



**GUIDELINES OF THE UNDERGRADUATE CURRICULUM  
COMMITTEE**

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## I. INTRODUCTION

The Undergraduate Curriculum Committee (UCC) is a standing committee of the University Senate as defined in part IV-A of the University Senate Charter. Composed of regular and advisory members representing the faculty, administration, and student body, the ~~Undergraduate Curriculum Committee~~ UCC makes recommendations "to the University Senate concerning university-wide ~~undergraduate~~ academic policies" and reviews "particular ~~undergraduate~~ programs and courses to determine whether they meet established standards" (~~Charter of the University Senate, 2001, p. 6~~). Specific functions of the Undergraduate Curriculum Committee are covered under UCC Bylaws Section IV. The Charter of the University Senate and the Bylaws of the Undergraduate Curriculum Committee govern operation of the Undergraduate Curriculum Committee. The mission of the UCC is not simply to consider passage of undergraduate curricular and academic proposals but to insure the development of high-quality undergraduate courses, programs, and academic policies that will help the University fulfill its academic mission.

As part of that, the UCC operates under the general idea that the consideration and facilitation of proposals, and the implementation of academic courses, programs, and policies are its paramount concerns.

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## II. SERVING EFFECTIVELY ON THE UNDERGRADUATE CURRICULUM COMMITTEE

Being an effective member of the Undergraduate Curriculum Committee requires an awareness of the university's curriculum approval process and an understanding of the role UCC members are expected to play in that process. The Undergraduate Curriculum Committee is governed by its Bylaws as approved by this Committee and the University Senate. Meetings of the UCC shall occur at a place and time agreed upon by the Committee at its initial August meeting and will be published on the UCC website page (<http://www.wku.edu/ucc>). ~~In general meetings will occur on the fourth Thursday of each month during the regular school year.~~

As noted above, the UCC is a standing committee of the University Senate; it considers academic matters related to undergraduate education (courses, programs, degree requirements, most academic policies, etc., except ~~General Education~~ Colonnade requirements) and makes recommendations for approval by the University Senate. All curricular actions approved by the Senate go to the Provost for approval; in some ~~cases~~ cases, the Board of Regents and the Council on Postsecondary Education must also approve curricular actions. Proponents should take this timeline into consideration when developing proposals for inclusion in the catalog.

The heaviest burden of responsibility for reviewing and editing curricular and other proposals falls on the departmental and college curriculum committees, whose members are most likely to have the relevant discipline knowledge to ensure that curricular or other academic proposals:

- meet appropriate standards for the discipline, college, or university;
- address the academic and professional needs of students;
- appropriately address the resources necessary for implementation;
- are supported by appropriate scholarship;
- follow "best practices" for the discipline;
- are consistent with state and institutional standards and requirements;
- follow the established formats for curricular or other proposals;
- reflect careful consideration of existing courses and programs; and
- are models of polished writing.

The main purposes of curricular review at the university level are to provide an additional check on the above criteria by persons less closely connected with the discipline from which the proposal originated; to offer opportunities for collaboration across departments/units and colleges; to develop awareness of interconnections among disciplines, programs, courses, faculty, and students; and to prevent undue duplication.

Program-specific proposals for courses, programs, and policies must first be approved by program and departmental/unit curriculum committees (if any) and by the faculty in the department/unit that offers the program or is administratively responsible for the program. Next, the proposal is reviewed by the appropriate college curriculum committee. The subsequent step in the process is determined by the nature of the proposal; some are sent to the Colonnade General Education Committee, some are sent to the Professional Education Council, some are sent to the Graduate Council, and some are sent directly to the UCC. The criteria for determining whether a proposal should go through expedited or full review (and thus which proposals go to which curricular committee next) are explained in ~~Section III.C~~ the WKU.

[Curricular Workflows section of the WKU Curriculum Manual.](#)

## A. PREPARING FOR AND ATTENDING UCC MEETINGS

After receiving notification from the UCC Chair that agenda items have been posted to the website, members should carefully read all proposals prior to the meeting, reviewing for both form and substance. [To see the proposals with the changes indicated \(where applicable\), login to CourseLeaf via the Approver URL posted on the UCC website, and change "Your Role" to "Undergraduate Curriculum Committee."](#) Members may contact proponents directly to ask questions about the proposals; they should, however, copy the UCC Chair on all email messages. The more that is resolved in advance, the better the proposals are and the more smoothly meetings go. If members have serious objections regarding proposals, they should notify the Chair in advance of the meeting.

Things to consider when reviewing proposals:

### FORMAT

- Does the proposal follow the format required by the University Curriculum Committee? Is the proposer contact information listed? Are all ~~outline-required~~ items included in the proposal ~~(except for those for multiple revisions to a course)? Are the outline headings complete and accurate?~~
  - ~~Are the outline numbers correct?~~
- Is information (other than lists and catalog course descriptions) written in complete and grammatically correct sentences?
- Does this proposal present the complete information specified in the guidelines for the format followed?
- ~~Are all appropriate committees listed in the section for committee approval dates?~~

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### COURSE REVISION PROPOSALS

- Is the ~~length of the~~ abbreviated title ~~30 characters or less~~ appropriate?
- Are prerequisite/corequisite courses clearly described and distinguished from each other?
- Are courses preceding the prerequisite/corequisite courses omitted (as they should be)?
- Is the course catalog listing concise ~~(aim for 25 words or less and incomplete sentences)?~~
- Is the special information about the course included in the course catalog listing?
- Is an appropriate implementation date indicated?
- ~~Are all the prior committee approval dates indicated?~~
- Are the revisions proposed such that a new course proposal should be submitted instead?

### NEW COURSE PROPOSALS

- Is the ~~length of the~~ abbreviated title ~~30 characters or less~~ appropriate?
- Are prerequisite/corequisite courses clearly described and distinguished from each other?
- Are courses preceding the prerequisite/corequisite courses omitted (as they should be)?
- Is the course level appropriate to the topic and course objectives?
- Are the course credit hours appropriate to the content, topic, course objectives, and requirements?
- Are the catalog course description, course objectives, course content, and proposed text materials consistent with each other?
- Is the course catalog listing concise ~~(aim for 25 words or less and incomplete sentences)?~~

- Is the special information about the course included in the course catalog listing?
- ~~In items 2.3, 2.4, and 2.5, d~~ Does the proposal adequately discuss the relationship of the course to the other specific courses, which are identified by prefix, number and title? That is, does the proposal say more than just that the course doesn't duplicate others, but rather discusses its relationship to other courses, as indicated in the guidelines for these sections?
- Has an appropriate justification for the enrollment estimate been provided?
- Are complete citations provided for tentative texts?
- Is an appropriate implementation date indicated?
- ~~Are all the prior committee approval dates indicated?~~
- Does the proposed course overlap or impact courses in other programs and colleges? Is there evidence that this has been addressed?

#### PROGRAM REVISION PROPOSALS

- Are the credit hours listed in ~~item 1.3~~ Program Requirements those for the major/minor/certificate only (*not* the total hours for the degree program)?
- If the revisions involve courses in other departments, have the ~~department heads/chairs/directors~~ been consulted?
- ~~Is item 2 presented as a bulleted summary list of the proposed revisions?~~
- ~~Are the complete current and complete proposed programs presented in item 3 (preferably in adjacent columns), with changes indicated in bold or italics so that comparisons are easily made?~~
- ~~Are course titles and credit hours listed (not just prefixes and numbers)?~~
- Is a rationale included for *each* proposed change?
- Is an appropriate implementation date indicated?
- ~~Are all the prior committee approval dates indicated?~~
- Are the revisions proposed such that a new program proposal should be submitted instead?

#### NEW PROGRAM (MAJOR, MINOR, CERTIFICATE) PROPOSALS

- For new major programs: have arrangements been made in the Office of Academic Affairs for posting an overview of the new program on the CPE website?
- Is the correct CIP code included?
- If the program includes courses in other departments, have the ~~department heads/chairs/directors~~ been consulted?
- For interdisciplinary programs, ~~do~~ have other departments been consulted?
- Is the catalog description written in complete sentences?
- Does the catalog description include all required information, including admission or transfer criteria; core, elective, and restricted elective courses; total number of hours in the program; sequence of courses; and other relevant information?
- Is the proposed program compared to *specific* programs in the department, in other departments, and at other institutions?
- ~~Are new and existing courses clearly distinguished in the curriculum description?~~
- Is an appropriate implementation date indicated?
- ~~Are all the prior committee approval dates indicated?~~

Attending UCC meetings:

- Members who cannot attend a UCC meeting must arrange for their elected/designated alternates to attend.
- Members who must leave early should also arrange for their elected/designated alternates to replace them.
- ~~Members~~ When meetings are held in person, members should sit in the area designated for members.
- Members should bring copies of agenda materials, either electronic or paper, and/or notes regarding the proposals.
- ~~Members or their alternates should mark the designated attendance sheet as directed by the Chair.~~
- Representatives from the college curriculum committees should make note of announcements and information that should be reported back to their respective curriculum committees and deans' offices.

## B. GENERAL GUIDELINES FOR MEETINGS AND PROPOSALS

- It is the responsibility of the department/program with an item on the action agenda of the Undergraduate Curriculum Committee to insureensure that a knowledgeable representative—in general the proponent or the headchair/director of the department/division housing that program—is present at the UCC meeting when the agenda item is being considered.
- ~~Departments/programs with items on the consent agenda need not be represented at the Undergraduate Curriculum Committee meeting. However, if an item is moved from the consent agenda to the action agenda and the affected department/program is not represented, that item may be postponed until the next meeting of the Undergraduate Curriculum Committee.~~
- Any action item not approved by the Undergraduate Curriculum Committee shall be returned to the college curriculum committee or other sponsoring unit. The unit shall have the opportunity to revise its proposal and resubmit it to the UCC on the next college curriculum committee agenda. Substantive changes should be reviewed through the appropriate curricular bodies. If the proposal is rejected by the UCC a second time, the college curriculum committee or other unit shall have the right to appeal its case to the University Senate by submitting the proposal to the Chair of the University Senate to be placed as an action item on the Senate agenda. If the University Senate rules in favor of the college curriculum committee's or other unit's proposal, the proposal shall be forwarded as a recommendation to the Office of the Vice President for Academic Affairs.
- Proposals may not be substantially revised between the agenda posting on the UCC website and the scheduled UCC meeting. If a proponent must make substantive revisions to a proposal after the agenda has been posted, the proponent is advised to withdraw the proposal and resubmit it on the appropriate college curriculum committee agenda for a future UCC meeting. Depending on the nature of the revisions, it may be necessary to resubmit revised proposals to preceding curricular bodies such as the college curriculum committee. If necessary, also make changes on any requisite course or program inventory forms and resubmit to the Office of Academic Affairs.

~~With consent of the Chair, minor content or editorial revisions may be made between the~~

posting and the UCC meeting at which the proposal is on the agenda. Proponents must bring to the meeting sufficient copies of the revised sections indicating the changes.

~~▪—~~

- ~~▪—If any changes are made to the proposal after its original posting on the agenda, including any changes made at the UCC meeting, the proponent must submit three paper copies to the Recorder and one electronic copy to both the Chair and the Recorder within three calendar days after the meeting, or as directed by the Chair.~~



### III. NAVIGATING THE UNDERGRADUATE CURRICULUM COMMITTEE

These Guidelines are intended to help proponents navigate the UCC. Passed and approved by the UCC, the Guidelines establish the basic rules for proposal routing and formatting, as well as the other minutia of the committee. It may seem like a laborious process, but while it takes a few months because of meeting schedules it should not be all that difficult.

Keep in mind that the UCC exists to guide, advise, and recommend to the University Senate “university-wide academic policies” and in “particular programs and courses to determine whether they meet established standards,” ~~as per the Senate Charter~~. That means that the proponent will have to do the majority of the work—and in some cases a great deal of work—to bring a new course to final fruition. It may be helpful to think of the process in terms of a grant application. That is, for any new policy, new course, or revision of a course, proponents should think in terms of how to justify that proposal to the University-wide community that is represented by the UCC and the Senate. So, particular care must be taken to get the process right and to present a proposal case in the best way possible. Additionally, UCC documents become part of the permanent record of the University, so proponents should take great care in their preparation.

#### A. PREPARING PROPOSALS FOR SUBMISSION TO THE UCC

Revisions to already existing courses are relatively straightforward in that the course has usually been taught recently and some faculty member has experience with the course. A faculty member who would like to develop a new course may wish to consider offering it the first time as a special topics course; most departments have course numbers for special topics courses or workshop courses. If the department does not have an appropriate special topics number, the course may also be offered as a temporary course. These two options are good ideas in that it allows someone to “test-drive” the course to gauge student interest, etc. However, the same course should not be taught repeatedly under the special topics number. Instead, a new course proposal should be submitted.

An important consideration for getting a proposal through the UCC is the ~~type of item, which affects things like routing and the types of forms necessary for providing the committee with enough information so that it can properly consider a proposal. So, the first thing to do is to figure out the type of proposal, and then find out if it is an Information Item, Consent Item, or Action Item. The various proposals fall under the following categories: curricular review workflow. There are two curricular review workflows: full and expedited. Only items going through the full review workflow are reviewed by the UCC. For information about the curricular workflows, see the WKU Curriculum Manual.~~

##### ~~INFORMATION ITEMS (no vote required)~~

- ~~• change course prefixes (subject areas)~~
- ~~• create temporary courses~~

##### ~~CONSENT ITEMS (vote required)~~

- ~~• change course numbers~~
- ~~• change course titles~~

| ~~▪ change course prerequisites/corequisites/special requirements~~

- ~~change catalog course listings (as long as course content is not changed)~~
- ~~suspend courses~~
- ~~delete courses~~
- ~~reactivate courses~~
- ~~create community college equivalent courses~~
- ~~cross list courses~~
- ~~suspend programs~~
- ~~delete programs~~
- ~~reactivate programs~~

**ACTION ITEMS (vote required)**

- ~~change course credit hours~~
- ~~make multiple changes to existing courses~~
- ~~create new courses~~
- ~~re-offer temporary courses~~
- ~~revise programs~~
- ~~create new certificate programs~~
- ~~create new minors~~
- ~~create new degree programs~~
- ~~create academic policies and regulations~~
- ~~revise academic policies and regulations~~
- ~~create new academic degree type~~

The proposal formats and guidelines for using each format are provided on the UCC website. Proposal authors should read the proposal guidelines to determine whether a given form is the appropriate one for making the intended curricular change. Use of the wrong format may result in the proposal's return to the proponent for reworking and resubmission. The reason for this is that the correct proposal format is critical to ensure that the committee gets all the information it needs to consider the proposal. Not all forms have the same kind of information, but each has the information necessary to help the UCC understand that particular item.

Additionally, because submission of proposals to the UCC is done electronically, proponents should maintain an electronic copy of their proposals and maintain close contact with their department head and college dean's office until the proposal has been approved at all required levels.

**B. PROPOSAL FORMATS**

Course and program proposals are submitted through the CourseLeaf online curriculum system.

Information about these proposals is located in the WKU Curriculum Manual.

All proposals must follow exactly the format specifications indicated herein. Incomplete proposals and proposals that do not follow the designated format may be sent back to the sponsoring unit at the discretion of the Chair of the Undergraduate Curriculum Committee.

All items in a proposal template must be included in a completed proposal; if a particular item is not applicable to the proposal, the item should still be included with the notation "not applicable." The only instances when it is appropriate to delete items from proposal formats

are the following:

- In the Proposal to Make Multiple Revisions to a Course, delete the unused sections.
- If General Education Committee approval is not required, delete that approval line from the committee approvals section.
- If Professional Education Council approval is not required, delete that approval line from the committee approvals section.

Additional outline levels or items should not be added to a proposal. When listing items within a section, use bullets rather than numbers.

In completing a proposal, use of the first person should be avoided. Underlining, boldface, spacing and other formatting should be used to make the proposal easy to read. Unless asked for a specific piece of information (such as course title or course number), a list of information (such as course objectives or tentative texts), or a course catalog listing, complete sentences should be used in addressing the items in the proposal.

The different types of proposals will need the following completed forms, all of which can be found on the UCC website:

#### I. Course Revisions

- A. The appropriate course revision form (see above)
- B. Course Revision Inventory Form

#### II. New Courses

- A. Proposal to Create a New Course
- B. New Course Inventory Form
- C. Library Resources Form

#### III. Temporary Courses (electronic and hard copies)

- A. Proposal to Create a Temporary Course
- B. Temporary Course Inventory Form

#### IV. Programs Revisions

- A. The appropriate program revision form
- B. Program Inventory Form

#### V. New Programs

- A. The appropriate New Program Form
- B. Program Inventory Form

#### VI. New Degree Types

- A. The appropriate New Degree Type Form

#### VII. Academic Policies

- A. The appropriate academic policies form

### C. PROPOSAL ROUTING

Curricular and policy proposals may originate from a number of university units, including departmental programs, departments, schools, institutes, colleges, interdisciplinary programs, the Office of the Registrar, and the Office of the [Provost and Vice President for Academic Affairs](#). As a rule, curricular proposals are routed through college [committees/dean's offices](#) as specified [in the WKU curricular workflow](#).

~~in the Undergraduate Curriculum Committee Guidelines.~~

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~~An undergraduate college curriculum committee must review interdisciplinary curricular proposals from units not part of the University College. Under ideal circumstances, the college whose programs are most closely related to the topic of the curriculum proposal needing review should review an interdisciplinary curricular proposal. If no college obviously seems most appropriate, then the Undergraduate Curriculum Committee Chair will assign the proposal to a college curriculum committee at his or her discretion or on a rotating basis.~~

The UCC Chair may refer non-curricular proposals to the Academic Policy Subcommittee of the Undergraduate Curriculum Committee.

WKU has two curricular review workflows available: full and expedited. Full review requires approval by faculty curricular committees, the Dean, Provost, and, in some cases, the Board of Regents. Expedited reviews require approval from the Dean and Provost.

~~Depending on the type of proposal, then, here are the routing guidelines for proposals. This routing includes the originating unit, the college curriculum committee, the UCC, the General Education Committee—which considers courses that have Gen Ed components—and the Professional Education Council—which considers courses and programs related to teacher certification.~~

#### ~~I. Course Proposals~~

##### ~~A. General Guidelines~~

- ~~1. Proposals to create or revise courses begin with the proponent, are approved by the originating unit (department, school, institute) and then are forwarded to the appropriate college curriculum committee. Contact the chair of the college curriculum committee for submission instructions.~~
- ~~2. After proposals are approved by the college curriculum committee, a staff member in the dean's office collects the various proposals, prepares an agenda, and submits that agenda electronically to the UCC Chair and Recorder. The dean's office also submits a paper copy and a course inventory form of each proposal to the Office of Academic Affairs. In the case of new course proposals, a Library Resources Form must also be submitted.~~

##### ~~B. Proposals with Professional Education Council (PEC) Component~~

- ~~1. Courses that require approval by the PEC are those that are required or restricted electives in programs leading to teacher certification.~~
- ~~2. Courses that require PEC approval begin with the proponent, are approved by the academic unit that will offer the course, and then are forwarded to the appropriate college curriculum committee.~~
- ~~3. A staff member in the dean's office of the college sends proposals electronically to the PEC~~
- ~~4. After proposals are approved by the PEC, departments are responsible for working with their own college dean's offices to submit proposals to the next approval body (generally to the UCC Chair as outlined above in point 2).~~
- ~~5. A staff member in the dean's office collects the various proposals, prepares an agenda, and submits that agenda to the UCC, while also submitting the completed~~

| ~~course inventory forms to the Office of Academic Affairs.~~

### C. Proposals with a Gen-Ed Component

1. Existing courses begin with the proponent, are approved by the department, and then are submitted to the appropriate college curriculum committee.
2. A staff member in the college dean's office collects the various proposals, prepares an agenda, and submits that agenda to the UCC. The dean's office then also submits one copy of the course inventory forms to the Office of Academic Affairs.
3. The proponent sends the proposal to the Chair of the Gen Ed Committee for consideration; the Chair of the Gen Ed Committee sends the proposal, after approval, to the University Senate.
4. Course revisions requiring Gen Ed Committee approval may be submitted to the UCC and the Gen Ed Committee at the same time.

## II. New Courses

### A. General Guidelines

1. In general proposals to create new courses move through the process in much the same way as existing courses.
2. New courses begin with the proponent, are approved by the department, and then are submitted to the appropriate college curriculum committee.
3. A staff member in the college dean's office collects the various proposals, prepares an agenda, and submits that agenda to the UCC. The dean's office then also submits one copy of the course inventory forms, the library resources forms, and the bibliographies to the Office of Academic Affairs.

### B. Proposals with a Professional Education Component

1. New courses with a Professional Education component begin with the proponent, are approved by the department, and then are forwarded to the appropriate college curriculum committee.
2. Either the department or the dean's office of the college sends the proposal to the PEC (policies vary by college).
3. After proposals are approved by the PEC, departments are responsible for working with their own college dean's offices to submit proposals to the next approval body (generally, UCC or Graduate Council).
4. A staff member in the dean's office collects the various proposals, prepares an agenda, and submits that agenda to the UCC, while also submitting the completed course inventory forms to the Office of Academic Affairs.

### C. Proposals with a Gen-Ed Component

1. Existing courses begin with the proponent, are approved by the department, and then are forwarded to the appropriate college curriculum committee.
2. A staff member in the college dean's office collects the various proposals, prepares an agenda, and submits that agenda to the UCC. The dean's office then also submits one copy of the course inventory forms, the library resource forms, and the bibliographies to the Office of Academic Affairs.
3. After approval by the UCC the proposals are sent to the Gen Ed committee. New courses must be approved by the UCC before they go to the Gen Ed committee.

~~When too many edits are suggested or the proposal is not approved by the UCC, the chair should roll back the proposal. The chair must pick where the proposal will go and give an explanation. If the proposal is sent back to the proponent, it must enter the workflow again. Any proposal rejected by the Undergraduate Curriculum Committee goes back to the department.~~

In ~~either of the workflows~~~~any of the above routing cases~~, if the Professional Education Council declines to endorse the proposal, the unit responsible for submitting the proposal may withdraw the proposal, make revisions, and re-submit it. The unit also has the option of sending the proposal to the Undergraduate Curriculum Committee without the endorsement; however, courses not approved by the Professional Education Council may not be counted toward a program approved for certification by Kentucky's Educational Professional Standards Board.

~~Proposals revised in any way while under consideration by the UCC must be corrected by the department. Revised proposals must be re-submitted electronically and in hard copy; the UCC Chair will indicate the number of corrected copies required and the deadline for submitting them.~~

#### **THEN WHAT?**

UCC-approved proposals are forwarded by the UCC Chair to the University Senate as part of a consent agenda. Items approved by the University Senate are forwarded as recommendations to the Office of the Provost and Vice President for Academic Affairs for final consideration.

#### **IV. INSTRUCTIONS FOR PREPARATION OF AGENDAS BY THE DEANS' OFFICES**

~~Items approved by the college curriculum committees are automatically sent through the curricular workflow on CourseLeaf. Representatives from the college Deans' Offices have one of the harder jobs in that they must be knowledgeable about the flow of the various proposals through the system.~~

~~Proposals should be submitted to the college curriculum committees containing a proposal form, an inventory form of one kind or another, and possibly a library resources form and a bibliography, depending on the type of proposal. The Course and Program Inventory Forms, Library Resource Form, and bibliography for each proposal should be submitted with the curricular proposals, and sent to Academic Affairs. Departments must submit electronic copies of each of the proposals to the respective college dean's offices.~~

~~Proposals should be bundled into an agenda, with the items arranged in the order of Information, Consent, and then Action. The cover sheet should be the first item, and within each category, the items should be arranged by "type" rather than by department. So, for instance, place in sequence all the Course Revisions, then the New Courses, Program Revisions, New Programs, etc. With one exception, the order of these is not as critical as placing the items together, which saves the committee and, more importantly, the Recorder, a great deal of time. The exception is that proposals to create or revise programs must follow proposals to create or revise the courses in the new or revised programs.~~

~~The cover sheet for the college agenda items should be in the following format, taken from a~~

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recent example:

Potter College of Arts & Letters Office of the Dean  
745-2345

**REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE**

Date: ~~March 26, 2009~~

The Potter College of Arts & Letters submits the following items for consideration:

I. ~~New Business~~

Type of Item	Description of Item & Contact Information
<del>Information</del>	<del>Temporary Course (Fall 2009) COMM 200 Introduction to Communication Contact: Blair Thompson, Blair.Thompson@wku.edu, x55889</del>
<del>Information</del>	<del>Temporary Course (Fall 2009) COMM 451 Computer Mediated Communication Contact: Kumi Ishii, Kumi.Ishii@wku.edu, x 55203</del>
<del>Information</del>	<del>Temporary Course (Fall 2009) PHIL 101 Enduring Questions: Truth and Relativism Contact: Eric Bain.Selbo, Eric.Bain-Selbo@wku.edu, x55744</del>
<del>Consent</del>	<del>Reactivate Course</del>

	COMM 474 Gender Communication Contact: Jenifer Lewis, Jenifer.Lewis@wku.edu, x53957
Consent	Reactivate Suspended Course PHIL 305 Aesthetics Contact: Eric Bain Selbo, Eric.Bain_Selbo@wku.edu, x 55744
Action	Multiple Revisions FREN 450 Topics in Francophone Cinema Contact: Karin Egloff, Karin.Egloff@wku.edu, x 55905
Action	Create Course PHIL 101 Enduring Questions: Truth and Relativism Contact: Eric Bain Selbo, Eric.Bain_Selbo@wku.edu, x 55744
Action	Create Course PHIL 102 Enduring Questions: The Good and the Beautiful Contact: Eric Bain Selbo, Eric.Bain_Selbo@wku.edu, x 55744
Action	Create Course SOCL 353 Sociology of Modern Japan Contact: Kumiko Nemoto, Kumiko.Nemoto@wku.edu, 52199
Action	Create Course THEA 230 Stage Combat I: Unarmed Contact: Scott Stroot, Scott.Stroot@wku.edu, 55845
Action	Revise Program English & Allied Language Arts (Ref #547) Contact: Karen Schneider, Karen.Schneider@wku.edu, x 53046
Action	Create Program (Minor) Southern Studies Contact: Andrew McMichael, Andrew.McMichael@wku.edu, 57023

From there simply paste the various proposals into a Word file, in the order of the agenda, and send them as a .rtf file to the chair and Recorder of the UCC and send one paper copy complete with all additional forms (Library Form, Program Inventory Form, etc.) to Academic Affairs. Make sure that the formatting is consistent throughout the document and that elements within each proposal are properly numbered and no excess spaces exist.

## V. DEADLINES

The proposal submission schedule for the UCC will be provided on the UCC website, <http://www.wku.edu/ucc/dates.html>. Departmental and college deadlines for submission of curricular and non-curricular proposals vary, so proponents are encouraged to check with their individual departments and colleges. Proponents should consult with their college deans' offices regarding specific college-related requirements, ~~such as number of paper copies, submission of document files for electronic agendas, naming of files, etc.~~ Proponents should also consult with the Professional Education Council, the [Colonnade](#) General Education Committee, and the Graduate Council regarding their submission requirements if the proposal requires review by one or more of these committees. Deadlines for submission of proposals to the Undergraduate Curriculum Committee and the University Senate can be found on the online administrative calendar. The UCC calendar, including meeting dates and deadlines for agenda submissions, will

be provided on the UCC website.

CAVEAT: Only those curricular and non-curricular changes approved by the University Senate and the Provost will be ~~printed~~published in university schedule bulletins and catalogs. - Therefore, advanced planning is required to ensure that curricular and non-curricular proposals are approved by all committees prior to the preparation of course schedule bulletins and university catalogs.