

Rec. #2016-11-02 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST

The University Senate recommends the Undergraduate Curriculum Report dated October 2016 to the Provost for endorsement.

Report to the University Senate

Western Kentucky University
Undergraduate Curriculum Committee

October 31, 2016

From: Liz Sturgeon, UCC Chair

Ogden College of Science and Engineering

Type of Item	Description of Item and Contact Information
Information	Proposal to Revise Course Title GISC 423, Location, Transport, GIS, 3 hrs.
Consent	Proposal to Create a New Course AMS 271 M1, Industrial Statistics Module One, 1 hr.
Consent	Proposal to Create a New Course AMS 271 M2, Industrial Statistics Module Two, 1 hr.
Consent	Proposal to Create a New Course AMS 271 M3, Industrial Statistics Module Three, 1 hr.
Consent	Proposal to Revise a Program Ref. 366, Minor in Geographic Information Systems, 23 hrs.
Consent	Proposal to Revise a Program Ref. 576, Major in Geographic Information Science, 53 hrs.

College of Health and Human Services

Type of Item	Description of Item and Contact Information
Information	Proposal to Create an Equivalent Course FACS 422 (PSY 422) Adolescent Psychology

Consent	Proposal to Create an Equivalent Course HIM 290 (AH 290) Medical Terminology
Consent	Proposal to Create a New Course IDFM 436 Global Apparel Merchandising
Consent	Proposal to Revise a Program 425 Nutrition Minor
Consent	Proposal to Revise a Program 459 Social Work Minor
Consent	Proposal to Revise a Program 531 Interior Design and Fashion Merchandising
Consent	Proposal to Revise a Program 594 Social Work

College of Education and Behavioral Sciences

Type of Item	Description of Item and Contact Information
Consent	Proposal to Make Multiple Revisions to a Course EDU 385, Climate, Resources, and Society

Potter College of Arts & Letters

Type of Item	Description of Item and Contact Information
Information	Proposal to Revise Course Prerequisites/Corequisites ENG 299—Introduction to English Studies
Information	Proposal to Revise Course Prerequisites/Corequisites ENG 300—Writing in the Disciplines

Information	Proposal to Revise Course Prerequisites ENG 309—Documentary Film
Information	Proposal to Revise Course Prerequisites ENG 320—American Studies I
Information	Proposal to Revise Course Prerequisites ENG 339—Special Topics in Literature
Information	Proposal to Revise Course Prerequisites ENG 340—Speculative Fiction
Information	Proposal to Revise Course Prerequisites ENG 354—History of Drama to 1640
Information	Proposal to Revise Course Prerequisites THEA 354—History of Drama to 1640
Information	Proposal to Revise Course Prerequisites ENG 355—History of Drama Since 1640
Information	Proposal to Revise Course Prerequisites THEA 355- History of Drama Since 1640
Information	Proposal to Revise Course Prerequisites ENG 365—Film Adaptation
Information	Proposal to Revise Course Prerequisites ENG 387—Studies in Autobiography
Information	Proposal to Revise Course Prerequisites ENG 396—Mythology
Information	Proposal to Revise Course Prerequisites ENG 398—Hemingway and Faulkner

Information	Proposal to Revise Course Prerequisites ENG 399—Topics in English
Information	Proposal to Revise Course Prerequisites ENG 407—Linguistic Analysis
Information	Proposal to Revise Course Prerequisites ENG 410—Composition Theory and Practice in Writing Instruction
Information	Proposal to Revise Course Prerequisites ENG 430—19 th Century American Literature
Information	Proposal to Revise Course Prerequisites ENG 455/THEA 455—American Drama
Information	Proposal to Revise Course Prerequisites ENG 459/THEA 459—Modern Drama
Information	Proposal to Revise Course Prerequisites ENG 460—Literary Theory and Criticism
Information	Proposal to Revise Course Prerequisites ENG 481—Chaucer
Information	Proposal to Revise Course Prerequisites ENG 486—The Eighteenth Century
Information	Proposal to Revise Course Prerequisites ENG 487—Dante’s <i>Divine Comedy</i> and its Influences
Information	Proposal to Revise Course Prerequisites ENG 493—American Poetry
Information	Proposal to Revise Course Number ENG 304—English Language

Information	Proposal to Revise Course Title ENG 414—Advanced Professional Writing Workshop
Information	Proposal to Delete a Course ENG 368—Japanese Cinema in Translation
Information	Proposal to Delete a Course ENG 390—American Masterpieces
Information	Proposal to Revise Course Catalog Listing RELS 102- Introduction to Religious Studies
Information	Proposal to Revise Course Prerequisites DANC 300-Dance Company
Information	Proposal to Revise Course Title THEA 385, Applied Vocal Styles II
Information	Proposal to Revise Course Number PJ362, Short Form Documentary
Consent	Proposal to Revise Course Prerequisites ENG 366/Film 366—History of Narrative Film
Consent	Proposal to Make Multiple Revisions to a Course ENG 203—Introduction to Creative Writing
Consent	Proposal to Make Multiple Revisions to a Course ENG 333—Medieval Literature
Consent	Proposal to Make Multiple Revisions to a Course ENG 360—Gay and Lesbian Literature
Consent	Proposal to Make Multiple Revisions to a Course ENG 369—Cooperative Education in English II

Consent	Proposal to Make Multiple Revisions to a Course ENG 370—Multicultural Literature in America
Consent	Proposal to Make Multiple Revisions to a Course ENG 381—Survey of English Literature I
Consent	Proposal to Make Multiple Revisions to a Course ENG 382— Survey of English Literature II
Consent	Proposal to Make Multiple Revisions to a Course ENG 385—World Literature
Consent	Proposal to Make Multiple Revisions to a Course ENG 389— Cooperative Education in English II
Consent	Proposal to Make Multiple Revisions to a Course ENG 391— Survey of American Literature I
Consent	Proposal to Make Multiple Revisions to a Course ENG 392— Survey of American Literature II
Consent	Proposal to Make Multiple Revisions to a Course ENG 393—African-American Literature
Consent	Proposal to Make Multiple Revisions to a Course AFAM 393—African-American Literature
Consent	Proposal to Make Multiple Revisions to a Course ENG 394—Kentucky Literature
Consent	Proposal to Make Multiple Revisions to a Course ENG 395—Contemporary Literature
Consent	Proposal to Make Multiple Revisions to a Course ENG 412—Theory and Practice of Rhetoric

Consent	Proposal to Make Multiple Revisions to a Course ENG 457—British Literature Since 1900
Consent	Proposal to Make Multiple Revisions to a Course ENG 468—Early Modern English Literature
Consent	Proposal to Make Multiple Revisions to a Course ENG 482—Shakespeare
Consent	Proposal to Make Multiple Revisions to a Course ENG 484—British Romanticism
Consent	Proposal to Make Multiple Revisions to a Course ENG 488— Literature of the Victorian Age
Consent	Proposal to Make Multiple Revisions to a Course ENG 489— The English Novel
Consent	Proposal to Make Multiple Revisions to a Course ENG 490—The American Novel
Consent	Proposal to Make Multiple Revisions to a Course ENG 495—Southern Literature
Consent	Proposal to Make Multiple Revisions to a Course ENG 497—Women’s Literature
Consent	Proposal to Create a New Course ENG 212— Introduction to Digital Texts and Media
Consent	Proposal to Create a New Course ENG 312— Reading as a Writer
Consent	Proposal to Create a New Course ENG 416— Literature/EST Capstone

Consent	Proposal to Create a New Course ARBC 310- Structure of the Arabic Language
Consent	Proposal to Create a New Course ARBC 436- Qur'anic Arabic
Consent	Proposal to Create a New Course MUS 323-Music and Drama: From Opera to Musical Theatre and Film
Consent	Proposal to Create a New Course POP 389, Independent Studies in Popular Culture Studies
Consent	Proposal to Create a New Course THEA 324-Applied Vocal Styles I
Consent	Proposal to Revise Program Theatre Minor (490)
Consent	Proposal to Revise a Program Minor in History (Ref #392)
Consent	Proposal to Revise a Program Major in History (Ref #695)
Consent	Proposal to Revise a Program Photojournalism (750)
Consent	Proposal to Revise a Program BM Music Education (ref #593)
Consent	Proposal to Revise a Program Major in English #662
Consent	Proposal to Revise a Program Major in English for Secondary Teachers #561

Academic Policy Subcommittee

- Concurrent Subsequent Degree Policy
- Reverse Transfer Policy

**Ogden College of Science and Engineering
Department of Geography & Geology
Proposal to Revise Course Title**

Contact Person: **Jun Yan**, email: jun.yan@wku.edu, phone: **5-8952**

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GISC 423
- 1.2 Course title: Location, Transport, GIS
- 1.3 Credit Hours: 3

2. Proposed course title: Geoprocessing and GIS Applications

3. Proposed abbreviated course title: Geoprocessing and GIS Apps

4. Rationale for the revision of course title: The course covers how GIS can be used to solve a variety of real-world problems. Applications in transportation and location analysis are only a part of the course discussions. The current course title is too narrow and does not describe all the course content.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

Geography & Geology Department

9/16/2016

Ogden College Curriculum Committee

9/29/2016

Undergraduate Curriculum Committee

10/27/2016

University Senate

**Ogden College of Science and Engineering
Architectural and Manufacturing Sciences
Proposal to Create a New Course**

Contact Person: Dr. Daniel Jackson, dan.johnson@wku.edu, (270) 745-5955

1. Identification of proposed course:

- 1.1 Course prefix and number: AMS 271 M1
- 1.2 Course title: Industrial Statistics Module One
- 1.3 Abbreviated course title: Ind Stats Mod 1
- 1.4 Credit hours: 1 Variable credit No
- 1.5 Grade type: Standard letter grades.
- 1.6 Prerequisites: Math 116 or equivalent.
- 1.7 Course description: Introduction to basic statistics used in industrial settings. Measurements, scales, data collection and organization, probability and discrete distributions, measures of central tendency, measures of dispersion, and continuous distributions.

2. Rationale:

- 2.1 Reason for developing the proposed course: The AMS department wishes to offer the existing AMS 271 within a three modular, competency-based sequence, offered off-load through distance learning. This three-module format will make AMS 271 similar to, and compatible with, other three-module competency-based courses already existing in the department. These modules are to be taken sequentially, and success in all three will be equivalent to the existing AMS 271. This course will be available to 2+2 students pursuing the Technology Management degree and students pursuing the Manufacturing Engineering Technology degree. AMS 271 M1 is the first of the three modules.
- 2.2 Projected enrollment in the proposed course: As this course is offered off-load, a maximum of 20 students will be allowed.
- 2.3 Relationship of the proposed course to courses now offered by the department: Content is approximately the same as the first third of AMS 271: Industrial Statistics.
- 2.4 Relationship of the proposed course to courses offered in other departments: There is some similarity with several statistics courses offered throughout the university's curriculum. However, this course concentrates on statistics found in an industrial setting and applies those statistics to industrial functions.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most universities offer basic statistics. Similar departments at other institutions typically cover this content, but few offer it using a competency-based, online format.

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: Upon completion, a student will be able to:
 - Use numbers as measures within appropriate scales.
 - Identify types of data.

- Organize data into meaningful tables, charts, and graphs.
- Interpret information shown in statistical tables, charts, and graphs.
- Calculate simple probabilities.
- Calculate simple variable statistics.
- Use the standard normal distribution to determine areas under the distribution.

3.3 Content outline:

- Introduction
 - Categorization of numbers
 - Units of measure
 - Scales
- Sampling and organization of data
 - Sampling techniques: Randomness and bias
 - Non-grouped and grouped data
 - Tables, charts, and graphs
- Basic probability
 - Classical, relative, and subjective
 - Variations in probability
 - The discrete distribution
- Basic variable statistics
 - Measures of central tendency
 - Measures of dispersion
 - The empirical rule and the standard normal distribution
 - Calculation of z scores
 - Abnormally shaped distributions

3.4 Student expectations and requirements: Complete a prescribed series of tasks, assignments, and tests to satisfy the required level of competency with course material. Student must earn a B or better to pass the course.

3.5 Tentative texts and course materials:

- *Quality Improvement* (9th edition or latest) by Dale Besterfield, Prentice Hall, ISBN 10: 0132624419 and ISBN 13: 9780132624411; or
- *Statistics for Quality Control* (2015) by Daniel Jackson, Industrial Press, ISBN 9780831135171.

4. Resources:

- 4.1 Library resources: None required.
- 4.2 Computer resources: Standard PC or Mac with Word and Excel.

5. Budget implications:

- 5.1 Proposed method of staffing: No additional staff would be required.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

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

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

AMS Department

9/2/2016

OCSE Curriculum Committee

9/29/2016

Undergraduate Curriculum Committee

10/27/2016

University Senate

Ogden College of Science and Engineering
Architectural and Manufacturing Sciences
Proposal to Create a New Course

Contact Person: Dr. Daniel Jackson, dan.jackson@wku.edu, (270) 745-5955

1. Identification of proposed course:

- 1.1 Course prefix and number: AMS 271 M2
- 1.2 Course title: Industrial Statistics Module Two
- 1.3 Abbreviated course title: Ind Stats Mod 2
- 1.4 Credit hours:1 Variable credit No
- 1.5 Grade type: Standard letter grades.
- 1.6 Prerequisites: AMS 271 M1 with a grade of B or better.
- 1.7 Course description: Statistical Process Control (SPC) for both variable and attribute data. Xbar, R, S, p, np, c, and u charts, and variable subgroup data applications. Process analysis and capability. Individuals charts.

2. Rationale:

- 2.1 Reason for developing the proposed course: The AMS department wishes to offer the existing AMS 271 within a three modular, competency-based sequence, offered off-load through distance learning. This three-module format will make AMS 271 similar to, and compatible with, other three-module competency-based courses already existing in the department. These modules are to be taken sequentially, and success in all three will be equivalent to the existing AMS 271. This course will be available to 2+2 students pursuing the Technology Management degree and students pursuing the Manufacturing Engineering Technology degree. AMS 271 M2 is the second of the three modules.
- 2.2 Projected enrollment in the proposed course: As this course is offered off-load, a maximum of 20 students will be allowed.
- 2.3 Relationship of the proposed course to courses now offered by the department: Content is approximately the same as the middle third of AMS 271: Industrial Statistics.
- 2.4 Relationship of the proposed course to courses offered in other departments: There is some similarity with several statistics courses offered throughout the university's curriculum. However, this course concentrates on statistics found in an industrial setting and applies those statistics to industrial functions.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most universities offer basic statistics. Similar departments at other institutions typically cover this content, but few offer it using a competency-based, online format.

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: Upon completion, a student will be able to:
 - Create variable process control charts including Xbar, R, and sigma.
 - Create attribute process control charts including p, np, c, and u.
 - Use variable subgroup sizes.

- Calculate process capability and capability index.
 - Interpret trends and patterns in control charts.
 - Create an individuals chart.
- 3.3 Content outline:
- SPC control charts
 - Variable control charts: Xbar and R charts, Sigma charts
 - Attribute control charts: p, np, c, and u charts
 - Variable subgroups
 - SPC analysis
 - Calculate process capability
 - Calculate capability index
 - Cases of process capability
 - Trends and patterns
 - Individual charts
- 3.4 Student expectations and requirements: Complete a prescribed series of tasks, assignments, and tests to satisfy the required level of competency with course material. Students must earn a B or better to pass the course.
- 3.5 Tentative texts and course materials:
- *Quality Improvement* (9th edition or latest) by Dale Besterfield, Prentice Hall, ISBN 10: 0132624419 and ISBN 13: 9780132624411; or
 - *Statistics for Quality Control* (2015) by Daniel Jackson, Industrial Press, ISBN 9780831135171.

4. Resources:

- 4.1 Library resources: None required.
- 4.2 Computer resources: Standard PC or Mac with Word and Excel.

5. Budget implications:

- 5.1 Proposed method of staffing: No additional staff required.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: January 2017

7. Dates of prior committee approvals:

AMS Department	<u>9/2/2016</u>
OCSE Curriculum Committee	<u>9/29/2016</u>
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

Ogden College of Science and Engineering
Architectural and Manufacturing Sciences
Proposal to Create a New Course

Contact Person: Dr. Daniel Jackson, dan.jackson@wku.edu, (270) 745-5955

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: AMS 271 M3
- 1.2 Course title: Industrial Statistics Module Three
- 1.3 Abbreviated course title: Ind Stats Mod 3
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 Variable credit No
- 1.5 Grade type: Standard letter grades.
- 1.6 Prerequisites: AMS 271 M2 with a grade of B or better.
- 1.7 Course description: Acceptance sampling plans and corresponding OC curves. Consumer/producer relationship. Introductory inferential statistics including confidence intervals, hypothesis, z tests, t-tests, and ANOVA. Awards, certification, and quality management.

2. Rationale:

- 2.1 Reason for developing the proposed course: The AMS department wishes to offer the existing AMS 271 within a three modular, competency-based sequence, offered off-load through distance learning. This three-module format will make AMS 271 similar to, and compatible with, other three-module competency-based courses already existing in the department. These modules are to be taken sequentially, and success in all three will be equivalent to the existing AMS 271. This course will be available to 2+2 students pursuing the Technology Management degree and students pursuing the Manufacturing Engineering Technology degree. AMS 271 M3 is the third of the three modules.
- 2.2 Projected enrollment in the proposed course: As this course is offered off-load, a maximum of 20 students will be allowed.
- 2.3 Relationship of the proposed course to courses now offered by the department: Content is approximately the same as the final third of AMS 271: Industrial Statistics.
- 2.4 Relationship of the proposed course to courses offered in other departments: There is some similarity with several statistics courses offered throughout the university's curriculum. However, this course concentrates on statistics found in an industrial setting and applies those statistics to industrial functions.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most universities offer basic statistics. Similar departments at other institutions typically cover this content, but few offer it using a competency-based, online format.

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: Upon completion, a student will be able to:
 - Create an acceptance sampling plan.
 - Create an Operational Characteristic Curve (OC Curve) for a single sampling plan.

- Calculate and interpret a confidence interval.
- Formulate statistical hypotheses.
- Perform and interpret a z-test.
- Perform and interpret a t-test.
- Perform and interpret a one-way simple ANOVA.
- Become familiar with other uses of statistics in industry.
- Become familiar with quality standards and other industrial practices.

3.3 Content outline:

- Acceptance sampling
 - Single sampling plans
 - OC Curves
- Inferential statistics
 - Confidence intervals
 - Hypothesis tests: z-tests, t-tests, ANOVA
- Other statistics used in industry
- Standards and quality management

3.4 Student expectations and requirements: Complete a prescribed series of tasks, assignments, and tests to satisfy the required level of competency with course material. Students must earn a B or better to pass the course.

3.5 Tentative texts and course materials:

- *Quality Improvement* (9th edition or latest) by Dale Besterfield, Prentice Hall, ISBN 10: 0132624419 and ISBN 13: 9780132624411; or
- *Statistics for Quality Control* (2015) by Daniel Jackson, Industrial Press, ISBN 9780831135171.

4. Resources:

- 4.1 Library resources: None required.
- 4.2 Computer resources: Standard PC or Mac with Word and Excel.

5. Budget implications:

- 5.1 Proposed method of staffing: No additional staff required
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: January 2017

7. Dates of prior committee approvals:

AMS Department	9/2/2016
OCSE Curriculum Committee	<u>9/29/2016</u>
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Revise a Program

Contact Person: **Jun Yan, Ph.D.** e-mail: jun.yan@wku.edu Phone: **5-8952**

1. Identification of program:

- 1.1 Current program reference number: 366
- 1.2 Current program title: Minor in Geographic Information Systems
- 1.3 Credit hours: 23

2. Identification of the proposed program changes:

- Increase program credit hours from 23 to 26.
- Adding METR 121 as an elective to GEOG/GEOL 103 and GEOL 111 in the Foundation Requirements.

3. Detailed program description:

Current Program	Proposed Program
Minor in Geographic Information Systems	Minor in Geographic Information Systems
<p>This minor program provides a foundation in Geographic Information Systems (GIS). The minor is appropriate for students interested in careers utilizing GIS as a tool in areas such as geography, geology, biology, political science, business, journalism and broadcasting, engineering, and public health, or for students pursuing GIS as a profession in a related discipline such as Computer Science or Computer Information Systems. A minimum of 23 hours is required, including 6 foundation hours, 14, technique hours, and at least 3 elective hours.</p> <p><u>Foundation Courses:</u> (6 hours) GEOG/L 103 Dynamic Earth or GEOL 111 The Earth 3 GEOG 110 World Regional Geography 3</p>	<p>This minor program provides a foundation in Geographic Information Systems (GIS). The minor is appropriate for students interested in careers utilizing GIS as a tool in areas such as geography, geology, biology, political science, business, journalism and broadcasting, engineering, and public health, or for students pursuing GIS as a profession in a related discipline such as Computer Science or Computer Information Systems. A minimum of 26 hours is required, including 6 foundation hours, 14 technique hours, and at least 6 elective hours.</p> <p><u>Foundation Courses:</u> (6 hours) GEOG/L 103 Dynamic Earth or GEOL 111 The Earth or METR 121 Meteorology 3 GEOG 110 World Regional Geography 3</p>

<u>Technique Requirements:</u> (14 hours)		<u>Technique Requirements:</u> (14 hours)	
GISC 316 Foundations of GIS	4	GISC 316 Foundations of GIS	4
GISC 317 GIS	4	GISC 317 GIS	4
GISC 417 GIS Analysis	3	GISC 417 GIS Analysis	3
GISC 419 GIS Programming	3	GISC 419 GIS Programming	3
<u>Elective Courses:</u> (3 hours)		<u>Elective Courses:</u> (6 hours)	
GISC 414 Remote Sensing	4	GISC 414 Remote Sensing	4
GISC 418 Internet GIS	3	GISC 418 Internet GIS	3
GISC 423 Transport, Location, GIS	3	GISC 423 Transport, Location, GIS	3
GISC 443 GIS Databases	3	GISC 443 GIS Databases	3
GEOG 477 GIS Special Topics	3	GEOG 477 GIS Special Topics	3
GEOG 492 Advanced Spatial Analysis	3	GEOG 492 Advanced Spatial Analysis	3
PROGRAM TOTAL: 23 Hours		PROGRAM TOTAL: 26 Hours	

4. Rationale for the proposed program change:

- Increased competition in the GIS job market requires our students to receive broader training in different geospatial technologies. Adding one more required elective course from our advanced GIS courses will prepare our students more effectively and make them more marketable and competitive. In addition, it will make the minor clearly different from the 14-hour GIS certificate program.
- METR 121 introduces the elements of the atmosphere, severe storms, atmospheric environmental issues, the interdependence between human life and the atmosphere, and rudimentary forecasting of basic weather systems. This course addresses the same physical spatial aspects as GEOG/GEOL 103 and GEOL 111. GEOG/GEOL 103 introduces the spatial dimension of Earth's dynamic systems, including the atmosphere, hydrosphere, and lithosphere, and how they affect people. GEOL 111 studies the Earth, including rocks, mineral resources, energy, soils, surface geologic processes, earthquakes and Earth's interior, global tectonics, hydrology, and environmental geology. All three courses are similar enough in content to provide the necessary foundational material for advanced work in GIS.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

Department of Geography and Geology

May 6, 2016

Ogden College Curriculum Committee

9/29/2016

Undergraduate Curriculum Committee

10/27/2016

University Senate

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

Contact Person: **Kevin B. Cary, M.Sc., GISP** e-mail: kevin.cary@wku.edu Phone: **5-2981**

1. Identification of program:

- 1.4 Current program reference number: **576**
- 1.5 Current program title: **Major in Geographic Information Science**
- 1.6 Credit hours: **53**

2. Identification of the proposed program changes:

- Adding METR 121 as an alternative to GEOG/GEOL 103 and GEOL 111 in the Foundation Requirements.
- Change CS 180 to CS 180 or CS 270.

3. Detailed program description:

Current Program	Proposed Program
B.Sc. Geographic Information Science	B.Sc. Geographic Information Science
The major in geographic information science (reference number 576) focuses on the concepts and principles of GISystems, along with its four components: (1) input, corrections, and collection of geospatial data; (2) storage and retrieval of geospatial data; (3) manipulation and analysis of geospatial data; and (4) maps and other forms of presentation of geospatial data. The major in geographic information science (reference number 576) requires a minimum of 53 semester hours of GIS courses.	The major in geographic information science (reference number 576) focuses on the concepts and principles of GISystems, along with its four components: (1) input, corrections, and collection of geospatial data; (2) storage and retrieval of geospatial data; (3) manipulation and analysis of geospatial data; and (4) maps and other forms of presentation of geospatial data. The major in geographic information science (reference number 576) requires a minimum of 53 semester hours of GIS courses.
<u>Foundation Requirements (10 hours):</u> GEOG or GEOL 103 Our Dynamic Planet or GEOL 111 The Earth 3	<u>Foundation Requirements (10 hours):</u> GEOG or GEOL 103 Our Dynamic Planet or GEOL 111 The Earth or METR 121 Meteorology 3
GEOG 110 World Regional 3	GEOG 110 World Regional 3
CS 170 Prob Solve & Programming 3	CS 170 Prob Solve & Programming 3
GEOG 499 Prof. Development 1	GEOG 499 Prof. Development 1
<u>Technique Requirements (15 hours):</u>	<u>Technique Requirements (15 hours):</u>

GEOG 300 Writing Geosciences	3	GEOG 300 Writing Geosciences	3
GISC 316 Foundations of GIS	4	GISC 316 Foundations of GIS	4
GISC 317 GIS	4	GISC 317 GIS	4
GEOG 391 Spatial Data Analysis	4	GEOG 391 Spatial Data Analysis	4
<u>Professional Requirements (28 hours):</u>		<u>Professional Requirements (28 hours):</u>	
GISC 414 Remote Sensing	4	GISC 414 Remote Sensing	4
GISC 417 GIS Analysis	3	GISC 417 GIS Analysis	3
GISC 418 Internet GIS	3	GISC 418 Internet GIS	3
GISC 419 GIS Programming	3	GISC 419 GIS Programming	3
GISC 443 GIS Databases	3	GISC 443 GIS Databases	3
GISC 477 GIS Special Topics	3	GISC 477 GIS Special Topics	3
or GISC 423 Urban GIS		or GISC 423 Urban GIS	
GEOG 492 Advanced Spatial GIS	3	GEOG 492 Advanced Spatial GIS	3
GEOG 475 or 495 (Practicum and/or Internship)	6	GEOG 475 or 495 (Practicum and/or Internship)	6
<u>PROGRAM TOTAL</u>	<u>53</u>	<u>PROGRAM TOTAL</u>	<u>53</u>
<u>Required Support Courses</u>	(47)	<u>Required Support Courses</u>	(15 –17)
(not part of the major program hours):		(not part of the major program hours):	
CE 160/161 Surveying	4	CE 160/161 Surveying	4
CS 180 Computer Science I	4	CS 180 Computer Science I	3 – 4
		OR CS 270 Intro to Web Prog.	
MATH 118 OR		MATH 118 OR	3
MATH 116 Algebra	3	MATH 116 Algebra	3
and MATH 117 Trig.	3	and MATH 117 Trig.	3
MATH 183 Intro to Statistics	3	MATH 183 Intro to Statistics	3

4. Rationale for the proposed program change:

- **METR 121** introduces the elements of the atmosphere, severe storms, atmospheric environmental issues, the interdependence between human life and the atmosphere, and rudimentary forecasting of basic weather systems. This course addresses similar physical spatial aspects as GEOG/GEOL 103 and GEOL 111. GEOG/GEOL 103 introduces the spatial dimension of Earth's dynamic systems and how they affect people. These include the atmosphere, hydrosphere, and lithosphere. GEOL 111 studies Earth including rocks, mineral resources, energy, soils, surface geologic processes, earthquakes and Earth's interior, global tectonics, hydrology, and environmental geology.
- **CS 270** (Introduction to Web Programming) **introduces web programming** using HTML, CSS, PHP, MySQL and JavaScript. Web map applications are in high demand and skills to customize these web map applications are highly desirable in the GIS profession.

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

- **Term:** Fall 2017

6. Dates of prior committee approvals:

Department of Geography and Geology May 6, 2016

Ogden College Curriculum Committee 9/29/2016

University Curriculum Committee 10/27/2016

University Senate _____

**College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Create an Equivalent Course**

Contact Person: Adam R. West, adam.west@wku.edu, 270-745-5138

1. Identification of existing course:

- 1.1 Current course prefix and number: PSY 422
- 1.2 Course title: Adolescent Psychology

2. Identification of proposed equivalent course prefix(es) and numbers: FACS 422

3. Rationale for each equivalent course:

- The Department of Psychology cannot offer the needed number of sections of PSY 422 that will be required for a revised major in Family and Consumer Sciences. The current offering of PSY 422 is one section per semester, with one of these offerings per year as an online section. The needs of the Department of Family and Consumer Sciences (FACS) require at least one additional online section each semester to meet the needs of a fully online undergraduate program. Having FACS 422 as an equivalent course will allow qualified FACS faculty to teach the additional required sections.
- Students in the Family and Consumer Science Education major concentration will benefit from having an FACS prefix course on their transcripts as opposed to a PSY prefix course. This is important for students seeking employment as Family and Consumer Science teachers in public schools in Kentucky.
- The Psychology Department has given approval for this proposal via emails from Dr. Pitt Derryberry, Co-Department Head, Department of Psychology (see attached).

4. Proposed term for implementation: Spring 2017

5. Dates of prior committee approvals:

Department of Family and Consumer Sciences	11 May 2016
Department of Psychology	17 August 2016
College of Health and Human Services Curriculum Committee	Sept. 2, 2016
College of Education and Behavioral Sciences	Sept. 6, 2016
Professional Education Council	Sept. 7, 2016
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

College of Health & Human Services
Department of Public Health
Proposal to Create an Equivalent Course

Contact: Gary English, gary.english@wku.edu, 745-2678 or Terry Dean, terry.dean@wku.edu, 745-2213

- 1. Identification of existing course:**
 - 1.3 Current course prefix and number: AH 290
 - 1.4 Course title: Medical Terminology
- 2. Identification of proposed equivalent course prefix(es) and numbers**
Proposed: HIM 290 Medical Terminology
- 3. Rationale for each equivalent course:** Faculty in the Health Information Management program have traditionally taught this course. The HIM program recently was moved to the Department of Public Health. While Allied Health will continue to offer this course, several sections will be scheduled and taught by faculty in the HIM program. The Department of Allied Health supports and has approved this equivalency.
- 4. Proposed term for implementation:** Spring 2017
- 5. Dates of prior committee approvals:**

Department of Allied Health	09/22/2016
Department of Public Health	09/19/2016
College Curriculum Committee	Sept. 30, 2016
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

College of Health and Human Services
Family and Consumer Sciences
Proposal to Create a New Course

Contact Person: Debbie Linville-Shivel, deborah.shivel@wku.edu, 270-745-2684

1. Identification of proposed course:

- 1.1 Course prefix and number: IDFM 436
- 1.2 Course title: Global Apparel Merchandising
- 1.3 Abbreviated course title: Global Apparel Merchandising
- 1.4 Credit hours: 3 Variable credit (NO)
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/co-requisites: IDFM 333 or instructor permission
- 1.7 Course description: Evaluation of the key issues facing textiles and apparel businesses operating supply chains and sourcing in the global economy considering economic, political, and social perspectives and professional implications.

2. Rationale:

- 2.1 Reason for developing the proposed course: The globalization of the fashion industry has made it crucial for the Fashion Merchandising Program to have an increased focus of political, social and economic developments within the international marketplace. Our domestic industry faces significant challenges in reducing trade deficits. According to the International Trade and Market Access Data report (WTO, 2014), there is an \$84.4 billion trade deficit for apparel and \$13.18 billion deficit in textiles. In order to remain viable, it is imperative that this trade deficit be dramatically reduced. Fashion Merchandising graduates must be prepared to enter into and negotiate business in the international marketplace. This course will be instrumental to help fashion merchandising students be more productive in a global marketplace which is in line with the mission of Western Kentucky University.
- 2.2 Projected enrollment in the proposed course: Thirty students based on current enrollment trends. This course will be required for students earning a Bachelor of Science in Fashion Merchandising. Students outside of the Fashion Merchandising Program may enroll in this course if they meet the pre-requisite requirements.
- 2.3 Relationship of the proposed course to courses now offered by the department: Currently, there are courses in the Fashion Merchandising Program that introduce globalization in relation to the apparel industry. However, a more in depth study of the global apparel marketplace is needed.
- 2.4 Relationship of the proposed course to courses offered in other departments: There is not a comparable course offered at Western Kentucky University at this time.
 - MGT 303: International Business covers a very broad scope of the fundamentals of international business but is not industry specific.
 - ENT 425 International Entrepreneurship offers a study of the entrepreneurial climate across countries and how to be competitive in a global context.
- 2.5 Relationship of the proposed course to courses offered in other institutions:

- Ohio University, Retail Merchandising and Fashion Product Development
RFPD 4070 - Global Issues in Textile, Apparel, and Retail Industries
- Bowling Green State University, Apparel Merchandising and Product Development
AMPD 4510- Global Issues
- East Carolina University, Merchandising of Fashion
MRCH 4300. Global Economics: Textiles, Apparel, and Interior Furnishings Industries
- Middle Tennessee State University, Fashion Merchandising
TXMD 4140 Apparel Manufacturing and Sourcing
- University of North Carolina-Greensboro, Consumer, Apparel and Retail
Studies
CRS 463 -Global Sourcing of Apparel
- University of Kentucky, Merchandising, Apparel and Textiles
MAT 470 International Merchandising
- Eastern Kentucky University- Apparel, Design and Merchandising
ADM 302 Apparel and Textile Sourcing

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes:

Upon the successful completion of this course, students should be able to:

- Identify and discuss global issues impacting the fashion industry.
- Evaluate the relationships between a country's level of economic, social, environmental and ethical development and its role in the textile and apparel industry.
- Explain the supply chain for textiles and apparel, both domestically and internationally.
- Compare and contrast the relationships between apparel consumption patterns worldwide.
- Evaluate the advantages and disadvantages of contracting with apparel producers in developing countries.
- Evaluate criteria for vendor selection and negotiation of terms with vendors.
- Examine and evaluate frameworks for understanding chain and global sourcing practices in the production of textile and apparel products, production and related services.

3.3 Content outline:

The following units will be discussed in the proposed course:

- Globalization of the textile and apparel industries
- Consumers, consumption and well being
- Textile and apparel supply matrix
- Sustainability in textiles and apparel industries
- Trade barriers, regulations and politics
- Illegal and unethical trade activity
- Selecting locations and vendors for global sourcing
- A study of Europe, the Americas, Caribbean Basin, Asia, Oceania, The Middle East and Africa in relation to globalization.

3.4 Student expectations and requirements:

Student learning will be evaluated using the following:

- Lectures
- Exams
- Readings
- Sourcing Project
- Ethical Debates
- Research Paper

3.5 Tentative texts and course materials:

Kunz, G., Karpove, E., Garner, M. (2016). *Going Global: The Textile and Apparel Industry*. New York: Fairchild Publications.

- This is a bundled package and has the textbook and online studio, which includes PowerPoint, chapter quizzes, flash cards, and online simulations.

4. Resources:

- 4.1 Library resources: none
- 4.2 Computer resources: none

5. Budget implications:

- 5.1 Proposed method of staffing: rotate into the current Fashion Merchandising faculty teaching load
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Department of Family and Consumer Sciences

Sept. 8, 2016

College of Health and Human Services

Sept. 30, 2016

Undergraduate Curriculum Committee

10/27/2016

University Senate

**College of Health and Human Services
Family and Consumer Sciences Department
Proposal to Revise a Program**

Contact Person: Karen Mason, karen.mason@wku.edu, 745-3462

1. Identification of program:

- 1.1 Current program reference number: 425
- 1.2 Current program title: Nutrition Minor
- 1.3 Credit hours: 22-23

2. Identification of the proposed program changes:

- Update program description
- Change chemistry core requirement from CHEM 109 to CHEM 109 or CHEM 120/121
- Delete HMD 361 Life Stage Nutrition and HMD 365 Community Nutrition as electives
- Add more course options to the list of electives

3. Detailed program description:

Current Program	New Program
<p>Program Description: The minor in nutrition consists of 22-23 hours. The following courses are required for the minor: HMD 211, 360, and CHEM 109 and at least 12 hours from the following elective courses: HMD 361, 364, 365, 367, 368 or CHEM 304. A grade point average of 2.0 or better must be achieved in the minor. Required prerequisites must be met for all courses.</p>	<p>Program Description: The minor in nutrition consists of 22-24 hours. The following courses are required for the minor: HMD 211, 360, and CHEM 109 or CHEM 120/121. In addition, students are required to take a 3 hour foods elective from the following list: AGEC 468, AGRI 315, AMS 301, AMS 303, BIOL 336, CHEM 306, GEOG 378, HMD 151, or SOCL 480. From the following applied nutrition and health electives, students are required to take 9-10 hours: CHEM 304, HMD 364, HMD 367, HMD 368, PH 381, PH 390, PH 443, or PH 464 with at least one of the electives being an HMD course. Students must earn a grade of “C” or better in all courses applied to the Nutrition minor. Required prerequisites must be met for all courses.</p>

Core Requirements (10 hours)		Credit Hours	Core Requirements (10-11 hours)		Credit Hours
HMD 211	Human Nutrition	3	HMD 211	Human Nutrition	3
CHEM 109	Chemistry for the Health Sciences	4	CHEM 109 or CHEM 120/121	Chemistry for the Health Sciences or College Chemistry I/ College Chemistry I Lab	4-5
HMD 360	Advanced Nutrition	3	HMD 360	Advanced Nutrition	3
Electives (Choose 12-13 hours from the courses listed below)			Choose one of the following foods electives (3 hours):		
CHEM 304	Biochemistry for the Health Sciences	4	AGEC 468	World Food Development	3
HMD 361	Life Stage Nutrition	3	AGRI 315	Water in Food Production	3
HMD 364	Sports Nutrition	3	AMS 301	Introduction to Food Science and Technology	3
HMD 365	Community Nutrition	3	AMS 303	Food Laws and Regulations	3
HMD 367	Nutrition in Aging	3	BIOL 336	Food Microbiology	3
HMD 368	Dietary and Herbal Supplements	3	CHEM 306	Food Chemistry	3
			GEOG 378	Food, Culture, and Environment	3
			HMD 151	Food Science	3
			SOCL 480	Sociology of Agri-Food Systems	3
			Choose three of the following Applied Nutrition & Health electives (9-10 hours): At least one of the courses must be an HMD course		
			CHEM 304	Biochemistry for the Health Sciences	4
			HMD 364	Sports Nutrition	3

	HMD 367	Nutrition in Aging	3
	HMD 368	Dietary and Herbal Supplements	3
	PH 381	Community Health	3
	PH 390	Wellness and Fitness Assessment	3
	PH 443	Health and Aging	3
	PH 464	Women's Health	3
Total hours	22-23	Total hours	22-24

4. Rationale for the proposed program change:

- Update program description

Updates to the program description are required to reflect the proposed changes to the Nutrition minor. Requiring a "C" or better on all courses within the Nutrition minor will align with the other minors within the FACS department.

- Change chemistry core requirement from CHEM 109 to CHEM 109 or CHEM 120/121

The Nutrition minor attracts science majors required to take CHEM 120/121 General Chemistry I/Lab. CHEM 120/121 is already used as a substitute for CHEM 109 within the minor.

- Delete HMD 361 Life Stage Nutrition and HMD 365 Community Nutrition as electives Both of these courses are required classes for the accredited Nutrition & Dietetics program. The content of the courses is major specific and most relevant for students seeking to become Registered Dietitian Nutritionists.

- Add more course options to the list of electives

Nutrition minors must select 4 electives from a list of 6 total. Some of the electives are only fall or spring courses and one of the electives has not been offered in three years (HMD 367). Thus, there are semesters that Nutrition minors have limited course electives. The expanded electives list will increase course flexibility and broaden the electives to include nutrition-related courses.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

FACS Department	May 11, 2016
CHHS Undergraduate Curriculum Committee	Sept. 30, 2016
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**College of Health and Human Services
Department of Social Work
Proposal to Revise a Program**

Contact Person: Dana Sullivan, dana.sullivan@wku.edu, 270-745-5313

1. Identification of program:

- 1.1 Current program reference number: 459
- 1.2 Current program title: Social Work Minor
- 1.3 Credit hours: 21

2. Identification of the proposed program changes:

- Add course options to the minor, making a current required class one of the options

3. Detailed program description:

Current Program		Proposed Program	
<p>Program Description: The social work minor consists of 21 semester hours. Required courses are SWRK 101, 205, 330, 331, and 395. Students are also required to take two social work electives in consultation with their social work advisor. Only the major prepares the student for beginning professional social work practice. Social work practice courses and the social work practicum are not available to minors.</p>		<p>Program Description: The social work minor consists of 21 semester hours. Required courses are SWRK 101, 205, 330, 331, and select one of the following: 344, 345, or 395. Students are also required to take two social work electives in consultation with their social work advisor. Only the major prepares the student for beginning professional social work practice. Social work practice courses and the social work practicum are not available to minors.</p>	
Current Requirements	Hrs	Proposed Requirements	Hrs
SWRK 101 Foundation of Human Services	3	SWRK 101 Foundation of Human Services	3
SWRK 205 Introduction to Social Work	3	SWRK 205 Introduction to Social Work	3
SWRK 330 Human Behavior in the Social Environment I	3	SWRK 330 Human Behavior in the Social Environment I	3
SWRK 331 Human Behavior in the Social Environment II	3	SWRK 331 Human Behavior in the Social Environment II	3
SWRK 395 Social Welfare Policy and Issues	3	SWRK 344 Social Work Statistics and Data Analysis OR	3

		SWRK 345 Social Work Research Methods OR SWRK 395 Social Welfare Policy and Issues	
SWRK Elective	3	SWRK Elective	3
SWRK Elective	3	SWRK Elective	3
TOTAL HOURS	21	TOTAL HOURS	21

4. Rationale for the proposed program change:

- The BSW faculty voted to expand the classes available to social work minors. The knowledge gained from SWRK 344 or 345 would also be beneficial to a social work minor. SWRK 395 is a policy class.
- Graduates pursuing careers with other majors plus a social work minor would not be expected to have the level of knowledge of social welfare policy gained from 395; therefore, it was decided that SWRK 344 or 345 could also fulfill this requirement. These are the other two non-practice core classes.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

SWRK Department/ BSW Faculty	December 4, 2015
SWRK Department	September 6, 2016
CHHS Undergraduate Curriculum Committee	September 30, 2016
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**College of Health and Human Services
Family and Consumer Sciences
Proposal to Revise a Program**

Contact Person: Debbie Linville-Shivel, deborah.shivel@wku.edu, 270-745-2684

1. Identification of program:

- 1.1 Current program reference number: 531
- 1.2 Current program title: Interior Design and Fashion Merchandising
- 1.3 Credit hours: 78-81

2. Identification of the proposed program changes:

- Deleting FACS 310: Management of Family Resources
- Adding IDFM 436: Global Apparel Merchandising

3. Detailed program description:

Note: Changes are only for the Fashion Merchandising concentration. The Interior Design concentration is not changing.

Current Program			Proposed Program		
Program Description: The major in Interior Design & Fashion Merchandising (reference number 531) requires a minimum of 78-81 semester hours and leads to a Bachelor of Science degree. The program offers two concentrations: interior design, and fashion merchandising. A grade of “C” or above must be earned in the required major/support courses. No minor or second major is required.			Program Description: The major in Interior Design & Fashion Merchandising (reference number 531) requires a minimum of 78-81 semester hours and leads to a Bachelor of Science degree. The program offers two concentrations: interior design, and fashion merchandising. A grade of “C” or above must be earned in the required major/support courses. No minor or second major is required.		
<i>Fashion Merchandising Concentration</i>			<i>Fashion Merchandising Concentration</i>		
Course #	Course Title	Hrs.	Course #	Course Title	Hrs.
IDFM 120	Visual Design I	3	IDFM 120	Visual Design I	3
IDFM 131	Basic Apparel Construction	3	IDFM 131	Basic Apparel Construction	3
IDFM 132	Perspectives of Dress	3	IDFM 132	Perspectives of Dress	3

MGT 210	Organization and Management	3	MGT 210	Organization and Management	3
MKT 220	Basic Marketing Concepts	3	MKT 220	Basic Marketing Concepts	3
IDFM 221	Visual Design II	3	IDFM 221	Visual Design II	3
IDFM 222	CAD in Human Environment	3	IDFM 222	CAD in Human Environment	3
IDFM 223	Textiles	3	IDFM 223	Textiles	3
IDFM 231	Textiles and Apparel Quality Analysis	3	IDFM 231	Textiles and Apparel Quality Analysis	3
FACS 310	Mgmt of Family Resources	3			
FACS 311	Family Relations	3	FACS 311	Family Relations	3
IDFM 321	Professional Issues and Ethics	3	IDFM 321	Professional Issues and Ethics	3
IDFM 322	Merchandising I	3	IDFM 322	Merchandising I	3
IDFM 332	History of 20 th Century Fashion	3	IDFM 332	History of 20 th Century Fashion	3
IDFM 333	Fashion Fundamentals	3	IDFM 333	Fashion Fundamentals	3
IDFM 334	Apparel Design Management	3	IDFM 334	Apparel Design Management	3
FACS 410	IDFM Internship	3	IDFM 410	IDFM Internship	3
IDFM 421	Portfolio Design	3	IDFM 421	Portfolio Design	3
IDFM 422	Textile Design and Performance	3	IDFM 422	Textile Design and Performance	3
IDFM 427	Visual Design III	3	IDFM 427	Visual Design III	3
IDFM 431	Clothing and Human Behavior	3	IDFM 431	Clothing and Human Behavior	3
IDFM 432	Visual Merchandising and Promotion	3	IDFM 432	Visual Merchandising and Promotion	3

IDFM 433	Fashion Synthesis	3	IDFM 433	Fashion Synthesis	3
			IDFM 436	Global Apparel Merchandising	3
IDFM 438	Merchandising II	3	IDFM 438	Merchandising II	3
Electives selected with advisor		6	Electives selected with advisor		6
	Total Hours	78	Total Hours		78

4. Rationale for the proposed program change:

A reduction of the FACS departmental core curriculum from 6 hours to 3 hours will enable the Fashion Merchandising faculty to better meet the current demands of the apparel industry. The globalization of the fashion industry has made it crucial for the Fashion Merchandising Program to have an increased focus of political, social and economic developments within the international marketplace. Our domestic industry faces significant challenges in reducing trade deficits. According to the International Trade and Market Access Data report (WTO, 2014), there is an \$84.4 billion trade deficit for apparel and \$13.18 billion deficit in textiles. In order to remain viable, it is imperative that this trade deficit be dramatically reduced. Fashion Merchandising graduates must be prepared to enter into and negotiate business in the international marketplace.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

FACS Department

Sept. 8, 2016

CHHS Curriculum Committee

Sept. 30, 2016

Undergraduate Curriculum Committee

10/27/2016

University Senate

**College of Health and Human Services
Department of Social Work
Proposal to Revise a Program**

Contact Person: Dana Sullivan, dana.sullivan@wku.edu, 270-745-5313

1. Identification of program:

- 1.1 Current program reference number: 594
- 1.2 Current program title: Social Work
- 1.3 Credit hours: 54

2. Identification of the proposed program changes:

- Add MATH 115 to the pre-requisites for the major
- Add SWRK 300 Diversity and Social Welfare to the list of social work electives

3. Detailed program description:

Current Program	Proposed Program
<p>The social work major consists of 54 semester hours, 45 hours in social work and 9 hours in supportive courses. It is not necessary to have a minor for graduation.</p> <p>Consistent with the program’s emphasis on a liberal arts foundation, during the freshman and sophomore years, students will take courses in English, political science, economics, math, biology, sociology, psychology, and also public speaking and history. These courses will also fulfill several of the Colonnade requirements. A list of the required liberal arts and sciences courses that must be taken as prerequisites for applying to the social work major is available on the departmental webpage or can be obtained from the department.</p> <p>Requirements for the social work major are: 45 semester hours in social work - SWRK 101, 205, 330, 331, 344, 345, 375, 378, 379, 381, 395, 480, 481, 482, 483, and a minimum of nine hours of electives approved by the advisor.</p>	<p>The social work major consists of 54 semester hours, 45 hours in social work and 9 hours in supportive courses. It is not necessary to have a minor for graduation.</p> <p>Consistent with the program’s emphasis on a liberal arts foundation, during the freshman and sophomore years, students will take courses in English, political science, economics, math, biology, sociology, psychology, and also public speaking and history. These courses will also fulfill several of the Colonnade requirements. A list of the required liberal arts and sciences courses that must be taken as prerequisites for applying to the social work major is available on the departmental webpage or can be obtained from the department.</p> <p>Requirements for the social work major are: 45 semester hours in social work - SWRK 101, 205, 330, 331, 344, 345, 375, 378, 379, 381, 395, 480, 481, 482, 483, and a minimum of nine hours of electives approved by the advisor.</p>

<p>Admission to the major: The academic advisor reviews the student's academic status. If necessary, students are advised to fulfill prerequisites for admission to the program. Upon completion of prerequisite courses, including SWRK 101 and 205, students must complete an application process for formal admission to the social work program. The BSW Admissions and Retention Committee reviews each application. Students must have attained a cumulative grade point average of 2.5 and sophomore status in order to be admitted. Guidelines for admission and retention are stated in the BSW Student Handbook, which is available in the departmental office or on the departmental webpage. The following 27 hours are required for admission: SWRK 101, 205, ENG 100, MATH 116 or higher, PS 110, ECON 150 or ECON 202 or ECON 203, PSY/PSYS 100 or PSY/PSYS 220, SOCL 100 or AGRI 108, BIOL 113 or BIOL 120 or BIOL 131.</p>		<p>Admission to the major: The academic advisor reviews the student's academic status. If necessary, students are advised to fulfill prerequisites for admission to the program. Upon completion of prerequisite courses, including SWRK 101 and 205, students must complete an application process for formal admission to the social work program. The BSW Admissions and Retention Committee reviews each application. Students must have attained a cumulative grade point average of 2.5 and sophomore status in order to be admitted. Guidelines for admission and retention are stated in the BSW Student Handbook, which is available in the departmental office or on the departmental webpage. The following 27 hours are required for admission: SWRK 101, 205, ENG 100, MATH 115 or higher except for MATH 183, PS 110, ECON 150 or ECON 202 or ECON 203, PSY/PSYS 100 or PSY/PSYS 220, SOCL 100 or AGRI 108, BIOL 113 or BIOL 120 or BIOL 131.</p>	
Current Admissions Requirements	Hrs	Proposed Admissions Requirements	Hrs
SWRK 101 Foundation of Human Services (course also required for major)	3	SWRK 101 Foundation of Human Services (course also required for major)	3
SWRK 205 Introduction to Social Work (course also required for major)	3	SWRK 205 Introduction to Social Work (course also required for major)	3
ENG 100 Intro to College Writing	3	ENG 100 Intro to College Writing	3
MATH 116 OR HIGHER	3	MATH 115 Applied College Algebra OR HIGHER EXCEPT FOR MATH 183	3
PS 110 American National Government	3	PS 110 American National Government	3
ECON 150 Intro to Economics OR ECON 202 Microeconomics OR ECON 203 Macroeconomics	3	ECON 150 Intro to Economics OR ECON 202 Microeconomics OR ECON 203 Macroeconomics	3
PSY/PSYS 100 Intro to Psychology OR PSY/PSYS 220 Life Span Development Psych	3	PSY/PSYS 100 Intro to Psychology OR PSY/PSYS 220 Life Span Development Psych	3
SOCL 100 Intro to Sociology OR AGRI 108 Rural Sociology	3	SOCL 100 Intro to Sociology OR AGRI 108 Rural Sociology	3
BIOL 113 General Biology OR	3	BIOL 113 General Biology OR	3

BIOL 120 Biological Concepts OR BIOL 131 Human Anatomy & Physiology		BIOL 120 Biological Concepts OR BIOL 131 Human Anatomy & Physiology	
Total Prerequisite Hours	27	Total Prerequisite Hours	27
Major Required Courses		Major Required Courses	
SWRK 330 Human Behavior in the Social Environment I	3	SWRK 330 Human Behavior in the Social Environment I	3
SWRK 331 Human Behavior in the Social Environment II	3	SWRK 331 Human Behavior in the Social Environment II	3
SWRK 344 Social Work Statistics and Data Analysis	3	SWRK 344 Social Work Statistics and Data Analysis	3
SWRK 345 Social Work Research Methods	3	SWRK 345 Social Work Research Methods	3
SWRK 375 Social Work Practice I	3	SWRK 375 Social Work Practice I	3
SWRK 378 Social Work Practice II	3	SWRK 378 Social Work Practice II	3
SWRK 379 Introduction to Social Work Communication Skills	3	SWRK 379 Introduction to Social Work Communication Skills	3
SWRK 381 Social Work Practice III	3	SWRK 381 Social Work Practice III	3
SWRK 395 Social Welfare Policy and Issues	3	SWRK 395 Social Welfare Policy and Issues	3
SWRK 480 Social Work Field Practicum I	3	SWRK 480 Social Work Field Practicum I	3
SWRK 481 Social Work Field Seminar I	3	SWRK 481 Social Work Field Seminar I	3
SWRK 482 Social Work Field Practicum II	3	SWRK 482 Social Work Field Practicum II	3
SWRK 483 Social Work Field Seminar II	3	SWRK 483 Social Work Field Seminar II	3
Total Required Courses Hours	39	Total Required Courses Hours	39
Current SWRK Electives	Hrs	Proposed SWRK Electives	Hrs
SWRK 270 Mental Health and Social Policy SWRK 325 Social Work and Women in Society SWRK 326 Services for Older Americans SWRK 356 Services for Juvenile Offenders	3	SWRK 270 Mental Health and Social Policy SWRK 300 Diversity and Social Welfare SWRK 325 Social Work and Women in Society SWRK 326 Services for Older Americans SWRK 356 Services for Juvenile Offenders	3

<p>SWRK 357 Case Management SWRK 433 Ethical Issues in Social Work SWRK 436 Services to Children SWRK 437 Military Social Work SWRK 450 Child Maltreatment SWRK 451 Child Maltreatment Intervention SWRK 485 Integrated Generalist Social Work Practice SWRK 490 Selected Topics in Social Work SWRK 495 Directed Study SWRK 496 Directed Study</p>		<p>SWRK 357 Case Management SWRK 433 Ethical Issues in Social Work SWRK 436 Services to Children SWRK 437 Military Social Work SWRK 450 Child Maltreatment SWRK 451 Child Maltreatment Intervention SWRK 485 Integrated Generalist Social Work Practice SWRK 490 Selected Topics in Social Work SWRK 495 Directed Study SWRK 496 Directed Study</p>	
<p><u>Advisor Consent Electives:</u> ACCT 420, ANTH 440, BIOL 344, CD 489, COMM 345, 349, 362, ENG 301, 306, ENG 307, 386, FACS 3**,4**, FIN 161, FLK 280, 3**, 4**, GERO 100, GEOG 350, 352, GEOG 480, HIST 320, 321, 364, MGT 210, 311, MGT 333 PH 3**, 4**, PHIL 201, 315, 320, PHIL 321, 322, 330, 350, 401, 402, 403, PHIL 425, 426, PSY 3**, 4**, REC 220, 302, REC 311, RELS 305, 320, 321 SOCL 309, 3**, SOCL 4**, SWRK 270, 325, 326, 356, 357, 433, SWRK 436, 437, 450, 451, 485 WOMN 200, 400</p>	6	<p><u>Advisor Consent Electives:</u> ACCT 420, ANTH 440, BIOL 344, CD 489, COMM 345, 349, 362, ENG 301, 306, ENG 307, 386, FACS 3**, 4**, FIN 161, FLK 280, 3**, 4**, GERO 100, GEOG 350, 352, GEOG 480, HIST 320, 321, 364, MGT 210, 311, MGT 333 PH 3**, 4**, PHIL 201, 315, 320, PHIL 321, 322, 330, 350, 401, 402, 403, PHIL 425,426, PSY 3**,4**, REC 220,302, REC 311, RELS 305, 320, 321 SOCL 309, 3**, SOCL 4**, SWRK 270, 300, 325, 326, 356, 357, 433, SWRK 436, 437, 450, 451, 485 WOMN 200, 400</p>	6
Total Elective Hours	9	Total Elective Hours	9
TOTAL MAJOR HOURS	54	TOTAL MAJOR HOURS	54

4. Rationale for the proposed program change:

- MATH 115 APPLIED COLLEGE ALGEBRA is a new class at WKU designed primarily for students who are not planning to major in a scientific or technical field. This is well-suited for social work students who must take a college algebra course as a pre-requisite for our SWRK 344 Social Work Statistics Data Analysis.
- SWRK 300 was added to the undergraduate curriculum AY 2015-2016 and is also an approved Colonnade course (Connections, Local to Global).

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

SWRK Department/ BSW Faculty	March 3, 2016
SWRK Department	September 6, 2016
CHHS Undergraduate Curriculum Committee	September 30, 2016
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Make Multiple Revisions to a Course

Contact Person: Jeanine Huss, 5-2293, jeanine.huss@wku.edu

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDU 385
- 1.2 Course title: Climate, Resources, and Society

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: N/A
- 4.2 Proposed prerequisites: Prerequisites of GEOG 103, GEOG 110, or GEO 280 or permission of instructor.
- 4.3 Rationale for revision of course prerequisites: The course focuses on topics that require students to have an abbreviated understanding of background material related to the subject area. To ensure each student has this level of understanding, one of the aforementioned prerequisite courses are needed.
- 4.4 Effect on completion of major/minor sequence: There is no effect on the completion of major/minor sequence because these are each freshman or sophomore level courses and each course is required for GEOG majors/minors. The 385 course will serve as an elective for GEOG majors and minors. Because these classes are all part of colonnade, students need to take a required number of them at various levels.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Discussion of global climate change from a societal and resources perspective; particularly how humans affect global climate change through population size, natural resource use, policy implementation, personal behavior, and societal norms, and vice versa.
- 5.2 Proposed course catalog listing: Discussion of global climate change from a societal and resources perspective; particularly how humans affect global climate change through population size, natural resource use, policy implementation, personal behavior, and societal norms, and vice versa. Equivalent to GEOG 385. Prerequisite of GEOG 103, 110, or 280 or permission of instructor.
- 5.3 Rationale for revision of course catalog listing: This course listing more clearly conveys that the course is equivalent to EDU 385 and that a prerequisite course is required.

6. Revise course credit hours: N/A

- 6.1 Rationale for revision of course credit hours:

- 7. **Revise grade type:**
 - 7.1 Current grade type:
 - 7.2 Proposed grade type:
 - 7.3 Rationale for revision of grade type:

- 8. **Proposed term for implementation:** Summer 2017

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

School of Teacher Education	04/15/2016 _____
College of Education and Behavioral Sciences Curriculum Committee	05/03/2016 _____
Professional Education Council (if applicable)	_____ _____
General Education Committee (if applicable)	_____ _____
Undergraduate Curriculum Committee	<u>10/27/2016</u> _____
University Senate	_____ _____

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 299
 - 1.2 Course title: Introduction to English Studies
- 2. Current prerequisites:** ENG 200 or permission of instructor.
- 3. Proposed prerequisites:** Colonnade Category F-AH
- 4. Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 300
 - 1.2 Course title: Writing in the Disciplines
- 2. Current prerequisites:** ENG 100 and 200 or equivalent
- 3. Proposed prerequisites:** Colonnade Category F-AH
- 4. Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English course prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 309
 - 1.2 Course title: Documentary Film
- 2. Current prerequisites:** ENG 200
- 3. Proposed prerequisites:** Colonnade Category F-AH
- 4. Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 320
 - 1.2 Course title: American Studies I
- 2. Current prerequisites:** ENG 200 or the equivalent and 21 hours of Foundations or Explorations Courses, or junior status.
- 3. Proposed prerequisites:** Colonnade Category F-AH or the equivalent and 21 hours of Foundations or Explorations Courses, or junior status.
- 4. Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 339
 - 1.2 Course title: Special Topics in Literature
- 2. Current prerequisites:** ENG 200 or equivalent
- 3. Proposed prerequisites:** Colonnade Category F-AH
- 4. Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 340
 - 1.2 Course title: Speculative Fiction
- 2. Current prerequisites:** ENG 200 or the equivalent
- 3. Proposed prerequisites:** Colonnade Category F-AH
- 4. Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 354
 - 1.2 Course title: History of Drama to 1640
- 2. Current prerequisites:** ENG 200 or the equivalent
- 3. Proposed prerequisites:** Colonnade Category F-AH
- 4. Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

1. **Identification of course:**
 - 1.1 Course prefix (subject area) and number: THEA 354
 - 1.2 Course title: History of Drama to 1640
2. **Current prerequisites:** ENG 200 or the equivalent
3. **Proposed prerequisites:** Colonnade Category F-AH
4. **Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2017
7. **Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

Proposal Date: September 21, 2016

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

1. **Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 355
 - 1.2 Course title: History of Drama Since 1640
2. **Current prerequisites:** ENG 200 or the equivalent
3. **Proposed prerequisites:** Colonnade Category F-AH
4. **Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2017
7. **Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: THEA 355
 - 1.2 Course title: History of Drama Since 1640
- 2. Current prerequisites:** ENG 200 or the equivalent
- 3. Proposed prerequisites:** Colonnade Category F-AH
- 4. Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 365
 - 1.2 Course title: Film Adaptation
- 2. Current prerequisites:** ENG 100 and 200
- 3. Proposed prerequisites:** Colonnade Category F-AH
- 4. Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

1. **Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 387
 - 1.2 Course title: Studies in Autobiography
2. **Current prerequisites:** ENG 100, 200, and 300
3. **Proposed prerequisites:** Colonnade Category F-AH
4. **Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2017
7. **Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

1. **Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 396
 - 1.2 Course title: Mythology
2. **Current prerequisites:** ENG 200 or the equivalent
3. **Proposed prerequisites:** Colonnade Category F-AH
4. **Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2017
7. **Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 398
 - 1.2 Course title: Hemingway and Faulkner
- 2. Current prerequisites:** ENG 200 and honors participation or 3.2 GPA required
- 3. Proposed prerequisites:** Colonnade Category F-AH and honors participation or 3.2 GPA required
- 4. Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 399
 - 1.2 Course title: Topics in English
- 2. Current prerequisites:** ENG 200 or the equivalent
- 3. Proposed prerequisites:** Colonnade Category F-AH
- 4. Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Alex Poole, alex.poole@wku.edu, 270-745-5780

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 407
 - 1.2 Course title: Linguistic Analysis
 - 1.3 Credit Hours: 3
- 2. Current prerequisites:** ENG 104 or ENG 302 or ENG 304, or equivalent.
- 3. Proposed prerequisites:** ENG 104, or ENG 302 or ENG 204 or equivalent with a grade of C or higher.
- 4. Rationale for the revision of prerequisites:** (1) We are changing the number of English 304 to 204. (2) Students with a grade lower than a C do not have the skills to successfully complete the course.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-3043

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ENG 410
- 1.2 Course title: Composition Theory and Practice in Writing Instruction

2. Current prerequisites:

ENG 300 and either ENG 302 or ENG 304.

3. Proposed prerequisites:

Colonnade Category FW-2 and either ENG 204 or ENG 302.

4. Rationale for the revision of prerequisites:

Change aligns with new Colonnade system, and the numbering of ENG 304 has been changed to ENG 204.

5. Effect on completion of major/minor sequence:

None.

6. Proposed term for implementation:

Fall 2017

7. Dates of prior committee approvals:

English Department

September 21, 2016

Potter College Curriculum Committee

13 Oct 2016

Professional Education Council (if applicable)

NA

General Education Committee (if applicable)

NA

Undergraduate Curriculum Committee

10/27/2016

University Senate

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

1. **Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 430
 - 1.2 Course title: 19th Century American Literature
2. **Current prerequisites:** ENG 200 or its equivalent
3. **Proposed prerequisites:** Colonnade Category F-AH
4. **Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2017
7. **Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

1. **Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 455/THEA 455
 - 1.2 Course title: American Drama
2. **Current prerequisites:** ENG 200 or Colonnade Category F-AH
3. **Proposed prerequisites:** Colonnade Category F-AH
4. **Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2017
7. **Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 459/THEA 459
 - 1.2 Course title: Modern Drama
- 2. Current prerequisites:** ENG 200 or Colonnade Category F-AH
- 3. Proposed prerequisites:** Colonnade Category F-AH
- 4. Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 460
 - 1.2 Course title: Literary Theory and Criticism
- 2. Current prerequisites:** ENG 100 and at least one upper-level literature course.
- 3. Proposed prerequisites:** Colonnade Category F-AH and at least one upper-level literature course.
- 4. Rationale for the revision of prerequisites:** ENG 100 is redundant in this case since all upper division literature courses require at least Colonnade Category F-AH.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department

Potter College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

September 21, 2016

13 Oct 2016

NA

NA

10/27/2016

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

1. **Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 481
 - 1.2 Course title: Chaucer
2. **Current prerequisites:** ENG 200 or Colonnade Category F-AH
3. **Proposed prerequisites:** Colonnade Category F-AH
4. **Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2017
7. **Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 486
 - 1.2 Course title: The Eighteenth Century
- 2. Current prerequisites:** ENG 200 or Colonnade Category F-AH
- 3. Proposed prerequisites:** Colonnade Category F-AH
- 4. Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2017
- 7. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

1. **Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 487
 - 1.2 Course title: Dante's *Divine Comedy* and its Influences
2. **Current prerequisites:** ENG 200 or Colonnade Category F-AH
3. **Proposed prerequisites:** Colonnade Category F-AH
4. **Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2017
7. **Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet ted.hovet@wku.edu 270-745-5782

1. **Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 493
 - 1.2 Course title: American Poetry
2. **Current prerequisites:** ENG 100 and 200 or any other course in Gen Ed Cat B1
3. **Proposed prerequisites:** Colonnade Category F-AH
4. **Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
5. **Effect on completion of major/minor sequence:** None.
6. **Proposed term for implementation:** Fall 2017
7. **Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Number**

Contact Person: Alex Poole, alex.poole@wku.edu, 270-745-5780

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: ENG 304
- 1.2 Course title: English Language

2. Proposed course number: 204

3. Rationale for revision of course number: (1) The course is more appropriately numbered at the 200 level given the material. (2) Currently, students typically take this course during their junior or senior year. This prevents them from applying the skills gleaned from it (e.g., editing, grammatical analysis) in much of their other coursework. This change would encourage English majors and minors to take it during their sophomore year. (3) By taking this requirement earlier, students would have the opportunity to further explore linguistics electives (e.g., English 404 History of the English Language) and the Teaching English as Second Language (TESL) minor.

4. Proposed term for implementation: Fall 2017

5. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Title**

Contact Person: Jane Fife, jane.fife@wku.edu, 270-745-3634

- 1. Identification of proposed course:**
 - 1.1 Course prefix (subject area) and number: ENG 414
 - 1.2 Course title: Advanced Professional Writing Workshop
 - 1.3 Credit Hours: 3
- 2. Proposed course title:** Professional Writing Capstone
- 3. Proposed abbreviated course title:** Prof Writing Capstone
- 4. Rationale for the revision of course title:** New title more accurately describes the content of the course.
- 5. Proposed term for implementation:** Fall 2017
- 6. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Delete a Course**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 368
- 1.2 Course title: Japanese Cinema in Translation

2. Rationale for the course deletion: This course is no longer offered in the English department.

3. Effect of course deletion on programs or other departments, if known: This course had been an elective in the Minor in Film Studies, but has been replaced by an equivalent course (FILM 469).

4. Proposed term for implementation: Fall 2017

5. Dates of prior committee approvals:

English Department

September 21, 2016

Potter College Curriculum Committee

13 Oct 2016

Professional Education Council (if applicable)

NA

General Education Committee (if applicable)

NA

Undergraduate Curriculum Committee

10/27/2016

University Senate

**Potter College of Arts & Letters
English Department
Proposal to Delete a Course**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 390
- 1.2 Course title: American Masterpieces

2. Rationale for the course deletion: The department has not offered this course for the past year and half and has allowed Middle Grades majors to substitute ENG391 or ENG392 instead. This approach has worked well in that Middle Grades students are integrated into a regular, 300-level English course. It also presents a cost-savings for the department in that we do not have to offer two, moderately-enrolled sections each year.

3. Effect of course deletion on programs or other departments, if known: The College of Education and Behavioral Sciences has been notified and is working on making the change to the MGE program of study. In the meantime, students will continue to substitute 391 or 392.

4. Proposed term for implementation: Fall 2017

5. Dates of prior committee approvals:

Department/ Unit English	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x5744

- 1. Identification of proposed course:**
 - 1.1 Course prefix (subject area) and number: RELS 102
 - 1.2 Course title: Introduction to Religious Studies
 - 1.3 Credit Hours: 3
- 2. Proposed course title:** World Religions
- 3. Proposed abbreviated course title:** World Religions
- 4. Rationale for the revision of course title:** This course focuses on introducing students to the study of religion through an engagement with a wide variety of religious expression around the world. The current title tends to emphasize the theory and method aspect of this course more than the introduction of different forms of religious expression. The course will continue to do both, and we see no reason to change the catalog description or learning outcomes (including Colonnade outcomes) for the course. However, we believe this revised title will connect with what most likely is a student's primary interest in this area (i.e., learning about different religions from around the world).
- 5. Proposed term for implementation:** Fall 2017
- 6. Dates of prior committee approvals:**

Religious Studies program

August 29, 2016

Department of Philosophy and Religion

September 28, 2016

Potter College Curriculum Committee

13 Oct 2016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

10/27/2016

University Senate

**Potter College of Arts & Letters
Department of Theatre and Dance
Proposal to Revise Course Corequisites**

Contact Person: Meghan McKinley, meghen.mckinley@wku.edu (203) 561-0261

1. Identification of course:

- 1.1 Course prefix (subject area) and number: DANC 300
- 1.2 Course title: Dance Company

2. Current corequisites:

Must be concurrently enrolled in appropriate Jazz, Ballet or Modern Technique course.

3. Proposed corequisites:

Must be concurrently enrolled in two appropriate Jazz, Ballet or Modern Technique courses per semester or by permission of instructor

4. Rationale for the revision of corequisites:

This change will ensure physical safety and preparation as well as increasing the technical advancement of the dancers. The Dance Company provides rigorous pre-professional training that needs to be supported by their current semester coursework. With a wide variety of genres and guest artists choreographing for Dance Company, a single technique class per semester does not prepare them in multiple genres and methodologies.

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

6. Proposed term for implementation: Summer 2017

7. Dates of prior committee approvals:

Department of Theatre & Dance:	8/17/16
Potter College of Arts & Letters Curriculum Committee:	10/13/2016
Undergraduate Curriculum Committee:	<u>10/27/2016</u>
University Senate:	

**Potter College of Arts & Letters
Department of Theatre and Dance
Proposal to Revise Course Title**

Contact Person: Scott Stroot, scott.stroot@wku.edu, 270-745-5845

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: THEA 385
- 1.2 Course title: Applied Vocal Styles
- 1.3 Credit Hours: 1

2. Proposed course title: Applied Vocal Styles II

3. Proposed abbreviated course title: Applied Vocal Styles II

4. Rationale for the revision of course title: Recent addition to our musical theatre faculty have allowed us to offer more voice lessons tailored specifically to musical theatre singing, and a Proposal to Create a New Course in this curriculum, Applied Vocal Styles I, is included in this agenda submission.

5. Proposed term for implementation: Summer 2017

6. Dates of prior committee approvals

Department of Theatre & Dance:	09/01/2015
Potter College of Arts & Letters Curriculum Committee:	10/13/2016
Undergraduate Curriculum Committee:	<u>10/27/2016</u>
University Senate:	

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Number**

Contact Person: Tim Broekema, tim.broekema@wku.edu, 270-745-3005

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: PJ362
- 1.2 Course title: Short Form Documentary

2. Proposed course number: PJ433

3. Rationale for revision of course number: The Short Form Documentary class draws on instruction and experiences from prior Photojournalism curriculum, addresses advanced topics in the major, and challenges students at the senior level. As such, the PJ major is now advising students to wait until their senior year to take the course. This change in course number better reflects the difficulty and advanced nature of the class content and pedagogy.

4. Proposed term for implementation: Summer 2017

5. Dates of prior committee approvals:

SJ&B Curriculum Committee

9/30/2016

Potter College Curriculum Committee

13 Oct 2016

Undergraduate Curriculum Committee

10/27/2016

University Senate

**Potter College of Arts & Letters
English Department
Proposal to Revise Course Prerequisites**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

1. **Identification of course:**
 - 1.3 Course prefix (subject area) and number: ENG 366/FILM 366
 - 1.4 Course title: History of Narrative Film
2. **Current prerequisites:** ENG 100 and 200
3. **Proposed prerequisites:** Colonnade Category F-AH
4. **Rationale for the revision of prerequisites:** This updates the prerequisites for this course to the new Colonnade plan and ensures consistency among our English literature course prerequisites.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2017
7. **Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet, ted.hovet@wku.edu, 270-745-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 203
- 1.2 Course title: Introduction to Creative Writing

2. Revise course title: NA

3. Revise course number: NA

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 100 and 200
- 4.2 Proposed prerequisites: Colonnade FA-H
- 4.3 Rationale for revision of course prerequisites: Colonnade prerequisite includes ENG200 and avoids redundancy.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: An introduction to the writing of poetry, fiction, creative nonfiction, and drama as genres of literary expression.
- 5.2 Proposed course catalog listing: An introduction to the writing of various genres including poetry, fiction, creative nonfiction, and/or drama.
- 5.3 Rationale for revision of course catalog listing: Current course listing does not accurately reflect the way the course is taught. This is an attempt to give faculty more flexibility and students more accurate information.

6. Revise course credit hours: NA

7. Revise grade type: NA

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 270-745-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 333
- 1.2 Course title: Medieval Literature

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 100 and ENG 200
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: A survey of representative literary works of the Middle Ages selected from various cultures, with an emphasis on the continuities of medieval literary traditions and cultural values. Non-English works will be read in translation.
- 5.2 Proposed course catalog listing: Study of the literature of the Western Middle Ages from c. 500-1500. Non-English texts will be read in translation.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 270-745-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 360
- 1.2 Course title: Gay and Lesbian Literature

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 100 and ENG 200
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Introduction to gay and lesbian literature from antiquity to present, with emphasis on concepts of sex and gender, critical theory and cultural constructionism in global and historical contexts.
- 5.2 Proposed course catalog listing: Study of gay, lesbian, and queer literature with emphasis on critical theory and the concepts of sex and gender in global, cultural, and historical contexts.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 270-745-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 369
- 1.2 Course title: Cooperative Education in English I

2. Revise course title:

- 2.1 Current course title: Cooperative Education in English I
- 2.2 Proposed course title: Internship I
- 2.3 Proposed abbreviated title: Internship I
- 2.4 Rationale for revision of course title: New title more accurately describes the content of the course.

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: Admission to departmental cooperative program. Appropriate supervised work with a cooperating organization.
- 4.2 Proposed prerequisites: Admission to departmental internship program. Appropriate supervised work with a cooperating organization
- 4.3 Rationale for revision of course prerequisites: Prerequisite change reflects the change in the course title.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing: N/A

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 370
- 1.2 Course title: Multicultural Literature in America

2. Revise course title:

- 2.1 Current course title: Multicultural Literature in America
- 2.2 Proposed course title: U.S. Ethnic Literature
- 2.3 Proposed abbreviated title: U.S. Ethnic Lit
- 2.4 Rationale for revision of course title: New title more accurately describes the content of the course, which covers select writers from the United States.

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 200 or General Education Category B
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Study of literature written in the U.S. by writers from a variety of racial and ethnic groups.
- 5.2 Proposed course catalog listing: Study of literature by Latina/o, Native American, Asian American and/or U.S. writers from additional racial and ethnic groups.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department

September 21, 2016

Potter College Curriculum Committee

13 Oct 2016

Professional Education Council (if applicable)

NA

General Education Committee (if applicable)

NA

Undergraduate Curriculum Committee

10/27/2016

University Senate

Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 381
 - 1.2 Course title: Survey of English Literature I

- 2. Revise course title:**
 - 2.1 Current course title: Survey of English Literature I
 - 2.2 Proposed course title: Survey of British Literature I
 - 2.3 Proposed abbreviated title: Survey British Lit I
 - 2.4 Rationale for revision of course title: New title better follows current practices in the discipline.

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

- 4. Revise course prerequisites:**
 - 4.1 Current prerequisites: ENG 200
 - 4.2 Proposed prerequisites: Colonnade Category F-AH
 - 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
 - 4.4 Effect on completion of major/minor sequence: None.

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: A study of selected works by representative major authors reflecting the chronological development of English literature to 1798.
 - 5.2 Proposed course catalog listing: A study of selected works by representative authors reflecting the chronological development of British literature to 1789.
 - 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

- 6. Revise course credit hours: N/A**
 - 6.1 Current course credit hours:
 - 6.2 Proposed course credit hours:
 - 6.3 Rationale for revision of course credit hours:

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

- 8. Proposed term for implementation: Fall 2017**

9. Dates of prior committee approvals:

English Department

September 21, 2016

Potter College Curriculum Committee

13 Oct 2016

Professional Education Council (if applicable)

NA

General Education Committee (if applicable)

NA

Undergraduate Curriculum Committee

10/27/2016

University Senate

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 382
 - 1.2 Course title: Survey of English Literature II

- 2. Revise course title:**
 - 2.1 Current course title: Survey of English Literature II
 - 2.2 Proposed course title: Survey of British Literature II
 - 2.3 Proposed abbreviated title: Survey British Lit II
 - 2.4 Rationale for revision of course title: New title better follows current practices in the discipline.

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

- 4. Revise course prerequisites:**
 - 4.1 Current prerequisites: ENG 200
 - 4.2 Proposed prerequisites: Colonnade Category F-AH
 - 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
 - 4.4 Effect on completion of major/minor sequence: None.

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: A study of selected works by representative major authors reflecting the chronological development of English literature from 1798 to the present.
 - 5.2 Proposed course catalog listing: A study of selected works by representative authors reflecting the chronological development of British literature from 1789 to the present.
 - 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

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

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

- 8. Proposed term for implementation: Fall 2017**

9. Dates of prior committee approvals:

English Department

September 21, 2016

Potter College Curriculum Committee

13 Oct 2016

Professional Education Council (if applicable)

NA

General Education Committee (if applicable)

NA

Undergraduate Curriculum Committee

10/27/2016

University Senate

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 385
 - 1.2 Course title: World Literature

- 2. Revise course title:**
 - 2.1 Current course title: World Literature
 - 2.2 Proposed course title: Studies in World Literature
 - 2.3 Proposed abbreviated title: Studies World Lit
 - 2.4 Rationale for revision of course title: New title more accurately describes the content of the course, which covers a select range of texts as a means to study the literary period and/or genre.

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

- 4. Revise course prerequisites:**
 - 4.1 Current prerequisites: ENG 200 or the equivalent
 - 4.2 Proposed prerequisites: Colonnade Category F-AH
 - 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
 - 4.4 Effect on completion of major/minor sequence: None.

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: Study of selected works in translation by major figures in world literature from ancient Greece to modern Europe, exclusive of British and American writers.
 - 5.2 Proposed course catalog listing: Study of global literatures with an emphasis on non-U.S. and non-British texts.
 - 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

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

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

- 8. Proposed term for implementation: Fall 2017**

9. Dates of prior committee approvals:

English Department

September 21, 2016

Potter College Curriculum Committee

13 Oct 2016

Professional Education Council (if applicable)

NA

General Education Committee (if applicable)

NA

Undergraduate Curriculum Committee

10/27/2016

University Senate

Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course

Contact Person: Jane Fife, jane.fife@wku.edu, 270-7453634

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 389
- 1.2 Course title: Cooperative Education in English II

2. Revise course title:

- 2.1 Current course title: Cooperative Education in English II
- 2.2 Proposed course title: Internship II
- 2.3 Proposed abbreviated title: Internship II
- 2.4 Rationale for revision of course title: New title more accurately describes the content of the course.

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: Admission to departmental cooperative program. Appropriate supervised work with a cooperating organization.
- 4.2 Proposed prerequisites: Admission to departmental internship program. Appropriate supervised work with a cooperating organization
- 4.3 Rationale for revision of course prerequisites: Prerequisite change reflects the change in the course title.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing: N/A

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 391
 - 1.2 Course title: Survey of American Literature I

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

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

- 4. Revise course prerequisites:**
 - 4.1 Current prerequisites: ENG 200
 - 4.2 Proposed prerequisites: Colonnade Category F-AH
 - 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
 - 4.4 Effect on completion of major/minor sequence: None.

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: A study of selected works by representative major authors reflecting the chronological development of American Literature to 1865.
 - 5.2 Proposed course catalog listing: A study of selected texts reflecting the chronological development of American literature to 1865.
 - 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

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

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

- 8. Proposed term for implementation:** Fall 2017

- 9. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<hr/> <u>13 Oct 2016</u>
Professional Education Council (if applicable)	<hr/> NA
General Education Committee (if applicable)	<hr/> NA
Undergraduate Curriculum Committee	<hr/> <u>10/27/2016</u>
University Senate	<hr/>

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 392
- 1.2 Course title: Survey of American Literature II

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 200
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: A study of selected works by representative major authors reflecting the chronological development of American Literature from 1865 to the present.
- 5.2 Proposed course catalog listing: A study of selected texts reflecting the chronological development of American literature from 1865 to the present.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 393
- 1.2 Course title: African-American Literature

2. Revise course title:

- 2.1 Current course title: African-American Literature
- 2.2 Proposed course title: African American Literature
- 2.3 Proposed abbreviated title: African American Lit
- 2.4 Rationale for revision of course title: New title more accurately aligns with contemporary practice.

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 200 or permission of the instructor
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: A critical study of the contributions of African-American writers to American literature.
- 5.2 Proposed course catalog listing: Study of literature by African American writers.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: AFAM 393
- 1.2 Course title: African-American Literature

2. Revise course title:

- 2.1 Current course title: African-American Literature
- 2.2 Proposed course title: African American Literature
- 2.3 Proposed abbreviated title: African American Lit
- 2.4 Rationale for revision of course title: New title more accurately describes the content of the course, which covers a select range of texts as a means to study the literary period and/or genre.

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 200 or permission of the instructor
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: A critical study of the contributions of African-American writers to American literature.
- 5.2 Proposed course catalog listing: Study of literature by African American writers.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department

September 21, 2016

Potter College Curriculum Committee

13 Oct 2016

Professional Education Council (if applicable)

NA

General Education Committee (if applicable)

NA

Undergraduate Curriculum Committee

10/27/2016

University Senate

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 394
- 1.2 Course title: Kentucky Literature

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 100 and ENG 200 or any other course from Gen Ed Cat B1
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: A survey of literary people and places in Kentucky, detailed study of several works of Kentucky writers.
- 5.2 Proposed course catalog listing: Selected texts by writers from and about the state of Kentucky.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 395
- 1.2 Course title: Contemporary Literature

2. Revise course title:

- 2.1 Current course title: Contemporary Literature
- 2.2 Proposed course title: Contemporary U.S. Literature
- 2.3 Proposed abbreviated title: Contemporary US Lit
- 2.4 Rationale for revision of course title: New title more accurately describes the content of the course.

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 200
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: A study of representative literature since World War II, stressing significant writers, thematic concerns, experiments in technique, and selected criticism. The course content, variable by genre, focuses primarily on fiction, poetry or drama in alternate semesters.
- 5.2 Proposed course catalog listing: Examine trends in recent literature across multiple genres.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department
Potter College Curriculum Committee

September 21, 2016

13 Oct 2016

Professional Education Council (if applicable)

NA

General Education Committee (if applicable)

NA

Undergraduate Curriculum Committee

10/27/2016

University Senate

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 412
- 1.2 Course title: Theory and Practice of Rhetoric

2. Revise course title:

- 2.1 Current course title: Theory and Practice of Rhetoric
- 2.2 Proposed course title: Theories of Rhetoric and Persuasive Writing
- 2.3 Proposed abbreviated title: Rhetoric/Persuasive Writing
- 2.4 Rationale for revision of course title: New title more accurately describes the content of the course.

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 300 or Colonnade Category F-W2
- 4.2 Proposed prerequisites: Colonnade Category F-W2
- 4.3 Rationale for revision of course prerequisites: Change aligns with Colonnade designation and brings consistency to prerequisites.
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:

- 5.1 Current course catalog listing: A survey of the history of rhetorical theory from the classical to the contemporary period with emphasis on how theories reflect and guide public and written discourse and the teaching of writing.
- 5.2 Proposed course catalog listing: A survey of the history of rhetorical theory from the classical to the contemporary period with emphasis on how theories reflect and guide persuasion in public and written discourse.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department
 PCAL College Curriculum Committee
 Professional Education Council (if applicable)

September 21, 2016

13 Oct 2016

NA

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

NA

10/27/2016

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 457
- 1.2 Course title: British Literature since 1900

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 100 and 200 or any other course in Gen Ed Cat B1
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: A study of British literature from 1900 to the present, including fiction, poetry, and drama, with attention to innovations in literary form and cultural context.
- 5.2 Proposed course catalog listing: A study of British fiction, poetry, and/or drama produced between 1900 and the present. Topic will vary.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 468
- 1.2 Course title: Early Modern English Literature

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 200 or any other course in Gen Ed Cat B1
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: A study of sixteenth-and seventeenth-century English literature with attention to the embrace of the vernacular, development of genres and poetic forms, and cultural and social contexts.
- 5.2 Proposed course catalog listing: A study of selected literary works from sixteenth- and seventeenth-century England, with attention to the historical, theoretical, and aesthetic conditions that shaped the imaginative development of English literature.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 482
 - 1.2 Course title: Shakespeare
- 2. Revise course title: N/A**
- 3. Revise course number: N/A**
- 4. Revise course prerequisites:**
 - 4.1 Current prerequisites: ENG 100 and 200 or any other course in Gen Ed Cat B1
 - 4.2 Proposed prerequisites: Colonnade Category F-AH
 - 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
 - 4.4 Effect on completion of major/minor sequence: None.
- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: Major plays from each stage of Shakespeare's career studied in the light of current Shakespearean criticism and writings from the time.
 - 5.2 Proposed course catalog listing: A study of selected works by Shakespeare, situating them in their cultural moment and considering what has made them so durable, adaptable, deeply familiar, and popular in successive generations.
 - 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.
- 6. Revise course credit hours: N/A**
- 7. Revise grade type: N/A**
- 8. Proposed term for implementation:** Fall 2017
- 9. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 484
- 1.2 Course title: British Romanticism

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 100 and 200 or any other course in Gen Ed Cat B1
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Background and phases of romanticism, with a study of representative exponents of the Romantic Movement.
- 5.2 Proposed course catalog listing: British literature and culture from the late 18th and early 19th centuries.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 488
- 1.2 Course title: Literature of the Victorian Age

2. Revise course title:

- 2.1 Current course title: Literature of the Victorian Age
- 2.2 Proposed course title: Victorian Literature and Culture
- 2.3 Proposed abbreviated title: Victorian Lit Culture
- 2.4 Rationale for revision of course title: New title more accurately describes the content of the course, which covers a select range of texts as a means to study the literary period and/or genre.

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 100 and 200 or any other course in Gen Ed Cat B1
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: A study of selected works by major poets, essayists, and novelists of Victorian England as a reflection of the culture of the age.
- 5.2 Proposed course catalog listing: Studies in Victorian poets and novelists, emphasizing the rise and fall of the British Empire and the birth of mass media.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department

Potter College Curriculum Committee

Professional Education Council (if applicable)

September 21, 2016

13 Oct 2016

NA

General Education Committee (if applicable)
Undergraduate Curriculum Committee
University Senate

NA

10/27/2016

Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 489
- 1.2 Course title: The English Novel

2. Revise course title:

- 2.1 Current course title: The English Novel
- 2.2 Proposed course title: The British Novel
- 2.3 Proposed abbreviated title: British Novel
- 2.4 Rationale for revision of course title: New title better follows current practices in the discipline and more accurately describes the content of the course, which covers a select range of texts as a means to study the literary period and/or genre.

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 100 and 200 or any other course in Gen Ed Cat B1
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: The technique and history of the novel. Several representative novels studied.
- 5.2 Proposed course catalog listing: A comprehensive exploration of English-language novels, from the Mother Country to the Colonies. Emphasis on genre development as a reflection of contemporary history.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department

September 21, 2016

Potter College Curriculum Committee

13 Oct 2016

Professional Education Council (if applicable)

NA

General Education Committee (if applicable)

NA

Undergraduate Curriculum Committee

10/27/2016

University Senate

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 490
- 1.2 Course title: The American Novel

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 100 and 200 or any other course in Gen Ed Cat B1
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: History and technique of the American novel from Cooper to the present. Several representative novels are studied.
- 5.2 Proposed course catalog listing: Study of the American novel as a genre. Topic will vary by semester.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 495
- 1.2 Course title: Southern Literature

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites: ENG 100 and 200 or any other course in Gen Ed Cat B1
- 4.2 Proposed prerequisites: Colonnade Category F-AH
- 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: This course traces the development of uniquely Southern characteristics as exhibited in the works of major writers of the South
- 5.2 Proposed course catalog listing: Selected texts by writers from and about the United States South.
- 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
English Department
Proposal to Make Multiple Revisions to a Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 5-5782

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 497
 - 1.2 Course title: Women’s Literature

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

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

- 4. Revise course prerequisites:**
 - 4.1 Current prerequisites: ENG 200 and 300
 - 4.2 Proposed prerequisites: Colonnade Category F-AH
 - 4.3 Rationale for revision of course prerequisites: Ensures consistent prerequisites across all courses in the English literature concentration.
 - 4.4 Effect on completion of major/minor sequence: None.

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: An examination of the themes, aesthetic importance, and historical context of literature by women, with emphasis on American and British writers. Topic will vary by semester.
 - 5.2 Proposed course catalog listing: Study of the literary history, criticism, and theory of women's writing, with an emphasis on American and British writers.
 - 5.3 Rationale for revision of course catalog listing: New listing better articulates the content of the course and its learning outcomes.

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

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

- 8. Proposed term for implementation:** Fall 2017

- 9. Dates of prior committee approvals:**

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

- 2.3 Relationship of the proposed course to courses now offered by the department: The department currently offers many writing courses but only one, advanced course in writing and technology (ENG 415). The proposed course would develop students' understanding and skills at the sophomore level, allowing them to apply those skills to other classes and internships as they progress through their degree programs.
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of Journalism and Broadcasting offers SJB 143, New Media Literacy, a course that several of our majors have taken; however, it has only been offered as an on-demand class (with one semester exception of a web-based class) since at least spring 2013.

Art offers ART 243, Digital Media, a course that introduces students to the technology of creating art digitally. However, it requires two prerequisites: ART 130 and ART 140.

Public Relations offers PR 356, Digital Tactics, which “examines the strategic use of digital and social media platforms and tools for public relations purposes”; however, it requires one prerequisite, PR 355, which, in turn, requires four additional prerequisites.

ENG 212 would require only ENG 100 as a prerequisite and would be offered with face-to-face instruction on a semester schedule, allowing students to enroll in it early in their careers and to take it with English faculty members with expertise in digital media.

Representatives from the Departments of English and Communication agree that an equivalent course may be proposed by the Department of Communication in the future.

- 2.5 Relationship of the proposed course to courses offered in other institutions: A few similar classes are offered among benchmark schools and at other Kentucky schools: Ball State University offers ENG 213, Introduction to Digital Literacies, which “explores what it means to be a digitally literate communicator in the 21st century.” Illinois State University offers multi-modal composition. The University of Kentucky's English curriculum includes courses that focus on digital genres. WKU needs this course to broaden its English majors' understanding of texts' production and distribution, providing a stronger foundation for their writing instruction.

3 Discussion of proposed course:

- 3.1 Schedule type: C—Lecture/Lab: Combination of formal presentation and experimental study.
- 3.2 Learning Outcomes:
By the end of this course, students should be able to:
- Articulate an understanding of ethical and theoretical issues related to authorship, adaptation, publication, and promotion of texts in digital environments.
 - Analyze rhetorical features of digital texts.
 - Compose digital texts that reflect appropriate rhetorical choices for audience and context.
 - Develop digital media research skills to support composition of various digital genres.
 - Develop proofreading and editing skills to achieve clarity and effective sentence structure.
- 3.3 Content outline:

- Online rhetorical contexts; genres, multimodality, multiplicity and audience reception.
 - Rhetorical factors and attention: speed, ease, image, presence.
 - Rhetorical factors and impact: stickiness, concision, immersion, intensity, credibility.
 - Authorship and ethical issues: anonymity, collaboration, adaptation, recomposition, copyright, compensation.
 - Multimodality and publication/delivery.
 - Spreadability: distribution, redistribution, rhetorical velocity, reach and social media.
 - Composing in/for digital environments: resources, storage, infrastructure, workflow, collaboration.
 - Production of projects in digital genres.
- 3.4 Student expectations and requirements:
- Read research that discusses composing in digital environments; demonstrate comprehension through class discussion, exercises, and quizzes.
 - Apply content from readings to critique existing digital texts.
 - Demonstrate understanding of ethical issues in digital composing and show ability to act ethically through class discussion, exercises, and projects.
 - Learn how to select and deploy appropriate technological tools to reach audiences, to accomplish purposes, and to engage audiences through exercises and projects.
 - Compose at least one project using a tool other than a word-processing program.
- 3.5 Tentative texts and course materials:
- Bauerlein, Mark, ed. *The Digital Divide: Arguments for and Against Facebook, Google, Texting, and the Age of Social Networking*. New York: Tarcher/Penguin, 2011.
 - Handa, Carolyn. *The Multimmediated Rhetoric of the Internet*. New York: Routledge, 2014.
 - Jenkins, Henry, Sam Ford, and Joshua Greene. *Spreadable Media: Creating Value and Meaning in a Networked Culture*. New York UP, 2013.
 - Sheridan, David M., Jim Ridolfo, and Anthony J. Michel. *The Available Means of Persuasion: Mapping a Theory and Pedagogy of Multimodal Rhetoric*. Anderson, SC: Parlor Press, 2013.
 - Warnick, Barbara, and David S. Heineman. *Rhetoric Online*. 2nd ed. New York, Peter Lang, 2012.

4. Resources:

4.1 Library resources:

In addition to scholarly journals, online databases, and video/audio files, the course may require instructor-determined essential library materials (reference materials, readings, texts); supplemental materials (monographs, texts, texts on reserve); and selected media resources (online databases, audiovisual materials).

4.2 Computer resources:

The course will require various computer resources, including but not limited to: access to university and/or department computer labs; proprietary software (e.g., Microsoft Office, Adobe Creative Cloud); open source software (e.g., Scribus Desktop Publishing, Audacity Audio Editor and Recorder, Blender Video Editing Software); access to various websites and social media platforms (e.g., YouTube, Tumblr, Twitter, Vine); as well as online databases and digital texts (e.g., Project Gutenberg, Folger Digital Texts).

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught by existing faculty members.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None beyond current departmental resources.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

English Department	<u>March 23, 2016</u>
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
English Department
Proposal to Create a New Course**

Contact Person: Tom Hunley, tom.hunley@wku.edu, 270-7455769

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 312
- 1.2 Course title: Reading As a Writer
- 1.3 Abbreviated course title: Reading As a Writer
- 1.4 (maximum of 30 characters or spaces)
- 1.5 Credit hours: 3 Variable credit No
- 1.6 Grade type: Standard Letter Grade
- 1.7 Prerequisites: ENG 203 – prerequisite. Restricted to English majors in the Creative Writing Concentration.
- 1.8 Course description: A close reading of literary works and craft essays as well as analysis and emulation of forms and techniques of published literary writers for creative writing students.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course helps students read more like writers instead of critics or scholars. Some creative writing programs require workshops as the primary method of training creative writers, but this course will help students become more aware of the craft, technique, and the artistic choices published writers make, and will complement the critically-focused and theoretically informed literature courses they will complete. Students will have had literature courses that focus on literary history, culture, or postmodern theories, but they will not have had a course to read as a creative writer—a course that encourages them to pay special attention to style and technique. The department feels that a course with careful attention to “close reading” with attention to the writer’s craft will help students observe writers practicing their own craft and help the students emulate the techniques they observe in professional writers. Other creative writing courses that they will take in our department are more about generating, workshopping, and revising material. However, practicing reading as a writer in one class will help students develop foundational skills and techniques that they will incorporate into more advanced creative writing classes. This class will be a centerpiece of our new curriculum as we aim to bring more balance among the three concentrations in our program. Just as students in the literature concentration take literature surveys to ground their study of literature, reading as a writer, along with introduction to creative writing, will ground their study of creative writing and improve their work. Reading as a writer will free them from the limiting idea that creative writing is merely self-expression, making them see their own creative work in the larger context of a rich, lively conversation of writers. It will also give them a practical new tool for studying literature, which they will learn to see through the lens of an aspiring writer.
- 2.2 Projected enrollment in the proposed course: We will offer this course for the first time in 2017-18 as part of our new curriculum and limit it to student in the creative writing concentration. Since this will be a required course for creative writing students, and we

generally have approximately 25 creative writing students in the concentration per class (FR, SO, JR, SR), offering it once each year should be sufficient.

- 2.3 Relationship of the proposed course to courses now offered by the department: We currently offer a similar course at the graduate level called ENG 512: Reading As A Writer, but none for our undergraduates. This course will be a key part of our undergraduate creative writing sequence. After experimenting with different genres in ENG 203: Introduction to Creative Writing, students will take Reading As A Writer as well as the next tier of intensive single genre creative writing courses (ENG 303: Intermediate Fiction Writing and ENG 305: Intermediate Poetry Writing). The craft-based, close reading techniques that students learn in this course will make them more aware of literary traditions and trends as they pursue their own writing. It will also give them tools that will help them get more out of their literature courses and participate more in those courses
- 2.4 Relationship of the proposed course to courses offered in other departments: No other departments teach undergraduate courses in literary craft and it is essential, as described above, to help creative writing students read as writers.
- 2.5 Relationship of the proposed course to courses offered in other institutions: All creative writing majors in the BFA program at Bowling Green State University must take ENG 2050: Craft of Poetry and ENG 2090: Craft of Fiction during their sophomore year. These courses are prerequisites for poetry workshops and fiction workshops, which students take during their junior and senior years. Creative writing minors at East Carolina University must choose two courses from the following list: ENGL 3831 (Plays from the Writer's Perspective), ENGL 3841 (Poetry from the Writer's Perspective), ENGL 3851 (Fiction from the Writer's Perspective), ENGL 3861 (Creative Nonfiction from the Writer's Perspective), and ENGL 4930 (Film: The Writer's Perspective). Creative Writing minors at University of Kentucky take ENG 107 (Writing Craft: Introduction to Creative Writing) prior to taking ENG 207 (Beginning Workshop in Creative Writing). Other schools have similar courses with a genre and the world "technique" in the title, e.g. Fiction Technique: CRW 3311 at Florida State University.

3. Discussion of proposed course:

- 3.1 Schedule type: L—Lecture: Formal presentation of a subject; may include a variety of delivery methods.
- 3.2 Learning Outcomes:
Upon completion of this course, students should be able to:
- Use close reading skills to identify literary techniques that writers use in a variety of genres
 - Emulate literary techniques that they see in the work of professional writers
 - Demonstrate an understanding of the history of the craft of creative writing
 - Explain how their creative work fits in the context of its antecedents
 - Train their minds to actively seek inspiration, rather than waiting for it
- 3.3 Content outline: The course will consist of three units: stylistic imitation; research for creative writing; and writing about craft. In the first unit, students will closely read published literary writing and write poems, stories, and works of literary nonfiction based on published models. This will teach them techniques that they can use in future original literary works. For example, if a particular successful published poem begins with a metaphor from nature, alternates between long and short lines, and closes with an image that reverses the tenor and vehicle of the opening metaphor, students will write a poem that does the same. In the second unit, students might dissect a short story by the latest

Pulitzer winner, analyzing the writer's use of research. They would then go to the library with a research project of their own. Finally, they would write a short story skillfully incorporating that research. In the third and final unit, students would read published craft essays and then write craft essays of their own. These essays might focus on things like the role of politics in literature, the craft of titling literary works, the effects of varying line and sentence lengths, or the ethics of taking artistic license while writing literary nonfiction.

3.4 Student expectations and requirements: Students will lead discussions of assigned readings, conduct independent research, write essays, write stylistic imitations and analyses, and take exams.

3.5 Tentative texts and course materials: *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them* by Francine Prose; “Reading as a Writer, Writing as a Reader” by Tim Mayers (a chapter of *Studying Creative Writing Successfully*, edited by Stephanie Vanderslice); “Creative Writing and Creative Reading in the Poetry workshop” by Rachel Blau DuPlessis and Jena Osman” (a chapter of *Teaching Creative Writing* edited by Heather Beck); *The Art of Recklessness* by Dean Young; *The Art of Description: World Into Word* by Mark Doty; *From Where You Dream: The Process of Writing Fiction* by Robert Olen Butler; *The Making of a Story: A Norton Guide to Creative Writing* by Alice LaPlante; *Written in Water, Written in Stone: Twenty Years of Poets on Poetry* edited by Martin Lammon.

4. Resources:

- 4.1 Library resources: Adequate.
- 4.2 Computer resources: Adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Existing creative writing faculty will teach the course (along with the new creative writing faculty member that the English Department is in the process of hiring).
- 5.2 Special equipment needed: N/A.
- 5.3 Expendable materials needed: N/A.
- 5.4 Laboratory materials needed: N/A.

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	NA
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
Department of English
Proposal to Create a New Course**

Contact Person: Ted Hovet ted.hovet@wku.edu 745-5782

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 416
- 1.2 Course title: Literature/EST Capstone
- 1.3 Abbreviated course title: Lit/EST Capstone
- 1.4 Credit hours: 3 Variable credit (no)
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites: ENG 299 and senior standing
- 1.7 Course description: Capstone experience for senior literature concentration and English for Secondary Teaching majors. Will synthesize experience in discipline, conduct advanced study of literary topic(s), and explore professional opportunities.

2. Rationale:

- 2.1 Reason for developing the proposed course: The department currently offers ENG 492, Senior Seminar, as a one credit hour course, emphasizing a synthesis of previous courses and preparation for professional opportunities. The department feels that literature concentration and English for Secondary Teaching students will benefit from a new course that adds a significant element of advanced literary study and research to the existing course content. This will improve the capstone experience by allowing students to not merely synthesize work already done, but to apply their skills to new literary topics appropriate for senior-level study. It will also make the capstone course for these students commensurate with the capstone courses for other concentrations (Creative Writing and Professional Writing) in the English major. This course better meets the departmental learning outcomes of our new core curriculum, in particular the ability to conduct academic research, to analyze diverse texts through multiple theories, and to demonstrate a strong understanding of the history and development of literature in a global context. It meets the university's mission for students to be "productive, engaged, and socially responsible citizen-leaders" through the content of the course and through dedicated study of how the skills of English majors apply to professional and civic opportunities after graduation.
- 2.2 Projected enrollment in the proposed course: 15 students each semester.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is designed to be a "capstone" experience that asks students to directly apply and reflect on the broad scope of competencies they have gained as English literature and English for Secondary Teaching majors.
- 2.4 Relationship of the proposed course to courses offered in other departments: Several other departments offer senior capstone experiences, including History (HIST 498), Sociology (SOCL 499), Film (FILM 486), Popular Culture Studies (POP 498) and Math (MATH 498).
- 2.5 Relationship of the proposed course to courses offered in other institutions: Senior capstone experiences are offered by English departments at several universities, including Eastern Kentucky University (ENG 499); Murray State University (ENG 548); Northern Kentucky University (ENG 450); the University of North Carolina-Greensboro (ENGL

4890); the University of Southern Mississippi (ENG 400); and Ball State University (ENG 444).

3. Discussion of proposed course:

3.1 Schedule type: L—Lecture

3.2 Learning Outcomes: Students should be able to:

- Demonstrate a strong understanding of the history and development of literature in the English language in a global context
- Analyze a diverse variety of texts through multiple theories and histories
- Conduct academic research and document it appropriately
- Examine and articulate specific career and professional opportunities appropriate for the English major

3.3 Content outline:

- The discipline of English: an advanced survey of disciplinary issues in the study of English today
- Advanced study in a literary topic: the specific topic will be determined by the instructor and will be appropriate for senior-level literature and EST students. The topic will require students to work with literary texts from multiple genres and/or historical periods and/or countries of origin.

3.4 Student expectations and requirements:

- Attendance and active participation in course discussions and activities
- A significant literary research project (15-25 pages) appropriate to the topic of the course
- Short reflective essays on the discipline of English
- Research into options for careers and graduate studies opportunities culminating in drafts of job or scholarly applications

3.5 Tentative texts and course materials:

Appleman, Deborah. *Critical Encounters in Secondary English: Teaching Literary Theory to Adolescents*. 3rd Ed. Teachers College Press, 2014.

Boyd, Brian. *On the Origin of Stories: Evolution, Cognition, and Fiction*. Cambridge: Harvard UP, 2010.

Darton, Robert. *The Case for Books: Past, Present and Future*. New York: Public Affairs, 2009.

Graff, Gerald. *Professing Literature: An Institutional History*. Chicago: University of Chicago Press, 1987.

Greenblatt, Stephen, and Giles Gunn. *Redrawing the Boundaries: The Transformation of English and American Literary Studies*. New York: Modern Language Association of America, 1992.

Hayles, N. Katherine. *Electronic Literature: New Horizons for the Literary*. South Bend: U Notre Dame P, 2008.

Howard, Nicole. *The Book: The Life Story of a Technology*. Baltimore: Johns Hopkins UP, 2009.

Keane, Nancy J. *The Tech-Savvy Booktalker: A Guide for 21st-Century Educators*. Libraries Unlimited, 2008.

Wilson, Janet. *Rerouting the Postcolonial: New Directions for the New Millennium*. New York: Routledge, 2010.

4. Resources:

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

4.2 Computer resources: Current computer resources are adequate for this course

5. Budget implications:

- 5.1 Proposed method of staffing: Course will be staffed by existing faculty
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

English Department

September 21, 2016

Potter College Curriculum Committee

13 Oct 2016

Professional Education Council (if applicable)

NA

General Education Committee (if applicable)

NA

Undergraduate Curriculum Committee

10/27/2016

University Senate

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Create a New Course**

Contact Person: David DiMeo, david.dimeo@wku.edu, (270) 745-2401

1. Identification of proposed course:

- 1.1 **Course prefix (subject area) and number:** ARBC 310
- 1.2 **Course title:** Structure of the Arabic Language
- 1.3 **Abbreviated course title:** Structure of Arabic
- 1.4 **Credit hours:** 3 Variable credit: no
- 1.5 **Grade type:** standard letter grade
- 1.6 **Prerequisites:** ARBC 102 or two years of high school Arabic. Open to Arabic majors and minors only.
- 1.7 **Course description:** Introduction to Arabic morphology and syntax with an emphasis on applying this knowledge to improving reading comprehension strategies.

2. Rationale:

- 2.1 **Reason for developing the proposed course:** A distinctive characteristic of the Arabic language is its consistent and logical morphological system. Accordingly, study of the morphological system has long been a foundational component of Arabic language study. By learning the ten basic measures of Arabic words and their derived forms, students will be able to greatly accelerate their acquisition of vocabulary, predict the meaning of unfamiliar words and improve their pronunciation. Additionally, while some basic dictionaries are arranged in alphabetical order for beginner use, most advanced dictionaries (with more precise and accurate definitions) require knowledge of the root and pattern system of Arabic morphology.

The average number of contact hours in first-year Arabic courses nationwide is 4.8 hours, meaning the majority of programs have five contact hours a week. This material is often included as part of second and third year core Arabic sequences in universities with five contact hours per week in their Arabic courses. Some programs, as discussed in 2.5 below, teach it as a separate course. As those course numbers reflect, the year in which this material is covered varies widely. The most popular Arabic textbook series, *al-Kitaab*, for example, includes the material spread out across the chapters of its second and third year textbooks, mostly in special sections and sidebars. As our courses are three contact hours per week, and this material is easily and logically detachable from the flow of the textbook curriculum, it is more efficient to teach it as a separate course that can fit in with student schedules more flexibly.

- 2.2 **Projected enrollment in the proposed course:** Based on the enrollment in current 300 level electives, the expected enrollment for this course is 5-10 students per offering.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** This course will enhance the reading comprehension skills and pronunciation of Arabic students at all levels. As such, it will supplement and strengthen all ARBC courses.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** As this course is specifically designed to prepare students for and enhance their performance in Arabic language courses, it does not have a direct relationship to courses in other departments.

- 2.5 **Relationship of the proposed course to courses offered in other institutions:** Arabic morphology and syntax are often taught as part of second and third year courses. In some institutions, this is part of a separate course in grammar, such as Ohio State's 2101 *Arabic Grammar I*; Middlebury College's ARBC 0225 *Arabic Linguistics*; Georgetown University's ARAB 425 *Arabic Grammar*; University of Maryland's ARAB 499R: *Special Topics in Arabic Studies: Roots and Patterns*.

3. **Discussion of proposed course:**

3.1 **Schedule type:** L

3.2 **Learning Outcomes:**

- Students will be able to use the root system to identify the general meaning of new words encountered in Arabic.
 - Students will be able to rapidly recognize the function (verb, noun, adjective, adverb, etc.) of unfamiliar Arabic words.
 - Students will be able to use the ten measures of verbs to identify the relationship of derived forms of Arabic words (causative, reciprocal, passive, etc.) to the base verb.
 - Students will be able to correctly pronounce new words without vowels written in.
 - Students will be able to use advanced dictionaries, such as the Hans Wehr, which are based on roots and patterns.
- 3.3 **Content outline:** The core of the course is structured around the ten measures of Arabic words, with attention to the basic meaning of each measure, the morphological structure of the verb form of each measure, and derived patterns (verbal nouns, active and passive participles). In addition, other major units of the course will address:
- Function of the root and pattern system
 - Major syntactic functions
 - Using the Arabic dictionary
 - Integrating roots and patterns into reading strategies
 - Non-Arabic words in Arabic
- 3.4 **Student expectations and requirements:**
Students will complete several types of web-based assignments, including online exercises, quizzes, watching video clips, short writing assignments and recordings, through the WKU Blackboard Tegrity program.
- 3.5 **Tentative texts and course materials:**
Mohammed Sawaie. *Fundamentals of Arabic Grammar*. New York: Routledge, 2014.
Tegrity recorded video tutorials.

4. **Resources:**

- 4.1 **Library resources:** Adequate.
4.2 **Computer resources:** Adequate.

5. **Budget implications:**

- 5.1 **Proposed method of staffing:** A Modern Languages faculty member will run the web course. The instructor will be available for assistance through normal office hours and online chat, email and video conferencing. The course will be included as part of the rotation of electives over a two-year cycle.
- 5.2 **Special equipment needed:** All students must have access to a computer with a certified Blackboard compatible browser (for complete list, see the WKU Blackboard help site

(https://blackboard.wku.edu/webapps/portal/frameset.jsp?tab_tab_group_id=303_1) and access to the university Blackboard site.

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 Modern Languages

9/13/2016

Potter College Curriculum Committee

13 Oct 2016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

10/27/2016

University Senate

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Create a New Course**

Contact Person: David DiMeo, david.dimeo@wku.edu, (270) 745-2401

1. Identification of proposed course:

- 1.1 **Course prefix (subject area) and number:** ARBC 436
- 1.2 **Course title:** Qur'anic Arabic
- 1.3 **Abbreviated course title:** Qur'anic Arabic
- 1.4 **Credit hours:** 3 Variable credit: no
- 1.5 **Grade type:** standard letter grade
- 1.6 **Prerequisites:** ARBC 302 or three years of high school Arabic. Open to Arabic majors and minors only.
- 1.7 **Course description:** Detailed reading and analysis of selected suras from the Qur'an in Arabic, with a focus on the distinctive grammar, vocabulary and structures of Qur'anic Arabic.

2. Rationale:

- 2.1 **Reason for developing the proposed course:** Qur'anic Arabic is an important, yet distinct, component of the Arabic language. The influence of the Qur'anic language on Modern Arabic really has no parallel in Modern European languages. Many grammatical structures, idioms and conventions in Modern Arabic are preserved directly from the Qur'an. Qur'anic verses and idioms are encountered on a near-daily basis in an Arabic-speaking country. WKU also has several excellent offerings in Islamic studies, taught in English. These are very popular among Arabic majors and minors. Understanding the distinct influence of Qur'anic Arabic on interpretation of religious issues will deepen students' understanding of the religion. It is said in Islamic doctrine, for example, that the Qur'an cannot be "translated" into another language and should be studied in the original Arabic. Arabic students should have an appreciation of what is lost in "translation" of Qur'anic verses into other languages.
Because Qur'anic Arabic is not a conversational language, this subject is well suited for web delivery. Emphasis is on reading skills and, to a lesser extent, understanding of the recitation and pronunciation of Qur'anic Arabic.
- 2.2 **Projected enrollment in the proposed course:** Based on the enrollment in current 400 level electives, the expected enrollment for this course is 5-10 students per offering.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** Due to the unique relationship of the Qur'an to the development of Modern Arabic, this course has no direct equivalent in other languages taught in this department. The department does offer web-based courses successfully in other languages. All the assignment types (detailed in 3.4 below) are currently used in Arabic electives (ARBC 435, 437, 438) with great success.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** This course will complement RELS 311 (The Qur'an). That course offers an analysis of the historical and contemporary roles of the Qur'an in Muslim societies and includes study of Qur'anic passages in English. This course focuses on the distinct linguistic features of Qur'anic Arabic and their impact on Modern and Classical Arabic discourse. As such,

these courses could be taken in any sequence and would complement and enhance each other.

- 2.5 **Relationship of the proposed course to courses offered in other institutions:** Qur'anic Arabic is a component of most major Arabic programs, either as a separate course or as a part of a course in Classical Arabic.

3. Discussion of proposed course:

3.1 **Schedule type:** L

3.2 **Learning Outcomes:**

- Students will be able to discuss (in Arabic) major theological concepts as they pertain to Islam.
- Students will be able to distinguish important Arabic grammatical structures and idioms in the Qur'an that differ from Modern usage.
- Students will understand the influence of the Qur'anic text on Modern Arabic grammar, pronunciation and usage.
- Students will understand and be able to discuss major controversies of Qur'anic interpretation arising from grammatical, contextual or etymological ambiguities.
- Students will be able to critically evaluate "translations" of Qur'anic verses into English and the problems created by such translation.
- Students will be able to critically evaluate claims about the Qur'an found in the Media and popular culture based on an understanding of the text.
- Students will be equipped for further exploration and interpretation of the Qur'an.

3.3 **Content outline:**

- The organization of Qur'anic excerpts is based on Munther Younes' *Routledge Introduction to Qur'anic Arabic*, which presents readings in increasing length, complexity and difficulty. The readings are sequenced to build on linguistic structures and vocabulary already learned.

- Major topic areas to be covered include:

- Etymology of Qur'anic terms
- Voice and audience
- The "linguistic miracles" of the Qur'an
- Syntactic links and parallelism
- Unique nature of Qur'anic language
- Mood: command, supplication, exhortation, prohibition

- Each section consists of:

- Historical and contextual background
- Guided reading of Qur'anic excerpts
- Pronunciation practice
- Study and Application of one or more Qur'anic grammar concepts
- Written or oral (recorded) interpretation

3.4 **Student expectations and requirements:**

Students will complete several types of web-based assignments:

1. Guided readings of Qur'anic excerpts (30 lessons), using Blackboard. These assignments are a combination of machine- and instructor-graded. This delivery means has been used successfully in Arabic Literature and Media courses.
2. Short essay assignments in Arabic, submitted online.

3. Student recordings of recitation of Qur'anic passages for proper pronunciation, also submitted online.
4. Open-book tests (4) conducted on Blackboard.
5. Grammar exercises (15 exercises), adapted from the textbook *Arabic Through the Qur'an*.

3.5 Tentative texts and course materials:

Jones, Alan. *Arabic Through the Qur'an*. Cambridge, UK: Islamic Texts Society, 2005.

Younes, Munther. *The Routledge Introduction to Qur'anic Arabic*. New York: Routledge, 2013.

Dukes, Kais. *The Qur'anic Corpus*. University of Leeds, UK. Online version: <http://corpus.quran.com> (free online resource)

4. Resources:

- 4.1 **Library resources:** Adequate.
- 4.2 **Computer resources:** Adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: A Modern Languages faculty member will run the web course. The instructor will be available for assistance through normal office hours and online chat, email and video conferencing. The course will be included as part of the rotation of electives over a two-year cycle.
- 5.2 Special equipment needed: All students must have access to a computer with a certified Blackboard compatible browser (for complete list, see the WKU Blackboard help site (https://blackboard.wku.edu/webapps/portal/frameset.jsp?tab_group_id=303_1) and access to the university Blackboard site.
- 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 Modern Languages	9/13/2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
Department of Music
Proposal to Create a New Course**

Contact Person: Mary Wolinski, mary.wolinski@wku.edu, 270-745-5059

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 323
- 1.2 Course title: Music and Drama: From Opera to Musical Theatre and Film
- 1.3 Abbreviated course title: Music and Drama
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: MUS 120
- 1.7 Course description: How music intensifies dramatic situations in opera, the musical, and film. Will include considerations of influences from earlier music, literature, tastes of the audience, and social conditions.

2. Rationale:

- 2.1 Reason for developing the proposed course:
There are currently no courses offered by the WKU Music Department that specifically study the Western history of music on the stage and screen. While other courses touch on the subject in considering broader music history and time periods, no single course provides an in-depth discussion of how the genre developed and navigated through new music styles, technological innovations, audience expectations, and economic/societal contexts. The musical setting of dramatic productions (opera, musicals, film) is vital to the experience and this course will provide students with an in-depth analysis of how music enhances the various aspects of the story (setting, character, emotion, direction). Currently there are no music courses available at WKU that study this subject matter in this detail. Given the recognized importance of opera, musicals, and film in history and our current society, this course will greatly enhance our upper-level offerings at WKU.
- 2.2 Projected enrollment in the proposed course:
Based on enrollments in comparable courses, like MUS 327 Music History II and MUS 320 Rock and Roll, enrollment is projected to be about 30. Students outside of the department are expected to enroll.
- 2.3 Relationship of the proposed course to courses now offered by the department:
MUS 323 will follow MUS 120, a Colonnade Explorations course that provides a general overview of music. As a proposed Colonnade Connections Social and Cultural course, it will join the ranks of MUS 327 and MUS 320. However, unlike MUS 327, which is a survey of music history and required of Music Majors and Minors, MUS 323 will serve primarily general students from outside the Music Department who have the musical background provided by MUS 120. It can also be taken by Music Majors and Minors who need a 300/400 level elective in Music.
- 2.4 Relationship of the proposed course to courses offered in other departments:
MUS 323 is most related to THEA 430, Musical Theatre History and THEA 341, Culture and Performance, but it differs in many respects. THEA 430 is a survey of U.S. musical

theatre from the 18th century onwards, while MUS 323 will concern mostly opera starting in Europe from the 17th century onwards and continuing into European and U.S. musical drama in the 20th century onwards. THEA 341 is a Colonnade Connections Social and Cultural course concerned with world theatre, but it does not focus on music, which MUS 323 will.

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

All of the benchmark universities and the public universities in Kentucky that I surveyed had courses that resemble MUS 323. Although I did not examine every benchmark and Kentucky university, the following list shows that courses on musical drama are a normal component of the curriculum.

Appalachian State University: MUS 2017 Survey of Musical Theatre; MUS 3632 Opera History & Literature from Baroque to Present

Ball State University: MUHI 438 Opera History from 1780-1980

Bowling Green State University: MUCT 4120 Opera Literature

Central Michigan University: MUS 515 History of Opera

East Carolina University: MUSC 6496 History of Lyric Theatre

Murray State University: MUS 107 Introduction to the American Musical Theatre

University of Kentucky: MUS 623 Opera Literature I; MUS 627 Opera Literature II

University of Louisville: MUH 309 Music in the Theatre; MUS 570 Studies in Music History: Opera Since 1900

Of all the courses listed above, MUS 323 is most like the U of L's MUH 309, in that it is an upper-level undergraduate course that is restricted neither to opera nor to Broadway-style musicals. MUS 323 is unique in that its goal is not to be a survey, but to achieve the Colonnade goals through the study of music.

3. Discussion of proposed course:

3.1 Schedule type: S

3.2 Learning Outcomes:

By the end of this course, students should be able to

- Analyze the development of self in relation to others and society.
- Examine diverse values that form civically engaged and informed members of society
- Evaluate solutions to real-world social and cultural problems
- demonstrate the ability to gather sound and relevant evidence to address an issue
- demonstrate the ability to analyze and synthesize the assembled evidence
- demonstrate the ability to articulate a logical and supported argument based on this analysis

In addition, students should be able to:

- appreciate how music, both vocal and orchestral, expresses the emotions and dramatic events that lay at the core of musical drama

3.3 Content outline:

◆ EXPERIENCING OPERA

- Going to the Opera House
- The Orchestra
- The Cast
- The Story
 - Verdi's *La Traviata*

◆ OPERA OF THE EIGHTEENTH CENTURY

- Comedy of Class & Manners
- ◆ OPERA OF THE NINETEENTH CENTURY
 - Struggles for a Soul
 - Gounod's *Faust*
 - Legendary Epic
 - Wagner's *Die Walküre*
- ◆ OPERA OF THE TWENTIETH CENTURY
 - Struggles of the Poor
 - Gershwin's *Porgy and Bess*
 - Dreaming and Desire
 - Saariaho's *L'Amour de loin*
- ◆ OPERA OF THE TWENTY-FIRST CENTURY
 - The Pastiche: Baroque Musical Style with Modern Sensibilities
 - Jeremy Sams's *The Enchanted Island*
- ◆ DRAMA IN MUSICAL THEATRE AND FILM
 - The Immigrant Experience and Social Conflict
 - Bernstein's *West Side Story*
 - Music and Film
 - Music and Narrative
 - Music as Atmosphere

3.4 Student expectations and requirements:

- ◆ Exams will be in the form of take-home essays based on class content. They will assess how well students have absorbed the major points and how well they will have attained the desired Colonnade learning outcomes.
- ◆ Students will write a paper on a musical drama of their choice. The paper will be assessed in part on the ability to achieve the QEP learning outcomes.
- ◆ Reading, listening, and viewing assignments will be a regular part of the course
- ◆ Students will be required to attend class and participate in class discussion
- ◆ An optional field trip to a *Live in HD* opera performance will be offered
- ◆ Students will give a presentation within a group on a project of their choice, linked to their paper topic

3.5 Tentative texts and course materials:

Parakilas, James. *The Story of Opera*. New York, London: W. W. Norton & Co., 2013

Block, Geoffrey. *Enchanted Evenings: The Broadway Musical from "Showboat" to Sondheim*. New York: Oxford University Press, 1997.

Recordings and articles will be made available through the Libraries' Databases.

4. Resources:

- 4.1 Library resources: Current books, scores, libretti, and recordings are sufficient.
- 4.2 Computer resources: The Libraries' databases—Naxos Music Library, Ebscohost, and Proquest—are sufficient.

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 Music

September 23, 2016

Potter College Curriculum Committee

13 Oct 2016

General Education Committee (if applicable)

Undergraduate Curriculum Committee

10/27/2016

University Senate

**Potter College of Arts & Letters
Interdisciplinary Programs: Popular Culture Studies
Proposal to Create a New Course**

Contact Person: Dr. Anthony Harkins, Anthony.harkins@wku.edu, 5-3149

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: POP 389
- 1.2 Course title: Independent Studies in Popular Culture Studies
- 1.3 Abbreviated course title: Ind. Study in Pop Culture
- 1.4 Credit hours: 1-3 Variable credit: yes
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites: Completion of POP 201, Junior or Senior standing, and permission of instructor
- 1.7 Course description: Supervised individual study in a topic or area of Popular Culture Studies that is of particular interest to the student. Requires instructor permission.

2. Rationale:

- 2.1 Reason for developing the proposed course: The Popular Culture Studies Curriculum Committee has determined that such a course is needed for students wishing to pursue an intensive study of a particular topic in Popular Culture Studies under the guidance of a Popular Culture Studies-affiliated faculty member. The course is also needed for some students who are 3 or fewer credits short of the needed credits for graduation within the major so that they may graduate on their intended timetable.
- 2.2 Projected enrollment in the proposed course: variable based on student need
- 2.3 Relationship of the proposed course to courses now offered by the department: There is no such independent study course currently offered in the department.
- 2.4 Relationship of the proposed course to courses offered in other departments: Numerous departments offer similar variable credit independent study courses for their majors and minors including Modern Languages, Communication, History, Music, and African American Studies.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar courses include:
POPC 6780, Independent Study in Popular Culture (Bowling Green State Univ.)
IDST 396 Independent Study in Cultural Studies (UNC-Chapel Hill Program in Cultural Studies)
PCUL 3PO1 Directed Reading in Popular Culture Studies (Brock University)

3. Discussion of proposed course:

- 3.1 Schedule type: I
- 3.2 Learning Outcomes: Mastery of a special topic or area of Popular Culture Studies
- 3.3 Content outline: Under the guidance of faculty mentors affiliated with the Popular Culture Studies program, students will develop individual research or creative projects. Students will meet periodically with faculty mentors while developing and implementing their projects. Students will be encouraged to present their work at the WKU Undergraduate Research Conference and at the national Popular Culture Association annual meeting.

- 3.4 Student expectations and requirements: Variable, depending upon arrangement reached between student and faculty mentor, but usually involving a cumulative essay or other analytical project.
- 3.5 Tentative texts and course materials: Variable, depending upon student and faculty decisions. No standardized texts or other course materials will be required.

4. Resources:

- 4.1 Library resources: No additional library resources are needed.
- 4.2 Computer resources: No additional computer resources are needed.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty will be able to cover course needs
- 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:

Popular Culture Studies Curriculum Committee	September 12, 2016
PCAL Curriculum Committee	<u>13 Oct 2016</u>
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	

**Potter College of Arts & Letters
Department of Theatre and Dance
Proposal to Create a New Course**

Contact Person: Julie Lyn Barber, Julie.Barber@wku.edu, phone 5845

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: THEA 324
- 1.2 Course title: Applied Vocal Styles I
- 1.3 Abbreviated course title: Applied Vocal Styles I
- 1.4 Credit hours: 1 Variable credit: No
- 1.5 Grade type: Standard Letter Grade
- 1.6 Special Requirements: Admission to the BFA-Music Theatre Concentration and sophomore standing.
- 1.7 Course description: Topic-based individual or small group instruction in applied vocal styles for the theatre.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will allow music theatre majors to begin theatre-specific vocal training in the semester immediately following their admission into the BFA. This will offer one additional semester for students to cover the vastly diverse vocal styles that encompass the musical theatre repertoire. With the addition of a second musical theatre specialist, we now have the forces to handle this earlier shift of sophomores into voice study in our department, instead of spending a third semester of vocal study in the Music Department.
- 2.2 Projected enrollment in the proposed course: 16, based on current enrollments in our current Applied Voice courses, and enrollment in the Music Theatre program.
- 2.3 Relationship of the proposed course to courses now offered by the department: This will replace PERF 261, which was a temporary offering in anticipation of the development of this new course.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course is similar to MUS 350 – secondary voice, offered by the Music Department, except that the focus of the vocal style will be toward a music theatre aesthetic and repertoire.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This is a standard offering in most liberal arts and conservatory programs in which students receive individual singing lessons designed for specific styles and genres.

3. Discussion of proposed course:

- 3.1 Schedule type: D – Applied Music: Private or small-group instruction.
- 3.2 Learning Outcomes: Upon successful completion of the course, students should be able to:
 - demonstrate safe and effective vocal warm-ups and practice techniques
 - find and obtain suitable repertoire for lessons and auditions
 - perform solo repertoire from memory in a performance setting
 - exhibit standard principles of performance etiquette
 - demonstrate basic knowledge of vocal anatomy, physiology, terminology, and vocal health
 - to demonstrate the ability to read a musical score

- to demonstrate proficiency in phonation, resonance, breathing, vibrancy, articulation, musicality (legato, dynamics, etc.), and demonstrate the ability to adjust these phenomena based on musical and vocal style
- 3.3. Content outline: Course activities include all aspects of vocal training:
 - breath management
 - phonation and resonance
 - diction
 - vocal health
 - registration and tone quality
 - musicality and memorization
 - physicality and relaxation
 - dramatic interpretation
 - introduction to musical theatre repertoire and stylistic idioms
- 3.4. Student expectations and requirements: Students will be evaluated through weekly demonstration of skills and techniques worked on in class sessions and as homework; research and/or reflection assignments, and attendance at required events.
- 3.5. Tentative texts and course materials: Students will need to purchase sheet music and/or books of solo musical theatre repertoire for their own use, and provide a copy for the accompanist and/or instructor to use in lessons and performances.

4. Resources:

- 4.1 Library resources: N/A
- 4.2 Computer resources: Current resources sufficient

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing sufficient, though further enrollment growth in this program will necessitate consideration of additional qualified teachers.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Summer 2017

6. Dates of prior committee approvals:

Department/ Unit:	10/15/15
Potter College Curriculum Committee:	<u>13 Oct 2016</u>
Undergraduate Curriculum Committee:	<u>10/27/2016</u>
University Senate:	

**Potter College of Arts & Letters
Department of Theatre and Dance
Proposal to Revise a Program**

Contact Person: Scott Stroot, scott.stroot@wku.edu, 270-745-5845

1. Identification of program:

- 1.1 Current program reference number: 490
- 1.2 Current program title: Minor in Theatre
- 1.3 Credit hours: 26

2. Identification of proposed program changes:

- Create interdisciplinary area categories that reflect those on which our major programs are built.
- Add THEA 151: Theatre appreciation as an option in the proposed new History & Theory area.
- Convert THEA 252: Fundamentals of Theatre from a required course, to an option in the proposed new History & Theory area.
- Convert THEA 363 and 364; World Theatre History I and II from required courses, to options in the proposed new History & Theory area.
- Include THEA 341: Culture and Performance as an option in the proposed new History & Theory area.
- Include THEA 101: Acting I and PERF 101: Acting as options in the proposed new Performance area:
- Include PERF 220: Production Lab I as an option in the Production & Design area.
- Include THEA 312: Stage Management as an option in the Production & Design area.
- Revise the language explaining Restricted Electives options.

3. Detailed program description:

Current Program

THEA 252: Fundamentals of Theatre	3
THEA 363: World Theatre History I	3
THEA 364: World Theatre History II	3
PERF 120: Rehearsal & Production I	1
PERF 121: Rehearsal & Production II	1

One of the following technical courses

THEA 222: Stagecraft	
THEA 241: Costume Technology	3
THEA 250: Stage Electrics	

Restricted Electives

At least 7 of these credits must be upper division (300 level or above).	12
--	----

TOTAL 26

Proposed Program

History & Theory

THEA 151: Theatre Appreciation	
- OR-	3
THEA 252: Fundamentals of Theatre	
And one of the following four courses:	
THEA 363: World Theatre History I	
THEA 364: World Theatre History II	3
THEA 365: U.S. Theatre History	
THEA 341: Culture and Performance	

Performance

PERF 101: Acting (3)	
- OR-	3
THEA 101: Acting I (3)	

Production

PERF 120: Rehearsal & Production	1
PERF 220: Production Lab I	1
And one of the following courses:	
THEA 222: Stagecraft	
THEA 241: Costume Technology	3
THEA 250: Stage Electrics	
THEA 312: Stage Management	

Restricted Upper-Division Electives

Any upper-division (level 300 or above) THEA, PERF or DANC course with advisor's approval. Relevant coursework in other departments may be included in this category with the approval of advisor and Theatre & Dance department head.	12
--	----

TOTAL 26

4. Rationale for the proposed program change: Recent changes to our faculty, and increasing enrollments have In AY 2015/16 the Department of Theatre and Dance faculty undertook an overall review of all Theatre courses and programs. Additional faculty and staff, increasing enrollments and a successful national accreditation review all contributed to our decision to make a goodly number of changes to our curriculum, to eliminate redundancies, to rationalize course titles, sequencing and numbering, to suspend or delete obsolete courses, and to include new course options and requirements based on opportunities provided by additional faculty, etc. Most of those revisions have been approved so now propose to revise our degree programs to reflect those approved changes. What follows are rationales for the specific revisions we are proposing to this minor program:

- **Rationale to create interdisciplinary area categories that reflect those on which our major programs are built.** Both of our major programs in theatre (BA and BFA) feature four specific, traditional interdisciplinary area categories; *History & Theory*, *Performance*, *Production & Design*, and *Restricted Electives*, and we would now like to revise our theatre minor to reflect those same categories. (Note: While the general categories mentioned above will be aligned exactly, the actual requirements/options will be tailored specifically to this minor.)
- **Rationale to add THEA 151: Theatre appreciation as an option in the proposed new History & Theory area:** *THEA 151: Theatre Appreciation* is a longstanding, popular Gen Ed Arts & Humanities option, and over the years we've found that it often functions as a "feeder" course for our theatre minor; students decide, based on their experience with this course, to pursue our theatre minor. We would like to allow students making that decision to "count" their Theatre Appreciation course towards their minor.
- **Rationale to convert THEA 252: Fundamentals of Theatre from a required course, to an option in the proposed new History & Theory area:** While some students decide to pursue a theatre minor after already having taken *THEA 151: Theatre Appreciation* (in which case, as outlined above, we would like to allow them to "count" that course towards their minor) other students declare our theatre minor without having taken *THEA 151: Theatre Appreciation*. In such cases, we would like to advise those students to opt for this course, which has long served as our "Intro to theatre for majors".
- **Rationale to convert THEA 363 and 364; World Theatre History I and II from requirements, to options in the proposed new History & Theory area:** This change is being made to address concern that the current minor is too heavily focused on theatre history at the expense of other theatre areas. By reducing the theatre history requirement by one class, it allows us to add a Performance area category to the minor, and it also allows students more flexibility to choose from our newly expanded range of theatre history courses.
- **Rationale to include THEA 341: Culture and Performance as an option in the proposed new History & Theory area:** THEA 341 is a new Colonnade Connections course that did not exist when the minor was last revised. As an upper-level class covering a wide range of theatre history topics, it was a natural choice to include as an option in this category, and helps to insure that students in the minor will have at least one course offered every semester that could fulfill this particular requirement.
- **Rationale to include THEA 101: Acting I and PERF 101: Acting as options in a required Performance area category in this minor:** As addressed in the first bullet in this list, we are proposing to include a Performance area category in this minor. These two courses are the appropriate introductory level acting course options for that category.
- **Rationale to include PERF 220: Production Lab I as an option in the proposed Production and Design area.** This doesn't reflect a change to the actual curricular experience of this category, or of this minor, it's merely a "housekeeping" revision to reflect recently approved revisions to the course numbers and titles of these production area courses.
- **Rationale to include THEA 312: Stage Management as an option in the Production & Design area.** This reflects a revision already made to this Production & Design category in

our major programs, and as mentioned previously, we are proposing to align this minor with those majors.

- **Rationale to revise the language explaining Restricted Electives options.** To more accurately align this with the language currently appearing in this category in our major programs, to expand the breadth of student options to subject areas outside of our department, and to emphasize the university wide requirement that at least 50% of the credits applied to all major and minor programs are at the 300 level or above.

5. Proposed Term for the implementation: Fall 2017

6. Dates of prior committee approvals:

Theatre and Dance Department:	10/04/16
Potter College Curriculum Committee:	<u>13 Oct 2016</u>
Undergraduate Curriculum Committee:	<u>10/27/2016</u>
University Senate:	

**Potter College of Arts & Letters
History Department
Proposal to Revise a Program**

Contact Person: Robert Dietle 745-5731 robert.dietle@wku.edu

1. Identification of program:

- 1.1 Current program reference number: 392
- 1.2 Current program title: Minor in History
- 1.3 Credit hours: 24

2. Identification of the proposed program changes:

- Reduction of minimum number of hours for the minor from 24 to 21
- Change required core courses
FROM: HIST 101 and 102, HIST 240 and HIST 241
TO: HIST 101 or 102, HIST 240 or HIST 241
- Increase number of non-HIST courses that may be counted as upper-division electives from 0 to 3 credit hours.
- Change the minor's upper-division electives distribution requirements
FROM: "The remaining 12 hours must be taken in upper-division courses with no more than two upper-division courses from any one of the following areas: United States History, European History to 1648, European History since 1648, and areas other than Europe or the United States."
TO: "The remaining 9-12 hours must be taken in upper-division courses with at least one upper-division course from each of the following areas: Afro-Eurasia; The Americas & Pre-Modern Era; and Modern Era."

3. Detailed program description:

<p>CURRENT PROGRAM:</p> <p>Catalog description: Minor in History</p> <p>Reference Number: 392 Minimum Hours for Minor: 24</p> <p>The minor in history requires a minimum of 24 semester hours. Courses required are HIST 101, HIST 102, HIST 240, and HIST 241. The remaining 12 hours must be taken in upper-division courses with no more than two upper-division courses from any one of the following areas: United States History, European History to 1648, European History since 1648, and areas other than Europe or the United States.</p>	<p>PROPOSED PROGRAM:</p> <p>Catalog description: Minor in History</p> <p>Reference Number: 392 Minimum Hours for Minor: 21</p> <p>The minor in history requires a minimum of 21 semester hours.</p> <p>The following 6 hours of core courses are required for the major:</p> <ul style="list-style-type: none">• HIST 101 <u>or</u> 102• HIST 240 <u>or</u> 241 <p>Of the remaining 15 hours, a minimum of 12 hours in upper-division history courses is required.</p> <p>At least two upper-division courses from each of the following geographic and chronological areas are required:</p> <ul style="list-style-type: none">• Geographic: Afro-Eurasia and The Americas• Chronological: Pre-Modern Era and Modern Era. <p>Note: A single elective <u>can</u> count toward completion of more than one concentration (e.g., a student may count HIST 333 toward the completion of “Afro-Eurasia” and “Modern Era.”</p> <p>Restricted elective (3 hours): A student may select one elective course outside of the minor, but only in consultation with the departmental faculty advisor and with the approval of the department head.</p>
---	---

4. Rationale for the proposed program change:

- It has become clear in the past several years that the History Department's requirement that students take a sequence of prerequisites (HIST 101 *and* 102, then HIST 240 *and* 241) to pursue a History minor is becoming outmoded. This is partly due to the fact that many students test out of one or more these courses in high school, or complete them at a community college before transferring to WKU. This approach can significantly reduce the amount of time minors spend with professional historians building important skills in discipline-based research and information literacy, as well as valuable transferrable skills, such as critical reading, analysis, and writing. To accommodate this trend, the department has resolved to reconfigure the History minor to better meet the needs of our current and future students. Part of this reconfiguration is to provide more flexibility for students to create concentrations within their course of study. This will allow them to explore areas of interest more deeply, and to understand better the cultures and societies with which they hope to build connections after graduating from WKU (e.g., China, the Middle East, Africa, etc.).
- Another aspect of this reconfiguration is the department's ongoing development of 300-level courses that fulfill the Colonnade Connections requirement. Even more than the 100- and 200-level survey courses, our 300- and 400-level courses provide more intensive opportunities to develop their skills in: critical reading and analysis of primary sources and modern scholarship; information literacy and topical research; and logical and persuasive argumentation (rhetoric) in writing. The following changes, therefore, will offer more flexibility to students, provide more opportunities for skill-building by putting greater emphasis on 300- and 400-level courses and, as a desired side effect, institutionalize the department's bond with the Colonnade program.
- Reduction of survey-level requirements and increased emphasis on 300- and 400-level (higher-level skill-building) courses: The department voted unanimously to lower the number of *required core courses* from 12 credits to 6 credits (3 credits of HIST 101 *or* 102; 3 credits of HIST 240 *or* 241) in order to make the remaining 15 credits available for students to explore more deeply a particular chronological, geographic, or thematic concentration, or to take a wider array of courses before deciding on a concentration. This change will make the program more relevant in light of the national trend to modify history programs to allow for a more flexible geographic and thematic focus in a student's course of study. Included in this trend are history departments at nationally-ranked universities — e.g., University of Pennsylvania, University of Southern California, The Ohio State University, and University of Kentucky — and some of our benchmark institutions — e.g., Central Michigan State University, Indiana State University, East Carolina State University, and University of North Carolina-Greensboro.
- Thematic, Geographic, and Chronological Concentrations: This reconfiguration of the History minor to allow students to pursue certain themes and/or concentrations within her/his course of study will also better reflect the forward-looking goals of WKU's Colonnade program. In other words, the History Department seeks to create an opportunity for students, especially those who will pursue a dual major or a graduate degree, to develop a course of study that will support their preparation for a particular career or field of endeavor and, in the case of dual majors, allow for a more integrated overall learning experience.
- Better outcomes: The department anticipates that, as students are given the opportunity to participate in a more diverse selection of history courses that reflect their interests, classes will tend to be somewhat smaller, resulting in more opportunities for student-faculty interaction. It is hoped that this will also lead to students being better prepared to succeed in the modern workforce,

or to pursue a graduate degree in, e.g., history, law, business, etc.

- Additional flexibility through co-major credits: The goal here is to ensure that students who choose to make History part of a dual major or, a minor will: 1) have a more integrative experience in their two majors or minors; 2) avoid some unnecessary overlap in content; and 3) be more likely to graduate on time. To that end, the department has unanimously agreed that in certain circumstances it would allow up to 3 credits of upper division credit (300-level and above) from another department to count toward the overall credit total needed to graduate with a history minor. Such courses would be those that have a largely historical focus on a culture or theme, and a component of critical analysis and writing equal to or exceeding History Department standards for that course level. This accommodation will also provide additional flexibility for students in constructing their course of study, one that matches current trends in nationally ranked universities, e.g., The Ohio State University, New York University, and University of Rochester, and in WKU benchmark institutions, e.g., Florida Atlantic University.

5. **Proposed term for implementation and special provisions:** Fall 2017

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

History Department	<u>09/23/2016</u>
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	<u>n/a</u>
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
History Department
Proposal to Revise a Program**

Contact Person: Robert Dietle, 745-5731 robert.dietle@wku.edu

1. Identification of program:

- 1.1 Current program reference number: 695
- 1.2 Current program title: Major in History
- 1.3 Credit hours: 33

2. Identification of the proposed program changes:

- Reduction of required core courses credit hours from 15 to 9
- Change required core courses
FROM: HIST 101 and 102, HIST 240 and HIST 241, and HIST 498
TO: HIST 101 or 102, HIST 240 or HIST 241, and HIST 498
- Increase required upper-division electives from 15 credit hours to 18 credit hours
- Increase number of non-HIST courses that may be counted as upper-division electives from 0 to 6 credit hours
- Change the major's upper-division electives distribution requirements
FROM: "At least one upper-division course coming from each of the following areas: United States History, European History to 1648, European History since 1648, and areas other than Europe or the United States."
TO: "At least two upper-division courses from each of the following areas: Afro-Eurasia; The Americas; Pre-Modern Era; and Modern Era. At least three upper-division courses in one of the following four thematic concentrations: Cultural, Religious and Intellectual History; Race, Ethnicity, and Identity; Peace, Conflict, and Human Rights; and Legal and Constitutional Heritage."

3. Detailed program description:

CURRENT PROGRAM:

Catalog description:

~~History is the record of the collective experience of mankind. It provides perspective and knowledge which helps us understand the present and it presents a hope that we may avoid in the future some of the mistakes that humanity has made in the past. As the broadest of all academic disciplines, history helps satisfy the curious mind which is not content with the present, but must query the past and attempt to peer into the future. History teaches us how to collect, analyze, and use data, which produce a trained mind—the most practical tool available to the human race. Because of its breadth, the study of history prepares a person for a considerable number of occupations and professions. One of the most frequently mentioned is teaching from elementary through the college level. There is, however, a wide variety of other areas open to the student of history: local, state, and federal governments, the diplomatic corps, law, professional library work, the national park service, banking, journalism, politics and a host of others. In addition, the business world often looks for those who have a strong background in the liberal arts. In fact, the career possibilities are virtually limitless.~~

~~The department offers a variety of courses to students who major or minor in the liberal arts or secondary education, as well as courses meeting Colonnade Requirements for all students. Students who complete a major in social studies and who complete the professional education requirements may be certified in the teacher education program.~~

~~When planning a program of study in this department, each student should be aware of the university's academic requirements and regulations contained in this catalog in the chapter "Academic Information." Specific attention should be given to the chapter subsections entitled "Academic Requirements and Regulations," "Academic Programs," and "Colonnade Requirements." Students should be aware that some academic programs may~~

PROPOSED PROGRAM:

Catalog description:

History is the record of the collective experience of humanity. It provides perspective and knowledge which helps us understand the present and it provides hope that we may avoid past mistakes. As the broadest of all academic disciplines, history appeals to the curious mind which is not content only with understanding the present. History equips students with the skills to collect, analyze, and use data and the ability to apply those skills to construct arguments and use evidence to support them. Because of its breadth, the study of history prepares students for numerous occupations and professions. Many of our majors pursue careers in education from the elementary through college level. There are, however, a variety of other areas open to the student of history: local, state, and federal governments, the foreign service, law, professional library work, the national park service, banking, journalism, politics, and a host of others. In addition, many businesses seek candidates with a strong background in the liberal arts because of their critical thinking, analytic, and writing abilities all areas in which history students excel.

The Department of History offers a variety of courses to students who major or minor in the liberal arts or secondary education, as well as courses meeting Colonnade Requirements for all students. Students who complete a co-major in social studies and who complete the professional education requirements may be certified in the teacher education program.

When planning a program of study in this department, each student should be aware of the university's academic requirements and regulations contained in this catalog in the chapter "Academic Information." Specific attention should be given to the chapter subsections entitled "Academic Requirements and Regulations," "Academic Programs," and "Colonnade Requirements." Students should

require additional scholastic regulations and standards not specified in the catalog. To obtain a copy of these regulations, students should contact the Department Head.

Major in History

Reference Number: 695

Minimum Hours for Major: 33

Minimum Hours for Degree: 120

Degree: Bachelor of Arts

Sample Degree Path:

~~[http://wku.edu/degreepaths/15-](http://wku.edu/degreepaths/15-16/documents/peal/history_695.pdf)~~

~~[16/documents/peal/history_695.pdf](http://wku.edu/degreepaths/15-16/documents/peal/history_695.pdf)~~

~~The major in history (reference number 695) requires a minimum of 33 semester hours and leads to a Bachelor of Arts degree. A minor or second major is required. Courses required are HIST 101, 102, 240, 241 and 498. Of the remaining 18 hours, a minimum of 15 hours in upper-division courses is required with at least one upper-division course coming from each of the following areas: United States History, European History to 1648, European History since 1648, and areas other than Europe or the United States.~~

be aware that some academic programs may require additional scholastic regulations and standards not specified in the catalog. To obtain a copy of these regulations, students should contact the Department Head.

Major in History

Reference Number: 695

Minimum Hours for Major: 33

Minimum Hours for Degree: 120

Degree: Bachelor of Arts

The major in history (reference number 695) requires a minimum of 33 semester hours and leads to a Bachelor of Arts degree. A minor or second major is required.

The following 9 hours of core courses are required for the major:

- HIST 101 or 102
- HIST 240 or 241
- HIST 498.

Of the remaining 24 hours, a minimum of 18 hours in upper-division history courses is required.

At least two upper-division courses from each of the following geographic and chronological areas are required:

- Geographic: Afro-Eurasia and The Americas
- Chronological: Pre-Modern Era and Modern Era.

At least three upper-division courses in one of the following four thematic concentrations are required:

- Cultural, Religious and Intellectual History
- Race, Ethnicity, and Identity
- Peace, Conflict, and Human Rights
- Legal and Constitutional Heritage

Note: A single elective can count toward completion of more than one concentration

(e.g., a student may count HIST 333 toward the completion of “Afro-Eurasia,” “Modern Era,” and “Peace, Conflict, and Human Rights” concentrations.)

Restricted elective (6 hours): A student may select two elective courses outside of the major, but only in consultation with the departmental faculty advisor and with the approval of the department head.

UPPER DIVISION COURSES MEETING AREA REQUIREMENTS: AFRO-EURASIA: HIST 299, HIST 305, HIST 306, HIST 308, HIST 310, HIST 317, HIST 318, HIST 322, HIST 323, HIST 324, HIST 330, HIST 331, HIST 333, HIST 334, HIST 335, HIST 338, HIST 340, HIST 360, HIST 370, HIST 379, HIST 380, HIST 391, HIST 402, HIST 404, HIST 407, HIST 419, HIST 420, HIST 422, HIST 425, HIST 426, HIST 428, HIST 438, HIST 439, HIST 449, HIST 460, HIST 461, HIST 462, HIST 463, HIST 471, HIST 472, HIST 480.

UPPER DIVISION COURSES MEETING AREA REQUIREMENTS: THE AMERICAS: HIST 200, HIST 310, HIST 320, HIST 321, HIST 325, HIST 333, HIST 341, HIST 346, HIST 347, HIST 348, HIST 349, HIST 352, HIST 353, HIST 358, HIST 359, HIST 364, HIST 365, HIST 380, HIST 390, HIST 402, HIST 420, HIST 430, HIST 440, HIST 441, HIST 442, HIST 443, HIST 444, HIST 445, HIST 446, HIST 447, HIST 448, HIST 450, HIST 451, HIST 453, HIST 454, HIST 456, HIST 457, HIST 458, HIST 463, HIST 464, HIST 465, HIST 481, HIST 492, HIST 494.

UPPER DIVISION COURSES MEETING AREA REQUIREMENTS: PREMODERN ERA (PRE-1700): HIST 305, HIST 306, HIST 307, HIST 308, HIST 317, HIST 318, HIST 323, HIST 330, HIST 353, HIST 402, HIST 404, HIST 407, HIST 419, HIST 440, HIST 460, HIST 463.

UPPER DIVISION COURSES MEETING AREA REQUIREMENTS: MODERN ERA

(POST 1700): HIST 200, HIST 299, HIST 310, HIST 320, HIST 321, HIST 322, HIST 324, HIST 325, HIST 331, HIST 333, HIST 334, HIST 335, HIST 338, HIST 340, HIST 341, HIST 346, HIST 347, HIST 348, HIST 349, HIST 352, HIST 358, HIST 359, HIST 360, HIST 364, HIST 365, HIST 370, HIST 379, HIST 380, HIST 390, HIST 391, HIST 402, HIST 420, HIST 422, HIST 425, HIST 426, HIST 428, HIST 430, HIST 438, HIST 439, HIST 441, HIST 442, HIST 443, HIST 444, HIST 445, HIST 446, HIST 447, HIST 448, HIST 449, HIST 450, HIST 451, HIST 453, HIST 453, HIST 454, HIST 456, HIST 457, HIST 458, HIST 461, HIST 462, HIST 464, HIST 465, HIST 471, HIST 472, HIST 480, HIST 481, HIST 492, HIST 494.

UPPER DIVISION COURSES MEETING AREA REQUIREMENTS: CULTURAL, RELIGIOUS, AND INTELLECTUAL HISTORY: HIST 200, HIST 305, HIST 306, HIST 307, HIST 317, HIST 318, HIST 320, HIST 322, HIST 323, HIST 324, HIST 325, HIST 334, HIST 335, HIST 338, HIST 340, HIST 341, HIST 347, HIST 348, HIST 349, HIST 352, HIST 360, HIST 370, HIST 365, HIST 391, HIST 420, HIST 425, HIST 426, HIST 428, HIST 438, HIST 439, HIST 444, HIST 447, HIST 448, HIST 453, HIST 454, HIST 463, HIST 465, HIST 471, HIST 472, HIST 480, HIST 492.

UPPER DIVISION COURSES MEETING AREA REQUIREMENTS: RACE, ETHNICITY, AND IDENTITY: HIST 308, HIST 320, HIST 321, HIST 325, HIST 330, HIST 331, HIST 334, HIST 349, HIST 352, HIST 358, HIST 359, HIST 360, HIST 364, HIST 370, HIST 390, HIST 404, HIST 420, HIST 425, HIST 430, HIST 440, HIST 447, HIST 449, HIST 453, HIST 456, HIST 457, HIST 458, HIST 461, HIST 463, HIST 353.

UPPER DIVISION COURSES MEETING AREA REQUIREMENTS: PEACE, CONFLICT, AND HUMAN RIGHTS: HIST 299, HIST 305, HIST 306, HIST 308, HIST 310, HIST 333, HIST 334, HIST 346,

	<p>HIST 348, HIST 352, HIST 370, HIST 379, HIST 380, HIST 402, HIST 407, HIST 419, HIST 422, HIST 425, HIST 426, HIST 428, HIST 430, HIST 439, HIST 441, HIST 443, HIST 449, HIST 450, HIST 451, HIST 462, HIST 463, HIST 464, HIST 471, HIST 472, HIST 481, HIST 494.</p> <p>UPPER DIVISION COURSES MEETING AREA REQUIREMENTS: LEGAL AND CONSTITUTIONAL HERITAGE: HIST 305, HIST 306, HIST 322, HIST 323, HIST 324, HIST 325, HIST 419, HIST 422, HIST 441, HIST 443, HIST 444, HIST 445, HIST 446, HIST 450, HIST 451.</p>
--	--

4. Rationale for the proposed program change:

- It has become clear in the past several years that the History Department’s requirement that students take a sequence of prerequisites (HIST 101 *and* 102, then HIST 240 *and* 241) to pursue a History major is becoming outmoded. This is partly due to the fact that many students test out of one or more these courses in high school, or complete them at a community college before transferring to WKU. This approach can significantly reduce the amount of time majors spend with professional historians building important skills in discipline-based research and information literacy, as well as valuable transferrable skills, such as critical reading, analysis, and writing. To accommodate this trend, the department has resolved to reconfigure the History major to better meet the needs of our current and future students. Part of this reconfiguration is to provide more flexibility for students to create thematic, geographic, and/or chronological concentrations within their course of study. This will allow them to explore areas of interest more deeply, and to understand better the cultures and societies with which they hope to build connections after graduating from WKU (e.g., China, the Middle East, Africa, etc.).
- Another aspect of this reconfiguration is the department’s ongoing development of 300-level courses that fulfill the Colonnade Connections requirement. Even more than the 100- and 200-level survey courses, our 300- and 400-level courses provide more intensive opportunities to develop their skills in: critical reading and analysis of primary sources and modern scholarship; information literacy and topical research; and logical and persuasive argumentation (rhetoric) in writing. The following changes, therefore, will offer more flexibility to students, provide more opportunities for skill-building by putting greater emphasis on 300- and 400-level courses and, as a desired side effect, institutionalize the department’s bond with the Colonnade program.
- Reduction of survey-level requirements and increased emphasis on 300- and 400-level (higher-level skill-building) courses: The department voted unanimously to lower the number of *required core courses* from 15 credits to 9 credits (3 credits of HIST 101 *or* 102; 3 credits of HIST 240 *or* 241; and 3 credits of HIST 498 / Capstone course) in order to make 6 additional credits available for students to explore more deeply a particular chronological, geographic, or thematic concentration, or to take a wider array of courses before deciding on a concentration. This change will make the program more relevant in light of the national trend to modify history programs to allow for a more flexible geographic and thematic focus in a student’s

course of study. Included in this trend are history departments at nationally-ranked universities — e.g., University of Pennsylvania, University of Southern California, The Ohio State University, and University of Kentucky — and some of our benchmark institutions — e.g., Central Michigan State University, Indiana State University, East Carolina State University, and University of North Carolina-Greensboro.

- **Thematic, Geographic, and Chronological Concentrations:** This reconfiguration of the History major to allow students to pursue certain themes and/or concentrations within her/his course of study will also better reflect the forward-looking goals of WKU’s Colonnade program. In other words, the History Department seeks to create an opportunity for students, especially those who will pursue a dual major or a graduate degree, to develop a course of study that will support their preparation for a particular career or field of endeavor and, in the case of dual majors, allow for a more integrated overall learning experience.
- **Better outcomes:** The department anticipates that, as students are given the opportunity to participate in a more diverse selection of history courses that reflect their interests, classes will tend to be somewhat smaller, resulting in more opportunities for student-faculty interaction. It is hoped that this will also lead to students being better prepared to succeed in the modern workforce, or to pursue a graduate degree in, e.g., history, law, business, etc.
- **Additional flexibility through co-major credits:** The goal here is to ensure that students who choose to make History part of a dual major will: 1) have a more integrative experience in their two majors; 2) avoid some unnecessary overlap in content; and 3) be more likely to graduate on time. To that end, the department has unanimously agreed that in certain circumstances it would allow up to 6 credits of upper division credit (300-level and above) from another department (ideally, but not necessarily, part of co-major or minor requirements) to count toward the overall credit total needed to graduate with a history degree. Such courses would be those that have a largely historical focus on a culture or theme, and a component of critical analysis and writing equal to or exceeding History Department standards for that course level. This accommodation will also provide additional flexibility for students in constructing their course of study, one that matches current trends in nationally ranked universities, e.g., The Ohio State University, New York University, and University of Rochester, and in WKU benchmark institutions, e.g., Florida Atlantic University.

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

6. Dates of prior committee approvals:

<u>History Department</u>	<u>09/23/2016</u>
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	<u>n/a</u>
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program**

Contact Person: Professor James Kenney, james.kenney@wku.edu, 270.745.6307

1. Identification of program:

- 1.1 Current program reference number: 750
- 1.2 Current program title: Major in Photojournalism (B.A.)
- 1.3 Credit hours: 45

2. Identification of the proposed program changes:

- Change in course number: PJ362, Short Form Documentary to PJ433, Short Form Documentary

3. Detailed program description:

Current Program	Proposed Program
<p>Major in Photojournalism ADMISSION REQUIREMENTS: Students wishing to enter the major in photojournalism are admitted as majors seeking admission (reference 750P). Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:</p> <ul style="list-style-type: none"> 1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree; 2. A minimum overall grade point average of 2.5; 3. Completion of ENG 100 with a grade of ‘C’ or better and 9 additional hours in general education; 4. Completion of the following courses with a grade of ‘C’ or better: SJB 101, 102, 103 and PJ 231. <p>Students not meeting the above admission requirements will not be admitted to the Photojournalism major and cannot register for any additional courses in the major.</p> <p>CURRICULUM The major in photojournalism (reference number 750) requires 45-46 semester hours and leads to</p>	<p>Major in Photojournalism ADMISSION REQUIREMENTS: Students wishing to enter the major in photojournalism are admitted as majors seeking admission (reference 750P). Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:</p> <ul style="list-style-type: none"> 1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree; 2. A minimum overall grade point average of 2.5; 3. Completion of ENG 100 with a grade of ‘C’ or better and 9 additional hours in general education; 4. Completion of the following courses with a grade of ‘C’ or better: SJB 101, 102, 103 and PJ 231. <p>Students not meeting the above admission requirements will not be admitted to the Photojournalism major and cannot register for any additional courses in the major.</p> <p>CURRICULUM The major in photojournalism (reference number 750) requires 45-46 semester hours and leads to</p>

the Bachelor of Arts degree. No course with a grade of “D” or below may be counted toward the major or fulfill prerequisite requirements. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University’s general education requirements.

In addition to meeting institutional requirements for graduation, the photojournalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor.

One-half of the hours in the major must be at the 300- or 400-level.

REQUIRED COURSES - 39 HOURS

- SJB 101 Understanding Media (3)
- SJB 102 Media Content, Collaboration (3)
- SJB 103 Storytelling in the 21st Century (3)
- JOUR 202 Intro. to Media Writing (3)
- PJ 231 Introduction to Photojournalism (3)
- PJ 233 Intermediate Photojournalism (3)
- One of the following two law classes*
- JOUR 301 Press Law & Ethics (3)
- BCOM 301 Mass Comm. Law & Ethics (3)
- JOUR 302 Intermediate Reporting (3)
- PJ 330 Multimedia Storytelling (3)
- PJ 333 Lighting Technologies (3)
- PJ 334 Picture Stories (3)
- ~~PJ 362 Short Form Documentary (3)~~
- PJ 436 Photojournalism Projects (3)

UNRESTRICTED ELECTIVE - 3 HOURS

During the sophomore year select one 3-hour course outside the major, but within the School of Journalism & Broadcasting and approved by departmental faculty advisor.

RESTRICTED ELECTIVES – 3-4 HOURS

- JOUR 323 Multiplatform News (3)
- JOUR 325 Feature Writing (3)
- PJ 336 Picture Editing (3)
- SJB 330 Interactive Design (3)
- FILM 376 Cinematography (3)
- PJ 390 Photography History and Culture (3)

the Bachelor of Arts degree. No course with a grade of “D” or below may be counted toward the major or fulfill prerequisite requirements. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University’s general education requirements.

In addition to meeting institutional requirements for graduation, the photojournalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor.

One-half of the hours in the major must be at the 300- or 400-level.

REQUIRED COURSES - 39 HOURS

- SJB 101 Understanding Media (3)
- SJB 102 Media Content, Collaboration (3)
- SJB 103 Storytelling in the 21st Century (3)
- JOUR 202 Intro. to Media Writing (3)
- PJ 231 Introduction to Photojournalism (3)
- PJ 233 Intermediate Photojournalism (3)
- One of the following two law classes*
- JOUR 301 Press Law & Ethics (3)
- BCOM 301 Mass Comm. Law & Ethics (3)
- JOUR 302 Intermediate Reporting (3)
- PJ 330 Multimedia Storytelling (3)
- PJ 333 Lighting Technologies (3)
- PJ 334 Picture Stories (3)
- PJ 433 Short Form Documentary (3)**
- PJ 436 Photojournalism Projects (3)

UNRESTRICTED ELECTIVE - 3 HOURS

During the sophomore year select one 3-hour course outside the major, but within the School of Journalism & Broadcasting and approved by departmental faculty advisor.

RESTRICTED ELECTIVES – 3-4 HOURS

- JOUR 323 Multiplatform News (3)
- JOUR 325 Feature Writing (3)
- PJ 336 Picture Editing (3)
- SJB 330 Interactive Design (3)
- FILM 376 Cinematography (3)
- PJ 390 Photography History and Culture (3)

PJ 432 Photojournalism Practicum (3) PJ 439 Advanced Studio Lighting Tech. (3) SJB 495 Collaborative Journalism (3) SJB 401/402 Team Investigative Reporting (4)	PJ 432 Photojournalism Practicum (3) PJ 439 Advanced Studio Lighting Tech. (3) SJB 495 Collaborative Journalism (3) SJB 401/402 Team Investigative Reporting (4)
---	---

4. Rationale for the proposed program change:

The Short Form Documentary class draws on instruction and experiences from prior Photojournalism curriculum, addresses advanced topics in the major, and challenges students at the senior level. As such, the PJ major is now advising students to wait until their senior year to take the course. This change in course number better reflects the difficulty and advanced nature of the class content and pedagogy.

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

6. Dates of prior committee approvals:

SJ&B Curriculum Committee:	<u>9/30/2016</u>
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

**Potter College of Arts & Letters
Department of Music
Proposal to Revise a Program**

Contact Person: Scott Harris, scott.harris@wku.edu, 270-745-5924

1. Identification of program:

- 1.1 Current program reference number: 593
- 1.2 Current program title: Bachelor of Music – Music Education – All Concentrations
- 1.3 Credit hours: 127-132; music content 69-74, professional education 22, Colonnades 36

2. Identification of the proposed program changes: Add LTCY 421 Reading Middle/Secondary Grades *“or other acceptable documentation for meeting the requirement.”*

3. Detailed program description: The Bachelor of Music with a Concentration in Music Education degree offers three tracks, each related to a specific Kentucky Teaching Certification in Music. Music Ed-Instrumental P-12, Music Ed-Vocal P-12, and Music Ed-Integrated P-12. The Music requirements for this degree amount to 69 hours for both the Instrumental and Vocal tracks and 74 hours for the Integrated track. This revision does not affect the Music requirements. Another component of the requirements for the Music Education degree is in Professional Education. Those requirements currently amount to 22 hours and the revision being proposed is the addition of one 3-hour course in Literacy to the Professional Education requirements.

Current Program	Revised Program
Professional Education Requirements:	Professional Education Requirements:
EDU 250 Intro Teacher Ed. K-12 3 hrs	EDU 250 Intro Teacher Ed. K-12 3 hrs
SPED 330 Intro Excep Ed. 3 hrs	SPED 330 Intro Excep Ed. 3 hrs
PSY 310 Ed. Psychology 3 hrs	PSY 310 Ed. Psychology 3 hrs
ELED 490 Music Student Teach 5 hrs	ELED 490 Music Student Teach 5 hrs
SEC/MGE 490 Music Student Teach 5 hrs	SEC/MGE 490 Music Student Teach 5 hrs
EDU 489 Student Teaching Seminar 3 hrs	EDU 489 Student Teaching Seminar 3 hrs
	LTCY 421 Reading Mid/Sec Grades 3 hrs
TOTAL = 22 hrs	TOTAL = 25 hrs

4. Rationale for the proposed program change: This proposal is in response to state legislation mandating Literacy program requirements for students seeking P-12 teaching certification in Kentucky: *16 KAR 5:060: Literacy program requirements for middle school, high school, grades 5-12, and grades P-12 certification programs.* The regulation refers to ALL Middle School, High School, Grades 5-12, and Grades P-12 certification programs. All candidates admitted to the professional education unit (this means being admitted to teacher education/admissions) on or after August 1, 2016 must demonstrate the six International Reading Association’s 2010 for Middle and High School Content Classroom Teachers. The regulation states that a three-hour content literacy course aligned to the six standards and *taught by faculty qualified to deliver literacy instruction* must be included in every program.

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

6. Dates of prior committee approvals:

Department of Music

September 23, 2016

Potter College Curriculum Committee

13 Oct 2016

Professional Education Council (if applicable)

Undergraduate Curriculum Committee

10/27/2016

University Senate

**Potter College of Arts & Letters
English Department
Proposal to Revise a Program**

Contact Person: Ted Hovet ted.hovet@wku.edu 745-5782

1. Identification of program:

- 1.1 Current program reference number: 662
- 1.2 Current program title: Major in English
- 1.3 Credit hours: 39-40

2. Identification of the proposed program changes:

- For all concentrations,
 - Renumber ENG 304 to 204
 - Add two writing courses to be chosen from two clusters (203, 306, 307, 401, 410) AND (212, 301, 412)
- For literature concentration,
 - Create three-hour capstone (ENG416) to replace current one-hour capstone (ENG492)
 - Drop ENG 401 requirement
 - Drop free elective
- For creative writing concentration,
 - Drop required literature surveys from five courses to three (ENG 385 and either 381 and 392 OR 382 and 391)
 - Add required reading as a writer course (ENG 312)
 - Drop one free English elective and add literature elective
- For professional writing concentration,
 - Drop required literature surveys from five courses to three (ENG 385 and either 381 and 392 OR 382 and 391)
 - Add one professional writing elective and include MKT 220, MKT 331, PR 354, PJ 131, BCOM 264 as two of the possible five total professional writing electives
 - Drop one free English elective and add literature elective

3. Detailed program description:

	<p>The English Major All English major concentrations require 42 semester hours with 27 hours in the core and 15 hours in the concentration. Students must take an introduction to the major course (ENG 299), three literature courses (385 and either 381 and 392 OR 382 and 391), a language course (204), two writing courses (203, 306, 307, 401, or 410) AND (212, 301, or 412), and a capstone course</p>
--	---

The literature concentration in English requires a minimum of 40 semester hours and leads to a Bachelor of Arts degree. A minor or second major is required. Requirements for the major are as follows: ENG 299, 304, 381, 382, 385, 391, 392, 401, 492 (senior seminar, which should be taken in the last semester of coursework), four additional three-credit, upper-level literature courses; and one additional elective from departmental offerings.* A grade of “C” or higher is required in all courses applying to the major. At least one of the restricted electives must be at the 400-level.

*With the approval of the English Department Head, courses from another department may be taken as electives to a maximum of 3 hours in the English literature concentration.

The creative writing concentration requires a minimum of 39 hours and leads to the Bachelor of Arts degree. A minor or second major is required. Requirements include ENG 299, 304, 381, 382, 385, 391, 392, and 413 (capstone, which should be taken in the final semester of coursework); any four of the following courses: ENG 303, 305, 311, 329, 358, 403, 411, 474, 475, and 467; and one elective from department offerings. A grade of “C” or higher is required in all courses applying to this major. Note: ENG 203 is a required prerequisite to the upper-level creative writing courses.

The professional writing concentration requires a minimum of 39 hours and leads to the Bachelor of Arts degree. A minor or second

(413, 414, or 416, depending on their concentration).

English Major Concentrations

The literature concentration in English requires a minimum of ~~40~~ **42** semester hours and leads to a Bachelor of Arts degree. A minor or second major is required. Requirements for the major are as follows: ENG **204**, 299, 304, 381, 382, 385, 391, 392, ~~401~~, **416** ~~492~~ (capstone, which should be taken in the last semester of coursework); **one course from EACH of the following groups (203, 306, 307, 401, 410) AND (212, 301, 412); and** four additional three-credit, upper-level literature courses; ~~and one additional elective from departmental offerings.~~* A grade of “C” or higher is required in all courses applying to the major. At least one of the restricted electives must be at the 400-level.

~~*With the approval of the English Department Head, courses from another department may be taken as electives to a maximum of 3 hours in the English literature concentration.~~

The creative writing concentration requires a minimum of ~~39~~ **42** hours and leads to the Bachelor of Arts degree. A minor or second major is required. Requirements include ENG **204**, 299, 304, 381, ~~382~~, **312**, 385, 391, ~~392~~, and 413 (capstone, which should be taken in the final semester of coursework); **either of the following clusters: (381 and 392) OR (382 and 391); one course from EACH of the following groups (203*, 306, 307, 401, 410) AND (212, 301, 412);** any four of the following courses: ENG 303, 305, 311, 329, 358, 403, 411, 474, 475, and 467; and one **300- or 400-level literature** elective from department offerings. A grade of “C” or higher is required in all courses applying to this major. *Note: ENG 203 is a required prerequisite to the upper-level creative writing courses.

The professional writing concentration requires a minimum of ~~39~~ **42** hours and leads to the

<p>major is required. Requirements include ENG 299, 304, 381, 382, 385, 391, 392, and 414 (capstone, which should be taken the final semester of coursework); any four of the following courses: ENG 301, 306, 307, 349, 369, 401, 402, 412, and 415; and one elective from department offerings. A grade of “C” or higher is required in all courses applying to the major. It is strongly recommended that students in the professional writing concentration complete an internship (ENG 369).</p>	<p>Bachelor of Arts degree. A minor or second major is required. Requirements include ENG 204, 299, 304, 381, 382, 385, 391, 392, and 414 (capstone, which should be taken the final semester year of coursework); either of the following clusters: (381 and 392) OR (382 and 391); one course from EACH of the following groups (203, 306*, 307*, 401, 410) AND (212, 301, 412); any four of the following courses: any five of the following concentration electives, but no more than two from outside the English Department: ENG 212, 301, 306, 307, 349, 369, 401, 402, 412, 415, MKT 220, MKT 331, PR 354, PJ 131, BCOM 264; and one 300- or 400-level literature elective from department offerings. A grade of “C” or higher is required in all courses applying to the major. It is strongly recommended that students in the professional writing concentration complete an internship (ENG 369). *Note: ENG 306 or 307 is a pre-requisite for most professional writing classes.</p>
---	---

4. Rationale for the proposed program change:

Following the Association of Departments of English Ad Hoc Committee on Assessment’s recommendations, the English Department collaboratively developed a revised set of learning outcomes for the major that articulates the range of work we want our students to produce. These learning outcomes were generated by the English faculty and were grounded in the learning outcomes that exist in the current curriculum. We revised the curriculum to give students a common experience but also added more flexibility that will help them become better thinkers, readers, and writers and to better prepare them for employment after graduation. The revision is not built on adding a number of new courses (we add only two), but it more effectively balances core experiences for all majors with specialized study within each concentration. We also redesigned our curriculum with three approaches recommended by the Modern Language Association in mind: “the addition of topics courses, the development of courses related to students’ employment concerns, and a restructuring that increased curricular cohesiveness or offered concentrations” (“Report of the 2001–02 ADE Ad Hoc Committee on the English Major,” *ADE Bulletin* 134 [Spring-Fall 2003], 83). While we have not added topics courses, we have opened up the curriculum so that we can offer more topics courses and have retitled traditional courses with a “Studies in” prefix that signals a fresher approach to literary study. We have also worked to build consistency across our three capstone courses and to continue to address employment concerns there. By creating a clear core, we have also made the major more cohesive. We hope the balance of consistency and flexibility will lead to a rise (or at least stabilization) of the number of majors experienced by other English departments: “Majors often increased after the faculty completed a review and reworking of the department’s curriculum. The most dramatic claim was made by a chair at a large research university, where the move to a more flexible English curriculum seems to have produced more majors even though institutional enrollments fell” (“Report” 84).

- For all concentrations,

- *Renumber ENG 304 to 204:* There is no change to the course content, but we believe the course is more appropriately numbered at the 200-level (and should have been all along). If students take the course earlier in their curriculum, they would see the value of language/linguistics study and leave room for more advanced language classes later, and also have an opportunity to add a TESL minor, which could create additional career paths, no matter what their concentration.
- *Add two writing courses to be chosen from two clusters (203, 306, 307, 401, 410) AND (212, 301, 412):* Students have indicated a concern about the large number of required literature courses and dearth of required writing courses in our current curriculum. With this addition, we aim to bring more balance to the curriculum and give students more opportunities across the range of English studies. In particular, we have added the option of ENG 212 Introduction to Digital Texts and Media to give students an option to explore the rhetorical, critical, and ethical dimensions of digital composing, producing genres such as web-based videos, podcasts, blogs, websites, and video essays. In addition, national employer surveys regularly indicate that they desire workers who can read, write, and think well. We believe the inclusion of additional writing courses will help them improve their skills in all three areas.
- For literature concentration,
 - *Create three-hour capstone (ENG416) to replace current one-hour capstone (ENG492):* The department currently offers a one credit hour course (ENG492), emphasizing a synthesis of previous courses and preparation for professional opportunities. A new three-hour capstone (ENG416) will allow students to not merely synthesize work already done, but to apply their skills to new literary topics appropriate for senior-level study and will make it equivalent to other concentration capstones. We need to keep 492 on the books during the transition into the new curriculum.
 - *Drop ENG 401 requirement:* 401 (Advanced Composition) is included in the list of possible writing courses all students can choose as one of the required writing courses. Including 401 with in a menu that also includes 203 (Intro Creative Writing), 306 (Business Writing), 307 (Technical Writing), and 410 (Composition Theory and Practice) will allow them to have a writing experience more tailored to explore a new area of the major.
 - *Drop free elective:* Including two writing courses in the core of the major students allows to gain additional opportunities to explore courses within the major. Since they will retain four literature electives, they will have ample opportunities for variety within the concentration.
- For creative writing concentration,
 - *Drop required literature surveys from five courses to three (ENG 385 and either 381 and 392 OR 382 and 391):* Students in creative writing have indicated a concern about the large number of required literature courses and the limited opportunities this requirement creates for them to take writing courses. With this reduction, we aim to bring more balance to the curriculum and give creative writing students more opportunities to take courses in their concentration and better prepare them for other opportunities as creative writers. Students will still have ample experiences in literature courses taking 385 (Studies in World Literature) and *either 381 and 392 OR 382 and 391*(one late and one early literature survey from either Britain or the United States).
 - *Add required reading as a writer course (ENG 312):* As part of annual assessment practices, creative writing colleagues determined that students need to be more conscious of craft: the technical and artistic choices that professional writers make in the writing process. This course will free students from the limiting idea that creative writing is

merely self-expression, making them see their own creative work in the larger context of a rich, lively conversation. It will also give them a practical new tool for studying literature, which they will learn to see through the lens of an aspiring writer (rather than through the lens of a critic). As described on the new course proposal sheet, a number of schools have offered similar courses to great effect.

- *Drop one free English elective and add literature elective:* By reducing the number of required literature surveys by two, creative writing students will have more flexibility in choosing writing electives. Creative writing students need to read literature to become better writers, but including a literature elective (instead of a required survey) will provide more choices.
- For professional writing concentration,
 - *Drop required literature surveys from five courses to three (ENG 385 and either 381 and 392 OR 382 and 391)* Students in professional writing have indicated a concern about the large number of required literature courses and the limited opportunities this requirement creates for them to take writing courses. With this reduction, we aim to bring more balance to the curriculum and give professional writing students more opportunities to take courses in their concentration and better prepare them for other opportunities as professional writers. Students will still have ample experiences in literature courses taking 385 (Studies in World Literature) and *either 381 and 392 OR 382 and 391* (one late and one early literature survey from either Britain or the United States).
 - *Add one professional writing elective and include MKT 220, MKT 331, PR 354, PJ 131, BCOM 264 as two of the possible five total professional writing electives:* Student surveys and annual assessment have regularly indicated that professional writing students desire more professional writing opportunities. We have expanded the possibilities from four to five electives and included relevant courses from other disciplines to give students additional perspectives on professional writing.
 - *Drop one free English elective and add literature elective* Reducing the number of required literature surveys by two gives professional writing students more flexibility in choosing writing electives. Taking a literature course will connect them to the strong emphasis on literary study that our department has valued but will give them the flexibility to study literature that may be of greater interest to them.

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

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

English Department	<u>September 21, 2016</u>
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	<u>NA</u>
General Education Committee (if applicable)	<u>NA</u>
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	<u>_____</u>

**Potter College of Arts & Letters
Department of English
Proposal to Revise a Program**

Contact Person: David LeNoir, david.lenoir@wku.edu, 270-745-5712

1. Identification of program:

- 1.1 Current program reference number: 561
- 1.2 Current program title: English for Secondary Teachers
- 1.3 Credit hours: 55

2. Identification of the proposed program changes:

- Update 8 course titles (each marked # below)
- Change a course number
- Replace a Core course
- Replace a Core course
- Add an option for Cluster #3
- Replace an option for Cluster #3
- Remove the required Elective
- Update Professional Education courses

3. Detailed program description:

The major in English for secondary teachers is intended for those seeking certification to teach in grades 8-12. It requires a minimum of 55 semester hours and leads to a Bachelor of Arts degree. No minor or second major is required. (Teacher certification requires an additional 34 hours of education courses specified by the College of Education and Behavioral Sciences.) A grade of “C” or higher is required in all courses applying to the major.

Requirements for the major are as follows:

Required Core Courses:	31 hrs
ENG 299 Introduction to English Studies	3
ENG 104 Introduction to Linguistics	3
ENG 304 English Language	3
ENG 385 World Literature	3
ENG 391 American Literature I	3
ENG 401 Advanced Composition	3
ENG 410 Comp Theory in Wrtg Instr	3
ENG 476 Crit Appr to Lit Sec Cur	3

The major in English for secondary teachers is intended for those seeking certification to teach in grades 8-12. It requires a minimum of ~~55~~ **54** semester hours and leads to a Bachelor of Arts degree. No minor or second major is required. (Teacher certification requires an additional 34 hours of education courses specified by the College of Education and Behavioral Sciences.) A grade of “C” or higher is required in all courses applying to the major. Requirements for the major are as follows:

Required Core Courses:	31 33 hrs
ENG 299 Introduction to English Studies	3
ENG 104 Introduction to Linguistics	3
ENG 304 English Language	3
ENG 204 English Language	3
ENG 385 Studies in World Literature	3 #
ENG 391 American Literature I	3
ENG 401 Advanced Composition	3
ENG 301 Argument and Analysis	3
ENG 410 Comp Theory in Wrtg Instr	3
ENG 476 Crit Appr to Lit Sec Cur	3

ENG 492 Senior Seminar	1	ENG 492 Senior Seminar	1
		ENG 416 Senior Literature and EST	
		Capstone	3
COMM 145 Fund of Pub Spkg *	3	COMM 145 Fund of Pub Spkg *	3
THEA 151 Theatre Appreciation *	3	THEA 151 Theatre Appreciation *	3
Cluster # 1 Literature Surveys	6 hrs	Cluster # 1 Literature Surveys	6 hrs
ENG 381 English Literature I		ENG 381 British Literature I	#
ENG 382 English Literature II		ENG 382 British Literature II	#
ENG 392 American Literature II		ENG 392 American Literature II	
Cluster # 2 Allied Language Arts	6 hrs	Cluster # 2 Allied Language Arts	6 hrs
COMM 245 Argumentation & Debate		COMM 245 Argumentation & Debate	
COMM 345 Advanced Public Speaking		COMM 345 Advanced Public Speaking	
JOUR 202 Intro to Media Writing		JOUR 202 Intro to Media Writing	
THEA 425 Play Prod in the Schools		THEA 425 Play Prod in the Schools	
THEA 325 Theatre in Education		THEA 325 Theatre in Education	
Cluster # 3 Writing Electives	3 hrs	Cluster # 3 Writing Electives	3 hrs
		ENG 212 Intro to Digital Texts and Media	
ENG 301 Argument and Analysis		ENG 301 Argument and Analysis	
		ENG 401 Advanced Composition	
ENG 303 Fiction Writing		ENG 303 Fiction Writing	
ENG 305 Poetry Writing		ENG 305 Poetry Writing	
ENG 311 Creative Nonfiction Writing		ENG 311 Creative Nonfiction Writing	
ENG 329 Special Topics Creative Writing		ENG 329 Special Topics in Creative Writing	
ENG 358 Drama Writing		ENG 358 Drama Writing	
ENG 402 Editing and Publishing		ENG 402 Editing and Publishing	
ENG 415 Writing and Technology		ENG 415 Writing and Technology	
Cluster # 4 Literature Elective**	3 hrs	Cluster # 4 Literature Elective**	3 hrs
ENG 333 Medieval Literature		ENG 333 Medieval Literature	
ENG 339 Special Topics in Literature		ENG 339 Special Topics in Literature	
ENG 340 Speculative Fiction		ENG 340 Speculative Fiction	
ENG 354 History of Drama to 1640		ENG 354 History of Drama to 1640	
ENG 355 History of Drama since 1640		ENG 355 History of Drama since 1640	
ENG 365 Film Adaptation		ENG 365 Film Adaptation	
ENG 387 Studies in Autobiography		ENG 387 Studies in Autobiography	
ENG 394 Kentucky Literature		ENG 394 Kentucky Literature	
ENG 395 Contemporary Literature		ENG 395 Contemporary U.S. Literature	#
ENG 396 Mythology		ENG 396 Mythology	
ENG 398 Hemingway & Faulkner		ENG 398 Hemingway & Faulkner	
ENG 430 19 th Century American Literature		ENG 430 19 th Century American Literature	
ENG 455 American Drama		ENG 455 American Drama	
ENG 457 British Literature since 1900		ENG 457 British Literature since 1900	
ENG 459 Modern Drama		ENG 459 Modern Drama	
ENG 468 Early Modern English Literature		ENG 468 Early Modern English Literature	
ENG 481 Chaucer		ENG 481 Chaucer	

ENG 482 Shakespeare
 ENG 484 British Romanticism
 ENG 486 The 18th Century
 ENG 487 Dante's *Divine Comedy* and Influences
 ENG 488 Victorian Age
 ENG 489 English Novel
 ENG 490 American Novel
 ENG 493 American Poetry
 ENG 495 Southern Literature

Cluster # 5 Literature of Diversity 3 hrs
 ENG 360 Gay and Lesbian Lit
 ENG 370 Multicultural Lit in America
 ENG 393 African-American Lit

 ENG 497 Women's Literature

Elective 3 hrs
 Choose one additional course from cluster
 1, 2, 3, 4, or 5 or another allied language
 arts course.

Total English program hours: 55

*COMM 145 and THEA 151 also count
 as Colonnade courses.

A former requirement—one course from CS
 145, CIS 141, or LME 448—is now
 recommended for students who perceive a
 weakness in technology skills.

Professional Education 34 hrs
 EDU 250 Intro to Teacher Education 3
 PSY 310 Educational Psychology 3
 SEC 351 Tchg Strategies for Secondary 3

 SEC 352 Planning for Student Diversity 3

 SEC 453 Management of Instruction 3
 SEC 475 Teaching Language Arts 3
 LTCY 421 Content Area Reading 3
 SEC 490 Student Teaching 10
 EDU 489 Student Teaching Seminar 3

Total Eng w/ Sec Certification: 89 hrs

ENG 482 Shakespeare
 ENG 484 British Romanticism
 ENG 486 The 18th Century
 ENG 487 Dante's *Divine Comedy* and Influences
 ENG 488 **Victorian Literature and Culture** #
 ENG 489 **The British Novel** #
 ENG 490 American Novel
 ENG 493 American Poetry
 ENG 495 Southern Literature

Cluster # 5 Literature of Diversity 3 hrs
 ENG 360 Gay and Lesbian Literature
 ENG 370 **U.S. Ethnic Literature** #
 ENG 393 **African American** Literature #
 ENG 497 Women's Literature

Elective 3 hrs
 —Choose one additional course from cluster
 1, 2, 3, 4, or 5 or another allied language
 arts course.

Total English program hours: 55 54

*COMM 145 and THEA 151 also count
 as Colonnade courses.

A former requirement—one course from CS 145, CIS
 141, or LME 448—is now recommended for students
 who perceive a weakness in technology skills.

Professional Education 34 hrs
 EDU 250 Intro to Teacher Education 3
 PSY 310 Educational Psychology 3
SEC 350 Clin Practices in Sec Tchg I 8
~~SEC 351 Tchg Strategies for Secondary 3~~
~~SEC 352 Planning for Student Diversity 3~~
SEC 450 Clin Practices in Sec Tchg II 1
~~SEC 453 Management of Instruction 3~~
 SEC 475 Teaching Language Arts 3
 LTCY 421 Content Area Reading 3
 SEC 490 Student Teaching 10
 EDU 489 Student Teaching Seminar 3

Total Eng w/ Sec Certification: 89 88 hrs

4. **Rationale for the proposed program change:** These changes are updates either to better match the English Department’s core courses and outcomes or to reflect the new arrangement of Professional Education courses.

- *Update 8 course titles:* The course title changes were made by the English Department to describe more accurately the content of the courses and/or to reflect contemporary convention; the content or purpose of the courses has not changed.
- *Change a course number:* ENG 304 has been changed to ENG 204. No changes have been made to its content or purpose.
- *Replace a Core course:* The English Department has restructured its core requirements for the English major (662). To keep the EST major (561) in line with the core outcomes of the other English major, ENG 301 will be included and ENG 401 removed.
- *Replace a Core course:* ENG 492 Senior Seminar has been expanded to better serve its purposes as a capstone course for the content major. That revision necessitated an increase in hours—but a change later in this document trims hours to compensate. (See “Remove the required Elective,” below.) ENG 492 (a 1-hour course) will remain on the books for students currently enrolled in the program; ENG 416 Senior Capstone (a 3-hour course) will become a new program requirement with the new catalog year.
- *Add an option for Cluster #3:* A new course, ENG 212 Introduction to Digital Texts and Media, is included in the Writing cluster. It is a response to current trends in media technology use.
- *Replace an option for Cluster #3:* The “Replace a Core course” item above describes the substitution of ENG 301 for ENG 401 in the Core. The present change reflects the other side of that move, placing ENG 401 in the place of ENG 301 as an option in Cluster #3.
- *Remove the required Elective:* In order to accommodate the increase in hours associated with the change in the Core from ENG 492 to ENG 416, one course is being removed. The selection of the Elective for removal was based on the fact that, by virtue of its openness, it does not serve a specific outcome point, whereas all of the other courses or clusters do.
- *Update Professional Education courses:* Deleting SEC 351, 352, and 453 and inserting SEC 350 and 450 updates the Professional Education program for this major with course changes made this past spring.

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

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

English Department	September 21, 2016
Potter College Curriculum Committee	<u>13 Oct 2016</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>10/27/2016</u>
University Senate	_____

Reverse Transfer Policy (1st Reading)

Recommendation of Academic Policy subcommittee is highlighted and marked through below:

Current 2016-2017 Catalog Description:

Residence Requirements—The minimum residence requirement for the bachelor's degree is 25% of the minimum number of semester hours required in the student's degree program through instruction at WKU. The minimum residence requirement for an associate degree is 25% of the minimum number of semester hours required in the student's degree program through instruction at WKU. One-third of the hours in the specialty must be earned at WKU. **With the exception of military personnel pursuing the Associate of Interdisciplinary Studies degree, twelve semester hours used toward the associate degree must be taken at WKU during the last half of the student's program.** A student is permitted to transfer a maximum of six semester hours toward a certificate program.

Charge received by Academic Policy Subcommittee:

Liz,

Am still reviewing the draft 2016-17 catalog, and ensuring that all policies approved are implemented accurately. Below is information regarding the reverse transfer policy approved.

2015-16 Catalog (p 37): "Residence Requirements—The minimum residence requirement for the bachelor's degree is 25% of the minimum number of semester hours required in the student's degree program through instruction at WKU. **At least 16 of the hours counted in meeting the residence requirement must be completed after the semester in which the student has earned a cumulative total of at least 90 semester hours. Exceptions to these regulations may be made for WKU students who have been given permission to transfer credits earned at accredited professional schools to apply as electives toward the degree.** The minimum residence requirement for an associate degree is 25% of the minimum number of semester hours required in the student's degree program through instruction at WKU. One-third of the hours in the specialty must be earned at WKU. **With the exception of military personnel pursuing the Associate of Interdisciplinary Studies degree, twelve semester hours used toward the associate degree must be taken at WKU during the last half of the student's program.** A student is permitted to transfer a maximum of six semester hours toward a certificate program."

According to the attached reverse transfer policy approved through Senate in March of 2016, the sentence with the strike-through was eliminated. However, the **highlighted sentence** should also be removed as it references the sentence removed. If left in, the **highlighted** sentence would put us out of compliance with SACSCOC. We cannot make exceptions to the 25% rule, as that is a SACSCOC standard. Therefore, I will ask the Registrar's office to remove the **highlighted** sentence from the 2016-17 Undergraduate catalog.

It appears this change only impacted the Baccalaureate students, and the Associate degree residency policy was not considered. The green highlighted information references the same type of information but for associate degree seeking students. This should be reviewed by UCC in the near future, along with the reference to certificate programs, as to align all policies at the undergraduate level.

Sylvia

Concurrent Subsequent Degree Policy (No further action required at this time)

On the concurrent/subsequent degree policy change, we recommended removing the BIS restrictions, but the BIS department head Jeff Butterfield and University College report no interest in making that change. Therefore, that information needs to be conveyed back to the original inquirer: Dr. David Keeling, Chair of the Committee on Credit and Graduation. Attached is the policy with the restrictive language highlighted. There are no changes.

ACADEMIC INFORMATION

in each course applicable toward a major or minor. Refer to the departmental descriptions in this catalog or contact the department head to determine the specific grade requirements for each major.

Course Requirements—At least one-third of the course requirements in each major and minor must be earned through instruction at WKU. Students transferring in the paramedic certification/licensure for the AAS in Paramedicine have an exception to this policy; refer to the specific program description for details.

At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses numbered 300 and above (except minors in business administration and computer information systems, and majors in dental hygiene, social studies, art education, and middle grades education; refer to the specific program description for details.)

A minimum of 42 undergraduate semester hours must be completed in upper division courses (courses numbered 300 or above) by students earning a baccalaureate degree. Student transferring with an applied associate degree (e.g., Associate in Applied Science or its equivalent) into the following majors must complete a minimum of 30 undergraduate semester hours in upper division courses: computer information technology, dental hygiene, health sciences, nursing, organizational leadership, systems management, and technology management; refer to each specific major description for more details

Double Majors—Students with diverse or multiple areas of interest might consider adding breadth to their academic program by choosing to pursue double majors. Students pursuing double majors must fulfill all of the requirements for both majors and all baccalaureate degree requirements, and the requirements may be completed with a minimum of 120 semester hours. Completion of two majors results in the receipt of one degree, and the specific degree is determined by the student's choice of the first or primary major.

Certificate Programs—Only undergraduate courses may be used to fulfill undergraduate certificate program requirements.

Residence Requirements—The minimum residence requirement for the bachelor's degree is 25% of the minimum number of semester hours required in the student's degree program through instruction at WKU. At least 16 of the hours counted in meeting the residence requirement must be completed after the semester in which the student has earned a cumulative total of at least 90 semester hours. Exceptions to these regulations may be made for WKU students who have been given permission to transfer credits earned at accredited professional schools to apply as electives toward the degree. The minimum residence requirement for an associate degree is 25% of the minimum number of semester hours required in the student's degree program through instruction at WKU. One-third of the hours in the specialty must be earned at WKU. With the exception of military personnel pursuing the Associate of Interdisciplinary Studies degree, twelve semester hours used toward the associate degree must be taken at WKU during the last half of the student's program. A student is permitted to transfer a maximum of six semester hours toward a certificate program.

Residence Credit for Graduation—Undergraduate residence credit is any academic credit for which WKU provides the instruction and awards credit placed on the students' transcript. Nonresidence credit is academic credit which WKU accepts as transfer credit from another college or university, including credit earned through examinations, such as, AP, CLEP, Departmental Exam, Military Service, ACT, or IB.

Concurrent and Subsequent Degrees—Students may pursue two or more degrees either concurrently or subsequently, as specified below.

A. Concurrent (Dual) Associate Degrees

- A minimum of 75 semester hours must be earned to complete the requirements of two associate degrees concurrently.
- Courses taken toward fulfilling one associate degree may also count toward fulfilling requirements in the other, provided that a minimum of 15 semester hours of coursework in the additional major – not including general education – applies exclusively to the additional concurrently earned associate degree.
- A minimum of 15 semester hours must be earned through instruction at WKU.
- A minimum 2.0 grade point average must be earned for all coursework presented in completion of both degrees; in all coursework completed at WKU; and in all coursework in the major.
- Students may pursue concurrent degrees that lead to the same degree type (e.g., two Associate of Science degrees)
- Students must file a separate Application for Graduation and pay the graduation fee for each degree. Two diplomas will be awarded upon simultaneous completion of the two degrees.

B. Subsequent Associate Degree

- Students must have earned an acceptable associate or higher degree from a fully accredited college or university.
- The approved program must include a minimum of 15 semester hours in a new major earned after completion of the student's first degree.
- A minimum of 12 semester hours must be earned through instruction at WKU.
- A 2.00 grade average must be earned for all coursework presented in completion of the program; in all coursework completed at WKU; and in all coursework in the major.

C. Concurrent (Dual) Baccalaureate Degrees

- A minimum of 150 semester hours must be earned to complete the requirements of two baccalaureate degrees concurrently.
- A minimum of 57 upper division hours must be earned (courses numbered 300 or above).
- A minimum of 30 hours must be earned through instruction at WKU.
- A minimum 2.0 grade point average must be earned in all coursework presented in completion of the degrees; in all coursework completed at WKU; and in all coursework in each major and minor.
- Students may pursue concurrent degrees that lead to the same degree type (e.g., two Bachelor of Science degrees).
- Students are not permitted to pursue the Bachelor of Interdisciplinary Studies (BIS) and another baccalaureate degree concurrently.
- Students must file a separate Application for Graduation and pay the graduation fee for each degree. Two diplomas will be awarded upon simultaneous completion of the two degrees.

D. Subsequent Baccalaureate Degree

- Students must have earned an acceptable baccalaureate degree from a fully accredited college or university.
- The approved program must include a minimum of 30 semester hours earned after completion of the student's first degree. A minor may be declared as part of the subsequent degree, but is not required.
- A minimum of 24 semester hours must be earned through instruction at WKU.
- Fifteen semester hours must be earned in completion of a new major.
- One-half of the new semester hours presented in completion of each major and minor must be earned at the upper division level (courses numbered 300 or above).
- A minimum 2.00 grade average must be earned for all coursework presented in completion of the program; in all coursework completed at WKU; and in all coursework in each major and minor.
- Students are not permitted to pursue the Bachelor of Interdisciplinary Studies (BIS) as a subsequent baccalaureate degree.

Degree Conferral—Degrees are conferred in May, August and December. All forms must be completed, all incompletes must be removed, all transfers of credit received, and all WKU On Demand (independent learning) courses completed by the last day of the month in which the degree is to be awarded. Failure to comply could result in postponement of the graduation date. Students completing degree requirements during any of the summer sessions (i.e., May, June, July) will receive an August degree conferral. Students completing degree requirements during the winter term will receive a May degree conferral.

Students with outstanding obligations to the University will not be awarded a diploma until the University Registrar has been notified by the appropriate office that the obligation has been settled. The student must, in all cases, be primarily responsible for meeting the requirements for graduation.

Application for Graduation—All candidates for a baccalaureate degree are expected to apply for graduation immediately after attaining senior status (i.e., 90 hours earned). Associate degree candidates are expected to apply for graduation after earning 45 hours. The Application for Graduation is available on TopNet under Student Records.

Culminating Assessment—Students are required to show evidence of knowledge in their major field(s) prior to degree completion. Each program will require students to provide evidence that standards have been met through portfolio, examination, capstone course, juried performance, or other culminating experiences.

Recognition of Academic Achievement—The University provides a system through which students with outstanding academic records are appropriately recognized. Students are recognized according to the following categories each semester:

Dean's Scholars—Undergraduate students enrolled full-time whose grade point average for the preceding semester ranged between 3.40 - 3.79.

President's Scholars—Undergraduate students enrolled full-time whose grade point average for the preceding semester ranged between 3.80 - 4.00.

Students who maintain superior cumulative grade point averages are recognized at graduation according to the following designations:

With Distinction—The graduation honor given to students who have completed their associate degree with both cumulative overall and cumulative WKU grade point averages of 3.4 - 3.69 and a minimum of 27 semester hours earned through instruction at WKU.

With High Distinction—The graduation honor given to students who have completed their associate degree with both cumulative overall and cumulative WKU grade point averages of 3.7 - 4.0 and a minimum of 27 semester hours earned through instruction at WKU.