

Faculty Senate: March 19, 2020  
Undergraduate Curriculum Committee Report (January and February)

*Julia Shadoan, Chair*

Senate Recommendation 2020-03-04 UCC Report 2-25-2020

All new academic programs are subject to a  
two-year academic review.

*Cheryl L. Stevens*

Digitally signed by Cheryl Stevens, Provost and  
Vice President  
DN: cn=Cheryl Stevens, Provost and Vice President,  
o=Western Kentucky University, ou=Academic  
Affairs, email=cheryl.stevens@wku.edu, c=US  
Date: 2020.03.26 08:48:13 -05'00'

**University Curriculum Committee  
February 25, 2020**

**From: Anthony Paganelli**

The Undergraduate Curriculum Committee submits the following report for consideration to the University Senate:

**Call to Order – Meeting: 3:45 pm, WAB 227**

**Voting Members Present:** Dana Cosby, Anthony Paganelli, Melanie Autin, Sara McCaslin, Angie Jerome, Andrew Rosa, Carrie Trojan, Stacy Leggett (attending for Kandy Smith), Ivan Novikov, and Grace Lartey

**Advisory Members Present:** Jennifer Hammonds, Jordan Ray, Jessica Doris, Danita Kelley, Rheanna Plemons, Evelyn Thrasher

**Guest:** Andy Meinaltowski, Ron Rhoades, Carol Johnson, Dvoskin, Meghan McKinley, Michelle Dvoskin, Joseph Hoffswell, Pam Petty, Julia Shadoan, Bob Hatfield, Kristina Arnold, Nahid Gani, and Mark Doggett.

**Approval of December 10, 2019 Minutes – 1<sup>st</sup>/2<sup>nd</sup> McCaslin/Autin**

**Old Business:**

None

**New Business:**

Calendar Issues – Trying to get all committees to have a set calendar so we don't have conflicts  
Polling about how the chair of the committee – Maybe the Vice Chair will become a Chair the following year. Asked Autin to add to the agenda for the Steering Committee.

**Curriculum Agenda: Checklists on Shared Drive**

| <b>Gordon Ford College of Business page - 6</b>  |  |
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| <b>Type of Action</b>  | <b>Description of Item and Contact Information</b>   |
| <b>Bundle all Consent Items</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Jerome/Autin<br><b>Discussion:</b> None<br><b>Vote:</b> Approved |  |
| <b>Consent Item</b>  | <b>Action: Reactivate a Suspended Course</b><br><b>Item: ACCT 410</b><br>Contact person: Mark Ross - <a href="mailto:mark.ross@wku.edu">mark.ross@wku.edu</a> - 5-2964 |
| <b>Consent Item</b>  | <b>Action: Reactivate a Suspended Course</b><br><b>Item: ACCT 451</b><br>Contact person: Mark Ross - <a href="mailto:mark.ross@wku.edu">mark.ross@wku.edu</a> - 5-2964 |

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| <b>Consent Item</b>  | <b>Action: Revise Course Prerequisites/Corequisites</b><br><b>Item: Personal FIN 333</b><br>Contact: Indudeep Chhachhi - <a href="mailto:Indudeep.chhachhi@wku.edu">Indudeep.chhachhi@wku.edu</a> - 2928   |
| <b>Consent Item</b>  | <b>Action: Revise Course Prerequisites/Corequisites</b><br><b>Item: Personal FIN 444</b><br>Contact: Indudeep Chhachhi - <a href="mailto:Indudeep.chhachhi@wku.edu">Indudeep.chhachhi@wku.edu</a> - 2928   |
| <b>Consent Item</b>  | <b>Action: Revise Course Prerequisites/Corequisites</b><br><b>Item: Personal FIN 445</b><br>Contact: Indudeep Chhachhi - <a href="mailto:Indudeep.chhachhi@wku.edu">Indudeep.chhachhi@wku.edu</a> - 2928   |
| <b>Consent Item</b>  | <b>Action: Revise Course Prerequisites/Corequisites</b><br><b>Item: Personal FIN 450</b><br>Contact: Indudeep Chhachhi - <a href="mailto:Indudeep.chhachhi@wku.edu">Indudeep.chhachhi@wku.edu</a> - 2928   |
| <b>Action Item</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Jerome/Trojan<br><b>Vote:</b> Approved  | <b>Action: Create a New Course</b><br><b>Item: MGT 405</b><br>Contact: Bob Hatfield - <a href="mailto:bob.hatfield@wku.edu">bob.hatfield@wku.edu</a> - 5-6750<br><b>Discussion:</b> None   |
| <b>Action Item</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Autin/McCaslin<br><b>Vote:</b> Approved | <b>Action: Revise a Program</b><br><b>Item: Finance (Personal Financial Planning Track)</b><br>Contact: Indudeep Chhachhi - <a href="mailto:Indudeep.chhachhi@wku.edu">Indudeep.chhachhi@wku.edu</a> - 2928<br><b>Discussion:</b> Formatting of 7.1 and 7.2 things should be crossed out. <i>Friendly Amendment – last line in table strike through.</i>     |
| <b>Action Item</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Jerome/Trojan<br><b>Vote:</b> Approved  | <b>Action: Revise a Program</b><br><b>Item: Personal Financial Planning Certificate Program</b><br>Contact: Indudeep Chhachhi - <a href="mailto:Indudeep.chhachhi@wku.edu">Indudeep.chhachhi@wku.edu</a> - 2928<br><b>Discussion:</b> Formatting of 7.1 and 7.2 things should be crossed out. <i>Friendly Amendment – last line in table strike through.</i> |
| <b>Action Item</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Autin/Trojan<br><b>Vote:</b> Approved   | <b>Action: Create a New Certificate Program</b><br><b>Item: Accredited Financial Counselor</b><br>Contact person: Ron Rhoades - <a href="mailto:ron.rhoades@wku.edu">ron.rhoades@wku.edu</a> - 5-4934<br><b>Discussion:</b> Is there a CIP required – Plemons will get them later.   |

| <b>Potter College of Arts and Letters page - 29</b>  |   |
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| <b>Consent – Pulled to Action</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Jerome/Trojan<br><b>Vote:</b> Approved | <b>Proposal to Revise Course Prerequisites/Corequisites</b><br><b>Item: COMM 348 – Interpersonal Communication</b><br>Contact: Holly Payne - <a href="mailto:holly.payne@wku.edu">holly.payne@wku.edu</a> Phone: 5-5876<br><i>Friendly Amendment – Remove Instructor permission</i> |
| <b>Consent – Pulled to Action</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Jerome/Trojan<br><b>Vote:</b> Approved | <b>Proposal to Reactivate a Suspended Course</b><br><b>Item: PERF 205 – Voice &amp; Movement</b><br>Contact: Michelle Dvoskin - <a href="mailto:michelle.dvoskin@wku.edu">michelle.dvoskin@wku.edu</a> 5-5845<br><b>Discussion:</b> None  |
| <b>Consent – Pulled to Action</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Jerome/Autin<br><b>Vote:</b> Approved  | <b>Proposal to Revise Course Title</b><br><b>Item: CSJ 499 – Capstone in Social Justice</b><br>Contact: Holli Drummond - <a href="mailto:holli.drummond@wku.edu">holli.drummond@wku.edu</a> 5-2259<br><b>Discussion:</b> None   |

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| <p><b>Consent – Pulled to Action</b><br/>Jerome/Rosa<br/><b>Vote:</b> Approved</p>               | <p><b>Proposal to Suspend a Program</b><br/><b>Item: Minor in Citizenship &amp; Social Justice</b><br/>Contact: Holli Drummond - <a href="mailto:holli.drummond@wku.edu">holli.drummond@wku.edu</a> 5-2259<br/><b>Discussion: None</b></p>   |
| <p><b>Consent – Pulled to Action</b><br/>Jerome/Cosby<br/><b>Vote:</b> Approved</p>              | <p><b>Proposal to Suspend a Course</b><br/><b>Item: PLS 190 – Introduction to the Paralegal Profession</b><br/>Contact: Julie Shadoan - <a href="mailto:julie.shadoan@wku.edu">julie.shadoan@wku.edu</a> - (270) 780-2539<br/><b>Discussion: None</b></p>  |
| <p><b>Action</b><br/>1<sup>st</sup>/2<sup>nd</sup>: Autin/McCaslin<br/><b>Vote:</b> Approved</p> | <p><b>Proposal to Create a New Course</b><br/><b>Item: UX 380 – Gaming: Culture, Theory and Practice</b><br/>Contact: Joseph Hoffswell - <a href="mailto:joseph.hoffswell@wku.edu">joseph.hoffswell@wku.edu</a> 5-3501<br/><b>Discussion</b> – Abbr Course title is too long.<br/><i>Friendly Amendment – Gaming:Culture/Theory/Practice</i><br/>Category description reads strange – Can we word it more clearly. Students will be able to understand.</p>                          |
| <p><b>Action</b><br/>1<sup>st</sup>/2<sup>nd</sup>: Jerome/Trojan<br/><b>Vote:</b> Approved</p>  | <p><b>Proposal to Create a New Course</b><br/><b>Item: PS 275 – Introduction to Citizenship</b><br/>Contact: Saundra Curry Ardrey - <a href="mailto:saundra.ardrey@wku.edu">saundra.ardrey@wku.edu</a> 5-6106<br/><b>Discussion:</b> What is the relationship with Honors 251? Spoke with Honors to make sure there is no overlap.</p>   |
| <p><b>Action</b><br/>1<sup>st</sup>/2<sup>nd</sup>: Jerome/Autin<br/><b>Vote:</b> Approved</p>   | <p><b>Proposal to Create a New Course</b><br/><b>Item: DANC 400 – Visual Media for Dance</b><br/>Contact: Meghan McKinley - <a href="mailto:meghen.mckinley@wku.edu">meghen.mckinley@wku.edu</a> - 270-883-9589<br/><b>Discussion:</b> <i>Friendly Amendment - Proposal says 3 hours which is correct – syllabus wrong, in the course description – “both” list is showing more than two things remove Both – first learning objective – first bullet remove first sentence.</i></p> |
| <p><b>Action</b><br/>1<sup>st</sup>/2<sup>nd</sup>: Autin/Jerome<br/><b>Vote:</b> Approved</p>   | <p><b>Proposal to Create a New Course</b><br/><b>Item: PERF 331 – Dramaturgy Lab</b><br/>Contact: Michelle Dvoskin - <a href="mailto:michelle.dvoskin@wku.edu">michelle.dvoskin@wku.edu</a> 5-5845<br/><b>Discussion: None</b></p>   |
| <p><b>Action</b><br/>1<sup>st</sup>/2<sup>nd</sup>: Autin/Trojan<br/><b>Vote:</b> Approved</p>   | <p><b>Proposal to Create a New Course</b><br/><b>Item: PERF 401 – Solo Performance</b><br/>Contact: Michelle Dvoskin - <a href="mailto:michelle.dvoskin@wku.edu">michelle.dvoskin@wku.edu</a> 5-5845<br/><b>Discussion: None</b></p>   |
| <p><b>Action</b><br/>1<sup>st</sup>/2<sup>nd</sup>: Trojan/Cosby<br/><b>Vote:</b> Approved</p>   | <p><b>Proposal to Create a New Course</b><br/><b>Item: THEA 311 – Stage Management</b><br/>Contact: Michelle Dvoskin - <a href="mailto:michelle.dvoskin@wku.edu">michelle.dvoskin@wku.edu</a> 5-5845<br/><b>Discussion: None</b></p>   |

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| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Trojan<br><b>Vote:</b> Approved  | <b>Proposal to Revise Course Credit Hours</b><br><b>Item: PERF 205 – Voice &amp; Movement</b><br>Contact: Michelle Dvoskin - <a href="mailto:michelle.dvoskin@wku.edu">michelle.dvoskin@wku.edu</a> 5-5845<br><b>Discussion:</b> Reduction is a reduction in time – focused on the in class hours |
| <b>Bundle the following courses: THEA-101 – THEA-424</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Autin<br><b>Discussion:</b> None<br><b>Vote:</b> Approved |   |
| <b>Action</b>  | <b>Proposal to Make Multiple Revisions to a Course</b><br><b>Item: THEA 101 – Acting I</b><br>Contact: Michelle Dvoskin - <a href="mailto:michelle.dvoskin@wku.edu">michelle.dvoskin@wku.edu</a> 5-5845   |
| <b>Action</b>  | <b>Proposal to Make Multiple Revisions to a Course</b><br><b>Item: THEA 300 – Acting II: Acting Craft</b><br>Contact: Michelle Dvoskin - <a href="mailto:michelle.dvoskin@wku.edu">michelle.dvoskin@wku.edu</a> 5-5845  |
| <b>Action</b>  | <b>Proposal to Make Multiple Revisions to a Course</b><br><b>Item: THEA 301 – Acting III: Characterization and Scenework</b><br>Contact: Michelle Dvoskin - <a href="mailto:michelle.dvoskin@wku.edu">michelle.dvoskin@wku.edu</a> 5-5845   |
| <b>Action</b>  | <b>Proposal to Make Multiple Revisions to a Course</b><br><b>Item: THEA 414 – Acting IV: Advanced Scene Study</b><br>Contact: Michelle Dvoskin - <a href="mailto:michelle.dvoskin@wku.edu">michelle.dvoskin@wku.edu</a> 5-5845  |
| <b>Action</b>  | <b>Proposal to Make Multiple Revisions to a Course</b><br><b>Item: THEA 424 – Special Problems in Technical Theatre</b><br>Contact: Michelle Dvoskin - <a href="mailto:michelle.dvoskin@wku.edu">michelle.dvoskin@wku.edu</a> 5-5845  |
| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Trojan<br><b>Vote:</b> Approved  | <b>Proposal to Make Multiple Revisions to a Course</b><br><b>Item: BUS 226 – Introduction to Law</b><br>Contact: Julie Shadoan - <a href="mailto:julie.shadoan@wku.edu">julie.shadoan@wku.edu</a> - (270) 780-2539<br><b>Discussion:</b> None   |
| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Rosa<br><b>Vote:</b> Approved  | <b>Proposal to Create a New Certificate Program</b><br><b>Item: Citizenship &amp; Social Justice</b><br>Contact: Holli Drummond - <a href="mailto:holti.drummond@wku.edu">holti.drummond@wku.edu</a> - 5-2259<br><b>Discussion:</b> None  |
| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Trojan<br><b>Vote:</b> Approved  | <b>Proposal to Create a New Certificate Program</b><br><b>Item: Workplace Communication</b><br>Contact: Holly Payne - <a href="mailto:holly.payne@wku.edu">holly.payne@wku.edu</a> Phone: 5-5876<br><b>Discussion:</b> None   |
| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Autin/McCaslin<br><b>Vote:</b> Approved   | <b>Proposal to Create a New Certificate Program</b><br><b>Item: Game Design</b><br>Contact: Kristina Arnold - <a href="mailto:kristina.arnold@wku.edu">kristina.arnold@wku.edu</a> Phone: 5-6566<br><b>Discussion:</b> None   |
| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Autin/Lartey<br><b>Vote:</b> Approved   | <b>Proposal to Create a New Certificate Program</b><br><b>Item: Graphic Design</b><br>Contact: Kristina Arnold - <a href="mailto:kristina.arnold@wku.edu">kristina.arnold@wku.edu</a> Phone: 5-6566<br><b>Discussion:</b> None  |

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| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Autin/McCaslin<br><b>Vote:</b> Approved | <b>Proposal to Create a New Certificate Program</b><br><b>Item: Paralegal Studies</b><br>Contact: Julie Shadoan - <a href="mailto:julie.shadoan@wku.edu">julie.shadoan@wku.edu</a> (270) 780-2539<br><b>Discussion:</b> None   |
| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Autin<br><b>Vote:</b> Approved   | <b>Proposal to Revise a Program</b><br><b>Item: Paralegal Studies</b><br>Contact: Julie Shadoan - <a href="mailto:julie.shadoan@wku.edu">julie.shadoan@wku.edu</a> (270) 780-2539<br><b>Discussion:</b> <i>Friendly Amendments - 7.1 vs 7.2 the tables need to have strikes – Shadoan making edits and sending</i> |
| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Trojan<br><b>Vote:</b> Approved  | <b>Proposal to Revise a Program</b><br><b>Item: Major in Diversity and Community Studies</b><br>Contact: Holli Drummond - <a href="mailto:holli.drummond@wku.edu">holli.drummond@wku.edu</a> - 5-2259<br><b>Discussion:</b> None   |
| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Trojan/Lartey<br><b>Vote:</b> Approved  | <b>Proposal to Revise a Program</b><br><b>Item: Major in Sociology</b><br>Contact: Holli Drummond - <a href="mailto:holli.drummond@wku.edu">holli.drummond@wku.edu</a> - 5-2259<br><b>Discussion:</b> None   |
| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Cosby<br><b>Vote:</b> Approved   | <b>Proposal to Revise a Program</b><br><b>Item: BFA in Performing Arts</b><br>Contact: Michelle Dvoskin - <a href="mailto:michelle.dvoskin@wku.edu">michelle.dvoskin@wku.edu</a> - 5-5845<br><b>Discussion:</b> None   |
| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Autin/Lartey<br><b>Vote:</b> Approved   | <b>Proposal to Revise a Program</b><br><b>Item: BA in Dance</b><br>Contact: Meghan McKinley - <a href="mailto:meghen.mckinley@wku.edu">meghen.mckinley@wku.edu</a> 270-883-9589<br><b>Discussion:</b> None   |
| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Lartey<br><b>Vote:</b> Approved  | <b>Proposal to Revise a Program</b><br><b>Item: BA in Theatre</b><br>Contact: Michelle Dvoskin - <a href="mailto:michelle.dvoskin@wku.edu">michelle.dvoskin@wku.edu</a> 5-5845<br><b>Discussion:</b> None  |
| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Cosby<br><b>Vote:</b> Approved   | <b>Proposal to Revise a Program</b><br><b>Item: Graphic Design for Advertising Majors</b><br>Contact: Kristina Arnold - <a href="mailto:kristina.arnold@wku.edu">kristina.arnold@wku.edu</a> 5-6566<br><b>Discussion:</b> Removing Advertising in the title – keep same ref number.                                |
| <b>Action</b><br><b>1<sup>st</sup>/2<sup>nd</sup>:</b> Jerome/Autin<br><b>Vote:</b> Approved   | <b>Proposal to Create a New Course</b><br><b>Item: FILM 105 – Film Appreciation</b><br>Contact: Ron DeMarse - <a href="mailto:ron.demarse@wku.edu">ron.demarse@wku.edu</a> (270) 779-6345<br><b>Discussion:</b> Had to go back to colonnade now back to UCC  |

**Ogden College of Science and Engineering page - 172**

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| <b>Bundle All Consent Items</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Jerome/Autin<br><b>Discussion:</b> None |  |
| <b>Consent</b>  | <b>Proposal to Revise Course Title</b><br><b>GEOG 391, Spatial Data Analysis, 4 hrs.</b><br>Contact: Kevin Cary, <a href="mailto:kevin.cary@wku.edu">kevin.cary@wku.edu</a> , x52981   |
| <b>Consent</b>  | <b>Proposal to Revise Course Prerequisites/Corequisites</b><br><b>GEOL 408, Structural Geology, 3 hrs.</b><br>Contact: Nahid Gani, <a href="mailto:Nahid.gani@wku.edu">Nahid.gani@wku.edu</a> , x52813   |
| <b>Action</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Autin/McCaslin<br><b>Vote:</b> Approved                   | <b>Proposal to Revise a Program</b><br><b>Ref. 577, Geology, 120 hrs.</b><br>Contact: Royhan Gani, <a href="mailto:Royhan.gani@wku.edu">Royhan.gani@wku.edu</a> , x55977<br><b>Discussion:</b> None  |
| <b>Action</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Autin/Lartey<br><b>Vote:</b> Approved                     | <b>Proposal to Create a New Course</b><br><b>PHYS 363, Science Controversies: Historical &amp; Contemporary, 3 hrs.</b><br>Contact: Scott Bonham, <a href="mailto:scott.bonham@wku.edu">scott.bonham@wku.edu</a> , x56196<br><b>Discussion:</b> Under section 2.27 needs to say PHYS-363   |
| <b>Action</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Autin/Lartey<br><b>Vote:</b> Approved                     | <b>Proposal to Revise a Program</b><br><b>Ref. 434, Minor in Neuroscience, 21 hrs.</b><br>Contact: Andy Mienaltowski, <a href="mailto:andrew.mienaltowski@wku.edu">andrew.mienaltowski@wku.edu</a> , x3918<br><b>Discussion:</b> None  |
| <b>Action</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Autin/Jerome<br><b>Vote:</b> Approved                     | <b>Proposal to Revise Course Prerequisites</b><br><b>AMS 217, Industrial Materials, 3 hrs.</b><br>Contact: Mark Doggett, <a href="mailto:mark.doggett@wku.edu">mark.doggett@wku.edu</a> , x6951<br><b>Discussion:</b> Why is this not consent?<br>MATH 117 or better – Does this mean higher? Not really – Registrar would need to know the actual courses that are considered better. <i>Friendly Amendment to use current MATH sequence.</i> |

**College of Education and Behavioral Science page - 193**

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| <b>Action Item</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Jerome/Trojan<br><b>Vote:</b> Approved | <b>Action: Make multiple revisions to a course</b><br><b>Item: UC 175</b><br>Contact Person: Sara McCaslin - <a href="mailto:sara.mccaslin@wku.edu">sara.mccaslin@wku.edu</a> - 5-6103<br><b>Discussion:</b> Are we staying with UC? No UC prefixes will change to IDST. |
| <b>Action Item</b><br>1 <sup>st</sup> /2 <sup>nd</sup> : Autin/Trojan<br><b>Vote:</b> Approved  | <b>Action: Create a new course</b><br><b>Item: EDFN 310</b><br>Contact Person: Stacy Leggett - <a href="mailto:stacy.leggett@wku.edu">stacy.leggett@wku.edu</a> - 252-370-7422<br><b>Discussion:</b> None  |

Proposal Date: 12/11/19

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Name, email, phone

Mark Ross     [mark.ross@wku.edu](mailto:mark.ross@wku.edu)     5-2964

**1. Identification of course:**

- 1.1     Course prefix (subject area) and number: Acct 410
- 1.2     Course title: Advanced Managerial Cost Accounting

**2. Rationale for the course reactivation:**

The hiring of new faculty members with interest in the cost/managerial accounting area gives us the ability to consider offering the course again. In addition, reactivation of the course gives students an additional elective course from which to choose. We currently offer 3 courses that satisfy the elective requirement, from which the student must choose 2.

**3. Effect of course reactivation on programs or other departments, if known:**

None

**4. Proposed term for implementation:**

**Fall, 2020**

**5. Dates of prior committee approvals**

|                                    |                   |
|------------------------------------|-------------------|
| Department/ Unit <u>ACCOUNTING</u> | <u>12/11/19</u>   |
| College Curriculum Committee       | <u>02/05/2020</u> |
| Undergraduate Curriculum Committee | <u>02/25/2020</u> |
| University Senate                  | _____             |



Proposal Date: 12/11/19

**Gordon Ford College of Business  
Department of Accounting  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Name, email, phone

Mark Ross     [mark.ross@wku.edu](mailto:mark.ross@wku.edu)     5-2964

**6. Identification of course:**

- 1.3     Course prefix (subject area) and number: Acct 451
- 1.4     Course title: Advanced Auditing and Assurance Services

**7. Rationale for the course reactivation:**

The CPA Evolution initiative, a joint effort by the NASBA and AICPA, will require a deeper knowledge in the areas of tax, audit, and technology. Reactivation of the course allows us to provide additional exposure in the audit area to undergraduate students not wishing to obtain a graduate degree. In addition, this course will provide the student another elective course from which to choose in fulfilling the accounting major requirement (select 2 courses from the 3 currently available course options).

**8. Effect of course reactivation on programs or other departments, if known:**

None

**9. Proposed term for implementation:**

**Fall, 2020**

**10. Dates of prior committee approvals**

Department/ Unit    ACCOUNTING

12/11/19

College Curriculum Committee

02/05/2020

Undergraduate Curriculum Committee

02/25/2020

University Senate

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**Gordon Ford College of Business  
Department of Finance  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

**Contact Person:**

Name/Title: Dr. Indudeep Chhachhi, Department Chair, Department of Finance, Gordon Ford College of Business

Email address: [indudeep.chhachhi@wku.edu](mailto:indudeep.chhachhi@wku.edu)

Phone #: 745-2928

**1. Identification of course:**

**1.1 FIN 333**

**1.2 Course title: Advanced Topics in Personal Financial Planning**

**2. Current prerequisites/corequisites/special requirements:** FIN 330 Principles of Finance (*For non-accounting majors; may not be taken by accounting majors*).

**3. Proposed prerequisites/corequisites/special requirements:** FIN 161 Personal Finance (*For non-accounting majors; may not be taken by accounting majors*).

**4. Rationale for the revision of prerequisites/corequisites/special requirements:**

FIN 330 is dropped as a prerequisite. FIN 161 is added as a prerequisite. These changes are being made to reduce the number of required courses, including prerequisites, for the Personal Financial Planning Certificate program. This facilitates the ability of students to take the Certificate, as the number of courses would be reduced from 8 (up to 11, for non-business majors) to 7.

In conjunction with proposed revisions to the Personal Financial Planning Certificate program, a few student learning objectives previously found within FIN 330 Principles of Finance will now be covered in other courses required in the Personal Financial Planning Certificate Program.

**5. Effect on completion of major/minor sequence:** None.

**6. Proposed term for implementation:** Fall 2020

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

Department/ Unit: Finance

January 22, 2020

Gordon Ford College Curriculum Committee

Feb. 5, 2020

Undergraduate Curriculum Committee

02/25/2020

University Senate

Proposal Date: November 18, 2019

**Gordon Ford College of Business  
Department of Finance  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

**Contact Person:**

Name/Title: Dr. Indudeep Chhachhi, Department Chair, Department of Finance, Gordon Ford College of Business

Email address: [indudeep.chhachhi@wku.edu](mailto:indudeep.chhachhi@wku.edu)

Phone #: 745-2928

**1. Identification of course:**

**1.1 FIN 444**

**1.2 Course title: Retirement Planning**

**2. Current prerequisites/corequisites/special requirements:** FIN 330 Principles of Finance

**3. Proposed prerequisites/corequisites/special requirements:** FIN 161 Personal Finance

**4. Rationale for the revision of prerequisites/corequisites/special requirements:**

This change is being made to reduce the number of required courses, including prerequisites, for the Personal Financial Planning Certificate program. This facilitates the ability of students to take the Certificate, as the number of courses would be reduced from 8 (up to 11, for non-business majors) to 7.

In conjunction with proposed revisions to the Personal Financial Planning Certificate program, a few student learning objectives previously found within FIN 330 Principles of Finance will now be covered in other courses required in the Personal Financial Planning Certificate Program.

Adding FIN 161 as a prerequisite ensures a basic understanding of several personal financial planning topics, such as budgeting and savings rates, that are further developed in this course.

**5. Effect on completion of major/minor sequence:** None.

**6. Proposed term for implementation:** Fall 2020

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

Department/ Unit: Finance

January 22, 2020

Gordon Ford College Curriculum Committee

Feb. 5, 2020

Undergraduate Curriculum Committee

02/25/2020

University Senate

Proposal Date: November 18, 2019

**Gordon Ford College of Business  
Department of Finance  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

**Contact Person:**

Name/Title: Dr. Indudeep Chhachhi, Department Chair, Department of Finance, Gordon Ford College of Business

Email address: [indudeep.chhachhi@wku.edu](mailto:indudeep.chhachhi@wku.edu)

Phone #: 745-2928

**1. Identification of course:**

**1.1 FIN 445**

**1.2 Course title: Estate Planning**

**2. Current prerequisites/corequisites/special requirements:** FIN 330 Principles of Finance

**3. Proposed prerequisites/corequisites/special requirements:** FIN 161 Personal Finance

**4. Rationale for the revision of prerequisites/corequisites/special requirements:**

This change is being made to reduce the number of required courses, including prerequisites, for the Personal Financial Planning Certificate program. This facilitates the ability of students to take the Certificate, as the number of courses would be reduced from 8 (up to 11, for non-business majors) to 7.

In conjunction with proposed revisions to the Personal Financial Planning Certificate program, a few student learning objectives previously found within FIN 330 Principles of Finance will now be covered in other courses required in the Personal Financial Planning Certificate Program.

FIN 161 introduces students to wills and durable powers of attorney, and with the addition of FIN 161 as a required course in the curriculum the inclusion of FIN 161 as a prerequisite will facilitate the more in-depth instruction provided in FIN 445.

**5. Effect on completion of major/minor sequence:** None.

**6. Proposed term for implementation:** Fall 2020

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

Department/ Unit: Finance

January 20, 2020

Gordon Ford College Curriculum Committee

FEB. 5, 2020

Undergraduate Curriculum Committee

02/25/2020

University Senate

\_\_\_\_\_

Proposal Date: November 18, 2019

**Gordon Ford College of Business  
Department of Finance  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

**Contact Person:**

Name/Title: Dr. Indudeep Chhachhi, Department Chair, Department of Finance, College of Business  
Email address: [indudeep.chhachhi@wku.edu](mailto:indudeep.chhachhi@wku.edu)  
Phone #: 745-2928

**1. Identification of course:**

**1.1 FIN 450**

**1.2 Course title: Financial Plan Development**

**2. Current prerequisites/corequisites/special requirements:** FIN 330 Principles of Finance; FIN 331 Applied Investments; FIN 332 Investment Theory; FIN 350 Insurance and Risk Management; FIN 444 Retirement Planning; FIN 333 Advanced Topics in Personal Financial Planning (*Courses may be taken concurrently with departmental approval.*)

**3. Proposed prerequisites/corequisites/special requirements:** FIN 331 Applied Investments; FIN 350 Insurance and Risk Management; FIN 444 Retirement Planning; FIN 333 Advanced Topics in Personal Financial Planning (*Courses may be taken concurrently with departmental approval.*)

**4. Rationale for the revision of prerequisites/corequisites/special requirements:**

FIN 330 and FIN 332 are dropped as prerequisites. FIN 161 is added as a prerequisite. This change is being made to reduce the number of required courses, including prerequisites, for the Personal Financial Planning Certificate program. This facilitates the ability of students to take the Certificate, as the number of courses would be reduced from 8 (up to 11, for non-business majors) to 7.

In conjunction with proposed revisions to the Personal Financial Planning Certificate program, a few student learning objectives previously found within FIN 330 Principles of Finance and FIN 332 Investment Theory will now be covered in other courses required in the Personal Financial Planning Certificate Program.

**5. Effect on completion of major/minor sequence:** None.

**6. Proposed term for implementation:** Fall 2020

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

Department/ Unit: Finance

Gordon Ford College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

January 22, 2020

Feb. 5, 2020

02/25/2020

**(Action Item)**

**Proposal to Create a New Course:**

**Gordon Ford College of Business (GFCB)**

**Department/Unit: Management Department**

**Section 1: Proponent Contact Information**

**1.1 Name/Title: Dr. Bob Hatfield, Interim Chair, Management**

**1.2 Email address: bob.hatfield@wku.edu**

**1.3 Phone # 270-745-6750**

**Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number: MGT405**

**2.2 Course CIP code: 52.0299**

**2.3 Course title: Business Negotiation**

**2.4 Abbreviated Course title: Business Negotiation**

**2.5 Credit hours/Variable credit: 3**

**2.6 Repeatability: N/A**

**2.7 Course Term: Is this course intended to span more than a single term?**

**NO**

**2.8 Course Catalog Description: Negotiation fundamentals, including strategy and tactics of distributive bargaining and integrative negotiation in the international business context.**

## **2.9 Prerequisite/Corequisites/Restrictions:**

**2.10 Additional Enrollment Requirements:** Junior standing.

**2.11 Other Special Course Requirements:**

**2.12 Grade Type:** Standard A-F final grade.

**2.13 Schedule Type:** Lecture/lab

## **Section 3: Description of proposed course**

### **3.1 Course Content Summary:**

The MGT405 course will discuss:

- Negotiation fundamentals, incl. planning; strategy & tactics of distributive bargaining and integrative negotiation; ethics in negotiation
- Critical psychological sub-processes in negotiation, incl. framing, cognitive biases & emotion; communication; negotiation power
- Social contexts of negotiations, incl. relationships; multiple parties, groups & teams; international and cross-cultural

This application-oriented course will use a combination of readings, class discussions and exercises to develop effective approaches to conducting business and reaching agreement in negotiations. Students will learn hands-on how to effectively apply the various conceptual frameworks within each of the chapters to business situations & negotiations by using the tools and approaches discussed in class. For the class to work well, and for you to benefit from it, attendance and preparation for each class meeting are essential.

### **3.2 Learning Outcomes:**

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

1. Be familiar with the concepts & approaches of negotiation fundamentals, psychological sub-processes and social contexts in negotiation
2. Apply these concepts, tools and approaches in real-life business situations that include negotiations and dispute resolution
3. Understand the impact of negotiators' different cultural backgrounds in international and cross-cultural business negotiations.

### **3.3 Assessment/Evaluation:**

Student achievement will be evaluated based on:  
- Mid-term & final exams (true/false, multiple choice)  
- Participation in negotiation exercises

- Peer evaluation
- Pre-class assignments
- Participation in class (minute papers)

## **Section 4: Rationale**

### **4.1 Reason for developing this proposed course:**

Negotiations have become ubiquitous in the business world as well as in personal lives. The GFCB's mission is to be the best applied business college in the Commonwealth of KY and beyond, thus graduates from GFCB programs would benefit from having the option to 'add this arrow to their quiver', i.e. enter the work place having experienced hands-on real-life business negotiation exercises. The international business element of this course adds another benefit for students who'll be exposed to inter-cultural situations at some points in their future professional careers.

### **4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course? YES **NO**
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? YES **NO**
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

## **Section 5: Projected Enrollments/Resources**

**5.1 How many students per section are expected to enroll in this proposed course?** 30

**5.2 How many sections of this course per academic year will be offered?** 1

**5.3 How many students per academic year are expected to enroll?** 30

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.** The course will be used as an elective course for students in GFCB programs such as Human



Resource Management, Entrepreneurship, and Marketing (sales concentration).  
It is projected that the demand for this elective will be approx. 30 students.

**5.5 Proposed method of staffing:** Existing staff

**5.6 Instructional technology resources:** No new resource requests

**5.7 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? YES **NO**

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

**Section 6: Proposed term for implementation:** Fall 2020

**Section 7: Supplemental/Supporting Documentation:**

**Proposal to Revise a program:** B.S. Finance (Personal Financial Planning Track)

## **GORDON FORD COLLEGE OF BUSINESS**

**Department/Unit:** Department of Finance

### **Section 1: Proponent Contact Information**

**1.1 Name/Title:** Dr. Indudeep Chhachhi, Department Chair, Department of Finance, Gordon Ford College of Business

**1.2 Email address:** [indudeep.chhachhi@wku.edu](mailto:indudeep.chhachhi@wku.edu)

**1.3 Phone #:** 745-2928

### **Section 2: Program Information**

**2.1 Classification of Instructional Program (CIP) reference number:**

664P (seeking admission)

664 (officially admitted)

**2.2 Current Program title:** Major in Finance (Personal Financial Planning Track)

**2.3 Current total number of credits required in the program:** 79

### **Section 3: Proposed program revisions and rationales**

**3.1 First proposed revision:** For the Personal Financial Planning Track (B.S. Finance), the Department adds FIN 161/FINC 161C, Personal Finance, to the Personal Financial Planning Track. This existing course is currently not required. Adding this course to the curriculum will avoid some duplication of instruction that occurs, for students who have taken FIN 161/FIN 161C prior to entry into the program, as much of the content of FIN 161 is required to be covered in the Personal Financial Planning Track by the Certified Financial Planner Board of Standards, Inc.'s student learning objectives. In addition, by avoiding such duplication, other topic areas and student learning objectives can be explored in further depth during certain other courses in the curriculum.

**Section 4: Consultations:** The change requested does not materially impact any other academic department.

**Section 5: Proposed term for implementation:** Fall 2020.

**Section 6: Approval Flow Dates:**

Department of Finance: August 23, 2019

Gordon Ford College of Business Undergraduate Curriculum Committee: Feb. 5, 2020

Undergraduate Curriculum Committee: 02/25/2020

University Senate:

## Section 7: Required Appendices: Current & proposed program descriptions:

### 7.1 CURRENT B.S. FINANCE (PERSONAL FINANCIAL PLANNING TRACK)

#### REQUIRED COURSES:

| <b>Course Number: Title</b>  | <b>Credit Hours</b> | <b>Notes</b> |
|--|---------------------|--------------|
| ACCT 200: Introductory Accounting – Financial                                    | 3                   |              |
| ACCT 201: Introductory Accounting - Managerial                                   | 3                   |              |
| CIS 141: Basic Computer Literacy   | 3                   |              |
| CIS 243: Principles of MIS   | 3                   |              |
| ECON 202: Principles of Economics (Micro)  | 3                   |              |
| ECON 203: Principles of Economics (Macro)  | 3                   |              |
| ECON 206: Statistics   | 3                   |              |
| ECON 307: Financial Data Modeling  | 3                   |              |
| MKT 220: Basic Marketing Concepts  | 3                   |              |
| MGT 200: Legal Environment of Business   | 3                   |              |
| MGT 210: Organization and Management   | 3                   |              |
| MGT 314: Operations Management   | 3                   |              |
| ENT 496: Small Business Analysis and Strategy<br>or MGT 498: Strategy and Policy | 3                   |              |
| FIN 300: Career Readiness in Finance   | 1                   |              |
| FIN 330: Principles of Finance   | 3                   |              |
| FIN 331: Applied Investments   | 3                   |              |
| FIN 332: Investment Theory   | 3                   |              |
| FIN 333: Advanced Topics in Personal Financial Planning                          | 3                   |              |
| FIN 350: Risk Management and Insurance   | 3                   |              |
| FIN 400: Personal Financial Planning Practice Management                         | 2                   |              |
| FIN 401: Personal Financial Planning Practice Management Lab                     | 1                   |              |
| FIN 437: Corporate Asset Management  | 3                   |              |
| FIN 438: Corporate Funds Management  | 3                   |              |

|  |           |  |
|--|-----------|--|
| FIN 439: Security Analysis and Portfolio Management<br>or FIN 449: Practicum in Portfolio Management | 3         |  |
| FIN 444: Retirement Planning   | 3         |  |
| FIN 445: Estate Planning   | 3         |  |
| FIN 450: Financial Plan Development  | 3         |  |
| FIN 499: Senior Assessment in Finance  | 0         |  |
| In addition, students must take 3 credit hours of upper-level<br>business electives.                 | 3         |  |
| <b>TOTAL CREDIT HOURS:</b>   | <b>79</b> |  |

## 7.2 PROPOSED B.S. FINANCE (PERSONAL FINANCIAL PLANNING TRACK)

### REQUIRED COURSES:

| Course Number: Title   | Credit Hours | Notes                        |
|--|--------------|------------------------------|
| ACCT 200: Introductory Accounting – Financial                                    | 3            |                              |
| ACCT 201: Introductory Accounting - Managerial                                   | 3            |                              |
| CIS 141: Basic Computer Literacy   | 3            |                              |
| CIS 243: Principles of MIS   | 3            |                              |
| ECON 202: Principles of Economics (Micro)  | 3            |                              |
| ECON 203: Principles of Economics (Macro)  | 3            |                              |
| ECON 206: Statistics   | 3            |                              |
| ECON 307: Financial Data Modeling  | 3            |                              |
| MKT 220: Basic Marketing Concepts  | 3            |                              |
| MGT 200: Legal Environment of Business   | 3            |                              |
| MGT 210: Organization and Management   | 3            |                              |
| MGT 314: Operations Management   | 3            |                              |
| ENT 496: Small Business Analysis and Strategy<br>or MGT 498: Strategy and Policy | 3            |                              |
| <b>FIN 161: Personal Finance</b>   | <b>3</b>     | <b>This course is added.</b> |
| FIN 300: Career Readiness in Finance   | 1            |                              |
| FIN 330: Principles of Finance   | 3            |                              |
| FIN 331: Applied Investments   | 3            |                              |
| FIN 332: Investment Theory   | 3            |                              |
| FIN 333: Advanced Topics in Personal Financial Planning                          | 3            |                              |
| FIN 350: Risk Management and Insurance   | 3            |                              |
| FIN 400: Personal Financial Planning Practice Management                         | 2            |                              |

|  |              |  |
|--|--------------|--|
| FIN 401: Personal Financial Planning Practice Management Lab   | 1            |  |
| FIN 437: Corporate Asset Management  | 3            |  |
| FIN 438: Corporate Funds Management  | 3            |  |
| FIN 439: Security Analysis and Portfolio Management<br>or FIN 449: Practicum in Portfolio Management | 3            |  |
| FIN 444: Retirement Planning   | 3            |  |
| FIN 445: Estate Planning   | 3            |  |
| FIN 450: Financial Plan Development  | 3            |  |
| FIN 499: Senior Assessment in Finance  | 0            |  |
| <del>In addition, students must take 3 credit hours of upper level business electives.</del>         | <del>3</del> | This requirement is deleted.                         |
| <b>TOTAL CREDIT HOURS:</b>   | <b>79</b>    | The total required hours in the major remains at 79. |



**BACHELOR of SCIENCE in FINANCE (#664)  
(Personal Financial Planning Concentration)**

Department of Finance  
Gordon Ford College of Business  
Western Kentucky University

The suggested program of study shown below should be used in consultation with your advisor(s). Every student will finish with a unique plan of his/her own depending on the electives selected.

**SAMPLE –Four Year Plan**

| FIRST YEAR  |           |  |           |
|---|-----------|--|-----------|
| Fall Semester   |           | Spring Semester                                |           |
| BA 175, University Experience Business                    | 3         | ACCT 200, Introductory Accounting—Financial    | 3         |
| CIS 141, Basic Computer Literacy                          | 3         | Arts & Humanities (E-AH)                       | 3         |
| ECON 202, Principles of Economics—Micro (E-SB)            | 3         | COMM 145, Fund Speaking (F-OC)                 | 3         |
| ENG 100, Introduction to College Writing (F-W1)           | 3         | ECON 203, Principles of Economics—Macro (E-SB) | 3         |
| MATH 123, Mathematical Applications for Business (F – QR) | 3         | FIN 161, Personal Finance                      | 3         |
| <b>TOTAL CREDIT HOURS</b>                                 | <b>15</b> | <b>TOTAL CREDIT HOURS</b>                      | <b>15</b> |

| SECOND YEAR  |           |   |           |
|--|-----------|---|-----------|
| Fall Semester  |           | Spring Semester                                 |           |
| ACCT 201, Introductory Accounting—Managerial         | 3         | Connections <sup>1</sup> (K-SC or K-LG or K-SY) | 3         |
| CIS 243, Principles of MIS                           | 3         | ECON 206, Statistics                            | 3         |
| HIST 101 <b>OR</b> 102, World History I or II (F-SB) | 3         | MGT 200, Legal Environment of Business          | 3         |
| Literary Studies (F-AH)                              | 3         | MKT 220, Basic Marketing Concepts               | 3         |
| MGT 210, Organization and Management                 | 3         | Natural & Physical Sciences (E-NS)              | 3         |
| <b>TOTAL CREDIT HOURS</b>                            | <b>15</b> | <b>TOTAL CREDIT HOURS</b>                       | <b>15</b> |

For More details and courses offered in the Colonnade General Education Program visit the <https://www.wku.edu/colonnade/>

**World Language Requirement:** Language Proficiency of novice-high before completing 60 credit hours is required (or completion of 2nd level of a language). Two credits (or equivalent) of a single world language in High School satisfies this WKU requirement.



**Admission to the Gordon Ford College of Business and the Major**—To gain admission to the Gordon Ford College of Business (GFCB) and the Personal Financial Planning concentration in Finance students must have 60 earned hours with a minimum 2.5 overall GPA. They must also complete the eight admission courses (ACCT 200, ACCT 201; CIS 141; COMM 145; ECON 202, ECON 203, ECON 206; MATH 123 (or higher) with a separately calculated 2.5 GPA. Finance majors must also complete FIN 300 for admission.

| THIRD YEAR                                      |           |  |           |
|---|-----------|--|-----------|
| Fall Semester                                   |           | Spring Semester  |           |
| Connections <sup>2</sup> (K-SC or K-LG or K-SY) | 3         | MGT 314 Operations Management                                | 3         |
| ECON 307, Financial Data Modeling               | 3         | FIN 400, Personal Financial Planning Practice Management     | 2         |
| FIN 300, Career Readiness in Finance            | 1         | FIN 400, Personal Financial Planning Practice Management Lab | 1         |
| FIN 330, Principles of Financial Management     | 3         | FIN 331, Applied Investments                                 | 3         |
| Natural & Physical Sciences with lab (E-SL)     | 3         | FIN 332, Investment Theory                                   | 3         |
| FIN 350, Risk Management/Insurance              | 3         | Connections <sup>3</sup> (K-SC or K-LG or K-SY)              | 3         |
| <b>TOTAL CREDIT HOURS</b>                       | <b>16</b> | <b>TOTAL CREDIT HOURS</b>                                    | <b>15</b> |

| FOURTH YEAR                         |           |   |            |
|-------------------------------------|-----------|---|------------|
| Fall Semester                       |           | Spring Semester   |            |
| FIN 437, Corporate Asset Management | 3         | FIN 439, Security Analysis and Portfolio Management or FIN 449, Practicum in Portfolio Management (by application only) | 3          |
| FIN 438, Corporate Funds Management | 3         | FIN 445, Estate Planning  | 3          |
| Writing in the Disciplines (F-W2)   | 3         | FIN 450, Financial Plan Development   | 3          |
| FIN 444, Retirement Planning        | 3         | MGT 498, Strategy & Policy <b>OR</b> ENT 496, Small Business Analysis & Strategy  | 3          |
| FIN 333, Advanced Topics in PFP     | 3         | FIN 499, Senior Assessment  | 0          |
|                                     |           | General University Elective   | 2          |
| <b>TOTAL CREDIT HOURS</b>           | <b>15</b> | <b>TOTAL CREDIT HOURS</b>   | <b>14</b>  |
|                                     |           | <b>Total Credit Hours:</b>  | <b>120</b> |

**Department:** Finance

**Website:** <http://www.wku.edu/nursing/index.php>

**Phone:** (270) 745-2018

**Email:** [finance@wku.edu](mailto:finance@wku.edu)

Course Descriptions: <http://www.wku.edu/undergraduatecatalog/>

University Undergraduate Curriculum Proposal Checklist  
(for Revised B.S. Finance Program (PFP Concentration))

- All boxes checked
- Question 1: None. No other Departments are significantly impacted
- Question 2: None. No new courses are added. We possess enough faculty in 2020-21 to cover any enrollment increases

(for Revised Personal Financial Planning Certificate Program)

- All boxes checked
- Question 1: None. No other Departments are significantly impacted
- Question 2: None. No new courses are added. We possess enough faculty in 2020-21 to cover any enrollment increases

(for New Accredited Financial Counselor Certificate Program)

- All boxes checked
- Question 1: No other Departments are significantly impacted in terms of duplication, conflict, changed corequisite or prerequisite for equivalent courses, etc. However, we are consulting with the College of Education, and Departments of Social Work, Psychology, Sociology, and Psychological Sciences as some of their graduates may find this certificate to be very useful and a beneficial add-on. Meetings have been scheduled during the next two months and initial reactions have been positive, per e-mails back and forth.
- Question 2: None. No new courses are added. We possess enough faculty in 2020-21 to cover any enrollment increases in this 3-course certificate program.



**Proposal to Revise a program:** Personal Financial Planning Certificate Program

**GORDON FORD COLLEGE OF BUSINESS**

**Department/Unit:** Department of Finance

**Section 1: Proponent Contact Information**

**1.1 Name/Title:** Dr. Indudeep Chhachhi, Department Chair, Department of Finance, Gordon Ford College of Business

**1.2 Email address:** [indudeep.chhachhi@wku.edu](mailto:indudeep.chhachhi@wku.edu)

**1.3 Phone #:** 745-2928

**Section 2: Program Information**

**2.4 Classification of Instructional Program (CIP) reference number:** 200

**2.5 Current Program title:** Financial Planning Certificate

**2.6 Current total number of credits required in the program:** 24

**Section 3: Proposed program revisions and rationales:**

**3.2 First proposed revision:** In order to empower more WKU students with the ability to undertake this certificate program, both within and without the Gordon Ford College of Business, it is proposed to reduce the number of required courses for the (Personal) Financial Planning Certificate, by:

- Dropping FIN 330 Principles of Finance
  - o In turn, this drops, for non-business majors, the prerequisites to FIN 330: ACCT 200, MATH 123 (or other math requirements), and ECON 202 or 203
- Dropping FIN 332 Investment Theory;
- Adding FIN 161 Personal Finance (this maintains continuity in the teaching of the student learning objectives, the teaching of which is mandated by the Certified Financial Planner Board of Standards, Inc., as this is a CFP Board-Registered Program).

**3.3 Second proposed revision:** The required number of credits in the program is reduced to 21.

**3.4 Third proposed revision:** The certificate program would be re-titled as "Personal Financial Planning Certificate." This has better continuity with the B.S. Finance (Personal Financial Planning Track). In addition, "financial planning" could be

interpreted to mean corporate financial planning, and this change clarifies that the type of financial planning addresses individual (or personal) financial needs.

**Section 4: Consultations: None required.**

The dropping of FIN 330, and its prerequisites (as set forth above), only affects 1 or 2 students a year, at most, who are enrolled in the Personal Financial Planning Certificate Program, and who are not business majors. As a result, only a very minimal, non-material impact upon the departments (Accounting, Economics) offering the prerequisites to FIN 330 (which is being dropped) will occur.

No material impact upon the Math Department will occur, as WKU students will still have to satisfy a math course requirement.

As the number of courses required is reduced from 11 (8 courses, plus three prerequisites) to 7, students who are enrolled in other Colleges at WKU, may be more attracted to this Personal Financial Planning Certificate program. To the extent taking courses required by this program satisfy the electives required in other degree programs, course enrollment in such elective courses might decline very, very slightly. However, this is believed to be a material impact upon any other degree program at WKU.

**Section 5: Proposed term for implementation: Fall 2020**

**Section 6: Approval Flow Dates:**

|                                     |                  |
|-------------------------------------|------------------|
| Department of Finance:              | January 22, 2020 |
| Gordon Ford College of Business:    | Feb. 5, 2020     |
| Undergraduate Curriculum Committee: | 02/25/2020       |
| University Senate:                  |                  |

**Section 7: Required Appendices: Current & proposed program descriptions:**

**7.1 CURRENT FINANCIAL PLANNING CERTIFICATE PROGRAM**

REQUIRED COURSES:

| <b>Course Number: Title</b>  | <b>Credit Hours</b> | <b>Notes</b>   |
|--|---------------------|--|
| ACCT 200: Introductory Accounting – Financial  | -                   | This prerequisite would be deleted under the program revision proposal, when FIN 330 is dropped  |
| ECON 202: Principles of Economics (Micro);<br>Or ECON 203: Principles of Economics (Macro) | -                   | This prerequisite would be deleted under the program revision proposal, when FIN 330 is dropped  |
| MATH 123 or any calculus class or a Math ACT of at least 26 or a Math SAT of at least 310  | -                   | This prerequisite would be deleted under the program revision proposal, when FIN 330 is dropped  |
| <del>FIN 330: Principles of Finance</del>  | <del>3</del>        | This course would be dropped under the program revision proposal   |
| FIN 331: Applied Investments   | 3                   |  |
| <del>FIN 332: Investment Theory</del>  | <del>3</del>        | This course would be dropped under the program revision proposal. The student learning objectives required to be covered by the CFP Board of Standards, to the extent they are found within FIN 332, would be covered in other courses in the PFP certificate program. |
| FIN 333: Advanced Topics in Personal Financial Planning                                    | 3                   |  |
| FIN 350: Risk Management and Insurance   | 3                   |  |
| FIN 444: Retirement Planning   | 3                   |  |
| FIN 445: Estate Planning   | 3                   |  |
| FIN 450: Financial Plan Development  | 3                   |  |
| <b>TOTAL CREDIT HOURS:</b>   | <b>24</b>           | (plus up to 3 prerequisites)   |

## 7.2 PROPOSED PERSONAL FINANCIAL PLANNING CERTIFICATE PROGRAM

### REQUIRED COURSES:

| <b>Course Number: Title</b>                             | <b>Credit Hours</b> | <b>Notes</b>  |
|---|---------------------|---|
| FIN 161: Personal Finance                               | 3                   | This course would be added to the Certificate. This will maintain continuity in teaching the student learning objectives required by the CFP Board of Standards, Inc. between the B.S. Finance (PFP Track) Program (which is also proposing to add FIN 161) and this PFP Certificate program. |
| FIN 331: Applied Investments                            | 3                   |   |
| FIN 333: Advanced Topics in Personal Financial Planning | 3                   |   |
| FIN 350: Risk Management and Insurance                  | 3                   |   |
| FIN 444: Retirement Planning                            | 3                   | Under a related submitted proposal, FIN 330 would be dropped as a prerequisite for this course.   |
| FIN 445: Estate Planning                                | 3                   | Under a related submitted proposal, FIN 330 would be dropped as a prerequisite for this course.   |
| FIN 450: Financial Plan Development                     | 3                   | Under a related submitted proposal, FIN 330 would be dropped as a prerequisite for this course.   |
| <b>TOTAL CREDIT HOURS:</b>                              | <b>21</b>           | (No prerequisites – Math course, ACCT 200, and either ECON 201 or 203 - would be necessary, for non-business majors pursuing this revised Personal Financial Planning Certificate Program)  |

**Gordon Ford College of Business**

**Department of Finance**

**Proposal to Create a New Certificate Program**

**(Action Item)**

Contact Person: Dr. Ron A. Rhoades, Director, Personal Financial Planning Program,

Department of Finance, Gordon Ford College of Business

GH 319

PH: 352.228.1672

**1. Identification of program:**

1.5 Program title: Accredited Financial Counselor

1.6 Required hours in program: 9

1.7 Special information:

Intended to lead to the Accredited Financial Counselor® certification, which leads to the ability to counsel individuals on budgeting, proper use of credit, various aspects of insurance, basic aspects of taxation, and making good financial decisions. The AFC® certificate, per the AFCPE (which awards the certificate), normally requires two courses, but our curriculum requires three.

1.8 Catalog description:

WKU's Accredited Financial Counselor certificate program is designed to fulfill the educational requirements of the Accredited Financial Counselor® certification, awarded following passage of a separate test by the AFCPE. The program prepares individuals to: (1) educate clients in sound financial principles; (2) assist clients in the process of overcoming their financial indebtedness; (3) help clients identify and modify ineffective money management behaviors; (4) guide clients in developing successful strategies for achieving their financial goals; (5) support clients as they work through their financial challenges and opportunities; and (4) help clients develop new perspectives on the dynamics of money in relation to family, friends and individual self-esteem. The AFC® certification also requires 1,000 hours of relevant financial counseling experience, three letters of reference, and adherence to a code of ethics.

1.9 Classification of Instructional Program Code (CIP): \_\_\_\_\_

**2. Learning outcomes of the proposed certificate program:**

(1) Demonstrate a fundamental understanding of personal financial statements and financial ratios

(2) Demonstrate a fundamental understanding of privacy regulations and investor consumer protection laws

(3) Demonstrate a fundamental understanding of credit card debt, consumer protections relating to credit, credit scores, and credit reporting

(4) Demonstrate a fundamental understanding of the various forms and characteristics of vehicle insurance, homeowners' insurance, and life insurance

**3. Rationale:**

3.1 Reason for developing the proposed certificate program:

Financial literacy educational requirements in high schools are driving the need for financial counseling certification by teachers. Social workers, psychologists, and sociologists also deal with the emotional and financial consequences of poor decision-making. The purpose of the Accredited Financial Counselor certificate program is to provide students in education, psychology, social work, sociology, and related majors with the foundational instruction to address with clients the practical and emotional consequences of personal financial decisions.

3.2 Relationship of the proposed certificate program to other programs now offered by the department:

The Department of Finance offers a robust B.S. Finance (Financial Planning track) program, consisting of many more required courses (including courses within the business core, three courses in business finance, three investments courses, and six other financial planning-specific courses). The degree is designed to make graduates eligible to sit for the Certified Financial Planner™ exam. Becoming a CFP® also requires 2-3 years of experience in financial services.

The Department of Finance also offers a Personal Financial Planning certificate program, which with a concurrently submitted proposal requires 7 courses. The degree is designed to make graduates eligible to sit for the Certified Financial Planner™ exam. Becoming a CFP® also requires 2-3 years of experience in financial services.

The Accredited Financial Counselor program's coverage is not as broad nor as deep as the other programs. It is designed to address the basic financial planning needs of most Americans – budgeting, savings rates, management of debt, proper use of credit, ensuring appropriate homeowner's and vehicle and life insurance, making appropriate major financial purchasing decisions, consumer rights, and the very basics of investments.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

None known.

3.4 Projected enrollment in the proposed certificate program:

5-10 students in the first year; up to 20 per year, in subsequent years

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

Similar programs are offered at these leading colleges which also offer personal financial planning programs:

University of Georgia

University of Alabama

Texas Tech University

## Utah Valley State

A full list of currently approved education programs is available at <https://www.afcpe.org/certification-and-training/become-an-approved-education-program/>

### 3.6 Relationship of the proposed certificate program to the university mission and objectives:

Proper planning for the attainment of lifetime financial goals can lead to greater happiness and fulfillment in life. In this regard, part of WKU's mission is to: "WKU enriches the quality of life for those within its reach."

Among the components of the WKU strategic plan is the goal of fostering a "Personal and Professional Development Plan, provide common intellectual experiences and high-impact practices to develop hard and soft skills as well as to cultivate good, productive citizens." This Certificate will empower students with skills to manage their own finances, as well as to influence others in their communities.

## 4. Curriculum:

FIN 161 Personal Finance

FIN 333 Advanced Topics in PFP

FIN 350 Risk Management and Insurance

*TOPICS COVERED IN THE ABOVE COURSES INCLUDE, BUT ARE NOT LIMITED TO:*

*(Percentages below are in relation to the AFC® exam, not the course content.)*

1. Set the Stage and Gather Client Information (10%)
  - Establish the counseling environment
  - Gather client information
  - Form a strategic counseling plan
2. Assist a Client in Creating an Action Plan (12%)
  - Assist a client in establishing goals
  - Assist a client in identifying strategies to attain goals
3. Develop Financial Statements, Ratios and Spending Plans (10%)
  - Educate a client about a cash flow statement
  - Educate a client about a net worth statement
  - Educate a client about personal financial ratios
  - Educate a client about spending plans
4. Manage Money (15%)
  - Educate a client about financial services
  - Familiarize a client with basic tax management
  - Discuss employment considerations with a client
5. Manage Credit and Debt (15%)
  - Educate a client about uses of credit
  - Educate a client about credit reports and scores
  - Educate a client about credit products

- Educate a client about debt management
- 6. Educate a Client about Consumer Protection (6%)
  - Educate a client about consumer rights and responsibilities
  - Educate a client about identity theft
  - Educate a client about investor protection
- 7. Educate a Client about Major Acquisitions (7%)
  - Acquire property
  - Educate a client about renting a home
  - Educate a client about purchasing a home
  - Educate a client about selling a home
- 8. Manage Financial Risks (9%)
  - Educate a client about financial risk
  - Educate a client about insurance products
- 9. Discuss Investment Basics with a Client (8%)
  - Educate a client about investment fundamentals
  - Educate a client about investment choices
- 10. Educate a Client about the Financial Aspects of Retirement and Estate Planning (8%)
  - Educate a client about retirement planning
  - Educate a client about estate planning

**5. Budget implications:**

The Department of Finance has already received, from the Provost, funding for an additional professor, who has been hired starting Fall 2020, with the goal of expanding of the number of offerings in, and enrollment in, personal financial planning courses. No further budgetary implications of a significant nature are known.

**6. Proposed term for implementation:** Fall 2020

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

|  |                                |
|--|--------------------------------|
| Department/ Unit: DEPARTMENT OF FINANCE              | <u><b>JANUARY 22, 2020</b></u> |
| Gordon Ford College of Business Curriculum Committee | <u><b>FEB. 5, 2020</b></u>     |
| Undergraduate Curriculum Committee                   | <u><b>02/25/2020</b></u>       |
| University Senate                                    | _____                          |
| Board of Regents                                     | _____                          |



Proposal Date: December 2, 2019

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

Contact Person: Holly Payne, [holly.payne@wku.edu](mailto:holly.payne@wku.edu), 270-745-5876

- 1. Identification of course:**
  - 1.10 Course prefix (subject area) and number: COMM 348
  - 1.11 Course title: Interpersonal Communication
  
- 2. Current prerequisites/corequisites/special requirements:** Prerequisites/Corequisites: COMM 200 or ENG 300
  
- 3. Proposed prerequisites/corequisites/special requirements:** Prerequisite: COMM 145
  
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** COMM 348 is becoming a part of the new certificate in Workplace Communication which does not require COMM 200 or ENG 300 for completion. Adding COMM 145 as the prerequisite ensures that students have an introduction to interpersonal concepts and academic writing prior to enrollment in a 300-level course.
  
- 5. Effect on completion of major/minor sequence:** Not Applicable
  
- 6. Proposed term for implementation:** Next Available
  
- 7. Dates of prior committee approvals:**

|                                     |                   |
|-------------------------------------|-------------------|
| Department of Communication         | 01/23/2020        |
| Potter College Curriculum Committee | 02/04/2020        |
| Undergraduate Curriculum Committee  | <u>02/25/2020</u> |
| Faculty Senate                      | _____             |

**Potter College of Arts & Letters  
Theatre & Dance  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Michelle Dvoskin, [michelle.dvoskin@wku.edu](mailto:michelle.dvoskin@wku.edu), 270-745-5845

**11. Identification of course:**

- 1.1 Course prefix (subject area) and number: PERF 205
- 1.2 Course title: Voice & Movement

**12. Rationale for the course reactivation:** We are currently revising our acting sequence to better serve our students overall. When we initially suspended this course due to a previous revision of that sequence, its content moved into THEA 101: Acting I. However, we have realized that performance students will benefit from starting their program with both the physical and vocal work emphasized in PERF 205 as well as more craft focused training, which will now be offered in the THEA 101: Acting I course. Reactivating and offering PERF 205 will also help streamline our BFA and BA programs, making them easier to navigate for students and advisors.

**13. Effect of course reactivation on programs or other departments, if known:** None

**14. Proposed term for implementation:** Next Available

**15. Dates of prior committee approvals**

|                                     |                   |
|-------------------------------------|-------------------|
| Department of Theatre and Dance     | 12/6/2019         |
| Potter College Curriculum Committee | 02/04/2020        |
| Undergraduate Curriculum Committee  | <u>02/25/2020</u> |
| Faculty Senate                      | _____             |

**Potter College of Arts & Letters  
Sociology and Criminology  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Holli Drummond, [holli.drummond@wku.edu](mailto:holli.drummond@wku.edu), 745-2259

- 1. Identification of proposed course:**
  - 1.1 Course prefix (subject area) and number: CSJ 499
  - 1.2 Course title: Capstone in Social Justice
  - 1.3 Credit Hours: 1-3
  
- 2. Proposed course title:** Capstone in Citizenship & Social Justice
  
- 3. Proposed abbreviated course title:** Capstone in CSJ  
(maximum of 30 characters/spaces)
  
- 4. Rationale for the revision of course title:** We believe a title more inclusive of the new certificate program is needed.
  
- 5. Proposed term for implementation:** Next Available
  
- 6. Dates of prior committee approvals:**

Department of Sociology & Criminology  
Potter College Curriculum Committee  
Undergraduate Curriculum Committee  
Faculty Senate

\_\_\_\_\_  
11/01/2019  
\_\_\_\_\_  
02/04/2020  
\_\_\_\_\_  
**02/25/2020**  
\_\_\_\_\_  
\_\_\_\_\_

**Potter College of Arts & Letters  
Sociology and Criminology  
Proposal to Suspend a Program  
(Consent Item)**

Contact Person: Holli Drummond, [holli.drummond@wku.edu](mailto:holli.drummond@wku.edu), 270-745-2259

**1. Identification of program:**

- 1.1 Program reference number: 349
- 1.2 Program title: Minor in Citizenship & Social Justice
- 1.3 Credit hours: 22

**2. Rationale for the program suspension:**

The Institute for Citizenship & Social Responsibility was created in AY 2009/10. In AY 2010/11, an 18 hour certificate was created. In AY 2014/15, the institute was renamed the Institute for Citizenship & Social Justice and the certificate became a 22 hour minor of the same name. In AY 2019/20, the Institute was dissolved, the minor moved to the department of sociology and criminology, and, through the CAPE process, marked for “transformation”.

Specifically, we propose suspending the minor and going back to a certificate of the same name because we believe the shared core between the departments of political science and sociology & criminology offer the **market-ready skills** associated with certificates. These revisions truly reflect a transformation both in content and organization.

**3. Effect on current students or other departments, if known:**

We will “teach out” the minor for students currently enrolled who do not want to switch to the new requirements associated with the certificate. Regarding impact on other departments, the core of the minor is entirely carried by sociology and criminology. Further, 10 of the 17 departments formerly represented in the electives for the minor are now represented in the electives for the certificate.

**4. Proposed term for implementation:** Next Available

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

Department of Sociology & Criminology

11/01/2019

Potter College Curriculum Committee

02/04/2020

Undergraduate Curriculum Committee

02/25/2020

Faculty Senate



(Action Item)

**Proposal to Create a New Course: UX 380**  
**Potter College of Arts and Letters**  
**Department/Unit: Communication**

**1: Proponent Contact Information**

**1.1 Name/Title: Dr. Joseph Hoffswell/Assistant Professor of Communication/Program Coordinator for Popular Culture Studies**

**1.2 Email address: joseph.hoffswell@wku.edu**

**1.3 Phone #270-745-3501**

**Section 2: Course Catalog Information**

**2.7 Course prefix (subject area) and number: UX 380**

**2.8 Course CIP code: 50.0411 (Game and Interactive Media Design)**

**2.9 Course title: Gaming: Culture, Theory and Practice**

**2.10 Abbreviated Course title: Gaming:Culture/Theory/Practice**

**2.11 Credit hours/Variable credit: 3**

**2.12 Repeatability: N/A**

**2.13 Course Term: Is this course intended to span more than a single term?**  
NO

**2.14 Course Catalog Description:**  
Examination of video games, their impact on society, gaming theories, and gaming principles. Students will be able to analyze and understand games, the game industry, and the gaming community. Livestreaming experience will be gained through this course.

**2.15 Prerequisite/Corequisites/Restrictions: None**

**2.16 Additional Enrollment Requirements: N/A**

**2.17 Other Special Course Requirements: N/A**

**2.18 Grade Type: A-F**

**2.19 Schedule Type:**  
Seminar/Practicum

**Section 3: Description of proposed course**

**3.1 Course Content Summary:** Game design theories and history will be explored to give students an understanding of the principles of game design based on the impact games, gaming culture, and the gaming industry have had on society. Through hands-on practice, students will investigate gaming and gaming culture. Particular attention will be paid to history, culture, and impact of digital games in

the United States. These explorations and review of history will be done so students can understand the impact that games have not only had on society but also on how people interact with one another.

### **3.5 Learning Outcomes:**

#### **Students will be able to:**

- 3.5.1** Demonstrate that they understand gaming and game design theories.
  - 3.5.2** Demonstrate techniques for proper livestreaming and conduct regular livestreams during the course.
  - 3.5.3** Critically analyze games by employing theories to understand games.
  - 3.5.4** Evaluate the consequences of decision-making in the game industry through case studies of gaming companies.
  - 3.5.5** Employ the theoretical constructs they learn to problems that are encountered in game design and the game industry.
- 3.6 Assessment/Evaluation:** Students will be assessed via regular practical homework assignments, written analyses, quizzes, and additional tasks related to learning about the game industry of course information and topics.

## **Section 4: Rationale**

**4.1 Reason for developing this proposed course:** This course is being developed in order to offer students a way to understand the gaming industry and to offer them experience in one of the many aspects of the gaming industry: Livestreaming. Communication is an important component to game design because it helps give a theoretical understanding of audience reception, social media management, user experience, and small group communication. The gaming industry made \$120 billion in 2019 (see <https://www.businessinsider.com/gamers-earn-more-money-facebook-gaming-twitch-youtube-mixer-streaming-2019-10>). This course is an important addition to the curriculum at WKU because there are no courses that focus on the game industry in the catalog. This will also be beneficial to students who are not necessarily interested in gaming, but are interested in livestreaming and understanding how the gaming industry has been an integral part to building the livestreaming industry. The skills and lessons taught in this course will help students pursue their interests in the gaming industry and this course will also contribute to the newly proposed game design certificate.

### **4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course? NO
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

## **Section 5: Projected Enrollments/Resources**

- 5.1 How many students per section are expected to enroll in this proposed course? 25-30**
- 5.2 How many sections of this course per academic year will be offered? 1**
- 5.3 How many students per academic year are expected to enroll? 25-30**
- 5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections:** Projections were calculated based on current demand from students to take game design courses. After meeting with Art and Computer Science faculty, and through conversations with students on the eSports teams, more than the projected enrollment have expressed disappointment in the fact that WKU does not have any game design curriculum. Both Art and Computer Science faculty have expressed that prospective students during visit days have consistently asked about a game design program over the last several years.
- 5.5 Proposed method of staffing:** The course will be staffed with current faculty from Communication.
- 5.6 Instructional technology resources:** A lab will be needed for some sessions of the course so students can have the opportunity to play video games while learning about them. The labs currently available to the Communication and Art departments will be sufficient for this task.
- 5.7 Library resources:** This course will utilize library resources, but there is no need for additional journals or databases.

**Section 6: Proposed term for implementation:** Spring 2021

**Section 7: Supplemental Documentation (Optional):** If needed, append any supplemental documentation here.



## (Action Item)

**Proposal to Create a New Course:** PS 275 - Introduction to Citizenship  
**Potter College of Arts & Letters**  
**Department/Unit:** Political Science

### Section 1: Proponent Contact Information

- 1.1 Name/Title:** Dr. Saundra Curry Ardrey  
**1.2 Email address:** [Saundra.ardrey@wku.edu](mailto:Saundra.ardrey@wku.edu)  
**1.3 Phone #:** (270) 745-6106

### Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number:** PS 275  
**2.2 Course CIP Code:** 33.0101  
**2.3 Course title:** Introduction to Citizenship  
**2.4 Abbreviated course title:** Introduction to Citizenship  
**2.5 Credit hours:** 3 hours  
**2.6 Repeatability:** N/A  
**2.7 Course Term:** Not intended to span more than one term  
**2.8 Course Catalog Description:** Examines what it means to be a citizen of a community, nation, and world; designed to introduce students to the basic theories, concepts and issues of citizenship  
**2.9 Prerequisite/Corequisite courses:** N/A  
**2.10 Additional Enrollment Requirements:** N/A  
**2.11 Other Special Course Requirements:** N/A  
**2.12 Grade Type:** A-F Final grade  
**2.13 Schedule Type:** Lecture

### Section 3: Description of proposed course

#### 3.1 Course Content Summary:

This course explores global citizenship and how individuals and communities construct and find meaning in the wider world; course readings provide a framework for students to understand their place in that wider world. The course explores ideas, issues, images and events comprehensively by analyzing and evaluating assumptions and arguments about the role and responsibilities of 'citizen' in political communities, especially in a representative democracy.

Students will be asked to examine and negotiate the 'presumptive goodness' of the many competing definitions of citizenship. Content focuses on specific localized issues that are often embedded in complex, historical, socioeconomic, political and cultural context. Students are then called upon

to address those issues as conscientious citizens of their local community, the nation and internationally.

**3.2 Learning Outcomes:** Upon successful completion of this course, students should be able to...

1. Identify key terms and theories related to issues of citizenship and the role of citizenship in a democracy
2. Analyze the concepts central to citizenship (e.g .rights and responsibilities, government and democracy, identities and communities, equality, social justice)
3. Discuss the social, moral and ethical issues of global problems and specific situations
4. Examine the interconnectedness of individuals and communities around the globe
5. Discuss key elements central to working constructively as part of a team, facilitating the contributions of others, fostering a constructive climate, and responding well to conflict.

**3.3 Assessment/Evaluation:**

Student performance assessment includes...

- A critique, in writing and in oral presentation, on preferred theories of citizenship (SLO 1,2)
- Students select individual and group topics for projects/papers, social or political policy proposals; assignments assessed based on student's use of two higher-order critical thinking skills, i.e., synthesis/analysis and evaluation (SLO 3,4)
- A final self-reflection essay evaluated using elements of the Gibbs' Reflective Cycle rubric. The Rubric uses six descriptors: description, feelings, evaluation, analysis, conclusion and outcomes/action. (SLO 5)

## **Section 4: Rationale**

**4.1 Reason for developing this proposed course:**

The purpose of this course is to provide skills students will need to confront global problems and 21<sup>st</sup> century challenges. The course strives to cultivate intellectual and practical skills, complex communication – both oral and written - skills, problem-solving skills and the ability to work with diverse groups. These are tools designed to help students understand their personal and global responsibilities in a global society and to apply what they know in any situation, any career, anywhere in the world. This objective is reflective of the overarching intent of WKU's Quality Enhancement Plan, Evidence and Argument, "to prepare students to utilize information and logically-supported claims to address complex and relevant questions of our time. At its best, education is a holistic and lifelong process, where students not only acquire information, but also learn how to think creatively, assess for truth and accuracy, and make a compelling case for the best way forward."

The Department of Political Science and the Department of Sociology and Criminology propose to launch an interdisciplinary Certificate in Citizenship and Social Justice that focuses on contemporary social issues that prepares students to be effective citizens – civic agents of change for the common good. This course, PS 275, is one of the core courses for the Certificate.

PS 275 will also be an elective in the undergraduate majors Diversity and Community Studies and in Political Science.

#### **4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course? **YES**

CSJ 435, Reimagining Citizenship

HON 251, Citizen and Self

PS 275 serves as an introductory course to CSJ 435 laying the foundation for an understanding of theories and concepts of citizenship. After an initial discussion of citizenship concepts, the upper level CSJ course focuses on issues of social justice. The emphasis is on solidarity, alliances and coalition building. In other words, the course expands on the foundation and traditional concepts introduced in PS 275 so that students begin to reimagine new possibilities of rights, responsibilities and political participation.

According to the syllabus, HON 251 examines citizenship through the concepts “citizen” and “self” “as pathways for understanding the role of educational institutions and educated individuals in the complex democratic environments of the United States”. The focus of the course is on deliberative democracy that emphasizes deliberation as central to decision-making. The course offers opportunities to understand and then debate issues so that students thoughtfully exercise the responsibilities of citizenship.

HON 251 is restricted to honor students.

While all three of these courses investigate the concept of citizenship, each approaches the topic differently. As an introductory course, PS 275 delivers a theoretical foundation and basic understanding of what it means to exist and effectively participate in a 21<sup>st</sup> century political entity. HON 251 further develops citizenship skills by providing experiential opportunities to practice effective citizenship in a democracy. CSJ 435 asks students to create a course of action that imagines a world of new possibilities in a global society.

- Units offering these courses have been consulted regarding this proposal.
- Holli Drummond and Molly Kerby, Department of Sociology and Criminology (December 2019)
  - Leah Ashwill Thompson, Honors College (January 14, 2020)

## **Section 5: Projected Enrollments/Resources**

- 5.1 How many students per section are expected to enroll in this proposed course?** 30-45
- 5.2 How many sections of this course per academic year will be offered?** 1
- 5.3 How many students per academic year are expected to enroll?** 30-45
- 5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.**  
PS courses at the 200 level typically enroll 20 to 25 students. We anticipate that as a core course for Citizenship and Social Justice and for the Living Learning Community there will be a demand for the course. This LLC provides a community for students who want to become more politically engaged as well as have better understanding of the processes defining democratic participation.
- 5.5 Proposed method of staffing:** Current staffing is adequate. This course will be offered as part of the standard course rotation of faculty members already in the department.
- 5.6 Instructional technology resources:** N/A
- 5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)?** NO

**Section 6: Proposed term for implementation:** Next Available

**Section 7: Supplemental Documentation:** N/A

**(Action Item)**

**Proposal to Create a New Course:**

**Potter College of Arts & Letters**

**Department/Unit: Theatre & Dance**

**Section 1: Proponent Contact Information**

**1.1 Name/Title:** Meghen McKinley/Assistant Professor, Dance

**1.2 Email address:** [Meghen.McKinley@wku.edu](mailto:Meghen.McKinley@wku.edu)

**1.3 Phone #** 270-883-9589

**Section 2: Course Catalog Information**

**2.14 Course prefix (subject area) and number: DANC 400**

**2.15 Course CIP code:** 50.0399

**2.16 Course title:** Visual Media for Dance

**2.17 Abbreviated Course title:** Visual Media for Dance

**2.18 Credit hours/Variable credit:** 3

**2.19 Repeatability:** N/A

**2.20 Course Term: Is this course intended to span more than a single term?**

YES **NO**

**2.21 Course Catalog Description:**

This course will explore a variety of digital techniques for dance films, screen dance, choreographic documentation, as well as projection integration for choreographic purposes. Students will participate in discussions, observations,

collaborative projects, hands on training, and dance film/media analysis. Students will explore the technical, practical, and artistic challenges involved in producing dance media work.

**2.22 Prerequisite/Corequisites/Restrictions:** Must have completed DANC420-Choreography II, and permission by instructor

**2.23 Additional Enrollment Requirements:**

**2.24 Other Special Course Requirements:**

**2.25 Grade Type:** A-F

**2.26 Schedule Type:** Lecture/Lab

### **Section 3: Description of proposed course**

**3.1 Course Content Summary:** This course will explore a variety of media techniques and choreographic methods for dance films, screen dance, and dance documentation, as well as projection integration for choreographic purposes. Students will participate in discussions, observations, collaborative projects, hands on training, and dance film analysis. Students will explore the technical, practical, and artistic challenges involved in producing dance video work.

#### **3.2 Learning Outcomes:**

- Students will analyze existing dance films and create work through personal and group comparison of the technique in classroom discussions and applications.
- Students will demonstrate their choreographic style and aesthetic in mixed media for dance through class studies.
- Students will demonstrate a greater understanding of the theoretical, conceptual, and technical approaches that go into creating media for dance through exploration of multiple genres.
- Students will demonstrate their understanding of the use of digital cameras, projectors, editing software, terminology, and ability to effectively operate appropriate equipment.

#### **3.3 Assessment/Evaluation:**

- Performance presentations and evaluation
- Course project assessment through project guidelines, rubrics, and project check-ins

- Written reading responses and discussions
- Participation in analysis, discussions, peer feedback, project evaluations, course assignments, and project completion

## Section 4: Rationale

**4.1 Reason for developing this proposed course:** With assessment of the growth of our dance program in conjunction with national dance programs, the needed inclusion of technology in the program curriculum is necessary. As media and technology in dance continues to grow in performance, choreography, and dance documentation; it is important that we fulfill this need for our dancers to continue to support our mission statement; "Creating Thinking Artists". This course will allow dancers to gain technical knowledge and the applicable skills in a growing field. This allows students to broaden their hire-ability and creative abilities post undergrad.

### 4.2 Relationship to similar courses offered by other university departments/units:

- Do any other courses already being offered by other university departments/units share content with this proposed course? **YES** NO
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? YES **NO**
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

**Travis Newton 12/9, 1/31**

**Sara Thomason 1/31**

## Section 5: Projected Enrollments/Resources

**5.1 How many students per section are expected to enroll in this proposed course?** 10-12

**5.2 How many sections of this course per academic year will be offered?**  
1

**5.3 How many students per academic year are expected to enroll?** 8-10

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.** This is according to our upper-level enrollment.

This course will be an option within the Technical Course Requirement for the B.A. Dance Degree students.

**5.8 Proposed method of staffing:** Current Faculty

**5.9 Instructional technology resources:** Faculty and student utilization of ITS services for classroom projectors, film equipment, and recording devices through check-out options.

**5.10 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? YES **NO**

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

**Section 6: Proposed term for implementation:** Fall 2020

**Section 7: Supplemental/Supporting Documentation:**

Proposed syllabus and project guidelines for Visual Media for Dance



Western Kentucky University

*Visual Media for Dance*

**DANC400 3 Credit Hours**

**M/W 1:50pm —3:10 pm**

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**Professor:** Meghan McKinley

**Office Hours:** By appointment; Gordon Wilson 214

**Email:** [meghen.mckinley@wku.edu](mailto:meghen.mckinley@wku.edu)

**Dance Handbook:** <https://www.wku.edu/theatre-and-dance/dance/dance-at-wku.php>

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**Course Description:**

*Permission of Instructor/Choreography II:* This course will explore a variety of media techniques for both dance films, screen dance, dance documentation, as well as projection integration for choreographic purposes. Students will participate in discussions, observations, collaborative projects, hands on training, and dance film/media analysis. Students will explore the technical, practical, and artistic challenges involved in producing dance media work.

**Objectives:**

This knowledge will be applied in class through discussions, analysis, application, and collaboration.

- Demonstrates understanding and application of choreographic principles in regards to media
- Demonstrates understanding of digital aesthetics in correlation to dance
- Develops awareness of connection to media and dance both pre and post 21<sup>st</sup> century
- Develops awareness of media/film language and methods
- Demonstrates application of the above for practice as research as well as finished choreographic products
- Demonstrates an understanding of editing tools in-conjunction with choreographic methods

**Outcomes:**

- Students will be introduced to a variety of digital aesthetics and purposes. They will learn to create and analyze through personal and group comparison of the technique in classroom discussion and application.
- Students will demonstrate their personal perspective and aesthetics through class studies.
- A greater understanding of the theoretical, conceptual, and approaches that go into creating media for dance through exploration of multiple genres
- Understanding the use of digital cameras, projectors, and editing software

**Readings/Research Tools:** There is no required text for this course. You will be provided copies or links to reading assignments/videos that will be posted online or hard copies.

**Suggested Reading:**

*The Art of Making Dances;* Doris Humphrey

*Digital Performance: A History of New Media in Theater, Dance, Performance Art, And Installation.*

Steve Dixon

*Screendance: Inscribing the Ephemeral Image*. Douglas Rosenberg

*Dancefilm: Choreography and the Moving Image*. Erin Brannigan

*Envisioning Dance on Film and Video*. Judy Mitoma Editor

*International Journal of Screendance*. screendancejournal.org

### **Required Materials:**

- Internet Access
  - Minimum of 4-6 hours per week outside of class meeting time
  - Binder/Folder for additional handouts
  - External hard-drive, jump drive
  - Youtube, Vimeo account
  - Access to recording device: iphone, android, camera, video camera, tripod, editing software
- \*equipment is available for checkout at the media center

\*specific editing software is not required, may use what is available to you via PC or Mac

### **Projects/Course Assignments:**

Students will be provided with a working calendar of reading and core project assignments that will be continuously discussed in class. As each class progresses at a different rate, these dates and assignments are subject to change. Students will be notified of assignment changes in advance. Below is the grading scale for the course as well as a list of contributing projects and assignments. **Assignments, papers, projects will not be accepted past their deadline. Late or incomplete work will receive a 0/incomplete score. All assignments will be posted, graded, and commented on Blackboard. All completed homework/projects are to be uploaded to Blackboard unless otherwise instructed.** If you are to miss class for any reason, all homework must be submitted on the original deadline.

### **Assessment/Grading:**

In Technique, students are graded based on their individual skill level, work ethic, comprehension and adaptation of concepts and skills. Assessment is based on the Departmental Guidelines for advancement. The status of your grade is based in part on your dedication, participation, willingness to take risks, energy, assignments, performance, and presence in class.

### **Class Breakdown:**

|  |           |
|--|-----------|
| Shot by Shot Analysis of a Dance Film  | 75points  |
| Self Portrait Study                    | 75points  |
| Mood Study                             | 75points  |
| Video Choreography                     | 75points  |
| Dance Documentation/                   | 75points  |
| Projection Design for Live Performance | 75points  |
| Final Project                          | 150points |

|                                       |           |
|---------------------------------------|-----------|
| - Presented at LCTD                   |           |
| Online Portfolio                      | 200points |
| Participation/Task-Reading Completion | 200points |

**Grading Scale:**

|          |                   |
|----------|-------------------|
| <b>A</b> | <b>(90%-100%)</b> |
| <b>B</b> | <b>(80%-89%)</b>  |
| <b>C</b> | <b>(70%-79%)</b>  |
| <b>D</b> | <b>(60%-69%)</b>  |
| <b>F</b> | <b>(50%-59%)</b>  |

**\*Descriptions and expectations of projects in the Class Breakdown will be provided on Blackboard and discussed in class. These are subject to change.**

**Participation/Class Reading-Task Completion: 200 points** Your participation grade is based on your work ethic in the class and affected by absences. Students are graded based on their comprehension and execution of the course objectives. Improvement and work ethic are not compared to other students in relation to grading. The status of your grade is based in part on your improvement, advancement, memorization, comprehension, dedication, participation, willingness to take risks. This pairs with the completion of your reading assignments and in class tasks and exploration. Reading, analysis, and completion of assignment directly pairs with your ability to participate in the course work and class community requirements.

**The specific assessment criterion for quizzes and technique assessments will be provided in class; however, the following is important to note:**

*“A” - Advanced student dancers are those who work above and beyond and are exemplary role models in the progression of dance technique. These students demonstrate consistently clean execution of technique along with evidence of practice outside of class, consistent application of instructor-guided corrections and commitment to improvement.*

*“B” - Proficient student dancers are those who attend regularly and are focused and active participants within the classroom. These students demonstrate good execution of technique and consistent improvement in class.*

*“C” - Basic student dancers are those who show up to class and participate.*

**Student Course Guidelines/Responsibilities:**

Full details on grading, attendance policies and class attire can be found in the Dance Handbook and Department of Theatre & Dance website.

## Visual Media for Dance

### Project Descriptions:

#### **Shot by Shot Analysis of a Dance Film**

##### Guidelines

Include:

- a.) Movie Title, relevant credits (director, actors in the scene, producer, writer, and year of release)
- b.) Website you can find all the relevant information on:  
([www.imdb.com](http://www.imdb.com), youtube/vimeo posting)

##### **Step 1:**

Select a dance scene carefully.

- a.) Watch the film multiple times, looking for a scene with about 8-10 shots.
- b.) Choose a scene that has few enough characters that you can keep track of them within your analysis (2-5 characters usually, though it will depend on the scene).

##### **Step 2:**

Take notes on each individual shot.

- a.) You can label them by numbers or letters, if this helps you keep them straight.
- b.) Take down lighting, mise en scene, framing, costumes, camera angles, camera movement, camera position, and any other relevant details.

##### **Step 3:**

Formulate a thesis about how the scene is relevant to the film as a whole.

- a.) Example: *Through cinematic techniques, Maya Deren contrasts Tally Beatty's physical prowess with the static line and form of the room, foreshadowing eventual dominance of the presence of the body within the film.*
- b.) A concrete thesis can address what the director tries to accomplish in the scene.
- c.) Thesis should be clearly understandable and recognizable
- d.) Thesis should use formal elements of the film in reference to content of the scene

##### **Step 4:**

After an introduction, begin the analysis by placing your scene in the context of the film and describing the environment.

- a.) Example: *The scene takes place amid the hustle and bustle of a busy city street.*

##### **Step 5:**

Begin a detailed shot by shot description of the scene.

- a.) Identify the transitions of each shot. You can use "Cut to" whenever there is a cut, or else "The next shot."
- b.) If it helps, watch the scene without sound and take down exactly what happens.
- c.) Example: *The camera re-frames to keep them central, panning left. Cut to a tight three shot of the dancers all facing away from the camera*

### **Self Portrait Study**

Create a Self Portrait through dance utilizing the shooting and editing techniques we have covered in class.

- *What is a self portrait? Create a short film that gives a sense of who you are, your perspective, thoughts, philosophies, aesthetics through movement. This is expressed through movement and supported by editing, location, sound, and camera angle choices.*

- 1) Storyboard your video.
- 2) Shoot: Use a minimum of 3 different camera angles, 3 different shot types, and 3 different camera movements. (these may be mixed together if desired)
- 3) Audio: You may use ambient sound or recorded music. Do not use spoken words or music with words. Communicate everything through the image.
- 4) The final edit should be a minimum of one minute no more than two minutes total.

\*Digitize, edit, and export as a quicktime movie on a usb drive and bring the drive to class the day of the screening, OR, upload the video to youtube, vimeo, or any online site that does not require a login. The movie should be open access.

### **Mood Study**

Create a Mood Study.

Establish a basic mood—tranquility, anxiety, reverence, anger, pride, joy, hope, etc entirely through your selection of subject matter, light, and the use of camera angles. Stick to one mood or feeling, and don't confuse matters by moving from one mood to another.

- 1)Minimum 5 shots.
- 2)Music and dialogue may only supplement (but not establish or fully communicate) the mood you select. Without your audio we should clearly get the idea.
- 3)After seeing your video we should be able to ask 10 people for a one-word description of the mood conveyed and get a reasonably consistent answer.
- 4)Length: 1 – 2 minutes.

\*Digitize, edit, and export as a quicktime movie on a usb drive and bring the drive to class the day of the screening, OR, upload the video to youtube, vimeo, or any online site that does not require a login. The movie should be open access.

### **Video Choreography**

Create a dance video – be clear on your purpose. Think and decide what this video is; music video, commercial, choreography short.

- 1)Video Description Document: Include title of piece, location of filming, names of dancers, audio selection, dance genre. purpose of video (music video, commercial, dance film)
- 2)Filming and Edit: Select a theme upon which the video choreography will be based- this will be supported by your purpose
- 3)The choreography should be a complete work using two or more dancers. The choreography may be yours or by someone else.
- 4)Your role is to be the camera person, director, and editor.

Film in a site specific location. Creativity for location that supports movement motif is encouraged.

Use a tripod for at least 50 percent of the shots. Experiment with some handheld improv and mix these in the edit.

5) While you film, keep in your awareness direct vision and the periphery of the frame and experiment with this in your camera shot choice making.

Utilize a minimum of 10 different types of shots or camera angles. Edit for choreographic continuity.

6) Length: 2-3 minutes

\*Digitize, edit, and export as a quicktime movie on a usb drive and bring the drive to class the day of the screening, OR, upload the video to youtube, vimeo, or any online site that does not require a login. The movie should be open access.

### **Dance Documentation**

Arrange to interview at least one dancer, choreographer, dance teacher, or other dance persona. The dance documentary can be based on reality or fiction.

1) Pre-plan your questions and make a b-roll shot list for your final edit.

2) You may work collaboratively in pairs if desired, however you should edit your own project and shoot either your own or your collaborator's video.

3) INTERVIEW FOOTAGE - Utilize two different interview filming techniques – one sit down with the camera on tripod, the other as an experimental handheld improvised shot.

B-ROLL – at least 50 percent of your b-roll footage should be on tripod.

4) Film the interview using the audio recording and lighting techniques we have covered in class. Consider how you are using light in every shot. Shoot b-roll footage of dance scenes that compliment the narrative to add as cutaways underneath the interview.

5) Length: 3 minutes

\*Digitize, edit, and export as a quicktime movie on a usb drive and bring the drive to class the day of the screening, OR, upload the video to youtube, vimeo, or any online site that does not require a login. The movie should be open access.

### **Projection Design in Live Performance**

1) Collaborate in groups to create a projection design project.

2) Choose a poem, or short story, or image.

3) Choose an interior space to project on. *Must have space for movement and electrical outlet. May have to ask for permission or schedule the space/location.*

4) Design the interior space with layers of texture so that the image you are projecting will have multiple surfaces.

5) Collaboratively shoot and edit video projection design via your inspiration.

6) Practice your design set up and projection in the space before you choreograph.

7) Choreograph (not improvise) a dance in-conjunction with your projection design environment. Consider all the ways you can connect your movement to the projection design, the textures, the text.

8) Think of the projection design image as if it is another dancing body or series of dancing bodies. Architecturally relate your choreography to line, form, and color. This does not have to be literal. A chair on a screen or a leaf falling from a tree could be conceived of as a dancing body. The horizon could determine the architectural shape of your movement.

9) Choreograph your dance in a way that creates a relationship between the live dancing bodies and the digital movement of the body of motion, sculpture, and architecture on the screen.

10) Practice your dance in the environment prior to the showing.

11) Length: 5 minutes for both live movement and projection

\*Digitize, edit, and export as a quicktime movie on a usb drive and bring the drive to class the day of the screening, OR, upload the video to youtube, vimeo, or any online site that does not require a login. The movie should be open access.

### **Final Project**

Revisit one of the assignments this semester. Create a revised project that is a max of 5 minutes with the feedback you received from your studies. The assignment requires filming new footage and creating a new revised edit. Any project revisited must be done individually (edits of groups projects are now a solo project). Submit the final project with a link on blackboard. Include a brief document discussing the changes and your insights into the process.

\*Digitize, edit, and export as a quicktime movie on a usb drive and bring the drive to class the day of the screening, OR, upload the video to youtube, vimeo, or any online site that does not require a login. The movie should be open access.

- This project will be shown informally at LCTD. Be sure your file is available as a quicktime move for export into QLab for tech crew.

### **Online Portfolio**

The assessment for the class will be in the form of a final video portfolio submission due during finals week. This is a full collection of all your video work this semester. Create a webpage that has links/tabs to the full collection of all your video work this semester.

To be included:

1) Titles and short paragraph descriptions. This must include all technical information and credits.

2) Submit the website link on Blackboard. Organize this information as a collection of links to all your assignments. If you have an existing webpage, note the location the media files via an additional tab or blog/current projects location.

*ie: Visual Media for Dance Explorations, Media Projects, etc.*

*Again, make sure these are public and post properly.*

**(Action Item)**





- Regular process check-ins
- Production of appropriate written materials
- Overall contributions to the larger project they are working as a part of
- Verbal or Written final self-assessment and reflection

## **Section 4: Rationale**

### **4.1 Reason for developing this proposed course:**

Dramaturgy has become a field of particular interest to an increasing number of students in our department, but until now there has not been a course designed to focus on that area. Currently, student dramaturgs are mentored by faculty and receive credit for their work via our Performance Lab series of courses, but that is not what those courses are intended for. Creating this course will significantly improve a number of logistical issues within the department, as well as providing a more accurate reflection of faculty labor. It will also provide students interested in pursuing dramaturgy with a reflection of their experience in that area on their transcript.

### **4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course? NO
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

## **Section 5: Projected Enrollments/Resources**

**5.1 How many students per section are expected to enroll in this proposed course?** 5 - 10

**5.2 How many sections of this course per academic year will be offered?** 2

**5.3 How many students per academic year are expected to enroll?** 10 - 20

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.**

These numbers are based on the number of students currently engaging in dramaturgical work during the course of a year.

**5.5 Proposed method of staffing:**

Current staffing is sufficient to offer this course. A faculty member already mentors the dramaturgs; this will simply move that labor to a specific course.

**5.6 Instructional technology resources:** Current resources are sufficient.

**5.7 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? NO

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

**Section 6: Proposed term for implementation:** Next Available

**Section 7: Supplemental/Supporting Documentation:** N/A

## **(Action Item)**

**Proposal to Create a New Course:** PERF 401 - Solo Performance

**Potter College of Arts & Letters**

**Department/Unit:** Theatre & Dance

### **Section 1: Proponent Contact Information**

- 1.1 Name/Title:** Dr. Michelle Dvoskin, Associate Professor, Theatre Program Coordinator
- 1.2 Email address:** michelle.dvoskin@wku.edu
- 1.3 Phone #**270-745-5845

### **Section 2: Course Catalog Information**

- 2.1 Course prefix (subject area) and number:** PERF 401
- 2.2 Course CIP code:** 50.0506
- 2.3 Course title:** Solo Performance
- 2.4 Abbreviated Course title:** Solo Performance
- 2.5 Credit hours/Variable credit:** 3
- 2.6 Repeatability:** N/A
- 2.7 Course Term: Is this course intended to span more than a single term?**  
No
- 2.8 Course Catalog Description:** Practical training in the creation and performance of solo performance works
- 2.9 Prerequisites:** THEA 252; THEA 101
- 2.10 Additional Enrollment Requirements:** Permission of Instructor Required
- 2.11 Other Special Course Requirements:** N/A
- 2.12 Grade Type:** Standard
- 2.13 Schedule Type:** Applied Learning

### **Section 3: Description of proposed course**

- 3.1 Course Content Summary:** Solo Performance offers students the opportunity to create and perform multiple short solo performance pieces. Readings, viewings, and discussions familiarize students with the range of work included in this genre. Practical writing and performance exercises provide them with tools necessary for the creation of these works, as well as develop their acting and performance skills. Students also acquire skills in providing artist-centered feedback.

- 3.2 Learning Outcomes:** Upon successful completion of this course, students should be able to:
- Demonstrate knowledge of the range of work possible under the heading of “solo performance” and understand its role in contemporary U.S. theatre and performance art
  - Analyze solo performances, both verbally and in writing
  - Effectively provide and engage with artist-centered feedback
  - Create solo performance pieces

**3.3 Assessment/Evaluation:**

- Performances
- Written documentation for performances
- Written reading responses
- Participation in discussions, exercises, and feedback sessions

## **Section 4: Rationale**

**4.1 Reason for developing this proposed course:** This course has been offered multiple times as a topic in *PERF 300: Topics in Contemporary Performance Studies*. Due to the consistent popularity of the course and the increasing importance of new work in the field of theatre, it makes sense to offer this as a separate course. This will also allow us to incorporate it as a requirement for students pursuing acting in our BFA in performing arts program, in line with current accreditation standards for BFA Acting programs.

**4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course? NO
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

## **Section 5: Projected Enrollments/Resources**

**5.1 How many students per section are expected to enroll in this proposed course?** 10-12

**5.2 How many sections of this course per academic year will be offered?** 1

**5.3 How many students per academic year are expected to enroll?** 10-12

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.** These

numbers are based on enrollments in the existing course that has covered this content.

**5.5 Proposed method of staffing:** Current staffing is sufficient to offer this course, as it will be replacing a course that is already offered.

**5.6 Instructional technology resources:** Current resources are sufficient.

**5.7 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? NO

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

**Section 6: Proposed term for implementation:** Next Available

**Section 7: Supplemental/Supporting Documentation:** N/A

## **(Action Item)**

**Proposal to Create a New Course:** THEA 311 - Stage Management

**Potter College of Arts & Letters**

**Department/Unit:** Theatre & Dance

### **Section 1: Proponent Contact Information**

- 1.1 Name/Title:** Dr. Michelle Dvoskin, Theatre Program Coordinator & Associate Professor
- 1.2 Email address:** michelle.dvoskin@wku.edu
- 1.3 Phone #:** 270-745-5845

### **Section 2: Course Catalog Information**

- 2.1 Course prefix (subject area) and number:** THEA 311
- 2.2 Course CIP code:** 50.0502
- 2.3 Course title:** Stage Management
- 2.4 Abbreviated Course title:** Stage Management
- 2.5 Credit hours/Variable credit:** 3
- 2.6 Repeatability:** N/A
- 2.7 Course Term:** NO
- 2.8 Course Catalog Description:** Theoretical grounding and practical training in stage management.
- 2.9 Pre- or Co-requisites:** PERF 120 - Rehearsal and Production
- 2.10 Additional Enrollment Requirements:** Permission of Instructor Required
- 2.11 Other Special Course Requirements:** N/A
- 2.12 Grade Type:** Standard A-F final grade
- 2.13 Schedule Type:** Lecture/Lab

### **Section 3: Description of proposed course**

- 3.1 Course Content Summary:** Through a combination of lectures, readings and practical lab experience, students will be introduced to the stage manager's function in all phases of live theatre and dance production, from pre-production to strike, and practice those skills through a variety of hands-on exercises.

**3.2 Learning Outcomes:** Upon successful completion of this course, students should be able to demonstrate:

- An understanding of the stage manager’s responsibilities in every phase of live theatre and dance production, including but not limited to:
  - Pre-production script and promptbook preparation
  - Audition management
  - Rehearsal management
  - Production meeting protocols and procedures
  - Technical rehearsals
  - Cuing and performance calling
- The ability to anticipate stage management problems and employ proactive solutions
- Efficient production communication protocols
- A general understanding of relevant union rules and practices

**3.3 Assessment/Evaluation:** Student’s understanding of Stage Management methods and procedures will be assessed through periodic exams. Practical skills will be assessed through performance evaluation of hands-on exercises.

#### **Section 4: Rationale**

**4.1 Reason for developing this proposed course:** Until recently this important, complex skill set was delivered only and entirely via individual “on the job training” practicums. But increased enrollments, growing interest in this aspect of theatre production, and additional faculty resources now allow us to offer this course, in which we can efficiently prepare a larger number of students for the intensive, “hands-on” practical experience of an actual stage management assignment.

**4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course? NO
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO

#### **Section 5: Projected Enrollments/Resources**

**5.1 How many students per section are expected to enroll in this proposed course?** 15

**5.2 How many sections of this course per academic year will be offered?**  
1

**5.3 How many students per academic year are expected to enroll?** 15

**5.4 How were these projections calculated?** We have been offering the content of this course, in this format, under the auspices of our current *THEA*

*312: Stage Management Practicum* course title for the last few years, and this reflects the enrollment numbers we've experienced.

**5.5 Proposed method of staffing:** Current faculty is sufficient

**5.6 Instructional technology resources:** Current resources are sufficient

**5.7 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? NO

**Section 6: Proposed term for implementation:** Next Available

**Section 7: Supplemental/Supporting Documentation:** N/A



Proposal Date: 12/4/19

**Potter College of Arts & Letters  
Theatre & Dance  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Michelle Dvoskin, [michelle.dvoskin@wku.edu](mailto:michelle.dvoskin@wku.edu), 270-745-5845

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: PERF 205
- 1.2 Course title: Voice & Movement
- 1.3 Credit hours: 2

**2. Proposed course credit hours: 1**

**3. Rationale for the revision of course credit hours:** In our revised degree programs, students will now be expected to take the course in conjunction with THEA 101: Acting I. The reduced number of credit hours reflects the significantly reduced amount of out of class work that will be required in PERF 205, in order to remove redundancies between the two courses. It also allows us to offer the course without overloading existing faculty.

**4. Proposed term for implementation:** Next Available

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

Department of Theatre & Dance

12/6/2019

Potter College Curriculum Committee

02/04/2020

Undergraduate Curriculum Committee

**02/25/2020**

Faculty Senate

\_\_\_\_\_

**Potter College of Arts & Letters  
Theatre & Dance  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Dr. Michelle Dvoskin, [michelle.dvoskin@wku.edu](mailto:michelle.dvoskin@wku.edu), 270-745-5845

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: THEA 101
- 1.2 Course title: Acting I: Voice and Movement

**2. Revise course title:**

- 2.1 Current course title: Acting I: Voice and Movement
- 2.2 Proposed course title: Acting I
- 2.3 Proposed abbreviated title: Acting I
- 2.4 Rationale for revision of course title: We are revising our acting curriculum, and this change returns focus to the course sequencing as well as allowing for adjustments in content. This should make the program easier for students and advisors to navigate.

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

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

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

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which): Restricted to Theatre Majors and Minors
- 4.2 Proposed prerequisites/corequisites/special requirements: None
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: We are not planning to offer our PERF 101 course, which was an alternate option for students seeking an introductory acting course. This course will now provide that material for students regardless of program.
- 4.4 Effect on completion of major/minor sequence: None

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: A foundational acting course designed to help students become aware of, develop, and integrate and properly maintain their natural vocal and kinesthetic performing abilities. Restricted to theatre majors and minors.
- 5.2 Proposed course catalog listing: Improvisation, theatre games, and introductory scene and/or monologue work intended to develop fundamental performance and ensemble collaboration skills.
- 5.3 Rationale for revision of course catalog listing: We are revising our acting curriculum, and this proposed description more accurately reflects the role of this course within that overall curriculum.

- 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 schedule type: N/A**  
7.1 Current schedule type:  
7.2 Proposed schedule type:  
7.3 Rationale for revision of schedule type:
- 8. Revise grade type: N/A**  
8.1 Current grade type:  
8.2 Proposed grade type:  
8.3 Rationale for revision of grade type:
- 10. Proposed term for implementation:** Next Available
- 11. Dates of prior committee approvals:**

Department of Theatre & Dance  
Potter College Curriculum Committee  
Undergraduate Curriculum Committee  
Faculty Senate

12/6/2019  
02/04/2020  
**02/25/2020**

**Potter College of Arts & Letters  
Theatre & Dance  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Dr. Michelle Dvoskin, [michelle.dvoskin@wku.edu](mailto:michelle.dvoskin@wku.edu), 270-745-5845

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: THEA 300
- 1.2 Course title: Acting II: Acting Craft

**2. Revise course title:**

- 2.1 Current course title: Acting II: Acting Craft
- 2.2 Proposed course title: Acting II
- 2.3 Proposed abbreviated title: Acting II
- 2.4 Rationale for revision of course title: We are revising our acting curriculum, and this change returns focus to the course sequencing as well as allowing for adjustments in content. This should make the program easier for students and advisors to navigate.

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

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

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

- 4.1 Current prerequisites/corequisites/special requirements:
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence: None

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Improvisation, theatre games, and introductory scene and / or monologue work intended to develop fundamental performance and ensemble collaboration skills.
- 5.2 Proposed course catalog listing: An acting studio course focusing on the fundamentals of text and character analysis, characterization, and performance.
- 5.3 Rationale for revision of course catalog listing: We are revising our acting curriculum, and this proposed description more accurately reflects the role of this course within that overall sequence.

**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 schedule type: N/A**  
7.1 Current schedule type:  
7.2 Proposed schedule type:  
7.3 Rationale for revision of schedule type:

- 8. Revise grade type: N/A**  
8.1 Current grade type:  
8.2 Proposed grade type:  
8.3 Rationale for revision of grade type:

**10. Proposed term for implementation:** Next Available

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

Department of Theatre & Dance

12/6/2019

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Potter College Curriculum Committee

02/04/2020

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Undergraduate Curriculum Committee

**02/25/2020**

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Faculty Senate

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**Potter College of Arts & Letters  
Theatre & Dance  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Dr. Michelle Dvoskin, [michelle.dvoskin@wku.edu](mailto:michelle.dvoskin@wku.edu), 270-745-5845

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: THEA 301
- 1.2 Course title: Acting III: Characterization and Scenework

**2. Revise course title:**

- 2.1 Current course title: Acting III: Characterization and Scenework
- 2.2 Proposed course title: Acting III
- 2.3 Proposed abbreviated title: Acting III
- 2.4 Rationale for revision of course title: We are revising our acting curriculum, and this change returns focus to the course sequencing as well as allowing for adjustments in content. This should make the program easier for students and advisors to navigate.

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

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

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

- 4.1 Current prerequisites/corequisites/special requirements:
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence: None

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: An acting studio course focusing on the fundamentals of text and character analysis, characterization, and performance.
- 5.2 Proposed course catalog listing: An advanced acting course focusing on the application of advanced character analysis, characterization and style to intensive scene work.
- 5.3 Rationale for revision of course catalog listing: We are revising our acting curriculum, and this proposed description more accurately reflects the role of this course within that overall sequence.

**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 schedule type: N/A**

- 7.1 Current schedule type:
- 7.2 Proposed schedule type:
- 7.3 Rationale for revision of schedule type:

**8. Revise grade type: N/A**

- 8.1 Current grade type:
- 8.2 Proposed grade type:
- 8.3 Rationale for revision of grade type:

**10. Proposed term for implementation: Next Available**

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

Department of Theatre & Dance  
Potter College Curriculum Committee  
Undergraduate Curriculum Committee  
Faculty Senate

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12/6/2019

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02/04/2020

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**02/25/2020**

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**Potter College of Arts & Letters  
Theatre & Dance  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Dr. Michelle Dvoskin, [michelle.dvoskin@wku.edu](mailto:michelle.dvoskin@wku.edu), 270-745-5845

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: THEA 414
  - 1.2 Course title: Acting IV: Advanced Scene Study
  
- 2. Revise course title:**
  - 2.1 Current course title: Acting IV: Advanced Scene Study
  - 2.2 Proposed course title: Acting IV
  - 2.3 Proposed abbreviated title: Acting IV
  - 2.4 Rationale for revision of course title: We are revising our acting curriculum, and this change returns focus to the course sequencing as well as allowing for adjustments in content. This should make the program easier for students and advisors to navigate.
  
- 3. Revise course number: N/A**
  - 3.1 Current course number:
  - 3.2 Proposed course number:
  - 3.3 Rationale for revision of course number:
  
- 4. Revise course prerequisites/corequisites/special requirements: N/A**
  - 4.1 Current prerequisites/corequisites/special requirements:
  - 4.2 Proposed prerequisites/corequisites/special requirements:
  - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
  - 4.4 Effect on completion of major/minor sequence: None
  
- 5. Revise course catalog listing:**
  - 5.1 Current course catalog listing: An advanced acting course focusing on the application of advanced character analysis, characterization and style to intensive scene work.
  - 5.2 Proposed course catalog listing: Advanced scene study focusing on collaboration skills and working with directors.
  - 5.3 Rationale for revision of course catalog listing: We are revising our acting curriculum, and this proposed description more accurately reflects the role of this course within that overall sequence.
  
- 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 schedule type: N/A**



- 7.1 Current schedule type:
- 7.2 Proposed schedule type:
- 7.3 Rationale for revision of schedule type:

**8. Revise grade type: N/A**

- 8.1 Current grade type:
- 8.2 Proposed grade type:
- 8.3 Rationale for revision of grade type:

**10. Proposed term for implementation: Next Available**

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

Department of Theatre & Dance  
Potter College Curriculum Committee  
Undergraduate Curriculum Committee  
Faculty Senate

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12/6/2019

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02/04/2020

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**02/25/2020**

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**Potter College of Arts & Letters  
Theatre & Dance  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Dr. Michelle Dvoskin, [michelle.dvoskin@wku.edu](mailto:michelle.dvoskin@wku.edu), 270-745-5845

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: THEA 424
- 1.2 Course title: Special Problems in Technical Theatre

**2. Revise course title:**

- 2.1 Current course title: Special Problems in Technical Theatre
- 2.2 Proposed course title: Topics in Design and Technical Theatre
- 2.3 Proposed abbreviated title: Topics in Design & Tech
- 2.4 Rationale for revision of course title: The new course title will better represent the range of material covered in this course. It will also be more consistent with other similarly structured courses in our programs.

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

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

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

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

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

- 5.1 Current course catalog listing:
- 5.2 Proposed course catalog listing:
- 5.3 Rationale for revision of course catalog listing:

**6. Revise course credit hours:**

- 6.1 Current course credit hours: 3 (repeatable once)
- 6.2 Proposed course credit hours: 3 (repeatable four times)
- 6.3 Rationale for revision of course credit hours: We are revising the repeatability of this course from 1 to 4, with a total of 15 credit hours possible. Because the course covers a range of topics in Design and Technology necessary to students' programs of study, additional repeatability is necessary and the course must be taken three times according to curricular requirements

7. **Revise schedule type:** N/A  
7.1 Current schedule type:  
7.2 Proposed schedule type:  
7.3 Rationale for revision of schedule type:
8. **Revise grade type:** N/A  
8.1 Current grade type:  
8.2 Proposed grade type:  
8.3 Rationale for revision of grade type:
10. **Proposed term for implementation:** Next Available
11. **Dates of prior committee approvals:**

Department of Theatre & Dance  
Potter College Curriculum Committee  
Undergraduate Curriculum Committee  
Faculty Senate

1/24/2020  
02/04/2020  
**02/25/2020**

**Potter College of Arts & Letters**  
**Political Science**  
**Proposal to Make Multiple Revisions to a Course**  
**(Action Item)**

Contact Person: Julie Shadoan, [julie.shadoan@wku.edu](mailto:julie.shadoan@wku.edu), (270) 780-2539

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BUS 226
- 1.2 Course title: Introduction to Law

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

- 2.1 Current course title:
- 2.2 Proposed course title:
- 2.3 Proposed abbreviated title:
- 2.4 Rationale for revision of course title:

**3. Revise course number:**

- 3.1 Current course number: BUS 226
- 3.2 Proposed course number: PLS 225
- 3.3 Rationale for revision of course number:  
PLS 190 is currently used as the survey course for the paralegal major. BUS 226, Introduction to Law, was housed in the former University College/School of Professional Studies. As part of the agreement signed between UC and PCAL when the paralegal program was relocated in 2018, this course was also transferred to PCAL with the understanding that it would be revised to be included in the paralegal studies major.

BUS 226 has not been offered in many years, but its content and delivery is nearly identical in focus to PLS 190. It is intended that PLS 225 (f/k/a BUS 226) will replace PLS 190 as the survey course for the paralegal major. Revision of course prefix and number is necessary to bring course into the paralegal studies major portfolio.

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

- 4.1 Current prerequisites/corequisites/special requirements:
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Nature of law and the legal process, contract and Uniform Commercial Code are stressed.
- 5.2 Proposed course catalog listing: Introduction to law, its professions and processes.

5.3 Rationale for revision of course catalog listing: To more closely align the course catalog listing with the traditional content and delivery of the course.

**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 schedule type: N/A**

7.1 Current schedule type:

7.2 Proposed schedule type:

7.3 Rationale for revision of schedule type:

**8. Revise grade type: N/A**

8.1 Current grade type:

8.2 Proposed grade type:

8.3 Rationale for revision of grade type:

**10. Proposed term for implementation: Next Available**

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

Department of Political Science

11/15/2019

Potter College Curriculum Committee

02/04/2020

Undergraduate Curriculum Committee

02/25/2020

Faculty Senate

**Potter College of Arts & Letters**  
**Sociology and Criminology**  
**Proposal to Create a New Certificate Program**  
**(Action Item)**

Contact Person: Dr. Holli Drummond, [holli.drummond@wku.edu](mailto:holli.drummond@wku.edu), 270-745-2259

**1. Identification of program:**

- 1.1 Program title: Certificate in Citizenship & Social Justice
- 1.2 Required hours in program: 21
- 1.3 Special information: The program is interdisciplinary with a core that is shared between the Departments of Political Science and Sociology & Criminology. Students with the following majors are likely to enroll in this program: Sociology, Political Science, Philosophy, Diversity & Community Studies, English, Broadcasting, Photojournalism, and Communication Studies.
- 1.4 Catalog description: The **Certificate in Citizenship and Social Justice** is an interdisciplinary program, focusing on contemporary social issues, that prepares students to be effective citizens—civic agents of change for the common good. The certificate program includes both coursework and co-curricular public work. The market-ready skills honed by the certificate in Citizenship & Social Justice open many opportunities, both locally and outside the region. For those interested in the public sector, there are openings in local, state, and federal governmental agencies, as well as educational institutions. Regarding private-sector work, organizations and businesses are increasingly interested in students with empathetic listening skills resulting in successful social media and other marketing campaigns, consulting, and entrepreneurship endeavors. The program requires 21 hours with a 15 hour core and 6 hours of electives selected from a list of courses.

Suggested Course Sequence

|  |  |
|--|--|
| First Semester   | Second Semester                                  |
| CSJ 200: Introduction to Social Justice  | PS 275: Introduction to Citizenship              |
| Third Semester   | Fourth Semester                                  |
| PS 375: Political Campaign Management  | SOCL 312: Collective Behavior & Social Movements |
| Elective   | Elective   |
| Final Semester   |  |
| CSJ 499: Capstone in Citizenship & Social Justice or CRIM 439: Internship in Criminology or PS 403: Field Studies in Politics or PS: 405 Washington Internship & Academic Seminar or SOCL 494: Internship in Sociology |  |

- 1.5 Classification of Instructional Program Code (CIP): 33.0104

**2. Learning outcomes of the proposed certificate program:**

Upon completion of the certificate requirements, students will be able to:

- Demonstrate knowledge of the meanings of social justice & citizenship;
- Explain key concepts in social justice & citizenship such as: equity, dignity, solidarity, rights, responsibility, recognition, agency, opportunity, and freedom
- Explain the theoretical frameworks that exist in social justice movements as well as the processes defining democratic participation.
- Analyze the socio-political nature of categories that are often assumed to be natural (race, gender, sexuality, etc.).
- Investigate ways to put theory into social and political action.

### 3. **Rationale:**

- 3.7 Reason for developing the proposed certificate program: The Institute for Citizenship & Social Responsibility was created in AY 2009/10. In AY 2010/11, an 18 hour certificate was created. In AY 2014/15, the institute was renamed the Institute for Citizenship & Social Justice and the certificate became a 22 hour minor of the same name. In AY 2019/20, the Institute was dissolved, the minor moved to the department of sociology and criminology, and, through the C.A.P.E. process, marked for “transformation”. The rationale for the proposed certificate remains the same as stated when the first certificate program was created in 2010/11 “Western Kentucky University has long been a leader in civic education and community engagement” and the certificate “builds upon the institution’s commitment to educating reflective and socially responsible citizens.” Specifically, we propose that the minor revert back into a certificate as we believe the shared core between the departments of political science and sociology & criminology offers **market-ready skills** associated with social advocacy and political change. These revisions truly reflect a transformation both in content and organization.
- 3.8 Relationship of the proposed certificate program to other programs now offered by the department: The department of sociology and criminology has three majors and two minors. The department of political science has three majors, a minor, and an associates of arts. One core course retains the interdisciplinary CSJ prefix, while three are electives in the sociology or political science curriculum. The final requirement provides multiple avenues for applied practice either as a group (via the CSJ 499: Capstone in Citizenship & Social Justice) or individual (4 internship options available in CRIM, PS, or SOCL).
- 3.9 Relationship of the proposed certificate program to certificate programs offered in other departments: There are no certificate programs to which the proposed certificate is related.
- 3.10 Projected enrollment in the proposed certificate program: 25-50
- 3.11 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): The closest related certificates are: The University of Louisville’s 12 hour certificate in *Peace, Justice, and Conflict Transformation* & the University of Kentucky’s 12 hour certificate in *Peace Studies*. Turning to our benchmarks, Florida Atlantic University has a certificate in *Peace Justice and Human Rights*, Ohio University has certificate in *Law, Justice, and Culture* and UNC Greensboro has a certificate *Peace and Conflict*. Thus, the Certificate in Citizenship and Social Justice would complement, not compete with other programs in the state and benchmark institutions.
- 3.12 Relationship of the proposed certificate program to the university mission and objectives: According to WKU’s mission and objectives as outline in the 2018-2028 *Strategic Plan*, the certificate in Citizenship & Social Responsibility addresses the 5<sup>th</sup> goal within *Our Students* “Prepare students for career and life in a global context” and the 3<sup>rd</sup> goal within *Our Hill* “Increase faculty participation in programs offered through the Center for Innovative Teaching and Learning to build a culture of innovation through the use of current and emerging instructional technologies, and create specific programming to enhance teaching and active learning.” **Specifically**, the core animates citizenship & action toward social justice through the hands-on experiences required in 3 of 5 courses. This approach naturally offers “high-impact practices to develop hard and soft skills as well as to cultivate good, productive citizens” while also providing “immersive learning in different cultures, process-learning practices, and collaborative learning and instructional opportunities.” However, the certificate in Citizenship & Social Justice perhaps best addresses the first goal within *Our Community & Beyond* as the intent of the program is to both “Engage with the communities we serve to be a resource and partner in finding innovative solutions to social, economic, and other Challenges” and “Align university priorities with communities, business and industry, educational institutions, and others to create a mutually beneficial cultural, environmental, scientific, and social opportunities for all.” **In fact**, a successful program in Citizenship & Social Justice





Proposal Date: November 6, 2019

**Potter College of Arts & Letters**  
**Department of Communication**  
**Proposal to Create a New Certificate Program**  
**(Action Item)**

Contact Person: Holly Payne, [holly.payne@wku.edu](mailto:holly.payne@wku.edu), 270-745-5876

**1. Identification of program:**

- 1.1 Program title: Workplace Communication
- 1.2 Required hours in program: 18
- 1.3 Special information: The certificate is available to students from any major and has been designed with consideration of transfer students and dual-credit students entering WKU with required courses. Additionally, the certificate is available to non-traditional students wishing solely to earn this undergraduate certificate. All classes must be completed with a “C” or higher.
- 1.4 Catalog description: Interpersonal communication skills within the workplace are rated by organizations and leaders as important for employee success. In fact, many employers go so far as to emphasize communication skills such as team communication, problem solving, and conflict resolution as more important than the technical skills needed for different professions. The certificate in Workplace Communication is an 18 credit hour program designed to equip students with practical and meaningful communication skills for workforce success. The certificate allows students from any major to explore their own patterns of communication and that of others so that they can construct competent messages for different audiences within professional settings. Through hands-on learning experiences, students will engage and practice the skills needed to communicate with confidence even in difficult situations. Students will complete six courses including: COMM 145, COMM 240, COMM 330, COMM 349, COMM 348, and COMM 365.
- 1.5 Classification of Instructional Program Code (CIP): 09.0901

**2. Learning outcomes of the proposed certificate program:**

Students completing the certificate in Workplace Communication will be able to:

- Create, communicate, and adapt messages appropriate to business audiences, purposes, and contexts
- Critically analyze messages by engaging in active listening and enacting mindful responses to messages
- Perform verbal and nonverbal communication behaviors that illustrate self-efficacy in accomplishing communicative goals
- Demonstrate the ability to recognize cultural differences and adapt one’s communication to culturally diverse audiences
- Demonstrate the steps of the problem solving process with emphasis on team building behaviors
- Analyze and resolve conflict using appropriate and constructive resolution methods

**3. Rationale:**

- 3.1 Reason for developing the proposed certificate program:  
Modern organizations are characterized by flatter hierarchical structures, advanced technology tools, and global partnerships. Now, more than ever, employees need communication skills specific to working on project teams, exchanging information, and

working with diverse employees from around the world. In fact, a 2016 National Association of Colleges and Employers survey cited the ability to communicate verbally, work in a team structure, and solve problems among the top three skills needed by college graduates.

While many national surveys provide similar results regarding employee skills (AAC&U, 2015; Clokie & Fourie, 2016; Cyphert, Holke-Farnam, Dodge, Lee, & Rosal, 2019; LinkedIn Survey; Robles, 2010; LinkedIn Survey, 2019), there is also evidence of skill deficiencies within the region. Project Paragon, a 2016 workforce development survey conducted in South Central Kentucky echoed these findings and identified: maintaining effective interaction (under stressful working conditions), problem solving (problem recognition, information interpretation, and solution formulation), sociability (maintaining positive working environments with stakeholders and handling conflict situations), active listening, team work, and self-confidence as critical and serious training needs for our area. Furthermore, in a January 2019 forum, business leaders from Bowling Green addressed the WKU CAPE committee and provided a synopsis of needed skills in WKU graduates. The speakers identified the following communication soft skills: teamwork, collaboration, decision-making, conflict management, interpersonal communication, persuasion, multicultural communication, critical thinking, speaking, and writing among their top needs. While the curriculum for majors in higher education focuses on technical skills, Watts and Watts (2008) found that managers credited 85% of employee success to soft skills and 15% to hard skills. The proposed certificate in Workplace Communication provides an opportunity for students to build the communication skills critical to their employability and success.

- 3.2 Relationship of the proposed certificate program to certificate programs offered by the department: The proposed certificate program will take the place of the Communication Studies minor, which will be suspended. At this time, the department only has one Certificate program in the Advertising area, User Experience. The UX certificate focuses on designing interactive platforms for digital content.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: The proposed certificate has some overlap with a certificate in the Gordon Ford College of Business entitled Advanced Professionalism which is 24 hours. AP is an interdisciplinary certificate where students select courses from areas such as Communication, English, Management, and Marketing. While there might be overlap in some of the Communication courses offered as electives, the AP certificate is limited to Business students only and has a focus on writing, personal selling, and critical thinking in management.
- 3.4 Projected enrollment in the proposed certificate program: We project initial enrollment to begin at 50 students with growth to at least 75 students. This projection is based on the current enrollment of 42 students the Communication Studies Minor, the number of current Communication majors (169) that could easily pick up the certificate as part of their coursework, and students from around the university who need a certificate or minor to pair with their major.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Similar certificates are offered at universities around the country including Thomas Edison State University (Communications), University of South Dakota (Communication and Leadership), Kansas University (Professional Communication), CSU Santa Barbara (Communication Skills), Southwestern College (Organizational Communication). Within the state, Eastern Kentucky University offers a certificate in Communication Studies.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: The Certificate in Workplace Communication directly connects to the university's mission of creating productive, engaged, and socially responsible citizen-leaders of a global society. This certificate addresses many of WKU's core values by emphasizing cooperation, teamwork, and mutual respect for individual differences in scholarship,



**Potter College of Arts & Letters**  
**Art Department**  
**Proposal to Create a New Certificate Program**  
**(Action Item)**

Contact Person: Kristina Arnold; [kristina.arnold@wku.edu](mailto:kristina.arnold@wku.edu); 270-745-6566

**1. Identification of program:**

- 1.1 Program title: Game Design
- 1.2 Required hours in program: 18
- 1.3 Special information: Game Design is an interdisciplinary certificate including departments from PCAL (Art, Communication) and OCSE (Computer Science). It is open to all students with an interest in computer game design. The certificate will be administered by the Department of Art for the PCAL Dean's office as one of PCAL's *Interdisciplinary Programs*. RAMP credit for students enrolled in the certificate (for certificate coursework) will be split evenly between OCSE and PCAL. (This split is possible, per October 8 email conversation with Tuesdi Helbig.)
- 1.4 Catalog description: This 6-course, 18-hour Game Design Certificate includes one basic Computer Science course (to be selected from CS 146 "Introduction to Programming" or CS 170 "Problem Solving and Programming" or CS 180 "Computer Science I" or CS 239 "Problem Solving with Computational Techniques"), one required Computer Science course (CS 301 "Game Programming"), one foundations-level art course (to be selected from ART 130 "2D Design" or ART 131 "3D Design" or ART 140 "Drawing 1"), one required art course (ART 244 "Computer Animation 1"), one Communication course (UX 380 "Gaming: Culture, Theory and Practice"), and one restricted elective to be selected from: ART 105; ART 106; ART 344; ART 390; ART 405; ART 431; ART 436; BCOM 264; CS 270; CS 290; ENG 203; ENT 312; MUS 120; PERF 101; POP 201; THEA 101; THEA 303; SOCL 245; UX 330; or an additional selection from the basic computer science courses (CS 146; CS 170; CS 180; CS 239). Within Computer Science, courses must be taken in numerical sequence, no other specific course sequences are necessary. This flexibility allows for multiple entry points into the program.
- 1.5 Classification of Instructional Program Code (CIP): [50.0411 Game and Interactive Media Design](#).

**2. Learning outcomes of the proposed certificate program:**

Students who successfully complete the certificate will:

- Design and build a functioning game
- Demonstrate practical skills in at least one industry-standard programming language
- Explore at least one industry-standard game design engine
- Demonstrate the ability to successfully use the elements and principles of design to visually communicate ideas
- Demonstrate logic thinking, critical thinking skills, and problem solving

**3. Rationale:**

- 3.1 Reason for developing the proposed certificate program:

- Prospective Art and Computer Science students express significant interest in Game Design. It is one of the top programs that prospective students and families enquire about at recruiting events *for both Art and Computer Science*.
- Currently neither Art nor CS have a game design track, though for the past several years, both areas have been interested in creating one. Neither unit has the resources to create the track on their own, and the current team approach emerged through conversations begun in Spring 2019.
- Game design and its related components encompass a fast-trending jobs field.
- Being able to offer any Game Design program, with a related and sustained PR push, would assist with incoming student recruitment for two colleges.
- Few Game Design programs exist in our region, but they are developing quickly.

Additionally, data provided to WKU by the consulting firm Gray Associates suggests that game and interactive media design is a ripe area for growth at WKU. Data demonstrate the viability of a game and interactive media design program using three regional market indicators to support this conclusion. First, student demand for the program is strong. Paid-for inquiries into game and interactive media design are in the 95th percentile of all CIP codes in our region. This demand is likely to continue; year-over-year change in inquiries is also in the 95th percentile of all CIP codes. Second, the lack of competition in the region supports entering this market. According to Gray Associates data, there are no bachelor degree programs offered by any institution in Kentucky or our broader region offered under this CIP code. Finally, employment outcomes show some promise. Last year there were 825 total job postings to BurningGlass in our region over the last 12 months (as of January 23rd, 2020) matched to this CIP code. This was in the 90th percentile of all CIP codes available in the data. Even more impressively, there was a 159 unit increase in postings in our region from the previous year; this was in the 98th percentile of CIP codes.

3.2 Relationship of the proposed certificate program to other programs now offered by the department:

This interdisciplinary certificate program will add a new art / design option to the areas currently offered by the Art Department. The area of game design is one currently requested by incoming students, but an area in which we do not yet offer a program. The discipline is related to animation, and will use coursework from this quickly growing departmental area. As the certificate is interdisciplinary, we anticipate students from both in and outside of the Art Department will enroll. This is the first certificate proposed by the Art Department, and we anticipate that it will add to the curricular options for our current students as well as introducing non-art students to our area.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

As a corollary, this interdisciplinary certificate program will add a new curricular option to the areas currently offered by the Computer Science Program. The area of game design is one currently requested by incoming students, but one in which they do not yet offer a program. The discipline is related to programming, and will use coursework from that CS area. As the certificate is interdisciplinary, we anticipate students from both in and outside of the Computer Science Program will enroll. We

anticipate that this certificate will add an option for students already in the CS program, and introduce students from outside the program to Computer Science.

3.4 Projected enrollment in the proposed certificate program:

25 – 35 students, with planned potential growth (based on similar growth in the related new Art Department animation program)

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

Game Design offerings elsewhere in Kentucky and at our benchmark institutions are across the board, ranging from none to one or two courses offered; to certificates in game design; to related animation or interactive media programs; to degrees with a focus in Game Design. While most Universities in Kentucky have some game design offerings, no four-year degree programs specifically in Game Design exist in Kentucky and very few benchmark institutions outside of the state have specific programs in game design. Most of our benchmark institutions do have programs in related areas such as animation or interactive design, with most of these programs originating in Art and Design units.

Within this cohort, Game Design programs originate and reside in many places, including Computer Science, Art, Communication, and Business schools and departments. *This proposed certificate at WKU is distinct in that it bridges disciplines and offers coursework in both computer science and visual art / design.*

3.6 Relationship of the proposed certificate program to the university mission and objectives:

This certificate **prepares students for the global stage**, as it “develops hard and soft skills,” providing a job-ready and industry-specific skillset. As a cutting-edge, interdisciplinary program, it **promotes a culture of innovation**. The program will promote WKU as a **regional lighthouse**, with a certificate that enables students to “graduate with skills to think critically (and) solve problems.” A Game Design certificate in a trending field will provide **continuing education** as one of WKU’s “certificate programs to match job market opportunities”.

**4. Curriculum:**

Game Design Certificate: 18 hours

Computer Science (6 hours)

CS 146 “Introduction to Programming” (existing Colonnade course) OR CS 170 “Problem Solving and Programming” (existing course) OR CS 180 “Computer Science I” (existing course) OR CS 239 “Problem Solving with Computational Techniques” (existing course) OR CS 301 “Game Programming” (new course developed by current faculty)

Art (6 hours)

ART 130 “Design” OR 131 “3D Design” OR 140 “Drawing” (Art & Design Foundations courses) (existing courses)

ART 244 “Computer Animation I” (existing course)

Communication (3 hours)

UX 380 “Gaming: Culture, Theory and Practice” (new course developed by current faculty)

Restricted Elective, select from (3 hours):

ANTH 448 Visual Anthropology



Proposal Date: January 27, 2020

**Potter College of Arts & Letters**  
**Department of ART**  
**Proposal to Create a New Certificate Program**  
**(Action Item)**

Contact Person: Kristina Arnold, [Kristina.arnold@wku.edu](mailto:Kristina.arnold@wku.edu); 270-745-6566

**1. Identification of program:**

1.1 Program title: Graphic Design

1.2 Required hours in program: 18

1.12 Special information: The Graphic Design certificate is open to all students with an interest in graphic design. It is a slightly shorter version of the current Art Department 24-hour minor in graphic design, for students who would like an official certificate on their transcript or who want the increased flexibility in their overall curriculum that a shorter program offers. The certificate will pair well with Studio Art and P-12 Art Education majors and with majors outside of the Art Department. All courses in the certificate are offered in the Department of Art.

All the Art Department's programs in art and design are accredited by the National Association for Schools of Art & Design; our accrediting body supports and promotes certificate programs and oversees all programs with a focus in graphic design.

1.13 Catalog description: This 6-course, 18-hour Graphic Design Certificate includes four required courses and two restricted electives, all taught in the Department of Art. Required courses are ART 130 Design OR ART 140 Drawing; ART 243 Digital Media; ART 231 Graphic Design; and ART 334 Graphic Design Survey (an art history course). Electives can be selected from ART 330 Graphic Design; ART 331 Visual Thinking; ART 430 Graphic Design; ART 431 Illustration; ART 432 Portfolio: Graphic Design; ART 433 Package Design; ART 436 Electronic Illustration and ART 438 Advanced Media Design. 100-level courses are prerequisites for 200-level courses; 200-levels are prerequisites for 300-levels; and 300-levels are prerequisites for 400-levels. If no 400-level courses are selected, the certificate can be completed in three semesters, or two semesters and a summer / January term.

This certificate will teach students to become more effective visual communicators. Students will learn the basic tenets, strategies and tools of visual communication and graphic design, including how to generate and edit images and visually-based multi-media content. Students will learn industry-standard tools and software for both analog and computer-aided design for digital, print and web applications; including page layout, image editing, and illustration. Students will gain experience in creating assets for use in book and scientific illustration and layout, advertising or marketing campaigns, and infographics. Elective courses allow for students to cater to more specific interests (for example illustration) if desired. Can be paired with any majors that would benefit from an enhanced ability in visual communication, including studio art, professional writing,



marketing, advertising, journalism, broadcasting, film, entrepreneurship, and biology, among others.

1.14 Classification of Instructional Program Code (CIP): [50.0409 Graphic Design](#)

## **2. Learning outcomes of the proposed certificate program:**

Students who successfully complete the certificate will be able to:

1. Utilize design thinking, processes and strategy to identify and solve visual communication problems
2. Create visual messages that address audiences and contexts by recognizing the physical, cognitive, cultural, and social human factors that influence design effectiveness
3. Demonstrate concepts, conduct necessary research, and synthesize ideas to create and analyze design solutions
4. Develop, produce, and implement a diverse collection of design assets for various platforms, including print and web, using a variety of tools and technologies
5. Demonstrate an understanding of the elements and principles of effective design (including visual organization and composition; information hierarchy; symbolic representation; typography; motion; sequencing; and the use of images and diagrams) to create original meaningful visual forms
6. Demonstrate aesthetic fluency by recognizing and applying principles of design history, theory, and criticism from a variety of perspectives
7. Demonstrate an understanding of industry practices, including proficiency in industry standard software and knowledge of the basic business practices and ethics related to graphic design
8. Demonstrate the ability to organize complex projects and work productively in teams, including the effective implementation and evaluation of projects.

## **3. Rationale:**

3.1 Reason for developing the proposed certificate program:

As our world becomes increasingly dominated by images and technology, the ability to communicate ideas (and in the corporate world to compete for viewers and buyers) becomes more and more tied to an individual or company's ability to create effective visual images and design strategies. Successful students graduating with a certificate in graphic design will be able to pair the skills, tools, and knowledge developed in the program with a wide variety of majors and interests to help them more effectively communicate content in their interest areas and to become more attractive candidates for employment in their fields.

Until Fall 2018, the Art Department's Graphic Design minor was restricted to Advertising Majors only. When advertising eliminated the Graphic Design minor as a requirement, it enabled the Art Department to open the minor to students across campus. The Graphic Design minor enrollment quickly increased by 25%, illustrating the broader interest in the program, and advisors across campus have been pleased that the minor is now available to their interested students. This certificate will give students in a variety of fields even more flexibility in tailoring their educational program by providing a second, less time-intensive graphic design option.

This certificate will also give working adults interested in shifting careers an option to retrain or enhance their skills. Based on the discipline and the reputation of the program, we get multiple inquiries about our graphic design program and courses weekly. One recent potential candidate reached out to find out more about the Art Department's design options, stating that "most of the working designers that she talked to [in the region] recommended WKU over any other options because of our strong program and quality reputation."

With a curriculum that requires progressively independent-level critical thinking and creative problem-solving skills, a disciplined work ethic and the ability to realize effective progress on multiple simultaneous projects, this program develops the skills needed to be effective in any position. Students develop strategies to effectively set and meet short and long-term goals and the skills to excel in a workforce position that demands creativity, attentiveness to detail, time and material management, hand and organizational skills, and the ability to research and synthesize multidisciplinary knowledge to create production-oriented solutions.

Data provided to WKU by the consulting firm Gray Associates suggests that Graphic Design is a potential area for growth at WKU. According to Gray, student demand regionally for graphic design programs is high. National data show high student demand, and high student employment following graduation with a graphic design degree.

Additionally, research conducted last year for our CAPE evaluations showed there is projected growth in Kentucky in *Arts, Design, Entertainment, Sports, and Media Occupations*, the sector most likely to hire graduates from this program, over the next five years, with an anticipated addition of more than 5,000 positions with a mean salary over \$45,000. The Kentucky Future Skills Report predicts more than 1,000 jobs will be added in graphic design-related positions alone, with salaries as high as \$60,000. In Spring 2019 there were over 1,000 print-related jobs in Kentucky, just *one* profession that is an offshoot of graphic design, posted on Indeed.com.

Last, as the Art Department has sustained 100+ majors in our 79-hour Graphic Design BFA program and 40+ Graphic Design minors for well over a decade, we can also attest to the continued demand for this type of training.

3.2 Relationship of the proposed certificate program to other programs now offered by the department:

While the art department currently has no certificate programs, the Graphic Design Certificate is a more industry-focused subset of the current Graphic Design minor offered. With a 24-hour minor and an 18-hour certificate, the department hopes to be able to offer programs that complement majors both below 36 hours, and majors of 36 hours or more [to meet the magic number of 54 hours required in major / minor combinations for majors under 48 hours in total].

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

The proposed Graphic Design Certificate is related to the Certificate in User Experience (Communication) and the Game Design Certificate (Art / Comm / Computer Science) that is currently under development. While the certificates share an exploration of design thinking and industry tools used, they are each distinct in their specific focus areas.

3.4 Projected enrollment in the proposed certificate program:

25 – 35 students, with planned potential growth (based on similar growth in the related new Art Department animation program).

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

No Graphic Design certificate programs exist at any of the other seven public institutions in Kentucky or at any of the 18 current out-of-state WKU benchmarks listed ([www.wku.edu/institres/benchmark.php](http://www.wku.edu/institres/benchmark.php)); in fact, no certificates of any kind are offered through the Departments of Art / Art & Design at any public institution in Kentucky, though we believe with the increased focus on certificate programs both at the state level and nationally, it is only a matter of time before they develop.

The only art and design-related certificates in this 28-school cohort currently offered are: a certificate in Apparel Design & Merchandising at EKU offered by the College of Health Sciences, with a similar certificate offered at the University of Southern Mississippi through Theatre and Merchandising; an 18-hour graduate-level certificate at Ball State in Emerging Media Design and Development (through the Journalism Department); a graduate certificate in Art History at Northern Illinois University; a post-baccalaureate certificate in Interactive Media Design at Towson University; and a post-baccalaureate certificate in Design and Making in Education (through the School of Education) at UNC Greensboro. A certificate in instructional design (more of an educational-psychology program than one based in art and design) is offered by BGSU, ETSU, Indiana State University, and the University of South Alabama.

3.6 Relationship of the proposed certificate program to the university mission and objectives:

This certificate **prepares students for the global stage**, as it “develops hard and soft skills,” providing a job-ready and industry-specific skillset. As a technology-centric program, it **promotes a culture of innovation**. The program will promote WKU as a **regional lighthouse**, with a certificate that enables students to “graduate with skills to think critically (and) solve problems.” A Graphic Design Certificate will provide **continuing education** as one of WKU’s “certificate programs to match job market opportunities”.

#### 4. Curriculum:

Graphic Design Certificate: 18 Hours

*All courses are existing Art Department Courses.*

Required Courses (12 hours):



Proposal Date:  
1/27/2020

**Potter College of Arts & Letters**  
**Political Science**  
**Proposal to Create a New Certificate Program**  
**(Action Item)**

Contact Person: Julie Shadoan, [julie.shadoan@wku.edu](mailto:julie.shadoan@wku.edu); (270) 780-2539

**1. Identification of program:**

- 1.1 Program title: Certificate in Paralegal Studies
- 1.2 Required hours in program: 21
- 1.3 Special information: N/A
- 1.4 Catalog description: This pre-professional certificate combines legal theory and professional skills preparing graduates for immediate employment or advancement within the field. It requires completion of 15 hours of legal specialty core courses and 6 hours of legal specialty course electives as follows:

Legal Specialty Core Courses: (15 hours)

| Course Prefix/Number | Course Title             | Course Hours |
|----------------------|--------------------------|--------------|
| PLS 225              | Introduction to Law      | 3            |
| PLS 200              | Legal Ethics             | 3            |
| PLS 250              | Legal Research/Writing I | 3            |
| PLS 291              | Criminal Law/Procedure   | 3            |
| PLS 393              | Civil Procedure          | 3            |
| <b>TOTAL CORE</b>    |                          | 15           |

Legal Specialty Elective Courses: (6 hours)

| Course Prefix/Number                                    | Course Title | Course Hours |
|---|--------------|--------------|
| Choose from any 2 PLS courses<br>not listed in the Core |              | 6            |
| <b>TOTAL ELECTIVES</b>                                  |              | 6            |

- 1.5 Classification of Instructional Program Code (CIP): 22.0302

**2. Learning outcomes of the proposed certificate program:**

Upon successful completion of this certificate, students will be able to:

- Demonstrate an understanding of the paralegal profession and the ethical restrictions of practice;
- Communicate effectively within the standards of practice;
- Apply concepts of substantive law and procedure;
- Execute effective legal research strategies;
- Critically construct legal argument;
- Practice with sensitivity and recognition of cultural and socioeconomic differences; and,
- Demonstrate the importance of public service and community engagement.

**3. Rationale:**

- 3.1 Reason for developing the proposed certificate program: Traditionally, an associate's degree from WKU's Paralegal Program has been the entry-level degree required by most employers in our region. As disclosed in the program CAPE report, that market trend is changing. Currently, most students enrolled in the associate degree option hold first

degrees in other disciplines and are seeking an affordable and efficient resource for workforce advancement or transition.

The National Center for Education Statistics found from 2000–01 to 2015–16, the number of certificates below the associate's level conferred by public institutions increased by 99 percent (from 310,000 to 615,000).

The paralegal profession will grow quickly through 2026 as projected by state and national employment experts, and a certificate would help meet this employment growth projection in an expedient fashion and may overcome barriers to higher education for the non-traditional student population.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: There are no other certificate programs offered within the PS department. The Certificate in Political Communication has been/will be suspended. It is anticipated that this proposed certificate would provide a legal theory and skill-based enhancement to other programs in the department that prepare students for employment within various fields including law, politics, and public administration. The proposed certificate has similar objectives to the associate's degree in paralegal studies, but a proposal to suspend the associate's degree program has been submitted. This certificate would replace the associate's degree with a more efficient and focused route to employment and/or advancement within the field.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: There are no similar certificate programs offered at WKU; however, it is anticipated that this proposed certificate would provide a legal theory and skill-based enhancement to other programs that prepare students for employment within various fields including law, politics, public administration, business, real estate, health care and many others.
- 3.4 Projected enrollment in the proposed certificate program: 25.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Certificates in paralegal studies are offered at two Kentucky institutions: Eastern Kentucky University and Sullivan University. Many other institutions within the American Association for Paralegal Education national network offer certificates in conjunction with baccalaureate degrees.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives:

The mission of the Paralegal Studies Program is to engage students in the scholarly pursuit of the law and its practice. The Program is committed to provide students with knowledge of procedural and substantive law and a professional skill set that will prepare them for employment in a changing and competitive legal environment.

The mission statement of the Paralegal Program is reflective of the University and College statements in that it focuses on academic quality and student engagement while providing practical skills that will transition the student to the workplace or provide advancement within existing employment. The focus will be on research, writing, analysis and application through curriculum approved by the American Bar Association and administered by practicing attorneys in the community.



**Proposal Date:** 1/27/2020

**Proposal to Revise Paralegal Studies Program (5002)  
Potter College of Arts & Letters  
Department of Political Science**

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: Professor Julie Shadoan  
1.2 Email address: [julie.shadoan@wku.edu](mailto:julie.shadoan@wku.edu)  
1.3 Phone #: (270) 780-2539

**Section 2: Program Information**

- 2.1 Current Program reference number: 5002  
2.2 Current Program title: Paralegal Studies  
2.3 Current total number of credits required in the program: 60

**Section 3: Proposed program revisions and rationales**

**3.1 Revision and Rationale:**

- a. Revision: Reduce number of hours required in the major from 60 hours to 42 hours.
- b. Rationale: According to The Occupational Outlook Handbook (U.S. Dept. of Labor) and the Occupational Information Network (O\*NET), the paralegal profession has “bright outlook,” with projected growth of 15% or higher and the addition of 34,700 positions (in Kentucky, that growth is expected to be 13% or higher).

A bachelor’s degree from WKU’s Paralegal Program empowers students to become part of a vital and growing profession working within their communities to pursue justice, provide social and legal services, and protect basic human rights. Graduates are employed in private law practice, court services, corporate legal departments, mortgage and title companies, legal education, government and political offices, non-profit organizations, law enforcement/corrections, real estate sales, property management, and human resources. The degree also provides unique preparation for students interested in graduate or law school.

The bachelor’s degree is relatively new at WKU, and was first offered in January 2015. The curriculum is student-centered and employment-focused. It combines instruction in hard and soft skills, legal theory and service learning. Currently, the required core consists of 33 hours of legal specialty courses, including ethics, technology, and research and writing as well as procedural and substantive law; 15 hours of legal specialty course



electives; and 12 hours of electives from disciplines such as history, political science, sociology and criminology. Course are offered face to face during the day and at night, in hybrid format (60% face to face, 40% online), and online. Face to face offerings are transmitted to the regional campuses using IVS technology.

Most recent student and alumni surveys and advisory board consultations have indicated that a reduction in hours to degree are recommended as a result of a review of paralegal/legal assistant/legal studies programs at competing Kentucky and other institutions. This review revealed that the number of hours required to degree at WKU are above average. Further, after the program's recent relocation to PCAL, college and department leadership have suggested a reduction in hours allowing students more opportunity to combine the paralegal studies major with others.

#### **Section 4: Consultations**

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? YES **NO**

If NO, simply proceed to item 5.

As a point of disclosure, currently the paralegal studies baccalaureate degree requires 12 hours of electives, 9 of which must be upper division. Recommended courses include courses from criminology, history, political science, sociology and leadership. However, other adviser-approved courses are also substituted for these electives. Due to the large number of options afforded students in this elective category, no one department or course will be affected either in addition or reduction to enrollment. Further, many of the same courses are continued as electives within the proposed program.

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

**Section 5: Proposed term for implementation:** Fall 2020

#### **Section 6: Approval Flow Dates:**

|  |                   |
|--|-------------------|
| <b>Department of Political Science:</b>    | November 15, 2019 |
| <b>PCAL College Curriculum Committee:</b>  |                   |
| <b>Professional Education Council:</b>     | N/A               |
| <b>Undergraduate Curriculum Committee:</b> | <b>02/25/2020</b> |
| <b>University Senate:</b>                  |                   |

**Section 7: Required Appendices: Current & proposed program descriptions:**

**7.1 Current Program Description:** (On a separate pages):

**7.2 Proposed Program Description:** (On a separate pages):

## APPENDIX 7.1: CURRENT PROGRAM DESCRIPTION

Paralegals, also called legal assistants, work with lawyers in a wide range of professional settings and perform tasks that include legal research, legal writing and document preparation, information gathering, litigation support, legal technology support, and office management.

Paralegals shall not engage in the unauthorized practice of law as proscribed by Kentucky law and the Supreme Court Rules (SCR 3.130 [5.5]) and must be appropriately supervised by a lawyer to ensure the paralegal's conduct is compatible with the professional and ethical standards of the practice (SCR 3.130 [5.3]).

The objectives of the Paralegal Studies Program are:

1. To create, implement, and maintain a strong, flexible program directed to the quality education of occupationally-competent paralegals;
2. To provide a paralegal education program that leads to employment of its graduates by a wide range of employers;
3. To provide paralegals with a well-rounded, balanced education founded on a beneficial mix of general education, theory, and practical courses stressing understanding and reasoning rather than rote learning of facts;
4. To support federal, Kentucky and local Rules of Procedure and general principles of ethical legal practice, professional responsibility, the prohibitions against the unauthorized practice of law by non-lawyers, and the use and supervision of paralegals by lawyers;
5. To provide an educational program that is responsive to the varied needs of the Commonwealth of Kentucky and the region and contributes to the overall advancement of the legal profession;
6. To provide a program which instills respect for the legal profession and its foundations, institutions, and quest for justice; and
7. To maintain equality of opportunity in the educational program without discrimination or segregation on the grounds of race, color, religion, natural origin, gender, age, disability or economic need.

Credits from other accredited institutions of higher education may be transferred and applied toward the degree. An official transcript from each such college or university attended is required as a part of the admission process. Postsecondary credit will be evaluated on a course-by-course basis for acceptance and applicability to the Program.

General law and legal-specialty course credits will be accepted only from paralegal programs approved by the American Bar Association or programs in substantial compliance with the ABA guidelines.

The Paralegal Major (PLS) is designed to provide students with an interdisciplinary educational experience integrating knowledge and skills from multiple subjects including law, history, sociology, political science, technology and business. The PLS degree requires 120 credit hours and leads to a Bachelor of Arts degree. Degrees will be awarded to those students who complete all requirements with an overall grade point average of 2.0 (out of 4.0) and receive a grade of "C" or better in all PLS courses.

Current Program Curriculum:

| <b>PLS CORE (33 hours, 12 upper-division)</b> |   |  |  |              |
|---|---|--|--|--------------|
| <b>Current Course Number</b>                  | <b>Current Course Title</b>                         |  |  | <b>Hours</b> |
| <del>PLS 190</del>                            | <del>Introduction to the Paralegal Profession</del> |  |  | <del>3</del> |
| <del>PLS 194</del>                            | <del>Legal Technology</del>                         |  |  | <del>3</del> |
| PLS 200                                       | Legal Ethics  |  |  | 3            |
| PLS 250                                       | Legal Research and Writing I                        |  |  | 3            |
| PLS 283                                       | Real Estate Law                                     |  |  | 3            |
| PLS 291                                       | Criminal Law and Procedure                          |  |  | 3            |
| PLS 296                                       | Family Law  |  |  | 3            |
| PS 326  | Constitutional Law                                  |  |  | 3            |
| PLS 393                                       | Civil Procedure                                     |  |  | 3            |
| PLS 450                                       | Legal Research and Writing II                       |  |  | 3            |
| PLS 499                                       | Internship  |  |  | 3            |
| <b>TOTAL</b>                                  |   |  |  | <b>33</b>    |

| <b>PLS REQUIRED ELECTIVES (15 hours, 12 upper-division)</b> |                                |  |  |              |
|---|--------------------------------|--|--|--------------|
| <b>Current Course Number</b>                                | <b>Current Course Title</b>    |  |  | <b>Hours</b> |
| PLS 280   | Contract Law                   |  |  | 3            |
| PLS 282   | Tort Law                       |  |  | 3            |
| PLS 294   | Administrative Law             |  |  | 3            |
| PLS 350   | Evidence                       |  |  | 3            |
| PLS 360   | Debtor/Creditor Relations      |  |  | 3            |
| PLS 381   | Alternative Dispute Resolution |  |  | 3            |
| PLS 392   | Corporate Law                  |  |  | 3            |
| PLS 395   | Estate Planning and Procedure  |  |  | 3            |
| <b>TOTAL</b>  |                                |  |  | <b>15</b>    |

| <b>FREE REQUIRED ELECTIVES (12 hours)</b>          |   |  |  |              |
|--|---|--|--|--------------|
| <b>Current Course Number</b>                       | <b>Current Course Title</b>   |  |  | <b>Hours</b> |
| <del>CRIM 330, or CRIM 332, or CRIM 380</del>      | <del>Criminology, Juvenile Delinquency, Penology</del>                                  |  |  | <del>3</del> |
| <del>PS 304, or PS 311, or PS 316, or PS 412</del> | <del>State Government, Public Policy, Legislative Process, KY Government/Politics</del> |  |  | <del>3</del> |

|                          |  |  |  |           |
|--------------------------|--|--|--|-----------|
| LEAD-200                 | Intro-to-Leadership Studies  |  |  | 3         |
| HIST-445, or<br>HIST-446 | American-Legal History-to-1865;<br>American-Legal History-since-1865 |  |  | 3         |
| <b>TOTAL</b>             |  |  |  | <b>12</b> |

**TOTAL PROGRAM HOURS**

**60**

## APPENDIX 7.2: PROPOSED PROGRAM DESCRIPTION

(No Change) Paralegals, also called legal assistants, work with lawyers in a wide range of professional settings and perform tasks that include legal research, legal writing and document preparation, information gathering, litigation support, legal technology support, and office management.

Paralegals shall not engage in the unauthorized practice of law as proscribed by Kentucky law and the Supreme Court Rules (SCR 3.130 [5.5]) and must be appropriately supervised by a lawyer to ensure the paralegal's conduct is compatible with the professional and ethical standards of the practice (SCR 3.130 [5.3]).

The objectives of the Paralegal Studies Program are:

1. To create, implement, and maintain a strong, flexible program directed to the quality education of occupationally-competent paralegals;
2. To provide a paralegal education program that leads to employment of its graduates by a wide range of employers;
3. To provide paralegals with a well-rounded, balanced education founded on a beneficial mix of general education, theory, and practical courses stressing understanding and reasoning rather than rote learning of facts;
4. To support federal, Kentucky and local Rules of Procedure and general principles of ethical legal practice, professional responsibility, the prohibitions against the unauthorized practice of law by non-lawyers, and the use and supervision of paralegals by lawyers;
5. To provide an educational program that is responsive to the varied needs of the Commonwealth of Kentucky and the region and contributes to the overall advancement of the legal profession;
6. To provide a program which instills respect for the legal profession and its foundations, institutions, and quest for justice; and
7. To maintain equality of opportunity in the educational program without discrimination or segregation on the grounds of race, color, religion, natural origin, gender, age, disability or economic need.

Credits from other accredited institutions of higher education may be transferred and applied toward the degree. An official transcript from each such college or university attended is required as a part of the admission process. Postsecondary credit will be evaluated on a course-by-course basis for acceptance and applicability to the Program.

General law and legal-specialty course credits will be accepted only from paralegal programs approved by the American Bar Association or programs in substantial compliance with the ABA guidelines.

The Paralegal Major (PLS) is designed to provide students with an interdisciplinary educational experience integrating knowledge and skills from multiple subjects including law, history, sociology, political science, technology and business. The PLS degree requires 120 credit hours and leads to a Bachelor of Arts degree. Degrees will be awarded to those students who complete all requirements with an overall grade point average of 2.0 (out of 4.0) and receive a grade of "C" or better in all PLS courses.



Proposed Program Curriculum:

| <b>PLS CORE (30 hours)</b>   |                               |                          |                                     |                  |
|------------------------------|-------------------------------|--------------------------|-------------------------------------|------------------|
| <b>Current Course Number</b> | <b>Current Course Title</b>   | <b>New Course Number</b> | <b>New Course Title</b>             | <b>Hours</b>     |
|                              |                               | <a href="#">PLS 225</a>  | <a href="#">Introduction to Law</a> | 3                |
| PLS 200                      | Legal Ethics                  |                          |                                     | 3                |
| PLS 250                      | Legal Research and Writing I  |                          |                                     | 3                |
| PLS 283                      | Real Estate Law               |                          |                                     | 3                |
| PLS 291                      | Criminal Law and Procedure    |                          |                                     | 3                |
| PLS 296                      | Family Law                    |                          |                                     | 3                |
| PS 326                       | Constitutional Law            |                          |                                     | 3                |
| PLS 393                      | Civil Procedure               |                          |                                     | 3                |
| PLS 450                      | Legal Research and Writing II |                          |                                     | 3                |
| PLS 499                      | Internship                    |                          |                                     | 3                |
| <b>TOTAL</b>                 |                               |                          |                                     | <b><u>30</u></b> |

| <b>PLS/OTHER ELECTIVES (12 hours)</b> |                                |  |  |              |
|---------------------------------------|--------------------------------|--|--|--------------|
| <b>Current Course Number</b>          | <b>Current Course Title</b>    | <b>New Course Number</b>   | <b>New Course Title</b>  | <b>Hours</b> |
| PLS 280 <a href="#">or</a>            | Contract Law                   |  |  | 3            |
| PLS 282 <a href="#">or</a>            | Tort Law                       |  |  | 3            |
| PLS 294 <a href="#">or</a>            | Administrative Law             |  |  | 3            |
| PLS 350 <a href="#">or</a>            | Evidence                       |  |  | 3            |
| PLS 360 <a href="#">or</a>            | Debtor/Creditor Relations      |  |  | 3            |
| PLS 381 <a href="#">or</a>            | Alternative Dispute Resolution |  |  | 3            |
| PLS 392 <a href="#">or</a>            | Corporate Law                  |  |  | 3            |
| PLS 395 <a href="#">or</a>            | Estate Planning and Procedure  |  |  | 3            |
|                                       |                                | <a href="#">or CRIM 330, or CRIM 332, or CRIM 380, or CRIM 432</a>               | <a href="#">Criminology, Juvenile Delinquency, Penology, Sociology of Criminal Law</a>   | 3            |
|                                       |                                | <a href="#">or PS 304, or PS 311, or PS 316, or PS 412, or PS 220, or PS 355</a> | <a href="#">State Government, Public Policy, Legislative Process, KY Government/Politics, Judicial Process, Int'l Organization and Law</a> | 3            |
|                                       |                                | <a href="#">or HIST 445, or HIST 446</a>   | <a href="#">American Legal History to 1865, American Legal History since 1865,</a>   | 3            |

|              |  |   |            |           |
|--------------|--|---|------------|-----------|
|              |  | <u>or Adviser<br/>Approved<br/>Course</u> | <u>TBD</u> | <u>3</u>  |
| <b>TOTAL</b> |  |   |            | <u>12</u> |

**TOTAL PROGRAM HOURS**

42

**Proposal to Revise a program:** Major in Diversity and Community Studies

**Potter College of Arts & Letters**

**Department:** Sociology & Criminology

### **Section 1: Proponent Contact Information**

1.1 Name/Title: Dr. Holli Drummond

1.2 Email address: holli.drummond@wku.edu

1.3 Phone #: 5-2259

### **Section 2: Program Information**

2.1 Current Program reference number: 631

2.2 Current Program title: Major in Diversity and Community Studies

2.3 Current total number of credits required in the program: 33

### **Section 3: Proposed program revisions and rationales**

**3.1 Changes to the core—require 18 instead of 15 hours.** To achieve CPE compliance, we propose changing the core requirement from 15 to 18 hours for the 33 hour major.

**3.2 Changes to the core—remove AFAM 195, GWS 200, and DCS 400 from the core:** AY 2019/2020, the major in Diversity and Community Studies found a new home in the Department of Sociology and Criminology. Given the responsibility to continue the high quality of the DCS major while enhancing its viability/sustainability, the following rationales are used to justify changes to the core. First, the undergraduate curriculum committee in Sociology suggested the removal of two (GWS 200 & AFAM 190) of three introductory courses within the core. We believe inclusion of more upper level courses within the core will achieve a better scaffolding of learning and continued development of skills. Next, we are unable to staff a standalone capstone for the major at present. To recap, AFAM 195, GWS 200, and DCS 400 will be removed from the core. Instead, AFAM 190 will be added to the Inequality and Social Change category of electives and GWS 200 be added to the Advocacy and Social Change category.

**3.3 Changes to the core—addition of SOCL 210, SOCL 362 or 375, SOCL 402, and SOCL 455 or 452 to the core:** SOCL 210 (Interaction: Self in Society) introduces the development of the self in relation to/within society. SOCL 362 (Social Institutions: Race, Class, and Gender) or SOCL 375 (Diversity in American Society) focus on historical (375) and current (362) patterns of intergroup conflict and engagement, laying the foundation for an exploration of diversity. The final two additions provide enhanced methodological and theoretical understanding. First, SOCL 402 develops student's techniques of evaluation

research (i.e., answering questions such as “how effective is a social policy” “for whom” “under what conditions”). We believe these are vital skills for students seeking to change social policy. Finally SOCL 455 or 452 focus on community theory and the practice of social change/community development. As the final course in the core sequence, students will gain a piece of the capstone experience lost through removal of DCS 400.

**3.4 Change the hour requirements of the electives.** We propose changing the core to 18 hours and the electives (from 18) to 15 hours to satisfy CPE requirements. To complete 15 hours of elective requirements, students will take a minimum of three hours but maximum of six hours from three separate categories. In addition, students are limited to 6 hours of electives from any given prefix.

**3.5 Change the title and content of the first category of electives:** We propose changing the title of the first category of electives from *Formations of Identity & Narratives of Oppression to Identity and Social Inequality (ISI)*. The framework for the category is as follows: How do the self and the other come to be known? Aspects of socialization and social group membership are emphasized in development of the self. Following feedback from the generalized and specific other, the self emerges and statuses are realized. Some statuses feel greater (master status), while others serve to privilege or marginalize the self. Students are introduced to societal systems of social inequality, which serve to stratify individuals and groups. Intersectionality is emphasized. Using this framework, the following courses were kept—COMM 365, DCS 363, ENG 360, ENG 370, ENG 393, GWS 375, and HIST 353—deleted—ENG 387, FACS 395, HIST 310, PSY 355, and RELS 333—or moved to a different category—SOCL 210 (moved to core) & SUS 295 (moved to Advocacy and Social Change). The following courses were added to the category—AFAM 190, ANTH 360, ANTH/FLK 342, ECON 434, HIST 358, HIST 359, HIST 453, SOCL 350, SWRK 300.

**3.6 Change the content of the second category of electives:** The framework for the second category, *Advocacy and Social Change (ASC)*, is as follows: Once societal systems of inequality are created and maintained, how might they be altered to provide better access to equal opportunity? Through political & institutional structures, as well as collective behavior and social movements, the process for social change emerges. Using this framework, the following courses were kept—AFAM 343, CSJ 435, PS 373, PS 374, SJB 310—deleted—AFAM 333, GWS 350, HIST 380, PS 331—or moved to a different category—HIST 358, 359, & 453 (moved to Identity and Social Inequality), & SOCL 350 (moved to Identity and Social Inequality). The following courses were added to the category—SUS 295, GWS 200, HIST 430, LEAD 325, PH 447, SOCL 312, SOCL 376.

**3.7 Change the title and content of the third category of electives:** We propose changing the title of the third category of electives from *Systems, Local to Global to Community Organization and Development (COD)*. The framework for the category is as follows: Alongside the self, how do communities develop? In addition to institutional and political structures, how does the community organize to achieve collective goals? Tools such as leadership development, grant writing, and public policy strategies are emphasized in this category. Using this framework, the following courses were kept—FLK 330, SOCL 360,

SWRK 330 while the following courses were deleted—DCS 360, GEOG 110, GEOG 225, HIST 200, HIST 446, PS 220, RELS 408, SOCL 240—or moved to a different category (ECON 434 moved to ISI). The following were added to the category: COMM 330 or COMM 364, GEOG 380, LEAD 330, PS 275, PS 311, REC 460, SOCL 270.

**Section 4: Consultations**

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? Yes

- Email followed by face to face meeting (Dec 2, 2019) with Dr. Andrew Rosa regarding AFAM courses.
- Email followed by phone meeting (Dec 3, 2019) with Dr. Dawn Hall regarding GWS and ENG courses.
- Face to face meeting with Drs. Lasley, Ardrey, and Kiasatpour Dec 14, 2019 regarding PS courses.
- Email request sent to Dr. William Makanta regarding inclusion of PH 447 course to the ASC elective category.
- Email request sent to Dr. Helen Sterk regarding inclusion of COMM 365 in ISI elective category and COMM 330 & 364 in the COD category.
- Email request sent to Dr. Alison Langdon regarding deletion and inclusion of ENG courses as electives.
- Email request sent to Drs. Tony Harkins & Eric Reed regarding deletion and inclusion of HIST courses as electives.
- Email request sent to Dr. Fred Sievers regarding deletion and inclusion of GEOG courses as electives.
- Email request sent to Dr. Patricia Desrosiers regarding inclusion of SWRK courses as electives.
- Email request sent to Dr. Marguerita DeSander regarding inclusion of LEAD courses as electives.
- Email request sent to Dr. Darlene Applegate regarding inclusion of FLK as elective in COD category.
- Email request sent to Dr. Raymond Poff regarding inclusion of REC 460 as elective in COD category.
- Email request sent to Dr. Alex Lebedinsky regarding inclusion of ECON 434 as elective in ISI.
- Email request sent to Dr. Robert Dietle regarding inclusion of SJB 310 as elective in ASC.
- Courtesy email sent to FACS, PSY, and RELS regarding deletion of course(s) as electives.

**Section 5: Proposed term for implementation:** Next Available

**Section 6: Approval Flow Dates:**

|                                       |                          |
|---------------------------------------|--------------------------|
| Department of Sociology & Criminology | 11/01/2019               |
| Potter College Curriculum Committee   | 02/04/2020               |
| Undergraduate Curriculum Committee    | <b><u>02/25/2020</u></b> |
| Faculty Senate                        |                          |

**Section 7: Required Appendices: Current & proposed program descriptions:**

**7.1 Current: Diversity and Community Studies Major**

**Catalog Description**

The major in diversity and community studies provides graduates with a critical framework for understanding identity, inequality, and community development, as well as social change through both political structures and social movements. This framework, situated within a social scientific perspective, provides the knowledge and skills necessary for a wide range of vocations in social services, governmental, non-profit, and entrepreneurial sectors. Students majoring in diversity and community studies must complete a minimum of 33 credit hours (18 at the upper level) and must also select a minor, certificate, or second major. The major leads to a Bachelor of Arts degree.

The following 18 are required: CSJ 200, SOCL 210, DCS 300, SOCL 362 or 375, SOCL 402, and SOCL 455 or 452. Students are required to take an additional 15 hours of electives, selecting at least three but no more than six hours from each of the following three categories. Among the 15 hours, no more than 6 can come from a single prefix.

Category I: Identity and Social Inequality (minimum of 3 hours). AFAM 190, COMM 365, DCS 363, ECON 434, ENG 360, ENG 370, ENG 393, GWS 375, HIST 353, HIST 358, HIST 359, HIST 453, SOCL 350, SWRK 300.

Category II: Advocacy and Social Change (minimum of 3 hours). AFAM 343, CSJ 435, SUS 295, GWS 200, HIST 430, LEAD 325, PH 447, PS 373, PS 374, SJB 310, SOCL 312, SOCL 376.

Category III: Community Organization & Development (minimum of 3 hours). COMM 330 or 364, FLK 330, GEOG 380, LEAD 330, PS 270, PS 311, REC 460, SOCL 270, SOCL 360, SWRK 330.

**7.1: Current BA in DCS**

| Core Requirements |     |  |      | Notes                                |
|-------------------|-----|--|------|--------------------------------------|
| Prefix            | #   | Course Title                               | Hrs. |                                      |
| CSJ               | 200 | Introduction to Social Justice             | 3    |                                      |
| AFAM              | 190 | Introduction to African American Studies   | 3    | Moved to electives in proposed major |
| GWS               | 200 | Introduction to Gender and Women's Studies | 3    | Moved to electives in proposed major |

|  |                |  |   |   |
|--|----------------|--|---|---|
| DCS  | 300            | Public Problem-Solving                                 | 3   |   |
| <del>DCS</del>   | <del>400</del> | <del>Capstone in Diversity and Community Studies</del> | <del>3</del>  | Replaced with different culminating course. |
| Select <del>18</del> 15 hours, selecting at least <del>6</del> 3 but no more than 6 hours from each of the following three categories. |                |  | 15 hours of electives are required in the proposed major.         |   |
| Category I: <del>Formations of Identity and Narratives of Oppression</del>   |                |  | Title changed to Identity and Social Inequality in proposed major |   |
| COMM   | 365            | Intercultural Communication                            | 3   |   |
| DCS  | 363            | Narrative, Discourse, & Imprisonment                   | 3   |   |
| ENG  | 360            | Gay and Lesbian Literature                             | 3   |   |
| ENG  | 370            | U.S. Ethnic Literature                                 | 3   |   |
| <del>ENG</del>   | <del>387</del> | <del>Studies in Autobiography</del>                    | <del>3</del>  | Eliminated as elective                      |
| ENG  | 393            | African American Literature                            | 3   |   |
| <del>FACS</del>  | <del>395</del> | <del>Child and Family Stress</del>                     | <del>3</del>  | Eliminated as elective                      |
| GWS  | 375            | American Masculinities                                 | 3   |   |
| <del>HIST</del>  | <del>310</del> | <del>Comparative Slavery</del>                         | <del>3</del>  | Eliminated as elective                      |
| HIST   | 353            | Indian People of North America                         | 3   |   |
| <del>PSY</del>   | <del>355</del> | <del>Issues in Cross-Cultural Psychology</del>         | <del>3</del>  | Eliminated as elective                      |
| <del>RELS</del>  | <del>333</del> | <del>Women and Religion</del>                          | <del>3</del>  | Eliminated as elective                      |
| <del>SOCL</del>  | <del>210</del> | <del>Interaction: Self and Society</del>               | <del>3</del>  | Moved to core                               |
| <del>SUS</del>   | <del>265</del> | <del>Popular Culture and Gender</del>                  | <del>3</del>  | Moved to second cat of electives            |
| Category II: Advocacy and Social Change  |                |  |   |   |
| <del>AFAM</del>  | <del>333</del> | <del>Hip Hop and Democracy</del>                       | <del>3</del>  | Eliminated as elective                      |
| AFAM/HIST  | 343            | Communities of Struggle                                | 3   |   |
| CSJ  | 435            | Reimagining Citizenship                                | 3   |   |
| <del>GWS</del>   | <del>350</del> | <del>Feminism, the arts, and social change</del>       | <del>3</del>  | Eliminated as elective                      |
| <del>HIST</del>  | <del>358</del> | <del>Blacks in American History Before 1877</del>      | <del>3</del>  | Moved to first cat of electives             |

|  |     |  |   |   |
|--|-----|--|---|---|
| HIST                                   | 359 | Blacks in American History After 1877    | 3 | Moved to first cat of electives   |
| HIST                                   | 380 | Human Rights in History                  | 3 | Eliminated as elective  |
| HIST                                   | 453 | American Women's History                 | 3 | Moved to first cat of electives   |
| PS                                     | 373 | Minority Politics                        | 3 |   |
| PS                                     | 334 | Politics outside the box                 | 3 | Eliminated as elective  |
| PS                                     | 374 | Women and Politics                       | 3 |   |
| SJB                                    | 310 | Media Diversity                          | 3 |   |
| SOCL                                   | 350 | Social Inequality                        | 3 | Moved to first cat of electives   |
| SUS                                    | 295 | Popular Culture and Gender               | 3 |   |
| Category III: Systems, Local to Global |     |  |   | Title changed to Community Organization and Development in proposed major |
| DCS                                    | 360 | Place, Community, Resilience             | 3 | Eliminated as elective  |
| ECON                                   | 434 | Economics of Poverty and Discrimination  | 3 | Moved to first cat of electives   |
| FLK                                    | 330 | Cultural Connections and Diversity       | 3 |   |
| GEOG                                   | 110 | World Regional Geography                 | 3 | Eliminated as elective  |
| GEOG                                   | 225 | Visualizing Geography                    | 3 | Eliminated as elective  |
| HIST                                   | 200 | Latin America Past and Present           | 3 | Eliminated as elective  |
| HIST                                   | 446 | American Legal History since 1865        | 3 | Eliminated as elective  |
| PS                                     | 220 | Judicial Process                         | 3 | Eliminated as elective  |
| RELS                                   | 108 | Religion and Ecology                     | 3 | Eliminated as elective  |
| SOCL                                   | 240 | Global Social Problems                   | 3 | Eliminated as elective  |
| SOCL                                   | 360 | Community in Rural and Urban Settings    | 3 |   |
| SWRK                                   | 330 | Human Behavior in the Social Environment | 3 |   |



## 7.2: Proposed BA in DCS

| Core Requirements  |            |   |          | Notes  |
|--|------------|---|----------|--|
| Prefix   | #          | Course Title  | Hrs.     |  |
| CSJ  | 200        | Introduction to Social Justice                      | 3        |  |
| <b>SOCL</b>  | <b>210</b> | <b>Interaction: Self &amp; Society</b>              | <b>3</b> |  |
| DCS  | 300        | Public Problem-Solving                              | 3        |  |
| <b>SOCL</b>  | <b>362</b> | <b>Social Institutions: Race, Class, and Gender</b> | <b>3</b> |  |
| <b>or</b>  |            |   |          |  |
| <b>SOCL</b>  | <b>375</b> | <b>Diversity in American Society</b>                |          |  |
| <b>SOCL</b>  | <b>402</b> | <b>Evaluation Research Techniques</b>               | <b>3</b> |  |
| <b>SOCL</b>  | <b>455</b> | <b>Theory and Practice of Community Development</b> | <b>3</b> |  |
| <b>or</b>  |            |   |          |  |
| <b>SOCL</b>  | <b>452</b> | <b>Social Change</b>                                |          |  |
| <b>Select 15 hours from the following three categories, choosing at least 3 but no more than 6 hours from each category. Only 6 hours can come from a single prefix.</b> |            |   |          |  |
| <b>Category I: Formations of Identity and Narratives of Oppression</b><br><b>Identity and Social Inequality</b>  |            |   |          |  |
| <b>AFAM</b>  | <b>190</b> | <b>Introduction to African American Studies</b>     | <b>3</b> | Propose the course move here from core requirements in the current major |
| <b>ANTH/FLK</b>  | <b>342</b> | <b>Peoples/Cultures Caribbean</b>                   | <b>3</b> |  |
| COMM   | 365        | Intercultural Communication                         | 3        |  |
| DCS  | 363        | Narrative, Discourse, and Imprisonment              | 3        |  |
| ECON   | 434        | Economics of Poverty and Discrimination             | 3        |  |
| ENG  | 360        | Gay and Lesbian Literature                          | 3        |  |

|   |            |   |          |   |
|---|------------|---|----------|---|
| ENG                                     | 370        | U.S. Ethnic Literature                            | 3        |   |
| ENG                                     | 393        | African American Literature                       | 3        |   |
| GWS                                     | 375        | American Masculinities                            | 3        |   |
| HIST                                    | 353        | Indian People of North America                    | 3        |   |
| <b>HIST</b>                             | <b>358</b> | <b>Blacks in American History before 1877</b>     | <b>3</b> | Propose the course move here from 2 <sup>nd</sup> cat of electives in current major   |
| <b>HIST</b>                             | <b>359</b> | <b>Blacks in American History since 1877</b>      | <b>3</b> | Propose the course move here from 2 <sup>nd</sup> cat of electives in current major   |
| <b>HIST</b>                             | <b>453</b> | <b>American Women's History</b>                   | <b>3</b> | Propose the course move here from 2 <sup>nd</sup> cat of electives in current major   |
| <b>SOCL</b>                             | <b>350</b> | <b>Social Inequality</b>                          | <b>3</b> | Propose the course move here from 2 <sup>nd</sup> cat of electives in current major   |
| <b>SWRK</b>                             | <b>300</b> | <b>Diversity and Social Welfare</b>               | <b>3</b> | Propose this course be added to electives and placed in this category.                |
| Category II: Advocacy and Social Change |            |   |          |   |
| AFAM/HIST                               | 343        | Communities of Struggle                           | 3        |   |
| <b>ANTH</b>                             | <b>360</b> | <b>Applied Anthropology</b>                       | <b>3</b> |   |
| CSJ                                     | 435        | Reimagining Citizenship                           | 3        |   |
| <b>SUS</b>                              | <b>295</b> | <b>Popular Culture and Gender</b>                 | <b>3</b> | Propose this course move here from 1 <sup>st</sup> cat of electives in current major. |
| <b>GWS</b>                              | <b>200</b> | <b>Introduction to Gender and Women's Studies</b> | <b>3</b> | Propose this course move here from core of current major.                             |
| <b>HIST</b>                             | <b>430</b> | <b>American Civil Rights Movement</b>             | <b>3</b> | Propose this course be added to electives and placed in this category                 |
| <b>LEAD</b>                             | <b>325</b> | <b>Leading Change</b>                             | <b>3</b> | Propose this course be added to electives and placed in this category                 |
| <b>PH</b>                               | <b>447</b> | <b>Human Values in the Health Sciences</b>        | <b>3</b> | Propose this course be added to electives and placed in this category                 |
| PS                                      | 373        | Minority Politics                                 | 3        |   |
| PS                                      | 374        | Women & Politics                                  | 3        |   |
| SJB                                     | 310        | Media Diversity                                   | 3        |   |
| <b>SOCL</b>                             | <b>312</b> | <b>Collective Behavior and Social Movements</b>   | <b>3</b> | Propose this course be added to electives and placed in this category                 |

|  |            |  |          |   |
|--|------------|--|----------|---|
| <b>SOCL</b>  | <b>376</b> | <b>Sociology of Globalization</b>                              | <b>3</b> | Propose this course be added to electives and placed in this category |
| Category III: Systems, Local to Global <b>Community Organization &amp; Development</b> |            |  |          |   |
| <b>COMM</b>  | <b>330</b> | <b>Leadership Communication</b>                                | <b>3</b> | Propose this course be added to electives and placed in this category |
| <b>or</b>  |            |  |          |   |
| <b>COMM</b>  | <b>364</b> | <b>Crisis Communication</b>                                    |          |   |
| FLK  | 330        | Cultural Connections and Diversity                             | 3        |   |
| <b>GEOG</b>  | <b>380</b> | <b>Global Sustainability</b>                                   | <b>3</b> | Propose this course be added to electives and placed in this category |
| <b>LEAD</b>  | <b>330</b> | <b>Leadership Ethics and Decision Making</b>                   | <b>3</b> | Propose this course be added to electives and placed in this category |
| <b>PS</b>  | <b>275</b> | <b>Introduction to Citizenship</b>                             | <b>3</b> | Propose this course be added to electives and placed in this category |
| <b>PS</b>  | <b>311</b> | <b>Public Policy</b>   | <b>3</b> | Propose this course be added to electives and placed in this category |
| <b>REC</b>   | <b>460</b> | <b>Grant Writing for Nonprofit Organizations</b>               | <b>3</b> | Propose this course be added to electives and placed in this category |
| <b>SOCL</b>  | <b>270</b> | <b>Introduction to Community, Environment, and Development</b> | <b>3</b> | Propose this course be added to electives and placed in this category |
| SOCL   | 360        | Community in Rural and Urban Settings                          | 3        |   |
| SWRK   | 330        | Human Behavior in the Social Environment                       | 3        |   |

**Proposal to Revise a program:** Major in Sociology

**Potter College of Arts & Letters**

**Department:** Sociology & Criminology

### **Section 1: Proponent Contact Information**

1.1 Name/Title: Holli Drummond, Professor & Department Head

1.2 Email address: holli.drummond@wku.edu

1.3 Phone #: 5-2259

### **Section 2: Program Information**

2.1 Current Program reference number: 775

2.2 Current Program title: Major in Sociology

2.3 Current total number of credits required in the program: 31

### **Section 3: Proposed program revisions and rationales**

**3.1 Replace SOCL 362 and SOCL 350 with CSJ 200 as core for Inequality and Social Change (ISC) concentration, moving SOCL 362 & 350 into the list of “select 3” electives for this concentration:** All other SOCL concentrations begin with a 200 level introductory course. CSJ 200 is an excellent choice for an Inequality and Social Change (ISC) concentration.

**3.2 Deletion of SOCL 260 from list of “select 3” electives for ISC concentration:** Shifting SOCL 362, a course frequently offered, to the electives allows us to offer enough of the 260 curriculum at an upper level to warrant removal of SOCL 260.

**3.3 Include SOCL 376 among list of “select 3” electives for the ISC concentration and remove it from among the list of “select 3” electives for the CED concentration:** To help differentiate between the ISC the Community, Environment, and Development (CED) concentrations, the author and instructor for 376 argues it best belongs with ISC.

**3.4 Eliminate Research Methods Concentration entirely:** Since 2014, the year concentrations within the SOCL major were implemented, only two students have attempted this concentration. In addition, we do not have adequate faculty resources to sustain the viability of this concentration.

**3.5 Add ENV/GEOG 280 to electives for the Community, Environment, and Development (CED) concentration:** We add this course to enhance the viability and depth, providing interdisciplinary exposure to the issue of sustainability, of this concentration.



Students may choose one of three ~~four~~ thematic concentrations or they may choose a general major. The following courses are required for every sociology major: SOCL 100, 300, 302, 304, 499. Additional core requirements and restricted electives depend on the major selected (see below). Non-restricted electives must be chosen from the following courses: CRIM 330, CRIM 332, CRIM 361, CRIM 380, CRIM 432, CRIM 434, CRIM 438, CRIM 446, CRIM 447, CRIM 448, CRIM 451, SOCL 210, SOCL 220, SOCL 240, SOCL 245, SOCL 260, SOCL 270, SOCL 309, SOCL 310, SOCL 312, SOCL 322, SOCL 324, SOCL 342, SOCL 345, SOCL 346, SOCL 350, SOCL 352, SOCL 355, SOCL 359, SOCL 360, SOCL 362, SOCL 363, SOCL 375, SOCL 376, SOCL 389, SOCL 402, SOCL 404, SOCL 408, SOCL 410, SOCL 435, SOCL 440, SOCL 442, SOCL 450, SOCL 452, SOCL 455, SOCL 466, SOCL 470, SOCL 480, SOCL 489, SOCL 494, SOCL 495, SOCL 496. Not more than 3 hours earned in SOCL 495/SOCL 496 "Directed Study" in Sociology may be counted toward the first 31 hours required for the major.

\*Not more than 6 hours may be taken from the following: CRIM 330, CRIM 332, CRIM 361, CRIM 380, CRIM 432, CRIM 434, CRIM 438, CRIM 446, CRIM 447, CRIM 448, CRIM 451; SOCL 309, SOCL 359, SOCL 389, and SOCL 435.

Students may complete more than one concentration and in so doing have both appear on his or her transcript. However, a single elective cannot count toward completion of more than one concentration (e.g., a student may not count SOCL 362 toward the completion of both "Inequality and Social Change" concentration AND the "Family, Gender, and Sexuality" concentration).

**General Sociology Major.** This major allows students to choose courses from among all sociology electives to design a program of study that best fits their particular needs and interests.

#### **Core courses**

SOCL 100: Introductory Sociology

SOCL 210: Interaction Self and Society or SOCL 240: Global Social Problems

SOCL 300: Using Statistics in Sociology

SOCL 302: Strategies of Social Research

SOCL 304: Sociological Theory: Perspectives on Society

SOCL 499: Senior Seminar

Electives (15 hours) from among all approved electives listed above.

**Community, Environment, and Development.** This concentration emphasizes the causes, dynamics, and consequences of socioeconomic change for people, how they live in communities, and how they relate to the natural world.

#### **Core Courses**

SOCL 100: Introductory Sociology

SOCL 270: Introduction to Community, Environment, and Development

SOCL 300: Using Statistics in Sociology

SOCL 302: Strategies of Social Research  
SOCL 304: Sociological Theory: Perspectives on Society  
SOCL 499: Senior Seminar

**Concentration Courses** Nine hours of restricted electives from the following: **SOCL 240, ENV or GEOG 280, DCS 300,** SOCL 312, SOCL 350, SOCL 360, SOCL 363, SOCL 372, **SOCL 376,** SOCL 452, SOCL 455, SOCL 470, SOCL 480 **or ANTH/FLK 388 or GEOG 378.** Six hours of non-restricted sociology elective credit from among all approved electives.

**Family, Gender, and Sexuality.** This concentration emphasizes the ways in which gender, sexuality, and kinship relations shape individual and group experiences.

#### **Core Courses**

SOCL 100: Introductory Sociology  
SOCL 220: Marriage and the Family  
SOCL 300: Using Statistics in Sociology  
SOCL 302: Strategies of Social Research  
SOCL 304: Sociological Theory: Perspectives on Society  
SOCL 499: Senior Seminar

#### **Concentration Courses**

Nine hours of restricted electives from the following: CRIM 446, SOCL 342, SOCL 355, SOCL 359, SOCL 362, SOCL 410, SOCL 435, SOCL 466. Six hours of non-restricted sociology elective credit from among all approved electives.

Six hours of non-restricted sociology elective credit from among all approved electives.

**Inequality and Social Change.** This concentration emphasizes inequalities, such as those of race, class, and sex, the manner in which such inequalities become structurally rooted in society, and the ways in which individuals and groups seek to reverse inequalities.

#### **Core Courses**

SOCL 100: Introductory Sociology  
**CSJ 200: Introduction to Social Justice**  
SOCL 300: Using Statistics in Sociology  
SOCL 302: Strategies of Social Research  
SOCL 304: Sociological Theory: Perspectives on Society  
**SOCL 350: Systems of Social Inequality or SOCL 362: Social Institutions: Race, Class, & Gender**  
SOCL 499: Senior Seminar

### **Concentration Courses**

Nine hours of restricted electives from the following: CRIM 361, CRIM 449, SOCL 240, **SOCL 260**, SOCL 312, **SOCL 350**, SOCL 355, **SOCL 362**, SOCL 375, **SOCL 376**, SOCL 440, SOCL 452, SOCL 466.

Six hours of non-restricted sociology elective credit from among all approved electives.

**Research Methods.** This concentration includes coursework designed to enhance methodological skills and the use of statistical techniques associated with the collection, analysis, and presentation of social science data. (Note: Students pursuing this concentration are strongly advised to take MATH 183).

### **Core Courses**

SOCL 100: Introductory Sociology

SOCL 300: Using Statistics in Sociology

SOCL 302: Strategies of Social Research

SOCL 304: Sociological Theory: Perspectives on Society

SOCL 404: Qualitative Research Methods

SOCL 499: Senior Seminar

### **Concentration Courses**

Six hours of restrictive electives from the following: ANTH399/FLK 399, ECON 465, GISC 316, SOCL 402, SOCL 408, STAT 330.

Nine hours of non-restricted sociology elective credit from among all approved electives.



## 7.2: Current and Proposed BA in Sociology

| Core Requirements   |     |   |     |
|---|-----|---|-----|
| Prefix  | #   | Course Title  | Hrs |
| SOCL  | 100 | Introductory Sociology                                  | 3   |
| SOCL  | 300 | Using Statistics in Sociology                           | 3   |
| SOCL  | 302 | Social Research Methods                                 | 3   |
| SOCL  | 304 | Sociological Theory: Perspectives on Society            | 3   |
| SOCL  | 499 | Senior Seminar  | 1   |
| Option 1: General Sociology without subject concentration |     |   |     |
| Select 3 hours from the following                         |     |   |     |
| SOCL  | 210 | Interaction: Self in Society                            | 3   |
| SOCL  | 240 | Global Social Problems                                  | 3   |
| Select 15 hours from the following                        |     |   |     |
| SOCL  | 210 | Interaction: Self in Society                            | 3   |
| SOCL  | 220 | Marriage and Family                                     | 3   |
| SOCL  | 240 | Global Social Problems                                  | 3   |
| SOCL  | 245 | Sociology of Popular Culture                            | 3   |
| SOCL  | 260 | Race and Ethnic Relations                               | 3   |
| SOCL  | 270 | Introduction to Community, Environment, and Development | 3   |
| SOCL  | 309 | Social Deviance   | 3   |
| SOCL  | 310 | Behavior in Small Groups                                | 3   |
| SOCL  | 312 | Collective Behavior and Social Movements                | 3   |
| SOCL  | 322 | Religion in Society                                     | 3   |
| SOCL  | 324 | Sociology of Sport                                      | 3   |
| CRIM  | 330 | Criminology   | 3   |

|      |     |  |   |
|------|-----|--|---|
| CRIM | 332 | Juvenile Delinquency                         | 3 |
| SOCL | 342 | Aging in Society                             | 3 |
| SOCL | 345 | Sociology of Popular Music                   | 3 |
| SOCL | 346 | Special Topics                               | 3 |
| SOCL | 350 | Systems of Social Inequality                 | 3 |
| SOCL | 352 | Technology, Work, and Society                | 3 |
| SOCL | 355 | Sociology of Gender                          | 3 |
| SOCL | 359 | Sexuality and Society                        | 3 |
| SOCL | 360 | The Community in Rural and Urban Settings    | 3 |
| CRIM | 361 | Race, Class, and Crime                       | 3 |
| SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 |
| SOCL | 363 | Population, Society, and Development         | 3 |
| SOCL | 372 | Human-Wildlife Conflict                      | 3 |
| SOCL | 375 | Diversity in American Society                | 3 |
| SOCL | 376 | Sociology of Globalization                   | 3 |
| CRIM | 380 | Penology                                     | 3 |
| SOCL | 389 | Stigma and Society                           | 3 |
| SOCL | 402 | Evaluation Research                          | 3 |
| SOCL | 404 | Qualitative Research Methods                 | 3 |
| SOCL | 408 | Survey Applications                          | 3 |
| SOCL | 410 | Socialization                                | 3 |
| CRIM | 432 | Sociology of Criminal Law                    | 3 |
| CRIM | 434 | Organized Crime                              | 3 |
| SOCL | 435 | Family Violence                              | 3 |
| CRIM | 438 | Victimology                                  | 3 |
| SOCL | 440 | Sociology of Health and Illness              | 3 |
| SOCL | 442 | Sociology Research Project                   | 3 |
| CRIM | 446 | Gender, Crime, and Justice                   | 3 |

|   |            |   |          |
|---|------------|---|----------|
| CRIM  | 447        | Life-course Criminology                                 | 3        |
| CRIM  | 448        | International Justice & Crime                           | 3        |
| SOCL  | 450        | Occupations & Professions                               | 3        |
| CRIM  | 451        | White Collar Crime                                      | 3        |
| SOCL  | 452        | Social Change   | 3        |
| SOCL  | 455        | Theory and Practice of Community Development            | 3        |
| SOCL  | 466        | Gender, Family, and Society                             | 3        |
| SOCL  | 470        | Environmental Sociology                                 | 3        |
| SOCL  | 480        | Sociology of Agri-Food Systems                          | 3        |
| SOCL  | 489        | Sociology Study Abroad                                  | 1-6      |
| SOCL  | 494        | Internship in Sociology                                 | 1-6      |
| SOCL  | 495        | Directed Study  | 3        |
| SOCL  | 496        | Directed Study  | 3        |
| No more than 6 hours may be taken from the following: CRIM 330, 332, 361, 380, 432, 434, 438, 446, 447, 448, 451; SOCL 309, 359, 389, 435 |            |   |          |
| Option 2: "Sociology Major with concentration in Social Inequality and Justice"   |            |   |          |
| <b>Select 3 hours from the following:</b>   |            |   |          |
| <b>SOCL</b>   | <b>350</b> | <b>Systems of Social Inequality</b>                     | <b>3</b> |
| <b>SOCL</b>   | <b>362</b> | <b>Social Institutions: Race, Class, and Gender</b>     | <b>3</b> |
| <b>CSJ</b>  | <b>200</b> | <b>Introduction to Citizenship &amp; Social Justice</b> | <b>3</b> |
| Select 9 hours from the following   |            |   |          |
| SOCL  | 240        | Global Social Problems                                  | 3        |
| <b>SOCL</b>   | <b>260</b> | <b>Race and Ethnic Relations</b>                        | <b>3</b> |
| SOCL  | 312        | Collective Behavior and Social Movements                | 3        |
| <b>SOCL</b>   | <b>350</b> | <b>Systems of Social Inequality</b>                     | <b>3</b> |

|                                    |            |   |          |
|------------------------------------|------------|---|----------|
| SOCL                               | 355        | Sociology of Gender                                     | 3        |
| CRIM                               | 361        | Race, Class, and Crime                                  | 3        |
| <b>SOCL</b>                        | <b>362</b> | <b>Social Institutions: Race, Class, and Gender</b>     | <b>3</b> |
| SOCL                               | 375        | Diversity in American Society                           | 3        |
| <b>SOCL</b>                        | <b>376</b> | <b>Sociology of Globalization</b>                       | <b>3</b> |
| SOCL                               | 440        | Sociology of Health and Illness                         | 3        |
| CRIM                               | 446        | Gender, Crime, and Justice                              | 3        |
| SOCL                               | 452        | Social Change   | 3        |
| SOCL                               | 466        | Gender, Family, and Society                             | 3        |
| Select 6 hours from the following: |            |   |          |
| SOCL                               | 210        | Interaction: Self in Society                            | 3        |
| SOCL                               | 220        | Marriage and Family                                     | 3        |
| SOCL                               | 240        | Global Social Problems                                  | 3        |
| SOCL                               | 245        | Sociology of Popular Culture                            | 3        |
| SOCL                               | 260        | Race and Ethnic Relations                               | 3        |
| SOCL                               | 270        | Introduction to Community, Environment, and Development | 3        |
| SOCL                               | 309        | Social Deviance   | 3        |
| SOCL                               | 310        | Behavior in Small Groups                                | 3        |
| SOCL                               | 312        | Collective Behavior and Social Movements                | 3        |
| SOCL                               | 322        | Religion in Society                                     | 3        |
| SOCL                               | 324        | Sociology of Sport                                      | 3        |
| CRIM                               | 330        | Criminology   | 3        |
| CRIM                               | 332        | Juvenile Delinquency                                    | 3        |
| SOCL                               | 342        | Aging in Society  | 3        |
| SOCL                               | 345        | Sociology of Popular Music                              | 3        |
| SOCL                               | 346        | Special Topics  | 3        |
| SOCL                               | 350        | Systems of Social Inequality                            |          |

|      |     |  |   |
|------|-----|--|---|
| SOCL | 352 | Technology, Work, and Society                | 3 |
| SOCL | 355 | Sociology of Gender                          | 3 |
| SOCL | 359 | Sexuality and Society                        | 3 |
| SOCL | 360 | The Community in Rural and Urban Settings    | 3 |
| CRIM | 361 | Race, Class, and Crime                       | 3 |
| SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 |
| SOCL | 363 | Population, Society, and Development         | 3 |
| SOCL | 372 | Human-Wildlife Conflict                      | 3 |
| SOCL | 375 | Diversity in American Society                | 3 |
| SOCL | 376 | Sociology of Globalization                   | 3 |
| CRIM | 380 | Penology                                     | 3 |
| SOCL | 389 | Stigma and Society                           | 3 |
| SOCL | 402 | Evaluation Research                          | 3 |
| SOCL | 404 | Qualitative Research Methods                 | 3 |
| SOCL | 408 | Survey Applications                          | 3 |
| SOCL | 410 | Socialization                                | 3 |
| CRIM | 432 | Sociology of Criminal Law                    | 3 |
| CRIM | 434 | Organized Crime                              | 3 |
| SOCL | 435 | Family Violence                              | 3 |
| CRIM | 438 | Victimology                                  | 3 |
| SOCL | 440 | Sociology of Health and Illness              | 3 |
| SOCL | 442 | Sociology Research Project                   | 3 |
| CRIM | 446 | Gender, Crime, and Justice                   | 3 |
| CRIM | 447 | Life-course Criminology                      | 3 |
| CRIM | 448 | International Justice & Crime                | 3 |
| SOCL | 450 | Occupations & Professions                    | 3 |
| CRIM | 451 | White Collar Crime                           | 3 |
| SOCL | 452 | Social Change                                | 3 |

|   |            |  |          |
|---|------------|--|----------|
| SOCL  | 455        | Theory and Practice of Community Development | 3        |
| SOCL  | 466        | Gender, Family, and Society                  | 3        |
| SOCL  | 470        | Environmental Sociology                      | 3        |
| SOCL  | 480        | Sociology of Agri-Food Systems               | 3        |
| SOCL  | 489        | Sociology Study Abroad                       | 1-6      |
| SOCL  | 494        | Internship in Sociology                      | 1-6      |
| SOCL  | 495        | Directed Study                               | 3        |
| SOCL  | 496        | Directed Study                               | 3        |
| No more than 6 hours may be taken from the following: CRIM 330, 332, 361, 380, 432, 434, 438, 446, 447, 448, 451; SOCL 309, 359, 389, 435                     |            |  |          |
| <b>Option 3: “Sociology Major with concentration in Research Methods” (Note: Students pursuing this concentration are strongly advised to take Math 183).</b> |            |  |          |
| <b>SOCL</b>   | <b>404</b> | <b>Qualitative Research Methods</b>          | <b>3</b> |
| <b>Select 6 hours from the following</b>  |            |  |          |
| <b>SOCL</b>   | <b>402</b> | <b>Evaluation Research</b>                   | <b>3</b> |
| <b>SOCL</b>   | <b>408</b> | <b>Survey Applications</b>                   | <b>3</b> |
| <b>ANTH/<br/>FLK</b>  | <b>399</b> | <b>Field Methods in Ethnography</b>          | <b>3</b> |
| <b>ECON</b>   | <b>465</b> | <b>Regression Econometrics</b>               | <b>3</b> |
| <b>GISC</b>   | <b>316</b> | <b>Fundamentals of GIS</b>                   | <b>3</b> |
| <b>STAT</b>   | <b>330</b> | <b>Introduction to Statistical Software</b>  | <b>3</b> |
| <b>Select 9 hours from the following</b>  |            |  |          |
| <b>SOCL</b>   | <b>210</b> | <b>Interaction: Self in Society</b>          | <b>3</b> |
| <b>SOCL</b>   | <b>220</b> | <b>Marriage and Family</b>                   | <b>3</b> |
| <b>SOCL</b>   | <b>240</b> | <b>Global Social Problems</b>                | <b>3</b> |
| <b>SOCL</b>   | <b>245</b> | <b>Sociology of Popular Culture</b>          | <b>3</b> |
| <b>SOCL</b>   | <b>260</b> | <b>Race and Ethnic Relations</b>             | <b>3</b> |

|             |            |  |          |
|-------------|------------|--|----------|
| <b>SOCL</b> | <b>270</b> | <b>Introduction to Community, Environment, and Development</b> | <b>3</b> |
| <b>SOCL</b> | <b>309</b> | <b>Social Deviance</b>   | <b>3</b> |
| <b>SOCL</b> | <b>310</b> | <b>Behavior in Small Groups</b>                                | <b>3</b> |
| <b>SOCL</b> | <b>312</b> | <b>Collective Behavior and Social Movements</b>                | <b>3</b> |
| <b>SOCL</b> | <b>322</b> | <b>Religion in Society</b>                                     | <b>3</b> |
| <b>SOCL</b> | <b>324</b> | <b>Sociology of Sport</b>                                      | <b>3</b> |
| <b>CRIM</b> | <b>330</b> | <b>Criminology</b>   | <b>3</b> |
| <b>CRIM</b> | <b>332</b> | <b>Juvenile Delinquency</b>                                    | <b>3</b> |
| <b>SOCL</b> | <b>342</b> | <b>Aging in Society</b>  | <b>3</b> |
| <b>SOCL</b> | <b>345</b> | <b>Sociology of Popular Music</b>                              | <b>3</b> |
| <b>SOCL</b> | <b>346</b> | <b>Special Topics</b>  | <b>3</b> |
| <b>SOCL</b> | <b>350</b> | <b>Systems of Social Inequality</b>                            | <b>3</b> |
| <b>SOCL</b> | <b>352</b> | <b>Technology, Work, and Society</b>                           | <b>3</b> |
| <b>SOCL</b> | <b>355</b> | <b>Sociology of Gender</b>                                     | <b>3</b> |
| <b>SOCL</b> | <b>359</b> | <b>Sexuality and Society</b>                                   | <b>3</b> |
| <b>SOCL</b> | <b>360</b> | <b>The Community in Rural and Urban Settings</b>               | <b>3</b> |
| <b>CRIM</b> | <b>361</b> | <b>Race, Class, and Crime</b>                                  | <b>3</b> |
| <b>SOCL</b> | <b>362</b> | <b>Social Institutions: Race, Class, and Gender</b>            | <b>3</b> |
| <b>SOCL</b> | <b>363</b> | <b>Population, Society, and Development</b>                    | <b>3</b> |
| <b>SOCL</b> | <b>372</b> | <b>Human-Wildlife Conflict</b>                                 | <b>3</b> |
| <b>SOCL</b> | <b>375</b> | <b>Diversity in American Society</b>                           | <b>3</b> |
| <b>SOCL</b> | <b>376</b> | <b>Sociology of Globalization</b>                              | <b>3</b> |
| <b>CRIM</b> | <b>380</b> | <b>Penology</b>  | <b>3</b> |
| <b>SOCL</b> | <b>389</b> | <b>Stigma and Society</b>                                      | <b>3</b> |
| <b>SOCL</b> | <b>402</b> | <b>Evaluation Research</b>                                     | <b>3</b> |
| <b>SOCL</b> | <b>404</b> | <b>Qualitative Research Methods</b>                            | <b>3</b> |

|  |     |   |     |
|--|-----|---|-----|
| SOCL   | 408 | Survey Applications                                     | 3   |
| SOCL   | 410 | Socialization   | 3   |
| CRIM   | 432 | Sociology of Criminal Law                               | 3   |
| CRIM   | 434 | Organized Crime   | 3   |
| SOCL   | 435 | Family Violence   | 3   |
| CRIM   | 438 | Victimology   | 3   |
| SOCL   | 440 | Sociology of Health and Illness                         | 3   |
| SOCL   | 442 | Sociology Research Project                              | 3   |
| CRIM   | 446 | Gender, Crime, and Justice                              | 3   |
| CRIM   | 447 | Life-course Criminology                                 | 3   |
| CRIM   | 448 | International Justice & Crime                           | 3   |
| SOCL   | 450 | Occupations & Professions                               | 3   |
| CRIM   | 451 | White Collar Crime                                      | 3   |
| SOCL   | 452 | Social Change   | 3   |
| SOCL   | 455 | Theory and Practice of Community Development            | 3   |
| SOCL   | 466 | Gender, Family, and Society                             | 3   |
| SOCL   | 470 | Environmental Sociology                                 | 3   |
| SOCL   | 480 | Sociology of Agri-Food Systems                          | 3   |
| SOCL   | 489 | Sociology Study Abroad                                  | 1-6 |
| SOCL   | 494 | Internship in Sociology                                 | 1-6 |
| SOCL   | 495 | Directed Study  | 3   |
| SOCL   | 496 | Directed Study  | 3   |
| <b>No more than 6 hours may be taken from the following: CRIM 330, 332, 361, 380, 432, 434, 438, 446, 447, 448, 451; SOCL 309, 359, 389, 435</b> |     |   |     |
| <b>Option 3 4: “Sociology Major with concentration in Community, Environment, and Development”</b>   |     |   |     |
| SOCL   | 270 | Introduction to Community, Environment, and Development | 3   |
| Select 9 hours from the following:   |     |   |     |



|                                   |            |   |          |
|-----------------------------------|------------|---|----------|
| <b>SOCL</b>                       | <b>240</b> | <b>Global Social Problems</b>   | <b>3</b> |
| <b>ENV/GEOG</b>                   | <b>280</b> | <b>Introduction to the Environmental Sciences</b><br><b>Or</b><br><b>Environmental Science and Sustainability</b> | <b>3</b> |
| <b>DCS</b>                        | <b>300</b> | <b>Public Problem Solving</b>   | <b>3</b> |
| SOCL                              | 312        | Collective Behavior and Social Movements  | 3        |
| SOCL                              | 350        | Systems of Social Inequality  | 3        |
| SOCL                              | 360        | Community in Rural and Urban Settings   | 3        |
| SOCL                              | 363        | Population, Society, and Development  | 3        |
| SOCL                              | 372        | Human-Wildlife Conflict   | 3        |
| <b>SOCL</b>                       | <b>376</b> | <b>Sociology of Globalization</b>   | <b>3</b> |
| SOCL                              | 452        | Social Change   | 3        |
| SOCL                              | 455        | Theory and Practice of Community Development  | 3        |
| SOCL                              | 470        | Environmental Sociology   | 3        |
| SOCL                              | 480        | Sociology of Agri-Food Systems  | 3        |
| <b>Or</b>                         |            |   |          |
| <b>ANTH/FLK</b>                   | <b>388</b> | <b>Foodways</b>   |          |
| <b>Or</b>                         |            |   |          |
| <b>GEOG</b>                       |            |   |          |
|                                   | <b>378</b> | <b>Food Culture and Environment</b>   |          |
| Select 6 hours from the following |            |   |          |
| SOCL                              | 210        | Interaction: Self in Society  | 3        |
| SOCL                              | 220        | Marriage and Family   | 3        |
| SOCL                              | 240        | Global Social Problems  | 3        |
| SOCL                              | 245        | Sociology of Popular Culture  | 3        |

|      |     |  |   |
|------|-----|--|---|
| SOCL | 260 | Race and Ethnic Relations                    | 3 |
| SOCL | 309 | Social Deviance                              | 3 |
| SOCL | 310 | Behavior in Small Groups                     | 3 |
| SOCL | 312 | Collective Behavior and Social Movements     | 3 |
| SOCL | 322 | Religion in Society                          | 3 |
| SOCL | 324 | Sociology of Sport                           | 3 |
| CRIM | 330 | Criminology                                  | 3 |
| CRIM | 332 | Juvenile Delinquency                         | 3 |
| SOCL | 342 | Aging in Society                             | 3 |
| SOCL | 345 | Sociology of Popular Music                   | 3 |
| SOCL | 346 | Special Topics                               | 3 |
| SOCL | 350 | Systems of Social Inequality                 | 3 |
| SOCL | 352 | Technology, Work, and Society                | 3 |
| SOCL | 355 | Sociology of Gender                          | 3 |
| SOCL | 359 | Sexuality and Society                        | 3 |
| SOCL | 360 | The Community in Rural and Urban Settings    | 3 |
| CRIM | 361 | Race, Class, and Crime                       | 3 |
| SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 |
| SOCL | 363 | Population, Society, and Development         | 3 |
| SOCL | 372 | Human-Wildlife Conflict                      | 3 |
| SOCL | 375 | Diversity in American Society                | 3 |
| SOCL | 376 | Sociology of Globalization                   | 3 |
| CRIM | 380 | Penology                                     | 3 |
| SOCL | 389 | Stigma and Society                           | 3 |
| SOCL | 402 | Evaluation Research                          | 3 |
| SOCL | 404 | Qualitative Research Methods                 | 3 |

|   |     |  |     |
|---|-----|--|-----|
| SOCL  | 408 | Survey Applications                          | 3   |
| SOCL  | 410 | Socialization                                | 3   |
| CRIM  | 432 | Sociology of Criminal Law                    | 3   |
| CRIM  | 434 | Organized Crime                              | 3   |
| SOCL  | 435 | Family Violence                              | 3   |
| CRIM  | 438 | Victimology                                  | 3   |
| SOCL  | 440 | Sociology of Health and Illness              | 3   |
| SOCL  | 442 | Sociology Research Project                   | 3   |
| CRIM  | 446 | Gender, Crime, and Justice                   | 3   |
| CRIM  | 447 | Life-course Criminology                      | 3   |
| CRIM  | 448 | International Justice & Crime                | 3   |
| SOCL  | 450 | Occupations & Professions                    | 3   |
| CRIM  | 451 | White Collar Crime                           | 3   |
| SOCL  | 452 | Social Change                                | 3   |
| SOCL  | 455 | Theory and Practice of Community Development | 3   |
| SOCL  | 466 | Gender, Family, and Society                  | 3   |
| SOCL  | 470 | Environmental Sociology                      | 3   |
| SOCL  | 480 | Sociology of Agri-Food Systems               | 3   |
| SOCL  | 489 | Sociology Study Abroad                       | 1-6 |
| SOCL  | 494 | Internship in Sociology                      | 1-6 |
| SOCL  | 495 | Directed Study                               | 3   |
| SOCL  | 496 | Directed Study                               | 3   |
| No more than 6 hours may be taken from the following: CRIM 330, 332, 361, 380, 432, 434, 438, 446, 447, 448, 451; SOCL 309, 359, 389, 435 |     |  |     |
| <b>Option 4 5:</b> “Sociology Major with concentration in Family, Gender, and Sexuality”  |     |  |     |
| SOCL  | 220 | Marriage & Family                            | 3   |
| Select 9 hours from the following   |     |  |     |

|                                   |     |   |   |
|-----------------------------------|-----|---|---|
| SOCL                              | 342 | Aging in Society  | 3 |
| SOCL                              | 355 | Sociology of Gender                                     | 3 |
| SOCL                              | 359 | Sexuality and Society                                   | 3 |
| SOCL                              | 362 | Social Institutions: Race, Class, and Gender            | 3 |
| SOCL                              | 410 | Socialization: Changes through life                     | 3 |
| SOCL                              | 435 | Family Violence   | 3 |
| CRIM                              | 446 | Gender, Crime, and Justice                              | 3 |
| SOCL                              | 466 | Gender, Family, and Society                             | 3 |
| Select 6 hours from the following |     |   |   |
| SOCL                              | 210 | Interaction: Self in Society                            | 3 |
| SOCL                              | 240 | Global Social Problems                                  | 3 |
| SOCL                              | 260 | Race and Ethnic Relations                               | 3 |
| SOCL                              | 270 | Introduction to Community, Environment, and Development | 3 |
| SOCL                              | 309 | Social Deviance   | 3 |
| SOCL                              | 310 | Behavior in Small Groups                                | 3 |
| SOCL                              | 312 | Collective Behavior and Social Movements                | 3 |
| SOCL                              | 322 | Religion in Society                                     | 3 |
| SOCL                              | 324 | Sociology of Sport                                      | 3 |
| CRIM                              | 330 | Criminology   | 3 |
| CRIM                              | 332 | Juvenile Delinquency                                    | 3 |
| SOCL                              | 342 | Aging in Society  | 3 |
| SOCL                              | 345 | Sociology of Popular Music                              | 3 |
| SOCL                              | 346 | Special Topics  | 3 |
| SOCL                              | 350 | Systems of Social Inequality                            | 3 |
| SOCL                              | 352 | Technology, Work, and Society                           | 3 |
| SOCL                              | 355 | Sociology of Gender                                     | 3 |
| SOCL                              | 359 | Sexuality and Society                                   | 3 |

|      |     |  |   |
|------|-----|--|---|
| SOCL | 360 | The Community in Rural and Urban Settings    | 3 |
| CRIM | 361 | Race, Class, and Crime                       | 3 |
| SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 |
| SOCL | 363 | Population, Society, and Development         | 3 |
| SOCL | 372 | Human-Wildlife Conflict                      | 3 |
| SOCL | 375 | Diversity in American Society                | 3 |
| SOCL | 376 | Sociology of Globalization                   | 3 |
| CRIM | 380 | Penology                                     | 3 |
| SOCL | 389 | Stigma and Society                           | 3 |
| SOCL | 402 | Evaluation Research                          | 3 |
| SOCL | 404 | Qualitative Research Methods                 | 3 |
| SOCL | 408 | Survey Applications                          | 3 |
| SOCL | 410 | Socialization                                | 3 |
| CRIM | 432 | Sociology of Criminal Law                    | 3 |
| CRIM | 434 | Organized Crime                              | 3 |
| SOCL | 435 | Family Violence                              | 3 |
| CRIM | 438 | Victimology                                  | 3 |
| SOCL | 440 | Sociology of Health and Illness              | 3 |
| SOCL | 442 | Sociology Research Project                   | 3 |
| CRIM | 446 | Gender, Crime, and Justice                   | 3 |
| CRIM | 447 | Life-course Criminology                      | 3 |
| CRIM | 448 | International Justice & Crime                | 3 |
| SOCL | 450 | Occupations & Professions                    | 3 |
| SOCL | 451 | White Collar Crime                           | 3 |
| SOCL | 452 | Social Change                                | 3 |
| SOCL | 455 | Theory and Practice of Community Development | 3 |

|   |     |                                |           |
|---|-----|--------------------------------|-----------|
| SOCL  | 466 | Gender, Family, and Society    | 3         |
| SOCL  | 470 | Environmental Sociology        | 3         |
| SOCL  | 480 | Sociology of Agri-Food Systems | 3         |
| SOCL  | 489 | Sociology Study Abroad         | 1-6       |
| SOCL  | 494 | Internship in Sociology        | 1-6       |
| SOCL  | 495 | Directed Study                 | 3         |
| SOCL  | 496 | Directed Study                 | 3         |
| No more than 6 hours may be taken from the following: CRIM 330, 332, 361, 380, 432, 434, 438, 446, 447, 448, 451; SOCL 309, 359, 389, 435 |     |                                |           |
| <b>TOTAL</b>  |     | <b>Credit Hours</b>            | <b>31</b> |

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

**1. Proponent Contact Information:**

- 1.1 Name/Title: Dr. Michelle Dvoskin, Theatre Program Coordinator & Associate Professor
- 1.2 Email address: Michelle.dvoskin@wku.edu
- 1.3 Phone #: 270-745-5845

**2. Program Information**

- 2.1 588 (admitted) & 588P (seeking admission)
- 2.2 BFA in Performing Arts
- 2.3 74

**3. Proposed program revisions and rationales:**

**3.1 Overview**

This proposal reflects a lengthy, department-wide collaborative effort to revise our BFA in Performing Arts degree in response to changes in our student population as well as our faculty & staff. The majority of these changes reflect a reorganization and restructuring of existing courses already included in the program. They do not reflect a shift in the overall mission of the BFA in Performing Arts, or any substantial changes in overall content. This BFA is a complex, comprehensive, interdisciplinary degree program with many interrelated components; the proposed changes are presented here in the format the BFA degree program itself follows.

The Performing Arts BFA includes two major components: an interdisciplinary CORE of courses intended to ensure that students achieve an appropriate understanding of the collaborative nature of live theatre production, and several discipline specific tracks, designed to ensure that students also achieve an appropriate depth of knowledge and skills in one or more specific areas of their choosing (acting, design, etc.)

**3.2 Changes proposed to the BFA Performing Arts CORE**

(Required of all BFA Performing Arts majors, regardless of which track is followed)

**Officially title the currently required cluster of career prep courses *Career Prep*.** Doing so properly identifies this cluster of courses in a manner consistent with the other distribution areas in the BFA CORE.

**Add *THEA 203: Acting Audition Workshop* as a required menu option in the *Career Prep* category.** Since this program was last revised, we have created a similar career prep course (*THEA 204: Portfolio Preparation Workshop*) for our non-performance students, and for the sake of clarity and consistency we propose to shift this course from its current position in the Acting Track to this position in the Career Prep category of the BFA CORE. This is essentially a “housekeeping” move that we believe will make this degree program easier to understand and navigate, for our students and advisors alike.

**Add *THEA 204: Portfolio Preparation Workshop* as a required menu option in the *Career Prep* category.** This intermediate-level career prep course for students focused on

areas other than performance is a relatively new addition to our curriculum, created since our last program revision. It has been in practice for some time now; we would now like to officially include it in our degree program description.

**Reduce the required credit hours in the *History & Theory* category from 9 to 6.**

The change shifts the additional History and Theory hours into the individual tracks, allowing for more customization of each degree path.

**Replace the requirement of *THEA 363: Theatre History I* with the option of *THEA 363: Theatre History I* OR *THEA 364: Theatre History II*.** The theatre history area now consists of three courses, *World Theatre History I*, *World Theatre History II*, and *US Theatre History*, which do not need to be taken in sequence. While we believe that it is essential for students in the BFA program to take at least one theatre history course that looks beyond the United States, we recognize that both *World Theatre History I* and *World Theatre History II* offer equally valuable content and historiographic skills. Changing the requirement to allow students to select either of the two courses will allow them to choose the one most appropriate to their needs, while also helping to balance course enrollment.

**Remove *THEA 431: Musical Theatre History and Repertoire* as a required option in the core.** Since the last program revision, this course has been split into two separate courses, and those courses have now been moved to the tracks where they are most applicable.

**Delete the *Related Arts* category (*ART 100: Art Appreciation* OR *ART 105: Art Survey* OR *MUS 120: Music Appreciation*) from our BFA Performing Arts Core requirements.** We feel that the Colonnade requirements are sufficient to ensure students will acquire relevant knowledge in other arts areas.

**Delete *PERF 105: Taiji* from the performance area credit requirements.** Due to staffing changes, we are not currently able to offer this class at this time, so it no longer makes sense to include it as a core course option.

**Delete *PERF 205: Voice & Movement* from the performance area credit requirements.** While we are still requiring Acting I in the core, we are moving all other performance classes to the specific degree tracks, as appropriate, to allow our degree paths to be more carefully calibrated to the needs of students pursuing each separate discipline.

**Delete *THEA 371: Directing I* from the performance area credit requirements.**

As with other more specialized performance classes, this course has now been moved out of the core and into the specific tracks where it is most relevant.

**Delete *DANC 310: Choreography* from the performance area credit requirements.**

While being deleted from the BFA CORE, this course will remain an option in the Advanced Practice distribution area of the proposed new BFA Theatre track (explained later in this document). This is essentially a “housekeeping” issue that will make our BFA easier for students, advisors and iCap to understand and navigate, while retaining this course as an option for those students wishing to include it in their degree program.



**Delete *DANC 235: Dance Improvisation* from the performance area credit requirements.** This is essentially a “housekeeping” issue that will make our BFA easier for students, advisors and iCap to understand and navigate, while retaining this course as an option for those students wishing to include it in their degree program.

**Delete “*Any single dance technique course*” from the performance area credit requirements.** As with most of the other courses in this category, we are removing this option for the sake of clarity and simplicity. However, dance technique classes remain a requirement for students in the Musical Theatre Track.

**Add *THEA 311: Stage Management* as a required menu option in the Production and Design area credit requirements.** Stage management is a fundamental, critically important aspect of live event production, and as such is an important aspect of our overall Performing Arts curriculum. We would like to officially include it as an option in our degree programs wherever appropriate.

**Reduce the total number of credit hours required in the Design and Production area in the CORE from 15 to 9.** This shift brings the credit hour requirements in this category more in line with the other CORE area requirements. Additional design and production courses will be required in specific tracks as appropriate.

**Delete *PERF 121: Rehearsal & Production II* and *PERF 221: Rehearsal & Production IV*.** These courses have already been suspended or deleted from the catalog prior to this proposed program revision, and as such must be removed from all of our degree programs.

**Reduce the number of Production Lab courses required by 4 credits (from the current requirement of six, to two).** How to appropriately and efficiently award credit to students for the hands-on, experiential learning they get from working on productions (in the shops, backstage, and in the control booth, as well as on stage) is consistent challenge faced by all performing arts departments. At WKU, this takes the form of a series of *Production Lab* courses, and all of our degree programs require students earn a certain number of these “prod credits”. Since this BFA program was last revised, we have created two new categories of this sort of experiential-learning course. *Performance Labs I, II & III* are designed specifically to provide credit for student actors’ on-stage work. *Dramaturgy Lab* is designed for students working in any aspect of dramaturgy for the department. These courses are variable credit, depending on the size of the role or production assignment. These changes remove the administrative complexity of trying to accommodate a wide range of work, overseen by different faculty members, within the *Production Lab* courses. We would now like to officially include these new *Performance Lab* and *Dramaturgy Lab* courses in our degree programs, giving students the option to earn these experiential-learning credits in the ways best suited to their needs and interests. This means that we need reduce the number of *Production Lab* credits currently absolutely required. This has in fact been our practice for some time now; this revision just officially embeds it into our program descriptions.

### 3.3 Changes proposed to the BFA Performing Arts TRACKS (Overall)

**Add language clarifying how and where credits may be applied within this major and reinforce the need to carefully track the number of upper division credits being earned.** Theatre is by nature interdisciplinary, requiring an eclectic mix of knowledge and skills from across a variety of disciplines including acting, dance, music, drama & literature, theatre & dance history, theatre design & technology, public relations & marketing etc. As such, this BFA program is naturally quite complex, with a variety of “pathways” to graduation. This is designed to give our students the necessary flexibility to choose exactly which courses to include in their chosen pathway. This essential flexibility, however, does make it almost impossible to ensure that every possible configuration of course options will meet the university’s required percentage of upper division credits. Therefore it is critical that students and faculty advisors alike “keep our eye on the ball” of that upper division credit count to ensure that those university requirements are met. We believe that institutionalizing language to that effect in all published program descriptions will help accomplish this.

### 3.4 Changes proposed to the BFA ACTING Track

**Revise the identified distribution areas of this track:** Because of the interdisciplinary nature of the performing arts all of our degree programs, majors and minors alike, are structured across “distribution areas” (*History & Literature, Production, Performance* etc.). We would like to restructure the revised Acting track we’re proposing here across the following distribution areas to make it easier for students and advisors to navigate the degree program:

History and Literature  
Acting/Performance  
Design and Production  
Electives

**Delete the following courses:**

*THEA 354: History of Drama to 1640*

*THEA 355: History of Drama since 1640*

*THEA 401: Period Styles Lab*

All of these courses had already been suspended or deleted from the catalog prior to this proposed program revision, and as such must be removed from all of our degree programs.

**Add the following theatre history courses in the new History and Literature distribution area and require that students take 3 credit hours from this list:**

*THEA 363: World Theatre History I (if not taken in the core)*

*THEA 364: World Theatre History II (if not taken in the core)*

*THEA 365: U.S. Theatre History*

This requirement ensures that students pursuing acting are exposed to a range of theatrical styles, texts, and practices from different cultures and time periods.

**Add the following dramatic literature courses to the new History and Literature distribution area and require that students take 3 credit hours from this list:**

*THEA 375: Topics in Drama*

*THEA 430: Musical Theatre History*

This requirement ensures that students pursuing acting are exposed to a wide range of dramatic literature. Previously students were required to take either THEA 354 or THEA 355 to fulfill this objective, but these courses overlapped significantly with the Theatre History course sequence. To more effectively meet the needs of our students and expose them to a greater range of material, we have moved to a rotation of Topics courses, as well as the option of Musical Theatre History (a course created since the last program revision). This has in fact been our practice for some time now; this revision just officially embeds it into our program descriptions.

**Remove THEA 101: Acting I and THEA 203: Acting Audition Workshop from the Acting track:** Both of these courses have now been shifted to the BFA CORE so we are removing them from this specific track.

**Move the following courses to the proposed Acting/Performance distribution area:**

*PERF 205: Voice and Movement*

*THEA 141: Stage Makeup*

*THEA 300: Acting II*

*THEA 301: Acting III*

*THEA 410: Playing Shakespeare*

This is a housekeeping change that makes it easier for students and advisors to navigate the degree program.

**Add the following required courses to the proposed Acting/Performance distribution area:**

*PERF 350: Voice and Diction for the Theatre*

*PERF 401: Solo Performance*

*THEA 371: Directing I*

*THEA 414: Acting IV*

These additional courses better reflect current course offerings as well as current accreditation standards for BFA Acting programs.

**Add THEA 412: Special Topics in Acting to the proposed Acting/Performance track and require that students take either it or THEA 410: Playing Shakespeare:** This change ensures that all students in this track receive specialized training in at least one specific acting style, in accordance with accreditation requirements.

**Add the following courses as required menu options in the proposed Design and Production distribution area and require that students take one additional class from this list in addition to the course they took in the CORE:**

*THEA 222: Stagecraft*

*THEA 241: Costume Technology*

*THEA 250: Stage Electrics*

*THEA 311: Stage Management*

This adjustment ensures that all students gain hands-on experience in at least two technical areas, while allowing flexibility to choose relevant courses.

**Add the following courses as required menu options in the proposed Design and Production distribution area and require that students take a total of 3 credit hours from this list:**

*PERF 321-421: Production Lab III-V*

*PERF 340-441: Performance Lab I-III*

*PERF 331: Dramaturgy Lab*

These courses or equivalents were previously a part of the CORE. We have moved them to the specific tracks to allow greater customization within each concentration.

**Change the total number of elective hours from 10-15 to 17:** This change brings the total required hours in the Acting track in line with that of the other concentrations.

**Remove THEA 391: Theatre for Young Audiences and a modern dance technique class from the list of required classes for the degree track:** While students may still take either of these courses as electives, we felt it no longer made sense to require them due to changes in course scheduling and staffing.

### **3.5 Changes proposed to the BFA DIRECTING Track**

**Change the title of this track from *Directing to Theatre*:** Over the past several years the Department of Theatre & Dance has experienced significant changes in our student and faculty pool. While the number of students exclusively focused on directing has remained relatively constant and fairly small, we've seen a large increase in students interested in pursuing often overlapping areas including theatre education, playwriting, devising, dramaturgy, and the study of dramatic history and literature. By expanding the under-enrolled Directing track into a broader Theatre track, we will be able to provide students interested in all of these areas a degree path that will allow for in-depth study in their chosen areas as well as individual flexibility.

**Revise the identified distribution areas of this track:** Because of the interdisciplinary nature of the performing arts all of our degree programs, majors and minors alike, are structured across "distribution areas" (*History & Literature, Production, Performance* etc.). We would like to restructure the revised Theatre track across the following distribution areas, which accurately reflect current student demand as well as the curricular areas in which the Department of Theatre & Dance has sufficient faculty/staff resources:

Acting & Directing

Devising Performance

History & Literature

Youth Theatre

Production

Advanced Practice

Electives

**Delete the following courses:**

*THEA 354: History of Drama to 1640*

*THEA 355: History of Drama since 1640*

*THEA 401: Period Styles Lab*

All of these courses had already been suspended or deleted from the catalog prior to this proposed program revision, and as such must be removed from all of our degree programs.

**Add *PERF 205: Voice and Movement*, *THEA 300: Acting II*, *THEA 301: Acting III* and *THEA 371: Directing I* to the new Acting & Directing distribution area:** This simplifies the organization and layout of the track and makes it easier for students to navigate the requirements.

**Remove *THEA 101: Acting I* from the Theatre track:** Since this is now a required class in the BFA CORE, we are removing it from the individual tracks.

**Add the following courses as options in the new Devising Performance distribution area and require that students take three credit hours from this list:**

*PERF 300: Topics in Contemporary Performance Studies*

*PERF 401: Solo Performance*

*THEA 358: Drama Writing*

This requirement ensures that all students in this track gain experience in the creation of new work, an area of significant and continually increasing importance within these areas. These courses or equivalents were previously available as options in the Restricted Elective section of this track.

**Add the following theatre history courses in the new History and Literature distribution area and require that students take 3 credit hours from this list:**

*THEA 363: World Theatre History I (if not taken in the core)*

*THEA 364: World Theatre History II (if not taken in the core)*

*THEA 365: U.S. Theatre History*

This requirement ensures that students interested in fields such as directing, theatre education or dramaturgy are exposed to a wide range of theatrical styles, texts and practices from different cultures and time periods.

**Add the following dramatic literature courses to the new History and Literature category and require that students take 6 credit hours from this list:**

*THEA 375: Topics in Drama (repeatable up to three times for credit)*

*THEA 430: Musical Theatre History*

This requirement ensures that students interested in directing, theatre education, dramaturgy, and playwriting are exposed to a wide range of dramatic literature. Previously students were required to take either THEA 354 or THEA 355 to fulfill this objective, but these courses overlapped significantly with the Theatre History course sequence. To more effectively meet the needs of our students and expose them to a greater range of material, we have moved to a rotation of Topics courses, as well as the option of Musical Theatre History (a course created since the last program revision). This has in fact been our practice for some time now; this revision just officially embeds it into our program descriptions.

**Convert *THEA 391: Theatre for Young Audiences* from an absolute requirement to a menu option in the new Youth Theatre distribution area:** We now offer a wider range of courses exploring the various ways of doing theatre with and for children, so making this adjustment allows our students to select the option that best fits their specific interests and career goals.

**Add the following youth theatre classes to the new Youth Theatre distribution area and require that students take 3 credit hours from this list:**

*THEA 325: Theatre in Education*

*THEA 391: Theatre for Young Audiences*

*THEA 425: Play Production in the Schools*

This requirement ensures that all students in this track have some exposure to strategies for doing theatre with and for young people.

**Replace *THEA 312: Stage Management Practicum* with *THEA 311: Stage Management* and shift it from an absolute requirement to a menu option in the new Production distribution area:**

We are creating *THEA 311: Stage Management* as a new course to address the need to teach the craft of stage management prior to having students actually use these skills in a practicum environment. Shifting this course from a requirement to a menu option allows for greater personalization of the degree track.

**Add the following courses as required menu options in the new Production distribution area and require that students take one additional class from this list in addition to the course they took in the CORE:**

*THEA 222: Stagecraft*

*THEA 241: Costume Technology*

*THEA 250: Stage Electrics*

*THEA 311: Stage Management*

This adjustment ensures that all students gain hands-on experience in at least two technical areas, while allowing flexibility to choose relevant courses.

**Add the following courses as required menu options in the new Production distribution area and require that students take a total of 3 credit hours from this list:**

*PERF 321-421: Production Lab III-V*

*PERF 340-441: Performance Lab I-III*

*PERF 331: Dramaturgy Lab*

These courses or equivalents were previously a part of the CORE. We have moved them to the specific tracks to allow greater customization within each concentration.

**Move the following courses to the list of required menu options in the new Advanced Practice distribution area:**

*DANC 310: Choreography I*

*PERF 400: Advanced Performing Arts Studio*

*PERF 392: Production of Theatre for Children*

*THEA 380: Directing II*

This change reflects the wider range of course options now available within the expanded degree track. This is essentially a “housekeeping” move to make this degree program easier to navigate for students and advisors.

**Add the following courses as required menu options in the new Advanced Practice distribution area:**

*PERF 350: Voice and Diction for the Theatre*

*PERF 361: Performing Arts Practicum II*

*PERF 362: Theatre in Diversion*  
*PERF 369: Professional Work / Career Experience in Theatre*  
*PERF 423: Performing Arts Management*  
*PERF 461: Performing Arts Practicum III*  
*PERF 445: Research in Theatre and Dance*  
*THEA 319: Design II*  
*THEA 322: Stage Design*  
*THEA 341: Culture and Performance*  
*THEA 414: Acting IV*  
*THEA 422: Stage Lighting Design*  
*THEA 424: Special Topics in Design and Technical Theatre*  
*THEA 441: Costume Design*

These courses or equivalents were previously available as options in the Restricted Elective section of this track. Grouping them together into the new Advanced Practice distribution area ensures that students will acquire advanced skills in one or more areas, as appropriate to their specific needs.

**Change the number of required restricted electives from a range of 5-13 to 7:**

Reorganizing the existing elective options into appropriate distribution tracks makes the degree program more cohesive and easier to navigate for students and advisors. This also results in a shift to a fixed number of required restrictive electives.

**3.6 Changes proposed to the BFA MUSICAL THEATRE TRACK**

**Change the title from *Music Theatre* to *Musical Theatre*:** This proposed title more accurately describes the actual focus of this track – the “American” Musical Theatre, as typified by Broadway productions since 1920 – rather than the more general category of “theatre-with-music” which encompasses a much broader scope of work including classical western opera, Japanese Kabuki and Noh drama, classical Chinese Opera, Bertolt Brecht’s plays-with-music, etc.

**Add *History & Literature* and *Production* as additional distribution areas in the degree track:** This change is a housekeeping adjustment due to some of these courses being moved out of the CORE and into individual tracks.

**Remove *THEA 101: Acting I* and *THEA 203: Acting Audition Workshop* from the *Musical Theatre* track:** Since these are now required courses in the BFA CORE, we are removing them from the individual tracks.

**Add *THEA 414: Acting IV* as a requirement in the *Acting* distribution area:** This change reflects revisions in our sequence of acting courses since the last curriculum revision.

**Add *DANC 103: Foundations of Dance Technique* as a required menu option in the *Dance* distribution area:** This a new course that was added since the last curriculum revision and may substitute for Ballet for less experienced dancers.

**Reduce the number of required *Jazz technique* credit hours from 6 to 4:** This opens up room in the degree track for students to add a dance elective of their choosing.

**Add the requirement of “An additional 2 credits of any dance technique course.”:** It is essential that Musical Theatre performers be proficient in a variety of dance genres. This addition will allow students more flexibility to choose the dance technique courses that best address their particular needs.

**Add *MUS 150: Applied Music-Voice* as a required menu in the Music distribution area:** This allows students to take either *MUS 162: Group Voice* or private voice lessons depending on their level of skill and individual needs.

**Add the new course *THEA 324: Applied Vocal Styles I* as a requirement in the Music distribution area:** Recent additions to the Theatre & Dance Department faculty have allowed us to offer more Musical Theatre vocal styles voice lessons, earlier in our Musical Theatre students’ development. This course, which has been operating for several semesters, is one of the resulting “voice lesson” courses. This addition revises the BFA program to accurately reflect this already-in-practice change.

**Reduce the number of required *MUS 350: Applied Music-Voice* course credits from 3 to 2:** These Applied Music-Voice courses are taught by Music Department faculty. The addition of *THEA 324: Applied Vocal Styles I* to the Department of Theatre and Dance curriculum (see the preceding bullet point) means that Musical Theatre students will need one less semester of these Music Department voice lessons. This eases the responsibility of Music Department voice faculty to accommodate Musical Theatre majors and allows Musical Theatre majors to begin style-specific voice lessons with Theatre & Dance Department faculty earlier in their development. This has been in practice for some time now; this simply revises the BFA program to accurately reflect this.

**Replace the current requirement of *MUS 100: Music Theory* with *MUS 102: Music Theory I for Non-Majors*:** Because the Music Department is creating this new course specifically for non-major students, this requirement needs to be changed in our program.

**Replace the current requirement of *MUS 160: Group Piano* with *MUS 170: Group Piano for Non-Majors*:** Because the Music Department is creating this new course specifically for non-major students, this requirement needs to be changed in our program.

**Replace the current requirement of *Vocal Music Ensemble* with *THEA 306: Musical Theatre Ensemble*:** This change will allow students to focus on repertoire and ensemble vocal techniques that are specifically suited to the demands of Musical Theatre performance.

**Move *THEA 391: Musical Theatre Repertoire* to the new History & Literature distribution area.** This is a housekeeping change that allows students and advisors to more easily navigate the degree requirements.

**Add *THEA 430: Musical Theatre History* as a requirement in the new History & Literature distribution area:** Since this program’s last revision, *THEA 431: Musical Theatre History and Repertoire* has been split into two courses that allow us to cover each topic in more depth: *THEA 430: Musical Theatre History* and *THEA 431: Musical Theatre*



*Repertoire.* We have been teaching these two classes as part of the existing BFA Musical Theatre track for some time now; this change revises the program to accurately reflect this.

**Add the following courses as required menu options in the proposed Production distribution area and require that students take a total of 2 credit hours from this list:**

*PERF 321-421: Production Lab III-V*

*PERF 340-441: Performance Lab I-III*

*PERF 331: Dramaturgy Lab*

These courses or equivalents were previously a part of the CORE. We have moved them to the specific tracks to allow greater customization within each concentration.

### **3.7 Changes proposed to the BFA THEATRE DESIGN & TECHNOLOGY TRACK**

**Revise the identified distribution areas of this track:** Because of the interdisciplinary nature of the performing arts all of our degree programs, majors and minors alike, are structured across “distribution areas” (*History & Literature, Production, Performance* etc.). We would like to restructure the Theatre Design & Technology track across the following distribution areas to make it easier for students and advisors to navigate the degree program:

Design

History & Literature

Technical Theatre

Production

Advanced Practice

Electives

**Delete the following courses:**

*THEA 354: History of Drama to 1640*

*THEA 355: History of Drama since 1640*

Both of these courses had already been suspended or deleted from the catalog prior to this proposed program revision, and as such must be removed from all of our degree programs.

**Move THEA 319: Design II to the proposed Design distribution area:** This is essentially a “housekeeping” move to make this degree program easier to navigate for students and advisors.

**Add ART 106: Art Survey II as a required menu option in the proposed Design distribution area:** This course has long been a recommended option for Theatre Design and Technology students, as the periods surveyed coincide with the historical periods in which the majority of plays produced at WKU, and indeed by the theatrical industry as a whole, are set. It therefore offers Theatre Design and Technology students an opportunity to learn visual context for design styles and historical aesthetics. Proposed changes to the BFA CORE (outlined earlier in this document) necessitate moving this course from the BFA CORE into this track.

**Add THEA 323: Period Styles in Design as a required menu option in the Design distribution area:** As with ART 106 (above) this course also affords students a way to study

visual styles and aesthetics in an historical context. In this course that context is more specific to historical styles in décor and fashion, and therefore more directly related to theatrical costume and scenic design. This is a relatively new addition to our curriculum, created since our last program revision, and we would now like to offer it as an option for our Theatre Design and Technology students.

**Add the following courses as required menu options in the Design distribution areas and require that students take 3 credit hours from this list:**

*THEA 322: Stage Design*

*THEA 422: Stage Lighting Design*

*THEA 441: Costume Design*

This change ensures that students in the Design and Tech track receive in-depth training in at least one of the major design areas.

**Add the following theatre history courses to the new History and Literature distribution area and require that students take 3 credit hours from this list:**

*THEA 363: World Theatre History I (if not taken in the core)*

*THEA 364: World Theatre History II (if not taken in the core)*

*THEA 365: U.S. Theatre History*

This requirement ensures that students interested in pursuing design and technology are exposed to a wide range of theatrical styles, texts and practices from different cultures and time periods.

**Add the following dramatic literature courses to the new History and Literature category and require that students take 3 credit hours from this list:**

*THEA 375: Topics in Drama*

*THEA 430: Musical Theatre History*

This requirement ensures that students interested in pursuing design and technology are exposed to a wide range of dramatic literature. Previously students were required to take either THEA 354 or THEA 355 to fulfill this objective, but these courses overlapped significantly with the Theatre History course sequence. To more effectively meet the needs of our students and expose them to a greater range of material, we have moved to a rotation of Topics courses, as well as the option of Musical Theatre History (a course created since the last program revision). This has in fact been our practice for some time now; this revision just officially embeds it into our program descriptions.

**Add *THEA 311: Stage Management* as an option in the new Technical Theatre distribution area:** Stage management is a fundamental, critically important aspect of live event production, and as such is an important aspect of our overall Performing Arts curriculum. We would like to officially include it as an option in our degree programs wherever appropriate.

**Move the following courses as required menu options to the new Technical Theatre distribution area and require that students take two additional classes from this list in addition to the course they took in the CORE:**

*THEA 222: Stagecraft*

*THEA 241: Costume Technology*

*THEA 250: Stage Electrics*



## 7.1: Current BFA in Performing Arts

### BFA CORE

| <b>Required Courses</b>  | <b>Credits</b> |
|--|----------------|
| PERF 175: University Experience: Performing Arts                           | 2              |
| PERF 450: Performing Arts Career Seminar                                   | 1              |
| PERF 451: Career Seminar Workshop  | 2              |
| <b>History &amp; Theory: 9 credit hours from the following courses</b>     |                |
| THEA 252: Fundamentals of Theatre  | 3              |
| THEA 363: World Theatre History I  | 3              |
| <b>AND 1 of the following courses:</b>                                     |                |
| THEA 364: World Theatre History II   | 3              |
| <del>THEA 431: Musical Theatre History and Repertoire</del>                | <del>3</del>   |
| <b>Related Arts: 1 of the following courses</b>                            |                |
| ART 100: Art Appreciation  |                |
| ART 105: History of Art to 1300  |                |
| <del>MUS 120: Music Appreciation</del>                                     | <del>3</del>   |
| <b>Performance: 5 credit hours from the following courses</b>              |                |
| <del>PERF 105: Taiji (1)</del>   |                |
| <del>PERF 205: Voice and Movement (2)</del>                                |                |
| THEA 101: Acting I (3)   |                |
| <del>THEA 371: Directing I (3)</del>                                       |                |
| <del>DANC 310: Choreography I (3)</del>                                    |                |
| <del>Any single dance technique course (2)</del>                           |                |
| <del>DANCE 234: Dance Improvisation (3)</del>                              | <del>5</del>   |
| <b>Design &amp; Production: 15 credit hours from the following courses</b> |                |
| THEA 219: Design 1   | 3              |
| <b>AND 2 of the following courses</b>                                      |                |
| THEA 222: Stagecraft   |                |
| THEA 241: Costume Technology   |                |
| THEA 250: Stage Electrics  | 3              |
| <b>AND a total of 6-credit hours from the following:</b>                   |                |
| PERF 120: Rehearsal & Production   |                |
| <del>PERF 121: Rehearsal &amp; Production II</del>                         |                |
| PERF 220: Production Lab I   |                |
| <del>PERF 221: Rehearsal &amp; Production IV</del>                         |                |
| PERF 320: Production Lab II  |                |
| <del>PERF 321: Production Lab III</del>                                    | <del>6</del>   |
| <b>Total required credits</b>  | <b>37</b>      |

## BFA Performing Arts: Acting Track

| <b>Required Courses</b>                          | <b>Credits</b>   |
|--|------------------|
| <del>THEA 101: Acting I</del>                    | <del>3</del>     |
| THEA 141: Stage Makeup                           | 1                |
| <del>THEA 203: Acting Audition Workshop</del>    | <del>1</del>     |
| PERF 205: Voice & Movement for the Stage         | 2                |
| THEA 300: Acting II                              | 3                |
| THEA 301: Acting III                             | 3                |
| <br>   |                  |
| <del>THEA 354: History of Drama to 1640</del>    |                  |
| <del>OR</del>                                    |                  |
| <del>THEA 355: History of Drama since 1640</del> | <del>3</del>     |
| <br>   |                  |
| <del>THEA 391: Theatre for Young Audiences</del> | <del>3</del>     |
| <del>THEA 401: Period Styles Lab</del>           | <del>3</del>     |
| THEA 410: Playing Shakespeare                    | 3                |
| <br>   |                  |
| <del>Modern Dance Technique Course</del>         | <del>2</del>     |
| <br>   |                  |
| <del>Restricted</del> Electives                  | <del>10-15</del> |
| <br>   |                  |
| <b>Total required credits</b>                    | <b>37</b>        |

**BFA Performing Arts: Directing Track**

**Required Courses**

**Credits**

~~THEA 354: History of Drama to 1640~~

~~OR~~

~~THEA 355: History of Drama since 1640~~ **3**

THEA 312: Stage Management **3**

PERF 205: Voice & Movement for the Stage **2**

~~THEA 101: Acting I~~ **3**

THEA 300: Acting II **3**

THEA 301: Acting III **3**

DANC 310: Choreography I **3**

THEA 391: Theatre for Young Audiences **3**

THEA 371: Directing I **3**

THEA 380: Directing II **3**

~~THEA 401: Period Styles Lab~~ **3**

PERF 400: Advanced Performing Arts Studio

**OR**

THEA 392: Production of Theatre for Children **3**

~~Restricted~~ Electives **5-13**

## BFA in Performing Arts: Music Theatre Track

|   | Credits      |
|---|--------------|
| <b>Acting</b>                                 |              |
| <del>THEA 101: Acting I</del>                 | <del>3</del> |
| THEA 141: Stage Makeup                        | 1            |
| <del>THEA 203: Acting Audition Workshop</del> | <del>1</del> |
| PERF 205: Voice & Movement for the Stage      | <b>2</b>     |
| THEA 300: Acting II                           | 3            |
| THEA 301: Acting III                          | 3            |
| THEA 307: Music Theatre Workshop I            | <b>2</b>     |
| THEA 407: Music Theatre Workshop II           | <b>2</b>     |
| <b>Dance</b>                                  |              |
| Jazz Technique Courses (2 hours each)         | <b>6</b>     |
| Ballet Technique Courses (2 hours each)       | 4            |
| Tap Technique Courses (2 hours each)          | 2            |
| <b>Music</b>                                  |              |
| THEA 431: Musical Theatre Repertoire          | 3            |
| <del>MUS 100: Music Theory I</del>            | <del>3</del> |
| <del>MUS 160: Group Piano</del>               | <del>1</del> |
| <del>Vocal Ensemble</del>                     | <del>1</del> |
| MUS 162: Group Voice                          | 1            |
| MUS 350: Applied Music Voice (1 hour each)    | <b>3</b>     |
| THEA 385: Applied Vocal Styles (1 hour each)  | 4            |
| <b>Total required hours</b>                   | <b>42</b>    |

## BFA in Performing Arts: Theatre Design & Technology Track

### Required Courses

### Credits

**One** of the following courses:

THEA 222: Stagecraft

THEA 241: Costume Technology

THEA 250: Stage Electrics

3

THEA 319: Design II

3

~~THEA 354: History of Drama to 1640~~

~~OR~~

~~THEA 355: History of Drama since 1640~~

~~3~~

**Take a total of 2 credit hours from the following:**

PERF 420: Production Lab IV

PERF 421: Production Lab V

2

THEA 424: Special Problems in Technical Theatre (3 hours)

9

Restricted Electives

**17**



## 7.2: Proposed BFA in Performing Arts

### BFA CORE

#### **Career Prep (6 credits)**

|  | <b>Credit Hours</b> |
|--|---------------------|
| PERF 175: University Experience: Performing Arts | 2                   |
| PERF 450: Performing Arts Career Seminar         | 1                   |
| PERF 451: Career Seminar Workshop                | 2                   |

*And one of the following courses:*

|   |          |
|---|----------|
| <b>THEA 203: Acting Audition Workshop</b>       |          |
| <b>THEA 204: Portfolio Preparation Workshop</b> | <b>1</b> |

#### **History & Theory (6 credits)**

|                                   |   |
|-----------------------------------|---|
| THEA 252: Fundamentals of Theatre | 3 |
|-----------------------------------|---|

*And one of the following courses:*

|                                    |   |
|------------------------------------|---|
| THEA 363: World Theatre History I  |   |
| THEA 364: World Theatre History II | 3 |

#### **Performance (3 credits)**

|                    |   |
|--------------------|---|
| THEA 101: Acting I | 3 |
|--------------------|---|

#### **Design and Production (9 credits)**

|  |   |
|--|---|
| THEA 219: Design I   | 3 |
| PERF 120: Rehearsal and Production                                     | 1 |
| PERF 220: Production Lab I (.5 or 1)                                   | 1 |
| <i>(taken once as a 1 credit class, or twice as a .5 credit class)</i> |   |
| PERF 320: Production Lab II (.5 or 1)                                  | 1 |
| <i>(taken once as a 1 credit class, or twice as a .5 credit class)</i> |   |

*And **one** of the following courses:*

|                                   |          |
|-----------------------------------|----------|
| THEA 222: Stagecraft              |          |
| THEA 241: Costume Technology      |          |
| THEA 250: Stage Electrics         |          |
| <b>THEA 311: Stage Management</b> | <b>3</b> |

**Total required hours: 24**

## BFA in Performing Arts: Acting Track

### **History and Literature (6 credits) Credit Hours**

*Take at least one of the following courses:*

|   |          |
|---|----------|
| THEA 363: World Theatre History I (if not taken in core)  |          |
| THEA 364: World Theatre History II (if not taken in core) |          |
| THEA 365: U.S. Theatre History                            | <b>3</b> |

*And one of the following courses:*

|                                   |          |
|-----------------------------------|----------|
| THEA 375: Topics in Drama         |          |
| THEA 430: Musical Theatre History | <b>3</b> |

### **Acting/Performance (21 credits)**

|   |          |
|---|----------|
| PERF 205: Voice & Movement for the Stage    | <b>1</b> |
| THEA 141: Stage Makeup                      | 1        |
| THEA 300: Acting II                         | 3        |
| THEA 301: Acting III                        | 3        |
| THEA 414: Acting IV                         | <b>3</b> |
| THEA 371: Directing I                       | <b>3</b> |
| PERF 401: Solo Performance                  | <b>3</b> |
| PERF 350: Voice and Diction for the Theatre | <b>1</b> |

*And one of the following courses:*

|                                    |          |
|------------------------------------|----------|
| THEA 412: Special Topics in Acting |          |
| THEA 410: Playing Shakespeare      | <b>3</b> |

### **Production (6 credits)**

*Take at least one of the following courses not taken in the core:*

|                              |          |
|------------------------------|----------|
| THEA 222: Stagecraft         |          |
| THEA 241: Costume Technology |          |
| THEA 250: Stage Electrics    |          |
| THEA 311: Stage Management   | <b>3</b> |

*And take a total of three credit hours from the following courses:*

|   |          |
|---|----------|
| PERF 321: Production Lab III (.5 to 1)  |          |
| PERF 420: Production Lab IV (.5 to 1)   |          |
| PERF 421: Production Lab V (.5 to 1)    |          |
| PERF 340: Performance Lab I (.5 to 1)   |          |
| PERF 341: Performance Lab II (.5 to 1)  |          |
| PERF 440: Performance Lab III (.5 to 1) |          |
| PERF 331: Dramaturgy Lab (.5 to 2)      | <b>3</b> |

### **Restricted Electives (17 credits) 17**

(Any relevant THEA, DANC, or PERF course with advisor's approval. **At least 3 credit hours must be upper level**

**(300+) if THEA 311 wasn't taken in the CORE or Acting Track.)**

**Total required hours: 50**

## BFA in Performing Arts: Theatre Track

### **Acting & Directing (10 credits)**

|                            | <b>Credit Hours</b> |
|----------------------------|---------------------|
| PERF 205: Voice & Movement | <b>1</b>            |
| THEA 300: Acting II        | <b>3</b>            |
| THEA 301: Acting III       | <b>3</b>            |
| THEA 371: Directing I      | <b>3</b>            |

### **Devising Performance (3 credits)**

**Take at least one of the following courses:**

**PERF 300: Topics in Contemporary Performance Studies**

**PERF 401: Solo Performance**

**THEA 358: Drama Writing **3****

**(Additional courses taken in this category**

**may count towards the Advanced Practice category.)**

### **History & Literature (9 credits)**

**Take at least one of the following courses:**

**THEA 363: World Theatre History I (if not taken in core)**

**THEA 364: World Theatre History II (if not taken in core)**

**THEA 365: U.S. Theatre History **3****

**(Additional courses taken in this category**

**may count towards the Advanced Practice category.)**

**And take at least 6 credit hours from the following two courses:**

**THEA 375: Topics in Drama (may be repeated up to three times)**

**THEA 430: Musical Theatre History **6****

**(Additional courses taken in this category**

**may count towards the Advanced Practice category.)**

### **Youth Theatre (3 credits)**

**Take at least one of the following courses:**

**THEA 325: Theatre in Education**

**THEA 391: Theatre for Young Audiences**

**THEA 425: Play Production in the Schools **3****

**(Additional courses taken in this category**

**may count towards the Advanced Practice category.)**

### **Production (6 credits)**

**At least one of the following classes not taken in the core:**

**THEA 222: Stagecraft**

**THEA 241: Costume Technology**

**THEA 250: Stage Electrics**

**THEA 311: Stage Management **3****

**And a total of three credit hours from the following:**

|  |          |
|--|----------|
| <b>PERF 321: Production Lab III (.5 to 1)</b>  |          |
| <b>PERF 420: Production Lab IV (.5 to 1)</b>   |          |
| <b>PERF 421: Production Lab V (.5 to 1)</b>    |          |
| <b>PERF 340: Performance Lab I (.5 to 1)</b>   |          |
| <b>PERF 341: Performance Lab II (.5 to 1)</b>  |          |
| <b>PERF 440: Performance Lab III (.5 to 1)</b> |          |
| <b>PERF 331: Dramaturgy Lab (.5 to 2)</b>      | <b>3</b> |

**Advanced Practice (12 credits)**

**Take at least twelve credit hours from the following courses:**

|   |           |
|---|-----------|
| <b>DANC 310: Choreography I (3)</b>                               |           |
| <b>PERF 350: Voice and Diction for the Theatre (1)</b>            |           |
| <b>PERF 362: Theatre in Diversion (3)</b>                         |           |
| <b>PERF 369: Professional Work / Career Experience in Theatre</b> |           |
| <b>PERF 400: Advanced Performing Arts Studio (3)</b>              |           |
| <b>PERF 423: Performing Arts Management (3)</b>                   |           |
| <b>PERF 445: Research in Theatre and Dance (3)</b>                |           |
| <b>PERF 361: Performing Arts Practicum II (2)</b>                 |           |
| <b>PERF 461: Performing Arts Practicum III (3)</b>                |           |
| <b>THEA 319: Design II (3)</b>                                    |           |
| <b>THEA 322: Stage Design (3)</b>                                 |           |
| <b>THEA 341: Culture and Performance (3)</b>                      |           |
| <b>THEA 380: Directing II (3)</b>                                 |           |
| <b>THEA 392: Production of Theatre for Children (3)</b>           |           |
| <b>THEA 414: Acting IV (3)</b>                                    |           |
| <b>THEA 422: Stage Lighting Design (3)</b>                        |           |
| <b>THEA 424: Topics in Design and Technical Theatre (3)</b>       |           |
| <b>THEA 441: Costume Design (3)</b>                               | <b>12</b> |

**Restricted Electives (7 credits) 7**

(Any relevant THEA, DANC, or PERF course with advisor's approval.)

**Total credit hours: 50**

## BFA in Performing Arts: **Musical** Theatre Track

### **Acting (17 credits)**

|                                       | Credit Hours |
|---------------------------------------|--------------|
| THEA 141: Stage Makeup                | 1            |
| PERF 205: Voice & Movement            | <b>1</b>     |
| THEA 300: Acting II                   | 3            |
| THEA 301: Acting III                  | 3            |
| <b>THEA 414: Acting IV</b>            | <b>3</b>     |
| THEA 307: Musical Theatre Workshop I  | <b>3</b>     |
| THEA 407: Musical Theatre Workshop II | <b>3</b>     |

### **Dance (12 credits)**

**Take four credits from the following courses:**

|   |          |
|---|----------|
| <b>DANC 103: Foundations of Dance Technique</b> |          |
| Ballet Technique (any level, 2 credits each)    | 4        |
| Jazz Technique (any level, 2 credits each)      | <b>4</b> |
| Tap Technique (any level)                       | 2        |
| <b>Dance technique elective</b>                 | <b>2</b> |

### **Music (13 credits)**

|   |          |
|---|----------|
| <b>MUS 102: Music Theory I for Non-Majors</b> | <b>3</b> |
| <b>MUS 170: Group Piano I</b>                 | <b>1</b> |
| <b>THEA 306: Music Theatre Ensemble</b>       | <b>1</b> |

**Take one of the following courses:**

|   |          |
|---|----------|
| MUS 162: Group Voice                    |          |
| <b>MUS 150: Applied Music Secondary</b> | <b>1</b> |

*Followed by two semesters of:*

|  |   |
|--|---|
| MUS 350: Applied Music Secondary (1 credit each) | 2 |
|--|---|

*Followed by one semester of:*

|   |          |
|---|----------|
| <b>THEA 324: Applied Vocal Styles I</b> | <b>1</b> |
|---|----------|

*Followed by four semesters of:*

|  |   |
|--|---|
| THEA 385: Applied Vocal Styles <b>II</b> (1 credit each) | 4 |
|--|---|

### **History & Literature (6 credits)**

|  |          |
|--|----------|
| <b>THEA 430: Musical Theatre History</b> | <b>3</b> |
| THEA 431: Musical Theatre Repertoire     | 3        |

### **Production (2 credits)**

**Take a total of two credit hours from the following courses:**

|  |          |
|--|----------|
| <b>PERF 321: Production Lab III (.5 to 1)</b>  |          |
| <b>PERF 420: Production Lab IV (.5 to 1)</b>   |          |
| <b>PERF 340: Performance Lab I (.5 to 1)</b>   |          |
| <b>PERF 341: Performance Lab II (.5 to 1)</b>  |          |
| <b>PERF 440: Performance Lab III (.5 to 1)</b> |          |
| <b>PERF 331: Dramaturgy Lab (.5 to 2)</b>      | <b>2</b> |

Total required credits: **50**

## BFA in Performing Arts: Theatre Design and Technology Track

### **Design (9 credits)**

THEA 319: Design II

Credit Hours

3

### **And one of the following courses:**

ART 106: History of Art since 1300

THEA 323: Period Styles in Design

3

### **And one of the following courses:**

THEA 322: Stage Design

THEA 422: Stage Lighting Design

THEA 441: Costume Design

3

### **History & Literature (6 credits)**

#### **Take at least one of the following courses:**

THEA 363: World Theatre History I (if not taken in core)

THEA 364: World Theatre History II (if not taken in core)

THEA 365: U.S. Theatre History

3

#### **And one of the following courses:**

THEA 375: Topics in Drama

THEA 430: Musical Theatre History

3

### **Technical Theatre (6 credits)**

#### **Take at least two of the following courses not taken in the core:**

THEA 222: Stagecraft

THEA 241: Costume Technology

THEA 250: Stage Electrics

THEA 311: Stage Management

6

### **Production (5 credits)**

PERF 321: Production Lab III (.5 to 1)

PERF 420: Production Lab IV (.5 to 1)

PERF 421: Production Lab V (.5 to 1)

PERF 430: Production Lab VI (.5 to 1)

4

#### **And take a total of one credit hour from the following courses:**

PERF 431: Production Lab VII (.5 to 1)

PERF 340: Performance Lab 1 (.5 to 1)

PERF 331: Dramaturgy Lab (.5 to 2)

1

### **Advanced Practice (12 credits)**

THEA 371: Directing I

3

#### **And take a total of three semesters of:**

THEA 424: Topics in Design and Technical Theatre

(3 credits each)

9

### **Restricted Electives (12 credits)**

12

(Any relevant THEA, DANC, or PERF course with advisor's approval. **At least 3 credit hours must be upper level**

**(300+) if THEA 311 or THEA 323 wasn't taken in the CORE or Track.)**

**Total credit hours: 50**



## 7.1: Current BA in Dance

| <u>Required Courses</u>  | <u>Credits</u> |
|--|----------------|
| PERF 175: University Experience: Performing Arts (2)   | 2              |
| PERF 120: Rehearsal and Production (1)   | 1              |
| PERF 220: Production Lab I (.5 or 1) (take once as a 1 credit class, or twice as a .5 credit class)  | 1              |
| <b><u>Dance Technique (18)</u></b>   |                |
| <i>Initial placement based on demonstrated skill level. Must achieve at least level 4 in a selected genre and level 3 in a second genre.</i>   |                |
| <b>Ballet:</b> A minimum of four ballet technique classes (2 credits each)   | 8              |
| <b>Jazz:</b> A minimum of two jazz technique classes (2 credits each)  | 4              |
| <b>Modern:</b> A minimum of two modern technique classes (2 credits each)  | 4              |
| <b>Tap:</b> A minimum of one tap technique class (2 credits each)  | 2              |
| <b><u>Dance Study (9)</u></b>  |                |
| <i>DANC 110: Dance Appreciation is recommended for Colonnade Explorations – Arts &amp; Humanities.</i>   |                |
| <i>DANC 360: Dance in Culture is recommended for Colonnade Connections – Social &amp; Cultural Studies.</i>  |                |
| DANC 301: Dance Pedagogy (3)   | 3              |
| DANC 350: Dance History (3)  | 3              |
| DANC 445: Dance Anatomy and Kinesiology (3)  | 3              |
| <b><u>Choreography (8)</u></b>   |                |
| DANC 235: Dance Improvisation (2)  | 2              |
| DANC 310: Choreography I (3)   | 3              |
| DANC 420: Choreography II (3)  | 3              |
| <b><u>Dance Production (3)</u></b>   |                |
| <i>Select One:</i>   |                |
| THEA 250: Stage Electrics (3)  |                |
| <b>OR</b>  | 3              |
| THEA 241: Costume Technology (3)   |                |
| <b><u>Restricted Electives (3)</u></b>   |                |
| Any relevant DANC, PERF or THEA course with advisor's approval. At least 22.5 credits applied to this major must be 300 level or above. Please keep this in mind when selecting electives. |                |
| <b>TOTAL</b>   | <b>45</b>      |



## 7.2: Proposed BA in Dance

| Required Courses   | Credits   |
|--|-----------|
| PERF 175: University Experience: Performing Arts (2)   | 2         |
| PERF 120: Rehearsal and Production (1)   | 1         |
| PERF 220: Production Lab I (.5 or 1) (take once as a 1 credit class, or twice as a .5 credit class)  | 1         |
| <br>   |           |
| <b><u>Dance Technique (18)</u></b>   |           |
| <i>Initial placement based on demonstrated skill level. Must achieve at least level 4 in a selected genre and level 3 in a second genre.</i>   |           |
| <b>Ballet:</b> A minimum of four ballet technique classes (2 credits each)   | 8         |
| <b>Jazz:</b> A minimum of two jazz technique classes (2 credits each)  | 4         |
| <b>Modern:</b> A minimum of two modern technique classes (2 credits each)  | 4         |
| <b>Tap:</b> A minimum of one tap technique class (2 credits each)  | 2         |
| <br>   |           |
| <b><u>Dance Study (9)</u></b>  |           |
| <i>DANC 110: Dance Appreciation is recommended for Colonnade Explorations – Arts &amp; Humanities.</i>   |           |
| <i>DANC 360: Dance in Culture is recommended for Colonnade Connections – Social &amp; Cultural Studies.</i>  |           |
| DANC 301: Dance Pedagogy (3)   | 3         |
| DANC 350: Dance History (3)  | 3         |
| DANC 445: Dance Anatomy and Kinesiology (3)  | 3         |
| <br>   |           |
| <b><u>Choreography (8)</u></b>   |           |
| DANC 235: Dance Improvisation (2)  | 2         |
| DANC 310: Choreography I (3)   | 3         |
| DANC 420: Choreography II (3)  | 3         |
| <br>   |           |
| <b><u>Dance Production (3)</u></b>   |           |
| <i>Select One:</i>   |           |
| THEA 250: Stage Electrics (3)  | 3         |
| THEA 241: Costume Technology (3)   |           |
| <b>THEA 311: Stage Management (3)</b>  |           |
| <b>DANC 400: Visual Media For Dance (3)</b>  |           |
| <br>   |           |
| <b><u>Restricted Electives (3)</u></b>   | 3         |
| Any relevant DANC, PERF or THEA course with advisor's approval. At least 22.5 credits applied to this major must be 300 level or above. Please keep this in mind when selecting electives. |           |
| <b>TOTAL</b>   | <b>45</b> |

**Proposal to Revise a program:** BA in Theatre  
**Potter College of Arts & Letters**  
**Department/Unit:** Theatre and Dance

### **Section 1: Proponent Contact Information**

- 1.1 Name/Title: Dr. Michelle Dvoskin, Theatre Program Coordinator and Associate Professor
- 1.2 Email address: [michelle.dvoskin@wku.edu](mailto:michelle.dvoskin@wku.edu)
- 1.3 Phone #: 270-745-5845

### **Section 2: Program Information**

- 2.1 Current program reference number: 798
- 2.2 Current Program title: BA in Theatre
- 2.3 Current total number of credits required in the program: 45

### **Section 3: Proposed program revisions and rationales**

- 3.1 **Remove *PERF 105: Taiji* as a required menu option from the Performance distribution area.** Due to staffing changes we are not currently able to offer this course.
- 3.2 **Add *PERF 205: Voice and Movement* as a required menu option in the Performance distribution area.** This course had not been offered for several years, but revisions to our acting sequence mean that we now plan to offer it again regularly.  
This makes it an appropriate addition to the performance category and adds a 1 credit hour course replacement for Taiji.
- 3.3 **Add *PERF 350: Voice and Diction for the Theatre* and *PERF 401: Solo Performance* as required menu options in the Performance distribution area.** These are new courses that did not exist the last time that we made adjustments to this degree program. Their inclusion provides students with more options for meeting this program requirement.
- 3.4 **Add *THEA 311: Stage Management* and *PERF 325: Dramaturgy Lab* as required menu options in the Design and Production distribution area.** These are new courses that did not exist the last time that we made adjustments to the degree program. Their inclusion provides students with more options for meeting this program requirement.

**Section 4: Consultations:** Do any of the proposed revisions in section 3 above involve or in any way impact other departments/units? NO

**Section 5: Proposed term for implementation:** Next Available



## 7.1: Current BA in Theatre

| <b>Required courses</b>  | <b>Credits</b> |
|--|----------------|
| PERF 175: University Experience: Performing Arts   | 2              |
| <b>History and Theory</b>  |                |
| THEA 252: Fundamentals of Theatre  | 3              |
| <i>And any two of the following three courses:</i>   |                |
| THEA 363: World Theatre History I  |                |
| THEA 364: World Theatre History II   |                |
| THEA 365: US Theatre History   | 6              |
| <i>And one of the following two courses:</i>   |                |
| THEA 375: Topics in Drama  |                |
| THEA 430: Musical Theatre History  | 3              |
| <b>Performance</b>   |                |
| <i>Seven credits from the following courses, at least two credits of which must be 300 level or above:</i> |                |
| <del>PERF 105: Taiji (1)</del>   |                |
| THEA 101: Acting I (3)   |                |
| THEA 300: Acting II (3)  |                |
| THEA 301: Acting III (3)   |                |
| THEA 303: Acting for the Camera (3)  |                |
| THEA 371: Directing 1 (3)  |                |
| DANC 235: Dance Improvisation (2)  |                |
| Any single dance technique class (2)   | 7              |
| <b>Design &amp; Production</b>   |                |
| THEA 219: Design I   | 3              |
| PERF 120: Rehearsal & Production   | 1              |
| PERF 220: Production Lab I   | 1              |
| PERF 320: Production Lab II  | 1              |
| <i>And any two of the following courses:</i>   |                |
| THEA 222: Stagecraft   |                |
| THEA 241: Costume Technology   |                |
| THEA 250: Stage Electrics  | 6              |
| <i>And a total of at least two credit hours from the following:</i>  |                |
| PERF 321: Production Lab III   |                |
| PERF 420: Production Lab IV  |                |
| PERF 340: Performance Lab I  |                |
| PERF 341: Performance Lab II   |                |
| PERF 440: Performance Lab III  | 2              |
| <b>Restricted Electives</b>  | 10             |
| <b>Total required credits</b>  | <b>45</b>      |

## 7.2: Proposed BA in Theatre

| <b>Required courses</b>  | <b>Credits</b> |
|--|----------------|
| PERF 175: University Experience: Performing Arts   | 2              |
| <b>History and Theory</b>  |                |
| THEA 252: Fundamentals of Theatre  | 3              |
| <i>And any two of the following three courses:</i>   |                |
| THEA 363: World Theatre History I  |                |
| THEA 364: World Theatre History II   |                |
| THEA 365: US Theatre History   | 6              |
| <i>And one of the following two courses:</i>   |                |
| THEA 375: Topics in Drama  |                |
| THEA 430: Musical Theatre History  | 3              |
| <b>Performance</b>   |                |
| <i>Seven credits from the following courses, at least two credits of which must be 300 level or above:</i> |                |
| <b>PERF 205: Voice and Movement (1)</b>  |                |
| <b>PERF 350: Voice and Diction (1)</b>   |                |
| <b>PERF 401: Solo Performance (3)</b>  |                |
| THEA 101: Acting I (3)   |                |
| THEA 300: Acting II (3)  |                |
| THEA 301: Acting III (3)   |                |
| THEA 303: Acting for the Camera (3)  |                |
| THEA 371: Directing 1 (3)  |                |
| DANC 235: Dance Improvisation (2)  |                |
| Any single dance technique class (2)   | 7              |
| <b>Design &amp; Production</b>   |                |
| THEA 219: Design I   | 3              |
| PERF 120: Rehearsal & Production   | 1              |
| PERF 220: Production Lab I   | 1              |
| PERF 320: Production Lab II  | 1              |
| <i>And any two of the following courses:</i>   |                |
| THEA 222: Stagecraft   |                |
| THEA 241: Costume Technology   |                |
| THEA 250: Stage Electrics  |                |
| <b>THEA 311: Stage Management</b>  | 6              |
| <i>And a total of at least two credit hours from the following:</i>  |                |
| PERF 321: Production Lab III   |                |
| PERF 420: Production Lab IV  |                |
| PERF 340: Performance Lab I  |                |
| PERF 341: Performance Lab II   |                |
| PERF 440: Performance Lab III  |                |
| <b>PERF 331: Dramaturgy Lab</b>  | 2              |
| <b>Restricted Electives</b>  | 10             |
| <b>Total required credits</b>  | <b>45</b>      |

**Proposal to Revise a program:** Graphic Design  
**Potter College of Arts & Letters**  
**Department/Unit:** ART

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: Kristina Arnold / Department Head, ART
- 1.2 Email address: kristina.arnold@wku.edu
- 1.3 Phone # 270-745-6566

**Section 2: Program Information**

- 2.1 Classification of Instructional Program (CIP) reference number: 50.0409 Graphic Design
- 2.2 Current Program title: Graphic Design
- 2.3 Current total number of credits required in the program: 24

**Section 3: Proposed program revisions and rationales**

**3.1 Revise title to: Graphic Design:** Until Fall 2018, this minor was *required* for Advertising majors (formerly housed in the School of Journalism and Broadcasting, now in the Department of Communication). Though the minor curriculum was not tailored to a specific major, to ensure space for Advertising majors in popular Art Department graphic design courses, the Art Department restricted the minor to Advertising majors only. As of Fall 2018, the Communication Department no longer requires a Graphic Design minor. The Art Department would like to open the minor to students in other majors, and has done so on an informal basis. The name needs to drop “for Advertising Majors” to reflect this change, and to allow students in all majors to enroll.

**Section 4: Consultations:** Do any of the proposed revisions in section 3 above involve or in any other way

impact other departments/units? YES

The proposed name change impacts the Department of Communication. Per a consultation with them (emails Jan 24 – 27, 2020) the Communication Department sees no issue with the name change.

**Section 5: Proposed term for implementation:** Next Available

**Section 6: Approval Flow Dates:**

|                                      |                   |
|--------------------------------------|-------------------|
| Department of ART :                  | <u>01/25/2020</u> |
| Potter College Curriculum Committee: | <u>02/04/2020</u> |
| Undergraduate Curriculum Committee:  | <u>02/25/2020</u> |
| Faculty Senate:                      | _____             |

**Section 7: Required Appendices: Current & proposed program descriptions:**

**7.1 Current Program Description:** The Graphic Design minor ~~for Advertising Majors~~ requires a total of 24 semester hours.

*Curriculum remains exactly the same.*

**7.2 Proposed Program Description:** The Graphic Design minor requires a total of 24 semester hours.

*Curriculum remains exactly the same.*

**(Action Item)**

**Proposal to Create a New Course: FILM 105 – Film Appreciation  
Potter College of Arts & Letters  
School of Media**

**Section 1: Proponent Contact Information**

- 1.1 Name/Title:** Ron DeMarse, Associate Professor
- 1.2 Email address:** ron.demarse@wku.edu
- 1.3 Phone #** 270-779-6345

**Section 2: Course Catalog Information**

- 2.27 Course prefix (subject area) and number:** FILM 105
- 2.28 Course CIP code:** 50.0602
- 2.29 Course title:** Film Appreciation
- 2.30 Abbreviated Course title:** Film Appreciation
- 2.31 Credit hours/Variable credit:** 3
- 2.32 Repeatability:** N/A
- 2.33 Course Term: Is this course intended to span more than a single term?**  
NO
- 2.34 Course Catalog Description:**  
A study of the basic elements and techniques of the film medium, designed to increase the student's understanding and appreciation of the motion picture both as a communication medium and as an art form. A number of film masterpieces will be viewed and analyzed. Intended for non-majors. Lecture and screening.
- 2.35 Prerequisite/Corequisites/Restrictions:** N/A
- 2.36 Additional Enrollment Requirements:** N/A
- 2.37 Other Special Course Requirements:** N/A
- 2.38 Grade Type:** Standard Letter Grade
- 2.39 Schedule Type:** Lecture

**Section 3: Description of proposed course**

**3.4 Course Content Summary:**

Course lectures and the screening of classic and modern short films and feature films will be used to develop student understanding of and appreciation for cinema: the history of the medium, the building blocks filmmakers use to create a cinematic experience, and the ability to actively watch and interpret movies.

**3.5 Learning Outcomes:**

By course end, the well-disciplined student will be able to:



- Identify and describe the major techniques (narrative, mise-en-scene, cinematography, editing, sound, and style) used in narrative motion pictures.
- Discuss the significance of motion pictures as a medium of communication.
- Appraise cinema as a unique art form, as well as its relation to other art forms.
- Compare and contrast motion picture traditions beyond mainstream commercial products, including international cinemas.
- Analyze and assess films based on the techniques and methods discussed in class.

### **3.6 Assessment/Evaluation:**

Students will be expected to complete readings over course materials and to attend regular screenings of relevant feature films. Quizzes and exams will be used to assess student achievement of learning outcomes.

## **Section 4: Rationale**

### **4.1 Reason for developing this proposed course:**

This course is being designed specifically for the Colonnade Program's Explorations category (Arts and Humanities), to replace our existing FILM 201 (Introduction to Cinema) course. FILM 201 is a required course in the Film major and our department has struggled to offer enough seats for non-majors. This new course – FILM 105 – will appeal to a broader audience, will not count toward a Film degree, and will allow us to offer a Colonnade experience in cinema exclusively for non-majors.

Pre-approval paperwork has been submitted to the Colonnade committee and is also attached to this document.

### **4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course? NO
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO
- If the answer to both questions is NO, simply proceed to item 5.

## **Section 5: Projected Enrollments/Resources**

### **5.1 How many students per section are expected to enroll in this proposed course? 70**

### **5.2 How many sections of this course per academic year will be offered?**

2

**5.3 How many students per academic year are expected to enroll?** 140

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.**

Based on the demand for Colonnade courses and the historical popularity of our current Colonnade offering (FILM 201), we expect to fill as many sections as we're able to offer. Current and anticipated future staffing should allow us to offer at least two sections every year.

**5.11 Proposed method of staffing:**

A restructuring of the Film curriculum and an approved new hire for the Film major will provide sufficient staffing for this course.

**5.12 Instructional technology resources:** Current resources are sufficient

**5.13 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? NO

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

**Section 6: Proposed term for implementation:** Next Available

**Section 7: Supplemental/Supporting Documentation:**

Colonnade Program Course Proposal

**Please complete the following and return electronically to the current chair of the Colonnade Committee, as listed on the Faculty Senate website.**

### **Colonnade Explorations Course Proposal**

Proposal Contact Name, E-mail, and Phone: Ron DeMarse, Associate Professor, [ron.demarse@wku.edu](mailto:ron.demarse@wku.edu), 270-779-6345

College and Department: **Potter College of Arts & Letters**, Film program (part of the School of Media)

Proposal Date: 01/28/2020

#### **1. Course Details:**

- 1.1 Course prefix (subject area), number and title: **FILM 105, Film Appreciation**
- 1.2 Explorations sub-category (Arts & Humanities, Social & Behavioral Sciences; Natural & Physical Sciences): **Arts and Humanities**
- 1.3 Credit hours: 3
- 1.4 Prerequisites<sup>1</sup>: none
- 1.5 Equivalent courses (prefix and number):
- 1.6 Expected number of sections offered each semester/year: an average one section of this course every semester, capped at 70 students, providing approximately 140 seats each year
- 1.7 Is this an existing course or a new course? New, to replace our existing FILM 201 (Introduction to Cinema) course.
- 1.8 Proposed implementation term? 202030 (Fall 2020)
- 1.9 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green main campus and online

#### **2. Provide a brief course description (100-200 words).**

A study of the basic elements and techniques of the film medium, designed to increase the student's understanding and appreciation of the motion picture both as a communication medium and as an art form. A number of film masterpieces will be viewed and analyzed. Intended for non-majors. Lecture and screening.

#### **3. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.**

*Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.*

Students will develop an understanding and appreciation of the cinematic medium by exploring the production and distribution process and examining the key elements of filmmaking, including narrative, mise-en-scene, cinematography, editing, sound, and style.

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<sup>1</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

*Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.*

Students will encounter conflicting evaluations and interpretations of modern and classic films and cinematic techniques, and will develop the skills to move past personal taste and evaluate those arguments (and films, in general) based on more objective criteria, including realism, unity, complexity, intensity of effect, originality, visual structure & subtext, etc.

*Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.*

Students will examine and experience cinema from a variety of cultures and time periods, exploring the myriad ways in which the specific context of a film's production affected the work itself, as well as the perception of the film – historically and at the time of release – by critics and audiences. Students will also examine film genres, and the role that specific communities and cultures have played in their creation and evolution.

*Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.*

In addition to being shaped by the culture and the historical context of its release, the medium of cinema has also had a profound influence on the communities that consume it, including at the national and international levels. Students will examine the ways in which movies can impact (and have impacted) the world, and will experience several films which have made, arguably, the greatest impression on society and culture.

*Evaluate enduring and contemporary issues of human experience.*

Students will examine the appeal and allure of cinema, beginning with the novelty of its genesis and the importance of a shared, public theater experience, and moving to the common themes, emotions and subjects that have captivated historical and modern audiences. Social and psychological implications will be examined, including the profound impact that a work of cinema can have on a person who was entirely uninvolved in its production or distribution.

**4. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.**

The following statements will appear on all FILM 105 syllabi:

**Course Description:** A study of the fundamental elements and techniques of the film medium, designed to increase the student's understanding and

appreciation of the motion picture both as a communication medium and as an art form. A number of film masterpieces will be viewed and analyzed. Intended for non-majors. Lecture and screening.

**Learning Objectives for Colonnade Program:** This course fulfills the Colonnade Program's requirements for the Arts and Humanities subcategory of the Explorations category. As part of that program, FILM 105 has the following learning objectives:

Students will demonstrate the ability to:

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.

By course end, the well-disciplined student will be able to:

- Identify and describe the major techniques (narrative, mise-en-scene, cinematography, editing, sound, and style) used in narrative motion pictures.
- Discuss the significance of motion pictures as a medium of communication.
- Appraise cinema as a unique art form, as well as its relation to other art forms.
- Compare and contrast motion picture traditions beyond mainstream commercial products, including international cinemas.
- Analyze and assess films based on the techniques and methods discussed in class.

#### **5. Brief description of how the department will assess the course for these learning objectives.**

Each of the five learning objectives outlined above will be used to create a pool of no fewer than 40 total assessment items. A selection of 10 of these items – two each representing the five learning objectives – will be used each semester by the instructors of FILM 105. They will be administered as part of the final exam and will be used to assess both student learning and the delivery of course material to the students. For purposes of Colonnade assessment, student mastery will be determined by the percentage of respondents who were able to correctly answer 80% or more of the selected assessment items. If 70% of the respondents (or more) were able to meet or exceed the 80% correct threshold, this will be

considered a "Satisfactory" level of student learning. Course adjustments will be made by departmental faculty to ensure "Satisfactory" overall results, and to approach an "Excellent" level of student learning (90% or more respondents correctly answering 80% or more of the assessment items).

**6. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.**



## FILM 105 Film Appreciation

Western Kentucky University - Fall 2020

T/R 8:00am to 9:20am

MMTH 232

Instructor: Ron DeMarse

Email: ron.demarse@wku.edu

Office: MMTH 338

Office Hours: Tue/Thu 9:30am – 12:00pm

Or by appointment

### **Catalog Description:** 3 CREDIT HOURS

A study of the basic elements and techniques of the film, designed to increase the student's understanding and appreciation of the motion picture both as a communication medium and as an art form. A number of film masterpieces will be viewed and analyzed. Intended for non-majors. Lecture and screening.

### **Prerequisites:**

None

### **Learning Objectives for Colonnade Program:**

This course fulfills the Colonnade Program's requirements for the Arts and Humanities subcategory of the Explorations category. As part of that program, FILM 105 has the following learning objectives:

Students will demonstrate the ability to:

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.

### **Course Objectives:**

By course end, the well-disciplined student will be able to:

- Identify and describe the major techniques (narrative, mise-en-scene, cinematography, editing, sound, and style) used in narrative motion pictures.
- Discuss the significance of motion pictures as a medium of communication.

- Appraise cinema as a unique art form, as well as its relation to other art forms.
- Compare and contrast motion picture traditions beyond mainstream commercial products, including international cinemas.
- Analyze and assess films based on the techniques and methods discussed in class.

**Important Note:**

This class is participating in The WKU Store's Day One Access program. You will receive access to a digital copy of *Film Art* through our class Blackboard site, and you will be billed automatically by The WKU Store after the Add/Drop period. The cost of this digital copy is significantly less than the cost of the printed text, but you are free to opt-out of the Day One Access program if you prefer to purchase a traditional printed copy instead. If you would like both a digital copy of the text and a hard copy, you can purchase a loose-leaf version of the book from the bookstore for an *additional* \$20. If you have questions or concerns about this arrangement, please don't hesitate to contact me and/or The WKU Store.

**Textbook:**

Bordwell, David, Kristin Thompson and Jeff Smith. *Film Art: An Introduction*. Twelfth Edition. McGraw Hill, 2019 (textbook)

**Student Responsibilities:**

Students will be expected to attend all class screenings. Readings and assignments must be completed in a timely manner. Late work WILL NOT be accepted. Because of the participatory nature of the class, students are expected to be on time and ready to work.

**Last Day to Drop:**

Monday, November 2<sup>nd</sup>, 2020

**Final Exam:**

Friday, December 11<sup>th</sup>, 2020

**Film Content:**

Film clips and screenings used in class this semester will include material rated R and unrated. These films may include scenes of strong language, violence and sexuality. If you feel that any material may be disturbing or if you have any other reason for avoiding certain kinds of material, please contact me for alternative assignments.

**Academic Dishonesty:**

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in



the course without the possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Vice President for Student Affairs for disciplinary sanctions.

**Assignment Details:**

Detailed explanations of assignments will be given at the appropriate time during the semester.

***Attendance and Participation***

Students are allowed THREE UNEXCUSED LECTURE ABSENCES for illness or other reasons, but it is the student's responsibility to keep up with readings and notes. After three unexcused lecture absences, your final grade will drop a letter per instance. Absences will be excused only in cases of approved university activities, serious illness, emergency, or death in the immediate family. You will be required to provide documentation, such as a letter from a coach, a newspaper obituary, or a doctor's note.

***Reading Quizzes***

In order to aid your understanding of the material, reading quizzes will be posted for each assigned reading on Blackboard. These quizzes are intended to focus your reading of the material to key points of the text. These quizzes will not be lengthy, but be forewarned, they will be closed 10 minutes before class the day they are due, so make sure you complete them early. Makeup quizzes will not be given.

***Film Viewing***

Students are required to attend a series of screenings of films relevant to the learning outcomes of this course. Your attendance is mandatory for all assigned films and will be demonstrated by card swipe, attendance sheets and/or a one- to two-page written response to the assigned film. If you miss the campus screening for any reason, it is your responsibility to find and view the film on your own and to provide the written response as evidence of the screening.

***Exams***

A series of three exams will allow you to demonstrate your understanding of the theories and techniques discussed in class, outlined in your text and demonstrated in film screenings. Questions will be designed to test your attention to lectures, readings and assigned films, as well as your ability to recognize key concepts in modern and classic films.

**Grade Breakdown:**

| <u>Component</u>             | <u>Qty</u> | <u>Points</u> | <u>Total</u> |
|------------------------------|------------|---------------|--------------|
| Attendance and Participation | 25 classes | 10            | 250          |
| Reading Quizzes              | 12 quizzes | 25            | 300          |

|              |          |              |             |
|--------------|----------|--------------|-------------|
| Film Viewing | 10 films | 15           | 150         |
| Exams        | 3 exams  | 100          | 300         |
|              |          | <b>TOTAL</b> | <b>1000</b> |

**Students with Disabilities:**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Title IX / Discrimination & Harassment:**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

**ACEJMC Core Values and Competencies:**

Assessment is geared to fulfilling requirements of the Accrediting Council on Education in Journalism and Mass Comm. All graduates of accredited journalism/mass communication programs, irrespective of their particular specialization, should be aware of certain core values and competencies. FILM 105 addresses the following core values and competencies:

- **Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;**
- **Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;**
- **Understand concepts and apply theories in the use and presentation of images and information;**
- **Think critically, creatively and independently;**

- **Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;**
- **Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;**
- **Apply current tools and technologies appropriate for the communication professions in which they work, and to understand the digital world.**

Proposal Date: Dec. 6, 2019

**Ogden College of Science & Engineering  
Geography & Geology Department  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Kevin B. Cary, kevin.cary@wku.edu, 5-2981

**16. Identification of proposed course:**

- 1.15 Course prefix (subject area) and number: GEOG 391
- 1.16 Course title: Spatial Data Analysis
- 1.17 Credit Hours: 4

**2. Proposed course title:** *Geoscience Data Analysis*

**3. Proposed abbreviated course title:** *Geoscience Data Analysis*  
(maximum of 30 characters/spaces)

**4. Rationale for the revision of course title:** “Geoscience” expands beyond the spatial element and is specific to the data analysis and statistics of the physical processes and human activities on Earth.

**5. Proposed term for implementation:** **Fall 2020**

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

Department/ Unit Geography and Geology

December 11, 2019

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Ogden College Curriculum Committee

January 30, 2020

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Undergraduate Curriculum Committee

**02/25/2020**

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University Senate

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**Ogden College of Science and Engineering  
Geography and Geology  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Nahid Gani, [nahid.gani@wku.edu](mailto:nahid.gani@wku.edu), 270-745-2813

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: GEOL 408
  - 1.2 Course title: Structural Geology
- 2. Current prerequisites/corequisites/special requirements:** GEOL 111, GEOL 113, MATH 117
- 3. Proposed prerequisites/corequisites/special requirements:** GEOL 111 and GEOL 113
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** GEOL408 is a core course for the current Geology major, which is in the process of revision, creating two concentrations. Although GEOL 408 remains in the required common core, none of the proposed concentrations requires MATH 117. Thus MATH 117 should be removed from the prerequisite of GEOL 408 to ease the accessibility of this course to majors. Based on the past few years of experience in teaching GEOL 408, it can be stated that removing MATH 117 will have negligible impact in delivering the content of GEOL 408.
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Fall 2020
- 7. Dates of prior committee approvals:**

Department/ Unit: Geography and Geology  
Ogden College Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

January 27, 2020

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January 30, 2020

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**02/25/2020**

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**Proposal to Revise a program:** Geology, B.S.  
**Ogden College of Science and Engineering**  
**Department/Unit:** Department of Geography and Geology

### **Section 1: Proponent Contact Information**

- 1.1 Name/Title: M. Royhan Gani, Associate Professor
- 1.2 Email address: [royhan.gani@wku.edu](mailto:royhan.gani@wku.edu)
- 1.3 Phone # 270-745-5977

### **Section 2: Program Information**

- 2.4 Current Program reference number: 40.0601
- 2.5 Current Program title: Geology, B.S. (#577)
- 2.6 Current total number of credits required in the program: 52 hours

### **Section 3: Proposed program revisions and rationales**

**Introduction:** As part of the CAPE review (2019), Geology was asked to revise its curriculum based on current trends and job market need. We spent a significant amount of time sifting through regional and national databases (e.g., American Geosciences Institute) to understand the future of geology higher-education. To revitalize the program, we propose to modify our curriculum responding to current employment trends and student interests. The major will have a common core of GEOL courses and two concentrations tied to growth areas in the geosciences. In addition, each concentration will have additional required cognate math and science courses.

**3.2 Name change:** The program name is changed from “Geology” to “Geological Sciences”. This change reflects the fact that the traditional geology degree has been expanded to include various subdisciplines rooted more into science.

**3.3 Concentrations:** Current program has no concentration, whereas the proposed program will have two concentrations: Geology, and Environmental Earth Science. Creation of concentrations will provide students options to choose from two growth areas in geosciences. Geology concentration is more generalized, and is aligned with the increasing need for students to get a Professional Geologist (P.G.) license after graduation in order to perform certain jobs. On the other hand, the Environmental Earth Science concentration is designed to recognize the rapid job growth in the environmental geoscience sector (currently 31%, source: AGI).

**3.4 Common Core:** 26 hours of common core are identified from the list of all currently required GEOL courses. These core courses will provide a fundamental disciplinary background to all students irrespective of their choice of concentration. Nationwide, these courses are regarded as essential ones, providing a key set of knowledge to all geologists.

**3.5 ‘Geology’ concentration:** Instead of requiring some specific courses (i.e., courses that are not in the proposed common core but are currently required), which may or may not be useful to students for their future career, concentration hours (22 hrs) are largely kept open as ‘required electives’ in the major field. Over the years, the scope of the geology discipline

has expanded significantly with modern tools and techniques, and emphasizing grand challenges of the earth systems and other planets. On a rotation basis (and with a limited number of electives each semester), we offer a large variety of geology elective courses. Thus, Geology concentration students can choose from these courses based on their interest and career goal. The geological breadth that the students are expected to gain in this concentration is also helpful for obtaining a P.G. license.

**3.6 'Environmental Earth Science' concentration:** Here, concentration hours (22 hrs) are more defined and structured compared to the Geology concentration. These required concentration courses are designed to build the concept and application of environmental geoscience. Students graduating out of this concentration will be better prepared for environment- and climate-related jobs.

**3.7 Additional requirements:** For our majors, it is critical to take some relevant cognate math and science courses. Additional requirements are revised based on current trends in geosciences. For the generalized 'Geology' concentration, calculus and physics are more helpful to gain quantitative skills applicable to solid earth field; whereas the in 'Environmental Earth Science' concentration, statistics and microbiology are more relevant to solve environmental problems. In addition, both concentrations include chemistry, GIS, and writing courses.

#### **Section 4: Consultations**

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? YES

As indicated in section 3.6, 'Additional requirements' include courses from the departments of Biology, Chemistry, Mathematics, and Physics and Astronomy. Heads/Chairs of these four departments have been contacted via emails on 1/24/2020 specifying these required courses, and providing an estimated enrollment. Except Biology, all departments have promptly acknowledged this communication.

**Section 5: Proposed term for implementation:** Fall 2020

**Section 6: Approval Flow Dates:**

**Proposing department/unit:** January 23, 2020  
**Ogden College Curriculum Committee:** January 30, 2020  
**Undergraduate Curriculum Committee:** 02/25/2020  
**University Senate:**

**Section 7: Required Appendices: Current & proposed program descriptions:**

**7.1 Current Program Description:** (please see page 3)

**7.2 Proposed Program Description:** (please see page 4 & 5)

## 7.1: Current B.S. in Geology (#577)

| Required courses  | Credits      | Notes |
|---|--------------|-------|
| <b>GEOL/GEOG 103: Our Dynamic Planet</b>  | 3            |       |
| <b>or</b> GEOL 111: The Earth   |              |       |
| GEOL 112 : Earth History  | 3            |       |
| GEOL 113: The Earth Laboratory  | 1            |       |
| GEOL 114: Earth History Lab   | 1            |       |
| GEOL 330: Mineralogy  | 4            |       |
| GEOL 350: Petrology   | 4            |       |
| GEOL 360: Sedimentology and Stratigraphy  | 4            |       |
| GEOL 408: Structural Geology  | 4            |       |
| <b>GEOL 270: Analytical Techniques in Geology</b>                                     | <b>3</b>     |       |
| <b>or</b> <b>GEOL 432: Diffraction and Spectroscopy</b>                               |              |       |
| GISC 316: Fundamentals of GIS   | 4            |       |
| <b>GISC 317: Geographic Information Systems</b>                                       | <b>4</b>     |       |
| GEOL 499: Professional Preparation in Geology   | 2            |       |
| <b>Choose one of the following (6 hrs):</b>   | <b>6</b>     |       |
| GEOL 380 : Introductory Field Techniques  |              |       |
| <b>&amp; GEOG 452: Applied Geoscience Field Experience</b>                            |              |       |
| <b>GEOG 452: Applied Geos Field Experience (6hrs)</b>                                 |              |       |
| <b>GISC 417: GIS Analysis and Modeling</b>  |              |       |
| <b>&amp; GISC 419: GIS Programming</b>  |              |       |
|   |              |       |
| <b>Program elective courses (8-9 hrs):</b><br>From any GEOL 200 level course or above | <b>8-9</b>   |       |
| Program hours:  | <b>51-52</b> |       |
|   |              |       |
| Additional requirements ( <b>16 hrs</b> ):  |              |       |
| MATH 136 : Calculus I   | 4            |       |
| CHEM 120 : College Chemistry I  | 5            |       |
| & CHEM 121 : College Chemistry I Laboratory   |              |       |
| <b>PHYS 180: Introductory Modern Physics</b>  | 4            |       |
| <b>&amp; PHYS181: Introductory Modern Physics Lab</b>                                 |              |       |
| <b>or</b> <b>PHYS 201: College Physics I</b>  |              |       |
| GEOG 300 : Writing in the Geosciences   | 3            |       |
| Additional hours:   | <b>16</b>    |       |



7.2a: **Proposed B.S. in Geological Sciences (#577): Geology concentration**

| Required Courses   | Credits | Notes   |
|--|---------|---|
| <b>Common core (26 hrs):</b>   |         |   |
| GEOL 111: The Earth  | 3       |   |
| GEOL 112: Earth's Past and Future  | 3       |   |
| GEOL 113: The Earth Laboratory   | 1       |   |
| GEOL 114: Earth's Past and Future Lab  | 1       |   |
| GEOL 330: Mineralogy   | 4       |   |
| GEOL 350: Petrology  | 4       |   |
| GEOL 360: Sedimentology and Stratigraphy   | 4       |   |
| GEOL 408: Structural Geology   | 4       |   |
| GEOL 499: Professional Preparation in Geology  | 2       |   |
| <b>Concentration requirements (22 hrs):</b>  |         |   |
| GEOL 380 : Introductory Field Techniques   | 3       |   |
| Concentration elective courses (19 hrs):<br>Selected from any GEOL 200-or-above level course, and<br>from GEOG 391 and GEOG 452 with advisor approval. | 19      | At least 3 hours must be at 300-or-above level. |
| Program hours:   | 48      |   |
| Additional requirements (24 hrs):  |         |   |
| MATH 136 : Calculus I  | 4       |   |
| <b>MATH 137 : Calculus II</b>  | 4       |   |
| CHEM 120 : College Chemistry I   | 5       |   |
| & CHEM 121 : College Chemistry I Laboratory  |         |   |
| <b>PHYS 231: Intro to Physics &amp; Biophysics I</b>   | 4       |   |
| <b>&amp; PHYS 232: Intro to Physics &amp; Biophysics I Lab</b>   |         |   |
| GEOG 300 : Writing in the Geosciences  | 3       |   |
| GISC 316: Fundamentals of GIS  | 4       |   |
| Additional hours:  | 24      |   |

**7.2b: Proposed B.S. in Geological Sciences (#577): Environmental Earth Science concentration**

| Required Courses  | Credits   | Notes |
|---|-----------|-------|
| <b>Common core (26 hrs):</b>  |           |       |
| GEOL 111: The Earth   | 3         |       |
| GEOL 112: Earth's Past and Future   | 3         |       |
| GEOL 113: The Earth Laboratory  | 1         |       |
| GEOL 114: Earth's Past and Future Lab   | 1         |       |
| GEOL 330: Mineralogy  | 4         |       |
| GEOL 350: Petrology   | 4         |       |
| GEOL 360: Sedimentology and Stratigraphy  | 4         |       |
| GEOL 408: Structural Geology  | 4         |       |
| GEOL 499: Professional Preparation in Geology   | 2         |       |
| <b>Concentration requirements (22 hrs):</b>   |           |       |
| <b>GEOL 250: Environmental Geology</b>  | <b>3</b>  |       |
| <b>GEOL 310: Global Hydrology</b>   | <b>3</b>  |       |
| <b>GEOL 415: Applied Environmental Geology</b>  | <b>3</b>  |       |
| <b>GEOL 420: Geomorphology</b>  | <b>3</b>  |       |
| <b>Choose two from below (6 hr):</b>  | <b>6</b>  |       |
| <b>Geol 301: Geology and climate</b>  |           |       |
| <b>Geol 311: Oceanography</b>   |           |       |
| <b>Geol 315: Energy, Climate &amp; Carbon</b>   |           |       |
| <b>Geol 440: Hydrogeology</b>   |           |       |
| <b>Geol 445: Aqueous Geochemistry</b>   |           |       |
| <b>Geol 465: Geophysics</b>   |           |       |
| Concentration elective courses (4 hrs):<br>Selected from any GEOL 300-or-above level course, and from any GEOG 400-level and GISC 300-400 level course with advisor approval. | <b>4</b>  |       |
| Program hours:  | <b>48</b> |       |
| Additional requirements (21 hrs):   |           |       |
| <b>MATH 115 (or higher): Applied College Algebra</b>  | <b>3</b>  |       |
| <b>MATH 183: Introductory Statistics</b>  | <b>3</b>  |       |
| <b>CHEM 105 (or higher): General Chemistry</b>  | <b>4</b>  |       |
| <b>&amp; CHEM 106 (or higher): General Chemistry Lab</b>  |           |       |
| <b>BIOL 207: General Microbiology</b>   | <b>4</b>  |       |
| <b>&amp; BIOL 208: General Microbiology Lab</b>   |           |       |
| GEOG 300: Writing in the Geosciences  | <b>3</b>  |       |
| GISC 316: Fundamentals of GIS   | <b>4</b>  |       |
| Additional hours:   | <b>21</b> |       |



**Bachelor of Science in Geological Sciences (#577)**

**Geology Concentration**

Department of Geography and Geology  
 Ogden College of Science and Engineering  
 Western Kentucky University

The suggested program of study shown below should be used in consultation with your advisor(s).

**Finish in Four Plan**

| <b>FIRST YEAR (Freshman Year)</b>         |           |   |           |
|---|-----------|---|-----------|
| GEOL 111 The Earth (Colonnade Sci. w/Lab) | 3         | GEOL 112 Earth's Past and Future            | 3         |
| GEOL 113 The Earth Lab                    | 1         | GEOL 114 Earth's Past and Future Lab        | 1         |
| ENG 100 Writing (Colonnade College Comp)  | 3         | ENG 200 Literature (Colonnade Literature)   | 3         |
| COMM 145 (Colonnade Human Communicat.)    | 3         | CHEM 120 & 121 College Chemistry w/Lab      | 5         |
| HIST 101 or 102 (Colonnade World History) | 3         | Geology Concentration Elective-1 (GEOL 250) | 3         |
| GEOG 175 University Experience            | 2         |   |           |
| <b>Semester Credit Hours</b>              | <b>15</b> | <b>Semester Credit Hours</b>                | <b>15</b> |

| <b>SECOND YEAR (Sophomore Year)</b>          |           |   |           |
|--|-----------|---|-----------|
| GEOL 330 Mineralogy                          | 4         | GEOL 350 Petrology                        | 4         |
| GEOL 380 Field Techniques                    | 3         | GEOL 360 Sedimentology and Stratigraphy   | 4         |
| MATH 136 Calculus I (Colonnade Qnt. Reason.) | 4         | MATH 137 Calculus II                      | 4         |
| Arts & Humanities (Colonnade Explorations)   | 3         | Social & Cultural (Colonnade Connections) | 3         |
| Social & Behavioral (Colonnade Explorations) | 3         |   |           |
| <b>Semester Credit Hours</b>                 | <b>17</b> | <b>Semester Credit Hours</b>              | <b>15</b> |

| <b>THIRD YEAR (Junior Year)</b>             |           |  |           |
|---|-----------|--|-----------|
| PHYS 231 & 232 Physics & Biophysics I w/Lab | 4         | GEOL 408 Structural Geology                    | 4         |
| GISC 316 Fundamentals of GIS                | 4         | Geology Concentration Elective-3               | 3         |
| Systems (Colonnade Connect.) (GEOL 315)     | 3         | GEOG 300 Writing (Colonnade Writing in discip) | 3         |
| Geology Concentration Elective-2            | 3         | Local to Global (Colonnade Connections)        | 3         |
|   |           | Geology Concentration Elective-4 (GEOL 399)    | 3         |
| <b>Semester Credit Hours</b>                | <b>14</b> | <b>Semester Credit Hours</b>                   | <b>16</b> |

| <b>FOURTH YEAR (Senior Year)</b>  |           |                                   |            |
|-----------------------------------|-----------|-----------------------------------|------------|
| GEOL 499 Professional Preparation | 2         | University Elective (or GEOL 399) | 2          |
| Geology Concentration Elective-5  | 3         | University Elective (Any)         | 3          |
| Geology Concentration Elective-6  | 3         | University Elective (Any)         | 3          |
| Geology Concentration Elective-7  | 3         | University Elective (Any)         | 3          |
| University Elective (Any)         | 3         | University Elective (Any)         | 3          |
| <b>Semester Credit Hours</b>      | <b>14</b> | <b>Semester Credit Hours</b>      | <b>14</b>  |
|                                   |           | <b>Total Credit Hours:</b>        | <b>120</b> |

**Bachelor of Science in Geological Sciences (#577)**

**Environmental Earth Science (EES) Concentration**



Department of Geography and Geology  
 Ogden College of Science and Engineering  
 Western Kentucky University

The suggested program of study shown below should be used in consultation with your advisor(s).

### Finish in Four Plan

| FIRST YEAR (Freshman Year)                 |           |  |            |
|--|-----------|--|------------|
| GEOL 111 The Earth (Colonnade Sci. w/Lab)  | 3         | GEOL 112 Earth's Past and Future               | 3          |
| GEOL 113 The Earth Lab                     | 1         | GEOL 114 Earth's Past and Future Lab           | 1          |
| ENG 100 Writing (Colonnade College Comp)   | 3         | ENG 200 Literature (Colonnade Literature)      | 3          |
| MATH 115 Applied College Algebra           | 3         | CHEM 105 & 106 General Chemistry w/Lab         | 4          |
| HIST 101 or 102 (Colonnade World History)  | 3         | GEOL 250 Environmental Geology                 | 3          |
| GEOG 175 University Experience             | 2         |  |            |
| <b>Semester Credit Hours</b>               | <b>15</b> | <b>Semester Credit Hours</b>                   | <b>14</b>  |
| SECOND YEAR (Sophomore Year)               |           |  |            |
| GEOL 330 Mineralogy                        | 4         | GEOL 350 Petrology                             | 4          |
| GEOL 310 Hydrology                         | 3         | GEOL 360 Sedimentology and Stratigraphy        | 4          |
| Arts & Humanities (Colonnade Explorations) | 3         | MATH 186 Statistics (Colonnade Qnt. Reason.)   | 3          |
| COMM 145 (Colonnade Human Communicat.)     | 3         | Social & Behavioral (Colonnade Explorations)   | 3          |
| BIOL 207 & 208 General Microbiology w/Lab  | 4         |  |            |
| <b>Semester Credit Hours</b>               | <b>17</b> | <b>Semester Credit Hours</b>                   | <b>14</b>  |
| THIRD YEAR (Junior Year)                   |           |  |            |
| GEOL 420 Geomorphology                     | 3         | GEOL 408 Structural                            | 4          |
| EES Choice-1: Geol 301/311/315/440/445/465 | 3         | GEOL 415 Applied Environmental Geology         | 3          |
| Systems (Colonnade Connect.) (GEOL 315)    | 3         | Social & Cultural (Colonnade Connections)      | 3          |
| GISC 316 Fundamentals of GIS               | 4         | GEOG 300 Writing (Colonnade Writing in discip) | 3          |
| Local to Global (Colonnade Connections)    | 3         | EES Elective-1 (GEOL 399)                      | 1          |
| <b>Semester Credit Hours</b>               | <b>16</b> | <b>Semester Credit Hours</b>                   | <b>14</b>  |
| FOURTH YEAR (Senior Year)                  |           |  |            |
| GEOL 499 Prof Prep                         | 2         | University Elective (or GEOL 399)              | 3          |
| EES Choice-2: Geol 301/311/315/440/445/465 | 3         | University Elective (Any)                      | 3          |
| EES Elective-2                             | 3         | University Elective (Any)                      | 3          |
| University Elective (Any)                  | 3         | University Elective (Any)                      | 3          |
| University Elective (Any)                  | 3         | University Elective (Any)                      | 3          |
| University Elective (or GEOL 399)          | 1         |  |            |
| <b>Semester Credit Hours</b>               | <b>15</b> | <b>Semester Credit Hours</b>                   | <b>15</b>  |
|  |           | <b>Total Credit Hours:</b>                     | <b>120</b> |

## (Action Item)

**Proposal to Create a New Course:** PHYS 363  
**Ogden College**  
**Department/Unit: Physics and Astronomy**

### Section 1: Proponent Contact Information

- 1.1 Name/Title:** Scott Bonham
- 1.2 Email address:** scott.bonham@wku.edu
- 1.3 Phone #:** 745-6196

### Section 2: Course Catalog Information

- 2.40 Course prefix (subject area) and number: PHYS 363**
- 2.41 Course CIP code:** 30.1501: Science, Technology and Society
- 2.42 Course title:** Science Controversies: Historical and Contemporary
- 2.43 Abbreviated Course title:** Science Controversies
- 2.44 Credit hours/Variable credit: 3**
- 2.45 Repeatability:** N/A
- 2.46 Course Term: Is this course intended to span more than a single term?**  
NO
- 2.47 Course Catalog Description:** Examine the historical and contemporary scientific conflicts within their social and cultural contexts to better understand and communicate across different scientific and cultural paradigms.
- 2.48 Prerequisite:** 21 hours of Colonnade Foundations and Explorations courses.
- 2.49 Additional Enrollment Requirements:** no
- 2.50 Other Special Course Requirements:** no
- 2.51 Grade Type:** Standard
- 2.52 Schedule Type:** Seminar

### Section 3: Description of proposed course

- 3.7 Course Content Summary:** Science is an integral part of our modern, technology-driven lives, yet there is often a disconnect between the practice and communication of science with the larger socio-cultural context in which we live. Prime examples are socio-scientific controversies such as global warming, origins, genetically modified organisms, vaccinations and the like. In such situations the scientific understand is important, but so are the social and cultural perspectives of the larger society that shape the science and its reception; perspectives that do not always align with each other and can seem incomprehensible with each other. The goal of this course is to develop abilities to understand scientific work in the larger social and cultural context from multiple perspectives and communicate across them.

During the first part of the course students will study one historical scientific controversy from multiple perspectives: the science itself, the cultural context in which it happened, and social perspectives through which that was interpreted. Examples could be Galileo's trial, relativity, or the multiple shifts on the nature of light. Students will read multiple works on the topic, analyzing the science involved, the perspective of the author, and the scientific controversy itself. During the latter part of the semester, students will choose a different scientific controversy, historical or contemporary, study it from multiple perspectives and reporting their findings.

Example Reading List (for a course using the trial of Galileo as the touch stone historical example):

- Dava Sobel, *Galileo's Daughter: A Historical Memoir of Science, Faith, and Love*.
- Galileo Galilei, *Dialogue Concerning the Two Chief World Systems*.
- Christopher M. Graney, *Setting Aside All Authority: Giovanni Battista Riccioli and the Science against Copernicus in the Age of Galileo*.
- Aristotle, *On the Heavens* (selections).
- Andrew Dickson White, *A History of the Warfare of Science with Theology in Christendom* (selections).
- Sam Leith, *You Talkin' to Me? Rhetoric from Aristotle to Obama*
- Additional handouts.
- In addition, each student will study two or more books, videos or other cultural artifacts relating to another scientific controversy selected in consultation with the instructor.

### **3.8 Learning Outcomes:**

- Identify and describe one's own socio-scientific paradigm/worldview and expertise, and reflect on how that is similar and different from others. (Analyze the development of self in relation to others and society. )
- Examine the starting assumptions, values, methods and goals of different groups in a socio-scientific controversy. (Examine diverse values that form civically engaged and informed members of society.)
- Study a controversial topic from multiple perspectives, identifying common ground and roots of differences in perspective. (Evaluate solutions to real-world social and cultural problems.)
- Analyze a historical scientific controversy, its roots, dynamics and impacts on science and society even today.

**3.9 Assessment/Evaluation:** Students will write several short papers and a longer, final paper in which they examine at least two artifacts (book, film, etc.) from different perspectives/paradigms on a chosen contemporary controversy, discussing the science, paradigms, assumptions, goals and methods. Students will also make a class presentation on it.

## Section 4: Rationale

- 4.1 Reason for developing this proposed course:** Science and humanities have often been characterized as “two cultures” that are largely independent of each, and at the university level scientific material is generally taught independent of historical/philosophical/social context, and vice versa. As a result our society tends to be ill-equipped to be able to deal with the different dimensions of social-scientific controversies, retreating into like-minded tribes struggling to engage in meaningful communication with those operating out of different paradigms. The goal of this course is to develop the ability to examine both the scientific and cultural aspects of such controversies and improve ability to communicate across those differences.

This course will be offered as a Connections course in the social to cultural category, bringing together both scientific and cultural understanding, seeking to bridge the “two cultures” divide between science and humanities.

**4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course?

There is some overlap with PHIL 330: Philosophy of Science.

- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

**Discussed this proposal on 9/19/19 with Dr. Jannai Shields from Philosophy and Religion who teaches the Philosophy of Science course. He agreed that while there is some overlap, this course would strongly complement his Philosophy of Science course.**

## Section 5: Projected Enrollments/Resources

- 5.1 How many students per section are expected to enroll in this proposed course?** 20
- 5.2 How many sections of this course per academic year will be offered?**  
The current department plan is to offer it once every other year (rotating with other Connections courses).
- 5.3 How many students per academic year are expected to enroll?** 20

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.**

This course will be offered as a Connections course; we expect it to be of particular interest to science majors as there are few science Connections courses.

**5.14 Proposed method of staffing: Current staffing**

**5.15 Instructional technology resources:** Will use standard classroom technology resources. Many days students with own laptops/tablets will be encouraged to bring them to use in class.

**5.16 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? YES NO

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

**Section 6: Proposed term for implementation:** Fall 2020

**Section 7: Supplemental/Supporting Documentation:**



# Physics 363: Science Controversies

**Time:** TBD

**Instructor:** Dr. Scott Bonham

**Office Hours:** TBA

**Location:** Ogden College Hall 1003

**Office:** Kelly Thompson Hall 2023

**Email:** [Scott.Bonham@wku.edu](mailto:Scott.Bonham@wku.edu)

*Cultural conflicts are not simply products of the machinations of the warped minds of one's opponents, but rather reflect deeply embedded cultural patterns. These patterns will need to be understood and taken into account by those who are looking for non-polarizing solutions to the problems of living together peacefully.*

—George Marsden

## Overview

Science is an integral part of our modern, technology-driven lives, yet there is often a disconnect between the practice and communication of science with the larger socio-cultural context in which we live. Prime examples are socio-scientific controversies such as global warming, origins, genetically modified organisms, vaccinations and the like. In such situations the scientific understanding is important, but so are the social and cultural perspectives of the larger society that shape the science and its reception; perspectives that do not always align with each other and can seem incomprehensible with each other. The goal of this course is to develop abilities to understand scientific work in the larger social and cultural context from multiple perspectives and communicate across them.

## Class Format

This is a seminar class, primarily driven by the readings. For the majority of the semester, each student will need to complete the assigned reading ahead of time and come to class prepared to discuss it. Preparation and active participation in the discussion is essential and will be part of the evaluation. In addition, the instructor will frequently make short presentations to provide more context, background, or explain difficult passages. During the last few weeks when you will be working on your project, there will be time for individual work, discussions about your readings with small and large groups, and individual conferences with the instructor.

## Learning Objectives:

- Analyze the development of self in relation to others and society through identifying your own position on a controversial issue, reflecting on why you hold that position in terms of values, assumptions and influences, and how that relates to others.
- Examine diverse values that form civically engaged and informed members of society through analyzing the paradigms, assumptions, goals and methods of different positions on a controversial topic.
- Evaluate solutions to real-world social and cultural problems by learning to understand different perspectives, identifying common ground and roots of differences.
- Analyze a historical socio-scientific controversy, its roots, dynamics and impacts on science and society even today.

## Texts

Dava Sobel, *Galileo's Daughter: A Historical Memoir of Science, Faith, and Love*

Galileo Galilei, *Dialogue Concerning the Two Chief World Systems* <sup>2</sup>

Christopher M. Graney, *Setting Aside All Authority: Giovanni Battista Riccioli and the Science against Copernicus in the Age of Galileo*

Andrew Dickson White, *A History of the Warfare of Science with Theology in Christendom* <sup>3</sup>

Sam Leith, *You Talkin' to Me? Rhetoric from Aristotle to Obama*

Aristotle, *On the Heavens* <sup>3</sup>

Additional articles and handouts will be posted on Blackboard.

## Assignments

Over the course of the semester you will write several short papers and one significant analysis paper, on which you will also make a classroom presentation. More details and grading rubrics will be provided for these during the semester. The assignments will include:

- Metacognitive analysis of four texts: *Galileo's Daughter*, *Dialogue Concerning the Two Chief World Systems*, *Setting Aside All Authority*, and *A History of the Warfare Between Science and Theology in Christendom*. For each you will discuss who the author is (background and motivation), theme(s) and objectives of the work, assumptions, science, rhetorical approach, and choices of what was included and what was left out. (~2 pages each.)
- Comparison/contrast paper: select one component of the historical controversy treated by two or more authors and includes scientific/philosophical issues. (For example: observations of stars, of other heavenly bodies, falling of objects on a rotating sphere, etc.) You should explain the science involved (at least at a conceptual level), discuss how that is presented in the works being referred to, noting commonalities and differences, and how those presentations relate to the larger paradigm/goals of the author. (3-5 pages.)
- Analysis of at least two books, films, or other cultural artifacts focused on a historical or contemporary scientific controversy that look at it from different perspectives. Your paper and presentation will discuss the science involved, its social and cultural context, and different perspectives through which it is understood. This includes analyzing and critiquing the perspectives of the authors of the works analyzed—assumptions, paradigm, intended audience, methods, choices of what to include and what to leave out, quality of the science, rhetorical style, etc. As part of this, you will need to identify the perspective that you are operating out of and at least a brief justification for it. (10-20 pages).
- Class presentation on your study (12-15 minutes).

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<sup>2</sup> May either be downloaded from the internet (free of charge) or purchased in book form.

<sup>3</sup> Will read selections from this work.

## Grading

The breakdown in the worth of each assignment is in the chart below. For each assignment, you will be provided with specific instructions and a general-level grading rubric to help you better understand the expectations.

|                                   |         |
|-----------------------------------|---------|
| Class participation               | 10%     |
| Analysis of assigned readings (4) | 5% each |
| Comparison/contrast paper         | 15%     |
| Project proposal                  | 5%      |
| Final (artifact analysis) paper   | 40%     |
| Class presentation                | 10%     |

## Schedule of the semester

| Week  | Topics   | Reading  |
|-------|--|--|
| 1     | Overview, introducing Galileo                    | <i>Galileo's Daughter</i>                              |
| 2     | Galileo's life and culture                       | <i>Galileo's Daughter</i>                              |
| 3     | The astronomical models                          | <i>Dialogue; You Talkin' to Me?</i>                    |
| 4     | Galileo's discoveries and implications           | <i>Dialogue; You Talkin' to Me?</i>                    |
| 5     | Evaluating scientific claims                     | <i>Setting Aside All Authority; You Talkin' to Me?</i> |
| 6     | Cultural and philosophical underpinnings         | <i>On the Heavens</i> , handouts                       |
| 7     | Scientific and cultural impacts                  | <i>Galileo's Daughter; A History of the Warfare</i>    |
| 8     | Rhetoric and Paradigms                           | <i>A History of the Warfare; You Talkin' to Me?</i>    |
| 9     | Explore different controversies and select topic | <i>You Talkin' to Me?</i> ; handouts                   |
| 10    | Individual study/group discussions               | handouts   |
| 11    | Individual study/instructor conferences          | Individual readings                                    |
| 12    | Preliminary presentations                        | Individual readings                                    |
| 13    | Individual study/instructor conferences          | Individual readings                                    |
| 14    | Formal student presentations                     |  |
| Final | Formal student presentations                     |  |

## Classroom policies

**Respecting others:** By the nature of this course, you will likely interact with others who may hold a different position on a topic that can significant in a person's own sense of identity. Our goal is to develop our capacity to have meaningful, productive communication across different perspectives. You are encouraged to discuss those differences and to argue for your position, but it is essential that this be done in a respectful, considerate manner, which will be discussed more during the semester. Failure to adhere to expectations will result in consequences, up to being dismissed from the class.

**Attendance:** Class participation is essential to this course, both for you and for your fellow students. You must attend and participate in all class sessions unless you have a good, valid reason for not being in class. If you must miss class, you should notify the instructor in advanced for previously scheduled absences and as soon as possible for unscheduled ones. You will still be responsible for finding out what went on during class and any work done.

**Academic integrity** is expected of all students. All work you submit must be your own. Quotes and other material from other authors must be properly cited. Significant plagiarism or relying on others to do your work for you is grounds for immediate dismissal from the course and receiving a failing grade.

**Late policy:** I reserve the right to refuse to accept any late assignments without a documented, valid excuse. However, in most cases I will allow it with an appropriate late penalty on the score. It is your responsibility to ask.

**Disability statement:** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at [sarc@wku.edu](mailto:sarc@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Proposal to Revise a program:  
Ogden College of Science and Engineering  
Department of Psychological Sciences**

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: Andy Mienaltowski
- 1.2 Email address: andrew.mienaltowski@wku.edu
- 1.3 Phone #: 270-681-0270

**Section 2: Program Information**

- 2.1 Current Program reference number: 434
- 2.2 Current Program title: Minor in Neuroscience
- 2.3 Current total number of credits required in the program: at least 21

**Section 3: Proposed program revisions and rationales**

- 3.1 Revision #1 and Rationale. Expand additional electives available to meet minor requirements to include BIOL 324 Histology, BIOL 464 Endocrinology, PSYS 463 Evolutionary Psychology, and PSYS 482 Psychology of Sexuality. Allows for greater breadth of electives to support students' neuroscience-relevant knowledge growth. Also may facilitate timely completion of minor requirements by including more offerings in the program.
- 3.2 Revision #2 and Rationale. Remove requirement that students earn a C or better for each course in the minor. This requirement appears on iCap but not in the program description. The university requirement that students earn a 2.0 GPA overall across both their major and minor programs is adequate.

**Section 4: Consultations**

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? **YES NO**  
If NO, simply proceed to item 5.

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

Dr. Crawford in the Department of Biology was consulted and approved the addition of the two Biology courses to the minor by email on November 1, 2019.

**Section 5: Proposed term for implementation: Fall 2020**

**Section 6: Approval Flow Dates:**

**Department of Psychological Sciences: December 13, 2019**  
**Ogden College Curriculum Committee: January 30, 2020**  
**Undergraduate Curriculum Committee: 02/25/2020**  
**University Senate:**

**Section 7: Required Appendices: Current & proposed program descriptions:**

## 7.1 Current Program Description: (On a separate pages):

### **Minor in Neuroscience**

**Reference Number:** 434

**Minimum Hours for Minor:** 21

The minor in Neuroscience offers students the opportunity to study the intersection of brain and behavior in a manner that incorporates tools and perspectives from the psychological and biological sciences, and related disciplines. This minor will be an attractive option for students who are (1) planning to pursue advanced study in any of several fields related to neuroscience, including psychology, biology, medicine, counseling, or social work or (2) seeking relevant training for jobs related to the assessment, rehabilitation, and treatment of brain damage, brain diseases, and addiction.

The minor in Neuroscience requires a minimum of 21 credit hours of coursework. This includes 6 hours of the following required courses: PSYS 360 or PSYS 362, and BIOL 335. An additional 15 credit hours in electives may be selected from the following courses: PSYS 331, PSYS 333, PSYS 363, PSYS 462, PSYS 465, BIOL 319, BIOL 327, BIOL 334, BIOL 446/CHEM 446 or PHIL 332. Note: Students must choose at least 1 course from Biology and Psychological Sciences. Students must take PSYS 100 or PSYS 160 and BIOL 120/BIOL 121 prior to beginning their coursework in the minor (some courses available for the minor may have additional prerequisites).

**[iCap indicates that students must earn a C or better in each course]**

## **7.2 Proposed Program Description:** (On separate pages):

### **Minor in Neuroscience**

**Reference Number:** 434

**Minimum Hours for Minor:** 21

The minor in Neuroscience offers students the opportunity to study the intersection of brain and behavior in a manner that incorporates tools and perspectives from the psychological and biological sciences, and related disciplines. This minor will be an attractive option for students who are (1) planning to pursue advanced study in any of several fields related to neuroscience, including psychology, biology, medicine, counseling, or social work or (2) seeking relevant training for jobs related to the assessment, rehabilitation, and treatment of brain damage, brain diseases, and addiction.

The minor in Neuroscience requires a minimum of 21 credit hours of coursework. This includes 6 hours of the following required courses: PSYS 360 or PSYS 362, and BIOL 335. An additional 15 credit hours in electives may be selected from the following courses: PSYS 331, PSYS 333, PSYS 363, PSYS 462, **PSYS 463**, PSYS 465, **PSYS 482**, BIOL 319, **BIOL 324**, BIOL 327, BIOL 334, BIOL 446/CHEM 446, **BIOL 464**, or PHIL 332. Note: Students must choose at least 1 course from Biology and Psychological Sciences. Students must take PSYS 100 or PSYS 160 and BIOL 120/BIOL 121 prior to beginning their coursework in the minor (some courses available for the minor may have additional prerequisites).

**Ogden College of Science and Engineering  
School of Engineering and Applied Sciences  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Mark Doggett, [mark.doggett@wku.edu](mailto:mark.doggett@wku.edu), 270-745-6951

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: AMS 217
- 1.2 Course title: Industrial Materials

**2. Current prerequisites:**

- 2.1 Prerequisite: MATH 116 with a grade of "C" or better, or MATH 117 or Current Math Sequence

**3. Proposed prerequisites:**

- 3.1 Prerequisite: MATH 116 with a grade of "C" or better, or MATH 117 or Current Math Sequence and CHEM 105/106 or CHEM 120/121

**4. Rationale for the revision of prerequisites/corequisites:**

Historically, students in the class are not prepared on the chemistry-related portion of material science. A fundamental knowledge on the chemistry of materials will result in better student performance in the class.

This change aligns with current knowledge expectations in industry, the accreditation board, and in the School of Engineering and Applied Sciences.

Construction Management coordinator Dr. Bashar Haddad was contacted and agreed to change on 3/20/2019. The Chemistry Dept Chair was contacted on 8/15/2019 and approved this change. Approximately 50 students per year will be affected.

**5. Effect on completion of major/minor sequence:**

Students who have not completed the course by fall 2020 will be required to take the new prerequisites.

**6. Proposed term for implementation:** Spring 2021

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

School of Engineering and Applied Sciences

9/27/19

Ogden College Curriculum Committee

1/30/20

Undergraduate Curriculum Committee

02/25/2020

University Senate

\_\_\_\_\_



Proposal Date: 1/17/2020

**College of Education and Behavioral Sciences  
School of Professional Studies  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Sara McCaslin, [sara.mccaslin@wku.edu](mailto:sara.mccaslin@wku.edu), 270-745-6103

**1. Identification of course:**

- 1.18 Current course prefix (subject area) and number: UC 175
- 1.19 Course title: University Experience

**2. Revise course title:**

- 2.5 Current course title: University Experience
- 2.6 Proposed course title: University Learning
- 2.7 Proposed abbreviated title: University Learning
- 2.8 Rationale for revision of course title:  
This course title change reflects a refined focus on learning the academic and social skills necessary to transition to the university.

**3. Revise course number:**

- 3.4 Current course number: 175
- 3.5 Proposed course number: 199
- 3.6 Rationale for revision of course number:  
Changing the course number aids in the communication to the campus that the course has experienced multiple revisions. Furthermore, maintaining the number from the LTCY 199 course helps advisors and faculty understand that this revised course incorporates the best practices in literacy that represents the core of LTCY 199. Finally, IDST 199 fulfills the state of Kentucky requirement (SB1-2009) for students underprepared in the area of reading formerly sufficed by LTCY 199.

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

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which) N/A
- 4.2 Proposed prerequisites/corequisites/special requirements: N/A
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: N/A
- 4.4 Effect on completion of major/minor sequence: N/A

**5. Revise course catalog listing:**

- 5.4 Current course catalog listing:  
Special Requirements: For students with fewer than 36 semester hours or permission of instructor. Topics include: Critical thinking, information and technology literacy, exploration of majors and careers, study skills, personal development and campus resources information.

- 5.5 Proposed course catalog listing:  
Course will refine students' skills in critical thinking, reading, study skills, and information literacy. Students will explore majors and careers, personal development, and campus resources.
- 5.6 Rationale for revision of course catalog listing:  
The revised course catalog language reflects the core components of the original university experience course, while strengthening elements of the curriculum with the collaborative infusion of the national-award-winning LTCY 199 course. The course components related to the academic transition needs of students, particularly as they relate to literacy, are refined and strengthened by the collaboration.  
Note to the committee: All students who have demonstrated college readiness need in reading must pass IDST 199 to satisfy the college readiness requirement former sufficed by LTCY 199.  
Link to college readiness requirements:  
[https://www.wku.edu/getready/course\\_placement\\_info.php](https://www.wku.edu/getready/course_placement_info.php)

**6. Revise course credit hours:**

- 6.4 Current course credit hours: N/A
- 6.5 Proposed course credit hours: N/A
- 6.6 Rationale for revision of course credit hours: N/A

**7. Revise schedule type: N/A**

- 7.1 Current schedule type: N/A
- 7.2 Proposed schedule type: N/A
- 7.3 Rationale for revision of schedule type: N/A

**8. Revise grade type:**

- 8.1 Current grade type: N/A
- 8.2 Proposed grade type: N/A
- 8.3 Rationale for revision of grade type: N/A

**10. Proposed term for implementation: Fall 2020**

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

|  |                                |                   |
|--|--------------------------------|-------------------|
| Department/ Unit                               | School of Professional Studies | <u>1/22/2020</u>  |
| College Curriculum Committee                   |                                | <u>2/4/2020</u>   |
| Professional Education Council (if applicable) |                                |                   |
| General Education Committee (if applicable)    |                                |                   |
| Undergraduate Curriculum Committee             |                                | <u>02/25/2020</u> |
| University Senate                              |                                |                   |

**(Action Item)**

**Proposal to Create a New Course:  
EDFN 310  
Global Issues in Education Policy and Leadership  
CEBS College  
Department/Unit: EALR**

**Section 1: Proponent Contact Information**

- 1.1 Name/Title: Stacy Leggett, Ed.D.**
- 1.2 Email address: stacy.leggett@wku.edu**
- 1.3 Phone # 252-370-7422**

**Section 2: Course Catalog Information**

- 2.20 Course prefix (subject area) and number: EDFN 310**
- 2.21 Course CIP code: 13.0701**
- 2.22 Course title: Global Issues in Education Policy and Practice**
- 2.23 Abbreviated Course title: Global Issues in Education**
- 2.24 Credit hours/Variable credit: 3**
- 2.25 Repeatability: N/A**
- 2.26 Course Term: one term**
- 2.27 Course Catalog Description:**

This course will focus on educational issues that transcend national boundaries promoting global awareness and multiculturalism. It will equip students from a variety of fields including education, leadership, business, economics, and political science with the analytic skills to form judgments about policies and practices, evaluate their impact, and make local connections.

- 2.28 Prerequisite/Corequisites/Restrictions: 21 hours of Foundations and Explorations coursework or have junior status**
- 2.29 Additional Enrollment Requirements: N/A**
- 2.30 Other Special Course Requirements: N/A**
- 2.31 Grade Type: A-F Final Grade**
- 2.32 Schedule Type: Lecture, Seminar**

**Section 3: Description of proposed course**

- 3.1 Course Content Summary:** Education plays a crucial role in developing a globally competitive workforce. This course will promote understanding of the bidirectional, reciprocal relationships among institutional, social, economic, political, and cultural dimensions of geographic places and educational policy, practice, and outcomes. As consumers of information, students will develop better understandings of international comparative measures. As global citizens, they will analyze the drivers and outcomes of local education policies and practices with international connections. Through the lens of families with children considering international relocation, they will evaluate educational opportunities. From the perspective of a policy influencer, students will consider the dimensions influencing educational

innovations and the feasibility of adapting innovations locally. As entrepreneurs, they will consider the influence of education on work readiness. This course will focus on issues that transcend national boundaries, relate to issues of equity and diversity, and foster social justice and global awareness. It will equip students from a variety of fields including education, leadership, business, economics, and political science with the analytic skills to form judgments about the similarities and differences among selected systems, the impact of context on those differences, and how their findings connect to local policy and practice.

**3.7 Learning Outcomes:** Upon successful completion of this course, students should be able to..."

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.
4. Apply basic approaches to understanding and analyzing policy and practice.
5. Analyze forces driving education and work readiness policies and practices in multiple contexts.
6. Apply basic approaches to comparative education including the meaningful use of education and work readiness related data in making comparisons.
7. Apply understanding of the interrelationships between context and educational policy to better understand the American education system and its role in preparing students to compete in a global marketplace.

**3.8 Assessment/Evaluation:** Describe generally how student's achievement of the learning goals described in section 3.2 (above) will be assessed and evaluated. This should not be a detailed list of every assessment planned in a given semester, but rather a concise, general explanation of the types of assessments that will be employed in the course. This course will assess students using discussion questions, formative writing prompts, summative writing assignments, Socratic seminar, and student presentations.

## **Section 4: Rationale**

### **4.1 Reason for developing this proposed course:**

This course is being developed as a Colonnade course. The course will allow us to leverage WKU's focus on international learning and bring a global understanding to critical education questions related to education policy and leadership. This focus will encourage our students to use a global lens for thinking critically about education issues and promote respect and understanding of other cultures. Students in other programs with a strong international emphasis would benefit from an understanding of the educational environment that impacts operations within their disciplines.

### **4.2 Relationship to similar courses offered by other university departments/units:**

Colonnade Connections courses must challenge students to apply knowledge from multiple disciplines to significant issues challenging our individual and

shared responsibility as global citizens. Therefore, this course has connections to other social science and political science courses. Education policies and leadership practices exist within social, political, economic, and cultural contexts causing some overlap of themes, but this course will focus specifically on policy and leadership practices of education. Other courses are offered on policy, but none that focus on examining education policy and leadership at an international level. A search of the undergraduate catalog identified policy courses related to Agriculture, Economics, Emergency Management, Families, Geography, Management, Illicit Drugs, Foreign Affairs, Mental Health, and Social Welfare. The policy courses most closely related to this course are listed below:

- FACS 499 Family Policy Analysis
- PS 311 Public Policy
- PS 357 US Foreign Policy
- PS 480 Selected Topics in Public Policy
- SWRK 270 Mental Health and Social Policy
- SWRK 395 Social Welfare Policy and Issues

**Although possible common themes might emerge, the focus of this course will be specifically on comparing education policies internationally. The above courses appear to focus on policies within or of the United States. The courses that would most closely explore this topic would be the Political Science (PS) courses. However, these courses do not focus specifically on education. They explore policy from a broader perspective. Also, they do not appear to focus on policies of other nations, but policies of the United States.**

**Other courses that study issues from an international perspective offered in recent terms are FACS 543 Global Perspectives of Child and Family; GERO 481 Global Aging; GWS 555 Global and Cross-Cultural Perspectives on Women; HCA 547 Global and Comparative Health Systems; HMD 476 Global Cuisine; and IDFM 436 Global Apparel Merchandising. None of these courses have an explicit focus on education and leadership. FACS 543 Global perspective of Family and Child might be most closely related from this list. This course focuses on child development, family relations, and parenting are coupled with education, but the content of EDFN 310 will focus on the policies and practices that emerge in the education context.**

**Other Colonnade courses examine social science issues at a global level including CSJ 380 Our Future: Local and Global; GISC 216 Geotech in a Global Community; LEAD 450 Leadership in Global Contexts; PH 410 Global Perspectives on Population Health; RELS 309 Global Christianity; SOCL 240 Global Social Problems; SOCL 376 Sociology of Globalization; SPS 400 Foundations of Global Citizenships. The most closely related course of these would be LEAD 450. EDFN 310 will consider education**

policy and leadership where LEAD 450 focuses on cultural theories and models that influence leadership. EDFN 310 will also consider the influence of social contexts on education policy and leadership. SOCL 240 Global Social Problems examines causes and responses to critical social problems. Although these social problems such as AIDS, family violence, racism, migration, and poverty impact education policy and practice, the educational lens is not the central focus of SOCL 240.

Dr. John Baker, Organizational Leadership, August 20, 2019, was consulted and approved of the course. He even suggested that he could possibly be an elective for his program. A detailed course description was emailed to Dr. Scott Lasley, Political Science, October 26, 2019, and Dr. Travis Wilson, Applied Human Sciences, October 26, 2019.

### Section 5: Projected Enrollments/Resources

- 5.1 How many students per section are expected to enroll in this proposed course? 25
- 5.8 How many sections of this course per academic year will be offered? 1
- 5.9 How many students per academic year are expected to enroll? 25
- 5.10 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections: This will be a new colonnade course that can pull from organizational leadership, teacher education, and other programs across the university. We believe that offering the course at times and formats convenient to non-traditional students will allow enrollments of at least 25 students.
- 5.11 Proposed method of staffing: Additional staff will not be needed.
- 5.12 Instructional technology resources: Current instructional technology is sufficient.
- 5.13 Library resources: Current library resources are sufficient.

**Section 6: Proposed term for implementation:** What semester/year will this course “come on line” and be available to students? Fall 2020

### Section 7: Supplemental Documentation (Optional): If needed, append any supplemental documentation here.

College Curriculum Committee

11/5/2020

Professional Education Council (if applicable)

NA

General Education Committee (if applicable)

Undergraduate Curriculum Committee

02/25/2020

University Senate

**Academic Policy Committee Report**

None

**Steering Committee Report**

None

**Announcements**

Testing/working through Course Leaf – Might be able to show it during the April Meeting.

Work on guidelines for workflow issues.

**Adjourn at 4:45pm - 1<sup>st</sup>/2<sup>nd</sup> Lartey/McCaslin**

Respectfully Submitted  
UCC Recorder  
Jessica Steenbergen