

# University Curriculum Committee

March 26, 2019

- I. Call to Order – Meeting: 3:45 pm, WAB 227
- II. Approval of January 22, 2019 Minutes
- III. Old Business:
- IV. New Business:
- V. Curriculum Agenda

College of Health and Human Services	
Type of Item	Description
Consent	<b>Revise a Course Catalog Listing</b> <b>DH 201 Dental Radiology I</b> Contact: Joseph Evans, <a href="mailto:joseph.evans@wku.edu">joseph.evans@wku.edu</a> , 270-745-6274
Consent	<b>Revise a Course Catalog Listing</b> <b>DH 206 Dental Pharmacology</b> Contact: Joseph Evans, <a href="mailto:joseph.evans@wku.edu">joseph.evans@wku.edu</a> , 270-745-6274
Consent	<b>Revise a Course Catalog Listing</b> <b>DH 210 Dental Materials and Expand Functions in Restorative Dentistry I</b> Contact: Joseph Evans, <a href="mailto:joseph.evans@wku.edu">joseph.evans@wku.edu</a> , 270-745-6274
Consent	<b>Revise a Course Catalog Listing</b> <b>DH 226 Dental Materials and Expanded Functions in Restorative Dentistry II</b> Contact: Joseph Evans, <a href="mailto:joseph.evans@wku.edu">joseph.evans@wku.edu</a> , 270-745-6274
Consent	<b>Revise a Course Catalog Listing</b> <b>DH 270 Pre-Clinical Dental Hygiene</b> Contact: Joseph Evans, <a href="mailto:joseph.evans@wku.edu">joseph.evans@wku.edu</a> , 270-745-6274
Consent	<b>Revise a Course Catalog Listing</b> <b>DH 271 Clinical Dental Hygiene I</b> Contact: Joseph Evans, <a href="mailto:joseph.evans@wku.edu">joseph.evans@wku.edu</a> , 270-745-6274
Consent	<b>Revise a Course Catalog Listing</b> <b>DH 324 Practice Management and Ethics</b> Contact: Joseph Evans, <a href="mailto:joseph.evans@wku.edu">joseph.evans@wku.edu</a> , 270-745-6274
Consent	<b>Revise a Course Catalog Listing</b> <b>DH 370 Clinical Dental Hygiene II</b> Contact: Joseph Evans, <a href="mailto:joseph.evans@wku.edu">joseph.evans@wku.edu</a> , 270-745-6274
Consent	<b>Suspend a Program</b> <b>243/243P Health Information Management Associate Degree</b> Contact: Jan Hunt-Shepherd, <a href="mailto:jan.hunt-shepherd@wku.edu">jan.hunt-shepherd@wku.edu</a> ; 270-745-3548
Consent	<b>Suspend a Program</b> <b>370 Family Home Visiting Minor</b> Contact: Darbi Haynes-Lawrence, <a href="mailto:Darbi.Haynes-Lawrence@WKU.edu">Darbi.Haynes-Lawrence@WKU.edu</a> , 5-2525

<b>Consent</b>	<b>Suspend a Program</b> <b>596 RN to BSN</b> Contact: Carol Evans, <a href="mailto:Carol.evans@wku.edu">Carol.evans@wku.edu</a> , 270-745-4589 Lori Alexander, <a href="mailto:Lori.alexander@wku.edu">Lori.alexander@wku.edu</a> , 270-745-4078
<b>Action</b>	<b>Multiple Revisions to a Course</b> <b>IDFM 223 Textiles</b> Contact: Sheila Flener, <a href="mailto:Sheila.flener@wku.edu">Sheila.flener@wku.edu</a> , 270-745-4105
<b>Action</b>	<b>Create a New Course</b> <b>HCA 450 Internship in Long-term Care</b> Contact: Melanie Eaton, <a href="mailto:melanie.eaton@wku.edu">melanie.eaton@wku.edu</a> , 270-745-5854
<b>Action</b>	<b>Revise a Program</b> <b>586/586P Baccalaureate of Science in Nursing</b> Contact: Kara Haughtigan, <a href="mailto:kara.haughtigan@wku.edu">kara.haughtigan@wku.edu</a> , 745-6350

<b>Gordon Ford College of Business</b>	
<b>Type of Action</b>	<b>Description of Item and Contact Information</b>
<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 201</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054
<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 300</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054
<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 301</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054
<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 303</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054
<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 310</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054
<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 312</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054
<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 390</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054
<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 401</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054
<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 402</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054
<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 420</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054

<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 430</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054
<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 431</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054
<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 440</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054
<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 450</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054
<b>Consent Item</b>	<b>Action: Revise Course Prerequisite/Corequisites</b> <b>Item: ACCT 460</b> Contact person: Randall Kinnersley, <a href="mailto:Randall.kinnersley@wku.edu">Randall.kinnersley@wku.edu</a> , 5-7054
<b>Action Item</b>	<b>Action: Create a New Course</b> <b>Item: BA 170</b> Contact person: Michelle Trawick, <a href="mailto:michelle.trawick@wku.edu">michelle.trawick@wku.edu</a> , 5-8803
<b>Action Item</b>	<b>Action: Make Multiple Revisions</b> <b>Item: ECON 420</b> Contact person: Alex Lebedinsky, <a href="mailto:alex.lebedinsky@wku.edu">alex.lebedinsky@wku.edu</a> , 5-3150

<b>Ogden College of Science and Engineering</b>	
<b>Type of item</b>	<b>Description of Item &amp; Contact Information</b>
<b>Consent</b>	<b>Proposal to Delete a Course</b> <b>BIOL 150, Investigative Biotechnology Core I, 3hrs</b> Contact: Scott Grubbs, <a href="mailto:scott.grubbs@wku.edu">scott.grubbs@wku.edu</a> , x5048
<b>Consent</b>	<b>Proposal to Delete a Course</b> <b>BIOL 151, Investigative Biotechnology Core II, 3 hrs</b> Contact: Scott Grubbs, <a href="mailto:scott.grubbs@wku.edu">scott.grubbs@wku.edu</a> , x5048
<b>Consent</b>	<b>Proposal to Delete a Course</b> <b>BIOL 153, Investigative Biotechnology Module, 1 hr</b> Contact: Scott Grubbs, <a href="mailto:scott.grubbs@wku.edu">scott.grubbs@wku.edu</a> , x5048
<b>Consent</b>	<b>Proposal to Delete a Course</b> <b>BIOL 401, Biology of Algae, 3</b> Contact: Scott Grubbs, <a href="mailto:scott.grubbs@wku.edu">scott.grubbs@wku.edu</a> , x5048
<b>Consent</b>	<b>Proposal to Reactive a Suspended Course</b> <b>BIOL 175, University Experience – Biology, 2 hrs</b> Contact: Scott Grubbs, <a href="mailto:scott.grubbs@wku.edu">scott.grubbs@wku.edu</a> , x5048
<b>Consent</b>	<b>Proposal to Reactive a Suspended Course</b> <b>BIOL 483, Multivariate Methods in Biology, 3 hrs</b> Contact: Scott Grubbs, <a href="mailto:scott.grubbs@wku.edu">scott.grubbs@wku.edu</a> , x5048

<b>Action</b>	<b>Proposal to Revise a Program</b> <b>Ref. 747 and 747E, Psychological Science, 38-50 hrs</b> Contact: Andy Mienaltowski, <a href="mailto:Andrew.mienaltowski@wku.edu">Andrew.mienaltowski@wku.edu</a>
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<b>Potter College of Arts &amp; Letters</b>	
<b>Type of Item</b>	<b>Description of Item &amp; Contact Information</b>
<b>Consent</b>	<b>Proposal to Reactivate a Suspended Course</b> <b>Item: FLK 477 – Folk Art/Technology</b> Contact: Ann Ferrell, <a href="mailto:ann.ferrell@wku.edu">ann.ferrell@wku.edu</a> , 270-745-5896
<b>Action</b>	<b>Proposal to Revise Course Credit Hours</b> <b>Item: MUS 347 - Marching Band</b> Contact person: Scott Harris, <a href="mailto:scott.harris@wku.edu">scott.harris@wku.edu</a> , 270-745-3751

<b>College of Education and Behavioral Sciences</b>	
<b>Type of Action</b>	<b>Description of Item and Contact Information</b>
<b>Consent Item</b>	<b>Action: Revise Course Prerequisites/Corequisites/Special Requirements</b> <b>Item: PSY 310</b> Contact Person: Lisa Duffin, <a href="mailto:lisa.duffin@wku.edu">lisa.duffin@wku.edu</a> , 5-6324
<b>Action Item</b>	<b>Action: Proposal to Make Multiple Revisions to a Course</b> <b>Item: EDU 250</b> Contact Person: Antonia Szymanski, <a href="mailto:Antonia.szymanski@wku.edu">Antonia.szymanski@wku.edu</a> , 5-5414
<b>Action Item</b>	<b>Action: Create a New Course</b> <b>Item: EDU 260</b> Contact Person: Antonia Szymanski, <a href="mailto:Antonia.szymanski@wku.edu">Antonia.szymanski@wku.edu</a> , 5-5414
<b>Action Item</b>	<b>Action: Create a New Course</b> <b>Item: EDU 350</b> Contact Person: Antonia Szymanski, <a href="mailto:Antonia.szymanski@wku.edu">Antonia.szymanski@wku.edu</a> , 5-5414
<b>Action Item</b>	<b>Action: Create a New Course</b> <b>Item: EDU 360</b> Contact Person: Antonia Szymanski, <a href="mailto:Antonia.szymanski@wku.edu">Antonia.szymanski@wku.edu</a> , 5-5414

Proposal Date: 2/11/2019

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

Contact Person: Joseph Evans, joseph.evans@wku.edu, 270-745-6274

**1. Identification of course:**

- 1.1 Course prefix and number: DH 201
- 1.2 Course title: Dental Radiology I

**2. Current course catalog listing:** This course explores dental radiology starting with fundamental physics. Material covered includes intraoral techniques, the darkroom, patient positioning, radiation hazards and protection.

**3. Proposed course catalog listing:** The concepts of radiation physics and production are presented as a basis for understanding dental radiology and radiography. Receptor properties and processing are detailed and supplemented with clinical practice sessions. Lecture and laboratory sessions provide the student the opportunity to understand, produce, and evaluate radiographs. Radiographic techniques including panoramic radiographs and computer technology are also introduced. Infection control for the patient and the operator are emphasized along with current exposure limits and recommendations.

**4. Rationale for revision of the course catalog listing:** Revising description to reflect updated dental radiography technology while expanding the explanation of approach within the course.

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

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

Department/ Unit Allied Health/Dental Hygiene  
CHHS Undergraduate Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

2/13/2019

March 1, 2019

Proposal Date: 2/11/2019

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

Contact Person: Joseph Evans, joseph.evans@wku.edu, 270-745-6274

**1. Identification of course:**

- 1.1 Course prefix and number: DH 206
- 1.2 Course title: Dental Pharmacology

**2. Current course catalog listing:** Emphasis in this course is given to drugs that the dental professional actively prescribes in the practice of dentistry. All major drug groups, management of dental and medical emergencies from a pharmacological standpoint and pain control are included.

**3. Proposed course catalog listing:** A course that acquaints students with the origin of drugs and their physical and chemical properties, modes of administration and effects upon the body systems. Drug classes, actions, interactions and adverse effects are discussed. Emphasis in this course is given to drugs that the dental professional actively prescribes in the practice of dentistry. All major drug groups, management of dental and medical emergencies from a pharmacological standpoint and pain control are included.

**4. Rationale for revision of the course catalog listing:** Revising description to provide more detail of what is offered and emphasized within the course.

**5. Proposed term for implementation:** Spring 2020

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

Department/ Unit Allied Health/Dental Hygiene  
CHHS Undergraduate Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

2/13/2019

March 1, 2019

Proposal Date: 2/11/2019

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

Contact Person: Joseph Evans, joseph.evans@wku.edu, 270-745-6274

**1. Identification of course:**

1.1 Course prefix and number: DH 210

1.2 Course title: Dental Materials and Expanded Functions in Restorative Dentistry I

**2. Current course catalog listing:** The first of two courses designed to introduce the student to dental materials and to the basic concepts of operative dentistry and the dental specialties, including the implementation of expanded functions. The course will include a study of the characteristics, physical and chemical properties, manipulation, uses and care of dental materials used in the practice of dentistry. A proficiency level will be acquired through laboratory and clinical experiences.

**3. Proposed course catalog listing:** The first of two courses designed to introduce the student to dental materials and to the basic concepts of operative dentistry and the dental specialties, including the implementation of expanded functions. The course will include a study of the characteristics, physical and chemical properties, manipulation, uses and care of dental materials used in the practice of dentistry. Topics include rubber dam placement and removal, direct and indirect restoration placement and finishing, provisional restorations, cements and other expanded functions. A proficiency level will be acquired through laboratory and clinical experiences.

**4. Rationale for revision of the course catalog listing:** Revising description to provide more detail of what is offered and emphasized within the course.

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

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

Department/ Unit Allied Health/Dental Hygiene

2/13/2019

CHHS Undergraduate Curriculum Committee

March 1, 2019

Undergraduate Curriculum Committee

University Senate

Proposal Date: 2/11/2019

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

Contact Person: Joseph Evans, joseph.evans@wku.edu, 270-745-6274

**1. Identification of course:**

1.1 Course prefix and number: DH 226

1.2 Course title: Dental Materials and Expanded Functions in Restorative Dentistry II

**2. Current course catalog listing:** The second of two courses covering the utilization of the dental hygienist in expanded functions in operative dentistry. The more advanced concepts and procedures in restorative dentistry will be used to reinforce and expand the previously learned skills. Topics covered include impressions, rubber dam placement and removal, temporary restorations, placement of bases and cavity liners, placement and finishing of amalgam and tooth colored materials and other expanded functions.

**3. Proposed course catalog listing:** The second of two courses covering the utilization of the dental hygienist in expanded functions in operative dentistry. The more advanced concepts and procedures in restorative dentistry implemented to reinforce and expand the previously learned skills. The course will include the study of the characteristics, physical, and chemical properties, manipulation, uses and care of dental materials used in the practice of dentistry. Topics to be covered will include dental impressions, manipulation of gypsum materials, sealant placement, oral appliances, whitening and custom tray fabrication as well as discussion of dental specialties. A proficiency level will be acquired through laboratory and clinical experiences.

**4. Rationale for revision of the course catalog listing:** Revising description to provide more detail of what is offered and emphasized within the course.

**5. Proposed term for implementation:** Spring 2020

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

Department/ Unit Allied Health/Dental Hygiene

CHHS Undergraduate Curriculum Committee

Undergraduate Curriculum Committee

University Senate

2/13/2019

March 1, 2019



Proposal Date: 2/11/2019

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

Contact Person: Joseph Evans, joseph.evans@wku.edu, 270-745-6274

**1. Identification of course:**

- 1.1 Course prefix and number: DH 270
- 1.2 Course title: Pre-Clinical Dental Hygiene

**2. Current course catalog listing:** An orientation to the field of dental hygiene. Subject matter includes the history of dentistry, dental hygiene, professional ethics, professional structure and roles of dental auxiliaries. This course develops an awareness of professional responsibility to preventive services, and to develop knowledge of theoretical principles and purposes of specific oral prophylaxis procedures is also included. The students practice prophylactic techniques on manikin heads. In the final few weeks, they provide limited clinical care to patients.

**3. Proposed course catalog listing:** This course will introduce students to the field of dentistry and prepare them for the clinical aspects of dental hygiene practice. This course is designed to develop knowledge of theoretical principles associated with oral prophylaxis and patient education, to develop proficiency in the performance of specific oral prophylaxis procedures, and to further develop awareness of ethical and professional responsibilities in preventive service. Ethics are emphasized in relation to patients, peers and the profession.

**4. Rationale for revision of the course catalog listing:** Revising description to provide more detail of what is offered and emphasized within the course.

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

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

Department/ Unit Allied Health/Dental Hygiene  
CHHS Undergraduate Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

2/13/2019

March 1, 2019

Proposal Date: 2/11/2019

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

Contact Person: Joseph Evans, joseph.evans@wku.edu, 270-745-6274

**1. Identification of course:**

- 1.1 Course prefix and number: DH 271
- 1.2 Course title: Clinical Dental Hygiene I

**2. Current course catalog listing:** Emphasis is given to the clinical aspects of training. Lectures concentrate on dental patients with special needs such as diseases, pregnancy or physical handicaps and techniques used in the clinical performance of periodontal probing and root instrumentation. The student is taught to counsel patients in all phases of preventive dentistry and nutrition.

**3. Proposed course catalog listing:** This course is designed to further develop clinical skills and techniques. The student is introduced to instrument sharpening, maintenance of dental appliances, and pedodontic and adolescent patient management. Reviews of selected topics from pre-clinical content are also included with major emphasis on patient education, patient evaluation, treatment planning and maintenance. The clinical sessions will apply techniques learned in pre-clinical courses and dental radiology and dental materials courses.

**4. Rationale for revision of the course catalog listing:** Revising description to provide more detail of what is offered and emphasized within the course. While DH 271 and DH 370 both include patient education components, the nutritional aspects are now to be primarily addressed in DH 370.

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

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

Department/ Unit Allied Health/Dental Hygiene	2/13/2019
CHHS Undergraduate Curriculum Committee	_____
Undergraduate Curriculum Committee	March 1, 2019
University Senate	_____
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Proposal Date: 2/11/2019

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

Contact Person: Joseph Evans, joseph.evans@wku.edu, 270-745-6274

**1. Identification of course:**

- 1.1 Course prefix and number: DH 324
- 1.2 Course title: Practice Management and Ethics

**2. Current course catalog listing:** A course that covers the major aspects of the management of a growing dental and dental hygiene practice in today's society including location, equipment, insurance plans, ethics and jurisprudence. The course also discusses selecting a practice setting and the process of securing employment.

**3. Proposed course catalog listing:** A course that emphasizes present day concerns of the oral health provider and career management for dental hygienists. Foundations and application of ethical and legal concepts, cultural competence and dental office management are presented in the course.

**4. Rationale for revision of the course catalog listing:** Revising description to provide more detail of what is offered and emphasized within the course.

**5. Proposed term for implementation:** Spring 2020

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

Department/ Unit Allied Health/Dental Hygiene  
CHHS Undergraduate Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

2/13/2019

March 1, 2019

Proposal Date: 2/11/2019

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

Contact Person: Joseph Evans, joseph.evans@wku.edu, 270-745-6274

**1. Identification of course:**

- 1.1 Course prefix and number: DH 370
- 1.2 Course title: Clinical Dental Hygiene II

**2. Current course catalog listing:** A clinical course closely correlated with oral diagnosis and oral pathology. Clinical activities include application of prophylactic technique to patients. Oral examination and charting, fluoride application, radiographic exposure, development, interpretative application, and patient education and sterilization techniques are carried out. The principal goal of this course is to develop the dental hygiene student into an adept, self-directing clinician. Off campus field experiences are required; students responsible for own transportation.

**3. Proposed course catalog listing:** This course consists of fourteen (14) hours of clinical experience, one hour lecture, and one hour seminar each week. The course concentrates on the dental patients' conditions beyond the routine prophylaxis procedures. The student is introduced to dietary counseling and supplemental instrumentation skills. Course emphasis is also placed on patients with special needs; including the diabetic patient, the cardiovascular disease patient, the older adult patient, and the patient with mental and/or physical handicaps. This course also contains case study preparatory work, dietary counseling reviews, and poster presentation preparation.

**4. Rationale for revision of the course catalog listing:** Revising description to provide more detail of what is offered and emphasized within the course. While DH 271 and DH 370 both include patient education components, the nutritional aspects are now to be primarily addressed in DH 370.

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

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

Department/ Unit Allied Health/Dental Hygiene  
CHHS Undergraduate Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

2/13/2019

March 1, 2019

**College of Health and Human Services  
Public Health  
Proposal to Suspend a Program  
(Consent Item)**

Contact Person: Jan Hunt-Shepherd, [jan.hunt-shepherd@wku.edu](mailto:jan.hunt-shepherd@wku.edu); 270-745-3548

**1. Identification of program:**

- 1.1 Program reference number: 243 and 243P
- 1.2 Program title: Health Information Management (Associate Degree)
- 1.3 Credit hours: 62

**2. Rationale for the program suspension:** Low enrollment, changes in accreditation requirements, and cost of site visit for continuing accreditation

**3. Effect on current students or other departments, if known:** Current students will complete the program. All but three courses will continue to be offered through the BS Health Information Management Program. All classes taken by other programs and departments will continue to be offered.

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

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

Department/ Unit: Public Health

August 17, 2018

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CHHS Undergraduate Curriculum Committee

March 1, 2019

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Undergraduate Curriculum Committee

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University Senate

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Proposal Date: 01/25/2019

**College of Health and Human Services  
Applied Human Sciences  
Proposal to Suspend a Program  
(Consent Item)**

Contact Person: Darbi Haynes-Lawrence, [Darbi.Haynes-Lawrence@WKU.edu](mailto:Darbi.Haynes-Lawrence@WKU.edu), 270-745-2525

- 1. Identification of program:**
  - 1.1 Program reference number: 370
  - 1.2 Program title: Family Home Visiting Minor
  - 1.3 Credit hours: 12 hours
  
- 2. Rationale for the program suspension:** We are requesting the closure of the Family Home Visiting minor due to low enrollment. Additionally, the available Family Home Visiting Certificate is a more streamlined approach to educating students interested in home visiting.
  
- 3. Effect on current students or other departments, if known:** No effect. As of Fall 2017, we had 12 students enrolled in the minor. The courses that make up the minor are either Child & Family Studies major courses or electives, and will continue to be taught. Our program will begin offering courses on a once a year rotation, and the students who are enrolled in the Family Home Visiting Minor will be guided by their advisors to ensure they take the appropriate courses for the minor in specific semesters.
  
- 4. Proposed term for implementation:** Fall 2019
  
- 5. Dates of prior committee approvals:**

Applied Human Sciences Department/ Unit

January 16, 2019

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CHHS Undergraduate Curriculum Committee

March 1, 2019

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Undergraduate Curriculum Committee

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University Senate

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

Contact Person:

Carol Evans, RN to BSN Curriculum Chair

Carol.evans@wku.edu  
2707454589

Lori J. Alexander, RN to BSN Program Coordinator

Lori.alexander@wku.edu  
2707454078

**1. Identification of program:**

- 1.1 Program reference number: 596/596P
- 1.2 Program title: RN to BSN
- 1.3 Credit hours: 36

**2. Rationale for the program suspension:**

The Faculty in the RN to BSN program and the School of Nursing are recommending program suspension with teach out. This is due to decreasing program enrollment trends, market trends, and insufficient faculty to continue this program in our other nursing programs. More students are seeking enrollment in traditional BSN programs, hence the increase in our regular BSN program. Students who have ASN degrees are less interested in BSN completion at present, as hospitals are currently hiring them without a BSN due to the nursing shortage. RN to BSN programs across the US are seeing decreasing enrollment over the past year.

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

The courses will be taught out for current students until the completion in fall 2020

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

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

School of Nursing

November 2018

CHHS Undergraduate Curriculum Committee

March 1, 2019

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Sheila Flener, 745-4106, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu)

**1. Identification of course:**

- 1.1 Current course prefix and number: IDFM 223
- 1.2 Course title: Textiles

**2. Revise course title:**

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

**3. Revise course number:**

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

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

- 4.1 Current prerequisites/corequisites/special requirements:
- 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: A general study of textiles with emphasis on factors that affect the hand, appearance, and performance in clothing and furnishing use. Examination of the fibers, yarns, dyeing, printing and finishing, performance and care. Lecture with lab.
- 5.2 Proposed course catalog listing:  
Exploration of textile fibers, yarns and fabric construction; color and design; finishes. Performance and care are studied in relation to selection of fabrics for clothing and furnishings. Application through lab testing of fiber content, yarns and fabric construction, color and design, and finishes. Lecture, Lab
- 5.3 Rationale for revision of course catalog listing: The new course description reflects the course content. The course has always included a lab and needs to reflect this information.

**6. Revise course credit hours:**

- 6.1 Current course credit hours: 3



- 6.2 Proposed course credit hours: 0-3
- 6.3 Rationale for revision of course credit hours: The lab has historically been taught as part of the course content and has always been for 0 credit hours.

**7. Revise schedule type:**

- 7.1 Current schedule type: Lecture
- 7.2 Proposed schedule type: Lecture, Lab (L,B)
- 7.3 Rationale for revision of schedule type:  
In order for students to learn and practice necessary skills in textile science, an applied learning lab is necessary to accompany the lecture component

**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 Applied Human Sciences  
CHHS Undergraduate Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

2-6-2019  
\_\_\_\_\_  
March 1, 2019  
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(Action Item)

**Proposal to Create a New Course:**  
**College of Health and Human Services**  
**Department/Unit: Public Health (Health Care Administration Program)**

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: Melanie Eaton/Instructor**
- 1.2 Email address: [melanie.eaton@wku.edu](mailto:melanie.eaton@wku.edu)**
- 1.3 Phone # 5-5854**

**Section 2: Course Catalog Information**

- 2.1 Course prefix and number: HCA 450**
- 2.2 Course CIP code: 51.0701**
- 2.3 Course title: Internship in Long-term Care**
- 2.4 Abbreviated Course title: Internship in LTC**
- 2.5 Credit hours/Variable credit: 3 hours/variable, 1 to 3 credits; maximum total of 3**
- 2.6 Repeatability: Repeatable twice for a total of 3 credits**
- 2.7 Course Term: Is this course intended to span more than a single term?**  

YES
- 2.8 Course Catalog Description: Prerequisite(s):** Internships provides the HCA student administrative experience with a health care provider or health related organization with additional hours rotation as required by National Association of Longterm Care Administrators Boards (NAB). Students are expected to secure the internship site and are responsible for all university and facility requirements during the internship. Participating agencies will have a qualified administrator to serve as preceptor. Off campus travel required. (Grading: Pass/Fail)
- 2.9 Prerequisite/Corequisites/Restrictions:** Prerequisites admitted to HCA program (Code #559), minimal overall GPA 2.5, grade of C or higher in HCA 345 OR HCA 355 and/or permission of the internship supervisor or designee.
- 2.10 Additional Enrollment Requirements:** Restricted to HCA majors seeking an NAB accredited degree.
- 2.11 Other Special Course Requirements:** Off-campus travel
- 2.12 Grade Type: Pass/Fail**
- 2.13 Schedule Type: Internship**

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

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

The internship experience consists of a series of tasks and activities that the student must successfully complete in order to demonstrate his/her competence in a particular area of longterm care and exhibit the ability to apply academic knowledge. A designated preceptor will verify the student's competence by reviewing performance and completion of tasks and activities, by observation, or by oral or written tests. Student success will be achieved by applying the theories, concepts, principles, knowledge, and techniques learned and acquired through formal academic preparation to practical operational situations, and problems in the areas to which the individual student is assigned. Student reports, assessments and projects will be completed. Preceptor verification and evaluations will be completed.

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

The purpose of the administrative internship experience is to provide the student with learning opportunities in an operational environment. Upon successful completion of this course, student should be able:

- Demonstrate competencies expected in a professional managerial environment within a health care organization as outlined above.
- Integrate and apply the academic theory and knowledge acquired in the classroom to the actual practice of health care management.
- Identify various consumer, customer or client populations, organizational activities, scope of services, and required personnel within the internship organization.
- Develop objective methods for evaluating responsibilities, decisions, and operations relative to effective and efficient management and organization of a health care organization.
- Assess the external environmental factors which affect the strategic ability of the health care organization to operate such as: community organizations, advocacy organizations, civil rights organizations, federal and state regulatory agencies and regulations, reimbursement mechanisms and constraints, certification and accreditation procedures, public attitudes, consumers, competition, or unions.
- Understand interrelationships and interdependencies of the various components of the health care delivery system and the interfaces to the internship organization.
- Observe and study the interrelationships and interdependencies within the health care organization.
- Assess the suitability of his/her qualifications for and commitment to the profession of health care management.

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

Achievement of learning goals are evaluated with a variety of student and preceptor assessments to include performance reviews, reporting on internship activities and completion of a project and project report. At minimum, the completion of 520 contact hours is required for earning three credit hours.

### **Section 4: Rationale**

- #### **4.1 Reason for developing this proposed course:** This course will be specifically for students that have completed the required courses and internship for NAB accreditation as verified by each state's licensing board for the Health Services Executive (HSE) Licensure Exam.

**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?** 4-10

**5.2 How many sections of this course per academic year will be offered?** 3

**5.3 How many students per academic year are expected to enroll?** 10-15

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

Based on current and historical interest and pursuit of NAB accreditation for HCA students

**5.5 Proposed method of staffing:** Current staffing and supervision for undergraduate internships in HCA degree will accommodate this new course.

**5.6 Instructional technology resources:** sufficient

**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

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

YES 04.12.18

**Section 6: Proposed term for implementation:** Summer 2019

**Section 7: Supplemental/Supporting Documentation:** None.

Department of Public Health

October 18, 2018

CHHS Undergraduate Curriculum Committee

March 1, 2019

Undergraduate Curriculum Committee

University Senate

**Proposal to Revise a program:** Baccalaureate of Science in Nursing (BSN)  
**College of Health and Human Services**  
**Department/Unit:** School of Nursing

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

- 1.1 Name/Title: Kara Haughtigan
- 1.2 Email address: kara.haughtigan@wku.edu
- 1.3 Phone #: 270-745-6350

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

- 2.1 **Classification of Instructional Program (CIP) reference number:** 586P/ 586
- 2.2 **Current Program title:** Baccalaureate of Science in Nursing (BSN)
- 2.3 **Current total number of credits required in the program:** 57 credit hours

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

#### **3.1 First proposed revision:**

Revise the Guaranteed Nursing Admission (GNA) of the WKU BSN program to include NURS 324 Pathophysiology for Nursing in the prerequisite courses which require students to initially obtain a grade of “B” or above.

Rationale: In Spring 2018, NURS 324 Pathophysiology for Nursing was moved to a pre-requisite course for admission to the BSN program. This is a foundational course for the program and should be included with other prerequisite courses which require the GNA applicant to initially achieve a “B”.

#### **3.2 Second proposed revision:** None

### **Section 4: Consultations:** None

### **Section 5: Proposed term for implementation:** Fall 2019

### **Section 6: Approval Flow Dates:**

**School of Nursing BSN Curriculum Committee:** September 6, 2018  
**School of Nursing BSN Program Committee:** October 24, 2018  
**CHHS Undergraduate Curriculum Committee:** November 9, 2018  
**Undergraduate Curriculum Committee:**  
**University Senate:**

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

See additional pages 2 and 3

#### **7.1 Current Program Description**

Western Kentucky University | 2018-2019 Undergraduate Catalog (p239)

### **Pre-Nursing (586P)**

Prior to admission into the nursing program, students are required to meet the university general education requirements and a set of prerequisite courses required of all nursing students. Students who want to declare as a nursing major prior to admission into the nursing program are designated as Pre-Nursing students (reference 586P) and are assigned an advisor in CHHS. Pre-Nursing students will meet during orientation to discuss their academic preparation and determine the appropriate courses for registration. Pre-Nursing students must maintain a GPA of 2.75 or above to remain in the pre-nursing program. For more details and frequently asked questions about preparation for admission into nursing and deadlines for applications, please see the School of Nursing website.

Support services in CHHS Academic Center for Excellence are available to students who decide to change from Pre-Nursing to another health related career.

Admission to the nursing program is limited and based on selection of the most qualified applicants who meet all admission requirements. The program can be completed in 4 years if the student completes all prerequisite courses, is admitted to the nursing program in the junior year and successfully completes all nursing courses in sequence.

Guaranteed Nursing Admission (GNA) to the WKU BSN program is available to first –time, full time college freshman and is not available for transfer students. This is a competitive application process.

Prior to completing the GNA application, you must apply for admission to WKU, submit your ACT scores and obtain a WKU ID number. See <http://www.wku.edu/atwku/admissions.php> for details.

Students seeking the GNA must have an ACT composite score of 23 or above. In addition, all students seeking entry into the WKU BSN program must be able to meet all nursing admission requirements. Please see the School of Nursing website for complete details.

If a student is awarded a GNA, students must maintain a 3.0 GPA while a full-time student in the pre-nursing program. GNA students must also initially obtain a grade of “B” or above in the following courses: CHEM 109, BIOL 131, BIOL 231, BIOL 207, BIOL 208, and NURS 102. All general education courses and nursing required pre-requisite courses must be completed prior to entering the nursing program.

GNA students who maintain the above standards will be guaranteed admission to the WKU BSN program in either the Fall or the Spring semester on or before the third year. If the student is not able to enroll in the BSN program during this timeframe for any reason, the GNA student will forfeit the GNA status and must reapply to the nursing program with the general applicant pool to compete for a space in the BSN program.

In addition to completion of Colonnade requirements, the following prerequisite/support courses must be completed prior to entry into the Bachelor of Science in Nursing program. Some nursing support courses may be used for both Colonnade and nursing prerequisites

## 7.2 Proposed Program Description

### Pre-Nursing (586P)

Prior to admission into the nursing program, students are required to meet the university general education requirements and a set of prerequisite courses required of all nursing students. Students who want to declare as a nursing major prior to admission into the nursing program are designated as Pre-Nursing students (reference 586P) and are assigned an advisor in CHHS. Pre-Nursing students will meet during orientation to discuss their academic preparation and determine the appropriate courses for registration. Pre-Nursing students must maintain a GPA of 2.75 or above to remain in the pre-nursing program. For more details and frequently asked questions about preparation for admission into nursing and deadlines for applications, please see the School of Nursing website.

Support services for CHHS are housed in the Advising and Career Development Center and are available to students who decide to change from Pre-Nursing to another health related career.

Admission to the nursing program is limited and based on selection of the most qualified applicants who meet all admission requirements. The program can be completed in 4 years if the student completes all prerequisite courses, is admitted to the nursing program in the junior year and successfully completes all nursing courses in sequence.

Guaranteed Nursing Admission (GNA) to the WKU BSN program is available to first-time, full-time college freshman and is not available for transfer students. This is a competitive application process.

Prior to completing the GNA application, you must apply for admission to WKU, submit your ACT scores and obtain a WKU ID number. See <http://www.wku.edu/atwku/admissions.php> for details.

Students seeking the GNA must have an ACT composite score of 23 or above. In addition, all students seeking entry into the WKU BSN program must be able to meet all nursing admission requirements. Please see the School of Nursing website for complete details.

If a student is awarded a GNA, students must maintain a 3.0 GPA while a full-time student in the pre-nursing program. GNA students must also initially obtain a grade of “B” or above in the following courses: CHEM 109, BIOL 131, BIOL 231, BIOL 207, BIOL 208, NURS 102, and **NURS 324**. All general education courses and nursing required pre-requisite courses must be completed prior to entering the nursing program.

GNA students who maintain the above standards will be guaranteed admission to the WKU BSN program in either the Fall or the Spring semester on or before the third year. If the student is not able to enroll in the BSN program during this timeframe for any reason, the GNA student will forfeit the GNA status and must reapply to the nursing program with the general applicant pool to compete for a space in the BSN program.

Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

- 1.3 Course prefix (subject area) and number: ACCT 201
- 1.4 Course title: Introductory Accounting—Managerial

**2. Current prerequisites/corequisites/special requirements:** ACCT 200 or equivalent

**3. Proposed prerequisites/corequisites/special requirements:** ACCT 200

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** The words “or equivalent” are unnecessary.

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

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting  
Gordon Ford College Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

**January 16, 2019**

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**February 27, 2019**

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Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

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

1.2 Course title: Intermediate Financial Accounting I

**2. Current prerequisites/corequisites/special requirements:** ACCT 200 with a grade of “B” or higher.

**3. Proposed prerequisites/corequisites/special requirements:** ACCT 200 with a minimum grade of “B.”

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** The prerequisite did not change. The revision is to improve and standardize the prerequisite wording for all ACCT classes.

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

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting

**January 16, 2019**

Gordon Ford College Curriculum Committee

**February 27, 2019**

Undergraduate Curriculum Committee

University Senate

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Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

1.1 Course prefix (subject area) and number: ACCT 301

1.2 Course title: Intermediate Financial Accounting II

**2. Current prerequisites/corequisites/special requirements:** ACCT 201 with a grade of “B” or higher and ACCT 300 with a grade of “C” or higher.

**3. Proposed prerequisites/corequisites/special requirements:** ACCT 201 with a minimum grade of “B” and ACCT 300 with a minimum grade of “C.”

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** The prerequisite did not change. The revision is to improve and standardize the prerequisite wording for all ACCT classes.

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

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting

**January 16, 2019**

Gordon Ford College Curriculum Committee

**February 27, 2019**

Undergraduate Curriculum Committee

University Senate

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Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

1.1 Course prefix (subject area) and number: ACCT 303

1.2 Course title: Intermediate Financial Accounting III

**2. Current prerequisites/corequisites/special requirements:** ACCT 301 with a grade of “C” or higher.

**3. Proposed prerequisites/corequisites/special requirements:** ACCT 301 with a minimum grade of “C.”

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** The prerequisite did not change. The revision is to improve and standardize the prerequisite wording for all ACCT classes.

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

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting

**January 16, 2019**

Gordon Ford College Curriculum Committee

**February 27, 2019**

Undergraduate Curriculum Committee

University Senate

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Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

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

1.2 Course title: Managerial Cost Accounting

**2. Current prerequisites/corequisites/special requirements:** A grade of “B” or higher in both ACCT 200 and ACCT 201.

**3. Proposed prerequisites/corequisites/special requirements:** ACCT 200 and ACCT 201 with a minimum grade of “B” in both.

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** The prerequisite did not change. The revision is to improve and standardize the prerequisite wording for all ACCT classes.

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

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting

**January 16, 2019**

Gordon Ford College Curriculum Committee

**February 27, 2019**

Undergraduate Curriculum Committee

University Senate

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Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: ACCT 312
- 1.2 Course title: Accounting Information Systems (Note: the title of this class was revised in a previous submission, but is not yet reflected in the catalog or on TopNet.)

**2. Current prerequisites/corequisites/special requirements:** ACCT 300 and ACCT 310 with grades of “C” or better in both courses, and CIS 243.

**3. Proposed prerequisites/corequisites/special requirements:** ACCT 300 and ACCT 310 with a minimum grade of “C” in both, and CIS 243.

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** The prerequisite did not change. The revision is to improve and standardize the prerequisite wording for all ACCT classes.

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

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting

**January 16, 2019**

Gordon Ford College Curriculum Committee

**February 27, 2019**

Undergraduate Curriculum Committee

University Senate

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Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

1.1 Course prefix (subject area) and number: ACCT 390

1.2 Course title: Internship in Accounting

**2. Current prerequisites/corequisites/special requirements:** ACCT 300 or equivalent, a minimum of six hours of upper-level accounting courses at WKU, a 2.75 GPA overall, a 2.5 GPA in upper-level accounting courses, and permission of the Chair of Accounting.

**3. Proposed prerequisites/corequisites/special requirements:** ACCT 300, a minimum of six hours of upper-level accounting courses at WKU, a minimum 2.75 GPA overall, a minimum 2.5 GPA in upper-level accounting courses, and permission of the Chair of Accounting.

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** The prerequisite did not change. Deleted the words “or equivalent” because the words are unnecessary and added the word minimum in two places.

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

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting

**January 16, 2019**

Gordon Ford College Curriculum Committee

**February 27, 2019**

Undergraduate Curriculum Committee

University Senate

Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: ACCT 401
- 1.2 Course title: Business Combinations and Related Topics

**2. Current prerequisites/corequisites/special requirements:** ACCT 303 with a grade of “C” or higher.

**3. Proposed prerequisites/corequisites/special requirements:** ACCT 301 with a minimum grade of “C.”

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** During the last two years large numbers of students (10 to 15) requested a waiver to take ACCT 401 with ACCT 303 for scheduling reasons. The students requesting the waiver performed satisfactorily resulting in the decision to revise the prerequisite.

**5. Effect on completion of major/minor sequence:** This change should make it easier for students to complete the accounting major in a timely manner.

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting

**January 16, 2019**

Gordon Ford College Curriculum Committee

**February 27, 2019**

Undergraduate Curriculum Committee

University Senate

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Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

1.1 Course prefix (subject area) and number: ACCT 402

1.2 Course title: Contemporary Accounting Issues

**2. Current prerequisites/corequisites/special requirements:** ACCT 303 and ACCT 310 with grades of “C” or higher.

**3. Proposed prerequisites/corequisites/special requirements:** ACCT 303 with a minimum grade of “C.”

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** ACCT 402 focuses on financial reporting topics covered in financial accounting classes. ACCT 310 is a managerial and cost accounting class.

**5. Effect on completion of major/minor sequence:** This change should make it easier for students to complete the accounting major in a timely manner.

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting

**January 16, 2019**

Gordon Ford College Curriculum Committee

**February 27, 2019**

Undergraduate Curriculum Committee

University Senate

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Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: ACCT 420
- 1.2 Course title: Governmental and Not for Profit Accounting

**2. Current prerequisites/corequisites/special requirements:** ACCT 301 with a grade of “C” or better.

**3. Proposed prerequisites/corequisites/special requirements:** ACCT 301 with a minimum grade of “C.”

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** The prerequisite did not change. The revision is to improve and standardize the prerequisite wording for all ACCT classes.

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

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting

**January 16, 2019**

Gordon Ford College Curriculum Committee

**February 27, 2019**

Undergraduate Curriculum Committee

University Senate

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Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

1.1 Course prefix (subject area) and number: ACCT 430

1.2 Course title: Federal Taxation—Individuals

**2. Current prerequisites/corequisites/special requirements:** ACCT 301 with a grade of “C” or better.

**3. Proposed prerequisites/corequisites/special requirements:** ACCT 301 with a minimum grade of “C” and junior standing.

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** Recently many students have registered for ACCT 430 as sophomores. Congress frequently changes tax laws, which means a student is better off taking ACCT 430 closer to graduation.

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

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting

**January 16, 2019**

Gordon Ford College Curriculum Committee

**February 27, 2019**

Undergraduate Curriculum Committee

University Senate

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Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: ACCT 431
- 1.2 Course title: Federal Taxation—Business Entities

**2. Current prerequisites/corequisites/special requirements:** ACCT 430 with a grade of “C” or better.

**3. Proposed prerequisites/corequisites/special requirements:** ACCT 430 with a minimum grade of “C.”

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** The prerequisite did not change. The revision is to improve and standardize the prerequisite wording for all ACCT classes.

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

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting

**January 16, 2019**

Gordon Ford College Curriculum Committee

**February 27, 2019**

Undergraduate Curriculum Committee

University Senate

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Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: ACCT 440
- 1.2 Course title: Business Law for the Accounting Professional

**2. Current prerequisites/corequisites/special requirements:** MGT 200 and ACCT 402 (or concurrently) or ACCT 450 (or concurrently).

**3. Proposed prerequisites/corequisites/special requirements:** MGT 200.

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** ACCT 402 and ACCT 450 were used to control the timing in the accounting program in which students could enroll in this class. The department decided that only MGMT 200 provided academic information necessary for enrollment in this class.

**5. Effect on completion of major/minor sequence:** This change should make it easier for students to complete the accounting major.

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting

**January 16, 2019**

Gordon Ford College Curriculum Committee

**February 27, 2019**

Undergraduate Curriculum Committee

University Senate

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Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

1.1 Course prefix (subject area) and number: ACCT 450

1.2 Course title: Auditing and Assurance Services

**2. Current prerequisites/corequisites/special requirements:** ACCT 303 and ACCT 312 with a grade of "C" or better, and senior standing.

**3. Proposed prerequisites/corequisites/special requirements:** ACCT 303 and ACCT 312 with a minimum grade of "C" in both.

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** The prerequisite for senior standing was deleted. The revision is to improve and standardize the prerequisite wording for all ACCT classes.

**5. Effect on completion of major/minor sequence:** This change should make it easier for students to complete the accounting major in a timely manner.

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting

**January 16, 2019**

Gordon Ford College Curriculum Committee

**February 27, 2019**

Undergraduate Curriculum Committee

University Senate

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Proposal Date: January 14, 2019

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Randy Kinnersley, [randall.kinnersley@wku.edu](mailto:randall.kinnersley@wku.edu), 745-7054

**1. Identification of course:**

1.1 Course prefix (subject area) and number: ACCT 460

1.2 Course title: CPA Problems

**2. Current prerequisites/corequisites/special requirements:** ACCT 402 (or concurrent) with a grade of "C" or better.

**3. Proposed prerequisites/corequisites/special requirements:** ACCT 303 with a minimum grade of "C."

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** ACCT 402 is no longer a required class for an accounting major and therefore should not be a prerequisite. The purpose of this class is to help prepare students for the financial accounting section of the CPA Exam; therefore, it should be taken after the completion of the three semester intermediate financial accounting sequence.

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

**6. Proposed term for implementation:** Spring 2020

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

Department/ Unit Accounting

**January 16, 2019**

Gordon Ford College Curriculum Committee

**February 27, 2019**

Undergraduate Curriculum Committee

University Senate

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**(Action Item)**

**Proposal to Create a New Course  
Gordon Ford College of Business  
Dean's Office**

**Section 1: Proponent Contact Information**

**1.1** Michelle W. Trawick

**1.2** michelle.trawick@wku.edu

**1.3** 270.745.8803

**Section 2: Course Catalog Information**

**2.14** Course prefix (subject area) and number: BA 170

**2.15** Course CIP code:

**2.16** Course title: Business Student Basics

**2.17** Abbreviated Course title: Business Student Basics

**2.18** Credit hours/Variable credit: 1

**2.19** Repeatability: N/A

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

**2.21** Course Catalog Description:

Introduction to programs and initiatives within the college of business and an exploration of college and university resources intended to enhance student success.

**2.22** Prerequisite/Corequisites/Restrictions:

First year or transfer students with fewer than 30 hours of college credit.

**2.23** Additional Enrollment Requirements:

Students must have selected a major within the Gordon Ford College of Business.

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

**2.25 Grade Type:** P/F

**2.26 Schedule Type:** Lecture

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

#### **3.4 Course Content Summary:**

The course will cover the recommended essential information for students adjusting to life as a college student. These topics will include university success initiatives such as advising services, tutoring centers, counseling services, financial aid and scholarship offices and personal growth topics such as responsible time and fiscal management, best practice study skills, and health and safety. The course will also explore business programs, occupations, and job outlook as well as college specific student success resources. The course would also provide baseline assessment for the college's assurance of learning program.

#### **3.5 Learning Outcomes:**

Upon completion of this course, students will be able to:

- Demonstrate knowledge of process and procedures for university and college specific student success services.
- Demonstrate understanding of basic personal growth skills.
- Demonstrate understanding of basic business programming opportunities and occupational pathways.

#### **3.6 Assessment/Evaluation:**

The types of assessments may include short papers, presentations, quizzes, or exams.

### **Section 4: Rationale**

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

**Our existing university experience course, BA 175, is a three-hour course that is not required for our majors yet we believe covers several highly important topics for new, or relatively new, college students transitioning to WKU. Student and instructor feedback for BA 175 suggests that the current course could be reduced to focus on just the essential information needed. The proposed course, BA 170, identifies that essential information and covers it in a 1 hour course.**

**Given the rising cost of tuition, we are looking for a creative way to introduce these resources and skills with minimal financial impact for a course that is not required for degree completion or graduation. This course provides just that, a low cost way for our students to transition while getting the essential information for success. By reducing the hours, we believe more students will choose to take this optional course and, as a result, we will expand the scope of our personal interactions with incoming first year freshmen and freshmen transfer students so that retention will increase.**

#### **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. Many existing courses provide guidance for incoming freshmen.
- 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:

Most of the similar courses on campus are specific to a department, program, or college. courses I found while reviewing the current Undergraduate Catalog are: ACMS 175 (1), AGRI 175 (1), AMS 175 (2), E 175 (2), HHS 175 (3), CS 175 (3), EDU 175 (3), EE 175 (2), ENGR 175 (1), GEOG 175 (2), IST 175 (3), HON 175 (3), MUS 175 (2), CAL 175 (3), PSY 175 (3), UC 100 (1), and UC 175 (3). All Associate Deans were contacted on 03/04/2019 to ensure that no other program on campus views this proposal as an infringement or duplication of their course offerings.

## Section 5: Projected Enrollments/Resources

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

**5.2 How many sections of this course per academic year will be offered?** 12-13.

**5.3 How many students per academic year are expected to enroll?** Approximately 375.

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections. Our goal is to encourage 75% of our new freshmen students to take this class. The number of first time, first year freshmen and “other” freshmen with a first major in the GFCB was 526 in fall of 2016, 502 in fall of 2017, and 503 in fall of 2018.**

**5.8 Proposed method of staffing:** We would reallocate resources currently used to teach BA 175. Each current BA 175 instructor would be eligible to teach three sections of BA 170. On net, this change will reduce the expense associated with transitioning an even larger number of freshmen from high school into the college of business.

**5.9 Instructional technology resources:** The college’s current instructional technology resources are sufficient.

**5.10 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? NO. Students will be introduced to the library as a resource and space for student success but no library resources will be required.

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 2019

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

**Dates of Committee Approvals:**

<b>Committee</b>	<b>Date Approved</b>
Gordon Ford College of Business	2/27/2019
Undergraduate Curriculum Committee	
University Senate	
Board of Regents	

**Gordon Ford College of Business  
Economics Department  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Alex Lebedinsky, [alex.lebedinsky@wku.edu](mailto:alex.lebedinsky@wku.edu), 5-3510

**1. Identification of course:**

- 1.5 Current course prefix (subject area) and number: **ECON 420**
- 1.6 Course title: **Public Finance**

**2. Revise course title:**

- 2.5 Current course title: **Public Finance**
- 2.6 Proposed course title: **Public Sector Economics**
- 2.7 Proposed abbreviated title: **Public Sector Economics**
- 2.8 Rationale for revision of course title: **The proposed course title will describe more clearly and accurately the content of the course. While “Public Finance” is a well-established field of economics that deals with taxation and public spending, the word “finance” incorrectly leads students to believe that this is a finance course.**

**3. Revise course number:**

- 3.4 Current course number: N/A
- 3.5 Proposed course number: N/A
- 3.6 Rationale for revision of course number: N/A

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

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

**5. Revise course catalog listing:**

- 5.4 Current course catalog listing:  
**Prerequisites: ECON 202 and 203, or consent of instructor. A study of the economics of government’s spending and taxation. Among the topics covered are government’s role in promoting widely accepted economic policy objectives; budgeting and benefit / cost analysis; effects and incidence of major taxes used in the U.S.; and issues in fiscal-federalism.**
- 5.5 Proposed course catalog listing:  
**Prerequisites: ECON 202 and 203, or consent of instructor. A study of the economics of public policies. The course will use economic tools to analyze the effects of policies, understand their complexities, and predict unintended consequences. Topics include public education, welfare reform, pollution, healthcare, and tax policy.**

**5.6** Rationale for revision of course catalog listing:  
**The proposed catalog listing will describe more clearly and accurately the content of the course.**

**6. Revise course credit hours:**

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

**7. Revise schedule type:**

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

**8. Revise grade type:**

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

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

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

Department/ Unit: **Economics**

**2/15/2019**

**Gordon Ford College of Business** Curriculum Committee

**2/27/2019**

Undergraduate Curriculum Committee

University Senate

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Proposal Date: 3 February 2019

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 745-5048

**1. Identification of course:**

1.7 Current course prefix (subject area) and number: BIOL 150

1.8 Course title: Investigative Biotechnology Core I

**2. Rationale for the course deletion:** BIOL 150 used to serve as the first of a two-course introductory series (together with BIOL 151) to the then-active Investigative Biotechnology program. This program has since been revised, including a name change to Molecular Biotechnology, during the 16–17 AY and no longer includes BIOL 150 as a required or elective course.

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

**4. Proposed term for implementation:** Earliest possible

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

Department of Biology

February 15, 2019

Ogden College Curriculum Committee

February 28, 2019

Undergraduate Curriculum Committee

University Senate

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Proposal Date: 3 February 2019

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 745-5048

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 151
- 1.2 Course title: Investigative Biotechnology Core II

**2. Rationale for the course deletion:** BIOL 151 used to serve as the first of a two-course introductory series (together with BIOL 150) to the then-active Investigative Biotechnology program. This program has since been revised, including a name change to Molecular Biotechnology, during the 16–17 AY and no longer includes BIOL 151 as a required or elective course.

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

**4. Proposed term for implementation:** Earliest possible

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

Department of Biology	February 15, 2019
Ogden College Curriculum Committee	<hr/> February 28, 2019
Undergraduate Curriculum Committee	<hr/>
University Senate	<hr/>

Proposal Date: 3 February 2019

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Delete a Course  
(Consent Item)**

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 153
- 1.2 Course title: Investigative Biotechnology Module

**2. Rationale for the course deletion:** BIOL 153 was taught as individual one-credit modules that corresponded to topics taught in three-week portions in BIOL 150 and BIOL 151. Because both BIOL 150 and BIOL 151 are being deleted, by default, BIOL 153 will simultaneously go into deleted status and likewise have no impact the current Molecular Biotechnology program.

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

**4. Proposed term for implementation:** Earliest possible

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

Department of Biology

February 15, 2019

Ogden College Curriculum Committee

February 28, 2019

Undergraduate Curriculum Committee

University Senate

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Proposal Date: 3 February 2019

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Delete a Course  
(Consent Item)**

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 401
- 1.2 Course title: Biology of Algae

**2. Rationale for the course deletion:** BIOL 401 has been in suspended status since at least 1997. Biology does not perceive this course to fill any strategic needs and wishes to have it removed permanently.

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

**4. Proposed term for implementation:** Earliest possible

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

Department of Biology

February 15, 2019

Ogden College Curriculum Committee

February 28, 2019

Undergraduate Curriculum Committee

University Senate

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Proposal Date: 3 February 2019

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 745-5049

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: BIOL 175
- 1.2 Course title: University Experience - Biology

**2. Rationale for the course reactivation:** BIOL 175 was placed into suspended status during the 13–14 AY. The most notable reasons were the course (1) had not been taught since the fall 2008 semester, and (2) did not have a place in curricular, recruitment, or retention initiatives within either Biology major (Programs 517 and 625) at that time. Recruitment and retention have since become paramount issues at the department, college, and university levels. Biology wishes to reactivate BIOL 175 to implement as a means to better engage freshmen and increase retention.

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

**4. Proposed term for implementation:** Earliest possible

**5. Dates of prior committee approvals**

Department of Biology

February 15, 2019

Ogden College Curriculum Committee

February 28, 2019

Undergraduate Curriculum Committee

University Senate

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Proposal Date: 3 February 2019

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 745-5048

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: BIOL 483
- 1.2 Course title: Multivariate Methods in Biology

**2. Rationale for the course reactivation:** BIOL 483 was placed into suspended status during the 13–14 AY mainly because of low enrollment trends apparent from several prior years. Coincident to this was the creation of BIOL 583 (also an advanced statistics class) to essentially replace the graduate component of the course (483G) and enhance attractiveness to our in-resident graduate students. BIOL 583 was never taught, however, after the course creator moved on to another university. Biology has recently increased its instructional capacity and expertise to offer more advanced statistics class from a biological perspective, predicating this reactivation proposal.

**3. Effect of course reactivation on programs or other departments, if known:** Perhaps but only minor, and only if BIOL 483 is accepted as some point as an elective course in the Applied Statistics minor.

**4. Proposed term for implementation:** Earliest possible

**5. Dates of prior committee approvals**

Department of Biology

February 15, 2019

Ogden College Curriculum Committee

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February 28, 2019

Undergraduate Curriculum Committee

University Senate

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**Proposal to Revise a program:**

**Ogden College of Science and Engineering**

**Department of Psychological Sciences**

**Section 1: Proponent Contact Information**

**1.1 Name/Title:** Andy Mienaltowski, Program Coordinator

**1.2 Email address:** andrew.mienaltowski@wku.edu

**1.3 Phone #:** (270) 745-2353

**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:** 38-50

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

- 3.1 First revision:** Add course PSYS 413 Psychological Measurement as a possible option for students to take to meet the program's lab requirement. This revision is being proposed to offer students a greater diversity of lab courses to meet this requirement. This course appeals to many students in the major given the importance of the psychological measurement development to the science of the discipline. Students who use PSYS 413 to complete the lab requirement will complete one less hour in the program, changing the range of hours from "38 to 50 hours" to "37 to 50 hours"
- 3.2 Second revision:** Correct errant course number in program in the undergraduate catalog; specifically, PSYS 482 Psychology of Sexuality is misidentified as PSYS 483.

**Section 4: Consultations**

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? **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 2019

## Section 6: Approval Flow Dates:

Department of Psychological Sciences: 2/22/2019

Ogden College Curriculum Committee: 2/28/2019

Undergraduate Curriculum Committee:

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 **first** option requires a minimum of **38** credit hours and a minor or second major is required. The **second** option requires a minimum of **50** 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 six thematic concentrations or they may design a custom 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 **38-hour** option will complete 12 credit hours from one thematic concentration, or design a custom concentration by selecting 12 hours from courses not used to satisfy their Core requirement. Students choosing the **50-hour** 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 **38-hour** option of the Psychological Science major can count no more than 3 credits of PSYS 490 toward the major. Students in the **50-hour** 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*

**Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.**

*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 **483**, PSYS 490, PSYS 499

*Laboratory Experience*

**Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.**

*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 481, PSYS 482, PSYS 490, PSYS 499.

*Laboratory Experience*

**Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.**

*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*

**Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.**

*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*

**Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.**

*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 483, PSYS 490, PSYS 499, PSY 412.

*Laboratory Experience*

**Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.**

*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 Courses*

Select 12-24 hours of electives from courses not used to satisfy Core requirements.

*Laboratory Experience*

**Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.**

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*

**Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.**

## 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 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 six thematic concentrations or they may design a custom 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 hours from 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 481, PSYS 482, 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 Courses*

Select 12-24 hours of electives from 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**

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

**Contact Person:** Ann Ferrell, [ann.ferrell@wku.edu](mailto:ann.ferrell@wku.edu), 745-5896

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: FLK 477
- 1.2 Course title: Folk Art/Technology

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

Reactivating FLK 477 will provide folklore minors with another elective option. In addition, if reactivated, we will schedule this course concurrently with the corresponding graduate level course, FLK 561 Folk Arts and Technology, which will 1) maximize faculty time, 2) increase faculty SCHP, and 3) provide undergraduate minors with additional opportunities for interaction with graduate students. In the past, we have observed that such interaction not only benefits students but also increases undergraduate interest in the Folk Studies MA program; as we have recently instituted a Folk Studies JUMP program, we are hopeful that this will be another opportunity for recruitment into that program.

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

This will provide an additional elective for folklore minors and a general elective for other students interested in a deeper exploration of the topic of folk art, which is introduced in undergraduate folk studies courses such as FLK 276 Introduction to Folk Studies. The folklore minor requires a minimum of one 400-level FLK course, generally defined (i.e., a list of specific 400-level course options is not delineated), so revision of the minor program is not needed to accommodate the reactivated course.

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

**5. Dates of prior committee approvals**

Folk Studies Program	<u>2-20-2019</u>
Department of Folk Studies and Anthropology	<u>2-20-2019</u>
Potter College Curriculum Committee	<u>2-28-2019</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 2-4-2019

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

Contact Person: Scott Harris, [scott.harris@wku.edu](mailto:scott.harris@wku.edu), 270-745-3751

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: MUS 347
- 1.2 Course title: Marching Band
- 1.3 Credit hours: 1

**2. Proposed course credit hours:** 1-2 variable credit

**3. Rationale for the revision of course credit hours:** Students who participate in the WKU Marching Band should receive appropriate credit in relation to contact time. MUS 347 (marching band) meets for six contact hours each week (120min on MWF) during the fall semester which equates to 4,800 minutes of instruction compared to 2,200 minutes for a 3hr MWF lecture course (does not include Saturday football games and a week of summer band camp). While 1hr for performance ensemble credit is the university norm, marching band is becoming an exception as institutions (including WKU benchmarks Ball State, Bowling Green State, ECU, Florida Atlantic, and JMU) are recognizing the high time commitment and offering higher credit hours and/or variable credit options for the course. The variable credit option reflects the need for higher credit, while also accommodating individual students who have degree/program hour limits that could prevent them from registering for the course at 2hrs of credit.

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

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

Music Department	<u>2-15-2019</u>
Potter College Curriculum Committee	<u>2-28-2019</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Lisa Duffin-Rexroat, lisa.duffin@wku.edu, 5-6324

**1. Identification of course:**

- 1.9 Course prefix (subject area) and number: PSY 310
- 1.10 Course title: Educational Psychology

**2. Current prerequisites/corequisites/special requirements:** PSY 100 or PSY 220 and one of the following: EDU 250, MGE 275, AGED 250, SMED 101, SMED 301, IECE 321 AMS 329, or permission of instructor.

**3. Proposed prerequisites/corequisites/special requirements:** One of the following: EDU 250, MGE 275, AGED 250, SMED 101, SMED 301, IECE 321, or AMS 329; **and a minimum cumulative GPA of 2.50 or a composite ACT of 21 or higher;** or permission of instructor.

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** The Reinvesting in Teacher Education initiative was launched in September of 2018, and an ad-hoc Core Curriculum Committee was created to develop a 15-credit teacher education core that all non-STEM students in education will take. PSY 310 is one of the five courses in the proposed core. The Psychology Department was asked to remove the prerequisite of PSY 100 or PSY 220 for two main reasons: 1) to accommodate students in the various teacher education programs who either enter WKU having taken or are required to take specific courses – other than PSY 100 or PSY 220 -- to fulfill the Social and Behavioral Sciences (SB) category of the Colonnade, and 2) to reduce the number of required courses education students need to take to fulfill their degree programs. SMED 310: Knowing and Learning in Mathematics and Science – an educational psychology course for the SKyTeach Program -- does not require the PSY 100 or 220 prerequisite, so this revision would align to a similar course taught by Psychology faculty in teacher education.

Historically, education students who have struggled academically (i.e., having less than a 2.5 GPA upon entry to PSY 310) have difficulty managing the reading, writing, and critical thinking demands of PSY 310 resulting in poor student outcomes. Students who do not meet the minimum grade requirements for Teacher Education (i.e., earning a grade of C or higher) either have to retake PSY 310, or they redirect out of teacher education. Currently, the majority of education students take PSY 310 during their sophomore or junior years. The proposed course sequence indicates that PSY 310 could be taken early during a student's academic program (e.g., taken as a freshman) and might serve as a prerequisite for other core courses. Because of the rigor, the addition of the minimum GPA/ACT requirement was proposed to help with student retention and success rates within the PSY 310 course.

5. **Effect on completion of major/minor sequence:** This change will make it easier for students to register for PSY310.

6. **Proposed term for implementation:** Fall 2019

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

Psychology Department	<u>2/15/19</u>
CEBS College Curriculum Committee	<u>3/12/2019</u>
Professional Education Council (if applicable)	<u>3/13/2019</u>
General Education Committee (if applicable)	<u> </u>
Undergraduate Curriculum Committee	<u> </u>
University Senate	<u> </u>

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

**Contact Information:** Antonia Szymanski [Antonia.szymanski@wku.edu](mailto:Antonia.szymanski@wku.edu); 270-745-5414

**1. Identification of course:**

1.1 Current course prefix (subject area) and number: EDU 250

1.2 Course title: Introduction to Teacher Education

**2. Revise course title:**

2.1 Current course title: Introduction to Teacher Education

2.2 Proposed course title: Discover Teaching: Introduction to Teacher Education

2.3 Proposed abbreviated title: Discover Teaching

2.4 Rationale for revision of course title: This title is more descriptive and reflective of the course goals.

**5. Revise course catalog listing:**

5.1 **Current course catalog listing:** The introductory course to a career in education. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. Field experiences are required. Students are responsible for arranging their own transportation to designated or assigned sites.

5.2 **Proposed course catalog listing:** Introduction to teaching including knowledge of teaching, ethics, professionalism, dispositions, diversity, and curriculum. Clinical field experiences are required. Students must arrange transportation and meet P-12 eligibility requirements to fulfill required outside field experiences.

5.3 **Rationale for revision of course catalog listing:** The new catalog listing better reflects existing course content and requirements.

**6. Proposed term for implementation:** Earliest semester after approval.

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

Department/Unit: January 25, 2019

College Curriculum Committee: March 12, 2019

Professional Education Council: March 13, 2019

Undergraduate Curriculum Committee: \_\_\_\_\_

University Senate: \_\_\_\_\_



## **Proposal to Create a New Course:**

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

**1.1 Name/Title:** Antonia Szymanski, Associate Professor

**1.2 Email address:** Antonia.szymanski@wku.edu

**1.3 Phone #** 270-745-5414

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

**2.4 Course prefix (subject area) and number:** EDU 260

**2.5 Course CIP code:** 13.0604

**2.6 Course title:** Classroom Assessment

**2.7 Abbreviated Course title:** Classroom Assessment

**Credit hours/Variable credit:** 3

**2.6 Repeatability:** N/A

**2.7 Course Term:** One term

**2.8 Course Catalog Description:**

An introduction to the integrated use of assessment in the classroom context for K-12 student learning, teacher planning, and school improvement.

**2.9 Prerequisite/Corequisites/Restrictions:**

**Prerequisite:** EDU 250, or instructor permission

**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:** Lecture

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

**3.3 Course Content Summary:**

a) Introduction to assessment

- i) Vocabulary and concepts
  - ii) Assessment formats: pre, formative, and summative
  - iii) Levels of assessment – individual, class, grade level, school, district, state
- b) Analyzing assessment results
  - i) Basic statistical calculations – mean, median, mode, standard deviation
  - ii) Interpreting results (e.g., individuals, class, grade level, school, district, state)
  - iii) Communicating results to students, parents, and other stakeholders
- c) Introduction to formative and summative assessments for instructional practice
  - i) Identifying student learning and instructional pacing
  - ii) Documenting student readiness for content
- d) The role of assessment in instructional design
  - i) Using assessment in lesson planning; assessment’s connection to learning objectives
  - ii) Providing feedback to students to enhance learning
  - iii) Designing assessment to document learning

### **3.4 Learning Outcomes:**

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

- Explain the role and use of formal and informal pre-assessments, formative assessments, summative assessments, and standardized assessments in the P-12 classroom.
- Create various forms of reliable and valid assessments including scoring criteria (rubrics/scoring guides).
- Demonstrate knowledge evaluating, grading, and giving feedback.

### **3.5 Assessment/Evaluation:**

Students will be assessed by demonstrating achievement of learning outcomes through participating in in-class activities that provide hands-on assessment practice, evaluating multiple forms of assessment and creating assessments, and reflecting on their learning through papers and quizzes.

## **Section 4: Rationale**

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

The Reinvesting in Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education is bringing these 5 courses forward to this curriculum committee to establish the 15-credit teacher education core. Subsequent revisions to individual education programs will be forthcoming.

Assessing learner outcomes is foundational to determining effective instruction at multiple levels (individual, class, grade level, school, district, and state results). Analyzing student performance

drives instructional pedagogy, methods and practice of teaching. This course will provide education candidates with foundational knowledge about classroom assessment which an effective teacher must know and use. This course will be one of the core courses required for students in the School of Teacher Education.

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

**In the course CD-485 INTRODUCTION TO ASSESSMENT IN COMMUNICATION DISORDERS** the focus is on using standardized and nonstandardized screening and diagnostic instruments for a specific type of student. While students will examine assessment data, this proposed course will focus on the creating, implementation, and analysis of classroom assessments.

In the course PSY 210. RESEARCH METHODS IN PSYCHOLOGY **there is some overlap in topics such as reliability and validity. However, this is related mostly to performing research in various contexts.** The proposed course is focused on assessment of all P-12 students in a classroom.

Both departments have been consulted and see no conflicts or overlaps between their courses and this course.

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

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

**5.2 How many sections of this course per academic year will be offered?**  
8-10

**5.3 How many students per academic year are expected to enroll? 300**

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

This projection is based on current enrollment for similar EDU courses. Fall 2018 had 159 students and Spring 2018 had 190 students (total of 349 students) enrolled in the Introduction to Education (EDU 250), which is required for all education majors. Ten sections were taught each academic year.

**5.5 Proposed method of staffing:**

Current staffing is sufficient. Should the teacher education program grow beyond the current capacity, the school will manage resources to meet these demands.

**5.6 Instructional technology resources:** Current technology resources are sufficient.

**5.7 Library resources** Current library resources are sufficient.

**Section 6: Proposed term for implementation:** Earliest semester after approval.

**Section 7: Supplemental Documentation (Optional):**

Department/Unit:	February 8, 2019
College Curriculum Committee:	March 12, 2019
Professional Education Council:	March 13, 2019
Undergraduate Curriculum Committee:	_____
University Senate:	_____

## **Proposal to Create a New Course: Instructions**

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

**1.1 Name/Title:** Antonia Szymanski, Associate Professor

**1.2 Email address:** Antonia.szymanski@wku.edu

**1.3 Phone #** 270-745-5414

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

**2.8 Course prefix (subject area) and number:** EDU 350

**2.9 Course CIP code:** 13.0202

**2.10 Course title:** Student Diversity and Differentiation

**2.11 Abbreviated Course title:** Diversity and Differentiation

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

**2.13 Repeatability:** N/A

**2.14 Course Term:** One semester

**2.15 Course Catalog Description:**

This course provides students with education and training to address diverse student needs in the P-12 setting. Clinical field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for their own transportation to designated or assigned sites.

**2.16 Prerequisite/Corequisites/Restrictions:**

**Prerequisite:** EDU 250, or instructor permission

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

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

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

**2.20 Schedule Type:** *Applied Learning*

## Section 3: Description of proposed course

### 3.1 Course Content Summary:

- i) Creating awareness of diversity
  - (1) Cultural diversity
  - (2) Economic diversity
  - (3) Intellectual diversity
  - (4) Gender diversity
  - (5) Family diversity
  - (6) Linguistic diversity
- ii) Examining the roles of teachers to meet individual needs
  - (1) Identifying individual differences
  - (2) Collaborative teaching
  - (3) Building supportive relationships
  - (4) Culturally relevant pedagogy
  - (5) Review legal history and teacher responsibilities under the law
- iii) Utilizing assessments to determine student needs
  - (1) Preassessments
  - (2) Formative assessments
  - (3) Summative assessments
- iv) Implementing differentiation
  - (1) Creating differentiated learning experiences
  - (2) Matching learning activities with student needs
  - (3) Managing a differentiated classroom
  - (4) Monitoring individual progress

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

- Create a classroom environment that celebrates diversity, respects individual differences, and challenges each learner to meet high standards.
- Summarize the collaborative roles of teachers (both special and general educators), along with parents, related service providers, and educational assistants (paraprofessionals) in developing an effective inclusive environment that meets learning/social/emotional needs and legal requirements of students (e.g., students at risk, those with disabilities, giftedness, twice-exceptionalities, and English language learners).
- Explain how history has led to current legislation and identification of students (e.g., those with disabilities, giftedness, twice-exceptionalities, English language learners) including the responsibilities of school personnel in IEP development and service delivery.
- Develop a variety of preassessments based on interest, readiness, ability, and/or learning profile in order to appropriately address a diverse range of learners.
- Provide appropriately challenging, differentiated learning experiences for students based on content, process, and/or product through a variety of strategies.
- Recognize individual differences such as race, culture, linguistic, gender, ability, socio-economic status, and family situations and adjust instruction.
- Acknowledge personal bias, stereotypes and privilege

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

Students will be assessed through reflections on case studies, clinical observations, and interviews. They will be required to demonstrate understanding through creating preassessments and challenging learning experiences based on the preassessment results. The students will be required to implement these assignments through a clinical field experience. The culminating project will demonstrate the ability to create a classroom environment that celebrates diversity, respects individual differences, and challenges each learner to meet high standards.

## **Section 4: Rationale**

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

The Reinvesting in Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education is bringing these 5 courses forward to this curriculum committee to establish the 15-credit teacher education core. Subsequent revisions to individual education programs will be forthcoming.

Based on the nation's changing demographics, the School of Teacher Education recognized a need to provide all education students with an understanding of diversity to better meet the needs of all learners. This course is necessary not only to prepare students for the diversity that they will experience in future classrooms but also to prepare them to address individual learners' needs through a differentiation framework.

This course is to provide students with education and training to address diverse student needs in the P-12 setting. The first half of the course will focus on issues of diversity including race, culture, gender, ability, socio-economic status, and family situations. Students will explore themes relating to bias, stereotypes, and deficit thinking that may influence interactions with individuals. The second half of the course focuses on practical strategies to differentiate instruction to address the unique needs of students. Topics will include creating classroom environments that accept student differences, using pre-assessment to understand student needs, designing meaningful educational experiences, and using differentiated assessments to document learning. Clinical experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for their own transportation to designated or assigned sites.

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

**Although courses such as DCS400: Diversity and Community Studies, COMM 365: Intercultural Communication, COMM 463: Advanced Intercultural Communication explore diversity, none of them focus on diversity in order to prepare students for teaching. Two courses in the School of Teacher Education currently teach diversity for Elementary and**

**Special Education; however, they are at a deeper level and this course serves as the introduction and will be taken by all education students.** Both departments have been consulted and see no conflicts or overlaps between their courses and this course.

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

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

**5.8 How many sections of this course per academic year will be offered?** 8-10

**5.9 How many students per academic year are expected to enroll?** 300

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

This projection is based on current enrollment for similar EDU courses.

Fall 2018 had 159 students and Spring 2018 had 190 students (total of 349 students) enrolled in the Introduction to Education (EDU 250). Ten sections were taught for each academic year.

**5.11 Proposed method of staffing:**

Current staffing is sufficient. Should the teacher education grow beyond the current capacity the school will manage resources to meet these demands.

**5.12 Instructional technology resources:** Current technology resources are sufficient.

**5.13 Library resources:** Current library resources are sufficient.

**Section 6: Proposed term for implementation:** Earliest semester after approval.

**Section 7: Supplemental Documentation (Optional): If needed, append any supplemental documentation here.**

Department/Unit:	February 8, 2019
College Curriculum Committee:	March 12, 2019
Professional Education Council:	March 13, 2019
Undergraduate Curriculum Committee:	_____
University Senate:	_____



## **Proposal to Create a New Course: Instructions**

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

**1.1 Name/Title:** Antonia Szymanski, Associate Professor

**1.2 Email address:** Antonia.szymanski@wku.edu

**1.3 Phone #** 270-745-5414

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

**2.1 Course prefix (subject area) and number:** EDU 360

**2.2 Course CIP code:** 13.0101

**2.3 Course title:** Behavior and Classroom Management in Education

**2.4 Abbreviated Course title:** Behavior and Class MGMT

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

**2.6 Repeatability:** No

**2.7 Course Term:** One semester

**2.8 Course Catalog Description:** This course provides an introduction to the concepts, theories, and principles of student behavior and classroom management for professionals in P-12 settings.

**2.9 Prerequisite/Corequisites/Restrictions:**

**Prereqs:** EDU 250 and PSY 310, or instructor permission

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

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

**2.12 Grade Type:** Standard letter grade

**2.13 Schedule Type:** Lecture

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

**3.1 Course Content Summary:** This course provides the foundational knowledge for teacher candidates on the role of behavior at any grade level within a school setting. Teacher candidates will learn how to assess the classroom environment and specific student behaviors within. Through the use of classroom management strategies, teacher candidates will apply evidence-based interventions to decrease problem behaviors and increase prosocial behaviors that will serve to improve student academic outcomes and classroom success. The course will be appropriate for varied majors within the School of Teacher Education.

- 1) The effects of classroom environment on student behavior
  - a) Classroom setup
  - b) Rules, routines, procedures
  - c) Teacher influence
  - d) Peer influence
- 2) The effects of outside influences on students' behavior
  - a) Student characteristics
  - b) Cultural perspective
  - c) Home environment
  - d) Societal issues
- 3) Conditions under which behavior occurs
  - a) How to define behavior
  - b) Antecedents (what occurs immediately prior to the behavior)
  - c) Consequences (what occurs immediately after the behavior)
- 4) Multi-tiered systems of support for behavior (e.g. behavioral RTI [Response to Intervention], PBIS [Positive Behavior Intervention Support])
  - a) School level (Tier 1)
  - b) Classroom level (Tier 2)
  - c) Individual level (Tier 3)
  - d) Role of professional in each level/tier
- 5) Classroom management strategies
  - a) Preventative strategies
  - b) Reactive strategies
- 6) Functions of Behavior
  - a) Function-based Interventions

### **3.2 Learning Outcomes:**

Students should be able to:

- Analyze how the classroom environment affects students' behavior in school settings.

- Explain how factors outside the classroom affect students' behavior.
- Describe behavior and identify the conditions under which they occur (antecedent, behavior, and consequences of behavior).
- Explain a tiered system of school and classroom behavioral intervention and identify each professional's role within this system.
- Summarize and apply preventative classroom management strategies to reduce problem behavior and improve prosocial behavior.
- Summarize and apply reactive classroom management strategies to reduce problem behavior and improve prosocial behavior.
- Identify the functions of behavior and compare and contrast the benefits or drawbacks of individualized function-based interventions.

**3.3 Assessment/Evaluation:** This course will focus on the acquisition and application of behavioral principles. Students will be assessed via a variety of course assignments (e.g. papers, reflections, quizzes, tests, case studies, and projects).

## **Section 4: Rationale**

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

The Reinvesting in Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education is bringing these 5 courses forward to this curriculum committee to establish the 15-credit teacher education core. Subsequent revisions to individual education programs will be forthcoming.

Classroom management and student problem behavior are often listed as top reasons why teachers leave the field of education. Teachers report feeling overwhelmed and underprepared in these areas. Therefore, it is crucial for the faculty of a School of Teacher Education to effectively train teacher candidates on strategies to address these problems. This course will be one of the core courses required for students in the School of Teacher Education.

**4.2 Relationship to similar courses offered by other university departments/units:** SPED 400, Psych of Learning (PSY 331), and Behavior Modification (PSY 443) all focus on elements of behavior, but this course focuses more directly on preparing P-12 students to manage behavior in the classroom. The PSY department views this course as a good way to build on PSY 310 to prepare preservice teachers for managing the classroom setting.

**Section 5: Projected Enrollments/Resources**

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

**5.2 How many sections of this course per academic year will be offered?** 8-10

**5.3 How many students per academic year are expected to enroll?**  
300

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections:** The projection is based on current enrollment for similar EDU courses. Fall 2018 had 159 students and Spring 2018 had 190 students (total of 349 students) enrolled in the Introduction to Education (EDU 250), which is required for all education majors. Ten sections were taught for each year.

**5.5 Proposed method of staffing:** Current staffing is sufficient. Should the teacher education program grow beyond the current capacity, the school will manage resources to meet these demands.

**5.6 Instructional technology resources:** Current technology resources are sufficient.

**5.7 Library resources:** Current library resources are sufficient.

**Section 6: Proposed term for implementation:** Earliest semester after approval.

**Section 7: Supplemental Documentation (Optional):** If needed, append any supplemental documentation here.

Department/Unit: February 15, 2019

College Curriculum Committee: March 12, 2019

Professional Education Council: March 13, 2019

Undergraduate Curriculum Committee: \_\_\_\_\_

University Senate: \_\_\_\_\_

**VI. Academic Policy Subcommittee Report**

**VII. Steering Committee Report**

- a. Certificate Create New Revision (pg 78-80)**
- b. New Course Proposal Revision (pg 81-88)**
- c. Program Revision (pg 89-95)**
- d. UCC Guidelines Revised – March 2019 (pg 96-107)**

**VIII. Announcements**

**IX. Adjourn**

## General Guidelines for Proposals to Create a New Certificate Program

- This form is used to create a new certificate program. A certificate has the primary purpose of providing marketable skills. Certificates may qualify students to take external licensure, vendor-based, or skill standards examinations in the field.
- Proposals to create new certificate programs are **action items** on the UCC agenda.
- Note that while internally there is a separate form to create a new certificate program, the CPE New Undergraduate Program form must be submitted if the undergraduate certificate is at least 24 hours. Thus, for a proposal to create a new certificate requiring 24 or more hours, the UCC requires both the UCC and CPE forms.
- If the proposed certificate program includes courses offered by another department/unit, the head of that department/unit should be consulted regarding staffing and other resources.
- The reference number for the new certificate program will be assigned by the University Registrar after the program receives final approval.
- **Item 1.3** should indicate any special information about the proposed certificate program (e.g., is interdisciplinary, will be administered in college dean's office, is intended for a particular population of students).
- The catalog description in **item 1.4** should be written in complete sentences, include the total number of hours required, distinguish among core, elective, and restricted elective courses, and indicate the suggested sequence of courses. Additional relevant information may be included.
- In **Item 1.5** the CIP code program designation is determined by the faculty in consultation with the Associate Vice President for Planning and Development.
- **Item 2** should describe the specific learning outcomes of the proposed certificate program. What set of skills and areas of knowledge will a student who completes this proposed certificate program have? Outcomes should be phrased using action words for student learning outcomes.
- **Item 3.1** should discuss the reasons for developing the proposed certificate program, including the issue of value added. What is the proposed certificate program intended to do? How might the proposed certificate program provide service to students in other programs, if known? What societal trends or changes in the academic discipline suggest a need for this certificate program? How will completion of the proposed certificate program affect a student's education and potential employment? Has the proposed certificate program been developed in response to student demand? Employer or alumni demand?
- **Item 3.2** should discuss the relationship of the proposed certificate program to other programs offered by the departments involved. How will the proposed certificate program be related to other programs offered in those departments? Note that it is not sufficient to state that there is not another certificate program like the proposed certificate program; instead, the relationship of the proposed certificate program to other programs in the departments should be described. What similarities are there, and how would the proposed certificate program, if approved, be

different from existing programs in the departments?

- **Item 3.3** should discuss the relationship of the proposed certificate program to programs offered in other departments or colleges. Steps taken to insure that there is no significant overlap with other departments should be described. What similarities are there, and how would the proposed

certificate program, if approved, provide knowledge and skills not available in programs offered in other departments?

- **Item 3.4** should state the basis for the projected enrollment in the proposed certificate program as well as the projection itself. Is the proposed certificate program expected to draw students from outside the department/unit?
- **Item 3.5** should describe similar certificate programs offered at other in-state schools and benchmark schools. If the proposed certificate program appears to be unique, why does WKU need it when other institutions do not offer it? For example, is it on the "cutting edge" in the discipline? Will it give WKU an advantage in recruiting students or in preparing students for employment or advanced study?
- **Item 3.6** should explain how the proposed certificate program is consistent with the objectives of the university as reflected in the [mission and vision statements](#) and/or various strategic planning documents.
- **Item 4** should describe the curriculum, including course titles, credit hours for each course, and new courses.
- **Item 5** should discuss staffing and any other budgetary implications of the proposed certificate program. For example, will the proposed certificate program lead to increased enrollment in any of the courses that may be used to satisfy the requirements for the proposed certificate program? If so, how will the increased enrollment be handled? Will any new faculty positions be requested?

Proposal Date:

**College Name Here**  
**Department Name**  
**Proposal to Create a New Certificate Program**  
**(Action Item)**

Contact Person: Name, email, phone

**1. Identification of program:**

- 1.11 Program title:
- 1.12 Required hours in program:
- 1.13 Special information:
- 1.14 Catalog description:
- 1.15 Classification of Instructional Program Code (CIP):

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

**3. Rationale:**

- 3.1 Reason for developing the proposed certificate program:
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department:
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:
- 3.4 Projected enrollment in the proposed certificate program:
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
- 3.6 Relationship of the proposed certificate program to the university mission and objectives:

**4. Curriculum:**

**5. Budget implications:**

**6. Proposed term for implementation:**

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

Department/ Unit	_____
College Curriculum Committee	_____
Contact with Office of Academic Affairs	_____
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____
Board of Regents	_____



## **Proposal to Create a New Course: Instructions**

**Standardized Font: 11 point Verdana**

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

**1.1 Name/Title:**

**1.2 Email address:**

**1.3 Phone #**

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

- 2.21 Course prefix (subject area) and number:** Course number/prefix combinations may be used only once, and may not be recycled; please check with the registrar's office to get a list of available, valid course numbers.
- 2.22 Course CIP code:** This is a statistical reference number required by the Kentucky Council for Post-Secondary Education. To determine the appropriate CIP reference for this proposed course, follow this link to the [National Center for Educational Statistics website](#). For further assistance contact the Associate Vice President for Academic Planning and Program Development in the WKU Academic Affairs office.
- 2.23 Course title:** The title of the course as it will appear in the course catalog.
- 2.24 Abbreviated Course title:** The title of the course as it will appear on a student's transcript. Limited to 30 characters including spaces and punctuation.
- 2.25 Credit hours/Variable credit:** Indicate the total number of credit hours this course awards. If you're proposing a course with variable credit options, explain that here.
- 2.26 Repeatability:** If the course is not repeatable for credit, simply indicate with N/A. If the course is meant to be repeatable, insert here this exact phrase, indicating the number of times a student can enroll for degree credit beyond the first enrollment, and the total maximum hours for which a student may receive degree credit for this course: Repeatable \_\_\_ for a total of \_\_\_ credits. For example, a proposal for a three credit course that a student could take three times would include the phrase Repeatable twice for a total of 9 credits.

- 2.27 Course Term:** Indicate whether this course is intended to span more than one term.
- 2.28 Course Catalog Description:** This is the brief, concise, general course description that will be published in the university course catalog and all its iterations; please refer to WKU course catalog for appropriate style and format examples. Do not include any prerequisites, corequisites or any other restrictions here; that information will be required in item 2.9, below.
- 2.29 Prerequisite/Corequisites/Restrictions:** If none, simply indicate with N/A (Not Applicable). If prerequisite and/or corequisite courses are required:
- Taking care to distinguish between prerequisites and corequisite courses, identify them by subject area prefix and course number only; do not include course titles.
  - List only immediate prerequisites. (Do not list prerequisites for other prerequisite courses.)
  - If you wish to propose prerequisite and/or corequisite courses offered by a department/unit other than the one identified in your proposed course prefix, the head of that other department/unit must be consulted.
- 2.30 Additional Enrollment Requirements:** Additional Enrollment Requirements include such things as instructor permissions (required or optional) class standing, restrictions to certain majors and/or programs, prerequisite course grades etc. If this does not apply, simply indicate with N/A (Not Applicable).
- 2.31 Other Special Course Requirements:** Things such as required specialized equipment and/or supplies, off-campus travel and extra-classtime activities should be noted here. If this does not apply, simply indicate with N/A (Not Applicable).
- 2.32 Grade Type:** Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG)

**2.33 Schedule Type:** Choose the most appropriate descriptor from this list of options:

Applied Learning	Applied Technique	Clinical	Co-op Education
Ensemble Performance	Independent Study	Internship	Lab
Lecture	Lecture/Lab	Matriculation Maintenance	Practicum
Research	Seminar	Student Teaching	Workshop

### Section 3: Description of proposed course

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

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

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

### Section 4: Rationale

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

### ***SPECIAL NOTE REGARDING NEW COLONNADE PROGRAM COURSES***

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

#### **4.2 Relationship to similar courses offered by other university**

**departments/units:** Do any other courses already being offered by other university departments/units share content with this proposed course? Are any of the proposed pre/co-requisites for this course offered by another university department/unit? If so, those departments/units must be consulted; list those consultation dates and personnel here. Failure to complete these consultations in a timely way could result in this proposal being tabled until they are completed, so if there is any uncertainty about whether or not a proposed revision could be seen as involving or impacting another department/unit, the efficient, collegial thing to do is to contact the head of that departments/unit to initiate these consultations prior to submitting this proposal to any curriculum committee as an agenda item.

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

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

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

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

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

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

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

**5.19 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? If so, a [Library Resources Form](#) must be submitted to the appropriate collection development librarian at least three working days prior to the college curriculum committee meeting at which this proposal will be considered.

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

**Section 7: Supplemental Documentation (Optional):** If needed, append any supplemental documentation here.

**(Action Item)**

**Proposal to Create a New Course:**

**Xxxx College**

**Department/Unit:**

**Section 1: Proponent Contact Information**

**1.1 Name/Title:**

**1.2 Email address:**

**1.3 Phone #**

**Section 2: Course Catalog Information**

**2.27 Course prefix (subject area) and number:**

**2.28 Course CIP code:**

**2.29 Course title:**

**2.30 Abbreviated Course title:**

**2.31 Credit hours/Variable credit:**

**2.32 Repeatability:**

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

YES NO

**2.34 Course Catalog Description:**

**2.35 Prerequisite/Corequisites/Restrictions:**

**2.36 Additional Enrollment Requirements:**

**2.37 Other Special Course Requirements:**

**2.38 Grade Type:**

**2.39 Schedule Type:**

**Section 3: Description of proposed course**

**3.7 Course Content Summary:**

**3.8 Learning Outcomes:**

**3.9 Assessment/Evaluation:**

**Section 4: Rationale**

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

**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
- 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:

**Section 5: Projected Enrollments/Resources**

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

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

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

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

**5.11 Proposed method of staffing:**

**5.12 Instructional technology resources:**

**5.13 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:**

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

**Section 8: Dates of prior committee approvals:**

Proposing department/unit:

XXXX College Curriculum Committee:

Professional Education Council (if applicable):

Colonnade Committee (if applicable):

Undergraduate Curriculum Committee:

University Senate:



## **Proposal to Revise a Program: Instructions**

- This form should be used for any revisions to existing majors, minors, associate degree programs and certificate programs. Changes to program titles will be considered **Consent Items** on the UCC agenda; all other program revision will be considered **Action Items**. (Suspending or deleting programs requires a separate form, available on the WKU Undergraduate University Curriculum Committee web site.)
- Departments considering **significant program revisions** such as merging separate programs into a single program, splitting a single program into multiple programs, or any other revisions that could be seen as impacting the overall mission and content of an existing program(s) to the extent that a new CIP Code might be needed to accurately reflect the resulting program, should contact the Associate Vice President for Planning and Program Development for guidance **prior to submitting such proposals to their college curriculum committee.**

**Proposal to Revise a program:** (Insert existing program title here.)

**(Insert host college name here) College**

**Department/Unit:** (Insert proposing department here.)

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

1.1 Name/Title:

1.2 Email address:

1.3 Phone #

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

**2.34 Classification of Instructional Program (CIP) reference number:** This is the reference number attached to all instructional programs for statistical purposes. It can be found in the WKU catalog description of the program.

**2.35 Current Program title:**

**2.36 Current total number of credits required in the program:**

**Section 3: Proposed program revisions and rationales** Continuing this form's numbered outline format, succinctly describe each proposed change to the program, followed by a brief, clear rationale for each proposed change. For example:

**3.8 First proposed revision:** Followed immediately here by the rationale for this proposed change. Rationales should clearly and succinctly explain why this change is being proposed, how it is desirable and/or necessary, how it relates to departmental/college/university wide goals and standards, and in particular, how it will result in benefit to students. If this rationale relies on enrollment numbers or other similar kinds of objective data, cite those data here, and explain how they were arrived at.

**3.9 Second proposed revision:** Followed here by the rationale for that change.

**3.10 (and so on...)**

**Section 4: Consultations:** If any of the proposed revisions in section 3 above could be seen as involving, or in any way impacting another department/unit, that department/unit must be consulted. List all such consultative revisions here, and indicate whether the required consultation has occurred. Failure to complete these consultations in a timely way could result in this proposal being tabled until they are completed, so if there is any uncertainty about whether or not a proposed revision could be seen as involving or impacting another department/unit, the efficient, collegial

thing to do is to contact the head of that departments/unit to initiate these consultations prior to submitting this proposal to any curriculum committee as an agenda item.

**Section 5: Proposed term for implementation:** Program revisions will only be implemented in Fall terms. Unless otherwise indicated, all program revisions will be implemented in the nearest Fall term subsequent to their approval by the Provost's office.

**Section 6: Approval Flow Dates:** The committee approvals needed for this proposal appear in hierarchical, chronologically required order, however; not all program revision proposals require all of these committee approvals. Committee approvals needed by all program revision proposals appear in boldface type on this form. Questions about other committee approvals should be directed to those committees. If this proposal does not require approval from one of the committees listed here, simply delete that approval date line.

**Section 7: Required Appendices: Current & proposed program descriptions:** The intent here is to provide clear visual comparison between the current program description and the program description as it would appear if revised as proposed. Toward that end, please paginate this section to facilitate easy, side-by-side comparison between pages.

**7.1** On a separate page of its own, clearly list all of the requirements of the program as it currently exists, indicating any items being changed or deleted with **bold font, striking through and highlighting**.

**7.2** On another separate page of its own, using the exact same layout used in 7.1 above, clearly list all of the requirements of the proposed program, indicating all new or revised items with **bold font and highlighting**.

(An example of one possible section 7 layout appears on the following two pages.)

(EXAMPLE)

7.1: Current BA in Dance

Required courses	Credits	Notes
PERF 175: University Exp. in Perf Arts	2	
PERF 120: Rehearsal and Production I	1	
PERF 220: Production Lab I	1	
<b>One of these two technical production courses</b>	<b>3</b>	
THEA 250: Stage Electrics		
THEA 241: Costume Technology		
DANC 350: Dance History		
DANC <b>200</b> : Dance Pedagogy	3	
DANC 235: Dance Improvisation	<b>3</b>	
DANC 310: Choreography I	3	
DANC 420: Choreography II	3	
Ballet Technique Courses (2 credits each)	8	Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.
Modern Technique Courses (2 credits each)	4	Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.
Jazz Technique Courses (2 credits each)	4	Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.
Upper division Restricted Electives in dance or related areas.	3	
<b>Total required credits</b>	<b>38</b>	

(EXAMPLE)

7.2: Proposed BA in Dance

Required courses	Credits	Notes
PERF 175: University Exp. in Perf Arts	2	
PERF 120: Rehearsal and Production I	1	
PERF 220: Production Lab I	1	
<b>One of these two technical production courses</b>	<b>3</b>	
THEA 250: Stage Electrics		
THEA 241: Costume Technology		
DANC 350: Dance History		
DANC <b>301</b> : Dance Pedagogy	3	
DANC 235: Dance Improvisation	<b>2</b>	
DANC 310: Choreography I	3	
DANC 420: Choreography II	3	
Ballet Technique Courses (2 credits each)	8	Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.
Modern Technique Courses (2 credits each)	4	Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.
Jazz Technique Courses (2 credits each)	4	Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.
<b>Tap Technique Courses</b>	<b>2</b>	<b>Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.</b>
Upper division Restricted Electives in dance or related areas.	3	
<b>Total required credits</b>	<b>39</b>	

**Proposal to Revise a program:**  
**Xxxx College**  
**Department/Unit:**

**Section 1: Proponent Contact Information**

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

**Section 2: Program Information**

- 2.4 Current Program reference number:
- 2.5 Current Program title:
- 2.6 Current total number of credits required in the program:

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

- 3.3 Revision and Rationale
- 3.4 Revision and Rationale.

(And so on...)

**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:**

**Section 6: Approval Flow Dates:**

**Proposing department/unit:**  
**Xxxx College Curriculum Committee:**  
Professional Education Council:  
**Undergraduate Curriculum Committee:**  
**University Senate:**

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

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

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



## **GUIDELINES OF THE UNDERGRADUATE CURRICULUM COMMITTEE**

Format Effective February 21, 2002

Revised December 12, 2002; March 20, 2003; April 24, 2003; March, 2005

Revised March 26, 2019



## TABLE OF CONTENTS

Section	Page
1. Introduction	2
2. Navigating the Undergraduate Curriculum Committee	2
3. General Guidelines for Meetings and Proposals	3
4. Taking A Proposal Through	4
5. Proposal Formats	5
6. Proposal Routing	6
7. Instructions for Deans' Offices	9
8. Deadlines	10

## 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 (\*\*clarifying language\*\*). Composed of regular and advisory members representing the faculty, administration, and student body, the Undergraduate Curriculum Committee 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 is its overriding concern.

## 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.

## GENERAL GUIDELINES FOR MEETINGS AND PROPOSALS

- I. The Undergraduate Curriculum Committee is governed by its Bylaws as approved by this Committee and the University Senate.
- II. 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 webpage, itself available from the University Senate website (at <http://www.wku.edu/Dept/Org/FS/>). In general meetings will occur on the fourth Thursday of each month during the regular school year.  
  
The UCC calendar shall be established after the Senate Executive Committee determines the Senate calendar for the upcoming academic year. Meetings of the UCC shall occur at a place and time agreed upon by the Committee at its initial meeting and will be published on the UCC website.
- III. It is the responsibility of the department/program with an item on the *action agenda* of the Undergraduate Curriculum Committee to insure that a knowledgeable representative—in general the proponent or the head of the department housing that program—is present at the UCC meeting when the agenda item is being considered.
- IV. 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.
- V. The proposal submission schedule for the UCC will be published on the UCC website.
- VI. Appeals  
Any action item that the Undergraduate Curriculum Committee rejects shall be returned to the College Curriculum Committee or other unit, accompanied by a rationale for the rejection. The unit shall have the opportunity to revise its proposal and resubmit it to the same committee. If the proposal is rejected 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.
- VII. The Undergraduate Curriculum Committee does not permit distribution of significantly revised proposals during the course of a meeting. If a proponent must make substantive revisions to a proposal that is scheduled for consideration at a Undergraduate Curriculum Committee meeting, the proponent is advised to withdraw the proposal and resubmit it 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.
- VIII. It is not the role or responsibility of the Undergraduate Curriculum Committee to edit proposals for grammar and formatting rather than content during UCC meetings. The members and chairs of the college curriculum committees shall be responsible for

ensuring that proposals are free from grammatical errors and follow the formats and guidelines established by the UCC. If further editing should be required, the chair of the UCC shall have authority to edit proposals and at the same time gather from UCC members grammatical and formatting corrections prior to the meeting and then advise proponents on how to fix their proposals. Proposals that require substantial editing may be returned to the proponent at the discretion of the UCC chair.

## **TAKING A PROPOSAL THROUGH**

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. If the department does not have an appropriate special topics number, the course may also be offered as a "one-time-only" 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:

- INFORMATION ITEMS (no vote required)
  - Proposals to offer courses on a one-time only basis
  - Change a Course Prefix (subject area)
- 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
  - change program (major, minor, certificate) titles
  - 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 "one-time-only" courses
- revise programs
- create new certificate programs
- create new minors
- create new degree programs
- create academic policies and regulations
- revise academic policies and regulations

After determining the type of proposal go to the appendix of this tome, or to the website, and find the appropriate proposal format.

Each proposal format contains specific information regarding that type of proposal that proponents must utilize in order to have your proposal approved by the University. That is, the proposals formats found in the appendix and online are the **required** formats for getting a proposal through the Senate and on to final approval. Use of the wrong form will probably result in the whole thing being returned 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 Dean's Office at all times.

## **PROPOSAL FORMATS**

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 (with the exception of "Multiple Revisions to a Course") 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." Additional outline levels or items should not be added to a proposal.

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 catalog course listing, complete sentences should be used in addressing the items in the proposal.

All course proposals must be accompanied by one copy of the completed Course Inventory

Form. All program proposals must be accompanied by one copy of the completed Program Inventory Form and include the following types of proposals.

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 Inventory Form
- II. New Courses
  - A. "Proposal to Create a New Course"
  - B. Course Inventory Form
  - C. Library Resources Form
  - D. An attached bibliography
- III. Programs Revisions
  - A. The appropriate program revision form
  - B. Program Inventory Form
- IV. New Programs
  - A. The appropriate New Program Form
  - B. Program Inventory Form
- V. Academic Policies
  - A. Academic policies form

You can find each of the different types of proposal forms and the library resources form in the appendix of this document or on the UCC website.

### **PROPOSAL ROUTING**

Curricular and policy proposals may originate from a number of university units, including departmental programs, departments, colleges, interdisciplinary programs, the Office of the Registrar, and the Office of the Vice President for Academic Affairs.

As a rule, curricular proposals from programs/departments shall be routed through committees as specified in the Undergraduate Curriculum Committee Guidelines. An undergraduate or graduate college curriculum committee must review interdisciplinary curricular proposals. 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.

Non-curricular proposals may be referred by the Chair to the Academic Policy Subcommittee of the Undergraduate Curriculum Committee.

Depending on the type of proposal, then, here are the routing guidelines for proposals, which takes into account not just the UCC but also the General Education Committee—which considers courses that have Gen Ed components—and the Professional Education Council—which considers courses related to Teacher Education Certification

## **I. Existing Courses**

### **A. General Guidelines**

1. Existing courses begin with the proponent, move through the department, after which the department head forwards the proposal to the appropriate college curriculum committee.
2. From there the Dean's Office of the college 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.

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

1. Existing courses with a Professional Education component begin with the proponent, move through the department, after which the department head forwards the proposal to the appropriate college curriculum committee.
2. From there the Dean's Office of the college sends the proposal to the PEC.
3. Upon approval by the PEC, the proposals are returned to the Deans' offices of the respective colleges.
4. From there the Dean's Office of the college 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.

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

1. Existing courses begin with the proponent, move through the department, after which the department head forwards the proposal to the appropriate college curriculum committee.
2. From there the Dean's Office of the college collects the various proposals, prepares an agenda, and submits that agenda to the UCC and Gen Ed Committee. The Dean's Office then also submits one copy of the course inventory forms to the Office of Academic Affairs.
3. Courses of this type may be submitted to the UCC and the Gen Ed committee at the same time.

## **II. New Courses**

### **A. General Guidelines**

1. In general new courses move through the process in much the same way as existing courses.
2. New courses begin with the proponent, move through the department, after which the department head forwards the proposal to the appropriate college curriculum committee.
3. From there the Dean's Office of the college 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, move through the department, after which the department head forwards the proposal to the appropriate college curriculum committee.
2. From there the Dean's Office of the college sends the proposal to the PEC.
3. Upon approval by the PEC, the proposals are returned to the Deans' Offices of the respective colleges.
4. From there the Dean's Office of the college 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.

## C. Proposals with a Gen Ed Component

1. Existing courses begin with the proponent, move through the department, after which the department head forwards the proposal to the appropriate college curriculum committee.
2. From there the Dean's Office of the college collects the various proposals, prepares an agenda, and submits that agenda to the UCC.
3. The Dean's Office then submits one copy of the course inventory forms, the library resources forms, and the bibliographies to the Office of Academic Affairs.
4. After passage by the UCC the proposals are then sent to the Gen Ed committee. So, new courses must be approved by the UCC **before** they go to the Gen Ed committee.

Any proposal rejected by the Undergraduate Curriculum Committee goes back to the college curriculum committee or other unit.

In 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 Profession State Board.

For any approved proposal that is changed in any way at a Undergraduate Curriculum Committee meeting, three printed copies of the corrected proposal must be submitted by the sponsoring unit to the Office of the Vice President for Academic Affairs within one week following the meeting.

### **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 Vice President for Academic Affairs for final consideration.



## INSTRUCTIONS FOR PREPARATION OF AGENDAS BY THE DEANS' OFFICES

Deans' Offices staff have one of the harder jobs in that they have to coordinate the ebb and flow of the various proposals as they move from college curriculum committees to PEC, Gen Ed, UCC, Senate, and Academic Affairs. In general Deans' Offices should refer to the routing information detailed above in figuring out what to send where and when. There are a few things to remember, though.

Proposals will come from the College Curriculum Committees containing a proposal form, an Inventory Form of one kind or another, and then possibly a library resources form and a bibliography, depending on the type of proposal. The Course and Program Inventory Forms, library form and bibliography for each proposal can be stapled together packed with all the other forms, and sent to Academic Affairs. Deans' Offices should also get electronic copies of each of the proposals. Only proposal forms go to the UCC.

Those proposal forms 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 department. So, for instance, place in sequence all the Course Revisions, then the New Courses, Program Revisions, New Programs, etc. 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 cover sheet should be in the following format, taken from a recent example:

<p><b>College of Education and Behavioral Sciences (CEBS)</b>  <b>Office of the Dean</b>  <b>54662</b></p> <p><i>REPORT TO THE UNDERGRADUATE CURRICULUM COMMITTEE</i></p> <p>Date: November 8, 2004  The following items are being forwarded for consideration at the November 23, 2004 meeting:</p>	
Type of Action	Description of Item and Contact Information
Consent	Action: Revise Catalog Course Listing Item: PSY 290 Contact person: Steven Haggbloom Email: steven.haggbloom@wku.edu Phone: 54427
Consent	Action: Revise Course Title Item: PSY 321 Contact person: Steven Haggbloom Email: steven.haggbloom@wku.edu Phone: 54427
Action	Action: Revise Programs Item: Major in Psychology, Extended Major in Psychology, Minor in Psychology Contact person: Steven Haggbloom

	Email: steven.haggbloom@wku.edu Phone: 54427	
Action	Action: Create a New Course Item: PSY 435 Contact person: Pitt Derryberry Email: pitt.derryberry@wku.edu Phone: 55250	

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 of the UCC.

### **DEADLINES**

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 copies and provision of electronic files for on-line submission. Proponents should also consult with the Professional Education Council, the 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 will be forwarded to Deans' offices by UCC chair in spring of previous year, and will be available on the UCC website year-round.

**CAVEAT:** Only those curricular and non-curricular changes approved by the University Senate will be printed in university schedule bulletins and catalogs. Therefore, advanced planning is required to insure that curricular and non-curricular proposals are approved by all committees prior to the printing of course schedule bulletins and university catalogs. The UCC calendar will note deadlines for catalog and schedule bulletin submissions, so be aware of those times in order to get proposals through and approved by the Senate in time for them to appear in a particular publication.