

**UNIVERSITY CURRICULUM COMMITTEE
WESTERN KENTUCKY UNIVERSITY**

REPORT TO THE SENATE:

DATE: December 4, 2006
FROM: Julie Shadoan, Chair

The University Curriculum Committee submits the following items from the November 21, 2006, meeting for approval by the University Senate:

NOTE: Proposals marked with an “*” were action items by the UCC and are consent items for the Senate. All other items are information items only.

A. Potter College of Arts and Letters:

1. One-Time Course:

ART 406, Art, Gender and Diversity
2. Revise Course Prerequisites:

FREN 389: Internship in French
GERM 389: Internship in German
SPAN 389: Internship in Spanish

B. College of Health and Human Services:

1. Revise Course Title:

CFS 380: Communications Techniques in Family and Consumer Sciences
2. Revise Course Prerequisites/Corequisites:

CFS 294: Assessment of Young Children
CFS 295: Curriculum Development for Infants and Toddlers
CFS 296: Curriculum Development Preschool and Kindergarten
3. Suspend Program:

#350, Minor in Dental Hygiene
4. Revise Course Credit Hours:

CFS 362: Medical Nutrition Therapy I*
CFS 462: Medical Nutrition Therapy II*
5. Multiple Revisions to a Course:

CFS 291: Administration of Early Childhood Programs*

CFS 481: Advanced Methods in Home Economics Ed*

6. Create New Course:

CFS 180: Foundations in Family and Consumer Sciences*

CFS 198: Guidance and Problem-Solving Approaches for
Young Children*

CFS 292: Diversity in Early Childhood Programs*

CFS 297: Family, Community, and Early Childhood Program
Partnerships*

CFS 365: Community Nutrition*

CFS 391: Risk and Resilience*

CFS 393: Role of Play in Child Development*

CFS 395: Child and Family Stress*

CFS 399: Implications of Research in Family and Child
Studies*

CFS 459: Senior Seminar in Hospitality Management
& Dietetics*

CFS 497: Service Provision in Human Services*

CFS 499: Critical Issues in Family and Child Studies*

7. Revise Program:

#248/249: AA, Interdisciplinary Early Childhood Ed*

#563: Family and Consumer Sciences*

#707: Hospitality, Management & Dietetics*

8. Create New Minor Program:

#___: Nutrition*

C. Gordon Ford College of Business:

1. Revise Course Number:

CIS 343: Principles of MIS

2. Revise Course Prerequisites

FIN 330: Principles of Financial Management

3. Revise Course Title:

MGT 305: Critical Thinking in Management

4. Revise Program Title:

#723, General Management

D. Bowling Green Community College:

1. Delete Course:
HCIS 190: Directed Practice
2. Delete Program:
#210: Automated Industrial Systems Technology
3. Revise Program:
#273: AS, Nursing*

E. Ogden College of Science and Engineering:

1. Revise Course Prerequisites/Corequisites:
AMS 175: University Experience – AMS
2. Revise Course Catalog Listing:
AMS 398: Internship I
AMS 399: Internship II
3. Revise Option Title:
#571: Industrial Sciences (Manufacturing Management)
4. Create New Course:
AMS 328: Robotics and Machine Vision*
AMS 396: Introduction to Supply Chain*
AMS 140: Introduction to Occupational Safety*
5. Multiple Revisions to Course:
AMS 370: Computer Numerical Control and Robotics*
6. Revise Program:
#571: Industrial Sciences*
#517: Technology Management*

Potter College of Arts & Letters
Western Kentucky University
745-2345

REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE

Date: November 21, 2006

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

Type of Item	Description of Item & Contact Information
Information	One-Time Only Course Offering ART 406 Art, Gender, and Diversity Contact: Kim Chalmers Kim.Chalmers@wku.edu x 59344
Consent	Revise Prerequisites FREN 389 Internship in French Contact: Carol Wilkerson Carol.Wilkerson@wku.edu x 52401
Consent	Revise Prerequisites GERM 389 Internship in German Contact: Carol Wilkerson Carol.Wilkerson@wku.edu x 52401
Consent	Revise Prerequisites SPAN 389 Internship in Spanish Contact: Carol Wilkerson Carol.Wilkerson@wku.edu x 52401

Proposal Date: October 9, 2006

**Potter College of Arts and Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Carol Wilkerson, carol.Wilkerson@wku.edu 745-2401

1. Identification of course:

- 1.1 Course prefix (subject area) and number: FREN 389
- 1.2 Course title: Internship in French
- 1.3 Credit hours: 1-3

2. Current prerequisites/corequisites/special requirements:

One 300-level French course or the equivalent, and permission of instructor.

3. Proposed prerequisites/corequisites/special requirements:

One 300-level French course or the equivalent, and prior permission of the department French faculty.

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

Currently, students make arrangements for an internship and then seek a faculty supervisor. Proposals occasionally must be turned down because they do not further language skills or because students do not have appropriate language proficiency.

A simple solution is to require that student's proficiency in the language and culture be assessed by the (collective) language faculty members before allowing students to make arrangements for an off-campus internship.

5. Effect on completion of major/minor sequence:

None

6. Proposed term for implementation : Spring semester 2007

7. Dates of prior committee approvals:

Modern Languages Department:	<u>October 3, 2006</u>
Potter College Curriculum Committee	<u>November 2, 2006</u>
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 9, 2006

**Potter College of Arts and Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Carol Wilkerson, carol.Wilkerson@wku.edu 745-2401

1. Identification of course:

- 1.1 Course prefix (subject area) and number: GERM 389
- 1.2 Course title: Internship in German
- 1.3 Credit hours: 1-3

2. Current prerequisites/corequisites/special requirements:

One 300-level German course or the equivalent, and permission of instructor.

3. Proposed prerequisites/corequisites/special requirements:

One 300-level German course or the equivalent, and prior permission of the department German faculty.

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

Currently, students make arrangements for an internship and then seek a faculty supervisor. Proposals occasionally must be turned down because they do not further language skills or because students do not have appropriate language proficiency.

A simple solution is to require that student's proficiency in the language and culture be assessed by the (collective) language faculty members before allowing students to make arrangements for an off-campus internship.

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

6. Proposed term for implementation : Spring semester 2007

7. Dates of prior committee approvals:

Modern Languages Department: October 3, 2006

Potter College Curriculum Committee November 2, 2006

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: October 9, 2006

**Potter College of Arts and Letters
Department of Modern Languages
Proposal to Revise Course Prerequisites/Corequisites**

(Consent Item)

Contact Person: Carol Wilkerson, carol.Wilkerson@wku.edu 745-2401

1. Identification of course:

- 1.4 Course prefix (subject area) and number: SPAN 389
- 1.5 Course title: Internship in Spanish
- 1.6 Credit hours: 1-3

2. Current prerequisites/corequisites/special requirements:

One 300-level Spanish course or the equivalent, and permission of instructor.

3. Proposed prerequisites/corequisites/special requirements:

One 300-level Spanish course or the equivalent, and prior permission of the department Spanish faculty.

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

Currently, students make arrangements for an internship and then seek a faculty supervisor. Proposals occasionally must be turned down because they do not further language skills or because students do not have appropriate language proficiency.

A simple solution is to require that student's proficiency in the language and culture be assessed by the (collective) language faculty members before allowing students to make arrangements for an off-campus internship.

5. Effect on completion of major/minor sequence:

None

6. Proposed term for implementation : Spring semester 2007

7. Dates of prior committee approvals:

Modern Languages Department: October 3, 2006

Potter College Curriculum Committee November 2, 2006

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

College of Health and Human Services (CHHS)

**Office of the Dean
58912**

REPORT TO THE UNDERGRADUATE CURRICULUM COMMITTEE

Date: November 8, 2006

The following items are being forwarded for consideration at the November 21, 2006:

<i>Type of Item</i>	Description of Item and Contact Information
Consent Item	Proposal to Revise Course Title CFS 380: Communications Techniques in Family and Consumer Sciences Contact: Doris Sikora doris.sikora@wku.edu 5-3993
Consent Item	Proposal to Revise Course Prerequisites/Corequisites CFS 294: Assessment of Young Children Contact Janet Fugate janet.fugate@wku.edu 5-4613
Consent Item	Proposal to Revise Course Prerequisites/Corequisites CFS 295: Curriculum Development for Infants and Toddlers Contact Janet Fugate janet.fugate@wku.edu 5-4613
Consent Item	Proposal to Revise Course Prerequisites/Corequisites CFS 296: Curriculum Development Preschool and Kindergarten Contact Janet Fugate janet.fugate@wku.edu 5-4613
Consent Item	Proposal to Suspend a Program 350: Minor in Dental Hygiene Contact: Lynn Austin lynn.austin@wku.edu 5-3827
Action Item	Proposal to Revise Course Credit Hours CFS 362: Medical Nutrition Therapy I Contact: Karen Mason karen.mason@wku.edu 5-3462
Action Item	Proposal to Revise Course Credit Hours CFS 462: Medical Nutrition Therapy II Contact: Danita Kelley danita.kelley@wku.edu 5-6356
Action Item	Proposal to Make Multiple Revisions to a Course CFS 291: Administration of Early Childhood Programs Contact: Janet Fugate janet.fugate@wku.edu 5-4613
Action Item	Proposal to Make Multiple Revisions to a Course CFS 481: Advanced Methods in Home Economics Education Contact: Doris Sikora doris.sikora@wku.edu 5-3993
Action Item	Proposal to Create a New Course CFS 180: Foundations in Family and Consumer Sciences Contact: Rachel Neal rachel.neal@wku.edu 5-5225
Action Item	Proposal to Create a New Course CFS 198: Guidance and Problem-Solving Approaches for Young Children Contact: Janet Fugate janet.fugate@wku.edu 5-4613
Action Item	Proposal to Create a New Course CFS 292: Diversity in Early Childhood Programs

	Contact: Darbi Haynes-Lawrence and Janet Fugate darbi.haynes-lawrence@wku.edu and janet.fugate@wku.edu 5-2525 and 5-4613
Action Item	Proposal to Create a New Course CFS 297: Family, Community, and Early Childhood Program Partnerships Contact: Connie Jo Smith connie.smith@wku.edu 5-2214
Action Item	Proposal to Create a New Course CFS 365: Community Nutrition Contact: Julie Lee julie.lee@wku.edu 5-6943
Action Item	Proposal to Create a New Course CFS 391: Risk and Resilience Contact: Janet Fugate janet.fugate@wku.edu 5-4613
Action Item	Proposal to Create a New Course CFS 393: Role of Play in Child Development Contact: Darbi Haynes-Lawrence and Janet Fugate darbi.haynes-lawrence@wku.edu and janet.fugate@wku.edu 5-2525 and 5-4613
Action Item	Proposal to Create a New Course CFS 395: Child and Family Stress Contact: Darbi Haynes-Lawrence darbi.haynes-lawrence@wku.edu 5-2525
Action Item	Proposal to Create a New Course CFS 399: Implications of Research in Family and Child Studies Contact: Rachel Neal rachel.neal@wku.edu 5-5225
Action Item	Proposal to Create a New Course CFS 459: Senior Seminar in Hospitality Management & Dietetics Contact: Rich Patterson rich.patterson@wku.edu 5-4031
Action Item	Proposal to Create a New Course CFS 497: Service Provision in Human Services Contact: Darbi Haynes-Lawrence darbi.haynes-lawrence@wku.edu 5-2525
Action Item	Proposal to Create a New Course CFS 499: Critical Issues in Family and Child Studies Contact: Rachel Neal rachel.neal@wku.edu 5-5225
Action Item	Proposal to Revise a Program 248: Associate of Arts in Interdisciplinary Early Childhood Education (IECE) Contact: Janet Fugate janet.fugate@wku.edu 5-4613
Action Item	Proposal to Revise a Program 563: Family and Consumer Sciences Contact: Doris Sikora doris.sikora@wku.edu 5-3993
Action Item	Proposal to Revise a Program

	707: Hospitality, Management & Dietetics Contact: Danita Kelley danita.kelley@wku.edu 5-6356
Action Item	Proposal to Create a New Minor Program Nutrition Contact: Karen Mason karen.mason@wku.edu 5-3462

Proposal Date: 8/28/06

College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Revise Course Title
(Consent Item)

Contact Person: Doris Sikora e-mail: doris.sikora@wku.edu Phone: 5-3993

1. *Identification of course:*
 - 1.1 Course prefix (subject area) and number: CFS 380
 - 1.2 Current Course Title: Communications Techniques in Family and Consumer Sciences
 - 1.3 Credit hours: 3
2. *Proposed course title:*
Professional Presentation Techniques in Family and Consumer Sciences
3. *Proposed abbreviated course title:*
Prof Pres Techniques in FCS
4. *Rationale for the revision of course credit hours:*
The proposed title better represents the content of the course.

5. *Proposed term for implementation: **Fall 2007***

6. *Dates of prior committee approvals:*

CFS Department/Division	<u>9/21/06</u>
CHHS Curriculum Committee	<u>10/3/06</u>
Professional Education Council	<u>10/11/06</u>
University Curriculum Committee	<u> </u>
University Senate	<u> </u>

Attachment: [Course Inventory Form](#)

Proposal Date: 8/28/2006

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

Contact person: Janet Fugate email: janet.fugate@wku.edu Phone 5-4613

1. Identification of course

- 1.1 Course prefix (subject area) and number: CFS 294
- 1.2 Course title: Assessment of Young Children
- 1.3 Credit hours: 3 credit hours

2. Current prerequisites/corequisites/special requirements:

Prerequisites: CFS 191; CFS 192
Special Requirements: major in IECE or instructor permission.

3. Proposed prerequisite/corequisite/special requirements:

Prerequisites: CFS 191 and CFS 192; or permission of instructor

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

CFS 294 is a required course for students in the Child Studies concentration of the Family and Consumer Sciences major. When the 2005-2007 Undergraduate catalog was printed, the Child Studies concentration was in the process of approval.

5. Effect on completion of major/minor sequence:

This change will not impact the completion of the major/minor sequence.

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Department of Consumer and Family Sciences	9/21/2006
CHHS Curriculum Committee	10/03/2006
Professional Education Council	11/08/2006
University Curriculum Committee	_____
University Senate	_____

Attachments: Course Inventory Form

Proposal Date: 8/23/2006

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Revise Course Prerequisites/Corequisites
(Consent Form)**

Contact person: Janet Fugate

email: janet.fugate@wku.edu

Phone: 5-4613

1. Identification of course

- .1 Course prefix (subject area) and number: CFS 295
- .2 Course title: Curriculum Development for Infants and Toddlers
- .3 Credit hours: 3 credit hours

2. Current prerequisites/corequisites/special requirements:

Prerequisites: CFS 294

Corequisites: CFS 296

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: CFS 294

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

Students may take both CFS 295 and CFS 296 at the same time. However, the courses are designed in such a way that they also can be taken individually.

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

Students who elect to take only one of the courses a semester may find that they will need an additional semester to complete the Associate of Arts degree.

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Department of Consumer and Family Sciences 9/21/2006

CHHS Curriculum Committee 10/03/2006

Professional Education Council 11/08/2006

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 8/23/2006

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Revise Course Prerequisites/Corequisites
(Consent Form)**

Contact person; Janet Fugate email: janet.fugate@wku.edu Phone: 5-4613

1. Identification of course

- 1.1 Course prefix (subject area) and number: CFS 296
- 1.2 Course title: Curriculum Development Preschool and Kindergarten
- 1.3 Credit hours: 3 credit hours

2. Current prerequisites/corequisites/special requirements:

Prerequisites: CFS 294
Corequisites: CFS 295

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: CFS 294

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

Students may take both CFS 295 and CFS 296 at the same time. However, the courses are designed in such a way that they also can be taken individually.

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

Students who elect to take only one of the courses a semester may find that they will need an additional semester to complete the Associate of Arts degree.

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Department of Consumer and Family Sciences	9/21/2006
CHHS Curriculum Committee	10/03/2006
Professional Education Council	11/08/2006
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Lynn Austin, lynn.austin@wku.edu, 5-3827

1. **Identification of program:**
 - 1.7 Program reference number: 350
 - 1.8 Program title: Minor in Dental Hygiene
 - 1.9 Credit hours: 46
2. **Rationale for the program suspension:** There are currently 49 hours of dental hygiene courses in the curriculum. A Bachelor's degree in dental hygiene requires specific courses to be taken outside of the dental hygiene department. Taking these 49 hours in conjunction with University general education requirements and the requirements for another major will not constitute what is necessary to acquire a license to practice. A minor in dental hygiene, therefore, would not allow a student to practice dental hygiene.
3. **Effect on current students or other departments, if known:** None
4. **Proposed term for implementation:** Fall 2007
5. **Dates of prior committee approvals:**

Allied Health Department/Division:	<u>October 13, 2006</u>
CHHS Curriculum Committee	<u>October 31, 2006</u>
University Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: 10/10/06

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Karen Mason, karen.mason@wku.edu, 745-3462

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CFS 362
- 1.2 Course title: Medical Nutrition Therapy I
- 1.3 Credit hours: 3

2. Proposed course credit hours: 4

3. Rationale for the revision of course credit hours:

For accreditation of the Nutrition and Dietetics program with the Commission on Accreditation of Dietetics Education of the American Dietetic Association, specific knowledge and skills must be taught to students. The list of required competencies in CFS 362 is extensive. To have increased time for presentation of material and learning activities to enhance the learning environment, it is proposed that the number of credit hours for CFS 362 be increased from three to four. The increased contact time would permit more in depth coverage of disease states, would allow students classroom time for analysis and synthesis of information, and would give more time for application of content, such as case studies, discussions, simulations, problem-based learning, and guest speakers. The course objectives and topics will remain the same; and lecture time will be lengthened one class period per week.

4. Proposed term for implementation: Spring 2008

5. Dates of prior committee approvals:

CSF Department/Division 10/11/06

CHHS Curriculum Committee 10/31/06

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Danita Kelley, Danita.Kelley@wku.edu, 745-6356

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CFS 462
- 1.2 Course title: Medical Nutrition Therapy II
- 1.3 Credit hours: 3

2. Proposed course credit hours: 4

3. Rationale for the revision of course credit hours:

For accreditation of the Nutrition and Dietetics program with the Commission on Accreditation of Dietetics Education of the American Dietetic Association, specific knowledge and skills must be taught to students. The list of required competencies in CFS 462 is extensive. To have increased time for presentation of material and learning activities to enhance the learning environment, it is proposed that the number of credit hours for CFS 462 be increased from three to four. The increased contact time would permit more in depth coverage of disease states, would allow students classroom time for analysis and synthesis of information, and would give more time for application of content, such as case studies, discussions, simulations, problem-based learning, and guest speakers. The course objectives and topics will remain the same; and lecture time will be lengthened one class period per week.

4. Proposed term for implementation: Fall 2008

5. Dates of prior committee approvals:

Consumer & Family Sciences Department	<u>October 11, 2006</u>
CHHS Curriculum Committee	<u>October 31, 2006</u>
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Janet Fugate

email: janet.fugate@wku.edu

phone: 5-4613

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: CFS 291
 - 1.2 Course title: Administration of Early Childhood Programs
 - 1.3 Credit hours: 3 credit hours
- 2. Revise course title:**
 - 2.1 Current course title: NA
 - 2.2 Proposed course title: NA
 - 2.3 Proposed abbreviated title: NA
 - 2.4 Rationale for revision of course title: NA
- 3. Revise course number:**
 - 3.1 Current course number: CFS 291
 - 3.2 Proposed course number: CFS 299
 - 3.3 Rationale for revision of course number:

This course was initially designed as the final course for the Kentucky Child Care Director's Credential. However, Child Studies students have taken the course as an elective and found it to be a beneficial class. The faculty feels this course should become the capstone for the Interdisciplinary Early Childhood Education Associate of Arts degree and a mid-point checkpoint for baccalaureate students in the Child Studies concentration, Family and Consumer Sciences major. Since the current course number is lower than other required classes in the sequence, it would help with advising and sequencing if the course number were changed to a higher number.
- 4. Revise course prerequisites/corequisites/special requirements:**
 - 4.1 Current prerequisites/corequisites/special requirements:
(indicate which)
Prerequisites: CFS 191, CFS 192, CFS 193, CFS 294 or equivalent coursework.
Special requirements: Minimum of three years of experience with young children and families in early childhood programs.
 - 4.2 Proposed prerequisites/corequisites/special requirements:
Prerequisites: CFS 295 and CFS 296; or permission of instructor
 - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: CFS 193 has been changed to two courses, CFS 295 and CFS 296. The other prerequisites are also prerequisites for CFS 295 and CFS 296. The faculty has determined that students do not need three years of experience with programs to be successful in this course.
 - 4.4 Effect on completion of major/minor sequence: The change in special requirements will not have an effect on the completion of the sequence.
- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: NA
 - 5.2 Proposed course catalog listing: NA
 - 5.3 Rationale for revision of course catalog listing: NA
- 6. Revise course credit hours:**
 - 6.1 Current course credit hours:
 - 6.2 Proposed course credit hours:
 - 6.3 Rationale for revision of course credit hours:
- 7. Proposed term for implementation: Fall 2007**

8. Dates of prior committee approvals:

CFS Department/Division: 9/21/06

CHHS Curriculum Committee 10/3/06

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 8/28/06

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

Contact Person: Doris Sikora doris.sikora@wku.edu 745-3993

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CFS 481
- 1.2 Course title: Advanced Methods in Home Economics Education
- 1.3 Credit hours: 3
2. **Revise course title:**
 - 2.1 Current course title: Advanced Methods in Home Economics Education
 - 2.2 Proposed course title: Advanced Methods in Family and Consumer Sciences Education
 - 2.3 Proposed abbreviated title: Advanced Methods in FCS Ed
 - 2.4 Rationale for revision of course title:

Proposed terminology corresponds with the national name change in the profession.
3. **Revise course number:** NA
4. **Revise course prerequisites/corequisites/special requirements:** NA
5. **Revise course catalog listing:**
 - 5.1 Current course catalog listing:

A study of the background and trends in adult education for improving family living. Occupational training for high school youth and adults including an understanding of aid to persons with disabilities. Emphasis on working with the disadvantaged. Lecture -- field trips at student's expense.
 - 5.2 Proposed course catalog listing:

A study of the background and trends in education for improving family and consumer sciences. Career and Tech Ed training for high school youth and adults including an understanding of state and federal accountability requirements. Emphasis on working with persons with diverse backgrounds. Lecture -- field trips at student's expense.
 - 5.3 Rationale for revision of course catalog listing:

Proposed terminology corresponds with the profession.
7. **Proposed term for implementation:** Fall 2007
8. **Dates of prior committee approvals:**

CFS Department:	<u>9/21/06</u>
CHHS Curriculum Committee	<u>10/3/06</u>
Professional Education Council	<u>10/11/06</u>
University Curriculum Committee	<u> </u>
University Senate	<u> </u>

Attachment: Course Inventory Form

**Health and Human Services
Department of Consumer and Family Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Rachel A. Neal, Ph.D. e-mail: rachel.neal@wku.edu Phone: 5-5225

1. Identification of proposed course:

- 1.1 Prefix and number: CFS 180
- 1.2 Title: Foundations in Family and Consumer Sciences
- 1.3 Abbreviated title: Foundations in FCS
- 1.4 Credit hours and contact hours: 3/3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites: None
- 1.7 Catalog course listing:
Overview of interdisciplinary field of family and consumer sciences, including professional organizations and philosophy of education and service. Emphasizes the culture of the scholar.

2. Rationale:

2.1 Reason for developing the proposed course:

This course will provide incoming FCS students an introduction to the profession, specializations, the mission, vision, and goals of leading professional organizations (American Association of Family and Consumer Sciences, National Council on Family Relations, and National Association for the Education of Young Children), appropriate expectations for studying this profession, as well as possible career opportunities. This information is vital for incoming students so that they have a solid foundation within the profession before moving forward with more specialized courses.

2.2 Projected enrollment in the proposed course:

Based on current enrollment of family and consumer sciences majors, it is projected that this course will have an enrollment of at least 25-30 students per academic year. In addition, students from outside the department/unit are encouraged to enroll if they are minoring in an FCS specialization.

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

This will be a required course ideally completed during the first or second semesters of study, before upper-division required courses are taken, so as to provide a strong foundation that will facilitate students to be successful in their major.

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

Other departments on campus provide introductory courses to their fields, such as Social Work (SWRK 205), Education (EDU 250), and Communication Disorders (CD 280). The proposed course will be specific to the program of Family and Consumer Sciences, introducing students to the profession.

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

Several benchmark universities provide introductory courses to the field of family and child studies. For example, Towson University offers "Introduction to Family Studies", providing an interdisciplinary look at family studies. In addition, Missouri State University provides an "Introduction to Child and Family Development" which discusses professional opportunities and personal proficiencies. Also, Eastern Kentucky University provides "Introduction to the Family" which applies theoretical perspectives to public and private family concepts, history, and relationships among individuals, families, and communities.

3. Discussion of proposed course:

3.1 Course objectives:

Students will be able to...

- describe the mission, vision, and goals of professional organizations
- understand the progression of undergraduate students through the various components of their major
- understand various transitions facing individuals and families
- develop awareness and skills necessary for identifying appropriate community resources and organizations

- think critically and develop creative problem solving skills in the Family and Consumer Sciences profession
 - appreciate the culture of the scholar (life-long learning and inquiry)
 - understand responsibility, accountability, and appropriate ethical behavior within the profession
 - demonstrate how to advocate for the well-being of individuals and families
- 3.2 Content outline:
- Introduction to the Mission, Vision, and Goals of Professional Organizations
 - American Association of Family and Consumer Sciences (AAFCS)
 - National Council on Family Relations (NCFR)
 - National Association for the Education of Young Children (NAEYC)
 - Requirements for each concentration in FCS
 - Family and Consumer Sciences Education
 - Family Studies
 - Child Studies
 - Interdisciplinary Early Childhood Education
 - Transitions Facing Individuals and Families
 - normative vs. non-normative events
 - marital stress, divorce, remarriage, parenting stress, physical/mental illness, violence/abuse/neglect, economic stress, death/dying
 - Levels of Thinking (unreflective, challenged, beginning, practicing, advanced, and master thinker)
 - Critical Thinking Model
 - elements of reasoning
 - intellectual traits associated with critical thinking
 - universal intellectual standards
 - The Student as Scholar
 - functions of scholarship (discovery, integration, application, teaching)
 - qualities of a scholar (integrity, perseverance, courage)
 - Professional Journal Articles (purpose; sections of a journal article)
 - Understanding Applied Research
 - Problem-Solving Process
 - Cooperative Learning

3.3 Student expectations and requirements:

- In-class assignments/attendance
- Case study paper

3.4 Tentative texts and course materials:

- American Psychological Association (2005). Publication manual of the American Psychological Association, 5th Edition. Washington, D.C.
- Course packet of notes and relevant readings
- American Association of Family & Consumer Sciences, www.aafcs.org
- National Council for Family Relations, www.ncfr.org
- National Association for the Education of Young Children, www.naeyc.org

4. *Resources:*

4.1 Library resources:

The resources available at the WKU Library are adequate for the proposed course.

4.2 Computer resources:

The resources available at the WKU computer labs are adequate for the proposed course.

5. *Budget implications:*

5.1 Proposed method of staffing:

Present faculty members in the department are qualified to teach the course.

5.2 Special equipment needed:

Existing workspace and equipment in the department will be utilized for this course.

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

6. *Proposed term for implementation: **Fall 2007***

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

CFS Department/Division	<u>9/21/06</u>
CHHS College Curriculum Committee	<u>10/03/06</u>
Professional Education Council	<u>10/11/06</u>
University Curriculum Committee	<u> </u>
University Senate	<u> </u>

Attachments: Bibliography, Library Resources Form, **Course Inventory Form**

Proposal Date: 8/28/2006

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Create a New Course
(Action Item)**

1. Identification of proposed course:

- 1.1 Prefix and number: CFS 198
- 1.2 Title: Guidance and Problem-Solving Approaches for Young Children
- 1.3 Abbreviated title: Guid/Problem-Solv Appr/Yg Ch
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: (L) Lecture
- 1.6 Prerequisites: CFS 191 or permission of the instructor
- 1.7 Catalog course listing: Examines developmentally appropriate guidance and problem-solving approaches for young children based on theoretical and evidence-based practices. Child-centered approaches for addressing typical problems found in early childhood settings will be addressed. Field hours are required; students are responsible for their own transportation.

2. Rationale:

- 2.1 Reason for developing the proposed course:

Persons working with young children frequently have concerns about what is appropriate behavior for young children and how to handle that behavior. This class will provide information on what type of behavior to expect from young children and how they can guide that child in a positive direction. Positive guidance is one of the strongest measures of how well a child's social and emotional development progresses. Appropriate expectations and problem-solving approaches will be addressed in this class so that professionals working with young children can recognize what types of behavior are to be expected and how they can help children solve problems and make appropriate choices.
- 2.2 Projected enrollment in the proposed course:

15 to 20 students based on current and projected enrollment in the Interdisciplinary Early Childhood Education Associate Degree program.
- 2.3 Relationship of the proposed course to courses now offered by the department:

Courses offered in the IECE Associate Degree program serve to train persons working in child care and Head Start programs. These courses address child development, assessment, curriculum, and administering programs. However, positive guidance and problem-solving approaches are only briefly mentioned in any of these courses. Students have requested a course that gives them the skills to guide young children. To provide a well rounded program for these early childhood professionals, a course in guidance and problem-solving is needed to meet the needs of the field of early childhood.
- 2.4 Relationship of the proposed course to courses offered in other departments:

Psychology offers a course, PSY 443: Behavior Modification that may address some of the material covered in this class. Within the Department of Special Instructional Programs, Exceptional Education also offers two courses that address behavior, EXED 432: Applied Behavior Analysis and EXED 433: Models of Positive Behavior Support. All of these classes are at the 400 level which is not available to associate level students. These classes are also more detailed and clinical in nature. Interdisciplinary Early Childhood Education is proposing a new course in preschool classroom management at the 300 level. Our proposed course will address guidance and positive problem-solving approaches to be used in everyday encounters with young children whether in early care and education settings or with parents. It will not specifically address classroom, remediation, modification or clinical approaches in handling behavior.
- 2.5 Relationship of the proposed course to courses offered in other institutions:

Of the benchmark schools, Central Missouri State offers two courses in Teacher Education that focus on classroom management and instruction and behavior modification. The University of Northern Iowa offers a class entitled Guidance and Instruction in Early Childhood Education which focuses on guiding learning in young children. This class requires junior standing. In the summer of 2005, Florida Atlantic University proposed two new undergraduate programs in early childhood education. One proposed course was in the area of exceptional education entitled Positive Behavior Supports in Inclusive Early Childhood Settings for three credit hours. This class was at the 300 level with no prerequisites. The course description is similar to the course description for this course. All the regional state universities in Kentucky offer a similar course either in their Child and Family Studies areas or in the early childhood education areas. The University of Kentucky also offers a similar course that is cross-referenced between Family Studies and Interdisciplinary Early Childhood. All Kentucky

Community and Technical Colleges offering an early childhood program require a class entitled Guidance in Young Children at the associate level. Course descriptions for all these courses are very similar to the course description provided with this proposal.

3. Description of proposed course:

3.1 Course objectives:

After completing this course, students will have:

- developed a balanced, child-centered philosophy that addresses the developmental needs and abilities of young children;
- an understanding of the most effective ways to address guidance of young children; and
- skills to implement guidance and problem-solving techniques with infants, toddlers, preschoolers, and kindergarteners, in groups or individually.

3.2 Content outline:

Philosophical Overview

Theories and Theorists

Terms related to guidance and problem-solving

Child centered approaches

Cultural, language, and generational differences

Setting up a Problem-solving Environment

Environments for young children

The adult's role in the environment

Modifying the environment

Supervising Young Children

Structuring the program/environment

Supervision of the different age groups

Problem-solving Techniques

Listening Skills

Negotiation

Setting limits

Affirmations

Problem Behavior

Defining problem behavior

Causes of problem behavior

Types of problem behavior

Overview of techniques for handling problem behavior

Problem-solving Approaches to Curriculum

Building self-esteem

The learning process

Open-ended learning

Play and creativity

Diversity in the curriculum

Application of problem-solving techniques

Developing and applying a problem-solving philosophy

Talking to parents

Resources and support

3.3 Student expectations and requirements:

Students will complete examinations, reflections and critiques, class assignments, and field experiences in an approved setting.

3.4 Tentative texts and course materials:

Reynolds, E. (2001*). *Guiding young children: A problem- solving approach. 3rd Edition*. Toronto, Canada: Mayfield Publishing Company. *A new edition will be available in 2007.

Bredekamp, S. & Copple, C., Eds (1997). *Developmentally appropriate practice in early childhood programs (Revised Ed.)*. Washington, DC: National Association for the Education of Young Children.

4. Resources

4.1 Library resources:

Adequate library resources are available.

4.2 Computer resources:

The College of Health and Human Services and the Department of Consumer and Family Sciences has adequate computer resources to support this course.

5. Budget implications

5.1 Proposed method of staffing:

Adequate qualified full time faculty is available.

5.2 Special equipment needed:

No special equipment is needed for this course.

5.3 Expendable materials needed:

Materials for copying examinations and handouts will be needed.

5.4 Laboratory supplies needed:

No laboratory supplies will be needed for this course.

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Department of Consumer and Family Sciences 9/21/2006

College of Health and Human Services 10/03/2006

University Curriculum Committee _____

University Senate _____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date 8/28/2006

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Create a New Course
(Action Item)**

Contact Persons: Dr. Darbi Haynes-Lawrence Darbi.Haynes-lawrence@wku.edu Phone: 5-2525
Janet Fugate Janet.Fugate@wku.edu Phone: 5-4613

1. Identification of proposed course:

1.1 Prefix and number: CFS 292

1.2 Title: Diversity in Early Childhood Programs

1.3 Abbreviated title: Dvrsty in Early Chldhd Prgrms

1.4 Credit hours and contact hours: 3 hours

1.5 Type of course: L

1.6 Prerequisites, corequisites and/or special requirements:

Prerequisites: CFS 191 and CFS 192

1.7 Catalog course listing:

This course focuses on developing and enhancing the knowledge and skills to work with children and families from diverse developmental, cultural, racial, and socio-economic backgrounds. The exploration of the challenges families face in living in a diverse society and who have a child with special needs will also be reviewed. Implications of diversity

for practice with various populations are emphasized throughout the course. Influential theories and relevant research, for professionals working with young children and families, are discussed.

2. Rationale:

2.1 Reason for developing proposed course:

The service area of Western Kentucky University has a very diverse population. By developing a course for students in the Child Studies concentration in Family and Consumer Sciences students will become familiar with the issues of diversity as it affects the services provided to young children and their families. Students will become familiar with a range of diversity issues that early childhood professionals encounter in our society, including cognitive abilities, learning styles, cultural, racial and economic backgrounds of children.

2.2 Project enrollment in the proposed course:

15-20 students per semester based on current and projected enrollment in the Child Studies program.

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

This course is a natural extension of the course sequence for the Child Studies concentration in Family and Consumer Sciences. Students will have successfully completed Child Development (CFS 191) and will have the foundation of basic child development to take this course. This course is the basis for understanding assessment (CFS 294) of young children and planning (CFS 295/296) for young children and their families.

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

This course is similar to the Exceptional Education (EXED 330) course offered by the College of Education. However, our students are often unable to register for this course due to a pre-requisite required by the College of Education. The Exceptional Education EXED 330 course also has a classroom focus whereas the Diversity in Early Childhood Programs course has an overall focus on diversity of children, diversity within families, as well as diversity within the community with the emphasis of children ages 0-8. It is not purely a course focusing on an overview of disabilities. Disability will be included in the Diversity in Early Childhood Programs course, as many of our graduates will work in Head Start and child care programs that serve children with disabilities. EXED 330 only covers children with special needs, not children from diverse cultural populations. The Exceptional Education EXED 330 course is also a 300 level course in an Associate program. Diversity in Early Childhood Programs course is a 200 level course. Within the Exceptional Education area, Early Childhood Education for Children with Disabilities (EXED 331) is offered. EXED 331 has pre-requisites at the 300 level (EXED 330, LTCY 320) and co-requisites at the 300 level (EXED 333 and EXED 432). These courses do not fit within our students' area of study and is not the primary emphasis of their area of study.

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

In researching the Western Kentucky University's benchmark schools (every benchmark school was reviewed), including universities in Kentucky (Murray State, Eastern, and Northern) as well as other universities throughout the country (Indiana University, Purdue University and University of North Carolina at Chapel Hill) replicas of this course were identified. Within the colleges searched, the programs had a diversity course as well as an exceptional education course, highlighting the differences between the two.

3. Discussion of proposed course:

3.1 Course objectives:

Upon completion of this course, students will:

- Have knowledge of the laws, regulations, and policies governing young children, including those with disabilities and those who are culturally diverse
- Have examined attitudes and beliefs of families and professionals concerning disabilities and diversity
- Know the types of programs serving young children who are disabled and / or diverse
- Have examined an overview of the major types of disabilities and the most prevalent cultures
- Learn communication methods across cultures and families of children with disabilities

- 3.2 Content outline:
 - Introduction and overview of special education law and regulations
 - Children and prejudice
 - Racism
 - Culturally responsive care and education
 - Programs serving young children
 - Family Culture and Community
 - Special Populations and Topics
- 3.3 Student expectations and requirements:
 - Students will be expected to complete examinations, observations, reflections and critiques.
- 3.4 Tentative texts and course materials:
 - Mena-Gonzalez, J. (2005). *Diversity in early care and education: Honoring differences. 4th Edition.* McGraw-Hill
 - Guralnick, M.J. (2001). *Early childhood inclusion: Focus on change.* Brookes.
 - York, S. (2003). *Roots and wings: Affirming culture in early childhood Programs.* Merrill Education

4. Resources:

- 4.1 Library resources: The library has determined there are adequate resources for this class.
- 4.2 Computer resources: The Department of Consumer and Family Sciences has adequate resources to support students and faculty

5. Budget Implications:

- 5.1 Proposed method of staffing:
 - There is sufficient full time faculty to teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: Paper for examinations, handouts
- 5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

CFS Department Curriculum Committee	<u>9/21/06</u>
CHHS College Curriculum Committee	<u>10/03/06</u>
University Curriculum Committee	<u> </u>
University Senate	<u> </u>

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Connie Jo Smith, Ed.D. e-mail: connie.smith@wku.edu Phone: 5-2214

1. Identification of proposed course:

- 1.1 Prefix and number: CFS 297
- 1.2 Title: Family, Community, and Early Childhood Program Partnerships
- 1.3 Abbreviated title: Family/Community Partnerships
- 1.4 Credit hours and contact hours: 3/3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites: None

Additional <select one> :

1.7 Catalog course listing:

An introduction to the skills and appropriate techniques of establishing positive relationships with families of young children and involving them in the early childhood program planning, implementation, and evaluation. Skills and techniques for building community partnerships and advocating for young children are addressed. Practical experiences provided in a field setting; students are responsible for providing their own transportation.

2. Rationale:

2.1 Reason for developing the proposed course:

Both AA and BS early childhood accreditation standards require evidence that students are offered the opportunity to become skilled in "Building family and community relationships." This proposed course will support the move toward accreditation. Literature tells us that children develop within a family, a community, and the global society (Bronfenbrenner, 1979). The Interdisciplinary Early Childhood Education (IECE) associate program, nor the child studies concentration within the Family and Consumer Sciences bachelors program include core or elective classes that focus extensively on parent involvement and community partnerships. Therefore, this course will help students build necessary skills to work with families and the community on behalf of young children. Since current coursework is limited in this area and the new AA accreditation standards require a focus and evidence in building family and community relations, WKU will be on the cutting edge.

2.2 Projected enrollment in the proposed course:

Based on current enrollment in the IECE associate degree program it is projected that this course will have an enrollment of 15- 20 students per academic year. The proposed course will be a requirement for the IECE AA degree and an elective for the students seeking a BS in Family and Consumer Sciences with an area of concentration in child studies.

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

This course is a natural extension of courses currently offered in the department. CFS 192 ,Working With Children and Families, briefly introduces the concept of working with families. The current text book being used for CFS 192 has one chapter on the topic. Parent involvement is an integral part of the profession, yet no systematic in-depth focus currently exists that will meet accreditation standards. None of the classes address partnerships with the community, and thus it is an important concept that is missing.

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

No other WKU course addresses all of the key elements of the proposed course or focuses exclusively on young children in a community early childhood settings beyond the public school. Below are courses that include some component of the proposed course.

Social Work offers SWRK 436G, Services to Children, which includes a survey of institutional and community services with focus on principles of social services for children and families. While this course does address both families and the community, it is specific to social work and not partnerships between early childhood programs, the families, and community. It also is not limited to young children (birth to five). Additionally, this level course is not appropriate for the IECE AA students.

Special Instructional Programs offers IECE 420 Family Supports and Services with prerequisites of CFS 192, CFS 311, and EXED 330. The focus of IECE 420 is more limited in scope (but deeper regarding individualized plans and services) than the proposed course, which includes involving families in program planning, implementation and evaluation beyond individual child educational plans. The proposed course also has a community partnership focus, which is beyond the family-centered services addressed in IECE 420. Additionally, AA IECE students in Consumer and Family Sciences will not qualify to take this course, as it is a 400 level. AA IECE students who articulate into the BS IECE program will be better prepared to take IECE 420 after completing the proposed course.

IECE 325, Partnerships with Families, is a proposed course for the IECE BS degree through Special Instructional Programs. These two courses both focus on communication with and education of families with young children. They differ in that the proposed CFS 297 examines ways to involve families in early childhood programs beyond the public school setting. Another difference is the focus on community in the CFS 297 course. Again, a 300 level course is not appropriate for the AA IECE students. Once more, students who articulate from the AA to the BS will have a foundation to draw upon for IECE 325.

Special Instructional Programs also offers IECE 522, which is a graduate level class with the same focus as IECE 420.

Counseling & Student Affairs offers CNS 553, a graduate class which addresses knowledge of social agencies. However, this graduate class is not appropriate for undergraduate students and the proposed class includes a broader scope of community agencies and families.

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

A few courses with a focus on families and/or communities are offered at other Kentucky universities, but they are limited. Eastern Kentucky University's Consumer and Family Sciences Department offers "Family Involvement with Young Children." The Kentucky Community and Technical College system does not include a course similar to the proposed one for the IECE AAS degree. Until recently, the KCTC programs did not include a child assessment class and many of the KCTC students enrolled in WKU's CFS 294 course on assessment. It is expected that this proposed course may also be of interest to the IECE AA and AAS students across the state with limited access to a family and community course that focuses on early childhood years.

Some of the Benchmark schools include a family and/or community course focused on working with young children. Indiana State University offers a course entitled "Parent Education" and one named "Child and Family," both through the Consumer and Family Sciences Department. California State University at Fresno offers "Working with Diverse Families" and it addresses partnerships between families and early childhood programs.

3. Discussion of proposed course:

3.1 Course objectives:

The proposed course is designed to ensure that students will:

- Identify barriers to and solutions for working with families of young children and their communities

- Prepare and practice strategies for working with the diversity of families with young children
- Identify, select, and work with community resources relevant to services for young children
- Demonstrate the benefits of building partnerships with families and communities.
- Gain experience in the processes of working with families and the community.
- Design parent and community partnership evaluation plans

3.2 Content outline:

The proposed course will include areas such as:

- Work with Diverse Families of Young Children
- Family Partnership Models
- Family Education Strategies to Address Issues of Young Children
- Family Communication Techniques
- Family Input Into Program Decision Making
- Work with Varied Community Groups
- Community Partnership Models
- Community Awareness Strategies to Address Issues of Young Children
- Community Awareness on Issues of Young Children
- Benefits of Partnerships with Families and Communities
- Evaluation Plans of Family and Community Partnerships

3.3 Student expectations and requirements:

The proposed class will expect students to participate in assignments such as group work, discussions, debates, presentations, and quizzes. It is probable that students will design plans for partnership activities. Some first hand experience communicating with families of young children and relevant community groups is also likely. For example, students may interview parents or community representatives, participate in events, or be actively engaged in other ways.

3.4 Tentative texts and course materials:

Diffily, D. (2004). Teachers and Families Working Together. Boston, MA: Allyn & Bacon

4. Resources:

4.1 Library resources:

Present holdings are adequate for the proposed course. It is likely that students will utilize free Internet for many assignments.

4.2 Computer resources:

The resources available at the WKU computer labs are adequate for the proposed course.

5. Budget implications:

5.1 Proposed method of staffing:

Present faculty members in the department are qualified to teach the course.

5.2 Special equipment needed:

Existing workspace and equipment in the department will be utilized for this course.

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: **Fall 2007**

7. Dates of prior committee approvals:

CFS Department/Division 9/21/06

CHHS College Curriculum Committee 10/03/06

University Curriculum Committee _____

University Senate _____

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

**College of Health and Human Services
Department of Consumer and Family Science
Proposal to Create a New Course
(Action Item)**

Contact person: Julie Lee, Email: Julie.lee@wku.edu, Phone: 5-6943

1. Identification of proposed course:

- 1.1 Course Prefix (subject area) and number: CFS 365
- 1.2 Course Title: Community Nutrition
- 1.3 Abbreviated Course Title: Community Nutrition
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of Course: L (lecture)
- 1.6 Prerequisite: CFS 111
- 1.7 Catalog course listing:

Review of community resources and delivery of nutrition education, to include diverse populations. Field experiences will be required; students are responsible for their own transportation.

2. Rationale:

2.1 Reason for developing the proposed course:

Community nutrition is a growing career segment for nutritional professionals. Most nutrition professionals graduating today will practice in community nutrition at some point in their career. Our benchmark institutions have all implemented a similar course. A requirement of this course will be for all students to become involved in the community. The community setting provides an excellent opportunity for the students to have hands-on practice preparing and presenting interventions and lectures. Thus this course will better prepare the students for the national registration examination.

2.2 Projected enrollment in the proposed course:

Based on current enrollment of nutrition majors, it is projected that this course will have an enrollment of at least 25 students per academic year. This will be a required course for graduation with a concentration in Nutrition and Dietetics or Food, Nutrition and Wellness.

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

This course is a complement to other courses offered within the Hospitality Management and Dietetics major, preparing nutrition students for careers as dietitians and nutrition educators. The topics covered in other courses concentrate on the nutritional needs and assessment of individual patients, disease states and treatment. Community nutrition is briefly addressed in Life Stage Nutrition (CFS 361); however, this topic needs a greater focus in the curriculum. This course will focus on specific nutritional needs and resources as related to community settings and implementing interventions at the community level. Additionally, this course will provide a broad overview of the careers available in the area of community nutrition. Within Consumer and Family Sciences there are two courses which cover some presentation and implementation skills. These courses are Communication Techniques in Family and Consumer Sciences (CFS 380) and Methods and Materials in Family Consumer Sciences Education (CFS 381). However, these components are not the primary focus of the proposed course. The proposed course will address the application of nutrition education techniques as applied in relevant community settings.

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

There are other community based courses in the college. In the Nursing program there are several courses related to health, including Public Health Nursing (NURS 426, NURS 430, NURS 431) and Rural Health and Safety (NURS 450). However, the nursing courses are specific to community health topics that fall in the spectrum of nursing skills, not specifically nutrition. The Public Health department has a Community Health course (PH 381) which focuses on preventative strategies for contemporary health concerns; it does not focus on community nutrition.

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

Fifteen of the nineteen benchmark institutions across the country offered didactic programs in dietetics. Of these fifteen, they all offer a "Community Nutrition" course. Of the Kentucky

benchmark institutions, University of Kentucky, Murray State and Eastern Kentucky Univ. are the three with didactic dietetics programs. These three institutions also offer a course in “Community Nutrition”. The field of nutrition and dietetics has traditionally been split into three main categories: clinical nutrition (working in hospitals and long term care), management and community nutrition. Most nutrition professionals graduating today will practice in community nutrition at some point in their career. This course is a needed addition to the breadth of offerings.

3 Discussion of proposed course:

3.1 Course objectives:

Upon completion of this course, students will:

- Become familiar with the range of career opportunities available in community nutrition
- Be able to discuss cultural diversity and professional ethics
- Understand how to assess community needs and will be familiar with available community resources
- Understand policy making at the local, state and national level
- Demonstrate relevant professional writing and presentation skills as applicable in the community setting

3.2 Content outline:

- Overview of careers in community nutrition
 - Education (schools, outpatient, clinics, etc)
 - Public Health Nutrition/Education
 - Entrepreneurship
 - Sales and Marketing
 - Policy making
 - Research
 - Community and family medicine
 - Comprehensive care systems
 - Managed care and prevention
- Assessment of community needs and resources
 - Epidemiology
 - Local, state and national programs
 - Other resources
- Cultural Diversity
 - Age, gender, race, ethnicity, language, vegetarian, religious, etc.
 - Cross-cultural communication
- Professional Ethics
 - Policies
 - Information versus recommendation
- Policy making
 - Local, state and national
 - Understanding and personal involvement
- Professional writing and presentation skills
 - Nutritional education program in the community
 - Games, posters, PowerPoint presentations, web page, etc.
 - Plan and implement a nutrition intervention
 - Interviewing and counseling
 - Resume and personal portfolio

3.3 Student expectations and requirements:

Students will be expected to complete examinations, class assignments, multi-media presentations, group work, field work, reflections and essays.

3.4 Tentative texts and course materials:

Boyle, Marie A., Holben, David H. (2006), *Community Nutrition in Action: An Entrepreneurial Approach*, 4th Ed., Belmont, CA: Thomson Wadsworth.

4 Resources:

4.1 Library resources: Current resources are adequate.

4.2 Computer resources: The College of Health and Human Services and the Department of Consumer and Family Sciences have adequate computer support for this course.

5 Budget Implications:

5.1 Proposed method of staffing: There is sufficient full time faculty to teach this course.

5.2 Special equipment needed: No special equipment is required.

- 5.3 Expendable materials needed: Materials for printing examinations and handouts will be needed.
- 5.4 Laboratory supplies needed: None.
- 6 **Proposed term for implementation:** Spring 2008
- 7 **Dates of prior committee approvals:**
- | | |
|-----------------------------------|-----------------|
| CFS Department | <u>10/20/06</u> |
| CHHS College Curriculum Committee | <u>10/31/06</u> |
| University Curriculum Committee | <u></u> |
| University Senate | <u></u> |

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Bibliography for Community Nutrition

Blumenthal, Daniel S., Ralph J. DiClemente, Ed., *Community-Based Health Research: Issues and Methods*, New York: Springer Pub, 2004.

Boyle, Marie A, *Community Nutrition in Action: an Entrepreneurial Approach*, Belmont, CA: Wadsworth Thomas Publishing, 2003.

Endres, Jeannette Brakhane, *Community Nutrition: Challenges and Opportunities*, Upper Saddle River, New Jersey: Merrill, 1999.

Frank-Spohrer, Gail C., *Community Nutrition: applying epidemiology to contemporary practice*, Gaithersburg, MD: Aspen Publishers, 1996.

Owen, Anita Yanochik, Patricia L. Spelt, George M. Owen, and Riva T. Frankle, *Nutrition in the Community: the art and science of delivering services*, Boston: WCB/McGraw-Hill, 1999.

Team Nutrition, USDA, *Community Nutrition Action Kit: for people where they live, learn & play*, Rockville, MD: The Team, 1996.

Williams, Anna Graf, Karen J. Hall, Kyle Shadix, and Milton Stokes, *Creating Your Career Portfolio: At-a-Glance Guide for Dietitians*, Upper Saddle River, N J: Prentice Hall, 2005.

Proposal Date: 8/28/06

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Janet Fugate, Ed.S. e-mail: janet.fugate@wku.edu Phone: 5-4613

1. *Identification of proposed course:*
 - 1.1 Prefix and number: CFS 391
 - 1.2 Title: Risk and Resilience
 - 1.3 Abbreviated title: Risk and Resilience
 - 1.4 Credit hours and contact hours: 3 credit hours
 - 1.5 Type of course: L (Lecture)
 - 1.6 Prerequisites: CFS 292 or permission of instructor
 - 1.7 Catalog course listing:

Focuses on the development of social and emotional skills as they relate to resilience in children. Risk factors will be explored. Field experiences will be required; students are responsible for their own transportation

2. *Rationale:*

2.1 *Reason for developing the proposed course:*

Social and emotional development is the basis for each child's success in maneuvering their world. Without strong social and emotional development children are at risk for abuse, neglect, school failure, anti-social behaviors, and violence. Many professionals lack the knowledge of how children learn social and emotional skills and how they as the adult in the child's environment whether as a parent, teacher, or other service professional influence the child's development. This course is designed to help the student explore how the child develops and how they as the professional can influence positive social and emotional development.

2.2 *Projected enrollment in the proposed course:*

15 to 20 students per semester based on current and projected enrollments in the Family and Consumer Science program. Students from related programs are encouraged to enroll.

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

The Consumer and Family Sciences department offers CFS 191: Child Development as an introduction to development. CFS 492: Growth and Guidance is offered at the upper level and emphasizes observing development as a culminating experience in child development. By offering an additional course in development, students are provided an additional opportunity to strengthen their knowledge of the social and emotional developmental domain.

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

Students seeking an in depth understanding of child development have options for other development courses, CD 481: Language Development and PE 313: Motor Development outside the department. These two courses will strengthen the student's background in child development. The Psychology Department offers PSY 435 which looks at moral development and moral functioning but does not address the development of other social and emotional skills learned during early childhood.

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

No benchmark school or Kentucky program has a course specifically dedicated to social and emotional development in young children. Missouri State University offers a course, Social Studies and Sociomoral Development, which addresses some aspects of social and emotional development. This class will look specifically at how children develop social and emotional skills as they relate to resilience.

3. *Discussion of proposed course:*

3.1 Course objectives:

Upon completion of this class, the student will be able to support and strengthen resilience in young children by:

- Initiating social relationships with infants;
- Building positive relationships through nonverbal and verbal communication;
- Supporting children's emotional development in stressful situations;
- Supporting children's friendships;
- Fostering self-discipline in young children;
- Supporting children's social and emotional development;
- Promoting prosocial behavior in young children' and
- Recognizing the characteristics of extreme behavior, abuse and neglect.

3.2 Content outline:

- Making a difference in children's lives
 - Defining social competence
 - Development and social competence
 - Social competence and learning
 - Contexts in which social development occurs
 - The adult's role in fostering social competence
- Social relationships in infancy
- Building positive relationships through communication
 - nonverbal communication
 - verbal communication

Supporting emotional development
Supporting children in stressful situations
Supporting children's friendships
The environment and social development
Fostering self-discipline
Aggression
Promoting prosocial behavior
Supporting sexuality, ethnicity, and exceptional needs
Making ethical judgments and decisions

3.3 Student expectations and requirements:

Students will complete examinations, class assignments, a critical performance, field work, and reflections and critiques.

3.4 Tentative texts and course materials:

Kostelnik, M.J., Whiren, A.P., Soderman, A.K., & Gregory, K. (2006). *Guiding children's social development: Theory to Practice, Fifth Edition*. Thomson Delmar Learning, Publishers.

4. *Resources:*

4.1 Library resources:

Adequate library resources are available.

4.2 Computer resources:

The College of Health and Human Services and the Department of Consumer and Family Sciences has adequate computer support for this course.

5. *Budget implications:*

5.1 Proposed method of staffing:

There is adequate full time faculty to support this course.

5.2 Special equipment needed:

No special equipment is required.

5.3 Expendable materials needed:

Materials for printing examinations and handouts will be needed.

5.4 Laboratory supplies needed:

None

6. *Proposed term for implementation: **Fall 2007***

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

CFS Department/Division 9/21/06

CHHS College Curriculum Committee 10/03/06

University Curriculum Committee _____

University Senate _____

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Proposal Date 8/28/06

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Create a New Course
(Action Item)**

Contact Persons: Dr. Darbi Haynes-Lawrence Darbi.Haynes-lawrence@wku.edu 270-745-2525
Janet Fugate Janet.Fugate@wku.edu 270-745-4613

1. Identification of proposed course:

- 1.1. Prefix and number: CFS 393
- 1.2. Title: Role of Play in Child Development
- 1.3. Abbreviated title: Role of Play in Child Dvlpmnt
- 1.4. Credit hours and contact hours: 3 hours
- 1.5. Type of course: L
- 1.6. Prerequisites, corequisites and/or special requirements: Prerequisites:
Prerequisites: CFS 191
Corequisites: None
- 1.7. Catalog course listing: Theoretical and empirical perspectives connecting play to children's learning and development will be examined. Students will examine the role of play in relation to brain development.

2. Rationale:

- 2.1 Reason for developing proposed course:
The latest brain and play research states play is the most basic way children will develop skills such as thinking creatively, having social-problem solving skills and improving language and literacy. No other course such as this is offered at Western Kentucky University.
- 2.2 Project enrollment in the proposed course:
15-20 students per semester based on current and projected enrollment in the Family & Consumer Science program.

- 2.3 Relationship of the proposed course to courses offered by the department:
This course is a natural extension of the course sequence for the Child Studies concentration in Family and Consumer Sciences, which educates persons to work with families and children birth through adolescence through a variety of programs such as parenting programs, Head Start, Early Start, Early Head Start, HANDS, and other programs that serve children and families. Our program lacks a course which emphasizes the role of play in growth and learning. This course will allow students to become more knowledgeable in the area of play and brain development and will produce better trained professionals.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The Psychology Department offers a course, PSY 405, 'Cognitive Psychology.' This course reviews theory and research in human cognition, with an emphasis on attention, memory, judgment and decision making, and problem solving. The course also reviews cognition in special populations (e.g., elderly, brain-injured, mentally disordered) (WKU Catalog 2003-2006). This course differs from our proposed course which emphasizes brain development and the role of play in enhancing cognition with the emphasis on prenatal through adolescence. The primary focus is on play and its role in cognition. Therefore, the proposed class is markedly different from PSY 405.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
In researching the Western Kentucky University's benchmark schools replicas of this course were identified. These courses examine theories and research as they relate to play and learning and development in young children, develop knowledge and skills to implement play-based curriculum in diverse settings, as well as consider ethnological and cultural perspectives, gender differences, special populations and common play problems (Indiana University, E336, California State at Fresno, CFS 110, Central Missouri State, EDCI 2850).

3. Discussion of proposed course:

3.1. Course objectives:

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

- Define Play
- Identify the role of play's relationship to cognitive development
- Identify the relationship of cognitive development to other areas of development, understanding that all development is intertwined
- Recognize how diversity and disability (including gifted children and gender) impacts play and how to incorporate changes to environments where special populations are included
- Enhance play in all children
- Investigate attitudes toward play
- To study theoretical and empirical perspectives of play, applying them to course assignments and projects
- To identify barriers to play and strategies to enhance play
- To implement play environments for learning

3.2. Content outline:

What is the brain?

- How does the brain develop?
- Typical and atypical development
- Trauma and the Brain
- Nature vs Nurture

The role of Play in Cognitive Development

- Defining Play
- Promoting healthy development through play
- Play's relationship to cognitive development
- Cognitive Development in relation to other domains
- Research on play theory and practice

Play and Diversity

- Play and Infants & Toddlers
- Smarter Baby Myths
- Promoting healthy development through play
- What parents need to know about brain development
- Examining toys for increased cognitive development
- Examining programs designed for improved cognitive development

Play and the gifted child
Play and young children with disabilities
The adults role in play

3.3. Student expectations and requirements: Students will be expected to complete examinations, observations, reflections and critiques.

3.4. Tentative texts and course materials:

Dau, E. (1999). *Child's play: Revisiting play in early childhood settings*. Brookes.
Moyles, J (2005). *The excellence of play. 2nd Edition* McGraw Hill.

4. Resources:

4.1 Library resources: The library resource page was deemed adequate by the library.

4.2 Computer resources: The Department of Consumer and Family Sciences has adequate resources to support students and faculty

5. Budget Implications:

5.1 Proposed method of staffing:

There is sufficient full time faculty to teach this course.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

Paper for examinations, handouts

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

CFS Department Curriculum Committee

9/21/06

CHHS College Curriculum Committee

10/03/06

University Curriculum Committee

University Senate

Proposal Date 8/28/06

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Darbi Haynes-Lawrence Darbi.Haynes-lawrence@wku.edu
270-745-2525

1. Identification of proposed course:

- 1.1 Prefix and number: CFS 395
- 1.2 Title: Child and Family Stress
- 1.3 Abbreviated title: Child and Family Stress
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: L
- 1.6 Prerequisites, corequisites and/or special requirements:
Prerequisites: CFS 292, and CFS 311 or permission of instructor
- 1.7 Catalog course listing:
Acquaint students with major concepts from the research and conceptual literature on family stress and resilience. Examines stress as experienced and perceived by children and their families. Factors that influence children's coping with stress are emphasized.

2. Rationale:

- 2.1 Reason for developing proposed course:
This course is being developed in order to better serve our students in the Family and Consumer Sciences department. The Family and Consumer Sciences program currently does not have such a course. Many of the graduates of our program will have employment opportunities to work with at-risk families. This course will prepare them to better work with families who are facing extreme stress.
- 2.2 Project enrollment in the proposed course:
15-20 students per semester based on current and projected enrollment in other courses in the Child Studies program.
- 2.3 Relationship of the proposed course to courses offered by the department:
This course will allow students to become more knowledgeable in the field of Child Studies, specifically those who work with families. Families who have young children can face multiple stressors causing disruption in family functioning. This course will prepare students to understand families who are dealing with stress by providing them with an understanding of major concepts from research on stress as well as providing methods of handling stress.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The Psychology Department offers a course, PSY 250, 'Adjustment and Personal Growth.' Amongst the multiple topics throughout the semester, according to the course catalog, one topic is stress and coping.

CFS 395 Child and Family Stress is intended to provide an overview of stress theory to students.

- 2.5 Relationship of the proposed course to courses offered in other institutions:
In researching Western Kentucky University's benchmark schools, as well as other universities throughout the country (Indiana University and Purdue University), many courses on stress were found. California State at Fresno (CFS133S), Ball State University (FCS 484), Eastern Illinois University (FCS 4845), Indiana University (HPER F457), Purdue University (CDFS 424), each had at least one course that focused on family stress. These courses examined common family stressors, reviewed major concepts of stress theory and factors that influence coping with stress.

3. Discussion of proposed course:

3.1 Course objectives:

Upon completion of this course, students will be able to:
Identify theories and models of stress as they apply to families and children
Recognize and understand the secondary effects of exposure to stress
Recognize social support systems
Describe their roles in family stress as applied to their family
Recognize how families and family systems impact resilience
Analyze coping strategies as related to families in stress

3.2 Content outline:

Introduction to course
The history of family stress
Stress models
Understanding resilience
Understanding family systems
Families coping with stress
Stress and family meanings
Social support and other resources
Ambiguity
Secondary effects of exposure to stress
Children and stress

3.3 Student expectations and requirements:

Students will be expected to complete examinations, observations, reflections and critiques.

3.4 Tentative texts and course materials:

Boss, P.G. (2001). *Family stress management*. 2nd Ed. Sage Publications
Boss, P.G. (2002). *Family stress: Classic and contemporary readings*. Sage Publications
McKenry, P.C. & Price, S.J. (2005). *Families and change: Coping with stressful events and transitions*. 3rd Ed. Sage Publications
Course packet of journal articles

4. Resources:

- 4.1 Library resources: The resources available at WKU library are adequate for the proposed course.
4.2 Computer resources: The Department of Consumer and Family Sciences has adequate resources to support students and faculty

5. Budget Implications:

- 5.1 Proposed method of staffing:
There is sufficient full time faculty to teach this course.
5.2 Special equipment needed:
None
5.3 Expendable materials needed:
Paper for examinations, handouts
5.4 Laboratory supplies needed:
None

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

CFS Department Curriculum Committee	<u>9/21/06</u>
CHHS College Curriculum Committee	<u>10/03/06</u>
University Curriculum Committee	<u> </u>
University Senate	<u> </u>

Attachments: Bibliography, Library Resources Form, Course Inventory Form.

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Rachel A. Neal, Ph.D. e-mail: rachel.neal@wku.edu Phone: 5-5225

1. Identification of proposed course:

- 1.1 Prefix and number: CFS 399
- 1.2 Title: Implications of Research in Family and Child Studies
- 1.3 Abbreviated title: Implications of Research
- 1.4 Credit hours and contact hours: 3/3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites: SOC 300 or permission of instructor
- 1.7 Catalog course listing:

Explores the processes and implications of research related to family and child studies. Students will gain understanding and develop skills needed to be consumers of scientific literature.

2. Rationale:

2.1 Reason for developing the proposed course:

As we seek accreditation through the National Council on Family Relations, and as WKU places higher value on research, external funding, and publishing scholarly literature, it is imperative that we instill not only the value and process of research into our students specializing in family and child studies, but the implications of research findings in this field, especially those who will pursue graduate education. This course will promote life-long learning as students enter the social service workforce, as they will have the ability to apply implications of current research in an effort to enhance the lives of families and children.

2.2 Projected enrollment in the proposed course:

Based on current enrollment of family and child studies majors, it is projected that this course will have an enrollment of at least 50 students per academic year. In addition, students from outside the department/unit are encouraged to enroll if they are minoring in family or child studies, or majoring in another social science.

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

This course will logically contribute to the progression of existing courses and will build on student knowledge acquired in those other courses. Current courses present findings of recent research in the context of teaching students the dynamics of families and how children develop. However, a missing component in our program is teaching students how to specifically use those findings to address potential problems in the community. Not only will the proposed course complement and extend the current theory courses offered for undergraduate credit, the course will also prepare students for larger projects, in both the pursuit of their degree, their respective careers, and in some cases, entry and progression through graduate school.

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

This course is a great compliment to courses offered in other departments, such as SOCL 302: Strategies of Social Research, PSY 210: Experimental Psychology, and several Public Health courses which focus specifically on the methods of conducting scientific research. This course will focus on the implications of current research specifically targeting families and children. This course may provide service to students in other programs, such as psychology and sociology, especially if those students are minoring in family studies or interested in attending graduate school specializing in family or child studies.

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

All of the benchmark universities provide courses in research methods, which are most commonly found in the social service concentrations of sociology and psychology. Oftentimes universities with Family Studies and Child Development programs also provide their own methods courses to examine specific types of research targeting

families and children (e.g., Oklahoma State University). Since WKU offers several options for students to learn research methods, the proposed course will go beyond the methods of research and specifically address the implications of such research on the lives of families and children.

3. Discussion of proposed course:

3.1 Course objectives:

- To review research methodologies in the study of families and children
- To review and critique scholarly literature
- To explore methods for applying research findings to the community so as to enhance the lives of families and children

3.2 Content outline:

- Theories in research
- Various research methods for studying families and children
- Examining and critiquing research articles from scholarly journals
- Importance of program evaluation
- Assessing the needs of the community in regard to families and children
- Methods for applying research findings to the community

3.3 Student expectations and requirements:

- Students will be expected to read relevant research articles and textbook material so as to learn how to identify the implications of research findings and apply those findings in an effort to enhance the lives of families and children.
- Students will be required to identify a current need or potential concern in the community, review current research related to that concern, as well as create a proposal for addressing that specific concern in the community.

3.4 Tentative texts and course materials:

- Possible Texts: Understanding Research in Personal Relationships (2005); Researching Real-World Problems (2005); Methods of Family Research (2006); Doing Research on Sensitive Topics (1993)
- Course packet consisting of various research articles

4. Resources:

4.1 Library resources:

The resources available at the WKU Library are adequate for the proposed course.

4.2 Computer resources:

The resources available at the WKU computer labs are adequate for the proposed course.

5. Budget implications:

5.1 Proposed method of staffing:

Present faculty members in the department are qualified to teach the course.

5.2 Special equipment needed:

Existing workspace and equipment in the department will be utilized for this course.

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

CFS Department/Division 9/21/06

CHHS College Curriculum Committee 10/03/06

University Curriculum Committee _____

University Senate _____

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Rich Patterson, rich.patterson@wku.edu, 745-4031

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CFS 459
- 1.2 Course title: Senior Seminar in Hospitality Management and Dietetics
- 1.3 Abbreviated course title: Senior Seminar in HMD
- 1.4 Credit hours and contact hours: 1 hour
- 1.5 Type of course: K -- Workshop
- 1.6 Prerequisites: CFS 354 or CFS 362 and Senior Standing
- 1.7 Course catalog listing: Course prepares senior Hospitality Management and Dietetics students to assume leadership positions in their career fields. The class will provide a forum where students focus on careers, leadership, ethics and lifelong learning and will also provide students an opportunity to debate relevant industry issues.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is intended to assist students with the transition from academia to industry or post-graduate education. Employers want to hire knowledgeable graduates, however, they also look for personal qualities and experiences that indicate leadership potential and flexibility. Both HMD program faculty and alumni have indicated that a culminating experience is necessary to prepare students for post-graduate education and/or industry employment and lifelong learning. Faculty at other institutions have found the Senior Seminar to be a valuable course in the curriculum to help prepare students for this important transition.
- 2.2 Projected enrollment in the proposed course: The projected enrollment for this course will be approximately 20 - 25 students per semester – the course will be taught in both the fall and the spring. This projection is based on the current enrollment in the HMD program. The course will be for HMD majors only.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will be taken during the student's last fall or spring semester at WKU. Accumulated learning from all courses in the curriculum will be utilized in discussions as the students explore ways to apply the knowledge they have attained. There are no other programs in the department that have a senior seminar course. However, the Design, Merchandizing and Textiles program (DMT) has a Professional Ethics and Issues Seminar (DMT 321) for students enrolled in their program.
- 2.4 Relationship of the proposed course to courses offered in other departments: Many programs across the university have a senior seminar course or a capstone course with a similar focus but perhaps a different course title. For example, most of the programs in the college of business have a 499 course called Senior Assessment, Psychology has a Senior Seminar in Psychology (PSY 499), Public Health has a Senior Environmental Seminar (PH 486), etc. Each course is unique to the professional discipline so the focus may be similar but the content is very different.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Several of the benchmark universities such as Ball State; Cal State, Chico; Montclair State; and Eastern Michigan University have a senior seminar type course for their Hospitality Management/Dietetics programs. In addition, Eastern Kentucky University and the University of Kentucky also have similar courses. The senior seminar is a very common culminating experience for college seniors.

3. Discussion of proposed course:

- 3.1 Course objectives: This course is a culminating experience that integrates the knowledge that Hospitality Management and Dietetics (HMD) students have acquired at WKU with industry practice. The students will participate in numerous discussions along with class presentations on the following topics: developing a quality resume/graduate education application, integrating and applying the content of their major, developing problem-

solving/critical thinking skills, career management, ethical behavior, lifelong learning, and professional leadership.

3.2 Content outline:

- Resume writing/internship applications/graduate school applications
- Interviewing techniques
- Professional and ethical behavior
- Personal goals and lifelong learning
- Professional development and career advancement
- Effective written, oral and visual communication skills
- Functioning in a global and diverse society
- Formulating a position on an industry issue and defending that position

3.3 Student expectations and requirements: This class will be graded as Pass/Fail. Students will be required to attend all classes; complete a resume, internship application or graduate education application; complete a mock interview; develop professional and lifelong learning goals; participate in class discussions; and defend a position on a controversial industry issue.

3.4 Tentative texts and course materials: A textbook will not be used in the course, however, supplemental materials will be provided by the instructors as appropriate.

4. Resources:

4.1 Library resources: None

4.2 Computer resources: The resources available are adequate for the proposed course.

5. Budget implications:

5.1 Proposed method of staffing: Class will be taught using current HMD faculty. Industry professionals will be asked to assist in delivering the content.

5.2 Special equipment needed: None

5.3 Expendable materials needed: Photocopying

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

CFS Department: October 11, 2006

CHHS Curriculum Committee October 31, 2006

University Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 8/28/06

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Create a New Course
(Action Item)**

1. Identification of proposed course:

- 1.1 Prefix and number: CFS 497
- 1.2 Title: Service Provision in Human Services
- 1.3 Abbreviated title: Service Prov in Hmn Services
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: L
- 1.6 Prerequisites, corequisites and/or special requirements: Prerequisites:
Prerequisites: CFS 311, CFS 492 or permission of instructor
- 1.7 Catalog course listing: Focuses on the design, implementation, and effects of human service programs aimed at promoting service provision in a variety of settings. Review of best practice, policy and research with families and young children in natural environments. Field experience hours required; student responsible for transportation.

2 Rationale:

- 2.1 Reason for developing proposed course:
The natural environment is defined as any location, such as the home or the community, where the child and family participate. Service providers, also known as "Home Visitors," typically provide these services. The Home Visitors can be nurses, social workers, or child studies graduates, etc. Graduates of majors at Western Kentucky University may secure employment opportunities that include working in programs that provide services to families in natural environments (home, hospital, etc). Examples of these programs include: Early Head Start, Head Start, and Healthy Start, Parents as Teachers and Even Start. Currently, there is no course available at Western Kentucky University that addresses this career niche in the human services field. This elective course proposes to provide students with the necessary skills for working with families in natural environments, including the home, as well as making them more marketable to programs that provide such services.
- 2.2 Project enrollment in the proposed course:
15-20 students per semester based on current and projected enrollment in the Child Studies program.
- 2.3 Relationship of the proposed course to courses offered by the department:
The service providers can be nurses, social workers, or child studies graduates, etc. This course is designed to span professional areas in order to better train students who may eventually secure employment as a service providers.
- 2.4 Relationship of the proposed courses offered in other departments:
Service provision is not discussed in other courses as it is proposed in this course. The Nursing and Social Work departments were checked specifically. Social Work offers SWRK 379, which is an introduction to communication skills with individuals, families and large groups. The proposed course, CFS 497, will include a piece of interviewing families, but is a small piece of the overall class.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
In researching the Western Kentucky University's benchmark schools, there were no courses that were directed towards service provision in the human services field. Some universities had courses that were closely linked, however these courses had a heavy emphasis on early childhood special education, making the course focus on Early Intervention for families who have children with special needs. Human service providers are preparing to work with programs that include home visiting (i.e. parenting, early education and health programs) such as the HANDS program, and early childhood programs such as Early Head Start, Even Start and Head Start, Early Start and Parents as Teachers.

3 Discussion of proposed course:

- 3.1 Course objectives:
Upon completion of this course, students will be able to:
Manage and maintain family-centered service provision
Identify ethical and professional issues
Identify appropriate resources and supports parents and families
Apply strategies for working with families and children

Provide services to families in human service environments
Conduct ongoing assessments including needs assessments and family assessment
Practice interview techniques to use with families

3.2 Content outline:

Historical overview

Theories and principals of service provision

Review of service provision programs for young children and their families within the field of human services

Review of a sample of curriculum

How to manage and maintain family centered service provision

Visiting families in stressful situations

Ethical and professional issues

Assessment and documentation

The service provider / parent relationship

Communication and interpersonal skills

Working with diverse families

Identifying challenges and barriers to working with families

3.3 Student expectations and requirements: Students will be expected to complete examinations, observations, reflections and critiques, case studies, and assessments of families.

3.4 Tentative texts and course materials:

Axtmann, A. & Dettwiler, A. (2005). *The visit: Observation, reflection, synthesis for training and relationship building*. Brookes Publishing.

Klass, C.S. (2003). *The home visitor's guidebook: Promoting optimal parent and child development*. 2nd Edition. Brookes Publishing.

Wasik, B.H. & Bryant, D.M. (2000). *Home Visiting: Procedures for helping families*. 2nd Edition. Sage Publications, Inc.

Course-pack of journal articles.

4 Resources:

4.1 Library resources: The library resource is sufficient for this class (resource list received from the library).

4.2 Computer resources: The Department of Consumer and Family Sciences has adequate resources to support students and faculty

5 Budget Implications:

5.1 Proposed method of staffing:

There is sufficient full time faculty to teach this course.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

Paper for examinations, handouts

5.4 Laboratory supplies needed:

None

6 Proposed term for implementation: Fall 2007

7 Dates of prior committee approvals:

CFS Department Curriculum Committee

9/21/06

CHHS College Curriculum Committee

10/03/06

University Curriculum Committee

University Senate

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Proposal Date: 8/24/2006

**Health and Human Services
Department of Consumer and Family Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Rachel A. Neal, Ph.D. e-mail: rachel.neal@wku.edu Phone: 5-5225

- 1. Identification of proposed course:**
 - 1.1 Prefix and number: CFS 499
 - 1.2 Title: Issues in Family and Child Studies
 - 1.3 Abbreviated title: Issues in FCS
 - 1.4 Credit hours and contact hours: 3/3
 - 1.5 Type of course: S (Seminar)
 - 1.6 Special Requirements: Senior-level standing
 - 1.7 Catalog course listing:

An examination of the place of family and child studies in the context of broader themes, such as public policy and varying social and economic climates. This course is designed to integrate research, theory, and practice, applying former education to a variety of family and child issues.

2. *Rationale:*

2.1 Reason for developing the proposed course:

In the near future, we will be seeking accreditation through the National Council on Family Relations. Our current program is missing a capstone (senior seminar) course that provides students opportunity to integrate knowledge gained from specialized courses, such as research, theory and practice, so as to address specific family issues. Our program is also missing a component addressing public policy. Therefore, this course will expose students to several public policy issues related to families and children.

2.2 Projected enrollment in the proposed course:

Based on current enrollment of family and child studies majors, it is projected that this course will have an enrollment of at least 60 students per academic year. In addition, students from outside the department/unit are encouraged to enroll if they are minoring in family or child studies, or majoring in another social science.

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

This course is a natural extension of courses currently offered in the department. It will be completed during senior year so as to complement current upper-division courses.

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

Departments such as Psychology and Sociology offer senior seminar courses that tie together information from content courses in their respective departments. The proposed course will also serve as a senior seminar in relation to issues targeting families and children, such as theories, research, and public policy.

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

Similar courses are offered at other benchmark universities. For example, Towson University offers a "Senior Seminar in Family Studies" and Missouri State University offers a "Seminar in Child and Family Development" as a senior-level course where specific family-related issues are examined in regard to theory, research, and practice. In addition, Oklahoma State University offers a "Critical Issues in Human Development and Family Science" examining family and child issues in the context of broader themes.

3. *Discussion of proposed course:*

3.1 Course objectives:

- Apply students' higher-level education to better understand family issues.
- Identify current research and theoretical foundations of various family issues.
- Identify various viewpoints of specific family issues through debate.
- Discuss public policy issues regarding the American family, violent children, care at the end of life, etc.
- Gain experience in the processes of community assessment and grant writing.

3.2 Content outline:

- Current public policy issues regarding topics such as marriage and divorce, poverty/low-income families, violence and families, etc.
- Community assessment
- Grant writing
- National Issues Forums

3.3 Student expectations and requirements:

- In-class assignments
- Quizzes
- Debates
- National Issues Forums
- Nonprofit agency project with management plan and presentation
- Grant proposal

3.4 Tentative texts and course materials:

- Zimmerman, S. (2001). Family policy: Constructed solutions to family problems. New York: Sage Publications.

- National Issues Forums Booklets: "The Troubled American Family: Which Way Out of the Storm?"; "Our Nation's Kids: Is Something Wrong?"; "Violent Kids: Can We Change the Trend?"; "At Death's Door: What Are the Choices?"; "Examining Health Care: What's the Public's Prescription?"

- Course packet consisting of various research articles

4. Resources:

4.1 Library resources:

The resources available at the WKU Library are adequate for the proposed course.

4.2 Computer resources:

The resources available at the WKU computer labs are adequate for the proposed course.

5. Budget implications:

5.1 Proposed method of staffing:

Present faculty members in the department are qualified to teach the course.

5.2 Special equipment needed:

Existing workspace and equipment in the department will be utilized for this course.

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: *Fall 2007*

7. Dates of prior committee approvals:

CFS Department/Division 9/21/06

CHHS College Curriculum Committee 10/03/06

University Curriculum Committee _____

University Senate _____

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Revise a Program
Action Item**

Contact Person: Janet Fugate, Ed.S. email: janet.fugate@wku.edu Phone: 5-4613

1. Identification of program

- 1.1 Reference Number: 248 and 249
- 1.2 Current Program Title: Interdisciplinary Early Childhood Education Associate Degree Program
- 1.3 Credit hours: 64 credit hours

2. Identification of the proposed changes:

The program proposal changes include

- Adding seven new courses: CFS 180: Introduction to Family and Consumer Sciences; CFS 290: Guidance and Problem-Solving Approaches for Young Children; CFS 292: Diversity in Early Childhood Programs; CFS 297: Family, Community, and Early Childhood Program Partnerships; CFS 299: Administration of Early Childhood Programs; CFS 313: Practicum in Human Services; and LME 318: Children's Literature.
- Replacing EXED 330 with CFS 292: Diversity in Early Childhood Programs;
- Changing the course number of CFS 291: Administration of Early Childhood Programs to CFS 299 and require this course as a capstone course;
- Deleting PHIL 201, CS 145, HE 100, and EDU 250, EXED 330, and one Category D elective as required courses;
- Requiring CFS 313 and LME 318 instead of these courses being counted as electives;
- Increasing the total number of hours from 64 hours to 67 hours.

3. Detailed program description:

Current Courses	Credit Hours	Proposed Courses	Credit Hours
<u>General Education</u>		<u>General Education</u>	
<u>Category A</u>		<u>Category A</u>	
ENG 100	3	ENG 100	3
		SCOM 145 or 161	3
<u>Category B</u>		<u>Category B</u>	
ENG 200	3	ENG 200	3
PHIL 201 (Delete)	3		
<u>Category C</u>		<u>Category C</u>	
HIST 119 or 120	3	HIST 119 or 120	3
		PSY 100	3
<u>Category D</u>		<u>Category D</u>	
MATH 109 or 116	3	MATH 109 or 116	3
Category D electives	6	Category D elective	3
<u>Category F</u>			
HE 100 (Delete)	3		
<u>General Education Electives</u>			
Elective in Cat. A, B, D, or F	3		
(Delete)			
Total Hours	27	Total Hours	21
<u>Content Courses</u>		<u>Content Courses</u>	
	3	CFS 180	3
CFS 111	3	CFS 111	3
CFS 191	3	CFS 191	3
CFS 192		CFS 192	3
	3	CFS 290	3
294	3	CFS 294	3

295 296	3		
CFS 311 or SOC 220	3	CFS 295	3
EDU 250 (Delete)	3	CFS 296	3
EXED 330 (Delete)	3	CFS 311 or SOC 220	3
SFTY 171	1	CFS 292 (Replace EXED 330)	3
SCOM 145 (Move to Cat. A)	3	SFTY 171	1
CS 145 (Delete)	3		
SWK 101	3	SWK 101	3
PSY 100 (Move to Cat. C)		CFS 297	3
		CFS 299 (Renumbered from CFS 291)	3
		CFS 313	3
		LME 318	3
Total Hours	37	Total Hours	46
Total Program Hours	64	Total Program Hours	67

4. Rationale for proposed program revisions:

When the original Associate program was developed in 1997, it was designed to prepare individuals to work with children, birth to age five with and without disabilities. In the past nine years, research and standards for individuals serving this population have changed. Research indicates that the better educated an early care and education professional is the better the quality of care and education for the young child. In 2003, the state of Kentucky developed a set of core content for early childhood providers. This core content has been the guide for the proposed changes in the associate program based on current program assessment information and expectations of the Kentucky Office of Early Childhood. Currently, the state of Kentucky encourages child care providers and early childhood public school classroom assistants to have an associate degree in IECE. Federal regulations for Head Start also require that fifty percent of their classroom teachers have at least an associate degree in the field of early childhood. Meeting these standards requires that the associate program provide specific content in the care and education of young children. The courses were added to cover the content required for National Association for the Education of Young Children accreditation standards.

The IECE Associate degree program is unique in that it is a terminal degree for some students but can matriculate into a baccalaureate degree for others. This Associate program was developed as a part of the Kentucky Early Childhood Professional career lattice. Students could complete an Associate degree and matriculate directly into the IECE baccalaureate degree program at Western Kentucky University without losing credits. Since the Associate program was developed for matriculation to the IECE baccalaureate program, courses were included that met the requirements for teacher education and certification. However, since the original Associate program was developed a Child Studies concentration has been developed in the Family and Consumer Sciences major. The revisions to the IECE Associate program will allow for students to matriculate into the Child Studies concentration without losing credits. Since many of the Associate level students begin with the idea that the Associate degree will be a terminal degree and then decide to continue their education, having a program that matriculates easily will serve as encouragement.

5. Proposed term for implementation and special provisions:

Term: Fall 2007

Provisions, if applicable: Students currently enrolled in the IECE Associate degree program and who have taken the deleted courses will be allowed to count those courses as a part of their program.

6. Dates of prior committee approvals:

Department of Consumer and Family Sciences

9/21/2006

College of Health and Human Services

10/03/2006

University Curriculum Committee

University Senate

Attachment: Program Inventory Form

Proposal Date 09/18/2006

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

Contact Person: Doris Sikora

doris.sikora@wku.edu

(270)745-3993

1. Identification of Program:

- 1.1 Reference number: 563
- 1.2 Current program title: Family and Consumer Sciences
- 1.3 Credit hours: 48

2. Identification of the proposed changes:

The proposed changes are to delete courses and add courses to the core and to all three concentrations within the major of Family and Consumer Sciences.

Common Core:

- Adding CFS 180 : Introduction to Family and Consumer Sciences to the core for all three concentrations
- Changing course title for CFS 380: Communication Techniques in FCS to Professional Presentation Techniques in FCS

FCS ED Concentration:

- Adding CFS 481: Advanced Methods in FCS Ed
- Deleting MKT 320: Basic Marketing Concepts

Family Studies Concentration:

- Adding CFS 399: Implications of Research in Family and Child Studies
- Adding CFS 499: Critical Issues in Family and Child Studies
- Deleting PSY 440: Abnormal Psychology and PSY 422: Adolescent Psychology or Soc 332: Juvenile Delinquency

Child Studies Concentration:

- Adding CFS 292: Diversity in Early Childhood Programs; CFS 299: Admin of Early Childhood Programs; CFS 399: Implications of Research in Family and Child Studies; CFS 499: Critical Issues in Family and Child Studies and SOC 300: Using Statistics in Sociology
- Deleting CFS 295: Curr Development for Infants & Toddlers; CFS 296: Curr Development for Preschool & K Child; EDU 250: Introduction to Teacher Education; EXED 330: Intro to Exceptional Child Ed, and LME 318 Children's Literature

3. **Detailed program description:**

For detailed information about the current program and the proposed program changes please refer to the attached sheet.

4. **Rationale for proposed program revisions:**

As we seek accreditation for each of the three concentrations there are specific requirements that our program was not addressing. The proposed course offerings will provide a stronger focus on scholarship, research, professionalism, and a broader understanding of specific content required for success in each of the three career areas.

5. **Proposed term for implementation and special provisions:** Fall 2007

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

Consumer and Family Sciences Department	9/21/06
CHHS Curriculum Committee	10/3/06
Professional Education Council	10/11/06
University Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

Current Program & Concentrations**Common Core (24 hours)**

CFS 111 Human Nutrition (3)
 CFS 191 Child Development (3)
 CFS 310 Mgt of Family Resource (3)
 CFS 311 Family Relations (3)
 CFS 380 Communication Tech in FCS (3)
 CFS 492 Growth & Guidance of Children (3)
 CFS 493 Family Life Education (3)
 CFS 494 Parenting Strategies (3)

Core Total 24 hours

Concentrations:**Family & Consumer Sciences Education**

DMT 100 Introduction to Interior Design (3)
 DMT 110 Design Concepts (3)
 DMT 131 Basic Apparel Construction (3)
 CFS 151 Food Science (3)
 DMT 223 Textiles (3)
 CFS 381 Methods & Materials in FCS Ed
 CS 145 Introduction to Computing (3) or
 CIS 141 Basic Computer Literacy (3)
MKT 320 Basic Marketing Concepts (3)

Concentration Total 24 hours

Family Studies

CFS 410 Internship (3)
 CFS 495 Interpersonal/Relation Violence (3)

 SOC 300 Using Statistics in Sociology (3)
PSY 440 Abnormal Psychology (3)
PSY 422 Adolescent Psychology (3) or
SOC 332 Juvenile Delinquency (3)
 PSY 423 Psy of Adult Life & Aging (3) **or**
 SOC 342 Aging in Society (3)
 PSY 430 Psychology of Women (3) **or**
 SOC 355 Sociology of Gender (3)
 SOC 359 Sexuality and Society (3) **or**
 PH 365 Human Sexuality (3)

Concentration Total 24 hours

Child Studies**Proposed Program & Concentrations****Common Core (27 hours)****CFS 180 Foundations in Family and Consumer Sciences (3)**

CFS 111 Human Nutrition (3)
 CFS 191 Child Development (3)
 CFS 310 Mgt. Of Family Resources (3)
 CFS 311 Family Relations (3)
CFS 380 Professional Pres Tech in FCS (3)
 CFS 492 Growth & Guidance of Children
 CFS 493 Family Life Education (3)
 CFS 494 Parenting Strategies (3)

Core Total 27 hours

Family & Consumer Sciences Education

DMT 100 Introduction to Interior Design (3)
 DMT 110 Design Concepts (3)
 DMT 131 Basic Apparel Construction (3)
 CFS 151 Food Science (3)
 DMT 223 Textiles (3)
 CFS 381 Methods & Materials in FCS Ed (3)
 CS 145 Introduction to Computing (3) or
 CIS 141 Basic Computer Literacy (3)

CFS 481 Advanced Methods in FCS Ed. (3)

Concentration Totals 24 hours

Family Studies

CFS 410 Internship (3)
 CFS 495 Interpersonal/Relation Violence (3)
CFS 399 Implications of Research in Family and Child Studies (3)
CFS 499 Critical Issues in Family and Child Studies (3)
 SOC 300 Using Statistics in Sociology (3)

 PSY 423 Psy of Adult Life & Aging (3) **or**
 SOC 342 Aging in Society (3)
 PSY 430 Psychology of Women (3) **or**
 SOC 355 Sociology of Gender (3)
 SOC 359 Sexuality and Society (3) **or**
 PH 365 Human Sexuality (3)

Concentration Total 24 hours

Child Studies

CFS 192 Working with Young Child & Fam (3)
 (3)
 CFS 294 Assessment of Young Children (3)
 (3)
**CFS 295 Curr Dev for Infants & Toddlers (3)
 Prog (3)**
**CFS 296 Curr Dev for Presch & K Child (3)
 (3)**
EDU 250 Intro to Teacher Education (3)
EXED 330 Intro to Exceptional Child Ed (3)
LME 318 Children's Literature
 CFS 410 Internship (3)

Concentration Total 24 hours

Total Hours 48

CFS 192 Work with Young Child & Fam
 CFS 294 Assessment of Young Children
CFS 292 Diversity in Early Childhood
CFS 299 Admin of Early Childhood Prog
**CFS 399 Implications of Research in Family
 and Child Studies (3)**
**CFS 499 Critical Issues in Family and Child
 Studies (3)**
 CFS 410 Internship (3)
SOC 300 Using Statistics in Sociology (3)

Concentration Total 24 hours

Total Hours 51

Proposal Date 10/11/06

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

Contact Person: Dr. Danita Kelley Danita.Kelley@wku.edu 745-6356

1. Identification of program:

- 1.1 Current program reference number: 707
- 1.2 Current program title: Hospitality Management and Dietetics
- 1.3 Credit hours: 67

2. Identification of the proposed changes:

For the Hospitality Management and Dietetics (HMD) major

- Addition of CFS 459 (1 hour) to the HMD core
- Change in major credit hours from 67 to 67-68

For the Nutrition and Dietetics concentration (CFND)

- Deletion of CFS 380 (3 hours) and CFS 381 (3 hours)
- Addition of CFS 365 (3 hours)
- Changing of CFS 362 and CFS 462 from 3-hour courses to 4-hour courses
- Removal of ANTH 120 as a specified requirement in general education Category E

For the Hotel, Restaurant, and Tourism Management concentration (CFHR)

- Addition of 1 hour to the total number of required hours (CFS 459)

For the Food, Nutrition, and Wellness concentration (CFNW)

- Deletion of CFS 380 (3 hours) and Designated elective course (3 hours)
- Addition of CFS 365 (3 hours)
- Changing of CFS 362 and CFS 462 from 3-hour courses to 4-hour courses

3. Detailed program description:

Proposed changes are **bolded**.

CURRENT CURRICULUM

Common Core for HMD Major (34 hours):

CFS 111 Human Nutrition (3)

CFS 151 Food Science (3)

CFS 152 Food Service Sanitation (1)
(1)

CFS 251 Commercial Food Preparation (3)

CFS 252 Hospitality Information Systems (3)
Systems (3)

CFS 311 Family Relations (3)

CFS 351 Human Resource Mgt in Hosp Ind (3)
Hosp Ind (3)

CFS 353 Menu Planning & Purchasing (3)

CFS 354 Cost Ctrl & Fin Anal in Hosp Ind (3)
Hosp Ind (3)

CFS 452 Quality & Svc Mgmt in Hosp Ind (3)
Hosp Ind (3)

ACCT 200 Introductory Accounting (3)
Accounting (3)

MGT 310 Organization & Management (3)

PROPOSED CURRICULUM

Common Core for HMD Major (35 hours):

CFS 111 Human Nutrition (3)

CFS 151 Food Science (3)

CFS 152 Food Service Sanitation

CFS 251 Commercial Food Preparation (3)

CFS 252 Hospitality Information

CFS 311 Family Relations (3)

CFS 351 Human Resource Mgt in

CFS 353 Menu Planning & Purchasing (3)

CFS 354 Cost Ctrl & Fin Anal in

CFS 452 Quality & Svc Mgmt in

ACCT 200 Introductory

MGT 310 Organization & Management (3)

CFS 459 Senior Seminar in HMD (1)

Nutrition & Dietetics Concentration* (33 hrs)

Concentration* (32 hrs)

CFS 261 Advanced Nutrition (3)

CFS 361 Life Stage Nutrition (3)

CFS 362 Medical Nutrition Therapy I (3)

CFS 461 Appl of Nutr Theory & Research (3)
Research (3)

CFS 462 Medical Nutrition Therapy II (3)

CFS 464 Applied Institution Management (3)
Management (3)

CHEM 304 Biochemistry for Health Sciences (4)
Sciences (4)

Elective (3)

Nutrition & Dietetics

CFS 261 Advanced Nutrition (3)

CFS 361 Life Stage Nutrition (3)

CFS 362 Medical Nutrition Therapy I (4)

CFS 461 Appl of Nutr Theory &

CFS 462 Medical Nutrition Therapy II (4)

CFS 464 Applied Institution

CHEM 304 Biochem for Health

Elective (3)

AH 290 Medical Terminology (2)
CFS 380 Communication Tech in FCS (3)
CFS 381 Methods and Materials in FCS (3)
TOTAL HOURS (67)
*Plus designated gen ed courses: SOCL 100;
SOCL 100;
PSY 100; **ANTH 120**; ECON 150; MATH 116; CHEM 105,
CHEM 105,
106, 107, 108; BIOL 131, 207, 208 **(31 hrs)**

Hotel, Rest. & Tourism Management Concen.(33 hrs)
Concen. (33 hrs)

CFS 171 Intro Mgt in Hospitality Industry (3)
Industry (3)
CFS 271 Tourism Planning & Development (3)
Development (3)
CFS 313 Practicum (3)
CFS 470 Advanced Lodging Management (3)
Management (3)
CFS 410 Internship (3)
CFS 471 Catering and Beverage Mgmt (3)
CFS 472 Strategic Mgmt in Hospitality Industry (3)
Industry (3)
CFS 378 Legal Environment of Hospitality & Tourism (3)
Hospitality & Tourism (3)
MKT 320 Basic Marketing Concepts (3)
Concepts (3)
CFS 275 Restaurant Management (3)
(3)
CFS 276 Lodging Operations (3)
TOTAL HOURS (67)

Food, Nutrition, & Wellness Concentration* (33 hrs)
*** (32 hrs)**

CFS 261 Advanced Nutrition (3)
CFS 361 Life Stage Nutrition (3)
CFS 362 Medical Nutrition Therapy I (3)
CFS 461 Application of Nutr Theory & Research (3)
Research (3)
CFS 462 Medical Nutrition Therapy II (3)
PH 390 Wellness and Fitness Assessment (3)
Assessment (3)
PE 311 Exercise Physiology (3)
CFS 364 Sports Nutrition or CFS 368 Dietary Suppl. (3)
368 Dietary Suppl. (3)
MKT 320 Basic Marketing Concepts (3)
Concepts (3)
CFS 380 Communication Tech in FCS (3)
Elective (3)
TOTAL HOURS (67)
*Plus designated general education courses: CHEM 109
courses: CHEM 109
and BIOL 131 (8 hrs)

AH 290 Medical Terminology (2)
CFS 365 Community Nutrition (3)

TOTAL HOURS (67)
*Plus designated gen ed courses:
PSY 100; ECON 150; MATH 116;
106, 107, 108; BIOL 131, 207, 208 **(28 hrs)**

Hotel, Rest.t & Tourism Management

CFS 171 Intro Mgt in Hospitality
CFS 271 Tourism Planning &
CFS 313 Practicum (3)
CFS 470 Advanced Lodging
CFS 410 Internship (3)
CFS 471 Catering and Beverage Mgmt (3)
CFS 472 Strategic Mgmt in Hospitality
CFS 378 Legal Environment of
MKT 320 Basic Marketing
CFS 275 Restaurant Management
CFS 276 Lodging Operations (3)
TOTAL HOURS (68)

Food, Nutrition, & Wellness Concentration

CFS 261 Advanced Nutrition (3)
CFS 361 Life Stage Nutrition (3)
CFS 362 Medical Nutrition Therapy I (4)
CFS 461 Application of Nutr Theory &
CFS 462 Medical Nutrition Therapy II (4)
PH 390 Wellness and Fitness
PE 311 Exercise Physiology (3)
CFS 364 Sports Nutrition or CFS
MKT 320 Basic Marketing
CFS 365 Community Nutrition (3)
TOTAL HOURS (67)
*Plus designated general education
and BIOL 131 (8 hrs)

4. Rationale for the proposed program changes:

To better prepare students for professional careers, job interviews, and internships a senior seminar course is a proposed addition to the core curriculum for the Hospitality Management and Dietetics major. The addition of the senior seminar course, CFS 459, will result in an increase in the total number of hours from 67 to 68 for the Hotel, Restaurant and Tourism Management (CFHR) concentration. When combined with other proposed changes, the total number of credit hours will not be increased for the other two concentrations (CFND and CFNW).

Specifically, for the Nutrition and Dietetics concentration (CFND), the proposed curriculum changes increase the amount of medical nutrition therapy and overall nutrition-based courses in the concentration. Forty percent of the national dietetic registration examination covers the nutrition care process; the portion of the national examination addressing educational and communications aspects is a single digit number. Thus, to more proportionately address knowledge and skills needed to successfully pass the national registration examination, the proposed changes include removal of CFS 380, Communication Techniques in Family and Consumer Sciences, and CFS 381, Methods and Materials in Family and Consumer Sciences Education, from the CFND curriculum. The addition of one hour to each of the existing medical nutrition therapy courses and the addition of a community nutrition course, CFS 365, would serve to enhance knowledge and skills related to the nutrition care process and, specifically, community nutrition. Traditionally, one of the main career fields for registered dietitians is in the area of community nutrition. Additionally, ANTH 120 is to no longer be a specific designation for CFND students in general education Category E; students will be able to select any course from Category E to fulfill both university and concentration requirements related to cultural diversity.

For the Food, Nutrition, and Wellness concentration (CFNW), CFS 365, Community Nutrition, is being added and CFS 380, Communication Techniques in Family and Consumer Sciences, and an advisor-approved elective are being removed. Potential careers for students in the CFNW concentration include those in the area of community nutrition, such as with community food and nutrition programs. The addition of one hour to each of the existing medical nutrition therapy courses and the addition of a community nutrition course, CFS 365, would serve to enhance knowledge and skills related to the nutrition care process and, specifically, community nutrition.

5. **Proposed term for implementation and special provisions:** Fall 2007; to allow for a time of transition, CFS 362 and CFS 462 will not change to 4-hour courses until Spring 2008

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

Department of Consumer and Family Sciences: October 11, 2006

CHHS Curriculum Committee: October 31, 2006

University Curriculum Committee: _____

University Senate: _____

Attachment: Program Inventory Form

**College of Health and Human Services
Department of Consumer and Family Sciences**

***Proposal to Create a New Minor Program
(Action Item)***

Contact Person: Karen Mason e-mail: karen.mason@wku.edu Phone: 745-3462

1. Identification of program:

- 1.1. Program Title: Nutrition
- 1.2. Required Hours in the Minor Program: 22-23
- 1.3. Special information: None
- 1.4. Catalog description:

The minor in Nutrition consists of 22-23 hours, of which 12 hours must be upper division. This minor provides a basic foundation of nutrition principles for students pursuing health-related careers. Core requirements are CFS 111, CHEM 109, and CFS 261. Students must select at least 12 hours from the following elective courses: CFS 361, 364, 365, 367, 368, or CHEM 304. A grade point average of 2.0 or better must be achieved in the minor. Required prerequisites must be met for all courses.

2. Rationale:

2.1. Reasons for developing the proposed minor program:

The most significant reason for creating a nutrition minor is student interest. Based on formal surveys conducted in CFS 111 Human Nutrition classes and informally from student advising, there is a strong desire for this minor. Public interest in nutrition and increased emphasis on health education makes this minor attractive for various science and health-related majors (e.g. exercise science, public health, pre-physical therapy, pre-pharmacy, and pre-medicine).

2.2. Projected enrollment in the proposed minor program:

This minor should be attractive to students interested in health careers, particularly students in the Exercise Science program. Based on surveys conducted in the CFS 111 Human Nutrition classes, contact with Exercise Science faculty, and feedback from students, 10-20% of Exercise Science students are projected to be interested in the nutrition minor. Currently, there are approximately 180 Exercise Science majors. Thus, taking into account the largest pool of prospective students would be Exercise Science majors and a small pool of students would be from other health-related majors (e.g. pre-pharmacy, pre-medicine, public health or biology), 25-50 students are projected to be interested in pursuing a nutrition minor.

2.3. Relationship of proposed minor program to other programs now offered by the department:

There is not a related minor within the department; in fact, there are no health-related minors within the department of Consumer and Family Sciences. Some of the classes within the minor are required by other departmental majors and one minor. The Family and Consumer Sciences and Hospitality Management and Dietetics majors require CFS 111, and the CFS minor requires CFS 111. Two of the core classes within the nutrition minor (CFS 111 and CFS 261) are required for the Nutrition and Dietetics concentration and all three core classes in the nutrition minor are required for the Food, Nutrition, and Wellness concentration. Three of the elective courses for the nutrition minor (CFS 361, CFS 365, and CHEM 304) are required for the Nutrition and Dietetics majors and two of the elective courses (CFS 361 and 365) are required for the Food, Nutrition, and Wellness concentration.

2.4. Relationship of proposed minor program to other university programs:

There is not currently a similar minor at WKU. However, several majors within the College of Health and Human Services require CFS 111 (e.g. Physical Education, Dental Hygiene, and Nursing).

2.5. Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Two universities in Kentucky offer a nutrition minor (University of Kentucky and Eastern Kentucky University). Eleven of WKU's 19 benchmark schools offer a nutrition minor. This minor could complement many science and health-related majors. For example, this minor may

attract students from Family and Consumer Sciences, Exercise Science, Public Health, and Biology.

2.6. Relationship of proposed minor program to the university mission and objectives:

The nutrition minor would support several aspects of WKU's mission. First, the elective courses will help students become productive and engaged leaders in the community; those classes require multiple community-based assignments. In addition, the elective courses provide opportunities for service and lifelong learning. Those classes are more hands-on and allow students to not only learn about complex concepts but also practice what they learn.

In addition, the proposed Nutrition minor supports several Western Kentucky University strategic goals:

Goal 1: Increase student learning.

Promote learning that fully develops individual potential and produces graduates who can successfully live, work, and contribute to society in a global context.

Goal 4: Enhance responsiveness to constituents.

Respond to educational, social, cultural, and economic development needs through increased outreach, applied scholarship, service, and innovative opportunities for lifelong learning.

Goal 5: Improve institutional effectiveness.

Commit to continuous improvement of institutional effectiveness and efficiency in all programs and services.

Goal 1: Increase Student Learning – Students who minor in nutrition will have a foundational knowledge of nutrition and its application. This would be a definite benefit for students in science and health-related fields since there is a societal interest in nutrition and better health.

Goal 4: Enhance responsiveness to constituents – In many ways, this minor will increase student awareness of the needs of the community. With this applied approach, students will have the skills to disseminate nutrition information in their future places of employment. The type of application will depend upon a student's choice of electives. Some of the potential routes of application will be within health fairs, with athletes, with the elderly population, or within local health departments.

Goals 5: Improve institutional effectiveness – This minor would definitely serve as a complement to multiple majors across campus, and based on former student surveys in CFS 111, there is a need for this minor. This minor is not only in response to students' interests, but also in response to increased societal awareness of nutrition topics. Essentially this minor could better equip students in science and health-related majors in the dissemination of nutrition and health education.

3. Objectives of the proposed minor:

The objectives for students pursuing the minor in Nutrition are to:

- * Acquire an understanding of the functions, properties, requirements and food sources of essential nutrients.
- * Understand the biochemical and physiological aspects of nutrient metabolism.
- * Discuss the role of nutrition in the prevention of diseases influenced by diet.
- * Know the basic steps of nutrition assessment.
- * Examine the educational principles involved in sharing nutrition recommendations, emphasizing the importance of nutrition research and reliable sources of health information.

4. Curriculum:

The minor in Nutrition consists of 22-23 hours, of which 12 hours must be upper division.

Core (10 hours)

CFS 111 Human Nutrition (3)

CHEM 109 Chemistry for the Health Sciences (4)

CFS 261 Advanced Nutrition (3)*

Electives (12-13 hours)

CFS 361 Life Stage Nutrition (3)

CFS 364 Sports Nutrition (3)

CFS 365 Community Nutrition (3)

CFS 367 Nutrition for the Aging Population (3)

*Prerequisite: BIOL 131 Anatomy and Physiology

5. Budget implications:

5.1 Faculty: The minor will utilize existing classes within the newly revised Hospitality Management and Dietetics curriculum; thus, no new faculty are requested. The Chemistry and Biology Departments have been contacted and with their existing faculty, they will be able to accommodate the projected number of students in the nutrition minor.

5.2 Technological and electronic informational resources (e.g., databases, e-journals, etc.):
None requested

5.3 Facilities and equipment: None requested

Gordon Ford College of Business
Western Kentucky University
Office of the Dean
745-6311

REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE

Date: November 21, 2006

FROM: Gordon Ford College of Business Curriculum Committee

The Gordon Ford College of Business Curriculum Committee submits the following items for consideration:

Type of Item	Description of Item and Contact Information
Consent	Proposal to Revise a Course number (CIS 343) Contact: Dr. Thad Crews II Thad.crewsii@wku.edu Phone: 5-4643
Consent	Proposal to Revise Course Prerequisites (FIN 330) Contact: Dr. Samanta Thapa Samanta.thapa@wku.edu Phone: 52926
Consent	Proposal to Revise Course Title (MGT 305) Contact: Dr. Zubair Mohamed Zubair.mohamed@wku.edu Phone: 5-6360
Consent	Proposal to Revise Program Title (Ref #723) Contact: Dr. Zubair Mohamed Zubair.mohamed@wku.edu Phone: 5-6360

Proposal Date: October 25, 2006

**Gordon Ford College of Business
Department of Computer Information Systems
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Thad Crews, thad.crews@wku.edu, 745-4643

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CIS 343
- 1.2 Title: Principles of MIS
- 1.3 Credit hours: 3

2. Proposed course number: CIS 243

- 3. Rationale for the revision of course number:** This course presently has no prerequisites other than CIS 141 and "Junior Standing". Over the years we have made a number of exceptions and have learned that sophomores can successfully complete the course. A similar course is taught at the 200-level at the Bowling Green Community College and KCTCS. This change will facilitate transferring credits to the university especially for "plus two" programs. Furthermore, this is a foundations course for majors and minors and earlier completion will allow students to more efficiently complete degree requirements. The change will expose students to the business discipline in their sophomore year and help them choose a career path.

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

CIS Department: October 9, 2006

GFCOB Curriculum Committee November 1, 2006

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

**Gordon Ford College of Business
Department of Finance
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Samanta Thapa
Phone: x52926

e-mail: samanta.thapa@wku.edu

1. Identification of course

1.1 Course prefix: FIN 330

1.2 Course title: Principles of Financial Management

1.3 Credit hours: 3

2. Current Prerequisites:

ACCT 200, ECON 206 or equivalent

3. Proposed Prerequisites:

ACCT 200, MATH 116, ECON 202 or ECON 203

4. Rationale for revision of course prerequisites:

The skills students learn in MATH 116, ECON 202 or ECON 203 will be adequate for successful completion of FIN330. A survey of both our faculty who teach FIN330 and the FIN 330 texts we use indicate that it is not necessary to have a statistics course as a prerequisite for FIN330.

5. Effect on completion of major/minor sequence:

None.

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee approvals:

Finance Department

10/4/06

GFCOB Curriculum Committee

10/04/06

University Curriculum Committee

University Senate

Attachment: Course Inventory Form

Proposal Date: 3/15/2006

**Gordon Ford College of Business
Department of Management
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Zubair M. Mohamed e-mail: zubair.mohamed Phone: 5-6360

1. Identification of course

- 1.1 Course prefix (subject area) and number: MGT 305
- 1.2 Current Course Title: Critical Thinking in Management
- 1.3 Credit hours: 3

2. Proposed course title:

- *Ethics and Critical Thinking*

3. Proposed abbreviated course title:

- *Ethics and Critical Thinking*

4. Rationale for the revision of course credit hours:

- *The name change truly reflects the course content.*

5. Proposed term for implementation: Spring 2007

Dates of prior committee approvals:

Management Department/Division	3/14/2006
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GFCoB Curriculum Committee	10/04/06
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Professional Education Council (if applicable)	_____
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General Education Committee (if applicable)	_____
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University Curriculum Committee	_____
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University Senate	_____
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Attachment: [Course Inventory Form](#)

**Gordon Ford College of Business
Department of Management
Proposal to Revise a Program
(Consent (Revise title only) Item)**

Contact Person: Zubair M.Mohamed e-mail: zubair.mohamed@wku.edu Phone: 5-6360

1. Identification of program

- 1.1 Reference Number: 723
- 1.2 Current Program Title: General Management
- 1.3 Credit hours: 128

2. Identification of the proposed changes:

The program title will change from General Management to Business Administration. The proposed change truly reflects the design of the major and is in line with how it is referred to in other universities.

3. Detailed program description:

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4. Rationale for proposed program revisions:

Please refer Item (2) above.

5. Proposed term for implementation and special provisions:

Term: Spring 2007

Provisions, if applicable: Students with degree program on file will have the option either to go with the current name or change over to the proposed name.

Dates of prior committee approvals:

Management Department/Division	<u>3/15/2006</u>
GFCoB Curriculum Committee	<u>10/04/06</u>
Professional Education Council (if applicable)	<u></u>
General Education Committee (if applicable)	<u></u>
University Curriculum Committee	<u></u>
University Senate	<u></u>

Attachment: [Program Inventory Form](#)

**Bowling Green Community College
of Western Kentucky University
Office of the Dean
780-2556**

REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE

DATE: 10 November 2006

FROM: The Curriculum Committee of the Bowling Green Community College

The Curriculum Committee of the Bowling Green Community College submits the following items for consideration:

<i>Type of Item</i>	<i>Description of Item and Contact Information</i>
Consent	<i>Proposal to Delete a Course</i> HCIS 190 Directed Practice Contact: Karen Sansom karen.sansom@wku.edu Phone: 780-2567 Proposal to Delete a Program Automated Industrial Systems Technology Program (Ref #: 210) Contact: Paul Bush paul.bush@wku.edu Phone: 780-2564
Action	<i>Proposal to Revise a Program</i> Associate of Science Degree in Nursing (Ref #: 273) Contact: Kim Green kim.green@wku.edu Phone: 745-8960

Proposal Date: 11/2/2006

Bowling Green Community College
Department of Healthcare Information Systems
Proposal to Delete a Course
(Consent Item)

Contact Person: Karen Sansom, Karen.sansom@wku.edu Phone: 780 2567

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HCIS 190
- 1.2 Course title: Directed Practice
- 1.3 Credit hours: 2

2. Rationale for the course deletion:

This course has not been taught since Summer 1997. It has not been included in the HCIS program curriculum since that time. It is not listed in the course catalog. This course is being deleted from the Course Inventory per request of the Registrars Office.

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

There will be no effect on the program, students, or other programs or departments by deleting this course.

4. Proposed term for implementation:

Spring 2007

5. Dates of prior committee approvals:

Department/Division: 11/02/2006_____

Curriculum Committee 11/03/06_____

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

**Bowling Green Community College of Western Kentucky University
Proposal to Delete BGCC #210 Automated Industrial Systems Technology Program
(Consent Item)**

Contact Person: Paul M. Bush paul.bush@wku.edu Phone: 780-2564

1. Identification of program

1.1 Reference number: #210

1.2 Program title: Automated Industrial Systems Technology Program (AIST)

1.3 Credit hours: 64

2. Rationale for the program deletion:

Due to many revisions at the Kentucky Advanced Technology Institute, their original programs no longer comply with the original joint program articulation agreement. As a result, there is no demand for this program.

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

The Architectural and Manufacturing Sciences Department has already deleted its four-year degree which was an extension of the two-year AIST degree.

4. Proposed term for implementation:

Spring 2007

5. Dates of prior committee approvals:

Liberal Arts and Sciences Division 10/01/2006

Bowling Green Community College Curriculum Committee 11/03/06

University Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 10/31/06

Bowling Green Community College

**Health Science Division
Associate Degree Nursing Program
Proposal to Revise A Program
(Action Item)**

Contact Person: Kim Green, kim.green@wku.edu, 745-8960

1. Identification of program:

- 1.1 Current program reference number: 273
- 1.2 Current program title: Associate of Science Degree in Nursing
- 1.3 Credit hours: 72

2. Identification of the proposed program changes:

- Modifying admission criteria
 - Changing the admission test from Arnett Diagnostic Entrance Test (DET) with a minimum score of 60 to Educational Resources, Incorporated's Nurse Entrance Test (NET) with a minimum score of 72.

3. Detailed program description:

Current Admission Policy	Proposed Admission Policy
• The applicant must achieve a minimum score of 60 on the Arnett Diagnostic Entrance Test (DET) in order to be considered for admission. The following courses must be completed or in progress in order to be considered for admission: BIO 131C, MA 109C or MA 116C and CFSC 111C. • The applicant must have 10 or more earned university credits and must have a cumulative grade point average of 2.75 in order to be considered for admission. • The applicant with 10 or less earned university credits must submit ACT examination results with application. Consideration for admission cannot be given until these scores are available in the department.	• The applicant must achieve a minimum score of 72 on the <i>Educational Resources, Incorporated's Nurse Entrance Test (NET)</i> in order to be considered for admission. The following courses must be completed or in progress in order to be considered for admission: BIO 131C, MA 109C or MA 116C and CFSC 111C. • The applicant must have 10 or more earned university credits and must have a cumulative grade point average of 2.75 in order to be considered for admission. • The applicant with 10 or less earned university credits must submit ACT examination results with application. Consideration for admission cannot be given until these scores are available in the department.

4. Rationale for the proposed program change:

Nurse educators are concerned with student academic success and attrition rates in nursing education. Therefore, the ADN faculty have identified a need for predicting academic ability and success in the nursing program. The NET has proven to be an effective tool for prediction of overall success in nursing education and is used by many programs of nursing in the United States as a component of preadmission criteria.

5. **Proposed term for implementation and special provisions (if applicable):**
Spring 2007. However, students who have already taken the DET and achieved the minimum score of 60 will also be considered for admission for the Fall 2007 class. When admitting the Spring 2008 class, only the NET will be considered.

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

Associate Degree Nursing Faculty:	<u>10/13/06</u>
Health Science Division:	<u>10/31/06</u>
BGCC Curriculum Committee	<u>11/03/06</u>
University Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

OGDEN COLLEGE OF SCIENCE AND ENGINEERING
OFFICE OF THE DEAN
745-6371

REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE

DATE: November 21, 2006

FROM: OGDEN COLLEGE OF SCIENCE AND ENGINEERING CURRICULUM COMMITTEE

The Ogden College of Science and Engineering submits the following items for consideration:

<i>Type of Item</i>	<i>Description of Item</i>
Consent	Revise Course Corequisites AMS 175, University Experience – AMS, 2 hours Contact: Dr. Bryan Reaka Bryan.reaka@wku.edu 5-7032
Consent	Revise Course Catalog Listing AMS 398, Internship I Contact: bryan.reaka@wku.edu 5-7032
Consent	Revise Course Catalog Listing AMS 399, Internship II Contact: bryan.reaka@wku.edu 5-7032
Consent	Change an Option Name Manufacturing Management Option Contact: Bryan.reaka@wku.edu 5-7032
Action	New Course Proposal AMS 328, Robotics and Machine Vision, 3

	hours Contact: bryan.reaka@wku.edu 5-7032
Action	New Course Proposal AMS 396, Introduction to Supply Chain Management, 3 hours Contact: Dr. Terry Leeper Terry.leeper@wku.edu 5-5954
Action	New Course Proposal AMS 140, Introduction to Occupational Safety, 1 hour Contact: bryan.reaka@wku.edu 5-7032
Action	Multiple Revisions to a Course AMS 370, Computer Numerical Control and Robotics Contact: bryan.reaka@wku.edu 5-7032
Action	Revise a Program Industrial Sciences, Ref. #571 Contact: bryan.reaka@wku.edu 5-7032
Action	Revise a Program Technology Management, Ref. #517 Contact: Dr. Terry Leeper Terry.leeper@wku.edu 5-5954

Proposal Date: 10-21-06

**Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Revise Course Corequisites
(Consent Item)**

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 175
 - 1.2 Course title: University Experience -AMS
 - 1.3 Credit hours: 2.0
- 2. Current special requirements:**

For beginning college freshmen or transfer students with fewer than 24 semester hours of credit.
- 3. Proposed special requirements:** For beginning college freshmen or transfer students with fewer than 24 semester hours of credit.
Proposed corequisite: AMS 140
- 4. Rationale for the revision of corequisite:** The Architectural & Manufacturing Sciences (AMS) Industrial Advisory Council has identified the lack of an occupational safety course as a weakness in our curriculum. It is imperative that Architectural & Manufacturing Sciences students gain a solid understanding of occupational safety and hygiene at the very beginning of their program experience. Hence, the proposal that AMS 140 (Intro Occupational Safety) be taken at the same time as University Experience.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation :** Fall 2007
- 7. Dates of prior committee approvals:**

Architectural & Manufacturing Sciences Department _____10-13-06_____

Ogden College Curriculum Committee _____11-2-06_____

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: AMS 398
- 1.2 Course title: Internship I
- 1.3 Credit hours: 1.5hrs

2. Current course catalog listing: Advisor approved, discipline-specific internship requiring 240 hours of work experience in business or industry.

3. Proposed course catalog listing: Advisor approved, discipline-specific internship requiring 200 hours of work experience in business or industry.

4. Rationale for revision of the course catalog listing: It is currently difficult for students to complete the required number of hours in a five week summer session. Reducing the number of hours required to fulfill the internship to 200 should allow students to be able to complete the internship in one summer session (5 weeks x 40 hrs/wk).

5. Proposed term for implementation :
Summer 2007

6. Dates of prior committee approvals:

Architectural & Manufacturing Sciences Dept: 12-3-05

Ogden Curriculum Committee ____11-2-06____

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 10-21-06

**Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: AMS 399
- 1.2 Course title: Internship II
- 1.3 Credit hours: 1.5hrs

2. Current course catalog listing: Advisor approved, discipline-specific internship requiring 240 hours of work experience in business or industry.

3. Proposed course catalog listing: Advisor approved, discipline-specific internship requiring 200 hours of work experience in business or industry.

4. Rationale for revision of the course catalog listing: It is currently difficult for students to complete the required number of hours in a five week summer session. Reducing the number of hours required to fulfill the internship to 200 should allow students to be able to complete the internship in one summer session (5 weeks x 40 hrs/wk).

5. Proposed term for implementation :
Summer 2007

6. Dates of prior committee approvals:

Architectural & Manufacturing Sciences Dept: 12-3-05

Ogden Curriculum Committee _____11-2-06_____

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 10-21-06

**Ogden College of Science and Engineering.
Department of Architectural and Manufacturing Sciences
Proposal to Change an Option Name
(Consent Item)**

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

1. Identification of program:

1.1 Current program reference number: 571

1.2 Current program title: Industrial Sciences (Manufacturing Management Option)

1.3 Credit hours: 128

2. Identification of the proposed program changes:

Changing from:

Manufacturing Management Option

To:

Manufacturing and Industrial Distribution Option

3. Detailed program description:

4. Rationale for the proposed program change:

In response to needs expressed by area industries, we are changing the Manufacturing Management Option to include more logistical distribution courses [i.e. Robotics and Machine Vision (AMS 328) and Introduction to Supply Chain Management (AMS 396)]. The new title will better reflect that change.

5. Proposed term for implementation:

Fall 2007

6. Dates of prior committee approvals:

Architectural and Manufacturing Sciences Department 10-13-06

Ogden College Curriculum Committee 11-2-06

University Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposals to Create a New Course
(Action Item)

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

1. Identification of Proposed Course

- 1.1 Prefix and Number AMS 328
- 1.2 Title: Robotics and Machine Vision
- 1.3 Abbreviated title: Robotics & Mach Vision
- 1.4 Credit hours and Contact Hours
3.0 credit hours, 3 hours of lecture, 2hrs lab
contact hours: 5 hours per week
- 1.5 Type of Course: Lecture/Lab
- 1.6 Prerequisites: AMS 327
- 1.7 Catalog course listing: Introduction to capabilities and limitations of robotic and machine vision systems, as well as fundamentals of programming. Laboratory activities are focused toward manufacturing applications. Lab fee Required.

2. Rationale

- 2.1 Reason for developing the course: This course content is currently included in AMS 370, but it has been determined that there is not adequate time to teach all topics (numerical control, robotics and machine vision) in the same course. The manufacturing advisory board has determined this topic area to be important enough to warrant its own course.
- 2.2 Projected enrollment in the proposed course: 15 per course offering based upon the current enrollment in AMS 370
- 2.3 Relationship of the proposed course to courses now offered by the department: The course will build on the knowledge of students acquired in AMS 327 and it will complement the AMS 370 class.
- 2.4 Relationship of the course to courses offered in other departments: EE 465 Robotic Design and EE 490 Introduction to robotics both deal with robotics,

but are design based courses and not application type courses such as the proposed course.

- 2.5 Relationship of the proposed course offered in other instructions: Similar courses are offered in Industrial Technology programs at other schools, including Morehead State University, Eastern Illinois University, and Bowling Green State University.

3. Description of proposed course

- 3.1 Course objectives: Develop specifications for robotic and vision systems in automated manufacturing applications, develop and apply programming techniques for robotics and machine vision, integrate robotics and machine vision applications with automated equipment through digital inputs and outputs, identify the capabilities and limitations of robotic systems and automated inspection for manufacturing.
- 3.2 Content outline: Components of a robotic system; industrial applications for robotics; selection and application of robotics; motion and program control; file input/ output operations; machine vision concepts, image acquisition; image conversion; machine vision; alternatives to machine vision.
- 3.3 Student expectations and requirements: students will engage in a variety of topical projects, quizzes, tests and lab activities to enhance their understanding of the courses content.
- 3.4 Texts and course materials: Ashfal, Robotics and Manufacturing Automation, 4th edition, Wiley and sons

4. Resources

- 4.1 Library resources: See library resources form.
- 4.2 Computer resources: The AMS Department has an adequate number of computers available to support the student learning in this course.

5. Budget Implications

- 5.1 Proposed method of staffing:
The current faculty in the AMS department have the expertise, but not the time needed to teach this course. It will be taught by adjunct faculty until such time that another appropriate faculty member can be hired to assist with the departmental teaching load.
- 5.2 Special equipment needed:
Robotic equipment in the department may be utilized for this course, but it will be necessary to acquire vision systems to achieve the learning objectives.

- 5.3 Expendable materials needed: Materials for student lab activities will be needed.
- 5.4 Laboratory supplies needed: Materials for student lab activities will be needed. A lab fee will be needed for expendable supplies in this course.

6. Proposed term for implementation: Fall 2007

Dates of prior committee approvals

Architectural & Manufacturing Sciences Department _____10-13-
06_____

Ogden College Curriculum Committee _____11-2-06_

University Curriculum Committee

University Senate

Attachments: Course Inventory Form

**Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposals to Create a New Course
(Action Item)**

Contact Person: Terry Leeper

terry.leeper@wku.edu

270.745.5954

1. Identification of Proposed Course

- 1.1 Prefix and Number AMS 396
- 1.2 Title: Introduction to Supply Chain Management
- 1.3 Abbreviated title: Intro Supply Chain Management
- 1.4 Credit hours and Contact Hours
3.0 credit hours, 3 hours of lecture
contact hours: 3 hours per week
- 1.5 Type of Course: Lecture
- 1.6 Prerequisites: AMS 356 or AMS 371
- 1.7 Catalog course listing: Introduction to supply chain management and risk pooling, logistics network configuration, the value of information, customer value and decision support systems. Software fee required.

2. Rationale

- 2.1 Reason for developing the course: Feedback from the Advisory Committee of the AMS department indicates the need for a course in supply chain management.
- 2.2 Projected enrollment in the proposed course: 15-20 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: The course will build on the knowledge of students acquired in previous course in manufacturing and will complement the concepts currently taught in AMS 356 System Design and Operation or AMS 371 Quality Assurance.
- 2.4 Relationship of the course to courses offered in other departments: No other department offers a course with this topical coverage.
- 2.5 Relationship of the proposed course offered in other instructions: Similar courses are offered in manufacturing programs at other schools, including the School of Business at the University of Maryland, the School of Technology at

3. Description of proposed course

- 3.1** Course objectives: Provide hands-on experience in supply chain management; develop an understanding of the relationship between OEM and suppliers; coordinate product and supply chain design; understand customer value and supply chain management.
- 3.2** Content outline: Introduction to supply chain management & risk pooling, inventory management, the value of information, customer value and supply chain management, decision support systems for supply chain management.
- 3.3** Student expectations and requirements: Students will engage in a variety of topical projects, quizzes, tests and exercises to enhance their understanding of the courses content.
- 3.4** Texts and course materials: Fredinall, L. D., Hill, J. E., Hill, E. (2000), Basics of Supply Chain Management, Lewis Publishers

4. Resources

- 4.1** Library resources: See library resources form.
- 4.2** Computer resources: The AMS Department has an adequate number of computers available for the students. Simulation software will be needed for class activities and homework.

5. Budget Implications

- 5.1** Proposed method of staffing:
Present faculty members in the department are qualified to teach the course.
- 5.2** Special equipment needed:
Existing workspace and equipment in the department will be utilized for this course.
- 5.3** Expendable materials needed:
None
- 5.4** Laboratory supplies needed: An estimated \$10 fee will be needed for supplies and computer access in this course.

6. Proposed term for implementation: Fall 2007

Dates of prior committee approvals

Ogden College Curriculum Committee

____11-2-06____

University Curriculum Committee

University Senate

Attachments: Course Inventory Form

**Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposals to Create a New Course
(Action Item)**

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: AMS 140
- 1.2 Course title: Introduction to Occupational Safety
- 1.3 Abbreviated course title: Intro Occupational Safety
- 1.4 Credit hours and contact hours: 1.0, 1.0
- 1.5 Type of course: Lecture
- 1.6 Corequisites: AMS 175
- 1.7 Course catalog listing: An introduction to workplace safety, health, and environmental issues in manufacturing and construction organizations.

2. Rationale:

- 2.1 Reason for developing the proposed course: The Architectural & Manufacturing Sciences (AMS) Industrial Advisory Council has identified the lack of an occupational safety course as a weakness in our curriculum. It is imperative that Architectural & Manufacturing Sciences graduates have a solid understanding of occupational safety and hygiene because the health care and legal expenses which result from workplace injuries and exposures can dramatically impact regional and global competitiveness.
- 2.2 Projected enrollment in the proposed course: 20-40 students per year. This is based Upon the current enrollment in AMS 175 class.
- 2.3 Relationship of the proposed course to courses now offered by the department: The principles learned in this course will carry over into all other coursework, establishing a mindset in which safety must be considered in all manufacturing and construction endeavors.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course will overlap with some content of SFTY 270 General Safety and ENV 120 Introduction to Occupational Safety. Both SFTY and ENV 120 are 3-credit-hour courses that cover a wide range of industries; AMS 140 will be a one-hour basic course that will be specifically geared toward workplace safety in manufacturing and construction environments.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
There are many courses at other institutions focused on Safety including: Millersville University of Pennsylvania, Department of Industry and Technology; OSEH 120 Fundamentals of Safety, Health and Environmental Issues. (Introduction to safety, health and environmental issues that impact people and workplaces includes the historical

development of safety, the impact of accidents on society, a legislative overview and basic principles of personal risk assessment and management.)

Iowa State University, Department of Agricultural & Biosystems Engineering, Industrial Technology program; ITec 272 Introduction to Occupational Safety (Introduction to occupational safety and health administration and management includes accident investigation and response.)

However, the course that is being proposed is only a one-hour basic course that will be specifically geared toward workplace safety in manufacturing and construction environments. No other course has been found to be this basic and fundamental specifically in these areas.

3. Discussion of proposed course:

- 3.1 Course objectives: Students will learn the basics of accident prevention and personal protective equipment specifically in the construction and manufacturing industries
- 3.2 Content outline: stress and safety in the construction and manufacturing industries; hazard avoidance in the manufacturing and construction industries; cost of accidents in the construction and manufacturing industries.
- 3.3 Student expectations and requirements: Students will be expected to attend all course sessions, actively participate in discussion, complete all reading and written assignments, and perform to the best of their abilities on quizzes/exams.
- 3.4 Tentative texts and course materials: Goetsch, D. L. (2005). Occupational safety and health for technologists, engineers, and managers (5th Ed.). Upper Saddle River, NJ: Prentice Hall.

4. Resources:

- 4.1 Library resources: See Library Resources Form
- 4.2 Computer resources: The AMS department has adequate computer resources to support the proposed course.

5. Budget implications:

- 5.1 Proposed method of staffing: Current AMS staff will teach the course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: Some handouts will be used throughout the course to supplement learning
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation:

Fall 2007

7. Dates of prior committee approvals:

Ogden College Curriculum Committee

_____11-2-06____

University Curriculum Committee

University Senate

Attachment: Course Inventory Form

**Ogden College of Science
Department of Architectural and Manufacturing Sciences
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: AMS 370
- 1.2 Course title: Computer Numerical Control and Robotics
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Computer Numerical Control and Robotics
- 2.2 Proposed course title: Computer Numerical Control
- 2.3 Proposed abbreviated title: Computer Numerical Control
- 2.4 Rationale for revision of course title: Creation of a separate course on Robotics and Machine Vision

3. Revise course catalog listing:

- 3.1 Current course catalog listing:
Computer-Aided Manufacturing techniques including manual and computer-assisted numerical control and robotics programming. Students program and operate CNC Machining Centers and robots.
- 3.2 Proposed course catalog listing:
Computer Aided Manufacturing techniques including manual and computer-assisted numerical control. Students program and operate CNC Machining Centers. Lecture and Laboratory.
- 3.3 Rationale for revision of course catalog listing:
Creation of a separate course (Robotics and Machine Vision) will take the robotics section out of this course and include it with the new course. It has been found over the last two times this course has been taught that there is not adequate time to teach all topics (numerical control, robotics and machine vision) in the same course. The manufacturing advisory board has determined this to be an important enough topical area to warrant its own course.

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

Architectural & Manufacturing Sciences Dept: 10-13-06

Ogden Curriculum Committee

____11-2-06____

University Curriculum Committee

University Senate

Attachment: Course Inventory Form

Proposal Date 10-21-06

**Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Revise a Program
(Action Item)**

Contact Person: Bryan Reaka, bryan.reaka@wku.edu 270.745.7032

1. Identification of program

- 1.1 Reference number: 571
- 1.2 Current program title: Industrial Sciences
- 1.3 Credit hours: 128/130

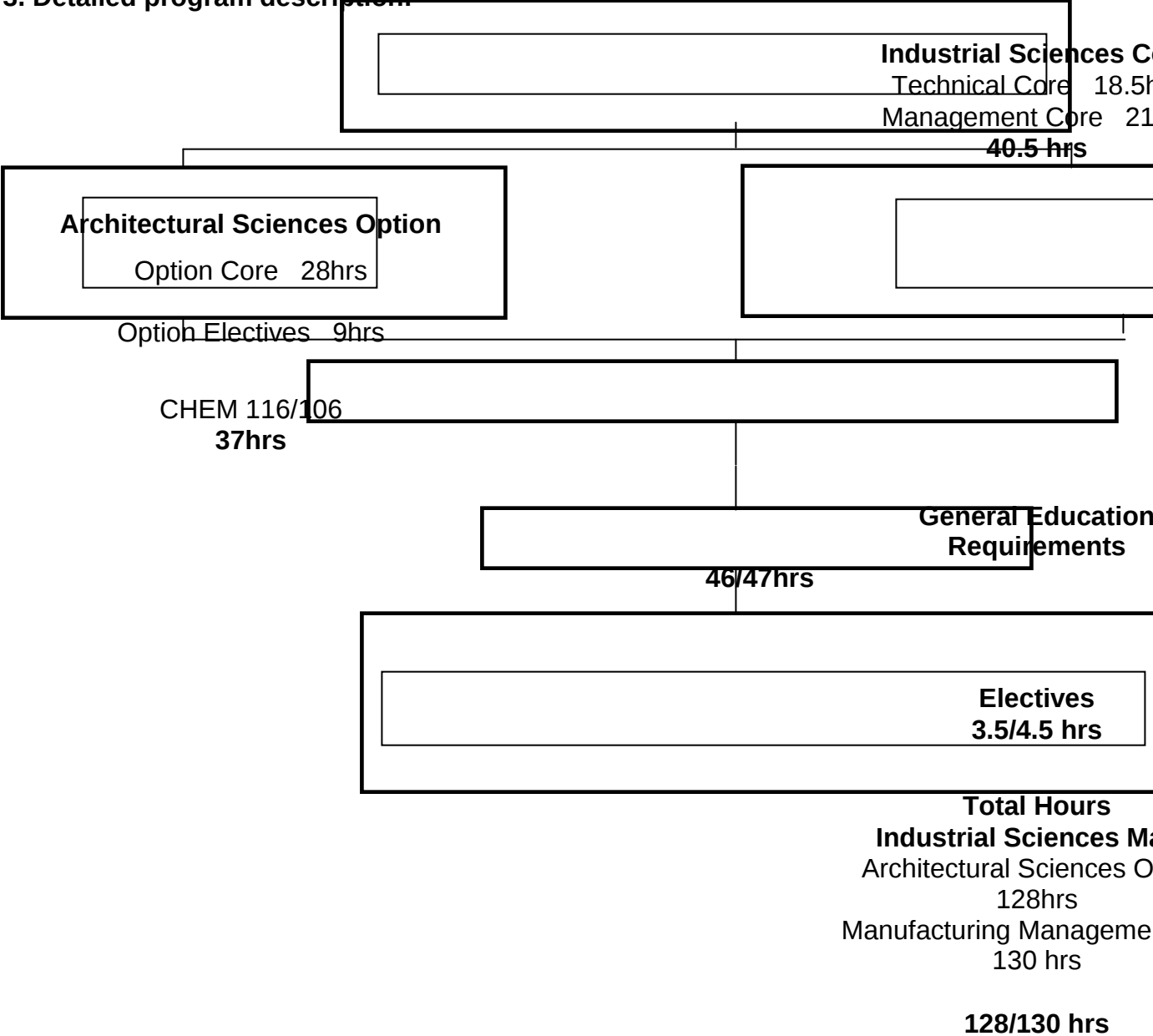
2. Identification of the proposed changes:

- Moving Freshman Seminar (AMS 175) from the electives section to the technical core of classes. This class will provide the foundations of success for all traditional majors in the AMS department.
- Adding Intro Occupational Safety (AMS 140) to the technical core of classes. The Industrial Advisory Council has identified the lack of an occupational safety course as a weakness in our curriculum. Ams 140 will help students understand the importance and impact of occupational safety throughout their careers.
- Removing Applied Statics (CM 227-3hrs.) from the technical core of classes, but continuing to require the class for the Architectural Sciences Option students. It has been determined from the manufacturing advisory board that students do not need this course for success in the Manufacturing Option.
- Removing CADD for Manufacturing (AMS 205) from the Manufacturing Option and moving Architectural Drafting (AMS 202) into the technical core for both options. The local industry has shown a greater need for graduates with experience using AutoCad, which is the software covered in AMS 202.
- Removing AMS 399 Internship II from the technical core of classes for Industrial Sciences Majors. This course will still be offered as an elective option for students in the program.
- In the Management Core allowing the option for students to take either Business Writing (ENG 306) or Technical Writing (ENG 307). The topics covered in the two courses are similar enough for either one to be appropriate for Industrial Sciences majors.
- Removing the prescribed list of electives from both the Architectural Sciences and Manufacturing Options. This is at the request of our accrediting agency, which suggests that these hours be chosen from any areas across campus that the students choose and the advisor approves.
- Add Robotics and Machine Vision (AMS 328) to the Manufacturing Option requirements at the suggestion of the Manufacturing Advisory Board.

- Removing Quality Management (AMS 392) from the required courses for the Manufacturing Option; material in this course is being covered in Quality Assurance (AMS 371) and Lean Manufacturing (AMS 394).
- Adding Introduction to Supply Chain (AMS 396) to the Manufacturing Option.

3. Detailed program description:

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INDUSTRIAL SCIENCES (New)		77/78	
Industrial Sciences Core (new)		40.5	
Technical Core: 18hrs			
Introductory Accounting - Financial	ACCT200	3	
Basic Electricity	AMS120	3	
Architectural Drafting	AMS 202	3	
Industrial Statistics	AMS271	3	

GENERAL EDUCATION			
Architectural Sciences Option (new)			
Category D	CHEM116		
	CHEM106		

3. Detailed program description: Continued...			

INDUSTRIAL SCIENCES (new)			
Manufacturing Option (new)		38	
<i>Manufacturing Management Option Core:</i>			
<i>29hrs</i>			
Materials Science I	AMS317	4	
Manufacturing Methods	AMS327	4	
Manufacturing Operations	AMS342	3	
Automated Systems	AMS343	3	
Computer Numeric Control	AMS370	3	
Robotics and Machine Vision	AMS 328	3	
Quality Assurance	AMS371	3	
Lean Manufacturing	AMS394	3	
Introduction to Supply Chain Management	AMS396	3	
<i>Manufacturing Option Electives:</i>	<i>9hrs</i>		

(Advisor Approved)			
GENERAL EDUCATION			
Manufacturing Sciences Option (new)			
Category D	CHEM120		
	CHEM121		

3. Detailed program description:
Continued...

INDUSTRIAL SCIENCES (N E W)		
Industrial Sciences Core (N E W)		
GENERAL EDUCATION		46/47
Category A	ENG100	3
	ENG300	3
	Foreign Lang	3
	Public Speaking	3
Category B	Lit. Elective	3
	Category B-II	3
	Category B-II	3
Category C	HIST119/120	3
	ECON202	3
	Category C	3
Category D	MATH122	3
(see option)	CHEM	3
(see option)	CHEM	1/2
	PHYS201	4
Category E	Category E	3
Category F	SFTY171	1
	Category F	1
OTHER REQUIREMENTS		0
ELECTIVES (new)		3.5/4.5
Electives		3.5/4.5
Program Grand Total Hours:		128/130

4. Rationale for proposed program revisions:

Changes in the Industrial Sciences Major will benefit students enrolled in the major by placing more emphasis on project-based learning in the Manufacturing Management option. These changes have been completed at the suggestion of our program's accrediting agency, the National Association of Industrial Technology (NAIT) and our Manufacturing Advisory Board.

5. Proposed term for implementation and special provisions:

The implementation for the proposed degree program is Fall 2007.

6. Dates of prior committee approvals:

Architectural and Manufacturing Sciences Department 10-13-06

Ogden College Curriculum Committee 11-2-06

University Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 10-21-06

**Ogden College of Sciences and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Revise A Program
(Action Item)**

Contact Person: H. Terry Leeper, terry.leeper@wku.edu 270.745.5954

1. Identification of program:

- 1.1 Reference number: 517
- 1.2 Current program title: Technology Management
- 1.3 Credit hours: 128 - 129

2. Identification of the proposed program changes:

- Dropping AMS 355 (Systems Design) and AMS 365 (Systems Operations) from the major and replacing these two courses with AMS 356 (Systems Design and Operations)
- Adding AMS 394 (Lean Manufacturing) to the major

3. Detailed program description:

Technology Management Major: (NEW)51 hrs			Technology Management Major: (OLD)51 hrs		
Technical Course Transfer:			Technical Course Transfer:		
24		hrs	24		hrs
Required Technical course transfer from a technical college or KCTCS school in Kentucky (Courses will be listed individually and will be included in your GPA))			Required Technical course transfer from a technical college or KCTCS school in Kentucky (Courses will be listed individually and will be included in your GPA))		
Technology Management Requirements:		27 hrs	Technology Management Requirements:		27 hrs
AMS 271	Industrial Statistics	3 hrs	AMS 271	Industrial Statistics	3 hrs
AMS 310	Work Design/Ergonomics	3 hrs	AMS 310	Work Design/Ergonomics	3 hrs
AMS 356	Systems Design & Operations	3 hrs	AMS 355	Systems Design	3 hrs
AMS 394	Lean Manufacturing	3 hrs	AMS 365	Systems Operations	3 hrs
AMS 371	Quality Assurance	3 hrs	AMS 371	Quality Assurance	3 hrs

AMS 390	Project Planning and Control	3 hrs	AMS 390	Project Planning and Control	3 hrs
AMS 430	Tech Mgmt/Supervision/Team Bldg		AMS 430	Tech Mgmt/Supervision/Team Bldg	
	3 hrs			3 hrs	
AMS 490	Senior Research	3	AMS 490	Senior Research	3
	hrs			hrs	
ENG 307	Technical Writing	3	ENG 307	Technical Writing	3
	hrs			hrs	
*Above classes must include a total of 24 or more hours in Upper Division.			*Above classes must include a total of 24 or more hours in Upper Division.		

4. Rationale for the proposed program change:

The departmental advisory committee and Faculty have decided to broaden the technical background of the Technology Management Major by adding the combined course in Systems Design and Operation (AMS 356) and the course in Lean Manufacturing (AMS 394) to the list of requirements.

Six semester hours are being dropped (AMS 355 & 356) and six semester hours are being added (AMS 356 & 394) to the major.

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

The implementation for the proposed changes is the Fall 2007.

6. Dates of prior committee approvals:

Architectural and Manufacturing Sciences Department 10-13-06

Ogden College Curriculum Committee 11-2-06

University Curriculum Committee _____

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