

Undergraduate Curriculum Committee

March 23, 2017

Call to Order

Approval of February 23, 2017 Minutes

Old Business:

New Business:

Potter College of Arts & Letters

| Type of Item | Description of Item & Contact Information |
|--------------|--|
| Consent | Proposal to Revise Course Prerequisites/Corequisites BCOM 261 —Basic Radio Production Contact: Brad Pfranger, brad.pfranger@wku.edu 270-745-6497 |
| Consent | Proposal to Revise Course Prerequisites/Corequisites BCOM 265 —Basic Broadcast News Contact: Brad Pfranger, brad.pfranger@wku.edu 270-745-6497 |
| Consent | Proposal to Revise Course Prerequisites/Corequisites BCOM 325 — Electronic Media Writing Contact: Brad Pfranger, brad.pfranger@wku.edu 270-745-6497 |
| Consent | Proposal to Revise Course Prerequisites/Corequisites JOUR 426 —Advanced Reporting Contact: Mac McKerral, mac.mckerral@wku.edu , 270-745-5882 |
| Consent | Proposal to Revise Course Prerequisites/Corequisites PR 355 —Fundamentals of Public Relations Contact: Vicki Bagwell, vicki.bagwell@wku.edu , 270-745-5834 |
| Consent | Proposal to Revise Course Prerequisites/Corequisites SJB 241 —Visualizing Data Contact: Tim Broekema, tim.broekema@wku.edu , 270-745-3005 |
| Consent | Proposal to Delete a Course SJB 103 — Storytelling in the 21 st Century Contact: Tim Broekema, tim.broekema@wku.edu , 270-745-3005 |
| Action | Multiple Revisions to Multiple Courses PERF 220, 320, 321, 420, 421, 430, 431 Contact: Scott Stroot, scott.stroot@wku.edu , 5-5845 |
| Action | Multiple Revisions to Multiple Courses PERF 340, 341, 440 Contact: Scott Stroot, scott.stroot@wku.edu , 5-5845 |
| Action | Proposal to Revise Course Credit THEA 307 Contact: Scott Stroot, scott.stroot@wku.edu , 5-5845 |

| Type of Item | Description of Item & Contact Information |
|--------------|--|
| Action | Proposal to Create a New Course ART 244 - : Computer Animation I Contact: Joon Sun, joon.sung@wku.edu , 5-2154 |
| Action | Proposal to Create a New Course ART 344 - Computer Animation II Contact: Joon Sun, joon.sung@wku.edu , 5-2154 |
| Action | Proposal to Create a New Course ART 444 - : Computer Animation III Contact: Joon Sun, joon.sung@wku.edu , 5-2154 |
| Action | Proposal to Create a New Course CRIM 234 - Crime and Popular Culture Contact: Carrie Trojan, Email: carrie.trojan@wku.edu Phone: 52645 |
| Action | Proposal to Create a New Course CRIM 430 - Comparative Systems of Juvenile Justice Contact: Carrie Trojan, Email: carrie.trojan@wku.edu Phone: 52645 |
| Action | Proposal to Create a New Course SOCL 389 - Stigma and Society Contact: Carrie Trojan, Email: carrie.trojan@wku.edu Phone: 52645 |
| Action | Proposal to Revise a Program A.B. in Arabic with Teacher Certification (Ref #609) Contact: Laura McGee, laura.mcgee@wku.edu , 270-745-2401 |
| Action | Proposal to Revise a Program A.B. in Chinese with Teacher Certification (Ref #624) Contact: Laura McGee, laura.mcgee@wku.edu , 270-745-2401 |
| Action | Proposal to Revise a Program A.B. in French with Teacher Certification (Ref #665) Contact: Laura McGee, laura.mcgee@wku.edu , 270-745-2401 |
| Action | Proposal to Revise a Program A.B. in German with Teacher Certification (Ref #683) Contact: Laura McGee, laura.mcgee@wku.edu , 270-745-2401 |
| Action | Proposal to Revise a Program A.B. in Spanish with Teacher Certification (Ref #778) Contact: Laura McGee, laura.mcgee@wku.edu , 270-745-2401 |
| Action | Proposal to Revise a Program A.B. in Advertising #727 Contact: Cliff Shaluta, cliff.shaluta@wku.edu , 270-991-6966 |
| Action | Proposal to Revise a Program A.B. in Broadcasting #726 Contact: Brad Pfranger, brad.pfranger@wku.edu 270-745-6497 |
| Action | Proposal to Revise a Program Major in Journalism #736 Contact: Mac McKerral, mac.mckerral@wku.edu , 270-745-5882 |

| Type of Item | Description of Item & Contact Information |
|---|---|
| Action | Proposal to Revise a Program A.B. in Photojournalism #750 Contact: James Kenney, james.kenney@wku.edu , 270-745-6307 |
| Action | Proposal to Revise a Program A.B. in Public Relations #763 Contact: Vicki Bagwell, Vicki.bagwell@wku.edu , 270-745-5834 |
| Action | Proposal to Revise a Program Minor in Journalism #419 Contact: Mac McKerral, mac.mckerral@wku.edu , 270-745-5882 |
| Action | Proposal to Revise a Program Minor in Criminology (ref# 342) Contact: Carrie Trojan, Email: carrie.trojan@wku.edu Phone: 52645 |
| Action | Proposal to Revise a Program A.B. in Criminology (ref# 627) Contact: Carrie Trojan, Email: carrie.trojan@wku.edu Phone: 52645 |
| Action | Proposal to Revise a Program Minor in Sociology (ref #461) Contact: Carrie Trojan, Email: carrie.trojan@wku.edu Phone: 52645 |
| Action | Proposal to Revise a Program A.B. in Sociology (ref #775) Contact: Carrie Trojan, Email: carrie.trojan@wku.edu Phone: 52645 |
| Action | Proposal to Revise Program BFA Performing Arts: 588 Contact: Scott Stroot, scott.stroot@wku.edu , 5-5845 |
| Action | Proposal to Create a New Minor Program Minor in Computer Animation Contact: Joon Sun, joon.sung@wku.edu , 5-2154 |
| University College | |
| Consent | Proposal to Create an Equivalent Course LTCY 199(C) Contact Person: Merrall Price Email: merrall.price@wku.edu Phone: 5-4200 |
| Action | Proposal to Create a New Course SPS 400 Contact Person: Said Ghezal Email: said.ghezal@wku.edu Phone: 5-4285 |
| Action | Proposal to Create a New Course SUS 099C Contact Person: Dawn Hall Email: dawn.hall@wku.edu Phone: 5-8944 |
| College of Education and Behavioral Sciences | |
| Consent | Proposal to Revise Course Prerequisites/Corequisites PSY 310 , Educational Psychology Contact: Steve Winger Email: steven.winger@wku.edu Phone: (270) 745-4421 |

| Type of Item | Description of Item & Contact Information |
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| Consent | Proposal to Revise Course Prerequisites/Corequisites PSY 422 , Adolescent Psychology Contact: Pitt Derryberry Email: pitt.derryberry@wku.edu (270) 745-5250 |
| Consent | Proposal to Revise Course Prerequisites/Corequisites IECE 324 , Advanced Assessment of Young Children Contact: Kristi Godfrey-Hurrell kristi.godfrey-hurrell@wku.edu Phone: (270) 745-4924 |
| Ogden College of Sciences and Engineering | |
| *Information | Proposal to Revise Course Prerequisites/Corequisites ENGR 400, Principles of Systems Engineering Contact: Stacy Wilson, stacy.wilson@wku.edu x55848 |
| Consent | Proposal to Reactivate a Suspended Course BIOL 398 , Undergraduate Seminar, 1 hr. Contact: Sigrid Jacobshagen, sigrid.jacobshagen@wku.edu , x5994 |
| Consent | Proposal to Reactivate a Suspended Program Ref. 714 , Major in Investigative Biotechnology, 48 hrs. Contact: Sigrid Jacobshagen, sigrid.jacobshagen@wku.edu , x5994 |
| Consent | Proposal to Revise Course Prerequisites/Corequisites CE 303 , Construction Management, 3 hrs. Contact: Shane Palmquist, shane.palmquist@wku.edu , x2919 |
| Consent | Proposal to Revise Course Prerequisites/Corequisites CE 316 , Construction Equipment and Methods, 3 hrs. Contact: Matthew Dettman, matthew.dettman@wku.edu , x2462 |
| Consent | Proposal to Revise Course Prerequisites/Corequisites CE 440 , Masonry Design and Construction, 3 hrs. Contact: Shane Palmquist, shane.palmquist@wku.edu , x2919 |
| Consent | Proposal to Revise Course Prerequisites/Corequisites EE 460 , Continuous Control Systems, 3.5 hrs. Contact: Stacy Wilson, stacy.wilson@wku.edu , x5848 |
| Consent | Proposal to Revise Course Prerequisites/Corequisites EE 461 , Discrete Control Systems, 3 hrs. Contact: Stacy Wilson, stacy.wilson@wku.edu , x5848 |
| Consent | Proposal to Revise Course Prerequisites/Corequisites EE 473 , Electromagnetics I, 3 hrs. Contact: Mark Cambron, mark.cambron@wku.edu , x8868 |
| Consent | Proposal to Delete a Course CE 441 , Masonry Construction Lab, 1 hr. Contact: Shane Palmquist, shane.palmquist@wku.edu , x2919 |
| Consent | Proposal to Revise Course Prerequisites/Corequisites MATH 117 , Trigonometry, 3 hrs. Contact: Robin Ayers, robin.ayers@wku.edu , x 5009 |
| Action | Proposal to Create a New Course AGMC 326 , Precision Agriculture, 3 hrs. Contact: Cris Scudder, cris.scudder@wku.edu , x2969 |

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| Action | Proposal to Make Multiple Revisions to a Course AGRO 409 , Weed Science, 3 hrs. Contact: Todd Willian, todd.willian@wku.edu , x5969 |
| Action | Proposal to Make Multiple Revisions to a Course AGRO 422 , Fields Crops, 3 hrs. Contact: Todd Willian, todd.willian@wku.edu , x5969 |
| Action | Proposal to Revise a Program Ref. 308 , Minor in Agriculture, 21 hrs. Contact: Todd Willian, todd.willian@wku.edu , x5969 |
| Action | Proposal to Make Multiple Revisions to a Course BIOL 398 , Undergraduate Seminar, 1 hr. Contact: Sigrid Jacobshagen, sigrid.jacobshagen@wku.edu , x5994 |
| Action | Proposal to Revise a Program Ref. 714 , Major in Investigative Biotechnology, 48 hrs. Contact: Sigrid Jacobshagen, sigrid.jacobshagen@wku.edu , x5994 |
| Action | Proposal to Revise Course Credit Hours CE 400 , Senior Design Seminar, 1 hrs. Contact: Matthew Dettman, matthew.dettman@wku.edu , x2462 |
| Action | Proposal to Revise Course Credit Hours EE 400 , Electrical Engineering Design IV Contact: Mark Cambron, mark.cambron@wku.edu , x8868 |
| Action | Proposal to Revise a Program Ref. 534 , Major in Civil Engineering, 129 hrs. Contact: Shane Palmquist, shane.palmquist@wku.edu , x2919 |
| Action | Proposal to Revise a Course Number MATH 225 , Introduction to Advanced Mathematics for Middle Grades Teachers, 3 hrs. Contact: Patrick Brown, patrick.brown@wku.edu , x6247 Contact: Hope Marchionda, hope.marchionda@wku.edu , x2961 |
| Action | Proposal to Create a New Course MATH 123 , Mathematical Applications for Business, 3 hrs. Contact: Robin Ayers, robin.ayers@wku.edu , x 5009 |
| College of Health and Human Services | |
| Consent | Revise Course Prerequisites/Co-Requisites FACS 422 Adolescent Psychology Contact: Adam R. West, adam.west@wku.edu , 270-745-5138 |
| Consent | Revise Pre/Co-Requisites HCA 383 Health Care Biostatistics Lab Contact: Dr. Gregory Ellis-Griffith, gregory.ellis-griffith@wku.edu , 745-3076 |
| Consent | Revise Pre/Co-Requisites HCA 440 Health Economics Contact: Dr. Gregory Ellis-Griffith, gregory.ellis-griffith@wku.edu , 745-3076 |

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| Consent | Revise Pre/Co-Requisites HCA 445 Healthcare Finance Contact: Dr. Gregory Ellis-Griffith, gregory.ellis-griffith@wku.edu , 745-3076 |
| Consent | Revise Pre/Co-Requisites IDFM 222 CAD in Human Environment Contact: Sheila S. Flener, sheila.flener@wku.edu 745-4105 |
| Consent | Revise Pre/Co-Requisites IDFM 301 Interior Design Studio III Contact: Sheila S. Flener, sheila.flener@wku.edu 745-4105 |
| Consent | Revise Pre/Co-Requisites IDFM 421 Portfolio Design Contact: Sheila S. Flener, sheila.flener@wku.edu 745-4105 |
| Consent | Revise Pre/Co-Requisites IDFM 448 Interior Illustration Contact: Sheila S. Flener, sheila.flener@wku.edu 745-4105 |
| Consent | Revise Pre/Co-Requisites PH 381 Community Health Contact: Grace Lartey, PhD, gracelartey@wku.edu , 745-3941 |
| Consent | Revise Pre/Co-Requisites PH 383 Biostatistics in the Health Sciences Contact: Grace Lartey, PhD, gracelartey@wku.edu , 745-3941 |
| Consent | Revise Pre/Co-Requisites PH 385 Environmental Health Contact: Grace Lartey, PhD, gracelartey@wku.edu , 745-3941 |
| Consent | Revise Pre/Co-Requisites PH 402 Worksite Health Promotion Contact: Grace Lartey, PhD, gracelartey@wku.edu , 745-3941 |
| Consent | Revise Pre/Co-Requisites PH 443 Health and Aging Contact: Grace Lartey, PhD, gracelartey@wku.edu , 745-3941 |
| Consent | Revise Pre/Co-Requisites PH 467 Drug Abuse Education Contact: Grace Lartey, PhD, gracelartey@wku.edu , 745-3941 |
| Consent | Revise Pre/Co-Requisites PH 468 Sexuality Education Contact: Grace Lartey, PhD, gracelartey@wku.edu , 745-3941 |
| Consent | Revise Pre/Co-Requisites IDFM 222 CAD in Human Environment Contact: Sheila S. Flener, sheila.flener@wku.edu 745-4105 |
| Consent | Suspend a Course AH 101 Paramedicine I Contact: Terry Dean, terry.dean@wku.edu , 745-2213 |

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| Consent | Suspend a Course AH 102 Paramedicine I Lab Contact: Terry Dean, terry.dean@wku.edu , 745-2213 |
| Consent | Suspend a Course AH 103 Paramedicine II Contact: Terry Dean, terry.dean@wku.edu , 745-2213 |
| Consent | Suspend a Course AH 104 Paramedicine II Lab Contact: Terry Dean, terry.dean@wku.edu , 745-2213 |
| Consent | Suspend a Course AH 105 Paramedicine III Contact: Terry Dean, terry.dean@wku.edu , 745-2213 |
| Consent | Suspend a Course AH 106 Paramedicine III Lab Contact: Terry Dean, terry.dean@wku.edu , 745-2213 |
| Consent | Suspend a Course AH 107 Paramedicine IV Contact: Terry Dean, terry.dean@wku.edu , 745-2213 |
| Consent | Suspend a Course AH 108 Paramedicine IV Lab Contact: Terry Dean, terry.dean@wku.edu , 745-2213 |
| Consent | Suspend a Course AH 109 Paramedicine V Contact: Terry Dean, terry.dean@wku.edu , 745-2213 |
| Consent | Suspend a Course AH 110 Paramedicine V Lab Contact: Terry Dean, terry.dean@wku.edu , 745-2213 |
| Consent | Suspend a Course AH 111 Paramedicine VI Lab Contact: Terry Dean, terry.dean@wku.edu , 745-2213 |
| Action | Revise a Program 521 Public Health Contact: Grace Lartey, PhD, grace.lartey@wku.edu , 270-745-3941 |
| Action | Revise a Program 559/559P Health Care Administration Contact: Gregory Ellis-Griffith, gregory.ellis-griffith@wku.edu , 745-3076 |
| Action | Create a New Certificate Program Certificate in Health Informatics Contact: Jan Hunt-Shepherd, jan.hunt-shepherd@wku.edu 270-745-3548 |
| Gordon Ford College of Business | |
| Consent | Proposal to Revise Course Prerequisites Human Resource Information Systems (HRIS) – MGT 383 Contact person: LeAnne Coder, leanne.coder@wku.edu , 5-2876 |
| Action | Proposal to Create a New Course Introduction to Entrepreneurship ENT 112 Contact person: Dawn Bolton, dawn.bolton@wku.edu , 5-3107 |

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| Action | Proposal to Create a New Course Family Business Management – ENT 363 Contact person: Whitney Peake, whitney.peake@wku.edu , 5-3531 |
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Academic Policy Subcommittee Reports

- [Academic Renewal](#)
- [Course Repeat](#)
- [Change Major/Minor out for text](#)
- [Add Certificate to Major/Minor](#)

Announcements: The next scheduled meeting will be on April 20, 2017: the deadline for proposals is noon on April 6, 2017.

Adjournment:

Proposal Date: Feb. 10, 2017

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Brad Pfranger, bradley.pfranger@wku.edu 745-6497

1. Identification of course:

1.1 Course prefix (subject area) and number: [BCOM 265](#)

1.2 Course title: Basic Broadcast News

2. Current prerequisites/corequisites/special requirements:

Prerequisites: SJB101 or SJB102 or SJB103

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: SJB101 or SJB102

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

SJB 103 Digital Storytelling is being deleted, so it will no longer be available for Broadcasting majors and is therefore being removed from the class prerequisites.

5. Effect on completion of major/minor sequence:

Current majors who have completed SJB 103 will retain credit for this class in their overall program. An iCap exception form will be initiated to accommodate those students whose degree programs still require SJB 103. For students in catalog year 2017/30, this change will decrease the number of prerequisite courses by one, with all core curriculum classes taken during the student's first year in the program.

6. Proposed term for implementation: Next available

7. Dates of prior committee approvals:

Broadcast Committee

02/8/17

SJ&B Curriculum Committee

2/17/17

Potter College Curriculum Committee

3/2/17

Undergraduate Curriculum Committee

University Senate

Proposal Date: Feb. 10, 2017

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Brad Pfranger, bradley.pfranger@wku.edu , 745-6497

1. Identification of course:

1.1 Course prefix (subject area) and number: [BCOM 325](#)

1.2 Course title: Electronic Media Writing

2. Current prerequisites/corequisites/special requirements:

Prerequisites: SJB103

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: SJB101 or SJB102

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

SJB 103 Digital Storytelling is being deleted, so it will no longer be available for Broadcasting majors and is therefore being removed from the class prerequisites.

5. Effect on completion of major/minor sequence:

Current majors who have completed SJB 103 will retain credit for this class in their overall program. An iCap exception form will be initiated to accommodate those students whose degree programs still require SJB 103. For students in catalog year 2017/30, this change will decrease the number of prerequisite courses by one, with all core curriculum classes taken during the student's first year in the program.

6. Proposed term for implementation: Next available

7. Dates of prior committee approvals:

Broadcast Committee

02/8/17

SJ&B Curriculum Committee

2/17/17

Potter College Curriculum Committee

3/2/17

Undergraduate Curriculum Committee

University Senate

Proposal Date: Feb. 2, 2017

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Mac McKerral (mac.mckerral@wku.edu) 270-745-5882

1. Identification of course:

1.1 Course prefix (subject area) and number: [JOUR 426](#)

1.2 Course title: **Advanced Reporting**

2. Current prerequisites:

Prerequisites: JOUR 325.

3. Proposed prerequisites:

Prerequisites: JOUR 323 and JOUR 325.

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

In a previous curriculum change, JOUR 323 was dropped as a pre-requisite for JOUR 325, which is a pre-requisite for JOUR 426. In making that change, we overlooked that the change would also affect JOUR 426. This change corrects that oversight and restores JOUR 323 as a pre-requisite for the capstone, JOUR 426.

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

6. Proposed term for implementation: Next available

5. Dates of prior committee approvals:

| | |
|-------------------------------------|----------|
| Journalism Program | 09/14/17 |
| SJ&B Curriculum Committee | 2/17/17 |
| Potter College Curriculum Committee | 3/2/17 |
| Undergraduate Curriculum Committee | |
| University Senate | |

Proposal Date: Feb. 10, 2017

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: [SJB 241](#)
- 1.2 Course title: Visualizing Data

2. Current prerequisites/corequisites/special requirements:

Prerequisites: SJB101 and either SJB102 or SJB103

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: SJB101 and SJB102

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

Since SJB 103 is being suspended, SJB majors will no longer be able to take this course.

5. Effect on completion of major/minor sequence:

None

6. Proposed term for implementation: Next available

7. Dates of prior committee approvals:

SJB Core Curriculum Committee

02/8/17

SJ&B Curriculum Committee

2/17/17

Potter College Curriculum Committee

2 March 2017

Undergraduate Curriculum Committee

University Senate

**Potter College of Arts & Letters
Department of Theatre and Dance
Proposal to Make Multiple Revisions to Multiple Courses
(Action Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: [PERF 220, 320, 321, 420, 421, 430, 431](#)
- 1.2 Course title: Production Lab I, II, III, IV, V, VI, VII
- 1.3 Credit hours: 1

2. Revise course title: N/A

3. Revise course number: N/A

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

5. Revise course catalog listing:

- 5.1 Current course catalog listing(s): An experiential learning course designed to provide practical experience in theatrical production.
- 5.2 Proposed course catalog listing: A variable credit experiential learning course designed to provide experience in theatrical production. Repeatable for a total of 2 credits.

Please Note: The exact wording of the catalog listing for each of the courses listed above does differ slightly from course to course, but only in regards to prerequisites, which we are not proposing to revise at this time. The core description *-An experiential learning course designed to provide practical experience in theatrical production-* is common to all of them, and what we are proposing here is to simply add the proposed variable credit and repeatability clauses to all of those course listings. An individual Course Inventory form has been submitted for each course listed above, to ensure their course listings remain accurate in every other way.

- 5.3 Rationale for revision of course catalog listing: The variable credit and repeatability features noted in the proposed catalog description revision are necessary components of the overall “fix” we’re trying to implement to the process we’ve devised for awarding experiential learning credit to our students for their work on our theatre & dance productions, as explained fully in item 6.3 below.

6. Revise course credit hours:

- 6.1 Current course credit hours: 1
- 6.2 Proposed course credit hours: .5 to 1 credit

6.3 Rationale for revision of course credit hours: How to fairly and efficiently award credit to students for the hands-on, experiential learning they get from working on productions (in the shops, backstage, in the control booth etc.) is a perennial challenge faced by virtually all college/university 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”. While this system works fairly well, its management is nevertheless beset by some chronic logistical problems, mostly the result of natural conflicts between the university’s academic calendar, and our production calendar. For example: at the beginning of the semester in January, we can not know for sure exactly how many stage hands we may need for a production not scheduled to go into production until March –well beyond standard institutional “drop/add/withdrawal deadlines. In addition, the amount of time a student will be expected to commit to an assignment can vary widely, depending on the nature of the assigned job, so while one assignment on a given production might require a commitment commensurate with the standards of time and rigor needed to earn a full credit, another assignment in that same production might only be worth a half credit. And these are only a couple examples of the sort of logistical challenges we face in the administration of this area of our department’s curriculum. We believe that the revisions we propose here –a combination of variable credit and repeatability- along with thoughtful, proactive term and section scheduling, will give us the flexibility we need to fairly and efficiently award university credit to students for engaging the vitally important production aspect of our mission as a department.

7. Revise grade type: N/A

8. Proposed term for implementation: Next available

9. Dates of prior committee approvals:

Department of Theatre and Dance:

2/7/17

Potter College Curriculum Committee:

2 March 2017

Undergraduate Curriculum Committee:

University Senate:

**Potter College of Arts & Letters
Department of Theatre and Dance
Proposal to Make Multiple Revisions to Multiple Courses
(Action Item)**

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

1. Identification of course:

1.1 Current course prefix (subject area) and number: [PERF 340, PERF 341, PERF 440](#)

1.2 Course title: Performance Lab I, II, III

1.3 Credit hours: 1

2. Revise course title: N/A

3. Revise course number: N/A

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

5. Revise course catalog listing:

5.4 Current course catalog listing(s): An experiential learning course designed to provide practical experience in theatrical performance under actual production conditions.

5.5 A variable credit experiential learning course designed to provide practical experience in theatrical performance under actual production conditions. Repeatable for a total of 2 credits.

Please Note: The exact wording of the catalog listing for each of the courses listed above does differ slightly from course to course, but only in regards to prerequisites, which we are not proposing to revise at this time. The core description *-An experiential learning course designed to provide practical experience in theatrical production-* is common to all of them, and what we are proposing here is to simply add the proposed variable credit and repeatability clauses to all of those course listings. An individual Course Inventory form has been submitted for each course listed above, to ensure their course listings remain accurate in every other way.

5.6 Rationale for revision of course catalog listing: The variable credit and repeatability features noted in the proposed catalog description revision are necessary components of the overall “fix” we’re trying to implement to the process we’ve devised for awarding experiential learning credit to our students for their on-stage work in our theatrical productions, as explained fully in item 6.3 below.

6. Revise course credit hours:

6.4 Current course credit hours: 1

6.5 Proposed course credit hours: .5 to 1 credit

6.6 Rationale for revision of course credit hours: How to fairly and efficiently award credit to students for the hands-on, experiential learning they get from performing in plays is a perennial challenge faced by virtually all college/university performing arts departments. At WKU, this takes the form of a series of Performance Lab courses, and all of our degree programs allow students the option of counting a certain number of these “performance credits” in their program. While this system works fairly well, its management is nevertheless beset by some chronic logistical problems, mostly the result of natural conflicts between the university’s academic calendar, and our production calendar. For example: at the beginning of the semester in January, we often can not know which students will be cast in a show not scheduled to go into production until March - well beyond standard institutional “drop/add/withdrawal deadlines. In addition, the amount of time a student will be expected to commit to a role can vary widely, depending on the size of the role, so while one role in a given production might require a commitment commensurate with the standards of time and rigor needed to earn a full credit, another role in that same production might only be worth a half credit. And these are only two examples of the sort of logistical challenges we face in the administration of this area of our department’s curriculum. We believe that the revisions we propose here –a combination of variable credit and repeatability- along with thoughtful, proactive term and section scheduling, will give us the flexibility we need to fairly and efficiently award university credit to students for engaging the vitally important production aspect of our mission as a department.

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

8. **Proposed term for implementation:** Next available

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

| | |
|--------------------------------------|--------------|
| Department of Theatre and Dance: | 2/7/17 |
| Potter College Curriculum Committee: | 2 March 2017 |
| Undergraduate Curriculum Committee: | |
| University Senate: | |

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: [THEA 307](#)
- 1.2 Course title: Music Theatre Workshop I
- 1.3 Credit hours: 2

2. Revise course title:

- 2.1 Current course title: Music Theatre Workshop I
- 2.2 Proposed course title: Musical Theatre Workshop I
- 2.3 Proposed abbreviated title: Musical Theatre Workshop I

- 2.4 Rationale for revision of course title: This proposed title more accurately describes the actual focus of this course –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, which could include classical western opera, Japanese Kabuki and Noh drama, classical Chinese Opera, Bertolt Brecht’s plays-with-music, and so on. (We are making this change across our courses and programs, to make our use of this title consistent.)

3 Revise course number: N/A

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

5. Revise course catalog listing:

- 3.1 Current course catalog listing: Practice in integrating singing, acting, and movement using musical theatre repertoire from 1920 to present. Repeatable three times for up to eight hours of credit. Course Fee.

- 3.2 Proposed course catalog listing: Practice in integrating singing, acting, and movement using musical theatre repertoire from 1920 to present. Repeatable twice for up to 9 hours of credit. Course Fee.

- 3.3 Rationale for revision of course catalog listing: Changing the credits awarded by this course (see sections 4 below) alters its repeatability formula for. This is properly noted on the Course Inventory Form that accompanies this proposal, but the repeatability language also appears in the catalog listing, and so needs to be revised here as well.

6. Revise course credit hours:

4.1 Current course credit hours: 2

4.2 Proposed course credit hours: 3

4.3 Rationale for revision of course credit hours: This is course was originally created some years ago, at an earlier point in the development of our Department's Musical Theatre curriculum. Given our faculty resources and degree program configurations at the time, it made sound pedagogical and programmatic sense to offer this content at a two credit level. Since then however, we've had the good fortune to attract additional faculty with more expertise in Musical Theatre, which has in turn allowed us to expand and deepen both the content and the pedagogical rigor of this course, and we believe it's time to revise the credit worthiness of the course to reflect this.

5. Proposed term for implementation: Next available

6. Dates of prior committee approvals:

Department of Theatre and Dance:

2/7/17

Potter College Curriculum Committee:

2 March 2017

Undergraduate Curriculum Committee:

University Senate:

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

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

1. Identification of course:

1.1 Current course prefix (subject area) and number: [THEA 407](#)

1.2 Course title: Music Theatre Workshop II

1.3 Credit hours: 2

2. Revise course title:

2.1 Current course title: Music Theatre Workshop II

2.2 Proposed course title: Musical Theatre Workshop II

2.3 Proposed abbreviated title: Musical Theatre Workshop II

2.4 Rationale for revision of course title: This proposed title more accurately describes the actual focus of this course –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, which could include classical western opera, Japanese Kabuki and Noh drama, classical Chinese Opera, Bertolt Brecht’s plays-with-music, and so on. We are making this change across our courses and programs, to make our use of this title consistent.

3. Revise course number: N/A

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

5. Revise course catalog listing:

5.1 Current course catalog listing: A continuation of musical theatre study begun in THEA 307, this course offers advanced character study for both songs and scenes in the American musical theatre repertoire from 1920 to present. Repeatable two times for up to six hours of credit.

5.2 Proposed course catalog listing: A continuation of musical theatre study begun in THEA 307, this course offers advanced character study for both songs and scenes in the American musical theatre repertoire from 1920 to present. Repeatable two times for up to 9 hours of credit.

5.3 Rationale for revision of course catalog listing: Changing the credits awarded by this course (see sections 4 below) alters the repeatability formula for the course. This is properly noted on the Course Inventory Form that accompanies this proposal, but the repeatability language also appears in the catalog listing, and so needs to be revised as well.

4. Revise course credit hours:

4.1 Current course credit hours: 2

4.2 Proposed course credit hours: 3

4.3 Rationale for revision of course credit hours: This is course was originally created some years ago, at an earlier point in the development of our Department's Musical Theatre curriculum. Given our faculty resources and degree program configurations at the time, it made sound pedagogical and programmatic sense to offer this content at a two credit level. Since then however, we've had the good fortune to attract additional faculty with more expertise in Musical Theatre, which has in turn allowed us to expand and deepen both the content and the pedagogical rigor of this course, and we believe it's time to revise the credit worthiness of the course to reflect this.

5. Proposed term for implementation: Next available

6. Dates of prior committee approvals:

Department of Theatre and Dance:

2/7/17

Potter College Curriculum Committee:

2 March 2017

Undergraduate Curriculum Committee:

University Senate:

Proposal Date: Feb 10, 2017

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

Contact Person: Joon Sung, joon.sung@wku.edu, 52154

1. Identification of proposed course:

- 1.1. Course prefix (subject area) and number: [ART 244](#)
- 1.2. Course title: Computer Animation I
- 1.3. Abbreviated course title: COMP ANIM I
- 1.4. Credit hours: 3 Variable credit: No
- 1.5. Grade type: Standard letter grade

1.6. Prerequisites: Permission of instructor.

1.7. Course description: This introductory course initiates students to the creative possibilities of 3D computer animation platform.

2. Rationale:

2.1. Reason for developing the proposed course:

As new technologies are developed and integrated into the creative process, new art forms emerge. The computer technology provides a unique tool that expands the nature and process of artistic expression and an innovative forum for creative interdisciplinary research in the arts. Artists have always shown great interest in new tools and techniques. Today we have the most interesting tool ever - the computer. With some basic knowledge in operating, many new possibilities emerge and previously unthinkable ideas or completely new art forms can be implemented. Many artists already use the computer technology as an indispensable technical aid to invent and explore new types of art. In recent years, 3-dimensional computer technology has been as unprecedented level of development, change, and growth, which have been greatly influencing artists working in an experimental context and for those working in industry. To succeed as contemporary visual artists, students must keep pace with a changing set of tools and be aware of the new creative possibilities that are presented with each technical advance. It is indispensable for the department of art to keep up-to-date curriculum that meets current students need to increase the chances them to enter the larger world.

2.2. Projected enrollment in the proposed course: No more than 15 students, based on lab capacity, student demand, the number of students in other minor programs, as well as industry demand. The number of multimedia artists and animators in the state has doubled since 2013, when Kentucky was home to just 60 salaried animators. Salaries have increased as well. In 2013, the average salary for multimedia artists and animators was \$51,260 per year. Today, the average annual salary is \$56,340.

2.3. Relationship of the proposed course to courses now offered by the department:
While some 2-D and 3-D computer animation courses (Art 243 Digital Media and Art 343 Digital Media: Time Based) are being offered within the department's BA and BFA program, those particular courses are directed toward problem solving for an external client base. The proposed course's means would be similar but the goal would be to serve a personal aesthetic, a singular artistic vision.

2.4. Relationship of the proposed course to courses offered in other departments:
This course is unique within the university.

2.5. Relationship of the proposed course to courses offered in other institutions:
Following are some examples of regional and benchmark institutions who have similar major programs dedicated to aesthetic explorations of digital media. Northern Kentucky University (New Media Art), University of Kentucky (Digital Media), Bowling Green State (Digital Arts), Missouri State University (Digital Arts), University of Illinois at Urbana-Champaign (New Media).

While several in-state schools noted above offer new media art or digital media majors, no school except Sullivan College of Technology and Design at Louisville offers 3-D computer animation courses. Since 3-D computer animation is the core subject in this proposed minor, it would be an attractive program for in-state students who might otherwise seek out-of-state programs to learn 3-D computer animation.

3. Description of proposed course

3.1. Learning Outcomes:

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

- grasp a basic understanding of 3D software and other relevant software tools.
- understand a basic 3D modeling techniques, camera, texturing, lighting and rendering.
- view the process of 3D computer animation as an artistic and personal expression.

3.2. Content outline:

Methods of instruction consist of lectures, demonstrations, animated work/film presentation, studio assignments, in-class lab time, and group critiques.

3.3. Student Expectations and Requirements:

Making computer animation is fun and playful while it requires a great attention and focus in order to create a fine animation. Since the quality of animation largely depends upon the amount of time and effort each student put on, personal initiative and self-motivation are essential. Each student is expected to produce a quality work based on a creative and original thought and exploration of new skills and ideas. In addition, in the real world of computer animation production, nearly all work is collaborative and there is almost always more than one way to achieve the similar goal. In this course, students

are encouraged to help each other with general problem-solving or software questions.

3.4. Tentative texts and course materials:

- Textbooks:
Dariush Derakhshani. *Introducing Autodesk Maya 2016*: Sybex; 1 edition (July 27, 2015)
- Hardware and Software:
Current Mac computer labs (R417, R438) at the department of art will be used. The labs are equipped with the primary animation software Autodesk Maya as well as other relevant software tools.
- DVDs and online tutorials:
Many great examples of computer animation and Maya training resources are available as DVDs and online. Students are welcome to view those on their own. Online tutorials are a learning resource presenting a particular solution to a problem and there are always other ways to solve the problem.

4. Resources

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

5. Budget implications

- 5.1. Proposed method of staffing: existing faculty
- 5.2. Special equipment needed: none
- 5.3. Expendable materials needed: none
- 5.4. Laboratory materials needed: none

6. Proposed term for implementation: Next available

7. Dates of prior committee approvals:

| | |
|-------------------------------------|--------------------|
| Department of Art | 2/10/2017 |
| Potter College Curriculum Committee | <hr/> 2 March 2017 |
| Undergraduate Curriculum Committee | <hr/> |
| University Senate | <hr/> |

BIBLIOGRAPHY

The below list is a sample of publications available in the field. All resources listed are available in the WKU Cravens Library.

1. Isaac Victor Kerlow. The Art of 3-D : Computer Animation and Imaging. New York : John Wiley & Sons, 2000
2. Chopine, Ami. 3D art essentials : the fundamentals of 3D modeling, texturing, and animation. Oxford, UK ; Burlington, MA : Focal Press, 2011
3. Chris Webster, Animation : the mechanics of motion. Amsterdam ; Boston : Elsevier Focal Press, 2005.
4. Jeremy Birn, Digital Lighting and Rendering. Indianapolis, Ind. : New Riders New Riders, 2000.
5. Magnenat-Thalmann, Nadia. Computer animation : theory and practice. Tokyo ; New York : Springer-Verlag, 1985.
6. Weishar, Peter. Blue sky : the art of computer animation : featuring Ice Age and Bunny. New York : Harry N. Abrams, 2002.
7. Pilling, Jayne. A reader in animation studies. London : J. Libbey, c1997.
8. Wells, Paul, Animation and America. New Brunswick, NJ : Rutgers University Press, 2002.
9. Levitan, Eli L. Animation art in the commercial film. New York, Reinhold Pub. Corp. 1960
10. Earnshaw, Rae A., Watson, D. (David), Animation and scientific visualization. London ; San Diego : Academic Press, 1993.
11. Wells, Paul. Animation : genre and authorship. London : Wallflower, 2002.
12. Ratcliff, Carter. Out of the box : the reinvention of art. New York : Allworth Press : Copublished with the School of Visual Arts, 2000.
13. Browne, Steven E. Nonlinear editing basics : electronic film and video editing. :Boston : Focal Press, c1998.
14. Anderson, S. E. Computer animation, New York, Hastings House, 1974
15. Pilling, Jayne. Animation : 2D and beyond. N.Y Crans-PrÈs-CÈligny ; Hove : RotoVision, 2001.
16. Earnshaw, Rae A., Watson, D. (David), Animation and scientific visualization. London ; San Diego : Academic Press, 1993.
17. Rubin, Susan. Animation, the art and the industry. Englewood Cliffs, N.J. : Prentice-Hall, 1984.
18. Glassner, Andrew S. 3D computer graphics : a user's guide for artists and designers. New York, NY : Design Press, 1989.
19. Ratner, Peter. Three-D human modeling and animation. New York : John Wiley, 1998.
20. Weishar, Peter. Blue sky : the art of computer animation : featuring Ice Age and Bunny. New York : Harry N. Abrams, 2002.
21. Ratcliff, Carter. Out of the box : the reinvention of art. New York : Allworth Press : Copublished with the School of Visual Arts, 2000
22. Austerberry, David. Technology of video & audio streaming. Oxford ; New York : Focal, 2002.
23. Weishar, Peter. Blue sky : the art of computer animation : featuring Ice Age and Bunny. New York : Harry N. Abrams, 2002.
24. Pilling, Jayne. A reader in animation studies. London : J. Libbey, c1997.

Proposal Date: Feb 10, 2017

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

Contact Person: Joon Sung, joon.sung@wku.edu, 52154

1. Identification of proposed course:

- 1.1. Course prefix (subject area) and number: [ART 344](#)
- 1.2. Course title: Computer Animation II
- 1.3. Abbreviated course title: COMP ANIM II
- 1.4. Credit hours: 3 Variable credit: No
- 1.5. Grade type: Standard letter grade

- 1.6. Prerequisites: ART 244 or permission of instructor.

- 1.7. Course description: Designed for students who are experienced with basic 3D animation to introduce more sophisticated concepts and techniques of 3D animation.

2. Rationale:

- 2.1. Reason for developing the proposed course:
This course is a continuation of 3D computer animation topics from its entry course Art 244 Computer Animation I. Students will continue to work with deeper exploration of the core technical and artistic aspects of 3D computer animation.

- 2.2. Projected enrollment in the proposed course: 12 students.

- 2.3. Relationship of the proposed course to courses now offered by the department:
The department of art currently offers a 3D computer animation class, Art 343 Digital Media: Time-Based, that will be replaced with this proposed course once Computer Animation minor is established. This course will serve as a prerequisite for ART 444 Computer Animation II.

- 2.4. Relationship of the proposed course to courses offered in other departments:
This course is unique within the university.

- 2.5. Relationship of the proposed course to courses offered in other institutions:
Following are some examples of regional and benchmark institutions who have similar major programs dedicated to aesthetic explorations of digital media. Northern Kentucky University (New Media Art), University of Kentucky (Digital Media), Bowling Green State (Digital Arts), Missouri State University (Digital Arts), University of Illinois at Urbana-Champaign (New Media).

While several in-state schools noted above offer new media art or digital media majors,

no school except Sullivan College of Technology and Design at Louisville offers 3-D computer animation courses. Since 3-D computer animation is the core subject in this proposed minor, it would be an attractive program for in-state students who might otherwise seek out-of-state programs to learn 3-D computer animation.

3. Description of proposed course

3.1. Learning Outcomes:

Upon completion of this program, the student should be able to:

- understand an intermediate or advanced knowledge and techniques of 3D computer animation.
- create the motions, gestures, and expressions of 3D characters and objects.
- be able to view the process and product of 3D computer animation as artistic and personal expression, not just a technical exercise.

3.2. Content outline:

Methods of instruction consist of lectures, demonstrations, animated work/film presentation, studio assignments, in-class lab time, and group critiques.

3.3. Student Expectations and Requirements:

Making computer animation is fun and playful while it requires a great attention and focus in order to create a fine animation. Since the quality of animation largely depends upon the amount of time and effort each student put on, personal initiative and self-motivation are essential. Each student is expected to produce a quality work based on a creative and original thought and exploration of new skills and ideas. In addition, in the real world of computer animation production, nearly all work is collaborative and there is almost always more than one way to achieve the similar goal. In this course, students are encouraged to help each other with general problem-solving or software questions.

3.4 Tentative texts and course materials:

- Textbooks:
Dariush Derakhshani. *Introducing Autodesk Maya 2016*: Sybex; 1 edition (July 27, 2015)
- Hardware and Software:
Current Mac computer labs (R417, R438) at the department of art will be used. The labs are equipped with the primary animation software Autodesk Maya as well as other relevant software tools.
- DVDs and online tutorials:
Many great computer animation examples and Maya training resources are available as DVDs and online. Students are welcome to view those on their own. Online tutorials are a learning resource presenting a particular solution to a problem and there are always other ways to solve the problem.

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3. Chris Webster, Animation : the mechanics of motion. Amsterdam ; Boston : Elsevier Focal Press, 2005.
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5. Magnenat-Thalmann, Nadia. Computer animation : theory and practice. Tokyo ; New York : Springer-Verlag, 1985.
6. Weishar, Peter. Blue sky : the art of computer animation : featuring Ice Age and Bunny. New York : Harry N. Abrams, 2002.
7. Pilling, Jayne. A reader in animation studies. London : J. Libbey, c1997.
8. Wells, Paul, Animation and America. New Brunswick, NJ : Rutgers University Press, 2002.
9. Levitan, Eli L. Animation art in the commercial film. New York, Reinhold Pub. Corp. 1960
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**Potter College of Arts & Letters
Department of Art
Proposal to Create a New Course
(Action Item)**

Contact Person: Joon Sung, joon.sung@wku.edu, 52154

1. Identification of proposed course:

- 1.1. Course prefix (subject area) and number: [ART 444](#)
- 1.2. Course title: Computer Animation III
- 1.3. Abbreviated course title: COMP ANIM III
- 1.4. Credit hours: 3 Variable credit: No
- 1.5. Grade type: Standard letter grade
- 1.6. Prerequisites: Art 344 or permission of instructor.
- 1.7. Course description: An upper level of 3D computer animation, dedicated to exploring the possibilities of computer animation in a fine-art and experimental context, particularly emphasizes creative experimentation, personal expression based on an interdisciplinary practice aimed at bridging the arts and technologies.

2. Rationale:

- 2.1. Reason for developing the proposed course:
This course is a continuation of 3D computer animation topics from Art 344 Computer Animation II. Students will continue to work with deeper exploration of the core technical and artistic aspects of 3D computer animation. The products of this phase will be used in the last part of the Computer Animation minor, which will be devoted to creating a portfolio-quality visual demonstration of proficiency in the area.
- 2.2. Projected enrollment in the proposed course:
12 students.
- 2.3. Relationship of the proposed course to courses now offered by the department:
This is the capstone course of Computer Animation minor designed for the students who have fulfilled lower level computer animation courses.
- 2.4. Relationship of the proposed course to courses offered in other departments:
This course is unique within the university.
- 2.5. Relationship of the proposed course to courses offered in other institutions:
Following are some examples of regional and benchmark institutions who have similar major programs dedicated to aesthetic explorations of digital media. Northern Kentucky University (New Media Art), University of Kentucky (Digital Media), Bowling Green State (Digital Arts), Missouri State University (Digital Arts), University of Illinois at Urbana-Champaign (New Media).

While several in-state schools noted above offer new media art or digital media majors, no school except Sullivan College of Technology and Design at Louisville offers 3-D computer animation courses. Since 3-D computer animation is the core subject in this proposed minor, it would be an attractive program for in-state students who might otherwise seek out-of-state programs to learn 3-D computer animation.

3. Description of proposed course

3.1. Learning Outcomes:

Upon completion of this program, the student should be able to:

- equip with sufficient 3D animation skills to apply in film, game, and broadcast, as well as 3D animation industries.
- develop an awareness of movements that consolidate traditionally different modes of artistic expression and to understand the aesthetic traditions that have influenced artists in their use of computers.
- develop the skills, knowledge, and historical perspective necessary to create a unique body of work using the computer.
- create portfolio quality demonstration reels with animation, modeling, texturing, and rigging.

3.2. Content outline:

Methods of instruction consist of lectures, demonstrations, animated work/film presentation, studio assignments, in-class lab time, and group critiques.

3.3. Student Expectations and Requirements:

Making computer animation is fun and playful while it requires a great attention and focus in order to create a fine animation. Since the quality of animation largely depends upon the amount of time and effort each student put on, personal initiative and self-motivation are essential. Each student is expected to produce a quality work based on a creative and original thought and exploration of new skills and ideas. In addition, in the real world of computer animation production, nearly all work is collaborative and there is almost always more than one way to achieve the similar goal. In this course, students are encouraged to help each other with general problem-solving or software questions.

This course particularly encourages students to push the boundaries of the 3D computer technology in ways that are free of the paradigmatic constraints of computer animation which is often regarded as a synonymous with cartoons. Students use the techniques as a means of self-expression.

3.4 Tentative texts and course materials:

- Textbooks:
Dariush Derakhshani. *Introducing Autodesk Maya 2016*: Sybex; 1 edition (July 27, 2015)

BIBLIOGRAPHY

The below list is a sample of publications available in the field. All resources listed are available in the WKU Cravens Library.

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2. Chopine, Ami. 3D art essentials : the fundamentals of 3D modeling, texturing, and animation. Oxford, UK ; Burlington, MA : Focal Press, 2011
3. Chris Webster, Animation : the mechanics of motion. Amsterdam ; Boston : Elsevier Focal Press, 2005.
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13. Browne, Steven E. Nonlinear editing basics : electronic film and video editing. :Boston : Focal Press, c1998.
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16. Earnshaw, Rae A., Watson, D. (David), Animation and scientific visualization. London ; San Diego : Academic Press, 1993.
17. Rubin, Susan. Animation, the art and the industry. Englewood Cliffs, N.J. : Prentice-Hall, 1984.
18. Glassner, Andrew S. 3D computer graphics : a user's guide for artists and designers. New York, NY : Design Press, 1989.
19. Ratner, Peter. Three-D human modeling and animation. New York : John Wiley, 1998.
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23. Weishar, Peter. Blue sky : the art of computer animation : featuring Ice Age and Bunny. New York : Harry N. Abrams, 2002.
24. Pilling, Jayne. A reader in animation studies. London : J. Libbey, c1997.

- 2.2 Projected enrollment in the proposed course: Given enrollments in other lower-division criminology courses (CRIM 232: Intro to Law Enforcement; CRIM 233: Alternatives to Confinement), it is expected that this course will have an enrollment of 45.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course will incorporate a variety of different media formats to discuss the influence of popular culture on crime and perceptions of crime. The proposed course may have minimal overlap with SOCL 245: Sociology of Popular Culture and SOCL 345: The Sociology of Popular Music in terms of media format, but no overlap in terms of subject matter. Three courses (CRIM 101: Intro to Criminal Justice; CRIM 446: Gender, Crime, and Justice; CRIM 456: Homicide and Serial Homicide) may briefly touch upon how popular culture can influence perceptions of crime, criminality, and the criminal justice system in relation to a course specific topic. However, none of these courses look in-depth at the influence of popular culture on the criminal justice system or public perceptions of crime, which will be the sole focus of the proposed course.
- 2.4 Relationship of the proposed course to courses offered in other departments: Given the pervasiveness that popular culture in society, it is possible that a number of courses in various departments may discuss popular culture within the context of a particular media format (e.g., music or film) or within a specific academic discipline other than criminology. In addition to some of the courses comprising the interdisciplinary Popular Culture Studies major, popular culture is a component of or sole focus of the following courses: BCOM 300: American Popular Arts, HIST 447: History of American Popular Culture, PHIL 207: Philosophy and Popular Culture, PS 331: Politics Outside the Box, PSYS 380: Psychology and Science Fiction, SUS 295: Popular Culture and Gender: Signs & Narratives. Based on the catalog descriptions for these courses, however, no course currently offered by the university examines popular culture exclusively in relation to crime and criminality.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A course focusing on the influence of various forms of media on social constructions of crime are not uncommon in criminology, criminal justice, or sociology programs, though the specific course title may indicate that the course restricts itself to a single aspect of popular culture (e.g., ‘media’ or ‘film’). The following benchmark institutions offer a course that takes crime and popular culture as its central focus: Missouri State University - CRM 301: Crime and the Media; Northern Arizona University - CCJ 314: Hollywood and the Social Construction of Crime and Justice; Towson University - CRMJ 331: Criminal Justice and Film; and Wichita State University - CJ 518: Criminal Justice & Crime in Film. In addition to these benchmark institutions, the following universities also include a course similar to the proposed course: California State University, Fullerton (CRJU 406: Crime and Popular Culture); St. Joseph’s College (SO 321: Crime and Popular Culture); John Jay College of Criminal Justice (SOC 222: Crime, Media and Public Opinion).

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes: Students who successfully complete the course should be able to:

- Discuss how crime, criminality, and the crime problem can be socially constructed
- Discuss how depictions of crime in various forms of media can color an individual's perceptions of crime and the criminal justice system
- Discuss how popular depictions of crime and criminality can impact public support for approaches to controlling crime and dealing with offenders
- Understand how criminological theories are reflected in their everyday world
- Critically evaluate how crime and the processing of offenders is portrayed in popular culture in a manner that can raise or erode support for the criminal justice system or those who work within it
- Discuss aspects of the criminal justice system that are subject to moral evaluation

3.3 Content outline: Major topics covered in this course may include:

- Social Construction: Creating Crime and Criminals
- Crime News
- Why do they go bad? Criminological theory reflected in popular culture
- Criminal masterminds, serial killers and psychos in popular culture
- Policing in popular culture
- Depictions of race, gender and crime in popular culture
- Prisons and prisoners in popular culture
- Courtroom dramas
- Perceiving criminals: heroes and villains
- Mobsters and organized crime in film
- Scientific crime fighters and the CSI Effect

3.4 Student expectations and requirements: Student learning and comprehension of course material will be evaluated through a combination of examinations, reaction papers, critical reflection papers, and other writing assignments.

3.5 Tentative texts and course materials: Due to the changing nature of popular culture's influence on the social world, the texts and other media to be covered in the course will likely change with each offering. The following is an example of the texts and materials that may be used during a typical offering:

Tentative texts:

Rafter, N. (2006). *Shots in the mirror: Crime films and society*. New York, NY: Oxford University Press.

Rafter, N. & Brown, M. (2011). *Criminology goes to the movies: Crime theory and popular culture*. New York, NY: New York University Press.

Tentative audio/visual materials:

City of God (2002)
Reefer Madness (1936)
Natural Born Killers (1994)
Psycho (1998)
Snapped (2004 -)
Silence of the Lambs (1991)
Capturing the Friedmans (2003)
Training Day (2001)
CSI: Crime Scene Investigation (2000-2015)
The First 48 (2004 -)
"G" Men (1935)
The Place Beyond the Pines (2012)
Narcos (2015 -)
Brubaker (1980)
The Shawshank Redemption (1994)

4. Resources:

- 4.1 Library resources: Current library resources are adequate
- 4.2 Computer resources: Current computer resources are adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing is sufficient and will be taught on a rotating basis by at least two members of the faculty
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Next available

7. Dates of prior committee approvals:

| | |
|--|--------------------------|
| Department of Sociology | <u>February 17, 2017</u> |
| Potter College Curriculum Committee | 2 March 2017 |
| Professional Education Council (if applicable) | _____ |
| General Education Committee (if applicable) | _____ |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

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Proposal Date: February 15, 2017

**Potter College of Arts & Letters
Department of Sociology
Proposal to Create a New Course
(Action Item)**

Contact Person: Holli Drummond, holli.drummond@wku.edu, 270-745-2259

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: [CRIM 430](#)
- 1.2 Course title: Comparative Systems of Juvenile Justice
- 1.3 Abbreviated course title: Systems of Juvenile Justice
- 1.4 Credit hours: 3.0 Variable credit No
- 1.5 Grade type: Standard letter
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The comparative study of juvenile justice systems, focusing on the varying local, state, regional, or societal structures which influence these systems.

2. Rationale:

- 2.1 Reason for developing the proposed course: The United States' justice systems have historically been influenced from international systems and continue to evolve based on internal (USA) demands as well as both domestic and international "standards of decency." Such evolution and reformation is required to ensure an effective justice system that is concerned with efficiency (crime control) and fairness (due process). Historically, a separate system of justice for juveniles first emerged in 1899 in Cook County Illinois and by 1925 all but two states had created such a system (either court or correctional system). As such, it is not unreasonable to argue that there are 51 separate systems of juvenile justice in the USA. Federal organization of these systems was implemented in 1974 when the Office of Juvenile Justice & Delinquency Prevention (OJJDP), a component of the U.S. Department of Justice, was created to support state and local communities "to develop and implement effective programs for juveniles." In sum, is fair to say that 1) each nation uniquely, philosophically as well as functionally, addresses the need for juvenile justice and 2) juvenile justice in the USA takes 51 distinct forms—while following recent guidance provided by OJJDP. The proposed course examines variation in juvenile justice systems (focusing either on difference throughout the United States' OR deviation in world-systems, depending on the preference of the instructor). While several such topics are presently discussed in CRIM 332: Juvenile Delinquency (such content will be removed from this course which will create space for a more thorough examination of topics distinct to "delinquency" in contrast to "justice"), creation of this course will allow a more critical investigations of different approaches, in an attempt to answer: What are the best practices for addressing the social problem of juvenile delinquency? What are the characteristics of the

most effective forms of juvenile justice? In sum, CRIM 332: Juvenile Delinquency will provide description and explanation for juvenile crime, this course fills a void in our department by critically examining the variation in and quality of current solutions.

- 2.2 Projected enrollment in the proposed course: Given enrollment in other upper division courses and the preference to teach this 400 level course using a “seminar” style, it is expected this course will enroll 25 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Department of Sociology offers one course which focuses specifically on juvenile crime, CRIM 332 (Juvenile Delinquency) and CRIM 447 (Life-Course Criminology), an additional course which takes a developmental approach to the study of crime. While CRIM 332 focuses on describing and explaining juvenile crime, the proposed course would focus specifically on the diversity of legal systems which address juvenile crime, at times incorporating an international scope.
- 2.4 Relationship of the proposed course to courses offered in other departments: The Department of Social Work offers Services to Juvenile Offenders (SWRK 356), which is an elective course for social work and criminology students. This course addresses the technical aspects of the structure and function of the juvenile court with specific orientation toward local/KY manifestations of juvenile services (i.e., a great portion of the grade earned is based on evaluating juvenile services at the local county-level or KY state-level). The proposed course complements SWRK 356 by making students aware of the many structures available, some with more evidence-based support than others.
- 2.5 Relationship of the proposed course to courses offered in other institutions: “Juvenile Justice” courses are commonly included in justice studies curricula (University of Louisville, ECU, Murray State University, Eastern Carolina University, Illinois State University, UNC Charlotte). While there are no “comparative juvenile justice” courses taught either within KY or at our benchmarks, there are a number of specialty courses which focus on adolescent misbehavior such as: SOC 215 (Youth, Deviance, and Institutions) at Central Michigan, CCJ 4554 (Teen’s Technology Misuse) and CCJ 3660 (Crime in Schools) at Florida Atlantic University, and CJUS 2131 (Juvenile Law) and CJUS 3153 (Juvenile Corrections) at UNC Charlotte. Juvenile Justice courses which include international content are more likely found overseas (see the University of Liverpool’s SOCL 323 Youth Crime, Youth Justice, and Social Control for example) though a number of scholars at universities in the USA (Cal State University, Arizona State University, UC Berkeley, UNLV, and UCLA to name a few) contribute to comparative juvenile justice scholarship.

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: Upon completion of this course, students should be able to:
 - Analyze the function of juvenile justice within a variety of local, state, regional, or international contexts from a sociological orientation (i.e., specific emphasis given to local culture and power of social institutions).

- Examine the relationship between juvenile delinquency and systems (family, school, human-service, and justice) used/created to address delinquency as a social problem.
- Evaluate the effectiveness of those systems to efficiently and fairly address juvenile delinquency as a social problem, with regards to empirical research.
- Collect relevant research evidence and argue different perspectives on the sometimes divisive issues of efficiency versus fairness regarding justice systems.

3.3 Content outline:

- Conceptualization of adolescence (unique developmental stage based on biological, psychological, and social context).
- Legal status of juveniles (rights and responsibilities).
- Philosophies (Deterrence, Incapacitation, Retribution, Rehabilitation, and Restoration) surrounding the “purpose” of justice as it relates to adolescent development.
- Historical evolution of juvenile justice in the USA
- Modern era state-level reforms
 - Consent Decrees
 - State-sponsored reforms
- Cases studies examining “Effective” practices
 - Community-Based Prevention: DARE, After-School Services
 - School-Based Practices: Zero Tolerance, Restorative Justice in Schools, Alternative Schools.
 - Equity in Sources of Referral
 - Pre-Trial Diversion
 - Courts: Family Courts, Girls Courts, Teen Courts, Family Group Conferencing/Mediation, Waiver/trial in Adult Courts
 - Community-Based Corrections: Day-Treatment, Juvenile Services & After-Care.
 - Institutional Corrections: Detention, Boot Camps, Youth Development Centers, Youth Authorities, Reformatories, Group Homes, Private Child Care Facilities, Psychiatric Hospitals.
- Case studies highlighting areas of concerns
 - Status Offenders
 - Disproportionate Minority Contact
 - Serious Juvenile Offenders

3.4 Student expectations and requirements: Students will be evaluated based on their performance on essay examinations, a class presentation, and a research paper.

3.5 Tentative texts and course materials:

In addition to research from the Office of Juvenile Justice and Delinquency Prevention & empirical journals, the following texts will be consulted.

Bernard, T., & Kurlychek, M.C. (2010). *The Cycle of Juvenile Justice* (2nd ed.). Oxford University Press.

Course Bibliography

- Bernard, T., & Kurlychek, M.C. (2010). *The Cycle of Juvenile Justice* (2nd ed.). Oxford University Press.
- Coleman, J.C. (2011). *The Nature of Adolescence* (4th ed.). Routledge.
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**Potter College of Arts & Letters
Department of Sociology
Proposal to Create a New Course
(Action Item)**

Contact Person: Matt Pruitt, matt.pruitt@wku.edu, 745-2376

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: [SOCL 389](#)
- 1.2 Course title: Stigma and Society
- 1.3 Abbreviated course title: Stigma and Society
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3.0 Variable credit (no)
- 1.5 Grade type: standard letter
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Sociological examination of the conceptualization, types, consequences, and management of stigma. Course will cover associative stigma, stigma resistance, and reintegration.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course will provide students a more comprehensive understanding of the conceptualization, sources, consequences, and management of stigma as well as an exposure to programs that are designed to reintegrate some stigmatized individuals into the community. Graduates in sociology and criminology often select employment in positions within either the private or public sectors that will require them to interact with and/or offer services to marginalized populations who endure the consequences of social stigma. An enhanced understanding of the sources and effects of stigma on both stigmatized individuals themselves and their associates as well as the ways stigmatized individuals may manage and/or resist stigmatization will better prepare and situate graduates whose work entails such interactions. In addition those individuals who currently, or after graduation, volunteer at organizations that offer services to such populations will also benefit from their exposure to material contained within the course. Last, through the years students taking the course in Social Deviance have expressed an interest in furthering their understanding of this topic.
- 2.2 Projected enrollment in the proposed course: Given enrollments in similar courses (e.g., SOCL 309: Social Deviance and SOCL 359: Sexuality and Society) that are offered every semester, it is expected that this course will have an enrollment of 45 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course most closely complements SOCL 309 (Social Deviance)—a course in which approximately 1-2 weeks of material is devoted to Goffman's *Stigma* and a cursory exposure to processes of stigma management; SOCL 359

(Sexuality and Society)—a course that devotes significant attention to sex work and stripping and necessarily, therefore, has a limited discussion of this topic; and SOCL 380 (Penology)—a course in which there is some discussion of the post-incarceration effects of incarceration upon the lives of ex-offenders. There is also some discussion of stigma in SOCL 210: Interaction: Self in Society. Although these courses touch on the topic of stigma and its effects on the individual, they do not deal with the topic in depth; the proposed course will have stigmatization and its effects as a central focus.

- 2.4 Relationship of the proposed course to courses offered in other departments: Although nearly all studies of stigma draw upon Goffman's classic work, *Stigma*, the construct and its effects clearly extend beyond sociology and are especially likely to be explicitly used in psychology, public health, and social work. For example, stigma associated with mental health issues as well as stigmas associated with certain diseases are studied by academics in sociology, psychology, and public health. Likewise, the stigma associated with prostitution is a likely topic of discussion in certain sociology, public health, and social work courses. Stigma is a likely component of courses in Drug Abuse (PH 165), Human Sexuality (PH 365), Sexuality Education (PH 468), Abnormal Psychology (PSY/PSYS 440), Social Psychology (PSY/PSYS 350), Psychology of Prejudice and Stereotyping (PSYS 353), Psychology of Sexuality (PSYS 482), Diversity and Social Welfare (SWRK 300), and Services for Juvenile Offenders and Their Families (SWRK 356). While an acknowledgement or extended discussion of stigma is attendant among courses offered at the university, there are no courses offered at the university that have stigmatization as their central focus. Moreover, while *stigmatization* is mentioned in the course description of SOCL 309, the term *stigma* itself is not included in the course description of any courses listed in the 2016-2017 undergraduate catalog. The proposed course will largely focus on the social aspects of stigma. For example, an article used in this course might discuss the associative stigma of schizophrenia on a patient's family without delving into the diagnosis of the condition itself—a task more directly related to psychology or psychological sciences. Similarly, one can discuss the stigma management practices associated with those who are living with HIV without addressing epidemiological aspects of the disease that are likely to be given more prominence in a public health course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A similar sociology course is offered at Columbia University (SOC 3915 Stigma and Discrimination). While it was not possible to identify completely analogous courses at either WKU benchmark institutions or other institutions within the Commonwealth, there are numerous courses at these institutions that would typically incorporate the construct of stigma: Ball State University (SOC 341: Sociology of Health and Illness); Bowling Green State University (SOC 6470: Sociology of Mental Illness); East Tennessee State University (SOC 3060: Medical Sociology); Florida Atlantic University (SYO 4404: Health and Social Inequality, SYO 4410: Sociology of Mental Health); Towson University (SOC 336: Sociology of Mental Illness); UNC-Charlotte (SOCY: 4130 Sociology of Health and Illness); UNC—Greensboro (SOC 361 Health and

Society); ECU (CRJ 415 Prostitution and Criminal Justice, CRJ 422 Human Trafficking); Murray State University (SOC 347 Sociology of Mental Health and Illness); NKU (SOC 450 Medical Sociology, SOC 369 Sex Crimes, SOC 435 Sociology of Sexualities); and UK (SOC 439: Mental Illness in Crime, Law, & Deviance). Like WKU, many of the aforementioned schools also have courses in Social Deviance (or Deviant Behavior). Related courses are found at other institutions as well: University of Toronto (SOC 309: HIV/AIDS: Social Policies and Programs (Sociology of AIDS)), University of Texas (SOC 308: Sociology of Identity), Indiana University of Pennsylvania: (SOC 452: Disability and Society); Angelo State University (3327 Human Diversity and Social Inequality); USC (SOC 350: Social Exclusion, Social Power, and Deviance); and University of Maryland (CCJS 452: Treatment of Offenders and Delinquents).

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes: Students who successfully complete the course should be able to:

- List the attendant components of stigma.
- Discuss primary techniques of stigma management.
- Define and provide examples of associative (or courtesy) stigma.
- Identify examples of concealable stigmas.
- Define and provide examples of enacted stigma.
- Provide examples of stigmatized identities associated with the body, health status, sexuality, sex work, and interactions with the Criminal Justice System (CJS).
- Note various types of stigma resistance.
- Provide examples of programs designed to aid the reintegration of select, stigmatized individuals into the community.

3.3 Content outline:

- Conceptualizations and measurement of stigma
- Associative or courtesy stigmatization
- Stigma management
- Exclusion and discrimination
- *Stigma and sex work
- Stigma and the body (e.g., obesity, fistula, disability)
- Stigma and health status (e.g., mental illness, HIV)
- Stigma and sexuality/gender (LGBTQ)
- *Stigma and the use of alcohol and other drugs
- *Stigma and CJS interaction
- Stigma resistance
- Reintegration

*(Approximately ½ of the course material will examine aspects of stigma as they relate to sex work, drug use, and CJS interaction.)

3.4 Student expectations and requirements: Student comprehension and mastery of course material will be assessed via examinations and short papers.

3.5 Tentative texts and course materials: No textbook will be used in the course. In lieu of a textbook, students will read original source material from journals such as the following: *Criminology*, *Deviant Behavior*, *Sexuality and Culture*, *Sociology of Health and Illness*, *Criminology and Public Policy*, *Annual Review of Sociology*, *Journal of Homosexuality*, *Stigma and Health*, *Law & Society Review*, and *British Journal of Criminology*.

4. Resources:

- 4.1 Library resources: Current library resources are adequate.
- 4.2 Computer resources: Existing resources are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing is sufficient.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Next available

7. Dates of prior committee approvals:

Sociology Department

February 15, 2017

PCAL College Curriculum Committee

2 March 2017

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Course Bibliography

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- Harris, Alexes, Heather Evans, and Katherine Beckett. 2011. "Courtesy Stigma and Monetary Sanctions: Toward a Socio-Cultural Theory of Punishment." *American Sociological Review* 76(2):234-264.
- Herek, Gregory M. 2007. "Confronting Sexual Stigma and Prejudice: Theory and Practice." *Journal of Social Issues* 63(4):905-925.

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- Hoyt, Crystal L., Jeni Burnette, Lisa Auster-Gussman, Alison Blodorn, and Brenda Major. 2016. "The Obesity Stigma Asymmetry Model: The Indirect and Divergent Effects of Blame and Changeability Beliefs on Antifat Prejudice." *Stigma and Health* <http://dx.doi.org/10.1037/sah/0000026>
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**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise a Program
(Action Item)**

Submitted by: Laura G. McGee, laura.mcgee@wku.edu 270-745-2401

1. Identification of program:

- 1.1 Current program reference number: [609](#)
- 1.2 Current program title: A.B. in Arabic with Teacher Certification
- 1.3 Minimum Credit Hours for Degree: 120
 - 36 hours in the major
 - 37 hours in professional education
 - 39 hours in Colonnade

2. Identification of the proposed program changes:

- 2.1 Add LTCY 421
- 2.2 Minor not required for the teacher certification concentration
- 2.3 Add reference to Arabic and Chinese

3. Detailed program description

| Existing Program Arabic Program Courses | Revised Program Arabic Program Courses |
|---|---|
| <p>The proficiency-oriented Arabic major is built upon student-centered curriculum and standards-based assessments. It provides WKU undergraduates with extensive language training and in-depth study of Arab culture and society, which prepares them to use Arabic proficiently in their professional endeavors. Some of the required coursework may be accomplished through approved methods for demonstration of previous knowledge. Study abroad is strongly recommended. A minor or second major is required. Students must earn a “C” or better in all major courses.</p> | <p>Description: The proficiency-oriented Arabic major (reference # 609) is built upon student-centered curriculum and standards-based assessments. It provides WKU undergraduates with extensive language training and in-depth study of Arab culture and society, which prepares them to use Arabic proficiently in their professional endeavors. Some of the required coursework may be accomplished through approved methods for demonstration of previous knowledge. Study abroad is strongly recommended. A minor or second major is required for the non-teacher</p> |

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| | <p>certification concentration. Students must earn a “C” or better in all major courses.</p> |
| <p>Required core courses: (18 hours)</p> <ul style="list-style-type: none"> • ARBC 102 (3 hours) Elementary Arabic II • ARBC 201, ARBC 202 (6 hours) Intermediate Arabic I & II • ARBC 301, ARBC 302 (6 hours) Advanced Arabic I & II • ARBC 437 (3 hours) Advanced Media Arabic <p>Elective Courses (18 hours): At least six other ARBC courses at the 300- or 400- level for a total (including the core courses) of 36 or more credit hours. Students may include among the six courses up to six credit hours of 300- or 400- level courses delivered in English but related to Arabic studies (HIST 462, GEOG 467, PS 365, RELS 306, RELS 311, RELS 320, or other courses with permission of the program advisor).</p> <p>Teacher Certification: Students interested in teacher certification in French, German, or Spanish should meet with the Modern Languages Academic Advisor as early in their academic career as possible for information on current program requirements. World Language teachers in Kentucky may be eligible for interest forgiveness on student loans.</p> <p>Professional Education Coursework: Required for Certification in French, German, & Spanish</p> <ul style="list-style-type: none"> • EDU 250 3 hrs • SPED 330 3 hrs • PSY 310 3 hrs | <p>Required core courses: (18 hours)</p> <ul style="list-style-type: none"> • ARBC 102 (3 hours) Elementary Arabic II • ARBC 201, ARBC 202 (6 hours) Intermediate Arabic I & II • ARBC 301, ARBC 302 (6 hours) Advanced Arabic I & II • ARBC 437 (3 hours) Advanced Media Arabic <p>Elective Courses (18 hours): At least six other ARBC courses at the 300- or 400- level for a total (including the core courses) of 36 or more credit hours. Students may include among the six courses up to six credit hours of 300- or 400- level courses delivered in English but related to Arabic studies (HIST 462, GEOG 467, PS 365, RELS 306, RELS 311, RELS 320, or other courses with permission of the program advisor).</p> <p>Teacher Certification: Students interested in teacher certification in Arabic, Chinese, French, German, or Spanish should meet with the Modern Languages Academic Advisor as early in their academic career as possible for information on current program requirements. World Language teachers in Kentucky may be eligible for interest forgiveness on student loans.</p> <p>Professional Education Coursework: Required for Certification in Arabic, Chinese, French, German, & Spanish</p> <ul style="list-style-type: none"> • EDU 250 3 hrs • LTCY 421 3 hrs • SPED 330 3 hrs |

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| <ul style="list-style-type: none"> • SEC 351 3 hrs • SEC 453 3 hrs • MLNG 410 3 hrs • MLNG 474 3 hrs • EDU 489 3 hrs • SEC 490 10 hrs <p>Hours in Professional Education: 34</p> <p>All students seeking teacher certification must take the official Oral Proficiency Interview (OPI) given by the American Council on the Teaching of Foreign Languages (ACTFL).</p> | <ul style="list-style-type: none"> • PSY 310 3 hrs • SEC 351 3 hrs • SEC 453 3 hrs • MLNG 410 3 hrs • MLNG 474 3 hrs • EDU 489 3 hrs • SEC 490 10 hrs <p>Hours in Professional Education: 37</p> <p>All students seeking teacher certification must take the official Oral Proficiency Interview (OPI) given by the American Council on the Teaching of Foreign Languages (ACTFL).</p> |
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4. Rationale for the proposed program change:

- 4.1 LTCY 421 has been identified as the education course used to meet new state mandates for improved literacy in middle and secondary courses.
- 4.2 The new wording makes explicit that while the major without certification requires a minor, the major with certification does not.
- 4.3 One set of Teacher Certification information in the catalog refers to all languages in which certification is available at WKU.

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

6. Dates of prior committee approvals:

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| Department of Modern Languages | 2/14/2017 |
| Potter College Curriculum Committee | 2 March 2017 |
| Professional Education Council (if applicable) | _____ |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise a Program
(Action Item)**

Submitted by: Laura G. McGee laura.mcgee@wku.edu 270-745-2401

1. Identification of program:

- 1.1 Current program reference number: [624](#)
- 1.2 Current program title: A.B. in Chinese with Teacher Certification
- 1.3 Minimum Credit Hours for Degree: 120
 - 36 hours in the major
 - 37 hours in professional education
 - 39 hours in Colonnade

2. Identification of the proposed program changes:

- 2.1 Add LTCY 421
- 2.2 Minor not required for the teacher certification concentration
- 2.3 Add reference to Arabic and Chinese

3. Detailed program description

| Existing Program Chinese Program Courses | Revised Program Chinese Program Courses |
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| <p>The proficiency-oriented Chinese major is built upon student-centered curriculum and standards-based assessments. It provides WKU undergraduates with extensive language training and in-depth study of Chinese culture and society, which prepares them to use Chinese proficiency in their professional endeavors. Thirty-six credit hours are required in this major. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge or courses taken with the Chinese Flagship Program (CHNF). Chinese Flagship students must have</p> | <p>Description: The proficiency-oriented Chinese major (reference # 624) is built upon student-centered curriculum and standards-based assessments. It provides WKU undergraduates with extensive language training and in-depth study of Chinese culture and society, which prepares them to use Chinese proficiency in their professional endeavors. Thirty-six credit hours are required in this major. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge or courses taken with the Chinese Flagship Program (CHNF). Chinese Flagship students must have</p> |

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| <p>been admitted to or be in good standing in the Honors College. Study abroad is strongly recommended. A minor or second major is required. No course with a grade of “D” or below may be counted toward the major.</p> | <p>been admitted to or be in good standing in the Honors College. Study abroad is strongly recommended. A minor or second major is required for the non-teacher certification concentration. No course with a grade of “D” or below may be counted toward the major.</p> |
| <p>Required core courses (24 hours):</p> <ul style="list-style-type: none"> • CHIN 102 (3 hours) Elementary Chinese II or CHNF 101 (4 hours) Intensive Elementary Chinese I • CHIN 201 Intermediate Chinese I or CHNF 102 (4 hours) Intensive Elementary Chinese II • CHIN 202 (3 hours) Intermediate Chinese II or CHNF 202 (4 hours) Intensive Intermediate Chinese I • CHIN 301 (3 hours) Advanced Intermediate Chinese I or CHNF 201 (4 hours) Intensive Intermediate Chinese II • CHIN 302 (3 hours) Advanced Intermediate Chinese I (required for students not taking CHNF courses) • CHIN 333 (3 hours) Chinese Culture and Civilization • CHIN 401 (3 hours) Advanced Chinese I • CHIN 402 (3 hours) Advanced Chinese II <p>At least four courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. Students may include among the five courses up to three credit hours of 200-level credit beyond CHIN 201 / CHIN 202 (only if taught in Chinese and taken in sequence) and six credit hours of 300- or 400-level courses delivered in English but related to Chinese studies (e.g.,</p> | <p>Required core courses (24 hours):</p> <ul style="list-style-type: none"> • CHIN 102 (3 hours) Elementary Chinese II or CHNF 101 (4 hours) Intensive Elementary Chinese I • CHIN 201 Intermediate Chinese I or CHNF 102 (4 hours) Intensive Elementary Chinese II • CHIN 202 (3 hours) Intermediate Chinese II or CHNF 202 (4 hours) Intensive Intermediate Chinese I • CHIN 301 (3 hours) Advanced Intermediate Chinese I or CHNF 201 (4 hours) Intensive Intermediate Chinese II • CHIN 302 (3 hours) Advanced Intermediate Chinese I (required for students not taking CHNF courses) • CHIN 333 (3 hours) Chinese Culture and Civilization • CHIN 401 (3 hours) Advanced Chinese I • CHIN 402 (3 hours) Advanced Chinese II <p>At least four courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. Students may include among the five courses up to three credit hours of 200-level credit beyond CHIN 201 / CHIN 202 (only if taught in Chinese and taken in sequence) and six credit hours of 300- or 400-level courses delivered in English but related to Chinese studies (e.g.,</p> |

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| <p>courses in Chinese history, philosophy, and/or religion), only after the student has completed 6 hours at 300-level with permission of program advisor. Electives may be chosen from the following: Chinese Language Courses—CHIN 200-level courses other than CHIN 201 / CHIN 202 (3 hours maximum); CHIN or CHNF 300- or 400-level courses; Study Abroad— CHIN 306 (maximum of 6 hours); courses on Chinese Studies (delivered in English)— HIST 460, HIST 461, HIST 471, PS 366, RELS 308, RELS 317, RELS 318, or other courses with permission of program advisor (maximum of 6 hours).</p> <p>Teacher Certification: Students interested in teacher certification in French, German, or Spanish should meet with the Modern Languages Academic Advisor as early in their academic career as possible for information on current program requirements. World Language teachers in Kentucky may be eligible for interest forgiveness on student loans.</p> <p>Professional Education Coursework: Required for Certification in French, German, & Spanish</p> <ul style="list-style-type: none"> • EDU 250 3 hrs • SPED 330 3 hrs • PSY 310 3 hrs • SEC 351 3 hrs • SEC 453 3 hrs • MLNG 410 3 hrs • MLNG 474 3 hrs • EDU 489 3 hrs • SEC 490 10 hrs <p>Hours in Professional Education: 34</p> | <p>courses in Chinese history, philosophy, and/or religion), only after the student has completed 6 hours at 300-level with permission of program advisor. Electives may be chosen from the following: Chinese Language Courses—CHIN 200-level courses other than CHIN 201 / CHIN 202 (3 hours maximum); CHIN or CHNF 300- or 400-level courses; Study Abroad— CHIN 306 (maximum of 6 hours); courses on Chinese Studies (delivered in English)— HIST 460, HIST 461, HIST 471, PS 366, RELS 308, RELS 317, RELS 318, or other courses with permission of program advisor (maximum of 6 hours).</p> <p>Teacher Certification: Students interested in teacher certification in Arabic, Chinese, French, German, or Spanish should meet with the Modern Languages Academic Advisor as early in their academic career as possible for information on current program requirements. World Language teachers in Kentucky may be eligible for interest forgiveness on student loans.</p> <p>Professional Education Coursework: Required for Certification in Arabic, Chinese, French, German, & Spanish</p> <ul style="list-style-type: none"> • EDU 250 3 hrs • LTCY 421 3 hrs • SPED 330 3 hrs • PSY 310 3 hrs • SEC 351 3 hrs • SEC 453 3 hrs • MLNG 410 3 hrs • MLNG 474 3 hrs • EDU 489 3 hrs • SEC 490 10 hrs <p>Hours in Professional Education: 37</p> |
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**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise a Program
(Action Item)**

Submitted by: Laura G. McGee laura.mcgee@wku.edu 270-745-2401

1. Identification of program:

- 1.1 Current program reference number: [665](#)
- 1.2 Current program title: A.B. in French with Teacher Certification
- 1.3 Minimum Credit Hours for Degree: 120
 - 36 hours in the major
 - 37 hours in professional education
 - 39 hours in Colonnade

2. Identification of the proposed program changes:

- 2.1 Add LTCY 421
- 2.2 Minor not required for the teacher certification concentration
- 2.3 Add reference to Arabic and Chinese

3. Detailed program description

| Existing Program French Program Courses | Revised Program French Program Courses |
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| <p>Thirty six semester hours are required in this major. Some of the required coursework may be accomplished through CLEP or AP credit. Study abroad is strongly recommended. A minor or second major is required. No course with a grade of “D” or below may be counted toward this major.</p> | <p>Description: The French major (reference # 665) leads to a Bachelor of Arts degree and requires a minimum of 36 credit hours. A minor is required, unless the student declares the teacher certification concentration.</p> <p>Some of the required coursework may be accomplished through CLEP or AP credit. Study abroad is strongly recommended. A minor or second major is required for the non-teacher certification concentration. No course with a grade of “D” or below may be counted toward this major.</p> |
| <p>Required core courses (21 hours):</p> <ul style="list-style-type: none"> • FREN 102 (or equivalent) • FREN 201, FREN 202 | <p>Required core courses (21 hours):</p> <ul style="list-style-type: none"> • FREN 102 (or equivalent) • FREN 201, FREN 202 |

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| <ul style="list-style-type: none"> • FREN 320 French Grammar and Composition –or– FREN 420 Advanced French Composition and Stylistics • FREN 323 French Civilization and Culture • FREN 421 Advanced French Conversation • Upper-division literature course <p>Five French courses at the 300-or 400-level for a total (including the required courses) of 36 or more credit hours.</p> <p>Total required hours in French: 36</p> <p>Teacher Certification: Students interested in teacher certification in French, German, or Spanish should meet with the Modern Languages Academic Advisor as early in their academic career as possible for information on current program requirements. World Language teachers in Kentucky may be eligible for interest forgiveness on student loans.</p> <p>Professional Education Coursework: Required for Certification in French, German, & Spanish</p> <ul style="list-style-type: none"> • EDU 250 3 hrs • SPED 330 3 hrs • PSY 310 3 hrs • SEC 351 3 hrs • SEC 453 3 hrs • MLNG 410 3 hrs • MLNG 474 3 hrs • EDU 489 3 hrs • SEC 490 10 hrs <p>Hours in Professional Education: 34</p> <p>All students seeking teacher certification must take the official Oral Proficiency Interview (OPI) given by</p> | <ul style="list-style-type: none"> • FREN 320 French Grammar and Composition –or– FREN 420 Advanced French Composition and Stylistics • FREN 323 French Civilization and Culture • FREN 421 Advanced French Conversation • Upper-division literature course <p>Five French courses at the 300-or 400-level for a total (including the required courses) of 36 or more credit hours.</p> <p>Total required hours in French: 36</p> <p>Teacher Certification: Students interested in teacher certification in Arabic, Chinese, French, German, or Spanish should meet with the Modern Languages Academic Advisor as early in their academic career as possible for information on current program requirements. World Language teachers in Kentucky may be eligible for interest forgiveness on student loans.</p> <p>Professional Education Coursework: Required for Certification in Arabic, Chinese, French, German, & Spanish</p> <ul style="list-style-type: none"> • EDU 250 3 hrs • LTCY 421 3 hrs • SPED 330 3 hrs • PSY 310 3 hrs • SEC 351 3 hrs • SEC 453 3 hrs • MLNG 410 3 hrs • MLNG 474 3 hrs • EDU 489 3 hrs • SEC 490 10 hrs <p>Hours in Professional Education: 37</p> |
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| the American Council on the Teaching of Foreign Languages (ACTFL). | All students seeking teacher certification must take the official Oral Proficiency Interview (OPI) given by the American Council on the Teaching of Foreign Languages (ACTFL). |
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4. Rationale for the proposed program change:

- 4.1 LTCY 421 has been identified as the education course used to meet new state mandates for improved literacy in middle and secondary courses.
- 4.2 The new wording makes explicit that while the major without certification requires a minor, the major with certification does not.
- 4.3 One set of Teacher Certification information in the catalog refers to all languages in which certification is available at WKU.

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

6. Dates of prior committee approvals:

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|--|---------------------|
| Department of Modern Languages | <u>2/14/2017</u> |
| Potter College Curriculum Committee | <u>2 March 2017</u> |
| Professional Education Council (if applicable) | _____ |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise a Program
(Action Item)**

Submitted by: Laura G. McGee laura.mcgee@wku.edu 270-745-2401

1. Identification of program:

- 1.1 Current program reference number: [683](#)
- 1.2 Current program title: A.B. in German with Teacher Certification
- 1.3 Minimum Credit Hours for Degree: 120
 - 36 hours in the major
 - 37 hours in professional education
 - 39 hours in Colonnade

2. Identification of the proposed program changes:

- 2.1 Add LTCY 421
- 2.2 Minor not required for the teacher certification concentration
- 2.3 Add reference to Arabic and Chinese

3. Detailed program description

| Existing Program German Program Courses | Revised Program German Program Courses |
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| <p>Thirty six semester hours are required in this major. Some of the required coursework may be accomplished through CLEP or AP credit. Study abroad is strongly recommended. A minor or second major is required. No course with a grade of “D” or below may be counted toward this major.</p> | <p>Description: The German major (reference # 683) leads to a Bachelor of Arts degree and requires a minimum of 36 credit hours. A minor is required, unless the student declares the teacher certification concentration.</p> <p>Some of the required coursework may be accomplished through CLEP or AP credit. Study abroad is strongly recommended. A minor or second major is required for the non-teacher certification concentration. No course with a grade of “D” or below may be counted toward this major.</p> |
| Required core courses (24 hours): | Required core courses (24 hours): |

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| <ul style="list-style-type: none"> • GERM 102 (or equivalent) • GERM 201 and GERM 202 • GERM 314 Introduction to German Literature • GERM 330 German Composition and Conversation • GERM 335 Contemporary Culture and Civilization • GERM 430 Advanced German Stylistics <p>Elective courses (15 hours): Five German courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours.</p> <p>Total required hours in German: 36</p> <p>Teacher Certification: Students interested in teacher certification in French, German, or Spanish should meet with the Modern Languages Academic Advisor as early in their academic career as possible for information on current program requirements. World Language teachers in Kentucky may be eligible for interest forgiveness on student loans.</p> <p>Professional Education Coursework: Required for Certification in French, German, & Spanish</p> <ul style="list-style-type: none"> • EDU 250 3 hrs • SPED 330 3 hrs • PSY 310 3 hrs • SEC 351 3 hrs • SEC 453 3 hrs • MLNG 410 3 hrs • MLNG 474 3 hrs • EDU 489 3 hrs • SEC 490 10 hrs | <ul style="list-style-type: none"> • GERM 102 (or equivalent) • GERM 201 and GERM 202 • GERM 314 Introduction to German Literature • GERM 330 German Composition and Conversation • GERM 335 Contemporary Culture and Civilization • GERM 430 Advanced German Stylistics <p>Elective courses (15 hours): Five German courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours.</p> <p>Total required hours in German: 36</p> <p>Teacher Certification: Students interested in teacher certification in Arabic, Chinese, French, German, or Spanish should meet with the Modern Languages Academic Advisor as early in their academic career as possible for information on current program requirements. World Language teachers in Kentucky may be eligible for interest forgiveness on student loans.</p> <p>Professional Education Coursework: Required for Certification in Arabic, Chinese, French, German, & Spanish</p> <ul style="list-style-type: none"> • EDU 250 3 hrs • LTCY 421 3 hrs • SPED 330 3 hrs • PSY 310 3 hrs • SEC 351 3 hrs • SEC 453 3 hrs • MLNG 410 3 hrs • MLNG 474 3 hrs • EDU 489 3 hrs • SEC 490 10 hrs |
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**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Revise a Program
(Action Item)**

Submitted by: Laura G. McGee laura.mcgee@wku.edu 270-745-2401

1. Identification of program:

- 1.1 Current program reference number: [778](#)
- 1.2 Current program title: A.B. in Spanish with Teacher Certification
- 1.3 Minimum Credit Hours for Degree: 120
 - 36 hours in the major
 - 37 hours in professional education
 - 39 hours in Colonnade

2. Identification of the proposed program changes:

- 2.1 Add LTCY 421
- 2.2 Minor not required for the teacher certification concentration
- 2.3 Add reference to Arabic and Chinese

3. Detailed program description

| Existing Program Spanish Program Courses | Revised Program Spanish Courses |
|--|---|
| <p>Thirty six semester hours are required in this major. Some of the required coursework may be accomplished through CLEP or AP credit. Study abroad is strongly recommended. A minor or second major is required. No course with a grade of “D” or below may be counted toward this major.</p> | <p>Description: The Spanish major (reference # 778) leads to a Bachelor of Arts degree and requires a minimum of 36 credit hours. A minor is required, unless the student declares the teacher certification concentration.</p> <p>Some of the required coursework may be accomplished through CLEP or AP credit. Study abroad is strongly recommended. A minor or second major is required for the non-teacher certification concentration. No course with a grade of “D” or below may be counted toward this major.</p> |
| <p>Required core courses (24 hours):</p> | <p>Required core courses (24 hours):</p> |

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| <ul style="list-style-type: none"> • SPAN 102 (or equivalent) • SPAN 201 and SPAN 202 • SPAN 370 Spanish Conversation • SPAN 371 Spanish Composition and Grammar • SPAN 372 Latin American Civilization and Culture or SPAN 373 Spanish Civilization and Culture • SPAN 374 Literature and Culture of Spain or SPAN 376 Literature and Culture of Latin America • SPAN 470 Advanced Oral Spanish <p>Elective courses (12 hours): Four Spanish courses at the 300- or 400-level for a total (including the required courses) of 36 or more credit hours.</p> <p>Total required hours in Spanish: 36</p> <p>Teacher Certification: Students interested in teacher certification in French, German, or Spanish should meet with the Modern Languages Academic Advisor as early in their academic career as possible for information on current program requirements. World Language teachers in Kentucky may be eligible for interest forgiveness on student loans.</p> <p>Professional Education Coursework: Required for Certification in French, German, & Spanish</p> <ul style="list-style-type: none"> • EDU 250 3 hrs • SPED 330 3 hrs • PSY 310 3 hrs • SEC 351 3 hrs • SEC 453 3 hrs • MLNG 410 3 hrs • MLNG 474 3 hrs • EDU 489 3 hrs | <ul style="list-style-type: none"> • SPAN 102 (or equivalent) • SPAN 201 and SPAN 202 • SPAN 370 Spanish Conversation • SPAN 371 Spanish Composition and Grammar • SPAN 372 Latin American Civilization and Culture or SPAN 373 Spanish Civilization and Culture • SPAN 374 Literature and Culture of Spain or SPAN 376 Literature and Culture of Latin America • SPAN 470 Advanced Oral Spanish <p>Elective courses (12 hours): Four Spanish courses at the 300- or 400-level for a total (including the required courses) of 36 or more credit hours.</p> <p>Total required hours in Spanish: 36</p> <p>Teacher Certification: Students interested in teacher certification in Arabic, Chinese, French, German, or Spanish should meet with the Modern Languages Academic Advisor as early in their academic career as possible for information on current program requirements. World Language teachers in Kentucky may be eligible for interest forgiveness on student loans.</p> <p>Professional Education Coursework: Required for Certification in French, German, & Spanish</p> <ul style="list-style-type: none"> • EDU 250 3 hrs • LTCY 421 3 hrs • SPED 330 3 hrs • PSY 310 3 hrs • SEC 351 3 hrs • SEC 453 3 hrs • MLNG 410 3 hrs |
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**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)**

Contact Person: Cliff Shaluta, cliff.shaluta@wku.edu, 270-991-6966

1. Identification of program:

- 1.1 Current program reference number: [727](#)
- 1.2 Current program title: Major in Advertising (A.B.)
- 1.3 Credit hours: 42-43

2. Identification of the proposed program changes:

Delete SJB 103 as a required course in the Advertising major.

3. Detailed program description:

Current program

Proposed program – changes in bold

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| <p>Major in Advertising</p> <p>ADMISSION POLICY: Students wishing to enter the major in advertising initially are admitted as majors seeking admission (reference 727P).</p> <p>Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:</p> <ol style="list-style-type: none"> 1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree; 2. A minimum overall grade point average of 2.5; 3. Completion of ENG 100 with a grade of ‘C’ or better and 9 additional hours in the Colonnade Program; 4. Completion of the following courses with a grade of ‘C’ or better: SJB 101, 102, 103 and AD 240. <p>Students not meeting the above admission requirements will not be admitted to an SJ&B</p> | <p>Major in Advertising</p> <p>ADMISSION POLICY: Students wishing to enter the major in advertising initially are admitted as majors seeking admission (reference 727P).</p> <p>Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:</p> <ol style="list-style-type: none"> 1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree; 2. A minimum overall grade point average of 2.5; 3. Completion of ENG 100 with a grade of ‘C’ or better and 9 additional hours in the Colonnade Program; 4. Completion of the following courses with a grade of ‘C’ or better: SJB 101, 102, 103 and AD 240. <p>Students not meeting the above admission requirements will not be admitted to an SJ&B</p> |
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| <p>major and cannot register for any additional courses in the major.</p> <p>CURRICULUM Major in Advertising The major in advertising (reference number 727) requires 45-46 semester hours and leads to a Bachelor of Arts degree. No course with a grade of “D” or below may be counted toward the major or fulfill prerequisite requirements for any major in the School.</p> <p>Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University’s general education requirements. In addition to meeting institutional requirements for graduation, the advertising major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor.</p> <p>Advertising majors who choose the Interactive Experience Design (IXD) track are required to minor in graphic design, which is offered by the Department of Art. A minor in marketing is recommended for advertising majors choosing the Branding track. One-half of the hours in the major must be at the 300- or 400-level.</p> <p><i>Required core courses:</i> <u>(24 hours)</u> SJB 101 Understanding Media (3) SJB 102 Media Content, Collaboration (3) SJB 103 Digital Storytelling (3) SJB 210 Software Studio for Designers (3) AD 240 Advertising in a Digital World (3) AD 300 Research in Ad+PR (3) AD 330 Branding (3)</p> | <p>major and cannot register for any additional courses in the major.</p> <p>CURRICULUM Major in Advertising The major in advertising (reference number 727) requires 42-43 semester hours and leads to a Bachelor of Arts degree. No course with a grade of “D” or below may be counted toward the major or fulfill prerequisite requirements for any major in the School.</p> <p>Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University’s general education requirements. In addition to meeting institutional requirements for graduation, the advertising major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor.</p> <p>Advertising majors who choose the Interactive Experience Design (IXD) track are required to minor in graphic design, which is offered by the Department of Art. A minor in marketing is recommended for advertising majors choosing the Branding track. One-half of the hours in the major must be at the 300- or 400-level.</p> <p><i>Required core courses:</i> <u>(21 hours)</u> SJB 101 Understanding Media (3) SJB 102 Media Content, Collaboration (3) SJB 103 Digital Storytelling (3) SJB 210 Software Studio for Designers (3) AD 240 Advertising in a Digital World (3) AD 300 Research in Ad+PR (3) AD 330 Branding (3)</p> |
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| <p>Core Elective <u>(3 hours)</u> During the sophomore year, select one 3-hour course outside the major, but within the School of Journalism & Broadcasting and approved by departmental faculty advisor.</p> <p><i>and select seven courses in one of two tracks of study <u>(21-22 hours)</u></i></p> <p><u>BRANDING</u> <i>Required courses</i> MKT 220 Basic Marketing Concepts (3) PR 355 Fundamentals of PR (3) AD 349 Advertising Media (3) <i>Select one of the following two courses:</i> ENG 306 Business Writing (3) OR MGT 361 Business Writing (3) <i>Select one of the following three courses:</i> MKT 322 Integrated MKT Com. (3) OR MKT 328 Marketing on the WWW (3) OR MKT 331 Social Media Marketing (3)</p> <p>Select the following capstone course: IXD 410 Portfolio (3) <i>or apply for one of the following two courses:</i> SJB 495 Collaborate Journalism (3) or SJB 401/402 Team Investigative I & II (4)</p> <p><i>Additionally, select one course (3 hours) from the following restricted elective list</i> IXD 320 Creative Strategy & Design (3) SJB 330 Interactive Design (3) SJB 340 Programming for Media Platforms (3) AD 448 Internship or Practicum (3) JOUR 481 Problems in Mass Comm. (3) JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3)</p> <p><u>INTERACTIVE EXPERIENCE DESIGN (IXD)</u> <i>Required courses</i></p> | <p>Core Elective <u>(3 hours)</u> During the sophomore year, select one 3-hour course outside the major, but within the School of Journalism & Broadcasting and approved by departmental faculty advisor.</p> <p><i>and select seven courses in one of two tracks of study <u>(21-22 hours)</u></i></p> <p><u>BRANDING</u> <i>Required courses</i> MKT 220 Basic Marketing Concepts (3) PR 355 Fundamentals of PR (3) AD 349 Advertising Media (3) <i>Select one of the following two courses:</i> ENG 306 Business Writing (3) OR MGT 361 Business Writing (3) <i>Select one of the following three courses:</i> MKT 322 Integrated MKT Com. (3) OR MKT 328 Marketing on the WWW (3) OR MKT 331 Social Media Marketing (3)</p> <p>Select the following capstone course: IXD 410 Portfolio (3) <i>or apply for one of the following two courses:</i> SJB 495 Collaborate Journalism (3) or SJB 401/402 Team Investigative I & II (4)</p> <p><i>Additionally, select one course (3 hours) from the following restricted elective list</i> IXD 320 Creative Strategy & Design (3) SJB 330 Interactive Design (3) SJB 340 Programming for Media Platforms (3) AD 448 Internship or Practicum (3) JOUR 481 Problems in Mass Comm. (3) JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3)</p> <p><u>INTERACTIVE EXPERIENCE DESIGN (IXD)</u> <i>Required courses</i></p> |
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| <p>IXD 320 Creative Strategy & Design (3) SJB 330 Interactive Design (3) SJB 340 Programming for Media Platforms (3) IXD 350 Programming for Designers (3) IXD 400 Advanced Interactive Design (3)</p> <p><i>Select the following capstone course</i> IXD 410 Portfolio (3) <i>or apply for one of the following two courses:</i> SJB 495 Collaborate Journalism (3) <i>or</i> SJB 401/402 Team Investigative I & II (4)</p> <p><i>Additionally, select one course (3 hours) from the following restricted elective list</i> SJB 241 Visualizing Data in Journalism (3) BCOM 264 Digital Video Prod/Dist. (3) AD 349 Advertising Media (3) AD 448 Internship or Practicum (3) JOUR 481 Problems in Mass Comm. (3) JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3)</p> | <p>IXD 320 Creative Strategy & Design (3) SJB 330 Interactive Design (3) SJB 340 Programming for Media Platforms (3) IXD 350 Programming for Designers (3) IXD 400 Advanced Interactive Design (3)</p> <p><i>Select the following capstone course</i> IXD 410 Portfolio (3) <i>or apply for one of the following two courses:</i> SJB 495 Collaborate Journalism (3) <i>or</i> SJB 401/402 Team Investigative I & II (4)</p> <p><i>Additionally, select one course (3 hours) from the following restricted elective list</i> SJB 241 Visualizing Data in Journalism (3) BCOM 264 Digital Video Prod/Dist. (3) AD 349 Advertising Media (3) AD 448 Internship or Practicum (3) JOUR 481 Problems in Mass Comm. (3) JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3)</p> |
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4. Rationale for the proposed program change:

Since SJB 103 is being deleted, Advertising majors will no longer be able to take this course. Program is leaving ACEJMC accreditation effective July 1, 2017, therefore minimum hour restriction (72) and minor restrictions will no longer apply.

5. Proposed term for implementation and special provisions (if applicable): Next available. Students in prior catalog years will be accommodated with i-CAP exceptions that will replace deleted courses with comparable new courses or existing courses.

6. Dates of prior committee approvals:

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| Ad Program Committee | 02/10/2017 |
| SJ&B Curriculum Committee | 2/17/2017 |
| PCAL Curriculum Committee | 2 March 2017 |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

Proposal Date: Feb. 10, 2017

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)**

Contact Person: Bradley Pfranger bradley.pfranger@wku.edu 270-745-6497

- 1. Identification of program:**
 - 1.1 Current program reference number: 726
 - 1.2 Current program title: Major in Broadcasting (A.B.)—[Ref #726](#)
 - 1.3 Credit hours: 42 to 43

- 2. Identification of the proposed program changes:**
 - Delete SJB 103 as a required course in the Broadcasting major.

- 3. Detailed program description:**

Major in Broadcasting

ADMISSION REQUIREMENTS:

Students wishing to enter the major in broadcasting initially are admitted as majors seeking admission (reference 726P). Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:

1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;
2. A minimum overall grade point average of 2.5;
3. Completion of ENG 100 with a grade of 'C' or better and nine additional hours in the General Education Program;
4. Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103, and the following course according to the intended concentration:

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| Broadcast News: | BCOM 265 |
| Video Production: | BCOM 266 |
| Radio/TV Operations: | BCOM 261 |

Students not meeting the above admission requirements will not be admitted to the broadcasting major and cannot register for any additional courses in the major.

CURRICULUM

The major in broadcasting (reference number 726) requires a minimum of 42 to 43 semester hours and leads to a Bachelor of Arts degree. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit, including the University's general education requirements.

In addition to meeting institutional requirements for graduation, the broadcasting major must have a minor or second major outside of the School of

Major in Broadcasting

ADMISSION REQUIREMENTS:

Students wishing to enter the major in broadcasting initially are admitted as majors seeking admission (reference 726P). Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:

1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;
2. A minimum overall grade point average of 2.5;
3. Completion of ENG 100 with a grade of 'C' or better and nine additional hours in the General Education Program;
4. Completion of the following courses with a grade of 'C' or better: SJB 101, 102, ~~103~~, and the following course according to the intended concentration:

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| Broadcast News: | BCOM 265 |
| Video Production: | BCOM 266 |
| Radio/TV Operations: | BCOM 261 |

Students not meeting the above admission requirements will not be admitted to the broadcasting major and cannot register for any additional courses in the major.

CURRICULUM

The major in broadcasting (reference number 726) requires a minimum of 42 to 43 semester hours and leads to a Bachelor of Arts degree. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit, including the University's general education requirements.

In addition to meeting institutional requirements for graduation, the broadcasting major must have a minor or second major outside of the School of

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| <p>Journalism & Broadcasting, the Department of Communication, and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, communication studies, or from those offered within the School, unless taken as a second minor.</p> <p>No course with a grade of “D” or below may be counted toward this major or used as a prerequisite. One-half of the hours in the major must be at the 300- or 400-level. Only 3 hours of internship or co-op may be counted within the major. One-hour workshops may be repeated in different topics up to 4 hours. Only 3 hours of workshop credit may be counted within the 42/43-hour major.</p> <p>Students entering the major may choose from three concentrations for their study emphasis as listed below. Prerequisites are in parentheses.</p> <p>Broadcast News Concentration Required courses for all majors (15 hours) SJB 101 Understanding Media Content, Ethics and Technology SJB 102 Media Content, Collaboration and Community SJB 103 Digital Storytelling in the 21st Century BCOM 201 Process and Effects of Mass Communication BCOM 301 Mass Communication Law and Ethics</p> <p>Requirements within news concentration (15 hours) BCOM 265 Basic Broadcast News BCOM 266 Basic Television Production BCOM 335 News Discovery and Selection BCOM 365 Broadcast News Reporting and Producing BCOM 368 News Videography/Editing</p> | <p>Journalism & Broadcasting, the Department of Communication, and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, communication studies, or from those offered within the School, unless taken as a second minor.</p> <p>No course with a grade of “D” or below may be counted toward this major or used as a prerequisite. One-half of the hours in the major must be at the 300- or 400-level. Only 3 hours of internship or co-op may be counted within the major. One-hour workshops may be repeated in different topics up to 4 hours. Only 3 hours of workshop credit may be counted within the 42/43-hour major.</p> <p>Students entering the major may choose from three concentrations for their study emphasis as listed below. Prerequisites are in parentheses.</p> <p>Broadcast News Concentration Required courses for all majors (12 hours) SJB 101 Understanding Media Content, Ethics and Technology SJB 102 Media Content, Collaboration and Community SJB 103 Digital Storytelling in the 21st Century BCOM 201 Process and Effects of Mass Communication BCOM 301 Mass Communication Law and Ethics</p> <p>Requirements within news concentration (15 hours) BCOM 265 Basic Broadcast News BCOM 266 Basic Television Production BCOM 335 News Discovery and Selection BCOM 365 Broadcast News Reporting and Producing BCOM 368 News Videography/Editing</p> |
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| <p>Elective (3 hours) During the sophomore year, select one 3-hour course outside the BCOM major subject code, but within the School of Journalism & Broadcasting (AD, FILM, JOUR, PJ, PR and SJB) and approved by departmental faculty advisor.</p> <p>Select one of the following three capstone experiences (3-4 hours) BCOM 465 Advanced Broadcast News <i>or by application either</i> SJB 495 Collaborative Journalism <i>or</i> SJB 401 Team Investigative Reporting I [1hr] and SJB 402 Team Investigative Reporting II [3hr]</p> <p>Restricted electives (6 hours) Chosen in consultation with department faculty advisor. Select courses totaling six hours from the following list: BCOM 325 Electronic Media Writing BCOM326 Radio/TV News Performance BCOM 328 Broadcast Weather Graphics BCOM 329 Broadcast Weather Data BCOM 385 Broadcast Commercial Sales BCOM 467 Workshop [1-hr] BCOM 485 Broadcast Operations & Management BCOM 491 Internship</p> <p>Video Production Concentration Required courses for all majors (15 hours) SJB 101 Understanding Media Content, Ethics and Technology SJB 102 Media Content, Collaboration and Community SJB 103 Digital Storytelling in the 21st Century BCOM 201 Process and Effects of Mass Communication BCOM 301 Mass Communication Law and Ethics</p> <p>Requirements within concentration (18 hours)</p> | <p>Elective (3 hours) During the sophomore year, select one 3-hour course outside the BCOM major subject code, but within the School of Journalism & Broadcasting (AD, FILM, JOUR, PJ, PR and SJB) and approved by departmental faculty advisor.</p> <p>Select one of the following three capstone experiences (3-4 hours) BCOM 465 Advanced Broadcast News <i>or by application either</i> SJB 495 Collaborative Journalism <i>or</i> SJB 401 Team Investigative Reporting I [1hr] and SJB 402 Team Investigative Reporting II [3hr]</p> <p>Restricted electives (6 hours) Chosen in consultation with department faculty advisor. Select courses totaling six hours from the following list: BCOM 325 Electronic Media Writing-(SJB 103)-(SJB 101 or 102) BCOM326 Radio/TV News Performance BCOM 328 Broadcast Weather Graphics BCOM 329 Broadcast Weather Data BCOM 385 Broadcast Commercial Sales BCOM 467 Workshop [1-hr] BCOM 485 Broadcast Operations & Management BCOM 491 Internship</p> <p>Video Production Concentration Required courses for all majors (12 hours) SJB 101 Understanding Media Content, Ethics and Technology SJB 102 Media Content, Collaboration and Community SJB 103 Digital Storytelling in the 21st Century BCOM 201 Process and Effects of Mass Communication BCOM 301 Mass Communication Law and Ethics</p> <p>Requirements within concentration (18 hours)</p> |
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| <p>BCOM 266 Basic Television Production BCOM 325 Electronic Media Writing BCOM 366 Editing, Aesthetics BCOM 367 Field Production BCOM 463 Producing and Directing BCOM 480 Advanced Post Production</p> <p>Elective (3 hours) <i>During the sophomore year, select one 3-hour course outside the BCOM major subject code, but within the School of Journalism & Broadcasting (AD, FILM, JOUR, PJ, PR and SJB) and approved by departmental faculty advisor.</i></p> <p>Select one of the following three capstone experiences (3-4 hours) BCOM 482 Television Program Production <i>or by application either SJB 495 Collaborative Journalism or SJB 401 Team Investigative Reporting I [1hr] and SJB 402 II [3hr]</i></p> <p>Elective (3 hours) Select any additional BCOM course or any course totaling three hours from the following list: SJB 241 Visualizing Data PJ 131 Introduction to Digital Photography PJ 261 Introduction to Multimedia AD 341 Principles of Advertising AD 348 Introduction to Interactive Design ENG 309 Documentary Film ENG 365 Film Adaptation Film FILM 201 Introduction to Cinema FILM 250 Screenwriting FILM 366 History of Narrative Film FILM 376 Cinematography FILM 465 Film Genres FILM 466 Film Theory</p> <p>Radio and Television Operations Concentration Required courses for all majors (15 hours) SJB 101 Understanding Media Content, Ethics and Technology</p> | <p>BCOM 266 Basic Television Production BCOM 325 Electronic Media Writing(SJB 101 or 102) BCOM 366 Editing, Aesthetics BCOM 367 Field Production BCOM 463 Producing and Directing BCOM 480 Advanced Post Production</p> <p>Elective (3 hours) <i>During the sophomore year, select one 3-hour course outside the BCOM major subject code, but within the School of Journalism & Broadcasting (AD, FILM, JOUR, PJ, PR and SJB) and approved by departmental faculty advisor.</i></p> <p>Select one of the following three capstone experiences (3-4 hours) BCOM 482 Television Program Production (spring) <i>or by application either SJB 495 Collaborative Journalism or SJB 401 Team Investigative Reporting I [1hr] and SJB 402 II [3hr]</i></p> <p>Elective (3 hours) Select any additional BCOM course or any course totaling three hours from the following list: SJB 241 Visualizing Data PJ 131 Introduction to Digital Photography PJ 261 Introduction to Multimedia AD 341 Principles of Advertising AD 348 Introduction to Interactive Design ENG 309 Documentary Film ENG 365 Film Adaptation Film FILM 201 Introduction to Cinema FILM 250 Screenwriting FILM 366 History of Narrative Film FILM 376 Cinematography FILM 465 Film Genres FILM 466 Film Theory</p> <p>Radio and Television Operations Concentration Required courses for all majors (12 hours) SJB 101 Understanding Media Content, Ethics and Technology</p> |
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| <p>SJB 102 Media Content, Collaboration and Community SJB 103 Digital Storytelling in the 21st Century BCOM 201 Process and Effects of Mass Communication BCOM 301 Mass Communication Law and Ethics</p> <p>Requirements within concentration (18 hours) BCOM 261 Basic Radio Production BCOM 266 Basic Television Production BCOM 360 Electronic Media Programming/Research BCOM 385 Broadcast Commercial Sales</p> <p><i>Select one of the following two courses</i> BCOM 265 Basic Broadcast News BCOM 325 Electronic Media Writing</p> <p><i>Select one of the following two courses</i> BCOM 361 Advanced Radio Performance BCOM 476 Advanced Radio Sales</p> <p>Elective (3 hours) <i>During the sophomore year, select one 3-hour course outside the BCOM major subject code, but within the School of Journalism & Broadcasting (AD, FILM, JOUR, PJ, PR or SJB) and approved by departmental faculty advisor.</i></p> <p>Select one of the following three capstone experiences (3-4 hours) BCOM 485 Broadcast Operations & Management <i>or by application either</i> SJB 495 Collaborative Journalism <i>or</i> SJB 401 Team Investigative Reporting I [1hr] and SJB 402 II [3hr]</p> <p>Elective (3 hours) <i>Chosen in consultation with department faculty advisor. Note that 50% of coursework in the major must be at the 300/400 level.</i></p> | <p>SJB 102 Media Content, Collaboration and Community SJB 103 Digital Storytelling in the 21st Century BCOM 201 Process and Effects of Mass Communication BCOM 301 Mass Communication Law and Ethics</p> <p>Requirements within concentration (18 hours) BCOM 261 Basic Radio Production BCOM 266 Basic Television Production BCOM 360 Electronic Media Programming/Research BCOM 385 Broadcast Commercial Sales</p> <p><i>Select one of the following two courses</i> BCOM 265 Basic Broadcast News BCOM 325 Electronic Media Writing</p> <p><i>Select one of the following two courses</i> BCOM 361 Advanced Radio Performance BCOM 476 Advanced Radio Sales</p> <p>Elective (3 hours) <i>During the sophomore year, select one 3-hour course outside the BCOM major subject code, but within the School of Journalism & Broadcasting (AD, FILM, JOUR, PJ, PR or SJB) and approved by departmental faculty advisor.</i></p> <p>Select one of the following three capstone experiences (3-4 hours) BCOM 485 Broadcast Operations & Management <i>or by application either</i> SJB 495 Collaborative Journalism <i>or</i> SJB 401 Team Investigative Reporting I [1hr] and SJB 402 II [3hr]</p> <p>Elective (3 hours) <i>Chosen in consultation with department faculty advisor. Note that 50% of coursework in the major must be at the 300/400 level.</i></p> |
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| <p>Select any additional BCOM course or any course totaling three hours from the following list: Any BCOM course--BCOM 491 Internship, strongly recommended SJB 241 Visualizing Data PJ 131 Introduction to Digital Photography AD 300 Research in Advertising/Public Relations AD 341 Principles of Advertising (<i>SJB 101</i>) PR 355 Fundamentals of Public Relations MGT 210 Organization & Management MKT 220 Basic Marketing Concepts MKT 325 Personal Selling MKT 329 Business-to-Business Mkt. MKT 425 Advanced Personal Selling PSY 371 Psychology of Sales</p> | <p>Select any additional BCOM course or any course totaling three hours from the following list: Any BCOM course--BCOM 491 Internship, strongly recommended SJB 241 Visualizing Data PJ 131 Introduction to Digital Photography AD 300 Research in Advertising/Public Relations AD 341 Principles of Advertising PR 355 Fundamentals of Public Relations MGT 210 Organization & Management MKT 220 Basic Marketing Concepts MKT 325 Personal Selling MKT 329 Business-to-Business Mkt. MKT 425 Advanced Personal Selling PSY 371 Psychology of Sales</p> |
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4. Rationale for the proposed program change:

Since SJB 103 is being deleted, Broadcasting majors will no longer be able to take this course.

5. Proposed term for implementation and special provisions (if applicable): Next available. Students in prior catalog years will be accommodated with i-CAP exceptions that will replace deleted courses with comparable new courses or existing courses.

6. Dates of prior committee approvals:

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| BCOM Program Committee | 02/10/2017 |
| SJ&B Curriculum Committee | 02/17/2017 |
| Potter College Curriculum Committee | 2 March 2017 |
| Undergraduate Curriculum Committee | |
| University Senate | |

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)**

Contact Person: Professor Pam Johnson, pam.johnson@wku.edu, 270.745.5836

- 1. Identification of program:**
 - 1.1 Current program reference number: [736](#)
 - 1.2 Current program title: Major in Journalism (A.B.)
 - 1.3 Credit hours: 45-46

- 2. Identification of the proposed program changes:**
 - Delete SJB 103 from required courses for the Journalism major.

- 3. Detailed program description:**

Current Program

Proposed Program

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| <p>Major in Journalism ADMISSION REQUIREMENTS: Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:</p> <ol style="list-style-type: none">1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;2. A minimum overall grade point average of 2.5;3. Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in general education;4. Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103 and JOUR 202. <p>Students not meeting the above admission requirements will not be admitted to the major in journalism and cannot register for any additional courses in the major.</p> <p>CURRICULUM: The major in journalism (reference number 736) requires 45 to 46 semester hours and leads to the Bachelor of Arts degree. No course with a grade of "D" or below may be</p> | <p>Major in Journalism ADMISSION REQUIREMENTS: Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:</p> <ol style="list-style-type: none">1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;2. A minimum overall grade point average of 2.5;3. Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in general education;4. Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103 and JOUR 202. <p>Students not meeting the above admission requirements will not be admitted to the major in journalism and cannot register for any additional courses in the major.</p> <p>CURRICULUM: The major in journalism (reference number 736) requires 42 to 43 semester hours and leads to the Bachelor of Arts degree. No course with a grade of "D" or below may be</p> |
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| <p>counted toward the major or fulfill prerequisite requirements. One-half of the hours in the major must be at the 300- or 400-level. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements.</p> <p>In addition to meeting institutional requirements for graduation, the journalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor. Refer to the University Undergraduate Catalog for additional information.</p> <p>REQUIRED COURSES (36 hours) SJB 101 Understanding Media Content, Ethics and Technology SJB 102 Media Content, Collaboration and Community SJB 103 Digital Storytelling for the 21st Century SJB 210 Software Studio for Designers JOUR 202 Introduction to Media Writing BCOM 264 Digital Video Production and Distribution PJ 131 Introduction to Digital Photography PJ 261 Introduction to Multimedia JOUR 301 Press Law and Ethics JOUR 302 Intermediate Reporting JOUR 323 Multiplatform News Presentation JOUR 325 Feature Writing Elective (3 hours)</p> <p>During the sophomore year, select one 3-credit hour upper division elective outside the major in journalism from one of the following subject areas: AD, BCOM, FILM, PJ, PR or SJB. Must be approved by faculty advisor in the major.</p> <p>Restricted Elective (3 hours) Select one 3-hour elective from the following list:</p> | <p>counted toward the major or fulfill prerequisite requirements. One-half of the hours in the major must be at the 300- or 400-level. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements.</p> <p>In addition to meeting institutional requirements for graduation, the journalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor. Refer to the University Undergraduate Catalog for additional information.</p> <p>REQUIRED COURSES (33 hours) SJB 101 Understanding Media Content, Ethics and Technology SJB 102 Media Content, Collaboration and Community SJB 103 Digital Storytelling for the 21st Century SJB 210 Software Studio for Designers JOUR 202 Introduction to Media Writing BCOM 264 Digital Video Production and Distribution PJ 131 Introduction to Digital Photography PJ 261 Introduction to Multimedia JOUR 301 Press Law and Ethics JOUR 302 Intermediate Reporting JOUR 323 Multiplatform News Presentation JOUR 325 Feature Writing Elective (3 hours)</p> <p>During the sophomore year, select one 3-credit hour upper division elective outside the major in journalism from one of the following subject areas: AD, BCOM, FILM, PJ, PR or SJB. Must be approved by faculty advisor in the major.</p> <p>Restricted Elective (3 hours) Select one 3-hour elective from the following list:</p> |
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| <p>AD 343 Print Design/Production/Typography BCOM 325 Writing TV/Radio BCOM 368 News Videography & Editing JOUR 421 American Press History JOUR 422 Current Issues in Mass JOUR 427 Journalism and Media in the Schools JOUR 428 News Media Management JOUR 467 News/Editorial Practicum (1-hour) JOUR 481 Problems in Mass Communication JOUR 491 Internship PJ 336 Picture SJB 310 Diversity in Media SJB 330 Interactive Design ENG 311 Creative Nonfiction ENG 402 Editing/Publishing ENG 403 Memoir/Autobiography FLK 373 Folklore and Media</p> <p>Select one of the following three capstone experiences (3-4 hours) JOUR 426 Advanced Reporting SJB 495 Collaborative Journalism SJB 401 & 402 Team Investigative Reporting I & II (4-hours)</p> | <p>AD 343 Print Design/Production/Typography BCOM 325 Writing TV/Radio BCOM 368 News Videography & Editing JOUR 421 American Press History JOUR 422 Current Issues in Mass JOUR 427 Journalism and Media in the Schools JOUR 428 News Media Management JOUR 467 News/Editorial Practicum (1-hour) JOUR 481 Problems in Mass Communication JOUR 491 Internship or Practicum PJ 336 Picture Editing SJB 310 Diversity in Media SJB 330 Interactive Design ENG 311 Creative Nonfiction ENG 402 Editing/Publishing ENG 403 Memoir/Autobiography FLK 373 Folklore and Media</p> <p>Select one of the following three capstone experiences (3-4 hours) JOUR 426 Advanced Reporting SJB 495 Collaborative Journalism SJB 401 & 402 Team Investigative Reporting I & II (4-hours)</p> |
|---|--|

4. Rationale for the proposed program change:

Since SJB 103 is being deleted, Journalism majors will no longer be able to take this course.

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

Next available

6. Dates of prior committee approvals:

| | |
|-------------------------------------|--------------|
| Journalism Program Committee | 02/10/2017 |
| SJ&B Curriculum Committee | 02/17/2017 |
| Potter College Curriculum Committee | 2 March 2017 |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

Proposal Date: Feb. 10, 2017

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)**

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

- 1. Identification of program:**
 - 1.1 Current program reference number: [750](#)
 - 1.2 Current program title: Major in Photojournalism (A.B.)
 - 1.3 Credit hours: 45

- 2. Identification of the proposed program changes:**
 - Delete SJB 103 from required courses for the Photojournalism major.

- 3. Detailed program description:**

Current Program

Proposed Program

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|--|---|
| <p>Major in Photojournalism ADMISSION REQUIREMENTS: Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:</p> <ol style="list-style-type: none">1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;2. A minimum overall grade point average of 2.5;3. Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in general education;4. Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103, and 231. Students not meeting the above admission requirements will not be admitted to the major in photojournalism and cannot register for any additional courses in the major without special permission. <p>CURRICULUM The major in photojournalism (reference number 750) requires 45-46 semester hours and leads to the Bachelor of Arts degree. No course with a</p> | <p>Major in Photojournalism ADMISSION REQUIREMENTS: Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:</p> <ol style="list-style-type: none">1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;2. A minimum overall grade point average of 2.5;3. Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in general education;4. Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103, and PJ 231. Students not meeting the above admission requirements will not be admitted to the major in photojournalism and cannot register for any additional courses in the major without special permission. <p>CURRICULUM The major in photojournalism (reference number 750) requires 42-43 semester hours and leads to the Bachelor of Arts degree. No course with a</p> |
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| <p>grade of “D” or below may be counted toward the major or fulfill prerequisite requirements. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University’s general education requirements.</p> <p>In addition to meeting institutional requirements for graduation, the photojournalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor. One-half of the hours in the major must be at the 300- or 400-level.</p> <p>REQUIRED COURSES - <u>39 HOURS</u> SJB 101 Understanding Media (3) SJB 102 Media Content, Collaboration (3) SJB 103 Storytelling in the 21st Century (3) JOUR 202 Intro. to Media Writing (3) PJ 231 Photojournalism I (3) PJ 233 Photojournalism II (3)</p> <p><i>One of the following two law classes</i> JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3)</p> <p>PJ 302 Intermediate Reporting (3) PJ 330 Multimedia Technologies (3) PJ 333 Lighting Technologies (3) PJ 334 Picture Stories (3) PJ 362 Short Form Documentary (3) PJ 436 Photojournalism Projects (3)</p> <p>UNRESTRICTED ELECTIVE - <u>3 HOURS</u> During the sophomore year select one 3-hour course outside the major, but within the School of Journalism & Broadcasting and approved by departmental faculty advisor.</p> <p>RESTRICTED ELECTIVES – <u>3-4 HOURS</u></p> | <p>grade of “D” or below may be counted toward the major or fulfill prerequisite requirements. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University’s general education requirements.</p> <p>In addition to meeting institutional requirements for graduation, the photojournalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor. One-half of the hours in the major must be at the 300- or 400-level.</p> <p>REQUIRED COURSES - <u>36 HOURS</u> SJB 101 Understanding Media (3) SJB 102 Media Content, Collaboration (3) SJB 103 Storytelling in the 21st Century (3) JOUR 202 Intro. to Media Writing (3) PJ 231 Photojournalism I (3) PJ 233 Photojournalism II (3)</p> <p><i>One of the following two law classes</i> JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3)</p> <p>PJ 302 Intermediate Reporting (3) PJ 330 Multimedia Technologies (3) PJ 333 Lighting Technologies (3) PJ 334 Picture Stories (3) PJ 362 Short Form Documentary (3) PJ 433 Short Form Documentary (3) PJ 436 Photojournalism Projects (3)</p> <p>UNRESTRICTED ELECTIVE - <u>3 HOURS</u> During the sophomore year select one 3-hour course outside the major, but within the School of Journalism & Broadcasting and approved by departmental faculty advisor.</p> <p>RESTRICTED ELECTIVES – <u>3-4 HOURS</u></p> |
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| JOUR 323 News Editing (3) | JOUR 323 News Editing (3) |
| JOUR 325 Feature Writing (3) | JOUR 325 Feature Writing (3) |
| PJ 336 Picture Editing (3) | PJ 336 Picture Editing |
| JOUR 348 Intro to Interactive Media (3) | JOUR 348 Intro to Interactive Media (3) |
| BCOM 376 Film Production for TV (3) | BCOM 376 Film Production for TV (3) |
| PJ 390 Cultural History of Photography | PJ 390 Cultural History of Photography |
| PJ 432 Photojournalism Practicum (3) | PJ 432 Photojournalism Practicum |
| PJ 439 Advanced Studio Lighting (3) | PJ 439 Advanced Studio Lighting |
| SJB 495 Collaborative Journalism (3) | SJB 495 Collaborative Journalism (3) |
| SJB 401/402 Team Investigative Reporting (4) | SJB 401/402 Team Investigative Reporting (4) |

4. Rationale for the proposed program change:

Since SJB 103 is being deleted, Photojournalism majors will no longer be able to take this course.

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

Next available. Students in prior catalog years who have not taken SJB 103 will work with advisors to fill out an iCAP exception form that will accommodate this change in their program.

6. Dates of prior committee approvals:

| | |
|-------------------------------------|--------------|
| Photojournalism Committee | 02/8/17 |
| SJ&B Curriculum Committee | 2/17/17 |
| Potter College Curriculum Committee | 2 March 2017 |
| Undergraduate Curriculum Committee | |
| University Senate | |

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)**

Contact Person: Vicki Bagwell, vicki.bagwell@wku.edu, 745-5834

1. Identification of program:

- 1.1 Current program reference number: [763](#)
- 1.2 Current program title: Major in Public Relations (A.B.)
- 1.3 Credit hours: 42 - 43

2. Identification of the proposed program changes:

- Delete SJB103 as a required course in the Public Relations major.

3. Detailed program description:

Current program

Proposed program – revisions in bold

| | |
|--|--|
| <p>Major in Public Relations ADMISSION REQUIREMENTS: Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:</p> <ol style="list-style-type: none"> 1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree; 2. A minimum overall grade point average of 2.5; 3. Completion of ENG 100 with a grade of ‘C’ or better and 9 additional hours in the Colonnade Program; 4. Completion of the following courses with a grade of ‘C’ or better: SJB 101, 102, 103, and JOUR 202. <p>Students not meeting the above admission requirements will not be admitted to an SJ&B major and cannot register for any additional courses in the major.</p> <p>CURRICULUM The major in public relations (reference number 763) requires 45 or 46 semester hours and leads to a Bachelor of Arts degree. No</p> | <p>Major in Public Relations ADMISSION REQUIREMENTS: Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:</p> <ol style="list-style-type: none"> 1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree; 2. A minimum overall grade point average of 2.5; 3. Completion of ENG 100 with a grade of ‘C’ or better and 9 additional hours in the Colonnade Program; 4. Completion of the following courses with a grade of ‘C’ or better: SJB 101, 102, 103, and JOUR 202. <p>Students not meeting the above admission requirements will not be admitted to an SJ&B major and cannot register for any additional courses in the major.</p> <p>CURRICULUM The major in public relations (reference number 763) requires 42 or 43 semester hours and leads to a Bachelor of Arts degree. No</p> |
|--|--|

Proposal Date: Feb. 2, 2017

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

Contact Person: Mac McKerral, mac.mckerral@wku.edu; 745-5882

1. Identification of program:

- 1.1 Current program reference number: [419](#)
- 1.2 Current program title: Minor in Journalism Writing
- 1.3 Credit hours: 21

2. Identification of the proposed program changes:

- Move JOUR 325 *Feature Writing* to required courses
- Move JOUR 323 *Multiplatform News* to restricted electives

3. Detailed program description:

| Current Program | Proposed Program |
|--|---|
| Minor in Journalism Writing | Minor in Journalism Writing |
| Required courses (15 hours) | Required courses (15 hours) |
| SJB 101 Understanding Media (3) | SJB 101 Understanding Media (3) |
| JOUR 202 Introduction to Media Writing (3) | JOUR 202 Introduction to Media Writing (3) |
| JOUR 301 Press Law and Ethics (3) | JOUR 301 Press Law and Ethics (3) |
| JOUR 302 Intermediate Reporting (3) | JOUR 302 Intermediate Reporting (3) |
| JOUR 323 Multiplatform News (3) | JOUR 323 Multiplatform News (3) JOUR 325 Feature Writing (3) |
| Restricted electives (select 2 courses, 6 hours) | Restricted electives (select 2 courses, 6 hours) |
| JOUR 325 Feature Writing (3) | JOUR 325 Feature Writing (3) JOUR 323 Multiplatform News (3) |
| JOUR 426 Advanced Reporting (3) | JOUR 426 Advanced Reporting (3) |
| JOUR 428 News Media Management (3) | JOUR 428 News Media Management (3) |
| JOUR 467 Journalism Practicum (1) | JOUR 467 Journalism Practicum (1) |
| JOUR 495 Collaborative Journalism (3) | JOUR 495 Collaborative Journalism (3) |
| ENG 311 Creative Nonfiction (3) | ENG 311 Creative Nonfiction (3) |
| ENG 402 Editing/Publishing (3) | ENG 402 Editing/Publishing (3) |
| ENG 403 Writing Memoirs (3) | ENG 403 Writing Memoirs (3) |
| FLK 373 Folklore and the Media (3) | FLK 373 Folklore and the Media (3) |
| SJB 310 Media Diversity (3) | SJB 310 Media Diversity (3) |
| BCOM 325 Writing TV/Radio (3) | BCOM 325 Writing TV/Radio (3) |

4. Rationale for the proposed program change:

Since this is a "writing" minor aimed at enhancing reporting and writing proficiency, we believe requiring the writing course is more valuable than requiring the editing course, which focuses on all news delivery formats, not just writing. It should be noted that all the writing classes include the editing component, so making this switch does not hurt the students on the editing side of the equation.

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

Next Available. No special provisions needed.

6. Dates of prior committee approvals:

| | |
|-------------------------------------|--------------|
| Journalism Program | 09/14/2017 |
| SJ&B Curriculum Committee | 02/17/2017 |
| Potter College Curriculum Committee | 2 March 2017 |
| Undergraduate Curriculum Committee | |
| University Senate | |

**Potter College of Arts & Letters
Department of Sociology
Proposal to Revise A Program
(Action Item)**

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 52645

- 1. Identification of program:**
 - 1.1 Current program reference number: [342](#)
 - 1.2 Current program title: Minor in Criminology
 - 1.3 Credit hours: 21

2. Identification of the proposed program changes:

- Addition of newly created courses

3. Detailed program description:

| Prefix | # | Course Title | Hrs. | Prefix | # | Course Title | Hrs. |
|-------------------------------------|-----|-------------------------------|------|-------------------------------------|------------|--|----------|
| SOCL | 309 | Social Deviance | 3 | SOCL | 309 | Social Deviance | 3 |
| CRIM | 330 | Criminology | 3 | CRIM | 330 | Criminology | 3 |
| CRIM | 332 | Juvenile Delinquency | 3 | CRIM | 332 | Juvenile Delinquency | 3 |
| CRIM | 380 | Penology | 3 | CRIM | 380 | Penology | 3 |
| Select 3 courses from the following | | | | Select 3 courses from the following | | | |
| CRIM | 101 | Intro to Criminal Justice | 3 | CRIM | 101 | Intro to Criminal Justice | 3 |
| CRIM | 232 | Intro to Law Enforcement | 3 | CRIM | 232 | Intro to Law Enforcement | 3 |
| CRIM | 233 | Alternatives to Confinement | 3 | CRIM | 233 | Alternatives to Confinement | 3 |
| | | | | CRIM | 234 | Crime and Popular Culture | 3 |
| CRIM | 346 | Special Topics in Criminology | 3 | CRIM | 346 | Special Topics in Criminology | 3 |
| SOCL | 359 | Sexuality and Society | 3 | SOCL | 359 | Sexuality and Society | 3 |
| CRIM | 361 | Race, Class, and Crime | 3 | CRIM | 361 | Race, Class, and Crime | 3 |
| | | | | SOCL | 389 | Stigma and Society | 3 |
| | | | | CRIM | 430 | Comparative Systems of Juvenile Justice | 3 |
| CRIM | 432 | Sociology of Criminal Law | 3 | CRIM | 432 | Sociology of Criminal Law | 3 |
| CRIM | 434 | Organized Crime | 3 | CRIM | 434 | Organized Crime | 3 |

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|----------|-----|------------------------------------|-----|----------|-----|------------------------------------|-----|
| SOCL | 435 | Family Violence | 3 | SOCL | 435 | Family Violence | 3 |
| CRIM | 437 | The Death Penalty in America | 3 | CRIM | 437 | The Death Penalty in America | 3 |
| CRIM | 438 | Victimology | 3 | CRIM | 438 | Victimology | 3 |
| CRIM | 439 | Internship in Criminology | 1-6 | CRIM | 439 | Internship in Criminology | 1-6 |
| CRIM | 446 | Gender, Crime, and Justice | 3 | CRIM | 446 | Gender, Crime, and Justice | 3 |
| CRIM | 447 | Life-course Criminology | 3 | CRIM | 447 | Life-course Criminology | 3 |
| CRIM | 448 | Comparative Criminology | 3 | CRIM | 448 | Comparative Criminology | 3 |
| CRIM | 451 | White Collar Crime | 3 | CRIM | 451 | White Collar Crime | 3 |
| CRIM | 456 | Homicide and Serial Homicide | 3 | CRIM | 456 | Homicide and Serial Homicide | 3 |
| CRIM | 489 | Criminology Study Abroad | 1-6 | CRIM | 489 | Criminology Study Abroad | 1-6 |
| CRIM | 495 | Directed Study in Criminology | 1-3 | CRIM | 495 | Directed Study in Criminology | 1-3 |
| CRIM | 496 | Directed Study in Criminology | 1-3 | CRIM | 496 | Directed Study in Criminology | 1-3 |
| PS | 220 | Judicial Process | 3 | PS | 220 | Judicial Process | 3 |
| PS | 326 | Constitutional Law | 3 | PS | 326 | Constitutional Law | 3 |
| PS | 328 | Criminal Justice | 3 | PS | 328 | Criminal Justice | 3 |
| PS | 350 | Political Terrorism | 3 | PS | 350 | Political Terrorism | 3 |
| HIST | 445 | American Legal History to 1865 | 3 | HIST | 445 | American Legal History to 1865 | 3 |
| HIST | 446 | American Legal History since 1865 | 3 | HIST | 446 | American Legal History since 1865 | 3 |
| SWRK | 356 | Services for Juvenile Offenders | 3 | SWRK | 356 | Services for Juvenile Offenders | 3 |
| PSY/PSYS | 440 | Abnormal Psychology | 3 | PSY/PSYS | 440 | Abnormal Psychology | 3 |
| PSY | 441 | Psychology of Alcoholism | 3 | PSY | 441 | Psychology of Alcoholism | 3 |
| PSY | 470 | Psychology and Law | 3 | PSY | 470 | Psychology and Law | 3 |
| CHEM | 111 | Introduction to Forensic Chemistry | 3 | CHEM | 111 | Introduction to Forensic Chemistry | 3 |
| CHEM | 430 | Forensic Chemistry | 3 | CHEM | 430 | Forensic Chemistry | 3 |
| PH | 165 | Drug Abuse | 3 | PH | 165 | Drug Abuse | 3 |
| PH | 467 | Drug Abuse Education | 3 | PH | 467 | Drug Abuse Education | 3 |
| PH | 472 | Illicit Drug Policy in the US | 3 | PH | 472 | Illicit Drug Policy in the US | 3 |

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|--------|-----|-----------------------|----|--------|-----|-----------------------|----|
| ANTH | 300 | Forensic Anthropology | 3 | ANTH | 300 | Forensic Anthropology | 3 |
| TOTALS | | Credit Hours | 21 | TOTALS | | Credit Hours | 21 |

- 4. **Rationale for the proposed program change:** Three newly created courses needed to be added as electives to the minor. These changes match recent changes to the Criminology major.
- 5. **Proposed term for implementation and special provisions :** Next Available
- 6. **Dates of prior committee approvals:**

| | |
|--|--------------------------|
| Department of Sociology | <u>February 17, 2017</u> |
| Potter College Curriculum Committee | <u>2 March 2017</u> |
| Professional Education Council (if applicable) | _____ |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

Proposal Date: February 17, 2017

**Potter College of Arts & Letters
Department of Sociology
Proposal to Revise A Program
(Action Item)**

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 52645

1. Identification of program:

- 1.1 Current program reference number: [627](#)
- 1.2 Current program title: Major in Criminology
- 1.3 Credit hours: 34

2. Identification of the proposed program changes:

- Add three newly created elective courses

3. Detailed program description:

| Prefix | # | Course Title | Hrs. | Prefix | # | Course Title | Hrs. |
|--|-----|--------------------------------|------|--|------------|----------------------------------|----------|
| CRIM | 101 | Intro to Criminal Justice | 3 | CRIM | 101 | Intro to Criminal Justice | 3 |
| SOCL | 300 | Using Statistics in Sociology | 3 | SOCL | 300 | Using Statistics in Sociology | 3 |
| SOCL | 302 | Strategies of Research Methods | 3 | SOCL | 302 | Social Research Methods | 3 |
| SOCL | 309 | Social Deviance | 3 | SOCL | 309 | Social Deviance | 3 |
| CRIM | 330 | Criminology | 3 | CRIM | 330 | Criminology | 3 |
| CRIM | 332 | Juvenile Delinquency | 3 | CRIM | 332 | Juvenile Delinquency | 3 |
| CRIM | 380 | Penology | 3 | CRIM | 380 | Penology | 3 |
| CRIM | 499 | Senior Seminar | 1 | CRIM | 499 | Senior Seminar | 1 |
| Select 4 courses from the following | | | | Select 4 courses from the following | | | |
| CRIM | 232 | Intro to Law Enforcement | 3 | CRIM | 232 | Intro to Law Enforcement | 3 |
| CRIM | 233 | Alternatives to Confinement | 3 | CRIM | 233 | Alternatives to Confinement | 3 |
| | | | | CRIM | 234 | Crime and Popular Culture | 3 |
| CRIM | 346 | Special Topics in Criminology | 3 | CRIM | 346 | Special Topics in Criminology | 3 |
| SOCL | 359 | Sexuality and Society | 3 | SOCL | 359 | Sexuality and Society | 3 |
| CRIM | 361 | Race, Class, and Crime | 3 | CRIM | 361 | Race, Class, and Crime | 3 |
| | | | | SOCL | 389 | Stigma and Society | 3 |

| | | | | | | | |
|----------|-----|------------------------------------|-----|-------------|------------|--|----------|
| | | | | CRIM | 430 | Comparative Systems of Juvenile Justice | 3 |
| CRIM | 432 | Sociology of Criminal Law | 3 | CRIM | 432 | Sociology of Criminal Law | 3 |
| CRIM | 434 | Organized Crime | 3 | CRIM | 434 | Organized Crime | 3 |
| SOCL | 435 | Family Violence | 3 | SOCL | 435 | Family Violence | 3 |
| CRIM | 437 | The Death Penalty in America | 3 | CRIM | 437 | The Death Penalty in America | 3 |
| CRIM | 438 | Victimology | 3 | CRIM | 438 | Victimology | 3 |
| CRIM | 439 | Internship in Criminology | 1-6 | CRIM | 439 | Internship in Criminology | 1-6 |
| CRIM | 446 | Gender, Crime, and Justice | 3 | CRIM | 446 | Gender, Crime, and Justice | 3 |
| CRIM | 447 | Life-course Criminology | 3 | CRIM | 447 | Life-course Criminology | 3 |
| CRIM | 448 | Comparative Criminology | 3 | CRIM | 448 | Comparative Criminology | 3 |
| CRIM | 451 | White Collar Crime | 3 | CRIM | 451 | White Collar Crime | 3 |
| CRIM | 456 | Homicide and Serial Homicide | 3 | CRIM | 456 | Homicide and Serial Homicide | 3 |
| CRIM | 489 | Criminology Study Abroad | 1-6 | CRIM | 489 | Criminology Study Abroad | 1-6 |
| CRIM | 495 | Directed Study in Criminology | 1-3 | CRIM | 495 | Directed Study in Criminology | 1-3 |
| CRIM | 496 | Directed Study in Criminology | 1-3 | CRIM | 496 | Directed Study in Criminology | 1-3 |
| PS | 220 | Judicial Process | 3 | PS | 220 | Judicial Process | 3 |
| PS | 326 | Constitutional Law | 3 | PS | 326 | Constitutional Law | 3 |
| PS | 328 | Criminal Justice | 3 | PS | 328 | Criminal Justice | 3 |
| PS | 350 | Political Terrorism | 3 | PS | 350 | Political Terrorism | 3 |
| HIST | 445 | American Legal History to 1865 | 3 | HIST | 445 | American Legal History to 1865 | 3 |
| HIST | 446 | American Legal History since 1865 | 3 | HIST | 446 | American Legal History since 1865 | 3 |
| SWRK | 356 | Services for Juvenile Offenders | 3 | SWRK | 356 | Services for Juvenile Offenders | 3 |
| PSY/PSYS | 440 | Abnormal Psychology | 3 | PSY/PSYS | 440 | Abnormal Psychology | 3 |
| PSY | 441 | Psychology of Alcoholism | 3 | PSY | 441 | Psychology of Alcoholism | 3 |
| PSY | 470 | Psychology and Law | 3 | PSY | 470 | Psychology and Law | 3 |
| CHEM | 111 | Introduction to Forensic Chemistry | 3 | CHEM | 111 | Introduction to Forensic Chemistry | 3 |
| CHEM | 430 | Forensic Chemistry | 3 | CHEM | 430 | Forensic Chemistry | 3 |
| PH | 165 | Drug Abuse | 3 | PH | 165 | Drug Abuse | 3 |

| | | | | | | | |
|--------|-----|-------------------------------|----|--------|-----|-------------------------------|----|
| PH | 467 | Drug Abuse Education | 3 | PH | 467 | Drug Abuse Education | 3 |
| PH | 472 | Illicit Drug Policy in the US | 3 | PH | 472 | Illicit Drug Policy in the US | 3 |
| ANTH | 300 | Forensic Anthropology | 3 | ANTH | 300 | Forensic Anthropology | 3 |
| TOTALS | | Credit Hours | 34 | TOTALS | | Credit Hours | 34 |

4. Rationale for the proposed program change:

New courses have been created by faculty members and need to be included in the major.

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

6. Dates of prior committee approvals:

Sociology Department

February 17, 2017

Potter College Curriculum Committee

2 March 2017

Professional Education Council (if applicable)

Undergraduate Curriculum Committee

University Senate

Proposal Date: February 17, 2017

**Potter College of Arts & Letters
Department of Sociology
Proposal to Revise A Program
(Action Item)**

Contact Person: Douglas Smith, douglas.smith@wku.edu, 53750

1. Identification of program:

- 1.1 Current program reference number: [461](#)
- 1.2 Current program title: Minor in Sociology
- 1.3 Credit hours: 21

2. Identification of the proposed program changes:

- Add a newly created course.

3. Detailed program description:

| Prefix | # | Course Title | Hrs. | Prefix | # | Course Title | Hrs. |
|--|-----|---|------|--|-----|---|------|
| SOCL | 100 | Introductory Sociology | 3 | SOCL | 100 | Introductory Sociology | 3 |
| SOCL | 300 | Using Statistics in Sociology | 3 | SOCL | 300 | Using Statistics in Sociology | 3 |
| SOCL | 302 | Strategies of Social Research | 3 | SOCL | 302 | Social Research Methods | 3 |
| SOCL | 304 | Sociological Theory: Perspectives on Society | 3 | SOCL | 304 | Sociological Theory: Perspectives on Society | 3 |
| Select 3 courses from the following | | | | Select 3 courses from the following | | | |
| SOCL | 210 | Interaction: Self in Society | 3 | SOCL | 210 | Interaction: Self in Society | 3 |
| SOCL | 220 | Marriage and Family | 3 | SOCL | 220 | Marriage and Family | 3 |
| SOCL | 240 | Global Social Problems | 3 | SOCL | 240 | Global Social Problems | 3 |
| SOCL | 245 | Sociology of Popular Culture | 3 | SOCL | 245 | Sociology of Popular Culture | 3 |
| SOCL | 260 | Race and Ethnic Relations | 3 | SOCL | 260 | Race and Ethnic Relations | 3 |
| SOCL | 270 | Introduction to Community, Environment, and Development | 3 | SOCL | 270 | Introduction to Community, Environment, and Development | 3 |
| SOCL | 309 | Social Deviance | 3 | SOCL | 309 | Social Deviance | 3 |
| SOCL | 310 | Behavior in Small Groups | 3 | SOCL | 310 | Behavior in Small Groups | 3 |

| | | | | | | | |
|------|-----|--|---|-------------|------------|--|----------|
| SOCL | 312 | Collective Behavior and Social Movements | 3 | SOCL | 312 | Collective Behavior and Social Movements | 3 |
| SOCL | 322 | Religion in Society | 3 | SOCL | 322 | Religion in Society | 3 |
| SOCL | 324 | Sociology of Sport | 3 | SOCL | 324 | Sociology of Sport | 3 |
| CRIM | 330 | Criminology | 3 | CRIM | 330 | Criminology | 3 |
| CRIM | 332 | Juvenile Delinquency | 3 | CRIM | 332 | Juvenile Delinquency | 3 |
| SOCL | 342 | Aging in Society | 3 | SOCL | 342 | Aging in Society | |
| SOCL | 345 | Sociology of Popular Music | 3 | SOCL | 345 | Sociology of Popular Music | 3 |
| SOCL | 346 | Special Topics | 3 | SOCL | 346 | Special Topics | 3 |
| SOCL | 350 | Systems of Social Inequality | 3 | SOCL | 350 | Systems of Social Inequality | 3 |
| SOCL | 352 | Technology, Work, and Society | 3 | SOCL | 352 | Technology, Work, and Society | 3 |
| SOCL | 355 | Sociology of Gender | 3 | SOCL | 355 | Sociology of Gender | 3 |
| SOCL | 359 | Sexuality and Society | 3 | SOCL | 359 | Sexuality and Society | 3 |
| SOCL | 360 | The Community in Rural and Urban Settings | 3 | SOCL | 360 | The Community in Rural and Urban Settings | 3 |
| CRIM | 361 | Race, Class, and Crime | 3 | CRIM | 361 | Race, Class, and Crime | 3 |
| SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 | SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 |
| SOCL | 363 | Population, Society, and Development | 3 | SOCL | 363 | Population, Society, and Development | 3 |
| SOCL | 372 | Human-Wildlife Conflict | 3 | SOCL | 372 | Human-Wildlife Conflict | 3 |
| SOCL | 375 | Diversity in American Society | 3 | SOCL | 375 | Diversity in American Society | 3 |
| SOCL | 376 | Sociology of Globalization | 3 | SOCL | 376 | Sociology of Globalization | 3 |
| CRIM | 380 | Penology | 3 | CRIM | 380 | Penology | 3 |
| | | | | SOCL | 389 | Stigma and Society | 3 |
| SOCL | 402 | Evaluation Research | 3 | SOCL | 402 | Evaluation Research | 3 |
| SOCL | 404 | Qualitative Research Methods | 3 | SOCL | 404 | Qualitative Research Methods | 3 |
| SOCL | 408 | Survey Applications | 3 | SOCL | 408 | Survey Applications | 3 |
| SOCL | 410 | Socialization | 3 | SOCL | 410 | Socialization | 3 |
| CRIM | 432 | Sociology of Criminal Law | 3 | CRIM | 432 | Sociology of Criminal Law | 3 |
| CRIM | 434 | Organized Crime | 3 | CRIM | 434 | Organized Crime | 3 |

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|--------|-----|--|-----|--------|-----|--|-----|
| SOCL | 435 | Family Violence | 3 | SOCL | 435 | Family Violence | 3 |
| CRIM | 438 | Victimology | 3 | CRIM | 438 | Victimology | 3 |
| SOCL | 440 | Medical Sociology | 3 | SOCL | 440 | Sociology of Health and Illness | 3 |
| SOCL | 442 | Sociology Research Project | 3 | SOCL | 442 | Sociology Research Project | 3 |
| CRIM | 446 | Gender, Crime, and Justice | 3 | CRIM | 446 | Gender, Crime, and Justice | 3 |
| CRIM | 447 | Life-course Criminology | 3 | CRIM | 447 | Life-course Criminology | 3 |
| CRIM | 448 | Comparative Criminology | 3 | CRIM | 448 | Comparative Criminology | 3 |
| SOCL | 450 | Occupations & Professions | 3 | SOCL | 450 | Occupations & Professions | 3 |
| CRIM | 451 | White Collar Crime | 3 | CRIM | 451 | White Collar Crime | 3 |
| SOCL | 452 | Social Change | 3 | SOCL | 452 | Social Change | 3 |
| SOCL | 455 | Theory and Practice of Community Development | 3 | SOCL | 455 | Theory and Practice of Community Development | 3 |
| SOCL | 466 | Gender, Family, and Society | 3 | SOCL | 466 | Gender, Family, and Society | 3 |
| SOCL | 470 | Environmental Sociology | 3 | SOCL | 470 | Environmental Sociology | 3 |
| SOCL | 480 | Sociology of Agri-Food Systems | 3 | SOCL | 480 | Sociology of Agri-Food Systems | 3 |
| SOCL | 489 | Sociology Study Abroad | 1-6 | SOCL | 489 | Sociology Study Abroad | 1-6 |
| SOCL | 494 | Internship in Sociology | 1-6 | SOCL | 494 | Internship in Sociology | 1-6 |
| SOCL | 495 | Directed Study | 3 | SOCL | 495 | Directed Study | 3 |
| SOCL | 496 | Directed Study | 3 | SOCL | 496 | Directed Study | 3 |
| TOTALS | | Credit Hours | 21 | TOTALS | | Credit Hours | 21 |

4. Rationale for the proposed program change:

A newly created course needs to be added to the Sociology minor. This change reflects a similar change to the Sociology major.

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

6. Dates of prior committee approvals:

Sociology Department

February 17, 2017

Potter College Curriculum Committee

2 March 2017

Professional Education Council (if applicable)

Undergraduate Curriculum Committee

University Senate

Proposal Date: February 17, 2017

**Potter College of Arts & Letters
Department of Sociology
Proposal to Revise A Program
(Action Item)**

Contact Person: Douglas Smith, douglas.smith@wku.edu, 53750

1. Identification of program:

- 1.1 Current program reference number: [775](#)
- 1.2 Current program title: Major in Sociology
- 1.3 Credit hours: 31

2. Identification of the proposed program changes:

- Add a newly created course to the general Sociology major without subject concentration (Option 1)

3. Detailed program description:

| Prefix | # | Course Title | Hrs. | Prefix | # | Course Title | Hrs. |
|---|-----|--|------|---|-----|--|------|
| SOCL | 100 | Introductory Sociology | 3 | SOCL | 100 | Introductory Sociology | 3 |
| SOCL | 300 | Using Statistics in Sociology | 3 | SOCL | 300 | Using Statistics in Sociology | 3 |
| SOCL | 302 | Social Research Methods | 3 | SOCL | 302 | Social Research Methods | 3 |
| SOCL | 304 | Sociological Theory: Perspectives on Society | 3 | SOCL | 304 | Sociological Theory: Perspectives on Society | 3 |
| SOCL | 499 | Senior Seminar | 1 | SOCL | 499 | Senior Seminar | 1 |
| Option 1: General Sociology without subject concentration | | | | Option 1: General Sociology without subject concentration | | | |
| Select 1 course from the following | | | | Select 1 course from the following | | | |
| SOCL | 210 | Interaction: Self in Society | 3 | SOCL | 210 | Interaction: Self in Society | 3 |
| SOCL | 240 | Global Social Problems | 3 | SOCL | 240 | Global Social Problems | 3 |
| Select 5 courses from the following | | | | Select 5 courses from the following | | | |
| SOCL | 210 | Interaction: Self in Society | 3 | SOCL | 210 | Interaction: Self in Society | 3 |
| SOCL | 220 | Marriage and Family | 3 | SOCL | 220 | Marriage and Family | 3 |
| SOCL | 240 | Global Social Problems | 3 | SOCL | 240 | Global Social Problems | 3 |

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|------|-----|---|---|------|-----|---|---|
| SOCL | 245 | Sociology of Popular Culture | 3 | SOCL | 245 | Sociology of Popular Culture | 3 |
| SOCL | 260 | Race and Ethnic Relations | 3 | SOCL | 260 | Race and Ethnic Relations | 3 |
| SOCL | 270 | Introduction to Community, Environment, and Development | 3 | SOCL | 270 | Introduction to Community, Environment, and Development | 3 |
| SOCL | 309 | Social Deviance | 3 | SOCL | 309 | Social Deviance | 3 |
| SOCL | 310 | Behavior in Small Groups | 3 | SOCL | 310 | Behavior in Small Groups | 3 |
| SOCL | 312 | Collective Behavior and Social Movements | 3 | SOCL | 312 | Collective Behavior and Social Movements | 3 |
| SOCL | 322 | Religion in Society | 3 | SOCL | 322 | Religion in Society | 3 |
| SOCL | 324 | Sociology of Sport | 3 | SOCL | 324 | Sociology of Sport | 3 |
| CRIM | 330 | Criminology | 3 | CRIM | 330 | Criminology | 3 |
| CRIM | 332 | Juvenile Delinquency | 3 | CRIM | 332 | Juvenile Delinquency | 3 |
| SOCL | 342 | Aging in Society | 3 | SOCL | 342 | Aging in Society | 3 |
| SOCL | 345 | Sociology of Popular Music | 3 | SOCL | 345 | Sociology of Popular Music | 3 |
| SOCL | 346 | Special Topics | 3 | SOCL | 346 | Special Topics | 3 |
| SOCL | 350 | Systems of Social Inequality | 3 | SOCL | 350 | Systems of Social Inequality | 3 |
| SOCL | 352 | Technology, Work, and Society | 3 | SOCL | 352 | Technology, Work, and Society | 3 |
| SOCL | 355 | Sociology of Gender | 3 | SOCL | 355 | Sociology of Gender | 3 |
| SOCL | 359 | Sexuality and Society | 3 | SOCL | 359 | Sexuality and Society | 3 |
| SOCL | 360 | The Community in Rural and Urban Settings | 3 | SOCL | 360 | The Community in Rural and Urban Settings | 3 |
| CRIM | 361 | Race, Class, and Crime | 3 | CRIM | 361 | Race, Class, and Crime | 3 |
| SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 | SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 |
| SOCL | 363 | Population, Society, and Development | 3 | SOCL | 363 | Population, Society, and Development | 3 |
| SOCL | 372 | Human-Wildlife Conflict | 3 | SOCL | 372 | Human-Wildlife Conflict | 3 |
| SOCL | 375 | Diversity in American Society | 3 | SOCL | 375 | Diversity in American Society | 3 |
| SOCL | 376 | Sociology of Globalization | 3 | SOCL | 376 | Sociology of Globalization | 3 |

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|---|-----|--|-----|---|------------|--|----------|
| CRIM | 380 | Penology | 3 | CRIM | 380 | Penology | 3 |
| | | | | SOCL | 389 | Stigma and Society | 3 |
| SOCL | 402 | Evaluation Research | 3 | SOCL | 402 | Evaluation Research | 3 |
| SOCL | 404 | Qualitative Research Methods | 3 | SOCL | 404 | Qualitative Research Methods | 3 |
| SOCL | 408 | Survey Applications | 3 | SOCL | 408 | Survey Applications | 3 |
| SOCL | 410 | Socialization | 3 | SOCL | 410 | Socialization | 3 |
| CRIM | 432 | Sociology of Criminal Law | 3 | CRIM | 432 | Sociology of Criminal Law | 3 |
| CRIM | 434 | Organized Crime | 3 | CRIM | 434 | Organized Crime | 3 |
| SOCL | 435 | Family Violence | 3 | SOCL | 435 | Family Violence | 3 |
| CRIM | 438 | Victimology | 3 | CRIM | 438 | Victimology | 3 |
| SOCL | 440 | Sociology of Health and Illness | 3 | SOCL | 440 | Sociology of Health and Illness | 3 |
| SOCL | 442 | Sociology Research Project | 3 | SOCL | 442 | Sociology Research Project | 3 |
| CRIM | 446 | Gender, Crime, and Justice | 3 | CRIM | 446 | Gender, Crime, and Justice | 3 |
| CRIM | 447 | Life-course Criminology | 3 | CRIM | 447 | Life-course Criminology | 3 |
| CRIM | 448 | Comparative Criminology | 3 | CRIM | 448 | Comparative Criminology | 3 |
| SOCL | 450 | Occupations & Professions | 3 | SOCL | 450 | Occupations & Professions | 3 |
| CRIM | 451 | White Collar Crime | 3 | CRIM | 451 | White Collar Crime | 3 |
| SOCL | 452 | Social Change | 3 | SOCL | 452 | Social Change | 3 |
| SOCL | 455 | Theory and Practice of Community Development | 3 | SOCL | 455 | Theory and Practice of Community Development | 3 |
| SOCL | 466 | Gender, Family, and Society | 3 | SOCL | 466 | Gender, Family, and Society | 3 |
| SOCL | 470 | Environmental Sociology | 3 | SOCL | 470 | Environmental Sociology | 3 |
| SOCL | 480 | Sociology of Agri-Food Systems | 3 | SOCL | 480 | Sociology of Agri-Food Systems | 3 |
| SOCL | 489 | Sociology Study Abroad | 1-6 | SOCL | 489 | Sociology Study Abroad | 1-6 |
| SOCL | 494 | Internship in Sociology | 1-6 | SOCL | 494 | Internship in Sociology | 1-6 |
| SOCL | 495 | Directed Study | 3 | SOCL | 495 | Directed Study | 3 |
| SOCL | 496 | Directed Study | 3 | SOCL | 496 | Directed Study | 3 |
| Option 2: "Sociology Major with concentration in Social Inequality and Justice" | | | | Option 2: "Sociology Major with concentration in Social Inequality and Justice" | | | |

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| Select 1 from the following: | | | | Select 1 from the following: | | | |
| SOCL | 350 | Systems of Social Inequality | 3 | SOCL | 350 | Systems of Social Inequality | 3 |
| SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 | SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 |
| Select 3 courses from the following | | | | Select 3 courses from the following | | | |
| SOCL | 240 | Global Social Problems | 3 | SOCL | 240 | Global Social Problems | 3 |
| SOCL | 260 | Race and Ethnic Relations | 3 | SOCL | 260 | Race and Ethnic Relations | 3 |
| SOCL | 312 | Collective Behavior and Social Movements | 3 | SOCL | 312 | Collective Behavior and Social Movements | 3 |
| SOCL | 355 | Sociology of Gender | 3 | SOCL | 355 | Sociology of Gender | 3 |
| CRIM | 361 | Race, Class, and Crime | 3 | CRIM | 361 | Race, Class, and Crime | 3 |
| SOCL | 375 | Diversity in American Society | 3 | SOCL | 375 | Diversity in American Society | 3 |
| SOCL | 440 | Sociology of Health and Illness | 3 | SOCL | 440 | Sociology of Health and Illness | 3 |
| CRIM | 449 | Gender, Crime, and Justice | 3 | CRIM | 449 | Gender, Crime, and Justice | 3 |
| SOCL | 452 | Social Change | 3 | SOCL | 452 | Social Change | 3 |
| SOCL | 466 | Gender, Family, and Society | 3 | SOCL | 466 | Gender, Family, and Society | 3 |
| Select 2 from the following: | | | | Select 2 from the following: | | | |
| SOCL | 210 | Interaction: Self in Society | 3 | SOCL | 210 | Interaction: Self in Society | 3 |
| SOCL | 220 | Marriage and Family | 3 | SOCL | 220 | Marriage and Family | 3 |
| SOCL | 240 | Global Social Problems | 3 | SOCL | 240 | Global Social Problems | 3 |
| SOCL | 245 | Sociology of Popular Culture | 3 | SOCL | 245 | Sociology of Popular Culture | 3 |
| SOCL | 260 | Race and Ethnic Relations | 3 | SOCL | 260 | Race and Ethnic Relations | 3 |
| SOCL | 270 | Introduction to Community, Environment, and Development | 3 | SOCL | 270 | Introduction to Community, Environment, and Development | 3 |
| SOCL | 309 | Social Deviance | 3 | SOCL | 309 | Social Deviance | 3 |
| SOCL | 310 | Behavior in Small Groups | 3 | SOCL | 310 | Behavior in Small Groups | 3 |
| SOCL | 312 | Collective Behavior and Social Movements | 3 | SOCL | 312 | Collective Behavior and Social Movements | 3 |

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| SOCL | 322 | Religion in Society | 3 | SOCL | 322 | Religion in Society | 3 |
| SOCL | 324 | Sociology of Sport | 3 | SOCL | 324 | Sociology of Sport | 3 |
| CRIM | 330 | Criminology | 3 | CRIM | 330 | Criminology | 3 |
| CRIM | 332 | Juvenile Delinquency | 3 | CRIM | 332 | Juvenile Delinquency | 3 |
| SOCL | 342 | Aging in Society | 3 | SOCL | 342 | Aging in Society | 3 |
| SOCL | 345 | Sociology of Popular Music | 3 | SOCL | 345 | Sociology of Popular Music | 3 |
| SOCL | 346 | Special Topics | 3 | SOCL | 346 | Special Topics | 3 |
| SOCL | 350 | Systems of Social Inequality | | SOCL | 350 | Systems of Social Inequality | |
| SOCL | 352 | Technology, Work, and Society | 3 | SOCL | 352 | Technology, Work, and Society | 3 |
| SOCL | 355 | Sociology of Gender | 3 | SOCL | 355 | Sociology of Gender | 3 |
| SOCL | 359 | Sexuality and Society | 3 | SOCL | 359 | Sexuality and Society | 3 |
| SOCL | 360 | The Community in Rural and Urban Settings | 3 | SOCL | 360 | The Community in Rural and Urban Settings | 3 |
| CRIM | 361 | Race, Class, and Crime | 3 | CRIM | 361 | Race, Class, and Crime | 3 |
| SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 | SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 |
| SOCL | 363 | Population, Society, and Development | 3 | SOCL | 363 | Population, Society, and Development | 3 |
| SOCL | 372 | Human-Wildlife Conflict | 3 | SOCL | 372 | Human-Wildlife Conflict | 3 |
| SOCL | 375 | Diversity in American Society | 3 | SOCL | 375 | Diversity in American Society | 3 |
| SOCL | 376 | Sociology of Globalization | 3 | SOCL | 376 | Sociology of Globalization | 3 |
| CRIM | 380 | Penology | 3 | CRIM | 380 | Penology | 3 |
| SOCL | 402 | Evaluation Research | 3 | SOCL | 402 | Evaluation Research | 3 |
| SOCL | 404 | Qualitative Research Methods | 3 | SOCL | 404 | Qualitative Research Methods | 3 |
| SOCL | 408 | Survey Applications | 3 | SOCL | 408 | Survey Applications | 3 |
| SOCL | 410 | Socialization | 3 | SOCL | 410 | Socialization | 3 |
| CRIM | 432 | Sociology of Criminal Law | 3 | CRIM | 432 | Sociology of Criminal Law | 3 |
| CRIM | 434 | Organized Crime | 3 | CRIM | 434 | Organized Crime | 3 |
| SOCL | 435 | Family Violence | 3 | SOCL | 435 | Family Violence | 3 |
| CRIM | 438 | Victimology | 3 | CRIM | 438 | Victimology | 3 |
| SOCL | 440 | Sociology of Health and Illness | 3 | SOCL | 440 | Sociology of Health and Illness | 3 |

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| SOCL | 442 | Sociology Research Project | 3 | SOCL | 442 | Sociology Research Project | 3 |
| CRIM | 446 | Gender, Crime, and Justice | 3 | CRIM | 446 | Gender, Crime, and Justice | 3 |
| CRIM | 447 | Life-course Criminology | 3 | CRIM | 447 | Life-course Criminology | 3 |
| CRIM | 448 | Comparative Criminology | 3 | CRIM | 448 | Comparative Criminology | 3 |
| SOCL | 450 | Occupations & Professions | 3 | SOCL | 450 | Occupations & Professions | 3 |
| CRIM | 451 | White Collar Crime | 3 | CRIM | 451 | White Collar Crime | 3 |
| SOCL | 452 | Social Change | 3 | SOCL | 452 | Social Change | 3 |
| SOCL | 455 | Theory and Practice of Community Development | 3 | SOCL | 455 | Theory and Practice of Community Development | 3 |
| SOCL | 466 | Gender, Family, and Society | 3 | SOCL | 466 | Gender, Family, and Society | 3 |
| SOCL | 470 | Environmental Sociology | 3 | SOCL | 470 | Environmental Sociology | 3 |
| SOCL | 480 | Sociology of Agri-Food Systems | 3 | SOCL | 480 | Sociology of Agri-Food Systems | 3 |
| SOCL | 489 | Sociology Study Abroad | 1-6 | SOCL | 489 | Sociology Study Abroad | 1-6 |
| SOCL | 494 | Internship in Sociology | 1-6 | SOCL | 494 | Internship in Sociology | 1-6 |
| SOCL | 495 | Directed Study | 3 | SOCL | 495 | Directed Study | 3 |
| SOCL | 496 | Directed Study | 3 | SOCL | 496 | Directed Study | 3 |
| Option 3: "Sociology Major with concentration in Research Methods" (Note: Students pursuing this concentration are strongly advised to take Math 183). | | | | Option 3: "Sociology Major with concentration in Research Methods" (Note: Students pursuing this concentration are strongly advised to take Math 183). | | | |
| SOCL | 404 | Qualitative Research Methods | 3 | SOCL | 404 | Qualitative Research Methods | 3 |
| Select 2 course from the following | | | | Select 2 course from the following | | | |
| SOCL | 402 | Evaluation Research | 3 | SOCL | 402 | Evaluation Research | 3 |
| SOCL | 408 | Survey Applications | 3 | SOCL | 408 | Survey Applications | 3 |
| ANTH/ FLK | 399 | Field Methods in Ethnography | 3 | ANTH/ FLK | 399 | Field Methods in Ethnography | 3 |
| ECON | 465 | Regression Econometrics | 3 | ECON | 465 | Regression Econometrics | 3 |
| GISC | 316 | Fundamentals of GIS | 3 | GISC | 316 | Fundamentals of GIS | 3 |
| STAT | 330 | Introduction to Statistical Software | 3 | STAT | 330 | Introduction to Statistical Software | 3 |
| Select 3 from the following | | | | Select 3 from the following | | | |

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|------|-----|---|---|------|-----|---|---|
| SOCL | 210 | Interaction: Self in Society | 3 | SOCL | 210 | Interaction: Self in Society | 3 |
| SOCL | 220 | Marriage and Family | 3 | SOCL | 220 | Marriage and Family | 3 |
| SOCL | 240 | Global Social Problems | 3 | SOCL | 240 | Global Social Problems | 3 |
| SOCL | 245 | Sociology of Popular Culture | 3 | SOCL | 245 | Sociology of Popular Culture | 3 |
| SOCL | 260 | Race and Ethnic Relations | 3 | SOCL | 260 | Race and Ethnic Relations | 3 |
| SOCL | 270 | Introduction to Community, Environment, and Development | 3 | SOCL | 270 | Introduction to Community, Environment, and Development | 3 |
| SOCL | 309 | Social Deviance | 3 | SOCL | 309 | Social Deviance | 3 |
| SOCL | 310 | Behavior in Small Groups | 3 | SOCL | 310 | Behavior in Small Groups | 3 |
| SOCL | 312 | Collective Behavior and Social Movements | 3 | SOCL | 312 | Collective Behavior and Social Movements | 3 |
| SOCL | 322 | Religion in Society | 3 | SOCL | 322 | Religion in Society | 3 |
| SOCL | 324 | Sociology of Sport | 3 | SOCL | 324 | Sociology of Sport | 3 |
| CRIM | 330 | Criminology | 3 | CRIM | 330 | Criminology | 3 |
| CRIM | 332 | Juvenile Delinquency | 3 | CRIM | 332 | Juvenile Delinquency | 3 |
| SOCL | 342 | Aging in Society | 3 | SOCL | 342 | Aging in Society | 3 |
| SOCL | 345 | Sociology of Popular Music | 3 | SOCL | 345 | Sociology of Popular Music | 3 |
| SOCL | 346 | Special Topics | 3 | SOCL | 346 | Special Topics | 3 |
| SOCL | 350 | Systems of Social Inequality | 3 | SOCL | 350 | Systems of Social Inequality | 3 |
| SOCL | 352 | Technology, Work, and Society | 3 | SOCL | 352 | Technology, Work, and Society | 3 |
| SOCL | 355 | Sociology of Gender | 3 | SOCL | 355 | Sociology of Gender | 3 |
| SOCL | 359 | Sexuality and Society | 3 | SOCL | 359 | Sexuality and Society | 3 |
| SOCL | 360 | The Community in Rural and Urban Settings | 3 | SOCL | 360 | The Community in Rural and Urban Settings | 3 |
| CRIM | 361 | Race, Class, and Crime | 3 | CRIM | 361 | Race, Class, and Crime | 3 |
| SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 | SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 |
| SOCL | 363 | Population, Society, and Development | 3 | SOCL | 363 | Population, Society, and Development | 3 |

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|------|-----|--|-----|------|-----|--|-----|
| SOCL | 372 | Human-Wildlife Conflict | 3 | SOCL | 372 | Human-Wildlife Conflict | 3 |
| SOCL | 375 | Diversity in American Society | 3 | SOCL | 375 | Diversity in American Society | 3 |
| SOCL | 376 | Sociology of Globalization | 3 | SOCL | 376 | Sociology of Globalization | 3 |
| CRIM | 380 | Penology | 3 | CRIM | 380 | Penology | 3 |
| SOCL | 402 | Evaluation Research | 3 | SOCL | 402 | Evaluation Research | 3 |
| SOCL | 404 | Qualitative Research Methods | 3 | SOCL | 404 | Qualitative Research Methods | 3 |
| SOCL | 408 | Survey Applications | 3 | SOCL | 408 | Survey Applications | 3 |
| SOCL | 410 | Socialization | 3 | SOCL | 410 | Socialization | 3 |
| CRIM | 432 | Sociology of Criminal Law | 3 | CRIM | 432 | Sociology of Criminal Law | 3 |
| CRIM | 434 | Organized Crime | 3 | CRIM | 434 | Organized Crime | 3 |
| SOCL | 435 | Family Violence | 3 | SOCL | 435 | Family Violence | 3 |
| CRIM | 438 | Victimology | 3 | CRIM | 438 | Victimology | 3 |
| SOCL | 440 | Sociology of Health and Illness | 3 | SOCL | 440 | Sociology of Health and Illness | 3 |
| SOCL | 442 | Sociology Research Project | 3 | SOCL | 442 | Sociology Research Project | 3 |
| CRIM | 446 | Gender, Crime, and Justice | 3 | CRIM | 446 | Gender, Crime, and Justice | 3 |
| CRIM | 447 | Life-course Criminology | 3 | CRIM | 447 | Life-course Criminology | 3 |
| CRIM | 448 | Comparative Criminology | 3 | CRIM | 448 | Comparative Criminology | 3 |
| SOCL | 450 | Occupations & Professions | 3 | SOCL | 450 | Occupations & Professions | 3 |
| CRIM | 451 | White Collar Crime | 3 | CRIM | 451 | White Collar Crime | 3 |
| SOCL | 452 | Social Change | 3 | SOCL | 452 | Social Change | 3 |
| SOCL | 455 | Theory and Practice of Community Development | 3 | SOCL | 455 | Theory and Practice of Community Development | 3 |
| SOCL | 466 | Gender, Family, and Society | 3 | SOCL | 466 | Gender, Family, and Society | 3 |
| SOCL | 470 | Environmental Sociology | 3 | SOCL | 470 | Environmental Sociology | 3 |
| SOCL | 480 | Sociology of Agri-Food Systems | 3 | SOCL | 480 | Sociology of Agri-Food Systems | 3 |
| SOCL | 489 | Sociology Study Abroad | 1-6 | SOCL | 489 | Sociology Study Abroad | 1-6 |
| SOCL | 494 | Internship in Sociology | 1-6 | SOCL | 494 | Internship in Sociology | 1-6 |
| SOCL | 495 | Directed Study | 3 | SOCL | 495 | Directed Study | 3 |

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|---|-----|---|---|---|-----|---|---|
| SOCL | 496 | Directed Study | 3 | SOCL | 496 | Directed Study | 3 |
| Option 4: “Sociology Major with concentration in Community, Environment, and Development” | | | | Option 4: “Sociology Major with concentration in Community, Environment, and Development” | | | |
| SOCL | 270 | Introduction to Community, Environment, and Development | 3 | SOCL | 270 | Introduction to Community, Environment, and Development | 3 |
| Select 3 from the following: | | | | Select 3 from the following: | | | |
| SOCL | 240 | Global Social Problems | 3 | SOCL | 240 | Global Social Problems | 3 |
| SOCL | 312 | Collective Behavior and Social Movements | 3 | SOCL | 312 | Collective Behavior and Social Movements | 3 |
| SOCL | 350 | Systems of Social Inequality | 3 | SOCL | 350 | Systems of Social Inequality | 3 |
| SOCL | 360 | Community in Rural and Urban Settings | 3 | SOCL | 360 | Community in Rural and Urban Settings | 3 |
| SOCL | 363 | Population, Society, and Development | 3 | SOCL | 363 | Population, Society, and Development | 3 |
| SOCL | 372 | Human-Wildlife Conflict | 3 | SOCL | 372 | Human-Wildlife Conflict | 3 |
| SOCL | 376 | Sociology of Globalization | 3 | SOCL | 376 | Sociology of Globalization | 3 |
| SOCL | 452 | Social Change | 3 | SOCL | 452 | Social Change | 3 |
| SOCL | 455 | Theory and Practice of Community Development | 3 | SOCL | 455 | Theory and Practice of Community Development | 3 |
| SOCL | 470 | Environmental Sociology | 3 | SOCL | 470 | Environmental Sociology | 3 |
| SOCL | 480 | Sociology of Agri-Food Systems | 3 | SOCL | 480 | Sociology of Agri-Food Systems | 3 |
| Select 2 from the following | | | | Select 2 from the following | | | |
| SOCL | 210 | Interaction: Self in Society | 3 | SOCL | 210 | Interaction: Self in Society | 3 |
| SOCL | 220 | Marriage and Family | 3 | SOCL | 220 | Marriage and Family | 3 |
| SOCL | 240 | Global Social Problems | 3 | SOCL | 240 | Global Social Problems | 3 |
| SOCL | 245 | Sociology of Popular Culture | 3 | SOCL | 245 | Sociology of Popular Culture | 3 |
| SOCL | 260 | Race and Ethnic Relations | 3 | SOCL | 260 | Race and Ethnic Relations | 3 |
| SOCL | 309 | Social Deviance | 3 | SOCL | 309 | Social Deviance | 3 |
| SOCL | 310 | Behavior in Small Groups | 3 | SOCL | 310 | Behavior in Small Groups | 3 |

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|------|-----|--|---|------|-----|--|---|
| SOCL | 312 | Collective Behavior and Social Movements | 3 | SOCL | 312 | Collective Behavior and Social Movements | 3 |
| SOCL | 322 | Religion in Society | 3 | SOCL | 322 | Religion in Society | 3 |
| SOCL | 324 | Sociology of Sport | 3 | SOCL | 324 | Sociology of Sport | 3 |
| CRIM | 330 | Criminology | 3 | CRIM | 330 | Criminology | 3 |
| CRIM | 332 | Juvenile Delinquency | 3 | CRIM | 332 | Juvenile Delinquency | 3 |
| SOCL | 342 | Aging in Society | 3 | SOCL | 342 | Aging in Society | 3 |
| SOCL | 345 | Sociology of Popular Music | 3 | SOCL | 345 | Sociology of Popular Music | 3 |
| SOCL | 346 | Special Topics | 3 | SOCL | 346 | Special Topics | 3 |
| SOCL | 350 | Systems of Social Inequality | 3 | SOCL | 350 | Systems of Social Inequality | 3 |
| SOCL | 352 | Technology, Work, and Society | 3 | SOCL | 352 | Technology, Work, and Society | 3 |
| SOCL | 355 | Sociology of Gender | 3 | SOCL | 355 | Sociology of Gender | 3 |
| SOCL | 359 | Sexuality and Society | 3 | SOCL | 359 | Sexuality and Society | 3 |
| SOCL | 360 | The Community in Rural and Urban Settings | 3 | SOCL | 360 | The Community in Rural and Urban Settings | 3 |
| CRIM | 361 | Race, Class, and Crime | 3 | CRIM | 361 | Race, Class, and Crime | 3 |
| SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 | SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 |
| SOCL | 363 | Population, Society, and Development | 3 | SOCL | 363 | Population, Society, and Development | 3 |
| SOCL | 372 | Human-Wildlife Conflict | 3 | SOCL | 372 | Human-Wildlife Conflict | 3 |
| SOCL | 375 | Diversity in American Society | 3 | SOCL | 375 | Diversity in American Society | 3 |
| SOCL | 376 | Sociology of Globalization | 3 | SOCL | 376 | Sociology of Globalization | 3 |
| CRIM | 380 | Penology | 3 | CRIM | 380 | Penology | 3 |
| SOCL | 402 | Evaluation Research | 3 | SOCL | 402 | Evaluation Research | 3 |
| SOCL | 404 | Qualitative Research Methods | 3 | SOCL | 404 | Qualitative Research Methods | 3 |
| SOCL | 408 | Survey Applications | 3 | SOCL | 408 | Survey Applications | 3 |
| SOCL | 410 | Socialization | 3 | SOCL | 410 | Socialization | 3 |
| CRIM | 432 | Sociology of Criminal Law | 3 | CRIM | 432 | Sociology of Criminal Law | 3 |
| CRIM | 434 | Organized Crime | 3 | CRIM | 434 | Organized Crime | 3 |
| SOCL | 435 | Family Violence | 3 | SOCL | 435 | Family Violence | 3 |

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| CRIM | 438 | Victimology | 3 | CRIM | 438 | Victimology | 3 |
| SOCL | 440 | Sociology of Health and Illness | 3 | SOCL | 440 | Sociology of Health and Illness | 3 |
| SOCL | 442 | Sociology Research Project | 3 | SOCL | 442 | Sociology Research Project | 3 |
| CRIM | 446 | Gender, Crime, and Justice | 3 | CRIM | 446 | Gender, Crime, and Justice | 3 |
| CRIM | 447 | Life-course Criminology | 3 | CRIM | 447 | Life-course Criminology | 3 |
| CRIM | 448 | Comparative Criminology | 3 | CRIM | 448 | Comparative Criminology | 3 |
| SOCL | 450 | Occupations & Professions | 3 | SOCL | 450 | Occupations & Professions | 3 |
| CRIM | 451 | White Collar Crime | 3 | CRIM | 451 | White Collar Crime | 3 |
| SOCL | 452 | Social Change | 3 | SOCL | 452 | Social Change | 3 |
| SOCL | 455 | Theory and Practice of Community Development | 3 | SOCL | 455 | Theory and Practice of Community Development | 3 |
| SOCL | 466 | Gender, Family, and Society | 3 | SOCL | 466 | Gender, Family, and Society | 3 |
| SOCL | 470 | Environmental Sociology | 3 | SOCL | 470 | Environmental Sociology | 3 |
| SOCL | 480 | Sociology of Agri-Food Systems | 3 | SOCL | 480 | Sociology of Agri-Food Systems | 3 |
| SOCL | 489 | Sociology Study Abroad | 1-6 | SOCL | 489 | Sociology Study Abroad | 1-6 |
| SOCL | 494 | Internship in Sociology | 1-6 | SOCL | 494 | Internship in Sociology | 1-6 |
| SOCL | 495 | Directed Study | 3 | SOCL | 495 | Directed Study | 3 |
| SOCL | 496 | Directed Study | 3 | SOCL | 496 | Directed Study | 3 |
| Option 5: "Sociology Major with concentration in Family, Gender, and Sexuality" | | | | Option 5: "Sociology Major with concentration in Family, Gender, and Sexuality" | | | |
| Select 3 courses from the following | | | | Select 3 courses from the following | | | |
| SOCL | 342 | Aging in Society | 3 | SOCL | 342 | Aging in Society | 3 |
| SOCL | 355 | Sociology of Gender | 3 | SOCL | 355 | Sociology of Gender | 3 |
| SOCL | 359 | Sexuality and Society | 3 | SOCL | 359 | Sexuality and Society | 3 |
| SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 | SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 |
| SOCL | 410 | Socialization: Changes through life | 3 | SOCL | 410 | Socialization: Changes through life | 3 |
| SOCL | 435 | Family Violence | 3 | SOCL | 435 | Family Violence | 3 |
| CRIM | 446 | Gender, Crime, and Justice | 3 | CRIM | 446 | Gender, Crime, and Justice | 3 |

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|-------------------------------------|-----|---|---|--|-------------------------------------|-----|---|---|
| SOCL | 466 | Gender, Family, and Society | 3 | | SOCL | 466 | Gender, Family, and Society | 3 |
| Select 2 courses from the following | | | | | Select 2 courses from the following | | | |
| SOCL | 210 | Interaction: Self in Society | 3 | | SOCL | 210 | Interaction: Self in Society | 3 |
| SOCL | 240 | Global Social Problems | 3 | | SOCL | 240 | Global Social Problems | 3 |
| SOCL | 260 | Race and Ethnic Relations | 3 | | SOCL | 260 | Race and Ethnic Relations | 3 |
| SOCL | 270 | Introduction to Community, Environment, and Development | 3 | | SOCL | 270 | Introduction to Community, Environment, and Development | 3 |
| SOCL | 309 | Social Deviance | 3 | | SOCL | 309 | Social Deviance | 3 |
| SOCL | 310 | Behavior in Small Groups | 3 | | SOCL | 310 | Behavior in Small Groups | 3 |
| SOCL | 312 | Collective Behavior and Social Movements | 3 | | SOCL | 312 | Collective Behavior and Social Movements | 3 |
| SOCL | 322 | Religion in Society | 3 | | SOCL | 322 | Religion in Society | 3 |
| SOCL | 324 | Sociology of Sport | 3 | | SOCL | 324 | Sociology of Sport | 3 |
| CRIM | 330 | Criminology | 3 | | CRIM | 330 | Criminology | 3 |
| CRIM | 332 | Juvenile Delinquency | 3 | | CRIM | 332 | Juvenile Delinquency | 3 |
| SOCL | 342 | Aging in Society | 3 | | SOCL | 342 | Aging in Society | 3 |
| SOCL | 345 | Sociology of Popular Music | 3 | | SOCL | 345 | Sociology of Popular Music | 3 |
| SOCL | 346 | Special Topics | 3 | | SOCL | 346 | Special Topics | 3 |
| SOCL | 350 | Systems of Social Inequality | 3 | | SOCL | 350 | Systems of Social Inequality | 3 |
| SOCL | 352 | Technology, Work, and Society | 3 | | SOCL | 352 | Technology, Work, and Society | 3 |
| SOCL | 355 | Sociology of Gender | 3 | | SOCL | 355 | Sociology of Gender | 3 |
| SOCL | 359 | Sexuality and Society | 3 | | SOCL | 359 | Sexuality and Society | 3 |
| SOCL | 360 | The Community in Rural and Urban Settings | 3 | | SOCL | 360 | The Community in Rural and Urban Settings | 3 |
| CRIM | 361 | Race, Class, and Crime | 3 | | CRIM | 361 | Race, Class, and Crime | 3 |
| SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 | | SOCL | 362 | Social Institutions: Race, Class, and Gender | 3 |
| SOCL | 363 | Population, Society, and Development | 3 | | SOCL | 363 | Population, Society, and Development | 3 |

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|------|-----|--|-----|------|-----|--|-----|
| SOCL | 372 | Human-Wildlife Conflict | 3 | SOCL | 372 | Human-Wildlife Conflict | 3 |
| SOCL | 375 | Diversity in American Society | 3 | SOCL | 375 | Diversity in American Society | 3 |
| SOCL | 376 | Sociology of Globalization | 3 | SOCL | 376 | Sociology of Globalization | 3 |
| CRIM | 380 | Penology | 3 | CRIM | 380 | Penology | 3 |
| SOCL | 402 | Evaluation Research | 3 | SOCL | 402 | Evaluation Research | 3 |
| SOCL | 404 | Qualitative Research Methods | 3 | SOCL | 404 | Qualitative Research Methods | 3 |
| SOCL | 408 | Survey Applications | 3 | SOCL | 408 | Survey Applications | 3 |
| SOCL | 410 | Socialization | 3 | SOCL | 410 | Socialization | 3 |
| CRIM | 432 | Sociology of Criminal Law | 3 | CRIM | 432 | Sociology of Criminal Law | 3 |
| CRIM | 434 | Organized Crime | 3 | CRIM | 434 | Organized Crime | 3 |
| SOCL | 435 | Family Violence | 3 | SOCL | 435 | Family Violence | 3 |
| CRIM | 438 | Victimology | 3 | CRIM | 438 | Victimology | 3 |
| SOCL | 440 | Sociology of Health and Illness | 3 | SOCL | 440 | Sociology of Health and Illness | 3 |
| SOCL | 442 | Sociology Research Project | 3 | SOCL | 442 | Sociology Research Project | 3 |
| CRIM | 446 | Gender, Crime, and Justice | 3 | CRIM | 446 | Gender, Crime, and Justice | 3 |
| CRIM | 447 | Life-course Criminology | 3 | CRIM | 447 | Life-course Criminology | 3 |
| CRIM | 448 | Comparative Criminology | 3 | CRIM | 448 | Comparative Criminology | 3 |
| SOCL | 450 | Occupations & Professions | 3 | SOCL | 450 | Occupations & Professions | 3 |
| SOCL | 451 | White Collar Crime | 3 | SOCL | 451 | White Collar Crime | 3 |
| SOCL | 452 | Social Change | 3 | SOCL | 452 | Social Change | 3 |
| SOCL | 455 | Theory and Practice of Community Development | 3 | SOCL | 455 | Theory and Practice of Community Development | 3 |
| SOCL | 466 | Gender, Family, and Society | 3 | SOCL | 466 | Gender, Family, and Society | 3 |
| SOCL | 470 | Environmental Sociology | 3 | SOCL | 470 | Environmental Sociology | 3 |
| SOCL | 480 | Sociology of Agri-Food Systems | 3 | SOCL | 480 | Sociology of Agri-Food Systems | 3 |
| SOCL | 489 | Sociology Study Abroad | 1-6 | SOCL | 489 | Sociology Study Abroad | 1-6 |
| SOCL | 494 | Internship in Sociology | 1-6 | SOCL | 494 | Internship in Sociology | 1-6 |
| SOCL | 495 | Directed Study | 3 | SOCL | 495 | Directed Study | 3 |

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|--------|-----|----------------|----|--------|-----|----------------|----|
| SOCL | 496 | Directed Study | 3 | SOCL | 496 | Directed Study | 3 |
| TOTALS | | Credit Hours | 31 | TOTALS | | Credit Hours | 31 |

4. Rationale for the proposed program change:

A newly created course has been created by faculty and needed to be added to the Sociology major as an elective.

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

6. Dates of prior committee approvals:

| | |
|--|--------------------------|
| Sociology Department | <u>February 17, 2017</u> |
| Potter College Curriculum Committee | <u>2 March 2017</u> |
| Professional Education Council (if applicable) | _____ |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

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

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

1. Identification of program:

- 1.1 Current program reference number: [588](#)
- 1.2 Current program title: BFA in Performing Arts
- 1.3 Credit hours: 74

2. Identification of proposed program changes:

This proposal reflects many months of a department-wide collaborative effort to revise our signature BFA in Performing Arts degree in response to changing demographics in our student population, and on our faculty & staff. This BFA is a complex, comprehensive, interdisciplinary degree program, with many interrelated components, both academic and practical; 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 production areas of their choosing (acting, technical production, design etc.)

NOTE: To ease navigation through this complex proposal, and for the sake of clarity, we have intentionally paired our proposed changes directly to the rationales for those changes here, in this section, instead of section 4.

Changes proposed 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 course in a manner consistent with the other distribution areas in the BFA CORE
- **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 felt that the Colonnade requirements were sufficient to ensure students would acquire relevant knowledge in other arts areas.
- **Delete the *PERF 105: Taijquan* from the performance area credit requirements.** We felt that it was essential that every BFA student participate in at least one acting course. For that reason, we removed non-acting options from the performance area in

the core, while reducing the credits required in this area to three. Taijquan remains an option in the Performance distribution area of the proposed new BFA Theatre track (explained later in this document).

- **Delete the *PERF 205: Voice & Movement* from the performance area credit requirements.** This course has been suspended.
- **Delete the *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 the *DANC 235: Dance Improvisation* from the performance area credit requirements.** While being deleted from the BFA CORE, this course will remain an option in the Devising Performance 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.
- **Add *PERF 101: Acting as an optional performance area course*.** This is a relatively new course, designed specifically for students who, while not intent on devoting years to serious actor training, would nevertheless like to “take an acting class” to gain some insight into the acting process, as it applies to both the stage and for the camera. We include it here as an ideal option for our majors whose primary interests are in the non-performance aspects of theatre (design & technology, history & Literature, writing, administration etc.) who will nevertheless benefit from the insight into the acting process this course will provide.
- **Add *THEA 312: Stage Management* as an 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. This is relatively new course, created since our last program revision, and we would like to officially include it as an option in our degree programs wherever appropriate.
- **Add *THEA 203: Acting Audition Workshop* as a required menu option.** Since this program was last revised we have created a similar career prep course (*THEA 204: Portfolio Prep 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 Prep Workshop* as a required menu option.** This intermediate-level career prep course for non-performing students is relatively new addition to our curriculum, created since our last program revision, and in practice for some time now; we would now like to officially include it in our degree program description.

- **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 select the one most appropriate to their needs, while also helping to balance course enrollment.
- **Reduce the current number of courses required in the Technical Production area course menu from 3 to 2.** This shift brings the theatre technology requirement into balance with performance and design, with three credits required in each. Additional production courses will be required in specific tracks as appropriate.
- **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, in the control booth, as well as on stage) is perennial 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 a new category of this sort of experiential-learning course, *Performance Labs I, II & III*, designed specifically to accommodate student actors for their on-stage work. This allows student actors to fairly earn the credit due them for playing a role on stage, while at the same time easing the administrative complexity of trying to accommodate those student actors in the context of the non-performance oriented *Production Lab* courses. We would now like to officially include these new *Performance Lab* course in our degree programs, giving more students the option to earn these experiential-learning credits either by taking *Production Lab* courses, or *Performance Lab* courses, as it suits their needs and interests -which 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.)

Changes proposed the BFA Performing Arts TRACKS (Overall)

- **Delete the current *Directing* track from our BFA Performing Arts degree.** Over the past several years the department of theatre and dance has experienced significant changes in our student and faculty pool. Briefly stated, we’ve seen steady student and faculty growth in the areas of Musical Theatre performance and dramaturgy, along with a concurrent decline in student demand for non-musical acting and directing programs. The resulting shift in the frequency with which we can offer properly populated courses in those areas puts in our BFA program in conflict with our accreditation agency’s “time on task” requirements, and in response we have decided to simply eliminate the under-enrolled, unsustainable *BFA Directing* track. The result

will be a *BFA in Performing Arts* with three “tracks: *Musical Theatre*, *Theatre Design & Technology*, and for students for whom neither of those are desirable or appropriate, a more general, interdisciplinary track in *Theatre*.

- **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 an “interdisciplinary discipline”, requiring an eclectic mix of knowledge and skills from across a variety of “disciplines”; acting, dance, music, drama & literature, theatre & dance history, lighting & sound, theatre design & technology, public relations & marketing etc. As such, this BFA program is naturally quite complex, with a variety “pathways” to graduation, designed to give our students a good deal of flexibility in choosing exactly which courses to include in their chosen pathway. This flexibility, important as it is to us, does mean that it’s virtually impossible to absolutely ensure -via enshrined policy- that every possible configuration of course options will meet the university’s required percentage of upper division credits. So it’s critical that we –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 in every case. We believe that institutionalizing language to that effect in all published program descriptions is one way help accomplish this.

Changes proposed to the BFA ACTING Track

- **Change the title of this track from *Acting* to *Theatre*.** Over the past several years the department of theatre and dance has experienced significant changes in our student and faculty pool. Briefly stated, we’ve seen steady student and faculty growth in the areas of musical theatre performance and dramaturgy, along with a concurrent decline in student demand for non-musical acting and directing programs. The resulting shift in the frequency with which we can offer properly populated courses in those areas puts in our BFA program in conflict with our accreditation agency’s “time on task” requirements. In response, along with eliminating the under-enrolled *Directing* track as described above, we also propose to restructure the current *Acting* track so as to allow students to include a greater variety of non-acting courses in their degree program. Doing this will make the somewhat exclusive title *Acting* inaccurate, so we propose to rename this restructured track, referring to it simply as the *Theatre* track instead, which more accurately reflects the naturally interdisciplinary landscape of our department’s curriculum, and the revisions we propose in the remainder of this document.
- **Revise the identified distribution areas of this track.** Because of the naturally 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 we’re proposing here across the following distribution areas, which accurately reflect both current student demand, and the curricular areas in which the Department of Theatre and Dance has sufficient faculty/staff resources.

- Acting
- Devising Performance
- History & Literature
- Youth Theatre
- Production
- Advanced Practice
- Theatre Electives

(More detailed course level revisions are itemized in the remainder of this document.)

➤ **Delete the following courses:**

PERF 205: Voice & Movement

THEA 354: History of Drama to 1640

THEA 355: History of Drama since 1640

THEA 401: Period Styles Lab as a requirement

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.

- **Convert *THEA 203: Acting Audition Workshop* from an absolute, exclusive requirement in this track, to a menu option in the BFA CORE.** This important career development course will remain a requirement for students focusing their degree program in performance, but will be tallied in the BFA CORE instead of this track, allowing non-performance students to choose between this course and a similar career prep course designed for non-performance majors.
- **Convert the Modern Dance Technique requirement from an absolute, exclusive requirement to an option in the restricted elective category.** Modern Dance will no longer be absolutely required, but will remain an option in the Acting distribution area, along with other dance style technique courses (Ballet, Jazz, Tap, Musical Theatre Styles). This will allow students greater flexibility in choosing which dance technique courses to include in their program.
- **Convert *PERF 105: Taijiquan* from a required menu option in the Acting distribution area to an option in restricted elective category.** While this course will no longer appear in the Acting distribution area, it will remain an option in the restricted elective category. This will allow students greater flexibility in choosing which non-dance movement courses to include in their program.
- **Add “any single dance technique class” as a menu option in the proposed Acting distribution area.** Instead of absolutely requiring a Modern Dance technique course, would instead like to offer students greater flexibility in which particular dance style technique they choose to pursue in this revised track.
- **Convert *THEA 101: Acting I* from an absolute, exclusive requirement to a menu option in the proposed Acting distribution area.** This course will no longer be exclusively required, but will remain an option in the in Acting distribution area, along with a new “for non-majors” acting course, *PERF 101: Acting*. This will allow

- students to choose between an introductory acting course intended as the first step in a multi-year, developmental actor training curriculum (*THEA 101*) and one designed to instead provide some insight into the acting process more generally, as it applies to both the stage and for the camera, and to generally enhance communication/presentation skills (*PERF 101*).
- **Convert *THEA 300: Acting II* from an absolute, exclusive requirement to a menu option in the proposed Acting distribution area.** This course will no longer be specifically required, but will remain an option in the Acting distribution area, along with *THEA 101: Acting*, and our new “for non-majors” acting course, *PERF 101: Acting*. This will allow students to avoid some content redundancy between *THEA 300: Acting II* and *PERF 101: Acting*, should they decide to shift into our more intensive a multi-year, developmental actor training curriculum after initially “testing the waters” with *PERF 101: Acting*.
 - **Convert *THEA 410: Playing Shakespeare* from an absolute, exclusive requirement to a menu option in the proposed Advanced Practice distribution area.** This course will no longer be absolutely required, but will remain an option in the Acting distribution area, allowing students greater flexibility in choosing which – if any- advanced acting courses to include in their program.
 - **Convert *THEA 391: Theatre for Young Audiences* from an absolute requirement to a menu option in the proposed 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 courses as options in the proposed Devising Performance distribution area:**
 - PERF 300 Topics in Contemporary Performance Studies*
 - THEA 358 Drama Writing*
 - DANC 235 Dance Improvisation*

These courses have always been available as options in the Restricted Elective section of this track. What we propose here is to aggregate them together by common sub-disciplinary content, in this case, a Devising Performance category. 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 the following courses as options in the proposed History & Literature distribution area:**
 - THEA 363 World Theatre History I*
 - THEA 364 World Theatre History II*
 - THEA 365 U.S. Theatre History I*
 - THEA 375 Topics in Drama*
 - THEA 430 Musical Theatre History*

These courses have always been available as options in the Restricted Elective section of this track. What we propose here is to aggregate them together by common sub-disciplinary content, in this case, a History & Literature category. 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 the following courses as options in the proposed Youth Theatre distribution area:**

THEA 325 Theatre in Education

THEA 425 Play Production in the Schools

These courses have always been available as options in the Restricted Elective section of this track. What we propose here is to aggregate them together by common sub-disciplinary content, in this case, a Youth Theatre category. 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 the following courses as options in the proposed Production distribution area:**

THEA 222 Stagecraft

THEA 241 Costume Technology

THEA 250 Stage Electrics

THEA 312 Stage Management

PERF 321-421 Production Lab III-V

PERF 340-441 Performance Lab I-III

These courses have always been available as options in the Restricted Elective section of this track. What we propose here is to aggregate them together by common sub-disciplinary content, in this case, a Production category. 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 the following courses as options in the proposed Advanced Practice distribution area:**

DANC 310 Choreography I

PERF 361 Performing Arts Practicum II

PERF 400 Advanced Performing Arts Studio

PERF 461 Performing Arts Practicum III

PERF 445 Research in Theatre and Dance

THEA 319 Design II

THEA 362 Theatre in Diversion

THEA 371 Directing

THEA 371 Directing

THEA 380 Directing II

THEA 392 Children’s Theatre Production

THEA 410 Playing Shakespeare

THEA 414 Acting IV

THEA 412 Special Topic in Acting

These courses have always been available as options in the Restricted Elective section of this track. What we propose here is to aggregate them together by common sub-disciplinary content, in this case, an Advanced Practice category. 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 3 practical Performance/Production Lab credits as required menu options in the proposed Production distribution area:** These practical credits have long been required of all BFA majors, and have been tallied in the BFA CORE. We’re simply proposing that they instead be tallied in this proposed Theatre track, a “housekeeping” move that we believe will make this degree program easier to understand and navigate, for our students and advisors alike.
- **Change the number of required restricted electives from a range of 10-15 to 12.** 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.

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, which could include classical western opera, Japanese Kabuki and Noh drama, classical Chinese Opera, Bertolt Brecht’s plays-with-music, and so on.
- **Delete the *PERF 205: Voice & Movement* as a requirement.** This course has been suspended.
- **Delete the *THEA 101: Acting I* as requirements in the Musical Theatre track.** This course will now be taken by Musical Theatre track students in partial fulfillment of the BFA CORE requirements.
- **Convert *THEA 101: Acting I* from an absolute, exclusive requirement to a menu option.** All Musical Theatre track students will still be required to take this course, but can choose to tally it in the BFA CORE, or in this track, whichever best suits their specific interests and progress to graduation.
- **Add *THEA 414: Acting IV* as a requirement.** As part of an overall acting curriculum revision, we recently renumbered many of our acting courses; this course was formerly titled *Acting III*, and has always been a requirement in the Musical Theatre track.
- **Add *DANC 314: Styles of Musical Theatre Dance* as a requirement.** Musical Theatre performers need to be able to pick up show choreography quickly, often while incorporating the skill of singing at the same time. This class will give students hands-on practice in a synthesis of various dance techniques, styles and repertoire specific to Musical Theatre and its demands.
- **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 *THEA: Musical Theatre History* as a requirement.** This is a relatively new course, created since this program’s last review/revision, by splitting an older course, *THEA 431 Musical Theatre History and Repertoire*, into two new, expanded 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 new classes as part of the existing BFA Musical Theatre track for some time now; this proposed revision simply revises the program to accurately reflect this.
 - **Add the new course *THEA 324: Applied Vocal Styles I* as a requirement.** 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 student’s development. This course, in the schedule and in play for several semesters now, is one of the resulting “voice lesson” courses; this proposed revision simply revises the BFA program to accurately reflect this already-in-practice change.
 - **Reduce the required *THEA 385: Applied Vocal Styles II* course credits from 4 to 3.** This change is being proposed to accommodate students who cannot earn the full four credits because of study abroad and other programs that take them off campus for a semester.
 - **Reduce the number of required *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 both 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 their development. Here again, this way of doing things has been in practice “on the ground” for some time now; this proposed revision simply revises the BFA program to accurately reflect this.
 - **Add *THEA 300: Acting II* as an option in the required courses menu.** This is currently a required course in the Musical Theatre track, but proposed changes in the BFA CORE (outlined earlier in this document) will make it possible for students to tally it in that CORE, which means it must be converted here from an absolute requirement to an option; if not taken as a core option, it must be opted for in this track.
 - **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.
 - **Add 2 practical Performance/Production Lab credits as a required menu options in BFA the Musical Theatre track.** These practical credits have long been required of all BFA majors, and have been tallied in the BFA CORE. We’re simply proposing that they instead be tallied in this proposed Musical Theatre track, a “housekeeping”

move that we believe will make this degree program easier to understand and navigate, for our students and advisors alike.

- **Reduce the required Jazz Technique credits from 6 to 4.** This reduction will allow students more flexibility to focus their dance technique training on the styles that best fit their individual needs and desires, relative to their overall training as Musical Theatre performers.

Changes proposed to the BFA Theatre Design & Tech TRACK

- **Revise the identified distribution areas of this track.** Because of the naturally 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 this Theatre Design & Technology track across the following distribution areas, which accurately reflect both current student demand, and the curricular areas in which the Department of Theatre and Dance has sufficient faculty/staff resources.

- History & Literature
- Technical Theatre
- Production
- Advanced Practice
- Theatre Electives

(More detailed course level revisions are itemized in the below.)

- **Delete the required menu option *THEA 354: History of Drama to 1640*.** This course has been suspended.
- **Delete the required menu option *THEA 355: History of Drama since 1640*.** This course has been suspended.
- **Add *ART 106: Art Survey II* as a required menu option.** This course has long been a recommended option for Theatre Design and Technology students; the art history periods surveyed in this course coincide ideally with the historical periods in which the majority of plays produced at WKU, and indeed by the theatrical industry as a whole, are set, and as such is an ideal course for Theatre Technology and Design students to learn that visual context for design styles and historical aesthetics. Proposed changes to the BFA CORE (outlined earlier in this document) necessitate moving this course from that BFA CORE 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 Theatre Design and Technology students a way to study visual styles and aesthetics in an historical context, though 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 officially include it here as another option for our Theatre Design and Technology students.
- **Add *THEA 312: Stage Management* as an option in the 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. This is relatively new course, created since our last program revision, and we would like to officially include it as an option in our degree programs wherever appropriate.
 - **Add *THEA:363 World Theatre History I* as an option in the History & Literature distribution area:** This course has long been required of students pursuing this Theatre Design & Technology track. Revisions proposed to the BFA CORE (explained previously in this document) necessitate relocating it here, a “housekeeping” move that we believe will make this degree program easier to understand and navigate, for our students and advisors alike.
 - **Add *THEA 364: World Theatre History II* as an option in the History & Literature distribution area:** This course has long been an option for students pursuing this Theatre Design & Technology track. Revisions proposed to the BFA CORE (explained previously in this document) necessitate relocating it here, a “housekeeping” move that we believe will make this degree program easier to understand and navigate, for our students and advisors alike.
 - **Add *THEA 365: U.S. Theatre History* as an option in the History & Literature distribution area:** This is relatively new course, created since our last program revision, and we would like to officially include it as an option in our degree programs wherever appropriate.
 - **Add *THEA 375: Topics in Drama* as an option in the History & Literature distribution area:** This is relatively new course, created since our last program revision, and we would like to officially include it as an option in our degree programs wherever appropriate.
 - **Add *THEA 430: Musical Theatre History* as an option in the History & Literature distribution area:** This is relatively new course, created since our last program revision, and we would like to officially include it as an option in our degree programs wherever appropriate.
 - **Add 5 practical Performance/Production Lab credits as a required menu options.** These course have long been a required of students pursuing this Theatre Design & Technology track. Revisions proposed to the BFA CORE (explained previously in this document) necessitate relocating them here, a “housekeeping” move that we believe will make this degree program easier to understand and navigate, for our students and advisors alike.
 - **Increase the number of restricted elective credits from 17 to 18.** This is essentially a “housekeeping” revision intended to bring the total number of credits required in this track into alignment with all of the other tracks in this BFA program.

3. Detailed program description:

Current Program: BFA CORE

Required Career Prep Courses (5 credits)

| | |
|----------------------------------|---|
| PERF 175: UE: Performing Arts | 2 |
| PERF 450: Performing Arts Career | 1 |
| PERF 451: Career Workshop | 2 |

Required History & Theory Courses (9 credits)

| | |
|--|---|
| THEA 252: Fundamentals of Theatre | 3 |
| THEA 363: World Theatre History I | 3 |
| THEA 364: World Theatre History II OR | 3 |
| THEA 431: Musical Theatre History & Rep. | |

Required Related Arts (One of the

| | |
|-----------------------------|---|
| ART 100: Art Appreciation | |
| ART105: Art Survey | 3 |
| MUS 120: Music Appreciation | |

Required Performance Courses (5

| | |
|---|---|
| PERF 105: Taiji (1 credit) | |
| PERF 205: Voice & Movement for the | |
| THEA 101: Acting I (3 credits) | |
| THEA 371: Directing I (3 credits) | 5 |
| DANC 235: Dance Improvisation (3 | |
| DANC 310: Choreography (3 credits) | |
| Any single dance technique course (2 credits) | |

Proposed Program: BFA CORE

~~Required Career Prep Courses (5 credits)~~

Required Career Prep Courses (6 credits)

| | |
|--|----------|
| PERF 175: UE: Performing Arts | 2 |
| PERF 450: Performing Arts Career Seminar | 1 |
| PERF 451: Career Workshop | 2 |
| THEA 203: Acting Audition Workshop OR | 1 |
| THEA 204: Portfolio Prep | |

~~Require History & Theory Courses (9 credits)~~

History & Theory Courses (6 credits)

| | |
|--|--------------|
| THEA 252: Fundamentals of Theatre | 3 |
| THEA 364: World Theatre History II OR | 3 |
| THEA 431: Musical Theatre History & | |
| THEA 363: World Theatre History I OR | 3 |
| THEA 364: World Theatre History II | |

~~Required Related Arts (One of the~~

| | |
|--|--------------|
| ART 100: Art Appreciation | |
| ART105: Art Survey | 3 |
| MUS 120: Music Appreciation | |

~~Required Performance Courses (5~~

Required Performance Courses (3

| | |
|--|----------|
| THEA 101: Acting I OR | 3 |
| PERF 101: Acting | |
| PERF 105: Taiji (1 credit) | |
| PERF 205: Voice & Movement for the Stage (2) credits) | |

THEA 101: Acting I (3 credits)
 THEA 371: Directing I (3 credits)
 DANC 235: Dance Improvisation (3 credits)
 DANC 310: Choreography (3 credits)
 Any single dance technique course (2 credits)

Design & Production (15 credits)

| | |
|---|---|
| THEA 219: Design I | 3 |
| AND two of the following courses: | |
| THEA 222: Stagecraft | 6 |
| THEA 241: Costume Technology | |
| THEA 250: Stage Electrics | |
| PERF 120-321: Rehearsal & Production I-VI | 6 |

| | |
|-------------------|-----------|
| CORE TOTAL | 43 |
|-------------------|-----------|

~~Design & Production (15 credits)~~

Design & Production (9 credits)

| | |
|--|----------|
| THEA 219: Design I | 3 |
| PERF 120: Rehearsal & Production | 1 |
| PERF 220: Production Lab I | 1 |
| PERF 320: Production Lab II | 1 |
| PERF 120-321: Rehearsal & Production I-VI | |

~~AND two of the following courses:~~

AND one of the following courses:

| | |
|-----------------------------------|----------|
| THEA 222: Stagecraft | |
| THEA 241: Costume Technology | 3 |
| THEA 250: Stage Electrics | |
| THEA 312: Stage Management | |

| | |
|-------------------|-----------|
| CORE TOTAL | 24 |
|-------------------|-----------|

Current Program: BFA Acting Track

Required Courses

| | |
|--|----------|
| THEA 354: History of Drama to 1640 | |
| OR | 3 |
| THEA 355: History of Drama since 1640 | |
| PERF 205: Voice & Movement for the Stage | 2 |
| THEA 101: Acting I | 3 |
| THEA 300: Acting II | 3 |
| THEA 301: Acting III | 3 |
| THEA 410: Playing Shakespeare | 3 |
| THEA 401: Period Styles Lab | 3 |
| THEA 391: Children's Theatre and Performance | 3 |
| THEA 141: Stage Makeup | 1 |
| THEA 203: Acting Audition Workshop | 1 |
| Modern Dance Technique Course | 2 |

Proposed Program (BFA Theatre Track)

Required Courses

| | |
|---|---------------------|
| THEA 354: History of Drama to 1640 | |
| OR | 3 |
| THEA 355: History of Drama since 1640 | |
| PERF 205: Voice & Movement for the Stage | 2 |

Acting (7 credits)

| | |
|---|----------|
| THEA 141: Stage Makeup | 1 |
| THEA 101: Acting I (if <i>PERF 101</i> taken in the same semester) | |
| OR | 3 |
| THEA 300: Acting II (if <i>THEA 101</i> taken in the same semester) | |
| THEA 301: Acting III | 3 |

Devising Performance (3 Credits)

| | |
|---|----------|
| <i>At least one of the following three courses:</i> | 3 |
| PERF 300: Topics in Contemp. Performance | |

DANC 235: Dance Improvisation
THEA 358: Drama Writing

History & Literature (6 credits)

At least one of the following three courses: **3**

THEA 363: World Theatre History I

THEA 364: World Theatre History II

THEA 365: U.S. Theatre History

At least one of the following two courses: **3**

THEA 375: Topics in Drama

THEA 430: Musical Theatre History

Youth Theatre (3 credits)

At least one of the following three courses: **3**

THEA 325: Theatre in Education

THEA 391: Theatre for Young Audiences

THEA 425: Play Production in the Schools

Production (6 credits)

At least one of the following courses not taken

THEA 222: Stagecraft

THEA 241: Costume Technology

THEA 250: Stage Electrics **3**

THEA 312: Stage Management

And a total of three credit hours from following classes:

PERF 321 Production Lab III (1)

PERF 420: Production Lab IV (1)

PERF 340: Performance Lab I (1) **3**

PERF 341: Performance Lab II (1)

PERF 440: Performance Lab III (1)

Advanced Practice (12 credits)

At least twelve hours from the following **12**

DANC 310: Choreography I (3)

PERF 361: Performing Arts Practicum II (2)

PERF 362: Theatre in Diversion (3)

Prereqs: SOCL 100 & 302, or THEA 252

PERF 400: Advanced Performing Arts Studio

(3) Majors only, junior or senior standing

PERF 461: Performing Arts Practicum III (3)

PERF 445: Research in Theatre and Dance

THEA 319: Design II (3)

Prereq: THEA 219: Design I

THEA 371: Directing I (3)
Prereq: THEA 252: Fundamentals of Theatre
THEA 380: Directing II (3)
Prereq: THEA 371: Directing I
THEA 392: Children’s Theatre Production (3)
Prereqs: THEA 371, 372 & THEA 391.
THEA 414: Acting IV: Advanced Scene Study (3)
Prereq: THEA 301: Acting III
THEA 410: Playing Shakespeare (3)
Prereq: THEA 414: Acting IV
THEA 412: Special Topics in Acting (3)
Prereq: THEA 414: Acting IV

| | |
|----------------------|-----|
| Restricted Electives | 10- |
|----------------------|-----|

Theatre Electives (13 credits)

| | |
|--|-----------|
| Select 12 hours of THEA, PERF or DANC coursework with advisor’s approval. Keep in mind that at least 37 hours of the degree must be in upper-division (300+) coursework. Relevant coursework in other departments may be included in this category with the approval of advisor and Theatre & Dance department head. | 12 |
|--|-----------|

| | |
|--------------|-----------|
| TOTAL | 45 |
|--------------|-----------|

| | |
|--|-----------|
| THEATRE TRACK TOTAL | 50 |
| CORE | |
| Total minimum hours for B.F.A. in Performing Arts Theatre Track | 74 |

Current Program: Music Theatre Track

Required Courses

Acting (16 credits)

| | |
|-------------------------------------|---|
| THEA 141: Stage Makeup | 1 |
| THEA 203: Audition Prep Seminar | 1 |
| THEA 101 Acting I | 1 |
| THEA 300 Acting II | 3 |
| THEA 301: Acting III | 3 |
| THEA 414: Acting IV | 3 |
| THEA 307: Music Theatre Workshop I | 2 |
| THEA 407: Music Theatre Workshop II | 2 |

Dance (12 credits)

| | |
|--|---|
| Jazz Technique (any level, 2 credits each) | 6 |
| Ballet Technique (2 credits each) | 4 |
| Tap Technique Courses (2 credits each) | 2 |

Music (13 credits)

| | |
|---|---|
| MUS 100: Music Theory I for non-Majors | 3 |
| MUS 160: Group Piano | 1 |
| MUS 162: Group Voice or MUS 150 Applied | 1 |
| MUS 150: Applied Music-Voice | 1 |
| MUS 340: Choral Union | 1 |
| MUS 350: Applied Music-Voice (1 credit) | 2 |
| THEA 385: Applied Vocal Styles (1 credit) | 4 |

~~Current Program: Music Theatre Track~~

Proposed Program: Musical Theatre Track

Required Courses

Acting (16 credits)

| | |
|---|--------------|
| THEA 141: Stage Makeup | 1 |
| THEA 203: Audition Prep Seminar | 1 |
| THEA 101: Acting I (if <i>PERF 101</i> was taken | |
| OR | 3 |
| THEA 300: Acting II (if <i>THEA 101</i> was taken | |
| THEA 301 Acting III | 3 |
| THEA 414: Acting IV | 3 |
| THEA 307: Music Theatre Workshop I | 3 |
| THEA 407: Music Theatre Workshop II | 3 |

~~Dance (12 credits)~~

Dance (14 credits)

| | |
|--|----------|
| Jazz Technique (any level, 2 credits each) | 4 |
| Ballet Technique (2 credits each) | 4 |
| Tap Technique Courses (2 credits each) | 2 |
| DANC 314 – Music Theatre Styles (2 | 2 |
| Dance Technique elective | 2 |

~~Music (13 credits)~~

Music (12 credits)

| | |
|--|--------------|
| MUS 100: Music Theory I for Non-Majors | 3 |
| MUS 160: Group Piano | |
| MUS 162: Group Voice or MUS 150: Applied | 1 |
| MUS 150: Applied Music-Voice | 1 |
| MUS 340: Choral Union | 1 |
| MUS 350: Applied Music-Voice (1 credit) | 2 |
| THEA 385: Applied Vocal Styles (1 credit) | 4 |
| THEA 324: Applied Vocal Styles I (1 credit | 1 |
| THEA 385: Applied Vocal Styles II (1 | 3 |
| THEA 306 Music Theatre Ensemble | 1 |

History & Literature (6 credits)

| | |
|--|----------|
| THEA 431 Musical Theatre Repertoire | 3 |
| THEA 430 Musical Theatre History | 3 |

Production (2 credits)

| | |
|-------------------------------------|----------|
| PERF 321 Production Lab III | |
| PERF 420: Production Lab IV | |
| PERF 340 Performance Lab I | 2 |
| PERF 341 Performance Lab II | |
| PERF 440 Performance Lab III | |

| |
|----------------|
| TOTAL 3 |
|----------------|

| | |
|--|-----------|
| MUSICAL THEATRE TRACK TOTAL | 50 |
| CORE | 24 |
| Total minimum hours for B.F.A. in Performing Arts Musical Theatre Track | 74 |

Current Program: Design/Tech Track

Required Courses

| | |
|---|---|
| THEA 354: History of Drama to 1640 | |
| OR | |
| THEA 355: History of Drama since 1640 | 3 |
| | |
| THEA 319: Design II | 3 |

One of the following courses

| | |
|---|---|
| THEA 222: Stagecraft | |
| THEA 241: Costume Technology | 3 |
| THEA 250: Stage Electrics | |
| | |
| | |
| PERF 420: Rehearsal and Production VII | 1 |
| PERF 421: Rehearsal and Production VIII | 1 |

Proposed Program: Design/Tech Track

Required Courses

| | |
|--|--------------|
| THEA 354: History of Drama to 1640 | |
| OR | |
| THEA 355: History of Drama since 1640 | 3 |

Design (6 credits)

| | |
|--|----------|
| THEA 319: Design II (3) | 3 |
| <i>And one of the following two courses:</i> | |
| ART 106: History of Art Since 1300 | |
| Or | 3 |
| THEA 323: Period Styles in Design | |

History & Literature (6 credits)

| | |
|---|----------|
| <i>At Least one of the following three courses:</i> | 3 |
| 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 | |
| <i>And one of the following two courses:</i> | |
| THEA 375: Topics in Drama | 3 |
| THEA 430: Musical Theatre History | |

Technical Theatre (6 credits)

| | |
|--|----------|
| <i>One of the following courses</i> | |
| <i>At least two of the following four course not</i> | 6 |
| THEA 222: Stagecraft | |
| THEA 241: Costume Technology | |
| THEA 250: Stage Electrics | |
| THEA 312: Stage Management | |

Production (5 credits)

| | |
|--|--------------|
| <i>Take a total of five credit hours from</i> | 5 |
| PERF 320: Production Lab II | |
| PERF 321: Production Lab III | |
| PERF 420: Production Lab IV | |
| PERF 421: Production Lab V | |
| PERF 430: Production Lab VI | |
| PERF 431: Production Lab VII | |
| PERF 421: Rehearsal and Production VIII | 1 |

| | | | |
|---|----------|--|-----------|
| THEA 424: Special Problems in Technical | 9 | Advanced Practice (9 credits) | |
| | | <i>Take three semesters of:</i> | 9 |
| | | THEA 424: Special Problems in Technical | |
| Restricted Electives | 1 | Restricted Electives | 17 |
| | | Theatre Electives (18) | |
| | | Select 18 hours of THEA, PERF or DANC coursework with advisor's approval. Keep in mind that at least 37 hours of the degree must be in upper-division (300+) coursework. Relevant coursework in other departments may be included in this category with the approval of advisor and Theatre & Dance department head. | 18 |
| TOTAL | 3 | DESIGN AND TECHNICAL THEATRE | 50 |
| | | CORE | 24 |
| | | Total minimum hours for B.F.A. in Performing Arts Design/Technology Track: | 74 |

4. Rationale for the proposed program change:

To ease navigation through this complex proposal form, and for the sake of clarity, we have intentionally paired our rationales directly to the proposed changes itemized in section 2 of this document.

5. Proposed Term for the implementation: Next Available

6. Dates of prior committee approvals:

| | |
|--------------------------------------|--------------|
| Theatre and Dance Department: | 15 Feb 2017 |
| Potter College Curriculum Committee: | 2 March 2017 |
| Undergraduate Curriculum Committee: | |
| University Senate: | |

Appendix: Proposed Performing Arts BFA (Degree Program Sheet Version)

We include this here because we believe it offers the clearest overview of the program that will result from these proposed revisions.

B.F.A. in Performing Arts

Reference Numbers: 588 (admitted) & 588P (seeking admission)

Update 2/8/17

The B.F.A. in Performing Arts consists of two parts, a CORE of classes taken by all students and a TRACK in one of three specialty areas: Theatre, Musical Theatre or Theatre Design and Technology.

BFA CORE (Required of all BFA Performing Arts Majors)

Career Prep (6 credits)

PERF 175: University Experience: Performing Arts (2) **2**

And one of the following courses:

THEA 203: Acting Audition Workshop (1) **1**

Or

THEA 204: Portfolio Preparation Workshop (1)

And both:

PERF 450: Performing Arts Career Seminar (1) **1**

PERF 451: Career Workshop (2) **2**

History & Literature (6 credits)

THEA 252: Fundamentals of Theatre (3) **3**

And one of the following courses:

THEA 363: World Theatre History I (3) **3**

Or

THEA 364: World Theatre History II (3)

Performance (3 credits)

PERF 101: Acting (3) **3**

Or

THEA 101: Acting I (3)

Design & Production (9 credits)

PERF 120: Rehearsal & Production (1)

PERF 219: Design I (3)

PERF 220: Production Lab I (.5-1) **6**

PERF 320: Production Lab II (.5-1)

And one of the following courses:

THEA 222: Stagecraft (3)

THEA 241: Costume Technology (3)

THEA 250: Stage Electrics (3)

THEA 312: Stage Management (3)

3

CORE TOTAL: 24

THEATRE TRACK OPTION

Acting (7 credits)

THEA 101: Acting I, if *PERF 101* was taken in the CORE (3)

Or

THEA 300: Acting II, if *THEA 101* was taken in the CORE (3)

THEA 141: Stage Makeup (1)

THEA 301: Acting III (3)

3

1

3

Devising Performance (3 credits)

At least one of the following three courses:

PERF 300: Topics in Contemporary Performance Studies (3)

DANC 235: Dance Improvisation (3)

THEA 358: Drama Writing (3)

3

History and Literature (6 credits)

At least one of the following three courses:

THEA 363: World Theatre History I, if not taken in the CORE (3)

THEA 364: World Theatre History II, if not taken in the CORE (3)

THEA 365: U.S. Theatre History (3)

3

And at least one of the following two courses:

THEA 375: Topics in Drama (3)

THEA 430: Musical Theatre History (3)

3

Youth Theatre (3 credits)

At Least one of the following three courses:

THEA 325: Theatre in Education (3)

THEA 391: Theatre for Young Audiences (3)

THEA 425: Play Production in the Schools (3)

3

Production (6 credits)

At least one of the following courses not taken in the CORE:

THEA 222: Stagecraft (3)

THEA 241: Costume Technology (3)

THEA 250: Stage Electrics (3)

THEA 312: Stage Management (3)

3

And a total of three credit hours from following classes:

| | |
|--------------------------------------|---|
| PERF 321 Production Lab III (.5-1) | |
| PERF 420: Production Lab IV (.5-1) | |
| PERF 421: Production Lab V (.5-1) | |
| PERF 340: Performance Lab I (.5-1) | 3 |
| PERF 341: Performance Lab II (.5-1) | |
| PERF 440: Performance Lab III (.5-1) | |

Advanced Practice (12 credits)

At least twelve hours from the following courses:

| | |
|---|----|
| DANC 310: Choreography I (3) | |
| PERF 361: Performing Arts Practicum II (2) | |
| PERF 362: Theatre in Diversion (3) <i>Prereqs: SOCL 100 & 302, or THEA 252</i> | |
| PERF 400: Advanced Performing Arts Studio (3) <i>Majors only, junior or senior standing</i> | |
| PERF 445: Research in Theatre and Dance (3) | |
| PERF 461: Performing Arts Practicum III (3) | |
| THEA 319: Design II (3) <i>Prereqs: THEA 219: Design II</i> | 12 |
| THEA 371: Directing I (3) <i>Prereq: THEA 252: Fundamentals of Theatre</i> | |
| THEA 380: Directing II (3) <i>Prereq: THEA 371: Directing I</i> | |
| THEA 392: Children’s Theatre Production (3) <i>Prereqs: THEA 371, 372 & THEA 391.</i> | |
| THEA 410: Playing Shakespeare (3) <i>Prereq: THEA 414: Acting IV</i> | |
| THEA 412: Special Topics in Acting (3) <i>Prereq: THEA 414: Acting IV</i> | |
| THEA 414: Acting IV: Advanced Scene Study (3) <i>Prereq: THEA 301: Acting III</i> | |

Theatre Electives (12 credits)

Select 12 hours of THEA, PERF or DANC coursework with advisor’s approval. Keep in mind that at least 37 hours of the degree must be in upper-division (300+) coursework. Relevant coursework in other departments may be included in this category with the approval of advisor and Theatre & Dance department head. 13

| | |
|--|------------------|
| THEATRE TRACK TOTAL | 50 |
| CORE | <u>24</u> |
| Total minimum hours for B.F.A. in Performing Arts – Theatre Track: | 74 |

MUSICAL THEATRE TRACK OPTION

Acting (14 credits)

| | |
|---|---|
| THEA 101: Acting I, if <i>PERF 101</i> was taken in the CORE (3) | 3 |
| <i>Or</i> | |
| THEA 300: Acting II, if <i>THEA 101</i> was taken in the CORE (3) | |
| THEA 141: Stage Makeup (1) | 1 |
| THEA 301: Acting III (3) | 3 |
| THEA 414: Acting IV (3) | 3 |
| THEA 307: Music Theatre Workshop I | 3 |
| THEA 407: Music Theatre Workshop II | 3 |

Dance (14 credits)

| | |
|--|---|
| Ballet: A minimum of two ballet technique classes (2 credits each) | 4 |
| Jazz: A minimum of two jazz technique classes (2 credits each) | 4 |
| Tap: A minimum of one tap class (2) | 2 |
| DANC 314: Musical Theatre Dance Styles (2) | 2 |
| Any dance technique class elective (2 credits, any level) | 2 |

Music (12 credits)

| | |
|---|---|
| MUS 100: Music Theory for Non-Majors (3) | 3 |
| MUS160: Group Piano (1) | 1 |
| MUS 162: Group Voice –or- MUS 150: Applied Music-Voice (1) | 1 |
| MUS 350: Applied Music-Voice (<i>Two semesters, once credit each.</i>) | 2 |
| THEA 324: Applied Vocal Styles I (1) | 1 |
| THEA 385: Applied Vocal Styles II (<i>Three semesters, once credit each.</i>) | 3 |
| THEA 306 Music Theatre Ensemble | 1 |

History & Literature (6 credits)

| | |
|--|---|
| THEA 430: Musical Theatre History (3) | 3 |
| THEA 431: Musical Theatre Repertoire (3) | 3 |

Production (2 credits)

| | |
|--|---|
| <i>Take a total of two credits from following classes:</i> | |
| PERF 321 Production Lab III (1) | |
| PERF 420: Production Lab IV (1) | |
| PERF 340: Performance Lab I (1) | 2 |
| PERF 341: Performance Lab II (1) | |
| PERF 440: Performance Lab III (1) | |

| | |
|------------------------------------|------------------|
| MUSICAL THEATRE TRACK TOTAL | 50 |
| CORE | <u>24</u> |

Total minimum hours for B.F.A. in Performing Arts – Musical Theatre Track: **74**

THEATRE DESIGN AND TECHNOLOGY TRACK OPTION

Design (6)

Take one of the following two courses:
 ART 106: History of Art Since 1300 (3) 3
Or
 THEA 323: Period Styles in Design (3)
And
 THEA 319: Design II (3) 3

Dramatic Literature (6)

At Least one of the following three courses:
 THEA 363: World Theatre History I, if not taken in the CORE (3)
 THEA 364: World Theatre History II, if not taken in the CORE (3) 3
 THEA 365: U.S. Theatre History (3)
And one of the following two courses:
 THEA 375: Topics in Drama (3) 3
 THEA 430: Musical Theatre History (3)

Technical Theatre (6)

At least two of the following four course not taken in the CORE:
 THEA 222: Stagecraft (3)
 THEA 241: Costume Technology (3) 6
 THEA 250: Stage Electrics (3)
 THEA 312: Stage Management (3)

Production (5)

Take a total of five credit hours from following classes:
 PERF 320: Production Lab II (.5-1)
 PERF 321 Production Lab III (.5-1)
 PERF 420: Production Lab IV (.5-1) 5
 PERF 421: Production Lab V (.5-1)
 PERF 430: Production Lab VI (.5-1)
 PERF 431: Production Lab VII (.5-1)

Advanced Practice (9)

Take three semesters of THEA 424: Special Problems in Technical Theatre (3 credits each). 9
 (THEA 424 is topics course. Topics will vary by semester and may include: xxx)

Design and Technical Theatre Electives

Select 18 hours of THEA, PERF or DANC coursework with advisor’s approval. Keep in mind that at least 37 hours of the degree must be in upper-division (300+) coursework. Relevant coursework in other departments may be included in this category with the approval of advisor and Theatre & Dance department head. 18

DESIGN AND TECHNICAL THEATRE TRACK TOTAL **50**
CORE **24**

Total minimum hours for B.F.A. in Performing Arts – Theatre Design and
Technology Track: **74**

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

Contact Person: Joon Sung, joon.sung@wku.edu, 5-2154

1. Identification of program:

- 1.1 Program title: [Computer Animation](#)
- 1.2 Required hours in minor program: 21 hours
- 1.3 Special information:
- 1.4 Catalog description: The computer animation minor is dedicated to the creation of time-based artistic productions by means of emerging computer technologies and processes.
- 1.5 Classification of Instructional Program Code (CIP):

2. Rationale:

2.1 Reason for developing the proposed minor program:

Computer animation is among many other contemporary art practices closely related to emerging technologies. The field has attracted many exceptional artistic talents associated with traditional art forms—painting, sculpture, cinematography, music and has offered them previously unprecedented methods of artistic expression and engaging art audiences.

There have been considerable changes in art school climate during past decades. Students in the age of digital media accordingly hope to respond to those changes and are strongly motivated to attempt new approaches that match their creative visions. It is wholly appropriate for the Department of Art to match student ambitions and interests to contemporary means of expression that are current in the larger visual arts field.

2.2 Projected enrollment in the proposed minor program:

Between 12-20 based on other minors in the department.

2.3 Relationship of the proposed minor program to other programs now offered by the department:

While some 2-D and 3-D computer animation courses (Art 243 Digital Media and Art 343 Digital Media: Time Based) are being offered within the department's BA and BFA program, those particular courses are directed toward problem solving for an external client base. The proposed minor's means would be similar but the goal would be to serve a personal aesthetic, a singular artistic vision.

2.4 Relationship of the proposed minor program to other university programs:
The School of Journalism and Broadcasting's Film major shares some similarities to the proposed minor in its production courses. However, the film major's dedication to film processes sets it apart from a computer animation program of study. Another single course in the School of Journalism and Broadcasting shares interests in animation but again bases those studies on film, BCOM 378 Film Animation.

2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
Following are some examples of regional and benchmark institutions who have similar major programs dedicated to aesthetic explorations of digital media. Northern Kentucky University (New Media Art), University of Kentucky (Digital Media), Bowling Green State (Digital Arts), Missouri State University (Digital Arts), University of Illinois at Urbana-Champaign (New Media).

While several in-state schools noted above offer new media art or digital media majors, no school except Sullivan College of Technology and Design at Louisville offers 3-D computer animation courses. Since 3-D computer animation is the core subject in this proposed minor, it would be an attractive program for in-state students who might otherwise seek out-of-state programs to learn 3-D computer animation.

2.6 Relationship of the proposed minor program to the university mission and objectives:
This minor's focus on developing awareness and facility of emerging 3D animation technologies has applications to a variety of work-place roles, societal needs, as well as being a means of self-enrichment through creative expression.

3. Learning outcomes of the proposed minor:

3.1 Learning outcomes:
This minor provides students a structure for developing conceptual depth of themes, hands-on experience in production, networking opportunities, and time to develop a portfolio that has applications in seeking graduate studies or value as an independent contemporary artist seeking gallery representation, as well as creative technological fields such as computer animation/graphics, film, television, videography, multi-media design. Upon completion of this minor, students should have developed the following competencies.

- equip with sufficient 3D animation skills to apply in film, game, and broadcast, as well as 3D animation industries.
- gain ability to adapt computer animation to the development and promotion of their art-making practice.

- develop an awareness of movements that consolidate traditionally different modes of artistic expression and to understand the aesthetic traditions that have influenced artists in their use of computers.
- develop the skills, knowledge, and historical perspective necessary to create a unique body of work using the computer.
- prepare to respond to the rapidly changing technical and creative markets that exist currently or are yet to appear.

4. Curriculum:

| | |
|---|------------------------|
| <u>Introductory Course (choose one)</u> | <u>3 Credit Hours</u> |
| ___ ART 130 2-D Design 3.0 hrs | |
| ___ ART 131 2-D Design 3.0 hrs | |
| ___ ART 140 Drawing 3.0 hrs | |
| <u>Required Courses</u> | <u>12 Credit Hours</u> |
| ___ ART 243 Digital Media 3.0 hrs | |
| ___ ART 244 Computer Animation I 3.0 hrs | |
| ___ ART 344 Computer Animation II 3.0 hrs | |
| ___ ART 444 Computer Animation III 3.0 hrs | |
| <u>Restricted Electives Courses (choose two)</u> | <u>6 Credit Hours</u> |
| ___ ART 373 Installation Art 3.0 hrs | |
| ___ ART 390 Contemporary Art 3.0 hrs | |
| ___ ART 436 Electronic Illustration 3.0 hrs | |
| ___ FILM 201 Introduction to the Cinema [Colonnade E-AH AH] | |
| ___ BCOM 264 Digital Video Production and Distribution | |
| ___ BCOM 378 Film Animation | |
| Total Credit Hours for Computer Animation Minor 21 hrs | |

5. Budget implications:

- 5.1 Proposed method of staffing: Courses will be taught by existing faculty
- 5.2 Special equipment needed: none beyond present facilities
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none beyond presently available materials

6. Proposed term for implementation: Next Available

7. Dates of prior committee approvals:

| | |
|-------------------------------------|-----------|
| Department of Art | 2/10/2017 |
| Potter College Curriculum Committee | 3/2/2017 |
| Undergraduate Curriculum Committee | |
| University Senate | |
| Board of Regents | |

**CEBS/UC
School of Teacher Education/School of University Studies
Proposal to Create an Equivalent Course
(Consent Item)**

Contact Person(s): Merrall Price, University College. merrall.price@wku.edu 745-4200
Pam Petty, School of Teacher Education. pamela.petty@wku.edu 745-2809

1. Identification of existing course:

- 1.1 Current course prefix (subject area) and number: [LTCY 199](#)
- 1.2 Course title: Analysis and Critical Reading

2. Identification of proposed equivalent course prefix(es) and numbers: LTC 199C

3. Rationale for each equivalent course:

Senate Bill 1 obliges us to enroll any student who scores below a 20 in the Reading section of the ACT into a developmental or supplemental course in Reading “within two (2) semesters following a student’s initial enrollment” unless the student later tests out, or completes “twelve (12) hours of reading intensive work at a postsecondary education institution” within that timeframe.

Historically, the School of University Studies has offered the developmental reading class that redresses this need, DRDG 080, for students with low ACT scores, while the School of Teacher Education has offered a supplemental credit-bearing course, LTCY 199, for students scoring closer to the cut-off. (Please note that the actual cut-off point has changed in the last year, and is now at 14 and below for DRDG 080C and 15-19 for LTCY 199). As SUS follows the national trend away from developmental and toward supplemental education, LTC 199C would become the default placement for all students scoring a 14 and below on the reading section of the ACT. We would thus offer far fewer sections of DRDG 080. *The SUS has sought and received the permission of the STE to offer this equivalent course. The course will follow existing policy for equivalent Main/South Campus courses. See attached memorandum of understanding.*

4. Proposed term for implementation: Summer 2017

5. Dates of prior committee approvals:

| | |
|--|----------------------|
| Department/ Unit School of Teacher Education | 1/26/17 |
| Department/ Unit School of University Studies | |
| CEBS College Curriculum Committee | |
| UC College Curriculum Committee | <u>2/2/17</u> |
| Undergraduate Curriculum Committee | |
| University Senate | |

University College
School of Professional Studies
Proposal to Create a New Course
(Action Item)

Contact person: Said Ghezal, said.ghezal@wku.edu 745-4285

1. Identification of proposed course:

- 1.1 **Course prefix (subject area) and number:** [SPS 400](#)
- 1.2 **Course title:** Foundations of Global Citizenship
- 1.3 **Abbreviated course title:** Global Citizenship
- 1.4 **Credit hours and contact hours:** 3
- 1.5 **Grade type:** standard letter grade
- 1.6 **Prerequisites:** none
- 1.7 **Course description:** An examination of the practice of global citizenship, the connection between the global and the local, common values, and shared challenges and benefits.

2. Rationale:

2.1 Global citizenship. The intended demographic for this course is primarily students at the regional campuses, who have limited options in the upper-level category. It is intended to serve as an elective for the interdisciplinary studies, the leadership studies, paralegal studies programs, and potentially the citizenship and social justice programs.

SPS 400 provides students with a knowledge base to explore what global means through the examination of the global dimensions of several occupations. They will develop an understanding of the enabling environment-- that is, the forces that are globalizing our lives and shaping us into a world community. They will learn how to evaluate the implications of global citizenship on how we live. They will discover the role global citizens can play to help build more responsive and effective global institutions and solve issues faced by the global citizenry. They will learn why global decisions with global perspective are needed and identify and analyze ways to strengthen the practice of global citizenship.

SPS 400 is designed to assist students to function as global citizens. That is, individuals who are aware of the wider world and have a sense of their responsibilities towards it; respect and value diversity; have a better understanding of how the world works;

understand their role as participants striving to make the world a more equitable and sustainable place; and take full responsibility for their actions.

SPS 400 helps the School of Professional Studies majors *grow more confident, by exploring global citizenship themes, standing up for their beliefs, thinking deeply about what's ethical and equitable, and developing necessary skills for evaluating the consequences of their decisions. Students will discover that civic responsibility extends beyond borders. Global Citizenship contributes to the preparation of a globally responsible citizenry by moving beyond a narrow political definition of citizenship to address the cultural and economic complexities of contemporary social life.*

2.2 Projected enrollment: Two sections per year with 20-25 students per section. Since this course's target market is the regional campuses, this projection is based on their enrollment patterns.

2.3 Relationship of the proposed course to courses now offered by the School of Professional Studies:

LEAD 450 LEADERSHIP IN GLOBAL CONTEXT. Prerequisite: LEAD 200 or permission of instructor. Study and analysis of cultural impacts on successful leadership in various geographical areas. Focus on cultural theories and models that influence leadership across contexts.

While LEAD 450 emphasizes leaders' traits and leadership in various geographical areas, SPS 400 is about the practice of global citizenship and global citizenry. The two courses could be complementary. LEAD 450 is offered online and in Bowling Green.

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

We looked here for overlaps in terms of citizenship or global focus.

ICSR 435. REIMAGINING CITIZENSHIP. Prerequisite: ICSR 200; 21 hours of Foundations and Explorations Courses, or junior status. An analysis of the contestations, inclusions and exclusions produced through multiple deployments of the concept of citizenship.

ICSR 435 "provides a study of theories and concepts of citizenship, in our society in order to apply knowledge and skills of social justice." SPS 400 deals specifically with the

concept of global citizenship in a global context. ICSR 435 is generally offered as one section per academic year at the Bowling Green main campus only.

GEOG 380. GLOBAL SUSTAINABILITY. Prerequisite: 21 hours of Foundations and Explorations Courses or junior status. An introduction to the major themes and scientific principles of sustainability, with an emphasis on developing critical thinking skills.

GEOG 380 is about sustainability. This course deals with “environmental concerns as they pose growing challenges to how humans interact with the earth.” Though it also has a global emphasis, SPS is about global citizenry and how to strengthen its practice. GEOG 380 is generally offered in one section every spring semester at the Bowling Green main campus only.

FLK 330. CULTURAL CONNECTIONS AND DIVERSITY. Prerequisite: 21 hours of Foundations and Explorations Courses, or junior status. Service learning course that examines the diversity of American culture and engages students in activities to develop skills in working with a variety of cultural groups.

FLK 330 “will prepare students to understand basic concepts such as culture, ethnicity, cultural diversity and cultural relativism.” SPS 400 prepares students to understand and practice global citizenship, beyond that considered American. FLK 330 is generally offered each semester, mostly in Bowling Green. It was also offered in Glasgow in fall 2016.

HON 251. CITIZEN AND SELF. Prerequisites / Corequisites: Good standing in the Honors College or Honors eligibility (minimum 3.2 GPA). Sophomore standing or approval from instructor required. A focus on the theoretical knowledge and practical skills that will lay the foundation for becoming an effective citizen. Students will participate in large group lecture and small group seminars.

HON 251 emphasizes the foundations of becoming effective citizens. The course is about “exploring what it means to make good choices.” It is offered frequently, though only at the Bowling Green main campus, and enrollment is restricted by Honors eligibility. SPS 400 has a more global emphasis.

SOCL 240. GLOBAL SOCIAL PROBLEMS. Prerequisite: SOCL 100 or consent of instructor and 21 hours of Foundations and Explorations Courses, or junior status. Examines causes of and responses to critical social problems in different world regions, with a focus on the dimensions and impacts of globalizations. Diverse social theories area

applied to interpret problems such as environmental degradation, AIDS, family violence, racism, migration, international poverty, and crime.

SOCL 240 is about social problems in different parts of the world, emphasizing sociological theories and sociologists' approaches to the study of global social problems. SPS 400 examines the ethical bases of global citizenship and different way of strengthening it. SOCL 240 is offered every semester in Bowling Green, and each spring at Glasgow.

DCS 360 PLACE, COMMUNITY, RESILIENCE. Exploration of the multidisciplinary interconnections of place, identity, and sense of place within organizational and community structures, with attention to the ways systems bounce back under unexpected social and environmental crises.

DCS 360 “is designed to assist students to understand and apply concepts of resilience to building the capacity of place and communities with particular attention to the role of public and private spaces and communities.” SPS 400 is focused on the practice of global citizenship. DCS 360 is offered occasionally on the Bowling Green main campus only..

DCS 300 PUBLIC PROBLEM SOLVING. Prerequisite: 21 hours of Foundations and Explorations Courses, or junior status. Investigation of historical perspectives and theoretical dimensions of public problem solving, with attention to the development of collective power, capacities, and responsibilities.

DCS 300 emphasizes “the basic concepts of systems theory in terms of resilience thinking.” It is about how to “create resilience and sustainability within a system.” SPS 400 is about how to practice and strengthen global citizenship. DCS 300 is offered each term at the Bowling Green main campus only.

As might be expected, these courses vary widely in content, approach, and learning outcomes. The closest match might be HON 251 and SOCL 240, but they do not explicitly address global citizenship, and they are lower level courses that may not address the need of the regional campuses. None of the related courses listed have been offered at Owensboro or Elizabethtown in at least the past three years.

2.5 Relationship of the course to courses offered in other institutions.

A number of U.S. higher education institutions offer courses and programs in global citizenship, including:

Webster University: FRSH 1200 First year seminar (global citizenship program)
Chapman University: Global citizenship program
Humber College: GBLC 001: Introduction to global citizenship; GBLC 003: Citizen of the world
Lehigh University: GCP 010: Introduction to global citizenship (Global citizenship program); GCP 385: Global citizenship capstone course
University of South Florida: AMH 3342 Globalization and U.S. Culture (Global citizens project)
Washington University in St. Louis: L97 1503: Global citizenship program workshop
Saint Louis University: several global citizenship courses
Florida State University: IFS 3125: Global citizenship
Florida Atlantic University: foundations in global citizenship
University of Utah: 2230: Global citizenship

3 Description of proposed course

3.1 Schedule type: lecture

3.2 Learning Outcomes:

At the end of the course, students will be able to:

1. Explain the concepts and principles of global citizenship;
2. Analyze forces globalizing the environment;
3. Explain the relations among regional, national, and global citizenship;
4. Analyze global dimensions of certain occupations;
5. Analyze methods of strengthening global citizenship.

3.3 Content outline

Topic 1: An emergent matrix of citizenship

Topic 2: Challenges to national citizenship

Topic 3: The case for regional citizenship

Topic 4: Good international citizenship

Topic 5: The role of the global citizen

Topic 6: Responsibility and global citizenship

Topic 7: Global citizenship and common values

Topic 8: Global institutions

Topic 9: Environment

Topic10: Economic globalization

Topic11: Technology

3.4 Student expectations and requirements: Students will be evaluated on their performances on homework assignments, class projects, group activities, and midterm and final examinations.

3.5 Tentative texts and course materials:

Banks, J. (2004). Diversity and Citizenship Education: Global Perspectives. 4th Ed., Jossey-Bass, Inc.

Carter, C. & Kravits, S. L. (2013). Keys to Success: Cultural Awareness and Global Citizenship. 13th Ed., Prentice Hall, Inc. ISBN13: 978-0132850230

Dower, N. & Williams, J. E (2002). Global Citizenship: A Critical Introduction. 2nd Ed., Routledge N. Y. ISBN13: 978-0415935432

Rhodes, R. & Szelenyi, K. (2011). Global Citizenship and the University: Advancing Social Life and Relations in an Independent World. Stanford University Press.

Schattle, Hans (2008). Practices of Global Citizenship. 8th Ed., Rowman & Littlefield Pub, Inc. ISBN13: 978-0742538993

4. Resources:

4.1 Library resources: existing library resources are sufficient. See attached Library Resources Form.

4.2 Computer resources: the schedule type of this course does not require computer resources.

5. Budget Implications

5.1 Proposed method of staffing: Given the downsizing of some of the 288 business program concentrations, the existing faculty is sufficient to cover the projected scheduling of the course.

5.2 Special equipment needed: The schedule type of this course does not call for special equipment.

5.3 Expandable materials needed: The nature of this course does not require any additional equipment or special materials.

5.4 Laboratory materials needed: This course does not require the use of a laboratory

6 Proposed term of implementation: Fall 2017

7 Dates of prior committee approvals:

| | |
|--|------------------|
| School of Professional Studies | <u>09/01/016</u> |
| University College Curriculum Committee | <u>3/2/2017</u> |
| Professional Education Council (if applicable) | _____ |
| General Education Committee (if applicable) | _____ |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

**University College
School of University Studies
Proposal to Create a New Course
(Action Item)**

Contact Person: Dawn Hall, dawn.hall@wku.edu 270.745.8944

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: [SUS 099C](#)
- 1.2 Course title: **Supplemental Writing Lab**
- 1.3 Abbreviated course title: **Supplemental Writing Lab**
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 Variable credit (**no**)
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/co-requisites: Prerequisite: English ACT score of 15 or below, or equivalent. Co-requisite ENGL 100C
- 1.7 Course description: Students who wish to enroll in ENGL 100C who score below 16 on the ACT must also enroll in SUS 099C, a one-credit hour co-requisite support workshop. Enrollment in ENGL 100C and SUS 099C is at the discretion of the instructor.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The SUS has a grant from CPE to study the effect of a one-credit co-requisite support workshop, together with gateway English, on the success of students who would otherwise be placed in developmental English. We offered this workshop as a temporary course this spring, and we currently have 28 students in three sections. Although it's too early in the semester to assess any outcomes, the curriculum calendar means we need to add it as a fall class now if we wish the project to continue.

Original rationale for temporary course follows:

“The Commonwealth of Kentucky has both established the cut-off scores for college readiness and mandated the timeliness of the support we are obliged to provide. We are mandated to provide first semester developmental or supplemental courses for students with English ACT scores under 18, or their equivalent. Currently, WKU students with an ACT score of 16-17 may enroll in an enhanced version of English 100c, while those with a score below 16 must enroll in DENG 055c, a three-credit developmental course that does not count

toward their degree, and pass this course with a C or higher in order to enroll in English 100c. Data suggest that even those students who do well in DENG 055C do not necessarily proceed to English 100; developmental English courses sometimes act more as a barrier than as a safety net. Nationally, there is a movement toward mainstreaming low-scoring students and offering them additional help in a workshop or studio format, thus allowing all students the chance to complete English 100 in their first semester. This one-hour English lab follows this model: it will function as a supplement for students who are taking English 100C and who have an ACT score below 16 or an ENG Accuplacer score of 50 or below. If it proves successful, it will begin to replace the developmental course DENG 055c by mainstreaming students with college readiness needs into college level English with SUS 099C as required support. The course will provide supplemental instruction and practice in essay development, organization, revision, and editing. Students in SUS 099C will also be required to participate in weekly tutoring sessions. This course must be taken in conjunction with ENGL 100C.”

- 2.2 Projected enrollment in the proposed course: 11 per section/12-14 sections, eventually.
- 2.3 Relationship of the proposed course to courses now offered by the department: SUS 099C/ENGL 100C will, if successful, largely replace DENG 055C and eventually ENGL 100C (enhanced). We do not expect it to affect DENG 051 at this time.
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of University Studies is the only unit that offers DENG 055. The English Department offers ENG 100 and ENG 100E, an enhanced version of ENG 100 with an additional weekly class meeting for students with ACT scores of 16 and 17. We have set our cut-off at below 16 in order to leave these courses unaffected. The combination of SUS 099C and ENGL 100C captures an additional hour of tuition over the ENG 100E model.
- 2.5 Relationship of the proposed course to courses offered in other institutions: There are multiple methods of dealing with the problem of college readiness in writing skills both within the Commonwealth and at our benchmark institutions, with varying levels of success. For example, Ball State University, Eastern Kentucky University and Northern Kentucky University require up to two developmental courses for students who score below college readiness levels. Only Ball State counts these toward graduation (though not toward core requirements). The University of Kentucky places students in a deferred status, and enrolls them in a support program, university support course, and writing workshop (no credit). The University of Louisville enrolls these students in college-level English 101 and, if they have trouble, requires an appointment at the University Writing Center. Appalachian State University requires three hours of developmental classwork graded on a S/U basis and not counted toward

graduation. East Tennessee State University requires a co-requisite learning support lab for students who are not college-ready but who are taking college English, something like our proposal here. Middle Tennessee State University offers a stretch/studio program. Students who qualify are placed into developmental English and are required to attend a lab/studio course each week for tutoring. Based on an early diagnostic writing sample, some students have the option to receive general education credit for college composition while others complete the developmental course receiving elective college credit. The lab/studio portion is graded on a P/N basis, giving students who receive an N a second semester to retake the developmental course. Our proposal is perhaps most closely matched to the program at Boise State, where students who need additional writing help are placed in English 101 and also into smaller supplemental studio sections of English 101P.

3. Discussion of proposed course:

3.1 Schedule type: C

3.2 Learning Outcomes:

The learning outcomes for English 100 are as follows:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

The learning outcomes for SUS 099C support and match these.

3.3 Content outline:

Supplemental instruction and practice in essay development, organization, revision, and editing, on-demand individual work on higher order and lower order concerns, individual tutoring, and group work.

3.4 Student expectations and requirements: Evaluation of student performance will be indicated with a grade. Requirements include attendance at weekly meetings, preparation of English 100c assignments, attendance at weekly tutor sessions, progress in individual writing mechanics, and other learning objectives indicated on syllabus.

3.5 Tentative texts and course materials: No text will be required however Writing Lab software for writing diagnostic developmental path, and ENGL 100C text chosen by instructor of ENGL 100C may serve as common texts.

4. Resources:

- 4.1 Library resources: no change required
- 4.2 Computer resources: SUS 099C will regularly meet in a computer lab, where possible. Where resources are insufficient, at least 4 computer lab sessions will be scheduled during a semester. Current resources should be adequate if scheduling is done adeptly.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty, both full and part-time. Although class sizes will be smaller, we anticipate that the move from a three credit class to one-credit lab will free up some faculty time.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: Regular access to computer labs

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

| | | |
|--|------------------------------|----------------|
| Department/ Unit | School of University Studies | 2/21/17 |
| University College Curriculum Committee | | 3/2/17 |
| Professional Education Council (if applicable) | | |
| General Education Committee (if applicable) | | |
| Undergraduate Curriculum Committee | | |
| University Senate | | |

Proposal Date:

College Name
Department Name
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Steve Winger, steven.winger@wku.edu, 5-4421

1. Identification of course:

- 1.1 Course prefix (subject area) and number: [PSY 310](#)
- 1.2 Course title: Educational Psychology

2. Current prerequisites/corequisites/special requirements: PSY 100 and one of the following: EDU 250, MGE 275, AGED 250, SMED 101, SMED 301, IECE 321 or permission of instructor.

3. Proposed prerequisites/corequisites/special requirements: PSY 100 or **PSY 220** and one of the following: EDU 250, MGE 275, AGED 250, SMED 101, SMED 301, IECE 321, **AMS 329**, or permission of instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements: The psychology department has been granting numerous prerequisite overrides for students who have had PSY220 but not PSY100. The educational psychologists in the department believe that either PSY100 or PSY220 provide students an adequate content background. The Architectural and Manufacturing Services Department has asked us to add AMS 329 Foundations of Industrial, Vocational, and Career Education as an additional prerequisite to avoid unnecessary overrides.

5. Effect on completion of major/minor sequence: This change will make it easier for students to register for PSY310 without asking for prerequisite overrides.

6. Proposed term for implementation: Winter 2018

7. Dates of prior committee approvals:

| | |
|--|----------------|
| Psychology Department | <u>12/2/16</u> |
| CEBS College Curriculum Committee | <u>2/7/17</u> |
| Professional Education Council (if applicable) | <u>3/8/17</u> |
| General Education Committee (if applicable) | _____ |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

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

Contact Person: Pitt Derryberry

1. Identification of course:

- 1.1 Course prefix (subject area) and number: [PSY 422](#)
- 1.2 Course title: Adolescent Psychology

2. Current prerequisites/corequisites/special requirements:

- PSY 100 and junior standing or permission of the instructor

3. Proposed prerequisites/corequisites/special requirements:

- PSY 100 (Introduction to Psychology) **or FACS 191 (Child Development)** and junior standing or permission of the instructor

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

The addition of an OR prerequisite is to help students in their respective majors (PSY and FACS) obtain the necessary introductory level knowledge to be successful in PSY 422 and FACS 422 without requiring an additional course. It is anticipated that students majoring or minoring in Psychology will take PSY 100 as their prerequisite. Students majoring or minoring in Family and Consumer Sciences will take FACS 191 as their prerequisite.

PSY 422 and FACS 422 have recently become course equivalents. PSY 422 includes a prerequisite requirement of PSY 100 (Introduction to Psychology), partially designed to introduce students majoring and minoring in Psychology to key principles, concepts, and theories of human development and behavior. FACS 191 (Child Development) also serves similar functions to students completing FACS majors and minors. Although the content of PSY 100 and FACS 191 are not duplicated, students completing either course will have a sufficient base of knowledge to be successful in both PSY 422 and FACS 422.

5. Effect on completion of major/minor sequence:

The proposed change should not affect students in their major or minor progression. Students majoring and minoring in Psychology will continue to take PSY 100 as part of their core curriculum, thus fulfilling the prerequisite.

6. Proposed term for implementation:

Winter 2018

7. Dates of prior committee approvals:

Department of Psychology

1/5/2017

College of Education and Behavioral Sciences Curriculum Committee

2/7/17

Professional Education Council

3/8/17

Undergraduate Curriculum Committee

University Senate

Proposal Date: December 5, 2016

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

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of course:

- 1.1. Course prefix (subject area) and number: [IECE 324](#)
- 1.2. Course title: Advanced Assessment of Young Children

2. Current prerequisites/corequisites/special requirements:

- 2.1. *Prerequisites:* CD 481 Speech and Language Development, IECE 321 Family Supports and Services, IECE 322 Planning Curriculum and Instruction for Diverse Learners, IECE 323 Positive Behavior Supports with Young Children; or instructor permission
- 2.2. *Corequisites:* IECE 325 Partnerships with Families; IECE 326 Integrating Mathematics and Science Across the Early Childhood Curriculum; SPED 422 Collaboration and Inclusion in School and Community Settings; and LTCY 310 Early Reading, Language, and Literacy; or instructor permission

3. Proposed prerequisites/corequisites/special requirements:

- 3.1. Prerequisites: SPED 331 Early Childhood Education for Children with Disabilities and IECE 320 Introduction to Early Childhood Assessment; or instructor permission
- 3.2. Corequisites: none

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding SPED 331 and IECE 320 as prerequisites allows for flexibility for the student and advisor when planning for completion of IECE degree.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Winter 2018

7. Dates of prior committee approvals:

| | |
|--|---------|
| Department/Unit: School of Teacher Education | 12-7-16 |
| College Curriculum Committee | 2.7.17 |
| Professional Education Council | 3.8.17 |
| Undergraduate Curriculum Committee | |
| University Senate | |

Proposal Date: February 8, 2017

**Ogden College of Science and Engineering
Department of Biology
Proposal to Reactivate a Suspended Course
(Consent Item)**

Contact Person: Sigrid Jacobshagen, sigrid.jacobshagen@wku.edu, 270-745-5994

1. Identification of course:

- 1.3 Course prefix (subject area) and number: [BIOL 398](#)
- 1.4 Course title: Undergraduate Seminar

2. Rationale for the course reactivation: The course will be part of the revised major Molecular Biotechnology within the Biology Department by serving as one of the requirements.

3. Effect of course reactivation on programs or other departments, if known: The reactivation of the course will not have any effect on other departments or programs, but it will have the effect of allowing the recent revisions of the Molecular Biotechnology major (formerly named Investigative Biotechnology major) to go forward.

4. Proposed term for implementation: Fall 2017

5. Dates of prior committee approvals

Department of Biology
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

February 24, 2017

March 2, 2017

**Ogden College of Science and Engineering
Department of Biology
Proposal to Reactivate a Suspended Program
(Consent Item)**

Contact Person: Sigrid Jacobshagen, sigrid.jacobshagen@wku.edu, 270-745-5994

1. Identification of program:

- 1.1 Program reference number: 714
- 1.2 Program title: [Investigative Biotechnology](#)
- 1.3 Credit hours: 48

2. Rationale for the program reactivation:

The major will be reactivated and then directly revised. The intention is to attract new majors to the Department of Biology at WKU from inside and outside of Kentucky. These new students will be particularly interested in an aspect of biology where much progress has been made in recent years and many job opportunities exist. The major also takes advantage of many of the strengths the Department of Biology has developed over the years.

3. Budgetary considerations:

In the current curriculum, the two basic courses of altogether 10 credit hours are unique to the major and would require extra instructors. However, these courses did not work as well as intended. In the revisions of the major, these courses will be replaced by the basic course sequence also taken by the biology majors. There will be only two 1-credit hour courses taken solely by the Investigative Biotechnology majors, which would have to be staffed.

4. Proposed term for implementation:

Fall 2017

5. Dates of prior committee approvals:

Department of Biology

February 24, 2017

Ogden College Curriculum Committee

March 3, 2017

Undergraduate Curriculum Committee

University Senate

**Ogden College of Science & Engineering
Department of Engineering
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

1. Identification of course:

- 1.1 [CE 303](#)
- 1.2 Construction Management

2. Current prerequisites/corequisites:

Current Prerequisites: None.

Current Corequisites: CE 304 Construction Management Lab

3. Proposed prerequisites/corequisites:

Proposed Prerequisites: Math 117 or higher, Sophomore Standing

Proposed Corequisites: CE 304 Construction Management Lab

4. Rationale for the revision of prerequisites/corequisites:

This course has historically had no prerequisite and is typically taken by Civil Engineering students early in their academic career. The course is also taken by students in the AMS department as well as other majors. Portions of the class include some basic mathematical analysis (as does the associated lab CE 304) that require a working knowledge of geometry and trigonometry. As the program has grown and the student population evolved, students were attempting to take this course in their freshman year due to other classes being full and the fact that this course had no prerequisites. This led to some students not being fully prepared for the course. Based on these issues, the decision was made to place a basic math prerequisite of Math 117 as well as a sophomore standing on the course. These are more appropriate prerequisites to allow the students to be better prepared for the course.

5. Effect on completion of major/minor sequence:

Not applicable.

6. Proposed term for implementation:

Winter 2018

7. Dates of prior committee approvals:

Engineering Department
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/2/2017

March 2, 2017

From: Anderson, Jennifer
Sent: Tuesday, March 14, 2017 9:58 AM
To: University Curriculum Committee Chair
Cc: Cambron, Mark
Subject: FW: EE/ENGR 400

Good morning.

We submitted a proposal to the February UCC meeting for *ENGR 400, but somewhere along the line it was changed to EE 400. Marleen Murphy in the Registrar's Office has made the correction in Banner/TopNet. According to Marleen, Tiffany thinks the correction could go as an information item to the next UCC meeting.

Please let me know if you need any additional information.

Thank you,

Jennifer Anderson

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Stacy Wilson, stacy.wilson@wku.edu, 55848

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: *ENGR 400
 - 1.2 Course title: Principles of Systems Engineering

- 2. Current prerequisites:**

Junior standing in an engineering discipline; and
STAT 301 and
EE 210 or EM 221 or EM 222

- 3. Proposed prerequisites**

Junior standing in an engineering discipline; and
STAT 301 or CE 305
and
EE 210 or EM 221 or EM 222

- 4. Rationale for the revision of prerequisites:**

The civil engineering program no longer requires STAT 301 but now requires CE 305.
The Systems Engineering minor requires either STAT 301 or CE 305.

- 5. Effect on completion of major/minor sequence:**

This change will have no change on the completion of the minor.

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

- 7. Dates of prior committee approvals:**

Engineering Department
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

17 November 2016

2 February 2017

**Ogden College of Science & Engineering
Department of Engineering
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Matthew Dettman, matthew.dettman@wku.edu, 5-2462

1. Identification of course:

- 1.1 [CE 316](#)
- 1.2 Construction Equipment and Methods

2. Current prerequisites/corequisites:

Current Prerequisites: CE 303 Construction Management

Current Corequisites: None

3. Proposed prerequisites/corequisites:

Proposed Prerequisites: Math 117 or higher, Sophomore Standing

Proposed Corequisites: None

4. Rationale for the revision of prerequisites/corequisites:

This course has historically had CE 303 Construction Management as a prerequisite. The primary reason was that there is some basic mathematical analysis in the CE 303 course (as well as the associated lab CE 304) that served as a primer for CE 316. As the program has grown and the student population evolved, the scheduling of these courses has grown increasingly difficult. CE 303 is taught Fall, Spring and Summer and CE 316 is taught in the Spring and the Summer. Based on these issues, we looked at both of these courses to determine if indeed they needed to be linked in this way. The decision was to de-couple the courses and to place a basic minimum math prerequisite of Math 117 as well as a sophomore standing on both. These are more appropriate prerequisites as typically one course does not depend on the other and what we are looking for in students to take these courses is some basic math skills as well as a freshman year of college level coursework. This will greatly improve scheduling for students who need these courses from Civil Engineering as well as students in the AMS department.

5. Effect on completion of major/minor sequence:

Not applicable

6. Proposed term for implementation:

Winter 2018

7. Dates of prior committee approvals:

Engineering Department

2/2/2017

Ogden College Curriculum Committee

March 2, 2017

Undergraduate Curriculum Committee

University Senate

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Shane M. Palmquist
Shane.Palmquist@wku.edu
270-745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: [CE 440](#)
- 1.2 Course title: Masonry Design and Construction

2. Current prerequisites and corequisites:

Prerequisites: CE 382, 370 and 371.

Corequisites: CE 441

3. Proposed prerequisites and corequisites:

Prerequisites: CE 382, 370 and 371, or consent of instructor

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

CE 441 Masonry Construction Lab is being deleted and will no longer be offered. Consent of instructor is being added as a prerequisite so that students from other institutions which have had academic exposure to masonry may take this course without having formally taken CE 370 and 371 Materials of Construction and Lab.

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

6. Proposed term for implementation: Spring 2018

7. Dates of prior committee approvals:

Department of Engineering

February 2, 2017

Ogden College Curriculum Committee

March 2, 2017

Undergraduate Curriculum Committee

University Senate

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Stacy Wilson, stacy.wilson@wku.edu, 55848

1. Identification of course:

- 1.1 Course prefix (subject area) and number: [EE 460](#)
- 1.2 Course title: Continuous Control Systems

2. Current prerequisites:

EE 420 with a grade of “C” or better

3. Proposed prerequisites:

EE 420 (“C” or better) or ME 310 (“C” or better)
and
MATH 307 or MATH 350 or MATH 370

4. Rationale for the revision of prerequisites:

This course has been added to the list of technical electives for mechanical engineering students. The change in pre-requisite courses is to reflect the appropriate preparation needed for both mechanical and electrical engineering students.

5. Effect on completion of major/minor sequence:

This change will provide more options for the mechanical engineering students.

6. Proposed term for implementation: Spring 2018

7. Dates of prior committee approvals:

Engineering Department
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

17 November 2016

March 3, 2017

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Stacy Wilson, stacy.wilson@wku.edu, 55848

1. Identification of course:

- 1.1 Course prefix (subject area) and number: [EE 461](#)
- 1.2 Course title: Discrete Control Systems

2. Current prerequisites:

EE 420

3. Proposed prerequisites:

EE 420 (“C” or better) or ME 310 (“C” or better)
and
MATH 307 or MATH 350 or MATH 370

4. Rationale for the revision of prerequisites:

This course has been added to the list of technical electives for mechanical engineering students. The change in pre-requisite courses is to reflect the appropriate preparation needed for both mechanical and electrical engineering students.

Also, electrical engineering students need adequate mastery of the material in EE 420 before taking this course.

5. Effect on completion of major/minor sequence:

This change will provide more options for the mechanical engineering students.

6. Proposed term for implementation: Spring 2018

7. Dates of prior committee approvals:

Engineering Department

17 November 2016

Ogden College Curriculum Committee

March 3, 2018

Undergraduate Curriculum Committee

University Senate

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Mark E. Cambron, mark.cambron@wku.edu, 270-745-8868

1. Identification of course:

- 1.1 Course prefix (subject area) and number: [EE 473](#)
- 1.2 Course title: Electromagnetics I
- 1.3 Credit hours: 3.0

- 2. Current prerequisites:** MATH 331, MATH 237 and
PHYS 265 (C or better)

Current corequisites: none

- 3. Proposed prerequisites:** MATH 331, MATH 237 (C or better), and
PHYS 265 (C or better)

Proposed corequisites: none

4. Rationale for the revision of prerequisites/corequisites:

A "C" or better in MATH 237 will better prepare students for EE 473.

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

- 6. Proposed term for implementation:** Spring 2018

- 7. Dates of prior committee approvals:**

Department of Engineering

2 February 2017

Ogden College Curriculum Committee

March 3, 2017

University Curriculum Committee

University Senate

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Delete a Course
(Consent Item)**

Contact Person: Shane M. Palmquist
Shane.Palmquist@wku.edu
270-745-2919

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: [CE 441](#)
- 1.2 Course title: Masonry Construction Lab

2. Rationale for the course deletion:

The important material in this lab can be covered during the course, CE 440 Masonry Design and Construction. The lab causes scheduling conflicts and based on limited resources, the program feels this lab should be deleted.

3. Effect of course deletion on programs or other departments, if known: None.

4. Proposed term for implementation: Spring 2018

5. Dates of prior committee approvals:

| | |
|------------------------------------|-------------------------|
| Engineering Department | <u>February 2, 2017</u> |
| Ogden College Curriculum Committee | <u>March 2, 2017</u> |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

**Ogden College of Science and Engineering
Department of Mathematics
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Robin Ayers, robin.ayers@wku.edu, 270-745-5009

1. Identification of course:

- 1.1 Course prefix (subject area) and number: [MATH 117](#)
- 1.2 Course title: Trigonometry
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

Four years of high school mathematics including Algebra I and II and geometry, and a satisfactory score on Math Placement Exam; or MATH 116 with a grade of C or better.

3. Proposed prerequisites/corequisites/special requirements:

Four years of high school mathematics including Algebra I and II and geometry, and a satisfactory score on Math Placement Exam; or MATH 116 with a grade of C or better; or MATH 123 with a grade of C or better

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

After completing MATH 123 (Mathematical Applications for Business), a student from the College of Business may wish to pursue a program which requires MATH 136 (Calculus I). Trigonometry is a prerequisite for that course. Because MATH 123 includes the college algebra skills necessary for success in trigonometry, it is being proposed as an alternative prerequisite for MATH 117 (Trigonometry).

5. Effect on completion of major/minor sequence:

There is no effect on completion of major/minor sequence

6. Proposed term for implementation:

7. Dates of prior committee approvals:

Department of Mathematics

Feb. 17, 2017

OCSE Curriculum Committee

March 3, 2017

Colonnade Committee

Undergraduate Curriculum Committee

University Senate

courses including, but not limited to: AGMC 377 (Farm Machinery), AGMC 373 (Farm Power), AGMC 425 (Applied Hydraulics & Pneumatics), AGRO 350 (Soils), AGRO 352 (Soil Fertility and Fertilizers), AGECE 361 (Farm Management), and AGRO 409 (Weed Science).

- 2.9 Relationship of the proposed course to courses offered in other departments: While a number of courses (GISC 316, GISC 317, GISC 414, etc.) discuss Geographic Information Systems concepts such as data acquisition, mapping and remote sensing, no current course relates these technologies to agricultural practices and efficiencies. Additionally, the course content of AGMC 326 will include discussion of practical applications of these technologies that are important for agriculture (variable rate application, grid soil sampling, machinery guidance systems and yield monitoring, and precision planting among them).
- 2.10 Relationship of the proposed course to courses offered in other institutions: Many institutions offer similar courses. Comparable courses include: AGR 471 (Applications in Precision Agriculture) Murray State University; ASM 42200 (Advanced Machine Technology for Agricultural Crop Production) Purdue University; BAE 599 (Precision Agriculture) University of Kentucky.

3. Discussion of proposed course:

3.6 Schedule type: C

3.2 Learning Outcomes: Upon completion of this course a student should be able to:

- Understand equipment and techniques relevant to precision agriculture.
 - Explain the relationship between precision farming and agronomic practices.
 - Explore career opportunities that exist within this segment of agriculture.
 - Explain methods of precision (grid) soil sampling.
 - Generate a list of mappable information that could be utilized in farm management decision making.
 - Explain how Global Positioning Systems and Geographic Information Systems work.
 - Correctly operate a handheld GPS unit.
 - Navigate using waypoints.

3.3 Content outline:

- An Introduction to Precision Farming
- Satellite Based Positioning Systems
- Yield Monitoring and Mapping
- Grid Soil Sampling and Analysis
- Guidance Systems and their Utility to Agriculture
- Remote Sensing

- Computers and Geographic Information Systems
- Variable Rate Technologies for Fertilizer, Lime, and Pesticide Application
- Precision Farming — Issues to Consider

3.4 Student expectations and requirements: Students will be evaluated based upon:

- Written exams and quizzes
- Problem solving homework
- Attendance
- Hands-on practicums

3.5 Tentative texts and course materials:

The Precision-Farming Guide for Agriculturists by Deere & Company
ISBN 0-86691-358-0. Other references may be assigned.

4. Resources:

4.3 Library resources: None required

4.4 Computer resources: None required

5. Budget implications:

5.5 Proposed method of staffing: Existing full time faculty

5.6 Special equipment needed: none

5.7 Expendable materials needed: N/A

5.8 Laboratory materials needed: N/A

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department of Agriculture

February 2, 2017

Ogden College Curriculum Committee

March 2, 2017

Undergraduate Curriculum Committee

University Senate

Ogden College of Science and Engineering
Department of Agriculture
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: [AGRO 409](#)
 - 1.2 Course title: Weed Science

- 2. Revise course title: n/a**
 - 2.1 Current course title: n/a
 - 2.2 Proposed course title: n/a
 - 2.3 Proposed abbreviated title: n/a
 - 2.4 Rationale for revision of course title: n/a

- 3. Revise course number:**
 - 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) Current prerequisites are: BIOL 120 or AGRO 110; CHEM 105 and 107 or equivalent. Corequisite: AGRO 410.
 - 4.2 Proposed prerequisites/corequisites/special requirements: CHEM 107 or equivalent; AGRO 320, AGRO 350. Corequisite: AGRO 410.
 - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: Due to the emphasis placed upon both soil-herbicide interactions, and biochemical mechanisms of herbicide activity, we feel it is imperative that students receive prior instruction regarding soil science (AGRO 350) and crop physiology (AGRO 320).
 - 4.4 Effect on completion of major/minor sequence: not applicable

- 5. Revise course catalog listing: n/a**
 - 5.1 Current course catalog listing: n/a
 - 5.2 Proposed course catalog listing: n/a
 - 5.3 Rationale for revision of course catalog listing: n/a

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

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

8. Proposed term for implementation: Spring 2018

9. Dates of prior committee approvals:

| | |
|------------------------------------|------------------|
| Department of Agriculture | February 2, 2017 |
| OCSE Curriculum Committee | March 3, 2007 |
| Undergraduate Curriculum Committee | |
| University Senate | |

Ogden College of Science and Engineering
Department of Agriculture
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: [AGRO 422](#)
 - 1.2 Course title: Field Crops

- 2. Revise course title: n/a**
 - 2.1 Current course title: n/a
 - 2.2 Proposed course title: n/a
 - 2.3 Proposed abbreviated title: n/a
 - 2.4 Rationale for revision of course title: n/a

- 3. Revise course number:**
 - 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) Current prerequisites are: AGRO 110 and 350, BIOL 120 or consent of instructor.
 - 4.2 Proposed prerequisites/corequisites/special requirements: AGRO 320 and AGRO 350.
 - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
Due to an increasing emphasis placed upon the relationships between plant physiological processes and crop phenology, we feel it is imperative that students receive prior instruction regarding crop physiology (AGRO 320).
 - 4.4 Effect on completion of major/minor sequence: not applicable

- 5. Revise course catalog listing: n/a**
 - 5.1 Current course catalog listing: n/a
 - 5.2 Proposed course catalog listing: n/a
 - 5.3 Rationale for revision of course catalog listing: n/a

- 6. Revise course credit hours: n/a**

- 6.1 Current course credit hours: n/a
- 6.2 Proposed course credit hours: n/a
- 6.3 Rationale for revision of course credit hours: n/a

7. Revise grade type: n/a

- 7.1 Current grade type: n/a
- 7.2 Proposed grade type: n/a
- 7.3 Rationale for revision of grade type: n/a

8. Proposed term for implementation: Spring 2018

9. Dates of prior committee approvals:

Department of Agriculture

February 2, 2017

OCSE Curriculum Committee

March 3, 2017

Undergraduate Curriculum Committee

University Senate

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

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

1. Identification of program:

- 1.1 Current program reference number: 308
- 1.2 Current program title: [Minor in Agriculture](#)
- 1.3 Credit hours: 21

2. Identification of the proposed program changes:

- Addition of 3 credit hours of electives numbered 300 or above

3. Detailed program description:

(Side-by-side table is required for most program changes showing revised program on the right and identifying deletions by strike-through and additions in boldface.)

| | |
|--|--|
| AGRO 110 (3) ANSC 140 (3) AGRI 494 (3) | AGRO 110 (3) ANSC 140 (3) AGRI 494 (3) |
| Choose 3 hours from the following: AGRO 320 (3) ANSC 345 (3) AGRO 350 (3) | Choose 3 hours from the following: AGRO 320 (3) ANSC 345 (3) AGRO 350 (3) |

| | |
|---|--|
| AGEC 360 (3) | AGEC 360 (3) |
| Electives in Agriculture to complete the 18 hours. Must be numbered 300 or above. | Electives in Agriculture to complete the 21 hours. AGECE 3**, AGECE 4**, AGED 3**, AGED 4**, AGMC 3**, AGMC 4**, AGRI 3**, AGRI 4**, AGRO 3**, AGRO 4**, ANSC 3**, ANSC 4**, HORT 3**, HORT 4** |

4. **Rationale for the proposed program change:** These proposed changes add more academic rigor to our minor.
5. **Proposed term for implementation and special provisions (if applicable):** Fall 2017
6. **Dates of prior committee approvals:**

Department of Agriculture

February 2, 2017

OCSE Curriculum Committee

March 3, 2017

Undergraduate Curriculum Committee

University Senate

Ogden College of Science and Engineering
Department of Biology
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Sigrid Jacobshagen, sigrid.jacobshagen@wku.edu, 270-745-5994

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: [BIOL 398](#)
- 1.2 Course title: Undergraduate Seminar

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: 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: prerequisite Senior Standing
- 4.2 Proposed prerequisites/corequisites/special requirements: None
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: The removal of the prerequisite Senior Standing will allow the course to be taken over several semesters as an in progress course. This will create a cohort-based environment that fosters peer-to-peer learning and will allow students to keep up with new advances in the field.
- 4.4 Effect on completion of major/minor sequence: The change will improve the ability of future students to start early with the course and therefore take it in a cumulative fashion. It will not affect current major/minors, because the course is not required for current students and their major/minors.

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: n/a

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

7. Revise grade type:

7.1 Current grade type: Standard letter grade

7.2 Proposed grade type: pass/fail grade and IP (in progress) grade type

7.3 Rationale for revision of grade type: The cumulative in-progress fashion of the course with pass/fail grading will allow for the intended function as a continuing course creating a cohort-based environment that fosters peer-to-peer learning.

8. Proposed term for implementation: Fall 2017

9. Dates of prior committee approvals:

Department of Biology

February 24, 2017

Ogden College Curriculum Committee

March 2, 2017

Undergraduate Curriculum Committee

University Senate

Ogden College of Science and Engineering

Department of Biology

Proposal to Revise A Program

(Action Item)

Contact Person: Sigrid Jacobshagen, sigrid.jacobshagen@wku.edu, 270-745-5994

1. Identification of program:

- 1.1 Current program reference number: [714](#)
- 1.2 Current program title: Major in Investigative Biotechnology
- 1.3 Credit hours: 48

2. Identification of the proposed program changes:

- Change title of major from Investigative Biotechnology to Molecular Biotechnology.
- Change credit hours from 48 to 55.
- Drop as required courses:
 - BIOL 150 (Investigative Biotechnology Core I)
 - BIOL 151 (Investigative Biotechnology Core II)
 - BIOL 199 (Introduction to Research Experience)
 - BIOL 275 (Colloquia)
 - BIOL 495 (Molecular Genetics).
- Add as required courses:
 - BIOL 120/121 (Biological Concepts: Cells, Metabolism, and Genetics & Laboratory)
 - BIOL 122/123 (Biological Concepts: Evolution, Diversity and Ecology & Laboratory)
 - BIOL 212 (Genome Discovery and Exploration)
 - BIOL 226/227 (Microbial Biology and Diversity & Laboratory)
 - BIOL 319/322 (Introduction to Molecular and Cell Biology & Laboratory)
 - BIOL 382 (Introductory Biostatistics)
 - BIOL 398 (Undergraduate Seminar)
 - BIOL 447 (Lab Biochemistry I)
 - BIOL 489 (Professional Aspects of Biology).

- Drop as electives the choice of any biology course applicable to the two biology majors.
- Add as electives the list of courses:
 - BIOL 222/223 (Plant Biology and Diversity & Laboratory) or BIOL 224/225 (Animal Biology and Diversity & Laboratory)
 - BIOL 316 (Evolution)
 - BIOL 328 (Immunology)
 - BIOL 330 (Animal Physiology)
 - BIOL 331 (Animal Physiology Laboratory)
 - BIOL 335 (Neurobiology)
 - BIOL 400 (Plant Physiology)
 - BIOL 403 (Molecular Basis of Cancer)
 - BIOL 404 (Electron Microscopy)
 - BIOL 407 (Virology)
 - BIOL 412 (Cell Biology Laboratory)
 - BIOL 420 (Introduction to Toxicology)
 - BIOL 440 (Developmental Genetics)
 - BIOL 464 (Endocrinology)
 - BIOL 467 (Biochemistry II)
 - BIOL 470 (Pathogenic Microbiology)
 - BIOL 490 (Plants as Alternative Therapeutics)
 - BIOL 495 (Molecular Genetics)
 - BIOL 496 (Plant Biotechnology).
- Drop as required supporting course:
 - BIOL 283 (Introductory Biostatistics).
 - CHEM 314 (Introduction to Organic Chemistry)
- Add as required supporting courses:
 - [MATH 116 (College Algebra) and MATH 117 (Trigonometry)] as the choice with MATH 136 (Calculus I) from which the students have to choose one.
 - AMS 371 (Quality Assurance) or AMS 390 (Project Management) or AMS 430 (Technology Management/Team Building).

3. Detailed program description:

| Current program | Proposed program |
|---|---|
| <p><u>Title</u> Major in Investigative Biotechnology</p> | <p><u>Title</u> Major in Molecular Biotechnology</p> |

| | |
|---|--|
| <p><u>Required coursework (38 hrs)</u> BIOL 150: Investigative Biotechnology Core I (5) BIOL 151: Investigative Biotechnology Core II (5) BIOL 199: Introduction to Research Experience (1) BIOL 275: Colloquia (1) BIOL 312: Bioinformatics (4) BIOL 327: Genetics (4) BIOL 350: Introduction to Recombinant Genetics (3) BIOL 369: Cooperative Education in Biology (3) or BIOL 399: Research Problems in Biology (3) BIOL 411: Cell Biology (3) BIOL 446: Biochemistry I (3) BIOL 495: Molecular Genetics (3)</p> | <p><u>Required coursework (45 hrs)</u> BIOL 120/121: Biological Concepts: Cells, Metabolism, and Genetics & Laboratory (4) BIOL 122/123: Biological Concepts: Evolution, Diversity and Ecology & Laboratory (4) BIOL 212: Genome Discovery and Exploration (2) BIOL 226/227: Microbial Biology and Diversity & Laboratory (4) BIOL 312: Bioinformatics (4) BIOL 319/322: Introduction to Cellular and Molecular Biology & Laboratory (4) BIOL 327/337: Genetics & Laboratory (4) BIOL 350: Introduction to Recombinant Genetics (3) BIOL 369: Cooperative Education in Biology (3) or BIOL 399: Research Problems in Biology (3) BIOL 382: Introductory Biostatistics (3) BIOL 398: Undergraduate Seminar (1) BIOL 411: Cell Biology (3) BIOL 446: Biochemistry I (3) BIOL 447: Biochemistry Laboratory (2) BIOL 489: Professional Aspects of Biology (1)</p> <p><u>Elective coursework (10 hrs) chosen from the following list</u></p> |
|---|--|

| | |
|--|--|
| <p><u>Elective coursework (10 hrs)</u></p> <p>Any course in the biology curriculum applicable to the biology major may be used as an elective for the Investigative Biotechnology major in consultation with the student's advisor.</p> | <p>BIOL 222/223: Plant Biology and Diversity & Laboratory (4) or BIOL 224/225: Animal Biology and Diversity & Laboratory (4)</p> <p>BIOL 316: Evolution (3)</p> <p>BIOL 328: Immunology (4)</p> <p>BIOL 330: Animal Physiology (3)</p> <p>BIOL 331: Animal Physiology Laboratory (1.5)</p> <p>BIOL 335: Neurobiology (3)</p> <p>BIOL 400: Plant Physiology (4)</p> <p>BIOL 403: Molecular Basis of Cancer (3)</p> <p>BIOL 404: Electron Microscopy (4)</p> <p>BIOL 407: Virology (3)</p> <p>BIOL 412: Cell Biology Laboratory (1)</p> <p>BIOL 420: Introduction to Toxicology (3)</p> <p>BIOL 440: Developmental Genetics (3)</p> <p>BIOL 464: Endocrinology (3)</p> <p>BIOL 467: Biochemistry II (3)</p> <p>BIOL 470: Pathogenic Microbiology (3)</p> <p>BIOL 490: Plants as Alternative Therapeutics (3)</p> <p>BIOL 495: Molecular Genetics (3)</p> <p>BIOL 496: Plant Biotechnology (4)</p> |
| <p><u>Supporting coursework</u></p> | <p><u>Supporting coursework</u></p> <p>[MATH 116: College Algebra (3) and MATH 117: Trigonometry (3)]</p> |

| | |
|--|--|
| BIOL 283: Introductory Biostatistics (4) or MATH 136: Calculus I (4) CHEM 120/121: College Chemistry I & Lab (5) CHEM 222/223: College Chemistry II & Lab (5) CHEM 314: Introduction to Organic Chemistry (5) or [CHEM 340/341: Organic Chemistry I & Lab (5) and CHEM 342/343: Organic Chemistry II & Lab (5)] PHYS 231/232: Introduction to Physics and Biophysics I & Lab (4) PHYS 332/233: Introduction to Physics and Biophysics II & Lab (4) | or MATH 136: Calculus I (4) CHEM 120/121: College Chemistry I & Lab (5) CHEM 222/223: College Chemistry II & Lab (5) CHEM 340/341: Organic Chemistry I & Lab (5) and CHEM 342/343: Organic Chemistry II & Lab (5) PHYS 231/232: Introduction to Physics and Biophysics I & Lab (4) PHYS 332/233: Introduction to Physics and Biophysics II & Lab (4) AMS 371: Quality Assurance (3) or AMS 390: Project Management (3) or AMS 430: Technology Management/Team Building (3) |
|--|--|

4. Rationale for the proposed program change:

Overall, the proposed changes are the result of intensive research on current and projected requirements and conditions for work in the biotechnology industry or in biotechnology research in an academic setting. The changes are also intended to better align the courses with departmental resources and with recently developed biotechnology-related courses.

- The new title of the major (Molecular Biotechnology instead of Investigative Biotechnology) reflects the focus on molecular processes and molecular technologies.
- The change in credit hours of the major from 48 to 55 hours is necessary to achieve the intended depth of education, particularly in light of modern developments in the field of molecular biotechnology.

- The previously required introductory series specific for the major (BIOL 150/151: Investigative Biotechnology Core I/II) and the equally specific Introduction to Research Experience (BIOL 199) will be replaced with the introductory series required for the Biology major (BIOL120/121 and 122/123: Biological Concepts in Cells, Metabolism, & Genetics as well as in Evolution, Diversity and Ecology, with their laboratories) and with the recently developed Genome Discovery and Exploration course (BIOL 212). The aims of each set of courses are the same, i.e. to lay a basic foundation of required knowledge but at the same time to also instill enthusiasm for the scientific approach through hands-on, investigative exercises. The proposed changes make the approach far superior, however, because they rely on well-developed courses in the department. The Genome Discovery and Exploration course in particular relies on molecular biotechnology-related research specifically geared towards freshmen and has already produced many student presentations, student databank entries and publications with student authors. The changes will also better integrate the Molecular Biotechnology major into the Biology Department for more efficient use of resources and faculty time.
- Replacing the required Colloquia (BIOL 275) with Undergraduate Seminar (BIOL 398) will not increase the number of credit hours (both are 1 credit hour), but it will elevate this requirement to a branding course for the major creating a cohort-based environment that fosters peer-to-peer learning. It will be taken each semester by every Molecular Biotechnology major, from freshman to senior, as an in-progress course. Since molecular biotechnology changes rapidly, the frequent course interval will also allow students to become better acquainted with these changes.
- The additional required courses, which are Microbial Biology and Diversity & Laboratory (BIOL 226/227), Introduction to Molecular and Cell Biology & Laboratory (BIOL 319/322), Introductory Biostatistics (BIOL 382), and Biochemistry Laboratory (BIOL 447) will provide necessary content that is required for mastering concepts in molecular biotechnology.
- The addition of a required Professional Aspects of Biology (BIOL 489) upon the completion of a supervised internship experience (BIOL 369) or independent research project (BIOL 399) will cap the experience by employing peer-to-peer learning to leverage the research or internship exposure, while preparing the students for careers in the molecular biotechnology field.
- Listing these particular courses as electives instead of allowing any course as an elective that is also applicable to the biology majors will ensure that students are on a path of learning where they gain a solid understanding of the breadth of concepts in molecular biotechnology.
- Removing Introductory Biostatistics (BIOL 283) as the choice with Calculus I as supporting course is necessary, since Introductory Biostatistics (which lately received the new number of BIOL 382) has been made a required course in line with the importance the subject plays in molecular biotechnology, where large amounts of data are often produced and analyzed. Instead, the two-course-sequence College Algebra (MATH 116) and Trigonometry (MATH 117) as the other choice with Calculus I is added, because Trigonometry is required as prerequisite for Introductory Biostatistics and College Algebra as prerequisite for

Trigonometry. As a consequence, the mathematics that is required is made more clear. Introduction to Organic Chemistry (CHEM 314) is removed because the Chemistry Department does not offer the course anymore. Three AMS courses are added as supporting courses from which students have to choose one in order to better prepare themselves for the biotechnological workplace in industry or academia.

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

Fall 2017

6. Dates of prior committee approvals:

Department of Biology

February 24, 2017

Ogden College Curriculum Committee

March 3, 2017

Undergraduate Curriculum Committee

University Senate

Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: Matthew Dettman, matthew.dettman@wku.edu, 5-2462

1. Identification of course:

- 1.1 [CE 400](#)
- 1.2 Senior Design Seminar
- 1.3 1 Credit Hour

2. Proposed course credit hours:

2 Credit Hours

3. Rationale for the revision of course credit hours:

This course is the first course of the CE Senior Capstone Experience. It includes development of their Senior Project as well as topics in professionalism, ethics, and leadership. While the content of the course has not changed, the value of 1 credit hours does not adequately reflect the workload in this course, therefore it is being modified to 2 credit hours.

4. Proposed term for implementation:

Spring 2018

5. Dates of prior committee approvals:

| | |
|------------------------------------|---------------------|
| Engineering Department | 2/2/2017 |
| Ogden College Curriculum Committee | <hr/> March 2, 2017 |
| Undergraduate Curriculum Committee | <hr/> |
| University Senate | <hr/> |

Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: Mark Cambron mark.cambron@wku.edu 745-8868

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: [EE 400](#)
- 1.2 Course title: Electrical Engineering Design IV
- 1.3 Credit hours: 1.0

2. Proposed course credit hours: 2.0

3. Rationale for the revision of course credit hours: This course is the first course of the EE Senior Capstone Experience. While the content of the course has not changed, the value of 1 credit hours does not adequately reflect the workload in this course, therefore it is being modified to 2 credit hours.

4. Proposed term for implementation: Fall 2017

5. Dates of prior committee approvals:

Department of Engineering 2 February 2017

Ogden College Curriculum Committee March 3, 2017

University Curriculum Committee _____

University Senate _____

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

Contact Person: Shane M. Palmquist
Shane.Palmquist@wku.edu
270-745-2919

1. Identification of program:

1.1 Current program reference number: [534](#)
1.2 Current program title: Engineering-Civil
1.3 Credit hours: Current: 129 **Proposed: 130**

2. Identification of the proposed program changes:

- Increase the credit hours in CE 400 Senior Design Seminar from 1 to 2.
- Delete CE 441 Masonry Construction Lab (1 credit hour).
- Add CE 301 Field Experience in Floodplain Management (3 credit hours) to the list of approved technical elective courses.

3. Detailed program description:

CE Current Program

CE Proposed Program

| Prefix | # | Course Title | Hrs. | Prefix | # | Course Title | Hrs. |
|--------|-----|---------------------|------|--------|-----|------------------------|------|
| CE | 176 | CE Fresh Design, | 1 | CE | 176 | CE Freshman Design, | 1 |
| ME | 176 | ME Fresh Design, or | | ME | 176 | ME Freshman Design, or | |
| EE | 101 | EE Design I | | EE | 101 | EE Design I | |

| | | | | | | | |
|---------------|-------------------|-------------------------------------|-------------|---------------|-------------------|-------------------------------------|-------------|
| CE | 160 | Prin. of Surveying | 3 | CE | 160 | Prin. of Surveying | 3 |
| CE | 161 | Surveying Lab | 1 | CE | 161 | Surveying Lab | 1 |
| CE | 303 | Constr. Management | 3 | CE | 303 | Constr. Management | 3 |
| CE | 304 | Constr. Management Lab | 1 | CE | 304 | Constr. Management Lab | 1 |
| CE | 305 | Risk Analysis | 3 | CE | 305 | Risk Analysis | 3 |
| CE | 310 | Strengths Lab | 1 | CE | 310 | Strengths Lab | 1 |
| CE | 316 | Equip. & Methods | 3 | CE | 316 | Equip. & Methods | 3 |
| CE | 331 | Transportation Eng. | 3 | CE | 331 | Transportation Eng. | 3 |
| Prefix | # | Course Title | Hrs. | Prefix | # | Course Title | Hrs. |
| CE | 341 342 | Fluid & Thermal Science | 4 | CE | 341 342 | Fluid & Thermal Science | 4 |
| CE | 351 352 | Intro. to Environmental Engineering | 3 | CE | 351 352 | Intro. to Environmental Engineering | 3 |
| CE | 370 | Materials of Construction | 2 | CE | 370 | Materials of Construction | 2 |
| CE | 371 | Matls. of Constr. Lab | 1 | CE | 371 | Matls. of Constr. Lab | 1 |
| CE | 382 373 | Structural Analysis | 3 | CE | 382 373 | Structural Analysis | 3 |
| CE | 384 482 483 | Civil Engineering Design Course | 3 | CE | 384 482 483 | Civil Engineering Design Course | 3 |
| CE | 410 | Soil Mechanics | 3 | CE | 410 | Soil Mechanics | 3 |
| CE | 411 | Soil Mechanics Lab | 1 | CE | 411 | Soil Mechanics Lab | 1 |
| CE | 412 | Foundation Eng. | 3 | CE | 412 | Foundation Eng. | 3 |
| CE | 461 | Hydrology | 3 | CE | 461 | Hydrology | 3 |
| CE | 400 | Senior Design Seminar | 1 | CE | 400 | Senior Design Seminar | 2 |

| | | | | | | | |
|---------------|------------|-----------------------------------|-----------|---------------|------------|-----------------------------------|-----------|
| CE | 498 | Senior Project | 3 | CE | 498 | Senior Project | 3 |
| CE | | Technical Elective* | 3 | CE | | Technical Elective* | 3 |
| CE | | Technical Elective* | 3 | CE | | Technical Elective* | 3 |
| CE | | Technical Elective* | 3 | CE | | Technical Elective* | 3 |
| AMS | 163 | Arch. Drafting | 3 | AMS | 163 | Arch. Drafting | 3 |
| EM | 221 222 | Statics | 3 | EM | 221 222 | Statics | 3 |
| EM | 302 303 | Mechanics of Deformable Bodies | 3 | EM | 302 303 | Mechanics of Deformable Bodies | 3 |
| TOTALS | | Credit Hours | 67 | TOTALS | | Credit Hours | 68 |

Other Requirements

Other Proposed Requirements

| Prefix | # | Course Title | Hrs. | Prefix | # | Course Title | Hrs. |
|---------------|----------|--|-------------|---------------|----------|---|-------------|
| MATH | 136 | Calculus I | 4 | MATH | 136 | Calculus I | 4 |
| MATH | 137 | Calculus II | 4 | MATH | 137 | Calculus II | 4 |
| MATH | 237 | Multivariable Calculus | 4 | MATH | 237 | Multivariable Calculus | 4 |
| MATH | 331 | Differential Equations | 3 | MATH | 331 | Differential Equations | 3 |
| PHYS | 255 | University Physics I | 4 | PHYS | 255 | University Physics I | 4 |
| PHYS | 256 | Physics I Lab | 1 | PHYS | 256 | Physics I Lab | 1 |
| | | Science or Math Elective (See list below.)** | 3 | | | Science or Math Elective (See list below.)** | 3 |
| Prefix | # | Course Title | Hrs. | Prefix | # | Course Title | Hrs. |
| CHEM | 120 | College Chemistry I | 3 | CHEM | 120 | College Chemistry I | 3 |
| CHEM | 121 | Chemistry I Lab | 2 | CHEM | 121 | Chemistry I Lab | 2 |
| GEOL | 111 | The Earth | 3 | GEOL | 111 | The Earth | 3 |

| | | | | | | | |
|--------|-----|---------------|----|--------|-----|---------------|----|
| GEOL | 113 | The Earth Lab | 1 | GEOL | 113 | The Earth Lab | 1 |
| TOTALS | | Credit Hours | 32 | TOTALS | | Credit Hours | 32 |

*Students are required to complete a total of 9 credit hours of technical electives in civil engineering or a related field. A minimum of 6 credit hours must come from CE prefixed courses.

Current CE Technical Electives

Proposed CE Technical Electives

| Prefix | # | Course Title | Hrs. | Prefix | # | Course Title | Hrs. |
|--------|-----|------------------------------|------|-----------|------------|--|----------|
| CE | 300 | Floodplain Management | 3 | CE | 300 | Floodplain Management | 3 |
| | | | | CE | 301 | Field Experience in Floodplain Management | 3 |
| CE | 326 | Engineering Law | 3 | CE | 326 | Engineering Law | 3 |
| CE | 360 | Est., Scheduling Bidding | 3 | CE | 360 | Est., Scheduling Bidding | 3 |
| CE | 361 | Estimating Lab | 1 | CE | 361 | Estimating Lab | 1 |
| CE | 378 | Boundary Surveying | 3 | CE | 378 | Boundary Surveying | 3 |
| CE | 379 | Boundary Surveying. Lab | 1 | CE | 379 | Boundary Surveying. Lab | 1 |
| CE | 380 | Route Surveying | 3 | CE | 380 | Route Surveying | 3 |
| CE | 381 | Route Surveying Lab | 1 | CE | 381 | Route Surveying Lab | 1 |
| CE | 383 | Structural Steel Design | 3 | CE | 383 | Structural Steel Design | 3 |
| CE | 426 | Adv. Construction Matls. | 3 | CE | 426 | Adv. Construction Matls. | 3 |
| CE | 436 | Design / Constr. Integration | 3 | CE | 436 | Design / Constr. Integration | 3 |
| CE | 440 | Masonry Construction | 3 | CE | 440 | Masonry Construction | 3 |

| | | | | | | | |
|---------------|----------|---------------------------|-------------|---------------|----------------|-------------------------------------|--------------|
| CE | 441 | Masonry Construction Lab | 1 | CE | 441 | Masonry Construction Lab | 1 |
| CE | 444 | Bridge Engineering | 3 | CE | 444 | Bridge Engineering | 3 |
| CE | 462 | Hydraulic Engineering | 3 | CE | 462 | Hydraulic Engineering | 3 |
| CE | 474 | Civil Eng. Design Project | 1-3 | CE | 474 | Civil Eng. Design Project | 1-3 |
| CE | 475 | Sel. Topics in Civil Eng. | 3 | CE | 475 | Sel. Topics in Civil Eng. | 3 |
| CE | 476 | Highway Construction | 3 | CE | 476 | Highway Construction | 3 |
| Prefix | # | Course Title | Hrs. | Prefix | # | Course Title | Hrs. |
| CE | 486 | Steel & Concrete Constr. | 3 | CE | 486 | Steel & Concrete Constr. | 3 |
| CE | 490 | UK-CE Sel. Topics (Fall) | 3 | CE | 490 | UK-CE Sel. Topics (Fall) | 3 |
| CE | 491 | UK-CE Sel. Topics (Spr) | 3 | CE | 491 | UK-CE Sel. Topics (Spr) | 3 |
| | | | | | | | |
| CM | 363 | Constr. Est. and Bidding | 3 | CM | 363 | Constr. Est. and Bidding | 3 |
| CM | 400 | Constr. Administration | 3 | CM | 400 | Constr. Administration | 3 |
| CM | 426 | Construction Law | 3 | CM | 426 | Construction Law | 3 |
| EE | 350 | Fund. of Electrical Eng. | 4 | EE | 350 | Fund. of Electrical Eng. | 4 |
| EM | 313 | Dynamics | 3 | EM | 313 | Dynamics | 3 |
| GISC | 317 | Geog. Info. Systems | 4 | GISC | 317 | Geog. Info. Systems | 4 |
| ME | 220 | Eng. Thermodynamics | 3 | ME | 220 | Eng. Thermodynamics | 3 |
| GISC | 316 | Fundamentals of GIS | 4 | GISC | 316 | Fundamentals of GIS | 4 |
| GEOL | 308 | Structural Geology | 4 | GEOL | 308 | Structural Geology | 4 |

| | | | | | | | |
|------|-----|---------------------------|---|------|-----|---------------------------|---|
| GEOL | 310 | Global Hydrology | 3 | GEOL | 310 | Global Hydrology | 3 |
| GEOL | 415 | Environmental Geology | 3 | GEOL | 415 | Environmental Geology | 3 |
| ENGR | 400 | Systems Engineering | 3 | ENGR | 400 | Systems Engineering | 3 |
| AMS | 305 | Building Codes | 3 | AMS | 305 | Building Codes | 3 |
| AMS | 325 | Surv. of Building Systems | 3 | AMS | 325 | Surv. of Building Systems | 3 |
| MATH | 350 | Adv. Engineering Math | 3 | MATH | 350 | Adv. Engineering Math | 3 |

****Proposed List of Courses to Satisfy the Science or Math Elective**

| Prefix | # | Course Title | Hrs. |
|--------|---------|------------------------------|------|
| PHYS | 265/266 | University Physics II & Lab | 4/1 |
| MATH | 307 | Linear Algebra | 3 |
| MATH | 370 | Applied Tech. in Mathematics | 3 |
| STAT | 301 | Prob. & Applied Statistics | 3 |
| CHEM | 222/223 | College Chemistry II & Lab | 3/2 |
| GEOG | 280 | Envir. Sc. & Sustainability | 4 |
| GEOL | 311 | General Oceanography | 3 |
| GEOL | 420 | Geomorphology | 4 |
| GEOL | 445 | Aqueous Geochemistry | 3 |
| GEOL | 465 | Geophysics | 3 |

CE Program:

Students must have a grade of “C” or better in:

- All premajor courses,
- All math courses,
- Science or math elective,
- EM 302 or 303 Mechanics of Deformable Solids,
- All CE courses including technical electives (except for one (1) 300-level or 400-level CE course),

4. Rationale for the proposed program change:

- The CE program is harmonizing CE 400 Senior Design Seminar with the senior project courses of the engineering programs, mechanical and electrical engineering. Both, ME 400 Mechanical Engineering Design and EE 400 Design IV are 2 credit courses.
- Delete CE 441 Masonry Construction Lab (1 credit hour). The material in this lab can be covered in the course, CE 440 Masonry Design and Construction. The lab causes scheduling conflicts and based on limited resources, the program feels this lab should be deleted.
- CE 301 Field Experience in Floodplain Management (3 credit hours) has already been created and the CE program would like to add this course to the list of approved technical elective courses.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

| | |
|------------------------------------|------------------------|
| Department of Engineering | February 2, 2017 |
| Ogden College Curriculum Committee | _____ March 3, 2017 |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

Proposal Date: 02/09/2017

**Ogden College of Science & Engineering
Department of Mathematics
Proposal to Revise Course Number
(Action Item)**

Contact Persons: Patrick Brown, patrick.brown@wku.edu, 2707456247
Hope Marchionda, hope.marchionda@wku.edu, 2707452961

6. Identification of proposed course

- 1.1 Course prefix (subject area) and number: [MATH 225](#)
- 1.2 Course title: Introduction to Advanced Mathematics for Middle Grades Teachers

7. Proposed course number: MATH 302

8. Rationale for revision of course number:

MATH 225 was created in 2016 and is being taught for the first time in Spring 2017. During the development and implementation process, it became apparent to the creators and instructors of the course that the level of mathematics covered is commensurate with an upper division number. This course for Middle Grades Mathematics majors comprises content from both MATH 307 (Linear Algebra) and MATH 310 (Discrete Mathematics), and serves as the introductory course in advanced (upper division) mathematics in the same way that the pair of MATH 307 and 310 does for Mathematics majors. Because level of mathematics in this course exceeds that which would normally be expected in a lower division mathematics course, we propose to change the course number from MATH 225 to MATH 302.

9. Proposed term for implementation: Fall 2017

10. Dates of prior committee approvals:

| | |
|------------------------------------|---------------|
| Department of Mathematics | 02/17/2017 |
| | _____ |
| Ogden College Curriculum Committee | March 3, 2017 |
| | _____ |
| Professional Education Council | March 8, 2017 |
| | _____ |
| Undergraduate Curriculum Committee | |
| | _____ |
| University Senate | |
| | _____ |

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

Contact Person: Robin Ayers, robin.ayers@wku.edu, 270-745-5009

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: [MATH 123](#)
- 1.2 Course title: Mathematical Applications for Business
- 1.3 Abbreviated course title: Math Applications for Business
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: Math ACT score of 22 or better OR Math SAT score of 510 or better OR WKU Math Placement Exam score of 14 or better OR KYOTE score of 14 or better or DMA 096C with a grade of C or better.
- 1.7 Course description: Business applications of linear, quadratic, exponential and logarithmic functions, plus a brief introduction to probability, the mathematics of finance, and derivatives as they apply to problem-solving strategies in business-related fields.

2. Rationale:

- 2.1 Reason for developing the proposed course: After striving to create STEM and non-STEM tracks for students needing college algebra skills, it has been determined that students in the College of Business would benefit from a course that places emphasis on the application of mathematics to business-related topics. MATH 123 is designed to be a Colonnade course for business majors.
- 2.2 Projected enrollment in the proposed course: 100 per year, based on the need as determined by the College of Business
- 2.3 Relationship of the proposed course to courses now offered by the department: Although similar in algebra content to MATH 115 and MATH 116, the emphasis in MATH 123 will be on topics which support applications in business-related field. MATH 123 will also serve as a prerequisite for MATH 117.
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions: MATH 1370 Business Applications of Algebra at Webster University, MATH 117 Math for Business at Lansing Community College, and MATH 1130 College Algebra for Business at Ohio State University

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: Students will be able to:
 - Understand the concepts of college algebra and be successful in manipulating expressions and equations involving polynomials, exponents and logarithms.
 - Recognize the appropriate algebraic function, expression or equation (e.g. linear, quadratic, logarithmic or exponential) need to model a given business-related problem and then develop skill in applying such modeling.
 - Determine when computations are needed and execute them appropriately.
 - Apply concepts from the mathematics of finance and basic probability to business-related problems.
 - Apply the basic concept of the derivative to maximizing and minimizing economic functions.
 - Illustrate and communicate mathematical results symbolically, visually and/or numerically.
- 3.3 Content outline:
 - Linear functions, equations, and inequalities with business applications
 - Quadratic functions and equations with business applications
 - Exponential functions and equations with business applications
 - Logarithmic functions and equations with business applications
 - Mathematics of finance with business applications
 - Derivatives with business applications
 - Introduction to probability with business applications
- 3.4 Student expectations and requirements: Students will complete assignments, quizzes, and exams.
- 3.5 Tentative texts and course materials: College Mathematics for Business, Economics, Life Sciences, and Social Sciences, Barnett, Ziegler, and Byleen (2015) 13th edition. Pearson ISBN: 978-0-321-94551-8

4. Resources:

- 4.1 Library resources: Current library resources are adequate.
- 4.2 Computer resources: Current computer resources are adequate.

5. Budget implications:

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

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department of Mathematics

February 17, 2017

OCSE Curriculum Committee

March 3, 2017

Colonnade Committee

Undergraduate Curriculum Committee

University Senate

**College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

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

1. Identification of course:

- 1.5 Course prefix and number: [FACS 422](#)
- 1.6 Course title: Adolescent Psychology

2. Current prerequisites/corequisites/special requirements:

- PSY 100 and junior standing or permission of the instructor

3. Proposed prerequisites/corequisites/special requirements:

- PSY 100 (Introduction to Psychology) or FACS 191 (Child Development) and junior standing or permission of the instructor

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

The addition of an OR prerequisite is to help students in their respective majors (PSY and FACS) obtain the necessary introductory level knowledge to be successful in PSY 422 and FACS 422 without requiring an additional course. It is anticipated that students majoring or minoring in Psychology will take PSY 100 as their prerequisite. Students majoring or minoring in Family and Consumer Sciences will take FACS 191 as their prerequisite.

FACS 422 and PSY 422 have recently become course equivalents. PSY 422 includes a prerequisite requirement of PSY 100 (Introduction to Psychology), partially designed to introduce students majoring and minoring in Psychology to key principles, concepts, and theories of human development and behavior. FACS 191 (Child Development) also serves similar functions to students completing FACS majors and minors. Although the content of PSY 100 and FACS 191 are not duplicated, students completing either course will have a sufficient base of knowledge to be successful in both PSY 422 and FACS 422.

5. Effect on completion of major/minor sequence:

The proposed change should not affect students in their major or minor progression. Students majoring and minoring in Family and Consumers Sciences are already required to take FACS 191 as part of their core curriculum. This change in prerequisites will likely make degree progression easier for transfer and new FACS majors and minors who have been previously required to take PSY 100 as a prerequisite.

6. Proposed term for implementation: Winter 2018

7. Dates of prior committee approvals:

Department of Family and Consumer Sciences

15 February 2017

CHHS Undergraduate Curriculum Committee

24 February 2017

Professional Education Council

March 8, 2017

Undergraduate Curriculum Committee

University Senate

**College of Health and Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Dr. Gregory Ellis-Griffith, Email: gregory.ellis-griffith@wku.edu, Phone: 270-745-3076

1. Identification of course:

- 1.8 Course prefix and number: [HCA 383](#)
- 1.9 Course title: Health Care Biostatistics Lab

2. Current prerequisites: Permission of instructor

3. Proposed prerequisites: MATH 183 or SOC 300 or PH 383 or permission of instructor

4. Rationale for the revision of prerequisites: Increasing options for students. Students now have the choice of taking MATH 183 or SOC 300 or PH 383 as prerequisites.

5. Effect on completion of major/minor sequence: The proposed revision should have no effect or, potentially assist, with timely completion of course prerequisites for this course, which is required for the health care administration major.

6. Proposed term for implementation: Winter 2018

7. Dates of prior committee approvals:

| | |
|---|-----------------|
| Department/ Unit: Public Health | 2/3/2017 |
| CHHS Undergraduate Curriculum Committee | <hr/> 2/24/2017 |
| Undergraduate Curriculum Committee | <hr/> |
| University Senate | <hr/> |

**College of Health and Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Gregory Ellis-Griffith, gregory.ellis-griffith@wku.edu, 270 745 3076

1. Identification of course:

- 1.1 Course prefix and number: [HCA 445](#)
- 1.2 Course title: Healthcare Finance

2. Current prerequisites: HCA 340, HCA 344, HCA 345 or HCA 346, HCA 440, ACCT 200, 201 and FIN 330

3. Proposed prerequisites: HCA 340, HCA 344, HCA 345 or HCA 346 or **HCA 355**, ACCT 201 or **HIM 252**, HCA 440 or any **300 level or above economics course**.

4. Rationale for the revision of prerequisites: Concepts from the various HCA courses already identified as prerequisites, along with basic accounting or health care payment systems can sufficiently prepare students for HCA 445.

5. Effect on completion of major/minor sequence: The proposed revision should have no effect or, potentially assist, with timely completion of course prerequisites for this course, which is required for the health care administration major.

6. Proposed term for implementation: Winter 2018

7. Dates of prior committee approvals:

| | |
|------------------------------------|-----------------|
| Department/ Unit: Public Health | 2/3/2017 |
| CHHS College Curriculum Committee | <hr/> 2/24/2017 |
| Undergraduate Curriculum Committee | <hr/> |
| University Senate | <hr/> <hr/> |

**College of Health & Human Services
Family & Consumer Sciences
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Sheila S. Flener, sheila.flener@wku.edu , 745-4105

1. Identification of course:

- 1.1 Course prefix and number: [IDFM 222](#)
- 1.2 Course title: CAD in Human Environment

2. Current pre-requisites: IDFM 201

Current co-requisites: IDFM 300

3. Proposed prerequisites: None

Proposed co-requisites: None

4. Rationale for the revision of prerequisites/co-requisites: IDFM 300 is not required for Fashion Merchandising program, the pre and co-requisites in Topnet is preventing students from signing up for this course.

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

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

FACS Department/ IDFM Unit

April 22, 2016

CHHS Undergraduate Curriculum Committee

Sept 30, 2016

Undergraduate Curriculum Committee

University Senate

**College of Health & Human Services
Family & Consumer Sciences
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Sheila S. Flener, sheila.flener@wku.edu, 745-4105

1. Identification of course:

- 1.1 Course prefix and number: [IDFM 301](#)
- 1.2 Course title: Interior Design Studio III

2. Current prerequisites: IDFM 300

Current corequisites: IDFM 304

3. Proposed corequisites: IDFM 304, 344 & 427

4. Rationale for the revision of prerequisites: IDFM 304, 344 & 427 must be taken concurrently to be prepared for IDFM 302.

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

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

FACS Department/ IDFM Unit

April 22, 2016

CHHS Undergraduate Curriculum Committee

Sept 30, 2016

Undergraduate Curriculum Committee

University Senate

**College of Health & Human Services
Family & Consumer Sciences
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Sheila S. Flener, sheila.flener@wku.edu, 745-4105

1. Identification of course:

- 1.1 Course prefix and number: [IDFM 421](#)
- 1.2 Course title: Portfolio Design

2. Current prerequisites: IDFM 302 and IDFM 334 or IDFM 333 and IDFM 334 and IDFM 321

Current corequisites:

3. Proposed prerequisites: IDFM 302 or IDFM 334 and IDFM 321

Proposed corequisites:

4. Rationale for the revision of prerequisites: Interior design students are required to take IDFM 302, Fashion Merchandising students are required to take IDFM 334. This should be listed as IDFM 302 or IDFM 334.

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

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

| | |
|---|----------------|
| FACS Department/ IDFM Unit | April 22, 2016 |
| CHHS Undergraduate Curriculum Committee | Sept 30, 2016 |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

**College of Health & Human Services
Family & Consumer Sciences
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Sheila S. Flener, sheila.flener@wku.edu, 745-4105

1. Identification of course:

- 1.1 Course prefix and number: [IDFM 448](#)
- 1.2 Course title: Interior Illustration

2. Current prerequisites: IDFM 120

3. Proposed prerequisites: None

4. Rationale for the revision of prerequisites: IDFM 448 Interior Illustration is a hand rendering course, it does not require the content of IDFM 120 to be successful.

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

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

| | |
|---|----------------|
| FACS Department/ IDFM Unit | April 22, 2016 |
| CHHS Undergraduate Curriculum Committee | Sept 30, 2016 |
| Undergraduate Curriculum Committee | |
| University Senate | |

**College of Health and Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Grace Lartey, PhD, gracelartey@wku.edu, 745-3941

1. Identification of course:

- 1.1 Course prefix and number: [PH 381](#)
- 1.2 Course title: Community Health

2. Current prerequisites/corequisites/special requirements: PH 261 or appropriate background.

3. Proposed prerequisites/corequisites/special requirements: PH 100 or PH 261 or 21 hours of Foundations and Exploration courses or permission of instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements: PH 381 is a required course for some majors and minor programs, however, PH 261 is not a requirement for some of these programs. Most students enter the Public Health program with about 30 hours. Adding PH 100 or 21 hours of Foundations and Exploration courses or permission of instructor streamlines the registration process.

5. Effect on completion of major/minor sequence: None. Additional prerequisites were added to PH 381. Students who earn credit in PH 261 will be able to enroll in PH 381.

6. Proposed term for implementation: Winter 2018

7. Dates of prior committee approvals:

| | |
|---|--|
| Department/ Unit: Public Health | 2/3/2017 |
| CHHS Undergraduate Curriculum Committee | <hr style="border: none; border-top: 1px solid black;"/> |
| Undergraduate Curriculum Committee | <hr style="border: none; border-top: 1px solid black;"/> |
| University Senate | <hr style="border: none; border-top: 1px solid black;"/> |

**College of Health and Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

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

1. **Identification of course:** Course prefix and number: [PH 383](#)
 - 1.1 Course title: Biostatistics in the Health Sciences
2. **Current prerequisites/corequisites/special requirements:** MATH 109 or MATH 116 or higher
3. **Proposed prerequisites/corequisites/special requirements:** MATH 109 or 115 or higher
4. **Rationale for the revision of prerequisites/corequisites/special requirements:** The new MATH 115 created by the MATH Department places emphasis on algebra topics which support applications in social and life sciences. This is a better fit for the Public Health program and exposes students to concepts to be successful in PH 383.
5. **Effect on completion of major/minor sequence:** None. Students who already have credit or choose to take MATH 116 will be able to enroll in PH 383.
6. **Proposed term for implementation:** Winter 2018
7. **Dates of prior committee approvals:**

| | |
|---|-----------|
| Department/ Unit: Public Health | 2/3/2017 |
| CHHS Undergraduate Curriculum Committee | 2/24/2017 |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

**College of Health and Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

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

1. Identification of course:

1.1 Course prefix and number: [PH 385](#)

1.2 Course title: Environmental Health

2. Current prerequisites/corequisites/special requirements: PH 384, 3 hours of CHEM and 3 hours of BIOL.

3. Proposed prerequisites/corequisites/special requirements: 3 hours of CHEM and 3 hours of BIOL.

4. Rationale for the revision of prerequisites/corequisites/special requirements: PH 385 is a requirement for Global Health Service minor and an elective for Health Education minor. These programs do not require PH 384. Students have to take PH 384 as an additional course or PH 385 instructors' override PH 384 to allow students to enroll in PH 385. In addition, students with background in Chemistry and Biology do not necessarily need PH 384 to be successful in PH 385.

5. Effect on completion of major/minor sequence: None. Students who earn credit in PH 384, 3 hours of CHEM and 3 hours of BIOL will be able to enroll in PH 385.

6. Proposed term for implementation: Winter 2018

7. Dates of prior committee approvals:

Department/ Unit: Public Health

2/3/2017

CHHS Undergraduate Curriculum Committee

2/24/2017

Undergraduate Curriculum Committee

University Senate

**College of Health and Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

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

1. Identification of course:

- 1.1 Course prefix and number: [PH 402](#)
- 1.2 Course title: Worksite Health Promotion

2. Current prerequisites/corequisites/special requirements: PH 390 or permission of instructor

3. Proposed prerequisites/corequisites/special requirements: 21 hours of Foundations and Exploration courses or permission of instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements: Most students enter the Public Health program with about 30 hours. Revising the current prerequisites streamlines the registration process for students.

5. Effect on completion of major/minor sequence: None. Students who earn credit in PH 390 will be able to enroll in PH 402.

6. Proposed term for implementation: Winter 2018

7. Dates of prior committee approvals:

Department/ Unit: Public Health

2/3/2017

CHHS Undergraduate Curriculum Committee

2/24/2017

Undergraduate Curriculum Committee

University Senate

Proposal Date: February 10, 2017

**College of Health and Human Services
Department of Allied Health
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Terry Dean, terry.dean@wku.edu, 745-2213

1. Identification of course:

1.1 Current course prefix and number: [AH 101](#)

1.2 Course title: Paramedicine I

2. Rationale for the course suspension: The Paramedicine program 265/265P was previously suspended effective Fall 2016.

3. Effect of course suspension on programs or other departments, if known: none

4. Proposed term for implementation: Winter 2018

5. Dates of prior committee approvals:

Department/ Unit: Allied Health

2/08/2017

CHHS Undergraduate Curriculum Committee

2/24/2017

Undergraduate Curriculum Committee

University Senate

Proposal Date: February 10, 2017

College of Health and Human Services
Department of Allied Health
Proposal to Suspend a Course
(Consent Item)

Contact Person: Terry Dean, terry.dean@wku.edu, 745-2213

1. Identification of course:

- 1.1 Current course prefix and number: [AH 102](#)
- 1.2 Course title: Paramedicine I Lab

2. Rationale for the course suspension: The Paramedicine program 265/265P was previously suspended effective Fall 2016.

3. Effect of course suspension on programs or other departments, if known: none

4. Proposed term for implementation: Winter 2018

5. Dates of prior committee approvals:

| | |
|---|-----------------|
| Department/ Unit: Allied Health | 2/08/2017 |
| CHHS Undergraduate Curriculum Committee | <hr/> 2/24/2017 |
| Undergraduate Curriculum Committee | <hr/> |
| University Senate | <hr/> |

College of Health and Human Services
Department of Allied Health
Proposal to Suspend a Course
(Consent Item)

Contact Person: Terry Dean, terry.dean@wku.edu, 745-2213

1. Identification of course:

- 1.1 Current course prefix and number: [AH 103](#)
- 1.2 Course title: Paramedicine II

2. Rationale for the course suspension: The Paramedicine program 265/265P was previously suspended effective Fall 2016.

3. Effect of course suspension on programs or other departments, if known: none

4. Proposed term for implementation: Winter 2018

5. Dates of prior committee approvals:

| | |
|---|-----------|
| Department/ Unit: Allied Health | 2/08/2017 |
| CHHS Undergraduate Curriculum Committee | 2/24/2017 |
| Undergraduate Curriculum Committee | |
| University Senate | |

College of Health and Human Services
Department of Allied Health
Proposal to Suspend a Course
(Consent Item)

Contact Person: Terry Dean, terry.dean@wku.edu, 745-2213

1. Identification of course:

- 1.1 Current course prefix and number: [AH 104](#)
- 1.2 Course title: Paramedicine II Lab

2. Rationale for the course suspension: The Paramedicine program 265/265P was previously suspended effective Fall 2016.

3. Effect of course suspension on programs or other departments, if known: none

4. Proposed term for implementation: Winter 2018

5. Dates of prior committee approvals:

| | |
|---|-----------------|
| Department/ Unit: Allied Health | 2/08/2017 |
| CHHS Undergraduate Curriculum Committee | <hr/> 2/24/2017 |
| Undergraduate Curriculum Committee | <hr/> |
| University Senate | <hr/> |

College of Health and Human Services
Department of Allied Health
Proposal to Suspend a Course
(Consent Item)

Contact Person: Terry Dean, terry.dean@wku.edu, 745-2213

1. Identification of course:

- 1.1 Current course prefix and number: [AH 105](#)
- 1.2 Course title: Paramedicine III

2. Rationale for the course suspension: The Paramedicine program 265/265P was previously suspended effective Fall 2016.

3. Effect of course suspension on programs or other departments, if known: none

4. Proposed term for implementation: Winter 2018

5. Dates of prior committee approvals:

| | |
|---|-----------|
| Department/ Unit: Allied Health | 2/08/2017 |
| CHHS Undergraduate Curriculum Committee | 2/24/2017 |
| Undergraduate Curriculum Committee | |
| University Senate | |

College of Health and Human Services
Department of Allied Health
Proposal to Suspend a Course
(Consent Item)

Contact Person: Terry Dean, terry.dean@wku.edu, 745-2213

1. Identification of course:

- 1.1 Current course prefix and number: [AH 106](#)
- 1.2 Course title: Paramedicine III Lab

2. Rationale for the course suspension: The Paramedicine program 265/265P was previously suspended effective Fall 2016.

3. Effect of course suspension on programs or other departments, if known: none

4. Proposed term for implementation: Winter 2018

5. Dates of prior committee approvals:

| | |
|---|-----------|
| Department/ Unit: Allied Health | 2/08/2017 |
| CHHS Undergraduate Curriculum Committee | 2/24/2017 |
| Undergraduate Curriculum Committee | |
| University Senate | |

College of Health and Human Services
Department of Allied Health
Proposal to Suspend a Course
(Consent Item)

Contact Person: Terry Dean, terry.dean@wku.edu, 745-2213

1. Identification of course:

- 1.1 Current course prefix and number: [AH 107](#)
- 1.2 Course title: Paramedicine IV

2. Rationale for the course suspension: The Paramedicine program 265/265P was previously suspended effective Fall 2016.

3. Effect of course suspension on programs or other departments, if known: none

4. Proposed term for implementation: Winter 2018

5. Dates of prior committee approvals:

| | |
|---|-----------|
| Department/ Unit: Allied Health | 2/08/2017 |
| CHHS Undergraduate Curriculum Committee | 2/24/2017 |
| Undergraduate Curriculum Committee | |
| University Senate | |

College of Health and Human Services
Department of Allied Health
Proposal to Suspend a Course
(Consent Item)

Contact Person: Terry Dean, terry.dean@wku.edu, 745-2213

1. Identification of course:

- 1.1 Current course prefix and number: [AH 108](#)
- 1.2 Course title: Paramedicine IV Lab

2. Rationale for the course suspension: The Paramedicine program 265/265P was previously suspended effective Fall 2016.

3. Effect of course suspension on programs or other departments, if known: none

4. Proposed term for implementation: Winter 2018

5. Dates of prior committee approvals:

| | |
|---|-----------|
| Department/ Unit: Allied Health | 2/08/2017 |
| CHHS Undergraduate Curriculum Committee | 2/24/2017 |
| Undergraduate Curriculum Committee | |
| University Senate | |

College of Health and Human Services
Department of Allied Health
Proposal to Suspend a Course
(Consent Item)

Contact Person: Terry Dean, terry.dean@wku.edu, 745-2213

1. Identification of course:

- 1.1 Current course prefix and number: [AH 109](#)
- 1.2 Course title: Paramedicine V

2. Rationale for the course suspension: The Paramedicine program 265/265P was previously suspended effective Fall 2016.

3. Effect of course suspension on programs or other departments, if known: none

4. Proposed term for implementation: Winter 2018

5. Dates of prior committee approvals:

| | |
|------------------------------------|-----------|
| Department/ Unit: Allied Health | 2/08/2017 |
| CHHS College Curriculum Committee | 2/24/2017 |
| Undergraduate Curriculum Committee | |
| University Senate | |

College of Health and Human Services
Department of Allied Health
Proposal to Suspend a Course
(Consent Item)

Contact Person: Terry Dean, terry.dean@wku.edu, 745-2213

1. Identification of course:

- 1.1 Current course prefix and number: [AH 110](#)
- 1.2 Course title: Paramedicine V Lab

2. Rationale for the course suspension: The Paramedicine program 265/265P was previously suspended effective Fall 2016.

3. Effect of course suspension on programs or other departments, if known: none

4. Proposed term for implementation: Winter 2018

5. Dates of prior committee approvals:

| | |
|------------------------------------|-----------------|
| Department/ Unit: Allied Health | 2/08/2017 |
| CHHS College Curriculum Committee | <hr/> 2/24/2017 |
| Undergraduate Curriculum Committee | <hr/> |
| University Senate | <hr/> |

College of Health and Human Services
Department of Allied Health
Proposal to Suspend a Course
(Consent Item)

Contact Person: Terry Dean, terry.dean@wku.edu, 745-2213

1. Identification of course:

- 1.1 Current course prefix and number: [AH 111](#)
- 1.2 Course title: Paramedicine Lab VI

2. Rationale for the course suspension: The Paramedicine program 265/265P was previously suspended effective Fall 2016.

3. Effect of course suspension on programs or other departments, if known: none

4. Proposed term for implementation: Winter 2018

5. Dates of prior committee approvals:

| | |
|------------------------------------|-----------|
| Department/ Unit: Allied Health | 2/08/2017 |
| CHHS College Curriculum Committee | 2/24/2017 |
| Undergraduate Curriculum Committee | |
| University Senate | |

College of Health and Human Services
Department of Public Health
Proposal to Revise A Program
(Action Item)

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

1. Identification of program:

- 1.1 Current program reference number: [521/521P](#)
- 1.2 Current program title: Public Health
- 1.3 Credit hours: 69-70

2. Identification of the proposed program changes:

- Eliminate concentrations
- Modify core requirements
- Modify electives
- Changing credit hours

3. Detailed program description:

| Current Program | New Program |
|--|--|
| <p>The program in public health consists of a core of 40 credit hours of coursework and either one of two concentrations consisting of 26 to 30 credit hours of coursework. Students pursuing this major are required to select one of the following concentrations: environmental health, or public health education.</p> <p>Core Requirements (40 hours)</p> <p>Required courses in the core are: BIOL 131, BIOL 207 & BIOL 208; CHEM 109; MATH 116 or higher; PH 100,</p> | <p>The program in public health consists of a core of 58 credit hours of coursework and 12 hours of electives for a total of 70 hours in the major.</p> <p>Core Requirements (58 hours)</p> |

SFTY 171, PH 381, PH 383, PH 384, PH 490; PSY 100 / PSYS 100; and COMM 145.

Requirements for Seeking Admission (reference number 521P): 24 hours including COMM 145, PH 100 and PSY 100 / PSYS 100 with an overall GPA of 2.0 or better.

Requirements for Admission (reference number 521): 30 hours including the above courses plus BIOL 131 and CHEM 109 with an overall GPA of 2.3 or better.

~~Environmental Health Concentration (29 hours)~~

~~Required courses for the environmental health concentration are: ENV 280, ENV 321, ENV 323, ENV 360, ENV 365,~~

~~ENV 460, PH 385, and PH 483. In addition, nine hours must be chosen with approval of the academic advisor from~~

~~the following: BIOL 315; CHEM 314, CHEM 330; ENV 375, ENV 380, ENV 410, ENV 411, ENV 430, ENV 474, ENV~~

~~480, ENV 490; GEOG 310, GEOG 487; SFTY 270. Students completing this option are prepared for careers as~~

~~environmental specialists in public health departments; other local, state and national governmental regulatory~~

~~agencies; and non-governmental agencies.~~

~~Public Health Education Concentration (30 hours)~~

~~Required courses for the public health education concentration are PH 261, PH 385, PH 461, PH 483, PH 484 & PH~~

~~485. In addition, 12 hours must be chosen with approval of the academic advisor from the following: AH 290; HMD~~

Required courses in the core are: BIOL 131, BIOL 207 & BIOL 208; CHEM 109; **MATH 109 or 115** or higher; PH 100,

SFTY 171, **PH 261**, PH 381, PH 383, PH 384, **PH 385, PH 483**, PH 490; PSY 100 / PSYS 100 **OR PSY/PSYS 220 OR SOCL 100**; COMM 145, **ENV 460, PH 484, and PH 485**

Requirements for Seeking Admission (reference number 521P): 24 hours including COMM 145, PH 100 and PSY 100 / PSYS 100 **OR PSY/PSYS 220 OR SOCL 100**; with an overall GPA of 2.0 or better.

Requirements for Admission (reference number 521): 30 hours including the above courses plus BIOL 131 and CHEM 109 with an overall GPA of 2.3 or better.

| <p>211; HCA 340; SFTY 270, PH 365, PH 382, PH 390, PH 402, PH 443, PH 444, PH 447, PH 456, PH 464, PH 467 &</p> <p>PH 468. Students completing this option are prepared for careers as public health educators, health promotion specialists and wellness program directors in public health departments; voluntary and private health agencies;</p> <p>industry; health care facilities; professional health associations; and consulting firms. This program is approved by the</p> <p>Society for Public Health Education and the American Association for Health Education (SOPHE / AAHE). All courses listed above require a minimum grade of "C."</p> | | | |
|---|--------------|---|--------------|
| Core Requirements (40 hours) | Credit Hours | Core Requirements (58 hours) | Credit Hours |
| BIOL 131 Human Anatomy & Phys | 4 | BIOL 131 Human Anatomy & Phys | 4 |
| BIOL 207 Gen. Microbiology | 3 | BIOL 207 Gen. Microbiology | 3 |
| BIOL 208 Gen. Microbiology Lab | 1 | BIOL 208 Gen. Microbiology Lab | 1 |
| CHEM 109 Chem for the Hlth Sci | 4 | CHEM 109 Chem for the Hlth Sci | 4 |
| MATH 116 or higher College Algebra | 3 | MATH 109 General Mathematics OR MATH 115 Applied College Algebra OR higher | 3 |
| PH 100 Personal Health | 3 | PH 100 Personal Health | 3 |
| SFTY 171 Safety & First Aid | 1 | SFTY 171 Safety & First Aid | 1 |
| | | PH 261 Foundations of Hlth Educ. | 3 |
| PH 381 Community Health | 3 | PH 381 Community Health | 3 |
| PH 383 Biostatistics Hlth Sci | 3 | PH 383 Biostatistics Hlth Sci | 3 |
| PH 384 Intro to Epidemiology | 3 | PH 384 Intro to Epidemiology | 3 |
| | | PH 385 Environmental Health | 3 |
| | | PH 483 Admin. Hlth Programs | 3 |

| | | | |
|---|-----------|--|-----------|
| PH 490 or ENV 367 Internship | 6 | PH 490 Internship | 6 |
| PSY/PSYS 100 Intro to Psyc. | 3 | PSY/PSYS 100 Intro to Psyc. OR PSY/PSYS 220 Intro Life. Dev. Psyc. OR SOCL 100 Intro. Soci. | 3 |
| COMM 145 Fund of Pub. Speak. & Comm. | 3 | COMM 145 Fund of Pub. Speak. & Comm. | 3 |
| | | ENV 460 Environmental Mgmt | 3 |
| | | PH 484 Community Organization | 3 |
| | | PH 485 Methods Comm. Hlth Ed | 3 |
| Total | 40 | Total | 58 |
| | | | |
| Environmental Health Concentration (Required Courses) | | | |
| ENV 280 Intro to Env. Science | 3 | | |
| ENV 321 Fund. Indus. Hygiene | 3 | | |
| ENV 323 Fund. Indus. Hygiene Lab | 1 | | |
| ENV 360 Air Pollution Control | 3 | | |
| ENV 365 Air Pollution Control Lab | 1 | | |
| ENV 460 Environmental Mgmt | 3 | | |
| PH 385 Environmental Health | 3 | | |
| PH 483 Admin. Hlth Programs | 3 | | |
| Total | 20 | | |
| Electives (In addition 9 hours must be selected with advisor approval) | 9 | Electives: An additional 12 hours must be selected with advisor approval. Six of these hours have to be upper division. | 12 |
| BIOL 315 Ecology | | BIOL 315 Ecology | 3 |
| CHEM 314 Intro Organic Chem. | | CHEM 314 Intro Organic Chem. | 5 |
| CHEM 330 Quantitative Analysis | | CHEM 330 Quantitative Analysis | 5 |
| | | ENV 280 Intro to Env. Science | 3 |
| | | ENV 321 Fund. Indus. Hygiene | 3 |

| | | | |
|--|--------------|---|--------------|
| | | ENV 323 Fund. Indus. Hygiene Lab | 1 |
| | | ENV 360 Air Pollution Control | 3 |
| | | ENV 365 Air Pollution Control Lab | 1 |
| ENV 375 Intro Water Resources | | ENV 375 Intro Water Resources | 3 |
| ENV 380 Prin. Env. Toxicology | | ENV 380 Prin. Env. Toxicology | 3 |
| ENV 410 Water Treat. Processes | | ENV 410 Water Treat. Processes | 3 |
| ENV 411 Water Treat. Process. Lab | | ENV 411 Water Treat. Process. Lab | 1 |
| ENV 430 Radiological Health | | ENV 430 Radiological Health | 3 |
| ENV 474 Env. Risk Assessment | | ENV 474 Env. Risk Assessment | 3 |
| ENV 480 Haz. & Sol. Waste Mgmt | | ENV 480 Haz. & Sol. Waste Mgmt | 3 |
| ENV 490 Food Safety | | ENV 490 Food Safety | 3 |
| GEOG 310 Global Hydrology | | GEOG 310 Global Hydrology | 3 |
| GEOG 487 Environ. Law | | AH 290 Medical Terminology OR HIM 290 Medical Terminology | 2 |
| SFTY 270 General Safety | | SFTY 270 General Safety | 3 |
| Total | 69 | HMD 211 Human Nutrition | 3 |
| | | HCA 340 Hlth Care Org. & Mgmt | 3 |
| | | HCA 347 Inter. Comp. Hlth Sys | 3 |
| | | HCA 459 Global Hlth Service Learn. | 3 |
| Health Education Concentration (Required Courses) | | LEAD 200 Intro Leadership Studies | 3 |
| PH 261 Foundations of Hlth Educ. | 3 | LEAD 300 Leadership Theory & App | 3 |
| PH 385 Environmental Hlth | 3 | LEAD 325 Leading Change | 3 |
| PH 461 Comp. School Health | 3 | LEAD 330 Leadership Ethics & Dec. Making | 3 |
| PH 483 Admin. Hlth Programs | 3 | PS 338 Govt & Ethics | 3 |
| PH 484 Community Organization | 3 | PS 440 Elements of Public Admin | 3 |
| PH 485 Methods Comm. Hlth Edu. | 3 | SOCL 260 Ethnic & Race Relations | 3 |
| Total | 18 | | |

| | | | |
|--|-------------------|---|-----------|
| Electives (In addition 12 hours must be selected with advisor approval) | | SOCL 270 Intro Community, Environment & Development | 3 |
| AH 290 Medical Terminology | | SOCL 350 Systems of Social Inequality | 3 |
| HMD 211 Human Nutrition | | SOCL 360 The Community in Rural & Urban Settings | 3 |
| HCA 340 Hlth Care Org. & Mgmt | | SOCL 362 Social Institutions of Race, Class & Gender | 3 |
| SFTY 270 General Safety | | SOCL 375 Diversity in American Society | 3 |
| | | SOCL 376 Sociology of Globalization | 3 |
| PH 365 Human Sexuality | | SOCL 260 Ethnic & Race Relations | 3 |
| PH 382 Peer Health Education | | STAT 330 Intro to Statistical Software (Stats prerequisite) PH-383 | 3 |
| PH 390 Wellness & Fitness Assess. | | SWRK 101 Found of Human Services | 3 |
| PH 402 Worksite Hlth Prom. | | | |
| PH 443 Health and Aging | | | |
| PH 444 Death, Dying and Bereave. | | | |
| PH 447 Human values & Hlth Sci. | | | |
| PH 456 Ind. Study Hlth and Sfty | | | |
| PH 464 Women's Health | | | |
| PH 467 Drug Abuse Education | | | |
| PH 468 Sexuality Education | | | |
| Total | 69 -70 | Total | 70 |

4. **Rationale for the proposed program change:** The Public Health program received its first accreditation last October from the Council on Education for Public Health (CEPH). Thus, the program has to meet the new competencies outlined by CEPH, provide flexibility for students and also give them the opportunity to earn a minor and or certificate to increase their marketability.

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

6. Dates of prior committee approvals:

Department/ Unit: Public Health

2/13/2017

CHHS Undergraduate Curriculum Committee

2/24/2017

Undergraduate Curriculum Committee

University Senate

CHHS
Department of Public Health
Proposal to Revise a Program
(Action Item)

Contact Person: Gregory Ellis-Griffith, gregory.ellis-griffith@wku.edu 745-3076

1. Identification of program:

- 1.1 Current program reference number: [559/559P](#)
- 1.2 Current program title: Health Care Administration
- 1.3 Credit hours: 73

2. Identification of the proposed program changes:

- **Admission requirements Changing:**
- **Course Additions:**
 - PH 381 (Community Health)
 - HCA 120 (Health Literacy for Consumers)
 - HCA 247 (Contemporary Health Care Issues)
 - HCA 347 (International Health Care) or PH 410 (Global Perspectives Population Health)
- **Course Deletions:**
 - MGT 210 (Organization and Management)
 - ENG 306 (Business Writing)
 - ACC 201 (Managerial Accounting)
 - COMM 145 (Fund of Public Speaking)
 - MATH 116 (College Algebra)
- **Adding course options within admission and major requirements.**
- **Decrease in major credit hours from 73 to 67.**

3. Detailed program description:

| Current Program | | | Proposed Program | | |
|---|----------------------------|---|---|----------------------------|----------------------------|
| <p>The health care administration program has full membership in the Association of University Programs in Health Administration (AUPHA). The undergraduate degree program in health care administration prepares the student for administrative positions in various types of health care facilities and agencies, such as acute care, long term care, group medical practices, managed care organizations, health insurance agencies, public health agencies, clinics, and health related organizations such as manufacturing, marketing and consulting.</p> <p>The required courses in the major are ACCT 200 and ACCT 201; MGT 210; FIN 330; AH 290; PH 383, PH 384, and PH 447; HCA 340, HCA 342, HCA 343, HCA 344, HCA 345, HCA 346, HCA 383, HCA 440, HCA 441, HCA 442, HCA 445, HCA 446, HCA 447, HCA 448, HCA 449 and two 3-hour HCA elective selected with permission of advisor. Additionally, ENG 306 is required prior to obtaining the healthcare administration degree. In addition to meeting the Colonnade requirements, students pursuing the health care administration curriculum must take the following: ECON 202; BIOL 131; PH 100; MATH 116 and COMM 145. The required courses must be completed prior to completing 15 hours of health courses. Requirements for seeking admission (reference number 559P): 24 hours including MATH 116 (or higher); PH 100 with an overall GPA of 2.0 or better. Requirements for admission (reference number 559): 30 hours including above courses plus BIOL 131 and ECON 202 with overall GPA of 2.5 or better. All courses listed above require a minimum grade of “C” (both prerequisites and core courses). Students will not be allowed to enroll in 400-level HCA classes until they are fully admitted into the HCA program. Requirements for degree completion: 73 hours of program courses with an overall GPA of 2.5 or better.</p> | | | <p>The health care administration program has full membership in the Association of University Programs in Health Administration (AUPHA). The undergraduate degree program in health care administration prepares the student for administrative positions in various types of health care facilities and agencies, such as acute care, long term care, group medical practices, managed care organizations, health insurance agencies, public health agencies, clinics, and health related organizations such as manufacturing, marketing and consulting.</p> <p>The required courses in the major are HCA 120, HCA 247 or PH 447, or PHIL 322, or PHIL 323, or MGT 305 or SWRK 433, HCA 340, HCA 342, HCA 343 or HCA 353, HCA344, HCA 345, HCA 346 or HCA 355, HCA 347 or PH 410, ACCT 200 or HIM 252, HCA 383, HCA 440 or any 300 level or higher economics course, HCA 441 or MGT 200 or MGT 301 or HIM 225, HCA 442, HCA 445, HCA 446, HCA 447, HCA 448, HCA 449, FIN 330 or HCA 401, PH 383 or MATH 183 or SOCL 300, AH 290 or HIM 290, and two 3-hour HCA electives selected with permission of advisor. In addition to meeting the Colonnade requirements of the university, students pursuing the health care administration curriculum must take the following: BIOL 131, or PH 100 and PH 381, or PH 384, ECON 202 or ECON 203. Some of these required courses fulfill Colonnade subject area requirements. Requirements for admission (reference number 559): 30 hours including above courses with overall GPA 2.5 or better. All courses listed above require a minimum grade of “C” (both prerequisites and core courses). Students will not be allowed to enroll in 400-level HCA classes until they are fully admitted into the HCA program. Requirements for degree completion 67 hours of program courses with an overall GPA of 2.5 or better.</p> | | |
| Current Admission Requirements | | | Proposed Admission Requirements | | |
| BIOL 131 | Human Anatomy & Physiology | 4 | BIOL 131 OR | Human Anatomy & Physiology | 4 OR 6 |

| | | | | | |
|---------------------------|---|--------------|--|--|-----------------------|
| | | | PH 100 AND PH 381 OR PH 384 | Personal Health AND Community Health OR Introduction to Epidemiology | |
| PH 100 | Personal Health | 3 | | | |
| MATH 116 | College Algebra | 3 | | | |
| COMM 145 | Fundamentals of Public Speaking & Communication | 3 | | | |
| ECON 202 | Principles of Economics (Micro) | 3 | ECON 202 OR ECON 203 | Principles of Economics (Micro) Principles of Economics (Macro) | 3 |
| | | 16 | | | 7 OR 9 |
| Major Requirements | | | Proposed Major Requirements | | |
| ACCT 200 | Introductory Accounting – Financial | 3 | ACCT 200 OR HIM 252 | Introductory Accounting – Financial Healthcare Payment Systems | 3 |
| ACCT 201 | Introductory Accounting – Managerial | 3 | | | |
| MGT 210 | Organization & Management | 3 | | | |
| FIN 330 | Principles of Financial Management | 3 | FIN 330 OR HCA 401 | Principles of Financial Management Fundamentals of Health Care Financial Management | 3 |
| AH 290 | Medical Terminology | 2 | AH 290 OR HIM 290 | Medical Terminology Medical Terminology | 2 |
| PH 383 | Biostatistics in the Health Sciences | 3 | PH 383 OR | Biostatistics in the Health Sciences Introductory Statistics | 3 |

| | | | | | |
|---------|--|---|---|---|---|
| | | | MATH 183 OR SOCL 300 | Using Statistics in Sociology | |
| PH 384 | Introduction to Epidemiology | 3 | | | |
| PH 447 | Human Values & the Health Sciences | 3 | PH 447 OR HCA 247 OR PHIL 322 OR PHIL 323 OR MGT 305 OR SWRK 433 | Human Values & the Health Sciences Contemporary Healthcare Issues Biomedical Ethics Social Ethics Ethics & Critical Thinking Ethical Issues & Dilemmas in Social Work | 3 |
| | | | HCA 120 | Health Literacy for Consumers | 3 |
| HCA 340 | Health Care Organization & Management | 3 | HCA 340 | Health Care Organization & Management | 3 |
| HCA 342 | Human Resources Management for Healthcare Managers | 3 | HCA 342 | Human Resources Management for Healthcare Managers | 3 |
| HCA 343 | Quality Management for Healthcare | 3 | HCA 343 OR HCA 353 | Quality Management for Healthcare Quality & Patient Safety in Long-Term Care | 3 |
| HCA 344 | Health Systems Management | 3 | HCA 344 | Health Systems Management | 3 |
| HCA 345 | Long-Term Care Administration | 3 | HCA 345 | Long-Term Care Administration | 3 |
| HCA 346 | Ambulatory Care Administration | 3 | HCA 346 OR | Ambulatory Care Administration | 3 |

| | | | | | |
|---------|--|---|---|--|----------|
| | | | HCA 355 | Nursing Facility Administration | |
| | | | HCA 347 OR PH 410 | International Comparisons of Health Care Systems Global Perspectives on Population Health | 3 |
| HCA 383 | Statistical Applications in Healthcare | 1 | HCA 383 | Statistical Applications in Healthcare | 1 |
| HCA 440 | Health Economics | 3 | HCA 440 OR ECON 3** OR 4** | Health Economics | 3 |
| HCA 441 | Legal Aspects / Health Care | 3 | HCA 441 OR MGT 200 OR MGT 301 OR HIM 225 | Legal Aspects / Health Care Legal Environment of Business Business Law Legal Issues in Health Information Management | 3 |
| HCA 442 | Principles & Methods of Health Planning | 3 | HCA 442 | Principles & Methods of Health Planning | 3 |
| HCA 445 | Health Care Finance | 3 | HCA 445 | Health Care Finance | 3 |
| HCA 446 | Health Care Informatics | 3 | HCA 446 | Health Care Informatics | 3 |
| HCA 447 | Information Systems Laboratory | 1 | HCA 447 | Information Systems Laboratory | 1 |
| HCA 448 | Health Care Analysis & Evaluation | 3 | HCA 448 | Health Care Analysis & Evaluation | 3 |
| HCA 449 | Internship in Health Care Administration | 6 | HCA 449 | Internship in Health Care Administration | 3 |
| HCA | Electives selected with advisor | 6 | HCA | Two-3 hour electives selected with advisor | 6 |

| | | | | | |
|--|------------------|----|---|--|----|
| | | 73 | | | 67 |
| Current Additional Requirements | | | Proposed Additional Requirements | | |
| ENG 306 | Business Writing | 3 | | | |

4. Rationale for the proposed program change:

The last HCA program revision occurred in 2006. Since this time, the U.S. health system is transforming from a primary hospital centered (volume based) system, to a more integrated health system which focuses on value based reimbursements and population health. The change in focus from volume to value is the primary impetus for the program revisions. The proposed changes reflect this changing market and trains students for this new health care paradigm.

Changes in admission and other major requirements:

For students seeking admission to the program, we have provided additional options, and we have also proposed several course additions, which will allow for an increased focus on population health and will expand the options for students to learn about health in the context of populations and health care access. Examples of these courses include:

- PH 381 (Community Health)
- HCA 120 (Health Literacy for Consumers)
- HCA 347 (International Health Care) OR PH-410 (Global Perspectives Population Health)

The US Health Care Delivery model is a vast system with multiple entry points such as health finance, health information management, clinical care delivery, and community health. The course modifications with the inclusion of approved course substitutions allows for additional options while maintaining an appropriate foundation for a future in health care management. By increasing course options students have the opportunity to tailor their educational experience to match their desired entry point into the system.

Several course deletions are already proposed. The impetus behind is to reduce duplication of material. The material covered in these courses is very similar to material already covered in the HCA designated courses. These changes (please see below) will reduce the occurrence of duplication of information.

- MGT 210 (Organization and Management)
- ENG 306 (Business Writing)
- ACCT 201 (Managerial Accounting)
- COMM 145 (Fund. Of Public Speaking)

Lastly, we seek to reduce the number of credit hours in the internship course (HCA 449). Many HCA programs across the country are reducing the amount of credit hours to three hours. In order to remain competitive to future students we feel the need to match this trend.

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

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

Department of Public Health

09/16/2016

CHHS Undergraduate Curriculum Committee

November 18, 2016

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Jan Hunt-Shepherd, jan.hunt-shepherd@wku.edu, 270-745-3548

1. Identification of program:

- 1.1 Program title: [Health Informatics](#)
- 1.2 Required hours in program: 19-22 credit hours
- 1.3 Special information: None
- 1.4 Catalog description: The certificate in Health Informatics is multidisciplinary and is designed to prepare health profession students with the introductory skills and knowledge needed for electronic health records usability, interoperability and data exchange, meeting meaningful use initiatives, improving clinical workflow, and analyzing data to improve overall health care delivery and outcomes through the use of health information technology.
- 1.5 Classification of Instructional Program Code (CIP): 51.2706

2. Learning outcomes of the proposed certificate program:

- Utilize an educational electronic health record system
- Apply information technology to meet health care needs
- Improve health care delivery by understanding basic health information technology
- Articulate health technology privacy and security issues, threats, and solutions
- Demonstrate knowledge of functionality of health information technology
- Explore database management and analytics in order to manage health care clinical pathways, clinical outcomes, quality initiatives, and departmental and administrative workflow.

3. Rationale:

- 3.1 Reason for developing the proposed certificate program:
The use of electronic health records, information technology and electronic health information exchange is federally mandated through the Health Information Technology for Economic and Clinical Health (HITECH) Act as part of the American Recovery and Reinvestment Act. Health information technology is being developed, adopted, and utilized across the United States in almost every type of health care facility. This increases the need for health professionals to become proficient in using electronic health records and managing health informatics in their areas of expertise. Therefore, there is a growing need for health professionals to be trained in health informatics.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department:
There are no other similar certificate programs in the Public Health Department.

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

There is a Certificate of Applied Data Analytics (Ref# 1734) in the Gordon Ford College of Business. This certificate differs from the proposed Health Informatics Certificate in that it focuses specifically on business data analytics. The Health Informatics Certificate focuses on utilizing electronic health records, improving healthcare through health information technology, applying knowledge to mitigate security issues in health IT, analyzing health data and managing clinical pathways, clinical outcomes, quality initiatives, and departmental and administrative workflow through information technology.

3.4 Projected enrollment in the proposed certificate program:
15-20 students per calendar year. It is expected that students from both within and outside of the department will enroll in this certificate based on certificate content. Other program coordinators have shown interest in the certificate.

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Northern Kentucky University has post-baccalaureate certificate in Health Informatics composed of 12 credit hours and are proposing a baccalaureate degree. No other Kentucky institution has a certificate in Health Informatics. For benchmark institutions the following have undergraduate certificates, Florida Atlantic University- Healthcare Information Systems Certificate (12 hours) and University of South Alabama- Health Informatics (15 hours). The following benchmark institutions have post-baccalaureate certificates: East Carolina University- Health Informatics Certificate (15 credit hours), Ohio University- Graduate Clinical Informatics Certificate (19 credit hours) and University of North Carolina- Health Informatics Certificate (15 hours).

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

“Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.” (<http://www.wku.edu/about/>)

This proposed certificate program meets the university mission by enhancing the quality of life for citizens through the use of health informatics and electronic health records (EHRs). HealthIT.gov indicates that EHRs improve patient care and care coordination, increase patient participation in their care, and improve patient outcomes. The certificate program curriculum will help emphasize the WKU strategic plan objectives by preparing students for lifelong learning and success by expanding student learning and opportunities for employment and by enhancing life of not only students as they become employable immediately following graduation but also the patients who will benefit.

4. **Curriculum:**

Proposed Health Informatics Certificate

Courses for the certificate may also meet the requirements for other degree programs. This certificate may be completed with 19-22 credit hours.

- I. Health Informatics Certificate Core Courses (18 credit hours)
 - CSCI 145C Introduction to Computing (3) **OR** CIS 141 Basic Computer Literacy (3)
 - CS 157 Information Security I (3)
 - CIS 243 Principles of MIS (3)
 - BDAN 330 Structured Data Analysis **OR** CIT 350 Database Administration (3)
 - HIM 330 Electronic Health Records (3)
 - HIM 430 Health Data Management and Analytics (3)

- II. Introductory Health Professions Courses (1-4 credit hours) (Must be completed prior to HIM 330)
 - Choose from one of the following:
 - HIM 100 Health Care Data Content and Structure (4)
 - DH 100 Introduction to Dental Hygiene (1)
 - SWRK 205 Introduction to Social Work (3)
 - CD 280 Introduction to Communication Sciences and Disorders (3)
 - HCA 340 Health Care Organizations and Management (3)
 - Other health care introductory class as approved by Health Informatics Certificate Advisor

5. Budget implications:

The proposed certificate program may lead to increased enrollment in some of the courses used to satisfy the requirements. If more than 15 are enrolled, some programs may need to add an additional section to their prospective courses. It will be important to monitor the proposed certificate program enrollment for that reason.

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

| | |
|---|------------|
| Department of Public Health | 12/01/2016 |
| CHHS Undergraduate Curriculum Committee | _____ |
| Contact with Office of Academic Affairs | 2/24/2017 |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |
| Board of Regents | _____ |

Proposal Date: February 6, 2017

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

Contact Person: LeAnne Coder, leanne.coder@wku.edu, 5-2876

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: MGT 383
 - 1.2 Course title: Human Resource Information Systems (HRIS)

- 2. Current prerequisites:**
MGT 311

- 3. Proposed prerequisites:**
MGT 311 and CIS 243

- 4. Rationale for the revision of prerequisites:**
CIS 243 is a core requirement for all GFCB students and focuses on basic Excel commands. Basic knowledge of Excel is a necessary foundation for the coursework covered in MGT 383 – HRIS.

- 5. Effect on completion of major/minor sequence:**
Some students who wait to take CIS 243 later in their academic program must complete it earlier.

- 6. Proposed term for implementation:** Spring 2018

- 7. Dates of prior committee approvals:**

| | |
|--|------------------|
| Department/ Unit <u>Management Department</u> | <u>2/8/2017</u> |
| Gordon Ford College of Business College Curriculum Committee | <u>2/22/2017</u> |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

Proposal Date: February 8, 2017

**Gordon Ford College of Business
Management Department
Proposal to Create a New Course
(Action Item)**

Contact Person: Dawn L. Bolton, dawn.bolton@wku.edu, 5-3107

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: [ENT 112](#)
- 1.2 Course title: Introduction to Entrepreneurship
- 1.3 Abbreviated course title: Intro to Entrepreneurship
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (yes or no) No
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: An introduction to and an exploration in the study of entrepreneurship. Topics include identifying new business opportunities and access to resources, start-up process, and careers. Readings and hands-on business projects appropriate for an introductory course are used.

2. Rationale:

- 2.1 Reason for developing the proposed course: The first course in entrepreneurship currently available to students is ENT 312. Many students have an interest and a desire to take an introductory entrepreneurship course early in their college career. Earlier exposure to entrepreneurship may inform entrepreneurial students of all that the major/minor in entrepreneurship and the Center for Entrepreneurship & Innovation have to offer.
- 2.2 Projected enrollment in the proposed course: 25-35 students based on one-time offering of the course
- 2.3 Relationship of the proposed course to courses now offered by the department: A more advanced version of ENT 112, ENT 312 Entrepreneurship is currently offered as a Colonnade course to those who have met the requirements (21 hours of Foundation and Exploration Courses) or to Juniors. ENT 312 examines the entrepreneur as the basic building block of the economic system via the discovery or identification of opportunities. Emphasis is placed on identifying and defending feasible opportunities within the industry and market, while recognizing and managing the complex systems in which entrepreneurs live and work that motivate or constrain innovation. Additional ENT courses such as ENT Innovation Management, ENT 380 New Venture Planning, ENT 425 International Entrepreneurship build upon the concepts learned in ENT 312 in specific areas. ENT 112 will set the stage for students to take entrepreneurship back to their majors, prepare them for the entrepreneurship minor, or simply help them understand the issues that entrepreneurs face.
- 2.4 Relationship of the proposed course to courses offered in other departments: To our knowledge, there is no course like it offered in other departments.

2.5 Relationship of the proposed course to courses offered in other institutions: It is common for an introductory entrepreneurship course to be offered to non-business majors at other universities (University of Colorado Boulder, University of Miami (Ohio), and the University of Toledo to name a few.)

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes: By the end of the course, students should be able to:

- discuss the role of entrepreneurship in business and society
- assess their entrepreneurial propensity against what makes a person an entrepreneur
- recognize career opportunities for entrepreneurs
- examine how entrepreneurs identify opportunities and take advantage of resources
- develop and present basic business strategies for a simple entrepreneurial venture

3.3 Content outline:

- The role of entrepreneurship in business and society
- Career opportunities for entrepreneurs and what is/makes an entrepreneur
- Identifying opportunities and resources for entrepreneurs
- Basic business strategies for entrepreneurs including financials and marketing
- Presenting entrepreneurial ideas – written and oral

3.4 Student expectations and requirements:

The grade in the course may be based on student performance on quizzes, weekly assignments (activities), participation, and mini-projects to include Elevator Pitches, Entrepreneur Interviews, and a Mini-Business Plan

3.5 Tentative texts and course materials:

There is no required text for this course. Readings and current topics analysis will be assigned as appropriate.

4. Resources:

4.1 Library resources: Sufficient

4.2 Computer resources: Sufficient

5. Budget implications: none

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/ Unit Management Department

2/8/2017

GFBS Curriculum Committee

2/22/2017

Undergraduate Curriculum Committee

University Senate

Proposal Date: February 8, 2017

**Gordon Ford College of Business
Management Department
Proposal to Create a New Course
(Action Item)**

Contact Person: Whitney Peake, whitney.peake@wku.edu, 270.745.3531

1. Identification of proposed course:

- 1.1 *Course prefix (subject area) and number:* [ENT 363](#)
- 1.2 *Course title:* Family Business Management
- 1.3 *Abbreviated course title:* Family Business Management
(maximum of 30 characters or spaces)
- 1.4 *Credit hours:* 3 *Variable credit (yes or no)* No
- 1.5 *Grade type:* Standard Letter Grade
- 1.6 *Prerequisites/corequisites:* Junior standing
- 1.7 *Course description:*

An exploration of the unique managerial issues, dynamics and competitive positioning, and contribution to the economy associated with family businesses. Emphasis placed on problems in organization, management, and succession in family business contexts. Open to business and non-business majors.

2. Rationale:

- 2.1 *Reason for developing the proposed course:*

Family businesses are an integral part of the economy. Approximately 90% of all US businesses are family owned or controlled (Aileron, 2013), and family firms account for approximately two-thirds of all businesses worldwide (Family Firm Institute, 2016). According to the Conway Center for Family Business, approximately 35% of Fortune 500 companies are family-controlled. Family businesses account for 62% of GDP, and account for more than 75% of all new job creation in the US. Despite the prominence of family firms in generating wealth for economies across the world, there are special circumstances surrounding family firms that present issues for both family and nonfamily employees, surrounding ownership, governance, and management of the firm.

Many students will be involved in either their own or another family-owned business as a professional manager, accountant, attorney, or employee. This course aims to explore the personal, interpersonal, and business concerns associated with family businesses, and fosters hands-on application of material through assignments and case-based learning. This course is intended to provide students with tools to navigate and recognize the unique aspects of family business relationships, governance and wealth management, transition to the next generation, and the integration of nonfamily managers and employees into the business.

We do not currently offer a family business-oriented course, and keeping with trends in entrepreneurship and management programs across the nation, this course is an important addition to our program as an elective.

2.2 *Projected enrollment in the proposed course:*

Based on prior enrollments in the special topics section in family business, we expect 20 – 30 students. There are no prerequisites aside from junior status, so students from across the university are welcome to enroll.

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

Family business management is a multidisciplinary course, pulling concepts from family science, psychology, strategy, organizational behavior, international business, and entrepreneurship. Although the course is not specifically related to any courses now offered by the department, it is an important complement to both the management and entrepreneurship curriculum, providing insight into a significant form of business across the globe.

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

To our knowledge, the course is not related to other courses offered in other departments across our college or campus. However, given that many disciplines, such as accounting, finance, counseling, etc. will deal with family business issues, this course is complementary to a number of programs across campus.

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

We are making the request for this course, so our students will be offered the same opportunities as students at other institutions to learn more about navigating the complex environment of family business – both the good and the bad. Although this course has been designed by Dr. Peake, she has carefully researched offerings at universities across the nation, including offerings at Family Business Programs from St. Thomas University and Northeastern University. While at the University of North Texas, Dr. Peake assisted in the creation of a Family Firm Institute, which included the proposal of a family business management course.

3. Discussion of proposed course:

3.1 *Schedule type:*

Lecture

3.2 *Learning Outcomes:*

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

- Understand the unique dynamics and competitive advantage {and disadvantages} of family businesses, including the interface of family and business relationships, family conflict, and the competitive benefits of “familiness.”
- Identify governance and wealth management issues unique to the family business environment.
- Understand the succession process and describe how family businesses can plan for transitions in leadership and changes in vision.
- Integrate entrepreneurial and professional management concepts to assess effectiveness of family business management.

- Apply family business assessment tools to evaluate and provide unique solutions for problems within family businesses related to strategy development, governance, wealth management, and employee management and compensation.

3.3 *Content outline:*

| Topic |
|--|
| Why family business matters |
| Theories of family business |
| Unity and continuity through planning and policies |
| Challenges of ownership |
| Challenges to family governance |
| Planning governance and professionalization |
| Introduction to the 12S model and its implications |
| Succession: the next generation |
| Succession and transfer of power |
| Change, adaptation and innovation – culture |
| Family business governance |
| Strategic planning in the family firm |
| Estate planning |
| The owners' plan |

3.4 *Student expectations and requirements:*

Grades in this course may be based on items such as the following: participation, mini case analyses, case analyses, projects, and exams.

3.5 *Tentative texts and course materials:*

Required Text: Poza, E.J. 2010. *Family Business*. 4th Ed. Cengage Learning.

4. **Resources:**

4.1 *Library resources:*

No specific library resource needs are anticipated.

4.2 *Computer resources:*

Students will use personal computers to complete work, but no other computer resource needs are anticipated.

5. **Budget implications:**

5.1 *Proposed method of staffing:*

Current staffing is sufficient.

5.2 *Special equipment needed:*

No special equipment needs anticipated.

5.3 *Expendable materials needed:*

No expendable material needs anticipated.

5.4 *Laboratory materials needed:*

No laboratory materials anticipated.

6. Proposed term for implementation:

We plan to implement the course for Fall 2017.

7. Dates of prior committee approvals:

Department/ Unit Management Department
Gordon Ford College of Business College Curriculum
Committee

2/8/2017

2/22/2017

Undergraduate Curriculum Committee

University Senate

University College
Dean's Office
Proposal to Revise an Academic Policy
(Action Item)

Contact Person: Merrall Price, merrall.price@2wku.edu, x54200

1. **Identification of proposed policy revision:** Revision of course renewal policy to accommodate students needing fewer than 12 hours to graduate.
2. **Catalog statement of existing policy:** An academic renewal program is available to qualified undergraduate students. Academic renewal prevents the voided coursework from counting toward graduation and the computation of the grade point average; however, the voided coursework will remain a part of the transcript. Qualified undergraduate students must not have attended any accredited college or university for at least two previous years and must have a cumulative grade point average, since readmission, of at least 2.0 (with no grade below "D"), computed at the end of the term in which the student completes a minimum of 12 semester hours of courses numbered 100 or above.
3. **Catalog statement of proposed policy:** An academic renewal program is available to qualified undergraduate students. Academic renewal prevents the voided coursework from counting toward graduation and the computation of the grade point average; however, the voided coursework will remain a part of the transcript. Qualified undergraduate students must not have attended any accredited college or university for at least two previous years and must have a cumulative grade point average, since readmission, of at least 2.0 (with no grade below "D"), computed at the end of the term in which the student completes **the lesser of 12 semester hours of courses numbered 100 or above or the number of such hours required to fulfill all other graduation requirements with the exception of GPA.**
4. **Rationale for proposed policy revision:** Academic renewal is an excellent option for many students who have had a poor start, but take a lengthy break from academics and then come back with a more mature perspective. However, it is hard to expect them to pay for and take 12 credits to prove a point when they are closer than that to completion. 12 credits is a full-time one-semester or part-time two-year commitment with a minimum current cost of over \$4236; these students are adults, often with full-time jobs and little chance of financial aid. This policy change allows such students to take advantage of academic renewal and graduate without incurring a significant financial impact to take courses that are not part of their degree program.
5. **Impact of proposed policy revision on existing academic or non-academic policies:**
 - 5.1 Impact on policies: None
 - 5.2 Impact on populations that may be affected: Will allow some students to graduate in a shorter time.
6. **Proposed term for implementation: Fall 2017**
7. **Dates of prior committee approvals:**

| | |
|--|---------------|
| Department/ Unit _____ | <u>N/A</u> |
| College Curriculum Committee (if applicable) | <u>3/2/17</u> |
| UCC Academic Policy Subcommittee (if applicable) | <u>3/8/17</u> |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

**University College
Dean's Office**
Proposal to Revise an Academic Policy
(Action Item)

Contact Person: Merrall Price, merrall.price2wku.edu, x54200

Identification of proposed policy revision: Course repeat policy change to count higher grade in GPA rather than subsequent grade.

1. Catalog statement of existing policy:

If a course is repeated, only the second grade will be counted in computing the grade point average; if the course is repeated a second time, both the second and the third grades will be used in computing the grade point average. The grade received for each attempt will continue to appear on the student's academic record. A student may attempt a single course no more than three times.

2. Catalog statement of proposed policy:

If a course is repeated, **the higher of the two grades will be counted in computing the grade point average**; if the course is repeated a second time, **the two higher grades combined** will be used in computing the grade point average. The grade received for each attempt will continue to appear on the student's academic record. A student may attempt a single course no more than three times.

WKU does not guarantee the right to repeat any course. Courses may be deactivated, discontinued, or offered on a different schedule.

3. Rationale for proposed policy revision:

WKU students often repeat courses they have already passed in the hope of a higher grade, either because of a university or departmental minimum grade requirement, or because they feel that a low grade will have a negative effect on their GPA, affecting eligibility for graduation or for scholarships or student loans. Under current WKU rules, the choice to repeat may result in an adverse effect on GPA, as the policy states that the second attempt is to be used for GPA calculation, even if the student does poorly the second time.

This policy means that struggling students often find a repeated course has wasted their time, their money, and their limited number of repeats for both GPA calculation and financial aid. Changing the policy to allow students to count the higher of the two grades would also give them a safe way to retake a challenging course for greater mastery of the material, without being afraid that their previous achievement will be wiped away. As with the previous policy, all grades would remain on the transcript.

Different schools handle the issue of repeated courses and GPA differently in different ways, with varying limits on the number of courses and varying options for GPA calculation. Some of WKU's benchmark institutions follow the proposed policy, as follows:

Indiana State: Any course may be repeated once for grade point average improvement. Only courses taken at Indiana State University are eligible for course repeat. **The better grade earned will become the**

grade for the course. The lesser grade remains recorded on the transcript, but hours and points of the lesser grade will not be used in index computation. If a “DF”, “DP”, “IN”, “S”, “U” or “WP” grade is received, the course repeat request is void.

Towson University: When a course is repeated, students will receive credit for the course only once. **The higher of the two grades earned will be calculated in the GPA.** The lower grade will remain on the record with a *repeat excluded* message.

University of Southern Mississippi: Undergraduate students may repeat a course to improve their grade. When a class is repeated, **the lower grade remains on the transcript but is marked as “Repeated” and is not used to calculate the student’s grade point average.**

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

- 4.1 Impact on policies: none.
- 4.2 Impact on populations that may be affected: A small number of students may be profoundly affected in that the difference in GPA would affect their eligibility for funding or for graduation. More students may be slightly affected in that their GPA would be slightly but not significantly higher as a result of the policy change.

4. Proposed term for implementation:

5. Dates of prior committee approvals:

| | |
|--|---------------|
| Department/ Unit _____ | N/A |
| College Curriculum Committee (if applicable) | 3/2/17 |
| UCC Academic Policy Subcommittee (if applicable) | 3/8/17 |
| Undergraduate Curriculum Committee | |
| University Senate | |

College Name
Department Name
Proposal to Revise an Academic Policy regarding Major/Minor Table
(Action Item)

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

Identification of proposed policy revision:

6. Catalog statement of existing policy:

WKU 2016/2017 Undergraduate Catalog (page 56):

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

| | | |
|--|--|--|
| <p>Option I (minimum of 54 hours, 48 of which must be unduplicated)</p> <p>A. Major</p> <p>B. Minor</p> | <p>Option II (minimum of 48 hours)</p> <p>Major</p> | <p>Option III (minimum of 54 hours)</p> <p>A. First Major</p> <p>B. Second Major</p> |
| <p>Option IV (minimum of 54 hours)</p> <p>A. Major</p> <p>B. First Minor</p> <p>C. Second Minor</p> | <p>Option V (minimum of 36 hours)</p> <p>Completion of at least 36 hours in an area of emphasis within the Bachelor of Interdisciplinary Studies degree, with no more than 24 semester hours in a single academic discipline.</p> | |

7. Catalog statement of proposed policy:

WKU 2016/2017 Undergraduate Catalog (page 56):

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

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

8. Rationale for proposed policy revision:

Because the chart (above) is confusing, we propose eliminating the chart and replacing it with the list/text explanation.

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

- 4.1 Impact on policies: none
- 4.2 Impact on populations that may be affected: none

10. Proposed term for implementation: Fall 2017

11. Dates of prior committee approvals:

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

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

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

Identification of proposed policy revision:

12. Catalog statement of existing policy:

WKU 2016/2017 Undergraduate Catalog (page 56):

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

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

13. Catalog statement of proposed policy:

WKU 2016/2017 Undergraduate Catalog (page 56):

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

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

14. Rationale for proposed policy revision:

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

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

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

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

16. Proposed term for implementation: Fall 2017

17. Dates of prior committee approvals:

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