance of anthropology in a global society
- recent theoretical and methodological developments in the discipline
- professional codes of ethics in anthropology and in anthropology subdisciplines
- graduate programs in anthropology
- career/internship opportunities in anthropology
- volunteer/professional service opportunities in anthropology
- job, internship, and graduate program applications
- résumé and curriculum vitae preparation
- professional communication in the discipline
- current topics and developments in anthropology

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

- identify and describe key concepts, topical foci, methods, theories, people, and case studies in the four subdisciplines of anthropology.
- identify and describe themes that link the four subdisciplines of anthropology.
- describe and evaluate how anthropologists conceptualize cultural diversity and biological diversity.
- describe the relevance of anthropology in a global society.
- create a résumé and/or curriculum vitae.
- state and support with evidence a thesis in written papers.
- demonstrate understanding of stylistic requirements for writing in the discipline.
- describe current topics and developments in the discipline and evaluate their implications.
- formulate a five-year, post-graduation plan.

**3.3** Evaluation: Students will be evaluated based on some combination of written papers, oral presentations, class attendance and participation, exams, and assignments.

## **Section 4: Rationale**

**4.1** Reason for developing this proposed course: First, Senior Seminar will formalize the existing university-mandated capstone experience for anthropology majors, which currently involves completion of an exit exam, submission of a résumé and/or

curriculum vitae, submission of a paper portfolio, and completion of an exit interview. The course will provide a structure for students to complete these requirements of the capstone experience, allow students to earn credit for completing the requirements of the capstone experience, and provide a mechanism to hold students accountable for completing the capstone experience. Second, the course will create a means for efficiently delivering existing professional development workshops to graduating anthropology majors. Finally, Senior Seminar will provide opportunities to explore issues and topics in the discipline that are not covered in existing courses in the major.

**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?

Yes

Senior-level seminar courses are offered by most departments across campus. Listed below is a sample of these courses (those offered by departments in Potter College).

ARC 499	Senior Seminar
ART 434	Capstone Seminar
ART 494	Seminar in Art History
COMM 494	Capstone in Communication
CRIM 499	Senior Seminar
ENG 492	Senior Seminar
FILM 486	Film Studies Capstone
HIST 499	Senior Seminar
JOUR 422	Current Issues in Mass Communication
PERF 450	Performing Arts Career Seminar
PERF 451	Career Seminar Workshop
PHIL 496	Senior Seminar
POP 498	Senior Seminar in Popular Culture Studies
PS 488	Seminar in Political Communication
PS 497	Senior Seminar in International Affairs
PS 499	Senior Seminar in Government
RELS 496	Senior Seminar
SOCL 499	Senior Seminar

Within anthropology, several existing courses introduce some of the topics that will be covered in the proposed course.

ANTH 120 Introduction to Cultural Anthropology

ANTH 125 Introduction to Biological Anthropology

ANTH 130 Introduction to Archaeology

ANTH 135 Introduction to Linguistic Anthropology

ANTH 360 Applied Anthropology

ANTH 399 Ethnographic Field Methods

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

The existing capstone courses in other departments are similar in structure and in the *general types* of content (e.g., discipline concepts and theories, research methods, career preparation, professionalization) that will be covered in the proposed course. The proposed course will focus exclusively on anthropology content.

The existing anthropology courses cover key concepts, methods, theories, ethics, and careers, especially in relation to specific subdisciplines of anthropology, while the proposed course will examine these topics in greater depth and in a holistic manner that subsumes and integrates all four subdisciplines. The proposed course also will cover current topics and developments in the discipline, especially those that cut across the subdisciplines.

4.2c) Have the units offering these courses been consulted regarding this proposal? no

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

**5.1 Enrollments per section:** Between 13-25 students will enroll in each section. The anthropology major program will be revised to add this course as a requirement.

**5.2 Sections per year:** One section will be offered each fall semester. However, in the first year, an additional section will be offered in spring semester to allow students to make room in their schedules for this new major requirement and to accommodate for potential course conflicts.

**5.3 Enrollments per academic year:** Between 13-25 students per year.



Proposal Date: 03/06/18  
**Potter College of Arts & Letters**  
**Department of Political Science and Department of Communication**  
**Proposal to Revise A Certificate**  
**(Action Item)**

Contact Person: Scott Lasley, [scott.lasley@wku.edu](mailto:scott.lasley@wku.edu), 5-2799

Angie Jerome, [angela.jerome@wku.edu](mailto:angela.jerome@wku.edu)

**1. Identification of program:**

- 1.1 Current program reference number: 192
- 1.2 Current program title: Certificate in Political Communication
- 1.3 Credit hours: 15

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

- Change number of hours from 15 to 18
- Replace COMM/PS 488 as a required course with COMM 388
- Require PS 371 or 372
- Delete COMM 343 & 443 from list of courses from Communication Studies that serve as electives in the program
- Add PS 311, 331, and 370 to the list of courses from Political Science

**3. Detailed program description:**

Current	Proposed
15 Hours	<b>18 Hours</b>
Required Courses:	Required Courses:
COMM/PS 488	<del>COMM/PS 488</del>
PS 375	<b>COMM 388</b>
	PS 375
	<b>PS 371 or 372</b>
Two courses from following list from Communication Studies:	Two courses from following list from Communication Studies:
245, 343, 345, 346, 349, 443	245, <del>343</del> , 345, 346, 349, <del>443</del>
One course from following list from Political Science:	One course from following list from Political Science:
310, 316, 371, 372, 373, 374, 435	310, <b>311</b> , 316, <b>331</b> , <b>370</b> , 371, 372, 373, 374, 435



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

Proposed changes serve two purposes. First, the proposal accounts for curriculum changes over the past few years. Some courses have been changed, while some courses are no longer offered. Second, changes should enhance the academic quality of the certificate and more closely align with career goals for students who complete it.

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

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

Department of Communication	03/23/18
Department of Political Science	03/09/18
Potter College Curriculum Committee	<b>5 April 2018</b>
Undergraduate Curriculum Committee	April 17, 2018
University Senate	

**Proposal to Revise a program:** Minor in Musical Theatre

**Potter College of Arts and Letters**

**Department/Unit:** Theatre & Dance

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

**1.1 Name/Title:** Julie Lyn Barber, Assistant Professor of Musical Theatre

**1.2 Email address:** julie.lyn.barber@wku.edu

**1.3 Phone #:** 270-745-5845

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

**2.1 Current Program reference number:** 424

**2.2 Current Program title:** Minor in Musical Theatre

**2.3 Current total number of credits required in the program:** 28

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

**3.1 Revision:** Include PERF 101: ACTING as an option to satisfy the introductory acting course requirement of this minor.

**Rationale:** PERF 101: ACTING is a traditional intro to acting course designed for non-majors who do not intend to track all the way through our full acting curriculum. THEA 101: ACTING I is more focused on fundamental “freeing up the instrument” voice & movement training, and is required of our performance majors. We want to offer Musical Theatre minors this option to elect either course, because experience has revealed that quite often, students decide to declare this minor AFTER “testing the waters” with the PERF 101: ACTING course, and we don’t want to trap them into having to then go back and ALSO take THEA 101: ACTING I as well. To date we’ve been resolving this structural dilemma with iCap exception appeals; this revision resolves it permanently, by design.

**3.2 Revision:** Add the requirement that the dance course must be selected from Ballet, Tap, and/or Jazz dance technique courses.

**Rationale:** The dance courses that musical theatre minors will most often encounter include Ballet, Tap, and Jazz. As these minors will only take one dance course, it is of utmost importance that they select courses from these three dance styles. They will be encouraged to take any extra dance classes that they can.

**3.3 Revision:** Reduce the required number of dance classes (from 2 courses to 1 course).

**Rationale:** Due to an increased number of music credits required of musical theatre minors, we have decreased the number of dance credits required.

**3.4 Revision:** Replace the requirement of MUS 162: Group Voice with the option of MUS 162: Group Voice OR MUS 150: Secondary Voice.

**Rationale:** Musical Theatre minors will have the option of taking the group voice class in the Music Department or (by audition) taking applied voice lessons with a voice faculty member in the Music Department. Some students who enter the program having already studied one-on-one with a teacher will be better served to continue applied study with a professor. Beginning voice students or those who need a review of basic vocal technique will be placed in the group voice class.

**3.5 Revision:** Replace the requirement of MUS 150: Secondary Voice with MUS 350: Secondary Voice.

**Rationale:** After students have taken MUS 162: Group Voice OR MUS 150: Applied Music – Voice, they will advance to MUS 350: Secondary Voice for a second semester of voice study in the Music Department. This allows minors to take an upper level applied voice course and corresponds to the natural progression of study in applied voice in the Music Department and also keeps them from repeating MUS 150.

**3.6 Revision:** Delete the OR PERF 121: Rehearsal and Production II option from the current THEA 306: Musical Theatre Ensemble OR PERF 121: Rehearsal and Production II required course option.

**Rationale:** Years of experience with this minor have revealed that we need to require students pursuing this minor to spend more time learning to read music and practice sight singing than this program, as currently configured, allows for. Therefore we propose to remove the option of “opting out” of THEA 306: Musical Theatre Ensemble, a course which provides students additional practice reading music and sight singing.

**3.7 Revision:** Replace the number of credits for THEA 307: Music Theatre Workshop I from 2 credits to 3 credits.

**Rationale:** This course has been recently changed to 3 credits. This change simply reflects the already implemented difference in credit hours for this course.

**3.8 Revision:** Add THEA 324: Applied Vocal Styles I to the required music courses category.

**Rationale:** Similar to our BFA Performing Arts (Musical Theatre) students, it is necessary that Musical Theatre minors have a course that teaches them how to apply voice study to musical theatre styles including belting, mix, contemporary commercial music, legit musical theatre, etc. These styles do not occur in classical singing and require special skills to execute them healthily. This course offers minors those skills in a group context.

**3.9 Revision:** Delete THEA 363: World Theatre History I from required courses.

**Rationale:** In order to balance the practical and theoretical aspects of the minor and focus it more specifically on musical theatre, as opposed to theatre more broadly, we are removing the World Theatre History requirement. Historical knowledge most relevant to this area will be offered through the now-required Musical Theatre History course.

**3.10 Revision:** Replace THEA 431: Musical Theatre History & Repertoire with the required course THEA 430: Musical Theatre History.

**Rationale:** This course (THEA 431: Musical Theatre History & Repertoire) no longer exists. It has been divided so that BFA Performing Arts (Musical Theatre) majors take one semester of THEA 430: Musical Theatre History and one semester of THEA 431: Musical Theatre Repertoire. Musical Theatre minors will only take THEA 430: Musical Theatre History, which will provide them with the important historical background necessary for musical theatre performers.

**3.11 Revision:** Remove PERF 120: Rehearsal and Production I from the list of required courses.

**Rationale:** Students will be encouraged to participate in productions, but will not be required to take this course that has a focus on behind the scenes work. As a Musical Theatre Minor, their area of study will focus primarily on practical and theoretical concepts concerning performance aspects of musical theatre production.

**3.11 Revision:** Add MUS 100: Music Theory I (for Non-Majors) as a required course.

**Rationale:** Musical Theatre minors currently take no music theory course. Therefore, they do not know how to read music unless they come into the program with that knowledge. This becomes problematic with when they take later sequenced courses (e.g., Musical Theatre Workshop I, Music Theatre Ensemble), which require them to be able to read pitches and rhythms.

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

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? **YES**

Department	Name	Position	Date
Department of Music	Scott Harris	Department Head	9/25/17

**Section 5: Proposed term for implementation:** Nearest Fall term subsequent to approval by the Provost's office.

**Section 6: Approval Flow Dates:**

**Theatre & Dance:** 3/23/18

**Potter College Curriculum Committee:** 4/5/18

**Undergraduate Curriculum Committee:** April 17, 2018

**University Senate:**

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

**7.1 Current Program Description**

Minor in Musical Theatre

The minor in Musical Theatre (Reference Number 424) requires the completion of the following 28 credit hour program:

REQUIRED COURSES	CREDITS
ACTING (6 credits)	
THEA 101: Acting I	3
THEA 300: Acting II	3
DANCE (4 credits)	
<del>Two Dance Technique Courses (2 credits each)</del>	<del>4</del>
MUSIC (5 credits)	
MUS 162: Group Voice	1
<del>MUS 150: Voice Secondary</del>	<del>1</del>
THEA 306: Musical Theatre Ensemble	
<del>OR</del>	1
<del>PERF 121: Rehearsal and Production II</del>	

THEA 307: Music Theatre Workshop I	2
HISTORY & THEORY (9 credits)	
THEA 252: Fundamentals of Theatre	3
<del>THEA 363: World Theatre History I</del>	<del>3</del>
<del>THEA 431: Musical Theatre History &amp; Repertoire</del>	<del>3</del>
<b>PRODUCTION (1 credit)</b>	
<del>PERF 120: Rehearsal and Production I</del>	<del>1</del>
<b>ELECTIVE (3 credits)</b>	
<del>Upper Division Restricted Elective (300 level or above)</del>	<del>3</del>
TOTAL	28

## 7.2 Proposed Program Description:

Minor in Musical Theatre

The minor in Musical Theatre (Reference Number 424) requires the completion of the following 28 credit hour program:

REQUIRED COURSES	CREDITS
ACTING (6 credits)	
THEA 101: Acting I <b>OR</b> PERF 101: Acting	3
THEA 300: Acting II	3
DANCE (2 credits)	
<b>One Ballet, Jazz or Tap Dance Technique Course</b>	<b>2</b>
MUSIC (11 credits)	
<b>MUS 101: Music Theory I (For Non-Majors)</b>	<b>3</b>
<b>MUS 150: Voice Secondary</b>	
<b>OR</b>	<b>1</b>
<b>MUS 162: Group Voice MUS</b>	

<b>THEA 324: Applied Vocal Styles I (Repeatable)</b>	<b>1</b>
<b>THEA 324: Applied Vocal Styles I (Repeatable)</b>	<b>1</b>
<b>MUS 350: Voice Secondary</b>	<b>1</b>
<b>THEA 306: Musical Theatre Ensemble</b>	<b>1</b>
THEA 307: Music Theatre Workshop I	<b>3</b>

HISTORY & THEORY (9 credits)

THEA 252: Fundamentals of Theatre	3
<b>THEA 430: Musical Theatre History</b>	3

ELECTIVE (3 credits)

Upper Division Restricted Elective (300 level or above)	3
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TOTAL 28

**Proposal to Revise a program: Minor in Performing Arts Administration**

**Potter College of Arts & Letters**

**Department/Unit:** Theatre and Dance

**Section 1: Proponent Contact Information**

**1.1 Name/Title:** Scott Stroot, Professor of Theatre

**1.2 Email address:** scott.stroot@wku.edu

**1.3 Phone #:** 270-745-5845

**Section 2: Program Information**

**2.1 Current Program reference number:** 428

**2.2 Current Program title:** Minor in Performing Arts Administration

**2.3 Current total number of credits required in the program:** 24

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

**3.1 Revision:** Change the title from Minor in Performing Arts Administration to Minor in Arts Administration.

**Rationale:** In consultation with the Department of Art we decided to expand this minor to include the visual arts, to accommodate students wishing to acquire skills and knowledge conducive to successfully managing visual arts organizations.

**3.2 Revision:** Add ART courses to the Arts Content course requirements.

**Rationale:** (See the Rationale in 3.1 above).

**3.3 Revision:** Delete the “distribution across at least two disciplines” requirement in the Arts Content Courses area.

**Rationale:** Years of experience with this distribution requirement has revealed that in many - though not all- cases, students found that being allowed to earn their arts content credits in a single discipline better prepared them for the actual opportunities available to them upon graduation, which tend to be disciplinary in nature. Allowing this “depth” approach also makes it easier for some students (and advisors) to meet the university 50% upper division requirement. However, we don’t want to enforce this single discipline approach to the exclusion of students that would actually prefer the current interdisciplinary option, and simply removing the distribution requirement will allow students and advisors the greatest flexibility to construct a minor that best meets their individual needs.

**3.4 Revision:** Include ART 496 Special Topics-Gallery/Museum Studies as an optional requirement alongside PERF 423 Performing Arts Management.



**Rationale:** (See the Rationale in 3.1 above).

**3.5 Revision:** Delete PR 355: Fundamentals of Public Relations from this minor

**Rationale:** This course has been significantly revised, and appears in items 3.7 and 7.2 in its new form; PR 255: Fundamentals in Public Relations.

**3.6 Revision:** Convert the following currently required course options to elective menu options:

- MKT 220: Basic Marketing Concepts
- MGT 333: Management of Non-Profit Organizations
- ACCT 200: Introductory Accounting, Financial
- BA 110: Intro to Business and Entrepreneurship
- MKT 322: Integrated Marketing Communications

**Rationale:** Converting these course from requirement options into elective menu options will result in a less narrowly proscriptive, more flexible program that will allow students more options as they choose a path through this minor that best aligns with their individual learning goals, and their progress-to-graduation schedules.

**3.7 Revision:** Add the following courses as elective menu options:

- ENT 312: Entrepreneurship
- LEAD 300: Leadership Theory and Application
- LEAD 475: Leadership Studies Special Topics
- MGMT 210: Organization and Management
- MKT 322: Integrated Marketing Communications
- MKT 325: Personal Selling
- MKT 331 Social Media Marketing
- PR 255: Fundamentals in Public Relations
- REC 220: Understanding the Nonprofit Sector
- REC 460: Grant Writing for Nonprofit Organizations

**Rationale:** Including these courses as elective menu options in this minor will result in more flexible program that will allow students more options to choose a path through this minor that best aligns with their individual learning goals, and their progress-to-graduation schedules.

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

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? **YES**

As this minor is inherently interdisciplinary by nature, virtually all of the revisions in Section 3 above involve departments outside of the Department of Theatre and Dance. The following colleagues have been consulted:

Department	Name	Position	Date
Center for Entrepreneurship & Innovation	Dr. Dawn Langkamp Bolton	Director	2/08/18
Department of Art	Brent Oglesbee	Dept. Head	2/08/18
Department of Communication	Dr. Helen Sterk	Dept. Head	2/27/18
Department of Music	Dr. Scott Harris	Dept. Head	2/20/18
Gordon Ford College of Business	Dr. Michelle Trawick	Associate Dean	2/16/18
Organizational Leadership	Dr. Jeff Butterfield	Director	2/20/28
School of Kinesiology, Recreation & Sport	Dr. Tricia Jordan	Assistant Professor	2/07/18

**Section 5: Proposed term for implementation:** Next Available

**Section 6: Approval Flow Dates:**

**Theatre & Dance:** 03/06/18

**Potter College Curriculum Committee:** 5 April 2018

**Undergraduate Curriculum Committee:** April 17, 2018

**University Senate:**

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

**7.1 Current Program Description**

Minor in **Performing** Arts Administration

The minor in **Performing** Arts Administration (Reference Number 428) requires the completion of the following 24 credit hour program:

Required Courses	Credits	Notes
9 Credits from at least two of the these subject areas: Theatre, Music, and/or Dance	9	<b>Students pursuing major concentrations in one of these performing arts areas should distribute these 9 credits across the other two disciplines</b>

<del>MKT 220: Basic Marketing Concepts</del>	<del>3</del>	<del>Sophomore Standing Required</del>
<del>MGT 333: Mgmt of Non-Profit Organizations</del>	<del>3</del>	
PERF 423: Performing Arts Management	3	
<del>ACCT 200: Introductory Accounting, Financial</del>		
<del>OR</del>	<del>3</del>	
<del>BA 110: Intro to Business and Entrepreneurship</del>		
<del>PR 355: Fundamentals of Public Relations*</del>		<del>*Carries the prerequisites of</del>
<del>OR</del>	<del>3</del>	<del>JOUR 201 &amp; 202 for</del>
<del>MKT 322: Integrated Marketing Communications</del>		<del>Journalism majors only.</del>

**7.2 Proposed Program Description:**

**Minor in Arts Administration**

**The minor in Arts Administration** (Reference Number 428) requires the completion of the following 24 credit hour program:

Required Courses	Credits	Notes
9 Arts Content credits in any combination from the following subject areas: <b>Art</b> , Dance, Music or Theatre	9	
PERF 423: Performing Arts Management		
<b>OR</b>	3	
<b>ART 496 Special Topics-Gallery/Museum Studies</b>		Prerequisite: Permission of Instructor.
<b>12 credits in any combination from the following:</b>	<b>12</b>	
<b>ACCT 200: Introductory Accounting, Financial</b>	3	Prerequisite: MAT 109 or higher
<b>BA 110: Intro to Business and Entrepreneurship</b>	3	Course Fee
<b>ENT 312: Entrepreneurship</b>	3	Prerequisite: Jr. Standing and 21 hours of Foundation and Exploration Courses.

		Course Fee
<b>LEAD 300: Leadership Theory and Application*</b>	3	Prerequisite: Jr. Standing or permission of Instructor.
<b>LEAD 475: Leadership Studies Special Topics</b>	3	Prerequisite: LEAD 200 or permission of Instructor.
<b>MGT 210: Organization and Management</b>	3	Prerequisite: Sophomore Standing. Course Fee
<b>MGT 333: Management of Non-Profit Organizations</b>	3	Course Fee
<b>MKT 220: Basic Marketing Concepts</b>	3	Prerequisite: Sophomore Standing. Course Fee
<b>MKT 322: Integrated Marketing Communications</b>	3	Prerequisite MKT 220. Course Fee
<b>MKT 325: Personal Selling</b>	3	Prerequisite Jr. Standing. Course Fee
<b>MKT 331: Social Media Marketing</b>	3	Prerequisite MKT 220. Course Fee
<b>PR 255: Fundamentals of Public Relations</b>	3	Prerequisite: JOUR 202. Intro to News Media
<b>REC 220: Understanding the Nonprofit Sector</b>	3	
<b>REC 460: Grant Writing for Nonprofit Organizations</b>	3	Prerequisite ENG 300 or equivalent

CREDIT TOTAL 24 At least 12 of these 24 required credits must be at the 300 level or above.

\* Denotes courses satisfying a Colonnade requirement



**Potter College of Arts & Letters  
Department of Communication  
Proposal to Create a New Certificate Program  
(Action Item)**

Contact Persons: Cliff Shaluta, [cliff.shaluta@wku.edu](mailto:cliff.shaluta@wku.edu), (270) 991-6966

Mark Simpson, [mark.simpson@wku.edu](mailto:mark.simpson@wku.edu) (270) 745-3296

Helen Sterk, [helen.sterk@wku.edu](mailto:helen.sterk@wku.edu). (270) 745-3296

Angie Jerome, [angela.jerome@wku.edu](mailto:angela.jerome@wku.edu), (270) 745-3296

**1. Identification of program:**

- 1.1 Program title: Certificate in User Experience (UX)
- 1.2 Required hours in program: 15 hours
- 1.3 Special information: N/A
- 1.4 Catalog description: Prepares students for changes now underway in the fields of advertising, communication, public relations, computer programming, graphic design, and other related majors relating to interactive platform design and function.
- 1.5 Classification of Instructional Program Code (CIP): 09.0702

**2. Learning outcomes of the proposed certificate program:** On the successful completion of the UX certificate, students should be able to:

- Distinguish the differences between usability and user experience
- Track the process of user experience as a cyclical and iterative process
- Conduct, organize, and apply research about interactive users, their needs, and desired client outcomes to digital projects
- Design and execute high quality, professional digital projects demonstrating the complete user experience process
- Demonstrate the ability to give and accept constructive critiques of user experience prototypes
- Test user experience prototypes through application of appropriate testing methods

**3. Rationale:**

- 3.13 Reason for developing the proposed certificate program: Demand for those trained in User Experience is growing due to the shift by businesses and consumers to digital platforms. The U.S. Bureau of Labor Statistics predicts that job opportunities in the web development field (web programmers, web designers, and webmasters) are expected to increase 13% through 2020. User Experience is consistently ranked in the top 10 of high-demand careers, with job growth up to 30% in the past 5 years. According to Glassdoor, the average UX Design salary nationwide is \$90,000.
- 3.14 Relationship of the proposed certificate program to other programs now offered by the department: Courses comprising the proposed UX certificate were originally part of the

Interactive Experience Design (IXD) concentration within the Advertising major, now part of the Communication Department. As a result of streamlining the Advertising major in 2017, the proposed certificate will consolidate all IxD courses to focus exclusively on user experience. Advertising majors, as well other WKU majors who wish to access more knowledge about digital communication to advance in their careers, will benefit. Further, industry employees wishing to hone their skills in the digital age will benefit from this package of courses.

- 3.15 Relationship of the proposed certificate program to certificate programs offered in other departments: The proposed UX certificate blends research, branding, coding, user-experience design, and interactive technology in a curriculum that is not presently available at WKU in a certificate or otherwise. Students do have access to marginally similar content in computer science (CS), computer information systems (CIS), computer information technology (CIT), and graphic design, however, these courses lack the branding and design components outlined above needed for a comprehensive UX program.
- 3.16 Projected enrollment in the proposed certificate program: Launched in fall 2015, the IxD concentration embedded in the Advertising major and available only to its students now has 12 students. Projections are to more than double this enrollment since the UX certificate will be available to any student wishing to enroll in the certificate.
- 3.17 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Training in UX design is now being offered from traditional universities, as well dozens of online schools. Carnegie Mellon University offers a Master's degree in Human-Computer Interaction (MHCI), which includes classes in human-computer interaction, user experience design, and user-centered research. Georgia Tech offers an MS degree in human-computer interaction with a similar focus. Closer to home, the University of Kentucky now offers a graduate certificate in Human-Technology Interaction. The certificate focuses on technological innovations that enhance the safety, comfort, productivity, and pleasure of interactive users. Nossi College of Art in Nashville, TN has recently launched a UX certificate program to prepare graduates for entry-level careers in user experience and user interface design. WKU offers few interactive design classes and presently provides no cohesive UX design program.
- 3.18 Relationship of the proposed certificate program to the university mission and objectives: The proposed UX certificate supports WKU's renewed focus on applied research and skills that benefit students as they enter and progress in the workplace. Governor Matt Bevin's newly created Work Ready Skills Initiative supports the creation of skill certifications. KCTCS (Kentucky Community and Technical College System) naturally benefits greatly from this initiative as well by free tuition. But, workforce retaining or 2-year KCTCS degrees plus certification at 4-year schools are possible markets to explore with the proposed UX certificate.

**4. Curriculum:** The proposed certificate in UX (reference number 000) requires 15 hours.

AD/SJB 210 Software Studio for Designers (3)

IXD 320 User Experience Design (3) *Requires AD 210*

IXD 330 Interactive Design (3) *Requires AD 210*

IXD 340 Programming for Media Platforms (3) *Requires AD 210*

IXD 400 Advanced Interactive Design (Requires IXD 320, 330, & 340)

- 5. **Budget implications:** Courses in the proposed certificate are presently being taught by current faculty in existing lab facilities. Therefore, no budgetary implications are expected as a result of the approval of this certificate.
- 6. **Proposed term for implementation:** Next available
- 7. **Dates of prior committee approvals:**

Department of Communication	<b>3-23-2018</b>
Potter College of Arts & Letters Curriculum Committee	<b><u>5 April 2018</u></b>
Contact with Office of Academic Affairs	
Undergraduate Curriculum Committee	<u>April 17, 2018</u>
University Senate	
Board of Regents	



**Ogden College of Science & Engineering  
Department of Chemistry  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

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

**12. Identification of course:**

1.9 Course prefix (subject area) and number: CHEM 109

1.10 Course title: CHEMISTRY FOR THE HEALTH SCIENCES

**13. Current course catalog listing:**

A course designed to emphasize the practical aspects on inorganic, organic and biochemistry as related to human health. The course is offered specifically for students in the allied health programs, but is also recommended for students in physical education, recreation, health and safety and other disciplines dealing with human health. It does not count toward a major or minor in chemistry, but does satisfy general education requirement. No laboratory accompanies this course, but CHEM 102 is recommended for students desiring laboratory experience. Colonnade E-NS | NS

**14. Proposed course catalog listing:**

A course designed to emphasize the practical aspects on inorganic, organic and biochemistry as related to human health. The course is offered specifically for students in the allied health programs, but is also recommended for students in physical education, recreation, health and safety and other disciplines dealing with human health. It does not count toward a major or minor in chemistry, but does satisfy general education requirement. Colonnade E-NS | NS

**15. Rationale for revision of the course catalog listing:**

Reference to CHEM 102 is removed because it is a suspended course.

**16. Proposed term for implementation:** First available

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

Department of Chemistry	<u>2/16/2018</u>
Ogden College Curriculum Committee	<u>April 5, 2018</u>
Professional Education Council (if applicable)	<u>Not applicable</u>
General Education Committee (if applicable)	<u> </u>
Undergraduate Curriculum Committee	<u>April 17, 2018</u>
University Senate	<u> </u>

**Ogden College of Science & Engineering  
Department of Physics & Astronomy  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Doug Harper, [doug.harper@wku.edu](mailto:doug.harper@wku.edu), 270-745-6194

**1. Identification of course:**

- 1.11 Current course prefix (subject area) and number: PHYS 140
- 1.12 Course title: Foundations of Physics

**2. Rationale for the course deletion:**

This course was developed many years ago for the purpose of helping to prepare students who were not ready to transition to University Physics. PHYS 140 has not been taught since we created PHYS 180 – Introductory Modern Physics.

**3. Effect of course deletion on programs or other departments, if known:**

None.

**4. Proposed term for implementation:**

Fall 2018

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

Department of Physics and Astronomy

03-28-2018

Ogden College Curriculum Committee

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April 5, 2018

Undergraduate Curriculum Committee

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April 17, 2018

University Senate

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**Ogden College of Science & Engineering  
Department of Physics & Astronomy  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Doug Harper, [doug.harper@wku.edu](mailto:doug.harper@wku.edu), 270-745-6194

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: PHYS 175
- 1.2 Course title: University Experience for Physics Majors

**2. Rationale for the course deletion:**

This course was developed many years prior to the days of UC 101. PHYS 175 has not been offered for several years and there are no plans to begin doing so.

**3. Effect of course deletion on programs or other departments, if known:**

None.

**4. Proposed term for implementation:**

Fall 2018

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

Department of Physics and Astronomy

03-28-2018

Ogden College Curriculum Committee

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April 5, 2018

Undergraduate Curriculum Committee

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April 17, 2018

University Senate

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**Ogden College of Science & Engineering  
Department of Physics & Astronomy  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Doug Harper, [doug.harper@wku.edu](mailto:doug.harper@wku.edu), 270-745-6194

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: PHYS 270
- 1.2 Course title: University Physics III

**2. Rationale for the course deletion:**

This course used to be the third course in the sequence of University Physics (PHYS 250, PHYS 260, and PHYS 270, each 3 hours). When changed from a three-semester sequence to a two-semester sequence (PHYS 255 and PHYS 265, 4 hours each) we didn't delete PHYS 270 right away because we had to teach it for a few students. It then got overlooked and should have been removed some time ago.

**3. Effect of course deletion on programs or other departments, if known:**

None.

**4. Proposed term for implementation:**

Fall 2018

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

Department of Physics and Astronomy

03-28-2018

Ogden College Curriculum Committee

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April 5, 2018

Undergraduate Curriculum Committee

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April 17, 2018

University Senate

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**Ogden College of Science & Engineering  
Department of Physics & Astronomy  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Doug Harper, [doug.harper@wku.edu](mailto:doug.harper@wku.edu), 270-745-6194

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: PHYS 271
- 1.2 Course title: Laboratory for University Physics III

**2. Rationale for the course deletion:**

This was the laboratory course for the third course in the sequence of University Physics (PHYS 250, PHYS 260, and PHYS 270, each 3 hours). When we changed from a three-semester sequence to a two-semester sequence (PHYS 255 and PHYS 265, 4 hours each) we didn't delete PHYS 270 and PHYS 271 right away because we had to offer them for a few students. It then got overlooked and should have been removed some time ago.

**3. Effect of course deletion on programs or other departments, if known:**

None.

**4. Proposed term for implementation:**

Fall 2018

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

Department of Physics and Astronomy

03-28-2018

Ogden College Curriculum Committee

April 5, 2018

Undergraduate Curriculum Committee

April 17, 2018

University Senate

**Ogden College of Science & Engineering  
Department of Physics & Astronomy  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Doug Harper, [doug.harper@wku.edu](mailto:doug.harper@wku.edu), 270-745-6194

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: PHYS 320
- 1.2 Course title: Introductory Modern Physics I

**2. Rationale for the course deletion:**

Several years ago we created a new course, PHYS 180 – Introductory Modern Physics, that contained nearly the same content as this course but with lower mathematic requirements. PHYS 180 has been highly successful for us and we have no plans of returning to offer this material at the junior level. We have not offered this course for several years.

**3. Effect of course deletion on programs or other departments, if known:**

None.

**4. Proposed term for implementation:**

Fall 2018

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

Department of Physics and Astronomy

03-28-2018

Ogden College Curriculum Committee

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April 5, 2018

Undergraduate Curriculum Committee

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April 17, 2018

University Senate

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

Contact Person: Doug Harper, [doug.harper@wku.edu](mailto:doug.harper@wku.edu), 270-745-6194

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: PHYS 316
- 1.2 Course title: Computational Physics

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

PHYS 265 or permission of the instructor.

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

PHYS 321

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

PHYS 321 serves as a gateway for many of our upper-level courses in the physic major. Students who have completed PHYS 321 have studied a very rich blend of physical phenomena from fields such as quantum physics, nuclear physics, atomic physics, solid-state physics, and astrophysics that are ideal for modeling applications in this course. A student who has only completed PHYS 265 has only been exposed to classical physics and the number of applications for computer modeling is drastically limited.

**5. Effect on completion of major/minor sequence:**

None

**6. Proposed term for implementation:**

First available

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

Department of Physics & Astronomy

03-28-2018

Ogden College Curriculum Committee

April 5, 2018

Undergraduate Curriculum Committee

April 17, 2018

University Senate

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

Contact Person: Sanju Gupta, [sanju.gupta@wku.edu](mailto:sanju.gupta@wku.edu), 270-745-5940

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: PHYS 425
- 1.2 Course title: Physics of Materials Science

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

**Prerequisites:** PHYS321, MATH 237

**Corequisites:** PHYS440, MATH 331

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

Prerequisites: PHYS321 and MATH 237,

Prerequisite or corequisite: MATH 331

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

The PHYS425 course investigates the bonding, structure and processing of solid materials at all length scales that underpins the physical properties and applications. Thus PHYS425 course is an interdisciplinary and applied in nature. In contrast PHYS440 course is designed to understand the classical theory of fundamental fields which are electrical and magnetic in nature and their sources. Therefore the material covered in the PHYS440 is not directly required for PHYS425 course and therefore we propose to delete PHYS440 as a co-requisite.

Students taking PHYS425 require basic understanding of differential equations and it will be sufficient if students are concurrently enrolled in MATH 331 as PHYS425. Therefore, we would like MATH 331 course that deals with differential equations to be listed as a pre-requisite that may be taken concurrently (*i.e.* a Pre-requisite or a Co-requisite).

**5. Effect on completion of major/minor sequence:**

None

**6. Proposed term for implementation:**

First available



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

Department of Physics & Astronomy

03-28-2018

Ogden College Curriculum Committee

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April 5, 2018

Undergraduate Curriculum Committee

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April 17, 2018

University Senate

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**Ogden College of Science & Engineering  
 School of Engineering & Applied Sciences  
 Proposal to Suspend a Program  
 (Consent Item) – Added to the floor**

Contact Person: Brent Askins, [brent.askins@wku.edu](mailto:brent.askins@wku.edu) (270) 745-4433

**1. Identification of program:**

- 1.1 Program reference number: 296
- 1.2 Program title: Vocational – Industrial and Technical Teacher Education, A.S.
- 1.3 Credit hours: 66

**2. Rationale for the program suspension:** Teacher Certification options at the state level are no longer available.

**3. Effect on current students or other departments, if known:** Courses will continue to be offer until each student completes the program.

**4. Proposed term for implementation:** Summer 2018 (May 14<sup>th</sup>)

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

School of Engineering & Applied Sciences	2/22/2018
Ogden College of Science & Engineering	2/22/2018
Professional Education Council	3/15/2018
Undergraduate Curriculum Committee	<u>April 17, 2018</u>
University Senate	
Provost	

**Ogden College of Science & Engineering  
School of Engineering & Applied Sciences  
Proposal to Suspend a Program  
(Consent Item) – Added to the floor**

Contact Person: Brent Askins, [brent.askins@wku.edu](mailto:brent.askins@wku.edu) (270) 745-4433

**1. Identification of program:**

- 1.13 Program reference number: 599
- 1.14 Program title: Industrial (Vocational, Career and Technical Education), B.S.
- 1.15 Credit hours: 71

**2. Rationale for the program suspension:** Teacher Certification options at the state level are no longer available.

**3. Effect on current students or other departments, if known:** Courses will continue to be offer until each student completes the program.

**4. Proposed term for implementation:** Summer 2018 (May 14<sup>th</sup>)

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

School of Engineering & Applied Sciences	2/22/2018
Ogden College of Science & Engineering	2/22/2018
Professional Education Council	3/15/2018
Undergraduate Curriculum Committee	<u>April 17, 2018</u>
University Senate	
Provost	



**Ogden College of Science and Engineering  
Department of Geography and Geology  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Fred Siewers, [fred.siewers@wku.edu](mailto:fred.siewers@wku.edu), 5-5988

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 420
- 1.2 Course title: Geomorphology
- 1.3 Credit hours: 4

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

**3. Rationale for the revision of course credit hours:** The laboratory/field/hands-on component of this course is now met during the contact time associated with a 3 credit hour course; thus, the extra hour dedicated specifically to these activities is no longer needed to achieve the course learning objectives.

**4. Proposed term for implementation:** First available

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

Geography & Geology Department	03/02/2018
Ogden College Curriculum Committee	<hr/> April 5, 2018
Undergraduate Curriculum Committee	<hr/> April 17, 2018
University Senate	<hr/> <hr/>

**Ogden College of Science and Engineering  
Department of Geography and Geology  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Fred Siewers, [fred.siewers@wku.edu](mailto:fred.siewers@wku.edu), 5-5988

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOL 420
- 1.2 Course title: Geomorphology
- 1.3 Credit hours: 4

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

**3. Rationale for the revision of course credit hours:** The laboratory/field/hands-on component of this course is now met during the contact time associated with a 3 credit hour course; thus, the extra hour dedicated specifically to these activities is no longer needed to achieve the course learning objectives.

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

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

Geography & Geology Department	03/02/2018
Ogden College Curriculum Committee	<hr/> April 5, 2018
Undergraduate Curriculum Committee	<hr/> April 17, 2018
University Senate	<hr/> <hr/>

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

Contact Person: Michael Carini, [mike.carini@wku.edu](mailto:mike.carini@wku.edu), (270)745-4357

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: PHYS 321
- 1.2 Course title: INTRODUCTORY MODERN PHYSICS II

**2. Revise course title:**

- 2.8 Current course title:
- 2.9 Proposed course title:
- 2.10 Proposed abbreviated title:
- 2.11 Rationale for revision of course title:

**3. Revise course number:**

- 3.7 Current course number:
- 3.8 Proposed course number:
- 3.9 Rationale for revision of course number:

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

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)  
Prerequisites: CHEM 120/121 and MATH 237

- 4.2 Proposed prerequisites/corequisites/special requirements:  
Prerequisites: PHYS 180 and PHYS 265. Pre- or co-requisites: CHEM 120 and MATH 237

- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:  
Formally substantiates need for earlier pertinent PHYS courses, and allows the ancillary courses to be taken either prior to, or concurrently with, the PHYS 321 course.

- 4.4 Effect on completion of major/minor sequence:

None. Students have typically met these requirements in the past; the proposed change merely formalizes them in the Catalog text.

**5. Revise course catalog listing:**

5.7 Current course catalog listing:

A study of the quantization phenomena describing the many electron atoms; statistical distribution laws, conductivity, superconductivity and band theory of solids; nuclear structure, nuclear reactions and other selected topics of modern physics.

5.8 Proposed course catalog listing:

Study of the breakdown of classical physics at velocities close to the speed of light and on atomic scales. Topics include relativistic kinematics and dynamics, wave/particle duality, the Schrodinger equation, square wells, harmonic oscillators, the hydrogen atom, many-electron atoms, statistical distribution laws, conductivity and superconductivity, the band theory of solids, nuclear structure and reactions, and other selected topics of modern physics

5.9 Rationale for revision of course catalog listing:

To reflect the foundational content that must be covered before proceeding to applications.

**6. Revise course credit hours:**

6.7 Current course credit hours:

6.8 Proposed course credit hours:

6.9 Rationale for revision of course credit hours:

**7. Revise grade type:**

7.1 Current grade type:

7.2 Proposed grade type:

7.3 Rationale for revision of grade type:

**8. Proposed term for implementation:** Earliest available

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

Department of Physics & Astronomy

**03/28/2018**

Ogden College Curriculum Committee

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April 5, 2018

Undergraduate Curriculum Committee

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April 17, 2018

University Senate

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

Contact Person: Gordon C Baylis: [gordon.baylis@wku.edu](mailto:gordon.baylis@wku.edu)

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: PSYS 161
- 1.2 Course title: Introduction to Biopsychology Laboratory
- 1.3 Abbreviated course title: INTRO BIOPSYCHOLOGY LAB  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 Variable credit (yes or **no**)
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: PSYS160 as prerequisite or corequisite.
- 1.7 Course description: A laboratory class that accompanies an introductory class emphasizing the contributions of molecular, cellular, physiological, and evolutionary biology to the scientific understanding of psychological processes. This class provides hands-on experience in a cross section of techniques used in this area of science.

**2. Rationale:**

2.3 Reason for developing the proposed course:  
A natural science class such as PSYS160 invites students to want to experience the science hands-on, because any science is based in the scientific method, a method that is best understood by doing. By seeing a variety of techniques that scientists use to measure psychological processes from a biological perspective, students will have a greater understanding of the interactions between the underlying biological components that support psychological principles.

2.4 Projected enrollment in the proposed course: 20  
A lab class of this type is difficult to teach to more than a moderate number of students. Overall projected enrollment per term is about 20-40 students, with no more than 20 students per section.

2.5 Relationship of the proposed course to courses now offered by the department:  
This course is designed to be taken as a pre-requisite or co-requisite to PSYS160. Psychological Sciences also offers PSYS 362 Behavioral Neuroscience with Lab, which is a more advanced treatment of neuroscience material and includes lab activities for upper-level students within the major who have a more thorough understanding of research design. The proposed course will not be offered exclusively to Psychological Science majors and is taught at an introductory level appropriate for students with little to no background in psychology and/or biology.

2.6 Relationship of the proposed course to courses offered in other departments:  
The proposed course is not offered in other departments. A large number of introductory level classes in the natural and physical sciences have a laboratory that accompanies them, for example:

BIOL 113 course with BIOL 114 lab, BIOL 120 course with BIOL 121 lab, BIOL 122 course with BIOL 123 lab, CHEM 105 course with CHEM 106 lab, CHEM 120 course with CHEM 121 lab, GEOL 111 course with GEOL 113 lab, PHYS 180 course with PHYS lab, or PHYS 255 course with PHYS 256 lab.

2.7 Relationship of the proposed course to courses offered in other institutions:

Many institutions offer an introductory course in biological psychology in addition to more advanced topical courses. In most, the status of psychology as a natural science is strongly emphasized. A substantial fraction of introductory natural science classes at all institutions have a laboratory class that accompanies them. Surprisingly, introductory level psychological science courses rarely have an accompanying lab. Only the following have been identified thus far:

American University PSY116-003 Psychology as a Natural Science Laboratory

### **3. Discussion of proposed course:**

3.1 Schedule type: C (Lecture, Lab)

3.2 Learning Outcomes follow those of PSYS160 and will use lab activities to achieve the following:

- 3.2.1 Demonstrate an understanding of research ethics and methodology within biological psychology, including structural and functional analysis of biological and psychological systems and the impact of scientific and therapeutic intervention on thought and behavior
- 3.2.2 Explain the basic principles involved in neurobiological development, sensory machinery and perceptual systems, influences of gene-environment interactions on behavior, the neuroscience of cognition, social and affective neuroscience, and biological etiologies of psychopathology
- 3.2.3 Apply neuroscientific principles to investigate the role of biological systems underlying thought and behavior and to make predictions about the connection between behavior and molecular biology and physiology within the disciplines of psychology
- 3.2.4 Explain the connection between normal/abnormal neurophysiological processes and normal/abnormal human cognitive and socioemotional functioning

3.3 Content outline:

The following representative schedule provides a sample of the kinds of labs that will be held. They are not technically demanding, but they do expose students to the types of approaches used in brain research and require rigor in terms of data collection and analysis.

**1 Introduction, Human Brains**

An overall introduction to laboratory methods, followed by examination of whole, and partially dissected / sliced human brains. For a number of reasons, including ethical reasons, students will not be able to dissect brains themselves. This, of course, provides a natural introduction to a discussion of a number of ethical questions.

**2 Dissection of Sheep Brains**

In trying to understand the structure of the brain, nothing can replace the hands-on experience of dissecting a brain. It is not practical (and likely not ethical) to allow students access to human brains, but sheep brains allow for dissection that shows all the major structures of the brain. Each pair of students will have their own brain to dissect, and will make notes and drawings on that dissection.

**3 Microscopy**

It is hard to appreciate the microstructure of the brain without the hands-on experience of examining stained brain sections under a light microscope. Students will examine slides of the brains of a number of species, and make simple sketches of the structure.

**4 Osmosis**

Experiments that led to the understanding of how the cell membrane functions are typically very simple conceptually, but very complex in terms of the technology that needs to be used. The expense entailed in providing electrophysiological equipment for multiple students is prohibitive. Instead, to help students think about ions, we will use simple experiments on osmosis that will require almost no equipment, yet still convey much of the logic of neurophysiology.

**5 Effect of caffeine on RT**

A major branch of biological psychology is the examination of the effects of drugs on brain and behavior. One psychoactive drug used by most students is caffeine. Students will be required to come to the lab without consuming caffeine that morning, bringing their favorite beverage to class. They will take a simple cognitive test, consume the beverage, and after a one hour wait, take a retest. They will then plot their results, and those from the rest of the class. Students who do not habitually consume caffeinated drinks will act as a small control group that will control for the effects of practice in this test-retest design.

**6 Habituation to ice pain**

The perception of pain entails complex interactions of mind, brain, and body. A simple method of studying the perception of pain is for a volunteer to place their arm in ice-cold water. After a while, this begins to hurt. Volunteers have total control over their pain – they simply remove their arm from the water. Students will be free to volunteer to be experimental participants or not; the author confirms that he will always be a participant when instructor for this course.

**7 Structured interview / cafeteria feeding**

A central technique in psychological science is to collect experimental data that is not realized by the participant to be actually part of the experiment. We here combine this approach with a simple structured interview – itself a standard technique. As participants are asked questions over about one hour, they are invited to eat cookies if they wish. It is expected that more cookies will be eaten if a variety are present.

- 8 Measure the magnitude of a visual illusion**  
We will begin with a simple visual illusion – for example the Muller-Lyer illusion that is very (introspectively) compelling. Two different psychophysical approaches will be used to estimate the size of this illusion of length.
- 9 Stanford Prison Experiment Movie**  
Understanding how to investigate the genesis of aggression, especially aggression in apparently normal, well adjusted people is an important part of the science of biological psychology. However, allowing students to run a traditional laboratory in this would likely be very problematic. To solve this conundrum, students will view and critique the movie made of the Stanford Prison Experiment – a classic experiment that showed how simply assigning roles to people can bring out the very worst in all of us. This movie is a relatively accurate portrayal of a seminal experiment.
- 10 Time-of-day RT experiment**  
The performance of our brain fluctuates considerably over a 24 hour period, as we increase in arousal to a peak, and later decline. Students will act as their own experimental participant – doing a short, simple reaction time task at different times of the day – from 7 am to 11 pm – in a diary study or online entry format. It is predicted that performance will be fastest and most accurate around mid-day for most students.
- 11 Baby eye-gaze experiment**  
The tendency of babies to choose to look at one out of two stimuli presented can be used to probe many aspects of visual cognition in the developing brain. As a baby sits on the lap of her mother and watches a video monitor, the direction of the babies gaze can readily be determined from a video camera placed atop the monitor. Archival video recordings of infant gaze will be utilized in the lab to allow students to perform this lab.
- 12 List-learning experiment**  
A simple and striking effect in learning is that material at the start of a session (or the head of a list), and that at the end are remembered well, whereas material in the middle tends to be poorly remembered due to proactive and retroactive interference.
- 13 Dichotic listening**  
An important technique for examining both selective attention, and for understanding lateralization of function in the brain is dichotic listening – presenting different auditory stimuli to the different ears, and having a subject attend to one ear or the other.
- 14 MRI scans**  
Students will be provided with a small number of (anonymized) MRI scans of persons with brain damage, and will attempt to describe the extent of the damage seen.

3.4 Student expectations and requirements: Students will complete in-class assignments, and in most cases will hand in a lab report at the end of class. In a few cases, students will have to carry out a short assignment in their own time, and submit a lab report before the next week.

3.5 Tentative texts and course materials:

There is no separate text to accompany this class, but students will need to refer to the text that they used / are using for PSYS160. Examples of texts that may be used for that class include:

Garrett, B. (2015). *Brain & Behavior: An Introduction to Biopsychology, 4<sup>th</sup> Ed.*, Los Angeles: Sage.

Kalat, J.W. (2013). *Biological Psychology, 12<sup>th</sup> Ed.*, Belmont, CA: Cengage Learning.

Kolb, B., Whishaw, I. Q., & Teskey, G. C. (2016). *An Introduction to Brain and Behavior, 5<sup>th</sup> Ed.*, New York: Worth.

Psychology as a Biological Science. (2015). Retrieved from <http://nobaproject.com/textbooks/psychology-as-a-biological-science>

#### **4. Resources:**

4.1 Library resources: The library resources that are currently available (e.g., scientific journals and books) will be adequate for the course. No additional resources are required.

4.2 Computer resources: No additional computer resources are required for this course. Existing resources are sufficient.

#### **5. Budget implications:**

5.1 Proposed method of staffing: The course will be taught by current faculty. A number of faculty have expertise within biopsychology within the Department of Psychological Sciences.

5.2 Special equipment needed: No special equipment needed.

5.3 Expendable materials needed: No expendable materials are needed.

5.4 Laboratory materials needed: Modest laboratory materials are needed for this course, and the department will request a lab fee to pay for these.

#### **6. Proposed term for implementation: Soonest possible**

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

Department of Psychological Sciences

March 23, 2018

Ogden College Curriculum Committee

April 5, 2018

Undergraduate Curriculum Committee

April 17, 2018

University Senate