

AGENDA
UNIVERSITY SENATE
April 21, 2005 – 3:30 P.M.
GARRETT BALLROOM

Call to order

- I. Approval of minutes of March 17, 2005.
- II. Reports
 - a. Chair
 - b. Vice Chair
 - c. Faculty Regent
 - d. Provost
- III. Standing Committee Reports
 - a. UCC (consent agenda on page 2, Revisions to the Bylaws of the UCC, pages 3-9, Revisions to the UCC Guidelines, pages 10-21)
 - b. General Education (page 22-27)
 - c. Faculty Welfare and Professional Responsibilities
 - d. Academic Quality
 - e. Graduate Council (page 28)
- IV. Old Business
 - a. SGA Evaluation of faculty (page 29)
 - b. Report from the Ad-hoc Committee on Division IA Football (page 30-32, resolution of the Executive Committee page 33)
 - c. Liability insurance for off-campus experiences with students (page 34)
- V. New Business
 - a. Introduction of new departmental senators
 - b. Election of Officers for 2005-06
 - c. College Caucus for representation on standing Committees
- VI. Announcements
- VII. Adjournment

Western Kentucky University

MEMORANDUM

To: University Senate
From: Undergraduate Curriculum Committee
Date: April 4, 2005

The University Curriculum Committee presents the following actions and motions from our march 29th meeting for approval by the University Senate. Proposals marked with asterisks were action items by the UCC. Those items with an asterisks, therefore, are consent items for the Senate. All other items are information items.

I. College of Education and Behavioral Sciences

- a. ONE-TIME COURSE
 - i. EDU 175 – University Experience

II. College of Health and Human Services

- a. NEW COURSE
 - i. DH 309 - Pain Control in Dentistry*

III. Gordon Ford College of Business

- a. REVISION OF COURSE
 - i. FIN 330 – Principles of Financial Management
- b. NEW COURSE
 - i. LEAD 475 – Leadership Studies Special Topics*

IV. Ogden College of Science and Engineering

- a. ONE-TIME COURSES
 - i. CS 261, Problem Modeling
 - ii. AGRO 111, Plant Science Lab
 - iii. ASTR 110, Introduction to Astrobiology
- b. NEW COURSES
 - i. CS 270, Introduction to Web Programming*
 - ii. CS 370, XML and Web Programming*

V. Charter Revisions (attached)

- a. REVISIONS OF BYLAWS*
- b. REVISION OF GUIDELINES*



BYLAWS OF THE UNDERGRADUATE CURRICULUM COMMITTEE

Format Effective February 21, 2002

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

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INTRODUCTION

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

BYLAWS

I. NAME

The name of the body is the Undergraduate Curriculum Committee (UCC).

II. AFFILIATION

The Undergraduate Curriculum Committee is a standing committee of the University Senate and is subject to the regulations established in the University Senate Charter, Section IV-A-2.

III. PURPOSE

As per section IV-A-2 of the University Senate Charter, the Undergraduate Curriculum Committee shall have two types of responsibilities: 1) to make proposals to the University Senate concerning university-wide undergraduate academic policies, and 2) to review undergraduate programs and courses to determine whether they meet established standards.

IV. FUNCTIONS OF THE UCC

The functions of the Undergraduate Curriculum Committee shall be

- A. to review existing undergraduate academic programs and new undergraduate academic program proposals in light of the university's mission statement.
- B. to review any academic matter, such as undergraduate admission requirements, awarding of undergraduate academic credit, undergraduate degree and graduation requirements, undergraduate standards of scholastic achievement, and rules and regulations governing faculty-student relations.
- C. to review existing undergraduate courses and new undergraduate courses having significant consequences that cross college lines.
- D. to study any undergraduate curricular matter it chooses.
- E. to study undergraduate academic matters assigned to it by the Executive Committee of the University Senate.

V. MEMBERSHIP OF THE UCC

A. COMPOSITION

- 1. University Senate Representatives** (voting)
 - a. Representatives, one senator from each of the undergraduate colleges or independent schools and the Library, each elected by University Senate colleagues from his/her unit.
 - b. Alternate representatives, one senator from each of the undergraduate colleges or independent schools and the Library, each elected by University Senate colleagues from his/her unit.
- 2. College Curriculum Committee Representatives** (voting)
 - a. Representatives—One elected from each of the undergraduate college/school curriculum committees.
 - b. Alternate representatives—One elected from each of the undergraduate college/school curriculum committees.
- 3. At-Large Representatives** (voting)
 - a. Three faculty representatives, not necessarily senators, appointed by the Executive Committee of the University Senate.
 - b. Three alternate faculty representatives, not necessarily senators, appointed by the Executive Committee of the University Senate
- 4. Student Representative** (voting)
 - a. One student representative, selected by the Student Government Association.
 - b. One student alternate representative, selected by the Student Government Association.
- 5. Advisory Members** (non-voting)
 - a. The University Registrar and a representative of the Office of the Vice President for Academic Affairs.
 - b. The Deans of the undergraduate colleges or independent schools and the Library or their representatives.

B. QUALIFICATIONS

1. Faculty representatives and alternates will be full-time employees of the University who hold faculty rank, instructor and above, excluding visiting professors. The student representative and alternate will be full-time students in good standing with at least one semester in residency at Western Kentucky University.

C. TERMS OF OFFICE

1. All voting representatives and alternates shall serve a one-year term from August 1 through July 31 and may be elected or appointed to successive terms of office, not to exceed four consecutive years.

2. Vacancies

- a. If a voting member of the Committee is absent from two regularly scheduled Committee meetings during an academic year and fails to provide an alternate, then the Chair may declare the member's position vacant.
- b. If the position of a senate or college curriculum committee representative is declared vacant, the respective University Senate college caucus or college curriculum committee, as appropriate, shall hold a new election.
- c. If the position of an at-large representative is declared vacant, the Executive Committee of the University Senate shall appoint a new at-large representative.

D. OFFICERS AND THEIR FUNCTIONS

1. Chair

- a. The Chair will be elected by the Undergraduate Curriculum Committee from among its University Senate Representatives and shall preside at the meetings of the Undergraduate Curriculum Committee, set meeting agendas, insure proper recording of the minutes of each meeting, create ad hoc committees as needed, and appoint members to ad hoc committees.
- b. In addition the chair shall serve as editor of curriculum proposals, prior to their being placed on the agenda.
- c. The Chair shall continue to serve until a new chair is elected.

2. Vice Chair

- a. The Vice Chair, who need not be a Senator, will be elected by the Undergraduate Curriculum Committee from among its voting faculty members.
- b. The Vice Chair shall perform all of the duties of the Chair in the absence of the Chair and shall assume other duties at the request of the Chair.

3. Recorder

- a. The Recorder, who need not be a member of the Undergraduate Curriculum Committee, will be appointed by the Chair from the faculty or staff of the University.
- b. If the Recorder is not a member of the Undergraduate Curriculum Committee, he/she shall not have voting privileges.
- c. The Recorder shall prepare meeting agendas, keep the minutes for all meetings, and notify the members of all meetings.

4. Parliamentarian

- a. The Parliamentarian, who need not be a member of the Undergraduate Curriculum Committee, will be appointed by the Chair.
- b. If the Parliamentarian is not a member of the Undergraduate Curriculum Committee, he/she shall not have voting privileges.
- c. The Parliamentarian shall insure that meetings are conducted according to standard parliamentary procedure.

VI. ELECTIONS

- A. University Senate Representatives to the Undergraduate Curriculum Committee (and alternates) will be elected at the college caucuses as scheduled by the University Senate Executive Committee.
- B. College Curriculum Committee Representatives to the Undergraduate Curriculum Committee (and alternates) will be elected by the end of the spring semester.
- C. The Student Representative to the Undergraduate Curriculum Committee (and alternate) will be named by the Student Government Association prior to the August meeting of the Undergraduate Curriculum Committee.

VII. SUBCOMMITTEES

A. STEERING SUBCOMMITTEE

The Steering Subcommittee is a standing subcommittee and shall be appointed by the Chair from the membership of the Committee to interpret the bylaws of the Committee, to consider suggested changes in the bylaws and make recommendations to the Committee, and to advise the Chair on other matters related to the operation of the Committee.

B. ACADEMIC POLICY SUBCOMMITTEE

The Academic Policy Subcommittee is a standing subcommittee and shall be appointed by the Chair from the membership of the Committee to review proposals regarding academic requirements and regulations that do not originate from an undergraduate college/school or the Graduate Council. The Registrar shall serve as a voting member of the Academic Policy Subcommittee.

C. OTHER SUBCOMMITTEES

The Chair of the Undergraduate Curriculum Committee may create other subcommittees as needed and may appoint members to subcommittees from the membership and from outside the membership as appropriate.

VIII. MEETINGS AND RULES OF PROCEDURE FOR THE UCC AND SUBCOMMITTEES

- A. Regular meetings of the Undergraduate Curriculum Committee shall be held once a month during the academic year, according to the schedule set by the Chair in consultation with the UCC. Special meetings of the Undergraduate Curriculum Committee may be called at the discretion of the Chair.
- B. Meetings and agendas of the subcommittees shall be arranged by their respective chairs. The subcommittee chair shall notify members of the subcommittee of meetings and agendas.
- C. If a College Curriculum or college Senate representative or an alternate cannot attend a UCC meeting, that representative may send any member of his/her college Curriculum Committee or college Senate caucus to the UCC meeting.
- D. The agenda for each Undergraduate Curriculum Committee meeting shall be prepared by the Chair and the Recorder. Agenda items must be submitted to the Office of Academic Affairs according to the schedule established by the Chair.
- E. The UCC agenda shall be distributed to the members of the committee at least seven days prior to the meeting. For consent and action items, appropriate information shall

be distributed with the agenda. All materials shall be made available on the UCC website.

- F. A quorum shall consist of a simple majority of the voting members of the Undergraduate Curriculum Committee.
- G. Sturgis' *Standard Code of Parliamentary Procedure* shall be the parliamentary authority of the Undergraduate Curriculum Committee and its subcommittees.
- H. All meetings of the UCC shall be open to all members of the faculty and other interested parties. Visitors shall be permitted to address the UCC at the discretion of the chair.
- I. The procedures for proposal routing and formats, types and formats of agenda items, deadlines, and other procedures not specified herein but deemed necessary for carrying out the mission of the UCC as defined in these Bylaws shall be governed by the UCC Guidelines, which shall be posted on the UCC website.
- J. Changes to the Bylaws of the UCC require a 2/3 majority vote. Changes to the Guidelines, proposals formats, forms, and operation procedures require a simple majority vote.



GUIDELINES OF THE UNDERGRADUATE CURRICULUM COMMITTEE

Format Effective February 21, 2002

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

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INTRODUCTION

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

As part of that, the UCC operates under the general idea that the consideration and facilitation of proposals, and the implementation of academic courses, programs, and policies is its overriding concern.

NAVIGATING THE UNDERGRADUATE CURRICULUM COMMITTEE

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

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

GENERAL GUIDELINES FOR MEETINGS AND PROPOSALS

- I. The Undergraduate Curriculum Committee is governed by its Bylaws as approved by this Committee and the University Senate.
- II. Meetings of the UCC shall occur at a place and time agreed upon by the Committee at its initial August meeting and will be published on the UCC webpage, itself available from the University Senate website (at <http://www.wku.edu/Dept/Org/FS/>). In general meetings will occur on the fourth Thursday of each month during the regular school year.
- III. It is the responsibility of the department/program with an item on the *action agenda* of the Undergraduate Curriculum Committee to insure that a knowledgeable representative—in general the proponent or the head of the department housing that program—is present at the UCC meeting when the agenda item is being considered.
- IV. Departments/programs with items on the *consent agenda* need not be represented at the Undergraduate Curriculum Committee meeting. However, if an item is moved from the consent agenda to the action agenda and the affected department/program is not represented, that item may be postponed until the next meeting of the Undergraduate Curriculum Committee.
- V. The proposal submission schedule for the UCC will be published on the UCC website.
- VI. Appeals
Any action item that the Undergraduate Curriculum Committee rejects shall be returned to the College Curriculum Committee or other unit, accompanied by a rationale for the rejection. The unit shall have the opportunity to revise its proposal and resubmit it to the same committee. If the proposal is rejected a second time, the College Curriculum Committee or other unit shall have the right to appeal its case to the University Senate by submitting the proposal to the Chair of the University Senate to be placed as an action item on the Senate agenda. If the University Senate rules in favor of the College Curriculum Committee's or other unit's proposal, the proposal shall be forwarded as a recommendation to the Office of the Vice President for Academic Affairs.
- VII. The Undergraduate Curriculum Committee does not permit distribution of significantly revised proposals during the course of a meeting. If a proponent must make substantive revisions to a proposal that is scheduled for consideration at a Undergraduate Curriculum Committee meeting, the proponent is advised to withdraw the proposal and resubmit it for a future UCC meeting. Depending on the nature of the revisions, it may be necessary to resubmit revised proposals to preceding curricular bodies such as the college curriculum committee.
- VIII. It is not the role or responsibility of the Undergraduate Curriculum Committee to edit proposals for grammar and formatting rather than content during UCC meetings. The

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

TAKING A PROPOSAL THROUGH

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

An important consideration for getting a proposal through the UCC is the type of item, which affects things like routing and the types of forms necessary for providing the committee with enough information so that it can properly consider a proposal. So, the first thing to do is to figure out the type of proposal, and then find out if it is an Information Item, Consent Item, or Action Item. The various proposals fall under the following categories:

- INFORMATION ITEMS (no vote required)
 - Proposals to offer courses on a one-time only basis
 - Change a Course Prefix (subject area)
- CONSENT ITEMS (vote required)
 - change course numbers
 - change course titles
 - change course prerequisites/corequisites/special requirements
 - change catalog course listings (as long as course content is not changed)
 - suspend courses
 - delete courses
 - reactivate courses
 - create community college equivalent courses
 - cross-list courses
 - change program (major, minor, certificate) titles
 - suspend programs
 - delete programs
 - reactivate programs

- ACTION ITEMS (vote required)
 - change course credit hours
 - make multiple changes to existing courses
 - create new courses
 - re-offer "one-time-only" courses
 - revise programs
 - create new certificate programs
 - create new minors
 - create new degree programs
 - create academic policies and regulations
 - revise academic policies and regulations

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

Each proposal format contains specific information regarding that type of proposal that proponents must utilize in order to have your proposal approved by the University. That is, the proposals formats found in the appendix and online are the **required** formats for getting a proposal through the Senate and on to final approval. Use of the wrong form will probably result in the whole thing being returned to the proponent for reworking and resubmission. The reason for this is that the correct proposal format is critical to ensure that the committee gets all the information it needs to consider the proposal. Not all forms have the same kind of information, but each has the information necessary to help the UCC understand that particular item.

Additionally, because submission of proposals to the UCC is done electronically, proponents should maintain an electronic copy of their proposals and maintain close contact with their department head and Dean's Office at all times.

PROPOSAL FORMATS

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

All items in a proposal template (with the exception of "Multiple Revisions to a Course") must be included in a completed proposal; if a particular item is not applicable to the proposal, the item should still be included with the notation "not applicable." Additional outline levels or items should not be added to a proposal.

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

as course objectives or tentative texts), or a catalog course listing, complete sentences should be used in addressing the items in the proposal.

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

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

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

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

PROPOSAL ROUTING

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

As a rule, curricular proposals from programs/departments shall be routed through committees as specified in the Undergraduate Curriculum Committee Guidelines. An undergraduate or graduate college curriculum committee must review interdisciplinary curricular proposals. Under ideal circumstances, the college whose programs are most closely related to the topic of the curriculum proposal needing review should review an interdisciplinary curricular proposal. If no college obviously seems most appropriate, then the Undergraduate Curriculum Committee Chair will assign the proposal to a college curriculum committee at his or her discretion or on a rotating basis.

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

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

VI. Existing Courses

A. General Guidelines

1. Existing courses begin with the proponent, move through the department, after which the department head forwards the proposal to the appropriate college curriculum committee.
2. From there the Dean's Office of the college collects the various proposals, prepares an agenda, and submits that agenda to the UCC. The Dean's Office then also submits one copy of the course inventory forms to the Office of Academic Affairs.

B. Proposals with Professional Education Council (PEC) Component

1. Existing courses with a Professional Education component begin with the proponent, move through the department, after which the department head forwards the proposal to the appropriate college curriculum committee.
2. From there the Dean's Office of the college sends the proposal to the PEC.
3. Upon approval by the PEC, the proposals are returned to the Deans' offices of the respective colleges.
4. From there the Dean's Office of the college collects the various proposals, prepares an agenda, and submits that agenda to the UCC. The Dean's Office then also submits one copy of the course inventory forms to the Office of Academic Affairs.

C. Proposals with a Gen Ed Component

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

VII. New Courses

A. General Guidelines

1. In general new courses move through the process in much the same way as existing courses.

2. New courses begin with the proponent, move through the department, after which the department head forwards the proposal to the appropriate college curriculum committee.
 3. From there the Dean's Office of the college collects the various proposals, prepares an agenda, and submits that agenda to the UCC. The Dean's Office then also submits one copy of the course inventory forms, the library resources forms, and the bibliographies to the Office of Academic Affairs.
- B. Proposals with a Professional Education Component
1. New courses with a Professional Education component begin with the proponent, move through the department, after which the department head forwards the proposal to the appropriate college curriculum committee.
 2. From there the Dean's Office of the college sends the proposal to the PEC.
 3. Upon approval by the PEC, the proposals are returned to the Deans' Offices of the respective colleges.
 4. From there the Dean's Office of the college collects the various proposals, prepares an agenda, and submits that agenda to the UCC. The Dean's Office then also submits one copy of the course inventory forms, the library resources forms, and the bibliographies to the Office of Academic Affairs.
- C. Proposals with a Gen Ed Component
1. Existing courses begin with the proponent, move through the department, after which the department head forwards the proposal to the appropriate college curriculum committee.
 2. From there the Dean's Office of the college collects the various proposals, prepares an agenda, and submits that agenda to the UCC.
 3. The Dean's Office then submits one copy of the course inventory forms, the library resources forms, and the bibliographies to the Office of Academic Affairs.
 4. After passage by the UCC the proposals are then sent to the Gen Ed committee. So, new courses must be approved by the UCC **before** they go to the Gen Ed committee.

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

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

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

THEN WHAT?

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

INSTRUCTIONS FOR PREPARATION OF AGENDAS BY THE DEANS' OFFICES

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

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

Those proposal forms should be bundled into an agenda, with the items arranged in the order of Information, Consent, and then Action. The cover sheet should be the first item, and within each category the items should be arranged by "type" rather than department. So, for instance, place in sequence all the Course Revisions, then the New Courses, Program Revisions, New Programs, etc. The order of these is not as critical as placing the items together, which saves the committee and more importantly the Recorder, a great deal of time. The cover sheet should be in the following format, taken from a recent example:

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

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

From there simply paste the various proposals into a Word file, in the order of the agenda, and send them as a .rtf file to the chair of the UCC.

DEADLINES

Departmental and college deadlines for submission of curricular and non-curricular proposals vary, so proponents are encouraged to check with their individual departments and colleges. Proponents should consult with their college Deans' offices regarding specific college-related requirements, such as number of copies and provision of electronic files for on-line submission. Proponents should also consult with the Professional Education Council, the General Education Committee, and the Graduate Council regarding their submission requirements if the proposal requires review by one or more of these committees. Deadlines for submission of proposals to the Undergraduate Curriculum Committee and the University Senate can be found on the online administrative calendar.

The UCC calendar will be forwarded to Deans' offices by UCC chair in spring of previous year, and will be available on the UCC website year-round.

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

MEMORANDUM

TO: University Senate Executive Committee

FR: General Education Committee

DT: April 11, 2005

RE: Agenda Items

The General Education Committee moves approval for the following agenda items passed at its meeting on April 7, 2005:

1. Approval of a new general education form
2. Approval of UC 175

DRAFT

Proposed revisions to General Education Course Form

Proposed revisions: Item 1 remains the same as the present form. Items 2-4 have been changed to reflect the need for an explicit statement of General Education goals, a syllabus statement, and an assessment plan.

1. Current or proposed catalog description of the course. Significant content changes must be approved by the Undergraduate Curriculum Committee.

2. General Education goal(s) met by the course. To be considered for inclusion in the General Education program, your course must fulfill at least one of the ten General Education Goals and Objective listed in Appendix I.

When selecting the category in which you want your course to be placed, please consult Appendix II. Each category of General Education has one or two goals that are shared by all the courses in that category. For your course to be included in a specific category, it must make a major contribution to fulfilling that category's shared goal(s).

For example, if you want your course to be included in Category C: Social and Behavioral Sciences, it must make a major contribution toward fulfilling *Goal 9: An understanding of society and human behavior*.

3. Syllabus statement of how the course meets the General Education goals listed in item 2. The University Senate requires that the syllabus for the General Education course contain an explicit statement of General Education goals and objectives that the course helps fulfill. If this course will have multiple sections, there must be a shared identical statement of goals and objectives. In addition, the syllabus must have an explicit statement of specific course goals and objectives that are linked to the General Education goals. For a sample statement, see Appendix III.

4. Assessment plan. Please describe how you will assess your students' progress toward the identified General Education goals. Course grades are not an acceptable form of assessment for General Education purposes. Please contact the General Education Coordinator to discuss possible ways to assess for General Education.

Appendix I: General Education Goals and Objectives

(For a fuller discussion of these goals see the Report of the General Education Task Force at: <http://www.wku.edu/Dept/Academic/AHSS/GenEdRept.doc>)

ACADEMIC SKILLS

- 1. the capacity for critical and logical thinking;**
- 2. proficiency in reading, writing, and speaking;**
- 3. competence in a language other than the native language;**
- 4. the ability to understand and apply mathematical skills and concepts;**

KNOWLEDGE, PERSPECTIVES, AND CRITICAL ANALYSIS

- 5. an informed acquaintance with major achievements in the arts and the humanities;**
- 6. a historical perspective and an understanding of connections between past and present;**
- 7. an appreciation of the complexity and variety in the world's cultures;**
- 8. an understanding of the scientific method and a knowledge of natural science and its relevance in our lives;**
- 9. an understanding of society and human behavior;**
- 10. an understanding of factors that enhance health, well-being, and quality of life.**

APPENDIX II

General Education Goals by Category

CATEGORY A: ORGANIZATION AND COMMUNICATION OF IDEAS

I: English Composition

- Goal 1 The capacity for critical and logical thinking
- Goal 2 Proficiency in reading, writing, and speaking

II: Foreign Language

- Goal 3 Competence in a language other than the native language

Public Speaking

- Goal 1 The capacity for critical and logical thinking
- Goal 2 Proficiency in reading, writing, and speaking

CATEGORY B: HUMANITIES

I: Literature

- Goal 2 Proficiency in reading, writing, and speaking
- Goal 5 An informed acquaintanceship with major achievements in the arts and humanities

II: Electives

- Goal 5 An informed acquaintanceship with major achievements in the arts and humanities
- Goal 6 A historical perspective and an understanding of connections between past and present

CATEGORY C: SOCIAL AND BEHAVIORAL SCIENCES

- Goal 9 Understanding of society and human behavior

CATEGORY D: SCIENCE/MATHEMATICS

I: Science

Goal 8 An understanding of the scientific method and a knowledge of natural science and its relevance in our lives

II: Mathematics

Goal 4 The ability to understand and apply mathematical skills and concepts

CATEGORY E: WORLD CULTURES AND AMERICAN CULTURAL DIVERSITY

Goal 7 An appreciation of the complexity and variety in the world's cultures

CATEGORY F: HEALTH AND WELLNESS

Goal 10 An understanding of factors that enhance health, well-being, and quality of life

Appendix III: Sample Syllabus Statement

History 119

General Education and Course Goals: This course helps fulfill the requirements for Category C: Social and Behavioral Sciences in Western Kentucky University's General Education program. It will help you attain:

- an informed acquaintance with major achievements in the arts and the humanities.
- a historical perspective and an understanding of connections between past and present.
- an understanding of society and human behavior.

This course uses lectures, readings, and class discussions to introduce you to major phases in the history of western civilization from Antiquity to the Early Modern era. The course is designed to develop your ability to identify ideas and achievements characteristic of different historical periods. Exploring change over time will be a major theme of this course. Historians are most frequently involved in answering the question, "How did this develop from that?" Class assignments are designed to help you answer this question for a variety of ideas and institutions, thereby strengthening your grasp of historical perspective and causation. This course will also encourage you to think analytically about how people have created and adapted societies and institutions in response to the challenges and opportunities that have confronted them in the past.

Approved by General Education Committee

2/7/05

**Graduate Studies and Research
Western Kentucky University
Office of the Dean
745-2446**

CONSENT AGENDA FOR THE UNIVERSITY SENATE

Date: April 21, 2005

From: Graduate Council

The Graduate Council presents the following motions for approval by the University Senate. Proposals marked with asterisks were action items in the Graduate Council.

I. One-time only course offerings (Information only)

EDU 522 Fundamentals of Differentiated Instruction
FLK 412G American Vernacular Music

II. Creation of new course *

ENVE 580 Instructional Strategies in Environmental Education
HCA 574 Decision Making in Health Care

III. Revise Program*

Master of Health Administration, Ref. # 153

ADMINISTRATION OF STUDENT-INITIATED QUESTIONS IN ALL CLASSES

On Monday, March 28, 2005, representatives of the University Senate, the Student Government Association, the Council of Academic Deans, and the Provost's Office met to discuss possible institutional responses to the request presented by the Student Government Association that all students in every class (both fall and spring semesters) be given an opportunity to respond to student-initiated questions about their classes and professors. There was a consensus on the following points:

- during the spring 2005 semester, there will be a pilot administration of a special questionnaire containing six questions that have been proposed by the Student Government Association.

- the administration of this special questionnaire will take place the week following (April 25-April 29) the administration of the established SITE evaluations (scheduled for administration between April 11 and April 22).

- the pilot administration of the special questionnaire will be done in every class in which SITE evaluations are conducted and, as with the SITE evaluations, all faculty and academic departments will be expected to cooperate in administration of the special questionnaires.

- the representatives of the University Senate, Student Government Association, and Council of Academic Deans who participated in the formation of this document will seek endorsement by their respective governance bodies of cooperation by faculty and participation by students in the special questionnaire.

- the pilot administration will be used both to evaluate the utility of the six questions and to assess the level of faculty cooperation and student participation. It is anticipated that participation should approximate the level of participation in the SITE evaluations.

- the Provost will appoint a special advisory committee made up of faculty, students and administrators to evaluate the effectiveness of the pilot administration and make recommendations to the Provost regarding future administration of the special questionnaires. Based on these recommendations and other relevant analysis, the Provost will determine the timetable and format necessary to achieve desired levels of participation for future questionnaire administrations.

- the Office of the Provost will assume the costs of administering the special questionnaire during the pilot period of spring 2005. Costs of subsequent administrations will be borne by the Student Government Association.

- student responses to the six questions included in the pilot administration of the special questionnaire will be posted on TOPNET where access will be restricted. These student responses will not be used for any personnel decision regarding faculty.

University Senate Ad Hoc Committee on Division I-A Football Preliminary Report on the Committee's Work (April 2005)

The Senate constituted our committee in order to look into WKU's possible move from Division I-AA to Division I-A football. We have completed the first phase of our work. The committee has identified several broad issues that the University should explore in preparation for any possible move to Division I-A football. We have also suggested a general course of action for the Senate and the University to pursue as they study these issues and prepare for such a move, whether it occurs soon or in the distant future. Our committee plans to complete its study and issue a full report in the 2005-2006 academic year.

Issues to Resolve and Questions to Consider in Preparation for a Possible Move to Division I-A Football

I. Football Financing

Our preliminary research indicates that money is the most problematic issue associated with Division I-A football. Division I-A programs are very expensive, and the costs of supporting Division I-A football are rising steadily on most campuses. Because of the expense associated with it, Division I-A football has become a lightning-rod issue on many campuses. Case studies of other universities that have recently moved to Division I-A football indicate that the move has the potential to benefit a university, but only if the financial model for implementing the move works and is accepted and supported by the university community. Case studies also show that new, Division I-A football programs without sound financial models that are broadly supported can create new, dangerous divisions and conflicts on campuses where none existed before.

Because of the profound and potentially contentious financial issues associated with moving into the world of Division I-A football, our committee has reached the preliminary conclusion that the WKU community must arrive at a broad, public consensus on whether to move to Division I-A. The time to forge a consensus on the issue is before, not after, the decision to move to Division I-A has been made. Western should create a viable, detailed, long-term funding plan that is supported by the university community before moving to Division I-A football. Furthermore, because our university's financial resources are limited, increased funding for the football program will involve significant opportunity costs in terms of alternative programs and initiatives that could be funded instead of football. It is essential that students, faculty, administration, and the broader public understand and accept the burdens that they will bear, as well as the opportunities that will be forgone, if the University makes the move to Division I-A football.

Together, the University and the broader WKU community should pose and answer the following questions as they consider and prepare for a move to Division I-A football:

1. How much money per year would it cost to fund a Division I-A football team in the short run and in the long run? Related costs might include:
 - The cost of more athletic scholarships
 - The costs associated with adding more staff and coaches
 - Costs of facility improvements
 - Travel and other costs
 - Increased costs for marketing and promotion

2. How would Division I-A football be funded? Related questions:

- Would the move require increased institutional funding?
- Would the move require increased funding from students in the form of higher tuition and/or fees?
- Would sponsorship and fundraising priorities and methods change, and if so, how?
- How much additional funding (annual and endowment) could realistically be expected from donors, both corporate and individual, in the local and regional community, and how much of the cost increase burden would this alleviate?
- Would moving up to Division I-A football generate more revenue for athletics? What might the sources of such revenue be? How can the potential increased revenues be measured?

3. What are the opportunity costs associated with moving to Division I-A football? What are some of the other initiatives and funding priorities that WKU might have to forgo? What impact would increasing the budget for football have on the viability of Western's other sports programs?

4. What is the level of support for the move in the student body? Would students be willing to help pay for Division I-A football in the short and long run? Related questions:

- How much would student fees increase (short and long run)?
- Would tuition increase (short and long run)?
- Would concession prices increase (short and long run)?
- Would students pay for tickets?
- Would ticket prices increase for other WKU sports?

5. What is the level of support for the move in the broader community? Would fans outside the University be willing to help pay for Division I-A football? Related questions:

- Would fans in the local community pay higher ticket prices for football and/or other sports?
- Would fans in the local community pay higher concession prices?

II. Cost-Benefit Analysis

Instituting Division I-A football at WKU may have a significant impact on the university's finances, cultural and social life, and academic programs. As with any other new, possibly costly initiative, the University must analyze whether the possible benefits associated with the move to Division I-A football outweigh the costs of implementing it.

1. What are the possible advantages or benefits of moving to Division I-A? What are the potential disadvantages or dangers? How does the University plan to measure and evaluate the impact of the move before, during, and after its implementation? Related issues to consider include:

- Would moving to Division I-A impact campus culture? If so, how? How might the University plan to increase and maintain public interest in football? Would moving to Division I-A increase student interest in football and other WKU sports? Would moving to Division I-A allow WKU to schedule more games against well-known regional opponents and thereby draw larger crowds to games?
- How would the move impact WKU's academic life? Would the move have an impact on student recruitment? How would the University maximize the academics-related benefits of Division I-A football?
- Would the move increase the University's visibility and institutional name recognition? Is there a long-term plan in place to maximize WKU's visibility and name recognition?
- Athletically, how successful would WKU be in Division I-A football?
- How would football's athletic success – or lack of success – impact the perceived benefits associated with Division I-A football?
- Is conference affiliation important? If so, how? If not, why not? How important is conference affiliation to students? If so, which conference affiliations would peak student interest?
- How can the above-mentioned impacts be measured, charted, and evaluated over time?

2. What are the advantages or benefits of staying in Division I-AA football? What are the potential disadvantages or dangers? Related issues to consider include:

- In light of WKU's recent national championship, is it better to remain a "big football fish in a small football pond?"
- What is the current place of WKU's Division I-AA football program in campus culture and student life?
- In what ways might the existing I-AA football program be improved?

Suggested Course of Action

The sheer number of questions posed above highlights the complexity of the issues that surround WKU's possible move to Division I-A football. It is important that the university community collect and share as much data as possible in order to help WKU's students, faculty, and administration make informed, intelligent decisions and begin to build a consensus on whether to move to Division I-A football. Consensus building on this issue will require that the evaluation and decision-making process be a public one. We suggest two specific, related courses of action:

1. Our committee will continue to collect data and will issue a full report of its findings. Our report will include case studies of the experiences of other universities that have moved recently from Division I-AA to Division I-A football. The report will also include more general data on financing issues and the potential impact of Division I-A football on the University community.
2. Before making a decision on moving up to Division I-A football, the University should retain an independent consultant to perform a feasibility study of the move. In the course of our research, the committee has come across the names of several consulting firms that specialize in performing such studies for universities. An independent consulting firm could analyze the possible move in an objective, scientific, dispassionate manner and provide the University with an expert opinion on the feasibility of moving to Division I-A football. In the event that WKU decides to move to Division I-A football, such a consulting firm might also help WKU to devise a detailed plan of action tailored to our unique circumstances. Our committee would be happy to provide the contact information for these consulting firms.

University Senate Resolution Regarding Western's Move to Division I-A Football

Whereas the financial issues associated with moving to Division I-A football are profound and potentially contentious; and

Whereas increased funding for the football program will involve significant opportunity costs in terms of alternative programs and initiatives that could be funded instead of football; and

Whereas it is essential that the students, the faculty, the administration, and the community fully understand the implications of a move to Division I-A football; and

Whereas the time to forge a consensus on moving to Division I-A football is before, not after, the decision to move has been made; therefore

The University Senate resolves that independent consultants should be retained as soon as possible to perform a feasibility study of Western's possible move to Division I-A football.

Whereas University employees are frequently required to travel as part of their employment,

Whereas faculty often lead field trips and study abroad trips outside of the University Campus,

Whereas other Universities and programs such as KIIS and CCSA provide liability insurance for faculty members,

Whereas faculty members are only covered by a limited legal doctrine known as qualified official immunity, which is very limited in scope and to certain situations, such that ‘individual employees of Western Kentucky University may, in limited circumstances, may be found personally liable for their actions, regardless of whether or not that action was completed in the scope of their employment.’

Whereas due to this limited coverage, employees are potentially exposed to excessive financial loss, And whereas the University as an organization can purchase such insurance in the most cost effective manner,

The University Senate resolves that professional liability insurance or its equivalent should be provided to all faculty and staff whose activities require them to travel off campus as part of their employment. This policy should provide coverage of at least 3 million dollars per incident and the maximum should increase to keep pace with inflation and typical liability judgments.