Rec. #2016-05-02 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST
The University Senate recommends the Undergraduate Curriculum Report dated April 2016 to the Provost for endorsement.

Kate Hudepohl, Chair,
WKU University Senate

Digitally signed by Kate Hudepohl, Chair, WKU University Senate
Date: 2016.05.13 13:13:06 -05'00'

David D. Lee, Provost and Vice President for Academic Affairs

Digitally signed by David D. Lee, Provost and Vice President for Academic Affairs
DN: cn=David D. Lee, Provost and Vice President for Academic Affairs, o=WKU, ou=Academic Affairs, email=david.lee@wku.edu, c=US
Date: 2016.06.13 15:49:03 -05'00'

University Curriculum Committee
Western Kentucky University

Report to the University Senate
Date: April 25, 2016
From: Liz Sturgeon, UCC Chair

a. **Potter College of Arts and Letters (PCAL)**

Type of Action	Description of Item and Contact Information
Consent	**Proposal to Create a New Course** Item: RELS 242, Atheism to Zen

b. **University College (UC)**

Type of Action	Description of Item and Contact Information
Information	**Proposal to Delete a Course** Item: SPAN 201C
Consent	**Proposal to Create a New Course** Item: DCS 363, Narrative, Discourse, and Imprisonment

c. **Ogden College of Science & Engineering (OCSE)**

Type of item	Description of Item & Contact Information
Information	**Proposal to Revise Course Prerequisites/Corequisites** BIOL 319, Introduction to Molecular and Cell Biology, 3 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** BIOL 322, Introduction to Molecular and Cell Biology Lab, 1 hr.
Information	**Proposal to Revise Course Prerequisites/Corequisites** BIOL 328 Immunology, 4 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** BIOL 331, Animal Physiology Laboratory, 1.5 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** BIOL 337, Genetics Laboratory, 1 hr.
Information	**Proposal to Revise Course Prerequisites/Corequisites** BIOL 403, Molecular Basis of Cancer, 3 hrs.

Information	**Proposal to Revise Course Prerequisites/Corequisites** BIOL 407, Virology, 3 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** BIOL 411, Cell Biology, 3 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** BIOL 412, Cell Biology Laboratory, 1 hr.
Information	**Proposal to Revise Course Prerequisites/Corequisites** BIOL 440, Developmental Genetics, 3 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** BIOL 464, Endocrinology, 3 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** BIOL 496, Plant Biotechnology, 4 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** EM 313, Dynamics, 3 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** ME 180, Freshman Design II, 3 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** ME 300, Junior Design II, 3 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** ME 310, Engineering Instrumentation and Experimentation, 3 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** ME 344, Mechanical Design, 3 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** ME 412, Mechanical Engineering Senior Project, 3 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** MATH 403, Geometry for Elementary and Middle School Teachers, 3 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** MATH 411, Problem Solving for Elementary and Middle Grades Teachers, 3 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** MATH 413, Algebra and Technology for Middle School Teachers, 3 hrs.
Information	**Proposal to Revise Course Prerequisites/Corequisites** PSYS 423, Psychology of Adult Life and Aging, 3 hrs.

Consent	**Proposal to Create a New Course** AGEC 160, Introduction to Agribusiness and Entrepreneurship, 3 hrs.
Consent	**Proposal to Create a New Course** AGEC, 471, Agribusiness Entrepreneurial System, 3 hrs.
Consent	**Proposal to Create a New Course** AGED 200, Foundations of Agricultural Education, 1 hr.
Consent	**Proposal to Revise a Program** Ref. 205, Associate Degree in Agricultural Technology & Management, General Agriculture Option, 60 hrs.
Consent	**Proposal to Revise a Program** Ref. 508, Major in Agriculture, 50 hrs.
Consent	**Proposal to Revise a Program** Ref. 508, Major in Agriculture – Agricultural Education Concentration, 120 hrs.
Consent	**Proposal to Create a New Course** BIOL 372, Causes & Consequences of Human-Wildlife Conflict, 3 hrs.
Consent	**Proposal to Create a New Course** BIOL 390, Ethnobiology-Peoples, Plants & Animals, 3 hrs.
Consent	**Proposal to Revise a Program** Ref. 525, Major in Biology, 48 hrs.
Consent	**Proposal to Revise a Program** Ref. 617, Major in Biology, 36 hrs.
Consent	**Proposal to Revise a Program** Ref. 519, Major in Biochemistry, 60 hrs.
Consent	**Proposal to Create a New Course** PSYS 353, Psychology of Prejudice and Stereotyping, 3 hrs.
Consent	**Proposal to Make Multiple Revisions to a Course** PSYS 370, Industrial/Organizational Psychology, 3 hrs.
Consent	**Proposal to Create a New Course** BIOL 380, Challenges of a Changing Biosphere

d. Gordon Ford College of Business (GFCB)

Type of Item	Description of Item and Contact Information
Consent	**Proposal to Create a New Course** Business Informatics - Data Management - 350

e. College of Health and Human Services (CHHS)

Type of Item	Description in Item and Contact Information
Information	**Revise Course Prerequisites/Co-requisites** NURS 324 Pathophysiology for Nursing
Information	**Revise Course Prerequisites/Co-requisites** NURS 329 Concepts in Pharmacology
Information	**Revise Course Prerequisites/Co-requisites** NURS 333 Fundamentals of Nursing
Information	**Revise Course Prerequisites/Co-requisites** NURS 334 Clinical: Fundamentals of Nursing
Information	**Revise Course Prerequisites/Co-requisites** NURS 335 Health Assessment
Information	**Revise Course Prerequisites/Co-requisites** NURS 336 Health Assessment Lab
Information	**Revise Course Prerequisites/Co-requisites** NURS 337 Health Promotion and Disease Prevention
Information	**Revise Course Prerequisites/Co-requisites** NURS 341 Medical Surgical Nursing I
Information	**Revise Course Prerequisites/Co-requisites** NURS 342 Clinical: Medical Surgical Nursing I
Information	**Revise Course Prerequisites/Co-requisites** NURS 343 Mental Health Nursing
Information	**Revise Course Prerequisites/Co-requisites** NURS 344 Clinical: Mental Health Nursing
Information	**Revise Course Prerequisites/Co-requisites** NURS 413 Nursing Research and Evidence-Based Practice
Information	**Revise Course Prerequisites/Co-requisites** NURS 429 Concepts in Pharmacology II
Information	**Revise Course Prerequisites/Co-requisites** NURS 432 Medical-Surgical Nursing II
Information	**Revise Course Prerequisites/Co-requisites** NURS 433 Clinical: Medical-Surgical Nursing II

Information	**Revise Course Prerequisites/Co-requisites** NURS 444 Maternal Child Nursing
Information	**Revise Course Prerequisites/Co-requisites** NURS 445 Clinical: Maternal Child Nursing
Information	**Suspend a Program** 265/265P Paramedicine
Information	**Delete a Program** 364 Food Service Management Minor
Information	**Delete a Program** 412 Lodging Management Minor
Consent	**Create a New Course** SWRK 300 Diversity and Social Welfare
Consent	**Revise a Program (Minor)** 445 Tourism
Consent	**Revise a Program** 521 Public Health
Consent	**Revise a Program** 564 Health Sciences
Consent	**Revise a Program** 586 Bachelor of Science in Nursing (BSN)

f.. Academic Policy Subcommittee- Departmental Credit by Examination

Proposal Date: December 28, 2015

Potter College of Arts and Letters
Department of Philosophy and Religion
Proposal to Create a New Course
(Action Item)

Contact Person: Paul Fischer, paul.fischeratwku.edu, 745-5758

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: RELS 242
1.2 Course title: Meanings of Life: Atheism to Zen
1.3 Abbreviated course title: Meanings of Life
1.4 Credit hours and contact hours: 3.0
1.5 Grade type: Standard letter grade
1.6 Prerequisites/corequisites: None
1.7 Course catalog listing: Survey of global theories on the meaning of life.

2. Rationale:

2.1 Reason for developing the proposed course:

The Philosophy and Religion Department at WKU should offer this course because it directly addresses a number of issues that are relevant to all of its programs: Philosophy, Religion, Asian Religions and Cultures, and Classics. This course is a 200-level introductory survey of some of the foundational "-isms" that have important implications for the study of religion and philosophy narrowly and the meaning of life broadly. Our students often encounter these "isms" in their readings and research, but are not versed in their origins and implications. This course rectifies that situation. This course will be particularly useful in the Religious Studies program and potentially for students in the Philosophy program as well, but it also substantially deals with East Asian cultural ideas as well as ideas often encountered in the Classics program. This course will both bridge the (perceived) gap between philosophy and religion as well as contextualize religious inquiry within the broader field of intellectual history. No other existing course does this, which makes this course both unique and indispensable. For example, hedonism is an idea found in both c.300bce China and Greece, it has played an enduring role in conceiving how the religious life should be lived across many world religions, and it remains a salient option within our modern culture. More broadly, Western Kentucky University should offer this course because it directly realizes several of the "Essential Learning Outcomes" adapted as "Guiding Principles" for WKU, including "An informed acquaintance with major achievements in the arts and humanities," "An appreciation of the complexity and variety of the world's cultures," and "A historical perspective and an understanding of connections between past and present." [Source: WKU Report of the General Education Review Task Force (18 Oct 2011), p.3.]

2.2 Projected enrollment in the proposed course: 40, based on comparable enrollments in 200/300 level courses in Religious Studies and Philosophy.

2.3 Relationship of the proposed course to courses now offered by the department: This course will add several new dimensions to the specific traditions courses offered at the 300 level in Religious Studies (namely, Judaism [RELS 304], Christianity [RELS 305], Islam [RELS 306], Hinduism [RELS 303], Buddhism [RELS 302], Confucianism [RELS 317], and Daoism [RELS 318]). The ideas we will study in this proposed course can each stand alone as their own "meaning of life" paradigms, but they can also be combined with the specific religions mentioned above. It will complement all four of the programs offered in this department insofar as it will build a foundational understanding of global ideas that will prepare students for upper level courses.

2.4 Relationship of the proposed course to courses offered in other departments: This course will primarily complement History courses such as World History I (HIST 101) and II (HIST 102), and Traditional East Asia (HIST 460). Survey courses such as these three inevitably quickly pass over important religious and philosophical themes that are relevant to any educated person. This course brings many of these global and long-lasting ideas front and center, to be specifically analyzed by RELS 242 students.

2.5 Relationship of the proposed course to courses offered in other institutions: This course is similar to courses in other major universities. Many American universities have for many years had courses just like this one, with the same title, the same goals, and many of the same readings. Examples from WKU's benchmark schools include:

Appalachian State University: Philosophy of Love & the Meaning of Life (PHL 3550)
Bowling Green State University: Existentialism (Phil 331)
East Carolina University: Introduction to Great Books: The Meaning of Life (GRBK 2000)
East Tennessee State University: Film Genres: The Meaning of Life (ENGL 4290-201)
University of North Carolina Greensboro: Life, Death, and Meaning (BLS 366)

Examples of courses with this same title from non-benchmark schools include: Harvard (Phil E105), Brown (CEPL 0909), Texas A & M (Phil 4390)

3. Description of proposed course:

3.1 Type of course: L

3.2 Learning outcomes:

Students who earnestly engage with this course should, upon completion, be able to:

* demonstrate their understanding of major theories regarding the meaning of life
* explain the historical contexts of major theories regarding the meaning of life
* articulate how ancient accounts of the meaning of life have enduring value
* analyze several theories about the meaning of life that were originally articulated locally but that came to reflect global concerns

3.3 Content outline:

I. Hedonism: what is the role of pleasure in an ideal life?
II. Stoicism: should we be detached from the world?

III. Utilitarianism: is impartiality the best way to decide right and wrong?
IV. Mysticism: what might it mean to become one with the divine?
V. Naturalism: should the natural world be a primary guide for living?
VI. Atheism: why do some people not believe in god(s)?
VII. Existentialism: is there such a thing as human nature?
VII. Amoralism: is thinking in moral terms effective?
IX. Empiricism: how should science, as a cultural ideal, influence our life?
X. Zen: is Zen a philosophy, a religion, both, or neither?

3.4 Assessment:

i. Participation
ii. Argument paper (this will combine primary and secondary sources in an academic argument paper)
ii. Meta-analysis essay (this will analyze disparate ideas in a comparative essay)
iv. Test(s) (this/these will cover the salient ideas from the entire course)

3.5 Tentative texts and course materials:

Week 1: Hedonism

01. *Lie Zi*, "Yang Zhu" (c.300ce) via Angus Graham, *The Book of Lieh-tzu* (1960)
02. Epicurus, "Principle Doctrines" & "Fragments" (d.270bce) via Cyril Bailey, *Epicurus: The Extant Remains* (1926)

Week 2: Stoicism

03. Epictitus, *Enchiridion* (c.125ce) via Thomas Higginson, trans., *The Enchiridion* (1948)
04. Marcus Aurelius, *Meditations* (c.180ce) via George Long, *Marcus Aurelius and His Times* (1862)

Week 3: Utilitarianism

05. *Mo Zi*, ch.16 "Impartial Caring III" (c.400bce) via Philip Ivanhoe, *Readings in Classical Chinese Philosophy* (2001)
06. John Stuart Mill, *Utilitarianism* (1861; 1957)

Weeks 4-5: Spontaneity

07. Edward Slingerland, *Trying Not to Try* (2014)

Week 6: Mysticism

08. Meister Eckhart, "Counsels on Discernment" or "On Detachment"
09. Allan Anderson, "Inner Transformation and Bearing" (1995; 2012)

Week 7: Naturalism

10. *Xun Zi*, ch.17 "Discourse on Nature" via John Knoblock, *Xunzi* (1994)
11. Ralph Waldo Emerson, "Nature" (1849)

Week 8: Atheism

12. Wang Chong, "On the Nature of Things" & "On Death" (c.95ce) via Alfred Forke, *Lun-heng* (1907)
13. Sam Harris, "An Atheist Manifesto" (2005) via internet

Week 9: Existentialism

14. Gao Zi in *Meng Zi* 6A1-3 (c.300bce) via Van Norden, *Readings in Classical Chinese Philosophy* (2001)
15. Jose Ortega y Gasset, "Man Has No Nature" (1935) in Walter Kaufmann, *Existentialism: From Dostoevsky to Sartre* (1956)

16. Jean-Paul Sartre, "Existentialism is a Humanism" (1946) in Walter Kaufmann, *Existentialism: From Dostoevsky to Sartre* (1956)

Weeks 10-11: Amoralism

17. Hans-Georg Moeller, *The Moral Fool: A Case for Amorality* (2009)

Week 12: Empiricism

18. Richard Feynman, "What is Science?" (1968), "Cargo Cult Science" (1974), "The Relation of Science and Religion" (1956), in Richard Feynman, *The Pleasure of Finding Things Out* (1999)
19. Carl Sagan, "Tools for Skeptical Thinking" (1995)
20. Steven Schafersman, "Scientific Thinking and the Scientific Method" (1997) via internet

Week 13: Semanticism

21. Kong Zi, *Analects* 13.3, 12.11, *Shi Zi* ch.5, *Xun Zi* ch.22.3a
22. George Lakoff and Mark Johnson, *Metaphors We Live By* (1980)

Week 14: Zen

23. Nancy Wilson Ross, ed., *The World of Zen* (1960) chs.2-3

4. Resources:

4.1 Library resources: Sufficient
4.2 Computer resources: Sufficient

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient.
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Religious Studies program	**Feb 3, 2016**
Department of Philosophy and Religion	Feb 17, 2016
Potter College Curriculum Committee	March 3, 2016
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	04/21/2016
University Senate	_____

Proposal Date: March 17, 2016

University College
Liberal Arts and Sciences
Proposal to Delete a Course
(Consent Item)

Contact Person: Merrall Price, merrall.price@wku.edu, x54200

1. Identification of course:

1.1 Current course prefix (subject area) and number: SPAN 201C
1.2 Course title: Intermediate Spanish

2. Rationale for the course deletion:

This course was overlooked when the Department of Liberal Arts and Sciences was dissolved. There are no plans to teach it again.

3. Effect of course deletion on programs or other departments, if known: None.

4. Proposed term for implementation: Fall 2016

5. Dates of prior committee approvals:

Department/ Unit	N/A (unit dissolved)
University College Curriculum Committee	March 31, 2016
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 12, 2016

University College
Diversity & Community Studies
Proposal to Create a New Course
(Action Item)

Contact Person: Jane Olmsted jane.olmsted@wku.edu
Kristi Branham kristi.branham@wku.edu

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: DCS 363
1.2 Course title: Narrative, Discourse, and Imprisonment
1.3 Abbreviated course title: Narrative Discourse Imprison
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit (NO)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites/corequisites:
1.7 Course description: Through fiction, memoir, and other narrative forms, an examination of the impact of discourse on how imprisonment, literal and metaphorical, shapes and is shaped by cultural forces.

2. Rationale:

2.1 Reason for developing the proposed course: The major in Diversity and Community Studies (DCS) is comprised of core courses and electives selected from three categories. One of those categories is entitled "Formations of identity and narratives of oppression." Students require six hours in this category: it currently has only six possible courses, none of which is controlled by DCS. DCS 363 represents a needed addition to this category that reflects teaching interests of the faculty.
2.2 Projected enrollment in the proposed course: 25
2.3 Relationship of the proposed course to courses now offered by the department: DCS offers a number of courses that address social justice from different perspectives AFAM 343 Communities of Struggle focuses on the African American diaspora. ICSR 435 Rethinking Citizenship examines a range of perspectives on citizenship, including second-class citizenship and citizenship privilege. However, no other departmental courses address the specific topic of DCS 363 or make use of narrative in the same way.
2.4 Relationship of the proposed course to courses offered in other departments: In the humanities, the School of University Studies' SUS 295 Popular Culture and Gender: Signs & Narratives uses semiotic and narrative theory to understand the role of gender in popular culture. Several courses in the film studies major examine narrative structures, and a number of history courses examine histories of various ideologies (HIST 390 Blacks in the American South, HIST 458 New South, and HIST 430 Civil Rights Movement in America, for instance). In the social sciences, Sociology also offers a number of courses that address social inequality and discriminatory social structures including SOCL 350 Systems of

Social Inequality and SOCL 375 Diversity in American Society. Criminology courses such as CRIM 101, 361, 380, and 446 overlap to some extent, in that each has some focus on imprisonment and the prison system. However, Criminology courses primarily address the social science of penology (the police, the courts and law, and the correctional system). CRIM 380 Penology includes incarceration growth, incapacitation, rehabilitation, recidivism, prison organization and management, and inmates' life in prison. CRIM 446 Gender, Crime, and Justice offers an examination of explanations of female crime, punishment, treatment, and so on. DCS 363 is an interdisciplinary, humanities-based course that uses a range of creative expression on the topic of imprisonment—metaphorical as well as literal—to explore the general subject of "prisons" as it relates to cultural systems of oppression.

2.5 Relationship of the proposed course to courses offered in other institutions: While most universities offer a range of courses dealing with cultural analysis, systems analysis, injustice, and/or other concerns of DCS 363, this course is unique in its use of narrative as a means to address this significant social issue and to help students understand the ways that discourse is deployed systemically to impact the interrelations of self and community.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

At the end of this course, students will be able to:

- Analyze the ways that social and political discourse impacts the lived or metaphorical experience of imprisonment.
- Define structural systems of oppression including race, class, and gender systems in critical reflections and final exam.
- Compare a variety of narrative forms for individual and community impact in critical reflections and final exam.
- Apply theoretical frameworks to the analysis of the features and structure of assigned narratives in critical reflections and research paper.

3.3 Content outline:

Unit One: Key Concepts: Scapegoating, Objectification, Other

This unit will introduce the students to some of the discourse deployed in systems of oppression, particularly practices related to scapegoating, objectifying, and othering. Students will begin examining theory that helps understand systemic problems over time, as well as the kinds of solutions that work to heal self and community. They will begin with two fictional works that both depict individuals unjustly accused based on cultural narratives about race and ethnicity: James Baldwin's *If Beale Street Could Talk,* about a family's attempts to free a man accused by a racist police officer of raping a woman; and Bernard Malamud's *The Fixer,* about a Jew accused of and scapegoated for blood libel in Russia.

Unit Two: Kinds of Prisons

Uses of metaphor and symbol will inform this unit's material, with works such as Marilyn Frye's "Oppression," Susan Glaspell's "A Jury of Her Peers," Charlotte Perkins Gilman's "Yellow Wallpaper," Tillie Olson's "I Stand Here Ironing," and Rebecca Harding Davis's *Life in the Iron Mills* providing accounts of metaphorical or symbolic prisons. This section builds on the analysis of discourse by including theory that addresses the ways that oppression works to imprison the mind and body.

Unit Three: Prison Experiences and Collaborations

Looks at the unique experience of people either born in prison or sent to prison after working in the justice system, or in other ways differently positioned in relation to the prison. One example is Deboara Jiang Stein's *Prison Baby,* about her discovery that she was born in prison to a mother who was an addict. A second is former judge Sol Wachtler's account of serving time for extortion, along with his struggle with mental illness and drugs, *After the Madness.* Finally, students will read Judith Tannenbaum and Spoon Jackson's collaboration *By Heart: Poetry, Prison, and Two Lives,* which places the work of a prisoner (Jackson) and a teacher (Tannenbaum) together and explores the role of art, education, and what forces nurture and which do not. Students will continue to explore the ways that discourse relates to oppressive actions within communities and as they impact the individual.

3.4 Student expectations and requirements:

Participation in class discussions; personal and critical reflection papers; research paper, and final exam (essay format).

3.5 Tentative texts and course materials:

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness.*

Baldwin, James. *If Beale Street Could Talk.* Vintage (Reprint), 2006 (Orig. 1974). 978-0307275936

Bartky, Sandra, *Femininity and Domination.* Routledge, 1990. 978-0415901864

Davis, Rebecca Harding. *Life in the Iron Mills.* 2010 (Orig. 1972). Kesinger Publishing. 978-1162670942

Foucault, Michel. *Discipline and Punish: The Birth of the Prison.* Vintage Books, 1995 (Orig. 1975). 978-0679752554

Jacobs, Harriet. *Incidents in the Life of a Slave Girl.* Dover Pub, 22001 (Orig. 1861).

Kerman, Piper. *Orange Is the New Black: My Year in a Women's Prison.* Spiegel & Grau, 2011. 978-0385523394

Malamud, Bernard. *The Fixer.* Farrar, Straus and Girous, 2004 (Orig. 1966). 978-0374529383

Nussbaum, Martha. "Feminism, Virtue, and Objectification," in *Sex and Ethics: Essays on Sexuality, Virtue, and the Good Life*, R. Halwani (ed.), New York: Palgrave Macmillan, 49–62.

Parsell, T.J. *Fish: A Memoir of a Boy in a Man's Prison.* Da Capo Press, 2007. 978-0786720378

Stein, Deborah Jiang. *Prison Baby*. Beacon Press, 2014. 978-0807098103

Tannenbaum, Judith and Spoon Jackson. *By Heart: Poetry, Prison, and Two Lives.* Oakland, CA: New Village Press, 2010. 978-0981559353

Wachtler, Sol. *After the Madness: A Judge's Own Prison Memoir.* Random House, 1997.

Selected documentaries and articles

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: For the first few years, Jane Olmsted and Kristi Branham will alternate teaching DCS 363, after which others in the department may join the rotation.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department/ Unit Diversity & Community Studies	February 14, 2016
University College Curriculum Committee	March 3, 2016
Colonnade Committee (if applicable)	February 29, 2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 20 February 2016

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

1.1 Course prefix (subject area) and number: BIOL 319

1.2 Course title: Introduction to Molecular and Cell Biology

2. Current prerequisites/corequisites:

Prerequisites: BIOL 120/121 and BIOL 122/123 with grades of "C" or higher; CHEM 120/121
Corequisites: BIOL 322 or 337

3. Proposed corequisites:

Prerequisites: BIOL 120/121 and BIOL 122/123 with grades of "C" or higher; CHEM 120/121
Corequisites: None

4. Rationale for the revision of prerequisites/corequisites: The two corequisites, BIOL 322 (Introduction to Molecular and Cell Biology Laboratory) or BIOL 337 (Genetics Laboratory), are being removed to accommodate a student who wishes to take the lecture without taking the lab at the same time. Prerequisite requirements will not change.

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

6. Proposed term for implementation: Winter 2017

7. Dates of prior committee approvals:

Department of Biology	02/20/2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 20 February 2016

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 270 745-5048

1. Identification of course:

1.1 Course prefix (subject area) and number: BIOL 322

1.2 Course title: Introduction to Molecular and Cell Biology Laboratory

2. Current corequisites:

BIOL 319 or BIOL 327. There are no current prerequisites.

3. Proposed prerequisites/corequisites:

Prerequisite/concurrent prerequisite: BIOL 319

Corequisite: None

4. Rationale for the revision of prerequisites/corequisites: Switching from corequisite to a prerequisite/concurrent prerequisite will allow students to take the lecture (BIOL 319, Introduction to Molecular and Cell Biology) counterpart alone, concurrently with the lab, or prior to taking the lab. The content taught in BIOL 327 (Genetics) is no longer an appropriate pairing with the concepts currently delivered in this lab course.

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

6. Proposed term for implementation: Winter 2017

7. Dates of prior committee approvals:

Department of Biology	20 February 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 20 February 2016

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 270 745-5048

1. Identification of course:

1.1 Course prefix (subject area) and number: BIOL 328

1.2 Course title: Immunology

2. Current prerequisites:

Prerequisites: BIOL 319 or BIOL 327 and BIOL 322 or BIOL 337

3. Proposed prerequisites:

Prerequisites: BIOL 319 and 322 or BIOL 327 and 337

4. Rationale for the revision of prerequisites/corequisites: The content delivered in BIOL 319 and BIOL 322 (Introduction to Molecular and Cell Biology) is best kept as a paired course instead of allowing the Genetics Lab (BIOL 337) to serve as alternative lab experience. The same is true of retaining BIOL 327 and BIOL 337 together in lieu of allowing BIOL 322 to serve as the lab course for BIOL 337.

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

6. Proposed term for implementation: Winter 2017

7. Dates of prior committee approvals:

Department of Biology	20 February 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 20 February 2016

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

1.1 Course prefix (subject area) and number: BIOL 331

1.2 Course title: Animal Physiology Laboratory

2. Current prerequisites/corequisites:

Prerequisites or corequisite: BIOL 330

3. Proposed corequisites:

Prerequisites/concurrent prerequisite: BIOL 330

Corequisites: None

4. Rationale for the revision of prerequisites/corequisites: The change of the corequisite link to a prerequisite/concurrent prerequisite for BIOL 330 (Animal Physiology) to accommodate a student who wishes to take the lecture without taking the lab at the same time.

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

6. Proposed term for implementation: Winter 2017

7. Dates of prior committee approvals:

Department of Biology	20 February 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 20 February 2016

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 270 745-5048

1. Identification of course:

1.1 Course prefix (subject area) and number: BIOL 337

1.2 Course title: Genetics Laboratory

2. Current corequisites:

BIOL 319 or BIOL 327. There are no current prerequisites.

3. Proposed prerequisites/corequisites:

Prerequisite/concurrent prerequisite: BIOL 327

Corequisite: None

4. Rationale for the revision of prerequisites/corequisites: Switching from corequisite to a prerequisite/concurrent prerequisite will allow students to take the lecture (BIOL 327, Genetics) counterpart alone, concurrently with the lab, or prior to taking the lab. The content taught in BIOL 319 (Introduction to Molecular and Cell Biology) is no longer an appropriate pairing with the concepts currently delivered in this lab course.

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

6. Proposed term for implementation: Winter 2017

7. Dates of prior committee approvals:

Department of Biology	20 February 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 20 February 2016

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

1.1 Course prefix (subject area) and number: BIOL 403

1.2 Course title: Molecular Basis of Cancer

2. Current prerequisites/corequisites:

Prerequisites: BIOL 319 and BIOL 322 or BIOL 337

3. Proposed corequisites:

Prerequisites: BIOL 319 and 322

4. Rationale for the revision of prerequisites/corequisites: The content taught in BIOL 337 (Genetics Lab) is no longer an appropriate pairing with the concepts currently delivered in BIOL 319 (Introduction to Molecular and Cell Biology). BIOL 322 (Introduction to Molecular and Cell Biology Lab) is the appropriate lab for BIOL 319.

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

6. Proposed term for implementation: Winter 2017

7. Dates of prior committee approvals:

Department of Biology	20 February 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 20 February 2016

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:
1.1 Course prefix (subject area) and number: BIOL 407
1.2 Course title: Virology

2. Current prerequisites/corequisites:
Prerequisites: BIOL 319 and BIOL 322 or BIOL 337

3. Proposed corequisites:
Prerequisites: BIOL 319 and 322

4. Rationale for the revision of prerequisites/corequisites: The content taught in BIOL 337 (Genetics Lab) is no longer an appropriate pairing with the concepts currently delivered in BIOL 319 (Introduction to Molecular and Cell Biology). BIOL 322 (Introduction to Molecular and Cell Biology Lab) is the appropriate lab for BIOL 319.

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

6. Proposed term for implementation: Winter 2017

7. Dates of prior committee approvals:

Department of Biology	20 February 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 20 February 2016

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 270 745-5048

1. Identification of course:

1.1 Course prefix (subject area) and number: BIOL 411

1.2 Course title: Cell Biology

2. Current prerequisites:

Prerequisites: BIOL 319 or BIOL 327 and BIOL 322 or BIOL 337

3. Proposed prerequisites:

Prerequisites: BIOL 319 and 322 or BIOL 327 and 337

4. Rationale for the revision of prerequisites/corequisites: The content delivered in BIOL 319 and BIOL 322 (Introduction to Molecular and Cell Biology) is best kept as a paired course instead of allowing the Genetics Lab (BIOL 337) to serve as alternative lab experience. The same is true of retaining BIOL 327 and BIOL 337 together in lieu of allowing BIOL 322 to serve as the lab course for BIOL 337.

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

6. Proposed term for implementation: Winter 2017

7. Dates of prior committee approvals:

Department of Biology	20 February 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 20 February 2016

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

1.1 Course prefix (subject area) and number: BIOL 412

1.2 Course title: Cell Biology Laboratory

2. Current prerequisites/corequisites:

Prerequisites or corequisite: BIOL 411

3. Proposed corequisites:

Prerequisites/concurrent prerequisite: BIOL 411

Corequisites: None

4. Rationale for the revision of prerequisites/corequisites: The change of the corequisite link to a prerequisite/concurrent prerequisite for BIOL 411 (Cell Biology) to accommodate a student who wishes to take the lecture without taking the lab at the same time.

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

6. Proposed term for implementation: Winter 2017

7. Dates of prior committee approvals:

Department of Biology	20 February 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 20 February 2016

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 270 745-5048

1. Identification of course:

1.1 Course prefix (subject area) and number: BIOL 440

1.2 Course title: Developmental Genetics

2. Current prerequisites:

Prerequisites: BIOL 319 or BIOL 327 and BIOL 322 or BIOL 337

3. Proposed prerequisites:

Prerequisites: BIOL 319 and 322 or BIOL 327 and 337

4. Rationale for the revision of prerequisites/corequisites: The content delivered in BIOL 319 and BIOL 322 (Introduction to Molecular and Cell Biology) is best kept as a paired course instead of allowing the Genetics Lab (BIOL 337) to serve as alternative lab experience. The same is true of retaining BIOL 327 and BIOL 337 together in lieu of allowing BIOL 322 to serve as the lab course for BIOL 337.

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

6. Proposed term for implementation: Winter 2017

7. Dates of prior committee approvals:

Department of Biology	20 February 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 20 February 2016

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

1.1 Course prefix (subject area) and number: BIOL 464

1.2 Course title: Endocrinology

2. Current prerequisites/corequisites:

Prerequisites: BIOL 319 and BIOL 322 or BIOL 337 and BIOL 446/447 (recommended)

3. Proposed corequisites:

Prerequisites: BIOL 319 and 322

4. Rationale for the revision of prerequisites/corequisites: The content taught in BIOL 337 (Genetics Lab) is no longer an appropriate pairing with the concepts currently delivered in BIOL 319 (Introduction to Molecular and Cell Biology). BIOL 322 (Introduction to Molecular and Cell Biology Lab) is the appropriate lab for BIOL 319.

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

6. Proposed term for implementation: Winter 2017

7. Dates of prior committee approvals:

Department of Biology	20 February 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 20 February 2016

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

1.1 Course prefix (subject area) and number: BIOL 496

1.2 Course title: Plant Biotechnology

2. Current prerequisites/corequisites:

Prerequisites: BIOL 319 and BIOL 322 or BIOL 337; AGRO 110 or BIOL 222/223

3. Proposed corequisites:

Prerequisites: BIOL 319 and 322 and AGRO 110 or BIOL 222 and 223

4. Rationale for the revision of prerequisites/corequisites: The content taught in BIOL 337 (Genetics Lab) is no longer an appropriate pairing with the concepts currently delivered in BIOL 319 (Introduction to Molecular and Cell Biology). BIOL 322 (Introduction to Molecular and Cell Biology Lab) is the appropriate lab for BIOL 319.

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

6. Proposed term for implementation: Winter 2017

7. Dates of prior committee approvals:

Department of Biology	20 February 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: March 15, 2016

Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Prerequisites
(Consent Item)

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

1.1 Course prefix (subject area) and number: EM 313

1.2 Course title: Dynamics

2. Current prerequisites:

Prerequisite: EM 221 Prerequisite or concurrent: MATH 331

3. Proposed prerequisites:

Prerequisite: EM 221 or 222 with a grade of "C" or better; MATH 331 (may be taken concurrently)

4. Rationale for the revision of prerequisites:

Adding the EM 222 allows students to enroll in EM 313 with a credit in EM 222: WKU Statics to avoid having to get a registration override. The language for MATH 331 reflects the new phrasing for courses taken at the same time or before.

5. Effect on completion of major/minor sequence:

Students without a C or better in EM 221 or 222 will have to wait to take EM 313, but the course is offered each term and will not impede the flow of students through the program.

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Department/ Unit	**17 March 2016**
College Curriculum Committee	**31 March 2016**
Undergraduate Curriculum Committee	**21 April 2016**
University Senate	

Proposal Date: March 15, 2016

Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Prerequisites
(Consent Item)

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

1.1 Course prefix (subject area) and number: ME 180

1.2 Course title: Freshman Design II

2. Current prerequisites:

Prerequisite: ME 176 and MATH 136 with a grade of "C" or better

3. Proposed prerequisites:

Prerequisite: ME 176 with a grade of "C" or better and MATH 136 with a grade of "C" or better

4. Rationale for the revision of prerequisites:

The revision corrects an error made previously, the original intention was that the grade requirement applied to both courses.

5. Effect on completion of major/minor sequence:

Students have been following the grade requirements for both courses based on advising, no changes to student progress through the program will occur.

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Department/ Unit	**17 March 2016**
College Curriculum Committee	**31 March 2016**
Undergraduate Curriculum Committee	**21 April 2016**
University Senate	

Proposal Date: March 15, 2016

Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Prerequisites
(Consent Item)

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

1.1 Course prefix (subject area) and number: ME 300

1.2 Course title: Junior Design

2. Current prerequisites:

Prerequisites: ME 200, ME 310, and ME 344. Students must have satisfied the Mechanical Engineering Pre-Major requirements as shown in the iCAP system.

3. Proposed prerequisites:

Prerequisites: ME 200 with a grade of "C" or better and ME 344. Students must have satisfied the Mechanical Engineering Pre-Major requirements as shown in the iCAP system.

4. Rationale for the revision of prerequisites:

The ME 200 course is required to have a C or better for graduation, this new prerequisite reflects the need for students to satisfactorily complete ME 200 before moving to ME 300. The ME 310 was removed because the topical content is not needed in ME 300.

5. Effect on completion of major/minor sequence:

Students have been following the grade requirement for ME 200 based on advising, no changes to student progress through the program will occur since both courses are taught each term.

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Department/ Unit	**17 March 2016**
College Curriculum Committee	**31 March 2016**
Undergraduate Curriculum Committee	**21 April 2016**
University Senate	

Proposal Date: March 15, 2016

Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Prerequisites
(Consent Item)

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

1.1 Course prefix (subject area) and number: ME 310

1.2 Course title: Engineering Instrumentation and Experimentation

2. Current prerequisites:

Prerequisites: EM 303. Prerequisite or corequisite: ME 347

3. Proposed prerequisites:

Prerequisites: EM 302 or 303, ME 241, MATH 331 (may be taken concurrently)

4. Rationale for the revision of prerequisites:

The EM 302 was added to allow both UK and WKU coverage of this identical course. The topical coverage of ME 241 is in better alignment with the course instead of ME 347. The MATH 331 coverage gives better mathematical maturity for the coverage of dynamic signal analysis, a key element of the course.

5. Effect on completion of major/minor sequence:

This course is offered both terms and will not affect the sequence of student progress. The MATH 331 requirement has been handled by advisement previously.

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Department/ Unit	**17 March 2016**
College Curriculum Committee	**31 March 2016**
Undergraduate Curriculum Committee	**21 April 2016**
University Senate	

Proposal Date: March 15, 2016

Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Prerequisites
(Consent Item)

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

1.1 Course prefix (subject area) and number: ME 344

1.2 Course title: Mechanical Design

2. Current prerequisites:

Prerequisites: EM 303. Prerequisite or corequisite: ME 240

3. Proposed prerequisites:

Prerequisites: EM 302 or 303 with a grade of "C" or better and ME 240 (may be taken concurrently)

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

The EM 302 was added to allow both UK and WKU coverage of this identical course. The grade requirement is necessary for graduation, and including it here ensures students are better prepared for the course. The language for ME 240 reflects the new phrasing for courses taken at the same time or before.

5. Effect on completion of major/minor sequence:

This course is offered both terms and will not affect the sequence of student progress. The grade requirement has been handled by advisement previously.

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Department/ Unit	**17 March 2016**
College Curriculum Committee	**31 March 2016**
Undergraduate Curriculum Committee	**21 April 2016**
University Senate	

Proposal Date: March 15, 2016

Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Prerequisites
(Consent Item)

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

1.1 Course prefix (subject area) and number: ME 412

1.2 Course title: Mechanical Engineering Senior Project

2. Current prerequisites:

Prerequisite: ME 400 and ME 325

3. Proposed prerequisites:

Prerequisites: ME 400 and ME 325 (may be taken concurrently)

4. Rationale for the revision of prerequisites:

The topical content of ME 325 is sufficient to support ME 412 in a concurrent manner. This change will greatly improve student progress through the curriculum since ME 325 is only offered in fall semester.

5. Effect on completion of major/minor sequence:

ME 412 is now being offered fall and spring, and students will now be able to take ME 325 and the capstone course ME 412 together in the fall term.

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Department/ Unit	**17 March 2016**
College Curriculum Committee	**31 March 2016**
Undergraduate Curriculum Committee	**21 April 2016**
University Senate	

Proposal Date: 2-8-16

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

Contact Person: Kanita DuCloux, kanita.ducloux@wku.edu, 5-8791

1. Identification of course:

1.1 Course prefix (subject area) and number: MATH 403

1.2 Course title: Geometry for Elementary and Middle School Teachers

2. Current prerequisites/corequisites/special requirements:

MATH 205 and MATH 206 with a grade of C or better

3. Proposed prerequisites/corequisites/special requirements:

MATH 206 and MATH 225, both with grades of C or better

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

Departmental evaluation of student success in MATH 403 indicated that students possessed deficiencies in their ability to generalize, reason abstractly, and justify their reasoning. As a result, MATH 225 was created to address these issues. MATH 205 was deleted as a prerequisite since it is a prerequisite for MATH 206.

5. Effect on completion of major/minor sequence:

None

6. Proposed term for implementation:

Fall 2017

7. Dates of prior committee approvals:

Mathematics Department	2/19/16
OCSE Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 2-8-16

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

Contact Person: Kanita DuCloux, kanita.ducloux@wku.edu, 5-8791

1. Identification of course:

1.1 Course prefix (subject area) and number: MATH 411

1.2 Course title: Problem Solving for Elementary and Middle Grades Teachers

2. Current prerequisites/corequisites/special requirements:

MATH 205, MATH 206 and MATH 308 with a grade of C or better

3. Proposed prerequisites/corequisites/special requirements:

MATH 206, MATH 225, and MATH 308, all with grades of C or better

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

Departmental evaluation of student success in MATH 411 indicated that students possessed deficiencies in their ability to generalize, reason abstractly, and justify their reasoning. As a result, MATH 225 was created to address these issues. MATH 205 was deleted as a prerequisite since it is a prerequisite for MATH 308.

5. Effect on completion of major/minor sequence:

None

6. Proposed term for implementation:

Fall 2017

7. Dates of prior committee approvals:

Mathematics Department	2/19/16
OCSE Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 2-8-16

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

Contact Person: Kanita DuCloux, kanita.ducloux@wku.edu, 5-8791

1. Identification of course:

1.1 Course prefix (subject area) and number: MATH 413

1.2 Course title: Algebra and Technology for Middle School Teachers

2. Current prerequisites/corequisites/special requirements:

MATH 117 or MATH 136 with a grade of C or better

3. Proposed prerequisites/corequisites/special requirements:

MATH 225 with a grade of C or better

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

Departmental evaluation of student success in MATH 413 indicated that students possessed deficiencies in their ability to generalize, reason abstractly, and justify their reasoning. As a result, MATH 225 was created to address these issues. By changing the prerequisite to MATH 225, the middle school teachers will have to successfully complete at least two courses (MATH 225 and its prerequisite, MATH 136) that require a higher level of abstract thinking.

5. Effect on completion of major/minor sequence:

None

6. Proposed term for implementation:

Fall 2017

7. Dates of prior committee approvals:

Mathematics Department	2/19/16
OCSE Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/16
University Senate	

Proposal Date: 3/25/2016

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, (270) 745-2353

1. Identification of course:

1.1 Course prefix (subject area) and number: PSYS 423

1.2 Course title: Psychology of Adult Life and Aging

2. Current prerequisites/corequisites/special requirements:

PSYS 100 / PSY 100 and junior standing or permission of the instructor

3. Proposed prerequisites/corequisites/special requirements:

Junior standing or permission of the instructor

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

Completing PSYS/PSY 100 does not impact the ability of students to meet the learning outcomes for the course.

5. Effect on completion of major/minor sequence:

Changing the course's prerequisites should have no impact on students' completion of a major or minor program. Additionally, more students may be eligible to take the course given that it is also included in the Colonnade Connections Systems course category.

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Psychological Sciences	March 25, 2016
Ogden College Curriculum Committee	3/31/16
Colonnade Committee	
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: January 25, 2016

College Name: Ogden College of Science and Engineering
Department Name: Agriculture
Proposal to Create a New Course
(Action Item)

Contact Person: Dominique Gumirakiza, dominique.gumirakiza@wku.edu, 270-745-5959.

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: AGEC 160
1.2 Course title: Introduction to Agribusiness and Agricultural Entrepreneurship
1.3 Abbreviated course title: Introduction to Agribusiness (maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit (yes or no): No
1.5 Grade type: Standard Letter Grade (A, B, C, D, F)
1.6 Prerequisites/corequisites: N/A
1.7 Course description:

Overview of various aspects of agribusiness and agricultural economics with emphasis on entrepreneurial skills. Technical, managerial, and professional qualifications for agribusiness-related careers

2. Rationale:

2.1 Reason for developing the proposed course:

Agribusiness is the division of agricultural systems that supports other areas of agriculture (animal science, pre-vet, soil, plant, turf, horticulture…) by providing the managerial, processing, financing, accounting, marketing, selling/merchandising, and other services necessary for agricultural production and exchange. Currently, the department offers no lower-division course to introduce students to agribusiness and agricultural economics and/or agribusiness entrepreneurship. This course provides an introduction to agribusiness, agricultural economics, entrepreneurship, marketing, financial accounting and management as they apply to agriculture. In addition, AGEC 160 identifies career and business opportunities in the agriculture sector and provides a basic overview of technical, managerial, and professional skills/requirements to qualify for those opportunities. Students will discover how agribusiness entrepreneurship and agricultural economics relate to and complement other areas of agriculture. Lastly, this course will have a chapter to introduce students to global food markets as an effort to support the university vision (a leading American university with international reach).

2.2 Projected enrollment in the proposed course:

Based on the facts that AGEC 160 will be a core course for all agriculture students and that students from other departments across the university will be allowed to enroll, it is expected that 70 students will enroll each semester.

2.3 Relationship of the proposed course to courses now offered by the department:

This course is a good complement to existing department courses. It supports all courses in other concentrations (animal science, soil, plant, turf, and horticulture) by providing a basic understanding of skills needed to create and/or manage agribusiness ventures in their respective areas. For those students whose area of concentration is agribusiness, this course prepares them to take upper-division courses such as AGEC 360: Agricultural Economics, AGEC 361: Farm Management, AGEC 366: Agricultural Sales and Services, AGEC 463: Agricultural Finance, and AGEC 362: Agricultural Marketing.

2.4 Relationship of the proposed course to courses offered in other departments:

The fact that AGEC 160 focuses on basic concepts related to agribusiness with emphasis on agricultural entrepreneurship makes it unique and different from other introductory business courses such as BUS 100C.

2.5 Relationship of the proposed course to courses offered in other institutions:

A great majority of agricultural departments (or equivalents) in other universities offer a similar course. For example, Murray State University offers AGR 130: Intro. to Agribusiness, Cal Pol San Luis Obispo offers AGB 101: Introduction to Agribusiness, Western Illinois University offers AGR 2013: Introduction to Agribusiness, North Arkansas College offers AGRI 1004: Intro to Agribusiness. Adams State University in Colorado offers BUS 105: Introduction to Agribusiness, Purdue University offers AGR 11200; Introduction to Agricultural Economics, just to name a few.

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes:

Upon completion of the course students will be able to:

- Describe the scope of agribusiness system and identify career opportunities therein, together with skills/requirements to qualify for the opportunities
- Explain various aspects of agribusiness, agricultural economics, and entrepreneurial skills in the agriculture sector
- Identify ways in which agribusiness entrepreneurship and agricultural economics support other areas of agriculture
- Explain global food markets and the role of USDA Foreign Agricultural Service

3.3 Content outline:

This outline provides a summary of the major units and topics to be covered in the proposed course. More details and weekly topics are included in the syllabus.

- Overview of agribusiness and career opportunities
- Overview of entrepreneurship skills in an agricultural environment
- Basic agribusiness management
- Overview of agricultural economics
- Basics of an agricultural marketing system
- Basics of agricultural accounting
- Introduction to global food markets
- Applying agribusiness concepts to specific agriculture fields

3.4 Student expectations and requirements: Students will be evaluated based on:

- Attendance
- Active participation in class discussions
- Tests and quizzes
- Reading and paper assignments
- Responsibility, initiative and teamwork
- Compliance with academic policies

3.5 Tentative texts and course materials:

1. Textbook:

Because this course will introduce students to various subjects of agribusiness, entrepreneurship, and agricultural economics, there is no one single textbook to be required. Class notes and PowerPoint slides will be drawn from various sources and be provided to students by the instructor.

2. Other course materials: Handouts

4. Resources:

4.1 Library resources: N/A
4.2 Computer resources: N/A
4.3 Other resources: N/A

5. Budget implications:

5.1 Proposed method of staffing:
Current Agriculture Department faculty
5.2 Special equipment needed:
N/A
5.3 Expendable materials needed:
N/A
5.4 Laboratory materials needed:
N/A

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Agriculture	January 28, 2016
OCSE Curriculum Committee	March 3, 2016
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: January 25, 2015

Ogden College of Science and Engineering
Agriculture Department
Proposal to Create a New Course
(Action Item)

Dominique Gumirakiza, dominique.gumirakiza@wku.edu, 270-745-5959.

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: AGEC 471
1.2 Course title: Agribusiness Entrepreneurial System
1.3 Abbreviated course title: Agribusiness Entrepreneurship
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit (yes or no): No
1.5 Grade type: Standard Letter Grade (A, B, C, D, F)
1.6 Prerequisites/corequisites: At least junior status or instructor's authorization
1.7 Course description:

Connecting essential concepts/components learned from various disciplines to develop entrepreneurial skills in the agriculture industry in order to create innovative agriculture-related ventures and manage them profitably.

2. Rationale:

2.1 Reason for developing the proposed course:

Agriculture is a unique industry with business ventures that require specialized procedures and skills. Agribusiness entrepreneurship consists of developing, organizing and managing an agricultural venture. It supports other divisions of agriculture such as animal science, pre-veterinary medicine, soil science, plant science, turfgrass management, and horticulture by providing the start-up processes, management, and marketing. Currently, the department does not offer an upper-division course that helps students integrate their broad range of skills, knowledge to successfully create and/or innovate agricultural business ventures. AGEC 471 brings together essential concepts, knowledge, and skills acquired from various courses and lifetime experience to engage students in agribusiness entrepreneurship process. The course presents a detailed discussion of steps and procedures involved in entrepreneurship and functions of management as they apply to agribusiness/farm/ranch.

2.2 Projected enrollment in the proposed course:

Because AGEC 471 supports all agriculture disciplines, at least 20 students are expected to enroll each semester.

2.3 Relationship of the proposed course to courses now offered by the department:

This course is a good complement to existing department courses across all disciplines of agriculture. For agribusiness students in particular, this course offers an opportunity to connect various concepts acquired from other courses (such as AGEC 360: Agricultural Economics, AGEC 361: Farm Management, AGEC 366: Agricultural Sales and Services, AGEC 463: Agricultural Finance, and AGEC 362: Agricultural Marketing) and leads to a system that encompasses several components.

2.4 Relationship of the proposed course to courses offered in other departments:

The fact that AGEC 471 focuses on agricultural entrepreneurship makes it unique and different from some courses such as ENT 312: Entrepreneurship, FIN 441: Entrepreneurial Finance, and MKT 427: Entrepreneurial Marketing that are offered in the Gordon Ford College of Business.

2.5 Relationship of the proposed course to courses offered in other institutions:

A great majority of agricultural departments (or equivalents) in other universities offer a similar course. For example, Murray State University offers AGR 334: Entrepreneurship in Agribusiness, University of Nebraska-Lincoln offers EAEP 288: Agribusiness Entrepreneurship, University of Arkansas offers AGEC 4323: Agribusiness Entrepreneurship, South Dakota University offers AGRI 18202: Agribusiness Entrepreneurship. Texas A&M offers AGEC 289: Agribusiness Entrepreneurship, Iowa State University offers ECON 334: Entrepreneurship in Agriculture, just to name a few.

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes:

Upon completion of the course students will be able to:

- Identify market inefficiencies, consumer unmet preferences/needs within agriculture/agribusiness industries and discuss innovative ways to address the issues
- Navigate the process of creating agribusinesses and choose a legal agribusiness model
- Transfer knowledge and skills acquired from other courses to create and plan for implementation of innovative ideas
- Explain the role of an entrepreneur in the success of an agribusiness venture
- Describe four functions of agribusiness management (planning, organizing, directing, and controlling/evaluating) and show how they are applied in the agribusiness industry
- Make a comprehensive strategic agribusiness plan for any type of agriculture-related venture that the student may wish to undertake in the future
- Develop entrepreneurial skills through innovative ideas, market analysis, agribusiness creation, planning, and risk management.

3.3 Content outline:

This outline provides a summary of the major units and topics to be covered in the proposed course. More details and weekly topics are included in the syllabus.

- Agribusiness entrepreneurship and its role in the evolution of agriculture industry
- The 24 steps in the disciplined entrepreneurship
- Review of key concepts of agricultural economics
- Staying competitive and marketing strategies
- Choosing a legal agribusiness model
- Components of a comprehensive strategic agribusiness plan
- Budgeting and investment analysis for decision-making
- Organizing an agricultural venture for success
- Using agribusiness financial statements in the decision-making process
- Developing a workable approach to agribusiness management

3.4 Student expectations and requirements: Students will be evaluated based on:

- Attendance
- Active participation in class discussions
- Tests and quizzes
- Reading and paper assignments
- Compliance with academic policies

- Class project

3.5 Tentative texts and course materials:

3. Textbooks:

- Aulet, B. 2013. "Disciplined Entrepreneurship: 24 Steps to a Successful Startup", 1st Edition. Wiley 2013. ISBN-13: 978-1118692288.
- James G. Beierlein, Kenneth C. Schneeberger, and Donald D. Osburn. 2013. "Principles of Agribusiness Management", 5th Edition. Waveland Press, Inc. ISBN-13: 978-1478605669

4. Other course materials:

4. Resources:

4.1 Library resources:
N/A

4.2 Computer resources:
N/A

4.3 Other resources:
N/A

5. Budget implications:

5.1 Proposed method of staffing:
Current faculty in the Department of Agriculture

5.2 Special equipment needed:
N/A

5.3 Expendable materials needed:
N/A

5.4 Laboratory materials needed:
N/A

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Agriculture	03/17/2016
OCSE Curriculum Committee	4/6/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Ogden College of Science and Engineering
Department of Agriculture
Proposal to Create a New Course
(Action Item)

Contact Person: Thomas Kingery, thomas.kingery@wku.edu, 270-745-5966

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: AGED 200
1.2 Course title: Foundations of Agricultural Education.
1.3 Abbreviated course title: Foundations Ag. Education
1.4 Credit hours: 1.0 Variable credit: No
1.5 Grade type: Standard letter
1.6 Prerequisites: None
1.7 Course description: History and foundation of agricultural education and career and technical education. Includes tools to promote, oversee, and evaluate agricultural education activities in grades 7-12.

2. Rationale:

2.1 Reason for developing the proposed course:

Past graduates have suggested that more AGED courses be included in the undergraduate program. In particular, they have requested coursework that would give them a greater understanding of the foundations of agricultural education and career and technical education (CTE). This course is intended to provide that understanding, along with the tools needed to promote, oversee and evaluate student activities in middle and secondary school agricultural education classrooms. (This course will be required of all AGED majors.)

2.2 Projected enrollment in the proposed course:

Projected enrollment is 5-10 students per year, based on current enrollment in the agricultural education program. (Students outside the department are not expected to enroll.)

2.3 Relationship of the proposed course to courses now offered by the department:

This course will be the foundational course for all agricultural education students.

2.4 Relationship of the proposed course to courses offered in other departments:

There is no other course in the University that includes these topics, which are specific to agricultural education teacher preparation.

2.5 Relationship of the proposed course to courses offered in other institutions:

Many land grant institutions offer a similar course in their agricultural education programs. The University of Kentucky(AED 110), Purdue University(YDAE 2400) , University of Illinois (AGED 100), Southern Illinois University (AGSE 110) all offer a foundation course.

3. Discussion of proposed course:

3.1 Schedule type: L
3.2 Learning Outcomes: Upon completion of this course, students will be able to:

- Understand the foundations of agricultural education
- Evaluate the historical significance of agricultural education in education.
- Discuss the role of CTE in agricultural education.
- Identify the leaders in agricultural and CTE development.
- Integrate STEM concepts into agricultural education programs.
- Demonstrate skill in advising youth development organizations.
- Understand and apply principles of team dynamics.

3.3 Content outline:

- Meeting the diverse needs of all learners.
- Integrating curriculum and design into an agricultural education program.
- Developing leadership, record-keeping and management skills among youth.
- Application and distribution of Federal funds.
- Implementing STEM activities in an agricultural education program.
- Identifying the leaders and their role in agricultural education and CTE.
- Identifying the historical changes of agricultural education and CTE.
- Integrating program planning decisions into an agricultural education program.
- Planning and developing SAE (Supervised Agricultural Experience) programs.
- Supervising and evaluating SAE programs.
- Devising a recruitment and retention strategy.
- Developing a marketing plan for student agricultural programs.
- Developing, managing and evaluating post-secondary programs.

3.4 Student expectations and requirements:

Students will deliver presentations to the class on assigned topics in youth development, policy and programs in agricultural education and CTE, and managing the agricultural education classroom. They will write an American Psychological Association (APA) paper about a foundational topic in agricultural education development, and assist in the preparation and organization of the regional leadership contests, as well as completing class assignments, quizzes and exams.

3.5 Tentative texts and course materials:

Ball, A., Dyer, J., Osborne, E. & Phipps, L. (2008). *Handbook on Agricultural Education in Public Schools (6th ed.)* Clifton Park, NY: Delmar/Cengage Learning

4. Resources:

4.1 Library resources:

4.2 Computer resources:

Students will use current internet sites as reference tools throughout the course. They will also utilize PowerPoint, Excel and Word management programs.

5. Budget implications:

5.1 Proposed method of staffing: Existing faculty

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Agriculture	January 29, 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: March 15, 2016

Ogden College of Science and Engineering
Department of Agriculture
Proposal to Revise a Program
(Action Item)

Contact Person: Todd Willian, todd.willian@wku.edu, (270) 745-5969

1. Identification of program:

1.1 Current program reference number: 205
1.2 Current program title: Associate Degree in Agricultural Technology and Management – General Agriculture Option
1.3 Credit hours: 60

2. Identification of the proposed program changes: Clarifications of general education categories in Colonnade, as compared to the current WKU general education requirements are being identified and proposed. Additionally, in the list of required courses, AGRI 108, AGEC 361 and AGEC 365 no longer appear, and AGRI 269 and AGRI 398 are being replaced by AGRO 350 and AGRI 397, respectively.

3. Detailed program description:

Current	Proposed
~~AGRI 108 (3)~~ ~~AGRI 269 (3)~~ ~~AGRI 398 (1)~~ AGRO 110 (3) ANSC 140 (3) AGMC 170/171 (3) ~~AGEC 365 (2)~~ AGEC 360 (3) ~~AGEC 361 (3)~~	Required Agriculture Courses (28 hours): AGRO 110 (3) ANSC 140 (3) AGMC 170/171 (3) AGEC 360 (3) **AGRI 397 (1)** **AGR0 350 (3)** **Additional 12 hours of electives in Agriculture selected by student and advisor. Electives can come from any of the following areas: Agriculture Economics, Agriculture, Horticulture, Agronomy, and/or Agriculture Mechanics.**
Also required: ENG 100 COMM 145 MATH 116 CHEM 105/106 Humanities Course BIOL 120/121	Required General Education Courses (23 hours): College Composition (WC) ENG 100 (3) COMM 145 (3) Arts & Humanities (AH) Arts/Humanities Course (3) Quantitative Reasoning (QR) Natural & Physical Sciences MATH 116 (3) CHEM 105/106 (4) BIOL 120/121 (4)

Electives to complete the total of 64 hours required for the degree.	**Electives to complete the total of 60 hours required for the degree.**

4. Rationale for the proposed program change: Changes have been made in the WKU general education system. The proposed changes in this associate degree program align its general education courses with the appropriate Colonnade categories. Exclusion of AGRI 108, AGEC 361 and AGEC 365 creates a closer alignment with requirements associated with our 4-year degrees. AGRI 398 is in the process of being re-numbered as AGRI 397; replacement of AGRI 269 with AGRO 350 adds more rigor to the program.

5. Proposed term for implementation: Fall 2016

6. Dates of prior committee approvals:

Department of Agriculture	October 29, 2015
OCSE Curriculum Committee	3/31/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: March 3, 2016

Ogden College of Science and Engineering
Department of Agriculture
Proposal to Revise A Program
(Action Item)

Contact Person: Todd Willian, todd.willian@wku.edu, (270) 745-5969

1. Identification of program:

1.1 Current program reference number: 508
1.2 Current program title: Major in Agriculture
1.3 Credit hours: 50

2. Identification of the proposed program changes:

- Deletion of AGRI 108 and AGRI 398 (Gen.)
- Addition of AGRI 175, AGMC 176, AGRI 397, and AGRI 491 (as an option to AGRI 291)

3. Detailed program description:

Current	**Proposed**
This major in agriculture requires a minimum of 50 semester hours in agriculture and leads to a Bachelor of Science degree. Electives chosen from agriculture courses focusing on a concentration, when approved by an assigned advisor, complete the minimum total of 50 semester hours in agriculture. At least half of the semester hours in the major must be in courses numbered 300 or above. All students must take the following courses outside of the major: • Mathematics Course (3 hours): MATH 116 or higher • Chemistry Courses (6 hours): CHEM 105, 107, 120, or 222 • Chemistry Labs (2 hours): CHEM 106, 108, 121, or 223 • Biology Course and Lab (4 hours): BIOL 120, 121 (Note: Students pursuing the Horticulture Concentration may take BIOL 120 and 121 or BIOL 122 and 123.) • Basic Agriculture Courses (29 hours) ~~AGRI 108 (3)~~ AGRO 110 (3) ANSC 140 (3) AGMC 170/171 (2/1) AGRI 291 (3) AGRO 320 or ANSC 345 (3) AGRO 350 (3)	This major in agriculture requires a minimum of 50 semester hours in agriculture and leads to a Bachelor of Science degree. Electives chosen from agriculture courses focusing on a concentration, when approved by an assigned advisor, complete the minimum total of 50 semester hours in agriculture. At least half of the semester hours in the major must be in courses numbered 300 or above. All students must take the following courses outside of the major: • Mathematics Course (3 hours): MATH 116 or higher • Chemistry Courses (6 hours): CHEM 105, 107, 120, or 222 • Chemistry Labs (2 hours): CHEM 106, 108, 121, or 223 • Biology Course and Lab (4 hours): BIOL 120, 121 (Note: Students pursuing the Horticulture Concentration may take BIOL 120 and 121 or BIOL 122 and 123.) • Basic Agriculture Courses (29 hours) AGRO 110 (3) ANSC 140 (3) AGMC 170/171 (2/1) **AGRI 175 (1)** **AGMC 176 (2)** AGRI 291 **or AGRI 491** (3) AGRO 320 or ANSC 345 (3)

AGEC 360 (3) ~~AGRI 398 (1)~~ AGRI 398 (1) AGRI 494 (3)	AGRO 350 (3) AGEC 360 (3) **AGRI 397 (1)** AGRI 398 (1) AGRI 494 (3)

4. **Rationale for the proposed program change:** These proposed changes replace AGRI 108 (Rural Sociology) with two freshman level orientation courses (AGRI 175 and AGMC 176) and add flexibility to our requirement for a statistics course by including AGRI 491 as an option. Additionally, renumbering of AGRI 398 (Seminar: General) to AGRI 397 prevents confusion associated with our other required seminar course (AGRI 398).

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2016

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

Department of Agriculture	December 9, 2015
OCSE Curriculum Committee	3/31/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date:1-23-2014

Ogden College
Agriculture Department
Proposal to Revise A Program
(Action Item)

Contact Person: Thomas Kingery, thomas.kingery@wku.edu, 270-745-5966

1. Identification of program:

1.1 Current program reference number: 508
1.2 Current program title: Bachelor of Science: Agricultural Education
1.3 Credit hours: 120

2. Identification of the proposed program changes: Bachelor of Science: Agricultural Education
The Ag. Ed. Concentration needs to be updated to include courses that are significant to the training and development of future Ag. Ed. teacher educators.

AGED 250 - Required Course for Agricultural Education Majors
Students can take EDU 250 in high school and skip this course. AGED 250 and EDU 250 are not the same course. AGED 250 is EDU 250 but with emphasis on agriculture AND general education.

Delete AGEC 365
AGEC 365 has not been taught in 10 years. The course has no relevancy in teacher preparation.

LTCY 421 – Required for Agricultural Education Majors
LTCY is now required by all education students in teacher preparation programs in Kentucky as dictated by the EPSB

3. Detailed program description:

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

Current Program		Proposed Program	
Teacher Certification in Agricultural Education A 2.75 minimum grade point average in agriculture, general education and professional education is required for admission to teacher education. Students desiring to become certified to teach agriculture education in Kentucky public schools are required to have a minimum of 50 hours in agriculture including a minimum of 6 hours of plant/horticulture science, 6 hours of animal science, 6 hours of agricultural mechanics (AGMC 170/171 and 371/372), 6 hours of agricultural economics (AGEC 360 and 361), and 6 hours of soil sciences. Computer science requirement may be fulfilled by completing AGEC 365, CSCI 145C or CIS 141. Professional education courses required are AGED 250 (EDU 250), PSY 310, SPED 330, AGRI 398E, AGED 470, AGED 471, EDU 489 and SEC 490. Student must complete 250, 310, 330, 398 before the fall semester of the senior year. AGED 470 and 471 are taught the fall semester. EDU 489 and SEC 490 are completed the student teaching semester, usually the spring semester. Achieve and maintain the required minimum overall GPA of 2.75 for admission to teacher education (In order to student teach the candidate must have a 2.75 GPA or better in professional education, any identified certification area(s), as well as overall) Demonstrate writing proficiency by attaining a 2.5 GPA in English 100 and English 300 or equivalent courses with neither grade being lower that a "C" or by attaining an overall GPA of at least 2.75 (4.0 scale) on an undergraduate degree from an accredited institution. A grade of "C" or higher must be earned in all professional education classes. (If the candidate does not meet this requirement, she/he must contact the		**Teacher Certification in Agricultural Education** A 2.75 minimum grade point average in agriculture, general education and professional education is required for admission to teacher education. Students desiring to become certified to teach agriculture education in Kentucky public schools are required to have a minimum of 50 hours in agriculture including a minimum of 6 hours of plant/horticulture science, 6 hours of animal science, 6 hours of agricultural mechanics (AGMC 170/171 and 371/372), 6 hours of agricultural economics (AGEC 360 and 361), and 6 hours of soil sciences. ~~Computer science requirement may be fulfilled by completing AGEC 365, CSCI 145C or CIS 141.~~ Professional education courses required are AGED 250 (EDU 250), PSY 310, SPED 330, AGRI 398E, **LTCY 421**, AGED 470, AGED 471, EDU 489 and SEC 490. Student must complete 250, 310, 330, 398 before the fall semester of the senior year. AGED 470 and 471 are taught the fall semester. EDU 489 and SEC 490 are completed the student teaching semester, usually the spring semester. Achieve and maintain the required minimum overall GPA of 2.75 for admission to teacher education (In order to student teach the candidate must have a 2.75 GPA or better in professional education, any identified certification area(s), as well as overall) Demonstrate writing proficiency by attaining a 2.5 GPA in English 100 and English 300 or equivalent courses with neither grade being lower that a "C" or by attaining an overall GPA of at least 2.75 (4.0 scale) on an undergraduate degree from an accredited institution. A grade of "C" or higher must be earned in all professional education classes. (If the candidate does not meet this requirement, she/he must contact the Office of Teacher Admission for advisement).	

Office of Teacher Admission for advisement).			
AGRI 108	**3**	AGRI 108	**3**
AGRI 398	**1**	AGRI 398	**1**
AGRI 398	**1**	AGRI 398	**1**
AGRI 494	**3**	AGRI 494	**3**
ANSC 140	**3**	ANSC 140	**3**
AGRO 110	**3**	AGRO 110	**3**
AGRO 350	**3**	AGRO 350	**3**
AGRO 320 or ANSC 345* Choice	**3**	AGRO 320 OR ANSC 345 *Choice	**3**
AGED 250	**3**	**AGED 250 * REQUIRED**	**3**
AGED 470	**3**	AGED 470	**3**
AGED 471	**3**	AGED 471	**3**
PSY 310	**3**	PSY 310	**3**
AGMC 170/171	**3**	AGMC170/171	**3**
AGRI 291	**3**	AGRI 291	**3**
AGEC 360	**3**	AGEC 360	**3**
AGEC 361	**3**	AGEC 361	**3**
AGEC 365	**2**	~~**AGEC 365**~~ **DELETE**	~~**2**~~
SPED 330	**3**	SPED 330	**3**
EDU 489	**3**	EDU 489	**3**
SEC 490	**10**	SEC 490	**10**
AGRO ELECTIVE	**3**	AGRO ELCTIVE	**3**
HORT ELECTIVE	**3**	HORT ELECTIVE	**3**
ANSC ELECTIVE	**3**	ANSC ELECTIVE	**3**
Ag. Elective	**6**	Ag. ELECTIVE	**6**
		LTCY 421*ADDITION	**3**

Total Hours in Major	**77**	**Total Hours in Major**	**78**

4. Rationale for the proposed program change:

The courses: AGED 250 is offered in the degree program but is not required. If students do not take AGED 250, I will not see them until they are a senior in AGED 470. This is too long of a gap until they reach an AGED course/instructor. AGED 250 more accurately reflects the content standards for the degree program.
AGEC 365 has not been taught in the past 10 years. Students have to default to AGEC 360 as this is their only option. Both AGEC 360 and 361 will be the only options for the teacher educators by deleting AGEC 365.
LTCY 421 is mandated by Kentucky legislature.
The cause for requiring these courses is to update the teacher educator's core classes. The changes will reflect a modern listing for agricultural educators.

5. Proposed term for implementation and special provisions (if applicable): Fall 2016

6. Dates of prior committee approvals:

Department/ Unit_Agriculture_____	**3-17-16**
Ogden College Curriculum Committee	**4/6/16**
Professional Education Council (if applicable)	**4-13-16**
Undergraduate Curriculum Committee	**4-21-2016**
University Senate	

Proposal Date: 7 February 2016

Ogden College of Science & Engineering
Biology Department
Proposal to Create a New Course
(Action Item)

Contact Person: Michael Stokes, michael.stokes@wku.edu, 745-6009

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: BIOL 372
1.2 Course title: Causes and Consequences of Human-Wildlife Conflict
1.3 Abbreviated course title: Human-Wildlife Conflict
1.4 Credit hours: 3.0 Variable credit No
1.5 Grade type: standard letter
1.6 Prerequisites/corequisites: 21 hours of Colonnade Foundations and Explorations courses, or junior or senior status
1.7 Course description: Global study of human-wildlife conflict and the varying ecological, social, economic, and cultural realities that influence this conflict.

2. Rationale:

2.1 Reason for developing the proposed course:
This course will fulfill the WKU Colonnade Connections Course requirement as a Local to Global category. Human-wildlife conflict is a persistent social, economic, and ecological problem for human populations across the globe, especially in developing countries. As human populations grow and expand into new territories, they compete with wildlife for land and resources. This conflict results in loss or destruction of habitat, poaching of wildlife, social changes in human and wildlife communities, economic losses, and loss of life within human populations. This course will examine human-wildlife conflict across the globe and the different ecological and social realities that exist on different continents. The course will also examine how human-wildlife conflict at a local level shapes, and is shaped by culture and by transnational, governmental, and non-governmental efforts to curb poaching, preserve valuable habitat, and address issues of extreme poverty in the developing world. The course will be offered simultaneously in the Sociology SOCL 372) and Biology (BIOL 372) departments, and co-taught by one faculty member from each department. An interdisciplinary course focused on the problem of human-wildlife conflict, poaching, and the transnational trade of animal parts does not currently exist at WKU, and theory and research from the disciplines of Sociology and Conservation Biology can help illuminate this issue and engage students in critical examination of the causes and potential solutions to this global problem impacting local communities.

2.2 Projected enrollment in the proposed course: 40

2.3 Relationship of the proposed course to courses now offered by the department: BIOL 332 (Wildlife Ecology and Management) is a course for majors that does not address human dimensions of wildlife management. The proposed course will concentrate on human dimensions of wildlife management so as to be broadly applicable to students interested in human culture, sociology and rural economics.

2.4 Relationship of the proposed course to courses offered in other departments: The Department of Sociology offers two courses focused specifically on global issues and social problems, SOCL 240 (Global Social Problems) and SOCL 376 (Globalization). The Sociology Department also offers a Community, Environment and Development course (SOCL 270). These three courses focus on issues of globalization, global social problems, and community development and the environment broadly. The proposed course would focus specifically on the topic of human-wildlife conflict as a social and ecological problem, likely drawing on some of the same theoretical perspectives and empirical research covered in these existing courses

2.5 Relationship of the proposed course to courses offered in other institutions:
Benchmark institutions:

- Ball State University: NREM 205, International Natural Resources Development and Conservation.
- James Madison University has elements of this course in GEOG 345, Geography of Poverty.
- University of South Alabama offers similar biological content in MAS521, Marine Conservation Biology.
- Several additional benchmark institutions offer Conservation Biology courses which will include limited human dimensions material. These include UNC-Charlotte, BIOL 4244; Bowling Green State University, BIOL 4090; East Tennessee State, BIOL 4737; and Florida Atlantic University, PCB 6045.

Other state institutions:

- Murray State University offers elements of this course in BIO 478, Conservation Biology course.
- Eastern Kentucky University has elements in BIO 585, Wildlife Policy.

Leading institutions in wildlife research:

- Mississippi State University offers a concentration in human-wildlife conflicts, including courses in Ecology and Management of Human-Wildlife Conflicts (WFA 4273), Human-Wildlife Conflicts Techniques (WFA 4283), and Advanced Topics in Human-Wildlife Conflicts I and II (WFA 4512 and 4521)
- George Mason University offers a course in Human-Wildlife Conflict (CONS 420) in their conservation curriculum.
- Kansas State University (WOEM 620) and Auburn University (WILD 5410) offer human-wildlife conflict courses in their wildlife management programs.
- Oregon State University offers several related courses across departments in both the sciences and social sciences. These include Consensus and Natural Resources (SOC 485) and Human Dimensions of Fish and Wildlife Management (FES 439).

Our course differs from courses designed for Wildlife Biology majors to match WKU's initiatives. First, it will be a Colonnade Connections course with a Local to Global focus with an emphasis on analysis, examination and evaluation of evidence using local examples to address a global issue. Second, it will be multidisciplinary, with teaching faculty from Biology and Sociology providing counterpoint views to explicitly address evidence and argument.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

Upon completion of this Colonnade Connections course, students shall be able to:

- Analyze the problem of human-wildlife conflict within a variety of local contexts using sociological and ecological theories and research.
- Examine the relationship between human-wildlife conflict at a local level and the development of transnational and non-governmental institutions created to address this social and ecological problem.
- Evaluate the effectiveness and efficacy of specific strategies designed to mitigate human-wildlife conflict, especially in developing countries with high level of extreme poverty, from research evidence.
- Collect relevant research evidence and argue different perspectives on the inherently divisive issue of conservation vs utilization of natural resources given the socio-cultural realities in a selected case/cases.

3.3 Content outline:

- Lesson 1: Conceptualization – What is Human-Wildlife Conflict (HWC)?
- Lesson 2: Operationalization – What is the extent of Human-Wildlife Conflict in the world? How does it vary geographically?
- Lesson 3: Human Dimensions of Conservation – Examining the Intersection of Social Theory and Principles of Conservation
- Lesson 4: Ecological principles of wildlife ecology and management
- Lesson 5: The roles of local culture and subsistence based farming
- Lesson 6: The roles of extreme poverty and human population growth
- Lesson 7: The international trade of animal parts
- Lesson 8: Transnational and Non-Governmental Institutions – a solution or problem?
- Lesson 9: Gender roles in HWC
- Lesson 10: Case studies: rhino poaching, organized crime and international trafficking
- Lesson 11: Case studies: Habitat loss, agriculture and elephant populations

3.4 Student expectations and requirements:

Students will be evaluated based on their performance on essay examinations, a group presentation based on evidence and argument, and an individual research paper.

3.5 Tentative texts and course materials:

Woodroffe, Rosie, Simon Thirgood, and Alan Rabinowitz, eds. People and Wildlife, Conflict or Co-existence?. (2005) 1st ed. Cambridge: Cambridge University Press.

Sachs J. (2015) The Age of Sustainable Development. New York: Columbia University Press.

4. Resources:

4.1 Library resources:

Students will be required to purchase two textbooks for this course. Additional articles will be assigned from journals such as *Conservation Biology*, *Society and Natural Resources*, and *Human Dimensions of Wildlife.*

4.2 Computer resources: N/A

5. Budget implications:

5.1 Proposed method of staffing:
Current faculty in the Departments of Sociology and Biology will teach the course.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Biology Department	March 11, 2016
Ogden College Curriculum Committee	March 31, 2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 02/08/2016

Ogden College of Science and Engineering
Department of Biology
Proposal to Create a New Course
(Action Item)

Contact Person: Nilesh Sharma, nilesh.sharma@wku.edu, 745-6593

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: BIOL 390
1.2 Course title: Ethnobiology – Peoples, Plants & Animals
1.3 Abbreviated course title: Ethno–Peoples, Plants & Animals
1.4 Credit hours: 3
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites/corequisites: 21 hours of Foundation and Exploration courses, or junior status
1.7 Course description: Interdisciplinary study of the relationships of plants and animals with human cultures worldwide, including past and present relationships between peoples and the environment

2. Rationale:

2.1 Reason for developing the proposed course:
BIOL 390 will demonstrate the connection between the traditional uses of organisms by indigenous peoples and modern pharmacology, agriculture, and resource conservation. Humans have been utilizing and modifying organisms through selective breeding since the dawn of agriculture. In addition, many cultures have identified healing properties of various organisms. This traditional knowledge is now being investigated using modern techniques to expand the sources of food and to treat diseases of humans around the world. This course will explore the connection between traditional knowledge and modern discoveries. BIOL 390 will incorporate Anthropology, Botany, Ecology, Geology, History, and Zoology. It is designed to support university mission and current university strategic plans. This course will meet objectives under the Connection – Systems subcategory. This course will create summative learning experiences in which students can apply basic knowledge about indigenous peoples to address global and systemic issues related to food, medicine and environments.

2.2 Projected enrollment in the proposed course: 20-25

2.3 Relationship of the proposed course to courses now offered by the department:
WKU Biology offers BIOL 222 (Plant Biology and Diversity) for biology majors, with emphasis on morphological and evolutionary adaptations. The Biology Department also offers an upper-level course, BIOL 490 (Plant Therapeutics as an Alternative Medicine), which examines therapeutic actions of plant-derived products on major human illnesses and highlights pharmacological and clinical relevance of some plant products.

2.4 Relationship of the proposed course to courses offered in other departments:
No specific course based on the relationships of ethnic peoples, plants and animals is offered in any WKU department.

2.5 Relationship of the proposed course to courses offered in other institutions:
Very few WKU benchmark institutions offer courses with related subject content:

- Appalachian State University: Zooarchaeology (ANT 3200), Ethnographic Methods (ANT 3410), Bioarchaeology (ANT 4330)

Similarly, very few Kentucky institutions of offer courses with related subject content:

- For example, University of Louisville offers a field study program in Conservation Botany and Ethnography Field School in the Yucatan region of Mexico.

Examples of other institutions in North America that offer related courses include:

- College of Rural Alaska University: Ethnobotanical Techniques (EBOT F220):
- Frostburg State University: Introduction to Ethnobotany (BIOL 128), Ethnographic Field Techniques (BIOL 428), and Field Experiences in Ethnobotany & Ecology (BIOL 484)
- Oregon State University: Economic & Ethnobotany – Role of Plants in Human Cultures (BOT 322)
- Penn State University: Paleoethnobotany (ANTH 429)
- Stanford University: Archaeobotany (ARCH 126)
- University of Arkansas: Seminar in Ethnobiology (ANTH 4903)
- University of British Columbia: Ethnobotany- Plants, People, and Culture (ANTH 260)
- University of Georgia: Ethnobotany (PBIO 6300; ANTH 4300)
- University of Hawaii: Introductory Ethnobotany (BOT 105)
- University of North Texas: Culture, Environment and Society (GEOG 2170)
- University of Tennessee: Oral Biology (ANTH 485)
- University of Washington: Ethnobiology: Paleoethnobotany and Ethnobotany (ANTH 4211), Advanced Paleoethnobotany (ANTH 4212), Ethnoarchaeology (ANTH 4682)

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

- Describe the concept of ethnobiology and trace the history of its evolution
- Evaluate the methods of study with emphasis on methodical techniques applied in modern ethnobiological research by examining case studies
- Examine the rationale of use of plant and animal species by ethnic groups towards their food, medicine and shelter needs
- Analyze ethical issues in ethnobiological research, intellectual property and cultural heritage rights of indigenous peoples and related policy implications
- Evaluate the roles of education, research, and activism in promoting understanding of the natural world surrounding ethnic groups and deriving solutions to preserve flora, fauna and ecology
- Demonstrate ability to discuss, write and apply ethnobiological information to connect local problems to global challenges facing aboriginal populations

3.3 Content outline:

- Ethnobiology – Definitions, different approaches of studies, intersections with related disciplines; history & developmental stages
- Methods in ethnobiological studies, ethics in ethnobiological research, case studies on select ethnic groups
- Concepts on ethnobotany, ethnomedicine, ethnozoology, ethnomycology, ethnoecology & landscapes, biocultural diversity and conservation

- Intellectual property rights and cultural heritage rights of indigenous peoples, policy implications and roles of ethnobiological societies and international agencies in protecting these rights

3.4 Student expectations and requirements:

- Participation & discussion - 20%
- Exams - 40%
- Project - 20%
- Critique on research papers - 20%

3.5 Tentative texts and course materials:
Ethnobiology, Eds. Anderson, Pearsall, Hunn and Turner (Wiley-Blackwell), 2011

4. Resources:

4.1 Library resources: Adequate – research papers and published materials available
4.2 Computer resources: Adequate.

5. Budget implications:

5.1 Proposed method of staffing: This course will be taught by a current Department of Biology faculty
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Biology	March 11, 2016
Ogden College Curriculum Committee	March 31, 2016
Undergraduate Curriculum Committee	April 21, 2016
University Senate	

Proposal Date: 15 November 2015

Ogden College of Science and Engineering
Department of Biology
Proposal to Revise A Program
(Action Item)

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 270 745-5048

1. Identification of program:

1.1 Current program reference number: 525
1.2 Current program title: Major in Biology
1.3 Credit hours: 48

2. Identification of the proposed program changes:

- Addition of BIOL 489 (Practical Experiences in Biology) as a required course
- Change to BIOL 322 (Introduction to Cellular and Molecular Biology Lab) serving as the only lab for BIOL 319 (Introduction to Cellular and Molecular Biology)
- Change to BIOL 337 (Genetics Lab) serving as the only lab for BIOL 327 (Genetics)
- Addition of BIOL 212 (Genome Discovery and Exploration) and BIOL 356 (Ornithology Lab) as laboratory experience courses
- New requirement of one science process course
- Relocation of BIOL 369 and BIOL 399 combination, plus BIOL 485 limit language, under elective coursework
- Replacement of BIOL 283 for BIOL 382 (both Introductory Biostatistics), simply reflecting a change in course number that was enacted two years ago
- Noting the subject change of GEOG 316, GEOG 317, and GEOG 417 to GISC 316, GISC 317, and GISC 417

3. Detailed program description:

Current program	**Proposed program**
Required coursework (~~8~~ hrs) BIOL 120/121: Biological Concepts: Cells, Metabolism, and Genetics (4) BIOL 122/123: Biological Concepts: Evolution, Diversity & Ecology (4)	Required coursework (**9** hrs) BIOL 120/121: Biological Concepts: Cells, Metabolism, and Genetics (4) BIOL 122/123: Biological Concepts: Evolution, Diversity & Ecology (4) **BIOL 489: Practical Experiences in Biology (1)**
Restricted elective coursework (11 hrs) BIOL 222/223: Plant Biology and Diversity (4) or BIOL 224/225: Animal Biology and Diversity (4) or BIOL 226/227: Microbial Biology and Diversity (4)	Restricted elective coursework (11 hrs) BIOL 222/223: Plant Biology and Diversity (4) or BIOL 224/225: Animal Biology and Diversity (4) or BIOL 226/227: Microbial Biology and Diversity (4)
~~BIOL 319: Introduction to Cellular and Molecular Biology (3)~~ ~~or~~	**BIOL 319/322: Introduction to Cellular and Molecular Biology (4)** **or**

~~BIOL 327: Genetics (3)~~ ~~BIOL 322: Introduction to Cellular and Molecular Biology Lab (1)~~ ~~or~~ ~~BIOL 337: Genetics Lab (1)~~ BIOL 315: Ecology (3) or BIOL 316: Evolution (3) <u>Laboratory experience courses (choose five)</u> BIOL 312, BIOL 321, BIOL 322, BIOL 324, BIOL 325, BIOL 326, BIOL 328, BIOL 331, BIOL 337, BIOL 348, BIOL 350, BIOL 400, BIOL 404, BIOL 405, BIOL 412, BIOL 447, BIOL 450, BIOL 456, BIOL 457, BIOL 458, BIOL 460, BIOL 470, BIOL 472, BIOL 485, BIOL 496, BIOL 497 <u>Elective coursework</u> • In consultation with their advisor, students select majors-level coursework to obtain a minimum 48 credits total, provided that at least 24 hours total are upper division courses. <u>Supporting coursework</u> • MATH 116 and 117 or MATH 118 or higher • PHYS 231/232 or PHYS 255/256 • CHEM 120/121, and • Two courses from the following list: AGRO 350 and AGRO 452 or AGRO 454 or AGRO 455/456 or AGRO 457/458, ~~BIOL 283~~, CHEM 222/223, CHEM 314 or CHEM 340/341, CHEM 330, CIS 243, CIS 226 or ~~CS 226~~ or CS 146, ~~GEOG~~ 316, ~~GEOG~~ 317, ~~GEOG 328~~, ~~GEOG~~ 417, MATH 136, MATH 137, MATH 142, MATH 305, MATH 307, PHYS 332/233 or PHYS 265/266, SOCL 302. • ~~Students may count up to 6 credit hours of a combination of BIOL 369 and/or 399, and up to 4 credit hours of BIOL 485 toward this major.~~	**BIOL 327/337: Genetics (4)** BIOL 315: Ecology (3) or BIOL 316: Evolution (3**)** <u>Laboratory experience courses (choose five)</u> **BIOL 212**, BIOL 312, BIOL 321, BIOL 322, BIOL 324, BIOL 325, BIOL 326, BIOL 328, BIOL 331, BIOL 337, BIOL 348, BIOL 350, **BIOL 356**, BIOL 400, BIOL 404, BIOL 405, BIOL 412, BIOL 447, BIOL 450, BIOL 456, BIOL 457, BIOL 458, BIOL 460, BIOL 470, BIOL 472, BIOL 485, BIOL 496, BIOL 497 **<u>Science process courses (choose one)</u>** **BIOL 212, BIOL 312, BIOL 331, BIOL 350, BIOL 397, BIOL 404, BIOL 407, BIOL 412, BIOL 456, BIOL 457, BIOL 470, BIOL 472, BIOL 495, BIOL 496, BIOL 497, HON 404** <u>Elective coursework</u> • In consultation with their advisor, students select majors-level coursework to obtain a minimum 48 credits total, provided that at least 24 hours total are upper division courses. • Students may count up to 6 credit hours of a combination of BIOL 369 and/or BIOL 399, and up to 4 credits of BIOL 485 toward this major. <u>Supporting coursework</u> • MATH 116 and 117 or MATH 118 or higher • PHYS 231/232 or PHYS 255/256 • CHEM 120/121, and • Two courses from the following list: AGRO 350 and AGRO 452 or AGRO 454 or AGRO 455/456 or AGRO 457/458, **BIOL 382**, CHEM 222/223, CHEM 314 or CHEM 340/341, CHEM 330, CIS 243, CIS 226 or CS 146, GEOG 328, **GISC** 316, **GISC** 317, **GISC** 417, MATH 136, MATH 137, MATH 142, MATH 305, MATH 307, PHYS 332/233 or PHYS 265/266, SOCL 302.

4. Rationale for the proposed program change:

- BIOL 489 (Practical Experiences in Biology) is added as a requirement to the Biology curriculum. This course is designed to integrate senior undergraduate students in seminars, evaluate their

ability to interpret biological and science process concepts, assist in their preparation for graduate school, professional school, and/or careers in Biology, and assist with the construction of an alumnus action plan.

- The addition of BIOL 212 (Genome Discovery and Exploration) as a laboratory experience course is appropriate since this course focuses on implementation and completion of a research project.
- BIOL 356 (Ornithology Lab) provides students with another laboratory course option.
- Change to BIOL 322 (Introduction to Cellular and Molecular Biology Lab) serving as the only lab for BIOL 319 (Introduction to Cellular and Molecular Biology). The material covered in BIOL 322 builds best upon concepts taught in BIOL 319.
- Change to BIOL 337 (Genetics Lab) serving as the only corequisite lab for BIOL 327 (Genetics). The material covered in BIOL 337 builds best upon concepts taught in BIOL 327.
- A minimum of one science process experience course is proposed as required, emphasizing proficiency with scientific literature, proper design of a scientific research project, interpretation of data, concise writing of a scientific paper in an appropriate journal format, and dissemination of knowledge through either an oral or poster presentation.
- The BIOL 369 and BIOL 399 limit combination language, plus the BIOL 485 limit language, is relocated under elective coursework since these courses count towards the major and are not supporting courses.
- Replacement of BIOL 283 for BIOL 382 (both Introductory Biostatistics), simply reflecting a change in course number that was enacted two years ago.
- Starting with the spring 2016 semester, the Department of Geography & Geology renamed GEOG 316, GEOG 317, and GEOG 417 as GISC 316, GISC 317, and GISC 417.

5. Proposed term for implementation: Fall 2016

6. Dates of prior committee approvals:

Department of Biology	20 February 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 15 November 2015

Ogden College of Science and Engineering
Department of Biology
Proposal to Revise A Program
(Action Item)

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 270 745-5048

1. Identification of program:

1.1 Current program reference number: 617
1.2 Current program title: Major in Biology
1.3 Credit hours: 36

2. Identification of the proposed program changes:

- Addition of BIOL 489 (Practical Experiences in Biology) as a required course
- Change to BIOL 322 (Introduction to Cellular and Molecular Biology Lab) serving as the only lab for BIOL 319 (Introduction to Cellular and Molecular Biology)
- Change to BIOL 337 (Genetics Lab) serving as the only lab for BIOL 327 (Genetics)
- Addition of BIOL 212 (Genome Discovery and Exploration) and BIOL 356 (Ornithology Lab) as laboratory experience courses
- New requirement of one science process course
- Relocation of BIOL 369 and BIOL 399 combination, plus BIOL 485 limit language, under elective coursework
- Replacement of BIOL 283 for BIOL 382 (both Introductory Biostatistics), simply reflecting a change in course number that was enacted two years ago
- Noting the subject change of GEOG 316, GEOG 317, and GEOG 417 to GISC 316, GISC 317, and GISC 417

3. Detailed program description:

Current program	**Proposed program**
Required coursework (~~8~~ hrs) BIOL 120/121: Biological Concepts: Cells, Metabolism, and Genetics (4) BIOL 122/123: Biological Concepts: Evolution, Diversity & Ecology (4)	Required coursework (**9** hrs) BIOL 120/121: Biological Concepts: Cells, Metabolism, and Genetics (4) BIOL 122/123: Biological Concepts: Evolution, Diversity & Ecology (4) **BIOL 489: Practical Experiences in Biology (1)**
Restricted elective coursework (11 hrs) BIOL 222/223: Plant Biology and Diversity (4) or BIOL 224/225: Animal Biology and Diversity (4) or BIOL 226/227: Microbial Biology and Diversity (4)	Restricted elective coursework (11 hrs) BIOL 222/223: Plant Biology and Diversity (4) or BIOL 224/225: Animal Biology and Diversity (4) or BIOL 226/227: Microbial Biology and Diversity (4)
~~BIOL 319: Introduction to Cellular and Molecular Biology (3)~~ ~~or~~	**BIOL 319/322: Introduction to Cellular and Molecular Biology (4)** **or**

~~BIOL 327: Genetics (3)~~ ~~BIOL 322: Introduction to Cellular and Molecular Biology Lab (1)~~ ~~or~~ ~~BIOL 337: Genetics Lab (1~~) BIOL 315: Ecology (3) or BIOL 316: Evolution (3) <u>Laboratory experience courses (choose five)</u> BIOL 312, BIOL 321, BIOL 322, BIOL 324, BIOL 325, BIOL 326, BIOL 328, BIOL 331, BIOL 337, BIOL 348, BIOL 350, BIOL 400, BIOL 404, BIOL 405, BIOL 412, BIOL 447, BIOL 450, BIOL 456, BIOL 457, BIOL 458, BIOL 460, BIOL 470, BIOL 472, BIOL 485, BIOL 496, BIOL 497 <u>Elective coursework</u> • In consultation with their advisor, students select majors-level coursework to obtain a minimum 48 credits total, provided that at least 24 hours total are upper division courses. <u>Supporting coursework</u> • MATH 116 and 117 or MATH 118 or higher • PHYS 231/232 or PHYS 255/256 • CHEM 120/121, and • Two courses from the following list: AGRO 350 and AGRO 452 or AGRO 454 or AGRO 455/456 or AGRO 457/458, ~~BIOL 283~~, CHEM 222/223, CHEM 314 or CHEM 340/341, CHEM 330, CIS 243, CIS 226 ~~or CS 226~~ or CS 146, ~~GEOG~~ 316, ~~GEOG~~ 317, ~~GEOG 328~~, ~~GEOG~~ 417, MATH 136, MATH 137, MATH 142, MATH 305, MATH 307, PHYS 332/233 or PHYS 265/266, SOCL 302. • ~~Students may count up to 6 credit hours of a combination of BIOL 369 and/or 399, and up to 4 credit hours of BIOL 485 toward this major.~~	**BIOL 327/337: Genetics (4)** BIOL 315: Ecology (3) or BIOL 316: Evolution (3**)** <u>Laboratory experience courses (choose five)</u> **BIOL 212**, BIOL 312, BIOL 321, BIOL 322, BIOL 324, BIOL 325, BIOL 326, BIOL 328, BIOL 331, BIOL 337, BIOL 348, BIOL 350, **BIOL 356**, BIOL 400, BIOL 404, BIOL 405, BIOL 412, BIOL 447, BIOL 450, BIOL 456, BIOL 457, BIOL 458, BIOL 460, BIOL 470, BIOL 472, BIOL 485, BIOL 496, BIOL 497 **<u>Science process courses (choose one)</u>** **BIOL 212, BIOL 312, BIOL 331, BIOL 350, BIOL 397, BIOL 404, BIOL 407, BIOL 412, BIOL 456, BIOL 457, BIOL 470, BIOL 472, BIOL 495, BIOL 496, BIOL 497, HON 404** <u>Elective coursework</u> • In consultation with their advisor, students select majors-level coursework to obtain a minimum 36 credits total, provided that at least 18 hours total are upper division courses. • Students may count up to 3 credit hours of a combination of BIOL 369 and/or BIOL 399, and up to 4 credits of BIOL 485 toward this major. <u>Supporting coursework</u> • MATH 116 and 117 or MATH 118 or higher • PHYS 231/232 or PHYS 255/256 • CHEM 120/121, and • Two courses from the following list: AGRO 350 and AGRO 452 or AGRO 454 or AGRO 455/456 or AGRO 457/458, **BIOL 382**, CHEM 222/223, CHEM 314 or CHEM 340/341, CHEM 330, CIS 243, CIS 226 or CS 146, GEOG 328, **GISC** 316, **GISC** 317, **GISC** 417, MATH 136, MATH 137, MATH 142, MATH 305, MATH 307, PHYS 332/233 or PHYS 265/266, SOCL 302.

4. Rationale for the proposed program change:

- BIOL 489 (Practical Experiences in Biology) is added as a requirement to the Biology curriculum. This course is designed to integrate senior undergraduate students in seminars, evaluate their

ability to interpret biological and science process concepts, assist in their preparation for graduate school, professional school, and/or careers in Biology, and assist with the construction of an alumnus action plan.

- The addition of BIOL 212 (Genome Discovery and Exploration) as a laboratory experience course is appropriate since this course focuses on implementation and completion of a research project.
- BIOL 356 (Ornithology Lab) provides students with another laboratory course option.
- Change to BIOL 322 (Introduction to Cellular and Molecular Biology Lab) serving as the only lab for BIOL 319 (Introduction to Cellular and Molecular Biology). The material covered in BIOL 322 builds best upon concepts taught in BIOL 319.
- Change to BIOL 337 (Genetics Lab) serving as the only corequisite lab for BIOL 327 (Genetics). The material covered in BIOL 337 builds best upon concepts taught in BIOL 327.
- A minimum of one science process experience course is proposed as required, emphasizing proficiency with scientific literature, proper design of a scientific research project, interpretation of data, concise writing of a scientific paper in an appropriate journal format, and dissemination of knowledge through either an oral or poster presentation.
- The BIOL 369 and BIOL 399 limit combination language, plus the BIOL 485 limit language, is relocated under elective coursework since these courses count towards the major and are not supporting courses.
- Replacement of BIOL 283 for BIOL 382 (both Introductory Biostatistics), simply reflecting a change in course number that was enacted two years ago.
- Starting with the spring 2016 semester, the Department of Geography & Geology renamed GEOG 316, GEOG 317, and GEOG 417 as GISC 316, GISC 317, and GISC 417.

5. Proposed term for implementation: Fall 2016

6. Dates of prior committee approvals:

Department of Biology	20 February 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 1, 2016

Ogden College of Science and Engineering
Department of Biology and Department of Chemistry
Proposal to Revise A Program
(Action Item)

Contact Person: Sigrid Jacobshagen, sigrid.jacobshagen@wku.edu, 270-745-5994

1. Identification of program:

1.1 Current program reference number: 519
1.2 Current program title: Major in Biochemistry
1.3 Credit hours: 60

2. Identification of the proposed program changes:

- Add BIOL 337 (Genetics Laboratory) as an elective course.
- Add BIOL 212 (Genome Discovery and Exploration) as an elective course.
- Add BIOL 212 (Genome Discovery and Exploration) as an elective course.
- Add BIOL 312 (Bioinformatics) as an elective course.
- Add BIOL 335 (Neurobiology) as an elective course.
- Add BIOL 382 (Introduction to Biostatistics) as an elective course
- Add BIOL 403 (Molecular Basis of Cancer) as an elective course.
- Add BIOL 464 (Endocrinology) as an elective course.

3. Detailed program description:

Current program	**Proposed program**
<u>Required coursework (48 hrs)</u>	<u>Required coursework (48 hrs)</u>
CHEM 120/121: College Chemistry I & Lab (5)	CHEM 120/121: College Chemistry I & Lab (5)
CHEM 222/223: College Chemistry II & Lab (5)	CHEM 222/223: College Chemistry II & Lab (5)
CHEM 330: Quantitative Analysis (5)	CHEM 330: Quantitative Analysis (5)
CHEM 340/341: Organic Chemistry I & Lab (5)	CHEM 340/341: Organic Chemistry I & Lab (5)
CHEM 342/343: Organic Chemistry II & Lab (5)	CHEM 342/343: Organic Chemistry II & Lab (5)
BIOL 120/121: Biological Concepts: Cells, Metabolism, and Genetics & Lab (4)	BIOL 120/121: Biological Concepts: Cells, Metabolism, and Genetics & Lab (4)
BIOL 122/123: Biological Concepts: Evolution, Diversity and Ecology & Lab (4)	BIOL 122/123: Biological Concepts: Evolution, Diversity and Ecology & Lab (4)
BIOL 319/322: Introduction to Cellular and Molecular Biology & Lab (4)	BIOL 319/322: Introduction to Cellular and Molecular Biology & Lab (4)
BIOL 411: Cell Biology (3)	BIOL 411: Cell Biology (3)
BIOL/CHEM 446: Biochemistry I (3)	BIOL/CHEM 446: Biochemistry I (3)
BIOL/CHEM 447: Lab Biochemistry I (2)	BIOL/CHEM 447: Lab Biochemistry I (2)
BIOL/CHEM 467: Biochemistry II (3)	BIOL/CHEM 467: Biochemistry II (3)
<u>Elective coursework (12 hrs)</u>	<u>Elective coursework (12 hrs)</u>
BIOL 222/223: Plant Biology and Diversity & Lab (4)	**BIOL 212: Genome Discovery and Exploration (2)**
BIOL 224/225: Animal Biology and Diversity & Lab (4)	BIOL 222/223: Plant Biology and Diversity & Lab (4)
BIOL 226/227: Microbial Biology and Diversity & Lab (4)	BIOL 224/225: Animal Biology and Diversity & Lab (4)

BIOL 316: Evolution (3) BIOL 327: Genetics (4) BIOL 328: Immunology (4) BIOL 330: Animal Physiology (3) BIOL 331: Lab Animal Physiology (1.5) BIOL 350: Introduction to Recombinant Genetics (3) BIOL 399: Research Problems in Biology (1-3) BIOL 400: Plant Physiology (4) BIOL 404: Electron Microscopy (4) BIOL 407: Virology (3) BIOL 412: Lab Cell Biology (1) BIOL 420: Introduction to Toxicology (3) BIOL 440: Developmental Genetics (3) BIOL 450:Recombinant Gene Technology (3) BIOL 475: Independent Topics in Biology (1-3) BIOL 495: Molecular Genetics (3) BIOL 496: Plant Biotechnology (4) CHEM 320: Principles of Inorganic Chemistry (3) CHEM 399: Lab Research Problems in Chemistry (1-3) CHEM 420: Inorganic Chemistry (3) or CHEM 430: Forensic Chemistry (3) CHEM 435: Instrumental Analysis (3) CHEM 412: Introduction to Physical Chemistry (5) or CHEM 450/451: Physical Chemistry I & Lab (5) and CHEM 452/453: Physical Chemistry II & Lab (5) CHEM 462: Bioinorganic Chemistry (3) CHEM 475: Selected Topics in Chemistry (1-3) AGRO 320: Crop Physiology (3) ANSC 344: Physiology and Anatomy of Animals (3) ANSC 345: Principles of Animal Nutrition (3) AGRO 350/351: Introduction to Soils & Lab (4) AGRO 352: Soil Fertility and Fertilizers (3) AGRI 399: Independent Research Problems in Agriculture (1-3) AGRO 409/410: Weed Science & Lab (3) ANSC 437/438: Physiology of Reproduction in Domestic Animals & Lab (3) ANSC 448: Feeds and Feeding Practices (4) AGRO 452: Soil Microbiology (3) AGRO 455/456: Soil Chemistry & Lab (3) PHYS 335: General Biophysics (4) PHYS 431: Radiation Biophysics (4) <u>Supporting coursework</u> MATH 136: Calculus I (4) PHYS 231/232: Introduction to Physics and Biophysics I & Lab (4)	BIOL 226/227: Microbial Biology and Diversity & Lab (4) **BIOL 312: Bioinformatics (4)** BIOL 316: Evolution (3) BIOL 327/**337**: Genetics & **Lab** (4) BIOL 328: Immunology (4) BIOL 330: Animal Physiology (3) BIOL 331: Lab Animal Physiology (1.5) **BIOL 335: Neurobiology (3)** BIOL 350: Introduction to Recombinant Genetics (3) **BIOL 382: Introduction to Biostatistics (3)** BIOL 399: Research Problems in Biology (1-3) BIOL 400: Plant Physiology (4) **BIOL 403: Molecular Basis of Cancer (3)** BIOL 404: Electron Microscopy (4) BIOL 407: Virology (3) BIOL 412: Lab Cell Biology (1) BIOL 420: Introduction to Toxicology (3) BIOL 440: Developmental Genetics (3) BIOL 450:Recombinant Gene Technology (3) **BIOL 464: Endocrinology (3**) BIOL 475: Independent Topics in Biology (1-3) BIOL 495: Molecular Genetics (3) BIOL 496: Plant Biotechnology (4) CHEM 320: Principles of Inorganic Chemistry (3) CHEM 399: Lab Research Problems in Chemistry (1-3) CHEM 420: Inorganic Chemistry (3) or CHEM 430: Forensic Chemistry (3) CHEM 435: Instrumental Analysis (3) CHEM 412: Introduction to Physical Chemistry (5) or CHEM 450/451: Physical Chemistry I & Lab (5) and CHEM 452/453: Physical Chemistry II & Lab (5) CHEM 462: Bioinorganic Chemistry (3) CHEM 475: Selected Topics in Chemistry (1-3) AGRO 320: Crop Physiology (3) ANSC 344: Physiology and Anatomy of Animals (3) ANSC 345: Principles of Animal Nutrition (3) AGRO 350/351: Introduction to Soils & Lab (4) AGRO 352: Soil Fertility and Fertilizers (3) AGRI 399: Independent Research Problems in Agriculture (1-3) AGRO 409/410: Weed Science & Lab (3) ANSC 437/438: Physiology of Reproduction in Domestic Animals & Lab (3) ANSC 448: Feeds and Feeding Practices (4) AGRO 452: Soil Microbiology (3) AGRO 455/456: Soil Chemistry & Lab (3) PHYS 335: General Biophysics (4) PHYS 431: Radiation Biophysics (4) <u>Supporting coursework</u> MATH 136: Calculus I (4) PHYS 231/232: Introduction to Physics and Biophysics I & Lab (4)

and PHYS 332/233: Introduction to Physics and Biophysics II & Lab (4) or PHYS 255/256: University Physics I & Lab (5) and PHYS 265/266: University Physics II & Lab (5)	and PHYS 332/233: Introduction to Physics and Biophysics II & Lab (4) or PHYS 255/256: University Physics I & Lab (5) and PHYS 265/266: University Physics II & Lab (5)

4. Rationale for the proposed program change:

The Genetics Laboratory (BIOL 337) has recently been created by the Biology Department so that the Genetics course (BIOL 327) can be split into the Genetics lecture (BIOL 327) and the Genetics Laboratory (BIOL 337). The lab therefore needs to be added as an elective. The courses Genome Discovery and Exploration (BIOL 212), Bioinformatics (BIOL 312), Neurobiology (BIOL 335), Introduction to Biostatistics (BIOL 382), Molecular Basis of Cancer (BIOL 403) and Endocrinology (BIOL 464) are courses that were created since the Biochemistry Major curriculum was last updated in 2007. These courses are closely related to the subject of biochemistry and therefore should be added as possible electives to the major.

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

Fall of 2016

6. Dates of prior committee approvals:

Department of Biology	February 19, 2016
Department of Chemistry	February 24, 2016
Ogden College Curriculum Committee	3/3/16
Professional Education Council	3/16/16
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 2/3/2016

Ogden College of Science and Engineering
Psychological Sciences
Proposal to Create a New Course
(Action Item)

Contact Person: Aaron Wichman; aaron.wichman@wku.edu, 745-2443

1. Identification of proposed course:

1.1 PSYS 353
1.2 Course title: Psychology of Prejudice and Stereotyping
1.3 Abbreviated course title: Psychology of Prejudice
(maximum of 30 characters or spaces)
1.4 Credit hours:03 Variable credit (no)
1.5 Grade type: 1 (Standard Letter)
1.6 Prerequisites/corequisites: PSYS 100 or PSY 100 or SOCL 100
1.7 Course description: Presents classic and current social-psychological theory and research in the area of prejudice and stereotyping. You will learn some of the social-cognitive principles by which these phenomena occur, and have the opportunity to apply this learning to your own life.

2. Rationale:

2.1 Reason for developing the proposed course:
As part of our mission to develop citizen leaders with global perspectives, students should be provided with options to learn about matters of both local and global importance. The psychology of prejudice and stereotyping is a matter of both local and global importance, and can be explained through the operation psychological mechanisms shared by humans worldwide.

Although they can manifest as destructive animosity toward others, prejudice and stereotyping are an integral part of being human. They mark all societies and have far-reaching effects, and they are rooted in the normal, fundamental, psychology we all possess. This fundamental psychology has a developmental trajectory, is reflected in our feelings, behaviors, and thoughts, and is influenced by motivational differences and chronic personality variables.

Social psychology has learned a great deal about prejudice and stereotyping, leading to the accumulation of a great many findings that currently are not being shared with students. These findings explain such things as why we like our group more than other groups, or why we think “they” may have hidden evil intentions, but “we” have pure motives. They make sense of how people may explicitly and sincerely disavow prejudice, yet still become anxious when sitting next to a member of a disliked group on a bus.

To be an informed citizen who is driven not by emotion, but by reason, an understanding of the predictable ways we think and feel about others is essential. This course is being developed to teach an evidence-based, psychological understanding of the topics of prejudice, stereotypes, and discrimination, in their many forms.

2.2 Projected enrollment in the proposed course: 25; it is anticipated that larger section sizes may be offered in the future, and that this course will meet with broad student interest from across the university community.

2.3 Relationship of the proposed course to courses now offered by the department:
Introduction to social psychology (PSYS 350) has brief coverage of some of the topics that will be examined in depth in this course. The psychology of women (PSYS 453) also touches on some of the course content we will analyze in detail. However, none of our courses provide an in-depth look at the psychology of these topics. This course will address the issues of prejudice and stereotyping as the focal topic of study, and will look at the processes that underlie these phenomena in all of their variants.

2.4 Relationship of the proposed course to courses offered in other departments:
This course offers a fine-grained, psychological examination of prejudice and stereotyping, as well as many of their consequences. Its level of analysis is generally the mind of the individual, sometimes as indexed by reaction times in milliseconds, other times as indexed by EEG, or MRI, and yet other times as indexed by self-reports of antipathy or liking, or approach or avoidance behaviors.

This said, there are a number of courses that address some of the same general topics, albeit at a very different level of analysis. For instance, SOCL 362: Race, Class and Gender focuses on the relationship between these categories and social institutions. The proposed course, in contrast, will illuminate the psychological mechanisms by which these macro-level interactions play out, and is thus qualitatively different in its approach. SOCL 375: Diversity in American Society focuses on how social institutions affect diversity. The proposed course focuses on interpersonal interactions and the individual's psychological representation of social identities that would otherwise not receive attention in a course such as SOCL 375. Again, the proposed course is qualitatively different. In general, a social-cognitive approach to issues of as wide ranging as ethnicity, sexuality, and religious prejudice provides insight at a more molecular level than might be offered by courses in sociology, political science, or other disciplines. This course will focus on what is happening in the mind of individuals as they negotiate their complex social environments. Such a focus will complement and enrich students' other coursework, as well as complement the other courses we offer that delve into this subject.

2.5 Relationship of the proposed course to courses offered in other institutions:
In its level of analysis and empirical derivation, this course will be fairly unique to WKU. An examination of Kentucky Universities shows that only the University of Louisville comes close to the proposed course. The relevant U of L course is titled "Race and Gender in Psychological Research", PSYC 566, but this course tends to focus more on the socio-cultural components of specific identities, which stands in contrast to the proposed course' focus on basic psychological processes that lie at the root of reactions to all others.

In relationship to our benchmark institutions, Ball State (PSYS 325; Prejudice and Discrimination) and Indiana State (PSYS 385; Prejudice and Stereotypes: Problems and Progress) both have similar courses.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

- Compare and contrast how basic cognitive processes interact with context to cause prejudice and stereotyping.
- Evaluate how motivations to protect and enhance the self can magnify prejudice and stereotyping.
- Apply knowledge to react to social situations with stigmatized groups based on scientific understanding, not based on automatic negative emotional responses.
- Analyze and justify the sometimes unpleasant finding that stereotypes are highly prevalent.
- Deduce the consequences of stereotypes for infra- and dehumanization.
- Be able to judge the social conditions necessary for prejudice and distinguish between settings that are more or less amendable to intergroup cooperation.
- Know conditions where intergroup contact leads to improved intergroup relations.
- Compare and contrast how people may take special pride in their stigmatized and normatively disadvantageous group memberships, as opposed to normatively advantageous ones.
- Distinguish between conditions when salient group membership will impede or facilitate performance on difficult tasks.

3.3 Content outline:

- Social Categorization and the Perceptual System
    - Ingroup bias
    - Outgroup homogeneity
    - Meta-contrast principle
- Evolutionary Systems in Prejudice and Stereotyping
- Cognitive Systems in Prejudice and Stereotyping
- Effects of Stereotypes on Cognition
    - Effects on memory and attention, and executive control.
- Stereotype Learning, Maintenance and Change
    - Peer influence
    - Inferences based on social roles
    - Illusory correlations
    - Subtyping
    - Confirmatory hypothesis testing
- Models of stereotype change.
- Developmental Influences on Prejudice and Stereotyping
    - Gender bias
    - Ethnic bias
    - How and when do attitudes toward other groups form?
- Types of Prejudice and its measurement; Prejudice as Expression of Negative Affect
    - Old-fashioned prejudice
    - Symbolic prejudice
    - Modern Prejudice
    - Aversive Racism

    - Ambivalent Prejudice.
- Motivational Processes in Prejudice and Stereotyping
- Theoretical accounts of prejudice and intergroup conflict
    - Realistic Conflict Theory
    - Relative Deprivation Theory
    - Scapegoat theory
    - Social Identity Theory
    - Optimal Distinctiveness Theory
    - Ideological Threat Theory
- Sexism: Affect and Cognition
    - Benevolent and hostile
- Individual Differences in Prejudice: Ideological Subsystems as Predictive Tools
    - Right Wing Authoritarianism
    - Social Dominance Orientation
    - Identification with All Humanity
- Consequences of prejudice for the outgroup member.
    - Attributional ambiguity
    - Stereotype threat
    - Structural impediments
- Understanding Stereotype Usage:
    - Anti-Immigrant Attitudes
    - Ageism
    - Heterosexism
    - Overweight Prejudice
    - Prejudiced Communication
- Reducing Stereotyping and Prejudice

3.4 Student expectations and requirements:

Students will complete multiple choice exams, article reaction papers, and a final paper.

3.5 Tentative texts and course materials:

Required Text: Whitley, B. E., & Kite, M. E. (2010). The Psychology of Prejudice and Discrimination, 2nd ed. Wadsworth, Belmont, CA.

Additional Articles:

Adams, H. E., Wright, L. W., & Lohr, B. A. (1996). Is homophobia associated with homosexual arousal? *Journal of Abnormal Psychology*, *105*(3).

Bergsieker, H. B., Shelton, J. N., & Richeson, J. A. (2010). To be liked versus respected: Divergent goals in interracial interactions. *Journal of Personality and Social Psychology*, *99*(2).

Bodenhausen, G. V. (1990). Stereotypes as Judgmental Heuristics: Evidence of Circadian Variations in Discrimination. *Psychological Science (Wiley-Blackwell)*, *1*(5), 319–322.

Chen, M., & Bargh, J. A. (1997). Nonconscious behavioral confirmation processes: The self-fulfilling consequences of automatic stereotype activation. *Journal of Experimental Social Psychology*, *33*, 541–560.

Darley, J. M., & Gross, P. H. (1983). A hypothesis-confirming bias in labeling effects. *Journal of Personality and Social Psychology*, *44*(1), 20–33. http://doi.org/10.1037/0022-3514.44.1.20

Duckitt, J., & Sibley, C. G. (2010). Personality, ideology, prejudice, and politics: A dual-process

motivational model. *Journal of Personality*, *78*.
Fein, S., & Spencer, S. J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology*, *73*(1), 31–44. http://doi.org/10.1037/0022-3514.73.1.31
Fiske, S. T. (2010). Envy up, scorn down: How comparison divides us. *American Psychologist*, *65*.
Hamilton, D. L., & Gifford, R. K. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotypic judgments. *Journal of Experimental Social Psychology*, *12*(4), 392–407.
Ho, A. K., Sidanius, J., Kteily, N., Sheehy-Skeffington, J., Pratto, F., Henkel, K. E., … Stewart, A. L. (2015). The nature of social dominance orientation: Theorizing and measuring preferences for intergroup inequality using the new SDO_7 scale. *Journal of Personality and Social Psychology*, *109*(6), 1003–1028. http://doi.org/10.1037/pspi0000033

Katz, I., & Hass, R. G. (1988). Racial ambivalence and American value conflict: Correlational and priming studies of dual cognitive structures. *Journal of Personality and Social Psychology*, *55*(6), 893–905. http://doi.org/10.1037/0022-3514.55.6.893
Mendes, W. B., Major, B., McCoy, S., & Blascovich, J. (2008). How attributional ambiguity shapes physiological and emotional responses to social rejection and acceptance. *Journal of Personality and Social Psychology*, *94*(2), 278–291. http://doi.org/10.1037/0022-3514.94.2.278
Payne, B. K., Cheng, C. M., Govorun, O., & Stewart, B. D. (2005). An inkblot for attitudes: Affect misattribution as implicit measurement. *Journal of Personality and Social Psychology*, *89*(3).
Pettigrew, T. F. (2008). Still a long way to go: American Black-White relations today. In G. Adams, M. Biernat, N. R. Branscombe, C. S. Crandall, & L. S. Wrightsman (Eds.), *Commemorating Brown: The Social Psychology of Racism and Discrimination* (45-61). Washington, DC: American Psychological Association.
Sinclair, L., & Kunda, Z. (2000). Motivated stereotyping of women: She's fine if she praised me but incompetent if she criticized me. *Personality and Social Psychology Bulletin*, *26*(11), 1329-1342.
Trawalter, S., Richeson, J. A., & Shelton, J. N. (2009). Predicting behavior during interracial interactions: A stress and coping approach. *Personality and Social Psychology Review*, *13*(4).

4. Resources:

4.1 Library resources: Adequate.
4.2 Computer resources: None needed

5. Budget implications:

5.1 Proposed method of staffing: Course release will be provided for faculty member to teach.
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Winter 2017

7. Dates of prior committee approvals:

Department of Psychological Sciences	**March 25, 2016**
Ogden College Curriculum Committee	**March 31, 2016**
General Education Committee	**February 29, 2016**

Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 3/25/2016

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

Contact Person: Dr. Amber Schroeder, amber.schroeder@wku.edu, 5-2439

1. Identification of course:

1.1 Current course prefix (subject area) and number: PSYS 370

1.2 Course title: Industrial/Organizational Psychology

2. Revise course title:

2.1 Current course title:

2.2 Proposed course title:

2.3 Proposed abbreviated title:

2.4 Rationale for revision of course title:

3. Revise course number:

3.1 Current course number:

3.2 Proposed course number:

3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements:

4.1 Current prerequisites/corequisites/special requirements: Prerequisite: PSYS 100 / PSY 100

4.2 Proposed prerequisites/corequisites/special requirements: Prerequisites: Junior standing or permission of the instructor.

4.3 Rationale for revision of course prerequisites/corequisites/special requirements: Completing PSYS/PSY 100 does not impact the ability of students to meet the learning outcomes for the course.

4.4 Effect on completion of major/minor sequence: None

5. Revise course catalog listing:

5.1 Current course catalog listing: The application of psychological principles and research techniques to industrial and personnel problems including selection, efficiency, management models, and organizational behavior.

5.2 Proposed course catalog listing: The application of psychological principles and research techniques to organizational topics, such as selection, training, performance appraisal, leadership, teamwork, work stress, and employee attitudes.

5.3 Rationale for revision of course catalog listing: The new course description is reflective of changing trends in the field of I/O psychology and of current topics covered in the course.

6. Revise course credit hours:

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

7. Revise 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: Fall 2016

9. Dates of prior committee approvals:

Department of Psychological Sciences	**March 25, 2016**
Ogden College Curriculum Committee	**March 31, 2016**
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 11/18/2015

Ogden College of Science and Engineering
Department of Biology
Proposal to Create a New Course
(Action Item)

Contact Person: Bruce Schulte, bruce.schulte@wku.edu, 745-4856

1. Identification of proposed course:

1.8 Course prefix (subject area) and number: BIOL 380
1.9 Course title: Challenges of a Changing Biosphere
1.10 Abbreviated course title: Challenges of a Changing Biosphere
1.11 Credit hours: 3
1.12 Grade type: Standard letter grade
1.13 Prerequisites: 21 hours of Foundations and Explorations courses, or junior status.
1.14 Course description: A focus on environmental issues from a biological perspective with emphasis on Habitat loss, Invasive species, Population growth, Pollution, and Overharvesting (HIPPO) in light of climate change and extinction.

2. Rationale:

2.6 Reason for developing the proposed course: This course will focus on environmental issues from a biological perspective with emphasis on Habitat loss, Invasive species, Population growth, Pollution, and Overharvesting (HIPPO). These factors are intimately connected to climate change and together these factors are contributing to the sixth mass extinction event currently in progress on Earth. The Living Planet Index shows a biodiversity loss of 53% over the past 40 years. The solution sets for these issues reside in the modification of human behavior through conservation, economics, medicine, the political process, a reconfiguration of social values, and technology. This course also will serve as a Colonnade Connections course in the Local to Global sub-area that addresses local to global problems and impacts, providing students from diverse background to work together to formulate viable solution sets.
2.7 Projected enrollment in the proposed course: 20 per term
2.8 Relationship of the proposed course to courses now offered by the department: BIOL 280 (Introduction to Environmental Science) provides a broad overview of environmental issues, but this course is currently in suspended status.
2.9 Relationship of the proposed course to courses offered in other departments: This course was equivalent to AGRI 280, ENV 280, and PH 280. However, several of these courses are not part of the Colonnade and equivalency no longer exists. GEOG 380 Global Sustainability deals with some of the same general topics as the proposed course (e.g., human populations, global warming) but the BIOL 380 course has a focus on biologically based problems and the role of biology in their solutions.
2.10 Relationship of the proposed course to courses offered in other institutions: Most WKU Benchmark and Kentucky institutions offer some form of environmental science class. Some are at an introductory level and cover a broad expanse of topics while others are upper level, investigative-type courses:

WKU Benchmark Institutions

Appalachian State University: BIO 1103 Global Climate Change and Earth's Life; BIO 3312 Environmental Studies (variable topics)

Ball State University: BIO 220 Ecological Issues in the 21st century; BIO 254 Biology in the Social Context

Bowling Green State University: BIOL 4100 Conservation Biology in Practice

Central Michigan University: BIO 338 Human Ecology; BIO 361, 362, 363, 364, 366 – a series of conservation courses; BIO 365 Environmental Contaminants

East Carolina University: BIOL 4320 Ecological Responses to Global Climate Change

East Tennessee State University: None

Florida Atlantic University: EVS 4021 Critical Thinking in Environmental Science

Illinois State University: BSC 202 Human Ecology

Indiana State University: None

James Madison University: BIO 354. Global Climate Change and Life: Ecological and Biological Impacts of Climate Variability

Middle Tennessee State University: BIOL 3070 - Biology Seminar on Environmental Problems

Northern Illinois University: BIOS 106 Environmental Biology

Ohio University: BIOS 2200 Conservation and Biodiversity (non-majors)

Towson University: BIOL 105 Environmental Biology; BIOL 306 Human Ecology and Sustainability: BIOL 310 Environmental Conservation

UNC-Charlotte: None

UNC-Greensboro: BIO 431 The Biosphere

University of South Alabama: BLY 205 Introduction to Environmental Science

University of Southern Mississippi: BSC 103 Biology and Society

Kentucky Institutions

Asbury University: BIO 217 Environmental Science

Eastern Kentucky University: BIOL 500 Environmental Issues

Kentucky State University: BIO 500 Environmental Issues; WLD 317 Conservation of Wildlife Resources

Morehead State University: BIOL 155 Introduction to Environmental Science; BIOL 356 Environmental Biology

Murray State University: BIO 103 Saving Planet Earth

Northern Kentucky University: BIOL 123 Human Ecology

University of Kentucky: BIO 102 Human Ecology

University of Louisville: BIOL 263 Environmental Biology

3. Discussion of proposed course:

3.6 Schedule type: L

3.7 Learning outcomes

3.7.1 explain and comprehend the components of Habitat loss, Invasive species, Population growth, Pollution, and Overharvesting (HIPPO) in terms of local to global causes and impacts

3.7.2 recognize the roles of research, education, activism, and policy in understanding the problems and deriving environmental solutions

3.7.3 demonstrate the ability to use biological information to connect local issues to global problems and potential solutions

3.7.4 discuss and write critically about the biological basis of problems and solutions to HIPPO

3.8 Content outline

First half of course: Science & the Environment; HIPPO

Second half of course: Environmental Activism & Management - the role of biological data; Ecological Economics & Conservation – ecosystem functions & services; Environmental Policy & Sustainability – the role of the biological sciences

3.9 Student expectations and requirements

- Discussions (20%)
- Examinations (40%)
- Digital Project (20%)
- Written Components of Project (20%)

3.10 Tentative texts and course materials: No mandatory text. Primary and secondary literature papers will be read; some video material will be used.

4. Resources:

4.4 Library resources: Adequate. Access to primary scientific literature and suggested readings.

4.5 Computer resources: Adequate resources for student access to the internet through a personal computer or University owned computers are readily available.

5. Budget implications:

5.5 Proposed method of staffing: This course will be available for any member in the Department of Biology

5.6 Special equipment needed: All necessary equipment is currently available in the classrooms.

5.7 Expendable materials needed: None

5.8 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals

Department of Biology	20 February 2016
Ogden College Curriculum Committee	3 March 2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: March 7, 2016

Gordon Ford College of Business
Department of Information Systems
Proposal to Create a New Course
(Action Item)

Contact Person: Mark Ciampa, mark.ciampa@wku.edu, 270/745.8728

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: BI 350
1.2 Course title: Data Management
1.3 Abbreviated course title: Data Management
1.4 Credit hours: 3 Variable credit: No
1.5 Grade type: Standard letter grade
1.6 Prerequisites: CIS 243
1.7 Course catalog listing: An introduction to managing the data used in business data analytics. Topics include data sources, acquisition, conditioning, storage, and security. Course fee.

2. Rationale:

2.1 Reason for developing the proposed course: "Data" lies at the very heart of business data analytics. Before any measuring, analysis, and reporting can be achieved the data itself must be acquired and cleansed, and after the analysis the data must be stored and secured. This course looks at the information technology enterprise components that are used for managing this data. It will cover technical data collection sources and techniques, such as data accumulated from Internet of Things (IoT) sensor accumulators, as well as data conditioning procedures. It also looks at where in the enterprise the data will be stored, from local Fibre Channel Storage Area Networks to global cloud-based repositories. Finally the technical security issues surrounding defending the data from attacks—ranging from hardware and software defenses to procedural and policy issues—and complying with regulatory requirements will also be examined. This course is designed to examine the various aspects of managing enterprise-based data to be used in business data analytics.
2.2 Projected enrollment in the proposed course: Approximately 30 per year.
2.3 Relationship of the proposed course to courses now offered by the department: There are currently no courses directly related to business data analytics data management being offered by the department. This course is designed to be complementary to the other courses in the program by providing instruction regarding the management of business data analytics data.
2.4 Relationship of the proposed course to courses offered in other departments:

GISC 316. FUNDAMENTALS OF GEOGRAPHIC INFORMATION SYSTEMS. "Fundamentals of GIS data management and cartographic design. Topics include data organization, map projections, scale, and accuracy. Hands-on

work in geospatial data acquisition, base map development, and map production." According to the course leaning objectives GISC 316 focuses on personal computer file management ("Using folders effectively, maintaining a logical folder and file structure for working files and keeping all files for one project in one place" and "Package all the files needed for an assignment into a single compressed (.zip) file for delivery of the assignment to the instructor") along with file manipulation for specific GIS applications ("Be able to deliver complete GIS assignments i.e. deliver not only the project file (.mxd), but also all data files that the project uses." BI 350 is not involved with teaching personal computer file structures or GIS data formats. AREAS OF OVERLAP: None.

HIM 100. HEALTH DATA CONTENT AND STRUCTURE. "Emphasis on the health information profession, interdisciplinary relationships, health care data management, documentation standards, and methods of access and retention of image-based information and maintenance of health information in acute and non-acute care facilities. Procedures for maintaining vital statistics and specialized registries will be included." According to the HIM 100 course objectives this course focuses on areas such as "Describe healthcare's migration to the electronic health record", "Describe the use of personal health records" and "Describe the functions of clinical documentation and health records." HIM 100 concerns the usage of healthcare data and does not address the acquisition and technical storage requirements for data as it relates to business data analytics. AREAS OF OVERLAP: None.

STAT 330. INTRODUCTION TO STATISTICAL SOFTWARE. "Using proprietary and open-source statistical software for data analysis. Interactive techniques for data management, manipulation and transformation. Interactive techniques for data error checking, descriptive statistics, basic inferential statistics, and basic report generation such as tabular and graphical displays. Introduction to scripts and batch processing when applicable. Proper use and interpretation of the methods are emphasized." According to the STAT 330 course outcomes students will demonstrate the ability to create computer programs ("Program in SAS proficiently and capably in R" and "Create macros in SAS and functions in R") so that they can "Create and manage (small and large) datasets using computer software" and "Generate appropriate and meaningful graphics and statistics." BI 350 does not involve computer programming or generating datasets for statistical computer software. AREAS OF OVERLAP: None.

2.5 Relationship of the proposed course to courses offered in other institutions:

- University of Georgia ("Data Management" - MIST 4610)
- Colorado State University ("Cloud Computing and Big Data" - MIS 440)
- University of Connecticut ("Business Process Modeling and Data Management")
- University of Colorado ("Business Data Management" - MTMT 4250)

3. Discussion of proposed course:

3.1 Schedule type: C

3.2 Learning Outcomes: Upon successful completion of this course students should be able to explain the necessary procedures to acquire, condition, store, and secure data used for business data analytics. Students should also demonstrate the ability to perform fundamental information technology tasks related to these tasks.

3.3 Content outline:

A. Data Acquisition
   a. What data types are useful?
   b. Sources of data
      i. Traffic and volume metrics
      ii. Product usage
      iii. Sales CRM
      iv. Support CRM
      v. Purchase and product plans
      vi. Net Promoter Score (NPS)
      vii. User comments
      viii. Customer intelligence
      ix. Internet of Things (IoT)
   c. Ethical issues surrounding data acquisition

B. Data Conditioning
   a. What is data conditioning?
   b. Determining the status of data
   c. Validating data
   d. Techniques for data cleansing

C. Data Storage
   a. Storage Systems
      i. Introduction to information storage
      ii. Data center environment
      iii. RAID
      iv. Intelligent storage system
   b. Storage Networking Technologies
      i. Fibre Channel Storage Area Network (FC SAN)
      ii. IP SAN and Fibre Channel over Ethernet (FCoE)
      iii. Network Attached Storage (NAS)
      iv. Object based and Unified Storage
   c. Backup, Archive, and Replication
      i. Introduction to Business Continuity
      ii. Backup and Archive
      iii. Local Replication
      iv. Remote Replication
   d. Cloud Computing
      i. What is cloud computing?
      ii. Advantages and disadvantages of cloud computing

iii. Utilizing cloud computing in a business data analytics environment

D. Data Security
   a. Challenges of Securing Information
      i. Today's security attacks
      ii. Difficulties in defending against attacks
   b. What Is Information Security?
      i. Understanding security
      ii. Defining information security
      iii. Information security terminology
      iv. Understanding the importance of information security
   c. Who Are the Attackers?
   d. Attacks and Defenses
      i. Steps of an attack
      ii. Defenses against attacks
   e. Securing data in a business data analytics environment

3.4 Student expectations and requirements: Students are evaluated on their performance on examinations, class projects, and homework assignments.

3.5 Tentative texts and course materials:

Dietrich, David, Heller, Barry, and Yang, Beibei. (2015). Data Science and Big Data Analytics. Indianapolis: John Wiley and Sons.

Gnanasundaram, Somasundaram. (2012). Information Storage and Management. Indianapolis: John Wiley and Sons.

Preson, W. Curtis. (2002). Using SANs and NAS. Sebastopol, CA: O'Reilly Publishers.

Erl, Thomas, Puttini, Ricardo, and Mahmood, Zaigham. (2013). Cloud Computing: Concepts, Technology and Architecture. Upper Saddle River, NJ: Pearson.

Collier, Michael, and Shahan, Robin. (2015). Fundamentals of Azure. Redmond, WA: Microsoft Press.

4. Resources:

4.1 Library resources: See attached Library Resources document.

4.2 Computer resources: Students may utilize WKU computer lab resources for additional research.

5. Budget implications:

5.1 Proposed method of staffing: Existing faculty will be used.

5.2 Special equipment needed: None.

5.3 Expendable materials needed: None.

5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Information Systems Department/Division:	March 7, 2016
GFCoB Curriculum Committee	March 23, 2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	_____

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 324
- 1.2 Course title: Pathophysiology for Nursing
- 1.3 Credit hours: 3

2. Current Prerequisites: Admission to the nursing program.
Current Co-requisites: NURS 333, 334, 335, 336.

3. Proposed Prerequisites: Completion of BIOL 131 and BIOL 231 with a minimum grade of "C" and be enrolled with the designation of Pre-Nursing 586P.
Proposed Co-requisites: None

4. Rationale for the revision of prerequisites/co-requisites:
The course will be moved from a first semester course after admission into the nursing program to a prerequisite course taken prior to admission.
The BIOL 131/231 prerequisite is to ensure the student has the foundational content needed to be academically successful in NURS 324.

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 329
- 1.2 Course title: Concepts in Pharmacology
- 1.3 Credit hours: 2

2. Current Prerequisites: NURS 324, 333, 334, 335 and 336 or permission of instructor
Current Co-requisites: NURS 337, 341, 342, 343, 344

3. Proposed Prerequisites: NURS 333, 334, 335, 336, and 337 or permission of instructor
Proposed Co-requisites: NURS 341, 342, 343, 344

4. Rationale for the revision of prerequisites/co-requisites:
NURS 324 will be moved to the pre-nursing curriculum prior to admission
NURS 337 will be moved from the second semester to the first to adjust semester hours

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 333
- 1.2 Course title: Fundamentals of Nursing
- 1.3 Credit hours: 3

2. Current Prerequisites: Admission to the nursing program
Current Co-requisites: NURS 324, 334, 335, 336

3. Proposed prerequisites: Admission to the nursing program
Proposed Co-requisites: NURS 334, 335, 336, 337

4. Rationale for the revision of prerequisites/co-requisites:
NURS 324 will be moved to the pre-nursing curriculum prior to admission
NURS 337 will be moved from the second semester to the first to adjust semester hours

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 334
- 1.2 Course title: Clinical: Fundamentals of Nursing
- 1.3 Credit hours: 2

2. Current Prerequisites: Admission to the nursing program
Current Co-requisites: NURS 324, 333, 335, 336

3. Proposed Prerequisites: Admission to the nursing program
Proposed Co-requisites: NURS 333, 335, 336, 337

4. Rationale for the revision of prerequisites/co-requisites:
NURS 324 will be moved to the pre-nursing curriculum prior to admission
NURS 337 will be moved from the second semester to the first to adjust semester hours

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 335
- 1.2 Course title: Health Assessment
- 1.3 Credit hours: 3

2. Current Prerequisites: Admission to the nursing program
Current Co-requisites: NURS 324, 333, 334, 336

3. Proposed prerequisites: Admission to the nursing program
Proposed Co-requisites: NURS 333, 334, 336, 337

4. Rationale for the revision of prerequisites/co-requisites/special requirements:
NURS 324 will be moved to the pre-nursing curriculum prior to admission
NURS 337 will be moved from the second semester to the first to adjust semester hours

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	2/15/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. **Identification of course:**
   - 1.1 Course prefix and number: NURS 336
   - 1.2 Course title: Health Assessment Lab
   - 1.3 Credit hours: 3

2. **Current Prerequisites**: Admission to the nursing program
   Current Co-requisites: NURS 324, 333, 334, 335

3. **Proposed prerequisites**: Admission to the nursing program
   Proposed Co-requisites: NURS 333, 334, 335, 337

4. **Rationale for the revision of prerequisites/co-requisites/special requirements**:
   NURS 324 will be moved to the pre-nursing curriculum prior to admission
   NURS 337 will be moved from the second semester to the first to adjust semester hours

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

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

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

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 337
- 1.2 Course title: Health Promotion and Disease Prevention
- 1.3 Credit hours: 3

2. Current Prerequisites: NURS 324, 333, 334, 335, and 336; or permission of instructor
Current Co-requisites: NURS 329, 341, 342, 343, 344

3. Proposed Prerequisites: Admission to the nursing program
Proposed Co-requisites: NURS 333, 334, 335, 336

4. Rationale for the revision of prerequisites/co-requisites/special requirements:
NURS 324 will be moved to the pre-nursing curriculum prior to admission
NURS 337 will be moved from the second semester to the first to adjust semester hours

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 341
- 1.2 Course title: Medical Surgical Nursing I
- 1.3 Credit hours: 3

2. Current Prerequisites: NURS 324, 333, 334, 335, 336; or permission of instructor
Current Co-requisites: NURS 329, 337, 342, 343, 344.

3. Proposed Prerequisites: NURS 333, 334, 335, 336 and 337; or permission of instructor
Proposed Co-requisites: NURS 329, 342, 343, 344

4. Rationale for the revision of prerequisites/co-requisites/special requirements:
NURS 324 will be moved to the pre-nursing curriculum prior to admission
NURS 337 will be moved from the second semester to the first to adjust semester hours

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 342
- 1.2 Course title: Clinical: Medical Surgical Nursing I
- 1.3 Credit hours: 3

2. Current Prerequisites: NURS 324, 333, 334, 335, and 336; or permission of instructor
Current Co-requisites: NURS 329, 337, 341, 343, 344

3. Proposed Prerequisites: NURS 333, 334, 335, 336, and 337; or permission of instructor
Proposed Co-requisites: NURS 329, 341, 343, 344

4. Rationale for the revision of prerequisites/co-requisites/special requirements:
NURS 324 will be moved to the pre-nursing curriculum prior to admission
NURS 337 will be moved from the second semester to the first to adjust semester hours

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 343
- 1.2 Course title: Mental Health Nursing
- 1.3 Credit hours: 3

2. Current Prerequisites: NURS 324, 333, 334, 335, 336; or permission of instructor
Current Co-requisites: NURS 329, 337, 341, 342, 344

3. Proposed Prerequisites: NURS 333, 334, 335, 336 and 337; or permission of instructor
Proposed Co-requisites: NURS 329, 341, 342, 344

4. Rationale for the revision of prerequisites/co-requisites/special requirements:
NURS 324 will be moved to the pre-nursing curriculum prior to admission
NURS 337 will be moved from the second semester to the first to adjust semester hours

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 344
- 1.2 Course title: Clinical: Mental Health Nursing
- 1.3 Credit hours: 1

2. Current Prerequisites: NURS 324, 333, 334, 335, 336; or permission of instructor.
Current Co-requisites: NURS 329, 337, 341, 342, 343.

3. Proposed Prerequisites: NURS 333, 334, 335, 336 and 337; or permission of instructor.
Proposed Co-requisites: NURS 329, 341, 342, 343

4. Rationale for the revision of prerequisites/co-requisites/special requirements:
NURS 324 will be moved to the pre-nursing curriculum prior to admission
NURS 337 will be moved from the second semester to the first to adjust semester hours

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 413
- 1.2 Course title: Nursing Research and Evidence-Based Practice
- 1.3 Credit hours: 3

2. Current Prerequisites: NURS 329, 337, 341, 342, 343, and 344
Current Co-requisites: NURS 429, 432, 433, 444, and 445

3. Proposed Prerequisites: NURS 329, 341, 342, 343, and 344.
Proposed Co-requisites: NURS 429, 432, 433, 444, and 445

4. Rationale for the revision of prerequisites/co-requisites/special requirements:
NURS 337 will be moved to the first semester in the program

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 429
- 1.2 Course title: Concepts in Pharmacology II
- 1.3 Credit hours: 2

2. Current Prerequisites: NURS 329, 337, 341, 342, 343, and 344; or permission of instructor.
Current Co-requisites: NURS 413, 432, 433, 444, 445.

3. Proposed Prerequisites: NURS 329, 341, 342, 343, and 344; or permission of instructor.
Proposed Co-requisites: NURS 413, 432, 433, 444, 445

4. Rationale for the revision of prerequisites/co-requisites/special requirements:
NURS 337 will be moved to the first semester in the program.

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 432
- 1.2 Course title: Medical-Surgical Nursing II
- 1.3 Credit hours: 3

2. Current Prerequisites: NURS 329, 337, 341, 342, 343, and 344; or permission of instructor.
Current Co-requisites: NURS 413, 429, 433, 444, and 445.

3. Proposed Prerequisites: NURS 329, 341, 342, 343, and 344; or permission of instructor.
Proposed Co-requisites: NURS 413, 429, 433, 444, and 445

4. Rationale for the revision of prerequisites/co-requisites/special requirements:
NURS 337 will be moved to the first semester in the program.

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 433
- 1.2 Course title: Clinical: Medical-Surgical Nursing II
- 1.3 Credit hours: 3

2. Current Prerequisites: NURS 329, 337, 341, 342, 343, and 344; or permission of instructor.
Current Co-requisites: NURS 413, 429, 432, 444, 445

3. Proposed Prerequisites: NURS 329, 341, 342, 343, and 344; or permission of instructor.
Proposed Co-requisites: NURS 413, 429, 432, 444, and 445

4. Rationale for the revision of prerequisites/co-requisites/special requirements:
NURS 337 will be moved to the first semester in the program

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 444
- 1.2 Course title: Maternal Child Nursing
- 1.3 Credit hours: 4

2. Current Prerequisites: NURS 329, 337, 341, 342, 343, and 344; or permission of instructor.
Current Co-requisites: NURS 413, 429, 432, 433, and 445

3. Proposed Prerequisites: NURS 329, 341, 342, 343, and 344; or permission of instructor.
Proposed Co-requisites: NURS 413, 429, 432, 433, and 445

4. Rationale for the revision of prerequisites/co-requisites/special requirements:
NURS 337 will be moved to the first semester in the program.

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: February 15, 2016

College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Co-requisites
(Consent Item)

Contact Person: Audrey Cornell audrey.cornell@wku.edu 270-745-3656

1. Identification of course:
- 1.1 Course prefix and number: NURS 445
- 1.2 Course title: Clinical: Maternal Child Nursing
- 1.3 Credit hours: 2

2. Current Prerequisites: NURS 329, 337, 341, 342, 343, and 344; or permission of instructor.
Current Co-requisites: NURS 413, 429, 432, 433, 444.

3. Proposed Prerequisites: NURS 329, 341, 342, 343, and 344; or permission of instructor.
Proposed Co-requisites: NURS 413, 429, 432, 433, 444.

4. Rationale for the revision of prerequisites/co-requisites/special requirements:
NURS 337 will be moved to the first semester in the program.

5. Effect on completion of major/minor sequence: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

School of Nursing	3/18/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 03/17/2016

College of Health and Human Services
Department of Allied Health
Proposal to Suspend a Program
(Consent Item)

Contact Person: Harvey Wallmann, harvey.wallmann@wku.edu, 270-745-4070

1. Identification of program:

1.1 Program reference number: 265/265P
1.2 Program title: Paramedicine
1.3 Credit hours: 50

2. Rationale for the program suspension:

The Paramedicine Program is to be suspended secondary to resource and enrollment issues.

3. Effect on current students or other departments, if known: Students who have already been admitted and are currently enrolled in a Paramedicine cohort will be able to complete the 40-42 hours of Allied Health Paramedicine-specific coursework with their respective cohort group and other degree requirements. No new students will be admitted to begin a new paramedicine cohort starting Fall 2016 and thereafter. Students who are already certified as a Paramedic (National Registry of EMT certification as a Paramedic or US State or territory paramedic certification/licensure) will be able to complete degree requirements.

4. Proposed term for implementation: Fall 2016

5. Dates of prior committee approvals:

Department of Allied Health	3/23/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 2/19/2016

College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Delete a Program
(Consent Item)

Contact Person: Julie K. Lee, julie.lee@wku.edu, (270) 745-3990

1. Identification of program:

1.1 Program reference number: 364
1.2 Program title: Food Service Management Minor
1.3 Credit hours: 24 hours

2. Rationale for the program deletion: Low enrollment and poor utilization of the Food Service Management Minor. In the fall of 2015 there was only one student registered in the minor; the number of students in the minor has been persistently low for years.

3. Effect on current students or other departments, if known: Student(s) currently in the minor will complete the minor; graduating in the next couple of years. All courses in the minor are taught regularly; none of the required courses for the minor are being deleted.

4. Proposed term for implementation: Fall 2016

5. Dates of prior committee approvals:

Department of Family & Consumer Sciences	2/19/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 2/19/2016

College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Delete a Program
(Consent Item)

Contact Person: Julie K. Lee, julie.lee@wku.edu, (270) 745-3990

1. Identification of program:

1.1 Program reference number: 412
1.2 Program title: Lodging Management Minor
1.3 Credit hours: 24 hours

2. Rationale for the program deletion:

Low enrollment and poor utilization of the Food Service Management Minor. In the fall of 2015 there were only 3 students registered in the minor; the number of students in the minor has been persistently low for years.

3. Effect on current students or other departments, if known:

Student(s) currently in the minor will complete the minor; graduating in the next couple years. All courses in the minor are taught regularly; none of the required courses for the minor are being deleted.

4. Proposed term for implementation: Fall 2016

5. Dates of prior committee approvals:

Department of Family & Consumer Sciences	2/19/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 2.15.16

CHHS
Social Work
Proposal to Create a New Course
(Action Item)

Contact Person: Gayle Mallinger, gayle.mallinger@wku.edu, 270.745.3535

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SWRK 300
1.2 Course title: Diversity and Social Welfare
1.3 Abbreviated course title: Diversity and Social Welfare
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit: no
1.5 Grade type: Standard letter grading
1.6 Prerequisites/corequisites: none
1.7 Course description: This course engages students in the analysis of the nature and impact of economics, political and social ideologies, and cultural forces that shape the development of social welfare policies impacting diverse populations in the United States and abroad. The course emphasizes comparative approaches to the analysis of welfare policies influencing service delivery locally and globally. Policies covered include those that address: poverty, public assistance, health and behavioral health care, criminal justice, child welfare, food insecurity, and homelessness. Specific attention will be paid to the implications of social welfare policies for economic, environmental, and social justice issues and their impact on marginalized populations.

2. Rationale:

2.1 Reason for developing the proposed course:
SWRK 300 will serve as an elective course for the BSW program. This course enhances student understanding of the influences of culture, economics, politics, and social conditions on the lives of diverse individuals.
2.2 Projected enrollment in the proposed course: 20-25 students.
2.3 Relationship of the proposed course to courses now offered by the department:
This course supplements SWRK 395 (Social Welfare and Policy Issues) and SWRK 330 and 331 (Human Behavior in the Social Environment I and II) as it allows students the opportunity to examine and contrast social welfare policies in the United States and abroad. The course will assist students in the impact of various forces on social welfare policies with specific attention to the implications of these policies on marginalized populations.
2.4 Relationship of the proposed course to courses offered in other departments:
CHHS is witnessing a growing interest in undergraduate courses that that are interdisciplinary in nature. There are several undergraduate programs and certificates in CHHS that could utilize the proposed course for Advisor Consent Electives. For example,

the Patient Navigation certification requires approved electives and this proposed course would be an excellent fit. In this case, students would have the opportunity to critically examine the Affordable Care Act in relation to health care policy and delivery systems used in another country. Similarly, students majoring in Family and Consumer Sciences could focus on policies affecting children in the United States and abroad.

This course may build upon, but in no way replicates, existing diversity courses offered in other colleges at WKU. For example, FLK 280, Cultural Diversity in the US, offers students an "understanding, interpretation, and appreciation of the multicultural nature of American society" and FLK 330, Cultural Connections and Diversity, engages students in service learning opportunities to enhance skills in working with diverse populations. HIST 321, American Studies II, "examines the diverse origins…of American culture," drawing from English, Political Science, and History. GEOG 110, World Regional Geography, is "concerned with the complexity and diversity of world peoples and cultures." SOCL 210, Interaction: Self in Society, examines the impact of cultural factors on individuals. SOCL 240, Global Social Problems, looks at "causes and responses to critical social problems in different world regions," using "diverse social theories" to interpret these issues. SOCL 375, Diversity in American Society, is focused on intergroup diversity within the United States. SOCL 376, Sociology of Globalization, The proposed course is specifically designed engage students in comparing and contrasting the genesis of social problems in the United States and in other countries across the globe. Students are then to critique social welfare policies designed to ameliorate these interventions locally and abroad. This course focuses on the effects, intended and otherwise, of these policies on marginalized populations. This unique course provides students the opportunity to build upon their analyses and offer strategies for sustained change.

2.5 Relationship of the proposed course to courses offered in other institutions:
Other BSW programs at our benchmark institutions offer courses aiding students' understanding of cultural competence and social welfare. For example, Appalachian State offers "Cultural Competence in the Helping Professions"; a large component of this course dedicated to examining the impact of social policies on disenfranchised groups. MTSU offers a course on Women and Poverty and one on International Social Work. In addition, the University of Southern Mississippi offers

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

- Describe factors leading to social, economic, and environmental injustice within local, national, and global social systems.
- Critique frameworks for conceptualizing international social welfare practice (e.g., social development, sustainable development, globalization, human rights).
- Evaluate national and global interventions aimed at ameliorating problems such as poverty, violence, poor health, and environmental degradation.
- Present cross-cultural sensitivity and self-awareness related to understanding justice issues nationally and internationally.

3.3 Content outline:

I. Introduction
   A. Overview of the Course and Review of Syllabus
   B. Definitions of Social Welfare Policy
   C. Discussion of Critical Thinking Skills
      a. Evidence Gathering
      b. Sense Making
      c. Argumentation

II. Politics, Rationalism, and Social Welfare
   A. Stages Model
   B. Public Choice
   C. Rational Choice
   D. Social Construction
   E. Policy Diffusion
   F. Environmental Context

III. Historical, Economic, Political, Social, and Cultural Contexts of Social Welfare Policies in the US and Abroad
   A. Residual and Institutional Approaches
   B. Private Troubles to Public Issues
   C. Value Analysis
   D. Global Comparisons

IV. Poverty in the US and Abroad:
   A. Definitions in US and Other Nations
   B. Relationship between Economic Policy and Oppression
   C. Impact of Economics on Environmental and Social Policies
   D. Strategic Policies
      a. Social Insurance
      b. Means Tested

V. Health and Behavioral Care in the US and Abroad
   A. Cost Containment
   B. Community Based Care
   C. Managed Care
   D. Deinstitutionalization
   E. Environmental Degradation
   F. Global Comparisons

VI. Children and Youth in the US and Abroad
   A. Who is responsible for the safety of children?
   B. Substitute Care v. Family Preservation
   C. Child Labor
   D. Juvenile Justice
   E. Environmental Degradation
   F. Global Comparisons

VII. Disability and Aging Policies in the US and Abroad
   A. Foundations of Disability and Aging Policies
   B. Employment

C. Accessibility
D. Income Support
E. Long Term Care
F. Global Comparisons

VIII. Racial Inequities in the US and Abroad
A. Historical Trends
B. Impact of Civil Rights Policy in US
C. Global Comparisons

IX. Gender Inequities in the US and Abroad
A. Theoretical Perspectives
B. Feminist Policy Analyses
C. Work and Family
D. Violence
E. Reproductive Rights
F. Global Comparisons

X. LGBTQI Inequities in the US and Abroad
A. Nature, Nurture, and Theories of Prejudice
B. Employment
C. Marriage
D. Global Comparisons

XI. Immigration Policy
A. Regulating Entry
B. Regulating Residence
C. Refugees
D. Global Comparisons

XII. Intersectionality

XIII. Strategies for Change

3.4 Student expectations and requirements: Students will engage in class discussion, complete exams based on course readings and lecture materials, reflection papers, and a comparative policy analysis paper.

3.5 Tentative texts and course materials:
Schiele, J. (2011). *Social Welfare Policy: Regulation and Resistance among People of Color*. Thousand Oaks, CA: Sage Publishing.

Supplementary materials will include:

Arikan, G., & Ben-Nun Bloom, P. (2015). Social values and cross-national differences in attitudes towards welfare. *Political Studies 63*(2), 431-448.

Bademci, H. Ö. (2012). 'Working with vulnerable children': Listening to the views of the service providers working with street children in Istanbul. *Children & Youth Services Review*, *34*(4), 725-734. doi:10.1016/j.childyouth.2011.12.020

Barrientos, A., & Santibañez, C. (2009). Social policy for poverty reduction in lower-income countries in Latin America: Lessons and challenges. *Social Policy & Administration*, *43*(4), 409-424. doi:10.1111/j.1467-9515.2009.00671.x

Fox, D. M. (2012). The governance of disease control in Europe. *Journal of Health Politics, Policy & Law*, *37*(6), 1121-1132. doi:10.1215/03616878-1813882

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4. Resources:

4.1 Library resources: Library resources are adequate for this course as explained on the Library resources form

4.2 Computer resources: Uses Blackboard and Mediasite. Both have appropriate level of support needed for this course.

5. Budget implications:

5.1 Proposed method of staffing: Part of faculty workload or winter/summer offering.

5.2 Special equipment needed: N/A

5.3 Expendable materials needed: N/A

5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Department of Social Work	2/19/2016
CHHS Undergraduate Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 3/18/2016

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

Contacts: Julie K. Lee, julie.lee@wku.edu, 745-3990; Raymond Poff, raymond.poff@wku.edu, 745-2498

1. Identification of program:

1.1 Current program reference number: 445
1.2 Current program title: Tourism
1.3 Credit hours: 21 hours

2. Identification of the proposed program changes:

- Catalog description revision
- Deletion of MKT 220 and FACS 313 from required courses
- Addition of HMD 373 to required courses; REC 480 as an option in required courses.
- Revision of the elective course selection structure.
- Addition of electives: HMD 151, 276, 313, REC 424, 426, 430, 480, GEOG 481, ENT 312, MKT 321, MKT 323, MKT 326, MKT 331, MKT 328.

3. Detailed program description:

CATALOG DESCRIPTION	CATALOG DESCRIPTION
Minor in Tourism The minor in tourism is an interdisciplinary program between ~~the academic units of Family and Consumer Sciences and Kinesiology, Recreation and Sport~~. The minor in tourism requires a minimum of 21 hours. Students must complete the following courses: HMD 271, ~~MKT 220~~, REC 420, ~~and~~ REC 493 ~~or FACS 313~~. Students must also complete a minimum of 9 elective hours from the following list: HMD 171, ~~373,~~ 375, REC 302, 306, 404. ~~Elective hours must be selected in such a manner that a total of~~	Minor in Tourism The minor in Tourism is an interdisciplinary program between **Hospitality Management & Dietetics (HMD) and Recreation Administration (REC).** The minor in Tourism requires a minimum of 21 hours. Students must complete the following courses: HMD 271, **373,** REC 420, **and REC 480 or** 493. Students must also complete **9 elective hours as follows: a) 3 hours from HMD 151,** 171**, 276, 313,** 375**; b) 3 hours from REC** 302, 306, 404, **426, 430, 480, 493;**

~~nine hours in the minor come from Recreation and 9 hours from HMD / FACS courses.~~			**and c) 3 hours (not duplicated) from HMD 151,** 171**, 276, 313,** 375**, REC** 302, 306, 404, **424, 426, 430, 480, 493, GEOG 481, ENT 312, MKT 321, 323, 326, 331, 328.**		
Tourism Minor			Tourism Minor		
Take the following courses for a minor in Tourism.			Take the following courses for a minor in Tourism.		
Course #	Course Title	Hrs	Course #	Course Title	Hrs
HMD 271	Tourism Planning and Development	3	HMD 271	Tourism Planning and Development	3
~~MKT 220~~	~~Basic Marketing Concepts~~	~~3~~			
			HMD 373	**Tourism and Destination Marketing**	**3**
REC 420	Commercial Recreation and Tourism	3	REC 420	Commercial Recreation and Tourism	3
~~FACS 313~~ -or- REC 493	~~Practicum in Human Environment~~ Recreation Practicum	3	**REC 480** -or- REC 493	**Travel-Based Learning in Recreation and Tourism** Recreation Practicum	3
Total		12	Total		12
~~Students who take FACS 313 must take an additional REC elective. Students who take REC 493 must take an additional FACS elective~~.					
			Students must complete 9 elective hours as follows:		
Course #	Course Title	Hrs	Course #	Course Title	Hrs
Take 3 hours of ~~FACS~~ Electives:			**Take 3 hours of HMD electives:**		
			HMD 151	**Food Science**	**3**
HMD 171	Introduction to Management in the Hospitality Industry	3	HMD 171	Introduction to Management in the Hospitality Industry	3
			HMD 276	**Lodging Operations**	**3**
			HMD 313	**Practicum in Hospitality Management**	**3**
~~HMD 373~~	~~Tourism and Destination Marketing~~	~~3~~			

HMD 375	Meeting and Convention Management	3	HMD 375	Meeting and Convention Management	3
Take 3 hours of REC Electives:			Take 3 hours of REC electives:		
REC 302	Recreation Leadership	3	REC 302	Recreation Leadership	3
REC 306	Program Planning & Evaluation	3	REC 306	Program Planning & Evaluation	3
REC 404	Recreation Facility Management	3	REC 404	Recreation Facility Management	3
			REC 426	**Facility Planning and Design**	**3**
			REC 430	**Recreation Resource Management**	**3**
			REC 480	**Travel-Based Learning in Recreation and Tourism**	**3**
			REC 493	**Recreation Practicum**	**3**
			Take 3 hours from the following electives (not duplicated):		
			HMD 151	**Food Science**	**3**
			HMD 171	**Introduction to Management in the Hospitality Industry**	**3**
			HMD 276	**Lodging Operations**	**3**
			HMD 313	**Practicum in Hospitality Management**	**3**
			HMD 375	**Meeting and Convention Management**	**3**
			REC 302	**Recreation Leadership**	**3**
			REC 306	**Program Planning & Evaluation**	**3**
			REC 404	**Recreation Facility Management**	**3**
			REC 424	**Camp and Conference Center Administration**	**3**
			REC 426	**Facility Planning and Design**	**3**
			REC 480	**Travel-Based Learning in Recreation and**	**3**

				Tourism	
			REC 493	**Recreation Practicum**	**3**
			GEOG 481	**Tourism Geography**	**3**
			ENT 312	**Entrepreneurship**	**3**
			MKT 321	**Consumer Behavior**	**3**
			MKT 323	**Services Marketing**	**3**
			MKT 326	**Sports Marketing**	**3**
			MKT 331	**Social Media Marketing**	**3**
			MKT 328	**Marketing on the World Wide Web**	**3**
Total		21	Total		21

4. Rationale for the proposed program change:

- Catalog description revision as required to reflect changes.
- Deletion of MKT 220 to make room for HMD 373, to provide a context specific marketing course in the minor.
- Deletion of FACS 313, as this practicum is no longer in the Hospitality field, but the child studies field. HMD 313 Hospitality practicum was added as an elective rather than requirement, due to more than double the hours associated with this practicum, as compared to REC 493.
- Addition of REC 480 as an alternative to the REC 493 practicum, to provide a study away opportunity as an alternative to the practicum.
- Revision of elective course selection structure to minimize confusion.
- Addition of new electives to increase the number and variety of courses with a tourism focus: HMD 151, 276, 313, REC 424, 426, 430, 480, GEOG 481, ENT 312, MKT 321, MKT 323, MKT 326, MKT 331.

5. Proposed term for implementation: Fall 2016

6. Dates of prior committee approvals:

Department of FACS/School of KRS	3/18/2016 / 3/18/2016
College Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: March 18, 2016

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

Contact Person: Grace Lartey, PhD; grace.lartey@wku.edu 270-745-3941

1. Identification of program:

1.1 Current program reference number: 521
1.2 Current program title: Public Health
1.3 Credit hours: 66-70

2. Identification of the proposed program changes:

- Modify hours for Environmental Health concentration.
- Modify program credit hours from 66-70 to 69-70.
- Make PH 483 a required Environmental Health concentration course.

3. Detailed program description:

Current Program		**New Program**	
Core Requirements (40 hours)	Credit Hours	Core Requirements (40 hours)	Credit Hours
BIOL 131 Human Anatomy & Phys	4	BIOL 131 Human Anatomy & Phys	4
BIOL 207 Gen. Microbiology	3	BIOL 207 Gen. Microbiology	3
BIOL 208 Gen. Microbiology Lab	1	BIOL 208 Gen. Microbiology Lab	1
CHEM 109 Chem for the Hlth Sci	4	CHEM 109 Chem for the Hlth Sci	4
MATH 116 or higher College Algebra	3	MATH 116 or higher College Algebra	3
PH 100 Personal Health	3	PH 100 Personal Health	3
SFTY 171 Safety & First Aid	1	SFTY 171 Safety & First Aid	1
PH 381 Community Health	3	PH 381 Community Health	3
PH 383 Biostatistics Hlth Sci	3	PH 383 Biostatistics Hlth Sci	3
PH 384 Intro to Epidemiology	3	PH 384 Intro to Epidemiology	3
PH 490 or ENV 367 Internship	6	PH 490 or ENV 367 Internship	6
PSY/PSYS 100 Intro to Psyc.	3	PSY/PSYS 100 Intro to Psyc.	3
COMM 145 Fund of Pub. Speak. & Comm.	3	COMM 145 Fund of Pub. Speak. & Comm.	3
Total	40	Total	40
Environmental Health Concentration (Required Courses)		**Environmental Health Concentration (Required Courses)**	
ENV 280 Intro to Env. Science	3	ENV 280 Intro to Env. Science	3

ENV 321 Fund. Indus. Hygiene	3	ENV 321 Fund. Indus. Hygiene	3
ENV 323 Fund. Indus. Hygiene Lab	1	ENV 323 Fund. Indus. Hygiene Lab	1
ENV 360 Air Pollution Control	3	ENV 360 Air Pollution Control	3
ENV 365 Air Pollution Control Lab	1	ENV 365 Air Pollution Control Lab	1
ENV 460 Environmental Mgmt	3	ENV 460 Environmental Mgmt	3
PH 385 Environmental Health	3	PH 385 Environmental Health	3
		PH 483 Admin. Hlth Programs	**3**
Total	17	**Total**	**20**
Electives (In addition 9 hours must be selected with advisor approval)		Electives (In addition 9 hours must be selected with advisor approval)	
BIOL 315 Ecology	3	BIOL 315 Ecology	3
CHEM 314 Intro Organic Chem.	5	CHEM 314 Intro Organic Chem.	5
CHEM 330 Quantitative Analysis	5	CHEM 330 Quantitative Analysis	5
ENV 375 Intro Water Resources	3	ENV 375 Intro Water Resources	3
ENV 380 Prin. Env. Toxicology	3	ENV 380 Prin. Env. Toxicology	3
ENV 410 Water Treat. Processes	3	ENV 410 Water Treat. Processes	3
ENV 411 Water Treat. Process. Lab	1	ENV 411 Water Treat. Process. Lab	1
ENV 430 Radiological Health	3	ENV 430 Radiological Health	3
ENV 474 Env. Risk Assessment	3	ENV 474 Env. Risk Assessment	3
ENV 480 Haz. & Sol. Waste Mgmt	3	ENV 480 Haz. & Sol. Waste Mgmt	3
ENV 490 Food Safety	3	ENV 490 Food Safety	3
GEOG 310 Global Hydrology	3	GEOG 310 Global Hydrology	3
GEOG 487 Environ. Law	3	GEOG 487 Environ. Law	3
SFTY 270 General Safety	3	SFTY 270 General Safety	3
Total	66	**Total**	**69**
Health Education Concentration (Required Courses)		**Health Education Concentration (Required Courses)**	
PH 261 Foundations of Hlth Educ.	3	PH 261 Foundations of Hlth Educ.	3
PH 385 Environmental Hlth	3	PH 385 Environmental Hlth	3
PH 461 Comp. School Health	3	PH 461 Comp. School Health	3
PH 483 Admin. Hlth Programs	3	PH 483 Admin. Hlth Programs	3
PH 484 Community Organization	3	PH 484 Community Organization	3
PH 485 Methods Comm. Hlth Edu.	3	PH 485 Methods Comm. Hlth Edu.	3
Total	18	Total	18
Electives (In addition 12 hours must be selected with advisor approval)		**Electives (In addition 12 hours must be selected with advisor approval)**	
AH 290 Medical Terminology	2	AH 290 Medical Terminology	2
HMD 211 Human Nutrition	3	HMD 211 Human Nutrition	3
HCA 340 Hlth Care Org. & Mgmt	3	HCA 340 Hlth Care Org. & Mgmt	3

SFTY 270 General Safety	3	SFTY 270 General Safety	3
PH 365 Human Sexuality	3	PH 365 Human Sexuality	3
PH 382 Peer Health Education	3	PH 382 Peer Health Education	3
PH 390 Wellness & Fitness Assess.	3	PH 390 Wellness & Fitness Assess.	3
PH 402 Worksite Hlth Prom.	3	PH 402 Worksite Hlth Prom.	3
		PH 443 Health and Aging	**3**
PH 444 Death, Dying and Bereave.	3	PH 444 Death, Dying and Bereave.	3
PH 447 Human values & Hlth Sci.	3	PH 447 Human values & Hlth Sci.	3
		PH 456 Ind. Study Hlth and Sfty	**1-3**
PH 464 Women's Health	3	PH 464 Women's Health	3
PH 467 Drug Abuse Education	3	PH 467 Drug Abuse Education	3
PH 468 Sexuality Education	3	PH 468 Sexuality Education	3
Total	70	Total	70

4. Rationale for the proposed program change:

- Adding a required course to the Environmental Health concentration increases the concentration credit hours and, thus, the overall minimum major credit hours by three.
- The Council on Education for Public Health (CEPH) accrediting body requires students to have skills in the five core disciplines of public health: Biostatistics, Epidemiology, Health Service Administration, Environmental Health Sciences and Social and Behavioral Sciences. The current Environmental Health concentration curriculum is lacking the Health Services Administration discipline. This revision (making PH 483 a required Environmental Health concentration course) would help ensure accreditation compliance.
- Reinstating courses that should have been in the electives.

5. Proposed term for implementation: Fall 2016

6. Dates of prior committee approvals:

Department of Public Health	4/4/2016
CHHS Undergraduate Curriculum Committee	4/6/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 3/2/2016

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

Contact Person: Gary English, gary.english@wku.edu, 270-745-2678

1. Identification of program:

1.1 Current program reference number: 564
1.2 Current program title: Health Sciences
1.3 Credit hours: 65-67

2. Identification of the proposed program changes:

- Reducing the number of concentrations and renaming the concentration options.
- Retaining some of the concentration course electives and expanding the options for additional electives.
- Delete AH 190 (Intro to Allied Health Professions) and add more course options to core classes.
- Revising hours in core from 44-45 to 38-41, hours in the concentrations from 21-22 to 21-27, and hours in the major from 65-67 to 59-66.

3. Detailed program description:

Current Program	New Program
The major in Health Sciences, requires ~~65-67~~ health sciences credit hours, including a required concentration ranging from ~~21-22~~ hours. The Bachelor of Science in Health Sciences is designed for students who are interested in pursuing a health and human sciences related career. The program is an interdisciplinary program with three primary purposes: 1. Allowing students with a general interest in Health Sciences to pursue a B.S. while obtaining a concentration in a specific area of Health and Human Services. 2. Providing an option for students with a health-related associate's degree who wish to continue their education. 3. Permitting students to prepare for post-graduate or professional health sciences programs. Students pursuing the major are required to select one of the following concentrations: ~~Environmental Health Science, General Wellness Studies, Gerontology, Health Promotions, Health Services, Social Services,~~ or an Associate's Degree in a health field (approved by the health science	The major in Health Sciences, requires 59-66 health sciences credit hours, including a required concentration ranging from 21-27 hours. The Bachelor of Science in Health Sciences is designed for students who are interested in pursuing a health and human sciences related career. The program is an interdisciplinary program with three primary purposes: 1. Allowing students with a general interest in Health Sciences to pursue a B.S. while obtaining a concentration in a specific area of Health and Human Services. 2. Permitting students to prepare for post-graduate or professional health sciences programs. 3. Providing an option for students with a health-related associate's degree who wish to continue their education. Students pursuing the major are required to select one of the following concentrations: **Preparatory Health Sciences, Health and Social Welfare,** or an Associate's Degree in a health field (approved by a health sciences advisor) for the **Health Sciences Allied Health concentration**. Students who transfer to WKU with an

advisor). Students who transfer to WKU with an applied associate degree (e.g., Associate of Applied Science) from a health-related program receive a 12-hour waiver from the overall upper-level course requirement for the health science major. Students who transfer to WKU with an applied associate degree from a health-related program will need 23 hours in the major upper-division hour requirement.	applied associate degree (e.g., Associate of Applied Science) from a health-related program receive a 12-hour waiver from the overall upper-level course requirement for the health science major. Students who transfer to WKU with an applied associate degree from a health-related program will need 23 hours in the major upper-division hour requirement. **WKU Associate Degreed students do not receive waivers in upper-division hour requirements for the major or degree.**
Required courses for the Health Sciences core are: HMD 211, PSY/PSYS 220, BIOL 120/121, ~~BIOL 131, CHEM 304~~, ~~AH 190~~, AH 290, ~~PHYS 231/232~~, ~~PE 311~~, PH 381, PH 383 OR SOCL 300, PH 447 OR PHIL 322, HCA 340, HCA 446/447 OR CIS 243.	Required courses for the Health Sciences core are: HMD 211, PSY/PSYS **100** or 220, BIOL **113** or 120/121 or 131 CHEM **105/106** or **109**, or PHYS *** AH 290 PE **310** or 311 or **313**, PH 381 PH 383 or SOCL 300 or **BIOL 38**2 or S**TAT 301** or **PSY/S 313** or **MATH 183** **PH 384** PH 447 or PHIL 322 or **PHIL 323 or MGT 305 or SWRK 433** HCA 340, HCA 446/447 or CIS 243**, or CIS 321** **HCA 441 or HIM 225 or MGT 200 or MGT 301**.
~~One of the below-mentioned concentrations is required:~~ ~~☐Environmental Health Science – (22 hours) Required courses include: ENV 280, 375, 380, 480 or 460, PH 385 and 7 hours of electives.~~ ~~☐General Wellness Studies – (22 hours) Required courses include: PE 122, 211, 212, 221, 222, 310, 312, 313, 324. At least two credit hours of the open electives need to be upper-division.~~ ~~☐Gerontology – (21 hours) Required courses include: BIOL 344, PSYS 423, PH 443, SOC 342. In addition, 9 hours of electives must be chosen with approval of the academic advisor from the following (6 credit hours of electives must be upper-division): GERO 100, FACS 311, FACS 495, CD 489, FIN 161, HCA 345, HCA 440, HCA 471, PH 444, PH 463, PH 464, PHIL 426 OR SWRK 326.~~ ~~☐Health Promotions – (22 hours) Required courses are: SFTY 171, PH 261, 365, 384, 402, 461, 467, and 469.~~ ~~☐Health Services – (21 hours) Required courses are: HCA 344, 440, 441, 442, HCA 345 or 346, MGT 210 and ECON 202.~~ ~~☐Social Services – (21 hours) Required courses are: SWRK 101, 205, 330, 331, and 395. Students are also required to take 2 social work electives (6 hours) in consultation with their social work advisor.~~	**One of the concentrations listed below is required:** **Preparatory Health Sciences Concentration** ***Choose 24-27 credit hours from:*** **BIOL 120*, 121, 122, 123, 131*, 207, 208, 224, 225, 231, 344** **CHEM 107/08, 116, 120, 121, 222, 223, 304, 340, 341, 342, 343** **HIM 291, 292** **HMD 360, 368** **MATH 117, 136** **PSYS 160** **PHYS* 201, 202, 231, 232, 233, 255, 256, 332** **(*unduplicated)** **Health & Social Welfare Concentration** ***Choose 24-27 credit hours from:*** **BIOL 344** **CNS 110, 432** **COMM 348, 440, 450** **EXS 455** **FACS 310, 311, 395, 491, 497**

	FIN 161 **GERO 100, 461** **HCA 345, 347, 353, 446/447** **HIM 100, 252, 291, 292** **HMD 360, 367, 368** **IDST 369, 390, 395** **MGT 200, 301, 305, 333** **PH 100, 165, 261, 410, 443, 444, 446, 467, 468** **PSY/S 333, 423** **SOCL 342, 440** **SPED 200** **SWRK 101, 205, 330, 326, 357, 395, 437** **Other courses with advisor approval.**
An ~~associate~~ degree in a focused health area ~~would also be acceptable and needs to be approved by an academic advisor~~. Students with a completed A.A. or A.S. degree from a KCTCS college have completed WKU general education requirements. All other students need to meet with an advisor.	**Health Sciences Allied Health Concentration (Health Related A.S./A.A./A.A.S to Health Sciences Allied Health B.S. Concentration)** An associate's degree in a focused health area **may fulfill the concentration requirement with the approval of a Health Sciences academic advisor.** Students with a completed A.A. or A.S. degree from a KCTCS college will be considered to have completed the WKU general education requirements. All other students need to meet with an advisor. **In addition to completing the Health Sciences core, students need to fulfill all other appropriate major and degree requirements.**
Students must earn a "C" or better in each course in the major. Additionally, in accordance with university policy, an overall grade point average of 2.0 or better must be attained upon completion of required curriculum.	Students must earn a "C" or better in each course in the major. Additionally, in accordance with university policy, an overall grade point average of 2.0 or better must be attained upon completion of required curriculum.

Core Courses		**Core Courses**	
HMD 211 Human Nutrition	3	HMD 211 Human Nutrition	3
PSY/S 220 Developmental Psychology	3	**PSY/S 100 Intro to Psychology** or PSY/S 220 Developmental Psychology	3
BIOL 120/121 Biological Concepts: Cells, Metabolism, and Genetics	4	**BIOL 113 General Biology** **or** 120/121 Bio Concepts: Cell Metab and Genetics and Lab **or** 131 Anatomy and Physiology (*unduplicated)	3-4
BIOL 131 Anatomy and Physiology	4		
~~CHEM 304 Biochemistry~~	4	**CHEM 105/106 Fund. of General Chem or 109 Chem for the Health Sciences or PHYS*****	4

~~PHYS 231/232 Physics and Biophysics and Laboratory~~	4		
~~AH 190 Introduction to Allied Health Professions~~	~~2~~		
AH 290 Medical Terminology	2	AH 290 Medical Terminology	2
PE 311 Exercise Physiology	3	**PE 310 Kinesiology** **or** 311 Exercise Physiology **or 313 Motor Development**	3
PH 381 Community Health	3	PH 381 Community Health	3
PH 383 Biostatistics in the Health Sciences OR SOCL 300 Using Statistics in Sociology	3	PH 383 Biostatistics in the Health Sciences or SOCL 300 Using Statistics in Sociology **or BIOL 382 Intro to Biostatistics** **or STAT 301 Intro to Prob and Appl Stats** **PSY/S 313 Statistics in Psychology** **or MATH 183 Intro to Statistics**	3
		PH 384 Intro to Epidemiology	3
PH 447 Human Values and the Health Sciences OR PHIL 322 Biomedical Ethics	3	PH 447 Human Values and the Hlth Sci or PHIL 322 Biomedical Ethics **or PHIL 323 Social Ethics** **or MGT 305 Ethics & Critical Thinking** **or SWRK 433 Ethical Issues and Dilemmas in Social Work**	3
HCA 340 Health Care Organization and Management	3	HCA 340 Health Care Organization and Management	3
HCA 446/447 Health Care Informatics and Laboratory OR CIS 243 Principles of MIS	3-4	HCA 446/447 Health Care Informatics and Laboratory or CIS 243 Principles of MIS **or CIS 321 Emerging Information Tech**	3-4
		HCA 441 Legal Aspects/Health Care **or MGT 200 Legal Environment of Business** **or MGT 301 Business Law** **or HIM 225 Legal Issues in HIM**	**3-2**
Total Core Hours	44-45	**Total Core Hours**	**38-41**
Concentrations		Concentrations	
~~Environmental Health Science~~		**Preparatory Health Sciences Concentration**	
~~ENV 280 Intro to Environmental Sci~~	~~3~~	**Choose 24-27 credit hours from**	
~~ENV 375 Intro to Water Resources~~	~~3~~	**BIOL 120*/121* Bio Concepts: Cell Metab & Genetics & Lab** **BIOL 122/123 Bio Concepts: Evolution,**	

		Diversity & Ecology & Lab **BIOL 131* Human Anatomy & Physiology** **BIOL 207/208 General Microbiology & Lab** **BIOL 224/225 Animal Biology & Diversity and lab** **BIOL 231 Advanced Human Anatomy & Physiology** **BIOL 344 Biology of Aging** **(*unduplicated)**	
~~ENV 380 Prin of Environ Toxicology~~	~~3~~	**CHEM 107/108 Fund of Organic Chemistry & Lab** **CHEM 116 Intro to College Chemistry** **CHEM 120/121 College Chemistry & Lab** **CHEM 222/223 College Chem II & Lab** **CHEM 304 Biochemistry for the Health Sciences** **CHEM 340/341 Organic Chemistry I & Lab** **CHEM 342/343 Organic Chemistry II & Lab**	
		HIM 291 Advanced Med Terminology **HIM 292 Pharmacology & Lab Diagnostics**	
		HMD 360 Advanced Nutrition **HMD 361 Life Stage Nutrition**	
~~PH 385 Environmental Health~~	~~3~~	**MATH 117 Trigonometry** **MATH 136 Calculus**	
		PH 365 Human Sexuality **PH 464 Women's Health** **PH 468 Sexuality Education**	
		PSYS 160 Intro to Biological Psychology	
~~ENV 480 Haz & Solid Waste Mgmt~~ ~~OR 460 Environmental Management~~	~~3~~	**PHYS 201* College Physics I** **PHYS 202* College Physics II** **PHYS 231*/232* Intro to Physics I & Biophysics & Lab** **PHYS 233*/332* Intro to Physics II & Biophysics & Lab** **PHYS 255*/256* University Physics I & Lab** **(*unduplicated)**	
~~Electives~~	~~7~~		

~~Total~~	~~22~~	**Total**	**24-27**
~~General Wellness Studies~~		**Health & Social Welfare Concentration**	
~~PE 122 Found of Kinesiology~~	~~3~~	**Choose 24-27 credit hours from**	
~~PE 211 Net/Wall and Target Sports~~	~~2~~	**BIOL 344 Biology of Aging**	
~~PE 212 Strike/Field & Invas. Sports~~	~~2~~	**CNS 110 Human Relations** **CNS 432 Helping Skills**	
~~PE 221 Hlth & Rel Fitness I -Aerobics~~	~~2~~	**COMM 348 Interpersonal Communication** **COMM 440 Health Communication** **COMM 450 Family Communication**	
~~PE 310 Kinesiology~~	~~3~~	**EXS 455 Exercise and Aging**	
~~PE 312 Basic Athletic Training~~	~~3~~	**FACS 310 Management of Family Resources** **FACS 311 Family Relations** **FACS 395 Child and Family Stress** **FACS 491 Seminar in Family Economics** **FACS 497 Family Home Visiting**	
~~PE 313 Motor Development~~	~~3~~	**FIN 161 Personal Finance**	
~~PE 324 Measure & Eval in Kinesiology~~	~~3~~	**GERO 100 Intro to the Aging Experience** **GERO 461 Person-Centered Dementia Management**	
~~Total~~	~~22~~	**HCA 345 Long-Term Care Admin.** **HCA 347 International Comparisons of Health Care Systems**	
		HIM 100 Health Data Content & Structure **HIM 252 Healthcare Payment Systems** **HIM 291 Advanced Medical Terminology** **HIM 292 Pharmacology & Laboratory Diagnostics**	
		HMD 360 Advanced Nutrition **HMD 367 Nutrition in Aging** **HMD 368 Dietary & Herbal Supplements**	
		IDST 369 Career Related Field Experience **IDST 390 Applications of Interdisciplinary Studies** **IDST 395 Investigative Methods in Interdisciplinary Studies**	

		MGT 200 Legal Environment of Business **MGT 301 Business Law** **MGT 333 Management of Nonprofit Organizations**	
~~Gerontology 100~~		**PH 100 Personal Health** **PH 165 Drug Abuse** **PH 261 Foundations of Health Ed** **PH 365 Human Sexuality** **PH 410 Global Perspectives on Population Health** **PH 443 Health and Aging** **PH 444 Death, Dying and Bereavement** **PH 464 Women's Health** **PH 467 Drug Abuse Education** **PH 468 Sexuality Education**	
~~BIOL 344 Biology of Aging~~	~~3~~	**PSYS 333 Cognitive Psychology** **PSYS 423 Psych of Adult Life & Aging**	
~~PSYS 423 Psych of Adult Life & Aging~~	~~3~~	**SOCL 342Aging in Society** **SOCL 440 Medical Sociology**	
~~PH 443 Health and Aging~~	~~3~~	**SPED 200 The Culture of Disability**	
~~SOCL 342 Aging in Society~~	~~3~~	**SWRK 101 Foundations of Human Services** **SWRK 205 Intro to Social Work** **SWRK 330 Human Behavior in the Social Environment** **SWRK 326 Services for the Older American** **SWRK 357 Case Management** **SWRK 395 Social Welfare Policy & Issues** **SWRK 437 Military Social Work**	
~~Advisor Approved Electives to include 6 credit hours of upper division courses and chosen from the following: GERO 100, CFS 311, CFS 495, ECON 365, CD 489, FIN 261, HCA 345, HCA 440, HCA 471, PH 444, PH 463, PH 464, PHIL 426 or SWK 326.~~	~~9~~		
~~Total~~	~~22~~		**24-27**
~~Health Promotions~~			
~~SFTY 171 Safety and First Aid~~	~~1~~		
~~PH 261 Found of Health Education~~	~~3~~		
~~PH 365 Human Sexuality~~	~~3~~		

~~PH 384 Intro to Epidemiology~~	~~3~~		
~~PH 402 Worksite Health Promotion~~	~~3~~		
~~PH 461 Comp School Health Program~~	~~3~~		
~~PH 467 Drug Abuse Education~~	~~3~~		
~~PH 469 Critical Issues in Health & Safety~~	~~3~~		
~~Total~~	~~22~~		
~~Health Services~~			
~~HCA 344 Health Systems Management~~	~~3~~		
~~HCA 440 Health Economics~~	~~3~~		
~~HCA 441 Legal Aspects/Health Care~~	~~3~~		
~~HCA 442 Princ & Meth of Health Plan~~	~~3~~		
~~HCA 345 Long-Term Care Admin~~ ~~OR 346 Ambulatory Care Admin~~	~~3~~		
~~MGT 210 Organization and Mgmt~~	~~3~~		
~~ECON 202 Principles of Economics~~	~~3~~		
~~Total~~	~~21~~		
~~Social Services~~			
~~SWRK 101 Found of Human Services~~	~~3~~		
~~SWRK 205 Intro to Social Work~~	~~3~~		
~~SWRK 330 Human Behav in Soc Env I~~	~~3~~		
~~SWRK 331 Human Behav in Soc Env II~~	~~3~~		
~~SWRK 395 Social Welfare Policy and Issues~~	~~3~~		
~~SWRK Electives~~	~~6~~		
~~Total~~	~~21~~		
Allied Health		**Health Sciences Allied Health Concentration** **(Health Related A.S./A.A./A.A.S to Health Sciences Allied Health B.S. Concentration)**	
An ~~associate~~ degree in a focused health area ~~would also be acceptable and needs to be approved by an academic advisor~~. Students with a completed A.A. or A.S. degree from a KCTCS college have completed WKU general education requirements. All other students need to meet with an advisor.		An associate's degree in a focused health area **may fulfill the concentration requirement with the approval of a Health Sciences academic advisor.** Students with a completed A.A. or A.S. degree from a KCTCS college will be considered to have completed the WKU general education requirements. All other students need to meet with an advisor. **In addition to completing the Health Sciences core, students need to fulfill all other appropriate major and degree requirements.**	

Total	21	Total	21
Major Total	~~65-67~~	Major Total	**59-66**

4. Rationale for the proposed program change:

- **Overview:** When the Health Science degree was created the intent was three fold; to provide those students with an associate's degree an opportunity to complete work to attain a Bachelor's degree in a health related field, to provide students with a general interest in Health Sciences to pursue a Bachelor's degree while obtaining a concentration in a specific area of Health and Human Services, or allowing students to prepare for a post-graduate or professional degree in Health Science programs. While the program in its current configuration has generally been successful, some of the existing concentrations have lagged in enrollments and appeal. The proposed revisions are designed to support the concentrations that have had the greatest success and revise the other concentration options to better define the career options available to those completing this degree program.

- **Revising/Renaming Concentrations:** In addition to the associate degree option, there are currently six other concentrations students can choose from to complete the Health Sciences Degree (Health Services, General Wellness, Gerontology, Environmental Health Science, Health Promotions, and Social Services). These concentrations vary greatly in enrollment from a low of one in the Environmental Science concentration to 54 in the Health Services concentration. The proposed concentrations have maintained a vast number of courses from the current concentrations however, these six have been reduced to two. One will be titled **Preparatory Health Sciences Concentration**, which is designed to prepare for a post-graduate or professional degree in Health Science programs. The other concentration will be titled **Health and Social Welfare** and is designed to provide students with a general interest in Health Sciences to pursue a Bachelor's degree by allowing students to take courses supporting a variety of Health and Social Services employment opportunities. The Bachelor of Science associate degree to baccalaureate degree option will remain as it is in providing students transferring to WKU with an Associate's Degree or Applied Associate of Science Degree to complete the additional requirements to obtain a Bachelor of Science Degree.

  Health & Social Welfare Concentration: As America's aging population continues to grow, more elderly individuals, as well as those with mental and physical disabilities, are choosing to receive medical care and support services in their own homes instead of in nursing homes, hospitals, and other institutions. Services typically offered may include nursing, therapies, and personal care services. such as respiratory therapy, medical social services, nutritional counseling, home maintenance and modifications, vehicular modifications, moving assistance, respite care, home delivered meals, personal emergency response system, assistive technology, community transitional services, and home and community support services. The approach to home and community based services is designed to establish and manage networks of service providers capable of meeting these individuals' daily needs. The goal of home and community health services is to prevent premature and/or unwanted institutionalization by providing a coordinated plan of care and services to individuals of any age who would otherwise require nursing facility care. People who need long-term health care often prefer to live at home or in the community

rather than moving to an institution such as a nursing home. Home- and community-based care has been proven to be more cost effective but until recently Medicaid, which is the major payer of long-term care, has been structured to favor institutional care over home and community care. The Affordable Care Act gives states an incentive to expand home-and community-based services in Medicaid. Hence, states are changing their Medicaid programs to include more home and community care services.

- **Deleting AH 190 and other changes:** The vast majority of students completing this major come into the program from other majors or academic programs (KCTCS) during their sophomore or junior years. The course AH 190 was initially designed to inform incoming freshman about the professional opportunities in the Allied Health Professions. Faculty have expressed that students are exposed to the roles for allied health professionals through a number of the courses included in the current degree program thus creating a fair degree of redundancy. Options for areas of core courses were expanded in the sciences, statistics, ethics, and management areas. These and other changes in concentration electives will allow for flexibility as students are able to explore more topics or study an area of interest more in depth.

5. Proposed term for implementation: Fall 2016

6. Dates of prior committee approvals:

Department of Public Health	3/21/2016
CHHS Undergraduate Curriculum Committee	4/6/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 02/15/2016

College of Health and Human Services
School of Nursing
Proposal to Revise a Program
Action Item

Contact Person: Audrey Cornell, audrey.cornell@wku.edu 270-745-3656

1. Identification of program:

1.1 Current program reference number: 586
1.2 Current program title: Bachelor of Science in Nursing (BSN)
1.3 Credit hours: 60 credit hours

2. Identification of the proposed program changes:

- Change Nursing 324 Pathophysiology for Nursing from a required nursing curriculum course taken after admission to the program to a required pre-nursing support course. Completion of the course with a minimum grade of "C" will be required to apply to the BSN program.
- Change the required pre-nursing curriculum to include Math 115 or Math 116.
- Change in program major hours from 60 to 57 and change in required prerequisite hours from 31 to 34.

3. Required Pre-Requisite Support Courses for the Bachelor of Science in Nursing Degree

Current Program Description	Proposed Program Description
Western Kentucky University / 2015-2016 Undergraduate Catalog (p221) Baccalaureate of Science in Nursing (BSN) *Required Pre-Nursing Curriculum for Bachelor of Science in Nursing Degree:* MATH 116, BIOL 131, 231, PSY/PSYS 220, NURS 102, CHEM 109, BIOL 207, 208, HMD 211, and a statistics course selected from ECON 206, MATH 183, PH 383, PSY/PSYS 313 SOCL 300, or SWRK 344. The student must also have completed all requirements for general education (WKU Colonnade Program or approved general education certification transferred to WKU) prior to entry into the upper division BSN program. Be admitted to Western Kentucky University. 1. Complete all designated prerequisite courses. 2. Have a cumulative grade point average of 2.75 or above for college level courses. 3. Have attained a minimum of a "C" in NURS 102, BIOL 131/231, BIOL 207/208, CHEM 109, MATH 116, HMD 211, PSY/PSYS 220, and the	Western Kentucky University / 2015-2016 Undergraduate Catalog (p221) Baccalaureate of Science in Nursing (BSN) *Required Pre-Nursing Curriculum for Bachelor of Science in Nursing Degree:* **MATH 115 or** 116, BIOL 131, 231, PSY/PSYS 220, **NURS 324**, NURS 102, CHEM 109, BIOL 207, 208, HMD 211, and a statistics course selected from ECON 206, MATH 183, PH 383, PSY/PSYS 313 SOCL 300, or SWRK 344. The student must also have completed all requirements for general education (WKU Colonnade Program or approved general education certification transferred to WKU) prior to entry into the upper division BSN program. Be admitted to Western Kentucky University. 1. Complete all designated prerequisite courses. 2. Have a cumulative grade point average of 2.75 or above for college level courses. 3. Have attained a minimum of a "C" in NURS 102, **NURS 324**, BIOL 131/231, BIOL 207/208, CHEM 109, **MATH 115 or** 116, HMD 211, PSY/PSYS 220, and the selected Statistics course

selected Statistics course (ECON 206, MATH 183, PH 383, PSY/PSYS 313, SOCL 300 or SWRK 344) Anatomy and Physiology must have been completed no more than 5 years prior to application to the nursing program. Students who have obtained a minimum grade of "C" in Anatomy and Physiology more than 5 years prior to application to the nursing program must either retake the courses, or demonstrate current competency by passing a challenge exam prior to application to the nursing program. 4. Submit application to the School of Nursing by posted deadline on website. 5. Students may be asked to participate in a preadmission interview and/or testing. *Required Nursing Curriculum for Bachelor of Science in Nursing Degree* Students are required to take the following 60 hours and earn a grade of "C" or higher in each course: NURS 324,329, 333, 334, 335, 336, 337, 341, 342, 343, 344, 403, 413, 421, 422, 429, 432, 433, 444, 445, 448, 449.	(ECON 206, MATH 183, PH 383, PSY/PSYS 313, SOCL 300 or SWRK 344) Anatomy and Physiology must have been completed no more than 5 years prior to application to the nursing program. Students who have obtained a minimum grade of "C" in Anatomy and Physiology more than 5 years prior to application to the nursing program must either retake the courses, or demonstrate current competency by passing a challenge exam prior to application to the nursing program. 4. Submit application to the School of Nursing by posted deadline on website. 5. Students may be asked to participate in a preadmission interview and/or testing. *Required Nursing Curriculum for Bachelor of Science in Nursing Degree* Students are required to take the following 57 hours and earn a grade of "C" or higher in each course: NURS ~~324~~,329, 333, 334, 335, 336, 337, 341, 342, 343, 344, 403, 413, 421, 422, 429, 432, 433, 444, 445, 448, 449.

Current Prerequisite Courses **Revised Prerequisite Courses**

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
Math	116	College Algebra	~~3~~		**Math**	**115 or** 116	**Applied College Algebra** College Algebra	**3**
BIOL	131	Human Anatomy & Physiology I	4		BIOL	131	Human Anatomy & Physiology I	4
BIOL	231	Adv Human Anatomy and Physiology	4		BIOL	231	Adv Human Anatomy and Physiology	4
PSY/ PSYS	220	Developmental Psychology	3		PSY/ PSYS	220	Developmental Psychology	3
NURS	102	Intro to Professional Nursing	3		NURS	102	Intro to Professional Nursing	3
					NURS	**324**	**Pathophysiology for Nursing**	**3**
CHEM	109	Chemistry for the Health Sciences	4		CHEM	109	Chemistry for the Health Sciences	4
BIOL	207	General Micro	3		BIOL	207	General Micro	3

BIOL	208	General Micro Lab	1		BIOL	208	General Micro Lab	1
HMD	211	Human Nutrition	3		HMD	211	Human Nutrition	3
Statistics Course		Selected courses: ECON 206 Statistics MATH 183 Introductory Statistics PH 383 Biostatistics in the Health Sciences PSY/PSYS 313 Statistics in Psychology SOCL 300 Using Statistics in Sociology SWRK 344 Social Work Statistics and Data Analysis	3		Statistics Course		Selected courses: ECON 206 Statistics MATH 183 Introductory Statistics PH 383 Biostatistics in the Health Sciences PSY/PSYS 313 Statistics in Psychology SOCL 300 Using Statistics in Sociology SWRK 344 Social Work Statistics and Data Analysis	3
		Total hours	31				**Total hours**	**34**

Required Nursing Program Curriculum for a Bachelor of Science in Nursing Degree

Current Sequence					**Proposed Sequence**			
NURS	324	Patho for Nursing	3		~~NURS~~	~~324~~	~~Patho for Nursing~~	~~3~~
NURS	335	Health Assessment	3		NURS	335	Health Assessment	3
NURS	336	Health Assessment Lab	1		NURS	336	Health Assessment Lab	1
NURS	333	Fundamentals of Nursing	3		NURS	333	Fundamentals of Nursing	3
NURS	334	Clinical: Fundamentals of Nursing	2		NURS	334	Clinical: Fundamentals of Nursing	2
NURS	337	Health Promotion and Disease Prevention	3		NURS	337	Health Promotion and Disease Prevention	3
NURS	329	Concepts in Pharm I	2		NURS	329	Concepts in Pharm I	2
NURS	341	Medical-Surgical Nursing I	3		NURS	341	Medical-Surgical Nursing I	3
NURS	342	Clinical: M-S Nursing I	3		NURS	342	Clinical: M-S Nursing I	3
NURS	343	Mental Health Nursing	3		NURS	343	Mental Health Nursing	3
NURS	344	Clinical: Mental Health Nursing	1		NURS	344	Clinical: Mental Health Nursing	1
NURS	429	Concepts in Pharm II	2		NURS	429	Concepts in Pharm II	2
NURS	413	Nursing Research and Evidence Based Practice	3		NURS	413	Nursing Research and Evidence Based Practice	3
NURS	432	Medical-Surgical Nursing II	3		NURS	432	Medical-Surgical Nursing II	3
NURS	433	Clinical: Medical-Surgical Nursing II	3		NURS	433	Clinical: Medical-Surgical Nursing II	3
NURS	444	Maternal Child Nursing	4		NURS	444	Maternal Child Nursing	4

NURS	445	Clinical: Maternal Child	2		NURS	445	Clinical: Maternal Child	2
NURS	403	Nursing Leadership, Management/ Issues	4		NURS	403	Nursing Leadership, Management/Issues	4
NURS	421	High Acuity Nursing	3		NURS	421	High Acuity Nursing	3
NURS	422	Senior Practicum	4		NURS	422	Senior Practicum	4
NURS	448	Community Health Nursing	3		NURS	448	Community Health Nursing	3
NURS	449	Clinical: Community Health Nursing	2		NURS	449	Clinical: Community Health Nursing	2
TOTALS		Credit Hours	~~60~~		TOTALS		Credit Hours	**57**

4. Rationale for the proposed program change:

- Attrition-In addressing retention, the committee determined that students must have mastery of this foundational content in order to be academically successful in the nursing program. We currently experience a high number of failures and withdrawals in the first semester of the nursing program in NURS 324 Pathophysiology for Nursing. There has been a link identified between success in pathophysiology courses and successful completion of courses in the nursing program and on the national licensure examination. Requiring this course early will help faculty identify students at risk for failure in the nursing program and help students identify if nursing is the best fit for their career path.
- Student success-A failure in a pre-nursing course will not be included in the 2 course failure policy for students admitted in the nursing program. As a pre-nursing course, the student could repeat the course if needed without being penalized within the nursing program. By introducing the course in the pre-nursing curriculum students will be better prepared and have a clearer understanding of nursing and the rigor of the courses in the program prior to seeking admission.
- The Math 115 (Applied College Algebra) provides another option for students who need to meet higher level Quantitative Reasoning requirements but do not plan to enroll in additional math courses, which applies to our 586P students.
- Requiring NURS 324 as a prerequisite course decreases the number of nursing major hours from 60 to 57.
- The addition of NURS 324 to the prerequisite requirements increases the hours from 31 to 34.

5. Proposed term for implementation: Fall 2016

6. Dates of prior committee approvals:

School of Nursing BSN Curriculum Committee	February 15, 2016
School of Nursing BSN Prelicensure Program	March 18, 2016
College Curriculum Committee	3/25/2016
Undergraduate Curriculum Committee	04/21/2016
University Senate	

Proposal Date: 2/25/2016

WKU Undergraduate Curriculum Committee
Academic Policy Sub-Committee
Proposal to Revise an Academic Policy
(Action Item)

Contact Person: Andrew Mienaltowski, e-mail: andrew.mienaltowski@wku.edu, Phone: 5-2353

Identification of proposed policy revision:

1. **Catalog statement of existing policy:**
(Page 49 of the Undergraduate Catalog)
Departmental Credit By Examination

Students enrolled at WKU may also receive credit on the basis of departmental examinations. A student may take a departmental examination in any course listed as satisfying a requirement in any of the categories of general education. Departments may offer departmental exams in other courses at their discretion.

A department may adopt either a standardized examination available from outside the University or develop an appropriate proficiency examination within the department by means of a faculty committee. Departmental proficiency examinations may be written, oral or both.

To be eligible to take a departmental proficiency examination, a student must be fully matriculated, in good standing, and regularly enrolled at WKU. Credits earned in this manner will be recorded on the student's official transcript as nonresidence credit but will not be considered as a part of the normal semester load in the term in which the examination is taken. A student may not register for a departmental examination for a course while he or she is enrolled in that course. A student may not take a departmental proficiency examination in a course which has been previously taken at WKU or at another accredited institution.

A student desiring to take a departmental examination must complete an appropriate request form in the Office of the Registrar. A fee of $25 per credit hour must be paid at the time the form is submitted. The form must be submitted to the Registrar prior to the end of the third week of classes in either the fall or spring semesters. The Registrar will notify the appropriate department of the student's request. The department will administer the proficiency examination during the seventh week of classes. The student must obtain the specific time and place for testing from the department head.

After testing has been completed, the department head will notify the Registrar in writing as to whether or not the student demonstrated acceptable proficiency. If the department recommends credit be granted, the semester hours earned will be recorded on the official transcript. However, the credit will not be used in computing the grade point average since letter grades will not be assigned.

2. **Catalog statement of proposed policy:**

Departmental Credit By Examination

Students enrolled at WKU may also receive credit on the basis of departmental examinations, also called departmental comprehensive proficiency assessments. A student may take a departmental comprehensive proficiency assessment in any course listed as satisfying a

requirement in any of the categories of general education. Departments may offer departmental comprehensive proficiency assessments in other courses at their discretion.

To assess student proficiency, a department may adopt either a standardized examination available from outside the University or develop an appropriate comprehensive proficiency assessment within the department by means of a faculty committee. Departmental comprehensive proficiency assessments may be written, oral or both.

To be eligible to take a departmental comprehensive proficiency assessment, a student must be fully matriculated, in good standing, and regularly enrolled at WKU. Credits earned in this manner will be recorded on the student's official transcript as nonresidence credit but will not be considered as a part of the normal semester load in the term in which the assessment is completed. A student may not register for a departmental comprehensive proficiency assessment for a course while he or she is enrolled in that course. A student may not take a departmental comprehensive proficiency assessment in a course which has been previously taken at WKU or at another accredited institution.

A student desiring to take a departmental comprehensive proficiency assessment must complete an appropriate request form in the Office of the Registrar. A fee of $25 per credit hour must be paid at the time the form is submitted. The form must be submitted to the Registrar prior to the end of the third week of classes in either the fall or spring semesters. The Registrar will notify the appropriate department of the student's request. Students will complete the comprehensive proficiency assessment during the seventh week of classes. The student must obtain the specific time and place for testing from the department head.

After the assessment has been completed, the department head will notify the Registrar in writing as to whether or not the student demonstrated acceptable proficiency. If the department recommends credit be granted, the semester hours earned will be recorded on the official transcript. However, the credit will not be used in computing the grade point average since letter grades will not be assigned.

3. Rationale for proposed policy revision:

Currently, the "Departmental Credit by Examination" policy indicates that students can complete an exam in order to earn credit for a course at WKU. More specifically, this opportunity is available to all students for any General Education course.

When the Colonnade Program was developed, new General Education course categories emerged in the Connections component of the program (i.e., Connections Social and Cultural, Local to Global, and Systems). Although these courses often include assessments that can be characterized as exams, many also include other forms of critical assessments that are used to evaluate a student's proficiency in the subject matter covered. Whether or not a student has successfully met the learning outcomes for some Colonnade Connections courses can depend on the student's performance on such an assessment (e.g., an extensive paper, a portfolio of work, a performance, etc.).

Consequently, the proposed policy revision will continue to give students the opportunity to earn credit for courses through assessments. The proposed revision replaces the term "examination" with "comprehensive proficiency assessment" in order to reflect the possibility that the summative assessment that a student must complete to demonstrate proficiency in a course might be an assessment other than and/or in addition to an exam.

The proposed revision is consistent with the assessment plan adopted by some courses, especially Colonnade Connections courses, focused on developing students' abilities in

evidence-gathering, sense-making, and argumentation (see Evidence & Argument page for WKU's Quality Enhancement Plan: http://www.wku.edu/academicaffairs/qep/evidenceargument.php). The purpose of the revision is to expand upon the definition of "departmental examination" in order to accommodate other proficiency assessments that are used by departments. The proposed revision does not require departments to redesign existing departmental proficiency examinations that are already in place.

4. Impact of proposed policy revision on existing academic or non-academic policies:

4.1 Impact on policies: None foreseen

4.2 Impact on populations that may be affected: Students will benefit from greater availability of departmental examinations through the expanded ability of departments to assess proficiency using assessments in courses that have learning outcomes that cannot be assessed simply via examination.

5. Proposed term for implementation: Fall 2016

6. Dates of prior committee approvals:

Department/ Unit	
College Curriculum Committee (if applicable)	
UCC Academic Policy Subcommittee (if applicable)	**2/11/2016**
Undergraduate Curriculum Committee	**04/21/2016**
University Senate	