

*Julie Shadoan, Chair*

Senate Recommendation 2020-04-05 UCC Report 3.26.2020 compressed

The following proposals are being held for further review pending receipt of additional information:

-

\*Latin American & Latinx Studies Certificate

\*Language Certificate in Spanish

\*Certificate in Spanish/English Translation

\*Certificate in Professional Spanish for Heritage Speakers

\*Interdisciplinary Professionalism and Success

-

All other proposals contained in this report are approved.

# University Curriculum Committee

## March 26, 2020

**From: Anthony Paganelli**

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

**Call to Order – Meeting: 3:46 pm, ZOOM**

**Voting Members Present:** Dana Cosby, Anthony Paganelli, Melanie Autin, Sara McCaslin, Angie Jerome, Andrew Rosa, Carrie Trojan, Kandy Smith, Ivan Novikov, Dana Sullivan, Mariah Yates, Ozkan Ozer

**Advisory Members Present:** Jennifer Hammonds, Danita Kelley, Rheanna Plemons, Stuart Burris, Dennis George, Merrall Price

**Guest:** Andy Meinaltowski, Ann Ferrell, Sonia Lenk, Jeremy Maddox, Fred Siewers, Royhan Gani, Jenni Teeters, Qi Li, Chris Byrne, Ashley Fox, Gary English, D’Lee Babb, Martha Day, Said Ghezal, Kelly Madole, Margaret Gripshover, Laura McGee, Vicki Bagwell, Francesca Sunkin, Aaron Hughey, Allison Youngblood, Gregory Goodrich, Lori Fox

**Approval of February 25, 2020 Minutes – 1<sup>st</sup>/2<sup>nd</sup> Autin/Jerome**

**Old Business:**

Senate wanted a master calendar for all of the committees – They have recommended that UCC will meet on the fourth Tuesday.  
Discussed briefly the chair elect proposal.

**New Business:**

None

**Curriculum Agenda: Checklists on Shared Drive**

<b>Potter College of Arts and Letters page - 5</b>	
<b>Type of Action</b>	<b>Description of Item and Contact Information</b>
<b>Information</b>	<p><b>Proposal to Revise Course Prefix</b>  <b>Item: SUS 295 – Popular Culture &amp; Gender: Signs &amp; Narratives</b>            Contact: Dawn Hall, Email: <a href="mailto:dawn.hall@wku.edu">dawn.hall@wku.edu</a> (270) 535-7360</p>
<b>Consent</b> 1 <sup>st</sup> /2 <sup>nd</sup> : Jerome/Sullivan <b>Vote:</b> Approved	<p><b>Proposal to Revise Course Title</b>  <b>Item: FLK 276 Introduction to Folk Studies</b>            Contact: Ann Ferrell, Email: <a href="mailto:ann.ferrell@wku.edu">ann.ferrell@wku.edu</a> , 5-5896  <b>Discussion:</b> None</p>

<b>Bundle the next four – SPAN Certificate</b> <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Sullivan <b>Discussion:</b> None <b>Vote:</b> Approved <b>Motion to Approve Bundle</b> <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Cosby/Autin <b>Discussion:</b> None <b>Vote:</b> Approved	
<b>Action</b>	<b>Proposal to Create a Certificate</b> <b>Item: Certificate in Latin American and Latinx Studies</b> Contact: Sonia Lenk, Email: <a href="mailto:Sonia.lenk@wku.edu">Sonia.lenk@wku.edu</a> Phone: 5-5906
<b>Action</b>	<b>Proposal to Create a Certificate</b> <b>Item: Language Certificate in Spanish</b> Contact: Sonia Lenk, Email: <a href="mailto:Sonia.lenk@wku.edu">Sonia.lenk@wku.edu</a> Phone: 5-5906
<b>Action</b>	<b>Proposal to Create a Certificate</b> <b>Item: Certificate in Spanish/English Translation</b> Contact: Sonia Lenk, Email: <a href="mailto:Sonia.lenk@wku.edu">Sonia.lenk@wku.edu</a> Phone: 5-5906
<b>Action</b>	<b>Proposal to Create a Certificate</b> <b>Item: Certificate of Professional Spanish for Heritage Speakers</b> Contact: Sonia Lenk, Email: <a href="mailto:Sonia.lenk@wku.edu">Sonia.lenk@wku.edu</a> Phone: 5-5906

<b>Ogden College of Science and Engineering page - 21</b>	
<b>Type of item</b>	<b>Description of Item &amp; Contact Information</b>
<b>Consent</b> <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Autin/Rosa <b>Vote:</b> Approved	<b>Proposal to Revise Course Catalog Listing</b> <b>CHEM 475, Selected Topics in Chemistry, 3 hrs.</b> Contact: Jeremy Maddox - <a href="mailto:Jeremy.maddox@wku.edu">Jeremy.maddox@wku.edu</a> – 8725 <b>Discussion:</b> Can it be repeated for credit? No – Does it need to come out of the description, maybe put in program listing? <i>Friendly Amendment Please add the following sentence to the end of Section 4: The course may be repeated for credit provided topics differ.</i>
<b>Consent</b> <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Autin <b>Vote:</b> Approved	<b>Proposal to Revise Course Catalog Listing</b> <b>AMS 180, Intro to Architecture, 3 hrs.</b> Contact: Shahnaz Aly - <a href="mailto:Shahnaz.aly@wku.edu">Shahnaz.aly@wku.edu</a> – 5849 <b>Discussion:</b> Not sure the first five words are necessary “Intro to Architecture”. <i>Friendly Amendment to remove those words</i>
<b>Consent</b>	<b>Proposal to Revise Course Prerequisites/Corequisites</b> <b>PSYS 451, Psychology of Religion, 3 hrs.</b>

<p><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Autin/Rosa  <b>Vote:</b> Approved</p>	<p>Contact: Andy Mienaltowski <a href="mailto:andrew.mienaltowski@wku.edu">andrew.mienaltowski@wku.edu</a> 3919  <b>Discussion:</b> None</p>
<p><b>Action</b>  <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Autin/Cosby  <b>Vote:</b> Approved</p>	<p><b>Proposal to Make Multiple Revisions to a Course</b>  <b>HORT 340, Commercial Floriculture Production</b>  Contact: Roger Dennis - <a href="mailto:roger.ddennis@wku.edu">roger.ddennis@wku.edu</a> – 5971  <b>Discussion:</b> Abbr title can be the full title.  <i>Friendly Amendment – To change abbr title to full title</i></p>
<p><b>Action</b>  <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Sullivan/Autin  <b>Vote:</b> Approved</p>	<p><b>Proposal to Make Multiple Revisions to a Course</b>  <b>GEOG 480, Urban Geography, 3 hrs.</b>  Contact: Fred Siewers - <a href="mailto:fred.siewers@wku.edu">fred.siewers@wku.edu</a> – 5988  <b>Discussion:</b> None</p>
<p><b>Action</b>  <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Trojan/Jerome  <b>Vote:</b> Approved</p>	<p><b>Proposal to Create a New Course</b>  <b>GEOL 450, Field Geology, 3 hrs.</b>  Contact: Royhan Gani - <a href="mailto:Royhan.gani@wku.edu">Royhan.gani@wku.edu</a> – 5977  <b>Discussion:</b> None</p>
<p><b>Action</b>  <b>1<sup>st</sup>/2<sup>nd</sup>:</b>  McCaslin/Trojan  <b>Vote:</b> Approved</p>	<p><b>Proposal to Create a New Course</b>  <b>METR 424, Severe Weather Analysis and Forecasting, 2 hrs.</b>  Contact: Josh Durkee - <a href="mailto:joshua.durkee@wku.edu">joshua.durkee@wku.edu</a> – 8777  <b>Discussion:</b> None</p>
<p><b>Action</b>  <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Trojan/Autin  <b>Vote:</b> Approved</p>	<p><b>Proposal to Create a New Course</b>  <b>METR 425, Field Methods in Severe Weather Analysis &amp; Forecasting, 4 hours.</b>  Contact: Josh Durkee - <a href="mailto:joshua.durkee@wku.edu">joshua.durkee@wku.edu</a> -8777  <b>Discussion:</b> None</p>
<p><b>Action</b>  <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Autin  <b>Vote:</b> Approved</p>	<p><b>Proposal to Create a New Course</b>  <b>METR 430, Meteorological Computing, 3 hrs.</b>  Contact: Xingang Fan - <a href="mailto:xingang.fan@wku.edu">xingang.fan@wku.edu</a> – 5980  <b>Discussion:</b> None</p>
<p><b>Action</b>  <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Autin/Trojan  <b>Vote:</b> Approved</p>	<p><b>Proposal to Create a New Course</b>  <b>METR 475, Selected Topics in Meteorology, 1-3 hrs.</b>  Contact: Greg Goodrich - <a href="mailto:Gregory.goodrich@wku.edu">Gregory.goodrich@wku.edu</a> -5986  <b>Discussion:</b> Learning outcomes is it okay not to spell them out? Shouldn't be a problem now but moving forward it'll be different. Do we not need to see a full syllabus? Not required.</p>
<p><b>Action</b>  <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Trojan  <b>Vote:</b> Approved</p>	<p><b>Proposal to Revise a Program</b>  <b>Ref. 578, Meteorology, 48 hrs.</b>  Contact: Greg Goodrich - <a href="mailto:Gregory.goodrich@wku.edu">Gregory.goodrich@wku.edu</a> – 5986</p>

	<b>Discussion:</b> Does it need a four year plan included? Yes <i>Friendly Amendment – Add the four year degree plan</i>
<b>Action</b> 1 <sup>st</sup> /2 <sup>nd</sup> : Sullivan/Autin <b>Vote:</b> Approved	<b>Proposal to Create a New Course</b> <b>PSYS 444, Psychology of Substance Use Disorders, 3 hrs.</b> Contact: Jenni Teeters - <a href="mailto:jenni.teters@wku.edu">jenni.teters@wku.edu</a> – 2349 <b>Discussion:</b> None
<b>Action</b> 1 <sup>st</sup> /2 <sup>nd</sup> : McCaslin/Autin <b>Vote:</b> Approved	<b>Proposal to Revise a Program</b> <b>Ref. 747 and 747E, Psychological Science, 37-49 hrs.</b> Contact: Andy Mienaltowski <a href="mailto:andrew.mienaltowski@wku.edu">andrew.mienaltowski@wku.edu</a> 3919 <b>Discussion:</b> Degree Paths are in the shared folder for UCC.
<b>Action</b> <b>Tabled until next month</b> <b>Moved to table:</b> 1 <sup>st</sup> /2 <sup>nd</sup> : Cosby/Jerome <b>Vote:</b> Approved	<b>Proposal to Create a New Course</b> <b>DATA 301, Big Data with its Applications, 3 hrs.</b> Contact: Qi Li - <a href="mailto:qi.li@wku.edu">qi.li@wku.edu</a> – 6225 <b>Discussion:</b> Came to UCC Feb 2019 pulled because it wasn't approved in colonnade, Went back to colonnade in March 2020 but never came to UCC.
<b>Action</b> 1 <sup>st</sup> /2 <sup>nd</sup> : Cosby/Rosa <b>Vote:</b> Approved	<b>Proposal to Make Multiple Revisions to a Course</b> <b>ME 310, Engineering Instrumentation and Experimentation</b> Contact: Chris Byrne - <a href="mailto:chris.byrne@wku.edu">chris.byrne@wku.edu</a> – 6286 <b>Discussion:</b> None
<b>Action</b> 1 <sup>st</sup> /2 <sup>nd</sup> : Autin/Sullivan <b>Vote:</b> Approved	<b>Proposal to Make Multiple Revisions to a Course</b> <b>ME 333, Heat Transfer Laboratory, 1 hr.</b> Contact: Chris Byrne - <a href="mailto:chris.byrne@wku.edu">chris.byrne@wku.edu</a> – 6286 <b>Discussion:</b> None
<b>Action</b> 1 <sup>st</sup> /2 <sup>nd</sup> : Jerome/Cosby <b>Vote:</b> Approved	<b>Proposal to Revise Course Credit Hours</b> <b>ME 325, Elements of Heat Transfer, 4 hrs.</b> Contact: Chris Byrne - <a href="mailto:chris.byrne@wku.edu">chris.byrne@wku.edu</a> – 6286 <b>Discussion:</b> None
<b>Action</b> 1 <sup>st</sup> /2 <sup>nd</sup> : Autin/Trojan <b>Vote:</b> Approved	<b>Proposal to Review a Program</b> <b>Ref. 543, Mechanical Engineering, 122.5-123.5 hrs.</b> Contact: Chris Byrne - <a href="mailto:chris.byrne@wku.edu">chris.byrne@wku.edu</a> – 6286 <b>Discussion:</b> Needs four year plan

College of Health and Human Services page - 77	
Type of item	Description of Item & Contact Information
<b>Bundle Consent Items</b> 1 <sup>st</sup> /2 <sup>nd</sup> : Jerome/McCaslin	

<b>Discussion:</b> None <b>Vote:</b> Approved <b>Motion to approve Bundle</b> <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Cosby/Jerome <b>Vote:</b> Approved	
<b>Consent</b>	<b>Revise a Course Title</b> <b>PH 261 Foundations of Health Education</b> Contact: Grace Lartey - <a href="mailto:grace.lartey@wku.edu">grace.lartey@wku.edu</a> - 3941
<b>Consent</b>	<b>Revise a Course Title</b> <b>PH 381 Community Health</b> Contact: Grace Lartey - <a href="mailto:grace.lartey@wku.edu">grace.lartey@wku.edu</a> - 3941
<b>Consent</b>	<b>Revise a Course Title</b> <b>PH 483 Administration of Health Programs</b> Contact: Grace Lartey - <a href="mailto:grace.lartey@wku.edu">grace.lartey@wku.edu</a> - 3941
<b>Consent</b>	<b>Revise a Course Title</b> <b>PH 485 Methods in Community Health Education</b> Contact: Grace Lartey - <a href="mailto:grace.lartey@wku.edu">grace.lartey@wku.edu</a> - 3941
<b>Action</b> <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Autin <b>Vote:</b> Approved	<b>Revise a Program</b> <b>307: American Sign Language Studies (minor)</b> Contact: Ashley Fox - <a href="mailto:Ashley.fox@wku.edu">Ashley.fox@wku.edu</a> – 8962 <b>Discussion:</b> None
<b>Action</b> <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Autin/Sullivan <b>Vote:</b> Approved	<b>Revise a Program</b> <b>521: Public Health</b> Contact: Grace Lartey - <a href="mailto:grace.lartey@wku.edu">grace.lartey@wku.edu</a> – 3941 <b>Discussion:</b> None
<b>Action</b> <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Cosby/Trojan <b>Vote:</b> Approved	<b>Revise a Program</b> <b>548: Environmental and Occupational Health Sciences</b> Contact: Ritchie Taylor - <a href="mailto:Ritchie.taylor@wku.edu">Ritchie.taylor@wku.edu</a> – 8975 <b>Discussion:</b> None
<b>Action</b> <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Autin/Cosby <b>Vote:</b> Approved	<b>Revise a Program</b> <b>564: Health Sciences</b> Contact: Gary English - <a href="mailto:gary.english@wku.edu">gary.english@wku.edu</a> – 2678 <b>Discussion:</b> None
<b>Action</b> <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Sullivan/Jerome <b>Vote:</b> Approved	<b>Revise a Program</b> <b>563: Family and Consumer Sciences</b> Contact: D’Lee Babb - <a href="mailto:dlee.babb@wku.edu">dlee.babb@wku.edu</a> – 6943 <b>Discussion:</b> None

<b>College of Education and Behavioral Science page – 139</b> <b>All checklist need to be sent for all of the CEBS agenda. Dennis George will send in. All approved items are tangent on the checklist signature pages</b>	
<b>Type of item</b>	<b>Description of Item &amp; Contact Information</b>
<b>Action Item</b>	<b>Proposal to Revise Course Credit Hours</b>

<p><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Autin/Rosa  <b>Vote:</b> Approved</p>	<p><b>Item: SMED 101</b>  Contact Person: Martha Day - martha.day@wku.edu – 1099  <b>Discussion:</b> None</p>
<p><b>Action Item</b>  <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Autin/Jerome  <b>Vote:</b> Approved</p>	<p><b>Proposal to Revise Program</b>  <b>Item: 774</b>  Contact Person: Martha Day - martha.day@wku.edu – 1099  <b>Discussion:</b> Changes in 7.1 need to be strikethrough instead of bold. Talked briefly about variables 2 vs 3 hours.</p>
<p><b>Action Item</b>  <b>1<sup>st</sup>/2<sup>nd</sup>:</b>  Trojan/McCaslin  <b>Vote:</b> Approved</p>	<p><b>Create a New Course</b>  <b>Item: SPS 495</b>  Contact Person: Sara McCaslin - sara.mccaslin@wku.edu – 6103  <b>Discussion:</b> None</p>
<p><b>Action Item</b>  <b>1<sup>st</sup>/2<sup>nd</sup>:</b>  Trojan/McCaslin  <b>Vote:</b> Approved</p>	<p><b>Create a New Certificate Program</b>  <b>Item: Interdisciplinary Professionalism and Success</b>  Contact Person: Sara McCaslin - sara.mccaslin@wku.edu – 6103  <b>Discussion:</b> Madole – a course listed PSY-465 does not exist  <i>Friendly Amendment to strike out the above course.</i></p>
<p><b>Action Item</b>  <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Autin/Jerome  <b>Vote:</b> Approved</p>	<p><b>Proposal to Revise a Program</b>  <b>Item: 195</b>  Contact Person: Said Ghezal - said.ghezal@wku.edu – 4285  <b>Discussion:</b> All of the course in certificate are lower level, grand fathered in, if we make changes that it doesn't get us in trouble with KCTCS.</p>
<p><b>Action Item</b>  <b>1<sup>st</sup>/2<sup>nd</sup>:</b> Trojan/Autin  <b>Vote:</b> Approved</p>	<p><b>Proposal to Revise a Program</b>  <b>Item: 739/739P</b>  Contact Person: Said Ghezal - said.ghezal@wku.edu – 4285  <b>Discussion:</b> None</p>

Proposal date: 3/19/2019

**Potter College  
Department of English  
Proposal to Revise Course Prefix (ENG)  
(Information Item)**

Contact Person: Dawn Hall, [dawn.hall@wku.edu](mailto:dawn.hall@wku.edu), 270-535-7360

- 1. Identification of current course prefix:** SUS
- 2. Identification of proposed course prefix:** ENG
- 3. Rationale for the prefix revision:** School of University Studies was dissolved.
- 4. Course numbers to be included under the new course prefix:** 295
- 5. Term of implementation:** Next available
- 6. Dates of notification to committees:**

Department of English

3/20/2019

Potter College Curriculum Committee

3/25/2019

Undergraduate Curriculum Committee

3/26/20

University Senate



**Potter College of Arts & Letters  
Department of Folk Studies and Anthropology  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Ann Ferrell, [ann.ferrell@wku.edu](mailto:ann.ferrell@wku.edu), 5-5896

- 1. Identification of proposed course:**
  - 1.1 Course prefix (subject area) and number: FLK 276
  - 1.2 Course title: Introduction to Folk Studies
  - 1.3 Credit Hours: 3
- 2. Proposed course title:** Introduction to Folklore
- 3. Proposed abbreviated course title:** Introduction to Folklore
- 4. Rationale for the revision of course title:** The proposed name will align directly with the minor in Folklore and will be more familiar to potential students.
- 5. Proposed term for implementation:** next available

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

Folk Studies Program	01/30/2020
	_____
Department of Folk Studies and Anthropology	02/03/2020
	_____
Potter College Curriculum Committee	03/03/2020
	_____
Colonnade General Education Committee	
	_____
Undergraduate Curriculum Committee	3/26/20
	_____
Faculty Senate	
	_____

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

Contact Person: Dr. Sonia Lenk, [sonia.lenk@wku.edu](mailto:sonia.lenk@wku.edu), 270-839-4254

**1. Identification of program:**

- 1.1 Program title: Spanish: Certificate in Latin American and Latinx Studies
- 1.2 Required hours in program: 15 credit hours
- 1.3 Special information: Students who enter this program with previous knowledge of Spanish should take measures to gain credit for their language skills. For current information, please visit the Modern Languages website at [www.wku.edu/modernlanguages](http://www.wku.edu/modernlanguages) or meet with a faculty member in Spanish.

This certificate can be used as a stand-alone or a foundation for other certificates in the Spanish program or as a foundation for a major in Spanish.

Students will not be able to obtain the Certificate in Latin American and Latinx Studies and the Latin American Studies Minor; they will have to choose one.

- 1.4 Catalog description:

The Certificate in Latin American and Latinx Studies requires 15 credit hours.

The Certificate in Latin American and Latinx Studies is an interdisciplinary program that explores the language, culture, history, people, politics, and geography of Latin America. It is available to students who want to supplement a major in any field and want to broaden their regional, cultural, and language training to carry out work with/for the Hispanic population or in/about the Hispanic world. The admission requirement for the certificate is SPAN 370 or SPAN 331 and SPAN 371 or equivalent.

- 1.5 Classification of Instructional Program Code (CIP): 16.0905

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

- Students will be able to analyze the reality of Latin American people in the region and in the United States.
- Students will be able to demonstrate and implement cultural, historical, sociological, anthropological, political and/or economic knowledge of Latin America and its people.
- Students will be able to demonstrate an understanding of the richness and diversity of Latin America and its people.
- Students will be able to investigate topics of interest about the region and its people.

### 3. Rationale:

#### 3.1 Reason for developing the proposed certificate program:

This certificate is designed to provide students with a broad regional and cultural understanding for work in Latin America and/or with the Latinx population at home. This certificate will serve as a foundation for graduate studies or careers in public service, health care, humanitarian work, teaching, business, journalism, and many more fields.

No matter what area our students choose to work in, they will be likely to work with and/or serve the Hispanic population. At this time, one in six U.S. residents is Hispanic. By 2060, this population is projected to double to one in three (<https://www.census.gov/newsroom/releases/archives/population/cb12-243.html>).

According to the Herald Leader, “[a]ll but 12 Kentucky counties saw their Hispanic populations grow since 2000, and in more than a third of counties, Hispanic numbers at least doubled” (<https://www.kentucky.com/news/local/counties/fayette-county/article44085027.html>). In 2018, our Bowling Green Independent School District reported that 16% of their student body is Hispanic.

Latin America is the United States’ neighbor and its prosperity is critical for U.S. stability. Mexico is the third most important U.S. trade partner. Additionally, the region is expected to experience a great deal of growth in the next few years. Fruit of the Loom, one of Bowling Green’s biggest employers, has moved most of its manufacturing operations to Latin America.

Latin American culture and language are becoming more and more relevant to our everyday lives, including employment in education, business, health care, and social services. Graduates who are able to interact with diverse populations and understand their cultures, backgrounds, and languages will be able to make valuable contributions to diverse organizations.

#### 3.2 Relationship of the proposed certificate program to other programs now offered by the department:

The Certificate in Latin American Studies is a certificate that Spanish majors will be able to pursue in addition to their major. The Spanish courses included in the certificate count as electives for the completion of the Spanish major, except SPAN 372 and SPAN 376, which count as core courses for the major.

#### 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

At this time, WKU offers a minor in Latin American Studies. This certificate is an alternative to the Latin American Studies minor. This certificate allows students to demonstrate more concrete competency in both culture and language to prospective employers, while the minor demonstrates more academic interest in Latin America as a region. It is possible to take the Latin American Studies minor without pursuing Spanish beyond the 102 level.

#### 3.4 Projected enrollment in the proposed certificate program: 15 students

- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

The benchmark universities that offer a minor, concentration, or certificate in Latin American Studies are Eastern Carolina University, Towson University, Illinois State University, James Madison University, MTSU, Northern Illinois University, and Florida Atlantic University.

In Kentucky, NKU, Uof L, and UK offer a Latin American Studies minor, concentration, or certificate.

- 3.6 Relationship of the proposed certificate program to the university mission and objectives:

For the aforementioned reasons, this certificate is completely aligned with WKU mission of preparing "students of all backgrounds to be productive, engaged and socially responsible citizen-leaders of a global society." as well as enriching "the quality of life for those within its reach."

#### **4. Curriculum:**

Requirements:

15 credits with Latin American content (completed with a minimum grade of C), distributed as follows:

- Requisite course: (offered every year)  
HIST 200 Introduction to Latin America (also offered as GEOG 200, or SPAN 200)
- 9 credits of courses in Spanish, History, and/or Anthropology/Folk Studies with 75% Latin American content. If the course is not listed below, consult with the advisor for the certificate to ensure the course will count toward the certificate. Three of these credits can be taken through study abroad in a Latin-American country.

Available courses approved for the Certificate in Latin American and Latinx Studies:

In Spanish:

SPAN 345: Topics in Spanish (if it has "Latin America" or "Hispanic/s" as its subtitle)

SPAN 372: Latin American Civilization and Culture

SPAN 376: Literature and Culture of Latin America

SPAN 453: Introduction to Hispanic Linguistics

SPAN 480: Translation and Interpreting

SPAN 455: Special Topics in Spanish (if it has "Latin America" or "Hispanic/s" as its subtitle)

In History:

HIST 364: Colonial Latin America

HIST 365: Modern Latin America

HIST 464: Latin America and the United States

HIST 465: Modern Mexico

In Folk Studies & Anthropology:

ANTH/FLK 342: Peoples and Cultures of the Caribbean

- 3 credits of experiential learning, which can be either an internship, service learning, or study abroad in a Latin-American country.

All candidates for the certificate are encouraged to spend at least one winter or summer studying in a Spanish-speaking country. KIIS (Kentucky Institute for International Studies) is housed at WKU and offers many programs and relevant courses in Latin America. WKU also has agreements with several other study abroad programs in Latin America. Students might want to explore the possibilities at the KIIS office (HCIC 1001 or call 270-745-4416) or at the Study Abroad Office (HCIC 1014 or call 270-745-5334).

- At least three courses (9 credit hours) must be taken through Western Kentucky University.

Spanish Language Requirements:

Students must demonstrate intermediate-mid proficiency in Spanish. The language requirement may be met in one of three ways:

- Coursework: Successful completion of SPAN 370 or SPAN 331 and SPAN 371
- Examination: An Advanced Placement score of 4-5
- Individual oral examination to be conducted by language faculty

Students are encouraged to declare their intention to participate in the Certificate in Latin American and Latinx Studies, preferably prior to completing 6 credits of the certificate. Requests will be considered by the Spanish Program.

5. **Budget implications:** None – All courses will be offered by existing faculty in the Spanish, History, and Folk Studies & Anthropology Programs/Departments.
6. **Proposed term for implementation:** First available
7. **Dates of prior committee approvals:**

Department of Modern Languages	_____ 02/11/2020 _____
Potter College Curriculum Committee	_____ 03/03/2020 _____
Contact with Office of Academic Affairs	_____
Undergraduate Curriculum Committee	_____ <u>3/26/2020</u> _____
Faculty Senate	_____
Board of Regents	_____

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

Contact Person: Dr. Sonia Lenk, [sonia.lenk@wku.edu](mailto:sonia.lenk@wku.edu), 270-839-4254

**1. Identification of program:**

1.1 Program title: Language Certificate in Spanish

1.2 Required hours in program: 15 credit hours

1.3 Special information: Students who enter this program with previous knowledge of Spanish should take measures to gain credit for their language skills. For current information, please visit the Modern Languages website at [www.wku.edu/modernlanguages](http://www.wku.edu/modernlanguages) or meet with a faculty member in Spanish.

This certificate can be used as a stand-alone or a foundation for other certificates in the Spanish program or as a foundation for a major in Spanish.

1.4 Catalog description:

The Language Certificate in Spanish requires 15 credit hours.

This certificate focuses on the four main language skills: speaking, listening comprehension, reading comprehension, and writing. It provides a broad awareness of the cultures of the Spanish-speaking world. Earning this certificate will demonstrate that one possesses the skills necessary to converse in Spanish and with members of Hispanic population.

The prerequisites for the certificate are SPAN 101 and SPAN 102 or equivalent. Students are encouraged to contact the Spanish program to declare their intention to participate in the certificate, preferably prior to completing six credits of the certificate.

1.5 Classification of Instructional Program Code (CIP): 16.0905

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

- Students will be able to communicate about topics such as personal life, interests, future plans, past events, professions, job interviews, traveling, and food.
- Students will be able to describe and narrate in all major time frames.
- Students will be able to express themselves in paragraph-level discourse, applying appropriate connecting words.
- Students will be able to employ specialized and appropriate vocabulary that is used when traveling/studying abroad or working with Spanish-speaking populations.
- Students will be able to demonstrate their general understanding of the diversity and complexity of Hispanic cultures and people.

### **3. Rationale:**

3.1 Reason for developing the proposed certificate program:

This certificate will be useful for students who are interested in acquiring or further developing Spanish language skills but who are uncertain as to whether they can devote the time that would be needed to pursue a major in Spanish.

3.2 Relationship of the proposed certificate program to other programs now offered by the department:

At this time, the Spanish program offers a major and a minor in Spanish. Other certificates currently offered, with a slightly different emphasis, include The Certificate of China Studies and the Certificate of German Studies. This certificate is more language heavy and skills based.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

There are no other similar certificates. There are no other language-based certificates, but there are other skills-based certificates in other departments.

3.4 Projected enrollment in the proposed certificate program: 15 students

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

The benchmark universities that offer a certificate comparable to this one are Appalachian State University and Indiana State University.

In Kentucky, ECU offers the most similar certificate to this one: Certificate in Spanish Conversation and Culture.

3.6 Relationship of the proposed certificate program to the university mission and objectives:

For the aforementioned reasons, this certificate is completely aligned with WKU mission of preparing "students of all backgrounds to be productive, engaged and socially responsible citizen-leaders of a global society." as well as enriching "the quality of life for those within its reach."

### **4. Curriculum:**

Requirements:

- Students who have completed 15 credit hours (five courses) taught in Spanish including SPAN 201, SPAN 202, SPAN 370, SPAN 371 and any other 3\*\* level course are eligible for the Language Certificate in Spanish.
- At least three courses (9 credit hours) must be taken through Western Kentucky University.

- Students must earn a C or above in all courses for the certificate.

5. **Budget implications:** None – All courses will be offered by the existing faculty in the Spanish program.

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

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

Department of Modern Languages	<u>02/11/2020</u>
Potter College Curriculum Committee	<u>03/03/2020</u>
Contact with Office of Academic Affairs	<u></u>
Undergraduate Curriculum Committee	<u><b>3/26/2020</b></u>
Faculty Senate	<u></u>
Board of Regents	<u></u>



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

Contact Person: Dr. Sonia Lenk, [sonia.lenk@wku.edu](mailto:sonia.lenk@wku.edu), 270-839-4254

**1. Identification of program:**

1.1 Program title: Certificate in Spanish/English Translation

1.2 Required hours in program: 12 credit hours

1.3 Special information: This certificate is offered to advanced Spanish or bilingual students.

This certificate can be used as a stand-alone or a foundation for other certificates in the Spanish program or as a foundation for a major in Spanish.

1.4 Catalog description:

The Certificate in Spanish/English Translation requires 12 credit hours. The certificate is available to Spanish majors and minors or bilingual students. The admission requirement for the certificate is SPAN 370 or SPAN 331 and SPAN 371, and SPAN 374 or SPAN 376, or permission of the Spanish Program. Students are encouraged to declare their intention to participate in the certificate to the Spanish Program prior to completing six credits of the certificate. All courses in the certificate require a grade of "C" or higher.

1.5 Classification of Instructional Program Code (CIP): 16.0905

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

At the conclusion of this certificate, students will be able to:

- Incorporate the appropriate linguistic and translation terminology in order to work bilingually in the health, law, communication, education and business fields
- Apply enhanced knowledge of Spanish and technical aspects as related to translation practices
- Execute their training in translation in personal, academic and professional settings
- Demonstrate advanced use of grammar and composition rules
- Exhibit their linguistic and cultural competency.

**3. Rationale:**

3.1 Reason for developing the proposed certificate program:

According to the United States Department of Labor, Bureau of Labor Statistics, there is a demand for translators and interpreters at professional, scientific, and technical services

(30%), educational services at the state, local and private level (23%), self-employed workers (22%) hospitals (8%) and government (6%).

The median annual wage for interpreters and translators was \$46,120 in May 2016. However, just doing a simple search including government Spanish interpreter jobs shows salaries in the 70-80,000s.

According to Best Jobs from US News, "[b]y 2024, the Bureau of Labor Statistics projects 29 percent employment growth for interpreters and translators, which is much faster than the average for all occupations." (<https://money.usnews.com/careers/best-jobs/interpreter-and-translator>). Therefore, this increased demand will allow our students to expand their job opportunities.

Furthermore, there is a specific need in the Spanish language due to an increase in the number of the Spanish speaking population, many of whom are foreign born. Nowadays, one in six U.S. residents is Hispanic. The projection is that by 2060, it will double, resulting in one in three U.S. residents being Hispanic.

(<https://www.census.gov/newsroom/releases/archives/population/cb12-243.html>).

The foreign-born Hispanic population has increased to nearly 20 times its size over the past half century, from less than 1 million in 1960 to 19.4 million in 2015. Therefore, there is a great number of foreign-born Spanish speakers, most of them non-English proficient, who will need translation and interpretation services.

3.2 Relationship of the proposed certificate program to other programs now offered by the department:

This certificate can be used as a stand-alone or as a foundation for a major in Spanish. The courses included in the certificate count as either core courses or electives for the completion of the Spanish major.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

No other certificate offered at Western Kentucky University is directly comparable, as no other units offer a certificate that includes instruction in Spanish language. Other skills-based certificates do exist.

3.4 Projected enrollment in the proposed certificate program: 15 students

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

The benchmark universities only offer courses, not certificates, in translation, such as Appalachian State University, Ball State University, Central Michigan University, Eastern Carolina University, James Madison University, and Middle Tennessee State University.

Florida Atlantic University offers five areas of concentration; Translation Studies is one of them.

Northern Illinois University offers a B.A. in Spanish language and literature or in Spanish business and translation. The B.A. in Spanish business and translation offers core courses that are fairly comparable with the courses this certificate includes.

The University of Louisville offers a Certificate in Translation and Interpreting only at the graduate level.

3.6 Relationship of the proposed certificate program to the university mission and objectives:

For the aforementioned reasons, this certificate is completely aligned with WKU mission of preparing "students of all backgrounds to be productive, engaged and socially responsible citizen-leaders of a global society." as well as enriching "the quality of life for those within its reach."

4. **Curriculum:** Certificate in Spanish/English Translation

Requirements:

- The Certificate in Spanish/English Translation consists of 12 credits
- All courses in the certificate require a grade of “C” or higher.
- Prerequisites: SPAN 374 or SPAN 376 or permission of the Spanish Program

Restricted elective courses (9 hours):

One of the following courses:

- SPAN 372: Latin America Civilization & Culture or SPAN 373: Spanish Civilization & Culture

Two of the following courses:

- SPAN 470: Advanced Spanish Conversation or SPAN 471: Advanced Spanish Composition or SPAN 453: Introduction to Spanish Linguistics

Required core course: (3 hours) (offered every year or every three semesters)

- SPAN 480: Translation and Interpreting

5. **Budget implications:** None – All courses will be offered by the existing faculty in the Spanish Program

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

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

Department of Modern Languages	11/12/2020
Potter College Curriculum Committee	03/03/2020
Contact with Office of Academic Affairs	_____
Undergraduate Curriculum Committee	<u>2/26/2020</u>
Faculty Senate	_____
Board of Regents	_____

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

Contact Person: Dr. Sonia Lenk, [sonia.lenk@wku.edu](mailto:sonia.lenk@wku.edu), 270-839-4254

**1. Identification of program:**

- 1.1 Program title: Certificate of Professional Spanish for Heritage Speakers
- 1.2 Required hours in program: 15 credit hours
- 1.3 Special information: This certificate is offered to further Heritage speakers' academic competence in Spanish.

This certificate can be used as a stand-alone or a foundation for other certificates in the Spanish program or as a foundation for a major in Spanish.

1.4 Catalog description:

The program will train students in developing academic and professional oral and written skills that can be applied to future employment in connection with other majors or professional fields such Health, Business, Public Relations, Journalism, Law or Social Work. Students are encouraged to declare their intention to participate in the certificate prior to completing six credits of the certificate. All courses in the certificate require a grade of "C" or higher.

1.5 Classification of Instrumental Program Code (CIP): 16.0905

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

At the conclusion of this certificate, students will be able to:

- speak using appropriate grammatical forms as well as vocabulary through dialogues, prepared presentations, as well as impromptu conversations with classmates, professors and guest speakers
- demonstrate comprehension of spoken Spanish on different types of evaluations
- write using appropriate grammatical forms as well as vocabulary exhibited at informal and formal writing
- read informal and formal texts including letters or short essays as well as literature and articles from various parts of the Spanish-speaking world

**3. Rationale:**

3.1 Reason for developing the proposed certificate program:

The certificate values Heritage speakers' cultural and language background, providing them with the opportunity to develop their language skills further. Often this group has had more experience with oral communication rather than more formal written communication. They will be presented with grammatical

concepts and linguistic structures that are likely new to them. This program will train Heritage speakers who want to improve their language skills for use in academic and professional settings while they develop an awareness and understanding of the wide variety of Hispanic cultures in the Hispanic countries, world and the United States.

"With over 329 million [nowadays, over 500 million] speakers in approximately 44 countries, Spanish is the second-most spoken language in the world (Lewis, 2009). The United States is the fifth largest Spanish-speaking country in the world after Mexico, Colombia, Spain, and Argentina (Central Intelligence Agency, 2008), with approximately 50.5 million speakers (U.S. Census Bureau, 2010) [reaching a record 59.9 million in 2018, according to the Pew Center]. Additionally, Spanish is the second most commonly spoken language in the United States (after English) and the most widely taught non-English language in high schools and postsecondary institutions (Beaudrie & Fairclough, 2012; Potowski & Carreira, 2010; Rhodes & Pufahl, 2009)." (<http://www.cal.org/heritage/pdfs/briefs/spanish-heritage-language-schools-in-the-us.pdf>)

According to the 2010 Census, the majority of the growth in the population of this country between 2000 and 2010 is attributed to the increase in the Hispanic population.

As of December of 2018, the city of Bowling Green in Kentucky had a count of 6.89% Hispanics, a 20.69% increase since 2010. (<https://www.homesnacks.net/most-hispanic-cities-in-kentucky-1210763/>) Bowling Green High School reported 16% Hispanics in their student body. (<https://www.publicschoolreview.com/bowling-green-high-school-profile>).

"Heritage Spanish Speakers Approximately 70% of U.S. Latinos ...speak Spanish at home (Pew Hispanic Center, 2007). However, due to exposure, education, and total immersion in the majority language, English, most Spanish speakers retain Spanish for the sole purpose of communicating with their families and in their communities." (<http://www.cal.org/heritage/pdfs/briefs/spanish-heritage-language-schools-in-the-us.pdf>)

3.2 Relationship of the proposed certificate program to other programs now offered by the department:

This certificate can be used as a stand-alone or as a foundation for a major in Spanish. The courses included in the certificate count as either core courses or electives for the completion of the Spanish major. The Certificate in Chinese Studies and the Certificate in German Studies are not geared for heritage speakers, including courses in the target language as well as in English while this certificate encourages our heritage speakers to further their language and cultural knowledge exclusively in Spanish.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

No other certificate offered at Western Kentucky University is comparable. There is no other language-based certificate specifically designed for heritage speakers that tackle their specific linguistic differences to native English speakers learning

Spanish as a second language. However, there are other skills-based certificates in other departments.

3.4 Projected enrollment in the proposed certificate program: 15 students

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

The University of Louisville offers a Heritage Language Track within their Spanish Minor. Other universities across the country offer special courses, tracks or certificates for Heritage Speakers, such as, University of Maryland, American University and Rutgers University.

3.6 Relationship of the proposed certificate program to the university mission and objectives:

For the aforementioned reasons, this certificate is completely aligned with WKU mission of preparing "students of all backgrounds to be productive, engaged and socially responsible citizen-leaders of a global society." as well as enriching "the quality of life for those within its reach."

#### **4. Curriculum:**

The Certificate of Professional Spanish for Heritage Speakers consists of 15 credit hours.

Restricted elective courses: (6 or 9 credit hours)

Two or three of the following courses:

- SPAN 371 Spanish Composition and Grammar
- SPAN 381 Grammar Through Cultural Readings
- SPAN 471 Advanced Spanish Composition

Other elective courses: (9 or 6 credit hours)

Two or three of the following courses (adding to a total of 5 courses, 15 credit hours)

- SPAN 331 Business Spanish
- SPAN 345 Topics in Spanish
- SPAN 372 Latin American Civilization and Culture
- SPAN 373 Spanish Civilization and Culture
- SPAN 374 Literature and Culture of Spain
- SPAN 376 Literature and Culture of Latin America
- SPAN 455 Special Topics
- SPAN 453 Introduction to Spanish Linguistics
- SPAN 480 Translation and Interpreting

#### **Requirements:**

- Be a heritage speaker (students who are not sure if they qualify should meet with Spanish advisors)
- Take the Spanish placement test, CLEP or schedule an oral interview with the upper-division faculty
- After completion of five (5) courses in the 300 level-400 sequence, students are eligible for the Certificate of Professional Spanish for Heritage Speakers
- At least three (3) of these courses must be taken in the Spanish Program at WKU
- Only courses taught in Spanish count toward the certificate

- A "C" or above in all courses

5. **Budget implications:** None – All courses will be offered by the faculty in the Spanish Program

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

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

Department of Modern Languages	<u>11/12/2020</u>
Potter College Curriculum Committee	<u>03/03/2020</u>
Contact with Office of Academic Affairs	<u></u>
Undergraduate Curriculum Committee	<u><b>3/26/2020</b></u>
Faculty Senate	<u></u>
Board of Regents	<u></u>

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

Contact Person: Jeremy B. Maddox, [jeremy.maddox@wku.edu](mailto:jeremy.maddox@wku.edu), 5-8725

**2. Identification of course:**

1.4 Course prefix (subject area) and number: CHEM 475

1.5 Course title: SELECTED TOPICS IN CHEMISTRY

**3. Current course catalog listing:**

Special topics are presented to acquaint advanced students with significant problems and developments of current interest in the fields of analytical, biological, inorganic, organic, physical, polymer and coal chemistry. The course may be repeated for credit provided topics differ.

**4. Proposed course catalog listing: (aim for 25 words or less)**

Special topics are presented to acquaint advanced students with significant problems and developments of current interest in the field of chemistry. The course may be repeated for credit provided topics differ.

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

The proposed revision reduces the length of the catalog listing. The ability to repeat CHEM 475 for credit will be articulated in the program description. For example, CHEM 475 is an elective course and may not be used as a substitute for any of the following courses: CHEM 320, 330 or equivalent, 340/1, 342/3, 420/1, 435/6, 446, 450/1, or 452/3.

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

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

Department of Chemistry

11/1/2019

Ogden College Curriculum Committee

2/27/2020

Undergraduate Curriculum Committee

3/26/2020

University Senate

\_\_\_\_\_



Proposal Date: 10/31/2019

**Ogden College of Science and Engineering  
School of Engineering and Applied Sciences  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Shahnaz Aly, Associate Professor, Shahnaz.aly@wku.edu, 270 745 5849

**1. Identification of course:**

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

1.2 Course title: Intro to Architecture

**Current course catalog listing:**

~~Survey of the history of architectural theory and application from antiquity to today~~. The primary vehicle of investigation will be the architectural artifacts of the built environment and the philosophical rationale behind the motivation for their creation.

**2. Proposed course catalog listing:**

(aim for 25 words or less)

**It covers the basic concepts of building design and architectural theory of various architectural styles.** The primary vehicle of investigation is the architectural artifacts of the built environment and the philosophical rationale behind the motivation for their creation.

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

Amendment to respond to course contents and student's learning objectives

**4. Proposed term for implementation:**

As soon as available

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

School of Engineering & Applied Sciences

11/15/2019

Ogden College Curriculum Committee

2/27/2020

Undergraduate Curriculum Committee

3/26/2020

University Senate

**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](mailto:andrew.mienaltowski@wku.edu), (270) 681-0270

**1. Identification of course:**

1.1 Course prefix (subject area) and number: PSYS 451

1.2 Course title: Psychology of Religion

**2. Current prerequisites/corequisites/special requirements:**

Nine hours of psychology, including PSYS 100 / PSY 100, and junior standing; or permission of the instructor. PSYS 210 / PSY 210, PSYS 313 / PSY 313, and PSYS 450 are preferred but not essential.

**3. Proposed prerequisites/corequisites/special requirements:**

PSYS 100 or PSY 100 or PSYS 160, and junior standing.

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

The listed prerequisites and preferred courses propose a complex hierarchy of sequencing that is not needed for this course. The proposed prerequisite courses reflect the material, experiences, and student standing necessary for students to be successful in the course. The revised prerequisites, removing the unnecessary sequencing, will also make this course easier to include in the rotation of courses offered by faculty within the Department of Psychological Sciences.

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

The proposed revision should allow students to take this course earlier on in their program of study at WKU, allowing Psychological Science students to avoid obstacles to graduation if this course is needed.

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

**7. Dates of prior committee approvals: (streamlined approval process in AY 2019-2020)**

Department of Psychological Sciences

**September 9, 2019**

Ogden College Curriculum Committee

2/27/2020

University Curriculum Committee

3/26/2020

University Senate

\_\_\_\_\_  
\_\_\_\_\_

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

Contact Person: Roger Dennis, [roger.dennis@wku.edu](mailto:roger.dennis@wku.edu), (270) 745-5971

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: HORT 340
- 1.2 Course title: Commercial Floriculture Production

**2. Revise course title:**

- 2.1 Current course title: Commercial Floriculture Production
- 2.2 Proposed course title: Greenhouse Crop Production
- 2.3 Proposed abbreviated title: Greenhouse Crop Production
- 2.4 Rationale for revision of course title: To encompass the changing greenhouse industry, the title change will be more representative to include additional (non-floriculture) greenhouse-grown crops.

**3. Revise course number:**

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

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

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

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Commercial greenhouse production of floriculture crops, focusing on the production of bedding plants, potted flowering plants, foliage plants and other miscellaneous crops.
- 5.2 Proposed course catalog listing: Commercial greenhouse production of floriculture crops, focusing on the production of bedding plants, potted flowering plants, foliage plants and other non-floriculture crops including but not limited to hemp and tobacco transplants.
- 5.3 Rationale for revision of course catalog listing: To accurately reflect the inclusion of additional greenhouse-grown crops.

- 6. Revise course credit hours:**  
6.1 Current course credit hours:  
6.2 Proposed course credit hours:  
6.3 Rationale for revision of course credit hours:

- 7. Revise schedule type:**  
7.1 Current schedule type:  
7.2 Proposed schedule type:  
7.3 Rationale for revision of schedule type:

- 8. Revise grade type:**  
8.1 Current grade type:  
8.2 Proposed grade type:  
8.3 Rationale for revision of grade type:

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

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

Department of Agriculture and Food Science

February 6, 2020

Ogden College Curriculum Committee

---

2/27/2020

Undergraduate Curriculum Committee

---

3/26/2020

University Senate

---

---

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

Contact Person: Fred DeGraves, [fred.degraves@wku.edu](mailto:fred.degraves@wku.edu), x54555

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 480
- 1.2 Course title: Urban Geography

**2. Revise course title:**

- 2.1 Current course title: Urban Geography
- 2.2 Proposed course title: Sustainable Cities
- 2.3 Proposed abbreviated title: Sustainable Cities
- 2.4 Rationale for revision of course title: The revised course title more accurately reflects the course content and the evolution of methodologies, theoretical frameworks, shifts in research focus and applications, as well as pedagogical approaches in the field of Urban Geography.

**3. Revise course number:**

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

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

- 4.1 Current prerequisites/corequisites/special requirements: None.
- 4.2 Proposed prerequisites/corequisites/special requirements: None
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: NA
- 4.4 Effect on completion of major/minor sequence: None

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: GEOG 480. URBAN GEOGRAPHY. (3) Geographic principles related to basic elements of distribution, structure, functional relationships, and regional setting of urban centers are discussed.
- 5.2 Proposed course catalog listing: This course explores the consequences of urban development and the essentials of sustainable urbanism. Topics include environmental and human costs of urbanization, landscape change, mobility, and urban responses to climate change.
- 5.3 Rationale for revision of course catalog listing: The new course catalogue listing more accurately reflects the course content.

- 6. Revise course credit hours:**  
6.1 Current course credit hours: NA  
6.2 Proposed course credit hours: NA  
6.3 Rationale for revision of course credit hours: NA

- 7. Revise schedule type: NA**  
7.1 Current schedule type: NA  
7.2 Proposed schedule type: NA  
7.3 Rationale for revision of schedule type: NA

- 8. Revise grade type:**  
8.1 Current grade type: NA  
8.2 Proposed grade type: NA  
8.3 Rationale for revision of grade type: NA

**10. Proposed term for implementation:** Fall 2020

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

Geography & Geology Department

2/14/2020

Ogden College Curriculum Committee

2/27/2020

Undergraduate Curriculum Committee

2/26/2020

University Senate

\_\_\_\_\_

**(Action Item)**

**Proposal Date:** 2/11/20

**Proposal to Create a New Course:**

**Ogden College of Science and Engineering**

**Department/Unit: Geography and Geology**

**Section 1: Proponent Contact Information**

**1.1 Name/Title:** M. Royhan Gani, Associate Professor

**1.2 Email address:** [royhan.gani@wku.edu](mailto:royhan.gani@wku.edu)

**1.3 Phone:** 270-745-5977

**Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number:** GEOL 450

**2.2 Course CIP code:** 40.0601

**2.3 Course title:** FIELD GEOLOGY

**2.4 Abbreviated Course title:** FIELD GEOLOGY

**2.5 Variable credit:** 1-6 hours

**2.6 Repeatability:** Repeatable for a maximum of 6 hours

**2.7 Course Term: Is this course intended to span more than a single term?**

NO

**2.8 Course Catalog Description:** Geological field experiences in a variety of settings and locations, designed to teach the hands-on methods of fieldwork and data collection, and the preparation of geologic maps, cross sections and reports.

**2.9 Prerequisite/Corequisites/Restrictions:** GEOL 111 AND GEOL 113 OR Permission of instructor

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

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

**2.12 Grade Type:** Standard A-F final grade.

## 2.13 Schedule Type: Applied Learning

### Section 3: Description of proposed course

**3.1 Course Content Summary:** This course is designed for students to gain geological field experience in mapping, analysis and interpretation of geologically complex terrains. Exercises include work in sedimentary, igneous, and/or metamorphic landscapes, many of which are structurally complex. As appropriate, environment and hazard assessments can also be included in the exercise.

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

- Develop ability to independently investigate a geological field site
- Collect and analyze field data
- Examine rocks and associated structures
- Create geological maps and cross sections of an area
- Assess geological history of an area
- Demonstrate written and oral communication skills

**3.3 Assessment/Evaluation:** Students will be given daily assignments to complete that involve maps, sections, and exercises. Students will be required to prepare a comprehensive field report. Oral presentations will also be part of the evaluation process.

### Section 4: Rationale

**4.1 Reason for developing this proposed course:** Over the past years, field geology courses to various locations (e.g., Mojave Desert, California) have been offered each year under GEOG 452 (Applied Geoscience Field Experiences). The topic of GEOG 452 is rather broad that includes Study Abroad and Study Away programs. The creation of GEOL 450 better reflects the need for a focused field geology experience for Geology majors.

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

- Do any other courses already being offered by other university departments/units share content with this proposed course? **NO**
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? **NO**
- If the answer to both questions is NO, simply proceed to item 5.



- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

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

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

10 students.

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

One section per year.

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

10 students.

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

Around 10 students have enrolled in the field geology course in the past.

### **5.5 Proposed method of staffing:**

The proposed course will be staffed by the existing faculty of the Department.

### **5.6 Instructional technology resources:**

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

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

**NO** (current resources are sufficient)

## **Section 6: Proposed term for implementation:** Fall 2020

## **Section 7: Supplemental/Supporting Documentation:** N/A

**(Action Item)**

**Proposal to Create a New Course:**

**Ogden College of Science and Engineering**

**Department/Unit: Geography and Geology**

**Section 1: Proponent Contact Information**

**1.1 Name/Title: Josh Durkee/Associate Professor**

**1.2 Email address: joshua.durkee@wku.edu**

**1.3 Phone # 5-8777**

**Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number: METR 424**

**2.2 Course CIP code: 40.0404**

**2.3 Course title: Severe Weather Analysis and Forecasting**

**2.4 Abbreviated Course title: Severe Weather Analysis**

**2.5 Credit hours/Variable credit: 2 hours**

**2.6 Repeatability: Repeatable once for a total of 4 credits**

**2.7 Course Term: Is this course intended to span more than a single term?  
NO**

**2.8 Course Catalog Description:**

Provides preparatory and debriefing in-class time for METR 425, Field Methods in Severe Weather Analysis and Forecasting. Students will use this in-class time prior to departure to learn about course expectations, travel logistics, and to practice forecasting current events. Students will use this in-class time upon return to debrief the field component, archive all data, and develop applied research projects for future use.

**2.9 Prerequisite/Corequisites/Restrictions:**

**Prerequisite: METR 324 and Permission of Instructor.**

**Corequisite: METR 425**

**2.10 Additional Enrollment Requirements: NA**

**2.11 Other Special Course Requirements: NA**

**2.12 Grade Type: Standard A-F final grade**

**2.13 Schedule Type: Lecture**

**Section 3: Description of proposed course**

**3.1 Course Content Summary:**

Week 1: Course expectations, travel logistics, data management structure, forecasting sample events.

Week 2: Debriefing the field component, submission of data and analysis archive, submission of the daily reflection log.

**3.2 Learning Outcomes:**

The objectives and learning outcomes of this course are:

- Develop a daily travel rubric.
- Develop a daily forecast rubric.
- Develop a data management structure.
- Create a detailed daily log for reflection.
- Draft an applied learning and research outline for case study analysis.
- Become proficient in logistics and data management and post-hoc analysis with regard to field study and research.

**3.3 Assessment/Evaluation:**

Assessment will focus on attendance, participation, and anticipated deliverables of a final data and analysis archive and a finished daily reflection log. Evaluation will focus on the breadth and quality of all submitted materials.

## **Section 4: Rationale**

**4.1 Reason for developing this proposed course:** This course has been offered each summer since 2010 under GEOG 475 – Selected Topics in Geography and GEOG 452 – Applied Geographical Field Experiences (3 credit hours each). The creation of METR 424 and its corequisite METR 425 better reflect the nature of this capstone experience as a Meteorology course. The two courses reflect the lecture component (METR 424) that occurs before and after the two-week field methods component (METR 425).

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

- Do any other courses already being offered by other university departments/units share content with this proposed course? **NO**
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? **NO**
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

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

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

**5.2 How many sections of this course per academic year will be offered? One, during the summer**

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

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections. Eight students have enrolled each summer since 2010 and represents a manageable number of students given travel and lodging constraints.**

**5.8 Proposed method of staffing: Existing faculty**

**5.9 Instructional technology resources: The course will be taught in the existing Meteorology Lab (EST 425).**

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

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

**Section 6: Proposed term for implementation:** Fall 2020 although the course will be offered for the first time in Summer 2021.

**Section 7: Supplemental/Supporting Documentation:** NA

**(Action Item)**

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

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: Josh Durkee/Associate Professor**
- 1.2 Email address: joshua.durkee@wku.edu**
- 1.3 Phone # 5-8777**

**Section 2: Course Catalog Information**

- 2.1 Course prefix (subject area) and number: METR 425**
- 2.2 Course CIP code: 40.0404**
- 2.3 Course title: Field Methods in Severe Weather Analysis and Forecasting**
- 2.4 Abbreviated Course title: Field Methods Severe Weather**
- 2.5 Credit hours/Variable credit: 4 hours**
- 2.6 Repeatability: Repeatable once for a total of 8 credits**
- 2.7 Course Term: Is this course intended to span more than a single term?**

**NO**

**2.8 Course Catalog Description:**

Provides an intensive, comprehensive field-based weather analysis and forecasting experience that focuses on all forms of severe weather, including tornadoes. Students will travel across the Great Plains collecting and analyzing weather data, predicting severe convective thunderstorms, and formulating logistical plans to document forecast outcomes each day. Students will also have the opportunity for applied learning approaches in leadership, collaborative team-building, and professional aptitude development

**2.9 Prerequisite/Corequisites/Restrictions:**

**Prerequisite: METR 324 and Permission of Instructor.**

**Corequisite: METR 424**

**2.10 Additional Enrollment Requirements: NA**

**2.11 Other Special Course Requirements:** NA

**2.12 Grade Type:** Standard A-F final grade

**2.13 Schedule Type:** Applied Learning

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

#### **3.1 Course Content Summary:**

Two-week field course with a daily routine of students developing severe weather forecasts, developing travel logistics to document forecast outcomes, and maintaining a collection of weather data and analysis content.

#### **3.2 Learning Outcomes:**

The objectives and learning outcomes of this course are:

- Develop proficiency in diagnostic and prognostic weather analysis
- Apply existing meteorological understanding to real-world/real-time severe weather forecasting events
- Become proficient in severe weather analysis and forecasting
- Enhance written and oral communication skills
- Develop and enhance attributes of leadership, collaborative learning, and professional aptitude

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

Assessment will focus on attendance, time management, participation magnitude. Evaluation will focus on the breadth and quality of all submitted materials.

### **Section 4: Rationale**

**4.1 Reason for developing this proposed course:** This course has been offered each summer since 2010 under GEOG 475 – Selected Topics in Geography and GEOG 452 – Applied Geographical Field Experiences (3 credit hours each). The creation of METR 424 and its corequisite METR 425 better reflect the nature of this capstone experience as a Meteorology course. The two courses reflect the lecture component (METR 424) that occurs before and after the two-week field methods component (METR 425).

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

- Do any other courses already being offered by other university departments/units share content with this proposed course? **NO**

- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? **NO**
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

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

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

**5.2 How many sections of this course per academic year will be offered? One, during the summer**

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

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections. Eight students have enrolled each summer since 2010 and represents a manageable number of students given travel and lodging constraints.**

**5.5 Proposed method of staffing: Existing faculty**

**5.6 Instructional technology resources: NA as this is a field course that takes place in the Great Plains.**

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

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

**Section 6: Proposed term for implementation:** Fall 2020 although the course will be offered for the first time in Summer 2021.

**Section 7: Supplemental/Supporting Documentation:** NA



(Action Item)

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

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: Xingang Fan/Associate Professor**
- 1.2 Email address: xingang.fan@wku.edu**
- 1.3 Phone # 5-5980**

**Section 2: Course Catalog Information**

- 2.1 Course prefix (subject area) and number: METR 430**
- 2.2 Course CIP code: 40.0404**
- 2.3 Course title: Meteorological Computing**
- 2.4 Abbreviated Course title: Meteorological Computing**
- 2.5 Credit hours/Variable credit: 3 hours**
- 2.6 Repeatability: NA**
- 2.7 Course Term: Is this course intended to span more than a single term?**  
**NO**
- 2.8 Course Catalog Description:** Introduction to Python-based skills for meteorological data manipulation, processing, and visualization. Mainstream meteorological data sources and formats (e.g., ASCII, CSV, GRIB, NetCDF) will be involved in weather analysis and map generation.
- 2.9 Prerequisite/Corequisites/Restrictions:**  
**Prerequisite: METR 324 and CS 170**
- 2.10 Additional Enrollment Requirements: NA**
- 2.11 Other Special Course Requirements: NA**
- 2.12 Grade Type: Standard A-F final grade**
- 2.13 Schedule Type: Lecture**

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

### **3.1 Course Content Summary:**

1. Introduction to Unix/Linux computer operating systems;
2. Introduction to Python programming language;
3. Meteorological data formats (ASCII text, CSV, GRIB, NetCDF, binary, etc. found at, for example, <http://thredds.ucar.edu/thredds/catalog.html>);
4. Data processing, such as domain statistics, grid compositing/differencing, and derived fields;
5. Matplotlib plotting capabilities and graphical data presentation;
6. Basemap/Cartopy packages for generating weather maps of various fields.

### **3.2 Learning Outcomes:**

Upon completion of this course, student shall be able to:

1. Utilize mainstream meteorological data sources and formats;
2. Program in python language to process data and perform basic statistical analysis;
3. Make plots to visualize the analysis results;
4. Make geographical weather maps that are widely used by meteorologists and geoscientists.

### **3.3 Assessment/Evaluation:** Students will be evaluated on the following bases:

- Two mid-term exams and one final exam (30%)
- Ten weekly homework assignments (50%)
- One Research Project (20%)

## **Section 4: Rationale**

**4.1 Reason for developing this proposed course:** Meteorological computing is one of the listed electives for the GS-1340 qualification for employment as a Meteorologist by the federal government. This course has been previously offered as GEOG 475 – Selected Topics in Geography as “Meteorological Computing” in Spring 2017 and Spring 2019 and enrolled nine students in each semester. Based on feedback from those students as well as the continued growth of the Meteorology Program, we expect 10-20 Meteorology majors will take this course when it is offered. In addition, feedback from the Meteorology Program Advisory Board suggests that Python-based skills in meteorological data manipulation, processing, and visualization is increasingly important in the job market. METR 430 will be offered as one of the electives in the B.S. in Meteorology Program.

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

- Do any other courses already being offered by other university departments/units share content with this proposed course? **NO**
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? **YES**
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations: Huanjing Wang (Computer Science) 2/6/2020

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

**5.1 How many students per section are expected to enroll in this proposed course? 10-20 students**

**5.2 How many sections of this course per academic year will be offered? Once every two years**

**5.3 How many students per academic year are expected to enroll? 10-20 students in the years it is offered**

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections. These enrollment projections are consistent with previous course offerings of GEOG 475 – Meteorological Computing in Spring 2017 and Spring 2019 and the expected growth of the program.**

**5.4 Proposed method of staffing: Existing faculty**

**5.5 Instructional technology resources: The course will be taught in the existing Meteorology Lab (EST 425).**

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

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

**Section 6: Proposed term for implementation:** Fall 2020

**Section 7: Supplemental/Supporting Documentation:** NA

**(Action Item)**

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

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: Greg Goodrich/Associate Professor**
- 1.2 Email address: gregory.goodrich@wku.edu**
- 1.3 Phone # 5-5986**

**Section 2: Course Catalog Information**

- 2.1 Course prefix (subject area) and number: METR 475**
- 2.2 Course CIP code: 40.0404**
- 2.3 Course title: Selected Topics in Meteorology**
- 2.4 Abbreviated Course title: Selected Topics in Meteorology**
- 2.5 Credit hours/Variable credit: 1-3 hours**
- 2.6 Repeatability: Repeatable for a total of 12 credits**
- 2.7 Course Term: Is this course intended to span more than a single term?**  
**NO**
- 2.8 Course Catalog Description: A study of a selected problem under the supervision of a faculty member.**
- 2.9 Prerequisite/Corequisites/Restrictions: Permission of Instructor.**
- 2.10 Additional Enrollment Requirements: NA**
- 2.11 Other Special Course Requirements: NA**
- 2.12 Grade Type: Standard A-F final grade**
- 2.13 Schedule Type: Lecture**

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

**3.1 Course Content Summary:** Course content will vary with each topic

**3.2 Learning Outcomes:** Learning outcomes will vary with each topic

**3.3 Assessment/Evaluation:** Students will be evaluated based on how well they work towards the goals of the selected topic in Meteorology that will be outlined in each independent study contract.

### **Section 4: Rationale**

**4.1 Reason for developing this proposed course:** The METR prefix was created in Fall 2014. Since that time all independent study projects related to Meteorology have been taught under the GEOG 475 course "Selected Topics in Geography". Creating METR 475 "Selected Topics in Meteorology" will allow meteorology-related independent study projects to reflect their disciplinary nature in a student's transcript. Over the past two academic years, 87% of all GEOG 475 credit (272 out of 312 credit hours) have been taken by Meteorology majors. All other programs in the Department of Geography and Geology currently have a "Selected Topics" course for independent study projects except Meteorology.

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

- Do any other courses already being offered by other university departments/units share content with this proposed course? **NO**
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? **NO**
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

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

**5.1 How many students per section are expected to enroll in this proposed course?** 5-10 independent study contracts are expected each semester.

**5.2 How many sections of this course per academic year will be offered?** 5-10 independent study contracts are expected each semester.

**5.3 How many students per academic year are expected to enroll?** 10-20 students per year

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.** These estimates are based on the number of meteorology based GEOG 475 contracts in the past two academic years.

**5.5 Proposed method of staffing:** Existing faculty

**5.6 Instructional technology resources:** Existing resources in the Meteorology Lab (EST 425) will be used

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

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

**Section 6: Proposed term for implementation:** Fall 2020

**Section 7: Supplemental/Supporting Documentation:** NA

**Proposal to Revise a program: B.S. in Meteorology  
Ogden College of Science and Engineering  
Department/Unit: Geography and Geology**

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: Greg Goodrich/Associate Professor
- 1.2 Email address: gregory.goodrich@wku.edu
- 1.3 Phone # 5-5986

**Section 2: Program Information**

- 2.1 Current Program reference number: 578
- 2.2 Current Program title: B.S. in Meteorology
- 2.3 Current total number of credits required in the program: 48

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

- 3.1 Revision and Rationale: The addition of the Meteorology Techniques choice between METR 325 and METR 335 follows guideline A.1.d. of the GS-1340 series of the Federal Government for employment as a meteorologist.
- 3.2 Revision and Rationale: Based on feedback from current students and alumni of the Meteorology program, we no longer require GEOG 499 "Professional Preparation" as a required course. Meteorology faculty and advisors begin working with students as early as the freshman year in career preparation including resume and cover letter writing and providing workshops, career networking opportunities and applied learning experiences. In recent years the majority of Meteorology majors have secured employment well before graduation due to these efforts.
- 3.3 Revision and Rationale: METR 438 "Physical Meteorology" will replace GEOG 499 on the "Required" courses list since it is required under both the GS-1340 series as well as the American Meteorological Society guidelines.
- 3.4 Revision and Rationale: Based on the above changes, the number of major electives will decrease from 12 to 9 hours and the total number of required hours for the major will increase from 48 to 50 hours. Other electives have been added to the list.

**Section 4: Consultations**

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

If NO, simply proceed to item 5.

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

**Section 5: Proposed term for implementation:** Fall 2020

**Section 6: Approval Flow Dates:**

**Department of Geography and Geology: 2/14/2020**  
**Ogden College Curriculum Committee:**  
**Undergraduate Curriculum Committee: 3/26/2020**  
**University Senate:**

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

**7.1 Current B.S. In Meteorology:**

The major in Meteorology leads to a Bachelor of Science in Meteorology and requires a minimum of **48** semester hours of meteorology, geography, and computer science. A minor program is not required. Other required courses in physics and mathematics total an additional 25 semester hours. Students majoring in meteorology will learn the key concepts and skills necessary to qualify as a meteorologist for the National Weather Service, and to meet the standards of the American Meteorological Society.

The following **36** hours are required:

- METR 121 Introduction to Meteorology (3 hours)
- METR 122 Aviation Meteorology (3 hours)
- CS 170 Problem Solving & Programming (3 hours)
- GEOG 300 Writing in the Geosciences (3 hours)
- GISC 316 Fundamentals of GIS (4 hours)
- METR 324 Weather Analysis and Forecasting (3 hours)
- GEOG 391 Spatial Data Analysis (4 hours)
- METR 431 Dynamic Meteorology I (3 hours)
- METR 432 Synoptic Meteorology (3 hours)
- METR 433 Dynamic Meteorology II (3 hours)
- METR 437 Mesoscale Meteorology (3 hours)
- ~~GEOG 499 Professional Development (1 hour)~~

In addition, students should select **12** hours from any 200-level or above METR course. Examples include METR 325, METR 335, ~~METR 422, METR 438~~, METR 439, and ~~METR 440~~ to meet the **48**-unduplicated hours required. The following are additional courses required outside of the major:

- PHYS 255 University Physics I (4 hour)
- PHYS 256 University Physics I Laboratory (1 hour)
- PHYS 265 University Physics II (4 hours)
- PHYS 266 University Physics II Laboratory (1 hour)
- MATH 136 Calculus I (4 hours)
- MATH 137 Calculus II (4 hours)
- MATH 237 Multivariable Calculus (4 hours)
- MATH 331 Differential Equations (3 hours)



## **7.2 Proposed Program Description:** (On a separate pages):

The major in Meteorology leads to a Bachelor of Science in Meteorology and requires a minimum of **50** semester hours of meteorology, geography, **GIS**, and computer science. A minor program is not required. Other required courses in physics and mathematics total an additional 25 semester hours. Students majoring in meteorology will learn the key concepts and skills necessary to qualify as a meteorologist for the National Weather Service, and to meet the standards of the American Meteorological Society.

The following **38** hours are required:

- METR 121 Introduction to Meteorology (3 hours)
- METR 122 Aviation Meteorology (3 hours)
- CS 170 Problem Solving & Programming (3 hours)
- GEOG 300 Writing in the Geosciences (3 hours)
- GISC 316 Fundamentals of GIS (4 hours)
- METR 324 Weather Analysis and Forecasting (3 hours)
- GEOG 391 Spatial Data Analysis (4 hours)
- METR 431 Dynamic Meteorology I (3 hours)
- METR 432 Synoptic Meteorology (3 hours)
- METR 433 Dynamic Meteorology II (3 hours)
- METR 437 Mesoscale Meteorology (3 hours)
- **METR 438 Physical Meteorology (3 hours)**

### **Meteorology Technique Course (3 hour)**

- **Choose one of METR 325 Meteorological Instruments or METR 335 Satellite/Radar Meteorology (3 hours)**

In addition, students should select **9** hours from any 200-level or above METR course. Examples include **METR 322**, METR 325, METR 335, **METR 424**, **METR 425**, **METR 430**, METR 439, **METR 460**, and **METR 475** to meet the **50**-unduplicated hours required.

The following are additional courses required outside of the major:

- PHYS 255 University Physics I (4 hour)
- PHYS 256 University Physics I Laboratory (1 hour)
- PHYS 265 University Physics II (4 hours)
- PHYS 266 University Physics II Laboratory (1 hour)
- MATH 136 Calculus I (4 hours)
- MATH 137 Calculus II (4 hours)
- MATH 237 Multivariable Calculus (4 hours)
- MATH 331 Differential Equations (3 hours)
-

*Welcome to the Geography and Geology Department at Western Kentucky  
University*

*Meteorology -- The Dynamic Discipline*

Suggested Four-Year Degree Program in the Professional Meteorology Major - Effective Fall  
2020

<i>Freshman Semester #1</i>	<i>Credits</i>	<i>Freshman Semester #2</i>
METR 121 (Colonnade – Science Lab)	3	METR 122 Aviation Meteorology
ENG 100 (Colonnade - Writing)	4	MATH 137 Calculus II
MATH 136 (Colonnade - Quantitative)	4	HIST 101 or 102 (Colonnade - History)
GEOG 110 (Colonnade – Social)	3	COMM 145 (Colonnade – Communication)
GEOG 175 Freshman Experience	<u>2</u>	Literary Studies (ENG 200)
	<u>3</u>	
	15	
	16	
<i>Sophomore Semester #3</i>	<i>Credits</i>	<i>Sophomore Semester #4</i>
MATH 237	4	MATH 331
CS 170 Problems/Programming Forecasting	3	METR 324 Weather Analysis and
GISC 316 Fundamentals of GIS	4	Foreign Language (or elective)
Arts and Humanities (Colonnade)	<u>3</u>	Colonnade Connections - Social
	<u>3</u>	
	14	University Elective
	<u>3</u>	
	15	

*Junior Semester #5*

METR 431 Dynamic Meteorology I	3
3	
GEOG 300 (Writing in the Geosci.)	3
3	
METR 335 Sat/Rad Meteorology	3
3	
PHYS 255/256 (Colonnade – Science)	5
<u>5</u>	
METR 475	<u>1</u>
14	
	15

*Junior Semester #6*

METR 433 Dynamic Meteorology II
METR 438 Physical Meteorology
Colonnade Connections – Local/Global
PHYS 265/265

*Senior Semester #7*

METR 432 Synoptic Meteorology	3
3	
METR 325 Met Instruments	3
4	
University Elective	3
3	
Colonnade Connections - Systems	3
3	
METR 475 or METR Elective	<u>3</u>
<u>3</u>	
	15
16	

*Senior Semester #8*

METR 437 Mesoscale Meteorology
GEOG 391 Spatial Data Analysis
University Elective
Meteorology Elective
METR 475 or METR Elective

120 Hours total are required in the program, with 42 hours at the 300/400 level.

Summer courses, including METR 424, METR 425, and other independent research opportunities, can reduce the number of hours required in the regular semesters.

Required and elective courses can be moved from semester to semester to take advantage of courses when offered.

The WKU Colonnade Program requires a minimum of 39 hours, with several required courses in the Meteorology program that can be double-counted. In addition, WKU requires language proficiency at the novice-high level, which typically is LANGUAGE 102 (First year, second semester course level).

**(Action Item)**

**Proposal to Create a New Course:  
Ogden College of Science and Engineering  
Department of Psychological Sciences**

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: Dr. Jenni Teeters**
- 1.2 Email address: jenni.teeters@wku.edu**
- 1.3 Phone # 5-2349**

**Section 2: Course Catalog Information**

- 2.1 Course prefix (subject area) and number: PSYS 444**
- 2.2 Course CIP code: 42.**
- 2.3 Course title: Psychology of Substance Use Disorders**
- 2.4 Abbreviated Course title: Psychology of Substance Use**
- 2.5 Credit hours/Variable credit: 3**
- 2.6 Repeatability: NO**
- 2.7 Course Term: Is this course intended to span more than a single term?**  
  
YES **NO**
- 2.8 Course Catalog Description:**  
Focuses on the study of substance use disorders, including definitions, psychopharmacology, theories of addiction, and evidence-based assessment and treatment of substance use disorders in clinical and research settings.
- 2.9 Prerequisite/Corequisites/Restrictions:** PSYS 100 or PSYS 160, and at least junior standing
- 2.10 Additional Enrollment Requirements:** N/A
- 2.11 Other Special Course Requirements:** N/A
- 2.12 Grade Type:** standard A-F grade
- 2.13 Schedule Type:** Lecture

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

### **3.1 Course Content Summary:**

- Theories of addiction
- Psychopharmacology and addiction
- History of drug and alcohol use – focus on alcohol, nicotine, cannabis, opioids, benzodiazepines, amphetamines and related stimulants
- Evidence based development of assessments for substance use disorders
- Scientific evidence for the effective treatment of substance use disorders
- Substance use disorders and comorbidity
- Current innovations, issues, and controversies in substance use disorder treatment

### **3.2 Learning Outcomes:**

1. Explain scientific approaches to understanding and treating substance use disorders.
2. Summarize the biological, psychological and social challenges related to substance use disorders.
3. Know evidence-based assessments and treatments of substance use disorders.
4. Demonstrate in-depth understanding of etiology and maintenance of substance use disorders.
5. Evaluate professional and popular press information concerning issues and controversies related to the treatment of substance use disorders.

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

Student performance will be assessed via a combination of exams, in-class discussion and formal presentations, and reading commentaries.

## **Section 4: Rationale**

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

The prevalence of substance use disorders in the state continues to increase year-after-year given an increased reliance on opioids and other medications to treat pain, the illegal trafficking of controlled substances, and a lack of education in the community about the risks associated with substance use. A course on substance use disorders for undergraduates will provide students majoring in Psychological Science a background in the scientific evidence supporting effective assessments and treatments for substance use disorders.

This content will complement existing courses covering psychopharmacology, behavioral neuroscience, and psychopathology. Because it has a strong foundation in neuroscience and psychopharmacology, the course will provide students with an understanding of the biobehavioral consequences of substance abuse and the physiological outcomes of treatments.

Roughly one-third of Psychological Science graduates who are not in graduate programs are employed in health care settings. The addition of this course will further enhance students' breadth of understanding of the assessment and treatment of psychopathologies that have a tremendous impact on our communities prior to earning a bachelor's degree and pursuing employment or graduate training. Exposure to an upper-level substance use disorder course may motivate more of our undergraduates to pursue graduate training in this domain of clinical science.

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

- Do any other courses already being offered by other university departments/units share content with this proposed course? **YES** NO  
PSY 441 Psychological Aspects of Alcoholism focuses specifically on assessing and treating alcoholism  
PH 165 Drug Abuse is a lower level course surveying the healthful and harmful uses of drugs and the drug culture  
PH 467 Drug Abuse Education includes content on which substances are abused and the development of community drug prevention programs  
PSYS 465 Psychopharmacology includes content on the neurophysiological implications of substance use
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? YES **NO**
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

**Dr. Grace Lartey, Director of the BS in Public Health (by email) on 1/28/2020**

**Dr. Steven Wininger and Dr. Pitt Derryberry, Department Heads of Psychology (by email) on 1/28/2020**

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

**5.1 How many students per section are expected to enroll in this proposed course?** 20-30 students

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

**5.3 How many students per academic year are expected to enroll?** 20-30 students

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

We have offered this as a Special Topics course and have a good sense of student demand. Typical upper-level undergraduate concentration courses like this one (e.g., Psychopharmacology, Developmental Psychopathology, and Suicide and Self-Injury) enroll approximately 20-30 students.

**5.5 Proposed method of staffing:** Course will be taught by existing faculty with expertise in substance use disorders as part of a regular course rotation developed in the Department of Psychological Sciences to offer upper-level concentration courses.

**5.6 Instructional technology resources:** No additional resources needed

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

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

**Section 6: Proposed term for implementation:** Fall 2020

**Section 7: Supplemental/Supporting Documentation:**

See syllabus attached





**PSYS 444**  
**Psychology of Substance Use Disorders**

**Instructor:** Dr. Jenni Teeters  
**Office:** Kelly Thompson Hall 1028  
**Email:** jenni.teeters@wku.edu  
**Prerequisite:** PSY/PSYS 100; junior standing, or permission of instructor.  
**Office hours:** Wednesday 3pm-5pm  
 I am happy to meet with you other times by appointment.

**COURSE DESCRIPTION**

This course will focus on the study of addictive behaviors in depth, specifically on drug and alcohol use. We will cover definitions, theories of addiction, and evidence-based assessment and treatment of substance use disorders in clinical settings. By the end of this course, students should understand current scientific findings and theories related to the development, maintenance, and treatment of substance use disorders and gain an understanding of issues and controversies in the field. The course will utilize a textbook, empirical articles, films, class discussion, critical thinking, and writing.

**COURSE TOPICS and OBJECTIVES**

1. Learn about the history of classifying substance use disorders and the current diagnostic system.
2. Learn how to assess, diagnose, and treat substance use disorders using evidence-based assessments and treatments.
3. Become familiar with the various substance use disorders and commonly comorbid disorders and be able to recognize associated symptoms and patterns of behavior.
4. Become aware of current issues and controversies in the field of substance use disorder treatment.

Upon completing this course you will be able to:

<b>Course Objectives</b>	<b>Activities to support the objectives</b>	<b>Assessment of the objections</b>
1. Explain scientific approaches to understanding and	Reading, Discussion	Discussion Points, Exams

	treating substance use disorders		
2.	Summarize the biological, psychological and social challenges related to substance use disorders	Reading, videos, Discussions	Discussion Points
3.	Know evidence-based assessments and treatments of substance use disorders	Reading, videos, Discussions	Discussion Points
4.	Demonstrate in-depth understanding of etiology and maintenance of substance use disorders	Reading, videos, writing	Exams
5.	Evaluate professional and popular press information concerning issues and controversies related to the treatment of substance use disorders	Discussion	Discussion Points

### READINGS

The schedule for completing all readings is listed on the calendar.

- Required text: Kuhn, C., Swartzwelder, S., & Wilson, W. (2019). *Buzzed: The straight facts about the most used and abused drugs from alcohol to ecstasy*. WW Norton & Company.
- I will make all journal articles available on Blackboard.

### SUMMARY OF COURSE REQUIREMENTS

- 2 Exams
- Participation
- Weekly discussion board posts
- Discussion leader

#### GRADING: Undergraduate

Requirements	Points
2 Exams	100 points (50 points each)

Reading Commentaries	100 points (weekly, 10 @ 10 points each)
Discussion Leading	50 points
Participation	100 points
<hr/>	
Total	350

**GRADING: Graduate**

<b>Requirements</b>	<b>Points</b>
Group presentation	100 points
2 Exams	100 points (50 points each)
Reading Commentaries	100 points (weekly, 10 @ 10 points each)
Discussion Leading	50 points
Participation	100 points
<hr/>	
Total	450

A = 90 – 100%                      B = 80 –89%                      C = 70 – 79%  
D = 60 – 69%                        F = below 60%

**Discussion of Grades.** Students sometimes want to discuss their grade via e-mail. E-mail is *neither* secure *nor* private. If an individual student requests his/her grade, I cannot reveal to that student his/her grade through e-mail. However, course software does provide a way for you to check your grade on-line. I am cautious in discussing it in detail via email.

**ASSIGNMENT DETAILS**

**Exams**

There will be 2 exams for this course that will cover separate units. The 2nd exam will not be comprehensive; each exam will cover content from the specific unit of focus. Exams will be primarily short answer questions with possible inclusion of some multiple-choice questions.

**Weekly Reading Commentaries**

Commentaries are based upon empirical articles assigned for each week. You must comment on the two empirical (non-case study) articles in your post. Commentary on the case study is optional. The commentaries should be ~300 words in length, and must be submitted to the course’s blog site by 11:59PM on the evening before the class discussion (due dates noted in course calendar). Read each other’s contributions and comment as appropriate. Respond to at least one of your peers’ postings. Replies/discussions are professional conversations. This is an opportunity to learn from a diverse group of people with varied professional perspectives and experiences.

## Discussion Leading

You will lead one of the in-class discussion dates (to be determined at the beginning of the semester). Thus, you will serve as one of the primary facilitators of the conversation. If you are the discussion leader for that date, you do not have to submit a discussion board post. However, you should develop a few Powerpoint slides that: a) summarize the assigned readings for that date and b) provide conversation points related to the readings to discuss during the class. You should provide as many conversation points as you think are necessary to fill the entire class. If appropriate, you may also include activities. If your discussion date also coincides with one of our documentaries that we recently viewed in class, it is also permissible to discuss this during the class, although this should not consume the bulk of the class.

## Participation

I welcome your thoughts, comments, feedback, and perspectives throughout this course. This is a seminar course, meaning a high level of participation is expected during class discussions. It is expected that you will attend classes and provide questions, comments, and thoughts related to the material. Participation points will be awarded based upon your level of contribution in the class.

## Additional Assignments for Graduate Students

Students taking this course for graduate credit will be required to complete additional coursework.

- Graduate students will complete a group presentation (additional details will be posted on Blackboard). Select an evidence-based practice from the list provided. Information about the practice can be found on the following website: <http://adai.washington.edu/ebp/> as well as in the research literature.
  - **Each group will present a 20-minute PowerPoint presentation of your assigned treatment. Be sure to include:**
    - a) A general overview of the treatment
    - b) Background of its (primary) authors
    - c) Components of the treatment
    - d) Pros and Cons of the treatment
    - e) A case example
    - f) Relevant handouts

## **CLASS POLICIES**

**Note:** *National statistics suggest that individuals in this class may personally suffer from a substance use disorder or know someone who does. As we discuss disorders in this class, I ask that we maintain a tone of respect, as if someone we cared about was suffering from the disorder being discussed.*

**Class Attendance and Participation:** Your attendance and participation in all class meetings are expected. Please let me know as soon as possible about any excused absences (e.g., conference presentation, sickness). If you are not able to attend class for any reason, you are still responsible for the

material covered during class. At the end of the semester I will average together all of your daily participation grades to gain a final participation grade.

**Late Assignments:** written assignments are accepted as “on time” when they are submitted on the day before the corresponding course discussion (the night before the class discussion at 11:59PM). Blog posts turned in after the due date will be considered late and will be penalized 10% of the total assignment grade for every day they are late.

**Accommodations for Disabilities:** Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss his or her specific needs. Additionally, in compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The phone number is 745-5004.

**Academic Integrity:** Cheating, plagiarism, and other forms of academic misconduct are unacceptable and will result in appropriate disciplinary action. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. All writing assignments will be run through software to ensure no part of the assignment was plagiarized.

**Writing Center:** Students interested in using this course to develop their writing skills are encouraged to visit the university Writing Center with drafts of their written assignments.

#### **Respect in the Classroom:**

It is expected that you will respect fellow students and the instructor. Students who are disrespectful, inappropriate, or disruptive will be asked to leave class. Continued disruptive behavior may result in removal from the course. In order to be respectful to classmates and the instructor, please:

- 1) Keep cell phones on silent or vibrate and do not send text messages during class.
- 2) Use laptops ONLY for taking notes.
- 3) Refrain from talking or whispering with classmates during lectures.
- 4) Arrive on time.
- 5) Do not use derogatory or offensive language during class.

#### **Title IX Misconduct/Assault Statement**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

[https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, [270-745-5398](tel:270-745-5398) or Title IX Investigators, Michael Crowe, [270-745-5429](tel:270-745-5429) or Joshua Hayes, [270-745-5121](tel:270-745-5121).

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at [270-745-3159](tel:270-745-3159).

#### COURSE SCHEDULE

W	Date	TOPIC	ASSIGNMENT (Due This Day)*
1	8/27  8/29	Review Syllabus and watch addiction video  Theories of Addiction	Buzzed: Introduction  Leshner, A. I. (1997). Addiction is a brain disease, and it matters. <i>Science</i> , 278(5335), 45-47.  McLellan, A. T., Lewis, D. C., O'brien, C. P., & Kleber, H. D. (2000). Drug dependence, a chronic medical illness: implications for treatment, insurance, and outcomes evaluation. <i>JAMA</i> , 284(13), 1689-1695.
2	9/3	Basic Pharmacology	Buzzed: Brain Basics, Drug Basics, and Addiction

	9/5	<b>BLOG POST #1 DUE 9/4 BY 11:59PM</b>  Theories of Addiction Discussion  <b>Discussion Leaders</b>	Satel, S., & Lilienfeld, S. O. (2014). Addiction and the brain-disease fallacy. <i>Frontiers in Psychiatry, 4</i> , 141.  Hart, C. L. (2017). Viewing addiction as a brain disease promotes social injustice. <i>Nature Human Behaviour, 1</i> , 0055
3	9/10	History of Drug and Alcohol Use	Kelly, J.F., & Westerhoff, C.M. (2010). Does it matter how we refer to individuals with substance-related conditions? A randomized study of two commonly used terms. <i>International Journal of Drug Policy, 21</i> , 202-207.  Ashford, R. D., Brown, A. M., & Curtis, B. (2018). Substance use, recovery, and linguistics: The impact of word choice on explicit and implicit bias. <i>Drug and Alcohol Dependence, 189</i> , 131 – 138.
	9/12	Alcohol	Buzzed: Alcohol
4	9/17	Alcohol	Buzzed: Alcohol
	9/19	<b>BLOG POST #2 DUE 9/18 BY 11:59PM</b>  Alcohol Discussion  <b>Discussion Leaders</b>	van Amsterdam, J., & van den Brink, W. (2013). Reduced-risk drinking as a viable treatment goal in problematic alcohol use and alcohol dependence. <i>Journal of Psychopharmacology, 27</i> (11), 987-997.  Marlatt, G. A., & Witkiewitz, K. (2010). Update on harm-reduction policy and intervention research. <i>Annual Review of Clinical Psychology, 6</i> , 591-606.  Case Study: Vedel, E., & Emmelkamp, P. M. (2004). Behavioral couple therapy in the treatment of a female alcohol-dependent patient with comorbid depression, anxiety, and personality disorders. <i>Clinical Case Studies, 3</i> (3), 187-205.
5	9/24	Cannabis	Buzzed: Marijuana  Therapeutic effects of cannabinoids: <a href="https://www.nap.edu/read/24625/chapter/6">https://www.nap.edu/read/24625/chapter/6</a>

		<p><b>BLOG POST #3 DUE 9/25 BY 11:59PM</b></p> <p>Cannabis Discussion</p> <p><b>Discussion Leaders</b></p>	<p>Marconi, A., Di Forti, M., Lewis, C. M., Murray, R. M., &amp; Vassos, E. (2016). Meta-analysis of the association between the level of cannabis use and risk of psychosis. <i>Schizophrenia Bulletin</i>, 42(5), 1262-1269.</p> <p>Meier, M. H., Caspi, A., Ambler, A., Harrington, H., Houts, R., Keefe, R. S., ... &amp; Moffitt, T. E. (2012). Persistent cannabis users show neuropsychological decline from childhood to midlife. <i>Proceedings of the National Academy of Sciences</i>, 109(40), E2657-E2664.</p> <p>Hill, K. P. (2015). Medical marijuana for treatment of chronic pain and other medical and psychiatric problems: a clinical review. <i>JAMA</i>, 313(24), 2474-2483.</p> <p>Case Study:</p> <p>Buckner, J. D., Ecker, A. H., Beighley, J. S., Zvolensky, M. J., Schmidt, N. B., Shah, S. M., &amp; Carroll, K. M. (2016). Integrated cognitive behavioral therapy for comorbid cannabis use and anxiety disorders. <i>Clinical Case Studies</i>, 15(1), 68-83.</p>
6	10/1	<b>Exam 1</b>	
	10/3	Opioids and Benzodiazepines	<p>Buzzed: Opioids and Sedatives</p> <p>Kolodny, A., Courtwright, D. T., Hwang, C. S., Kreiner, P., Eadie, J. L., Clark, T. W., &amp; Alexander, G. C. (2015). The prescription opioid and heroin crisis: a public health approach to an epidemic of addiction. <i>Annual Review of Public Health</i>, 36, 559-574.</p>



7	10/8	<p><b>BLOG POST #4 DUE 10/7 BY 11:59PM</b></p> <p>Opioids Discussion</p> <p><b>Discussion Leaders</b></p>	<p>Hogarth, L., Hardy, L., Bakou, A., Mahlberg, J., Weidemann, G., Cashel, S., &amp; Moustafa, A. A. (2019). Negative Mood Induction Increases Choice of Heroin Versus Food Pictures in Opiate-Dependent Individuals: Correlation With Self-Medication Coping Motives and Subjective Reactivity. <i>Frontiers in Psychiatry, 10</i>.</p> <p>Park, T. W., Saitz, R., Ganoczy, D., Ilgen, M. A., &amp; Bohnert, A. S. (2015). Benzodiazepine prescribing patterns and deaths from drug overdose among US veterans receiving opioid analgesics: case-cohort study. <i>BJM, 350</i>, h2698.</p> <p>Case Study: Fishman, M. J., Wu, L. T., &amp; Woody, G. E. (2011). Buprenorphine for prescription opioid addiction in a patient with depression and alcohol dependence. <i>American Journal of Psychiatry, 168(7)</i>, 675-679.</p>
	10/10	FALL BREAK- No class	
8	10/15	<p>Cocaine, Amphetamines, and Related Stimulants</p> <p><b>BLOG POST #5 DUE 10/16 BY 11:59PM</b></p>	Buzzed: Stimulants
	10/17	<p>Stimulants Discussion</p> <p><b>Discussion Leaders</b></p>	<p>Palamar, J. J., Davies, S., Ompad, D. C., Cleland, C. M., &amp; Weitzman, M. (2015). Powder cocaine and crack use in the United States: An examination of risk for arrest and socioeconomic disparities in use. <i>Drug and Alcohol Dependence, 149</i>, 108-116.</p> <p>Back, S. E., Hartwell, K., DeSantis, S. M., Saladin, M., McRae-Clark, A. L., Price, K. L., ... &amp; Brady, K. T. (2010). Reactivity to laboratory stress provocation predicts relapse to cocaine. <i>Drug and Alcohol Dependence, 106(1)</i>, 21-27.</p> <p>WKU Herald Article: <a href="https://wkuherald.com/news/students-trade-health-for-academic-success-with-stimulants/article_7c810522-6ae4-11e9-9c0e-0f5dbb889645.html">https://wkuherald.com/news/students-trade-health-for-academic-success-with-stimulants/article_7c810522-6ae4-11e9-9c0e-0f5dbb889645.html</a></p>

9	10/22	<p>Nicotine</p> <p><b>BLOG POST #6 DUE 10/23 BY 11:59PM</b></p>	<p>Buzzed: Nicotine</p>
10	10/29	<p>Assessment and Treatment of Substance Use Disorders</p> <p><b>BLOG POST #7 DUE 10/30 BY 11:59PM</b></p>	<p><a href="https://www.drugabuse.gov/nidamed-medical-health-professionals/screening-tools-resources/chart-screening-tools">https://www.drugabuse.gov/nidamed-medical-health-professionals/screening-tools-resources/chart-screening-tools</a></p>
	10/31	<p>AA and Sober Housing Discussion</p> <p><b>Discussion Leaders</b></p>	<p><a href="https://www.vox.com/policy-and-politics/2018/1/2/16181734/12-steps-aa-na-studies">https://www.vox.com/policy-and-politics/2018/1/2/16181734/12-steps-aa-na-studies</a></p> <p>Kaskutas, L.A. (2009). Alcoholics' Anonymous effectiveness: Faith meets science. <i>Journal of Addictive Diseases</i>, 28, 145- 157.</p> <p>Jason, L. A., Olson, B. D., Ferrari, J. R., Majer, J. M., Alvarez, J., &amp; Stout, J. (2007). An examination of main and interactive effects of substance abuse recovery housing on multiple indicators of adjustment. <i>Addiction</i>, 102(7), 1114-1121.</p> <p><b>Additional Self-help Resources:</b>  <a href="http://womenforsobriety.org/">http://womenforsobriety.org/</a>  <a href="http://www.smartrecovery.org/">http://www.smartrecovery.org/</a></p>

11	11/5          11/7	Documentary  <b>BLOG POST #8 DUE 11/4 BY 11:59PM</b>  Grad student treatment presentations	
12	11/12       11/14	Assessment and Treatment of Substance Use Disorders  <b>BLOG POST #9 DUE 11/13 BY 11:59PM</b>  Assessment and Treatment of Substance Use Disorders Discussion  <b>Discussion Leaders</b>	Recovery: The Many Paths to Wellness  Miller, W.R., Walters, S.T., & Bennett (2001). How effective is alcoholism treatment in the United States? <i>Journal of Studies on Alcohol</i> , 62, 211-220.  Cutler, R. B., & Fishbain, D. A. (2005). Are alcoholism treatments effective? The Project MATCH data. <i>BMC Public Health</i> , 5(1), 75.
13	11/19       11/21	SUD and PTSD Comorbidity  <b>BLOG POST #10 DUE 11/20 BY 11:59PM</b>  SUD and PTSD Discussion  <b>Discussion Leaders</b>	ASAM Chapter  Tull, M. T., Berghoff, C. R., Wheelless, L. E., Cohen, R. T., & Gratz, K. L. (2018). PTSD symptom severity and emotion regulation strategy use during trauma cue exposure among patients with substance use disorders: Associations with negative affect, craving, and cortisol reactivity. <i>Behavior Therapy</i> , 49(1), 57-70.  Norman, S. B., Trim, R., Haller, M., Davis, B. C., Myers, U. S., Colvonen, P. J., ... & Norman, G. J. (2019). Efficacy of integrated exposure therapy vs integrated coping skills therapy for comorbid posttraumatic stress disorder and alcohol use disorder: a randomized clinical trial. <i>JAMA psychiatry</i> .  Case Study: Acceptance and Commitment Therapy for SUD/PTSD



**Proposal to Revise a program: Major in Psychological Science (#747 and 747E)**

**Ogden College of Science and Engineering**

**Department of Psychological Sciences**

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: Dr. Andy Mienaltowski, Program Coordinator
- 1.2 Email address: andrew.mienaltowski@wku.edu
- 1.3 Phone #: 270-681-0270

**Section 2: Program Information**

- 2.1 Current Program reference number: #747 and 747E
- 2.2 Current Program title: Psychological Science
- 2.3 Current total number of credits required in the program: 37-49

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

- 3.1 Add new course to concentrations within the program. Add ***PSYS 444 Psychology of Substance Use Disorders*** to the Biobehavioral and Clinical Concentrations. This course will provide students with greater depth in substance use disorders, complementing foundational courses in abnormal psychology and behavioral neuroscience and other concentration courses like psychopharmacology.

**Section 4: Consultations**

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

If NO, simply proceed to item 5.

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

**Section 5: Proposed term for implementation: Fall 2020**

**Section 6: Approval Flow Dates:**

**Department of Psychological Sciences: February 14, 2020**  
**Ogden College Curriculum Committee: February 27, 2020**  
**Undergraduate Curriculum Committee: 3/26/2020**  
**University Senate:**

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

## 7.1 Current Program Description: (On a separate pages):

The Department of Psychological Sciences offers programs designed for students who are interested in a science – oriented degree that will prepare them for graduate study in psychology or a related field (e.g., medical school, pharmacy, physical therapy) or for employment in jobs where strong quantitative and research skills are required. The department provides two options for the Bachelor of Science degree. The non-extended option requires a minimum of 37 credit hours and a minor or second major is required. The extended option requires a minimum of 49 unduplicated credit hours and no minor or second major is required. For both options, students will complete a program of study that includes Core and Concentration components as well as a Laboratory Experience component. To complete the Core requirement, students will select a total of 25 to 28 credit hours from the following categories: Foundations of Psychology, Developmental Processes, Learning and Cognition, Individual Differences and Social Processes, Biological Bases of Behavior and Mental Processes, Research Methods and Statistics, and Integrative Science in Psychology. To complete the Concentration requirement, students will select courses from one or two of the seven thematic concentrations or they may design a general concentration (subject to approval by their advisor). To complete the Laboratory Experience component, students will complete one PSYS lab course or one PSYS lecture/lab course at the 300-level or above. Students in the non-extended option will complete 12 credit hours from one thematic concentration, or design a custom concentration by selecting 12-24 hours from PSYS courses not used to satisfy their Core requirement. Students choosing the extended option will complete 21-24 credit hours from two concentrations or 24 – 25 hours from the quantitative psychology concentration.

Students must maintain a minimum 2.50 GPA both overall and in the major. Either (1) MATH 116 and MATH 117, or (2) MATH 118 or higher is required; MATH 183 is recommended. Students who select the 50-hour-option with the quantitative psychology concentration must complete MATH 136.

Students in the non-extended option of the Psychological Science major can count no more than 3 credits of PSYS 490 toward the major. Students in the extended option may count no more than 6 credits of PSYS 490 toward the major, with no more than 3 credits counting toward a single concentration's requirements.

**Applied Psychological Science.** This concentration focuses on how psychological science can be used to solve real-world problems in business, sports, or human engineering domains.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 333, PSYS 350, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490

**Concentration Courses:** Required: PSYS 413

Electives: Choose 9 hours from PSYS 353, PSYS 360 or PSYS 362 or PSYS 363, PSYS 370, PSYS 433, PSYS 473, PSYS 481, PSYS 490, PSYS 499, PSY 340, PSY 355, PSY 412, PSY 470.

**Laboratory Experience:** PSYS 413

**Biobehavioral Psychology.** This concentration provides knowledge of the biological bases of behavior and thought.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

**Concentration Courses:** Required: PSYS 363

Electives: Choose 9 hours from PSYS 333, PSYS 431, PSYS 462, PSYS 463, PSYS 465, PSYS 482, PSYS 490, PSYS 499.

**Laboratory Experience:** PSYS 322, PSYS 334, PSYS 362, or PSYS 413

**Clinical Psychological Science.** This concentration focuses on mechanisms and etiologies of psychological health and dysfunction.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

**Concentration Courses:** Choose 12 hours from PSYS 350, PSYS 353, PSYS 360 or PSYS 362, PSYS 413, PSYS 423, PSYS 425, PSYS 442, PSYS 450, PSYS 451, PSYS 453, PSYS 462, PSYS 465, PSYS 482, PSYS 481, PSYS 490, PSYS 499.

**Laboratory Experience:** PSYS 322, PSYS 334, PSYS 362, or PSYS 413

**Cognitive Psychology.** This concentration emphasizes the scientific study of mental processes such as attention, perception, memory, problem-solving, thinking, and language use.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

**Concentration Courses:** Choose 12 hours from PSYS 331, PSYS 363, PSYS 423, PSYS 431, PSYS 433, PSYS 462, PSYS 490, PSYS 499, PSY 412.

**Laboratory Experience:** PSYS 322, PSYS 334, PSYS 362, or PSYS 413

**Developmental Science.** This addresses the physical, emotional, intellectual, social, perceptual, and personality growth of humans throughout the lifespan.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

**Concentration Courses:** Choose 12 hours from PSYS 220, PSYS 321, PSYS 423, PSYS 424, PSYS 425, PSYS 431, PSYS 463, PSYS 482, PSYS 490, PSYS 499.

**Laboratory Experience:** PSYS 322, PSYS 334, PSYS 362, or PSYS 413

**Social Psychology.** This concentration emphasizes the study of how social situations affect behavior.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

**Concentration Courses:** Required: PSYS 413.

Electives: Choose 9 hours from PSYS 353, PSYS 433, PSYS 440, PSYS 450, PSYS 451, PSYS 453, PSYS 463, PSYS 482, PSYS 490, PSYS 499, PSY 412.

**Laboratory Experience:** PSYS 413

**General Concentration.** This concentration allows students, with help from their advisor, to design an individualized theme.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

**Concentration:** Course select 12-24 hours of electives from PSYS courses not used to satisfy Core requirements.

**Laboratory Experience** PSYS 322, PSYS 334, PSYS 362, or PSYS 413

**Quantitative Psychology.** This concentration focuses on the use of advanced data manipulation and statistical analysis techniques within psychological science to examine discipline-specific research questions. This concentration requires at least 49 hours, so students do not need a minor or second major. Also students in this concentration do not select another concentration within the Psychological Science Major.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

**Concentration Courses:** CS 146 or CS 170 or CS 180, STAT 301, STAT 330, STAT 401 or STAT 402, PSYS 413, and 9 PSYS upper-level elective hours selected in consultation with an advisor.

**Laboratory Experience** PSYS 413

## **7.2 Proposed Program Description: (On a separate pages):**

The Department of Psychological Sciences offers programs designed for students who are interested in a science-oriented degree in psychology that will prepare them for graduate study in psychology or a related field (e.g., medical school, pharmacy, physical therapy) or for employment in jobs where strong quantitative and research skills are required. The department provides two options for the Bachelor of Science degree. The non-extended option requires a minimum of 37 credit hours and a minor or second major is required. The extended option requires a minimum of 49 unduplicated credit hours and no minor or second major is required. For both options, students will complete a program of study that includes Core and Concentration components as well as a Laboratory Experience component. To complete the Core requirement, students will select a total of 25 to 28 credit hours from the following categories: Foundations of Psychology, Developmental Processes, Learning and Cognition, Individual Differences and Social Processes, Biological Bases of Behavior and Mental Processes, Research Methods and Statistics, and Integrative Science in Psychology. To complete the Concentration requirement, students will select courses from one or two of the seven thematic concentrations or they may design a general concentration (subject to approval by their advisor). To complete the Laboratory Experience component, students will complete one PSYS lab course or one PSYS lecture/lab course at the 300-level or above. Students in the non-extended option will complete 12 credit hours from one thematic concentration, or design a custom concentration by selecting 12-24 hours from PSYS courses not used to satisfy their Core requirement. Students choosing the extended option will complete 21-24 credit hours from two concentrations or 24 – 25 hours from the quantitative psychology concentration. Students must maintain a minimum 2.50 GPA both overall and in the major. Either (1) MATH 116 and MATH 117, or (2) MATH 118 or higher is required; MATH 183 is recommended. Students who select the extended 50-hour option with the quantitative psychology concentration must complete MATH 136. Students in the non-extended option of the Psychological Science major can count no more than 3 credits of PSYS 490 toward the major. Students in the extended option may count no more than 6 credits of PSYS 490 toward the major, with no more than 3 credits counting toward a single concentration's requirements.

**Applied Psychological Science.** This concentration focuses on how psychological science can be used to solve real-world problems in business, sports, or human engineering domains.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 333, PSYS 350, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490

**Concentration Courses:** Required: PSYS 413

Electives: Choose 9 hours from PSYS 353, PSYS 360 or PSYS 362 or PSYS 363, PSYS 370, PSYS 433, PSYS 473, PSYS 481, PSYS 490, PSYS 499, PSY 340, PSY 355, PSY 412, PSY 470.

**Laboratory Experience:** PSYS 413

**Biobehavioral Psychology.** This concentration provides knowledge of the biological bases of behavior and thought.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

**Concentration Courses:** Required: PSYS 363

Electives: Choose 9 hours from PSYS 333, PSYS 431, **PSYS 444**, PSYS 462, PSYS 463, PSYS 465, PSYS 482, PSYS 490, PSYS 499.

**Laboratory Experience:** PSYS 322, PSYS 334, PSYS 362, or PSYS 413

**Clinical Psychological Science.** This concentration focuses on mechanisms and etiologies of psychological health and dysfunction.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

**Concentration Courses:** Choose 12 hours from PSYS 350, PSYS 353, PSYS 360 or PSYS 362, PSYS 413, PSYS 423, PSYS 425, PSYS 442, **PSYS 444**, PSYS 450, PSYS 451, PSYS 453, PSYS 462, PSYS 465, PSYS 482, PSYS 481, PSYS 490, PSYS 499.

**Laboratory Experience:** PSYS 322, PSYS 334, PSYS 362, or PSYS 413

**Cognitive Psychology.** This concentration emphasizes the scientific study of mental processes such as attention, perception, memory, problem-solving, thinking, and language use.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

**Concentration Courses:** Choose 12 hours from PSYS 331, PSYS 363, PSYS 423, PSYS 431, PSYS 433, PSYS 462, PSYS 490, PSYS 499, PSY 412.

**Laboratory Experience:** PSYS 322, PSYS 334, PSYS 362, or PSYS 413

**Developmental Science.** This addresses the physical, emotional, intellectual, social, perceptual, and personality growth of humans throughout the lifespan.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

**Concentration Courses:** Choose 12 hours from PSYS 220, PSYS 321, PSYS 423, PSYS 424, PSYS 425, PSYS 431, PSYS 463, PSYS 482, PSYS 490, PSYS 499.

**Laboratory Experience:** PSYS 322, PSYS 334, PSYS 362, or PSYS 413

**Social Psychology.** This concentration emphasizes the study of how social situations affect behavior.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

**Concentration Courses:** Required: PSYS 413.

Electives: Choose 9 hours from PSYS 353, PSYS 433, PSYS 440, PSYS 450, PSYS 451, PSYS 453, PSYS 463, PSYS 482, PSYS 490, PSYS 499, PSY 412.

**Laboratory Experience:** PSYS 413

**General Concentration.** This concentration allows students, with help from their advisor, to design an individualized theme.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

**Concentration:** Course select 12-24 hours of electives from PSYS courses not used to satisfy Core requirements.

**Laboratory Experience** PSYS 322, PSYS 334, PSYS 362, or PSYS 413

**Quantitative Psychology.** This concentration focuses on the use of advanced data manipulation and statistical analysis techniques within psychological science to examine discipline-specific research questions. This concentration requires at least 49 hours, so students do not need a minor or second major. Also students in this concentration do not select another concentration within the Psychological Science Major.

**Core Courses:** PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

**Concentration Courses:** CS 146 or CS 170 or CS 180, STAT 301, STAT 330, STAT 401 or STAT 402, PSYS 413, and 9 PSYS upper-level elective hours selected in consultation with an advisor.

**Laboratory Experience** PSYS 413



**Ogden College**  
**School of Engineering and Applied Sciences**  
**Proposal to Make Multiple Revisions to a Course**  
**(Action Item)**

Contact Person: Chris Byrne, chris.byrne@wku.edu, 270-745-6286

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ME310
- 1.2 Course title: Engineering Instrumentation and Experimentation

**2. Revise course title: NO**

- 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: NO**

- 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: YES**

- 4.1 Current prerequisites: EM303, EE210.  
Current prerequisites: ME347 (may be taken concurrently)  
Corequisites: none
- 4.2 Proposed prerequisites: EM303 and EE210  
Proposed corequisites: ME347
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:  
This prerequisite change is being done to allow for the linking of two courses; ME310 and ME347. Course ME347 is a 1 credit hour lab, ME310 is a 3 credit hour Lecture-Lab. By making them corequisite and changing ME310 to lecture only, lab scheduling is optimized. By bringing the lab content of ME310 into the ME347 lab, and expanding the lecture time in ME310 (changing it to lecture only), there is no change in curricular content. The student will experience no difference with the prerequisite change compared to the existing prerequisite flow (when looking at both ME347 and ME310 prerequisite structure). The change is simply allowing the two courses to be linked.
- 4.4 Effect on completion of major/minor sequence:  
By linking ME310 and ME347 courses, and maintaining curricular coverage, lab scheduling will be optimized with no change in program content. This also keeps program credit hours at the present level. This has value to the program and university by potentially improving time to graduation.

**5. Revise course catalog listing: YES**

- 5.1 Current course catalog listing: The use of sensors and instruments to measure the behavior of mechanical systems is explored in lectures and laboratory exercises. Application of sensors, calibration of systems, and methods of data collection and analysis are covered with an emphasis on uncertainty analysis
- 5.2 Proposed course catalog listing: The use of sensors and instruments to measure the behavior of mechanical systems is explored. Application of sensors, calibration of systems, and methods of data collection and analysis are covered with an emphasis on uncertainty analysis. Application of principals explored in corequisite laboratory, ME347.
- 5.3 Rationale for revision of course catalog listing: To reflect the joining of ME310 and ME347 courses.

**6. Revise course credit hours: NO**

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

**7. Revise schedule type: YES**

- 7.1 Current schedule type: Lecture/Lab, C
- 7.2 Proposed schedule type:Lecture, L
- 7.3 Rationale for revision of schedule type: Allows the course more lecture time so that students can be better prepared for the content in the corequisite lab course, ME347. Removes a scheduled lab period in the program of study, the content of which will be captured in ME347 lab.

**8. Revise grade type: NO**

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

**10. Proposed term for implementation: Earliest possible, Fall 2020**

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

School of Engineering and Applied Sciences	<u>2/14/2020</u>
Ogden College Curriculum Committee	<u>2/27/2020</u>
Undergraduate Curriculum Committee	<u>3/26/2020</u>
University Senate	_____

**Ogden College**  
**School of Engineering and Applied Sciences**  
**Proposal to Make Multiple Revisions to a Course**  
**(Action Item)**

Contact Person: Chris Byrne, chris.byrne@wku.edu, 270-745-6286

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ME333
- 1.2 Course title: Heat Transfer Laboratory

**2. Revise course title: Yes**

- 2.1 Current course title: Heat Transfer Laboratory
- 2.2 Proposed course title: Thermo-Fluids Laboratory
- 2.3 Proposed abbreviated title: Thermo-Fluids Lab
- 2.4 Rationale for revision of course title: This better reflects the topical coverage in the course resulting from removal of ME332 and bringing the content of it into ME333.

**3. Revise course number: NO**

- 3.1 Current course number: ME333
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

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

- 4.1 Current prerequisite: ME332  
Corequisite: ME325
- 4.2 Proposed prerequisites: ME310, ME330  
Corequisites: ME325
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:  
The Lab course ME332 is being removed from the curriculum, and content brought into this lab. Existing computational tool lab experiences in ME333 are being brought into the expanded ME325 lecture course. This means that no topical coverage in program is lost by this revision. Making ME310 a pre-requisite for the revised ME333 maintains the flow of lab experiences in the program, as it was a prerequisite for ME332. Having ME330 as a prerequisite is similar to having ME332 since they were corequisite courses.
- 4.4 Effect on completion of major/minor sequence:  
The revision will allow students more options in their prior course sequence selection and possibly avoid delays in degree completion. Current lab course sequence has ME241 – ME347/ME310 – ME332 – ME333. Removing ME332 will make it possible to complete the lab sequence in 3 semesters instead of 4. This has value to the program and university by potentially improving time to graduation.

**5. Revise course catalog listing: YES**

- 5.1 Current course catalog listing: An applied laboratory in the modeling, prediction, and measurement of fluid mechanics components and systems, with an emphasis on the preparation of engineering reports, uncertainty analysis, and the experimental design plan process. System level experiments include heat transfer measurements and heat transfer component characteristics.
- 5.2 Proposed course catalog listing: An applied laboratory in the modeling, prediction, and analysis of thermal fluid systems, with an emphasis on the preparation of engineering reports, uncertainty, and the experimental design process. System level experiments include fluid property measurements, pipe flow, turbomachinery, heat transfer principles and heat exchanger characteristics.
- 5.3 Rationale for revision of course catalog listing: The revised listing reflects the added course content brought in from ME332 which is being removed from the ME program.

**6. Revise course credit hours: NO**

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

**7. Revise schedule type: NO**

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

**8. Revise grade type: NO**

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

**10. Proposed term for implementation: Earliest possible, Fall 2020**

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

School of Engineering and Applied Sciences	<u>2/14/2020</u>
Ogden College Curriculum Committee	_____
Undergraduate Curriculum Committee	<u>3/26/2020</u>
University Senate	_____

**Ogden College  
School of Engineering and Applied Sciences  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Chris Byrne, chris.byrne@wku.edu, 270-745-6286

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ME 325
- 1.2 Course title: Elements of Heat Transfer
- 1.3 Credit hours: 3 credit hours, lecture

**2. Proposed course credit hours:** 4 credit hours, lecture

**3. Rationale for the revision of course credit hours:** Changes in lab courses of the ME program are being implemented that require more time in ME325 lecture for the coverage of professional tools used in heat transfer analysis. With a 1 credit hour lab being removed, this revised course maintains overall program credit hours and balance between the thermo-fluids and mechanical system tracks.

**4. Proposed term for implementation:** Earliest possible, Fall 2020

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

School of Engineering and Applied Sciences

2/14/2020

Ogden College Curriculum Committee

2/27/2020

Undergraduate Curriculum Committee

3/26/2020

University Senate

\_\_\_\_\_  
\_\_\_\_\_

**Proposal to Revise a program:** Mechanical Engineering, 543

**Ogden College**

**Department/Unit:** School of Engineering and Applied Sciences

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

1.1 Name/Title: Chris Byrne, Program Coordinator

1.2 Email address: chris.byrne@wku.edu

1.3 Phone # 745-6286

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

2.1 Current Program reference number: 543 (CIP reference number: 14.1901)

2.2 Current Program title: Mechanical Engineering

2.3 Current total number of credits required in the program: 122.5 or 123.5

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

3.1 Remove ME332 lab and bring content into ME333 lab while changing the title to Thermo-Fluids Lab. Make ME310 a pre-requisite for the revised ME333. This revision will not change curriculum content, only shifts it to another course. The revision will allow students more options in their prior course sequence selection and possibly avoid delays in degree completion. Current lab course sequence has ME241 – ME347/ME310 – ME332 – ME333. Removing ME332 will make it possible to complete the lab sequence in 3 semesters instead of 4. This has value to the program and university by potentially improving time to graduation.

3.2 Make ME325 a 4 credit hour course, to allow greater use of computational tools in studying course content. Some coverage of computational tools is presently in the corequisite lab, ME333. By consolidating the ME332 and ME333 labs, and bringing some of the computational tools content to the ME325 lecture, curricular coverage is maintained. This also keeps program credit hours at present level, and maintains some balance in the two tracks of the program - mechanical systems and thermo-fluids systems, as outlined by program accreditation body, ABET.

### **Section 4: Consultations**

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

**Section 5: Proposed term for implementation:** Fall 2020

**Section 6: Approval Flow Dates:**

Proposing department/unit: SEAS: 2/14/2020

Ogden College Curriculum Committee: 2/27/2020

Undergraduate Curriculum Committee: 3/26/2020

University Senate:

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

**7.1 Current Program Description:**

**Proposed Technical Courses**

ME 176	Freshman Design	1
ME 180	Freshman Design II	3
ME 240	Materials and Methods	3
ME 241	Materials and Methods LAB	1
EM222	WKU Statics	3
EE 210	Circuits & Networks 1	3.5
ME 200	Sophomore Design	3
EM 313	Dynamics	3
EM303	WKU Mechs. of Deform. Solids	3
ME 347	Mech. Systems Lab.	1
ME 220	Engineering Thermo. I	3
ME 344	Mechanical Design	3
ME 300	Junior Design	2
ME 310	Eng. Instru. & Exp.	3
ME 330	Fluid Mechanics	3
<del>ME 332</del>	<del>Fluids Mechanics Lab</del>	<del>1</del>
ME 325	Heat Transfer	3
ME 333	Heat Transfer Lab	1
ME 400	Mech. Engr. Design	2
	<b>or ENGR490, 2hrs</b>	
ME 412	ME Senior Project	3

**or ENGR491, 3hrs**

ME Technical Elective	3
ME Technical Elective	3
ME Technical Elective	3
ME Technical Elective	3

**Technical Course Total: 60.5**

Other Requirements

MATH136	Calculus I	4
MATH137	Calculus II	4
MATH237	Multivariable Calculus	4
MATH331	Differential Equations	3
PHYS255	University Physics I	4
PHYS256	University Physics I Lab	1
PHYS265	University Physics II	4
PHYS266	University Physics II Lab	1

Math/Science Elective 3

CHEM 120/121 College Chemistry 1/Lab 5  
or Chem 116/106 4hrs

***Other Required Mathematics and Science Hours: 32 or 33***

*Students must also satisfy the WKU Colonnade Program (General Education requirements)*

**7.2 Proposed Program Description:**

**Proposed Technical Courses**

ME 176	Freshman Design	1
ME 180	Freshman Design II	3
ME 240	Materials and Methods	3
ME 241	Materials and Methods LAB	1
EM222	WKU Statics	3
EE 210	Circuits & Networks 1	3.5
ME 200	Sophomore Design	3



EM 313	Dynamics	3
EM303	WKU Mechs. of Deform. Solids	3
ME 347	Mech. Systems Lab.	1
ME 220	Engineering Thermo. I	3
ME 344	Mechanical Design	3
ME 300	Junior Design	2
ME 310	Eng. Instru. & Exp.	3
ME 330	Fluid Mechanics	3
ME 325	Heat Transfer	4
ME 333	Heat Transfer Lab	1
ME 400	Mech. Engr. Design	2
	<b>or ENGR490, 2hrs</b>	
ME 412	ME Senior Project	3
	<b>or ENGR491, 3hrs</b>	
ME	Technical Elective	3
ME	Technical Elective	3
ME	Technical Elective	3
ME	Technical Elective	3
	<b>Technical Course Total:</b>	<b>60.5</b>
	<u>Other Requirements</u>	
MATH136	Calculus I	4
MATH137	Calculus II	4
MATH237	Multivariable Calculus	4
MATH331	Differential Equations	3
PHYS255	University Physics I	4
PHYS256	University Physics I Lab	1
PHYS265	University Physics II	4
PHYS266	University Physics II Lab	1
	Math/Science Elective	3
CHEM 120/121	College Chemistry 1/Lab	5

or Chem 116/106 4hrs

***Other Required Mathematics and Science Hours: 32 or 33***

*Students must also satisfy the WKU Colonnade Program (General Education requirements)*

Proposal Date: January 31, 2020

**College of Health and Human Services  
Department of Public Health  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Grace Lartey, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), 270-745-3941

**8. Identification of proposed course:**

- 1.6 Course prefix and number: PH 261
- 1.7 Course title: Foundations of Health Education
- 1.8 Credit Hours: 3

**2. Proposed course title:** Foundations of Public Health Education

**3. Proposed abbreviated course title:** Found of Public Hlth Education

**4. Rationale for the revision of course title:** The revision is to align the title with the Public Health program.

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

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

Department/ Unit: Department of Public Health

2/13/2020

CHHS Undergraduate Curriculum Committee

2/28/2020

Undergraduate Curriculum Committee

**3/26/2020**

University Senate

\_\_\_\_\_

PH 261

Received

FEB 21 2020

College of Health & Human Services

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Physical Education - Keri Esslinger 2/5/20

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None. The revision involves course title only.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

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

mfas  
Department Head

W Kelley  
Dean or Designee

1/21/20  
Date

3/9/2020  
Date

Proposal Date: January 31, 2020

**College of Health and Human Services  
Department of Public Health  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Grace Lartey, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), 270-745-3941

- 1. Identification of proposed course:**
  - 1.1 Course prefix and number: PH 381
  - 1.2 Course title: Community Health
  - 1.3 Credit Hours: 3
  
- 2. Proposed course title:** Public and Community Health
  
- 3. Proposed abbreviated course title:** Public and Community Health
  
- 4. Rationale for the revision of course title:** The revision is to align the title with the Public Health program.
  
- 5. Proposed term for implementation:** Next available Term
  
- 6. Dates of prior committee approvals:**

Department/ Unit: Department of Public Health

2/13/2020

CHHS Undergraduate Curriculum Committee

2/28/2020

Undergraduate Curriculum Committee

**3/26/2020**

University Senate

\_\_\_\_\_

PH 381

Received

FEB 21 2020

College of Health & Human Services

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Physical Education - Keri Esslinger 2/5/20  
 Health Sciences - Gary English 2/10/20  
 Health Care Administration - Gregory Ellis-Griffith 2/10/20

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None.  
 Only the course title was revised.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.
- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

[Signature]  
 Department Head

[Signature]  
 Dean or Designee

1/21/20  
 Date

3/9/2020  
 Date

Proposal Date: January 31, 2020

**College of Health and Human Services  
Department of Public Health  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Grace Lartey, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), 270-745-3941

- 1. Identification of proposed course:**
  - 1.1 Course prefix and number: PH 483
  - 1.2 Course title: Administration of Health Programs
  - 1.3 Credit Hours: 3
  
- 2. Proposed course title:** Administration of Public Health Programs
  
- 3. Proposed abbreviated course title:** Admin of Public Hlth Programs
  
- 4. Rationale for the revision of course title:** The revision is to align course title with the Public Health program.
  
- 5. Proposed term for implementation:** Next available Term
  
- 6. Dates of prior committee approvals:**

Department/ Unit: Department of Public Health  
CHHS Undergraduate Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

2/13/2020

2/28/2020

**3/26/2020**

PH 483

Received

FEB 21 2020

College of Health  
& Human Services

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

None. No other department uses this course in their program.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None

Revision affects course title only.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

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

M. J. S.  
Department Head

1/21/20  
Date

D. Kelley  
Dean or Designee

3/9/2020  
Date



Proposal Date: January 31, 2020

**College of Health and Human Services  
Department of Public Health  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Grace Lartey, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), 270-745-3941

- 1. Identification of proposed course:**
  - 1.1 Course prefix and number: PH 485
  - 1.2 Course title: Methods in Community Health Education
  - 1.3 Credit Hours: 3
  
- 2. Proposed course title:** Fundamentals of Public Health Planning
  
- 3. Proposed abbreviated course title:** Fund of Public Hlth Planning
  
- 4. Rationale for the revision of course title:** The revision is to align course title with the Public Health program.
  
- 5. Proposed term for implementation:** Next available Term
  
- 6. Dates of prior committee approvals:**

Department/ Unit: Department of Public Health  
CHHS Undergraduate Curriculum Committee  
University Senate

2/13/2020

2/28/2020

PH 485

Received

FEB 21 2020

College of Health,  
& Human Services

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

None.

This is a program-specific course.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None.

Revision involves title only.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

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

[Signature]  
Department Head

[Signature]  
Dean or Designee

1/21/20  
Date

3/9/2020  
Date

**Proposal to Revise a program:** American Sign Language Studies

**College of Health and Human Services**

**Department/Unit: Communication Sciences and Disorders**

**Section 1: Proponent Contact Information**

1.1 Name/Title: American Sign Language Studies

1.2 Email address: Ashley.Fox@wku.edu

1.3 Phone #5-8962

**Section 2: Program Information**

2.4 Current Program reference number: 307

2.5 Current Program title: American Sign Language Studies

2.6 Current total number of credits required in the program: 21

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

**3.5 Revision and Rationale:** Remove ASL 303 (International Deaf Studies)

This course is currently an elective in the ASL Studies Minor. A certificate in Deaf Studies was created, and it is a required course for completion of that certificate. ASL 303 is not a skills based course and better matches the culture focus of the certificate. The ASL Studies minor has several elective options; therefore, it will not hinder the completion of the minor.

**Section 4: Consultations**

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

**Section 5: Proposed term for implementation:** Fall 2020

**Section 6: Approval Flow Dates:**

**Communication Sciences and Disorders:** 01/31/2020

**CHHS Undergraduate Curriculum Committee:** 2/28/2020

**Undergraduate Curriculum Committee:**

**University Senate:**

## 7.1 Current Program Description: Minor in American Sign Language Studies

Required courses	Credits	Notes
Program Requirements (21 hours)		
The minor in American Sign Language Studies requires a minimum of 21 hours. Students will learn communication competency in a visual language and gain a better understanding of the Deaf and Hard of Hearing culture. This minor builds a solid foundation of ASL language and skills but does not lead to interpreter or Deaf Education certification.		
ASL 101 American Sign Language I	3	
ASL 102 American Sign Language II	3	
ASL 201 American Sign Language III	3	
ASL 301 American Sign Language IV	3	
ASL 401 Fingerspelling	3	
ASL 403 Deaf Culture and History	3	
Elective	3	
Select one of the following		
<del>ASL 303 International Deaf Studies</del>		
ASL 306 American Sign Language Classifiers		
ASL 309 ASL Specialized Vocabulary		
ASL 402 ASL Professional Ethics and Issues		
<b>Total required credits</b>	<b>21</b>	

## 7.2 Proposed Program Description: Minor in American Sign Language Studies

Required courses	Credits	Notes
Program Requirements (21 hours)		
The minor in American Sign Language Studies requires a minimum of 21 hours. Students will learn communication competency in a visual language and gain a better understanding of the Deaf and Hard of Hearing culture. This minor builds a solid foundation of ASL language and skills but does not lead to interpreter or Deaf Education certification.		
ASL 101 American Sign Language I	3	
ASL 102 American Sign Language II	3	
ASL 201 American Sign Language III	3	
ASL 301 American Sign Language IV	3	
ASL 401 Fingerspelling	3	
ASL 403 Deaf Culture and History	3	
Elective	3	
Select one of the following		
ASL 306 American Sign Language Classifiers		
ASL 309 ASL Specialized Vocabulary		
ASL 402 ASL Professional Ethics and Issues		
<b>Total required credits</b>	<b>21</b>	

ASL Studies Minor

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

The course deletion from the ASL Studies minor does not affect other Departments.

What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

N/A

If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

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

  
Department Head

2/27/2020  
Date

  
Dean or Designee

3/9/2020  
Date

**Proposal to Revise a Program:** Public Health  
**College:** College of Health and Human Services  
**Department/Unit:** Public Health

**Section 1: Proponent Contact Information:**

- 1.1 Name/Title: Grace Lartey, PhD
- 1.2 Email address: grace.lartey@wku.edu
- 1.3 Phone: 270-745-3941

**Section 2: Program Information**

- 2.1 **Classification of Instructional Program (CIP) reference number:** 521
- 2.2 **Current Program title:** Bachelor of Science in Public Health (BSPH)
- 2.3 **Current total number of credits required in the program:** 70 credit hours

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

**3.1 First proposed revision:** The Public Health program was accredited by the Council on Education for Public Health (CEPH) for the first time in 2017. Prior to 2016, CEPH accredited graduate programs only and had developed new competencies to accredit undergraduate programs.

The Public Health program was revised as part of the accreditation process to align with the new set of competencies. As the competencies were fine-tuned overtime, it has become necessary to separate the program's core courses from other required courses and electives. This separation would help align competencies with content and skillsets better and facilitate the competency assessment process. PH 410 Global Perspectives on Population Health is being added to the core to help meet these competencies.

**3.2 Second proposed revision:** For improved clarity, the program is removing seeking admission requirements for pre-major status. These requirements are being combined with the list of admission requirements for the major. The program does not use separate admission requirement for admission to pre-major status.

**Section 4: Consultations:** The Physical Education Program within the School of Kinesiology, Recreation & Sport has been contacted about the proposed changes. The proposed program revisions do not impact the Health Education minor in anyway, however, two of the core courses are also listed as core courses in the Health Education minor program.

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

**Section 6: Approval Flow Dates:**

Department of Public Health	2/13/2020
CHHS Curriculum Committee:	2/28/2020
Undergraduate Curriculum Committee:	3/26/2020

University Senate:

**Section 7: Required Appendices: Current & proposed program descriptions:** See additional pages

**7.1 Current Program Description: BS in Public Health**

Department website: <http://www.wku.edu/publichealth>

**Program Coordinator**

Grace K. Lartey, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), (270) 745-3941

The Bachelor of Science in Public Health is accredited by the Council on Education for Public Health (CEPH). Graduates are prepared to use their skills in a variety of government agencies, hospitals and other facilities of the health care system, community mental health agencies, employee health programs in business and industry, student health services on college campuses, and many non-profit health agencies and communities. Many students choose to pursue advanced degrees in public health, and this is strongly encouraged.



## 7.1: Current Program Description: BS in PUBLIC HEALTH

### Program Requirements (70 hours)

A baccalaureate degree requires a minimum of 120 unduplicated semester hours. More information can be found at [www.wku.edu/registrar/degree\\_certification.php](http://www.wku.edu/registrar/degree_certification.php).

Students who began WKU in the Fall 2014 and thereafter should review the Colonnade requirements located at: <https://www.wku.edu/colonnade/colonnaderequirements.php>.

The program in public health consists of a core of **58** credit hours of coursework and 12 hours of electives for a total of 70 hours in the major.

Required Core Courses	Credits	Notes
<del>BIOL 131 Human Anatomy &amp; Physiology</del>	<del>4</del>	
<del>BIOL 207 &amp; 208 General Microbiology &amp; General Microbiology Lab</del>	<del>4</del>	
<del>CHEM 109 Chemistry for the Health Sciences</del>	<del>4</del>	
<del>MATH 109 or MATH 115 or higher</del>	<del>3</del>	
<del>PH 100 Personal Health</del>	<del>3</del>	
<del>SFTY 171 Safety &amp; First Aid</del>	<del>1</del>	
PH 261 Foundations of Health Education	3	
PH 381 Community Health	3	
<del>PH 383 Biostatistics in the Health Sciences</del>	<del>3</del>	
PH 384 Introduction to Epidemiology	3	
PH 385 Environmental Health	3	
PH 483 Administration of Health Programs	3	
<del>Select one of the following:</del>	<del>3</del>	
<del>PSY/PSYS 100 Introduction to Psychology</del>	<del>3</del>	
<del>OR PSY/PSYS 220 Introduction to Lifespan Development Psychology</del>	<del>3</del>	
<del>OR SOCL 100 Introductory Sociology</del>	<del>3</del>	
<del>COMM 145 Fundamentals of Public Speaking</del>	<del>3</del>	
<del>ENV 460 Environmental Management</del>	<del>3</del>	
PH 484 Community Organization for Health Education	3	
PH 485 Methods in Community Health Education	3	
PH 490 Internship	6	
Electives	12	
Select 12 hours of the following courses (Six hours <b>have to</b> be upper division)		
BIOL 315 Ecology		
CHEM 314 Introductory Organic Chemistry		
CHEM 330 Quantitative Analysis		
ENV 280 Introduction to Environmental Science		
ENV 321 Fundamentals of Industrial Hygiene		

ENV 323 Fundamentals of Industrial Hygiene Laboratory  
ENV 360 Air Pollution  
ENV 365 Air Pollution Laboratory  
ENV 375 Introduction to Water Resources  
ENV 380 Principles of Environmental Toxicology  
ENV 410 Water treatment processes  
ENV 411 Water Treatment Processes Laboratory  
ENV 430 Radiological Health  
ENV 474 Environmental Risk Assessment  
ENV 480 Hazardous and Solid Waste Management  
ENV 490 Food Safety  
GEOG 310 Global Hydrology  
AH/HIM 290 Medical Terminology  
SFTY 270 General Safety  
HMD 211 Human Nutrition  
HCA 340 Health Care Organization & Management  
HCA 347 International Comparisons of Health Care Systems  
HCA 459 Global Health Service-Learning Practicum  
LEAD 200 Introduction to Leadership Studies  
LEAD 300 Leadership Theory & Application  
LEAD 325 Leading Change  
LEAD 330 Leadership Ethics & Decision-Making  
PH 365 Human Sexuality  
PH 382 Peer Health Education  
PH 390 Wellness & Fitness Assessment  
PH 402 Worksite Health Promotion  
PH 443 Health & Aging  
PH 444 Death, Dying & Bereavement  
PH 456 Independent Study in Health & Safety  
PH 464 Women's Health  
PH 467 Drug Abuse Education  
PH 468 Sexuality Education  
PS 338 Government & Ethics  
SOCL 260 Race & Ethnic Relations  
SOCL 270 Introduction to Community, Environment, &  
Development  
SOCL 350 Systems of Social Inequality  
SOCL 360 The Community in Rural and Urban Settings  
SOCL 362 Social Institutions: Race, Class, and Gender  
SOCL 375 Diversity in American Society  
SOCL 376 Sociology of Globalization  
STAT 330 Introduction to Statistical Software  
SWRK 101 Foundations of Human Services

**Total required credits**

**70**

**Requirements for Seeking Admission (Reference Number 521P)**

**24** hours including the following courses with an overall GPA of **2.0** or better.

<b>Required courses</b>	<b>Credits</b>	<b>Notes</b>
COMM 145 Fundamentals of Public Speaking	3	
PH 100 Personal Health	3	
Select one of the following:	3	
PSY/PSYS 100 Introduction to Psychology		
OR PSY/PSYS 220 Introduction to Lifespan Development Psychology		
OR SOCL 100 Introductory Sociology		
Select <b>15</b> additional hours	<b>15</b>	
<b>Total Hours</b>	<b>24</b>	

**Requirements for Admission (Reference Number 521)**

**30** hours including the above plus BIOL 131 and CHEM 109 with an overall GPA of **2.3** or better.

## **7.2 Proposed Program Description: BS in Public Health Program**

Department website: <http://www.wku.edu/publichealth>

### **Program Coordinator**

Grace K. Lartey, [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu), (270) 745-3941

The Bachelor of Science in Public Health is accredited by the Council on Education for Public Health (CEPH). Graduates are prepared to use their skills in a variety of government agencies, hospitals and other facilities of the health care system, community mental health agencies, employee health programs in business and industry, student health services on college campuses, and many non-profit health agencies and communities. Many students choose to pursue advanced degrees in public health, and this is strongly encouraged.

## 7.2: Proposed Program Description: BS in PUBLIC HEALTH

### Program Requirements (70 hours)

A baccalaureate degree requires a minimum of 120 unduplicated semester hours. More information can be found at [www.wku.edu/registrar/degree\\_certification.php](http://www.wku.edu/registrar/degree_certification.php).

Students who began WKU in the Fall 2014 and thereafter should review the Colonnade requirements located at: <https://www.wku.edu/colonnade/colonnaderequirements.php>.

The program in public health consists of a core of **30** credit hours of coursework, **28 credit hours of other required courses**, and 12 hours of electives for a total of 70 hours in the major.

Required Courses	Credits	Notes
<b>Core Courses</b>		
PH 261 Foundations of Health Education	3	
PH 381 Community Health	3	
PH 384 Introduction to Epidemiology	3	
PH 385 Environmental Health	3	
<b>PH 410 Global Perspectives on Population Health</b>	<b>3</b>	
PH 483 Administration of Health Programs	3	
PH 484 Community Organization for Health Education	3	
PH 485 Methods in Community Health Education	3	
PH 490 Internship	6	
	<b>30</b>	
<b>Other Required Courses</b>		
BIOL 131 Human Anatomy & Physiology	4	moved from core
BIOL 207 & 208 General Microbiology & General Microbiology Lab	4	moved from core
CHEM 109 Chemistry for the Health Sciences	4	moved from core
MATH 109 or MATH 115 or higher	3	moved from core
PH 100 Personal Health	3	moved from core
PH 383 Biostatistics in the Health Sciences	3	moved from core
SFTY 171 Safety & First Aid	1	moved from core
COMM 145 Fundamentals of Public Speaking	3	moved from core
Select one of the following:	3	
PSY/PSYS 100 Introduction to Psychology		
OR PSY/PSYS 220 Introduction to Lifespan Development Psychology		
OR SOCL 100 Introductory Sociology		
	<b>28</b>	
<b>Electives</b>		
Select 12 hours from the following courses (Six hours <b>must</b> be upper division)	12	
BIOL 315 Ecology		
CHEM 314 Introductory Organic Chemistry		
CHEM 330 Quantitative Analysis		
ENV 280 Introduction to Environmental Science		
ENV 321 Fundamentals of Industrial Hygiene		

ENV 323 Fundamentals of Industrial Hygiene Laboratory  
ENV 360 Air Pollution  
ENV 365 Air Pollution Laboratory  
ENV 375 Introduction to Water Resources  
ENV 380 Principles of Environmental Toxicology  
ENV 410 Water treatment processes  
ENV 411 Water Treatment Processes Laboratory  
ENV 430 Radiological Health  
**ENV 460 Environmental Management**  
ENV 474 Environmental Risk Assessment  
ENV 480 Hazardous and Solid Waste Management  
ENV 490 Food Safety  
GEOG 310 Global Hydrology  
AH/HIM 290 Medical Terminology  
SFTY 270 General Safety  
HMD 211 Human Nutrition  
HCA 340 Health care Organization & management  
HCA 347 International Comparisons of Health Care Systems  
HCA 459 Global Health Service-Learning Practicum  
LEAD 200 Introduction to Leadership Studies  
LEAD 300 Leadership Theory & Application  
LEAD 325 Leading Change  
LEAD 330 Leadership Ethics & Decision-Making  
PH 365 Human Sexuality  
PH 382 Peer Health Education  
PH 390 Wellness & Fitness Assessment  
PH 402 Worksite Health Promotion  
PH 443 Health & Aging  
PH 444 Death, Dying & Bereavement  
PH 456 Independent Study in Health & Safety  
PH 464 Women's Health  
PH 467 Drug Abuse Education  
PH 468 Sexuality Education  
PS 338 Government & Ethics  
SOCL 260 Race & Ethnic Relations  
SOCL 270 Introduction to Community, Environment, & Development  
SOCL 350 Systems of Social Inequality  
SOCL 360 The Community in Rural and Urban Settings  
SOCL 362 Social Institutions: Race, Class, and Gender  
SOCL 375 Diversity in American Society  
SOCL 376 Sociology of Globalization  
STAT 330 Introduction to Statistical Software  
SWRK 101 Foundations of Human Services

Total Hours 70

**Requirements for Admission (Reference Number 521)**

**30** hours including the following courses with an overall GPA of **2.3** or better.

<b>Required courses</b>	<b>Credits</b>	<b>Notes</b>
<b>BIOL 131 Human Anatomy &amp; Physiology</b>	<b>4</b>	<b>already required</b>
<b>CHEM 109 Chemistry for the Health Sciences</b>	<b>4</b>	<b>already required</b>
COMM 145 Fundamentals of Public Speaking	3	
PH 100 Personal Health	3	
Select one of the following:	3	
PSY/PSYS 100 Introduction to Psychology		
OR PSY/PSYS 220 Introduction to Lifespan Development		
Psychology		
OR SOCL 100 Introductory Sociology		
Select <b>13</b> additional hours	<b>13</b>	
<b>Total Hours</b>	<b>30</b>	<b>already required</b>



**BACHELOR of SCIENCE; PUBLIC HEALTH (#521)**

Department of Public Health  
 College of Health and Human Services  
 Western Kentucky University

The suggested program of study shown below should be used in consultation with your advisor(s). Every student will finish with a unique plan of his/her own depending on the electives selected. Prerequisites, Course Numbers, and Course Titles are subject to change.

**SAMPLE – Finish in Four Plan**

<b>FIRST YEAR</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
*COMM 145 – Fundamentals of Public Speaking & Communication (OC)	3	ENG 100 – Intro College Writing (F-W1)	3
*PH 100 – Personal Health (E-SB)	3	*BIOL 131 – Human Anatomy & Physiology (E-NS/SL)	4
MATH 109 – General Mathematics OR MATH 115 – Applied College Algebra (F-QR)	3	HIST 101 – World History I OR HIST 102 – World History II (F-SB)	3
*PSY/S 100 – Intro to Psychology OR PSY/S 220 – Lifespan Developmental Psychology OR SOCL 100 – Intro Sociology (E-SB)	3	Arts & Humanities (E-AH)	3
*CHEM 109 – Chemistry for the Health Sciences (E-NS)	4	Major/Minor/Elective <b>OR</b> *World Language (if needed)	3
<b>TOTAL CREDIT HOURS</b>	<b>16</b>	<b>TOTAL CREDIT HOURS</b>	<b>16</b>

<b>SECOND YEAR</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
ENG 200 – Intro to Literature (F-AH)	3	PH 381 – Community Health	3
PH 261 – Foundation of Health Education	3	*BIOL 207 & 208 – Microbiology Lecture and Lab (E-NS/SL)	3/1
Major/Minor/Elective	3	*SFTY 171 – Safety and First Aid	1
Major/Minor/Elective	3	Connections: Social & Cultural (K-SC)	3
Connections: Local to Global (K-LG)	3	Major/Minor/Elective	3
		Major/Minor/Elective	3
<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>17</b>



THIRD YEAR			
Fall Semester		Spring Semester	
ENG 300 – Writing in the Disciplines (F-W2)	3	PH 384 – Intro to Epidemiology	3
ENV 460 – Environmental Management	3	PH 385 – Environmental Health	3
PH 383 – Biostatistics in the Health Sciences	3	PH 410 – Global Perspectives on Population Health	3
Major/Minor/Elective	3	Major/Minor/Elective	3
Major/Minor/Elective	3	Major/Minor/Elective	3
<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>15</b>

FOURTH YEAR			
Fall Semester		Spring Semester	
PH 483 – Administration of Health Programs	3	PH 484 – Community Organization for Health Education	3
PH 485 – Methods in Community Health Education	3	Major/Minor/Elective	3
Major/Minor/Elective	3	PH 490 – Internship	6
Major/Minor/Elective	2		
Connections: Systems (K-SY)	3		
<b>TOTAL CREDIT HOURS</b>	<b>14</b>	<b>TOTAL CREDIT HOURS</b>	<b>12</b>

**Total Credit Hours: 120**

For more details and courses offered in the Colonnade General Education program visit the [website](#).

**World Language Requirement:** Language Proficiency of novice-high before completing 60 credit hours is required (or completion of 2nd level of a language). Two credits (or equivalent) of a single world language in High School satisfies this WKU requirement.

\*Denotes prerequisite courses before admission

For More Information:

**Department:** Public Health

**Website:** <https://www.wku.edu/publichealth/>

**Phone:** (270) 745-4797

**Email:** [public.health@wku.edu](mailto:public.health@wku.edu)

**Course Descriptions:** <https://www.wku.edu/undergraduatecatalog/>

521 Public Health

Received

FEB 21 2020

College of Health  
& Human Services

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Physical Education - Keri Esslinger 2/5/20  
Health Sciences - Gary English 2/10/20  
Health Care Administration - Gregory Ellis-Griffith 2/10/20

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None.

The revisions do not affect the current program structure. It involves separation of core and other required courses for accreditation purposes.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.
- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

M. J. ...  
Department Head

2/20/2020  
Date

D. Kelly  
Dean or Designee

3/9/2020  
Date

**Proposal to Revise a Program:** Environmental and Occupational Health Science

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

**Department/Unit:** Public Health

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

1.1 Name/Title: Ritchie Taylor, Ph.D., Professor

1.2 Email address: ritchie.taylor@wku.edu

1.3 Phone #: 58975

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

2.1 Current Program reference number: 548

2.2 Current Program title: Environmental and Occupational Health Science

2.3 Current total number of credits required in the program: 70

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

**3.1 First Revision:** Add CHEM 116 Introduction to College Chemistry as an additional required course to meet standards for the National Environmental Health Science & Protection Accreditation Council (EHAC). EHAC accreditation criteria requires a minimum of 6 hours of general chemistry and 3 hours of organic chemistry. Currently, the program has one course with a lab in general chemistry (CHEM 105/106) and once course with a lab in organic chemistry (CHEM 107/108). Adding CHEM 116 will fulfill accreditation requirements and provide a needed introduction to chemistry for EOHS students. This program will seek accreditation as soon as one student graduates from the updated program. Program accreditation will create opportunities for students in both research and internships. Accreditation also leads to increased recognition of the program and potential funding through additional sources, such as the current Centers for Disease Control (CDC)/National Institute of Occupational Safety and Health (NIOSH) Training Program Grant.

**3.2 Second Revision:** Add ENV 423 Safety Program Management as a core course. This more closely aligns with the requirements of EHAC. This additional occupational safety and health course (ENV 423) in the core increases this emphasis that is required as part of the NIOSH Training Program Grant. Currently, this grant provides scholarships to at least six undergraduate students each semester in the EOHS program.

**3.3 Third Revision:** Remove two core courses from the program to include ENV 490 Food Safety and SFTY 270 General Safety. This is being done to reduce course substitutions needed and remove redundant courses that are not needed for EHAC accreditation. Each of these courses has not been offered in the last two years due to a reduction in faculty or coverage of the content in other courses. Therefore, each student requires program exceptions and substitutions.

**3.4 Fourth Revision:** Remove courses from the list of additional required courses that do not meet accreditation requirements. These courses include PSY/PSYS 100, ENG 307, BIOL 131 & PH 100. PSY 100 is being removed from the additional required courses as the colonnade requirement for a social and behavioral science course sufficiently meets accreditation standards. The technical writing component of accreditation is being met in two courses in the major requiring technical writing techniques (ENV 321 & ENV 410). Students must write technical laboratory reports to meet the requirements of these courses. Likewise, students must complete an internship portfolio that includes a technical report. In addition, students complete a writing course (ENG 300) as part of their colonnade requirements. Therefore, ENG 307 Technical Writing is being removed from the program. BIOL 131 Anatomy and Physiology is being removed and replaced with BIOL 120/121. This course is better suited to fit the needs of our students as it provides a focus on cellular and molecular processes and genetics that is needed as a basis for the EOHS environmental toxicology course, ENV 380. Accreditation requirements specify that at least six hours of biological sciences be included in the program and three of these hours must be microbiology with a lab. This requirement will be met by this change and the current program requirement of BIOL 207/208. PH 100 is being removed and replaced with GEOL 111. This is due to the requirement of EHAC accreditation which states that a geology course must be taken within the natural sciences.

**3.5 Fifth Revision:** Three additional courses are being added to the list of potential electives to broaden student choices for courses applicable to occupational safety and health. This includes ENV 475, PH 402 and AMS 310. All three courses provide an option for students to focus on a specific subject they may need for their career.

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

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

If NO, simply proceed to item 5.

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

3.1 Proposal to add CHEM 116 as a required course. An email was sent to Dr. Rui Zhang, Department of Chemistry Interim Chair, to inquire about adding CHEM 116 to the program. This communication occurred on February 20, 2020.

3.4 Proposal to add BIOL 120/121 as a required course in place of BIOL 131. An email was sent to Dr. Michael Smith, Department of Biology Chair, to inquire about adding BIOL 120/121 to the program. This communication occurred on February 20, 2020.

3.4 Proposal to add GEOL 111 as a required course. An email was sent to Dr. Fred Siewers, Department of Geography and Geology, to inquire about adding GEOL 111 to the program. This communication occurred on February 20, 2020.

3.4 Proposal to remove ENG 307 and PSY/PSYS 100. Communications with Dr. Allison Langdon, Department of English Interim Head; Dr. Kelley Madole, Department Head of Psychological Sciences; and Dr. Pitt Derryberry, Department Head of Psychology were contacted between February 26<sup>th</sup> and March 11, 2020 regarding the removal of ENG 307, PSYS 100, and PSY 100, respectively.

3.5 Proposal to add AMS 310 as an elective. An email was sent to Dr. Stacy Wilson, School of Engineering and Applied Sciences Director, to inquire about adding AMS 310. She responded positively. These communications occurred on February 26 and 28, 2020.

**Section 5: Proposed term for implementation: Fall 2020**

**Section 6: Approval Flow Dates:**

<b>Department of Public Health:</b>	February 14, 2020
<b>CHHS Undergraduate Curriculum Committee:</b>	2/28/2020
<b>Undergraduate Curriculum Committee:</b>	
<b>University Senate:</b>	

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

## 7.1 Current Program Description: B.S. in Environmental and Occupational Health Science

### Program Requirements (70 hours)

A baccalaureate degree requires a minimum of 120 unduplicated semester hours. More information can be found at [www.wku.edu/registrar/degree\\_certification.php](http://www.wku.edu/registrar/degree_certification.php).

Students who began WKU in the Fall 2014 and thereafter should review the Colonnade requirements located at: <https://www.wku.edu/colonnade/colonnaderequirements.php>.

Required courses	Credits	Notes
ENV 120: Intro to Occup Safety & Health	3	
ENV 221: Occup Safety & Health Stands	3	
ENV 280: Intro to Env Science	3	
ENV 321: Fund Ind Hygiene	3	
ENV 323: Fund Ind Hygiene Lab	1	
ENV 360: Air Pollution Control	3	
ENV 365: Air Pollution Control Lab	1	
ENV 380: Principles Env Toxicology	3	
ENV 410: Water Treatment Processes	3	
ENV 411: Water Treatment Processes Lab	1	
ENV 460: Environmental Mgt	3	
ENV 474: Env Risk Assessment	3	
ENV 480: Haz & Solid Waste Mgt	3	
ENV 486: Sr Environmental Seminar	1	
<b>ENV 490: Food Safety</b>	<b>3</b>	
ENV 491: Internship Env Health & Sfty	3	
PH 383: Biostatistics	3	
PH 384: Intro to Epidemiology	3	
PH 385: Environmental Health	3	
<b>SFTY 270: General Safety</b>	<b>3</b>	
CHEM 107: Fundamentals of Organic Chem	3	
CHEM 108: Fundamentals of Org Chem Lab	1	
BIOL 207: Microbiology	3	
BIOL 208: Microbiology Lab	1	
<b>ENG 307: Technical Writing</b>	<b>3</b>	
PHYS 231: Physics/Biophysics I	3	
PHYS 232: Lab Phys/Biophysics I	1	
<b>Electives (In addition 3 hours must be selected with advisor approval)</b>	<b>3</b>	
ENV 322: Physical Hazards Control		
ENV 375: Intro to Water Resources		
<b>ENV 423: Safety Program Mgt</b>		
ENV 485: Edu Exp in Occ Sfty & Health		
ENV 495: Env Measurement		
PH 456: Ind Study in Health & Safety		
Total Hours	70	

<b>Additional Required Courses</b>		
COMM 145: Fund of Public Speaking	3	
ECON 202: Micro Economics	3	
<b>PSY 100: Intro Psy</b>	<b>3</b>	
<b>BIOL 131: Anatomy &amp; Physiology</b>	<b>4</b>	
CHEM 105: Fundamentals of General Chem	3	
CHEM 106: Fundamentals of Gen Chem Lab	1	
MATH 116: College Algebra	3	
MATH 117: Trigonometry	3	
<b>PH 100: Personal Health</b>	<b>3</b>	
<b>Total Hours</b>	<b>26</b>	

## 7.2 Proposed Program Description: B.S. in Environmental and Occupational Health Science

### Program Requirements (70 hours)

A baccalaureate degree requires a minimum of 120 unduplicated semester hours. More information can be found at [www.wku.edu/registrar/degree\\_certification.php](http://www.wku.edu/registrar/degree_certification.php).

Students who began WKU in the Fall 2014 and thereafter should review the Colonnade requirements located at: <https://www.wku.edu/colonnade/colonnaderequirements.php>.

Required courses	Credits	Notes
ENV 120: Intro to Occup Safety & Health	3	
ENV 221: Occup Safety & Health Stands	3	
ENV 280: Intro to Env Science	3	
ENV 321: Fund Ind Hygiene	3	
ENV 323: Fund Ind Hygiene Lab	1	
ENV 360: Air Pollution Control	3	
ENV 365: Air Pollution Control Lab	1	
ENV 380: Principles Env Toxicology	3	
ENV 410: Water Treatment Processes	3	
ENV 411: Water Treatment Processes Lab	1	
<b>ENV 423: Safety Program Mgt</b>	<b>3</b>	
ENV 460: Environmental Mgt	3	
ENV 474: Env Risk Assessment	3	
ENV 480: Haz & Solid Waste Mgt	3	
ENV 486: Sr Environmental Seminar	1	
ENV 491: Internship Env Health & Sfty	3	
PH 383: Biostatistics	3	
PH 384: Intro to Epidemiology	3	
PH 385: Environmental Health	3	
CHEM 107: Fundamentals of Organic Chem	3	
CHEM 108: Fundamentals of Org Chem Lab	1	
BIOL 207: Microbiology	3	
BIOL 208: Microbiology Lab	1	
PHYS 231: Physics/Biophysics I	3	
PHYS 232: Lab Phys/Biophysics I	1	
<b>Electives (In addition 9 hours must be selected with advisor approval)</b>	<b>9</b>	
ENV 322: Physical Hazards Control		
ENV 375: Intro to Water Resources		
<b>ENV 475: Selected Topics in Env</b>		
ENV 485: Edu Exp in Occ Sfty & Health		
ENV 495: Env Measurement		
<b>PH 402: Worksite Health Promotion</b>		
PH 456: Ind Study in Health & Safety		



<b>AMS 310: Ergonomics &amp; Safety</b>		
<b>Total Hours</b>	70	
<b>Additional Required Courses</b>		
COMM 145: Fund of Public Speaking	3	
ECON 202: Micro Economics	3	
<b>BIOL 120: Biol Conc Cell Metab Genet</b>	<b>3</b>	
<b>BIOL 121: Biol Conc Cell Metab Genet Lab</b>	<b>1</b>	
CHEM 105: Fundamentals of General Chem	3	
CHEM 106: Fundamentals of Gen Chem Lab	1	
<b>CHEM 116: Intro to College Chemistry</b>	<b>3</b>	
MATH 116: College Algebra	3	
MATH 117: Trigonometry	3	
<b>GEOL 111: The Earth</b>	<b>3</b>	
<b>Total Hours</b>	<b>26</b>	



**BACHELOR of SCIENCE;  
ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCE (#548)**

Department of Public Health  
College of Health and Human Services  
Western Kentucky University

The suggested program of study shown below should be used in consultation with your advisor(s). Every student will finish with a unique plan of his/her own depending on the electives selected. Prerequisites, Course Numbers, and Course Titles are subject to change.

**SAMPLE – Finish in Four Plan**

<b>FIRST YEAR</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
COMM 145 – Fundamentals of Public Speaking & Communication (F-OC)	3	ENG 100 – Intro College Writing (F-W1)	3
MATH 116 – College Algebra (F-QR)	3	HIST 101 – World History I OR HIST 102 – World History II (F-SB)	3
CHEM 116 – Intro to College Chemistry	3	ENV 120 – Intro to Occupational Safety and Health	3
ENV 280 – Intro to Environmental Science (E-NS)	3	CHEM 105 – Fundamentals of General Chemistry (E-NS) AND CHEM 106 – Fund of Gen Chemistry Lab (E-SL)	3/1
GEOL 111 – The Earth (E-NS)	3	ECON 202 Microeconomics (E-SB)	3
<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>16</b>

<b>SECOND YEAR</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
ENG 200 – Intro to Literature (F-AH)	3	Connections: Local to Global (K-LG)	3
Connections: Systems (K-SY)	3	**World Language (if needed)	(3)
Arts & Humanities (E-AH)	3	BIOL 207 – General Microbiology (E-NS) AND BIOL 208 – General Microbiology Lab (E-SL)	3/1
MATH 117 – Trigonometry	3	Connections: Social & Cultural (K-SC)	3
BIOL 120/121 – Biol Conc Cell Metab Genet and Lab	3/1	CHEM 107 – Fundamentals of Organic Chemistry AND CHEM 108 – Fund of Organic Chemistry	3/1
<b>TOTAL CREDIT HOURS</b>	<b>16</b>	<b>TOTAL CREDIT HOURS</b>	<b>14</b>

For more details and courses offered in the Colonnade General Education program visit the [website](#).

**World Language Requirement:** Language Proficiency of novice-high before completing 60 credit hours is required (or completion of 2nd level of a language). Two credits (or equivalent) of a single world language in High School satisfies this WKU requirement.

THIRD YEAR			
Fall Semester		Spring Semester	
PHYS 231 – Intro to Physics and Biophysics AND PHYS 232 – Lab for Physics and Biophysics	3/1	ENV Major Elective	3
ENG 300 – Writing in the Disciplines (F-W2)	3	ENV 321 – Fundamentals of Industrial Hygiene AND ENV 323 – Fund of Industrial Hygiene Lab	3/1
ENV 221 – Occupational Safety & Health Standards	3	ENV 380 – Principles of Environmental Technology	3
PH 383 – Biostatistics in the Health Sciences	3	PH 384 – Intro to Epidemiology	3
PH 385 – Environmental Health	3	ENV 322- Physical Hazards Recognition and Control I	3
<b>TOTAL CREDIT HOURS</b>	<b>16</b>	<b>TOTAL CREDIT HOURS</b>	<b>16</b>

FOURTH YEAR			
Fall Semester		Spring Semester	
ENV 423 – Safety Program Management	3	ENV 474 – Environmental Risk Assessment	3
ENV 410 – Water Treatment Processes AND ENV 411 – Water Treatment Processes Lab	3/1	ENV 360 – Air Pollution Control AND ENV 365 – Air Pollution Control Lab	3/1
ENV 460 – Environmental Management	3	ENV 491 – Internship in Environmental Health and Safety	3
ENV 480 – Hazardous and Solid Waste Management	3	ENV Major Elective	3
		ENV 486 – Sr Environmental Seminar	1
<b>TOTAL CREDIT HOURS</b>	<b>13</b>	<b>TOTAL CREDIT HOURS</b>	<b>14</b>

**Total Credit Hours: 120\*\***

\*Please see undergraduate catalog for admission requirements to the Department of Public Health and for course grade requirements in major.

\*\*If World Language course is needed/taken, total credit hours may increase.

For More Information:

**Department:** Public Health

**Website:** [https://www.wku.edu/publichealth/bs\\_in\\_ehs.php](https://www.wku.edu/publichealth/bs_in_ehs.php)

**Phone:** (270) 745-4797

Email: [public.health@wku.edu](mailto:public.health@wku.edu)

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

---

EOHS

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Department of Biology, Dr. Michael Smith, Feb. 20 and 22, 2020  
Department of Chemistry, Dr. Kai Zhang, Feb. 20, 2020  
Department of Geography and Geology, Dr. Fred Stevers, Feb. 20, 2020  
emails attached

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

-Additional staffing is not required. Current staffing is accommodating program now. An instructor is being added in 2020 that will cover additional courses now taught by adjuncts.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

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

M. J. S.  
Department Head

A. Kelley  
Dean or Designee

2/25/20  
Date

3/11/2020  
Date

Dr. Stacy Wilson, School of Engineering & Applied Sciences, Feb. 27, 2020  
Dr. Pitt Derruberry, Dept. of Psychology, Feb. 26, 2020  
Dr. Alison Kingston, Dept. of English, Feb. 26, 2020  
Dr. Kelly Madole, Dept. of Psychological Sciences, March 11, 2020

**Proposal to Revise a Program:** Health Sciences

**College:** College of Health & Human Services

**Department/Unit:** Public Health

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

1.1 Gary English, Health Science Program Coordinator

1.2 gary.english@wku.edu

1.3 270-745-2678

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

2.1 Current Program reference number: 564

2.2 Current Program title: Health Science

2.3 Current total number of credits required in the program: 59-65

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

**3.1 First Revision:** Add the following courses (MKT-220-Basic Marketing Concepts, MKT-321-Consumer Behavior, MKT-323-Services Marketing, or PR-255 Fundamentals of Public Relations) as options students can select to fulfill one area of the core.

**Rationale:** The intent of including these courses in the program is the thought that some students will benefit by having a working knowledge of marketing and public relations, as the career path they are preparing for may require some degree of skill in the marketing and public relations area. After reviewing the program and listening to student comments, particularly from the Health Services Leadership & Management concentration, it was decided that adding this set of options to the program would better prepare students and fill a program void. Secondly, due to a sometimes limited number of seats and availability of other courses in this elective area (PE 310, Kinesiology, PE-311, Exercise Physiology, PE-313 Motor Development, or PH-390 Wellness/Fitness Assessment) it can be difficult for students to complete this requirement and creates a bottleneck in the students' ability to advance toward graduation in a timely manner. Finally, more and more students are seeking to complete the Health Science Program on-line; these courses aren't offered on-line often enough to meet the need.

**3.2 Second Revision:** Add FACS-312 (Professional Ethics for Family Life)

**Rationale:** Providing students with an additional option to fulfill the ethics requirement in the health science major would help reduce the capacity issues in other classes such as PH-447. The fact that this course is in the Department of Applied Human Science adds to the appeal as some of the other options currently available are not a good fit for students preparing to work in the area of Health and Human Services.

**3.3 Third Revision.** Add PSY-440 (Abnormal Psychology) as an elective.

**Rationale:** This course will be added as an option to our general electives. We have a large number of transfer students who have completed General Psych or Developmental Psych who could benefit from having an additional upper level psychology course.

**3.4 Fourth Revision:** Add HIM-330 (EHR Systems) as an option for the Informatics requirement.

**Rationale:** HCA-446/447 Health Care Informatics is nearly impossible to get students enrolled as it is a required course for HCA majors. This course also has limited seating as students are required to participate in a computer lab setting. Adding HIM 330 would reduce the capacity issue for health science students. It should be noted that health science students will have fulfilled the course prerequisite (HCA-340), and the course is also offered on-line which is preferred by many of our distance learners and transfer students. Other Informatics elective options currently available for students in the major include CIS 243 Principles of MIS or CIS 321 Emerging Information Technology.

**3.5 Fifth Revision:** Delete SWRK 205 and SWRK 395, Add SWRK 300 (Diversity and Social Welfare) in elective options.

**Rationale:** These changes are being made at the request of the program coordinator for social work.

**Section 4: Consultations**

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

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

Revision	Impact	Person Contacted	Date Contacted	Date Responded
3.1	Larger class size	Dr. Patricia Todd	9/25/2019	9/26 Passed on to Dr. Forbes
3.1	Larger class size	Dr. Helen Sterk	9/25/2019	10/7/19
3.2	Larger class size	Mr. Travis Wilson	9/25/2019	9/27
3.3	Larger class size	Drs. Derryberry & Wininger	9/25/2019	No response
3.4	Larger class size	Ms. Jan Hunt-Shepherd	9/25/2019	9/25/19
3.5	None	Dr. Simon Funge	9/25/2019	Program revisions match revisions to the SWRK program

**Section 5: Proposed term for implementation: Fall 2020**

**Section 6: Approval Flow Dates:**

<b>Proposing department/unit: Public Health</b>	02/11/2020	
<b>CHHS College Curriculum Committee:</b>	10/25/2019	/ 2/28/2020
<b>Undergraduate Curriculum Committee:</b>	<b>3/26/2020</b>	
<b>University Senate:</b>		

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



## 7.1 Current Program Description: BS in Health Sciences

Department website: <http://www.wku.edu/publichealth>

### **Program Coordinator**

Gary M. English, [gary.english@wku.edu](mailto:gary.english@wku.edu), (270) 745-2678

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 services 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 associates degree who wish to continue their education.

7.1 Students pursuing the major are required to select one of the following concentrations: Preparatory Health Sciences, Health Services Leadership and Management, or an Associate Degree in a health field (approved by the health science advisor) **for the Health Sciences Allied Health concentration**. 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. WKU Associate Degreed students do not receive waivers in upper-division hour requirements for the major or degree.

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.

Health Sciences Core Courses	
HMD 211 Human Nutrition	3
PSY/S 100 or PSY/S 220 Developmental Psychology	3
BIOL 113 General Biology or 120/121 Bio Concepts: Cell Metab and Genetics and Lab or 131 Anatomy and Physiology	3-4
CHEM 105/106 Fund. of Gen. Chemistry or 109 Chemistry for the Health Sciences or CHEM 116 Intro to College Chemistry or PHYS course	4
AH 290 Medical Terminology or HIM 290 Medical Terminology	2
PE 310 Kinesiology or 311 Exercise Physiology or 313 Motor Development or PH 390 Wellness/Fitness Assessment	3
PH 381 Community Health	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 Epidemiology	3
PH 447 Human Values and the Hlth Sci or PHIL 322 Biomedical Ethics or PHIL 323 Social Ethics or LEAD 330 Leader Ethics & Dec Making 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 446/447 Health Care Informatics and Laboratory	3-4

or CIS 243 Principles of MIS or CIS 321 Emerging Information Tech	
HCA 441 Legal Aspects/Health Care or MGT 200 Legal Environment of Bus or MGT 301 Business Law or HIM 225 Legal Issues in HIM	2-3
Total Core Hours	37-41
Concentrations	
Preparatory Health Sciences Concentration	
Choose 24-27 credit hours from	
BIOL 120/121* Bio Concepts: Cell Metab & Genetics & Lab BIOL 122/123 Bio Concepts: Evolution, Diversity & Ecology & Lab BIOL 131* Human Anatomy & Phys BIOL 207/208 General Microbio & Lab BIOL 224/225* Animal Bio & Diversity & Lab BIOL 231 Advanced Human Anatomy & Physiology BIOL 344 Biology of Aging	
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	
MATH 117 Trigonometry MATH 136 Calculus	
PH 365 Human Sexuality PH 464 Women's Health PH 468 Sexuality Education	
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)	
Total	24-27
Health Services Leadership & Management Concentration	
Choose 24-27 credit hours from	
BIOL 344 Biology of Aging	
CNS 110 Human Relations CNS 432 Helping Skills	

<p>COMM 348 Interpersonal Communication  COMM 440 Health Communication  COMM 450 Family Communication</p>	
<p>EXS 455 Exercise and Aging</p>	
<p>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</p>	
<p>FIN 161 Personal Finance</p>	
<p>GERO 100 Intro to the Aging Experience  GERO 461 Person-Centered Dementia Management</p>	
<p>HCA 345 Long-Term Care Admin.  HCA 347 International Comparisons of Health Care Systems</p>	
<p>HIM 100 Health Data Content &amp; Structure  HIM 252 Healthcare Payment Systems  HIM 291 Advanced Medical Terminology  HIM 292 Pharmacology &amp; Laboratory Diagnostics</p>	
<p>HMD 360 Advanced Nutrition  HMD 367 Nutrition in Aging  HMD 368 Dietary &amp; Herbal Supplements</p>	
<p>IDST 369 Career Related Field Experience  IDST 390 Applications of Interdisciplinary Studies  IDST 395 Investigative Methods in Interdisciplinary Studies</p>	
<p>LEAD 200 Intro to Leadership  LEAD 300 Leadership Theory &amp; Appl.  LEAD 325 Leading Change  LEAD 330* Leadership Ethics and Decision Making</p>	
<p>MGT 200* Legal Environment of Business  MGT 301* Business Law  MGT 305* Ethics &amp; Critical Thinking  MGT 333 Management of Nonprofit Organizations</p>	
<p>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</p>	
<p>PSYS 333 Cognitive Psychology  PSYS 423 Psych of Adult Life &amp; Aging</p>	
<p>SOCL 342 Aging in Society  SOCL 440 Medical Sociology</p>	
<p>SPED 200 The Culture of Disability</p>	

SWRK 101 Foundations of Human Services <del>SWRK 205 Intro to Social Work</del> SWRK 330 Human Behavior in the Social Environment SWRK 326 Services for the Older American SWRK 357 Case Management <del>SWRK 395 Social Welfare Policy &amp; Issues</del> SWRK 437 Military Social Work Other courses with advisor approval	
(*unduplicated)	
Total	24-27
Health Sciences Allied Health- (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 Colonnade general education requirements. <del>All other students need to meet with an advisor.</del> In addition to completing the Health Sciences core, students need to fulfill all other appropriate major and degree requirements.	
Total	21
Major Total	<b>59-66</b>

## 7.2 Proposed Program Description: BS in Health Sciences

Department website: <http://www.wku.edu/publichealth>

### **Program Coordinator**

Gary M. English, [gary.english@wku.edu](mailto:gary.english@wku.edu), (270) 745-2678

The Major in Health Sciences, requires **58-68** 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** degree **or appropriate Military Occupational Specialty (MOS) in a focused health area** who wish to continue their education.

## 7.2 Proposed Program Description: BS in Health Sciences

Students pursuing the major are required to select one of the following concentrations: Preparatory Health Sciences, Health Services Leadership & Management, or Health Sciences Allied Health **building on** an Associate Degree **or appropriate Military Occupational Specialty (MOS)** in a focused health area (approved by the health science advisor). Students who transfer to WKU with an applied associate degree (e.g., Associate of Applied Science) from a health-related program **and students with an appropriate MOS with American Council of Education (ACE) approved military credit** receive a 12-hour waiver from the overall upper-level course requirement for the health science major; **these students** will need 23 hours in the major upper-division hour requirement.

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.

### Program Requirements (58-68 hours)

A baccalaureate degree requires a minimum of 120 unduplicated semester hours. More information can be found at [www.wku.edu/registrar/degree\\_certification.php](http://www.wku.edu/registrar/degree_certification.php).

Students who began WKU in the Fall 2014 and thereafter should review the Colonnade requirements located at: <https://www.wku.edu/colonnade/colonnaderequirements.php>.

Core Courses	
HMD 211 Human Nutrition	3
PSY/S 100 Intro to Psychology or PSY/S 220 Developmental Psychology or <b>PSY/S 440 Abnormal Psychology</b>	3
BIOL 113 General Biology or 120/121 Bio Concepts: Cell Metabolism and Genetics and Lab or 131 Anatomy and Physiology	3-4
CHEM 105/106 Fundamentals of General Chemistry or 109 Chemistry for the Health Sciences or CHEM 116 Intro to College Chemistry or PHYS course	3-4
AH 290 Medical Terminology or HIM 290 Medical Terminology	2
PE 310 Kinesiology or 311 Exercise Physiology or 313 Motor Development or PH 390 Wellness/Fitness Assessment <b>or MKT 220 Basic Marketing Concepts</b> <b>or MKT 321 Consumer Behavior</b> <b>or MKT 323 Services Marketing</b> <b>or PR 255 Fundamentals of Public Relations</b>	3
PH 381 Community Health	3
PH 383 Biostatistics in the Health Sciences	3

or SOCL 300 Using Statistics in Sociology or BIOL 382 Intro to Biostatistics or STAT 301 Intro to Probability and Applied Statistics PSY/S 313 Statistics in Psychology or MATH 183 Intro to Statistics	
PH 384 Epidemiology	3
PH 447 Human Values and the Health Sciences <b>or FACS 312 Professional Ethics for Family Life</b> or PHIL 322 Biomedical Ethics or PHIL 323 Social Ethics or LEAD 330 Leader Ethics & Dec Making 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 446/447 Health Care Informatics And Laboratory or CIS 243 Principles of MIS or CIS 321 Emerging Information Tech <b>or HIM 330 Electronic Health Record Systems</b>	3-4
HCA 441 Legal Aspects/Health Care or MGT 200 Legal Environment of Bus or MGT 301 Business Law or HIM 225 Legal Issues in HIM	2-3
Total Core Hours	<b>37-41</b>
Concentrations	
Preparatory Health Sciences	
Choose 24-27 credit hours from	
BIOL 120*/121* Bio Concepts: Cell Metabolism & 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 Bio & Diversity & Lab BIOL 231 Advanced Human Anatomy & Physiology BIOL 344 Biology of Aging	
CHEM 116* Intro to College Chemistry CHEM 120/121 College Chemistry & Lab CHEM 222/223 College Chemistry 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	
MATH 117 Trigonometry MATH 136 Calculus	
PSYS 160 Intro to Biopsychology	
PH 365 Human Sexuality	



PH 464 Women's Health PH 468 Sexuality Education	
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)	
Total	24-27
Health Services Leadership & Management	
Choose 24-27 credit hours from	
BIOL 344 Biology of Aging	
CNS 110 Human Relations CNS 432 Helping Skills	
COMM 348 Interpersonal Communication COMM 440 Health Communication COMM 450 Family Communication	
EXS 455 Exercise and Aging	
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	
FIN 161 Personal Finance	
GERO 100 Intro to the Aging Experience GERO 461 Person-Centered Dementia Management	
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	
LEAD 200 Intro to Leadership LEAD 300 Leadership Theory & Appl. LEAD 325 Leading Change LEAD 330* Leadership Ethics and Decision Making	
MGT 200* Legal Environment of Business MGT 301* Business Law MGT 305* Ethics & Critical Thinking MGT 333 Management of Nonprofit Organizations	

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	
PSYS 333 Cognitive Psychology PSYS 423 Psych of Adult Life & Aging <b>PSY 440* Abnormal Psychology</b>	
SOCL 342 Aging in Society SOCL 440 Medical Sociology	
SPED 200 The Culture of Disability	
SWRK 101 Foundations of Human Services <b>SWRK 300 Diversity and Social Welfare</b> SWRK 330 Human Behavior in the Social Environment SWRK 326 Services for the Older American SWRK 357 Case Management SWRK 437 Military Social Work Other courses with advisor approval	
(*unduplicated)	
Total	24-27
Health Sciences Allied Health- (Health Related A.S./A.A./A.A.S. <b>or MOS</b> to Health Sciences Allied Health B.S. Concentration)	
An associate degree in a focused health area <b>or an appropriate military occupational specialty (MOS) in a focused health area with American Council of Education (ACE) approved military credit</b> 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 Colonnade general education requirements. <b>Twenty-one credit hours is required within the concentration.</b>  In addition to completing the Health Sciences core, students need to fulfill all other appropriate major and degree requirements.	
Total	21
Major Total	<b>58-68</b>



**BACHELOR of SCIENCE; HEALTH SCIENCES (#564)**  
**HEALTH SCIENCES ALLIED HEALTH CONCENTRATION**  
**Military Occupational Specialty-Health Focus**  
 Department of Public Health  
 College of Health and Human Services  
 Western Kentucky University

The suggested program of study shown below should be used in consultation with your advisor(s). Every student will finish with a unique plan of his/her own depending on the electives selected. Prerequisites, Course Numbers, and Course Titles are subject to change. **A Military Occupational Specialty in a focused health area may be acceptable as a concentration for this major. Please consult with an academic advisor at WKU for the Health Sciences program regarding this concentration.**

**SAMPLE – Academic Plan**

Students with an acceptable Military Occupational Specialty in a focused health area who wish to earn the Health Science degree must comply with all published Academic Requirements and Regulations (see WKU Catalog for details).

WKU students must meet all published Academic Requirements and Regulations, including WKU Colonnade/General Education, major, and degree requirements (see WKU Catalog for details).

Second Year			
Fall Semester		Spring Semester	
ENG 100 – Intro to College Writing (F-W1)	3	COMM 145 – Fundamentals of Public Speaking (F-OC)	3
HIM/AH 290 – Medical Terminology	2	HIST 101 – World History I OR HIST 102 – World History II (F-SB)	3
PSY/S 220 – Lifespan Developmental Psychology OR PSY/S 100 – Intro to Psychology (E-SB)	3	Arts & Humanities (E-AH)	3
MATH 116 – College Algebra (F-QR)	3	HMD 211 – Human Nutrition (K-SY)	3
BIOL 113 – General Biology and BIOL 114 – General Biology Lab (E-NS/SL)	3/1	ENG 200 – Introduction to Literature (F-AH)	3
		Elective	3
<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>18</b>

For more details and courses offered in the Colonnade General Education program visit the [website](#).

**World Language Requirement:** Language Proficiency of novice-high before completing 60 credit hours is required (or completion of 2nd level of a language). Two credits (or equivalent) of a single world language in High School satisfies this WKU requirement.

THIRD YEAR			
Fall Semester		Spring Semester	
PE 310 Kinesiology OR PE 311 Exercise Physiology OR PE 313 Motor Development OR PH 390 Wellness/Fitness Assessment	3	PH 383 Biostats in Health Sciences OR SOCL 300 Using Stats in SOCL OR BIOL 382 Intro to Biostats OR STAT 301 Intro to Prob and Appl Stats OR PSY/S 313 Stats in PSYCH	3
PH 381 Community Health	3	HCA 340 Health Care Organization & Management	3
Connections: Social & Cultural (K-SC)	3	Connections: Local to Global (K-LG)	3
ENG 300 – Writing in the Disciplines (F-W2)	3	Upper Level Elective/Major/Minor	3
CHEM 105 – Fundamental of General Chemistry and CHEM 106 – Fund. of Gen. Chemistry Lab (E-NS/SL)	3/1	Upper Level Elective/Major/Minor	3
Elective	1	Elective	3
<b>TOTAL CREDIT HOURS</b>	<b>17</b>	<b>TOTAL CREDIT HOURS</b>	<b>18</b>

FOURTH YEAR			
Fall Semester		Spring Semester	
HCA 441 Legal Aspects/Health Care OR MGT 310 Business Law	3	HCA 446/447 Health Care Informatics and Lab	4
PH 384 Intro to Epidemiology	3	PH 447 Human Values & the Health Sciences OR PHIL 322 Biomedical Ethics OR PHIL 323 Social Ethics OR MGT 305 Ethics & Critical Thinking OR SWRK 433 Ethical Issues & Dilemmas in Social Work	3
Upper Level Elective/Major/Minor	3	Upper Level Elective/Major/Minor	3
Upper Level Elective/Major/Minor	3	Upper Level Elective/Major/Minor	3
Upper Level Elective/Major/Minor	3	Upper Level Elective/Major/Minor	3
<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>16</b>

**Total Credit Hours: 120**

Students using a Military Occupational Specialty for the Health Sciences program are required to complete 30 upper division credit hours to earn at WKU degree, 23 imbedded in the Health Science major.

**For More Information:**

**Department:** Public Health

**Website:** <https://www.wku.edu/publichealth/>

**Phone:** (270) 745-4797

**Email:** [public.health@wku.edu](mailto:public.health@wku.edu)

**Course Descriptions:** <https://www.wku.edu/undergraduatecatalog/>

---

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Dr. Patricia Todd contacted on 9/25/2019, passed it to Dr. Forbes  
 Dr. Helen Sterk " 9/27/2019 - ~~no response~~ Approved 10/7/19 via email  
 Dr. Trevor Wilson " 9/25/2019, responded on 9/27/2019  
 Drs. Derryberry & Winters " no response  
 Jan Hunt-Shepherd 9/25/2019 - responded on 9/27/2019  
 Dr. Simon Funge 9/25/2019, revisions match those in SWRK

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None. No additional staffing is required.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

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

Mfas.  
Department Head

D. Kelley  
Dean or Designee

11/22/2019  
Date

3/9/2020  
Date

**Proposal to Revise a program:** Family and Consumer Sciences  
**College of Health and Human Sciences**  
**Department/Unit:** Applied Human Sciences

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: D'Lee Babb, Associate Professor
- 1.2 Email address: dlee.babb@wku.edu
- 1.3 Phone #: 270-745-6943

**Section 2: Program Information**

- 2.1 **Classification of Instructional Program (CIP) reference number:** 563
- 2.2 **Current Program title:** Family and Consumer Sciences
- 2.3 **Current total number of credits required in the program:** 51-82

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

- 3.1 **First proposed revision:** Only the Child Studies concentration is being revised. Require FACS 335 (Infant/Toddler Dev and Curriculum) AND FACS 336 (Pre-K/Kindergarten Dev and Curriculum) in the Child Studies Program. The requirement of both FACS 335 and FACS 336 rather than one or the other is due to National Association for the Education of Young Children Higher Education Accreditation (NAEYC). Students are required to both observe and practice in two of the three age groups (birth to age 3 years, 3 to 5 years, and 5 to 8 years). Requiring both courses will cover this accreditation standard.

**Section 4: Consultations**

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

**Section 5: Proposed term for implementation:** Fall 2020

**Section 6: Approval Flow Dates:**

<b>Applied Human Sciences:</b>	2/4/2020
<b>CHHS Undergraduate Curriculum Committee:</b>	2/28/2020
<b>Undergraduate Curriculum Committee:</b>	3/26/2020
<b>University Senate:</b>	

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

## 7.1 Current Program Description: BS Family and Consumer Sciences

Department website: <http://www.wku.edu/ahs>

### Program Coordinator

Dora Babb, [dlee.babb@wku.edu](mailto:dlee.babb@wku.edu), (270) 745-6943

This program offers three concentrations which lead to a Bachelor of Science degree: (1) Child Studies, which provides a program of study for those who wish to work in a child-focused environment but do not want teacher certification; (2) Family and Consumer Sciences Education, which leads to teacher certification; and (3) Family Studies, which provides a program of study for those who wish to work in a family-focused environment.

### Program Requirements (51-82 hours)

A baccalaureate degree requires a minimum of 120 unduplicated semester hours. More information can be found at [www.wku.edu/registrar/degree\\_certification.php](http://www.wku.edu/registrar/degree_certification.php).

Students who began WKU in the Fall 2014 and thereafter should review the Colonnade requirements located at: <https://www.wku.edu/colonnade/colonnaderequirements.php>.

This program offers three concentrations which lead to a Bachelor of Science degree:

1. Child Studies, which provides a program of study for those who wish to work in a child-focused environment but do not want teacher certification.
2. Family and Consumer Sciences Education, which leads to teacher certification.
3. Family Studies, which provides a program of study for those who wish to work in a family-focused environment.

### Child Studies Concentration

The concentration in Child Studies requires a minimum of 54 hours in consumer and family sciences and related courses. A grade of "C" or above must be earned in the following courses required for this concentration:

Required courses	Credits	Notes
HMD 211: Human Nutrition	3	
FACS 180: Foundations in Family & Consumer Sciences	3	
FACS 191: Child Development	3	
FACS 193: Curriculum Development for Young Children	3	
FACS 292: Diversity in Early Child Programs	3	
FACS 294: Assessment of Young Children	3	
FACS 299: Admin of Early Childhood	3	
FACS 310: Management of Family Resources	3	
FACS 311: Family Relations	3	
FACS 312: Ethics for Family Life	3	
FACS 393: Play and Child Development	3	
FACS 399: Implications of Research	3	



FACS 496: Challenging Behaviors	3
FACS 493: Family Life Education	3
FACS 494: Parenting Strategies	3
FACS 499: Family Policy Analysis	3

**One of these two courses** 3

FACS 335: Infant/Toddler Dev and Curriculum	
FACS 336: Pre-K/Kindergarten Dev and Curriculum	

**Total required credits 54**

### Family and Consumer Sciences Education Concentration

The concentration in Family and Consumer Sciences Education requires a minimum of 57 hours in consumer and family sciences, and 25 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science degree. A grade of “C” or above must be earned in the following courses required for this major:

Required courses	Credits	Notes
HMD 211: Human Nutrition	3	
FACS 180: Foundations in Family & Consumer Sci	3	
FACS 191: Child Development	3	
FACS 310: Management of Family Resources	3	
FACS 311: Family Relations	3	
FACS 312: Ethics for Family Life	3	
FACS 399: Implications of Research	3	
FACS 410: Internship	3	
FACS 422: Adolescent Psychology	3	
FACS 493: Family Life Education	3	
FACS 494: Parenting Strategies	3	
FACS 495: Family and Relationship Violence	3	
FACS 499: Family Policy Analysis	3	
PSYS 423: Psychology of Adult Life OR	3	
SOCL 342: Aging in Society		
SOCL 359: Sexuality and Society OR	3	
PH 365: Human Sexuality OR		
<b>Approved Elective Courses (Choose one)</b>		
FACS 395: Child and Family Stress	3	
PH 444 Death, Dying, and Bereavement	3	
<b>Total required credits</b>	<b>51</b>	

### Family and Consumer Sciences Education Concentration

The concentration in Family and Consumer Sciences Education requires a minimum of 57 hours in consumer and family sciences, and 25 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science degree. A grade of “C” or above must be earned in the following courses required for this major:

<b>Required courses</b>	<b>Credits</b>	<b>Notes</b>
HMD 211: Human Nutrition	3	
FACS 180: Foundations in Family & Consumer Sci	3	
FACS 191: Child Development	3	
AGED 300: Youth Dev for Ag Educators	3	
HMD 151: Food Science	3	
FACS 281: Design Foundations for FCS Ed	3	
FACS 282: Intro to FACS Ed	3	
FACS 310: Management of Family Resources	3	
FACS 311: Family Relations	3	
FACS 312: Ethics for Family Life	3	
FACS 381: Methods and Materials in FCS Ed	3	
FACS 422: Adolescent Psychology	3	
FACS 481: Advanced Methods in FCS Ed	3	
FACS 493: Family Life Education	3	
FACS 494: Parenting Strategies	3	
IDFM 100: Intro Housing Interior Design	3	
IDFM 131: Basic Apparel Construction	3	
IDFM 223: Textiles	3	
SPED 330: Intro Exceptional Ed Div in Learning	3	
PSY 310: Educational Psychology	3	
LTCY 421: Reading Middle/Secondary Grade	3	
MGE 275: Found/Middle Grade Instruction	3	
EDU 489: St Teaching Seminar	3	
MGE 490: Student Teaching	5-10	
SEC 490: Student Teaching	5-10	
<b>Elective Courses (Choose 6)</b>	<b>6</b>	
HMD 152: Food Services Sanitation		
HMD 251: Commercial Food Prep		
HMD 171: Intro/MGT/Hospitality		
FACS 393: Role of Play in Child Development		
FACS 495: Family and Relationship Violence		
IDFM 132: Perspectives of Dress		
IDFM 431: Clothing and Human Behavior		
PH 365: Human Sexuality		
SEC 350: Clinical Prac in Sec Teach		
<b>Total required credits</b>	<b>82</b>	
<b>Total hours in the major</b>	<b>51-82</b>	

## 7.2 Proposed Program Description: BS Family and Consumer Sciences

### Child Studies Concentration

The concentration in Child Studies requires a minimum of **54** hours in consumer and family sciences and related courses. A grade of "C" or above must be earned in the following courses required for this concentration:

Required courses	Credits	Notes
HMD 211: Human Nutrition	3	
FACS 180: Foundations in Family & Consumer Science	3	
FACS 191: Child Development	3	
FACS 193: Curriculum Development for Young Children	3	
FACS 292: Diversity in Early Child Programs	3	
FACS 294: Assessment of Young Children	3	
FACS 299: Admin of Early Childhood	3	
FACS 310: Management of Family Resources	3	
FACS 311: Family Relations	3	
FACS 312: Ethics for Family Life	3	
FACS 393: Play and Child Development	3	
<b>FACS 335: Infant/Toddler Dev and Curriculum</b>	<b>3</b>	Added to meet NAEYC Higher Education Accreditation standards
<b>FACS 336: Pre-K/Kindergarten Dev and Curriculum</b>	<b>3</b>	Added to meet NAEYC Higher Education Accreditation Standards
FACS 399: Implications of Research	3	
FACS 496: Challenging Behaviors	3	
FACS 493: Family Life Education	3	
FACS 494: Parenting Strategies	3	
FACS 499: Family Policy Analysis	3	
Total required credits	<b>54</b>	

### Family Studies Concentration

The concentration in Family Studies requires a minimum of 51 hours in consumer and family sciences and related courses. A grade of "C" or above must be earned in the following courses required for this major:

Required courses	Credits	Notes
HMD 211: Human Nutrition	3	
FACS 180: Foundations in Family & Consumer Sci	3	
FACS 191: Child Development	3	
FACS 310: Management of Family Resources	3	
FACS 311: Family Relations	3	
FACS 312: Ethics for Family Life	3	

FACS 399: Implications of Research	3
FACS 410: Internship	3
FACS 422: Adolescent Psychology	3
FACS 493: Family Life Education	3
FACS 494: Parenting Strategies	3
FACS 495: Family and Relationship Violence	3
FACS 499: Family Policy Analysis	3
PSYS 423: Psychology of Adult Life OR	3
SOCL 342: Aging in Society	3
SOCL 359: Sexuality and Society OR	3
PH 365: Human Sexuality OR	3
<b>Approved Elective Courses (Choose one)</b>	
FACS 395: Child and Family Stress	3
PH 444 Death, Dying, and Bereavement	3

Total required credits 51

### Family and Consumer Sciences Education Concentration

The concentration in Family and Consumer Sciences Education requires a minimum of 57 hours in consumer and family sciences, and 25 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science degree. A grade of "C" or above must be earned in the following courses required for this major:

Required courses	Credits	Notes
HMD 211: Human Nutrition	3	
FACS 180: Foundations in Family & Consumer Sci	3	
FACS 191: Child Development	3	
AGED 300: Youth Dev for Ag Educators	3	
HMD 151: Food Science	3	
FACS 281: Design Foundations for FCS Ed	3	
FACS 282: Intro to FACS Ed	3	
FACS 310: Management of Family Resources	3	
FACS 311: Family Relations	3	
FACS 312: Ethics for Family Life	3	
FACS 381: Methods and Materials in FCS Ed	3	
FACS 422: Adolescent Psychology	3	
FACS 481: Advanced Methods in FCS Ed	3	
FACS 493: Family Life Education	3	
FACS 494: Parenting Strategies	3	
IDFM 100: Intro Housing Interior Design	3	
IDFM 131: Basic Apparel Construction	3	
IDFM 223: Textiles	3	
SPED 330: Intro Exceptional Ed Div in Learning	3	
PSY 310: Educational Psychology	3	
LTCY 421: Reading Middle/Secondary Grade	3	
MGE 275: Found/Middle Grade Instruction	3	

EDU 489: St Teaching Seminar	3
MGE 490: Student Teaching	5-10
SEC 490: Student Teaching	5-10
<b>Elective Courses (Choose 6)</b>	<b>6</b>
HMD 152: Food Services Sanitation	
HMD 251: Commercial Food Prep	
HMD 171: Intro/MGT/Hospitality	
FACS 393: Role of Play in Child Development	
FACS 495: Family and Relationship Violence	
IDFM 132: Perspectives of Dress	
IDFM 431: Clothing and Human Behavior	
PH 365: Human Sexuality	
SEC 350: Clinical Prac in Sec Teach	
Total required credits	82

**Total Hours for the major 51-82**



**BACHELOR of SCIENCE; FAMILY AND CONSUMER SCIENCES (#563)  
CHILD STUDIES CONCENTRATION**

Department of Applied Human Sciences  
College of Health and Human Services  
Western Kentucky University

The suggested program of study shown below should be used in consultation with your advisor(s). Every student will finish with a unique plan of his/her own depending on the electives selected. Prerequisites, Course Numbers, and Course Titles are subject to change.

**SAMPLE – Finish in Four Plan**

**FIRST YEAR**

Fall Semester		Spring Semester	
ENG 100 – Intro College Writing (F-W1)	3	COMM 145 Fundamentals of Public Speaking & Communication (F-OC)	3
FACS 180 – Foundations in FCS	3	ENG 200 – Intro to Literature (F-AH)	3
MATH 109 – General Mathematics OR MATH 116 – College Algebra (F-QR)	3	HIST 101 – World History I OR HIST 102 – World History II (F-SB)	3
Social and Behavior Sciences (E-SB)	3	Major/Minor/Elective <b>OR</b> *World Language (if needed)	3
FACS 191 – Child Development	3	FACS 193 – Curriculum Development for Young Children	3
<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>15</b>

**SECOND YEAR**

Fall Semester		Spring Semester	
ENG 300 – Writing in the Disciplines (F-W2)	3	FACS 299 – Administration of Early Childhood Programs	3
FACS 292 – Diversity in Early Childhood Programs	3	HMD 211 – Human Nutrition (K-SY)	3
FACS 294 – Assessment of Young Children	3	Major/Minor/Elective	3
Arts & Humanities (E-AH)	3	Natural & Physical Sciences (E-NS/SL)	3
Natural & Physical Sciences (E-NS)	3	Major/Minor/Elective	3
<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>15</b>

For more details and courses offered in the Colonnade General Education program visit the [website](#).

**World Language Requirement:** Language Proficiency of novice-high before completing 60 credit hours is required (or completion of 2nd level of a language). Two credits (or equivalent) of a single world language in High School satisfies this WKU requirement.

THIRD YEAR			
Fall Semester		Spring Semester	
FACS 335 – Infant/Toddler Dev and Curriculum	3	FACS 310 – Management of Family Resources	3
FACS 312 – Ethics for Family Life	3	FACS 311 – Family Relations	3
Major/Minor/Elective	3	FACS 399 – Implications of Research in FCS	3
Major/Minor/Elective	3	FACS 336 – Pre-K/Kindergarten Dev and Curriculum	3
Connections: Local to Global (K-LG)	3	Connections: Social & Cultural (K-SC)	3
<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>15</b>

FOURTH YEAR			
Fall Semester		Spring Semester	
FACS 496 – Challenging Behaviors	3	FACS 493 – Family Life Education	3
FACS 393 – Play and Child Development	3	FACS 499 – Issues in Family and Child Studies	3
FACS 494 – Parenting Strategies	3	Major/Minor/Elective	3
Major/Minor/Elective	3	Major/Minor/Elective	3
Major/Minor/Elective	3	Major/Minor/Elective	3
<b>TOTAL CREDIT HOURS</b>	<b>15</b>	<b>TOTAL CREDIT HOURS</b>	<b>15</b>

**Total Credit Hours: 120**

For More Information:

**Department:** Applied Human Sciences

**Website:** <https://www.wku.edu/ahs/childstudies/index.php>

**Phone:** (270) 745-4352

**Email:** [ahs@wku.edu](mailto:ahs@wku.edu)

**Course Descriptions:** <https://www.wku.edu/undergraduatecatalog/>

*Child Studies Concentration Change in FACS Major*

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

This program change does not impact other programs so no one was contacted

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

N/A. Current persons teaching these classes will continue to teach these courses.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

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

  
\_\_\_\_\_  
Department Head

  
\_\_\_\_\_  
Dean or Designee

*3/6/2020*  
\_\_\_\_\_  
Date

*3/9/2020*  
\_\_\_\_\_  
Date





## University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Course Revision: SMED 101 Revision does not impact other departments.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.
- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Blair Thompson Digitally signed by Blair Thompson  
Date: 2020.03.27 12:44:21 -05'00'

Department Head

Date

Dennis K. George Digitally signed by Dennis K.  
George  
Date: 2020.03.27 11:29:31 -05'00'

Dean or Designee

Date

**Proposal to Revise a program: Science & Mathematics Education**  
**College of Education**  
**Department/Unit: School of Teacher Education**

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: Martha M. Day& Les L. Pesterfield, SKyTeach Co-Directors
- 1.2 Email address: [martha.day@wku.edu](mailto:martha.day@wku.edu), [lester.pesterfield@wku.edu](mailto:lester.pesterfield@wku.edu)
- 1.3 Phone # 615-319-1099

**Section 2: Program Information**

- 2.7 Current Program reference number: 774
- 2.8 Current Program title: Bachelor of Science in Science and Math Education
- 2.9 Current total number of credits required in the program:120

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

- 3.1 Increase the hours of SMED 101 from 1 credit hour to 3 credit hours
- 3.2 Increase the hours of SMED 102 from 2 credit hours to 3 credit hours
- 3.3 Delete SPED 330
- 3.4 Delete LTCY 421

3.5 Rationale: The program revision entails the deletion of LTCY 421. In order to meet the requirement for teacher certification set forth in 16 KAR 5:060, Literacy Preparation for Teachers of Middle and High School Students, literacy content will be incorporated into teaching and clinical experiences within SMED teacher preparation courses. Also, SPED 330 will be deleted from the SKyTeach program. Techniques for teaching exceptional students will be incorporated into the existing SMED coursework. Further, SMED 101 will be increased from a one credit hour course to a 3-credit hour course. Clinical requirements for the SMED 101 course are being increased in order to comply with 16 KAR 5:040 stating that pre-service teachers must have clinical field experiences across elementary, middle grades and secondary classrooms prior to student teaching. With the implementation of the "200 Hour clinical requirement", course expectations for SMED 101 have increased such that a 1 credit hour course is insufficient to recognize the time allocation now required to negotiate the course. SMED 102 is currently listed as a variable credit 2-3 hour course. Henceforth, it will only be offered as a 3-credit hour course. With the implementation of the "200 Hour clinical requirement", course expectations for SMED 102 have increased such that a 2-credit hour course is insufficient to recognize the time allocation now required to negotiate the course.

**Section 4: Consultations**

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

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

3.3 Deletion of SPED 330 Consultation with Dr. Gail Kirby regarding the incorporation of special education strategies into the existing SMED coursework

3.4 Deletion of LTCY 421 Consultation with Dr. Kandy Smith regarding the incorporation of literacy strategies into the existing SMED coursework

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

**Section 6: Approval Flow Dates:**

**School of Teacher Education:** 2/7/2020  
**CEBS Curriculum Committee:** 3/3/20  
**Professional Education Council:** 3/4/20  
**Undergraduate Curriculum Committee:** 2/26/2020  
**University Senate:**

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

**7.1: Current B.S. Science and Math Education**

Required Courses	Hours	Notes
The Science and Mathematics Education program requires completion of <del>37</del> hours of professional education courses.		
The recommended General Education mathematics course is either MATH 117 or MATH 118. The required courses are:		
SMED 101 Introduction to Inquiry-Based Approaches to Teaching - <del>1 hr</del>		
SMED 102 Introduction to Inquiry-Based Lesson Design – 2-3 hrs variable credit currently offered at 2 hours		
SMED 310 Knowing and Learning in Mathematics and Science - 3 hrs		
SMED 320 Classroom Interactions - 3 hrs		
<del>SPED 330 Intro to Exceptional Education: Diversity in Learning – 3 hrs</del>		
SMED 340 Perspectives on Science and Mathematics - 3 hrs		
SMED 360 Research Methods for Science and Math Teachers - 3 hrs		
SMED 470 Project-Based Instruction - 3 hrs		
SMED 489 Student Teaching Seminar - 3 hrs		

LTCY 421 Content Reading in the Middle and Secondary Grades — 3 hrs

MGE/SEC 490 Student Teaching - 10 hrs (MGE 490 for students seeking middle grades certification or SEC 490 for students seeking for students seeking secondary certification)

**Total Required Credits**

**37**

## **7.2: Proposed B.S. Science and Math Education**

### **Required Courses**

### **Hours**

### **Notes**

The Science and Mathematics Education program requires completion of **34** hours of professional education courses.

The recommended General Education mathematics course is either MATH 117 or MATH 118.

The required courses are:

**SMED 101 Introduction to Inquiry-Based Approaches to Teaching - 3 hrs**

**SMED 102 Introduction to Inquiry-Based Lesson Design – 2-3 hrs variable credit will be offered at 3 hours**

SMED 310 Knowing and Learning in Mathematics and Science - 3 hrs

SMED 320 Classroom Interactions - 3 hrs

SMED 340 Perspectives on Science and Mathematics - 3 hrs

SMED 360 Research Methods for Science and Math Teachers - 3 hrs

SMED 470 Project-Based Instruction - 3 hrs

SMED 489 Student Teaching Seminar - 3 hrs

MGE/SEC 490 Student Teaching - 10 hrs (MGE 490 for students seeking middle grades certification or SEC 490 for students seeking for students seeking secondary certification)

**Program total: 34 semester hours**

## University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Program Reference: SMED 0774. Revision does not impact other programs.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

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

Blair Thompson Digitally signed by Blair Thompson  
Date: 2020.03.27 12:46:02 -05'00'

Department Head

Date

Dennis K. George Digitally signed by Dennis K.  
George  
Date: 2020.03.27 11:26:21 -05'00'

Dean or Designee

Date

**(Action Item)**

**Proposal to Create a New Course:  
Workplace Readiness and Professionalism  
College of Education and Behavioral Sciences  
Department/Unit: School of Professional Studies**

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: Sara McCaslin, Instructor II School of Professional Studies
- 1.2 Email address: sara.mccaslin@wku.edu
- 1.3 Phone # 270-745-6103

**Section 2: Course Catalog Information**

- 2.14 Course prefix (subject area) and number:** SPS 495
- 2.15 Course CIP code:** 30
- 2.16 Course title:** Workplace Readiness and Professionalism
- 2.17 Abbreviated Course title:** Workplace Readiness
- 2.18 Credit hours/Variable credit:** 0-3 credit hours/Yes
- 2.19 Repeatability:** Yes (up to 3 hours)
- 2.20 Course Term:** One semester
- 2.21 Course Catalog Description:**

Completion of a culminating portfolio of workplace readiness and professionalism activities, events, projects, and research related to the CEBS Student Success Academy. Requirement for the Interdisciplinary

Professionalism and Success Certificate. If repeated, course content will be revised to reflect student's progress through the Student Success Academy.

**2.22 Prerequisite/Corequisites/Restrictions:** N/A

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

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

**2.25 Grade Type:** Pass/Fail

**2.26 Schedule Type:** Practicum

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

#### **3.4 Course Content Summary:**

This course explores the concepts of workplace readiness and professionalism related to the themes present in the CEBS Student Success Academy including Scholastic Commitment, Researcher of Interest, Global Learning, and Emerging Professional. Independently, this course will require students to complete self-paced learning modules related to career development and workplace professionalism as well as create a Career Portfolio that includes career goals, accomplishments, skills, completed projects/research, work samples, and further evidence of workplace readiness and professionalism.

#### **3.5 Learning Outcomes:**

- Create an effective career plan through resume writing, networking, goal setting, and academic planning
- Create a cumulative Career Portfolio to exhibit workplace readiness
- Demonstrate an understanding of workplace professionalism

#### **3.6 Assessment/Evaluation:**

Assessment in this course will be based on completion of learning modules, the creation of a Career Portfolio, and final reflection paper. As a 0-3 credit hour repeatable course, assessments will be appropriate for a one credit hour course and used to monitor completion of the CEBS Student Success Academy.

### **Section 4: Rationale**

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

This course serves to track student progress and completion of the CEBS Student Success Academy program while offering students a culminating experience to



create a workplace readiness portfolio of pertinent projects, papers, research, and student experiences related to professionalism. This course is also a requirement for the completion of the CEBS Interdisciplinary Professionalism and Success Undergraduate Certificate.

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

- Do any other courses already being offered by other university departments/units share content with this proposed course? YES

BA 495 serves to track student participation related to activities within the GFCB Advanced Professionalism Certificate program.

- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

**GFCB Advanced Professionalism Certificate program coordinator, Monica Duvall, was emailed 10/4/19.**

**GFCB Interim Associate Dean Dr. Evelyn Thrasher was emailed 10/14/19.** Dr. Evelyn Thrasher, Interim Associate Dean GFCB, was also contacted via email on Oct. 14, 2019 to provide input on the proposed new course and certificate program. She indicated she was excited to see another college implementing this type of component and asked if the CEBS certificate was restricted to CEBS students. I confirmed that the proposed certificate will be restricted to CEBS students.

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

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

5-10

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

As a 0-3 credit hour course, at least two sections will be offered each semester to provide the culminating capstone experience to complete the Student Success Academy program.

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

All students seeking completion of the Interdisciplinary Professionalism and Success Certificate program are required to complete this course. Enrollment is projected to be 30-40 students in the first year. This may increase with the number of students completing the CEBS Student Success Academy program and become aware of the certificate.

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

As a requirement for the Advanced Interdisciplinary Professionalism and Success Certificate, these projected numbers were calculated based on projected certificate seekers in the future.

**5.11 Proposed method of staffing:**

Current School of Professional Studies faculty is adequate. No adjustments to staffing patterns are necessary.

**5.12 Instructional technology resources:** N/A

**5.13 Library resources:** N/A

**Section 6: Proposed term for implementation:** Fall 2020

**Section 7: Supplemental/Supporting Documentation:** Sample Syllabus Attached

**Dates of prior committee approvals:**

School of Professional Studies 10/23/19

College of Education and Behavioral Sciences Curriculum Committee 3/3/20

University Curriculum Committee **3/26/20**

University Senate \_\_\_\_\_

## University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Course: SPS 495. GFCB Associate Dean Evelyn Thrasher 10/14/19

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None. Current SPS faculty will be sufficient to staff

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

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

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

Dennis K. George

\_\_\_\_\_  
Dean or Designee

\_\_\_\_\_  
Date

Digitally signed by Dennis K.  
George  
Date: 2020.03.27 11:33:45 -05'00'

## **SPS 495 – Workplace Readiness and Professionalism**

### **Sample Syllabus**

Instructor: Sara McCaslin

School of Professional Studies

Gary Ransdell Hall 2017

Phone: 270-745-6103

Email: [sara.mccaslin@wku.edu](mailto:sara.mccaslin@wku.edu)

#### **Course Description:**

Completion of a culminating portfolio of workplace readiness and professionalism activities, events, projects, and research related to the CEBS Student Success Academy. Requirement for the Advanced Interdisciplinary Professionalism and Success Certificate. If repeated, course content will be revised to reflect student's progress through the Student Success Academy.

#### **Course Learning Outcomes/Objectives:**

- Create an effective career plan through resume writing, networking, goal setting, and academic planning
- Create a cumulative Career Portfolio to exhibit workplace readiness
- Demonstrate an understanding of workplace professionalism

#### **Assessments:**

Learning Module 1: Scholastic Commitment (25pts)

Learning Module 2: Researcher of Interest (25pts)

Learning Module 3: Service to the Greater Good – Global Learning (25pts.)

Learning Module 4: Emerging Professional (25pts.)

Career Portfolio (100pts.)

---

Total Points: 200

Grading Scale: Pass/Fail

<b>Modules and Assignment Schedule</b>		
<b>Course Modules/</b>	<b>Assignments</b>	<b>Due Dates</b>
Scholastic Commitment	Reflection Paper	Oct. 25th
Researcher of Interest	Portfolio Entries	Nov. 8 <sup>th</sup>
Service to the Greater Good	Portfolio Entries	Nov. 22nd
Emerging Professional	Resume Assignment/Interview Preparation Portfolio Completion	Dec. 1 <sup>st</sup> Dec. 6th

Proposal Date:

10/23/19

**College of Education and Behavioral Sciences**

**School of Professional Studies**

**Proposal to Create a New Certificate Program**

**(Action Item)**

Contact Person: Sara McCaslin, [sara.mccaslin@wku.edu](mailto:sara.mccaslin@wku.edu), 745-6103

**1. Identification of program:**

- 1.9 Program title: Interdisciplinary Professionalism and Success
- 1.10 Required hours in program: 12-15
- 1.11 Special information: This certificate is interdisciplinary in nature and is applicable to all majors in the College of Education and Behavioral Sciences. It will be administered through the School of Professional Studies. In addition to traditional coursework, a 0-3 credit hour course used to monitor students' completion of the CEBS Student Success Academy must be completed prior to graduation to obtain the certificate.
- 1.12 Catalog description: Certificate focusing on competencies needed for career readiness and professional development for transitioning into the workplace. Coursework required in the following areas: foundational knowledge; research and writing; global learning, diversity, and service; and emerging professional exploration. Completion of the CEBS Student Success Academy required for certificate completion. A grade of 'C' or better is required in all coursework.
- 1.13 Classification of Instructional Program Code (CIP): 30 – Multi/Interdisciplinary Studies

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

Upon completion of the program, students will:

- Communicate foundational knowledge in personal academic pursuits acquired via intellectual, personal, social, and professional opportunities in early course work.
- Demonstrate evidence of writing, collaborative projects, and research in their chosen academic discipline.
- Exemplify a commitment to cultural sensitivity through international experiences and service learning to engage with different cultures and ideas.
- Show evidence of professionalism from their participation in internships, student teaching, career field experiences, digital and technological applications, discipline specific capstone courses, and/or ePortfolios.

## 3. Rationale:

### 3.7 Reason for developing the proposed certificate program:

The College of Education and Behavioral Sciences Student Leadership and Success Committee has created, at the request of the Dean, a Student Success Academy (SSA) program. This program strives to provide a high-impact student experiences that fosters success in academics and professional practice. The SSA incorporates student experiences inside and outside of the classroom including career field experiences, undergraduate research, internships, and campus participation. Examples of outside of the classroom experiences include M.A.S.T.E.R. Plan, CEBS Research Symposium, REACH Week, Intercultural Student Engagement Center (ISEC) Academy, and Dynamic Leadership Institute. The certificate is an enhancement to the SSA program and will provide students a curricular credential that highlights their completion of the SSA program within the CEBS.

Based upon the Association of American Colleges and Universities High Impact Educational Practices (2019), the SSA and the Interdisciplinary Professionalism and Success Certificate incorporates experiences related to first-year courses, foundational student success, and exploration as well as common intellectual experiences provided by writing intensive courses and undergraduate research. Required sections of the certificate deliberately follow these guidelines and course options were chosen to meet these practices.

CEBS alumni, potential employers, and faculty see a need for graduates to possess workplace readiness and professionalism upon graduation. Students with an awareness of professionalism and workplace skills are highly sought after as employees. Ritter, Small, Mortimer, and Doll (2018) stated that academia must respond to stakeholder

needs by reexamining curriculum and degree programs to reflect development of soft skills including teamwork, problem solving, and leadership. In addition to these soft skills, professional attitudes including self-discipline, prioritization, and timeliness play a major role in workplace readiness and post-graduate success (Campana & Peterson, 2013).

#### Works Cited

Association of American Colleges & Universities. (2019). *High-impact educational practices*. Retrieved from <https://www.aacu.org/leap/hips>

Campana, K., & Peterson, J. (2013). *Do bosses give extra credit? Using the classroom to model real-world work experiences*. *College Teaching*, 61(2), 60-66.

Ritter, B., Small, E., Mortimer, J., & Doll, J. (2018). *Designing management curriculum for workplace readiness: developing students' soft skills*. *Journal of Management Education*, 42(1), 80-103.

#### 3.8 Relationship of the proposed certificate program to other programs now offered by the department:

The School of Professional Studies currently offers one certificate program in Real Estate. The proposed Interdisciplinary Professionalism and Success Certificate will enhance the department's offerings while providing supporting the CEBS student retention and success initiatives.

Course options to complete the proposed certificate already count within CEBS major and minor programs or as electives within chosen major programs. For example, School of Teacher Education students are required to complete EDU 250. This course will count for the Scholastic Commitment Category for the proposed certificate program. This certificate will accept course work related to all CEBS major programs without requiring students to enroll in additional courses which will enable students to graduate in a timely manner.

#### 3.9 Relationship of the proposed certificate program to certificate programs offered in other departments:

GFCB offers an Advanced Professionalism Certificate (#1730, 12 hours) that focuses on "competencies needed for career readiness and professional development for transitioning to the business field." This certificate requires 12 credit hours and enrollment in a zero credit hour course to monitor completion of several co-curricular

activities. Certificate Coordinator, Monica Duvall, was contacted via email regarding the CEBS Interdisciplinary Professionalism and Success Certificate on Oct. 4, 2019. Overlap between the GFCB certificate and the CEBS certificate would include Organizational Leadership (LEAD) courses as this program/department is now a part of the Educational Administration, Leadership, and Research Department in CEBS. Dr. Evelyn Thrasher, Interim Associate Dean GFCB, was also contacted via email on Oct. 14, 2019 to provide input on the proposed certificate program. She indicated she was excited to see another college implementing this type of component and asked if the CEBS certificate was restricted to CEBS students. I confirmed that the proposed certificate will be restricted to CEBS students.

3.10 Projected enrollment in the proposed certificate program: 10-15 students in the first year. Enrollment will grow with the implementation of the CEBS Student Success Academy (Fall 2020) and as students progress through this four-year program.

3.11 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

WKU Benchmark Institutions offering a similar program include the following:

Indiana State University – Workplace Professional Skills Certificate

Northern Illinois University – Learning and Leadership in the Workplace

University of North Carolina at Charlotte – Career Success Certificate

East Carolina University – Leadership and Professional Development Program

Eastern Kentucky University offers a nine credit hour Certificate in Corporate Communication that focuses on Leadership, Interculturalism, and Professionalism that is available to all students at ECU.

3.12 Relationship of the proposed certificate program to the university mission and objectives:

The proposed program is consistent with both the WKU Mission and Strategic Plan “Climbing to Greater Heights.” The WKU Mission: Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.

The Interdisciplinary Professionalism and Success Certificate will actively strive to instill the WKU Mission through coursework, research, global learning, and workforce preparation. CEBS graduates armed with the certificate, in addition to their chosen



disciplines, will be set apart from their counterparts and be recognized as career ready and capable individuals.

The Interdisciplinary Professionalism and Success Certificate directly relates to the section of the WKU Strategic Plan that states, “Every WKU student will participate in shared intellectual experiences in and out of the classroom and will have access to high-impact practices such as internships, study-abroad, service learning, and undergraduate research throughout their college career.” This certificate is purposeful in incorporating High Impact Practices and student experiences related to research, global outreach, internships, and capstones throughout the CEBS curriculum.

This certificate also promotes the following: “Increased partnerships with employers to provide co-op education opportunities, job-shadowing, and internship experiences, as well as placement of graduates, will be critical to our ability to produce a fully prepared workforce and to meet the needs of business and industry in our region and beyond.” Students committed to completing the Interdisciplinary Professionalism and Success Certificate will exemplify a WKU graduate prepared and ready to enter the workforce.

To prepare students for the global stage, the certificate promotes service to the greater good while emphasizing the importance of global learning through study abroad, student teaching abroad, and diversity.

#### **4. Curriculum:**

The certificate course categories and CEBS Student Success Academy achievements listed below are defined as:

Category I: Foundational Knowledge – Courses featuring foundational program content.

Category II: Research and Writing – Courses featuring discipline specific research methods, scholarly information sense-making, and undergraduate research featuring individual and collaborative projects.

Category III: Global Learning, Diversity, and Service – Courses featuring study abroad, service-learning components, and/or cultural diversity. Local to Global Connections courses are included in this category.

Category IV: Emerging Professional – Course sponsored internships, student teaching, career field experiences, capstones, and ePortfolios where students apply their knowledge in experiential learning in a hands-on environment.

Category I	Foundational Knowledge	Hours
<b>3 hours from one of the following courses***</b>		<b>3</b>
CNS 110	Human Relations	
CNS 432	Helping Skills	
EDU 175	University Experience - EDU	
EDU 250	Discover Teaching	
IDST 199	University Learning	
LEAD 200	Introduction to Leadership Studies	
LEAD 300	Leadership Theory and Application	
MGE 275	Foundations of Middle Grades Education	
MIL 101	Military Mountaineering and Leadership	
MIL 102	Development Skills	
MIL 201	Basic Leadership	
MIL 202	Team Building and Military Doctrine	
PSY 100	Intro to Psychology	
PSY 175	University Experience - PSY	
SMED 101	Step 1: Inquiry-Based Teaching	
SMED 102	Step 2: Inquiry-Based Lesson Design	
<b>Category II</b>	<b>Research and Writing</b>	<b>3</b>
<b>3 hours from one of the following courses***</b>		
EDU 400	Investigations in Education	
ENG 300	Writing in the Disciplines	
IDST 395	Investigative Methods in Interdisciplinary Studies	
PSY 210*/211*	Research Methods	
PSY 290	Supervised Study in Psychology	

PSY 313*	Statistics in Psychology		
PSY 490*	Research, Readings or Special Projects in Psychology		
SMED 360*	Research Methods		
WFA 347	Workforce Linkage and Applications		
<b>Category III</b>	<b>Global Learning, Diversity and Service</b>		<b>3</b>
<b>3 hours from one of the following courses***</b>			
EDU 276	Displaced Persons		
EDU 385	Climate, Resources, and Society		
EDFN 310	Global Issues in Educational Policy and Practice		
LEAD 450*	Leadership in Global Context		
IDST 350	Study Abroad		
LME 448	Technology Applications in Education		
PSY 355	Cross Cultural Psychology		
SPED 330	Diversity in Learning		
SPS 400	Global Citizenship		
<b>Category IV</b>	<b>Emerging Professional</b>		<b>3</b>
<b>3 hours from one of the following courses***</b>			
BE 486	Business and Marketing Education Seminar		
ELED 465**	Elementary Education Senior Project		
ELED 490**	Student Teaching		
IECE 490*	Student Teaching		
IDST 369 (3 credit hours)	Career Related Field Experience		
IDST 495*	Interdisciplinary Studies Capstone		
LEAD 400	Practicum in Leadership		
LEAD 465	Leadership Coaching		
MGE 490	Student Teaching		
PSY 390	Field Experience in Psychology		

PSY 490 (3 credit hour)*	Research Project in Psychology		
PSY499*	Senior Seminar in Psychology		
SEC 350*	Clinical Practice in Secondary Teaching I		
SEC 450*	Clinical Practice in Secondary Teaching II		
SEC 490 (3 credit hour)	Student Teaching		
SMED 470*	Project Based Instruction		
SPS 399	Independent Study		
<b>Category V</b>	<b>Culminating Course (Repeatable three times)</b>		<b>0-3</b>
<b>Students must complete this 0-3 credit hour course prior to graduation</b>			
SPS 495	Workplace Readiness and Professionalism		
<b>Total Hours</b>			<b>12-15</b>
*Each of these courses lists prerequisites that are already required in our undergraduate programs.			
**Each of these courses lists prerequisites that could require additional coursework by the student. It is important to note that the prerequisite statement also includes "or permission of instructor."			
***Students may petition the certificate director to use current and future WKU courses to satisfy any Category. A grade of 'C' or better is required in all courses.			

**5. Budget implications:**

All participating departments have been informed of the new certificate and new course proposal. Each department/program was contacted and encouraged to provide input related to course placement in each category. Existing faculty within the disciplines and programs are sufficient for the first few years. As the Student Success Academy program grows, additional resources will be needed to monitor student progress and meet the needs of our students enrolled in the undergraduate certificate.

**6. Proposed term for implementation: Fall 2020**

## University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Certificate: Interdisciplinary Prof. and Success. Dr. Evelyn Thrasher 10/14/19

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None. Staff from multiple departments will teach in this interdisciplinary certificate.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.
- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

Dennis K. George

\_\_\_\_\_  
Dean or Designee

\_\_\_\_\_  
Date

Digitally signed by Dennis K.  
George  
Date: 2020.03.27 11:38:40 -05'00'

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

School of Professional Studies	10/23/19
College Curriculum Committee	
Contact with Office of Academic Affairs	10/9/19
Professional Education Council (if applicable)	
Undergraduate Curriculum Committee	<u>3/26/2020</u>
University Senate	
Board of Regents	

**Proposal to Revise a program:** Real Estate Certificate

**CEBS**

**Department/Unit:** School of Professional Studies

**Section 1: Proponent Contact Information**

**1.1 Name/Title:** Said Ghezal /Assistant Professor

**1.2 Email address:** said.ghezal@wku.edu

**1.3 Phone #:** 270-745-4285

**Section 2: Program Information**

- 1. Classification of Instructional Program (CIP) reference number:** 195
- 2. Current Program title:** Real Estate Certificate
- 3. Current total number of credits required in the program:** 27

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

- 1. First proposed revision:** Reduce the certificate requirements from 27 credit hours to 12 credit hours.

**Rationale:** Reduction is based on recommendations of the Kentucky Real Estate Commission (KREC) and the Realtor Association of Southern Kentucky. The real estate programs at WKU are sponsored by KREC. WKU is therefore one of the approved providers for KREC. The Commission requires all applicants for a broker license to complete 12 credit hours in Real Estate, 3 of which is in brokerage. WKU's Real Estate Certificate targets those seeking a brokerage license.

**Section 4: Consultations: N/A**

**Section 5: Proposed term for implementation: Fall 2020**

**Section 6: Approval Flow Dates:**

School of Professional Studies	<u>2/19/2020</u>
College Curriculum Committee	3/3/20
UCC	3/26/2020
University Senate	

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

**7.1 Current requirements for the Real Estate Certificate.**

Essentials in Real Estate	RE 170C	3
Real Estate Brokerage Operations	RE 171C	3
Real Estate Marketing	RE 172C	3
<b>Real Estate Finance</b>	<b>RE 272C</b>	<b>3</b>
Real Estate Law	RE 273C	3
<b>Real Estate Appraisals</b>	<b>RE 274C</b>	<b>3</b>
<b>Property Management</b>	<b>RE 275C</b>	<b>3</b>
<b>Real Estate Analysis &amp; Management</b>	<b>RE 276C</b>	<b>3</b>
<b>Advanced Real Estate Appraisals or Land Development Process</b>	<b>RE 280C or RE 281C</b>	<b>3</b>
		<b>27</b>

**7.2 Proposed Real Estate Certificate**

Essentials in Real Estate	RE 170C	3
Real Estate Brokerage Operations	RE 171C	3
Real Estate Marketing	RE 172C	3
Real Estate Law	RE 273C	3
		<b>12</b>

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Real Estate Certificate   None   Program does not impact other departments.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None   Courses are funded through external grant.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

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

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

Dennis K. George

\_\_\_\_\_  
Dean or Designee

\_\_\_\_\_  
Date

Digitally signed by Dennis K.  
George  
Date: 2020.03.27 11:44:11 -05'00'



**Proposal to Revise a program:** Workforce Administration

**College of Education and Behavioral Sciences**

**Department/Unit:** School of Professional Studies

**Section 1: Proponent Contact Information**

1.1 Said Ghezal /Assistant Professor

1.2 said.ghezal@wku.edu

1.3 270-745-4285

**Section 2: Program Information**

1. **Classification of Instructional Program (CIP) reference number:**

739P (seeking admission)

739 (officially admitted)

2. **Current Program title:** Workforce Administration

3. **Current total number of credits required in the program:** 120

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

1. **First proposed revision:** Eliminate the 739P (seeking admission) option. Students are directly admitted to the WFA program.

**Rationale:** The seeking admission (739P) option transferred with the Systems Management program from the Gordon Ford College of Business (GFCB). WFA admits students directly to the program.

2. **Second proposed revision:** Eliminate all concentrations transferred with the systems management program and combine 18 credit hours of advisor approved electives as one requirement.

**Rationale:** The concentrations were appropriate to the systems management program and transferred from GFCB. The WFA is a general supervisory program.

- 3.3 **Third proposed revision:** Increase the core curriculum to 30 credit hours (10 courses) by adding SPS 300 and SPS 400 courses.

**Rationale:** AAS transfer students receive a tuition reduction on the 8 WFA courses already part of the core curriculum and two additional SPS courses; hence, the inclusion of the two SPS courses in the core curriculum.

**Section 4: Consultations: N/A**

**Section 5: Proposed term for implementation: Fall 2020**

**Section 6: Approval Flow Dates:**

Department/ Unit	School of Professional Studies	2/19/2020
CEBS Curriculum Committee		3/3/20
Professional Education Council (if applicable)		na
General Education Committee (if applicable)		
Undergraduate Curriculum Committee		3/26/2020
University Senate		

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

7.1 Current requirements for the WFA Program.

**Classification of Instructional Program (CIP) reference number:**

**739P (seeking admission)**

739 (officially admitted)

Course Title	Course number	Credit Hours
Workforce Administration and Practice	WFA 300	3
Workforce Resource Development	WFA 346	3
Workforce Linkages and Applications	WFA 347	3
Workforce Structure	WFA 348	3
Workforce Planning and Assessment	WFA 443	3
Workforce Operations and Control	WFA 444	3
Workforce Reporting and Development	WFA 446	3
Workforce Process and Technologies	WFA 447	3
		<b>24</b>

**Electives:** **24 hours** of electives include **9 hours** of relevant electives completed in consultation with advisors, and **15-hour concentration** from one of the following areas:

- **Administrative systems**
- **Agricultural systems**
- **Criminology systems**
  
- **Fire/Rescue administration**
- **Geographic Information systems**
- **Digital Media Technologies**
- **Government systems**
- **Healthcare Informatics**
  
- **Human Resources Development**
- **Industrial/ Manufacturing Systems**
- **Information Systems**
- **Law Enforcement Administration**
- **Military Systems**
  
- **Leadership**
- **Occupational safety and Health**
- **Technical Sales**
- **Technical Writing**

## 7.2 Proposed changes

**Classification of Instructional Program (CIP) reference number:** **739**

Course Title	Course number	Credit Hours
Workforce Administration and Practice	WFA 300	3
Workforce Resource Development	WFA 346	3
Workforce Linkages and Applications	WFA 347	3
Workforce Structure	WFA 348	3
Workforce Planning and Assessment	WFA 443	3

Workforce Operations and Control	WFA 444	3
Workforce Reporting and Development	WFA 446	3
Workforce Process and Technologies	WFA 447	3
<b>Systems Thinking and Problem Solving in Complex Organizations</b>	<b>SPS 300</b>	<b>3</b>
<b>Foundations of Global Citizenship</b>	<b>SPS 400</b>	<b>3</b>
		<b>30</b>

---

**Electives: 18 hours of relevant electives completed with advisor approval.**

**Academic Policy Committee Report**

None

**Steering Committee Report**

None

**Announcements**

Dr. Rheanna Plemons Update of CourseLeaf

**Adjourn at 5:00pm - 1<sup>st</sup>/2<sup>nd</sup>: Trojan/Jerome**

Respectfully Submitted  
 UCC Recorder  
 Jessica Steenbergen

## University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Workforce Admin 739 None Revisions do not impact other departments.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None. Current SPS staff sufficient for staffing this program.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.
- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

Dennis K. George

\_\_\_\_\_  
Dean or Designee

\_\_\_\_\_  
Date

Digitally signed by Dennis K.  
George  
Date: 2020.03.27 11:48:36 -05'00'