College of Health and Human Services

Dean’ Office 745-8912

Report to the Undergraduate Curriculum Committee

The following **Action** items are submitted for consideration at the October 25, UCC meeting:

|  |  |
| --- | --- |
| **Type of Item** | **Description in Item and Contact Information** |
| Action | Proposal to make Multiple Revisions to a Course  HIM 222 Clinical Quality Assessment & Performance Improvement  Contact: Karen Sansom, [karen.sansom@wku.edu](mailto:karen.sansom@wku.edu), 780-2567 |
| Action | Proposal to Create a New Course  HIM 351 International Classification of Diseases (ICD)-10 Coding  Contact: Jan Hunt-Shepherd, [jan.hunt-shepherd@wku.edu](mailto:jan.hunt-shepherd@wku.edu), 780-2566 |
| Action | Proposal to Create a New Course  HIM 450 Application & Analysis of HIM Theory  Contact: Karen Sansom, [karen.sansom@wku.edu](mailto:karen.sansom@wku.edu), 780-2567 |
| Action | Proposal to Revise a Program  529 Health Information Management  Contact: Karen Sansom, [karen.sansom@wku.edu](mailto:karen.sansom@wku.edu), 780-2567 |
| Action | Proposal to Create a New Course  FACS 281 Design Foundations for Family and Consumer Sciences Education  Contact: Kathy Croxall, [kathy.croxall@wku.edu](mailto:kathy.croxall@wku.edu), 745-3997 |
| Action | Proposal to Create a New Course  FACS 382 Teaching Common Core in CTE Content  Contact: Kathy Croxall, [kathy.croxall@wku.edu](mailto:kathy.croxall@wku.edu), 745-3997 |
| Action | Proposal to Revise a Program  531 Interior Design & Fashion Merchandising  Contact: Sheila Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105 |

Proposal Date: 9/7/2012

**College of Health and Human Services**

**Department of Allied Health/Program of Health Information Management**

**Proposal to Make Multiple Revisions to a Course**

**(Action Item)**

Contact Person: Karen C. Sansom, [karen.sansom@wku.edu](mailto:karen.sansom@wku.edu), 270-780-2567

**1. Identification of course:**

* 1. Current course prefix (subject area) and number: HIM 222
  2. Course title: Clinical Quality Assessment & Performance Improvement
  3. Credit hours: 3

**2. Revise course title:** N/A

* 1. Current course title:
  2. Proposed course title:
  3. Proposed abbreviated title:
  4. Rationale for revision of course title:

**3. Revise course number:**

* 1. Current course number: 222
  2. Proposed course number: 422

3.3 Rationale for revision of course number: Course content and taxonomic levels appropriate for baccalaureate degree. Material will be taught at greater depth and will include integration and evaluation of information. Completion of projects will enhance critical thinking and analytical skills.

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

4.1 Current prerequisite: HIM 100

4.2 Proposed special requirement: Open only to baccalaureate degree Health Information Management (HIM) majors or with permission of instructor.

4.3 Rationale for revision of course prerequisites/corequisites/special requirements: Completion of a Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accredited associate degree in HIM is required for admission to the baccalaureate degree HIM program.

4.4 Effect on completion of major/minor sequence: None

**5. Revise course catalog listing:** N/A

* 1. Current course catalog listing:
  2. Proposed course catalog listing:
  3. Rationale for revision of course catalog listing:

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

* 1. Current course credit hours:
  2. Proposed course credit hours:
  3. Rationale for revision of course credit hours:

**7. Proposed term for implementation:** Fall 2013

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

Health Information Management Program September 7, 2012

Allied Health Department September 21, 2012

CHHS Undergraduate Curriculum Committee \_Oct. 8, 2012\_\_\_\_\_\_\_\_

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

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

**Attachment: Course Inventory Form**

Proposal Date: 9/2/2012

**College of Health and Human Services**

**Department of Allied Health/Health Information Management Program**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Jan Hunt-Shepherd, [jan.hunt-shepherd@wku.edu](mailto:jan.hunt-shepherd@wku.edu), 270-780-2566

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: HIM 351
  2. Course title: International Classification of Diseases (ICD)-10 Coding
  3. Abbreviated course title: ICD-10 Coding
  4. Credit hours and contact hours: 1
  5. Type of course: L- Lecture
  6. Prerequisites: Open only to matriculated baccalaureate degree Health Information Management (HIM) students.
  7. Course catalog listing: Course provides students with opportunities to learn and apply guidelines of ICD-10-CM and ICD-10-PCS coding.

**2. Rationale:**

* 1. Reason for developing the proposed course: Course is being developed upon recommendation by the HIM Program’s national accrediting body, Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). A new healthcare coding regulation goes into effect October 1, 2014, and students must be prepared to utilize the 10th revision of the ICD (International Classification of Diseases) system.
  2. Projected enrollment in the proposed course: 12-15 per semester taught. All HIM baccalaureate degree students completing the required CAHIIM accredited HIM associate degree prior to Fall 2010 must take this course. This requirement may be waived for a student upon submission of documentation showing evidence of 1) current Clinical Coding Specialist (CCS) certification through the American Health Information Management Association (AHIMA) or 2) completion of the AHIMA ICD-10 Train the Trainer Academy.
  3. Relationship of the proposed course to courses now offered by the department:

The HIM 250 ICD Coding course introduces the student to coding principles and assignment of codes utilizing both the 9th and 10th revisions of ICD. Students enrolled in the HIM 351 course will have prior knowledge of basic coding principles and will focus on assignment of codes from the 10th revision of ICD. Students who have completed HIM 250 or equivalent course on or after Fall 2010 will not be required to take HIM 351.

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

No other program offers this course.

* 1. Relationship of the proposed course to courses offered in other institutions: No other CAHIIM accredited program appears to offer this course at this time. CAHIIM is recommending that this course be added to the HIM baccalaureate degree program in response to new coding regulations being implemented October 1, 2014.

**3. Discussion of proposed course:**

* 1. Course objectives:
* Describe how ICD-10 differs from ICD-9
* Describe the basic structure of ICD-10-CM and ICD-10-PCS
* Apply coding guidelines for ICD-10-CM and ICD-10-PCS
  1. Content outline:
* Code Structure of ICD-10-CM and ICD-10-PCS
* Organization of ICD-10-PCS
* Assignment of ICD-10 codes to diagnoses and procedures
  1. Student expectations and requirements: Students will learn basic coding utilizing ICD-10 coding system. Students will have regular assignments focused on applying ICD-10 guidelines to coding of diagnoses and procedures.
  2. Tentative texts and course materials:

Understanding ICD-10-CM and ICD-10-PCS- A Worktext; Bowie and Schaffer, Delmar.

**4. Resources:**

* 1. Library resources: Adequate
  2. Computer resources: Adequate

**5. Budget implications:**

* 1. Proposed method of staffing: Currently no additional resources are needed to offer the course. The plan is to teach the course in the winter and/or summer term or as an Independent Learning course. Should the HIM baccalaureate degree program grow to 24 – 30 students a new faculty line will become a priority in the CHHS staffing plan.
  2. Special equipment needed: None
  3. Expendable materials needed: None
  4. Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2013

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

Health Information Management Program September 7, 2012

Allied Health Department September 21, 2012

CHHS Undergraduate Curriculum Committee \_\_Oct. 8, 2012\_\_\_\_\_\_\_

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

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

**Attachment: Library Resources Form**, **Course Inventory Form**

Proposal Date: 9/7/2012

**College of Health and Human Services**

**Department of Allied Health/Health Information Management Program**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Karen C. Sansom, [karen.sansom@wku.edu](mailto:karen.sansom@wku.edu), 270-780-2567

**1. Identification of proposed course:**

* 1. Course prefix and number: HIM 450
  2. Course title: Application & Analysis of HIM Theory
  3. Abbreviated course title: Applic & Analys of HIM Theory
  4. Credit hours and contact hours: 3
  5. Type of course: Lecture
  6. Prerequisite: Open only to matriculated baccalaureate degree Health Information Management (HIM) students.
  7. Course catalog listing: Advanced study in application and analysis of HIM theory in healthcare settings. Must be taken in semester prior to enrollment in HIM 495 Capstone PPE

**2. Rationale:**

* 1. Reason for developing the proposed course: Course is being developed as part of curriculum for recently approved baccalaureate degree in Health Information Management. Addition of course per recommendation of accreditation body (Commission on Accreditation for Health Informatics and Information Management Education-CAHIIM) to include course with specific projects and emphasis from HIM perspective at the appropriate taxonomic level.
  2. Projected enrollment in the proposed course: 12-15 per semester taught
  3. Relationship of the proposed course to courses now offered by the department: Other HIM courses include limited application of theory projects at taxonomic levels appropriate for the HIM degree. The course will emphasize synthesis of knowledge from previous HIM courses with decision-making and problem-solving skills. Project completion and case-study analysis will prepare the student for similar activities in the internship/capstone course HIM 495.
  4. Relationship of the proposed course to courses offered in other departments: No other department offers a course in application of HIM theory.
  5. Relationship of the proposed course to courses offered in other institutions: Institutions offering CAHIIM accredited degree programs in HIM at both the associate and baccalaureate degree levels must offer one or more courses with specific projects and emphasis from the HIM perspective; content may be covered in one or more courses.

**3. Discussion of proposed course:**

* 1. Course objectives:
* Demonstrate application and analysis of HIM theory
* Ability to maintain organizational compliance with applicable regulations and standards
* Apply and promote ethical standards of practice
* Apply general principles of management in the administration of health information services
* Apply project management techniques to ensure efficient workflow and appropriate outcomes
  1. Content outline (selected issues in the following HIM areas):
* Health Data Management
* Clinical Classification Systems and Reimbursement Methods
* Statistics and Quality Improvement
* Healthcare Privacy, Confidentiality, Legal and Ethical Issues
* Information Technology and Systems
* Management and Health Information Services
* Projects and Operations Management
  1. Student expectations and requirements:

Students will analyze case studies and complete projects relative to contemporary issues in the field of health information management.

* 1. Tentative texts and course materials:

Health Information Management: Concepts, Principles and Practice. LaTour, Kathleen and Eichenwald Maki, Shirley. 2010. AHIMA.

**4. Resources:**

* 1. Library resources: Adequate
  2. Computer resources: Adequate

**5. Budget implications:**

* 1. Proposed method of staffing: Currently no additional resources are needed to offer the course. The course will be taught on demand in either the spring semester or summer term. Should the HIM baccalaureate degree program grow to 24-30 students, a new faculty line will become a priority in the CHHS staffing plan.
  2. Special equipment needed: None
  3. Expendable materials needed: None
  4. Laboratory materials needed: None

**6. Proposed term for implementation:** Spring 2014

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

Health Information Management Program September 12, 2012

Allied Health Department September 21, 2012

CHHS Undergraduate Curriculum Committee \_\_ Oct. 8, 2012\_\_\_\_\_\_\_

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

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

**Attachment: Library Resources Form**, **Course Inventory Form**

Proposal Date: September 12, 2012

**College of Health & Human Services**

**Department of Allied Health/Program of Health Information Management**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Karen C. Sansom, [karen.sansom@wku.edu](mailto:karen.sansom@wku.edu), 270-780-2567

**1. Identification of program:**

* 1. Current program reference number: 529
  2. Current program title: Health Information Management
  3. Credit hours: 53

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

* Delete CIS 320 Personal Information Technology (3 credit hours)
* Delete CIT 370 Telecommunications I (3 credit hours)
* Add HIM 422 Clinical Quality Assessment & Performance Improvement (3 credit hours)
* Add HIM 450 Application & Analysis of HIM Theory (3 credit hours)
* Add HIM 351 ICD-10 Coding (1 credit hour)
* Increase required hours in major from 53 to 54

**3. Detailed program description:**

|  |  |
| --- | --- |
| Current Curriculum | Proposed Curriculum |
| Health Information Management  Baccalaureate Degree | Health Information Management  Baccalaureate Degree |
| I. Health Information Management Courses  (**12** credit hours)   * HIM 230 Computer Systems & Applications in HIM-3 * HIM 252 Healthcare Payment Systems-3 * HIM 350 Health Informatics Research-3 * HIM 495 Capstone PPE-3 | I. Health Information Management Courses  (**19** credit hours)   * HIM 230 Computer Systems & Applications in HIM-3 * HIM 252 Healthcare Payment Systems-3 * HIM 350 Health Informatics Research-3 * **HIM 351 ICD-10 Coding-1 (NEW)** * **HIM 422 Clinical Quality Assessment & Performance Improvement-3 (NEW)** * **HIM 450 Application & Analysis of HIM Theory-3 (NEW)** * HIM 495 Capstone PPE-3 |
| II. Required Support Courses (**33** credit hours)   * **CIS 320 Personal Information Technologies-3** * CIT 310 Systems Architecture I -3 * CIT 330 Systems Development I-3 * CIT 332 Systems Development II-3 * CIT 350 Database Administration I-3 * **CIT 370 Telecommunications I -3** * CIT 492 Technology Management I-3 * HCA 340 Health Care Organization and Management-3 * HCA 342 Human Resources Management for   Healthcare Managers-3   * HCA 401 or HCA 445 Fundamentals of Health Care Financial Management OR Health Care Finance-3 * PH 383 Biostatistics in the Health Sciences-3 | II. Required Support Courses (**27** credit hours)   * **(DELETED)** * CIT 310 Systems Architecture I -3 * CIT 330 Systems Development I-3 * CIT 332 Systems Development II-3 * CIT 350 Database Administration I-3 * **(DELETED)** * CIT 492 Technology Management I-3 * HCA 340 Health Care Organization and Management-3 * HCA 342 Human Resources Management for   Healthcare Managers-3   * HCA 401 or HCA 445 Fundamentals of Health Care Financial Management OR Health Care Finance-3 * PH 383 Biostatistics in the Health Sciences-3 |
| III. Electives (8 credit hours)  Choose among following: HIM 100-Health Data Content & Structure; HIM 221-Health Information and Quality Management; HIM 250-ICD Coding; and HIM 251 HCPCS/CPT Coding | III. Electives (8 credit hours)  Choose among following: HIM 100-Health Data Content & Structure; HIM 221-Health Information and Quality Management; HIM 250-ICD Coding; and HIM 251 HCPCS/CPT Coding |
| **53 Total Semester Hours** | **54 Total Semester Hours** |
| \*Completion of an associate degree from a Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) required prior to admission. Course selection dependent on requirements completed as part of associate degree. | \*Completion of an associate degree from a Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) required prior to admission. Course selection dependent on requirements completed as part of associate degree. |

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

* Delete CIS 320 Personal Information Technology from the curriculum

Rationale: At the recommendation of the program accrediting body, Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), the required curriculum map was reviewed; faculty determined that the entry-level competencies and knowledge clusters would be addressed at the appropriate taxonomic levels though the content of the remaining courses.

* Delete CIT 370 Telecommunications I from the curriculum

Rationale: At the recommendation of CAHIIM, the required curriculum map was reviewed; faculty determined that the entry-level competencies and knowledge clusters would be addressed at the appropriate taxonomic levels though the content of the remaining courses.

* Add HIM 351 ICD-10 Coding to the curriculum

Rationale: By federal mandate, the 10th revision of the coding system ICD-CM (International Classification of Diseases-Clinical Modification) and a new system, ICD-PCS (Procedure Coding System), will be implemented on October 1, 2014. These coding systems were not included in the required associate degree curriculum prior to 2010. Students graduating prior to that date must complete the course or demonstrate competency of the material.

* Add HIM 422 Clinical Quality Assessment & Performance Improvement to the curriculum

Rationale: This revision was made based on recommendations from CAHIIM following an initial review of the curriculum. This course will ensure required competencies and knowledge clusters are taught at the taxonomic levels appropriate for the baccalaureate degree.

* Add HIM 450 Application & Analysis of HIM Theory to the curriculum

Rationale: This revision was made based on recommendations from CAHIIM following an initial review of the curriculum. The addition of this course will include required specific projects and emphasis from the HIM perspective. This course will also ensure required competencies and knowledge clusters are taught at the taxonomic levels appropriate for the baccalaureate degree.

* Two 3-credit hour courses are being deleted, while two 3-credit hours courses and one 1-credit hour course are being added.  Thus, the hours required in the major is increasing by one credit hour (from 53 to 54 credit hours).

**5. Proposed term for implementation and special provisions:** Fall 2013.

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

Health Information Management Program September 12, 2012

Allied Health Department September 21, 2012

CHHS Undergraduate Curriculum Committee \_\_ Oct. 8, 2012\_\_\_\_\_\_\_

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

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

Proposal Date: 8/20/2012

**College of Health and Human Services**

**Department of Family and Consumer Sciences**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 745-3997

**1. Identification of proposed course:**

* 1. Course prefix and number: FACS 281
  2. Course title: Design Foundations for Family and Consumer Sciences Education
  3. Abbreviated course title: Design Foundations for FCS Ed
  4. Credit hours and contact hours: 3 semester hours
  5. Type of course: L (lecture)
  6. Prerequisites/corequisites: None
  7. Course catalog listing: The application of design principles and elements as related to FCS State and National Standards. Students will utilize technology in the application of design in projects suitable for middle and high school students.

**2. Rationale:**

* 1. Reason for developing the proposed course: For the folio at the state department of education, we offer all Family and Consumer Sciences (FCS) education majors two courses in each of the FCS content areas. DMT 110, which has been a required course for FCS teacher education, is no longer being taught. This course will fill the need for a second course in the interior design content area.
  2. Projected enrollment in the proposed course: 15 per course offering
  3. Relationship of the proposed course to courses now offered by the department: This will replace DMT 110, which is no longer being offered. The FCS education majors take IDFM 100, Introduction to Housing/Interior Design. This course will enhance and reinforce the content through appropriate application.
  4. Relationship of the proposed course to courses offered in other departments: This course is not related to any other courses offered in other departments at WKU.
  5. Relationship of the proposed course to courses offered in other institutions: Course work in interior design principles is an integral part of FCS education programs at most institutions. It is included in the programs at the benchmark institutions under various titles. For example:
* IDSN 2390: Intro Interior Design (University of Central Arkansas)
* TXMI 3350: Textiles, Merchandising & Interiors (University of Georgia)
* HID 140: Fundamentals of Design and Interiors (Missouri State University)
* FCS 320: Family Housing & Design (Eastern Kentucky University)

**3. Discussion of proposed course:**

* 1. Course objectives: The student will be able to:
* Apply the principles and elements of design in family life
* Analyze design quality and distinguish between personal taste and good design
* Use technology to explore creativity and demonstrate content skills and knowledge
* Demonstrate competencies with technology and equipment specific to the discipline
* Demonstrate competence in hand sewing as it relates to design
* Develop projects, teaching strategies and methods suitable for FCS middle and high school students/programs
  1. Content outline:

Application of principles and elements in FCS classroom settings

Teaching strategies and methods for fashion and interior design courses

Technology utilization

Digitizing software—from initial picture to finished product

Embroidery machine—threading and use to create a finished product

Serger—threading, decorative threads, 3- and 4-thread use, rolled hems

Creation of finished products appropriate to design, i.e.

Window treatments

Fashion fabric design

Digitized embroidery

Classroom observations and field trips

* 1. Student expectations and requirements:

Projects, portfolio, development of strategies for teaching design, observations/field trips, exams, and self-evaluation and reflection

* 1. Tentative texts and course materials:
* Sierra. *Universal Stitch Era, Embroidery Software Solutions*. Kennesaw, GA: Gunold.
* Amaden-Crawford, C. (1994). *A Guide to Fashion Sewing* (5th ed). USA: Fairchild Publications
* Reader’s Digest. (2010). *Reader’s Digest New Complete Guide to Sewing*. Pleaseantville, NY: Reader’s Digest
* *Vogue Sewing: Revised & Updated*. (2006). New York: Sixth&Spring Books.
* Brackelsberg, P. & Marshall, R. (1999). *Unit Method of Clothing Construction* (7th ed.). Prospect Heights, IL: Waveland Press, Inc.
* Baker, N., Brown, G., & Kacynski, C. (1996). *The Ultimate Serger Answer Guide*. Radnor, PA: Chilton Book Company.
* Simplicity. (2011). *Simply the Best Sewing Book*.

**4. Resources:**

* 1. Library resources: Current library resources are adequate for this course.
  2. Computer resources: Current computer resources are adequate for this course.

**5. Budget implications:**

* 1. Proposed method of staffing: Existing faculty will teach the course, with adjustments made to current course load as necessary
  2. Special equipment needed: No special equipment is needed for this course
  3. Expendable materials needed: No expendable materials are needed
  4. Laboratory materials needed: No laboratory materials are needed

**6. Proposed term for implementation:** Spring 2013

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

FACSDepartment: Aug. 20, 2012

CHHS Undergraduate Curriculum Committee \_ 9/10/12\_\_\_\_\_\_\_\_

Professional Education Council \_\_Oct. 10, 2012\_\_\_\_\_\_

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

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

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

Proposal Date: 08/20/2012

**College of Health and Human Services**

**Department of Family and Consumer Sciences**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Kathy Croxall, [kathy.croxall@wku.edu](mailto:kathy.croxall@wku.edu), 745-3997

**1. Identification of proposed course:**

* 1. Course prefix and number: FACS 382
  2. Course title: Teaching Common Core in CTE Content
  3. Abbreviated course title: Teaching Common Core in CTE
  4. Credit hours and contact hours: 3 semester hours
  5. Type of course: L (lecture)
  6. Prerequisites/corequisites: None
  7. Course catalog listing: Principles and methods for teaching all common core subjects in Career and Technical Education courses. Field experience is required at student’s expense.

**2. Rationale:**

* 1. Reason for developing the proposed course: Senate Bill 163 (2010) will require all teacher candidates receive training in teaching literacy in the content area. Kentucky has adopted the common core standards. All common core standards need to be covered across content curriculum. Prior to the passage of Senate Bill 163, the Association of Career and Technical Education (ACTE) made inclusion of common core knowledge and skills in Career and Technical Education (CTE) programs a priority. Pre-service CTE teachers need concentrated practice in developing and implementing lesson plans that smoothly integrate common core content into middle and high school courses.
  2. Projected enrollment in the proposed course: 10 by the second year (eventually may include students in all CTE teacher education programs)
  3. Relationship of the proposed course to courses now offered by the department: Currently no FACS courses specifically address how to teach literacy and math in secondary family and consumer sciences (FCS) classes.
  4. Relationship of the proposed course to courses offered in other departments: LTCY 421 (Content Area Reading in the Middle and Secondary Grades) covers literacy for middle grade students, but does not touch on high school students or CTE content specifically. MATH 142 (Calculus with Applications for Life Sciences) covers calculus in Life Science courses. No other courses are available for teaching math in the content area.
  5. Relationship of the proposed course to courses offered in other institutions: General content area reading courses are a common part of several teacher education programs at Benchmark universities. None are specific to CTE course work. All but one Kentucky university require content literacy coursework for teacher certification.

**3. Discussion of proposed course:**

* 1. Course objectives: The students will be able to:
* Develop strategies for integrating common core into CTE content courses
* Plan common core experiences that challenge, motivate, and actively involve the CTE learner
* Develop multiple teaching strategies to facilitate common core skills in CTE programs with all students
* Implement means to integrate common core into CTE content areas
* Reflect on various instructional strategies used to incorporate common core in CTE content courses; engage in self-reflection and evaluation
  1. Content outline:

Literacy in CTE content courses

Strategies to teach vocabulary

Incorporating literature

Technical reading experiences

Specific strategies for diverse students

Math in CTE content courses

Strategies to incorporate mathematics

Technical mathematics in practice

Specific strategies for diverse students

Specific strategies for CTE content

Science as appropriate to CTE content

Strategies to incorporate science experiments

Specific strategies for diverse students

Specific strategies for CTE content

Field experience includes teaching common core within CTE programs

* 1. Student expectations and requirements:

Develop strategies appropriate for literacy, math, and science in CTE content and incorporate them into daily lesson planning

Teach CTE content, incorporating appropriate strategies as developed

Participate in a field experience

Reflect on classroom teaching experiences

* 1. Tentative texts and course materials:
  + Canary, A. J. (2001). *The Importance of Reading in Family and Consumer Sciences*. (Family and Consumer Sciences Education Association Monograph). Ellensburg, WA: Family and Consumer Sciences Education Association.
  + Pickard, M. & Wommack, L. (2004*). Meeting Mathematics Standards with Contextual Learning in Family and Consumer Sciences*. (Family and Consumer Sciences Education Association Monograph). Ellensburg, WA: Family and Consumer Sciences Education Association.
  + Antonacci, P. A. & O’Callaghan, C. M. (2011). *40 strategies for middle and secondary classrooms: Developing content area literacy*. Los Angeles: Sage.
  + Roe, B. D., Stoodt-Hill, B. D., & Burns, P. C. (2010). *Secondary school literacy instruction: The content areas* (10th ed.). Boston: Houghton Mifflin.
  + Sejnost, R. L. & Thiese, S. M. (2010). *Building content literacy: Strategies for the adolescent learner.* Thousand Oaks, CA: Sage.
  + Silver, H. F., Morris, S. C., Klein, V. (2010). *Reading for Meaning*. Alexandria, VA: ASCD.
  + Silver, H. F., Brunsting, J. R., & Walsh, T. (2001). *Math Tools Grades 3-12*. Thousand Oaks, CA: Corwin Press.
  + Miscellaneous resources available i.e. You Tube, Alton Brown videos, textiles science experiences, etc.

**4. Resources:**

* 1. Library resources: Current library resources are adequate for this course.
  2. Computer resources: Current computer resources are adequate for this course.

**5. Budget implications:**

* 1. Proposed method of staffing: Existing faculty will teach the course
  2. Special equipment needed: No special equipment is needed for this course
  3. Expendable materials needed: No expendable materials are needed Laboratory materials needed: No laboratory materials are needed

**6. Proposed term for implementation:** Spring 2013

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

FACSDepartment/Division: Aug. 20, 2012

CHHS Undergraduate Curriculum Committee \_Sept. 10, 2012\_\_\_\_\_\_

Professional Education Council \_\_ Oct. 10, 2012\_\_\_\_\_\_

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

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

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

Proposal Date: 8/20/2012

**College of Health and Human Services**

**Department of Family and Consumer Sciences**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Sheila S. Flener, [sheila.flener@wku.edu](mailto:sheila.flener@wku.edu), 745-4105

**1. Identification of program:**

* 1. Current program reference number: 531
  2. Current program title: Interior Design & Fashion Merchandising
  3. Credit hours: 76-81

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

* Clarification of catalog program description to reflect one of the concentration names as being fashion merchandising, as compared to textiles and apparel merchandising; this reflects program revision that was implemented beginning Fall 2012.
* Changing minimum required credit hours from 76 to 75 for the Fashion Merchandising concentration, and, thus, for major of Interior Design & Fashion Merchandising (IDFM)
* Adding IDFM 101 Foundations of Interior Design to the Interior Design concentration
* Clarification of listing of courses to reflect course proposal revisions to IDFM 120, 151, 152, 201, 221, 300, 301, 302, 401, 410 and 427 that occurred in previous proposals Fall 2012
* Replacement of DMT 110 (Design Concepts) with IDFM 427 (Visual Design III)
* Replacement of FACS 410 (Internship) with IDFM 410 ( IDFM Internship)

**3. Detailed program description:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Current Program** | | | **Proposed Program** | | |
| **Program Description**: The major in design, merchandising and textiles (reference number 531) requires a minimum of **76**-81 semester hours and leads to a Bachelor of Science degree. The program offers two concentrations: interior design, and **textiles and** apparel merchandising. A grade of “C” or above must be earned in the required major/support courses. No minor or second major is required. | | | **Program Description**: The major in design, merchandising and textiles (reference number 531) requires a minimum of **75**-81 semester hours and leads to a Bachelor of Science degree. The program offers two concentrations: interior design, and **fashion** merchandising. A grade of “C” or above must be earned in the required major/support courses. No minor or second major is required. | | |
| *Fashion Merchandising Concentration* | | | *Fashion Merchandising Concentration* | | |
| Course # | Course Title | Hrs | Course # | Course Title | Hrs |
| **DMT 110** | **Design Concepts** | **3** |  |  |  |
| **IDFM 120** | **Design Studio I** | **4** | **IDFM 120** | **Visual Design I** | **3** |
| IDFM 131 | Basic Apparel Construction | 3 | IDFM 131 | Basic Apparel Construction | 3 |
| IDFM 132 | Perspectives of Dress | 3 | IDFM 132 | Perspectives of Dress | 3 |
| IDFM 221 | Creative Problem Solving in DMT | 3 | IDFM 221 | Visual Design II | 3 |
| IDFM 222 | CAD in Human Environment | 3 | IDFM 222 | CAD in Human Environment | 3 |
| IDFM 223 | Textiles | 3 | IDFM 223 | Textiles | 3 |
| IDFM 231 | Textiles and Apparel Quality Analysis | 3 | IDFM 231 | Textiles and Apparel Quality Analysis | 3 |
| FACS 310 | Management of Family Resources | 3 | FACS 310 | Management of Family Resources | 3 |
| FACS 311 | Family Relations | 3 | FACS 311 | Family Relations | 3 |
| IDFM 321 | Professional Issues and Ethics | 3 | IDFM 321 | Professional Issues and Ethics | 3 |
| IDFM 322 | Merchandising I | 3 | IDFM 322 | Merchandising I | 3 |
| IDFM 332 | History of 20th Century Fashion | 3 | IDFM 332 | History of 20th Century Fashion | 3 |
| IDFM 333 | Fashion Fundamentals | 3 | IDFM 333 | Fashion Fundamentals | 3 |
| IDFM 334 | Apparel Design Management | 3 | IDFM 334 | Apparel Design Management | 3 |
| **FACS 410** | **Internship** | **3** | **IDFM 410** | **IDFM Internship** | **3** |
| IDFM 421 | Portfolio Design | 3 | IDFM 421 | Portfolio Design | ***3*** |
| IDFM 422 | Textile Design and Performance | 3 | IDFM 422 | Textile Design and Performance | ***3*** |
|  |  |  | **IDFM 427** | **Visual Design III** | **3** |
| IDFM 431 | Clothing and Human Behavior | 3 | IDFM 431 | Clothing and Human Behavior | 3 |
| IDFM 432 | Visual Merchandising and Promotion | 3 | IDFM 432 | Visual Merchandising and Promotion | 3 |
| IDFM 433 | Fashion Synthesis | 3 | IDFM 433 | Fashion Synthesis | 3 |
| IDFM 435 | Computer Applications in TAM | 3 | IDFM 435 | Computer Applications in TAM | 3 |
| Elective selected with advisor | | 3 | Elective selected with advisor | | 3 |
| MGT 210 | Organization and Management | 3 | Organization and Management | | 3 |
| MKT 220 | Basic Marketing Concepts | 3 | Basic Marketing Concepts | | 3 |
|  | **Total Hours** | **76** | **Total Hours** | | **75** |
|  |  |  |  |  |  |
| *Interior Design Concentration* | | | *Interior Design Concentration* | | |
| Course # | Course Title | Hrs | Course # | Course Title | Hrs |
|  |  |  | **IDFM 101** | **Foundations of Interior Design** | **1** |
| IDFM 120 | Design Studio I | 4 | IDFM 120 | Visual Design I | **3** |
| IDFM 151 | Intro to History of Architecture I | 3 | IDFM 151 | Survey of Architecture I | 3 |
| IDFM 152 | Intro to History of Architecture II | 3 | IDFM 152 | Survey of Architecture II | 3 |
| IDFM 201 | Design Studio II | 4 | IDFM 201 | Interior Design Studio I | 4 |
| IDFM 221 | Creative Problem Solving in DM | 3 | IDFM 221 | Visual Design II | 3 |
| IDFM 222 | CAD in Human Environment | 3 | IDFM 222 | CAD in Human Environment | 3 |
| IDFM 223 | Textiles | 3 | IDFM 223 | Textiles | 3 |
| IDFM 243 | Materials and Finishes for Interior Design | 3 | IDFM 243 | Materials and Finishes for Interior Design | 3 |
| IDFM 300 | Design Studio III | 4 | IDFM 300 | Interior Design Studio II | 4 |
| IDFM 301 | Design Studio IV | 4 | IDFM 301 | Interior Design Studio III | 4 |
| IDFM 302 | Design Studio V | 4 | IDFM 302 | Interior Design Studio IV | 4 |
| IDFM 304 | Lighting and Environmental Controls | 3 | IDFM 304 | Lighting and Environmental Controls | 3 |
| IDFM 321 | Professional Issues and Ethics | 3 | IDFM 321 | Professional Issues and Ethics | 3 |
| IDFM 322 | Merchandising I | 3 | IDFM 322 | Merchandising I | 3 |
| IDFM 401 | Design Studio VI | 4 | IDFM 401 | Interior Design Studio V | 4 |
| IDFM 402 | Senior Design Thesis | 4 | IDFM 402 | Senior Design Thesis | 4 |
| IDFM 403 | Business Principles and Practices | 2 | IDFM 403 | Business Principles and Practices for ID | 2 |
| IDFM 410 | Internship for DMT | 3 | IDFM 410 | IDFM Internship | 3 |
| IDFM 421 | Portfolio Design | 3 | IDFM 421 | Portfolio Design | 3 |
| IDFM 422 | Textile Design and Performance | 3 | IDFM 422 | Textile Design and Performance | 3 |
| IDFM 427 | Advanced Presentation Technologies | 3 | IDFM 427 | Visual Design III | 3 |
| FACS 310 | Management of Family Resources | 3 | FACS 310 | Management of Family Resources | 3 |
| FACS 311 | Family Relations | 3 | FACS 311 | Family Relations | 3 |
| MKT 220 | Basic Marketing Concepts | 3 | MKT 220 | Basic Marketing Concepts | 3 |
| Elective selected with advisor | | 3 | Elective selected with advisor | | 3 |
|  | Total Hours | 81 |  | Total Hours | 81 |

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

* Changes to the catalog description are needed to align program description with curricular changes. Clarification of catalog program description to reflect one of the concentration names as being fashion merchandising, as compared to textiles and apparel merchandising; this reflects program revision that was implemented beginning Fall 2012. Clarification of minimum required hours as 75 versus 76 is needed due to the decrease in credit hours for the fashion merchandising concentration.
* Clarification of listing of courses is needed to reflect course proposal revisions to IDFM 120, 151, 152, 201, 221, 300, 301, 302, 401, 410 and 427 that occurred in previous proposals Fall 2012
* Changes to the interior design program are being made to be in line with Council for Interior Design Accreditation (CIDA) accreditation standards and to add a course that will meet the needs of students choosing Interior Design as a profession.

*Interior Design:*

* Adding IDFM 101 (Foundations of Interior Design) as a required course to better prepare students for the major.
* Changes to the concentration of *Fashion Merchandising:*
* The decrease in credit hours of IDFM 410 from 4 credit hours to 3 credit hours, results in a decrease in the minimum required credit hours from 76 to 75 for the Fashion Merchandising concentration, and, thus, the IDFM major.
* Replacement of FACS 410 (Internship) with IDFM 410( IDFM Internship) is requested so that student transcripts reflect they are taking an internship in IDFM instead of Family and Consumer Sciences.
* The requirement of IDFM 427 (Visual Design III) in place of DMT 110 (Design Concepts) due to DMT 110 being dropped from the major.

**5. Proposed term for implementation:** Fall 2013

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

FACS Department: 8-20-2012\_\_\_\_\_\_\_\_

CHHS Curriculum Committee \_\_Oct. 8, 2012\_\_\_\_\_\_\_

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

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