**Action Agenda (Old Business)**

**College of Health and Human Services (CHHS)**

**Office of the Dean 745-8912**

**Report to the Undergraduate Curriculum Committee**

The following Action items are submitted for consideration at the April 26, 2012 UCC meeting:

|  |  |
| --- | --- |
| **Type of Item** | **Description in Item and Contact Information** |
| Action | Proposal to Create a New Course  UC 400 Faculty-Mentored Undergraduate Student Research Experience  Contact: Gordon Emslie, [gordon.emslie@wku.edu](mailto:gordon.emslie@wku.edu), 745-2297 |

Proposal Date: 02/27/2012

**Division of Academic Affairs**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Gordon Emslie, [gordon.emslie@wku.edu](mailto:gordon.emslie@wku.edu), x5-2297

**1. Identification of proposed course:**

* 1. Course prefix and number: UC 400
  2. Course title: Faculty-Mentored Undergraduate Student Research Experience
  3. Abbreviated course title: Mentored Research Experience
  4. Credit hours: 1.0
  5. Type of course: Research (R)
  6. Co-requisite: Award of a FUSE (Faculty Undergraduate Student Engagement) Grant from the Office of Academic Affairs
  7. Course catalog listing: Students participate in a semester-long research/creative activity experience mentored by a faculty member, which is expected to lead to a presentation/performance of the research/creative work at an appropriate venue at a later date. Participants must also attend an orientation session and a follow-up session sponsored by the Office of Scholar Development. Repeatable up to two times for 3 credit hours maximum.

**2. Rationale:**

* 1. Reason for developing the proposed course: This course is an essential element of integration of research/creative activity into the undergraduate curriculum. It provides academic credit for students who participate in a faculty-mentored research/creative activity experience sponsored by the Office of Academic Affairs (AA) and provides a course description that is more specific and pertinent than “Independent Study.” Students who enroll in this course will also be required to attend sessions organized by the Office of Scholar Development, at which they will be familiarized with opportunities for external scholarships/fellowships.
  2. Projected enrollment in the proposed course: The AA Division has funds for up to 100 FUSE awards per year, and it is anticipated that this will break down into 40 students each Fall/Spring semester and 20 students each Summer term.
  3. Relationship of the proposed course to courses now offered by the department: N/A
  4. Relationship of the proposed course to courses offered in other departments: Other (variable-credit) research courses (e.g., the equivalent courses BIOL 295, CHEM 295, CS 295, GEOL 295, MATH 295, and PHYS 295 – “Introduction to Research Methodology”) do exist. However, this course is unique inasmuch it is open only to students who have been awarded a FUSE grant for the semester in question. It is also open to students in all majors.
  5. Relationship of the proposed course to courses offered in other institutions: Other similar courses exist at other universities, but are usually discipline-specific courses. The proposed course carries a university-wide prefix and is open to students in all majors. Also, the course is specifically tied to the award of a WKU-funded research experience, a feature not commonly found at other institutions.

**3. Discussion of proposed course:**

* 1. Course objectives: To carry out a program of research/creative activity under the mentorship of a WKU faculty member, in preparation for presentation/performance of the work.
  2. Content outline: Varies by discipline and specific project, but will include at a minimum:

1. Defining a research problem/outlet for creative expression;
2. Identifying appropriate methodology(ies);
3. Recognizing ancillary issues related to successful completion of the project (e.g., human subjects, biohazards, ethical behavior in research);
4. Main phase of the project;
5. Researching methods to disseminate the final product.
   1. Student expectations and requirements: A passing grade is assigned when the student (a) attends the orientation and follow-up workshops held by the Office of Scholar Development, and (b) carries out the program of research/creativity to the satisfaction of the faculty mentor.
   2. Tentative texts and course materials: Specific to the particular project.

**4. Resources:**

* 1. Library resources: Specific to the particular project
  2. Computer resources: Specific to the particular project

**5. Budget implications:**

* 1. Proposed method of staffing: Faculty will agree to mentor the student project. The home department will receive $1,500 toward offsetting the workload involved. The faculty member will also receive funds for research-related expenses appropriate to the project and for travel funds for the student and faculty member to enable presentation of the work at an appropriate venue.
  2. Special equipment needed: Specific to the particular project
  3. Expendable materials needed: Specific to the particular project.
  4. Laboratory materials needed: Specific to the particular project.

Note: total cost of 5.2-5.4 not to exceed $1,000.

**6. Proposed term for implementation:** Summer 2012

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

Academic Affairs/Division: 02/27/2012 \_

CHHS Curriculum Committee 04/23/2012 \_

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

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

**Bibliography**

The bibliography for this course will depend significantly on the nature of the research project; with some 100 projects annually across all disciplines, providing a definitive bibliography is not feasible. However, the following texts may be useful to faculty mentors:

“Enhancing Undergraduate Research in the Arts and the Humanities,” Cathy W. Levenson, *Peer Review* (AAC&U publication), Spring 2010, Volume 12, #2.

“Creating Effective Undergraduate Research Programs in Science: The Transformation from Student to Scientist,” [Roman Taraban](http://www.amazon.com/s/ref=ntt_athr_dp_sr_1?_encoding=UTF8&sort=relevancerank&search-alias=books&ie=UTF8&field-author=Roman%20Taraban) and [Richard L. Blanton](http://www.amazon.com/s/ref=ntt_athr_dp_sr_2?_encoding=UTF8&sort=relevancerank&search-alias=books&ie=UTF8&field-author=Richard%20L.%20Blanton), ISBN-10: 0807748773 (2008).

“[Undergraduate Research in the Sciences: Engaging Students in Real Science](http://www.amazon.com/Undergraduate-Research-Sciences-Engaging-Students/dp/0470227575/ref=sr_1_1?s=books&ie=UTF8&qid=1330889460&sr=1-1),” Sandra Laursen, Anne-Barrie Hunter, Elaine Seymour, Heather Thiry, and Ginger Melton, ISBN-10: 0470227575 (2010).