

# **Undergraduate Curriculum Committee**

## Western Kentucky University

Report to the University Senate

Date: October 24, 2014

From: Ashley Fox, Chair

The Undergraduate Curriculum Committee submits the following items from the 23 October 2014, meeting for approval by the University Senate:

### Information Item Report:

- I. Suspend a Program  
1706 American Sign Language Studies
  
- II. Revise Course Prerequisite/Corequisite  
MATH 421  
MATH 490  
PSYS 462  
ASL 401
  
- III. Revise Course Title  
COMM 451
  
- IV. Delete a Course  
HON 100  
HON 101  
HON 103  
HON 201

### Consent Item Report:

- I. Create a New Course  
GERO 461  
GERO 481  
SUS 295
  
- II. Revise a Program  
226 Dental Hygiene  
524 Dental Hygiene  
Ref. 629 Computer Science Major with Concentration in Systems/Scientific Applications
  
- III. Revise a Course Credit Hours  
HON 250  
HON 303

HON 350  
DH 271  
DH 324  
DH 370

- IV. Create a New Minor Program  
Psychological Science
  
- V. Create a Temporary Course (Second Offering)  
DH 322
  
- VI. Make Multiple Revisions to a Course  
PSY 445  
AMS 394

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

Contact Person: Ashley Fox, [Ashley.Fox@wku.edu](mailto:Ashley.Fox@wku.edu), 5-8962

**1. Identification of program:**

- 1.1 Program reference number: 1706
- 1.2 Program title: American Sign Language Studies, Certificate
- 1.3 Credit hours: 12

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

The minor in ASL Studies was established in the Fall of 2012. Those pursuing the ASL Studies Minor have increased while those pursuing the Certificate has significantly decreased. Students and faculty feel that the minor is more in-depth in their knowledge of ASL, and the Deaf/Hard of Hearing culture therefore choosing the minor instead of the Certificate.

Also the term "Certificate" is confusing within the job field. Potential employers misinterpret the word certificate to mean the student is "certified" in ASL (Deaf Ed and/or Interpreting), which is not the case. The suspension will clear up the confusion plus encourage more students to pursue the minor.

**3. Effect on current students or other departments, if known:** There should be no effect on students from other departments.

**4. Proposed term for implementation:** Fall 2015

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

Communication Sciences and Disorders	August 19, 2014
CHHS Curriculum Committee	Sept. 19, 2014
Undergraduate Curriculum Committee	Sept. 23, 2014
University Senate	

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Hope Marchionda, [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu), 5-2961

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 421
- 1.2 Course title: Problem Solving for Secondary Teachers

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

MATH 307 and 310 both with grades of "C" or better; or MATH 382 and 323 both with grades of C or better, or permission of instructor.

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

MATH 307 or 310 with a grade of "C" or better or permission of instructor.

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

MATH 421 does not necessarily draw on specific content from MATH 307 or MATH 310, but rather it relies on a level of mathematical maturity that can be gained by successfully completing either course. In addition, since this course will be offered only once a year, changing the MATH 307 and MATH 310 prerequisite to MATH 307 or MATH 310 will allow students more options for completing their degree program. Additionally, most secondary education majors do not take MATH 382 and many take MATH 323 in their final semester of coursework before student teaching, which does not leave them sufficient time to complete MATH 421. Therefore, the combination of MATH 382 and 323 does not provide an avenue for students to become eligible for the course.

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

Revising the current prerequisites will not affect the completion of the major. Instead, it will allow secondary mathematics majors an additional choice for a 400-level mathematics course that is intended for future mathematics teachers. This will further enhance their content preparation without delaying graduation.

**6. Proposed term for implementation:** Spring 2015

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

Mathematics Department	9/19/14
Ogden College Curriculum Committee	9/30/14
Professional Education Council	10/8/14
Undergraduate Curriculum Committee	10/23/14
University Senate	

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Hope Marchionda, [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu), 5-2961

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 490
- 1.2 Course title: Seminar in Middle Grades Mathematics

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

Prerequisite /Corequisite: MATH 411.

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

Prerequisite: Completion of at least 25 hours of mathematics courses, with grades of C or better, required for the Middle Grades Mathematics Degree. Prerequisite /Corequisite: MATH 411 or MATH 421.

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

MATH 490 is intended to be a capstone course for the Middle Grade Mathematics Major. Requiring students to complete a substantial portion of their major course work (at least 25 hours) will ensure that they have a sufficient level of content knowledge and mathematical maturity for the course. Students in the Middle Grades Mathematics program must successfully complete either MATH 411 or MATH 421 for their major. Therefore, either course is an acceptable prerequisite.

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

This change could potentially cause a student who declares a Middle Grades Mathematics major later in their academic careers to graduate one semester later.

**6. Proposed term for implementation:**

Spring 2015

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

Mathematics Department	9/19/14
Ogden College Curriculum Committee	9/30/14
Professional Education Council	10/8/14
Undergraduate Curriculum Committee	10/23/2014
University Senate	

Proposal Date: 9/5/2014

**Ogden College of Science and Engineering  
Department of Psychological Science  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, 5-4389

- 1. Identification of course:**
  - 1.1 PSYS 462
  - 1.2 Course title: Neuroscience of Learning and Memory
- 2. Current prerequisites/corequisites/special requirements:** PSYS 331 or PSYS 333, and PSYS 360
- 3. Proposed prerequisites/corequisites/special requirements:** PSYS 331, or PSYS 333, or PSYS 360, or permission of the instructor
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** Successful performance in this class does not require a background in PSYS 360.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Spring 2015
- 7. Dates of prior committee approvals:**

Department of Psychological Science  
Ogden College Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

9/5/2014

9/30/2014

10/23/2014

**College of Health and Human Services  
Communication Sciences and Disorders  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Ashley Chance Fox, [ashley.fox@wku.edu](mailto:ashley.fox@wku.edu), 5-8962

- 1. Identification of course:**
  - 1.1 Course prefix and number: ASL 401
  - 1.2 Course title: Fingerspelling
- 2. Current prerequisites:** ASL 102, with a minimum of C or instructor permission
- 3. Proposed prerequisites:** ASL 201, with a minimum of C or instructor permission
- 4. Rationale for the revision of prerequisites:** The course is lecture based delivered in American Sign Language (ASL). Students who have completed only ASL 101 (American Sign Language 1) and ASL 102 (American Sign Language 2) have struggled when enrolled in ASL 401 due to the lack of language knowledge. Postponing ASL 401 until after they have completed ASL 201 (American Sign Language 3) will give them another semester to learn the language and improve their expressive and receptive skills. The students have been advised (within the program) for the last two years to take ASL 401 after ASL 201. There has not been any negative feedback from the students.
- 5. Effect on completion of major/minor sequence:** There should be no effect on the completion of the minor with this change.
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Communication Sciences and Disorders Department

August 19, 2014

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CHHS Curriculum Committee

Sept. 19, 2014

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Undergraduate Curriculum Committee

Oct. 23 2014

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University Senate

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Proposal Date: February 10, 2014

**Potter College Arts & Letters  
Department of Communication  
Communication in the Digital Age  
(Consent Item)**

Contact Person: Kumi Ishii, [kumi.ishii@wku.edu](mailto:kumi.ishii@wku.edu), 270-745-5203

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: COMM 451
- 1.2 Course title: Computer Mediated Communication
- 1.3 Credit Hours: 3

**2. Proposed course title:** Communication in the Digital Age

**3. Proposed abbreviated course title:** Comm in the Digital Age

**4. Rationale for the revision of course title:** Due to evolving technology, COMM 451 also covers communication with mobile devices to study contemporary mediated communication. However, the existing course title (computer-mediated communication) appears outdated and may give the wrong impression about the course. The proposed title will more accurately reflect the current course content.

**5. Proposed term for implementation:** Fall 2015

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

Department of Communication

2/12/2014

PCAL Curriculum Committee

**3/6/2014**

Undergraduate Curriculum Committee

**10/23/2014**

University Senate

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Proposal Date: August 28, 2014

**University College  
Honors Academy  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Clay Motley, clay.motley@wku.edu, 745-3171

**1. Identification of course:**

1.1 Current course prefix (subject area) and number: HON 100

1.2 Course title: Honors Colloquium

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

This course has not been offered in at least five years, and there are no plans for it to be offered in the future. We want all Honors Colloquia to be at the 300-level.

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

**4. Proposed term for implementation: Spring 2015**

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

Department/ Unit Honors Academy

August 28, 2014

University College Curriculum Committee

October 2, 2014

Professional Education Council (if applicable)

General Education Committee (if applicable)

October 23, 2014

Undergraduate Curriculum Committee

University Senate

Proposal Date: August 28, 2014

**University College  
Honors Academy  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Clay Motley, clay.motley@wku.edu, 745-3171

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: HON 101
- 1.2 Course title: Honors Colloquium

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

This course has not been offered in at least five years, and there are no plans for it to be offered in the future. We want all Honors Colloquia to be at the 300-level.

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

**4. Proposed term for implementation: Spring 2015**

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

Department/ Unit Honors Academy	August 28, 2014
University College Curriculum Committee	October 2, 2014
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	October 23, 2014
University Senate	

Proposal Date: August 28, 2014

**University College  
Honors Academy  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Clay Motley, clay.motley@wku.edu, 745-3171

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: HON 103
- 1.2 Course title: Honors Independent Research

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

This course has not been offered in at least five years, and there are no plans for it to be offered in the future. We want all Honors Independent Research to be at the 300-level.

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

**4. Proposed term for implementation: Spring 2015**

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

Department/ Unit Honors Academy	August 28, 2014
University College Curriculum Committee	October 2, 2014
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	October 23, 2014
University Senate	_____

Proposal Date: August 28, 2014

**University College  
Honors Academy  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Clay Motley, clay.motley@wku.edu, 745-3171

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: HON 201
- 1.2 Course title: Honors Colloquium

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

This course has not been offered in at least five years, and there are no plans for it to be offered in the future. We want all Honors Colloquia to be at the 300-level.

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

**4. Proposed term for implementation: Spring 2015**

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

Department/ Unit Honors Academy	August 28, 2014
University College Curriculum Committee	October 2, 2014
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	October 23 2014
University Senate	_____

September 22, 2014

**University College  
Diversity & Community Studies  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Dana Burr Bradley, [dana.bradley@wku.edu](mailto:dana.bradley@wku.edu) 270 745-2356

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: GERO 461
- 1.2 Course title: Person-Centered Dementia Management
- 1.3 Abbreviated course title: Person-Centered Dementia Mgmt (maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (yes or no) No
- 1.5 Grade type: Standard letter grade.
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: A survey of dementia using a person-centered approach. Exploration of the diverse perspectives of persons diagnosed, family members, and both informal and formal caregivers.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Dementia is an important topic in the field of Gerontology and this course is unique as it is the only one on campus exploring this topic. While the majority of older adults do not have dementia, our aging population, the increasing numbers of older adults, and the fact that age is the biggest risk factor for common types of irreversible dementias, such as Alzheimer's disease, make this subject relevant to the study of aging. Due to the complexity of the psycho-social impacts of dementia for individuals diagnosed and their families, the interdisciplinary approach enhances the exploration of this subject. This undergraduate course is an elective in both the Gerontology Minor and Aging Specialist Certificate. It meets the Association for Gerontology in Higher Education (AGHE) recommended Standards and Guidelines for Gerontology for curriculum on aging to provide students with the knowledge to work in the field of aging. This new course is endorsed by the interdisciplinary gerontology committee and addresses the projected workforce needs as the "graying of the population" accelerates nationally and internationally over the next two decades.
- 2.2 Projected enrollment in the proposed course: Enrollment in this course is projected to be 25 students based upon past enrollments in the GERO 495 Topics course on dementia offered in the last two years. This course will be open to all students who are eligible to take undergraduate level courses at Western Kentucky University.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will offer a broad foundation in understanding the diagnosis, treatment and management of dementia and complement the courses offered in the Gerontology Minor

and the Aging Specialist Certificate. This course will complement other courses offered by the department in Gerontology.

2.4 Relationship of the proposed course to courses offered in other departments: While PH 443 Healthy Aging discusses issues related to health and aging, PSYS 423 Psychology of Adult Life and Aging examines the psychology of adult life and aging, and NURS 451 Gerontological Nursing mentions the medical treatment of dementia, these courses do not offer an extensive examination of treatment and management of dementias from the person-centered perspective.

2.5 Relationship of the proposed course to courses offered in other institutions: Three of the 19 benchmark institutions offer an elective in some aspect of dementia. Central Michigan University (HDF 535 Dementia Care), Ohio University (HDF 535: Dementia Care: Diagnosis, Treatment & Prevention) and University of North Carolina- Charlotte (GRNT 4280 Experience of Dementia). Texas State University has recently approved a MS in Dementia and Aging Studies, the first such degree program in the US.

### **3. Discussion of proposed course:**

3.1 Schedule type: L

3.2 Learning Outcomes:

Successful completion of the course will enable students to:

- Discuss their understanding of Alzheimer's disease and related disorders beyond the pathology and medical implications of the disease by incorporating the implications for individuals, families, care providers, and society.
- Explain the biological, social, and psychological implications of Alzheimer's disease and related disorders.
- Describe the variation in dementia related diseases and its impact on individuals.
- Analyze how societal and cultural factors impact persons with dementia and their loved ones and serve to shape their experience.

3.3 Content outline:

- An overview of dementia and related disorders. Subjects included in this section will be: mild cognitive impairment and Alzheimer's disease, related disorders – irreversible dementias. The differential diagnosis of dementia and the psycho-social implications of the diagnosis.
- The philosophy of person centered care. Subjects in this section include: the person-centered care model, diversity, stigma and dementia, and communication and dementia.
- The person with dementia and the health and social care system. Subjects in this section include: informal and formal caregiving, practical decisions and social roles, end of life and ethical issues, and public policy as it related to those with dementia.

3.4 Student expectations and requirements: Students will be expected to complete examinations, engage in collaborative discussion forums and group work, and analysis/critique of scholarly works through short response papers.

3.5 Tentative texts and course materials:

Braudy Harris, P. (2002). *The Person with Alzheimer's Disease: Pathways to Understanding the Experience*. John Hopkins University Press, Baltimore: MA

Doraiswamy, P.M. & Gwyther, L.P. (2009). *The Alzheimer's Action Plan*. St. Martin's Press, New York: NY.

As this topic of focus is a growing and constantly evolving field, additional contemporary scholarly articles and multimedia materials will be assigned for each topic block. For example, both HBO and PBS offer a series of documentaries that focus on various aspects of dementia and sections of these will be utilized as assigned learning materials and as the basis for discussion.

**4. Resources:**

- 4.1 Library resources: Current resources are adequate.
- 4.2 Computer resources: WKU has adequate computer lab support for this course. The Division of Extended Learning & Outreach provides distance learning support as needed.

**5. Budget implications:**

- 5.1 Proposed method of staffing: There is sufficient faculty to teach this course.
- 5.2 Special equipment needed: No special equipment is needed.
- 5.3 Expendable materials needed: No expendable materials are needed.
- 5.4 Laboratory materials needed: No laboratory supplies are needed.

**6. Proposed term for implementation: Spring 2015**

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

Department/ Unit Diversity & Community Studies	September 24, 2014
University College Curriculum Committee	October 2, 2014
Professional Education Council (if applicable)	N/A
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	<b>October 23, 2014</b>
University Senate	

Proposal Date: September 15, 2014

**University College  
Diversity & Community Studies  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Dana Burr Bradley, [dana.bradley@wku.edu](mailto:dana.bradley@wku.edu), 270 745.2356

**1. Identification of proposed course:**

1.1 Course prefix (subject area) and number: GERO 481

1.2 Course title: Global Aging

1.3 Abbreviated course title: Global Aging  
(maximum of 30 characters or spaces)

1.4 Credit hours: 3 Variable credit (yes or no) no

1.5 Grade type: Standard letter grade

1.6 Prerequisites/corequisites: none

Course description: Provides an international comparative examination of individual and societal aspects of aging and explores the problems and solutions encountered in different sociocultural contexts for dealing with challenges and opportunities of aging. The phenomenon of global aging is explored through active engagement with international organizations.

**2. Rationale:**

2.1 Reason for developing the proposed course: This undergraduate course is an elective in both the Gerontology Minor and Aging Specialist Certificate. It meets the Association for Gerontology in Higher Education (AGHE) recommended Standards and Guidelines for Gerontology for curriculum on aging theory and principles to provide students with the knowledge to work in the field of aging internationally. It will also help students to prepare for the national credential for professional gerontologists. This new course is endorsed by the interdisciplinary gerontology committee and responds to projected workforce needs as the "graying of the population" accelerates nationally and internationally over the next two decades.

2.2 Projected enrollment in the proposed course: Enrollment in this course is projected to be 25 students based upon past enrollments two previously offered GERO 495 Topics course on Global Aging. This course will be open to all students who are eligible to take undergraduate level courses at Western Kentucky University.

2.3 Relationship of the proposed course to courses now offered by the department: This course will offer a broad foundation in the interdisciplinary nature global aging and complement the courses offered in the Gerontology Minor and the Aging Specialist Certificate.

2.4 Relationship of the proposed course to courses offered in other departments: While a number of departments offer specific disciplinary applications to international issues (HCA 347 International Health Care, GEOG 216 Geotechnology in a Global Community, MGT 413



International Human Resource Management, PS 250 International Politics) no course addresses issues related to global aging policies.

**2.5** Relationship of the proposed course to courses offered in other institutions: University of Kentucky offers a course in comparative health economics, which may be used as an elective in its Certificate in Gerontology. Three of the 19 benchmark institutions offer an elective in some aspect of comparative or international aging: Bowling Green State University (GERO 4050 Cross Cultural Aspects of Aging), Ohio University (GRN 597 Special Topics) and The University of North Carolina at Charlotte, (GRNT 3132 Aging & Culture).

### **3. Discussion of proposed course:**

3.1 Schedule type: C—Lecture

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

- Discuss how the global population is aging;
- Examine the various ways in which different societies are currently preparing to meet the needs of their older population; and
- Analyze how selected countries compared to the United States provide services for older adults.

3.3 Content outline:

Introduction to Population Aging in a Cross-Cultural Perspective  
Major Aging Issues: Individual & Community

Overview of Global Population Aging  
Demographics  
Individual & Community Perspectives

Global Health and Disability Issues  
Life Expectancy & Changing Mortality  
Living Arrangements and Social Support

World Economic and Business Policies  
Productive Aging  
Work & Retirement  
Pensions & Income Security

Family and Intergenerational Relations  
Caregiving  
Long Term Care

Societal & Cultural Dimensions of Aging  
Age Discrimination  
Community Interaction and Support  
Support Programs and Services

Global Migration Issues  
World Health Organization Policies  
United Nations Aging Policies

3.4 Student expectations and requirements: Students will be expected to complete examinations, class assignments and a research paper analyzing at least one country-specific aging policy.

3.4 Tentative texts and course materials:

3.5 Kunkel, S. Brown, J.S. & Whittington, F, *Global Aging: Comparative Perspectives on Aging and the Life Course*, (2014), New York: Springer. Additional readings may include relevant journal articles and global web sites.

**4. Resources:**

4.1 Library resources: Current resources are adequate

4.2 Computer resources: WKU has adequate computer lab support for this course. The Division of Extended Learning and Outreach provides distance learning support as needed.

**5. Budget implications:**

5.1 Proposed method of staffing:

There is sufficient faculty to teach this course.

5.2 Special equipment needed:

No special equipment is required.

5.3 Expendable materials needed:

No expendable materials are needed as this is an on-line course.

5.4 Laboratory materials needed:

No laboratory supplies are needed.

**6. Proposed term for implementation: Spring 2015**

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

Department/ Unit Diversity & Community Studies

Undergraduate Curriculum Committee

University Senate

**September 24, 2014**

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**October 23, 2014**

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Proposal Date: 9/5/2014

**University College  
School of University Studies  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Dawn Hall email: [dawn.hall@wku.edu](mailto:dawn.hall@wku.edu) phone: 720-745-8944

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: SUS 295
- 1.2 Course title: Popular Culture and Gender: Signs & Narratives
- 1.3 Abbreviated course title: Popular Culture and Gender  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (yes or no)
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description:  
Through the study of signs and narrative structures, this course investigates contemporary Western popular culture's concepts of gender.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: While the Gender and Women's Studies program explores gender images in popular culture in several courses, none of them employ the range of theoretical lenses, nor focus entirely on popular culture. Similarly, the major in Popular Culture Studies does not yet offer a course specifically focused on gender. Students in both programs, as well as other students interested in expanding their knowledge of depictions of gender in contemporary popular culture, will therefore be served and both curricula enhanced.
- 2.2 Projected enrollment in the proposed course: 15-20, based on comparable enrollment in GWS 375 American Masculinities and comparable Popular Culture Studies courses. This course will attract students from Popular Culture Studies, Gender and Women's Studies, Film, Communication, History, Political Science, and English.
- 2.3 Relationship of the proposed course to courses now offered by the department: There are no courses currently offered in the School of University Studies that specifically address and focus solely on gender and popular culture Studies.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
The proposed course will help students examine how gendered identities and gender norms are represented, experienced and contested in contemporary Western popular culture. This course will complement courses within other majors and minors that encourage critical thinking through the lens of cultural studies, Popular Culture Studies, and gender studies including Gender and Women's Studies (GWS 200 Introduction to GWS and GWS 375 American Masculinities; History (HIST 447 History of American Popular Culture and History 340 History of Western Popular Culture since 1450); Philosophy (PHIL 212 Philosophy and Gender Theory and PHIL 207 Philosophy and Popular Culture); Popular Culture Studies (POP 201 Introduction to Pop Culture); and Sociology (SOCL 245 Sociology of Popular Culture). Popular Culture & Gender: Signs and Narratives will introduce semiotic and narratology theory, the study of signs and

narrative structure, respectively, and allow students to apply such theories to cultural texts in relation to the construction of gender identities. This course offers a unique lens for students to conceptualize gender identity as constructed by narratives within Westernized popular culture. This course offers a variety of platforms to explore instead of a focused discussion on one specific element, vehicle, or identity within Western popular culture.

This proposal/course has been vetted by Gender and Women's Studies and Popular Culture Studies. This course will give south campus students more course options at south campus. Since the Liberal Arts and Sciences unit dissolved, there is a need for more course offerings at south campus. This course will be proposed as a connections course for Colonnade.

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

While several of WKU's benchmark institutions offer courses in Popular Culture Studies or gender studies such as Appalachian State University, Bowling Green State University, and Northern Illinois University, it is larger institutions that offer courses dedicated to the combined study of gender and popular culture such as the University of Virginia (238 Gender and Popular Culture), Washington State University (338 Women and Popular Culture), and Rutgers (341 Gender & Popular Culture).

### 3. Discussion of proposed course:

#### 3.1 Schedule type: Lecture L

#### 3.2 Learning Outcomes:

- describe the ways in which popular culture creates and perpetuates ideology around/about gender identities
- analyze the effect on society and the individual of multiple popular cultural narratives
- provide close textual readings of a range of texts to encourage understanding of the interconnections between Western popular culture and the global community
- develop critical thinking skills through analysis and synthesis of cultural texts

#### 3.3 Content outline:

This course is designed to investigate contemporary Western popular culture by introducing semiotic and narrative theory and then applying these theories to advertising, film, television, and music. Students will analyze, discuss, and write about the role of gender in contemporary Western popular culture from a variety of theoretical lenses including semiotics, structuralism, cultural theory, psychoanalytic approaches, and feminism. With its interdisciplinary approach, the course will explore how constructions of gender are reflected and shaped through and in film, television, advertising, and other forms of media. Students will utilize texts and/or topics to analyze how values and concepts of identity are constructed. At the end of each unit, students will demonstrate their ability to apply theoretical concepts and course content to cultural texts. Throughout each unit, students will refer back to Roland Barthes' *Mythologies* and apply semiotic theory to primary and secondary texts.

**Unit I** will explore advertising narratives in a consumer-driven society, with particular attention to the representation of women, toys, exercise (yoga) and food. The unit will ask students to visit a public space and analyze the signs and narratives constructed to determine who is and is not targeted/invited to inhabit the space.

**Unit II** will introduce feminist film theory with a focus on filming desire, performative gender, female independent film, and feminist avant-garde techniques. The unit will ask students to apply semiotic and film theory to a film sequence.

**Unit III** will focus on narratology, the study of narrative structure, in popular television series & other media such as video games in an effort to investigate representations of gender. The unit will ask students to apply structuralist applications of narrative to a variety of media platforms.

**3.4 Student expectations and requirements:**

Class attendance and participation in weekly discussion sessions, presentations, primary and secondary source-based research papers.

**3.5 Tentative texts and course materials:**

- Barthes, Roland. *Mythologies*. Paris: HarperCollins, 2001. Print.
- hooks, bell. *Feminism is for Everybody: Passionate Politics*. Cambridge: South End Press, 2000. Print. (excerpts) (*bell hooks does not capitalize her name*)
- Johnson, Steven. *Everything Bad Is Good For You: How Today's Popular Culture is Actually Making Us Smarter*. New York: River Head Books, 2006. Print. (excerpts)
- Kilbourne, Jean. *Can't Buy My Love: How Advertising Changes the Way We Think and Feel*. New York: Simon & Schuster, Inc., 1999. Print. (excerpts)
- Maasik, Sonia and Jack Solomon. (Ed.) *Signs of Life in the USA: Readings on Popular Culture for Writers*. Boston: Bedford St. Martin, 2012. Print.

**4. Resources:**

**4.1 Library resources:**

The Library has adequate resource for this course. *See attached library resource form.*

**4.2 Computer resources:**

Existing resources are sufficient

**5. Budget implications:**

- 5.1 Proposed method of staffing: Existing faculty
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

**6. Proposed term for implementation: Spring 2015**

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

Department/ Unit <u>School of University Studies</u>	<u>9/23/2014</u>
<u>University College</u> College Curriculum Committee	<u>10/2/2014</u>
Professional Education Council (if applicable)	<u>N/A</u>
Undergraduate Curriculum Committee	<u>10/23/2014</u>
University Senate	<u>_____</u>

Proposal Date: August 19, 2014

**College of Health & Human Services  
Allied Health  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Lynn Austin, [lynn.austin@wku.edu](mailto:lynn.austin@wku.edu), 5-3827

**1. Identification of program:**

- 1.1 Current program reference number: 226
- 1.2 Current program title: Dental Hygiene
- 1.3 Credit hours: 50

**2. Identification of the proposed program changes:**

- Add 3 hours to total program credit hours, reflecting revisions to course credit hours for DH 271, DH 370, and DH 324

**3. Detailed program description:**

CURRENT CURRICULUM ASSOCIATE'S DEGREE (226)		PROPOSED CURRICULUM ASSOCIATE'S DEGREE (226)	
DH 222 Preventive Dental Hygiene Care	2	DH 222 Preventive Dental Hygiene Care	2
DH 270 Pre-Clinical Dental Hyg.	3	DH 270 Pre-Clinical Dental Hyg.	3
DH 212 Oral Anatomy	3	DH 212 Oral Anatomy	3
DH 201 Dental Radiology I	2	DH 201 Dental Radiology I	2
DH 210 Dental Materials & Expanded Functions 1	2	DH 210 Dental Materials & Expanded Functions 1	2
DH 271 Clinical Dental Hygiene I	<del>3</del>	DH 271 Clinical Dental Hygiene	<b>4</b>
DH 230 Oral Histology & Embryology	3	DH 230 Oral Histology & Embryology	3
DH 204 Periodontics	3	DH 204 Periodontics	3
DH 206 Dental Pharmacology	3	DH 206 Dental Pharmacology	3
DH 226 Dental Materials & Expanded Functions II	2	DH 226 Dental Materials & Expanded Functions II	2
DH 309 Pain Control in Dental Hygiene	4	DH 309 Pain Control in Dental Hygiene	4
DH 370 Clinical Dental Hygiene II	<del>4</del>	DH 370 Clinical Dental Hygiene	<b>5</b>
DH 302 Dental Radiology II	2	DH 302 Dental Radiology II	2
DH 303 Community Dental Health	4	DH 303 Community Dental Health	4
DH 307 General & Oral Pathology	3	DH 307 General & Oral Pathology	3
DH 371 Clinical Dental Hygiene III	5	DH 371 Clinical Dental Hygiene	5
DH 324 Practice Managements & Ethics	<del>2</del>	DH 324 Practice Managements & Ethics	<b>3</b>
<b>TOTAL PROGRAM HOURS</b>	<del>50</del>	<b>TOTAL PROGRAM HOURS</b>	<b>53</b>

The additional required courses for the major are not changing. These courses are: PSY 100, SOCL 100, COMM 145, BIOL 131, CHEM 109, HMD 211, BIOL 207 and BIOL 208.

**4. Rationale for the proposed program change:**

- Course revisions reflect more appropriate course credit hours. The addition of 1 credit hour to the required courses of DH 271, DH 370, and DH 324 results in an increase in the total required program credit hours.

**5. Proposed term for implementation: Fall 2015**

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

Allied Health Curriculum Committee	<u>8-20-14</u>
CHHS College Curriculum Committee	<u>Sept. 19, 2014</u>
Undergraduate Curriculum Committee	<u>Oct. 23, 2014</u>
University Senate	<u>_____</u>

Proposal Date: August 19, 2014

**College of Health & Human Services  
Allied Health  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Lynn Austin, [lynn.austin@wku.edu](mailto:lynn.austin@wku.edu), 5-3827

**1. Identification of program:**

- 1.1 Current program reference number: 524
- 1.2 Current program title: Dental Hygiene
- 1.3 Credit hours: 69-70 (Education Track 75)

**2. Identification of the proposed program changes:**

- Add 3 hours to total program credit hours, reflecting revisions to course credit hours for DH 271, DH 370, and DH 324

**3. Detailed program description:**

CURRENT CURRICULUM BACHELOR'S DEGREE (524)		PROPOSED CURRICULUM BACHELOR'S DEGREE (524)	
DH 222 Preventive Dental Hygiene Care	2	DH 222 Preventive Dental Hygiene Care	2
DH 270 Pre-Clinical Dental Hyg.	3	DH 270 Pre-Clinical Dental Hyg.	3
DH 212 Oral Anatomy	3	DH 212 Oral Anatomy	3
DH 201 Dental Radiology I	2	DH 201 Dental Radiology I	2
DH 210 Dental Materials & Expanded Functions 1	2	DH 210 Dental Materials & Expanded Functions 1	2
DH 271 Clinical Dental Hygiene	3	DH 271 Clinical Dental Hygiene	4
DH 230 Oral Histology & Embryology	3	DH 230 Oral Histology & Embryology	3
DH 204 Periodontics	3	DH 204 Periodontics	3
DH 206 Dental Pharmacology	3	DH 206 Dental Pharmacology	3
DH 226 Dental Materials & Expanded Functions II	2	DH 226 Dental Materials & Expanded Functions II	2
DH 309 Pain Control in Dental Hygiene	4	DH 309 Pain Control in Dental Hygiene	4
DH 370 Clinical Dental Hygiene	4	DH 370 Clinical Dental Hygiene	5
DH 302 Dental Radiology II	2	DH 302 Dental Radiology II	2
DH 303 Community Dental Health	4	DH 303 Community Dental Health	4
DH 307 General & Oral Pathology	3	DH 307 General & Oral Pathology	3
DH 304 Advanced Periodontology	4	DH 304 Advanced Periodontology	4
DH 371 Clinical Dental Hygiene	5	DH 371 Clinical Dental Hygiene	5
DH 323 Research Methods	3	DH 323 Research Methods	3
DH 324 Practice Managements & Ethics	2	DH 324 Practice Managements & Ethics	3
Non-Education Track (12-13 hours) *Student will choose 12-13 hours from: CHEM 304 Biochemistry for the Health Sciences COMM 330 Leadership Communication, COMM 345 Adv. Public Speaking,		Non-Education Track (12-13 hours) *Student will choose 12-13 hours from: CHEM 304 Biochemistry for the Health Sciences COMM 330 Leadership Communication, COMM 345 Adv. Public Speaking,	





**Ogden College of Science and Engineering  
Department of Computer Science  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Huanjing Wang, [huanjing.wang@wku.edu](mailto:huanjing.wang@wku.edu), 745-2672

**1. Identification of program:**

- 1.1 Current program reference number: **629**
- 1.2 Current program title: **Major: Computer Science with concentration in Systems/Scientific Applications**
- 1.3 Credit hours: **47**

**2. Identification of the proposed program changes:**

- Add one course to the list of required core courses
- Remove one course from the list of additional required courses
- Change the number of hours in the program from 47 to 50

**3. Detailed program description:**

<p>Systems/Scientific Applications Concentration</p> <ol style="list-style-type: none"><li>1. <del>47 hours of computer science courses are required.</del></li><li>2. ENG 307, MATH 136, <del>STAT 301</del>, and PHIL 215 are required.</li><li>3. Completion of these 11 CS core courses (35 credit hours): CS 180, 181, 251, 280, 325, 360, 380, 382, 396, 425, and 496.</li><li>4. Completion of 12 hours of CS electives from the following courses: CS 370, 381, 443, 445, 446, 450, and 456.</li><li>5. Completion of 2 courses from the following list: MATH 127, 137, 305, 307, 331, 405, 406, 470 and 473.</li><li>6. Completion of one year of a laboratory science (a two semester sequence of the same science) and one additional science course (all must be designed for Science/Engineering majors).</li><li>7. One additional course from the above list of MATH courses (this course may not be used to satisfy any other CS major degree requirement) or one additional science course designed for science/engineering</li></ol>	<p>Systems/Scientific Applications Concentration</p> <ol style="list-style-type: none"><li>1. <b>50 hours are required including 47 hours of computer science courses and 3 hours of STAT 301.</b></li><li>2. <b>ENG 307, MATH 136, and PHIL 215 are required.</b></li><li>3. Completion of these 11 CS core courses (35 credit hours): CS 180, 181, 251, 280, 325, 360, 380, 382, 396, 425, and 496.</li><li>4. Completion of 12 hours of CS electives from the following courses: CS 370, 381, 443, 445, 446, 450, and 456.</li><li>5. Completion of 2 courses from the following list: MATH 127, 137, 305, 307, 331, 405, 406, 470 and 473.</li><li>6. Completion of one year of a laboratory science (a two semester sequence of the same science) and one additional science course. All must be designed for Science/Engineering majors.</li><li>7. One additional course from the above list of MATH courses (this course may not be used to satisfy any other CS major degree requirement) or one additional science</li></ol>
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majors.	course designed for science/engineering majors.
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**4. Rationale for the proposed program change:**  
 STAT 301 is an important course for this option and has been used as a prerequisite for a required upper-division CS course (CS 380). We propose to move STAT 301 from the list of additional required courses to the list of required core courses, thereby increasing the number of hours in the program from 47 to 50. This change will satisfy the University requirements for a major that requires no minor, as was the intent of the original program proposal.

**5. Proposed term for implementation and special provisions (if applicable):**  
**Fall 2015**

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

Department of Computer Science	<u>9/16/2014</u>
Ogden College Curriculum Committee	<u>9/30/2014</u>
Undergraduate Curriculum Committee	<u>10/23/2014</u>
University Senate	<u></u>

Proposal Date: August 28, 2014

**University College  
Honors Academy  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Clay Motley, clay.motley@wku.edu, 745-3171

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: HON 250
- 1.2 Course title: Honors Practicum
- 1.3 Credit hours: 3

**2. Proposed course credit hours:**

We propose that HON 250 have variable credit, from one to three credit hours.

**3. Rationale for the revision of course credit hours:**

Some students have substantial experiential learning opportunities that are not sufficient to be worth three credit hours. By making HON 250 variable credit from one, two, or three hours, the course will be more flexible and better fit student needs, thus giving students more opportunities to earn credit through experiential learning. This proposal is in direct response to student feedback and need.

**4. Proposed term for implementation:** Spring 2015

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

Department/ Unit Honors Academy  
University College Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

August 28, 2014

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October 2, 2014

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October 23, 2014

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Proposal Date: August 28, 2014

**University College  
Honors Academy  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Clay Motley, clay.motley@wku.edu, 745-3171

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: HON 303
- 1.2 Course title: Independent Research
- 1.3 Credit hours: 1-3

**2. Proposed course credit hours:**

We propose that HON 303 be repeatable for a maximum of six credit hours.

**3. Rationale for the revision of course credit hours:**

The Honors College emphasizes undergraduate research and wants to increase student options for conducting directed, individualized research. Currently HON 303 is not repeatable, which limits students' ability to explore research prior to their Honors thesis. By making HON 303 repeatable, students would have increased research opportunities. This proposal is in direct response to student feedback and curricular need.

**4. Proposed term for implementation:** Spring 2015

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

Department/ Unit Honors Academy

August 28, 2014

University College Curriculum Committee

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October 2, 2014

Undergraduate Curriculum Committee

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October 23, 2014

University Senate

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Proposal Date: August 28, 2014

**University College  
Honors Academy  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Clay Motley, clay.motley@wku.edu, 745-3171

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: HON 350
- 1.2 Course title: Honors Practicum II
- 1.3 Credit hours: 3

**2. Proposed course credit hours:**

We propose that HON 350 have variable credit, from one to three credit hours.

**3. Rationale for the revision of course credit hours:**

Some students have substantial experiential learning opportunities that are not sufficient to be worth three credit hours. By making HON 350 variable credit from one, two, or three hours, the course will be more flexible and better fit student needs, thus giving students more opportunities to earn credit through experiential learning. This proposal is in direct response to student feedback and need.

**4. Proposed term for implementation:** Spring 2015

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

Department/ Unit Honors Academy  
University College Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

August 28, 2014

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October 2, 2014

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October 23, 2014

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Proposal Date: August 15, 2014

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

Contact Person: Becky Tabor, becky.tabor@wku.edu, 270.745.3814

**1. Identification of course:**

- 1.1 Current course prefix and number: DH 271
- 1.2 Course title: Clinical Dental Hygiene I
- 1.3 Credit hours: 3

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

- 3. Rationale for the revision of course credit hours:** This course currently has a clinical component that meets 9 hours per week plus one additional hour per week for lecture. Awarding four credit hours is more appropriate for the time allocated for this course and is consistent with other clinical courses in the Department and College.

**4. Proposed term for implementation: Fall 2015**

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

Allied Health Department

CHHS Curriculum Committee

Undergraduate Curriculum Committee

University Senate

8-20-14

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Sept. 19, 2014

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Oct. 23, 2014

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Proposal Date: May 21, 2014

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

Contact Person: Becky Tabor [Becky.tabor@wku.edu](mailto:Becky.tabor@wku.edu) 270.745.3814

**1. Identification of course:**

- 1.1 Current course prefix and number: DH 324
- 1.2 Course title: Practice Management and Ethics
- 1.3 Credit hours:2

**2. Proposed course credit hours: 3**

**3. Rationale for the revision of course credit hours:**

Practice Management currently meets for 2 hours per week. Several topics are included in this course that need more time to be more fully explored. Two topics in particular that are very relevant to today's workforce of healthcare professionals are professional ethics and cross cultural healthcare. Current accreditation standards will be better met by adding an additional hour to this course to provide instructional time for students to become more competent in these areas.

**4. Proposed term for implementation: Fall 2015**

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

Allied Health Department

8-20-14

CHHS Curriculum Committee

Sept. 19, 2014

Undergraduate Curriculum Committee

Oct, 23 2014

University Senate



Proposal Date: 4-3-2014

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

Contact Person: Barbara Bush, [barbara.bush@wku.edu](mailto:barbara.bush@wku.edu), 745-3825

**1. Identification of course:**

- 1.1 Current course prefix and number: DH 370
- 1.2 Course title: Clinical Dental Hygiene II
- 1.3 Credit hours: 4

**2. Proposed course credit hours: 5**

- 3. Rationale for the revision of course credit hours:** This course is a hybrid course consisting of clinical, lecture, and seminar components. Each week, the course consists of 15 hours of clinical experience and 1 hour of lecture followed by 1 hour of seminar for a total of 17 hours of contact time. The continuing course in the following semester currently is a 5 credit hour course and meets for the same amount of time each week.

**4. Proposed term for implementation: Fall 2015**

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

Allied Health Department

CHHS Curriculum Committee

Undergraduate Curriculum Committee

University Senate

8-20-14

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Sept. 19, 2014

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Oct. 23, 2014

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**Ogden College of Science and Engineering  
Department of Psychological Sciences  
Proposal to Create a New Minor Program  
(Action Item)**

Contact Person: Andrew Mienaltowski, [andrew.mienaltowski@wku.edu](mailto:andrew.mienaltowski@wku.edu), (270) 745-2353

**1. Identification of program:**

1.1 Program title: Psychological Science

1.2 Required hours in minor program: 19

1.3 Catalog description:

A minor in Psychological Science provides graduates with a broad overview of the discipline as well as exposure to the foundations of the discipline. The Psychological Science minor focuses students on becoming more engaged and critical consumers of the science underlying psychology through courses informed by current research and practice in the scientific study of individual and collective behavior, the physical and environmental bases of behavior, and the analysis and treatment of behavioral problems. The minor requires a minimum of 19 credit hours: 7 from research design and a discipline overview, 6 reflecting foundational studies in the discipline, and 6 hours of electives. This minor might appeal to students who are in a pre-professional track (e.g., pre-med) or to students majoring in disciplines where psychological science can inform research and practice (e.g., biology, computer science, philosophy, religious studies, nursing, communication disorders, management, etc.).

1.4 Classification of Instructional Program Code (CIP): 42.0101

**2. Rationale:**

2.1 Reason for developing the proposed minor program:

In November 2013, the Department of Psychological Sciences was created in the Ogden College of Science and Engineering. At the March 2014 University Senate meeting, the Bachelor of Science in Psychological Science program was approved. Students who are interested in minoring in Psychological Science, however, do not yet have an option available to them. The proposed program will enable students who are majoring in other disciplines to enrich their knowledge of the science of psychology and their critical analysis and reasoning skills by minoring in Psychological Science. This program will be particularly valuable to students who are in Pre-Med or Pre-Health programs that require completion of the Medical College Admission Test (MCAT). Recently, the MCAT was substantially revised with a social science focus in mind. This proposal includes curriculum from the Department of Psychological Sciences that reflects the psychology-specific content that is relevant to the revised MCAT.

Psychological Science focuses on mental processes and behaviors that are relevant across many domains, including business and organizations, health, engineering and industrial design, ecology, human development, and neuroscience. WKU does not currently have a minor program that integrates the knowledge relative to the curriculum being offered by the Department of Psychological Sciences. The knowledge and skills gained from the proposed minor will assist students in applying psychological principles to their major academic program of interest and in becoming a more critical consumer of psychological research.

2.2 Projected enrollment in the proposed minor program:

We anticipate that enrollment in this program will grow to approximately 25-30 students per academic cohort (e.g., freshmen, sophomore, etc.) and may appeal most to pre-professional students.

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

No other minor is currently offered by the department.

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

The Department of Psychology in the College of Education and Behavioral Sciences offers a minor in Psychology. However the proposed program differs from that minor in several substantial ways:

- Many courses that are most central to the discipline (e.g., Developmental Psychology, Cognitive Psychology, Sensation and Perception, Behavioral Neuroscience) are PSYS courses (taught by faculty in the Department of Psychological Sciences) and therefore are not included in the Psychology minor. Many students in other departments want a minor that will allow them to study these topics (e.g., aging, sexuality, psychopharmacology, judgment and decision making)
- The proposed Psychological Science minor differs from the Psychology minor by implementing course sequencing that will scaffold the student experience in the minor to cover the basics of psychological concepts and research design before completing upper-level courses that require these foundational experiences (see more below).
- The proposed minor will create a program with curriculum that is administratively housed in the Department of Psychological Sciences and will offer courses to students that reflect the research-oriented focus of this new department without adding additional workload for faculty.
- The proposed minor is likely to appeal to students who must take the MCAT for post-baccalaureate professional programs because the psychological content included on this test is covered in depth by Psychological Sciences' courses (e.g., PSYS 360 Behavioral Neuroscience, PSYS 363 Sensation and Perception, PSYS 321 Child Developmental Psychology, and PSYS 423 The Psychology of Adult Life and Aging).

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

The proposed minor is organized in a manner that is similar to those offered by benchmark institutions or other institutions in Kentucky. In general, there are two formats for the minor, one that offers fewer restrictions and one that structures a student's minor experience using psychological foundations courses. The proposed minor falls in the latter category and resembles the minor offered by other institutions.

<b>Institution</b>	<b>Minor Program</b>	<b>Required Minimum Hours</b>	<b>Organization of Program</b>
<i>Appalachian State University</i>	Psychology	18	Intro and 15 elective hours
<i>Ball State University</i>	Psychological Science	18	Intro and 15 elective hours
<i>Bowling Green State</i>	Psychology	20	None

<i>University</i>			
<i>Central Michigan University</i>	Psychology	21	Intro and 18 elective hours
<i>East Carolina University</i>	Psychology	24	Intro, Cognition or Learning, a Biological Basis of Behavior course, two psychological foundations courses (e.g., Developmental, Social, Personality, Abnormal, or Testing), and 9 elective hours
<i>East Tennessee State University</i>	Psychology	18	Intro, two psychological foundations courses (e.g., developmental or social psych), and 9 upper-level elective hours
<i>Florida Atlantic University</i>	Psychology	15	Intro, Developmental, Cognition, Biological Bases of Behavior, and Social Psych
<i>Illinois State University</i>	Psychology	21	Intro, Methods, Statistics, Personality, and 9 elective hours (6 of which must be upper-level hours)
<i>Indiana State University</i>	Psychology	18	Intro, Methods, and 12 elective hours (as closely related to student's major as possible)
<i>Middle Tennessee State University</i>	Psychology	15	Intro and 12 elective hours
<i>Northern Illinois University</i>	Psychology	21	Intro and 18 elective hours (12 of which must be upper-level hours)
<i>Ohio University</i>	Psychology	21	Intro, Statistics, three courses in psychological foundations (e.g., physio, cognitive, developmental, social, and abnormal psych), and 6 upper-level elective hours
<i>Towson University</i>	Psychology	26	Intro, Developmental, Methods, Statistics, and 12 hours covering 4 major topic areas
<i>University of North Carolina - Charlotte</i>	Psychology	18	Intro, three courses in psychological foundations (e.g., learning and cognition, biological psych, and developmental psych), and two electives
<i>University of North Carolina - Greensboro</i>	Psychology	18	Intro and 15 elective hours (at least 2 courses at 200-level, one at 400 level, and any two additional electives)
<i>University of South Alabama</i>	Psychology	21	Intro, Methods, and 15 elective hours (12 of which must be upper-level hours)

<i>University of Southern Mississippi</i>	Psychology	21	Intro and 18 elective hours (but not field work, special problems, advanced methods, or thesis hours)
<i>Eastern Kentucky University</i>	Psychology	18	Intro and 18 elective hours
<i>Kentucky State University</i>	Psychology	18	Intro, Methods, Stats, Developmental, Abnormal, Personality Psych and 6 upper-level elective hours
<i>Morehead State University</i>	Psychology	24	Intro and 21 elective hours
<i>Murray State University</i>	Psychology	21	Intro and 18 elective hours
<i>Northern Kentucky University</i>	Psychological Science	24	Intro and 21 elective hours
<i>University of Kentucky</i>	Psychology	19	Intro, Methods, and select from psychological foundations courses (Learning and Cognition, Development, Brain and Behavior, Personality, and Social Psych)
<i>University of Louisville</i>	Psychology	21	Intro, Methods, Stats, select from psychological foundations courses (e.g., Learning, Cognition, Physiological Psych, Development, Social, and Abnormal Psych), and 1 elective

- 2.6 Relationship of the proposed minor program to the university mission and objectives: WKU’s Mission Statement states that “Western Kentucky University prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society.” The proposed minor program contributes to WKU’s mission by offering students an opportunity to complete coursework that focuses on the scientific study of the mind, the brain, and behavior. Having a deeper understanding of the nature of cognitive and perceptual processes, of the impact that social contexts have on thought and behavior, of the trajectory of human development in psychological processes, and of the implications that psychopathology and psychopharmacology have for our everyday existence will better enable those students who minor in Psychological Science to be productive, engaged, and socially responsible citizen-leaders.

In the WKU Challenging the Spirit Action Plan (2012-2018), the first strategic goal that is listed is to foster academic excellence by (a) extending the engaged learning and global dimensions of the WKU academic experience, and (b) reinforcing WKU as a destination of choice for stakeholder in higher education (i.e., students, faculty, and staff). The proposed program will increase the number of opportunities that WKU students and faculty have to interact to discuss human thought and behavior and to become engaged in high quality, engaging, and international scholarship in psychological science. The faculty members in the Department of Psychological Sciences are actively engaged in peer-reviewed scholarship, publish in national and international journals, pursue research

funding opportunities, and actively engage students in every step of the scientific method as it applies to the discipline. The proposed minor will expand WKU's offerings within STEM disciplines and should appeal to students who are interested in the intersection between the traditional physical and natural sciences and human thought and behavior. Additionally, the program may appeal to students outside of STEM disciplines who are interested in learning more about the scientific techniques used to capture individual differences in human thought and behavior, as these differences are vital to the human experience and inform disciplines like marketing, management, communications, and literature.

### **3. Learning outcomes of the proposed minor:**

Consistent with the goals specified by the American Psychological Association for undergraduate programs, while completing the minor requirements, students will:

- Develop and apply a knowledge base in psychology that includes research design and content in the foundational areas of the discipline (i.e., learning and cognition, human development, physiological psychology, and sociocultural influences)
- Engage in critical scientific inquiry by using scientific reasoning to interpret data and conclusions drawn from data, by recognizing limitations in research design and implementation, and by discussing the implications that individual differences in sociocultural factors have in measuring psychological constructs
- Examine the ethical standards and social consequences of psychological research on the everyday lives of individuals from diverse backgrounds and at different stages of the life span
- Communicate the science of the discipline through written and oral forms of expression
- Reflect on the roles that the knowledge base and scientific reasoning skills developed in the program play in their professional development as responsible citizens and scholars

### **4. Curriculum:**

The minor in Psychological Science requires a minimum of 19 credit hours. Only six of these hours can be duplicated (e.g., PSYS 100 Colonnade Program or PSYS 423 in Gerontology minor).

The following courses (7 credits) are required for the minor:

- PSYS 100 Introduction to Psychology (3 credits)
- PSYS 210 Research Methods (3 credits)
- PSYS 211 Research Methods Lab (1 credit)

Category A (Individual Differences and Developmental Processes): Select at least one of the following courses (3 credits):

- PSYS 321 Child Developmental Psychology (3 credits)
- PSYS 350 Social Psychology (3 credits)
- PSYS 423 Psychology of Adult Life and Aging (3 credits)
- PSYS 440 Abnormal Psychology (3 credits)

Category B (Learning, Cognition, and Biopsychology): Select at least one of the following courses (3 credits):

- PSYS 331 Psychology of Learning (3 credits)
- PSYS 333 Cognitive Psychology (3 credits)
- PSYS 360 Behavioral Neuroscience (3 credits)
- PSYS 363 Sensory and Perceptual Systems (3 credits)

Six additional upper-level credit hours of PSYS courses are required. These hours can include the above restricted elective courses that were not taken to meet the Category A and Category B requirements, and can include no more than 3 credit hours of PSYS 490.

**5. Budget implications:** The newly created Department of Psychological Sciences has 17 full-time faculty and three faculty who are assigned to the department on a part-time basis for teaching. There should be no budgetary implications as the faculty teaching for Psychological Sciences will continue to teach the courses that they are already teaching to meet the minor's requirements, as these requirements overlap completely with the Psychological Science BS program. We are interested in growing enrollment in our student programs and we have the faculty to do this. The Department of Psychological Sciences was created in the Ogden College of Science and Engineering by the unanimous vote of the WKU Board of Regents (October 23, 2013, Action Item 1.3) to allow for growth in undergraduate and graduate academic programs at WKU. The proposed minor allows the faculty in the new department to offer a new program to students that aligns with the mission of the Ogden College of Science and Engineering within the field of psychology using courses that already exist and are taught by Psychological Sciences faculty in the Ogden College of Science and Engineering.

**6. Proposed term for implementation: Spring 2015**

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

Department of Psychological Sciences	<u>9/5/2014</u>
Ogden College Curriculum Committee	<u>9/30/2014</u>
Undergraduate Curriculum Committee	<u>10/23/2014</u>
University Senate	_____
Board of Regents	_____

Proposal Date: September 12, 2014

**College of Health and Human Services  
Allied Health  
Proposal to Create a Temporary Course  
Action Item for Second Offering**

Contact Person: Becky Tabor, [Becky.tabor@wku.edu](mailto:Becky.tabor@wku.edu), 270.745.3814

**1 Identification of proposed course:**

- 1.1 Course prefix and number: DH 322
- 1.2 Course title: Preventive Dentistry
- 1.3 Abbreviated course title: Preventive Dentistry
- 1.4 Credit hours:4
- 1.5 Schedule type: L, S
- 1.6 Prerequisites/corequisites: none
- 1.7 Grade type:  standard letter grade  pass/fail  in progress (IP)
- 1.8 Course description: 

This course focuses on preventive dental concepts including a historical perspective and current preventive perspectives of today. Oral disease etiology will be presented as well as strategies to prevent these conditions and to maintain health. Approaches to maintaining health in numerous targeted populations will be discussed.
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**2 Rationale**

- 2.1 Reason for offering this course on a temporary basis: This course is needed to accommodate an increased interest in Dental Hygiene courses from international students, specifically students in the Brazilian Science Mobility Program. This course will only be offered for BSMP students.
- 2.2 Relationship of the proposed course to courses offered in other academic units: This course may relate to preventive healthcare courses taught in the Department of Public Health but it is specific to dental health.

**3 Description of proposed course**

3.1 Course content outline

- Primary Preventive Concepts
  - Historical Factors
  - Risk Assessment
  - Cultural Health Influences
  - Access to Care Issues
  - Evidence-Based Care
- Etiology of Dental Diseases and Conditions
  - Dental Plaque Biofilm
  - Carious Lesions
  - Periodontal Disease
  - Oral Cancer
  - Dental Trauma
  - Host Defense Mechanisms in the Oral Cavity



Preventive Strategies

- Toothbrushes and Brushing Methods
- Dentifrices, Mouthrinses and Chewing Gums
- Self-Care Adjuncts
- Implant and Denture Self-Care
- Fluorides – Systemic and Topical
- Dental Sealants
- Nutrition and Diet
- Tobacco Cessation
- Sports Safety
- Educational Methods

Target Populations

- Pregnancy and Infancy
- Pediatrics
- Adolescent Dental Care
- Adult Dental Care
- Geriatrics
- Medically Compromised Populations
- Populations with Developmental Disabilities

3.2 Tentative text(s) Harris, N.O., Farcia-Godoy, F., Nathe, C., **Primary Preventive Dentistry**, 8<sup>th</sup> ed., Pearson Education, Inc, 2014.

**4 Second offering of a temporary course (if applicable)**

4.1 Reason for offering this course a second time on a temporary basis: There are approximately 90 Brazilian Science Mobility Program students on campus that need courses in their major. They will need this course as an option in the spring semester. This course will only be available to the students who are with the BSMP Program

4.2 Term course was first offered: Fall 2014

4.3 Enrollment in first offering: Section 1 – 22 Section 2-31

**5 Term of Implementation:** Spring 2015

**6 Dates of review/approvals:**

Department of Allied Health,

Dean, College of Health and Human Services

Office of the Provost

Sept. 12, 2014

Sept. 19, 2014

Proposal Date: 4-8-14

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

Contact Person: Dr. Carl Myers, [carl.myers@wku.edu](mailto:carl.myers@wku.edu), 745-4410

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: PSY 445
- 1.2 Course title: Introduction to Clinical Practice of Psychology

**2. Revise course title:**

- 2.1 Current course title: Introduction to Clinical Practice of Psychology
- 2.2 Proposed course title: Introduction to Clinical and School Psychology
- 2.3 Proposed abbreviated title: Intro Clinical School Psych
- 2.4 Rationale for revision of course title: The original intent of the course was to emphasize the applied fields of psychology, so the term, “clinical practice” was used as an inclusive, broad term. However, students often interpret “clinical practice” to mean only clinical psychology. By rephrasing the title to include “clinical and school,” it will clarify the course content.

**3. Revise course number: N/A**

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

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

- 4.1 Current prerequisites: PSY 440 or 450, and junior standing or permission of the instructor.
- 4.2 Proposed prerequisites: Junior or senior standing.
- 4.3 Rationale for revision of course prerequisites: While PSY 440 (Abnormal Psychology) and PSY 450 (Personality Psychology) are helpful to better understand a few roles of applied psychologists, the content of those courses is not necessary for students to successfully complete this course. Given PSY 445 is typically offered only once a year, requiring PSY 440 or 450 can impede students’ scheduling of their sequence of classes. Only requiring junior or senior standing will simplify the course prerequisites.
- 4.4 Effect on completion of major/minor sequence: It should make completion of the psychology major easier for students.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Survey of theories, models, and techniques in clinical, counseling, and school psychology. Includes emphasis on professional ethics for psychologists. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

- 5.2 Proposed course catalog listing: Survey of theories, models, and techniques in clinical and school psychology. Includes emphasis on professional ethics for psychologists.
- 5.3 Rationale for revision of course catalog listing: The revision clarifies the emphasis of the course is on clinical and school psychology. Counseling psychology was never a major focus of the course. Field experiences were never included as it was previously taught so the part about field experiences and transportation was deleted.

**6. Revise course credit hours: N/A**

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

**7. Revise grade type: N/A**

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

**8. Proposed term for implementation:**

Fall, 2015

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

Psychology Department	_____ May 9, 2014 _____
CEBS Curriculum Committee	_____ September 2, 2014 _____
Professional Education Council	_____ September 10, 2014 _____
Undergraduate Curriculum Committee	October 23, 2014_____
University Senate	_____

Proposal Date: September 7, 2014

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

Contact Person: Bryan Reaka, [bryan.reaka@wku.edu](mailto:bryan.reaka@wku.edu), 270-745-7032

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: AMS 394
  - 1.2 Course title: Lean Manufacturing
  
- 2. Revise course title:**
  - 2.1 Current course title: Lean Manufacturing
  - 2.2 Proposed course title: Lean Systems
  - 2.3 Proposed abbreviated title: Lean Systems
  - 2.4 Rationale for revision of course title: Lean thinking is a concept that cuts across many industries and not just the manufacturing sector.
  
- 3. Revise course number: NA**
  - 3.1 Current course number:
  - 3.2 Proposed course number:
  - 3.3 Rationale for revision of course number:
  
- 4. Revise course prerequisites/corequisites/special requirements: NA**
  - 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
  - 4.2 Proposed prerequisites/corequisites/special requirements:
  - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
  - 4.4 Effect on completion of major/minor sequence:
  
- 5. Revise course catalog listing:**
  - 5.1 Current course catalog listing: Introduction to the production system and the role of inventory, market characterization aggregate planning, lean manufacturing and the just in time philosophy. (Course Fee)
  - 5.2 Proposed course catalog listing: Applications of lean systems across disciplines. Lean is the enhancement of customer value and the elimination and reduction of all forms of waste. (Course Fee)
  - 5.3 Rationale for revision of course catalog listing: Lean philosophy forms the foundation for success in today's industries. This mindset covers more than the manufacturing sector.
  
- 6. Revise course credit hours: NA**
  - 6.1 Current course credit hours:
  - 6.2 Proposed course credit hours:
  - 6.3 Rationale for revision of course credit hours:

**7. Revise grade type: NA**

7.1 Current grade type:

7.2 Proposed grade type:

7.3 Rationale for revision of grade type:

**8. Proposed term for implementation: Fall 2015**

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

Department of Architectural and Manufacturing Sciences

9-19-2014

Ogden College Curriculum Committee

9-30-2014

Undergraduate Curriculum Committee

10-23-2014

University Senate