

Agenda

Undergraduate Curriculum Committee April 20, 2017

Meeting: 3:45 pm, WAB 239

Approval of March 23, 2017 Minutes

Old Business:

New Business:

University College	
Type of Action	Description of Item and Contact Information
Consent	Proposal to Revise Course Prerequisites/Co-Requisites Item: HON 300 Contact Person: Alexander Olson, alexander.olson@wku.edu , 54201
Action	Proposal to Revise a Program Item: Organizational Leadership 545 Contact Person: Kristie B. Guffey, kristie.guffey@wku.edu , 53966
Potter College of Arts & Letters	
Consent	Proposal to Revise Course Title Item: SOCL 240—GLOBAL SOCIAL PROBLEMS Contact Person: JOHN MUSALIA, john.musalia@wku.edu , 52920
Consent	Proposal to Revise Course Title Item: PHIL 208—Philosophy of Public Space: Reason, Action, Violence Contact Person: Grayson Hunt, grayson.hunt@wku.edu , 55755
Ogden College of Science & Engineering	
Action	Proposal to Create a New Course Item: ANSC 130, Introduction to Horse Science, 2 hrs. Contact: Jennifer Gill, jennifer.gill@wku.edu , 610-703-7861
Action	Proposal to Create a New Course Item: ANSC 131, Introduction to Horse Science Laboratory, 1 hr. Contact: Jennifer Gill, jennifer.gill@wku.edu , 610-703-7861
Action	Proposal to Revise a Program Item: Ref. 508, Major in Agriculture, 50 hrs. Contact: Todd Willian, todd.willian@wku.edu , x5969

Action	Proposal to Create a New Course Item: AMS 490A , Senior Research for Architectural Sciences, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Action	Proposal to Create a New Course Item: AMS 490B , Senior Research for Construction Management, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Action	Proposal to Create a New Course Item: AMS 490E , Senior Research for Manufacturing Engineering Technology, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Action	Proposal to Create a New Course Item: AMS 490F , Senior Research for Technology Management, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , 5-7032
Action	Proposal to Create a New Course ENGR 360 , Modeling and Simulation of Dynamic Systems, 3 hrs. Contact: Farhad Ashrafzadeh, farhad.ashrafzadeh@wku.edu , x5877
Action	Proposal to Create a New Course PSYS 322 , Laboratory in Developmental Psychology, 1 hr. Contact: Kelly Madole, kelly.madole@wku.edu , x6475
Action	Proposal to Create a New Course PSYS 334 , Laboratory in Cognition, 1 hr. Contact: Kelly Madole, kelly.madole@wku.edu , x6475
Action	Proposal to Revise a Program Item: Ref. 747, Major in Psychological Science , 37-49 hrs. Contact: Andy Mienaltowski, andrew.mienaltowski@wku.edu , x 5-2353
College of Health & Human Services	
Consent	Proposal to Delete a Course Item: HMD 170 International Cuisine Contact: Julie Lee, julie.lee@wku.edu , 5-3990
Action	Proposal to Create a New Course Item: HMD 473 Beverage Management Contact: Julie Lee, julie.lee@wku.edu , 5-3990
Action	Proposal to Create a New Course Item: HMD 476 Global Cuisine Contact: Julie Lee, julie.lee@wku.edu , 5-3990
Action	Proposal to Revise a Program Item: 564 Health Sciences Contact: Gary English, gary.english@wku.edu , 5-2678

Action	Proposal to Create a New Certificate Item: Environmental Health Certificate Contact: Grace Lartey; grace.lartey@wku.edu ; 5-3941
Action	Proposal to Create a New Certificate Item: Health Education and Health Promotion Certificate Contact: Grace Lartey; grace.lartey@wku.edu ; 5-3941
Action	Proposal to Create a New Certificate Item: Public Health Certificate Contact: Grace Lartey; grace.lartey@wku.edu ; 5-3941
Action	Proposal to Create a New Minor Item: Environmental Health Contact: Grace Lartey; grace.lartey@wku.edu ; 5-3941
Action	Proposal to Create a New Minor Item: Health Education and Health Promotion Contact: Grace Lartey; grace.lartey@wku.edu ; 5-3941
Gordon Ford College of Business	
Action	Proposal to Create a New Course Item: Advanced Social Media Marketing – MKT 431 Contact person: Patricia Todd, patricia.todd@wku.edu , 5-2334
College of Education and Behavioral Sciences	
Consent	Proposal to Revise Course Prerequisites/Corequisites Item: SPED 335 , Foundations of Special Education Contact: J. Dusteen Knotts, jdusteen.knotts@wku.edu
Consent	Proposal to Revise Course Prerequisites/Corequisites Item: SPED 400 , Behavior management strategies in special education Contact: J. Dusteen Knotts
Consent	Proposal to Revise Course Prerequisites/Corequisites Item: SPED 490 , Student Teaching: Exceptional Education Contact: J. Dusteen Knotts, jdusteen.knotts@wku.edu

Academic Policy Subcommittee Reports:

- Anne Heintzman
[Proposal to Revise an Academic Policy on Certificates](#)
- Scott Stroot

Announcements:

Adjournment:

**University College
Honors Academy
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Alexander Olson, alexander.olson@wku.edu, 270-745-4201

- 1. Identification of course:**
 - 1.1 Course prefix: [HON 300](#)
 - 1.2 Course title: Honors Colloquium
- 2. Current special requirements:** Honors Eligibility or 3.2 overall university GPA required
- 3. Proposed special requirements:** None
- 4. Rationale for the revision of special requirements:** We would like to expand Honors 300 to welcome any students from across the university by eliminating the requirement for Honors Eligibility or a 3.2 overall university GPA. Although Honors 300 offers a glimpse of the educational philosophy of the Honors Academy—emphasizing applied learning, interdisciplinarity, and civic responsibility—it often focuses on unique themes that might be of particular relevance to a student outside the Honors Academy. For example, past themes of this interdisciplinary colloquium have included the “Poetry and Prozac”, “Chess”, “What is Creativity?”, and “Monsters, Maggots, and Morphine.” We would like to invite more faculty outside the Honors Academy to propose and offer such interdisciplinary courses. Likewise, we believe there are students outside Honors who have a particular interest in the topic and would bring great value to the classes. In short, this change would be a way to help break down institutional walls between the Honors Academy and the rest of the university.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Spring 2018
- 7. Dates of prior committee approvals:**

Honors Academy	03/09/2017
University College Curriculum Committee	<hr/> 3/28/2017
Professional Education Council (if applicable)	<hr/>
General Education Committee (if applicable)	<hr/>
Undergraduate Curriculum Committee	<hr/>
University Senate	<hr/>

**University College
School of Professional Studies
Organizational Leadership
Proposal to Revise a Program
(Action Item)**

Contact Person: Kristie B. Guffey, kristie.guffey@wku.edu x 745-3966

1. Identification of program:

- 1.1 Current program reference number: 545
- 1.2 Current program title: **Organizational Leadership**
- 1.3 Credit hours: 48

2. Identification of the proposed program changes:

- Substitute LEAD 465 for BUS 210 or MGT 210 in the core. Update courses listed as electives in the major. Add electives AMS 390; BCOM 201; BE 350; COMM 330; ECON 206; ENT 308, 312, 425; FIN 330; MGT 301, 303, 305, 313, 316, 326, 333, 361, 383, 400, 411, 413; MKT 321, 322, 323, 324, 325, 331, 420, 421, 422, 423, 424, 425, 491; PS 355, 493; REC 302; and SPS 300. Eliminate CIS 320, CIS 321, GEOG 280, GISC 316, 317, GEOG 380, GISC 417, GISC 419, GEOG 444, 474, and 487.

3. Detailed program description:

This degree program requires a minimum of 48 semester hours: 24 hours in the leadership core plus 24 hours in identified electives. Students must meet all University requirements for admission, continuance in the program, and graduation.

The following restrictions apply to this major: no more than 24 semester hours from the School of Journalism and Broadcasting; no more than 30 hours in courses administered by the Gordon Ford College of Business; no more than 12 upper-level semester hours from the Gordon Ford College of Business.

Major 24 Hours

ORGANIZATIONAL LEADERSHIP CURRENT PROGRAM		ORGANIZATIONAL LEADERSHIP PROPOSED PROGRAM	
LEAD 200/300	3	LEAD 200 or 300	3
MGT 210 or BUS 210	3	LEAD 465	3
LEAD 325	3	LEAD 325	3
LEAD 330	3	LEAD 330	3
LEAD 395	3	LEAD 395	3
LEAD 400	3	LEAD 400	3
LEAD 440	3	LEAD 440	3
LEAD 450	3	LEAD 450	3

Total:	24	Total:	24	
Electives		Electives		
SELECT FROM: ACCT 200 OR ACC 200C OR ACCT 201 OR ACC 201C AMS 430 BA 110 BUS 257C CIS 320, CIS 321 COMM 240,263,463-ENG 306 GEOG 280 GISC 316,317 GEOG 380 GISC 417, GISC 419 GEOG 444,474,487 HCA 340,342, HCA 344,346,442 IDST 395, MGT 200,311,314,417,419 MKT 220 OR BUS 212C PLS 200 PS 110,311,338,440, PSY 350 OR PSYS 350 PSY 355 PSYS 370 REC 220 ,460 SOCL 360,362,375		SELECT FROM: ACCT 200 OR ACC 200C OR ACCT 201 OR ACC 201C AMS 390 ; AMS 430; BA 110; BCOM 201 ; BE 350 ; BUS 210C, 212C, 257C COMM-240,263,463, COMM 330 , ECON 206 ; ENG 306; ENT 308, 312, 425 , 463; FIN 330 , HCA 340,342, HCA 344,346,442 IDST 395, MGT 200,210, 301, 303, 305 311, 313 , 314, 316, 326, 333, 361, 383, 400, 411, 413 417,419 MKT 220, 321, 322, 323, 324, 325, 331, 420, 421, 422, 423, 424, 425, 491 ; PLS 200 PS 311,338, 355,440, 493 , PSY 350; PSY 355; PSY 371; PSYS 350; PSYS 370; REC 302 ; REC 460; SOCL 360; SOCL 375; SPS 300		
Total:	24	Total:	24	
Overall Total:	48	Overall Total:	48	

4. Rationale for the proposed program change:

These changes are part of the unit’s goal to expand the depth and breadth of leadership courses in the major, and to provide students more instruction in the area of Organizational Leadership. The current list of electives evolved during a period when Organizational Leadership had limited staffing. The updated electives were selected for their relevance to contemporary leadership topics, curricular trends, and are consistent with model curricula in the discipline. The proposed changes will better align the classes and program objectives while allowing elective options for students.

5. Proposed term for implementation and special provisions (if applicable): FALL 2017

6. Dates of prior committee approvals:

School of Professional Studies	_____ January 26, 2017
University College Curriculum Committee	_____ January 28, 2017
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Potter College of Arts & Letters
Department of Sociology
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: JOHN MUSALIA, john.musalia@wku.edu, 270.745.2920

1. **Identification of course:**
 - 1.1 Course prefix and number: **SOCL 240**
 - 1.2 Course title: GLOBAL SOCIAL PROBLEMS
2. **Current prerequisites:** SOCL 100
3. **Proposed prerequisites:** NONE
4. **Rationale for the revision of prerequisites:** SOCL 240 is a Colonnade Connections course available to non-Sociology majors. A SOCL 100 prerequisite goes against the tenets of Colonnade Connections course.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Next Available
7. **Dates of prior committee approvals:**

Department/ Unit Sociology	March 29, 2017
Potter College Curriculum Committee	April 4, 2017
Professional Education Council (if applicable)	n/a
General Education Committee (if applicable)	n/a
Undergraduate Curriculum Committee	
University Senate	

Proposal Date: March 1, 2017

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Grayson Hunt, grayson.hunt@wku.edu, 270-745-5755

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: [PHIL 208](#)
- 1.2 Course title: Philosophy of Public Space: Reason, Action, Violence
- 1.3 Credit Hours: 3

2. Proposed course title: Public Philosophy: Reason, Action, Violence

3. Proposed abbreviated course title: Public Philosophy

4. Rationale for the revision of course title: “Public Philosophy” accurately describes the topic of the course, which is the project of public philosophy, an area of study recognized by the American Philosophical Association since 2007, but studied by philosophers including John Dewey since the late 19th Century.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

Department Philosophy and Religion	April 5, 2017
Potter College Curriculum Committee	April 4, 2017
Professional Education Council (if applicable)	n/a
General Education Committee (if applicable)	n/a
Undergraduate Curriculum Committee	
University Senate	

Proposal Date: February 21, 2017

**Ogden College of Science and Engineering
Department of Agriculture
Proposal to Create a New Course
(Action Item)**

Contact Person: Jennifer Gill, jennifer.gill@wku.edu, 610-703-7861

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: [ANSC 130](#)
- 1.2 Course title: Introduction to Horse Science
- 1.3 Abbreviated course title: Introduction to Horse Science
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 2 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Corequisites: ANSC 131
- 1.7 Course description: An introductory study of equine science including an overview of the horse industry, anatomy, management, reproduction, nutrition, genetics, behavior and disease.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The horse industry is extremely diverse and offers excellent employment prospects. Horses are especially important to the culture of Kentucky with its extensive racing, breeding and performance sectors. Students preparing for careers in agriculture will benefit from a basic understanding of horse science. Students will acquire the skills to provide basic care for horses.
- 2.2 Projected enrollment in the proposed course:
Approximately 10-15 students per semester based upon enrollment in two previous temporary course offerings.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course will expand upon ANSC 140 (Introduction to Animal Science), providing an overview of horse science. This course has been taught successfully as ANSC 475 in the past. This course will be a prerequisite for ANSC 330 Horse Production and will differ from ANSC 330 in depth of study. The proposed course will complement the current animal science curriculum with an overview of horse-specific topics.
- 2.4 Relationship of the proposed course to courses offered in other departments:
No other departments provide instruction on equine science.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Many institutions nationwide offer an introductory horse science course for animal science and/or equine science majors. Comparable courses that are offered at universities in Kentucky include: AGR 302 Horse Science

(Murray State University), EAM 100 Equine Studies (Asbury University) and EQS 165 Introduction to the Equine Industry (Midway University).

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

Upon completion of this course, students will have gained

- An understanding of the importance of the horse from early civilization to present day.
- Specific knowledge of equine anatomy and physiology.
- The ability to apply basic principles of behavior, genetics, conformation, reproduction, nutrition, farrier science and health care to practical horse management scenarios.
- Knowledge pertaining to the cause, treatment and prognosis of diseases/disorders.
- The ability to describe successful feeding practices for different horse classes.

3.3 Content outline:

- Horse industry
- Musculoskeletal anatomy and physiology
- Unsoundness and blemishes
- Genetics, horse colors and markings
- Nutrition
- Gastrointestinal diseases and colic
- Reproduction
- Health management: vaccination and disease prevention
- Parasite control
- Farrier science
- Behavior and training
- Conformation and judging
- Riding disciplines

3.4 Student expectations and requirements:

Assigned readings, examinations, in-class quizzes, activities and discussions, individual horse breed presentations

3.5 Tentative texts and course materials:

- Equine Science: Basic Knowledge for Horse People of All Ages. By J. Griffiths. 2008. Equine Network, Boulder, CO.
- The Comprehensive Guide to Equine Veterinary Medicine. By B. Crabbe. 2007. Sterling Publishing, New York, NY.
- Horse Anatomy: A Coloring Atlas. 2nd Edition. By R. A. Kainer and T. O. McCracken. 1998. Alpine Publications.

4. Resources:

4.1 Library resources: See attached Library Resource Form and Bibliography

4.2 Computer resources: Adequate

5. Budget implications:

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

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department of Agriculture

March 2, 2017

Ogden College Curriculum Committee

March 30, 2017

Undergraduate Curriculum Committee

University Senate

Bibliography
ANSC 130 Course Proposal

Griffiths, J. T. Equine Science: Basic Knowledge for Horse People of All Ages 2008. Equine Network, Boulder, CO. 230p.

Crabbe, B. The Comprehensive Guide to Equine Veterinary Medicine 2007. Sterling Publishing, New York, NY. 340p.

Kainer, R. A., and McCracken, T. O. Horse Anatomy: A Coloring Atlas. 2nd Edition, Alpine Publications. 81p.

Frape, D. Equine Nutrition and Feeding 2010. 4th Edition, Wiley-Blackwell. 493p.

Parker, R., Equine Science 2003. 2nd Edition, Delmar Learning. 669p.

Brinsko, S. P. Manual of Equine Reproduction (electronic reference) 2011. 3rd Edition, Elsevier, St. Louis, MO. 400p.

3D Equine Software. Biospera.org 2017.

Proposal Date: February 21, 2017

Ogden College of Science and Engineering
Department of Agriculture
Proposal to Create a New Course
(Action Item)

Contact Person: Jennifer Gill, jennifer.gill@wku.edu, 610-703-7861

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: [ANSC 131](#)
- 1.2 Course title: Introduction to Horse Science Laboratory
- 1.3 Abbreviated course title: Horse Science Lab
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Corequisites: ANSC 130
- 1.7 Course description: Laboratory study of equine science including an overview of the horse industry, anatomy, management, reproduction, nutrition, genetics, behavior and disease.

2. Rationale:

- 2.1 Reason for developing the proposed course:

The horse industry is extremely diverse with many areas of involvement. Students often graduate with an animal science degree and go on to professional school with little horse-handling experience. Students greatly benefit from hands-on learning with live animals. Many techniques and procedures relating to the health, behavior and care of horses can be taught only with live animals.
- 2.2 Projected enrollment in the proposed course:

Approximately 10-15 students per semester based upon enrollment in one previous temporary course offering.
- 2.3 Relationship of the proposed course to courses now offered by the department:

This laboratory will expand upon ANSC 141 (Introduction to Animal Science Laboratory), providing an overview of horse science. ANSC 131 will be a prerequisite for ANSC 330/331 (Horse Production/Horse Production Laboratory) and will differ from ANSC 331 in depth of study.
- 2.4 Relationship of the proposed course to courses offered in other departments:

No other departments provide instruction on equine science.
- 2.5 Relationship of the proposed course to courses offered in other institutions:

There are no universities in Kentucky that offer an introductory horse science laboratory; however, Ohio State University offers an ANIMSCI 2221 (Introduction to Equine Science) lecture course that has a laboratory; Virginia Tech offers APSC 2124 Horse Management and Handling

Laboratory; and Texas A&M has an EQSC 240 Introduction to Equine Science combined lecture and lab.

3. Discussion of proposed course:

3.1 Schedule type: B

3.2 Learning Outcomes:

Upon completion of this course, students will have gained

- Hands-on application of equine anatomy and physiology through guided activities with the horse.
- Knowledge pertaining to hoof care, dentistry, nutrition, behavior and veterinary medicine demonstrated by equine industry professionals.
- Working knowledge of genetic inheritance and coat color traits.
- The ability to recognize feeds and determine a basic ration for a horse.
- An understanding of horse conformation as it relates to soundness and movement.
- An understanding of the considerations involved with equine facility design.

3.3 Content outline:

- Horse anatomy
- Coat color genetics
- Gastrointestinal anatomy and physiology
- Feed identification
- Principles of feeding
- Health management
- Farrier science
- Conformation and gaits
- Facility design

3.4 Student expectations and requirements:

Assigned readings, practical examinations, crossword puzzle activities and discussion board topics.

3.5 Tentative texts and course materials:

- Horse Anatomy: A Coloring Atlas. 2nd Edition. By R. A. Kainer and T. O. McCracken. 1998. Alpine Publications.

4. Resources:

4.1 Library resources: See attached Library Resource Form and Bibliography

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current Faculty

5.2 Special equipment needed: None

5.3 Expendable materials needed: non-toxic paint, cadaver limbs for hoof trimming

5.4 Laboratory materials needed: horse skeletal and system preserved models, charts and visual aids.

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department of Agriculture

March 2, 2017

Ogden College Curriculum Committee

March 30, 2017

Undergraduate Curriculum Committee

University Senate

Bibliography
ANSC 131 Course Proposal

Griffiths, J. T. Equine Science: Basic Knowledge for Horse People of All Ages 2008. Equine Network, Boulder, CO. 230p.

Crabbe, B. The Comprehensive Guide to Equine Veterinary Medicine 2007. Sterling Publishing, New York, NY. 340p.

Kainer, R. A., and McCracken, T. O. Horse Anatomy: A Coloring Atlas. 2nd Edition, Alpine Publications. 81p.

Frape, D. Equine Nutrition and Feeding 2010. 4th Edition, Wiley-Blackwell. 493p.

Parker, R., Equine Science 2003. 2nd Edition, Delmar Learning. 669p.

Brinsko, S. P. Manual of Equine Reproduction (electronic reference) 2011. 3rd Edition, Elsevier, St. Louis, MO. 400p.

3D Equine Software. Biospera.org 2017.

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

Contact Person: Todd Willian, todd.willian@wku.edu, (270) 745-5969

1. Identification of program:

- 1.1 Current program reference number: 508
- 1.2 Current program title: [Major in Agriculture](#)
- 1.3 Credit hours: 50

2. Identification of the proposed program changes:

- Addition of AGEC 160
- Inclusion of AGEC 360 as an optional course rather than a required course
- Addition of AGMC 326 as an optional course
- MATH 115 or higher as a required support course replaces MATH 116 or higher (except for students in the Pre-Veterinary Medicine concentration)

3. Detailed program description:

(Side-by-side table is required for most program changes showing revised program on the right and identifying deletions by strike-through and additions in boldface.)	<u>Proposed</u>
<p style="text-align: center;"><u>Current</u></p> <p>This major in agriculture requires a minimum of 50 semester hours in agriculture and leads to a Bachelor of Science degree. Electives chosen from agriculture courses focusing on a concentration, when approved by an assigned advisor, complete the minimum total of 50 semester hours in agriculture. At least half of the semester hours in the major must be in courses numbered 300 or above. All students must take the following courses outside of the major:</p> <ul style="list-style-type: none"> • Mathematics Course (3 hours): MATH 116 or higher • Chemistry Courses (6 hours): CHEM 105, 107, 120, or 222 • Chemistry Labs (2 hours): CHEM 106, 108, 121, or 223 	<p>This major in agriculture requires a minimum of 50 semester hours in agriculture and leads to a Bachelor of Science degree. Electives chosen from agriculture courses focusing on a concentration, when approved by an assigned advisor, complete the minimum total of 50 semester hours in agriculture. At least half of the semester hours in the major must be in courses numbered 300 or above. All students must take the following courses outside of the major:</p> <ul style="list-style-type: none"> • Mathematics Course (3 hours): MATH 115 or higher (Note: Students focusing in Pre-Veterinary Medicine must take MATH 116 or higher) • Chemistry Courses (6 hours): CHEM 105, 107, 120, or 222 • Chemistry Labs (2 hours): CHEM 106, 108, 121, or 223 • Biology Course and Lab (4 hours): BIOL 120, 121 (Note: Students

<ul style="list-style-type: none"> • Biology Course and Lab (4 hours): BIOL 120, 121 (Note: Students pursuing the Horticulture Concentration may take BIOL 120 and 121 or BIOL 122 and 123.) • Basic Agriculture Courses (29 hours) AGRO 110 (3) ANSC 140 (3) AGMC 170/171 (2/1) AGRI 175 (1) AGMC 176 (2) AGRI 291 or AGRI 491 (3) AGRO 320 or ANSC 345 (3) AGRO 350 (3) AGEC 360 (3) AGRI 397 (1) AGRI 398 (1) AGRI 494 (3) 	<p>pursuing the Horticulture Concentration may take BIOL 120 and 121 or BIOL 122 and 123.)</p> <ul style="list-style-type: none"> • Basic Agriculture Courses (29 hours) AGRO 110 (3) ANSC 140 (3) AGEC 160 (3) AGMC 170/171 (2/1) AGRI 175 (1) AGMC 176 (2) AGRI 291 or AGRI 491 (3) AGRO 320 or ANSC 345 or AGECE 360 or AGMC 326 (3) AGRO 350 (3) AGRI 397 (1) AGRI 398 (1) AGRI 494 (3)
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4. **Rationale for the proposed program change:** These changes move our required AGECE course from junior level to freshman level and add flexibility to our requirement for a 300-level core elective by including four concentrations to choose from. Additionally, replacing MATH 116 or higher with MATH 115 or higher provides a better fit for agriculture majors since most (except Pre-Veterinary Medicine students) will never enroll in additional mathematics courses.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2017

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

Department of Agriculture	<u>March 2, 2017</u>
OCSE Curriculum Committee	<u>March 30, 2017</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: **AMS 490A**
- 1.2 Course title: Senior Research for Architectural Sciences
- 1.3 Abbreviated course title: Sr Research Architect Sciences
- 1.4 Credit hours: 3 Variable credit - NO
- 1.5 Grade type: Standard Letter
- 1.6 Prerequisites: AMS 363 with a grade of “C” or better, AMS 488 with a grade of “C” or better
- 1.7 Course description: Students work on capstone research projects utilizing skills and knowledge from prior courses in the Architectural Sciences program. Projects in this course will simulate real life projects encountered in industry.

2. Rationale:

- 2.1 Reason for developing the proposed course: As the AMS Department has become more diverse over the years, thus the need for more specialized skill sets for different disciplines has become obvious. Attaching specific prerequisite courses to discipline specific senior capstone coursework is intended to help the students be successful in the course.
- 2.2 Projected enrollment in the proposed course: 20
- 2.3 Relationship of the proposed course to courses now offered by the department: AMS 490 is currently offered in the AMS Department. This is the current senior research course, AMS 490A will be specifically for students in the Architectural Sciences baccalaureate program.
- 2.4 Relationship of the proposed course to courses offered in other departments: Many Departments have capstone courses in their departments and individual programs. These courses are specific to individual degree programs. The intent of AMS 490A is to be specific to the Architectural Sciences program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most baccalaureate programs in technological areas require a capstone course of some variety prior to graduation.

3. Discussion of proposed course:

- 3.1 Schedule type: C — Lecture/Lab
- 3.2 Learning Outcomes:
 - Develop a comprehensive project proposal related to the student’s major field.

- Demonstrate technical writing and reporting skills throughout the proposal, progress reporting, project manual, and final deliverable product.
 - Use research, analysis, and writing skills to execute and implement proposed project
 - Produce periodic progress reports
 - Finalize and submit comprehensive technical report
 - Effectively present project plan and findings
- 3.3 Content outline:
- 3.4 Student expectations and requirements: Acceptable complexity of project to ensure students are meeting the desired quality level. Reports completed are technically and grammatically accurate, progress reports are completed through semester, final project documentation turned in as an artifact, presentation at WKU Student Research Conference
- 3.5 Tentative texts and course materials: NO TEXT

4. Resources:

- 4.1 Library resources: See attached form
- 4.2 Computer resources: Students should be able to matriculate through this course with current access to computer resources on campus and within the AMS Department.

5. Budget implications:

- 5.1 Proposed method of staffing: AMS 490A will replace AMS 490 course in the Architectural Sciences Program. AMS 490 has been taught for over 13 years as discipline specific course. The load will be similar to that which currently exists within the AMS Department.
- 5.2 Special equipment needed: Software that AMS Department currently has available
- 5.3 Expendable materials needed: Model making material
- 5.4 Laboratory materials needed: Design Studio is currently in the stages of being created and renovated

6. Proposed term for implementation: Spring 2018

7. Dates of prior committee approvals:

Architectural and Manufacturing Sciences Dept.	March 3, 2017
OCSE College Curriculum Committee	_____
Undergraduate Curriculum Committee	March 30, 2017
University Senate	_____

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: **AMS 490B**
- 1.2 Course title: Senior Research for Construction Management
- 1.3 Abbreviated course title: Sr Research for Construction
- 1.4 Credit hours: 3 Variable credit - NO
- 1.5 Grade type: Standard Letter
- 1.6 Prerequisites: CM 250 with a grade of “C” or better, CM 363 with a grade of “C” or better, AMS 390 with a grade of “C” or better. Pre or Co-requisite: CM 462.
- 1.7 Course description: Students work on capstone research projects utilizing skills and knowledge from prior courses in the Construction Management program. Projects in this course will simulate real life projects encountered in industry.

2. Rationale:

- 2.1 Reason for developing the proposed course: As the AMS Department has become more diverse over the years, thus the need for more specialized skill sets for different disciplines has become obvious. Attaching specific prerequisite courses to discipline specific senior capstone coursework is intended to help the students be successful in the course.
- 2.2 Projected enrollment in the proposed course: 20
- 2.3 Relationship of the proposed course to courses now offered by the department: AMS 490 is currently offered in the AMS Department. This is the current senior research course, AMS 490B will be specifically for students in the Construction Management baccalaureate program.
- 2.4 Relationship of the proposed course to courses offered in other departments: Many Departments have capstone courses in their departments and individual programs. These courses are specific to individual degree programs. The intent of AMS 490B is to be specific to the Construction Management program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most baccalaureate programs in technological areas require a capstone course of some variety prior to graduation.

3. Discussion of proposed course:

- 3.1 Schedule type: L—Lecture
- 3.2 Learning Outcomes:
 - Students show technical competency in Construction management area
 - Supporting evidence (project) is professional

- Project manual outlining course of action is free of errors in content and grammar
 - Final presentation explains project clearly, concisely, and shows subject matter competency
- 3.3 Content outline:
- Projects assigned for student learning activities
 - Students work on projects in construction industry to accomplish schedules estimates and goals
 - Presentations and Technical reports accomplished by students through semester
 - Final project completed in period of the semester
- 3.4 Student expectations and requirements: Proposals submitted, papers completed are technically and grammatically accurate, progress reports completed through semester, final project documentation turned in as an artifact
- 3.5 Tentative texts and course materials: NO TEXT

4. Resources:

- 4.1 Library resources: See attached form
- 4.2 Computer resources: Students should be able to matriculate through this course with current access to computer resources on campus and within the AMS Department.

5. Budget implications:

- 5.1 Proposed method of staffing: AMS 490B will replace AMS 490 course in the Construction Management Program. AMS 490 has been taught for over 13 years as discipline specific course. The load will be similar to that which currently exists within the AMS Department.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: Documents from various completed built works.
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Spring 2018

7. Dates of prior committee approvals:

Architectural and Manufacturing Sciences Dept.	March 3, 2017
OCSE College Curriculum Committee	<hr/> March 30, 2017
Undergraduate Curriculum Committee	<hr/>
University Senate	<hr/>

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: [AMS 490E](#)
- 1.2 Course title: Senior Research for Manufacturing Engineering Technology
- 1.3 Abbreviated course title: Senior Research for MET
- 1.4 Credit hours: 3 Variable credit - NO
- 1.5 Grade type: Standard Letter
- 1.6 Prerequisites: AMS 356 with a grade of “C” or better, AMS 390 with a grade of “C” or better, AMS 370 with a grade of “C” or better. Pre or co-requisites AMS 396, AMS 394.
- 1.7 Course description: Students work on capstone research projects utilizing skills and knowledge from prior courses in the Manufacturing Engineering Technology program. This is a lecture lab course that will incorporate all aspects of manufacturing in a simulated facility.

2. Rationale:

- 2.1 Reason for developing the proposed course: As the AMS Department has become more diverse over the years, thus the need for more specialized skill sets for different disciplines has become obvious. Attaching specific prerequisite courses to discipline specific senior capstone coursework is intended to help the students be successful in the course.
- 2.2 Projected enrollment in the proposed course: 20
- 2.3 Relationship of the proposed course to courses now offered by the department: AMS 490 is currently offered in the AMS Department. This is the current senior research course, AMS 490E will be specifically for students in the Manufacturing Engineering Technology baccalaureate program.
- 2.4 Relationship of the proposed course to courses offered in other departments: Many Departments have capstone courses in their departments and individual programs. These courses are specific to individual degree programs. The intent of AMS 490E is to be specific to the Manufacturing Engineering Technology program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most baccalaureate programs in technological areas require a capstone course of some variety prior to graduation.

3. Discussion of proposed course:

- 3.1 Schedule type: C—Lecture/Lab: Combination of formal presentation and experimental study.
- 3.2 Learning Outcomes:
 - Develop a comprehensive project proposal related to the student’s major field of study
 - Demonstrate technical writing and reporting skills throughout the proposal, progress reporting, project manual, and final deliverable product.
 - Finalize and submit comprehensive technical report
 - Produce an artifact within specifications
- 3.3 Content outline:
 - Use research, analysis, and writing skills to execute and implement proposed project
 - Produce periodic progress reports
 - Finalize and submit comprehensive technical report
 - Effectively present project plan and findings
- 3.4 Student expectations and requirements: project proposal, papers, National Certification exam, progress reports, final project presentation
- 3.5 Tentative texts and course materials: NO TEXT

4. Resources:

- 4.1 Library resources: See attached form
- 4.2 Computer resources: Current resources within AMS Department are adequate

5. Budget implications:

- 5.1 Proposed method of staffing: AMS 490E will replace AMS 490 course in the Manufacturing Engineering Technology Program. AMS 490 has been taught for over 13 years as discipline specific course. The load will be similar to that which currently exists in the AMS Department.
- 5.2 Special equipment needed: Computer Integrated Manufacturing Lab EST room 107
- 5.3 Expendable materials needed: Material will include wood and aluminum for student projects
- 5.4 Laboratory materials needed: Material will include wood and aluminum for student projects.

6. Proposed term for implementation: Spring 2018

7. Dates of prior committee approvals:

Architectural and Manufacturing Sciences Dept.	March 3, 2017
OCSE College Curriculum Committee	<hr style="border: 0.5px solid black;"/>
Undergraduate Curriculum Committee	<hr style="border: 0.5px solid black;"/>
University Senate	<hr style="border: 0.5px solid black;"/>

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: **AMS 490F**
- 1.2 Course title: Senior Research for Technology Management
- 1.3 Abbreviated course title: Senior Research for Tech Mgt.
- 1.4 Credit hours: 3 Variable credit - NO
- 1.5 Grade type: Standard Letter
- 1.6 Prerequisites: AMS 356 with a grade of “C” or better, AMS 390 with a grade of “C” or better, and consent of the instructor. Pre or co-requisites: AMS 396, AMS 394.
- 1.7 Course description: Students work on capstone research projects utilizing skills and knowledge from prior courses in the Technology Management program. Projects performed when possible will be for a specific client or industry. This course will require an approved course proposal prior to being able to register.

2. Rationale:

- 2.1 Reason for developing the proposed course: As the AMS Department has become more diverse over the years, thus the need for more specialized skill sets for different disciplines has become obvious. Attaching specific prerequisite courses to discipline specific senior capstone coursework is intended to help the students be successful in the course.
- 2.2 Projected enrollment in the proposed course: 20
- 2.3 Relationship of the proposed course to courses now offered by the department: AMS 490 is currently offered in the AMS Department. This is the current senior research course, AMS 490F will be specifically for students in the Technology Management baccalaureate program.
- 2.4 Relationship of the proposed course to courses offered in other departments: Many Departments have Capstone courses in their departments and individual programs. These courses are specific to individual degree programs. This is the intent of AMS 490F to be specific to the Technology Management program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most baccalaureate programs in technological areas require a capstone course of some variety prior to graduation.

3. Discussion of proposed course:

- 3.1 Schedule type: L—Lecture
- 3.2 Learning Outcomes:
 - Students show technical competency in their area of expertise

- Supporting evidence (project) is professional
- Project manual is free of errors in content and grammar
- Presentation explains project clearly and concisely

3.3 Content outline:

- Project proposal approved
- Individual project goals vary depending upon project chosen by student
- Students work on projects in industry to accomplish goals
- Video presentations and Technical reports accomplished by students through semester
- Final project completed in period of the semester
- National Certification Exam attempted at completion of the course

3.4 Student expectations and requirements: project proposal, papers, National Certification exam, Video progress reports, final project as an artifact

3.5 Tentative texts and course materials: NO TEXT

4. Resources:

4.1 Library resources: See attached form

4.2 Computer resources: Students should be able to matriculate through this course with current access to computer resources on campus.

5. Budget implications:

5.1 Proposed method of staffing: AMS 490F will replace AMS 490 course in the Technology Management Program. AMS 490 has been taught for over 13 years as discipline specific course. The load will be similar to that which currently exists within the AMS Department.

5.2 Special equipment needed: none

5.3 Expendable materials needed: none

5.4 Laboratory materials needed: none

6. Proposed term for implementation: Spring 2018

7. Dates of prior committee approvals:

Architectural and Manufacturing Sciences Dept.

March 3, 2017

OCSE College Curriculum Committee

March 30, 2017

Undergraduate Curriculum Committee

University Senate

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Create a New Course
Action Item**

Contact Person: Dr. Farhad Ashrafzadeh, Email: Farhad.Ashrafzadeh@wku.edu, phone: 270-745-5877

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: **ENGR 360**
- 1.2 Course title: *Modeling and Simulation of Dynamic Systems*
- 1.3 Abbreviated course title: *System Dynamics and Modeling*
- 1.4 Credit hours: 3 Variable credit (yes or no): no
- 1.5 Grade type: Standard Letter
- 1.6 Prerequisites: EE 210, and MATH 331
Co-requisite or Prerequisites: MATH 307 or MATH 370
- 1.7 Course description:
This course presents an introduction to mathematical modeling of dynamic systems. It takes a unified approach to linear system modeling with lumped parameters for various physical systems including electrical, electro-mechanical, and mechanical systems in both time and frequency domains. An introduction to system identification will be also presented.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Analysis and simulation of dynamic systems are crucial to the design of engineering systems and their performances. A unified approach to system modeling will bridge various engineering disciplines and prepare more well-rounded system engineers.
- 2.2 Projected enrollment in the proposed course: 10 to 20 students (each offering)
- 2.3 Relationship of the proposed course to courses now offered by the department:
It provides a unified approach to most electrical and mechanical systems and serves as a foundation for a control systems course. It will also help prepare students for capstone design projects where a solid understanding of system dynamics is crucial to optimum performance.
- 2.4 Relationship of the proposed course to courses offered in other departments:
There are some courses at WKU which study the dynamics of various phenomena but their approaches to problem solving, their scopes and focuses are very different from those of this course. For instance, the course “METR 431 Dynamic Meteorology” at WKU is about Earth’s troposphere focusing on basic governing equations of motion in the atmosphere and dry thermodynamics while the proposed course focuses on modeling of electrical, electro-mechanical, and mechanical systems.
- 2.5 Relationship of the proposed course to courses offered in other institutions:

- “ME 435 System Dynamics,” Dept. of Mechanical Engineering, University of Louisville, KY
- “ME 587 - Dynamic Modeling and Simulation,” University of Tennessee, Knoxville, TN
- “Modeling and Simulation of Dynamic Systems,” MIT, MA
- “ME 33000: Modeling and Analysis of Dynamic Systems,” Indiana University–Purdue University Indianapolis, IN
- “EGN 4432: Dynamic Systems,” Florida State University (FSU), FL

3. Discussion of proposed course:

3.1 Schedule type: L: Lecture (three credit hours)

3.2 Learning Outcomes:

Upon completion of this course, a student will be able to

- explain the fundamental principles governing the dynamics of simple electrical, mechanical, and thermal systems
- model dynamic systems using mathematical and engineering principles
- create electro-mechanical equivalent models based on the force-current or force-voltage analogies
- solve linear differential equations by using Laplace transform methods and partial fraction expansions
- derive the state-space equations for a dynamic system whose linear ordinary differential equations are given
- simulate the operation of dynamic systems using computer simulation tools Matlab/Simulink

3.3 Content outline:

- Introduction to system dynamics, modeling, and simulation
- Introduction to Simulink
- Laplace Transform
- Physics-based modeling (electrical, mechanical, or thermal systems)
- Linear system analysis in time domain
- Linear system analysis in frequency domain
- Mathematical modeling of systems in state space
- Data-based modeling using system identification

3.4 Student expectations and requirements: Students’ learning will be evaluated based on a variety of traditional assignments such as homework, quizzes, and tests. In addition to these, students will complete a modeling and simulation project using Simulink (or other multi-physics analytical software). Students’ mastery of the skill of computer modeling will be evaluated by their performance in the course project.

3.5 Tentative texts and course materials:

- *System Dynamics* By: K. Ogata, currently in 4th edition, Pearson, 2004.
- *Modeling and Analysis of Dynamic Systems* by Charles Close, Dean Fredrick, and Johnson Newell, currently in 3rd edition, Wiley, 2002.

4. Resources:

4.1 Library resources: Current library resources are adequate for this course.

4.2 Computer resources: Analytical software “Matlab/Simulink” is already licensed by the Department of Engineering.

5. Budget implications:

- 5.1 Proposed method of staffing: This is a technical electrical course and it will be taught with existing staff.
- 5.2 Special equipment needed: not needed
- 5.3 Expendable materials needed: not needed
- 5.4 Laboratory materials needed: not needed

6. Proposed term for implementation: Spring 2018

7. Dates of prior committee approvals:

Engineering Department

March 2, 2017

Ogden College Curriculum Committee

March 30, 2017

Undergraduate Curriculum Committee

University Senate

Proposal Date: March 3, 2017

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

Contact Person: Kelly Madole, Kelly.Madole@wku.edu, 5-6475

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: **PSYS 322**
- 1.2 Course title: Laboratory in Developmental Psychology
- 1.3 Abbreviated course title: Lab in Developmental Psych
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 Variable credit (yes or no) NO
- 1.5 Grade type: Letter Grade
- 1.6 Prerequisite: PSYS/PSY 210 with a grade of C or better, or permission of the instructor; Corequisite or Prerequisite: PSYS 321
- 1.7 Course description:

This course provides a laboratory-based introduction to research in developmental psychology. Students will learn about the unique research designs, methodologies, and ethical concerns related to conducting developmental psychology research. At the same time students will learn some of the major methods used by developmental psychologists through hands-on experience using a variety of research techniques.

2. Rationale:

- 2.1 Reason for developing the proposed course:

This course will ensure that our program is abreast with current developments in the field of psychology. The American Psychological Association is engaged in a strategic effort to increase psychology's status as a STEM discipline. A major tool in that effort is the inclusion of lab courses in the psychology curriculum. To truly understand psychology as a science, students need to experience some of the basic methodological tools used by research psychologists. This course will offer students the opportunity to experience those tools in one of the major sub-disciplines, Developmental Psychology, with a focus on the methods used to observe and measure behavior in children.

- 2.2 Projected enrollment in the proposed course: 15 students/ year

This projection is based on the number of students majoring in Psychological Science, especially those in the Developmental Science concentration. Because of the prerequisites and corequisites, we anticipate that few students outside of our major will enroll in this class. There may be a small number of Psychology majors who will be interested in enrolling

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

We currently offer PSYS 321 Child Developmental Psychology. However, this is a lecture-based course that provides little, if any, experiential access to the methods used by developmental psychology researchers. We also offer other lab courses (PSYS 211 Research Methods Lab, PSYS 362 Behavioral Neuroscience with Lab) but these courses do not teach students about the unique methodological challenges faced by developmental psychologists and they do not address some of the most commonly used methods in developmental psychology, such as observational coding.

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

Family and Consumer Sciences offers courses related to the methods used in Family and Consumer Sciences Education and on curriculum development, but these are focused on the teaching of Family and Consumer Sciences rather than on research. They also offer courses on the assessment of young children, but these assessments are for the purpose of instruction and guidance rather than for answering research questions.

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

A recent survey reported in the American Psychologist found that about 10-15% of institutions in the United States offer a Developmental Psychology lab course but this number is on the rise. This course will be very similar to ones offered at other institutions such as,

Laboratory in Child Development	Pitzer College
Laboratory in Social Development	Pitzer College
Laboratory in Developmental Psychology	University of Illinois at Chicago
Capstone Laboratory in Developmental Psychology	Indiana University-Purdue University
Laboratory in Developmental Psychology	UCLA
Laboratory in Developmental Psychology	New York University
Research Methods in Developmental Psychology	University of Maryland

Some institutions offer this content embedded within a traditional course in Child Developmental Psychology such as Northern Kentucky University's Child Development class. However, it is more difficult to ensure that research methods remain a focus when embedded in other content.

3. Discussion of proposed course:

3.1 Schedule type: Lab - B

3.2 Learning Outcomes:

Students who successfully complete this course should:

- Be able to develop a scientific hypothesis
- Know how to test scientific hypotheses using different research designs

- Understand the unique ethical concerns of working with children or older adults (e.g., evaluate whether children have assented to participate in a study)
- Understand the challenges of conducting research with children such as reactivity, perseveration, working memory limitations, and rapport
- Be able to create and use a simple coding system from operational definitions
- Objectively observe behavior using videotaped data
- Know how to conduct systematic observations in a naturalistic setting
- Understand and compute inter-rater reliability
- Recognize and limit experimenter and participant biases
- Be able to create and use semi-structured and structured interview formats
- Understand how validity is affected by research materials
- Be able to compute simple correlational and experimental statistical analyses

3.3 Content outline:

This is a sample outline. Specifics will vary depending on instructor.

- 1) Thinking like a researcher
 - a) Developing hypotheses
 - b) Making objective observations
 - c) Systematic interviews
- 2) Ethics of research with different age groups
 - a) Government standards
 - b) Institutional standards
 - c) APA standards
 - d) Consent and assent
 - e) Confidentiality
- 3) Methodological challenges of working with different age groups
 - a) How do we know when a method is unsuccessful
 - b) Strategies for cross-sectional research
- 4) Systematic observations in naturalistic settings
 - a) Operational definitions
 - b) Scan sampling
 - c) Confounds
 - d) Participant reactivity
- 5) Systematic observations in structured settings
 - a) Establishing rapport
 - b) Experimenter bias
 - c) Operational definitions
 - d) Demand characteristics
 - e) Coding responses
 - f) Inter-rater reliability
- 6) Coding linguistic data
 - a) Developing coding categories
 - b) Reactivity
- 7) Conducting structured interviews across age groups

- a) Building rapport
- b) Following protocols
- c) Coding responses
- d) Inter-rater reliability
- e) Simple data analyses
- 8) Conducting semi-structured interviews
 - a) Validity
 - b) Research challenges
 - c) Coding interviews
 - d) Coding questionnaires
- 9) Coding verbal and gestural behaviors
 - a) Coding verbal protocols
 - b) Coding gestures
- 10) Coding emotional behaviors
 - a) Facial expression
 - b) Body language
 - c) Vocal tone
- 11) Working with infants
 - a) Habituation
 - b) Preference technique
 - c) Coding manual behaviors
 - d) Age-appropriate data collection

3.4 Student expectations and requirements:

Students will completely weekly lab notebooks documenting lab activities as well as brief reflection papers completed outside of class.

3.5 Tentative texts and course materials:

The Developmental Science Virtual Lab Series

Gottfried, G.M. (2008). *Developmental Science: A Laboratory Manual* DevSciLabs.com

Shaffer, D. R. & Kipp, K. (2014). *Developmental psychology: Childhood and adolescence, 9th ed.* Belmont, CA: Wadsworth/Cengage Learning.

4. Resources:

4.1 Library resources: None

4.2 Computer resources: Class will be conducted in an existing computer teaching lab

5. Budget implications:

5.1 Proposed method of staffing: Current faculty will staff course along with graduate assistant lab instructors

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2018

7. Dates of prior committee approvals:

Psychological Sciences Department
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

March 3, 2017

March 30, 2017

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

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, 5-2353

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: **PSYS 334**
- 1.2 Course title: Laboratory in Cognition
- 1.3 Abbreviated course title: Laboratory in Cognition
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 Variable credit: no
- 1.5 Grade type: letter grade
- 1.6 Prerequisite: PSYS/PSY 210 with a grade of C or better, or permission of the instructor; Corequisite or Prerequisite: PSYS 333
- 1.7 Course description: Laboratory emphasizing experimental design and data collection in cognitive psychology.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Laboratory courses provide students with important hands-on experiences within their discipline of interest. Within the field of cognitive psychology, experimental design and implementation are key components to asking and answering research questions. This course will give students experience in the development of psychological research within cognitive psychology, including techniques for developing, and presenting stimuli, measuring responses, organizing and analyzing data, and communication of findings.
- 2.2 Projected enrollment in the proposed course: 15 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
PSYS 211, Research Methods Laboratory, is currently offered by the Department of Psychological Sciences and focuses on providing students with a broad exposure to techniques for collecting data within psychological science and is a co-requisite for PSYS 210, Research Methods. The proposed course offers greater depth to students in the discipline of cognitive psychology, much like PSYS 362 Behavioral Neuroscience with Lab offers students greater depth in neurophysiological methods. PSYS 333 Cognitive Psychology is a lecture course offered by the Department of Psychological Sciences. A wide variety of research methods as related to theory development in cognitive psychology are discussed in PSYS 333. The proposed laboratory course will complement PSYS 333 through hands-on research experiences that illustrate these methods.
- 2.4 Relationship of the proposed course to courses offered in other departments:
PSY 210 and PSY 211, offered by the Department of Psychology, are equivalent to PSYS 210 and 211. Please see the above description for the relationship

between PSYS 334 and PSY 210/211. The Department of Psychology offers PSY 436, Applied Cognitive Psychology, which focuses on the application of cognitive psychology research to real-world concerns. PSYS 334 differs from PSY 436 in that PSYS 334 is focused on teaching students about the research designs and data collection techniques that cognitive psychologists use to develop and evaluate cognitive theories and add to the knowledge base in the field.

- 2.5 Relationship of the proposed course to courses offered in other institutions:
A number of our benchmark institutions as well as other institutions in Kentucky offer a laboratory in cognitive psychology.

University	Course Number	Name	Credits	Notes
Eastern Kentucky University	PSY 317L	Cognitive Psychology with Lab	4	PSY 317 is same course without lab component and is 3 credits
Northern Kentucky University	PSY 338L	Cognitive Processes Laboratory	2	Offered in conjunction with PSY 338 Cognitive Processes
University of Kentucky	PSY 427	Cognitive Processes	4	Lecture and lab taken after an overview course in learning and cognition
Appalachian State University	PSY 4217	Cognitive Psychology Laboratory	1	Offered in conjunction with PSY 3217 Cognitive Processes
Bowling Green State University	PSYC 3210	Cognitive Psychology I: Learning and Memory	4	Lecture meetings for 2.5 hours per week and lab meets for 1 hour and 50 minutes per week
	PSYC 3220	Cognitive Psychology II: Thinking and Problem Solving	4	Lecture meetings for 2.5 hours per week and lab meets for 1 hour and 50 minutes per week
Florida Atlantic University	EXP 4934C	Cognition Laboratory	3	Lab course completed after a survey course on cognitive psychology
James Madison University	PSYC 493	Laboratory in Psychology	3	Lab course with topic defined by faculty member teaching the course
Middle Tennessee State University	PSY 4140	Laboratory in Psychology	1	Lab course in cognitive psychology offered as co-requisite with lecture course
Northern Illinois University	PSYC 412	Experimental Psychology: Human Learning and Memory	4	Lab course completed after a survey course on cognitive psychology

University of North Carolina Greensboro	PSY 442L	Behavioral Approaches to Complex Human Behavior with Laboratory	4	Lecture and lab course completed after statistics course
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3. Discussion of proposed course:

3.1 Schedule type: B - Lab

3.2 Learning Outcomes:

- Identify experimental design techniques used to address research questions within cognitive psychology
- Investigate theories that underlie cognitive processes explored in laboratories
- Develop databases for response data collected during laboratory experiments
- Learn and apply principles of data filtering and aggregation in relation to the data collected within the laboratory
- Analyze data for laboratory experiments
- Communicate findings in both oral and written formats

3.3 Content outline:

- Experimental design, including experimental control
- Cognitive Processes
 - Attention/Inhibition
 - Memory
 - Imagery
 - Concept Formation
 - Decision Making
- Data collection and data analytic techniques within cognitive psychology, including use of stimulus presentation and data collection software (e.g. SuperLab, E-Prime) and data analysis software (e.g., SPSS)
- Writing lab reports in APA format
- Techniques for presenting succinct oral presentations

3.4 Student expectations and requirements:

Students will complete a number of experiments within cognitive psychology using stimulus presentation and data collection software. Students will complete activities, quizzes, and tests over content. Students will present their findings in both oral and written format.

3.5 Tentative texts and course materials:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association, 6th ed.* Washington, DC: APA.

American Psychological Association. (2010). *Concise Rules of Style, 6th ed.* Washington, DC: APA.

Francis, G., & Neath, I. (2015). *CogLab 5, 5th ed.* Belmont, CA: Cengage.

Goldstein, B. (2015). *Cognitive psychology: Connecting mind, research, and everyday experience, 4th edition.* Belmont, CA: Wadsworth/Cengage Publishing Company.

Kellogg, R. T. (2015). *Fundamentals of Cognitive Psychology, 3rd ed.* Los Angeles: Sage.

Psychology Software Tools, Inc. (2015) *PsychMate*. Pittsburgh: PSTnet.com

Spape, M., van Steenbergen, H., Verdonschot, R., van Dantzig, S. (2014). *The E-Primer: An Introduction to Creating Psychological Experiments in E-Prime*. The Netherlands: Leiden University Press.

4. Resources:

- 4.1 Library resources: Existing resources are adequate.
- 4.2 Computer resources: Students will use existing computer classroom on campus for course to have access to software for experiments and for data analytics. Online experiment materials could also be used.

5. Budget implications:

- 5.1 Proposed method of staffing: Existing resources are adequate.
- 5.2 Special equipment needed: No special equipment needed.
- 5.3 Expendable materials needed: No special equipment needed.
- 5.4 Laboratory materials needed: Course fee will be requested for any necessary supporting lab materials.

6. Proposed term for implementation: Spring 2018

7. Dates of prior committee approvals:

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

March 3, 2017

 March 30, 2017

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

Contact Person: Andy Mienaltowski, andrew.mienaltowski@wku.edu, 5-2353

1. Identification of program:

- 1.1 Current program reference number: 747
- 1.2 Current program title: [Major in Psychological Science](#)
- 1.3 Credit hours: 37-49 hours

2. Identification of the proposed program changes:

- Addition of lab course requirement: one course with lab or with lecture/lab designation in schedule type at 300-level or above.
- Increases required number of credits for program from 37-49 to 38-50.
- Update custom concentration to improve clarity

3. Detailed program description:

<p>Current Program: The Department of Psychological Sciences offers programs designed for students who are interested in a science-oriented degree that will prepare them for graduate study in psychology or a related field (e.g., medical school, pharmacy, physical therapy) or for employment in jobs where strong quantitative and research skills are required. The department provides two options for the Bachelor of Science degree. The first option requires a minimum of 37 credit hours and a minor or second major is required. The second option requires a minimum of 49 unduplicated credit hours and no minor or second major is required. For both options, students will complete a program of study that includes Core and Concentration components. To complete the Core requirement, students will select a total of 25 to 28 credit hours from the following categories: Foundations of Psychology, Developmental Processes, Learning and Cognition, Individual Differences and Social Processes, Biological</p>	<p>Revised Program: The Department of Psychological Sciences offers programs designed for students who are interested in a science-oriented degree that will prepare them for graduate study in psychology or a related field (e.g., medical school, pharmacy, physical therapy) or for employment in jobs where strong quantitative and research skills are required. The department provides two options for the Bachelor of Science degree. The first option requires a minimum of 38 credit hours and a minor or second major is required. The second option requires a minimum of 50 unduplicated credit hours and no minor or second major is required. For both options, students will complete a program of study that includes Core and Concentration components as well as a Laboratory Experience component. To complete the Core requirement, students will select a total of 25 to 28 credit hours from the following categories: Foundations of Psychology, Developmental Processes, Learning and</p>
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Bases of Behavior and Mental Processes, Research Methods and Statistics, and Integrative Science in Psychology. To complete the Concentration requirement, students will select courses from one or two of the six thematic concentrations or they may design a custom concentration (subject to approval by their advisor). Students in the 37-hour option will complete 12 credit hours from one thematic concentration, or design a custom concentration by selecting 12 hours from courses not used to satisfy their Core requirement. Students choosing the 49-hour option will complete 21-24 credit hours from two concentrations or 24 – 25 hours from the quantitative psychology concentration.

Students must maintain a minimum 2.50 GPA both overall and in the major. Either (1) MATH 116 and MATH 117, or (2) MATH 118 or higher is required; MATH 183 is recommended. Students who select the 49-hour option with the quantitative psychology concentration must complete MATH 136.

Applied Psychological Science. This concentration focuses on how psychological science can be used to solve real-world problems in business, sports, or human engineering domains.

Core Courses

PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 333, PSYS 350, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490

Concentration Courses

Required: PSYS 413

Electives: Electives: Choose 9 hours from PSYS 353, PSYS 360 or PSYS 362 or PSYS 363, PSYS 370, PSYS 433, PSYS 473, PSYS 481, PSYS 490, PSYS 499, PSY 340, PSY 355, PSY 412, PSY 470.

Cognition, Individual Differences and Social Processes, Biological Bases of Behavior and Mental Processes, Research Methods and Statistics, and Integrative Science in Psychology. To complete the Concentration requirement, students will select courses from one or two of the six thematic concentrations or they may design a custom concentration (subject to approval by their advisor). **To complete the Laboratory Experience component, students will complete one PSYS lab course or one PSYS lecture/lab course at the 300-level or above.** Students in the 38-hour option will complete 12 credit hours from one thematic concentration, or design a custom concentration by selecting 12 hours from courses not used to satisfy their Core requirement. Students choosing the 50-hour option will complete 21-24 credit hours from two concentrations or 24 – 25 hours from the quantitative psychology concentration.

Students must maintain a minimum 2.50 GPA both overall and in the major. Either (1) MATH 116 and MATH 117, or (2) MATH 118 or higher is required; MATH 183 is recommended. Students who select the 50-hour option with the quantitative psychology concentration must complete MATH 136.

Applied Psychological Science. This concentration focuses on how psychological science can be used to solve real-world problems in business, sports, or human engineering domains.

Core Courses

PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 333, PSYS 350, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490

Concentration Courses

Required: PSYS 413

Biobehavioral Psychology. This concentration provides knowledge of the biological bases of behavior and thought.

Core Courses

PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490

Concentration Courses

Required: PSYS 363

Electives: Choose 9 hours from PSYS 333, PSYS 431, PSYS 462, PSYS 463, PSYS 465, PSYS 483, PSYS 490, PSYS 499

Clinical Psychological Science. This concentration focuses on mechanisms and etiologies of psychological health and dysfunction.

Core Courses

PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration Courses

Choose 12 hours from PSYS 350, PSYS 353, PSYS 360 or PSYS 362, PSYS 413, PSYS 423, PSYS 450, PSYS 451, PSYS 453, PSYS 462, PSYS 465, PSYS 482, PSYS 481, PSYS 490, PSYS 499.

Cognitive Psychology. This concentration emphasizes the scientific study of mental processes such as attention, perception, memory, problem-solving, thinking, and language use.

Electives: Choose 9 hours from PSYS 353, PSYS 360 or PSYS 362 or PSYS 363, PSYS 370, PSYS 433, PSYS 473, PSYS 481, PSYS 490, PSYS 499, PSY 340, PSY 355, PSY 412, PSY 470.

Laboratory Experience

Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.

Biobehavioral Psychology. This concentration provides knowledge of the biological bases of behavior and thought.

Core Courses

PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490

Concentration Courses

Required: PSYS 363

Electives: Choose 9 hours from PSYS 333, PSYS 431, PSYS 462, PSYS 463, PSYS 465, PSYS 483, PSYS 490, PSYS 499

Laboratory Experience

Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.

Clinical Psychological Science. This concentration focuses on mechanisms and etiologies of psychological health and dysfunction.

Core Courses

PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 440, PSYS 360 or PSYS 362 or

<p><i>Core Courses</i> PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 333, PSYS 350 or PSYS 440, PSYS 360 PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.</p> <p><i>Concentration Courses</i> Choose 12 hours from PSYS 331, PSYS 363, PSYS 423, PSYS 431, PSYS 433, PSYS 462, PSYS 490, PSYS 499, PSY 412.</p> <p><i>Developmental Science.</i> This addresses the physical, emotional, intellectual, social, perceptual, and personality growth of humans throughout the lifespan.</p> <p><i>Core Courses</i> PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.</p> <p><i>Concentration Courses:</i> Choose 12 hours from PSYS 220, PSYS 321, PSYS 423, PSYS 424, PSYS 431, PSYS 482, PSYS 490, PSYS 499.</p> <p><i>Social Psychology.</i> This concentration emphasizes the study of how social situations affect behavior.</p> <p><i>Core Courses</i> PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.</p> <p><i>Concentration Courses</i> Required: PSYS 413</p>	<p>PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.</p> <p><i>Concentration Courses</i> Choose 12 hours from PSYS 350, PSYS 353, PSYS 360 or PSYS 362, PSYS 413, PSYS 423, PSYS 450, PSYS 451, PSYS 453, PSYS 462, PSYS 465, PSYS 482, PSYS 481, PSYS 490, PSYS 499.</p> <p><i>Laboratory Experience</i> Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.</p> <p><i>Cognitive Psychology.</i> This concentration emphasizes the scientific study of mental processes such as attention, perception, memory, problem-solving, thinking, and language use.</p> <p><i>Core Courses</i> PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.</p> <p><i>Concentration Courses</i> Choose 12 hours from PSYS 331, PSYS 363, PSYS 423, PSYS 431, PSYS 433, PSYS 462, PSYS 490, PSYS 499, PSY 412.</p> <p><i>Laboratory Experience</i> Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.</p> <p><i>Developmental Science.</i> This addresses the physical, emotional, intellectual, social,</p>
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<p>Electives: Choose 9 hours from PSYS 353, PSYS 433, PSYS 440, PSYS 450, PSYS 451, PSYS 453, PSYS 483, PSYS 490, PSYS 499, PSY 412.</p> <p><i>Custom Concentration.</i> This concentration allows students, with help from their advisor, to design an individualized theme.</p> <p><i>Core Courses</i> PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.</p> <p><i>Concentration Courses</i> Select 12-24 hours of electives from courses not used to satisfy Core requirements.</p> <p>Quantitative Psychology. This concentration focuses on the use of advanced data manipulation and statistical analysis techniques within psychological science to examine discipline-specific research questions. This concentration requires at least 49 hours, so students do not need a minor or second major. Also, students in this concentration do not select another concentration within the Psychological Science major.</p> <p><i>Core Courses</i> PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.</p> <p><i>Concentration Courses</i> CS 146 or CS 170 or CS 180, STAT 301, STAT 330, STAT 401 or STAT 402, PSYS 413, and 9 PSYS upper-</p>	<p>perceptual, and personality growth of humans throughout the lifespan.</p> <p><i>Core Courses</i> PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.</p> <p><i>Concentration Courses:</i> Choose 12 hours from PSYS 220, PSYS 321, PSYS 423, PSYS 424, PSYS 431, PSYS 482, PSYS 490, PSYS 499.</p> <p><i>Laboratory Experience</i> Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.</p> <p><i>Social Psychology.</i> This concentration emphasizes the study of how social situations affect behavior.</p> <p><i>Core Courses</i> PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.</p> <p><i>Concentration Courses</i> Required: PSYS 413 Electives: Choose 9 hours from PSYS 353, PSYS 433, PSYS 440, PSYS 450, PSYS 451, PSYS 453, PSYS 483, PSYS 490, PSYS 499, PSY 412.</p> <p><i>Laboratory Experience</i> Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.</p>
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<p>level elective hours selected in consultation with an advisor.</p>	<p>General Concentration. This concentration allows students, with help from their advisor, to design an individualized theme.</p> <p><i>Core Courses</i> PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.</p> <p><i>Concentration Courses</i> Select 12-24 hours of electives from courses not used to satisfy Core requirements.</p> <p>Laboratory Experience Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.</p> <p>Quantitative Psychology. This concentration focuses on the use of advanced data manipulation and statistical analysis techniques within psychological science to examine discipline-specific research questions. This concentration requires at least 49 hours, so students do not need a minor or second major. Also, students in this concentration do not select another concentration within the Psychological Science major.</p> <p><i>Core Courses</i> PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.</p> <p><i>Concentration Courses</i></p>
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	<p>CS 146 or CS 170 or CS 180, STAT 301, STAT 330, STAT 401 or STAT 402, PSYS 413, and 9 PSYS upper-level elective hours selected in consultation with an advisor.</p> <p><i>Laboratory Experience</i> Select any one PSYS course with a laboratory or lecture/laboratory designation at the 300-level or above.</p>
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(Side-by-side table is required for most program changes showing revised program on the right and identifying deletions by strike-through and additions in boldface.)

4. Rationale for the proposed program change:

The proposed revision will require that students complete at least one topical PSYS laboratory or lecture/laboratory course at the 300-level or above. The major in psychological science was developed to be consistent with the guidelines of the American Psychological Association for majors in the discipline. Both the American Psychological Association and the Association for Psychological Science are engaged in a strategic effort to increase psychology’s status as a STEM discipline. One recommendation to support this effort is to create hands-on, experiential learning opportunities in which students become more engaged in designing research, operationalizing variables, data collection and analysis, and the scientific reporting of findings. The topical laboratory experiences provided in the BS program will give all majors experiential learning opportunities in which they focus on how psychological scientists in specific areas of the field study the mind using behavioral and neurophysiological measures. Laboratory experiences support the development of methodological skills in our majors. Participation in experiential based learning in a laboratory course has been found to be positively related to graduate school admission, to performance on standardized testing of discipline-specific content, and to self-reported student satisfaction with their undergraduate psychology program (Stoloff, Curtis, Rodgers, Brewster, & McCarthy, 2012; doi: 10.1177/0098628312437721). The proposed revision also updates the custom concentration by describing it as general to reflect that the concentration does not meet the requirements of the other concentrations but should be viewed as relevant to education in psychological science. Incoming freshmen will be entered into this concentration by default so that they can received advising from faculty about their concentration choice.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2017

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

Department of Psychological Sciences March 7, 2017

Ogden College Curriculum Committee March 30, 2017

Undergraduate Curriculum Committee _____

University Senate _____

**College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Delete a Course
(Consent Item)**

Contact Person: Julie Lee julie.lee@wku.edu 745-3990

1. Identification of course:

- 1.1 Current course prefix and number: [HMD 170](#)
- 1.2 Course title: International Cuisine

2. Rationale for the course deletion: The course has not been taught since the summer of 2011. The course never had sufficient student enrollment to make or fill.

3. Effect of course deletion on programs or other departments, if known:
None. This course was never a required portion of any program.

4. Proposed term for implementation: Fall 2017

5. Dates of prior committee approvals:

Department of Family and Consumer Sciences
CHHS Undergraduate Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/16/2017

3/24/2017

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

Contact Person: Julie Lee julie.lee@wku.edu 745-3990

1. Identification of proposed course:

- 1.1 Course prefix and number: **HMD 473**
- 1.2 Course title: Beverage Management
- 1.3 Abbreviated course title: Beverage Management
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: standard letter grade

- 1.6 Prerequisites: HMD 251 Commercial Foods and HMD 275 Restaurant Management or permission of instructor. Must be 21 years of age with valid ID.

- 1.7 Course description: Management of beverage operations, including alcoholic and non-alcoholic beverages; risk-liability management; staff training and responsible customer service; beverage pricing and cost control; and food and beverage pairings. Field trips/travel at student's expense.

2. Rationale:

- 2.1 Reason for developing the proposed course: provide an in-depth coverage of a key content area in the hospitality, restaurant, and tourism industry.

- 2.2 Projected enrollment in the proposed course: 30 students annually

- 2.3 Relationship of the proposed course to courses now offered by the department: course will build upon principles and concepts of beverage management introduced in HMD 275 Restaurant Management, and HMD 251 Commercial Foods.

- 2.4 Relationship of the proposed course to courses offered in other departments: This course focuses on the pairing of beverages with food and the preparation and service of beverages along with risk-liability management, staff training, responsible customer service and pricing and cost control. The course also includes tastings of a variety of beverages.
 - AGRI 323 Wine Fundamentals. This is a viticulture and viniculture wines course, with the focus on growing, production, fermentation, and marketing of wine.
 - HIST 341 A Cultural History of Alcohol: An examination of the role that alcohol plays in historical development among various world cultures over time.

- HORT 426 Viticulture: An introductory study of grape culture including morphology and growth habit, geographical distribution, dormant pruning techniques, canopy management, management of grapevine pests, and vineyard establishment/maintenance.

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

Institution	Course
Central Michigan University	HSA 245 Wines of the World
East Carolina University	HMG 412 Wine and Beverage Management
University of North Carolina - Greensboro	STH 473 Wine Appreciation for the Hospitality Professions

3. Discussion of proposed course:

3.1 Schedule type: C -Lecture/Lab

3.2 Learning Outcomes:

After successfully completing this course, students will be able to:

- Demonstrate knowledge of alcoholic and non-alcoholic beverages
- Identify, design, analyze and market menus
- Identify, recognize and manage legal issues in the service of alcoholic beverages and responsible customer service
- Calculate, analyze and manage costs related to alcoholic and non-alcoholic beverages

3.3 Content outline:

1. Types of beverages
 - a. Beer
 - b. Wine
 - c. Distilled Spirits
 - d. Non-alcoholic beverages
2. Beverage service and presentation
 - a. Trends
 - b. Food pairings
 - c. Mixology
 - d. Marketing and promotions
 - e. Pricing
3. Legal aspects of beverage sales
 - a. Local, state, and national liquor laws
 - b. Tax laws
 - c. Related regulations
 - d. Staff training
 - e. Responsible customer service

3.4 Student expectations and requirements:

- Readings
- Writings and Reflections
- Quizzes and Exams
- Costing and analysis of drinks and menu items

3.5 Tentative texts and course materials:

- Katsigris, Costas & Chris Thomas. (2017). *The Bar & Beverage Book* (5th ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- Small, Robert W. & Michelle Couturier. (2011). *Beverage Basics: Understanding & Appreciating Wine Beer & Spirits*. Hoboken, NJ: John Wiley & Sons, Inc.

4. Resources:

- 4.1 Library resources: adequate
- 4.2 Computer resources: adequate

5. Budget implications:

- 5.1 Proposed method of staffing: current faculty
- 5.2 Special equipment needed: textbook, beverages
- 5.3 Expendable materials needed: alcoholic and non-alcoholic beverages;
Lab fee to cover cost of expendable materials
- 5.4 Laboratory materials needed: glassware, bar & beverage smallwares

6. Proposed term for implementation: Winter 2018

7. Dates of prior committee approvals:

Department of Family and Consumer Sciences	<u>2/15/2017</u>
CHHS Undergraduate Curriculum Committee	<u>3/24/2017</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Julie Lee julie.lee@wku.edu 745-3990

1. Identification of proposed course:

- 1.1 Course prefix and number: **HMD 476**
- 1.2 Course title: Global Cuisine
- 1.3 Abbreviated course title: Global Cuisine
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Exploration of cuisines, customs, and culture from regions of the world. Experiential exploration of food and culture taught in a travel and cooking learning environment. The laboratory component includes preparation of a variety of international recipes. Regions vary per term. Field trips/travel at student's expense.

2. Rationale:

- 2.1 Reason for developing the proposed course: Knowledge of world cuisines will broaden the mind and palate by focusing on cultures, customs, traditional foods and cooking techniques. World cuisines are derived from a convergence of geographic, historical, religious, climate and economic issues and are an excellent way to assist students in relating to world and cultural issues. The course is adaptable to Study Abroad and Study Away formats.
- 2.2 Projected enrollment in the proposed course: 16 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: none
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other courses combining both laboratory and travel-based experiences of culture and food preparation. The other courses offered at Western Kentucky University do contain strong cultural content and experiential activities.
 - ANTH 388 and equivalent FLK 388 Foodways: Exploration of the relationship between food and culture.
 - GEOG 378 Food, Culture, and Environment: Exploration of geographical patterns of agricultural production and cuisine through the intersection of environment, technology and culture. Field trips required. Students will share the cost of several meals. Course Fee.

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

Institution	Course
Ball State University	FCFN 395 Food Culture
Central Michigan University	HSA 542 International Tourism
Florida Atlantic University	HFT 4955 International Experience in Hospitality Management
Northern Illinois University	FCNS 424 Cultural and National Food Patterns
University of North Carolina – Greensboro	STH 345 Cross-Cultural Study Tour in Sustainable Tourism and Hospitality

3. Discussion of proposed course:

3.1 Schedule type: C – Lecture/Lab

3.2 Learning Outcomes:

After successfully completing this course, students will be able to:

- Experience the major cultures and cuisines from regions around the world
- Discuss and evaluate the religion, history, geography, climate and economics on the cuisines of the world, cultural history and diversity.

3.3 Content outline:

1. Historical introduction to food and cuisines of the world
 - a. Food origins
 - b. Immigration and lifestyle, manners, social interactions and cross-cultural communication
 - c. Historical, geographic and economic influences on cuisine and food traditions
2. Regional Cuisines of the World
 - a. Europe
 - b. Mediterranean and the Mid-East
 - c. Africa
 - d. Asia
 - e. Latin America
 - f. North America
3. World food supply
 - a. Economics: local to global
 - b. Sustainable food systems
 - c. The global food trade

3.4 Student expectations and requirements:

- Readings

College Name
Department Name
Proposal to Revise A Program
(Action Item)

Contact Person: Gary English 270-745-2678

1. Identification of program:

- 1.1 Current program reference number: 564
- 1.2 Current program title: [Health Sciences](#)
- 1.3 Credit hours: 59-65

2. Identification of the proposed program changes:

- Adding more course options to core classes including:
 - **CHEM 116**
 - **HIM 290**
 - **PH-390**
 - **LEAD 200, 300, 325, 330**
- Renaming one of the concentrations
- Correcting error of course numbering in catalog

3. Detailed program description:

Current Program	New Program
<p>The major in Health Sciences, requires 59-66 health sciences credit hours, including a required concentration ranging from 21-27 hours. The Bachelor of Science in Health Sciences is designed for students who are interested in pursuing a health and human sciences related career. The program is an interdisciplinary program with three primary purposes:</p> <ol style="list-style-type: none"> 1. Allowing students with a general interest in Health Sciences to pursue a B.S. while obtaining a concentration in a specific area of Health and Human Services. 2. Permitting students to prepare for post-graduate or professional health sciences programs. 3. Providing an option for students with a health-related associate's degree who wish to continue their education. <p>Students pursuing the major are required to select one of the following concentrations: Preparatory Health Sciences, Health and Social Welfare, or an Associate's Degree in a health field (approved by a health sciences advisor) for the Health Sciences Allied Health concentration. Students who transfer to</p>	<p>The major in Health Sciences, requires 59-66 health sciences credit hours, including a required concentration ranging from 21-27 hours. The Bachelor of Science in Health Sciences is designed for students who are interested in pursuing a health and human services related career. The program is an interdisciplinary program with three primary purposes:</p> <ol style="list-style-type: none"> 1. Allowing students with a general interest in Health Sciences to pursue a B.S. while obtaining a concentration in a specific area of Health and Human Services. 2. Permitting students to prepare for post-graduate or professional health sciences programs. 3. Providing an option for students with a health-related associate's degree who wish to continue their education. <p>Students pursuing the major are required to select one of the following concentrations: Preparatory Health Sciences, Health Services Leadership and Management, or an Associate's Degree in a health field (approved by a health sciences advisor) for the Health Sciences Allied Health concentration. Students</p>

<p>WKU with an applied associate degree (e.g., Associate of Applied Science) from a health-related program receive a 12-hour waiver from the overall upper-level course requirement for the health science major. Students who transfer to WKU with an applied associate degree from a health-related program will need 23 hours in the major upper-division hour requirement. WKU Associate Degreed students do not receive waivers in upper-division hour requirements for the major or degree.</p> <p>Required courses for the Health Sciences core are: HMD 211, PSY/PSYS 100 or 220, BIOL 113 or 120/121 or 131 CHEM 105/106 or 109, or PHYS *** AH 290 PE 310 or 311 or 313, PH 381 PH 383 or SOCL 300 or BIOL 382 or STAT 301 or PSY/S 313 or MATH 183 PH 384 PH 447 or PHIL 322 or PHIL 323 or MGT 305 or SWRK 443 HCA 340, HCA 446/447 or CIS 243, or CIS 321 HCA 441 or HIM 225 or MGT 200 or MGT 301.</p> <p>One of the concentrations listed below is required:</p> <p>Preparatory Health Sciences Concentration <i>Choose 24-27 credit hours from:</i> BIOL 120*/121, 122/123, 131*, 207/208, 224/225, 231, 344 CHEM 107/108,116, 120/121, 222/223, 304, 340/341, 342/343 HIM 291, 292 HMD 360, 361 MATH 117, 136 PSYS 160 PH 365, 464, 468 PHYS 201*, 202*, 231*, 232*, 233*/332*, 255*, 256* (*unduplicated)</p> <p>Health & Social Welfare Concentration</p> <p><i>Choose 24-27 credit hours from:</i> BIOL 344 CNS 110, 432 COMM 348, 440, 450</p>	<p>who transfer to WKU with an applied associate degree (e.g., Associate of Applied Science) from a health-related program receive a 12-hour waiver from the overall upper-level course requirement for the health science major. Students who transfer to WKU with an applied associate degree from a health-related program will need 23 hours in the major upper-division hour requirement. WKU Associate Degreed students do not receive waivers in upper-division hour requirements for the major or degree.</p> <p>Required courses for the Health Sciences core are: HMD 211, PSY/PSYS 100 or 220, BIOL 113 or 120/121 or 131 CHEM 105/106 or 109, or 116 or PHYS *** AH 290 or HIM 290 PE 310 or 311 or 313 or PH 390 PH 381 PH 383 or SOCL 300 or BIOL 382 or STAT 301 or PSY/S 313 or MTH 183 PH 384 PH 447 or PHIL 322 or PHIL 323 or MGT 305 or SWRK 433 or LEAD 330 HCA 340, HCA 446/447 or CIS 243, or CIS 321 HCA 441 or HIM 225 or MGT 200 or MGT 301.</p> <p>One of the concentrations listed below is required:</p> <p>Preparatory Health Sciences Concentration <i>Choose 24-27 credit hours from:</i> BIOL 120*/121*, 122/123, 131*, 207/208, 224/225, 231, 344 CHEM 107/108,116, 120/ 121, 222/ 223, 304, 340/341, 342/ 343 HIM 291, 292 HMD 360, 361 MTH 117, 136 PSYS 160 PH 365, 464, 468 PHYS 201*, 202*, 231*/232*, 233*/332* 255*, 256*, (*unduplicated)</p> <p>Health Services Leadership & Management</p> <p><i>Choose 24-27 credit hours from:</i> BIOL 344 CNS 110, 432 COMM 348, 440, 450</p>
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<p>EXS 455 FACS 310, 311, 395, 491, 497 FIN 161 GERO 100, 461 HCA 345, 347, 353, 446/447 HIM 100, 252, 291, 292 HMD 360, 367, 368 IDST 369, 390, 395</p> <p>MGT 200*, 301*, 305, 333 PH 100, 165, 261, 365, 410, 433, 444, 446, 467, 468 PSYS 333, 423 SOCL 342, 440 SPED 200 SWRK 101, 205, 330, 326, 357, 375, 395, 437 (*unduplicated)</p> <p>Other courses with advisor approval.</p> <p>Health Sciences Allied Health Concentration (Health Related A.S./A.A./A.A.S to Health Sciences Allied Health B.S. Concentration) An associate’s degree in a focused health area may fulfill the concentration requirement with the approval of a Health Sciences academic advisor. Students with a completed A.A. or A.S. degree from a KCTCS college will be considered to have completed the WKU general education requirements. All other students need to meet with an advisor. In addition to completing the Health Sciences core, students need to fulfill all other appropriate major and degree requirements. Students must earn a “C” or better in each course in the major. Additionally, in accordance with university policy, an overall grade point average of 2.0 or better must be attained upon completion of required curriculum.</p>	<p>EXS 455 FACS 310, 311, 395, 491, 497 FIN 161 GERO 100, 461 HCA 345, 347, 353, 446/447 HIM 100, 252, 291, 292 HMD 360, 367, 368 IDST 369, 390, 395 LEAD 200, 300, 325, 330* MGT 200*, 301*, 305*, 333 PH 100, 165, 261, 365, 410, 443, 444, 464, 467, 468 PSYS 333, 423 SOCL 342, 440 SPED 200 SWRK 101, 205, 330, 326, 357, 375, 395, 437 (*unduplicated)</p> <p>Other courses with advisor approval.</p> <p>Health Sciences Allied Health Concentration (Health Related A.S./A.A./A.A.S to Health Sciences Allied Health B.S. Concentration) An associate’s degree in a focused health area may also fulfill the concentration requirement with the approval of a Health Sciences academic advisor. Students with a completed A.A. or A.S. degree from a KCTCS college will be considered to have completed the WKU general education requirements. All other students need to meet with an advisor. In addition to completing the Health Sciences core, students need to fulfill all other appropriate major and degree requirements. Students must earn a “C” or better in each course in the major. Additionally, in accordance with university policy, an overall grade point average of 2.0 or better must be attained upon completion of required curriculum.</p>
Core Courses	Core Courses
HMD 211 Human Nutrition	3 HMD 211 Human Nutrition 3
PSY/S 100 Intro to Psychology or PSY/S 220 Developmental Psychology	3 PSY/S 100 Intro to Psychology or PSY/S 220 Developmental Psychology 3
BIOL 113 General Biology or 120/121 Bio Concepts: Cell Metab and Genetics and Lab or 131 Anatomy and Physiology	3-4 BIOL 113 General Biology or 120/121 Bio Concepts: Cell Metab and Genetics and Lab or 131 Anatomy and Physiology 3-4
CHEM 105/106 Fund. of General Chemistry or 109 Chemistry for the Health Sciences or PHYS course	4 CHEM 105/106 Fund. of Gen. Chemistry 4

		or 109 Chemistry for the Health Sciences or CHEM 116 Intro to College Chemistry or PHYS course	
AH 290 Medical Terminology	2	AH 290 Medical Terminology or HIM 290 Medical Terminology	2
PE 310 Kinesiology or 311 Exercise Physiology or 313 Motor Development	3	PE 310 Kinesiology or 311 Exercise Physiology or 313 Motor Development or PH 390 Wellness/Fitness Assessment	3
PH 381 Community Health	3	PH 381 Community Health	3
PH 383 Biostatistics in the Health Sciences or SOCL 300 Using Statistics in Sociology or BIOL 382 Intro to Biostatistics or STAT 301 Intro to Prob and Appl Stats PSY/S 313 Statistics in Psychology or MATH 183 Intro to Statistics	3	PH 383 Biostatistics in the Health Sciences or SOCL 300 Using Statistics in Sociology or BIOL 382 Intro to Biostatistics or STAT 301 Intro to Prob and Appl Stats PSY/S 313 Statistics in Psychology or MATH 183 Intro to Statistics	3
PH 384 Intro to Epidemiology	3	PH 384 Epidemiology	3
PH 447 Human Values and the Hlth Sci or PHIL 322 Biomedical Ethics or PHIL 323 Social Ethics or MGT 305 Ethics & Critical Thinking or SWRK 443 Ethical Issues and Dilemmas in Social Work	3	PH 447 Human Values and the Hlth Sci or PHIL 322 Biomedical Ethics or PHIL 323 Social Ethics or LEAD 330 Leader Ethics & Dec Making or MGT 305 Ethics & Critical Thinking or SWRK 433 Ethical Issues and Dilemmas in Social Work	3
HCA 340 Health Care Organization and Management	3	HCA 340 Health Care Organization and Management	3
HCA 446/447 Health Care Informatics and Laboratory or CIS 243 Principles of MIS or CIS 321 Emerging Information Tech	3-4	HCA 446/447 Health Care Informatics And Laboratory or CIS 243 Principles of MIS or CIS 321 Emerging Information Tech	3-4
HCA 441 Legal Aspects/Health Care or MGT 200 Legal Environment of Business or MGT 301 Business Law or HIM 225 Legal Issues in HIM	2-3	HCA 441 Legal Aspects/Health Care or MGT 200 Legal Environment of Bus or MGT 301 Business Law or HIM 225 Legal Issues in HIM	2-3

Total Core Hours 38-41		Total Core Hours 38-41	
Concentrations		Concentrations	
Preparatory Health Sciences		Preparatory Health Sciences	
Choose 24-27 credit hours from		Choose 24-27 credit hours from	
BIOL 120*/121* Bio Concepts: Cell Metab & Genetics & Lab BIOL 122/123 Bio Concepts: Evolution, Diversity & Ecology & Lab BIOL 131* Human Anatomy & Physiology BIOL 207/208 General Microbiology & Lab BIOL 224/225 Animal Biology & Diversity and lab BIOL 231 Advanced Human Anatomy & Physiology BIOL 344 Biology of Aging (*unduplicated)		BIOL 120*/121* Bio Concepts: Cell Metab & Genetics & Lab BIOL 122/123 Bio Concepts: Evolution, Diversity & Ecology & Lab BIOL 131* Human Anatomy & Phys BIOL 207/208 General Microbio & Lab BIOL 224/225 Animal Bio & Diversity & Lab BIOL 231 Advanced Human Anatomy & Physiology BIOL 344 Biology of Aging (*unduplicated)	
CHEM 116 Intro to College Chemistry CHEM 120/121 College Chemistry & Lab CHEM 222/223 College Chem II & Lab CHEM 304 Biochemistry for the Health Sciences CHEM 340/341 Organic Chemistry I & Lab CHEM 342/343 Organic Chemistry II & Lab		CHEM 116* Intro to College Chemistry CHEM 120/121 College Chemistry & Lab CHEM 222/223 College Chem II & Lab CHEM 304 Biochemistry for the Health Sciences CHEM 340/341 Organic Chemistry I & Lab CHEM 342/343 Organic Chemistry II & Lab	
HIM 291 Advanced Med Terminology HIM 292 Pharmacology & Lab Diagnostics		HIM 291 Advanced Med Terminology HIM 292 Pharmacology & Lab Diagnostics	
HMD 360 Advanced Nutrition HMD 361 Life Stage Nutrition		HMD 360 Advanced Nutrition HMD 361 Life Stage Nutrition	
MATH 117 Trigonometry MATH 136 Calculus		MATH 117 Trigonometry MATH 136 Calculus	
PSYS 160 Intro to Biopsychology		PSYS 160 Intro to Biopsychology	
PH 365 Human Sexuality PH 464 Women's Health PH 468 Sexuality Education		PH 365 Human Sexuality PH 464 Women's Health PH 468 Sexuality Education	
PHYS 201* College Physics I PHYS 202* College Physics II PHYS 231*/232* Intro to Physics I & Biophysics & Lab		PHYS 201* College Physics I PHYS 202* College Physics II PHYS 231*/232* Intro to Physics I & Biophysics & Lab	

PHYS 233*/332* Intro to Physics II & Biophysics & Lab PHYS 255*/256* University Physics I & Lab		PHYS 233*/332* Intro to Physics II & Biophysics & Lab PHYS 255*/256* University Physics I & Lab	
(*unduplicated)		(*unduplicated)	
Total Concentration 24-27		Total Concentration 24-27	
Health & Social Welfare		Health Services Leadership and Management	
Choose 24-27 credit hours from		Choose 24-27 credit hours from	
BIOL 344 Biology of Aging		BIOL 344 Biology of Aging	
CNS 110 Human Relations CNS 432 Helping Skills		CNS 110 Human Relations CNS 432 Helping Skills	
COMM 348 Interpersonal Communication COMM 440 Health Communication COMM 450 Family Communication		COMM 348 Interpersonal Communication COMM 440 Health Communication COMM 450 Family Communication	
EXS 455 Exercise and Aging		EXS 455 Exercise and Aging	
FACS 310 Management of Family Resources FACS 311 Family Relations FACS 395 Child and Family Stress FACS 491 Seminar in Family Economics FACS 497 Family Home Visiting		FACS 310 Management of Family Resources FACS 311 Family Relations FACS 395 Child and Family Stress FACS 491 Seminar in Family Economics FACS 497 Family Home Visiting	
FIN 161 Personal Finance		FIN 161 Personal Finance	
GERO 100 Intro to the Aging Experience GERO 461 Person-Centered Dementia Management		GERO 100 Intro to the Aging Experience GERO 461 Person-Centered Dementia Management	
HCA 345 Long-Term Care Admin. HCA 347 International Comparisons of Health Care Systems		HCA 345 Long-Term Care Admin. HCA 347 International Comparisons of Health Care Systems	
HIM 100 Health Data Content & Structure HIM 252 Healthcare Payment Systems HIM 291 Advanced Medical Terminology HIM 292 Pharmacology & Laboratory Diagnostics		HIM 100 Health Data Content & Structure HIM 252 Healthcare Payment Systems HIM 291 Advanced Medical Terminology HIM 292 Pharmacology & Laboratory Diagnostics	
HMD 360 Advanced Nutrition HMD 367 Nutrition in Aging HMD 368 Dietary & Herbal Supplements		HMD 360 Advanced Nutrition HMD 367 Nutrition in Aging HMD 368 Dietary & Herbal Supplements	
IDST 369 Career Related Field Experience IDST 390 Applications of Interdisciplinary Studies		IDST 369 Career Related Field Experience	

IDST 395 Investigative Methods in Interdisciplinary Studies		IDST 390 Applications of Interdisciplinary Studies IDST 395 Investigative Methods in Interdisciplinary Studies	
		LEAD 200 Intro to Leadership LEAD 300 Leadership Theory & Appl. LEAD 325 Leading Change LEAD 330* Leadership Ethics and Decision Making	
MGT 200 Legal Environment of Business MGT 301 Business Law MGT 305 Ethics & Critical Thinking MGT 333 Management of Nonprofit Organizations		MGT 200* Legal Environment of Business MGT 301* Business Law MGT 305* Ethics & Critical Thinking MGT 333 Management of Nonprofit Organizations	
PH 100 Personal Health PH 165 Drug Abuse PH 261 Foundations of Health Ed PH 365 Human Sexuality PH 410 Global Perspectives on Population Health PH 433 Health and Aging PH 444 Death, Dying and Bereavement PH 464 Women's Health PH 467 Drug Abuse Education PH 468 Sexuality Education		PH 100 Personal Health PH 165 Drug Abuse PH 261 Foundations of Health Ed PH 365 Human Sexuality PH 410 Global Perspectives on Population Health PH 443 Health and Aging PH 444 Death, Dying and Bereavement PH 464 Women's Health PH 467 Drug Abuse Education PH 468 Sexuality Education	
PSYS 333 Cognitive Psychology PSYS 423 Psych of Adult Life & Aging		PSYS 333 Cognitive Psychology PSYS 423 Psych of Adult Life & Aging	
SOCL 342Aging in Society SOCL 440 Medical Sociology		SOCL 342Aging in Society SOCL 440 Medical Sociology	
SPED 200 The Culture of Disability		SPED 200 The Culture of Disability	
SWRK 101 Foundations of Human Services SWRK 205 Intro to Social Work SWRK 330 Human Behavior in the Social Environment SWRK 326 Services for the Older American SWRK 357 Case Management SWRK 395 Social Welfare Policy & Issues SWRK 437 Military Social Work		SWRK 101 Foundations of Human Services SWRK 205 Intro to Social Work SWRK 330 Human Behavior in the Social Environment SWRK 326 Services for the Older American SWRK 357 Case Management SWRK 395 Social Welfare Policy & Issues SWRK 437 Military Social Work	
		(*unduplicated)	
Total Concentration 24-27		Total Concentration 24-27	

Health Sciences Allied Health (Health Related A.S. /A.A./A.A.S to Health Science - Allied Health B.S. Concentration).		Health Sciences Allied Health (Health Related A.S. /A.A./A.A.S to Health Science - Allied Health B.S. Concentration).	
An associate's degree in a focused health area may fulfill the concentration requirement with the approval of a Health Sciences academic advisor. Students with a completed A.A. or A.S. degree from a KCTCS college will be considered to have completed the WKU general education requirements. All other students need to meet with an advisor. In addition to completing the Health Sciences core, students need to fulfill all other appropriate major and degree requirements.		An associate's degree in a focused health area may fulfill the concentration requirement with the approval of a Health Sciences academic advisor. Students with a completed A.A. or A.S. degree from a KCTCS college will be considered to have completed the WKU general education requirements. All other students need to meet with an advisor. In addition to completing the Health Sciences core, students need to fulfill all other appropriate major and degree requirements.	
Total	21	Total	21
Major Total 59-66		Major Total 59-66	

4. Rationale for the proposed program change:

Overview: The program revisions being proposed are designed to:

- Capture course revisions to classes in the program (**HIM 290/AH-290**),
- Expand options for classes that have been difficult for students to secure enrollment, but has similar content (PE 310, 311 312 and now **PH-390**),
- Add **CHEM 116** as an option to the physical sciences. Currently, students who have taken this class are expected to take a lower level chemistry course or a physics course to fulfill the existing requirements, however physics is not a requirement in some of the allied health programs such as physician assistant programs.
- Add **LEAD 330** to the options for a class in ethics.
- Changing the name of the Health & Social Welfare concentration to **Health Services Leadership and Management** reflects a better description of the concentration area (see description below) and complements the long-term care certificate program in HCA.
- Correcting catalog error by replacing SWRK 443 with correct number **433** in the core courses and PH 433 with correct number **443** in the Health Services Leadership and Management concentration.

Health Services Leadership and Management Concentration: As America's aging population continues to grow, more elderly individuals, as well as those with mental and physical disabilities, are choosing to receive medical care and support services in their own homes instead of in nursing homes, hospitals, and other institutions. Services typically offered may include nursing, therapies, and personal care services. such as respiratory therapy, medical social services, nutritional counseling, home maintenance and modifications, vehicular modifications,

moving assistance, respite care, home delivered meals, personal emergency response system, assistive technology, community transitional services, and home and community support services. The approach to home and community based services is designed to establish and manage networks of service providers capable of meeting these individuals' daily needs. The goal of home and community health services is to prevent premature and/or unwanted institutionalization by providing a coordinated plan of care and services to individuals of any age who would otherwise require nursing facility care. People who need long-term health care often prefer to live at home or in the community rather than moving to an institution such as a nursing home. Home- and community-based care has been proven to be more cost effective but until recently Medicaid, which is the major payer of long-term care, has been structured to favor institutional care over home and community care. The Affordable Care Act gives states an incentive to expand home-and community-based services in Medicaid. Hence, states are changing their Medicaid programs to include more home and community care services.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

Department of Public Health	<u>3/7/2017</u>
CHHS Undergraduate Curriculum Committee	<u>3/24/2017</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

**College of Health Human Services
Department of Public Health
Proposal to Create a New Certificate Program
(Action Item)**

Contact Person: Grace Lartey; 270-745-3941; grace.lartey@wku.edu

1. Identification of program:

- 1.1 Program title: [Environmental Health Certificate](#)
- 1.2 Required hours in program: 21
- 1.3 Special information: This 21 credit hour certificate program will equip graduates with the necessary public health protection skills for program design, implementation and the evaluation of policies and practices to assist in preventing or reducing environmental hazards on individuals and communities.
- 1.4 Catalog description: This 15 credit hour certificate program will equip graduates with public health protection skills for program design, implementation and the evaluation of policies and practices to assist in preventing or reducing environmental hazards on individuals and communities. The required courses are PH 280 or ENV 280; PH 385, ENV 360, ENV 380, ENV 410, ENV 460 and ENV 480. Some required courses may have pre-requisites that help fulfill Colonnade requirements. These prerequisites include CHEM 105/106, CHEM 107/108 and MATH 118 or higher.
- 1.5 Classification of Instructional Program Code (CIP):

2. Learning outcomes of the proposed certificate program: After successfully completing the certificate, students will be able to:

- Assess environmental potential issues within the community.
- Design and implement effective strategies and interventions to improve on the environment and prevent or reduce health hazards.
- Evaluate implemented strategies and interventions.
- Advocate for environmental policies.

3. Rationale:

- 3.1 Reason for developing the proposed certificate program: The Bachelor of Science in Public Health program was recently accredited by the Council on Education for Public Health (CEPH). As part of the process, the curriculum must meet competencies through a combination of learning experiences in the program. The faculty in consultation with the steering committee decided to revise the existing program and eliminate the two existing concentrations and offer certificates and minors. This will ensure that all students meet the requirement thereby, allowing students to earn a certificate and or a minor in another area which can be added to the BSPH degree. This new certificate provides students interested in the environmental health concentration/area the opportunity to enhance their marketability.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: This certificate complements two undergraduate certificates and a graduate certificate offered in the Department of Public Health: Worksite Health Promotion, Occupational Safety and Health and the Environmental Health and Safety graduate certificate. The Worksite Health Promotion Certificate targets employers and the workplace environment. The Occupational Safety and Health Certificate focuses on health protection from occupational hazards and the built environment.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: The Department of Diversity and Community Studies has Global Pathways and Sustainability graduate certificate program, which assists professionals to understand the complexity between environmental and societal problems.
- 3.4 Projected enrollment in the proposed certificate program: 8-10 students per year.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
- No such program is currently being offered in Kentucky or any of the benchmark institutions.
 - The University of Georgia offer an Environmental Ethics and Water Resources Certificates at the undergraduate level.
 - Indiana University Bloomington offers two undergraduate certificates: Environmental Management and Environmental Science and Health.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: The Environmental Health Certificate program will prepare students to be productive citizens within their communities and globally. Graduates will help improve their communities through the implementation of effective strategies thereby enhancing quality of life.

4. Curriculum:

Requirements (21 hours)

PH/ENV 280 Introduction to Environmental Science	3 hours
PH 385 Environmental Health	3 hours
ENV 460 Environmental Management	3 hours
ENV 360 Air Pollution Control	3 hours
ENV 380 Principles to Environmental Toxicology	3 hours
ENV 410 Water Treatment Processes	3 hours
ENV 480 Hazardous and Solid Waste Management	3 hours

Total **21 hours**

5. **Budget implications:** The courses in the program are taught by full-time faculty with support from part-time faculty. The current departmental staffing is enough to support the program since the concentration is being eliminated from the BSPH program. The current staff teaching the courses in the Environmental Health concentration will be scheduled to teach these courses however, additional support staff may be needed should the enrollment exceed the projected number.

6. **Proposed term for implementation:** Fall 2017

7. Dates of prior committee approvals:

Department of Public Health	<u>2/13/2017</u>
CHHS Undergraduate Curriculum Committee	<u>3/24/2017</u>
Contact with Office of Academic Affairs	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**College of Health and Human Services
Department Public Health
Proposal to Create a New Certificate Program
(Action Item)**

Contact Person: Grace Lartey; 270-745-3941; grace.lartey@wku.edu

1. Identification of program:

1.1 Program title: [Health Education and Promotion Certificate](#)

1.2 Required hours in program: 21

1.3 Special information: This 21 credit hour certificate will improve students' skills in program design, implementation and evaluation in diverse settings. Graduates from the program may pursue employment opportunities such as community/public health educators, employee wellness managers, health coaches and community health workers.

1.4 Catalog description: This 21 credit hour certificate program is designed to improve students' skills in program design, implementation and evaluation in diverse settings. The required courses are PH 383, PH 384, PH 390, PH 402, PH 483, PH 484 and PH 485. Some required courses have prerequisites that help fulfill Colonnade requirements. These prerequisites include BIOL 131, HMD 211, MATH 109 or 115 or higher and CPR certification.

1.5 Classification of Instructional Program Code (CIP):

2. Learning outcomes of the proposed certificate program: After successfully completing the certificate, students will be able to:

- Assess individual and community needs for effective programming.
- Design and implement effective programs, strategies and interventions to elicit behavior change.
- Evaluate health programs, strategies and interventions.
- Serve as a health resource person for the community.

3. Rationale:

3.1 Reason for developing the proposed certificate program: The Bachelor of Science in Public Health program was recently accredited by the Council on Education for Public Health (CEPH). As part of the process, the curriculum must meet competencies through a combination of learning experiences in the program. The faculty in consultation with the steering committee decided to revise the existing program and eliminate the two existing concentrations and offer certificates and minors. This will ensure that all students meet the requirement thereby, allowing students to earn a certificate and or a minor in another area which can be added to the BSPH degree. This new certificate (with a broader perspective) provides students interested in the health education concentration/area the opportunity to increase their marketability.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: This certificate compliments two certificates offered in the Department of Public Health: Worksite Health Promotion and Occupational Safety and Health. The Worksite Health Promotion Certificate targets employees and the workplace environment. The Occupational Safety and Health Certificate focuses on health protection from occupational hazards and the built environment.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: No similar certificate program is being offered in any department.
- 3.4 Projected enrollment in the proposed certificate program: 10-12 students per year.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
- No such program is currently being offered in Kentucky or any of the benchmark institutions.
 - University of Connecticut has a graduate certificate program in Health Education and Health Promotion.
 - Benedictine University also has a graduate certificate program in Health Education and Health Promotion.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives:
- The Health Education and Promotion Certificate program will offer students skills and opportunities for lifelong learning. Increase in life expectancy worldwide provides graduates with opportunities to design and implement strategies in their communities to improve quality of life.

4. Curriculum:

Requirements (21 hours)

PH 383	Biostatistics	3 hours
PH 384	Epidemiology	3 hours
PH 390	Wellness and Fitness Assessment	3 hours
PH 402	Worksite Health Promotion	3 hours
PH 483	Administration of Health Programs	3 hours
PH 484	Community Organization	3 hours
PH 485	Methods of Community Health Education	3 hours

Total **21 hours**

5. **Budget implications:** The courses in the program are taught by full-time faculty with support from part-time faculty. Most of the courses are taught fall, spring, summer and winter. The current departmental staffing is enough to support the program, however, additional support staff may be needed should the enrollment exceed the projected number.
6. **Proposed term for implementation:** Fall 2017

7. Dates of prior committee approvals:

Department of Public Health	<u>2/13/2017</u>
CHHS Undergraduate Curriculum Committee	<u>3/24/2017</u>
Contact with Office of Academic Affairs	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

College Name Here
Department Name
Proposal to Create a New Certificate Program
(Action Item)

Contact Person: Grace Lartey, PhD; 270-745-3941; grace.lartey@wku.edu

1. Identification of program:

1.1 Program title: [Public Health Certificate](#)

1.2 Required hours in program: 18

1.3 Special information: This certificate will provide students and professionals the core public health concepts to enhance their knowledge and skills in the public health field. Individuals currently working or plan to work in the public health field, other health-related fields will benefit from this certification.

1.4 Catalog description: This 18 credit hour certificate program is designed to provide core public health concepts to students and professionals in the public health field and other health-related areas. This program will also increase students' knowledge and skills in public health competencies. The required courses are PH 100, PH 381, PH 383, PH 384, PH 385 and PH 483. Some required courses may have pre-requisites that help fulfill Colonnade requirements. These pre-requisites include MATH 109 or MATH 115 or higher, 3 hours of CHEM and 3 hours of BIOL.

1.5 Classification of Instructional Program Code (CIP):

2. Learning outcomes of the proposed certificate program: After successfully completing the certificate, students should be able to:

- Review public health core values, concepts and functions.
- Assess the legal, ethical and economical dimensions of health system.
- Establish the characteristics and structure of the US health system.
- Collect/locate and analyze public health data.
- Design and implement evidence-based interventions in preventing and or reducing public health issues.

3. Rationale:

3.1 Reason for developing the proposed certificate program: A public health degree is not currently required in public health fields. This certificate will provide an opportunity for non-public health professionals improve their knowledge and skills in basic public health concepts. It will also equip non-public health major students with the needed skills to be successful in the public health field. The Public Health programs steering committee (who are in upper-level management positions) recommended the program increases its efforts in workforce development and for non-public health major students who may find themselves in such positions. The courses included in the certificate exposes students to the basic core public health concepts to enhance their knowledge in the field. Thus, this certificate will help meet the identified needs.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: This certificate compliments two certificates offered in the Department of Public Health: Worksite Health Promotion and Occupational Safety and Health. The Worksite Health Promotion Certificate targets employees and the workplace environment. The Occupational Safety and Health Certificate focuses on health protection from occupational hazards and the built environment.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: No similar certificate program is being offered in any department.
- 3.4 Projected enrollment in the proposed certificate program: 10-12 students
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
- No such program is currently being offered in Kentucky or any of the benchmark institutions.
 - The University of Iowa (College of Public Health) offers a similar certificate program: Undergraduate Certificate in Public Health. This is an 18-credit hour program.
 - The University of Colorado Boulder has an 18-credit hour Public Health Certificate program.
 - Kent State University offers an 18-credit hour Public Health Certificate program.
 - Clemson University offers a 9-credit hour Public Health Certificate program.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: The Public Health Certificate program will support the mission and objectives of WKU by preparing them for the global society. Although public health may differ between communities, the strategies in managing and solving these issues are the same. Graduates from this program will be able to use their acquired skills wherever they find themselves. The program will also help the graduates analyze and synthesize issues to help them make sound recommendations.

4. Curriculum:

Requirements (18 hours)

PH 100	Personal Health	3 hours
PH 381	Community Health	3 hours
PH 383	Biostatistics	3 hours
PH 384	Epidemiology	3 hours
PH 385	Environmental Health	3 hours
PH 483	Administration of Health Programs	3 hours

Total **18 hours**

5. **Budget implications:** The courses in the program are taught by full-time faculty with support from part-time faculty. Most of the courses are taught fall, spring, summer and winter. The current departmental staffing is enough to support the program, however, additional support staff may be needed should the enrollment exceed the projected number.

6. **Proposed term for implementation:** Fall 2017

7. Dates of prior committee approvals:

Department of Public Health	<u>2/13/2017</u>
CHHS Undergraduate Curriculum Committee	<u>3/24/2017</u>
Contact with Office of Academic Affairs	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**College of Health and Human Services
Department of Public Health
Proposal to Create a New Minor Program
(Action Item)**

Contact Person: Grace Lartey; 270-745-3941; grace.lartey@wku.edu

1. Identification of program:

- 1.1 Program title: [Environmental Health Minor](#)
- 1.2 Required hours in minor program: 27
- 1.3 Special information: This minor will equip graduates with the necessary public health protection skills for program design, implementation and the evaluation of policies and practices to assist in preventing or reducing environmental hazards on individuals and communities.
- 1.4 Catalog description: This 27 credit hour minor will prepare students and assist them to acquire public health protection skills for program design, implementation and the evaluation of policies and practices to assist in preventing or reducing environmental hazards on individuals and communities. The required courses include PH 280 or ENV 280; PH 385, ENV 360, ENV 380, ENV 410, ENV 460, ENV 480 and 6 hours of upper division ENV courses. Students must have a minimum GPA of 2.3 to be eligible for this minor. All courses in the minor must be completed with a minimum grade of “C. Some required courses may have pre-requisites that help fulfill Colonnade requirements. These pre-requisites include CHEM 105/106, CHEM 107/108, and MATH 118 or higher.
- 1.5 Classification of Instructional Program Code (CIP):

2. Rationale:

- 2.1 Reason for developing the proposed minor program:
- 2.2 The Bachelor of Science in Public Health program was recently accredited by the Council on Education for Public Health (CEPH). As part of the process, the curriculum must meet competencies through a combination of learning experiences in the program. The faculty in consultation with the steering committee decided to streamline the program and eliminate the two existing concentrations and offer certificates and minors. This will ensure that all students meet the requirement thereby, allowing students to earn a minor in another area which can be added to BSPH degree. This new minor provides students interested in the environmental health concentration the opportunity to increase their marketability.
- 2.3 Projected enrollment in the proposed minor program: 8-10 students per year.
- 2.4 Relationship of the proposed minor program to other programs now offered by the department: This minor compliments the undergraduate Health Education Minor, Worksite Health Promotion and the Occupational Safety and Health minors in the Department of Public Health. The Health Education Minor provides students with

the basic foundation for health promotion and disease prevention. The Worksite Health Promotion Minor targets employers and the workplace environment. The Occupational Safety and Health Certificate focuses on health protection from occupational hazards and the built environment.

2.5 Relationship of the proposed minor program to other university programs: The Department of Geography offers the Environmental Science and Sustainability Minor.

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

- Murray State University offers a minor in Occupational Safety and Health.
- Ball State University offers Occupational Health and Safety Compliance.
- East Tennessee State University offers a minor in Environmental Health.
- Illinois State University offers a minor in Environmental Health.
- Indiana State University offers a minor in Environmental Health Sciences.
- Ohio University offers a minor in Environmental Health.

2.6 Relationship of the proposed minor program to the university mission and objectives: The Environmental Health Minor program will prepare students to be productive citizens within their communities and globally. Graduates will help improve their communities through the implementation of effective strategies thereby enhancing quality of life.

3. Learning outcomes of the proposed minor: After successfully completing the minor, students will be able to:

- Assess potential environmental issues within the community.
- Identify biological and behavioral factors' impact on human health and health disparities.
- Design and implement evidence-based strategies and interventions to improve on the environment and prevent or reduce health hazards and address the concerns of populations.
- Evaluate implemented strategies and interventions.
- Discuss governmental and non-governmental agencies' roles in public health policy.
- Advocate for environmental policies and regulations.

4. Curriculum:

Core Requirements (21 hours)

PH/ENV 280 Introduction to Environmental Science	3 hours
PH 385 Environmental Health	3 hours
ENV 410 Water Treatment Processes	3 hours
ENV 460 Environmental Management	3 hours
ENV 360 Air Pollution Control	3 hours
ENV 380 Principles to Environmental Toxicology	3 hours
ENV 480 Hazardous and Solid Waste Management	3 hours

Electives

Any 6 upper division hours of ENV courses 6 hours

Total 27 hours

5. Budget implications: The courses in the program are taught by full-time faculty with support from part-time faculty. The current departmental staffing is enough to support the program since the concentration is being eliminated from the BSPH program. The current staff teaching the courses in the Environmental Health concentration will be scheduled to teach these courses however, additional support staff may be needed should the enrollment exceed the projected number.

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department of Public Health 3/7/2017

CHHS Undergraduate Curriculum Committee 3/24/2017

Undergraduate Curriculum Committee _____

University Senate _____

**College of Health and Human Services
Department of Public Health
Proposal to Create a New Minor Program
(Action Item)**

Contact Person: Grace Lartey; 270-745-3941; grace.lartey@wku.edu

1. Identification of program:

- 1.1 Program title: [Health Education and Promotion Minor](#)
- 1.2 Required hours in minor program: 27
- 1.3 Special information: This minor will improve students' skills in program design, implementation and evaluation in diverse settings. Graduates from the program may pursue employment opportunities such as community/public health educators, employee wellness managers, health coaches and community health workers.
- 1.4 Catalog description: This 27 credit hour minor is designed to improve students' skills in program design, implementation and evaluation in diverse settings. Graduates from the program may pursue employment opportunities community/public health educators, employee wellness managers, health coaches and community health workers. Students must have a minimum GPA of 2.3 to be eligible for this minor. All courses in the minor must be completed with a minimum grade of "C." The required courses are PH 100, PH 261, PH 383, PH 384, PH 390, PH 402, PH 483, PH 484 and PH 485. Some required courses may have prerequisites that help fulfill Colonnade requirements. These prerequisites include BIOL 131, HMD 211 and CPR certification.
- 1.5 Classification of Instructional Program Code (CIP):

2. Rationale:

- 2.1 Reason for developing the proposed minor program: The Bachelor of Science in Public Health program was recently accredited by the Council on Education for Public Health (CEPH). As part of the process, the curriculum must meet competencies through a combination of learning experiences in the program. The faculty in consultation with the steering committee decided to revise the existing program and eliminate the two existing concentrations and offer certificates and minors. This will ensure that all students meet the requirement thereby, allowing students to earn a certificate and or a minor in another area which can be added to the BSPH degree. This new minor (with a broader perspective) provides students interested in the health education concentration increase their marketability through exposure to health education and promotion.
- 2.2 Projected enrollment in the proposed minor program: 10-12 students per year.
- 2.3 Relationship of the proposed minor program to other programs now offered by the department: This minor compliments three minor programs offered in the Department of Public Health: Health Education, Worksite Health Promotion and

Occupational Safety and Health. The Health Education Minor provides students with the basic foundation for health promotion and disease prevention. The Worksite Health Promotion Minor targets employees and the workplace environment. The Occupational Safety and Health Minor focuses on health protection from occupational hazards and the built environment.

2.4 Relationship of the proposed minor program to other university programs: No similar certificate program is being offered in any department.

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

- Northern Kentucky offers a minor in Health Education.
- Appalachian State University offers a Health Promotion minor.
- Ball State University offer workplace Wellness and Community Health Education minors.
- Illinois State University offers Community Health Education minor.

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

The Health Education and Promotion minor will offer students skills and opportunities for lifelong learning. Increase in life expectancy worldwide provides graduates with opportunities to design and implement strategies in their communities to improve quality of life.

3. Learning outcomes of the proposed minor: After successfully completing the minor, students will be able to:

- Ascertain processes and approaches to identify needs and concerns of populations.
- Design and implement evidence-based approaches to address the needs and concerns of populations.
- Discuss the legal, ethical, economical and regulatory dimensions of health care and public health policy.
- Advocate for programs for the protection and promotion for public health at all levels: global, national, state and local.
- Examine community dynamics and cultural contexts in which public health professionals' work.

4. Curriculum:

Requirements (27 hours)

PH 100	Personal Health	3 hours
PH 261	Foundations of Health Education	3 hours
PH 383	Biostatistics	3 hours
PH 384	Epidemiology	3 hours
PH 390	Wellness and Fitness Assessment	3 hours
PH 402	Worksite Health Promotion	3 hours
PH 483	Administration of Health Programs	3 hours
PH 484	Community Organization	3 hours
PH 485	Methods of Community Health Education	3 hours

Total

27 hours

- 5. Budget implications:** The courses in the program are taught by full-time faculty with support from part-time faculty. The current departmental staffing is enough to support the program since the concentration is being eliminated from the BSPH program. The current staff teaching the courses in the Health Education concentration will be scheduled to teach these courses however, additional support staff may be needed should the enrollment exceed the projected number.
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**
- | | |
|---|------------------|
| Department of Public Health | <u>3/7/2017</u> |
| CHHS Undergraduate Curriculum Committee | <u>3/24/2017</u> |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

Gordon Ford College of Business
Marketing
Proposal to Create a New Course
(Action Item)

Contact Person: Patricia Todd, patricia.todd@wku.edu, 270-745-2334

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: [MKT 431](#)
- 1.2 Course title: Advanced Social Media Marketing
- 1.3 Abbreviated course title: ADV Social Media Marketing
(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 Prerequisite: MKT 331
- 1.7 Course description: Provides a more advanced perspective on knowledge gained in MKT 331, Social Media Marketing. Students will apply concepts through development of strategies and content for a variety of social media platforms, as well as gauge the effectiveness of content creation through analytics.

2. Rationale:

- 2.1 Reason for developing the proposed course: Social Media and Digital Marketing continue to grow at an exponential rate, with 98% of marketers adopting some form of digital or social platform to communicate with consumers. Many of these tools and platforms are in infancy and evolve rapidly. The department's introductory course in Social Media Marketing is designed to familiarize students with general practices in social media marketing and tools associated with the most popular social media platforms. However, there are multiple other social media platforms and applications that cannot be covered due to time constraints in the first course. Additionally, there are a number of useful third party tools such as schedulers and analytics platforms that may be useful to someone working in digital media marketing that go beyond the scope of an introductory course. The focus of this course is to give students hands-on experience with strategic planning, content production, and monitoring content through analytics available on major platforms and other reporting tools.
- 2.2 Projected enrollment in the proposed course: Up to 30.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course would become a required course in the Social Media Marketing concentration offered in the Marketing Department. The class supports continued application of concepts learned in other required courses in the concentration such as Social Media Marketing, Digital Marketing, and Integrated Marketing Communications. Students gain further experience and certifications with advanced applications and digital marketing tools designed to help manage entire social and digital campaigns.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no similar courses being offered at this time; however, these course topics may be of value to students across a wide variety of departments. For example, advertising, public

relations, human resource, and other communication functions of the organization are shifting onto digital platforms. Additionally, social media offers opportunities for those in broadcasting or graphic design. Students from all of these disciplines may become more competitive in the marketplace by gaining a deep understanding of how social media can obtain organizational goals.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Social Media classes and programs are on the rise at the graduate and undergraduate levels. Examples of undergraduate classes: The University of Louisville offers Social Media I & II in their catalogue of Marketing classes. The University of Illinois Chicago offers Digital and Social Media Marketing. Rutgers, Johns Hopkins and the University of Kentucky also offer social media classes.

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: Students will be able to independently complete detailed social media marketing strategic plans aimed at supporting the goals of various types of businesses. They will be able to identify a wide array of social media outlets and select which ones will be the most effective at marketing a variety of products based on organizational objectives. They will learn to independently produce content and execute campaigns with an understanding of the analytics to determine the viability and performance of the campaign.
- 3.3 Content outline:
- Social Media Audit and Benchmarking of Client
 - Formation of Communication Objectives for Social Media Campaigns
 - Editorial Content Calendar Development for Social Media Campaigns
 - Content Production for relevant and current social media platforms.
 - Scheduling of Content using third-party applications such as Hootsuite.
 - Targeting and Promotion of Content Strategy to appropriate Targeted Audiences
 - Monitoring of Social Media Content and Activity through Analytics tools
- 3.4 Student expectations and requirements: Some or all of the following:
- Students will keep updated blogs about the Digital Marketing Industry
 - Students will interact and engage with each others' blog posts
 - Students will work with real-world clients on social media strategies and product content to support client objectives
 - Students will make both written and oral reports
 - Students will take exams on course materials and content
 - Students will make written and oral presentations of results of their campaigns to clients.
 - Other activities and assessment mechanisms deemed appropriate by the instructor.
- 3.5 Tentative texts and course materials:

- Handley, Ann (2014). Everybody Writes: Your Go To Guide to Creating Ridiculously Good Content.
- RECOMMENDED:
- McDonald, Jason (2016). Social Media Marketing Workbook: 2017 edition

4. Resources:

- 4.1 Library resources: existing
- 4.2 Computer resources: existing

5. Budget implications:

- 5.1 Proposed method of staffing: Currently staffing is sufficient.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Spring 2018

7. Dates of prior committee approvals:

Marketing Department	March 9, 2017
GFCB Curriculum Committee	March 22, 2017
Undergraduate Curriculum Committee	_____
University Senate	_____

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dusteen Knotts, 270-745-3747, jdusteen.knotts@wku.edu

- 1. Identification of course:**
 - 1.3 Course prefix (subject area) and number: [SPED 335](#)
 - 1.4 Course title: Foundations of Special Education
- 2. Current prerequisites/corequisites/special requirements:** Prerequisite: SPED 330.
- 3. Proposed prerequisites/corequisites/special requirements:** Prerequisites: EDU 250, or instructor permission.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** SPED 335 and other SPED courses incorporate all the objectives of SPED 330 and go deeper in the concepts for the SPED/ELED majors. SPED 330 was therefore dropped from the SPED/ELED program necessitating pre-requisite change for SPED/ELED majors. The pre-requisites now match those of SPED 330 so that the flow of student enrollment is consistent for courses and program requirements.
- 5. Effect on completion of major/minor sequence:** none
- 6. Proposed term for implementation:** catalog for 2017-18
- 7. Dates of prior committee approvals:**

School of Teacher Education	<u>2/10/2017</u>
CEBS College Curriculum Committee	<u>3/7/2017</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 2/10/17

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dusteen Knotts, 270-745-3747, jdusteen.knotts@wku.edu

1. Identification of course:

- 1.1 Course prefix (subject area) and number: [SPED 400](#)
- 1.2 Course title: Behavior management strategies in special education

2. Current prerequisites/corequisites/special requirements: Prerequisite: SPED 424 and admission to professional education or instructor permission.

3. Proposed prerequisites or corequisites : Prerequisite: passing the Praxis CASE tests (reading, writing, and math) as required for admission to teacher education and SPED 335 (or SPED 335 as co-requisite with teacher permission).

4. Rationale for the revision of prerequisites/corequisites/special requirements: All teacher education candidates must pass the state requirement of the CASE tests in reading, writing, and math. Students to this major must pass the tests prior to the SPED 400 course. The course sequence was changed to better reflect the sequence of the content changing the prerequisite (or co-requisite with teacher permission) to SPED 335.

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

6. Proposed term for implementation: catalog for 2017-18

7. Dates of prior committee approvals:

School of Teacher Education

2/1/2017

CEBS College Curriculum Committee

3/7/2017

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: J. Dusteen Knotts, 270-745-3747, jdusteen.knotts@wku.edu as submitted for Dr. Evans

1. Identification of course:

- 1.1 Course prefix (subject area) and number: [SPED 490](#)
- 1.2 Course title: Student Teaching : Exceptional Education (10)

2. Current prerequisites/corequisites/special requirements: Corequisites: Admission to teacher education; admission to student teaching; completion of EDU 250 and SPED 330 with grades of “B” or higher; and completion of the following courses with grades of “C” or higher: MATH 211 and 212 (with departmental approval, students may substitute MATH 205 and 206), LME 448, and LME 318 or 407.

3. Proposed prerequisites or corequisites: Prerequisite: Admission to teacher education and admission to student teaching; Corequisites EDU 489.

4. Rationale for the revision of prerequisites/corequisites/special requirements: The pre and corequisites were written a number of years ago and were used to review program requirements which are defined by a number of courses that are required to be accepted into student teaching. The current curriculum guidelines are more streamlined as directed by the Undergraduate Curriculum Committee and the use of the CIF form for course revisions. The changes were designed to bring consistency and to succinctly list essentials for students to follow. Therefore all that is required is to list the prerequisite of both admissions to teacher education and student teaching. Admission to teacher education assures the course work is complete. The only corequisite is EDU 489; Student Teaching Seminar.

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

6. Proposed term for implementation: catalog for 2017-18

7. Dates of prior committee approvals:

School of Teacher Education	<u>02/10/2017</u>
CEBS College Curriculum Committee	<u>03/07/2017</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

College Name
Department Name
Proposal to Revise an Academic Policy on Certificates
(Action Item)

Contact Person: Anne Heintzman, anne.heintzman@wku.edu, 270-745-2966

Identification of proposed policy revision:

1. Catalog statement of existing policy:

WKU 2016/2017 Undergraduate Catalog (page 56):

A baccalaureate degree requires a minimum of 120 unduplicated semester hours, according to one of the following options:

- Students with a major that is 48 hours or more are not required to declare a second major or minor, unless specified by the department.
- Students with a major below 48 hours must select a second major or minor. Any major and minor combination must have 54 hours total with 48 hours unduplicated.
- Students pursuing the Bachelor of Interdisciplinary Studies are required to select an emphasis of study and may also select a minor. No hours may be duplicated between the emphasis and minor.

2. Catalog statement of proposed policy:

WKU 2016/2017 Undergraduate Catalog (page 56):

A baccalaureate degree requires a minimum of 120 unduplicated semester hours, according to one of the following options:

- Students with a major that is 48 hours or more are not required to declare a second major, minor, **or certificate** unless specified by the department.
- Students with a major below 48 hours must select a second major, minor **or certificate**. Any major and minor **or certificate** combination must have 54 hours total with 48 hours unduplicated.
- Students pursuing the Bachelor of Interdisciplinary Studies are required to select an emphasis of study and may also select a minor **or certificate**. No hours may be duplicated between the emphasis and minor **or certificate**.

3. Rationale for proposed policy revision:

This change follows the elimination of the table with text on page 56 of the undergraduate catalog. The addition of the certificate option will allow the student to include a certificate, which is a separate credential, in partial fulfillment of the standard major/minor combinations. Currently, a certificate is only a stand-alone credential. Some certificates have only a few credits, but others exceed credits required for some minors. In such a case, a certificate could function as a minor in terms of credit hours for graduation.

4. Impact of proposed policy revision on existing academic or non-academic policies:

4.1 Impact on policies: There will be some coding challenges because in Banner, a certificate has its own degree level and is considered a major. Certificates do not pull through on iCAP reports because: (1) they are not part of a degree program; (2) they are stand-alone; (3) the GPAs are different—certificate degree GPAs are calculated only from the courses listed on the form.

4.2 Impact on populations that may be affected: Students may have more flexibility in how they calculate their choices of majors, minors and certificates.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

Department/ Unit	_____	_____
College Curriculum Committee (if applicable)	_____	_____
UCC Academic Policy Subcommittee (if applicable)	_____	<u>Mar. 8, 2017</u>
Undergraduate Curriculum Committee	_____	_____
University Senate	_____	_____