GUIDELINES OF THE
UNDERGRADUATE CURRICULUM COMMITTEE

TABLE OF CONTENTS

I. INTRODUCTION

The Undergraduate Curriculum Committee (UCC) is a standing committee of the University Senate as defined in part IV-A of the University Senate Charter. Composed of regular and advisory members representing the faculty, administration, and student body, the UCC ~~makes recommendations~~ has two types of responsibilities (1) to make proposals "to the University Senate concerning university-wide [undergraduate] academic policies," and (2) review~~s~~ "particular [undergraduate] programs and courses to determine whether they meet established standards." (Charter of the University Senate, ~~2001~~ 2011, p. 6). Specific functions of the UCC are covered under UCC Bylaws Section IV. The Charter of the University Senate and the Bylaws of the UCC 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 *and are appropriate and consistent with good educational practices in higher education, regardless of format or mode of delivery.*

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

II. SERVING EFFECTIVELY ON THE UNDERGRADUATE CURRICULUM COMMITTEE (UCC)

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

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

The heaviest burden of responsibility for reviewing and editing curricular and other proposals falls on the departmental and college curriculum committees, whose members are most likely to have the relevant discipline knowledge to ensure that curricular or other academic proposals:
  - meet appropriate standards for the discipline, college, and university;
  - address the academic and professional needs of students;
  - appropriately address the resources necessary for implementation;
  - are supported by appropriate scholarship;
  - follow "best practices" for the discipline;
  - are consistent with state and institutional standards and requirements;
  - follow the established formats for curricular or other proposals;
  - reflect careful consideration of existing courses and programs; and
  - are models of polished writing.

(The order of this paragraph and the following paragraph were switched.) Program-specific proposals for courses, programs, and policies must first be approved by program and departmental/unit curriculum committees (if any) and by the faculty in the department/unit that offers the program or is administratively responsible for the program. Next, the proposal is reviewed by the appropriate college curriculum committee. The subsequent step in the process is determined by the nature of the proposal; some are sent to the Colonnade Committee, some are sent to the Professional Education Council and some are sent to the UCC. The criteria for determining which proposals go to which curricular committee next are explained in Section III.C.

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

A. PREPARING FOR AND ATTENDING UCC MEETINGS

After receiving notification from the UCC Chair that agenda items have been posted to the website, members should carefully read all proposals prior to the meeting, reviewing for both form and substance. Members may contact proponents directly to ask questions about the proposals; they should, however, copy the UCC Chair on all email messages. The more that is resolved in advance, the better the proposals are and the more smoothly meetings go. If members have serious objections regarding proposals, they should notify the Chair in advance of the meeting.

Things to consider when reviewing proposals:

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

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

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

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

PROGRAM REVISION PROPOSALS
- Are the credit hours listed in item 1.3 those for the major/minor/certificate only (*not* the total hours for the entire degree program)?
- If the revisions involve courses in other departments, have the department heads been consulted?
- Is item 2 presented as a bulleted summary list of the proposed revisions?
- Are the complete current and complete proposed programs presented in item 3 (preferably in adjacent columns), with changes indicated in bold or italics so that comparisons are easily made?
- Are course titles and credit hours listed (not just prefixes and numbers)?
- Is a rationale included for *each* proposed change?
- Is an appropriate implementation date indicated?
- Are all the prior committee approval dates indicated?
- Are the revisions proposed substantive enough *(more than 50% of the content)* that a new program proposal should be submitted instead? *See the Academic Definitions, number 10, for the official Kentucky Council for Postsecondary Education (CPE) definition.*

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

Attending UCC meetings:
- Members who cannot attend a UCC meeting must arrange for their elected/designated alternates to attend.
- Members who must leave early should also arrange for their elected/designated alternates to replace them.
- Members should sit in the area designated for members.
- Members should bring copies of agenda materials, either electronic or paper, or notes regarding the proposals.
- Members or their alternates should mark the designated attendance sheet as directed by the Chair.

B. GENERAL GUIDELINES FOR MEETINGS AND PROPOSALS

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

- If any changes are made to the proposal after its original posting on the agenda, including any changes made at the UCC meeting, the proponent must submit a corrected electronic copy to the UCC Chair within the time period specified by the Chair.

C.   OTHER RESPONSIBILITIES OF MEMBERS
- Following each UCC meeting, representatives from the college curriculum committees should report announcements and information back to their respective curriculum committees and deans' offices.
- All members should communicate significant UCC actions, such as changes to university policies with widespread impact on undergraduate students, to their respective constituencies.

III. NAVIGATING THE UNDERGRADUATE CURRICULUM COMMITTEE (UCC)

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 *undergraduate* 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~~ *curricular change*, proponents should think in terms of how to justify that proposal to the University-wide community that is represented by the UCC and the Senate. So, particular care must be taken to get the process right and to present a proposal case in the best way possible. Additionally, UCC documents become part of the permanent record of the University, so proponents should take great care in their preparation.

A. PREPARING PROPOSALS FOR SUBMISSION TO THE UNDERGRADIATE CURRICULUM COMMITTEE (UCC)

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

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

INFORMATION ITEMS (no vote required)
- change course prefixes (subject areas)
- create temporary courses

CONSENT ITEMS (vote required)
- change program titles
- change course numbers *without changing level*

- change course titles
- change course catalog description (as long as course content is not changed)
- change course prerequisites/corequisites/special requirements
- change catalog course listings (as long as course content is not changed)
- suspend courses
- suspend program
- delete courses
- delete program
- reactivate courses
- reactivate program
- create equivalent courses
- ~~suspend programs~~
- ~~delete programs~~
- ~~reactivate programs~~

ACTION ITEMS (vote required)
- change course credit hours
- *change course number (if level changes)*
- make multiple changes to existing courses
- create new courses
- re-offer temporary courses
- *discontinue course equivalency*
- *all program revisions (e.g., title, curriculum)*
- ~~revise programs~~
- create new certificate programs
- create new minors
- create new ~~degree~~ *major* programs
- create academic policies and regulations
- revise academic policies and regulations
- create new academic degree type

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

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

B. PROPOSAL FORMATS
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 UCC.

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

- In the Proposal to Make Multiple Revisions to a Course, ~~delete the unused sections~~ *write "N/A" in all sections not relevant to the proposed changes*.
- If ~~General Education~~ Colonnade Committee (~~Gen Ed~~) approval is not required, delete that approval line from the committee approvals section.
- If Professional Education Council (PEC) approval is not required, delete that approval line from the committee approvals section.
- If UCC approval is not required, delete that approval line from the committee approvals section.
- ~~If Graduate Council approval is not required, delete that approval line from the committee approvals section.~~

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

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

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

Type of Proposal	Forms to be Completed
Course Revisions	• The appropriate course revision form (see above) • Course Revision Inventory Form
New Courses	• Proposal to Create a New Course • New Course Inventory Form • Library Resources Form
Temporary Courses (electronic)	• Proposal to Create a Temporary Course • Temporary Course Inventory Form
Program Revisions	• The appropriate program revision form

New Programs	• The appropriate New Program Form
New Degree Types	• The appropriate New Degree Type Form
Academic Policies	• The appropriate academic policies form

C. PROPOSAL ROUTING

Curricular and policy proposals may originate from a number of university units, including departmental programs, departments, schools, institutes, colleges, interdisciplinary programs, the Office of the Registrar, and the Office of the Vice President for Academic Affairs. As a rule, curricular proposals are routed through college committees as specified in the Undergraduate Curriculum Committee Guidelines.

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

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

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

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

    b. Proposals with Professional Education Council (PEC) Component

(1) Courses that require approval by the PEC are those that are required or restricted electives in programs leading to teacher certification.

(2) Courses that require PEC approval begin with the proponent, are approved by the academic unit that will offer the course, and then are forwarded to the appropriate college curriculum committee.

(3) A staff member in the dean's office of the college sends proposals electronically to the PEC.

(4) After proposals are approved by the PEC, departments are responsible for working with their own college dean's offices to submit proposals to ~~the next approval body (generally to the UCC Chair or Graduate Council Chair as outlined above in point 2)~~ *the UCC.*

(5) A staff member in the dean's office collects the various proposals, prepares an agenda, and submits that agenda to the UCC, while also submitting the completed Course Inventory Forms to the Office of the Registrar *and the Library Resources Form to Academic Affairs*.

c. Proposals with a ~~Gen Ed~~ Colonnade Program Component

(1) New courses to be considered for ~~Gen Ed~~ the Colonnade program must first be approved through the curriculum process as explained in section A above, in addition to receiving final approval by the University Senate and Provost. Only then can the courses be considered for ~~Gen Ed~~ the Colonnade Program.

(2) Existing courses to be considered for ~~Gen Ed~~ the Colonnade Program begin with the proponent, are approved by the department, and then are submitted to the appropriate college curriculum committee for endorsement.

(3) The proponent sends the proposal to the Chair of the ~~Gen Ed~~ Colonnade Committee for consideration; the Chair of the ~~Gen Ed~~ Colonnade Committee sends the proposal, after approval, to the University Senate.

(4) Course revisions requiring ~~Gen Ed~~ Colonnade Committee approval may be submitted to the UCC and the ~~Gen Ed~~ Colonnade Committee at the same time.

2. Proposals to Create or Revise Programs

  a. General Guidelines

  (1) Proposals to create new undergraduate academic programs require additional steps and approvals, including approvals from the Board of Regents (BOR) and, in some cases, the Council on Postsecondary Education. Faculty members should consult the Associate VP for Planning and Program Development in the Office of the Provost/ Vice President for Academic Affairs for specific information about the routing process. In general, however, new undergraduate program proposals must be approved by the academic department/ unit, college curriculum committee, the UCC, the Senate, the Provost, and the Board of Regents. Additional steps may include review and approval by the Professional Education Council (if the proposed new program will lead to teacher certification), posting on the CPE website, approval by Kentucky's Education Professional Standards Board, and approval by the CPE.

(2) Proposals to revise an undergraduate academic program must be approved by the department/ unit, college curriculum committee, UCC, Senate, and Provost. If the program is one that leads to teacher certification, it must be approved by the Professional Education Council and Kentucky's EPSB. In addition, depending on the nature and extent of the program revision, the proposal to revise the program may also require BOR and CPE approval; consult the Associate VP for Planning and Program Development for assistance in determining whether BOR and/or CPE approval will be required.

(3) After proposals are approved by the college curriculum committee, a staff member in the dean's office collects the various proposals, prepares an agenda, and submits that agenda electronically to the UCC as directed by the chair.

b. Proposals with Professional Education Council (PEC) Component

(1) Program proposals that require PEC endorsement are those that lead to a recommendation for initial or advanced certification by Kentucky's Education Professional Standards Board (EPSB).

(2) New or revised program proposals begin with the program faculty and then are submitted for approval by the department/ unit, and by the respective college curriculum committee. After approval by the college curriculum committee, the proposal is forwarded to the PEC recorder for inclusion on the PEC agenda.

(3) After approval by the PEC, faculty in the originating department are responsible for working with their own dean's offices to submit proposals to the UCC.

3. Proposals to Revise or Create Academic Policies

    a. General Guidelines

        (1) Academic policy revisions or new academic policies may be proposed by academic departments, schools, institutes, interdisciplinary programs, college deans' offices, Office of the Vice President for Academic Affairs, and the Office of the Registrar.

        (2) Academic Policy revisions or new academic policies begin with the proponent and are submitted to the UCC Chair, who forwards the proposal to the Chair of the UCC Academic Policies Subcommittee (APS) for review by that subcommittee.

        (3) If the APS endorses the policy proposal, the APS Chair will forward the proposal to the UCC Chair to place on the agenda of the next UCC meeting.

        (4) Academic policy proposals approved by UCC which also impact graduate students will be forwarded by the UCC Chair to the Chair of the Graduate Council for review by the Graduate Council Rules Committee and the full Graduate Council.

Any proposal rejected by the Undergraduate Curriculum Committee ~~or Graduate Council~~ goes back to the department.

In any of the above routing cases, if the Professional Education Council declines to endorse the proposal, the *department/* unit responsible for submitting the proposal may withdraw the proposal, make revisions, and re-submit it. The *department/* unit also has the option of sending

the proposal to the Undergraduate Curriculum Committee ~~or Graduate Council~~ without the endorsement; however, courses not approved by the Professional Education Council may not be counted toward a program approved for certification by Kentucky's Educational Professional Standards Board.

Proposals revised in any way while under consideration by the UCC must be corrected by the department*/ unit*. Revised proposals must be re-submitted electronically; the UCC Chair ~~or Graduate Council Chair~~ will indicate the procedure and deadline for submitting them.

FINAL APPROVAL STEPS

UCC-approved proposals are forwarded by the UCC Chair to the University Senate as part of a consent agenda. Items approved by the University Senate are forwarded as recommendations to the Office of the Provost/ Vice President for Academic Affairs. Some proposals require approval by the Board of Regents and the Council on Postsecondary Education.

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

Representatives from the college Deans' Offices must be knowledgeable about the flow of the various proposals through the system.

Proposals should be submitted to the college curriculum committees. ~~The submission will almost always contain a proposal form and an inventory form.~~ Depending that the type of proposal, there may also be a library resources form. ~~and a bibliography~~. The Course Inventory Form *(sent to the Office of the Registrar)* and Library Resource Form *(sent to Academic Affairs)* for each *program and course* proposal should be submitted ~~with the curricular proposals, and sent to Academic Affairs~~. Departments*/ units* must submit electronic copies of each of the proposals to the respective college dean's offices.

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

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

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

REPORT TO THE UNDERGRADUATE CURRICULUM COMMITTEE

Date: January 30, 2014

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

Type of Item	Description of Item & Contact Information
Information	**Proposal to Revise a Course Prefix (Subject Area)** JOUR to AD Contact: Cliff Shaluta, cliff.shaluta@wku.edu, 5-5833
Information	**Proposal to Revise a Course Prefix (Subject Area)** JOUR to PJ Contact: Josh Meltzer, josh.meltzer@wku.edu, 5-2070
Consent	**Proposal to Revise a Course Title** PJ 362 Web Narratives Contact: Josh Meltzer, josh.meltzer@wku.edu, 5-2070

Consent	**Proposal to Revise a Course Title** SOCL 363 Populations and Society Contact: Holli Drummond, holli.drummond@wku.edu, 5-2259
Consent	**Proposal to Revise Course Prerequisites/Corequisites** AD 341 Principles of Advertising Contact: Cliff Shaluta, cliff.shaluta@wku.edu, 5-5833
Action	**Proposal to Create a New Course** HIST 310 Comparative Slavery Contact: Selena Sanderfer, selena.sanderfer@wku.edu, 5-4739
Action	**Proposal to Create a New Course** HIST 325 Blacks in the Civil War and Reconstruction Contact: Selena Sanderfer, selena.sanderfer@wku.edu, 5-4739
Action	**Proposal to Create a New Course** BCOM 463 Producing and Directing Contact: Ron DeMarse, ron.demarse@wku.edu, 5-2840

From there, create an agenda for consent/ information and one for action if needed. Paste the proposals into a Word file, in the order of the agenda, and send those files to the chair of the UCC. *with any additional forms, such as the Library Form, going to Academic Affairs*. *Send Course Inventory Forms to the Office of the Registrar and Library Resources Forms to Academic Affairs.* Make sure that the formatting is consistent throughout the document and that elements within each proposal are properly numbered and no excess spaces exist.

V. DEADLINES

The proposal submission schedule for the UCC will be provided on the UCC website (http://www.wku.edu/ucc/). 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 for proposal 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.

The UCC calendar, including meeting dates and deadlines for agenda submissions, is provided on the UCC website.

CAVEAT: Only those curricular and non-curricular changes approved by the University Senate and the Provost are published. Therefore, advanced planning is required to ensure that curricular and non-curricular proposals are approved by all committees in a timely manner.

VI. ACADEMIC DEFINITIONS

1. **Academic Program** – combination of courses and related activities organized for the attainment of broad educational objectives that lead to a certificate or diploma or an associate's, bachelor's, master's, specialist, or doctoral degree (CPE, 2011).

2. **Degree** – is an award conferred by a postsecondary education institution as official recognition for the successful completion of an academic program (CPE, 2011).

3. **Associate's Degree** – is an award that normally requires at least 60 semester credit hours or the equivalent (CPE, 2011).

4. **Bachelor's Degree** – is an award that normally requires at least 120 semester credit hours or the equivalent. This includes all bachelor's degrees conferred in a five-year cooperative (work-study) program and degrees in which the normal four years of work are completed in three years (CPE, 2011).

5. **Certificate** – is a sub-baccalaureate credential granted upon satisfactory completion of a series of courses related to a specific topic or skill. It has the primary purpose of providing marketable, entry-level skills (CPE, 2011).

6. **Major** – is a primary area of study defined by a set of course and / or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus (CPE, 2011).

7. **Minor** – is a secondary area of study that is separate from the major and is defined by a set of course and / or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus (CPE, 2011).

8. **Core** – is a set of courses required by all students within a major or area. It also refers to the set of courses required by all students within a track, concentration, or specialization.

9. **Concentration** – is a set of courses designed to develop expertise within a major (CPE, 2011). At WKU, an undergraduate concentration is a specialization within a major accounting for at least 30%, but less than 50%, of the major requirements. Major with multiple concentrations must have 50% of the core major courses in common for each concentration.

   NOTE: The Kentucky Council on Postsecondary Education (CPE) defined specific terminology for a set of courses designed to develop expertise within a major, and the term varies by degree level. Track is the specified term at the undergraduate level, Concentration at the master's level, and Specialization at the doctoral level. Tracks, Concentrations, and Specializations are noted in the WKU catalog, TopNet, iCAP, and on the WKU transcript as "Concentration."

   Footnote: The Kentucky Council on Postsecondary Education approves new academic programs and in 2011 developed a New Academic Programs: Policy and Procedures. Within the new policy are definitions are noted above. For more details see: http://cpe.ky.gov/policies/academicpolicies.

10. **Academic program modifications are of two types –**

    Minor academic program modifications refer to program name changes and changes in degree designation that do not involve significant changes in a program's purpose and curriculum

    Major academic program modifications refer to significant changes in the program's purpose and curriculum such that a different CIP code more accurately describes the revised program. Separation of an academic program into two programs and the combination of two existing programs into one program constitute major academic program modifications.