

University Curriculum Committee Agenda
 March 24, 2016
 Academic Affairs Conference Room

- I. Call to Order
- II. Approval of February 25, 2016 minutes
- III. Old Business
- IV. New Business

a. **University College (UC)**

Type of Action	Description of Item and Contact Information
Consent	Proposal to Create an Equivalent Course Item: MA 115C Contact Person: Lee Emanuel Email: lee.emanuel@wku.edu Phone: 780-2537
Action	Proposal to Create a New Course Item: PLS 324 Women and the Law Contact Person: Jennifer Brinkley Email: jennifer.brinkley@wku.edu Phone: 745-3965
Action	Proposal to Create a New Course Item: PLS 375 Comparative Legal Systems Contact Person: Julie Shadoan Email: julie.shadoan@wku.edu Phone: 780-2539
Action	Proposal to Create a New Course Item: PLS 400 Special Topics for Paralegals Contact Person: Jennifer Brinkley Email: jennifer.brinkley@wku.edu Phone: 745-3965
Action	Proposal to Create a New Course Item: DCS 363 Narrative, Discourse, and Prison Systems Contact Person: Jane Olmsted and Kristi Branham Email: jane.olmsted@wku.edu, kristi.branham@wku.edu Phone: 745-5787, 745-2943

b. **Potter College of Arts and Letters (PCAL)**

Type of Item	Description of Item & Contact Information
Consent	Proposal to Revise Course Prerequisites/Corequisites HIST 341—A Cultural History of Alcohol Contact: Andrew McMichael, andrew.mcmichael@wku.edu , 5-6538
Consent	Proposal to Revise Course Prerequisites/Corequisites ARBC 201— Intermediate Arabic I Contact Person: David DiMeo, david.dimeo@wku.edu , 5-2401
Consent	Proposal to Revise Course Prerequisites/Corequisites CHIN 201— Intermediate Chinese I Contact Person: Ke Peng, ke.peng@wku.edu , 5-2401
Consent	Proposal to Revise Course Prerequisites/Corequisites JAPN 201— Intermediate Japanese I Contact Person: Laura McGee, laura.mcgee@wku.edu , 5-2401

Consent	Proposal to Revise Course Prerequisites/Corequisites COMM 200—Communication Foundations Contact: Jennifer Mize Smith, jennifer.mize.smith@wku.edu , 5-5147
Consent	Proposal to Revise Course Prerequisites/Corequisites CRIM—456 Homicide and Serial Homicide Contact Person: Carrie Trojan, carrie.trojan@wku.edu , 5-2645
Consent	Proposal to Revise Course Catalog Listing SOCL 466—Gender, Family, & Society Contact Person: Dr. Lauren McClain, lauren.mcclain@wku.edu , 5-5921
Action	Proposal to Create a Temporary Course—Second Offering SPAN 385—Hispanic Expressions in the Media Contact Person: Sonia Lenk, sonia.lenk@wku.edu , 5-2401
Action	Proposal to Make Multiple Revisions to a Course CRIM 330—Criminology Contact Person: Carrie Trojan, carrie.trojan@wku.edu , 5-2645
Action	Proposal to Make Multiple Revisions to a Course CRIM 439—Internship in Criminology Contact Person: Holli Drummond, holti.drummond@wku.edu , 5-2259
Action	Proposal to Make Multiple Revisions to a Course CRIM 446— Gender, Crime, and Justice Contact Person: Holli Drummond, holti.drummond@wku.edu , 5-2259
Action	Proposal to Make Multiple Revisions to a Course SOCL 302—Strategies of Social Research Contact Person: Dr. Lauren McClain, lauren.mcclain@wku.edu , 5-5921
Action	Proposal to Make Multiple Revisions to a Course SOCL 363— Population, Society, & Development Contact Person: Dr. Lauren McClain, lauren.mcclain@wku.edu , 5-5921
Action	Proposal to Make Multiple Revisions to a Course SOCL 402—Evaluation Research Techniques Contact Person: Holli Drummond, holti.drummond@wku.edu , 5-2259
Action	Proposal to Make Multiple Revisions to a Course SOCL 404—Qualitative Research Methods Contact Person: Steve Groce, steve.groce@wku.edu , 5-2253
Action	Proposal to Make Multiple Revisions to a Course SOCL 410—Socialization: Changes Through Life Contact Person: Steve Groce, steve.groce@wku.edu , 5-2253
Action	Proposal to Make Multiple Revisions to a Course SOCL 435—Family Violence Contact Person: Amy Krull; amy.krull@wku.edu ; 5-6363
Action	Proposal to Make Multiple Revisions to a Course SOCL 440— Medical Sociology Contact Person: Amy Krull; amy.krull@wku.edu ; 5-6363

Action	Proposal to Make Multiple Revisions to a Course SOCL 494—Internship in Sociology Contact Person: Holli Drummond, holli.drummond@wku.edu , 5-2259
Action	Proposal to Create a New Course HIST 300—Contemporary Chinese Society and Culture Contact: Dr. Chunmei Du, chunmei.du@wku.edu , 5-5743
Action	Proposal to Create a New Course ART 317—Art and Power Contact: Guy Jordan, guy.jordan@wku.edu , 5-8865
Action	Proposal to Create a New Course ANTH 316—The Archaeology of Environmental Change Contact Person: Jean-Luc Houle, jean-luc.houle@wku.edu , 5-5910
Action	Proposal to Create a New Course ANTH 333—The Archaeology of Ancient China Contact Person: Jean-Luc Houle, jean-luc.houle@wku.edu , 5-5910
Action	Proposal to Create a New Course ANTH 305—Human Origins and Evolution Contact: Darlene Applegate, darlene.applegate@wku.edu , 5-5094
Action	Proposal to Create a New Course RELS 242— The Meaning of Life: Atheism to Zen Contact Person: Paul Fischer, mailto:paul.fischer@wku.edu , 5-5758
Action	Proposal to Create a New Course PHIL 440—Readings in Ancient or Medieval Philosophy Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu , 5-744
Action	Proposal to Create a New Course PHIL 450— Readings in Modern or Contemporary Philosophy Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu , 5-744
Action	Proposal to Create a New Course COMM 410—Study Abroad in Communication Contact: Jennifer Mize Smith, jennifer.mize.smith@wku.edu , 5-5147
Action	Proposal to Create a New Course CRIM 447—Life-course Criminology Contact Person: Jerry Daday, jerry.daday@wku.edu , 5-3197
Action	Proposal to Create a New Course CRIM 448—Comparative Criminology Contact Person: Pavel Vasiliev, pavel.vasiliev@wku.edu , 5-2150
Action	Proposal to Create a New Course SOCL 372— Causes and Consequences of Human-Wildlife Conflict Contact Person: Jerry Daday, jerry.daday@wku.edu , 5-3197
Action	Proposal to Revise A Program Ref #509—A.B., Visual Studies, Studio Concentration Contact: Brent Oglesbee, brent.oglesbee@wku.edu , 5-6566
Action	Proposal to Revise A Program Ref #509—A.B., Visual Studies, Art Education Concentration Contact: Miwon Choe miwon.choe@wku.edu 5-7052

Action	Proposal to Revise a Program Ref #429—Minor in Philosophy Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu , 5-744
Action	Proposal to Revise a Program Ref #745—Major in Philosophy Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu , 5-744
Action	Proposal to Revise a Program Ref #522—Corporate and Organizational Communication Contact: Jennifer Mize Smith, jennifer.mize.smith@wku.edu , 5-5147
Action	Proposal to Revise a Program Ref #792—Communication Studies Major Contact: Jennifer Mize Smith, jennifer.mize.smith@wku.edu , 5-5147

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

Type of Item	Description of Item and Contact Information
Consent	Proposal to Revise Course Prerequisites Introductory Accounting Managerial ACCT 201 Contact: Steve Wells, steve.wells@wku.edu , 5-3895 ray.blankenship@wku.edu
Consent	Proposal to Revise Course Prerequisites Accounting Information Systems ACCT 312 Contact: Steve Wells, steve.wells@wku.edu , 5-3895
Consent	Proposal to Revise a Program Federal Taxation-Individuals – ACCT 430 Contact: Steve Wells, steve.wells@wku.edu , 5-3895
Consent	Proposal to Revise Course Prerequisites Auditing and Assurance Services -ACCT 450 Contact: Steve Wells, steve.wells@wku.edu , 5-3895
Consent	Proposal to Revise Course Prerequisites Sales Force Management MKT 424 Contact: Rick Shannon, rick.shannon@wku.edu , 5-2483
Consent	Proposal to Revise Course Prerequisites Advanced Personal Selling MKT 425 Contact: Rick Shannon, rick.shannon@wku.edu , 5-2483
Consent	Proposal to Revise Course Title Marketing on the World Wide WebMKT 328 Contact: Rick Shannon, rick.shannon@wku.edu , 5-2483
Action	Proposal to Revise a Program Major in Business Informatics – 507P and 507 Contact: Ray Blankenship, ray.blankenship@wku.edu , 5-5952

d. **Ogden College of Science and Engineering (OCSE)**

Type of item	Description of Item & Contact Information
Consent	Proposal to Revise Course Prerequisites AMS 120, Basic Electricity, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032

Consent	Proposal to Revise Course Prerequisites AMS 205, CADD for Manufacturing, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Consent	Proposal to Revise Course Prerequisites AMS 217, Industrial Materials, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Consent	Proposal to Revise Course Prerequisites AMS 227, Introduction to Manufacturing Methods, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Consent	Proposal to Revise Course Prerequisites AMS 271, Industrial Statistics, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Consent	Proposal to Revise Course Prerequisites AMS 310, Work Design/Ergonomics, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Consent	Proposal to Revise Course Prerequisites AMS 328, Robotics and Machine Vision, 3 hrs. Contact: Bryan Reaka bryan.reaka@wku.edu , x7032
Consent	Proposal to Revise Course Prerequisites AMS 342, Manufacturing Operations, 3 hrs. Contact: Bryan Reaka bryan.reaka@wku.edu , x7032
Consent	Proposal to Revise Course Prerequisites AMS 352, Food Processing: Unit Operations, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Consent	Proposal to Revise Course Prerequisites AMS 371, Quality Assurance, 3 hrs. Contact: Bryan Reaka bryan.reaka@wku.edu , x7032
Consent	Proposal to Revise Course Prerequisites AMS 390, Project Management, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Consent	Proposal to Revise Course Prerequisites AMS 394, Lean Systems, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Consent	Proposal to Revise Course Prerequisites AMS 396, Introduction to Supply Chain Management, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Consent	Proposal to Revise Course Prerequisites CM 250, Contracts Documents, 3 hrs. Contact: Bryan Reaka, bryan.reaka@wku.edu , x7032
Consent	Proposal to Revise Course Prerequisites BIOL 208, General Microbiology Laboratory, 1 hr. Contact: Scott Grubs, scott.grubbs@wku.edu , x 5048
Consent	Proposal to Revise Course Prerequisites BIOL 446, Biochemistry I, 3 hrs. Contact: Philip Lienesch, philip.lienesch@wku.edu , x6006

Consent	Proposal to Revise Course Prerequisites BIOL 447, Biochemistry I Lab, 1 hr. Contact: Philip Lienesch, philip.lienesch@wku.edu , x6006
Consent	Proposal to Revise Course Prerequisites CHEM 446, Biochemistry I, 3 hrs. Contact: Darwin Dahl, darwin.dahl@wku.edu , x5074
Consent	Proposal to Revise Course Prerequisites CHEM 447, Biochemistry I Lab, 1 hr. Contact: Darwin Dahl, darwin.dahl@wku.edu , x5074
Consent	Proposal to Revise Course Prerequisites CE 332, Transportation Engineering, 3hrs. Contact: Warren Campbell, warren.campbell@wku.edu , x8988
Consent	Proposal to Revise Course Prerequisites EE 300, Electrical Engineering Design III, 1 hr. Contact: Walter Collett, walter.collett@wku.edu , x 2016
Consent	Proposal to Revise Course Title EE 473, Introduction to Electromagnetic Fields and Waves, 3 hrs. Contact: Walter Collett, walter.collett@wku.edu , x 2016
Consent	Proposal to Revise Course Prerequisites GEOG 330, Cultural Geography, 3 hrs. Contact: Katie Algeo, katie.algeo@wku.edu , x5922
Consent	Proposal to Revise Course Prerequisites GEOG 378, Food, Culture, and Environment, 3 hrs. Contact: Katie Algeo, katie.algeo@wku.edu , x5922
Consent	Proposal to Revise Course Title GEOG 325, Introduction to Minerals and Rocks, 3 hrs. Contact: Fred Siewers, fred.siewers@wku.edu , x4555
Action	Proposal to Create a New Course AGEC 261, Agricultural Accounting, 3 hrs. Contact: Dominique Gumirakiza, dominique.gumirakiza@wku.edu , x5959
Action	Proposal to Create a New Course AGMC 178, Agriculture Safety, 2 hrs. Contact: Cris Scudder, cris.scudder@wku.edu , x2969
Action	Proposal to Make Multiple Revisions to a Course AGMC 377, Farm Machinery, 2 hrs. Contact: Cris Scudder, cris.scudder@wku.edu , x2969
Action	Proposal to Revise a Program Ref. 308, Minor in Agriculture, 18 hrs. Contact: Todd Willian, todd.willian@wku.edu , x5969
Action	Proposal to Revise a Program Ref. 605, Major in Agriculture (with 2nd major or minor), 30 hrs. Contact: Todd Willian, todd.willian@wku.edu , x5969
Action	Proposal to Revise a Program Ref. 506, Advanced Manufacturing, 64 hrs. Contact: Todd Willian, todd.willian@wku.edu , x5969

Action	Proposal to Create a New Course BIOL 356, Ornithology Lab, 2 hrs. Contact: Noah Ashley, noah.ashley@wku.edu , x4268
Action	Proposal to Create a New Course BIOL 380, Challenges of Changing Biosphere, 3 hrs. Contact: Bruce Schulte, bruce.schulte@wku.edu , x4856
Action	Proposal to Create a New Course BIOL 397, Scientific Process, 2-4 hrs. Contact: Philip Lienesch, philip.lienesch@wku.edu , x6006
Action	Proposal to Create a New Course BIOL 489, Professional Aspects of Biology, 1 hr. Contact: Bruce Schulte, bruce.schulte@wku.edu , x4856
Action	Proposal to Create a New Course GEOG 225, Visualizing Geography: Understanding our Diverse World, 3 hrs. Contact: David Keeling, david.keeling@wku.edu , x4555
Action	Proposal to Create a New Course GEOG 386, Geography of Potent Potables: Brewing, Distilling, and Wine Making, 3 hrs. Contact: David Keeling, david.keeling@wku.edu , x4555
Action	Proposal to Revise a Program Ref. 434, Minor in Neuroscience, 21 hrs. Contact: Sharon Mutter, sharon.mutter@wku.edu , x4389
Action	Proposal to Revise a Program Ref. 440, Minor in Psychological Science, 22 hrs. Contact: Andrew Mienaltowski, andrew.mienaltowski@wku.edu , x2353
Action	Proposal to Revise a Program Ref. 747, Major in Psychological Science, 37 hrs. Contact: Sharon Mutter, sharon.mutter@wku.edu , x4389

e. College of Health and Human Services (CHHS)

Type of Item	Description in Item and Contact Information
Action	Create a New Course PH 410 Global Perspectives on Population Health Contact: Gary English, gary.english@wku.edu , 745-2678
Action	Revise a Program 587 Bachelor of Science in Physical Education Contact: Travis Esslinger, travis.esslinger@wku.edu , 745-3423

f. College of Education and Behavioral Sciences (CEBS)

Type of Item	Description in Item and Contact Information
Consent	Revise Course Prerequisites/Corequisites SPED 400, Behavior management Strategies in Special Education Contact: Dusteen Knotts, dusteen.knotts@wku.edu , 5-3747

Action	Revise a Program 5003, Special Education/Elementary Education learning and Behavior Disorders and Elementary Education Contact: Gail Kirby, gail.kirby@wku.edu , 5-3746
Action	Revise a Program 621, Business & Marketing Education (B & M Ed) Contact: Michael McDonald, michael.mcdonald@wku.edu , 5-3097

V. Academic Policy Subcommittee

VI. Announcements

VII. Adjournment

Proposal Date: 2/7/16

College Name
Department Name
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Lee Emanuel, lee.emanuel@wku.edu, 270.780.2537

1. Identification of existing course:

- 1.1 MATH 115
- 1.2 Course title: Applied College Algebra

2. Identification of proposed equivalent course prefix(es) and numbers: MA 115C

3. Rationale for each equivalent course:

Opportunity to provide an enhanced version of MATH 115 for students just below the MATH 115 cut off as part of WKU's move from developmental to supplemental courses. This course equivalency has been approved by the Chair of the Math Department.

4. Proposed term for implementation: Summer 2016

5. Dates of prior committee approvals:

Department/ Unit: School of University Studies	February 24, 2016
University College Undergraduate Curriculum Committee	March 3, 2016
Professional Education Council (if applicable)	_____
Colonnade Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Jennifer Brinkley, School of Professional Studies, Paralegal Studies, TPH 232, jennifer.brinkley@wku.edu, 270-745-3965

1. Identification of proposed course:

- 1.1 **Course prefix (subject area) and number:** PLS 324
- 1.2 **Course title:** Women and the Law
- 1.3 **Abbreviated course title:** Women and the Law
- 1.4 **Credit hours and contact hours:** 3
- 1.5 **Grade type:** Standard letter grade
- 1.6 **Pre-requisites/co-requisites:** N/A
- 1.7 **Course catalog listing:** An examination of treatment of women in, and by, the U.S. legal profession. Survey of landmark cases that have impact specifically on women's legal rights.

2. Rationale:

2.1 Reason for developing the proposed course:

This course will analyze the treatment of women in, and by, the U.S. legal profession, at federal, state, and local levels. Students will be introduced to the historical and contemporary struggles faced by women through the lens of the law. Students will understand how various factors, such as race, socio-economic status, religion, sexual orientation, and gender, can impact the way law influences daily life.

Topics in the course will include sexual harassment, workplace discrimination, reproductive rights, marriage equality, domestic violence, gender discrimination, the integration of females into male only educational public institutions, and equal protection issues. An examination of the four female United States Supreme Court Justices will also be studied. Specific case law will be studied to examine how federal and state courts ruled in past cases with a look toward what might come next. This analysis develops crucial case interpretation skills as well as policy making skills.

Additionally, this course prepares students for facing types of discrimination in the workplace and gives them practical skills for what to do when encountering it. This helps students develop value systems and beliefs they will need when facing real-world social and cultural problems relating to gender issues.

This course will broaden the academic experience of paralegal majors specifically as it provides analysis from a practice of law perspective. It will provide a new academic opportunity to paralegal majors, and other majors as well, as no course at WKU is offered specifically on Women and the Law and the functional impact judicial decisions proffer in legal practice as well as in daily life.

2.2 Projected enrollment in the proposed course: 20 students per offering.

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

Domestic violence is discussed in PLS 296C Family Law. Sexual harassment is discussed in PLS 282 Tort Law. Discrimination and ethics are touched upon in other paralegal courses, however, not to the length, and from the perspective, it will be covered in this course. No other course is similar to the proposed course as currently offered in the School of Professional Studies. This course also complements the PLS program by providing a course that promotes building case law and policy making skills.

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

No course specifically regarding Women and the Law is currently offered in other departments. This course could be of interest to those in Gender and Women's Studies, History, Political Science, African-American Studies, and Sociology.

The closest courses located are: PS 374, Women and Politics; HIST 453, American Women's History; HIST 445, American Legal History to 1865; HIST 446, American Legal History Since 1865; SOCL 220, Marriage and Family; SOCL 260, Race and Ethnic Relations; SOCL 435, Family Violence; SOCL 446/G546, Gender Crime and Justice.

PS 374 has a course description of: An examination of the political, economic and social status of American women from an historical and contemporary perspective; explores issues of concern to women in a political context. This course differs from PS 374 as it does not focus on politics. Women and the Law will focus on substantive legal issues and not on issues of political context.

HIST 453 has a course description of: Social, cultural, and political history of American women from pre-colonial times to the present. This course differs from HIST 453 as it starts in the latter part of the 19th century in its discussions. The course may briefly discuss social and cultural issues through its analysis of case law and how those decisions fit in history, but the learning outcome of the course is for the student to focus on the way the law has intersected with the rights of women in the United States at federal, state, and local levels. It will be very specific in its examination of case law, as well as the four female Supreme Court Justices.

HIST 445 has a course description of: A survey of the development of American law and its relationship to political, economic, and social trends in modern American society. This course differs from HIST 445 as it will look at legal trends and case law after 1865.

HIST 446 has a course description of: A survey of the development of American law and its relationship to political, economic, and social trends in modern American society. The course differs from HIST 446 as it focuses specifically on case law analysis and how it has impacted women's legal rights. Additionally, a large portion of the class will be focused solely on the Supreme Court female Justices and their impact on American jurisprudence.

SOCL 220 has a course description of: Analysis of the family institution, its structure and function and the dynamics of social change in family interaction and organization. The course differs from SOCL 220 as only one week of this course is primarily spent on the history of marriage per the syllabus.

SOCL 260 has a course description of: Designed to acquaint students with the historical and contemporary experiences of racial and ethnic groups in America. Explores social class and gender variations in the experiences of these various groups. The course differs from SOCL 260 as only one week of this course is primarily spent on racialized issues per the syllabus.

SOCL 435 has a course description of: This course is designed to provide the student with a sociological perspective on family violence in the United States. Emphasis is placed on child abuse and wife abuse. Research, theory, laws, treatment, and prevention are analyzed. The course differs from SOCL 435 as only one week of this course is primarily spent on family violence per the syllabus.

SOCL 446/G546 has a description of: This course will focus on a series of questions such as: How does the social construction of gender influence criminal offending and society's reaction to crime? How does gender affect patterns of criminal offending? Which theories best explain female offending? How does the experience of victimization vary by gender and what does this experience contribute to criminality? How is punishment differentially experienced or applied depending on the gender of the offender (more specifically: What is the experience of prison and interaction with the criminal justice system like for women)? How does sexuality affect crime portrayal, experience with the system, and the experience of institutionalization specifically? The course differs from SOCL 446/G546 as only one week of this course is primarily spent on the legal profession itself per the syllabus. The rest of the course spends time analyzing case law from courts regarding specific issues not covered in SOCL 446/G546 like reproductive freedom, workplace discrimination, racialized gender, and the history of the appointment of the four female Supreme Court Justices and their

opinion/dissent histories. The commonality is the social construction of gender and how laws are made but this course breaks down why the courts are making the specific rulings and how those rulings are specifically impacting women in areas other than a criminal context. This course does not discuss criminal cases throughout the semester. It focuses only on civil cases.

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

Many other institutions offer similar courses. A representative but not exhaustive list includes: POL SCI/WS 333, Women and Law (The State University of New York at Albany); POS 3693, Women and the Law (Florida Atlantic University); Y380/W300, Women and the Law (Indiana University-Purdue University Indianapolis); and, WGST 251, Women and the Law (Georgetown University, Washington D.C.).

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning outcomes:

- Analyze the treatment of women in, and by the U.S. legal profession, at federal, state, and local levels.
- Analyze and interpret federal case law.
- Develop viewpoints on important legal struggles facing women in American society.
- Evaluate solutions to facing gender discrimination in institutional settings at local, state, and federal levels.
- Analyze and evaluate historical, contemporary, and future significance of the female appointed U.S. Supreme Court Justices.

3.3 Content outline:

Topic 1: The History of Racialized Gender

United States v. Cruikshank

Topic 2: Combating Gender Discrimination

Frontiero v. Richardson

Vorchheimerv. School District of Philadelphia

United States v. Virginia

Topic 3: Reproductive Freedom

Relf v. Weinberger

Harris v. McRae

Topic 4: The Workplace

Lochner v. New York

California Federal Savings & Loan Ass'n. v. Guerra

Meritor Savings Bank v. Vinson

Price Waterhouse v. Hopkins

Topic 5: Family Law

Obergefell v. Hodges

Town of Castle Rock v. Gonzales

Topic 6: The Legal Profession

Blank v. Sullivan & Cromwell

Topic 7: The Four Supremes—A Study of the Four Female U.S. Supreme Court Justices

3.4 Student expectations and requirements: Student performance will be evaluated by various measures, including but not limited to: presentations, quizzes and exams, application exercises (in-class and out of class), group projects, and research papers.

3.5 Tentative texts and course materials:

Various cases (federal and state).

Schneider, Elizabeth M. and Wildman, Stephanie M. (2011). *Women and the Law*

Stories. (1st ed.). Foundation Press: United States. ISBN: 978-1-59941-589-5.

Carmon, Irin and Knizhnik, Shana. (2015). *Notorious RBG: The Life and Times of Ruth Bader Ginsburg*. (1st ed.). Dey St.: United States. ISBN: 978-0-06-241583-7.

4. Resources:

4.1 Library resources:

The Law Library would be sufficient to provide the necessary resources for this course. Students would also have access to the Westlaw password for online legal research as provided by the paralegal studies program.

4.2 Computer resources:

On campus computer resources would be sufficient to provide the necessary resources for this course.

5. Budget implications:

5.1 Proposed method of staffing: The existing staff is sufficient to cover the projected scheduling of this course.

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: Spring 2017

7. Dates of prior committee approvals:

Professional Studies Department: February 15, 2016

Colonnade Committee February 29, 2016

UC Undergraduate Curriculum Committee March 3, 2016

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

[Return to Agenda](#)

Proposal Date: 1/15/2016

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

Contact Person: Julie Shadoan, Tate Page Hall 235, julie.shadoan@wku.edu, 780-2539

1. Identification of proposed course:

- | | | |
|-----|--|---|
| 1.1 | Course prefix (subject area) and number: | PLS 375 |
| 1.2 | Course title: | Comparative Legal Systems |
| 1.3 | Abbreviated course title: | Comparative Legal Systems |
| 1.4 | Credit hours and contact hours: | 3 |
| 1.5 | Type of course: | Lecture |
| 1.6 | Pre-requisites/co-requisites: | N/A |
| 1.7 | Course catalog listing: | Comparative study and analysis of U.S. legal system and those of select foreign countries. Students will be responsible for fees associated with off campus travel as assigned. |

2. Rationale:

- 2.1** Reason for developing the proposed course: The reasons for proposing this course are enumerated as follows:

- Countries incorporate and interpret law in very different ways. This course would allow students to examine how international and domestic legal systems interact and influence each other as well as how these systems succeed or fail in providing citizens with access to justice, protection of human rights, and viable alternatives to dispute resolution.
- A comparative law course with a strong international focus is consistent with WKU's vision to be *A Leading American University with International Reach*. Further, the external advisory board for the paralegal studies program has strongly encouraged the addition of a course with an international component to broaden the academic experience of paralegal majors.
- The course provides students with knowledge and skills relevant to the demands of a dynamic, multi-national legal environment.

- The course will be used to provide more upper level options for paralegal majors.
- No existing course offered at WKU delves into a detailed comparative analysis of legal systems throughout the world and thus this course provides a new academic opportunity to paralegal and other majors alike.

2.2 Projected enrollment in the proposed course: 20 students per offering.

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

While several courses in the Paralegal Studies Program of the School of Professional Studies afford students the opportunity to study the legal system of the U.S., no course currently offered in the Program or School compares that system to those of other countries.

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

No course offered at WKU delves into a detailed comparative analysis of legal systems throughout the world. Courses that may address elements of a singular legal system, including history, organization, processes and influences abroad are: PS 110, American National Government; PS 200, Latin American Society; PS 220, Judicial Process; PS 250, International Politics; PS 260, Introduction to Comparative Politics; PS 267, Introduction to East European Studies; PS 316, The Legislative Process; PS 326, Constitutional Law; PS 328, Criminal Justice Procedures; PS 330, Intro. to Political Theory; PS 338, Government and Ethics; PS 355, International Organization and Law;; PS 357, U.S. Foreign Policy; PS 366, Government and Politics in East Asia; PS 367, Government and Politics of Russia and Eastern Europe; PS 368, African Government and Politics; PS 424, Administrative Law; PS 449, International Political Economy; PS 412, KY Government and Politics; PS 435, American Political Thought; PS 450, Selected Topics in International Relations; PS 460, Selected Topics of Comparative Politics; HIST 445, American Legal History to 1865; HIST 446, American Legal History since 1865. However, these courses fail to provide the in-depth study and comparative analysis of law and its systems needed to adequately prepare a legal professional for international practice.

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

Some American Bar Association-approved institutions offering certificates and degrees in paralegal/legal studies offer similar courses. A representative but not exhaustive list includes: LAW 278, Comparative Legal Systems and Globalization (UCLA); _____, Comparative Legal Systems (Univ. of Utah); _____ Law and Culture, Comparative Legal Traditions (NYU); LAW 203, Comparative Law (Philadelphia University); PS 617, Comparative Legal Institutions (Univ. of Wisconsin); LS 174, Comparative Constitutional Law (UC-Berkeley); POSC 440 Comparative Law and the Judicial Process (USC); _____

Comparative Jurisprudence (Rutgers); GOV 365, Comparative Legal Systems (Univ. of Texas); PSC 263, Comparative Law and Courts (Univ. of Rochester);

3. Discussion of proposed course:

3.1 Course objectives: Upon successful completion of this course, students should be able to:

- Critically compare and contrast the essential features of the three major legal systems.
- Apply foreign legal rules and principles to develop a more complete understanding of their own legal systems and the law in general.
- Develop insight and appreciation of the historical and cultural background of the various nations studied, and how these factors (cultural and historical) relate to the development of legal structures, substantive law and procedural rules.
- Identify possible areas of reform.

3.2 Content outline: Topics to be covered in this course are:

- Sources of Legal Systems
 - Religious Systems
 - Secular Systems
 - Dual Systems
- Public versus Private Law
- Substantive Features
 - Federalism
 - Constitutions
 - Judiciary
 - Legislature
 - Emergency Powers
 - Human Rights
- Access to Justice
- Methods of Dispute Resolution
- Civil Litigation
 - Mass Torts
 - Class Actions
 - Debt Collection
 - Procedural Rules
 - Remedies
- Criminal Litigation
 - Definitions of Crimes
 - Procedural Rules
 - Sanctions

3.3 Student expectations and requirements: Student performance will be evaluated by various measures, including but not limited to: quizzes and exams, application exercises (in-class and out of class), group projects, and research papers.

3.4 Tentative texts and course materials:

Dinah Shelton, *International Law and Domestic Legal Systems: Incorporation, Transformation and Persuasion* (Oxford University Press, 2011); David Nelken and Sins Orucu, *Comparative Law: A Handbook* (Hart Publishing, 2007); Konrad Zweigert and Hein Koetz, *An Introduction to Comparative Law* (Oxford University Press, 1998); as well as various online databases including but not limited to www.courts.ky.gov; www.lrc.ky.gov; www.kywd.uscourts.gov; www.ca6.uscourts.gov; www.supremecourt.gov; www.un.org; www.asil.org; Westlaw®; Loislaw®; and LexisNexis®.

4. Resources:

4.1 Library resources:

The WKU Law Library, Westlaw (online legal database) subscription access provided by the paralegal program, and free online repositories of law and rules are sufficient library resources for this course. The WKU Law Library resources for this course and the paralegal program generally have been approved by the American Bar Association as part of the program approval process.

4.2 Computer resources:

The School of Professional Studies in Tate Page Hall has two classroom computer labs and one open lab which will provide sufficient tech resources for this course.

5. Budget implications:

5.1 Proposed method of staffing: Existing full-time faculty in the paralegal studies program will staff this course.

5.2 Special equipment needed: N/A.

5.3 Expendable materials needed: N/A.

5.4 Laboratory materials needed: N/A.

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

School of Professional Studies Department:	<u>February 15, 2016</u>
UC Undergraduate Curriculum Committee	<u>March 3, 2016</u>
Undergraduate Curriculum Committee	_____
Colonnade Committee	_____
University Senate	_____

Agenda

Proposal Date: 2/8/16

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

Contact Person: Jennifer Brinkley, Professional Studies, TPH 232, jennifer.brinkley@wku.edu, 270-745-3965

1. Identification of proposed course:

- 1.1 **Course prefix (subject area) and number:** PLS 400
- 1.2 **Course title:** Special Topics for Paralegals
- 1.3 **Abbreviated course title:** Special Topics for Paralegals
- 1.4 **Credit hours and contact hours:** Variable (1-6); Repeatable
- 1.5 **Grade type:** Standard letter grade
- 1.6 **Pre-requisites/co-requisites:** N/A
- 1.7 **Course catalog listing:** This course is an examination of historical and contemporary special topics in paralegal studies. Students are responsible for arranging their own transportation for off campus travel as assigned.

2. Rationale:

2.1 Reason for developing the proposed course:

The course fulfills WKU's mission to prepare students to become engaged and socially responsible citizen-leaders by introducing them to historical and contemporary special topics in paralegal studies. This course is needed to increase the number of upper level electives for paralegal majors.

2.2 Projected enrollment in the proposed course: 15-20 students per offering.

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

This course will provide in-depth instruction in the special topic it covers, but will build upon concepts of law and procedure introduced in other paralegal courses. Students will be afforded the opportunity to study and research a specific area of interest during the semester related to the special topic.

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

No special topics in paralegal studies is offered in other departments.

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

In paralegal studies programs, Eastern Kentucky University offers a Special Topics in the Law course (305); University of Louisville offers a Topics in

Paralegal Studies course (391); and Morehead State University offers a Special Legal Topics course (360).

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning outcomes:

- Students will have a basic understanding of the processes of the law in the workplace, home, and American judicial system, and perhaps internationally (depending on the special topic).
- Students will be able to read and interpret federal and state case law.
- Students will develop their own viewpoints on important legal struggles facing citizens in American society, and perhaps, internationally.
- Students will develop policy making skills.

3.3 Content outline for an example of a Special Topics Course:

Family Law Practice:

Topic 1: History of Marriage

Topic 2: Dissolution of Marriage Practice

Topic 3: Custodial Landmines

Topic 4: Child Support and Paternity

Topic 5: Adoption Law

Topic 6: The Dependency, Abuse, and Neglect Docket

Topic 7: Domestic Violence and its Intersections with Criminal Law Practice

Topic 8: Post-Trial Procedural Process

3.4 Student expectations and requirements: Student performance will be evaluated by various measures, including but not limited to: presentations, quizzes and exams, application exercises (in-class and out of class), group projects, and research papers.

3.5 Tentative texts and course materials:

Various cases (federal and state)

Text to be dependent on the special topic

4. Resources:

4.1 Library resources:

The Law Library would be sufficient to provide the necessary resources for this course. Students would also have access to the Westlaw password for online legal research as provided by the paralegal studies program.

4.2 Computer resources:

On campus computer resources would be sufficient to provide the necessary resources for this course.

5. Budget implications:

5.1 Proposed method of staffing: The existing staff is sufficient to cover the projected scheduling of this course.

5.2 Special equipment needed: N/A.

5.3 Expendable materials needed: N/A.

5.4 Laboratory materials needed: N/A.

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Professional Studies Department: February 15, 2016

UC Undergraduate Curriculum Committee March 3, 2016

Undergraduate Curriculum Committee _____

University Senate _____

Proposal Date: February 12, 2016

**University College
Diversity & Community Studies
Proposal to Create a New Course
(Action Item)**

Contact Person: Jane Olmsted jane.olmsted@wku.edu
Kristi Branham kristi.branham@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: DCS 363
- 1.2 Course title: Narrative, Discourse, and Prison Systems
- 1.3 Abbreviated course title: Narrative Discourse Prisons
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (NO)
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites:
- 1.7 Course description: An examination of the ways that prison systems shape self and community through narrative and social theory.

2. Rationale:

- 2.1 Reason for developing the proposed course: The major in Diversity and Community Studies (DCS) is comprised of core courses and electives selected from three categories. DCS 363 represents a needed addition to the narratives category. Additionally, the department is committed to supporting the Colonnade program and intends that DCS 363 be included in the Connections category (systems).
- 2.2 Projected enrollment in the proposed course: 25
- 2.3 Relationship of the proposed course to courses now offered by the department: DCS offers a number of courses that address social justice from different perspectives or foci. AFAM 343 Communities of Struggle focuses on the African American diaspora. ICSR 435 Rethinking Citizenship examines a range of perspectives on citizenship, including second-class citizenship and citizenship privilege. However, no other departmental courses make use of narrative in the way that DCS 363 does.
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of University Studies' SUS 295 Popular Culture and Gender: Signs & Narratives uses semiotic and narrative theory to understand the role of gender in popular culture. A number of courses in the film studies major examine narrative structures, and a number of history courses examine histories of various ideologies (HIST 390 Blacks in the American South, HIST 458 New South, and HIST 430 Civil Rights Movement in America, for instance). Sociology also offers a number of courses that address social inequality and discriminatory social structures. SOCL 260 Race and Ethnic Relations, SOCL 350 Systems of Social Inequality, and SOCL 375 Diversity in American Society are three examples. Unlike the emphasis in the criminology program, DCS 363 is a humanities-based course that focuses on creative expression on the topic of prisons—actual as well as metaphorical.

- 2.5 Relationship of the proposed course to courses offered in other institutions: DCS 363 is unique among courses at other institutions in its use of narrative as a means to address a significant social issue or practice and to help students understand the ways that discourse is deployed systemically to impact the interrelations of self and community. However, most universities offer a range of courses dealing with cultural analysis, systems analysis, injustice, or other concerns of DCS 363.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

Connections Student Learning Outcomes

Students in a systems course in the Colonnade Program will:

- Analyze how systems evolve.
- Compare the study of individual components to the analysis of entire systems.
- Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

Course Student Learning Outcomes

At the end of this course, students will

- Define structural systems of oppression including race, class, and gender systems in critical reflections and final exam.
- Compare a variety of narrative forms for individual and community impact in critical reflections and final exam.
- Apply theoretical frameworks to the analysis of the features and structure of assigned narratives in critical reflections and research paper.

3.3 Content outline:

Note: the course will adopt a topic around which to organize the course, so for this example that theme is prisons (another example is war).

Unit One: Key Concepts: Scapegoating, Objectification, Other

This unit will introduce the students to some of the discourse deployed in systems of oppression. Students will begin examining theory that helps understand systemic problems over time, as well as the kinds of solutions that work to heal self and community.

Unit Two: Women and Prisons

This unit will address the ways that gender informs systemic practices.

Unit Three: Kinds of Prisons and Ways Out

Uses of metaphor and symbol will inform this unit's material, along with liberation successes, "ways out" of systems that oppress.

3.4 Student expectations and requirements:

Participation in class discussions; personal and critical reflection papers; research paper, and final exam (essay format).

3.5 Tentative texts and course materials:

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.

Baldwin, James. *If Beale Street Could Talk*. Vintage (Reprint), 2006 (Orig. 1974). 978-0307275936

Bartky, Sandra, *Femininity and Domination*. Routledge, 1990. 978-0415901864

Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. Vintage Books, 1995 (Orig. 1975). 978-0679752554

Kerman, Piper. *Orange Is the New Black: My Year in a Women's Prison*. Spiegel & Grau, 2011. 978-0385523394

Malamud, Bernard. *The Fixer*. Farrar, Straus and Girous, 2004 (Orig. 1966). 978-0374529383

Nussbaum, Martha. "Feminism, Virtue, and Objectification," in *Sex and Ethics: Essays on Sexuality, Virtue, and the Good Life*, R. Halwani (ed.), New York: Palgrave Macmillan, 49–62.

Parsell, T.J. *Fish: A Memoir of a Boy in a Man's Prison*. Da Capo Press, 2007. 978-0786720378

Stein, Deborah Jiang. *Prison Baby*. Beacon Press, 2014. 978-0807098103

Selected documentaries and articles

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: For the first few years, Jane Olmsted and Kristi Branham will alternate teaching DCS 363, after which others in the department may join the rotation.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department/ Unit	Diversity & Community Studies	<u>February 14, 2016</u>
University College Curriculum Committee		<u>March 3, 2016</u>
Colonnade Committee (if applicable)		<u>February 29, 2016</u>
Undergraduate Curriculum Committee		_____
University Senate		_____

Proposal Date: 3 Feb 2016

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

Contact Person: Andrew McMichael, andrew.mcmichael@wku.edu, 270-745-6538

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: HIST 341
 - 1.2 Course title: A Cultural History of Alcohol
- 2. Current prerequisites/corequisites/special requirements:** HIST 101 or 102 or permission of instructor and 21 hours of Foundations and Explorations Courses; or junior status.
- 3. Proposed prerequisites/corequisites/special requirements:** 21 hours of Foundations and Explorations Courses; or junior status.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** Students who have the 21 hours of Foundations and Explorations Courses or junior status will have sufficient background and context to work with the materials in this course.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Summer 2016
- 7. Dates of prior committee approvals:**

History Department

2/5/2016

Potter College College Curriculum Committee

3 March 3016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Proposal Date: 10 Feb 2016

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

Contact Person: Ke Peng, ke.peng@wku.edu, (270) 681-2855

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: CHIN 201
 - 1.2 Course title: Intermediate Chinese I
- 2. Current prerequisites:** Prerequisite: CHIN 102 or two years of high school Chinese
- 3. Proposed prerequisites:** Prerequisite: CHIN 102 or equivalent
- 4. Rationale for the revision of prerequisites:** High school programs in Chinese vary greatly in content and emphasis, so two years of high school Chinese cannot be said to be a direct equivalent of CHIN 101-102.
- 5. Effect on completion of major/minor sequence:** not applicable.
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department of Modern Languages	<u>2/16/2016</u>
Potter College Curriculum Committee	<u>3 March 3016</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Agenda

Proposal Date: 10 Feb 2016

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

Contact Person: Laura McGee, laura.mcgee@wku.edu, (270) 745-2401

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: JAPN 201
 - 1.2 Course title: Intermediate Japanese I
- 2. Current prerequisites:**

Prerequisite: JAPN 102 or two years of high school Japanese
- 3. Proposed prerequisites:**

Prerequisite: JAPN 102 or equivalent
- 4. Rationale for the revision of prerequisites:** High school programs in Japanese vary greatly in content and emphasis, so two years of high school Japanese cannot be said to be a direct equivalent of JAPN 101-102.
- 5. Effect on completion of major/minor sequence:** not applicable.
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department of Modern Languages	<u>2/16/2016</u>
Potter College Curriculum Committee	<u>3 March 2016</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Jennifer Mize Smith, jennifer.mize.smith@wku.edu, 270-745-5147

1. Identification of course:

1.1 Course prefix (subject area) and number: COMM 200

1.2 Course title: Communication Foundations

2. Current prerequisites: COMM 145

3. Proposed prerequisites: COMM 145 and ENG 100

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

COMM 200 Communication Foundations is a writing-intensive course and may be substituted for ENG 300: Writing in the Disciplines. Therefore, an introductory writing course such as ENG 100: Introduction to College Writing, which is also a prerequisite for ENG 300, will increase students' preparation for and potential for success in COMM 200.

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

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department/ Unit Department of Communication

2/22/2016

Potter College Curriculum Committee

3 March 3016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Proposal Date: February 17, 2016

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

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 745-2645

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: CRIM 456
 - 1.2 Course title: Homicide and Serial Homicide
- 2. Current prerequisites:** CRIM 101 or permission of instructor
- 3. Proposed prerequisites:** CRIM 101 and CRIM 330
- 4. Rationale for the revision of prerequisites:** This upper division course requires a fair degree of system level knowledge of the criminal justice system and criminological theory. Students who have taken CRIM 101_ Introduction to Criminal Justice and CRIM 330_ Criminology will be better prepared for the course.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Sociology Department

February 17, 2016

Potter College Curriculum Committee

3 March 3016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Agenda

Proposal Date: 2/11/16

**Potter College of Arts & Letters
Department of Sociology
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Dr. Lauren McClain, lauren.mcclain@wku.edu, 745-5921

1. Identification of course:

1.1 Course prefix (subject area) and number: SOCL 466

1.2 Course title: Gender, Family, & Society

2. Current course catalog listing: Sociological, historical and feminist examination of gender inequality in the context of the family. Issues examined include mate selection, single-parent families, paid work and families, gender and domestic work, ethnicity and family relations, social class and family relations, costs and rewards of parenting, divorce, battering.

3. Proposed course catalog listing: Examination of gender dynamics and inequality in the context of the family. Issues examined may include mate selection, parenting, same-sex families and parenting, gendered divisions of work, gendered family dynamics by social class and race/ethnicity, costs, for example. SOCL 220 is recommended.

4. Rationale for revision of the course catalog listing: The proposed description allows for more flexibility in the topics that could be covered in the course.

5. Proposed term for implementation: Fall 2016

6. Dates of prior committee approvals:

Sociology Department

2/17/2016

Potter College Curriculum Committee

3 March 3016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Proposal Date: February 8, 2016

**Potter College of Arts & Letters
Department of Modern Languages
Proposal to Create a Temporary Course
(Action Item for Second Offering)**

Contact Person: Dr. Sonia Lenk, sonia.lenk@wku.edu, 270-745-5906

1. Identification of proposed course:

- 1.1 Course prefix and number: SPAN 385
- 1.2 Course title: Hispanic Expressions in the Media
- 1.3 Abbreviated course title: Hispanic Expressions in Media
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites: SPAN 370 or SPAN 331; and SPAN 371
- 1.7 Grade type: standard letter grade
- 1.8 Course description: Analyzes representations of Hispanic cultures and peoples in the media.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: The Spanish program is gathering information on the effectiveness of topic-based bridge courses to help students transition from the required SPAN 370 and 371 to the electives 372, 373, 374 and 376. It is studying which vocabulary groups and skills students need, and how to better advise to get students into the bridge course(s) at the appropriate point in their coursework.
- 2.2 Relationship of the proposed course to courses offered in other academic units: There are other courses that use the media, but none provide a background for Hispanic cultures through media in the language of these cultures. At the University of Louisville, Dr. Manuel Medina has offered courses in Spanish using the media and films either focusing on a specific country or the Hispanic culture in general.

3. Description of proposed course

- 3.1 Course content outline
 - I. Mexico: During the Revolution: Feminism & Family Tradition
"Como Agua Para Chocolate"
 - II. Cuba: During the Revolution: Sexual orientation, political tendencies & friendship
"Fresa y Chocolate"
 - III. South America/Andean Region: Left Wing Ideas: Class and inequality different
"Diarios de Motocicleta"
 - IV. Southern Cone/Argentina: Right Wing Regimes: Dictatorship and the Impact of State Terrorism in the Private Domain
"The Official Story"

V. Ecuador: Life Perspectives & Expectations-Immigration & Colonialism

"Qué tan lejos?"

"Which Way Home"

VI. Latinos in the U.S.A.: Generational & personality difference

"My Family"

3.2 Tentative text(s)

Students will read selected texts about the socio-cultural, historical and political background of each film.

4. Second offering of a temporary course

4.1 Reason for offering this course a second time on a temporary basis: The first offering of this course helped provide information on the usefulness of bridge courses. A second offering should provide enough data to know whether the program would like to create a permanent topics course at this level.

4.2 Term course was first offered: Fall 2015

4.3 Enrollment in first offering: 23 students

5. Term of Implementation: Fall 2016

6. Dates of review/approvals:

Department of Modern Languages

2/16/2016

Potter College Curriculum Committee

3 March 2016

Undergraduate Curriculum Committee

University Senate

Proposal Date: February 17, 2016

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

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 745-2645

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: CRIM 330
 - 1.2 Course title: Criminology

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

- 3. Revise course number:**
 - 3.1 Current course number:
 - 3.2 Proposed course number:
 - 3.3 Rationale for revision of course number:

- 4. Revise course prerequisites/corequisites/special requirements:**
 - 4.1 Current prerequisites: CRIM 101 or SOCL 100 or consent of instructor
 - 4.2 Proposed prerequisites/corequisites/special requirements: None
 - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
Removing the prerequisites from the course will allow students to enroll in this course, which is required for both the major and minor in Criminology, as early as possible in their major/minor sequence. This will provide students with a course option during semesters when the department cannot meet the demand for spaces in CRIM 101. Faculty within the department have agreed that the existing prerequisites are not necessary for the course.
 - 4.4 Effect on completion of major/minor sequence: Removing the prerequisites will help students to complete the major/minor in Criminology by allowing them to take the course at any time.

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: Study of the personal, structural and ideological bases of law-violating behavior in American society.
 - 5.2 Proposed course catalog listing: Survey of crime in the United States, focusing on theoretical explanations of crime causation, crime classification, and measurement.
 - 5.3 Rationale for revision of course catalog listing: The current catalog listing is vague and does not adequately portray to students that this course is primarily

concerned with criminological theory. The proposed revision more accurately captures the true subject matter for the course.

- 6. Revise course credit hours:**
 - 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:
 - 7.2 Proposed grade type:
 - 7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall 2016

9. Dates of prior committee approvals:

Sociology Department	<u>February 17, 2016</u>
Potter College Curriculum Committee	<u>3 March 3016</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: February 17, 2016

Potter College of Arts & Letters
Department of Sociology
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: CRIM 439
 - 1.2 Course title: Internship in Criminology

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

- 3. Revise course number:**
 - 3.1 Current course number:
 - 3.2 Proposed course number:
 - 3.3 Rationale for revision of course number:

- 4. Revise course prerequisites:**
 - 4.1 Current prerequisites: Eighty hours of completed college coursework and a minimum of 15 hours toward the minor in Criminology or major in Sociology. Course pass required.
 - 4.2 Proposed prerequisites: SOCL 300 or 302 and 80 hours of completed college coursework. Course pass is required.
 - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: The change makes the prerequisites more definitive and eliminates the need for decisions on a case-by-case basis.
 - 4.4 Effect on completion of major/minor sequence: Ensures that students registering for the course will have the necessary background.

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: Practical experience in criminology or deviance in a supervised work situation with a cooperating agency.
 - 5.2 Proposed course catalog listing: Internships are unique experiential learning opportunities. Once placed with a community partner, the student works toward an enhanced understanding of prior coursework through practical experience in a supervised work situation.
 - 5.3 Rationale for revision of course catalog listing: The proposed revision more accurately reflects the expertise of current faculty who teach the course.

- 6. Revise course credit hours:**

- 6.1 Current course credit hours: 3-6
- 6.2 Proposed course credit hours: 1, 2, 3, 4, 5, 6 repeatable once for a maximum of 6 hours.
- 6.3 Rationale for revision of course credit hours: Students earn internship hours by completing hours in the field. Traditionally, students earn 3 credit hours by completing 150 hours in the field. However, we would like to give the opportunity for students to occasionally complete one or two credit hours (etc.) by completing 50 or 100 (etc.) hours in the field.

7. Revise grade type:

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

8. Proposed term for implementation: Fall 2016

9. Dates of prior committee approvals:

Sociology Department

February 17, 2016

Potter College Curriculum Committee

3 March 3016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Proposal Date: February 17, 2016

Potter College of Arts & Letters
Department of Sociology
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CRIM 446
- 1.2 Course title: Gender, Crime, and Justice

2. Revise course title:

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

3. Revise course number:

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

4. Revise course prerequisites:

- 4.1 Current prerequisites: 6 hours of CRIM or 6 hours of SOCL or consent of instructor.
- 4.2 Proposed prerequisites: Sixty completed credit hours.
- 4.3 Rationale for revision of course prerequisites: The change makes the prerequisites more definitive and eliminates the need for decisions on a case-by-case basis.
- 4.4 Effect on completion of major/minor sequence: Ensures that students registering for the course will have the necessary background.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Explores effects of gender shapes reactions toward victims, offenders, and professionals working within the criminal justice system.
- 5.2 Proposed course catalog listing: Explores how gender shapes reactions toward victims, offenders, and professionals working in the juvenile and criminal justice systems.
- 5.3 Rationale for revision of course catalog listing: The proposed revision more accurately reflects the expertise of current faculty who teach the course.

6. Revise course credit hours:

- 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:
 - 7.2 Proposed grade type:
 - 7.3 Rationale for revision of grade type:

- 8. **Proposed term for implementation: Fall 2016**

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

Sociology Department

Potter College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

February 17, 2016

3 March 3016

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

Contact Person: Dr. Lauren McClain, lauren.mcclain@wku.edu, 745-5921

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SOCL 302
- 1.2 Course title: Strategies of Social Research

2. Revise course title:

- 2.1 Current course title: Strategies of Social Research
- 2.2 Proposed course title: Social Research Methods
- 2.3 Proposed abbreviated title: Social Research Methods
- 2.4 Rationale for revision of course title: The proposed title is in line with the title of the course at other universities. Faculty typically refer to the class as simply “Methods” but that term is not in the current course title, which is confusing to students.

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: SOCL 300 or other introductory statistics course.
- 4.2 Proposed prerequisites/corequisites/special requirements: None
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: Faculty who teach this course agree that a statistics course is not necessary to successfully complete SOCL 302 and that having this prerequisite in the catalogue may delay students who could take this course sooner, rather than later. We are recommending (in the course description) that they take an introductory level social science class prior to enrolling in this course.
- 4.4 Effect on completion of major/minor sequence: It will allow students more flexibility to complete their major or minor and will make the course more accessible to students in other majors.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Survey design and analysis, scaling techniques, methods of analyzing data with emphasis on hypothesis-testing, statistical inference and tests of relationship.
- 5.2 Proposed course catalog listing: Use of the scientific method as applied to societies, institutions, and social interaction. Development of research questions, research ethics, criteria for establishing causality, methods of research design,

measurement, sampling techniques, and methods of data collection such as survey design. It is recommended that students take an introductory level social science class before enrolling in SOCL 302.

5.3 Rationale for revision of course catalog listing: The proposed course description more accurately reflects the content of the course.

6. Revise course credit hours: N/A

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

7. Revise grade type: N/A

7.1 Current grade type:

7.2 Proposed grade type:

7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall 2016

9. Dates of prior committee approvals:

Sociology Department

2/17/2016

Potter College Curriculum Committee

3 March 3016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Proposal Date: 2/11/16

Potter College of Arts & Letters
Department of Sociology
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Dr. Lauren McClain, lauren.mcclain@wku.edu, 745-5921

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SOCL 363
- 1.2 Course title: Population, Society, & Development

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: SOCL 100 or consent of the instructor.
- 4.2 Proposed prerequisite: Students should have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
This course is being proposed for inclusion in the Connections: Systems category so the prerequisite should be in line with Connections requirements. Students who have taken 21 hours of Foundations and Exploration courses should be equipped with the knowledge and skills needed for this course.
- 4.4 Effect on completion of major/minor sequence: There is no effect on completion of the major/minor sequence.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Causes and consequences of the population explosion and other population problems in the United States and developing countries are examined. Emphasis is placed on the interrelationships of population variables (fertility, mortality and migration) and social, economic, political and ecological variables.
- 5.2 Proposed course catalog listing: Course examines population as a system, focusing on the causes and consequences of population size, growth or decline, composition, and distribution in the United States and other countries with an eye toward development. Emphasis is placed the interrelationship of system components (fertility, mortality and migration) as well as their relationship with

other systems (e.g., social, economic, political, ecological). This course fulfills the Connections: Systems requirement of Colonnade.

- 5.3 Rationale for revision of course catalog listing: The proposed description uses simpler language to help prospective students understand what the course is about as well as to highlight the systems focus.

6. Revise course credit hours: N/A

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

7. Revise grade type: N/A

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

8. Proposed term for implementation: Fall 2016

9. Dates of prior committee approvals:

Sociology Department

2/17/2016

Potter College Curriculum Committee

3 March 3016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Proposal Date: February 17, 2016

Potter College of Arts & Letters
Department of Sociology
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SOCL 402
- 1.2 Course title: Evaluation Research Techniques

2. Revise course title:

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

3. Revise course number:

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

4. Revise course prerequisites:

- 4.1 Current prerequisites: SOCL 300 or 302 and consent of instructor.
- 4.2 Proposed prerequisites: SOCL 300 or 302 and 60 completed credit hours.
- 4.3 Rationale for revision of course prerequisites: The change makes the prerequisites more definitive and eliminates the need for decisions on a case-by-case basis.
- 4.4 Effect on completion of major/minor sequence: Ensures that students registering for the course will have the necessary background.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: This course will deal with the procedures and problems in conducting research to evaluate programmatic effects.
- 5.2 Proposed course catalog listing: Study of the methods, techniques, and philosophical approaches used in conducting research to identify and evaluate social problems, programs, and policies.
- 5.3 Rationale for revision of course catalog listing: The proposed revision more accurately reflects the expertise of current faculty who teach the course.

6. Revise course credit hours:

- 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:
- 7.2 Proposed grade type:
- 7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall 2016

9. Dates of prior committee approvals:

Sociology Department

February 17, 2016

Potter College Curriculum Committee

3 March 3016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Agenda

Proposal Date: February 17, 2016

Potter College of Arts & Letters
Department of Sociology
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Steve Groce, steve.groce@wku.edu, 745-2253

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SOCL 404
- 1.2 Course title: Qualitative Research Methods

2. Revise course title:

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

3. Revise course number:

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

4. Revise course prerequisites:

- 4.1 Current prerequisites: Junior standing and 6 hours of sociology or permission of instructor
- 4.2 Proposed prerequisites: SOCL 100 and 60 completed credit hours
- 4.3 Rationale for revision of course prerequisites: The change makes the prerequisites more definitive and eliminates the need for decisions on a case-by-case basis.
- 4.4 Effect on completion of major/minor sequence: Ensures that students registering for the course will have the necessary background.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Study of the methods and techniques used in qualitative sociological research. Topics include observational research, in-depth interviewing, hermeneutic content analysis and discourse analysis.
- 5.2 Proposed course catalog listing: Study of the methods and techniques used in qualitative sociological research. Topics include observational research, in-depth interviewing and discourse analysis.
- 5.3 Rationale for revision of course catalog listing: The proposed revision more accurately reflects the expertise of current faculty who teach the course.

6. Revise course credit hours:

- 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:
 - 7.2 Proposed grade type:
 - 7.3 Rationale for revision of grade type:

- 8. **Proposed term for implementation: Fall 2016**

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

Sociology Department

Potter College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

February 17, 2016

3 March 3016

Proposal Date: February 17, 2016

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

Contact Person: Steve Groce, steve.groce@wku.edu, 745-2253

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: SOCL 410
 - 1.2 Course title: Socialization: Changes Through Life

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

- 3. Revise course number:**
 - 3.1 Current course number:
 - 3.2 Proposed course number:
 - 3.3 Rationale for revision of course number:

- 4. Revise course prerequisites:**
 - 4.1 Current prerequisites: SOCL 100 or permission of instructor
 - 4.2 Proposed prerequisites: SOCL 100 and 60 completed credit hours
 - 4.3 Rationale for revision of course prerequisites: Removing the “or permission of instructor” phrase makes the prerequisite definitive and eliminates the need for decisions on a case-by-case basis.
 - 4.4 Effect on completion of major/minor sequence: Ensures that students registering for the course will have the necessary background.

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: Study of theories and research techniques in the area of socialization with summary of the findings dealing with changes over the life cycle.
 - 5.2 Proposed course catalog listing: Study of theories and research techniques in the area of socialization with summary of the findings dealing with changes over the life course.
 - 5.3 Rationale for revision of course catalog listing: The proposed revision more accurately reflects current terminology used within the discipline.

- 6. Revise course credit hours:**
 - 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:
 - 7.2 Proposed grade type:
 - 7.3 Rationale for revision of grade type:

- 8. **Proposed term for implementation: Fall 2016**

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

Sociology Department

Potter College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

February 17, 2016

3 March 3016

Proposal Date: 2/10/2016

Potter College of Arts & Letters
Department of Sociology
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Amy Krull; Amy.Krull@wku.edu; 270.745.6363

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: SOCL 435
 - 1.2 Course title: Family Violence

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

- 3. Revise course number:**
 - 3.1 Current course number:
 - 3.2 Proposed course number:
 - 3.3 Rationale for revision of course number:

- 4. Revise course prerequisites/corequisites/special requirements:**
 - 4.1 Current prerequisites: SOCL 100 or consent of instructor
 - 4.2 Proposed prerequisites: none (remove all)
 - 4.3 Rationale for revision of course prerequisites : Completion of SOCL 100 is not required for a student to succeed in the course.
 - 4.4 Effect on completion of major/minor sequence: Removal of the current prerequisite will open the course to students at all levels and will facilitate completion of the major/minor.

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: This course is designed to provide the student with a sociological perspective on family violence in the United States. Emphasis is placed on child abuse and wife abuse. Research, theory, laws, treatment and prevention are analyzed.
 - 5.2 Proposed course catalog listing: A sociological perspective on family violence in the United States, emphasizing child abuse and intimate partner violence. Research, theory, laws, treatment and prevention are analyzed.
 - 5.3 Rationale for revision of course catalog listing: The new course catalog description removes the outdated term “wife abuse” and replaces it with the more inclusive and currently accepted term of “intimate partner violence.”

- 6. Revise course credit hours:**
 - 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:
- 7.2 Proposed grade type:
- 7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall 2016

9. Dates of prior committee approvals:

Department of Sociology

Potter College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

2/17/2016

3 March 3016

Proposal Date: 2/10/2016
Potter College of Arts & Letters
Department of Sociology
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Amy Krull; Amy.Krull@wku.edu; 270.745.6363

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SOCL 440
- 1.2 Course title: Medical Sociology

2. Revise course title:

- 2.1 Current course title: Medical Sociology
- 2.2 Proposed course title: Sociology of Health and Illness
- 2.3 Proposed abbreviated title: Soc. of Health and Illness
- 2.4 Rationale for revision of course title: The course title is being updated to reflect current naming practices in the field.

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: SOCL 100 or consent of instructor
- 4.2 Proposed prerequisites: None (remove all)
- 4.3 Rationale for revision of course prerequisites: The completion of SOCL 100 is not necessary for success in the course.
- 4.4 Effect on completion of major/minor sequence: Removal of the current prerequisite will open the course to students at all levels and will facilitate completion of the major/minor.

5. Revise course catalog listing:

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

6. Revise course credit hours:

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

7. Revise grade type:

- 7.1 Current grade type:
- 7.2 Proposed grade type:

7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall 2016

9. Dates of prior committee approvals:

Department of Sociology

2/17/2016

Potter College of Arts & Letters Curriculum Committee

3 March 3016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Agenda

Proposal Date: February 17, 2016

Potter College of Arts & Letters
Department of Sociology
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SOCL 494
- 1.2 Course title: Internship in Sociology

2. Revise course title:

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

3. Revise course number:

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

4. Revise course prerequisites:

- 4.1 Current prerequisites: Application for or enrollment in cooperative education plan, approval of departmental co-op faculty advisor, and development of a learning plan. Course pass required.
- 4.2 Proposed prerequisites: SOCL 300 or 302 and 80 hours of completed college coursework. Course pass required.
- 4.3 Rationale for revision of course prerequisites: The change makes the prerequisites more definitive and eliminates the need for decisions on a case-by-case basis.
- 4.4 Effect on completion of major/minor sequence: Ensures that students registering for the course will have the necessary background.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Practical experience in a supervised work situation.
- 5.2 Proposed course catalog listing: Internships are unique experiential learning opportunities. Once placed with a community partner, the student works toward an enhanced understanding of prior coursework through practical experience in a supervised work situation.
- 5.3 Rationale for revision of course catalog listing: The proposed revision more accurately reflects the expertise of current faculty who teach the course.

6. Revise course credit hours:

- 6.1 Current course credit hours: 1-6

- 6.2 Proposed course credit hours: 1, 2, 3, 4, 5, 6 repeatable once for a maximum of 6 hours.
- 6.3 Rationale for revision of course credit hours: Students earn internship hours by completing hours in the field. Traditionally, students earn 3 credit hours by completing 150 hours in the field. However, we would like to give the opportunity for students to occasionally complete one or two credit hours (etc.) by completing 50 or 100 (etc.) hours in the field.

7. Revise grade type:

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

8. Proposed term for implementation: Fall 2016

9. Dates of prior committee approvals:

Sociology Department

February 17, 2016

Potter College Curriculum Committee

3 March 3016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Proposal Date: 02/15/2016

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

Contact Person: Dr. Chunmei Du, chunmei.du@wku.edu, 270-7455743

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: HIST 300
- 1.2 Course title: Contemporary Chinese Society and Culture
- 1.3 Abbreviated course title: Contemporary Chinese Society
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3.00 Variable credit (yes or no) NO
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Examines contemporary Chinese society and culture from 1949 to the present, focusing on both macro-level development and the daily experiences of ordinary citizens.

2. Rationale:

- 2.1 Reason for developing the proposed course: Contemporary China is widely seen as an emerging superpower that plays significant roles in regional and global contexts. This course is developed in response to increasing interest in China among the American public and WKU students. As the enrollments for the Chinese language program, the Asian studies program, and the Flagship program grow, the demands for a new course devoted to contemporary China remains strong. Compared to the other existing courses on China, this course focuses on the social and cultural aspects of China in the contemporary era. Designed as a Connections course of the Colonnade program in the local to global category, the course helps students to gain a better understanding of the complexity of Chinese life and culture and its diversities, learn to examine local and global issues especially controversial ones, and prepares them to be informed and responsible global citizens. The course will also be particularly useful for students, alumni, and faculty and staff who are going to travel, study, or live in China for short or long periods of time. The course will directly support the university mission of internalization and its current strategic plan of enhancing cooperation with the Confucius Institute and other Chinese institutions.
- 2.2 Projected enrollment in the proposed course: The projected enrollment for this course is expected to be between 20-30 students during the semester that the course is offered. This projection is based upon current enrollment numbers for HIS461 Modern East Asia and HIS 471 Modern China. This course expects students from both inside and outside the History Department. If approved, this course will contribute to the Asian Studies Program as an elective. The course is

also proposed as a Connections course (Local to Global) in the Colonnade Program.

- 2.3 Relationship of the proposed course to courses now offered by the department: The History Department currently offers a course on the history of modern China from the last imperial dynasty (1644-1911) to the second half of the 20th century. As an upper-level introduction that covers over three and a half centuries, HIST 471 Modern China only briefly touches upon contemporary China. It focuses on China's revolutionary past rather than the dramatic transformations of the present. The proposed course will add to the sequence of current offerings of traditional East Asia and modern China and make WKU's China curriculum more complete. As the capstone experience for the Colonnade Program, the proposed course also focuses on the connections between and interactions of China and the world rather than the introductory HIS471.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no similar courses offered at WKU that comprehensively examine contemporary Chinese society and culture. Courses that address some aspects of contemporary China include Political Science 366: Government and Politics of East Asia that examines political development in selected East Asian nations, including Japan, Korea, China, Singapore and Thailand. The portion on China primarily examines the international relations of China with the world, especially cross-straits relations with Taiwan and ethnic politics, rather than in-depth studies of Chinese society and culture.
- 2.5 Relationship of the proposed course to courses offered in other institutions: As China plays an increasingly important role in the international community, it is not surprising that Contemporary Chinese Society and Culture is a growing field for scholarly attention and popular interest. Contemporary China is offered at various institutions across the country. For example, California State University, Channel Islands offers History 393: Contemporary China; John Hopkins University offers Asian Studies 100.395: A Cultural History of Contemporary China; Washington University in St. Louis offers L48 Anthropology 3055: Contemporary Chinese Culture and Society.

3. Discussion of proposed course:

- 3.1 Schedule type: S: This course will be a seminar that uses group discussion and exchange of information meeting 2-3 times weekly.
- 3.2 Learning Outcomes: After successfully completing this course students should be able to:
- Content Knowledge:
 - identify the main theoretical arguments and issues in the study of contemporary Chinese society and culture
 - examine the transformations of traditional Chinese culture and society in the contemporary era

- understand the ways in which nationalism and globalization affect contemporary Chinese society and culture.
- Understand the global dimensions and impacts of China's socioeconomic transformation and its emerging role as a world power.
- Cognitive Skills:
 - Place contemporary Chinese developments in global and historical contexts
 - identify the diverse perspectives in history especially on controversies.
 - analyze the different historical experiences of the so-called Chinese including ethnic minorities and diasporic Chinese
 - appreciate the distinctiveness of Chinese culture while being able to draw connections with global values and experience.
 - evaluate and interpret primary and secondary evidence
- Communication Skills:
 - effectively communicate ideas in written and oral formats
 - display basic conventions of historical writing and academic integrity in assignments
- Personal Growth:
 - demonstrate an understanding of diverse cultures within and across societies
 - develop knowledge of and concern for a multicultural global world
 - develop abilities in linking local and national phenomena to global trends and values

3.3 Content outline:

Week1 Introduction: Stereotyping China

Week2 The Chinese Revolutions I

Week3 The Chinese Revolutions II

Week4 Market Reform

Week5 The Middle Class

Week6 Environmental and developmental issues

Week7 Rural and urban life

Week8 Regional and Ethnic diversities

Week9 Popular Culture and Consumption

Week10 Religion, Internet and censorship

Week11 Gender and sexuality

Week12 Marriage and family

Week13 Education and Chinese Pedagogy

Week14 Mental Health

Week15 Chinese media and global influence

- 3.4 Student expectations and requirements: Students will be assessed using a variety of means, including but not limited to exams and short written assignments, a research paper based on primary and secondary sources, and active participation in class discussions.
- 3.5 Tentative texts and course materials:
 Chow, G. (2007). *China's Economic Transformation*. Oxford: Blackwell Publishing.
 Gamer, R. ed. (2003). *Understanding Contemporary China*. London: Lynne Rienner.
 Gillette, Maris (2002). *Between Mecca and Beijing: Modernization and Consumption among Urban Chinese Muslims*. Stanford University Press.
 Gladney, Dru (2003). "Islam in China: Accommodation or Separatism?" *The China Quarterly*, pp. 451-467.
 Huang, Yasheng (2008). *Capitalism with Chinese Characteristics: Entrepreneurship and the State*. Cambridge University Press.
 Knight, John, Quheng Deng, Shi Li (2012). "The puzzle of migrant labour shortage and rural labour surplus in China," *China Economic Review*, Volume 22, Issue 4, pp. 585-600.
 Kristof, Nicholas (1990). "China's Babies: "Better 'Elegant' than 'Red'": *The New York Times*, November 30.
 "Marriage Law of the People's Republic of China", 1950.
 Meisner, Maurice (1986). *Mao's China and After: A History of the People's Republic*. New York: The Free Press.
 Naughton, Barry (2007). *The Chinese Economy: Transitions and Growth*. Cambridge: The MIT Press.
 Yan, Yunxiang (2003). *Private Life under Socialism: Love, Intimacy, and Family Change in a Chinese Village 1949-1999*, Stanford University Press.
 Zhan, Shaohua (2011). "What Determines Migrant Workers' Life Chances in Contemporary China? *Hukou*, Social Exclusion and the Market," *Modern China*, Vol. 37, No. 3, pp. 243-285.

4. Resources:

- 4.1 Library resources: Existing resources are sufficient
 4.2 Computer resources: Existing resources are sufficient

5. Budget implications:

- 5.1 Proposed method of staffing: Existing staff
 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:

History Department

2/22/2016

Potter College Curriculum Committee

3 March 2016

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Agenda

Film), investigates how film acts as an “agent of social change and how [it] affects political views and representations of reality.” Art 317, however, will not cover any cinematic media. Art 317 may touch upon some of the same themes as those in GWS 350 (Gender, the Arts, and Social Change), but Art 317 will focus exclusively on the *visual* arts, and will restrict its discussions of gender to about 30-45 minutes of class time during a unit on portraiture. In the same way, while various courses in the African American Studies program engage dialectics of race and power, Art 317 will focus exclusively on how these issues are engaged by visual art; and even then Art 317 only deals with racial dynamics as one episode (likely taking up one only about class period of the course) of a larger story. This course is designed as an art history elective to be taken by students in various programs within the art department that will also meet the objectives for a Connections/Systems course. Therefore, while the content of the course will be unique, the skills and structural/systematic analyses that the course requires of its students may be similar to those that comprise other courses in the same Connections/Systems category. The way the course moves through its material may mimic the episodic/thematic tempo of courses offered by other Potter College Departments such as SOCL 322 (Religion and Society) and THEA 341 (Culture and Performance), but the material itself is drawn exclusively from the domain of art history and visual culture.

- 2.5 Relationship of the proposed course to courses offered in other institutions: While most art history courses engage with some aspect of art’s motive force in history, no courses in Kentucky yet analyze through a comparative lens the specific formal and iconographic techniques employed by artworks to reify or undermine power structures across a wide swath of geographical and chronological periods. One course at the University of Kentucky, A-H 311 The Arts as Soft Power: The Japanese Tea Ceremony, engages the same theme but has a much narrower focus.

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:

A. *Analyze How Systems Evolve*

Students will develop fluency in the grammar, iconography, and style of visual art as a tool for political, religious, and cultural communication and analyze how these techniques have evolved over time.

B. *Compare the Study of Individual Components to the Analysis of the Entire System*

Students will compare and contrast examples of ideologically charged images across a wide range of historical periods in order to induce the nature of the visual sign systems they comprise.

C. *Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself*

Students will compare individual examples of art made to convey political and/or ideological propaganda and analyze how these works operate to reify and sometimes to undermine and/or change existing visual iconography and sign

systems in such a way that leads to a structural understanding of how images have shaped and continue to shape public opinion and public policy.

3.3 Content outline:

Summary: Art has long been used as a way to endow various ideologies with a mantle of unassailability. Sculptures and monuments figuratively (and often literally) set their subjects in stone. Debates and controversies that surround works of art, such as those described in the title of a recent book as “Monument Wars,” move well beyond mere aesthetic arguments. Monuments that commemorate contested interpretations of historical events and exhibitions of artworks that engage “hot button” issues are often sites of high stakes political and ideological struggles. That is to say, representation itself is always a political act. Through a series of case studies, students will discuss, debate, and evaluate the merits of various strategies of visual self-presentation and representation in order to gain a sophisticated and nuanced understanding of the power of images to shape the public sphere.

Topics Covered in the Course Will Include:

- Hammurabi’s Code and the Transmission of Authority
- Triumphal Gateways: The Architecture of Regulation
- Ancient Egypt: Aesthetics, Cycles, and Systems
- City Planning and Social Control
- Palaces: Arenas for Statecraft
- Churches and Cathedrals: Visual Maps of Sacred Order
- The Authority of the Printed Word
- Portraiture: The Art of Self-Presentation
- Spolea and Appropriation
- Iconoclasm
- Monuments: History Set in Stone
- Abstraction and Ambiguity: The Democratization of Interpretation
- Graphic Design and Political Propaganda
- Making Statistics Persuasive: The Art and Science of Infographics
- Visual Humor as Social Critique: Sarcasm, Satire, and Caricature

3.4 Student expectations and requirements: Students will be assessed on a variety of written assignments, with an emphasis on analysis, research, and critical thinking. These assignments will include two essay exams, quizzes, in-class presentations, and a research paper.

3.5 Tentative texts and course materials: The main text for the course will be David Freedberg, *The Power of Images* (Chicago: University of Chicago Press, 1989), but will also include a number of additional articles and readings drawn from other peer-reviewed scholarly books and academic journals.

4. **Resources:**

- 4.1 Library resources: Existing Resources are Sufficient
- 4.2 Computer resources: Existing Resources are Sufficient

5. **Budget implications:**

- 5.1 Proposed method of staffing: Current staffing is adequate to meet the needs of this course. In fact, there is strong demand among art department faculty for more Colonnade/Connections course options that are teachable during summer and winter terms and as study abroad options to help ensure that Art Department FLSA trips are viable. This course will solve staffing problems, not cause them. It will benefit the budget, not impair it.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Art

February 12, 2016

Potter College Curriculum Committee

3 March 3016

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Agenda

Proposal Date: 2/1/2016

Potter College Arts & Letters
Department of Folk Studies and Anthropology
Proposal to Create a New Course
(Action Item)

Contact Person: Jean-Luc Houle, jean-luc.houle@wku.edu, 270-745-5910

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ANTH 316
- 1.2 Course title: The Archaeology of Environmental Change
- 1.3 Abbreviated course title: Arch of Environmental Change
- 1.4 Credit hours: 3.0 Variable credit (no)
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites/corequisites: There are no prerequisites for this course.
- 1.7 Course description: The archaeological study of the impact of the environment on humans and of humans on the environment.

2. Rationale:

- 2.1 Reasons for developing the proposed course: The study of environmental change has rapidly gained in popularity at different universities and, more specifically, in different anthropology programs where the topic is approached from a holistic perspective. Concretely, this course reveals how the unique deep time historical perspective of archaeology can contribute to a better understanding of humans' relation to the environment and demonstrate how some of the environmental challenges facing humanity today can be better approached through an attempt to understand how past societies dealt with similar circumstances – sometimes with success and other times not. This course has been offered as a 'special topics' course in the past and has received much praise on the part of students from various disciplines. As such, this course will contribute greatly to the Anthropology curriculum as the program does not currently have a course on the books that covers this important topic in any depth from a deep time historical perspective. Adding this class to our course catalog would also bring us in line with what competing schools are currently offering. In addition, this course would also provide a stimulating interdisciplinary option for the broader WKU community as this course draws not only upon an increasingly large body of empirical archaeological evidence from different regions of the world and from different time periods, but it also explores a rapidly growing body of knowledge that is explicitly interdisciplinary, at the interface between archaeology, ecology, history, geography, environmental studies, geomorphology, and many other disciplines. Finally, such a course would support the University's mission of preparing students to become socially-responsible citizen-leaders of a global society because the course deals with issues that have and continue to affect us as individuals and as global citizens.

- 2.2 Projected enrollment in the proposed course: Based on enrollments in other ‘topics’ courses in our department, we anticipate an enrollment for this class of around 35 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: Though a few courses like Introduction to Archaeology (ANTH 130), Applied Anthropology (ANTH 360), and Ecological and Economic Anthropology (ANTH 442) have lectures that deal with human-environment interactions, the Anthropology program does not currently have a course that covers this important topic in any depth from a deep time historical perspective. In addition, the majority of classes in the archaeology concentration are methodological (lab and field course) or geographical in nature. While these are necessary and benefit students in a competitive field, there is a need for topical courses that address concrete complex issues.
- 2.4 Relationship of the proposed course to courses offered in other departments: The proposed course complements courses offered in Geography (GEOG 210; GEOG 227; and more specifically GEOG 280 – ‘Environmental Science’, which “introduce[s] students to the study of environmental issues and how their interrelationships with environmental systems can help either sustain or degrade these systems.”). GEOG 280 is cross listed with Biology (BIOL 280), Environmental Science (ENV 280), and Agriculture (AGRI 280). While sharing some of the same themes, none of these courses provide the unique deep time and comparative historical perspective on human-environment interactions that archaeology can provide.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Environmental change has become an important topic for researchers, community members and governments, and the study of environmental change has rapidly gained in popularity at different universities. Several benchmark institutions and other universities have similar courses that cover the anthropology and/or archaeology of environmental change: Appalachian State University (ANTH 3680 – Environmental Anthropology); East Tennessee University (ANTH 3250 – Environmental Anthropology); Florida Atlantic University (ANTH 3403 – Culture and Ecology); Indiana State University (ENVI 201 – Prehistory and Climate Change; ENVI 436 – Environmental Archaeology); **Illinois State University (ANTH 278 – Climate Change & Civilization)**; Middle Tennessee University (ANTH 4620 – Environmental Archaeology); Towson University (ANTH 385 – Environmental Archaeology); University of Louisville (ANTH 612 – Issues in Anthropology: Climate Change). Adding this class to our course catalog helps to bring us in line with what competing schools are currently offering.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

It is my intent that by the end of the semester and upon successful completion of this course, students should be able to:

- Demonstrate a basic understanding of the approaches to environmental reconstruction and archaeological analysis
- Evaluate the social, economic and technological issues human societies faced in the past when dealing with environmental change
- Assess what were adaptive and maladaptive human strategies in dealing with environmental change in the past.
- Evaluate current debates about how human societies adapt to environmental change
- Think critically about issues and arguments proposed in the literature on environmental change, and to write a coherent essay arguing a point of view

3.3 Content outline:

- Human impacts on past environments and the impact of environmental change on human communities
- Social responses to climate change through time and space
- Multidisciplinary approaches to reconstructing past environments
- Sustainability
- Impact of the environment on human social change
- Climate change and the rise and collapse of political systems
- Societal responses to environmental change in recent history

3.4 Student expectations and requirements:

- Exams
- Discussions
- Presentations
- Papers

3.5 Tentative texts and course materials:

Various research articles and individual book chapters, including:

Rosen, Arlene M. (2007). *Civilizing Climate: Social Responses to Climate Change in the Ancient Near East*. Altamira, Lanham, MD., Chapter 1, pp. 1-16.

Redman, Charles L., Steven R. James, Paul R. Fish, and J. Daniel Rogers (2004). Introduction: Human Impacts on Past Environments. In *The Archaeology of Global Change: The Impact of Humans on their Environment*, edited by C.L. Redman, S.R. James, P.R. Fish, and J.D. Rogers, pp.1-8. Smithsonian Books, Washington.

McIntosh, R. J., J. A. Tainter and S. K. McIntosh (2000). Climate, History, and Human Action. In *The Way the Wind Blows: Climate, History, and Human Action*, edited by R. J. McIntosh, J. A. Tainter and S. K. McIntosh, pp. 1-42. Columbia University Press, New York.

Kirch, Patrick V. (2005). Archaeology and Global Change: The Holocene Record. *Annual Review of Environment and Resources* 30(1):409-440.

Roberts, Neil (1998). *The Holocene: An Environmental History*. Blackwell, Oxford, Chapter 2, pp. 8-54.

Roberts, Neil (1998). Human Ecology at the End of the Pleistocene: Megafaunal Extinctions. In *The Holocene: An Environmental History*. Blackwell, Oxford, Chapter 2, pp. 81-86.

Koch, Paul L. and Anthony D. Barnosky (2006). Late Quaternary Extinctions: State of the Debate. *Annu. Rev. Ecol. Evol. Syst.* 37, 215–250.

Richerson, Peter J., Robert Boyd and Robert L. Bettinger (2001). Was Agriculture Impossible during the Pleistocene but Mandatory during the Holocene? A Climate Change Hypothesis. *American Antiquity* 66(3):387-411.

Rosen, Arlene M (2007). From Hunter-Gatherers to Village Farmers: The Role of Climate Change in the Origins of Agriculture. In Rosen, Arlene M. *Civilizing Climate: Social Responses to Climate Change in the Ancient Near East*. Altamira, Lanham, MD., Chapter 6, pp. 103-127.

Guttmann-Bond, Erika (2010). “Sustainability out of the Past: How Archaeology can Save the Planet”, *World Archaeology*. Vol. 42(3):355-366.

Pederson, Neil, A. E. Hessler, N. Baatarbileg, K.J. Anchukaitis, and N. Di Cosmo (2014). Pluvials, droughts, the Mongol Empire, and modern Mongolia. *Proceedings of the National Academy of Sciences of the United States of America* 111(12):4375-4379.

Briggs, John M., Katherine A Spielmann, Hoski Schaafsma, Keith W. Kintigh, Melissa Kruse, Kari Morehouse, and Karen Schollmeyer (2006). Why Ecology Needs Archaeologists and Archaeology Needs Ecologists. *Frontiers in Ecology and the Environment* 4(4):180–188.

Redman, Charles, L. (2004). Environmental Degradation and Early Mesopotamian Civilization. In *The Archaeology of Global Change: The Impact of Humans on their Environment*, edited by C.L. Redman, S.R. James, P.R. Fish, and J.D. Rogers, pp.158-164. Smithsonian Books, Washington.

Rosen, Arlene M (2007). Collapse of Early Bronze Age Societies. In Rosen, Arlene M. *Civilizing Climate: Social Responses to Climate Change in the Ancient Near East*. Altamira, Lanham, MD., Chapter 7, pp. 128-149.

Aimers, James J. (2012). Environment and Agency in the Ancient Maya Collapse. In *Climates, Landscapes, and Civilizations*, edited by Giosan, Liviu, Dorian Q. Fuller, Kathleen Nicoll, Rowan K. Flad, and Peter D. Clift, pp. 27-33. American Geophysical Union, Washington, DC.

McAnany, Patricia A. and Tomás Gallareta Negrón (2010). Bellicose Rulers and Climatological Peril? Retrofitting Twenty-First-Century Woes on Eighth-Century Maya Society. In *Questioning Collapse*, ed. by Patricia A. McAnany & Norman Yoffee, pp. 142-175. Cambridge University Press, Cambridge.

Diamond, Jared M. (2005). Chapter 2: Easter Island, pp. In *Collapse: How societies choose to fail or survive*. Penguin Books, London.

Hunt, Terry L. (2007). Rethinking Easter Island's Ecological Catastrophe. *Journal of Archaeological Science* 34(3):485-502.

Barker, Graeme (2002). A tale of two deserts: Contrasting desertification histories on Rome's desert frontiers. *World Archaeology* 33(3):488-507.

Rosen, Arlene M. (2007). Chapter 8, pp. 150-171. In *Civilizing Climate: Social Responses to Climate Change in the Ancient Near East*. Altamira, Lanham, MD.

Rogers, J. Daniel (2004). 'A View from the Past' and 'The Global Environmental Crisis: An Archaeological Agenda for the 21st Century'. In *The Archaeology of Global Change: The Impact of Humans on their Environment*, edited by C.L. Redman, S.R. James, P.R. Fish, and J.D. Rogers, pp.243-247 and 271-277. Smithsonian Books, Washington.

Oster, Emily (2004). Witchcraft, Weather and Economic Growth in Renaissance Europe. *Journal of Economic Perspectives* 18:215-228.

Zhang, David D., Peter Brecke, Harry F. Lee, Yuan-Qing He, and Jane Zhang (2007). Global Climate Change, War, and Population Decline in Recent Human History. *Proceedings of the National Academy of Sciences* 104:19214-19219.

4. Resources:

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

5. Budget implications:

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

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Anthropology Program	<u>1/29/2016</u>
Department of Folk Studies and Anthropology	<u>2/17/2016</u>
Potter College of Arts & Letters Curriculum Committee	<u>3 March 3016</u>
Colonnade General Education Committee	<u> </u>
Undergraduate Curriculum Committee	<u> </u>
University Senate	<u> </u>

Agenda

Proposal Date: 2/1/2016

**Potter College Arts & Letters
Department of Folk Studies and Anthropology
Proposal to Create a New Course
(Action Item)**

Contact Person: Jean-Luc Houle, jean-luc.houle@wku.edu, 270-745-5910

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ANTH 333
- 1.2 Course title: The Archaeology of Ancient China
- 1.3 Abbreviated course title: Archaeology of Ancient China
- 1.4 Credit hours: 3.0 Variable credit (no)
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Culture-historical overview of Ancient China from the Paleolithic to the Qin Empire focusing on major anthropological themes in Chinese archaeology and world prehistory.

2. Rationale:

- 2.1 Reasons for developing the proposed course: This course has been developed in response to the increasing interest in China among WKU students. Archaeological discoveries from China in recent decades have made Chinese archaeology a fascinating topic for both academic circles and the general public. However, the prehistoric and early historic past of China figures little in the study of the development of traditional and modern China. This course addresses this issue. It begins with the first peopling of the region (and the controversy surrounding the origins of modern Chinese), pays special attention to the Neolithic and Bronze Age periods when major social changes were taking place and concludes with the first unification of China under the Qin Empire. The course also explores the lesser known interregional interactions with cultures of the Northern Frontiers and beyond which played a significant role in the development of China. Given China's antiquity, significant size, and ecological diversity, Chinese archaeology can make a vital contribution to our understanding of how societies develop, adapt to their respective environments, and interact with one another. It is also a course that directly supports WKU's mission of being *A Leading University with International Reach*. If approved, this course will count as one of the possible required area courses in the anthropology major/minor's archaeology concentration and will also be offered as an elective in the Asian Studies Program.
- 2.2 Projected enrollment in the proposed course: 35, based on enrollments in other area courses in our department.
- 2.3 Relationship of the proposed course to courses now offered by the department: Though a few courses like Old World Prehistory (ANTH 335), Paleoanthropology (ANTH 305), and Modern Human Biological Variation (ANTH 450) cover topics related to humans in China and East Asia, there are no courses in Folk Studies and

Anthropology that focus specifically on China's prehistory and early history. Accordingly, ANTH 333 would be a welcome addition to the program because it would complement and expand the geographical scope covered by the department.

- 2.4 Relationship of the proposed course to courses offered in other departments: ANTH 333 focuses on the prehistoric and early historical past of China and would thus complement courses like: Introduction to Asian Civilization (HIST 110) and Traditional East Asia (HIST 460) which focuses on the political, socioeconomic, intellectual, and cultural history of China and Japan from the Shang and Zhou periods to 1600; and Geography of Asia (GEOG 465) which "introduces major sub-disciplines of geomorphology, climatology, demographics, agriculture, industry, economics, social issues, politics, languages, religions, and other pertinent fields in [modern day] East Asia". If approved, ANTH 333 will also be offered as an elective in the Asian Studies Program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A number of universities, including benchmark institutions, offer courses that cover at least in part ancient China, e.g. University of Kentucky (CHI 330 – Introduction to Chinese Culture, Pre-Modern to 1840); Middle Tennessee State University (HIST 4460 – China); Northern Kentucky University (ANT 385 – Peoples of East and Southeast Asia). None of the above courses, however, provide the in-depth deep-time historical perspective on the development of 'China' that archaeology can.

3. **Discussion of proposed course:**

3.1 Schedule type: L

3.2 Learning Outcomes:

It is my intent that by the end of the semester and upon successful completion of this course, students should be able to:

- Locate important Chinese geographical features on a map and examine the implications geography has for understanding the origins of Chinese civilization
- Summarize the prehistory and early history of China
- State a position in several key debates of archaeological and anthropological interest

In addition, students will

- Carry out library research to gather evidence to discuss questions relating to specific themes covered in the course
- Practice their academic writing skills through the written presentation of this research
- Practice their oral presentation skills.

3.3 Content outline:

- The history of Chinese archaeology
- The geography of China and its implications for understanding the origins of Chinese civilization
- The (controversial) origins of modern human population in China
- The development of agriculture and sedentary life
- The emergence and development of sociopolitical complexity

- The rise and fall of early complex societies and the formation of early states
- Economic exchange and interregional interactions
- Regional identity and cross-regional integration
- Imperial unification and cultural integration
- Chinese civilization in comparative perspective
- The management of archaeological heritage in China

3.4 Student expectations and requirements:

- Map Quiz
- Weekly Quizzes on Readings
- Take-Home Midterm Research Questions
- Take-Home Final Research Questions
- Oral Presentation

3.5 Tentative texts and course materials:

Shelach-Lavi, Gideon (2015). *The Archaeology of Early China: From Prehistory to the Han Dynasty*. Cambridge University Press, Cambridge, United Kingdom.

4. **Resources:**

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

5. **Budget implications:**

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

6. **Proposed term for implementation:** Fall 2016

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

Anthropology Program	1/29/2016
Department of Folk Studies and Anthropology	2/17/2016
Potter College of Arts & Letters Curriculum Committee	<u>3 March 2016</u>
Undergraduate Curriculum Committee	
University Senate	

Proposal Date: 02/15/2016

Potter College of Arts & Letters
Department of Folk Studies and Anthropology
Proposal to Create a New Course
(Action Item)

Contact Person: Darlene Applegate, darlene.applegate@wku.edu, 745-5094

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: ANTH 305
- 1.2 Course title: Paleoanthropology: Human Origins and Evolution
- 1.3 Abbreviated course title: Paleoanthropology
- 1.4 Credit hours: 3 Variable credit: no
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisite: ANTH 130 or BIOL 113 or 131 or GEOL 112 or junior standing
- 1.7 Course description: Scientific examination of the origins and biocultural evolution of humans, emphasizing evolutionary theory, evidence for human evolution, long-term trends, important fossil finds and sites, taxonomic classifications, and phylogenetic relationships.

2. Rationale

- 2.1 Reason for developing the proposed course: This is not a new course but a substantial revision to an existing course. The course is being revised to clearly align it with requirements of the Colonnade Program in preparation for proposing it for inclusion in the Connections-Systems category. The Office of the Provost recently announced an initiative to strengthen and diversify course offerings in the Connections category of the Colonnade Program. Accordingly, the Colonnade Committee is soliciting applications for Connections courses with the aim of supporting the development of either entirely new courses or the substantial modification of existing courses. To date, the Colonnade Committee has approved only 14 courses in the Systems subcategory, so there is particular interest in proposals for Systems courses. ANTH 305 is a great fit with the Colonnade-Systems subcategory because the content by its very nature examines human biocultural systems from a multidisciplinary perspective. Revisions to the prerequisites, learning objectives, organization of the course content, and organization of the lab assignments are necessary to meet Colonnade requirements and outcomes. The course will continue to count as a restricted elective in the biological anthropology concentration of the anthropology major.
- 2.2 Projected enrollment in the proposed course: 35 students per section, at least one section per year, based on previous offerings.
- 2.3 Relationship of the proposed course to courses now offered by the department: This class expands on the topics of evolutionary theory, primatology, and paleoanthropology introduced in ANTH 125 Introduction to Biological Anthropology. Basic archaeological concepts and methods, such as stratigraphic context and excavation, introduced in ANTH 130 Introduction to Archaeology are

applied in this course; ANTH 130 is an Explorations-Social and Behavioral Studies option in the Colonnade Program. ANTH 300 Forensic Anthropology also focuses on human osteology but in terms of identifying human skeletal remains from contemporary crime scenes. Cultural developments during the Paleolithic period (Stone Ages) are also covered in ANTH 335 Old World Prehistory, but this course emphasizes the biological bases and consequences of Paleolithic cultural developments and covers pre-Paleolithic evolution.

- 2.4 Relationship of the proposed course to courses offered in other departments: BIOL 113 General Biology introduces many of the scientific concepts and theories (e.g., species, Linnaean taxonomy, natural selection) that are applied in this course to the study of human origins and evolution. BIOL 131 Human Anatomy and Physiology includes a unit on the skeletal system, which is the primary line of evidence in paleoanthropology. Two courses offered by the geology department, GEOL 112 Historical Geology and GEOL 405 Paleontology, also focus on fossil evidence of biological evolution but address a much longer time frame and non-human life forms. BIOL 113, BIOL 131, and GEOL 112 fulfill Explorations-Natural and Physical Sciences requirements in the Colonnade Program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A paleoanthropology course is a standard offering in biological anthropology undergraduate curricula. The content covered in ANTH 305 is similar in temporal and topical breadth to that in courses at several state and benchmark institutions, including ANTH 332 Human Evolution at University of Kentucky, ANTH 303 Human Origins at University of Louisville, ANT 4320 Human Evolution at Appalachian State University, ANTH 3400 Human Osteology and Paleontology at East Tennessee State University, ANTH 3310 Human Origins at Middle Tennessee State University, and ANT 3586 Human Evolution at Florida Atlantic University.

3. Discussion of proposed course

- 3.1 Schedule type: C (lecture/lab)
- 3.2 Learning Outcomes: In ANTH 305, students will examine the intersections of natural environmental systems and human biocultural systems by breaking them down into their component parts – such as climate, food sources, and raw materials, and skeletal morphology, brain size, and tool use – and processes – such as natural selection and migration – and seeing how these parts interact to reveal the story of human origins and evolution. The course considers the evolution and dynamics of human biocultural systems and the application of system-level thinking.

Connections student learning outcomes	How the course meets these learning outcomes
1. Analyze how systems evolve.	Students analyze how human biocultural systems evolve through the processes of mutation, natural selection, random genetic drift, gene flow, invention,

	<p>migration, and diffusion.</p> <p>Students analyze the evolution of human biocultural systems on multiple interrelated levels, from chromosomes and cells, to organs and systems, to individuals and populations, to species and genera.</p>
<p>2. Compare the study of individual components to the analysis of entire systems.</p>	<p>Students compare changes in the skeletal system over time and across space relative to different environmental conditions and cultural adaptations in the evolution of new species.</p> <p>Students analyze how changes in one aspect of human biology affected changes in other aspects of human biology.</p>
<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p>	<p>Students identify and analyze the interrelationships among the environmental, biological, and cultural factors that contributed to the survival of past human species and to their ultimate extinction.</p>

There are additional student learning outcomes. Upon successful completion of the course, students should be able to

- assess the types of evidence used to study human origins.
- analyze important fossil finds, artifacts, and sites of extinct and extant hominid species.
- evaluate taxonomic designations of extinct and extant hominid species.
- analyze interpretations of hominid phylogenetic relationships.
- evaluate theories explaining hominid origins and evolution.
- analyze fossil casts in a laboratory setting.
- synthesize scientific publications about paleoanthropology topics in research papers.

3.3 Content outline:

Unit 1: Fundamentals of Paleoanthropology

- systems in paleoanthropology
- species and speciation
- classification and phylogenetic reconstructions
- field and dating methods
- evidence for human evolution

Unit 2: Environmental-Biocultural Systems

- context for human evolution
- shrinking forests: evolution of the apes
- bipedalism as a terrestrial adaptation
- new lands, new adaptations: migrations out of Africa
- niche competition: neandertals and anatomically modern humans

Unit 3: Biocultural Systems

- meat use, tool use, and big brains

- big fires and small guts
 - the language revolution
 - cultural accomplishments, biological baggage
- 3.4 Student expectations and requirements: Students are expected to attend class regularly, meet course deadlines, and contribute meaningfully to course activities. Students are evaluated on the basis of attendance and participation, exams, lab assignments, and writing assignments.
- 3.5 Tentative texts and course materials:
- *Reconstructing Human Origins: A Modern Synthesis* by Glenn C. Conroy and Herman Pontzer (3rd edition, 2012, W.W. Norton & Co.)
 - *The Fossil Trail: How We Know What We Think We Know About Human Evolution* by Ian Tattersall (2nd edition, 2009, Oxford University Press)

4. Resources

- 4.1 Library resources: Library collections and journal subscriptions are adequate.
- 4.2 Computer resources: Existing campus computer labs are sufficient.

5. Budget implications

- 5.1 Proposed method of staffing: The course has been taught since 2002 and it is part of the regular teaching rotation of current anthropology faculty.
- 5.2 Special equipment needed: The department houses a collection of fossil skull casts and other osteological and archaeological teaching materials. It may be necessary to purchase additional fossil skull casts to meet the needs of the anticipated larger class sizes if the course is approved for Colonnade credit.
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Anthropology Program	<u>02/17/2016</u>
Department of Folk Studies and Anthropology	<u>02/17/2016</u> =
Potter College Curriculum Committee	<u>3 March 3016</u>
Colonnade Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: December 28, 2015

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Create a New Course
(Action Item)

Contact Person: Paul Fischer, paul.fischer@wku.edu, 745-5758

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: RELS 242
- 1.2 Course title: The Meaning of Life: Atheism to Zen
- 1.3 Abbreviated course title: Meaning of Life
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Survey of global theories on the meaning of life.

2. Rationale:

2.1 Reason for developing the proposed course:

The Philosophy and Religion Department at WKU should offer this course because it directly addresses a number of issues that are relevant to all of its programs: Philosophy, Religion, Asian Religions and Cultures, and Classics. This course is a 200-level introductory survey of some of the foundational “-isms” that have important implications for the study of religion and philosophy narrowly and the meaning of life broadly. Our students often encounter these “isms” in their readings and research, but are not versed in their origins and implications. This course rectifies that situation. This course will be particularly useful in the Religious Studies program and potentially for students in the Philosophy program as well, but it also substantially deals with East Asian cultural ideas as well as ideas often encountered in the Classics program. This course will both bridge the (perceived) gap between philosophy and religion as well as contextualize religious inquiry within the broader field of intellectual history. No other existing course does this, which makes this course both unique and indispensable. For example, hedonism is an idea found in both c.300bce China and Greece, it has played an enduring role in conceiving how the religious life should be lived across many world religions, and it remains a salient option within our modern culture. More broadly, Western Kentucky University should offer this course because it directly realizes several of the “Essential Learning Outcomes” adapted as “Guiding Principles” for WKU, including “An informed acquaintance with major achievements in the arts and humanities,” “An appreciation of the complexity and variety of the world’s cultures,” and “A historical perspective and an understanding of connections between past and

present.” [Source: WKU Report of the General Education Review Task Force (18 Oct 2011), p.3.]

- 2.2 Projected enrollment in the proposed course: 40, based on comparable enrollments in 200/300 level courses in Religious Studies and Philosophy.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will add several new dimensions to the specific traditions courses offered at the 300 level in Religious Studies (namely, Judaism [RELS 304], Christianity [RELS 305], Islam [RELS 306], Hinduism [RELS 303], Buddhism [RELS 302], Confucianism [RELS 317], and Daoism [RELS 318]). The ideas we will study in this proposed course can each stand alone as their own “meaning of life” paradigms, but they can also be combined with the specific religions mentioned above. It will complement all four of the programs offered in this department insofar as it will build a foundational understanding of global ideas that will prepare students for upper level courses.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course will primarily complement History courses such as World History I (HIST 101) and II (HIST 102), and Traditional East Asia (HIST 460). Survey courses such as these three inevitably quickly pass over important religious and philosophical themes that are relevant to any educated person. This course brings many of these global and long-lasting ideas front and center, to be specifically analyzed by RELS 242 students.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is similar to courses in other major universities. Many American universities have for many years had courses just like this one, with the same title, the same goals, and many of the same readings. Examples from WKU’s benchmark schools include:
 - Appalachian State University: Philosophy of Love & the Meaning of Life (PHL 3550)
 - Bowling Green State University: Existentialism (Phil 331)
 - East Carolina University: Introduction to Great Books: The Meaning of Life (GRBK 2000)
 - East Tennessee State University: Film Genres: The Meaning of Life (ENGL 4290-201)
 - University of North Carolina Greensboro: Life, Death, and Meaning (BLS 366)Examples of courses with this same title from non-benchmark schools include:
 - Harvard (Phil E105), Brown (CEPL 0909), Texas A & M (Phil 4390)

3. Description of proposed course:

- 3.1 Type of course: L

3.2 Learning outcomes:

Students who earnestly engage with this course should, upon completion, attain:

- * An informed acquaintance with some of the major achievements in the arts
- * An appreciation of the complexity and variety of the world's cultures
- * A historical perspective and an understanding of connections between past and

present

- * An increased capacity for critical and logical thinking
- * Increased proficiency in reading and writing
- * An understanding of society and human behavior
- * An understanding of factors that enhance health, well-being, and quality of life
- * An ability to analyze issues on local and global scales
- * An ability to examine the local and global interrelationships of one or more

issues

- * An ability to evaluate the consequences of decision-making on local and global

scales

3.3 Content outline:

I. Hedonism: what is the role of pleasure in an ideal life?

II. Stoicism: should we be detached from the world?

III. Utilitarianism: is impartiality the best way to decide right and wrong?

IV. Mysticism: what might it mean to become one with the divine?

V. Naturalism: should the natural world be a primary guide for living?

VI. Atheism: why do some people not believe in god(s)?

VII. Existentialism: is there such a thing as human nature?

VII. Amoralism: is thinking in moral terms effective?

IX. Empiricism: how should science, as a cultural ideal, influence our life?

X. Zen: is Zen a philosophy, a religion, both, or neither?

3.4 Assessment:

i. Participation

ii. Argument paper (this will combine primary and secondary sources in an academic argument paper)

ii. Meta-analysis essay (this will analyze disparate ideas in a comparative essay)

iv. Test(s) (this/these will cover the salient ideas from the entire course)

3.5 Tentative texts and course materials:

Week 1: Hedonism

01. *Lie Zi*, "Yang Zhu" (c.300ce) via Angus Graham, *The Book of Lieh-tzu* (1960)

02. Epicurus, "Principle Doctrines" & "Fragments" (d.270bce) via Cyril Bailey, *Epicurus: The Extant Remains* (1926)

Week 2: Stoicism

03. Epictetus, *Enchiridion* (c.125ce) via Thomas Higginson, trans., *The Enchiridion* (1948)
04. Marcus Aurelius, *Meditations* (c.180ce) via George Long, *Marcus Aurelius and His Times* (1862)

Week 3: Utilitarianism

05. *Mo Zi*, ch.16 “Impartial Caring III” (c.400bce) via Philip Ivanhoe, *Readings in Classical Chinese Philosophy* (2001)
06. John Stuart Mill, *Utilitarianism* (1861; 1957)

Weeks 4-5: Spontaneity

07. Edward Slingerland, *Trying Not to Try* (2014)

Week 6: Mysticism

08. Meister Eckhart, “Counsels on Discernment” or “On Detachment”
09. Allan Anderson, “Inner Transformation and Bearing” (1995; 2012)

Week 7: Naturalism

10. *Xun Zi*, ch.17 “Discourse on Nature” via John Knoblock, *Xunzi* (1994)
11. Ralph Waldo Emerson, “Nature” (1849)

Week 8: Atheism

12. Wang Chong, “On the Nature of Things” & “On Death” (c.95ce) via Alfred Forke, *Lun-heng* (1907)
13. Sam Harris, “An Atheist Manifesto” (2005) via internet

Week 9: Existentialism

14. Gao Zi in *Meng Zi* 6A1-3 (c.300bce) via Van Norden, *Readings in Classical Chinese Philosophy* (2001)
15. Jose Ortega y Gasset, “Man Has No Nature” (1935) in Walter Kaufmann, *Existentialism: From Dostoevsky to Sartre* (1956)
16. Jean-Paul Sartre, “Existentialism is a Humanism” (1946) in Walter Kaufmann, *Existentialism: From Dostoevsky to Sartre* (1956)

Weeks 10-11: Amoralism

17. Hans-Georg Moeller, *The Moral Fool: A Case for Amorality* (2009)

Week 12: Empiricism

18. Richard Feynman, “What is Science?” (1968), “Cargo Cult Science” (1974), “The Relation of Science and Religion” (1956), in Richard Feynman, *The Pleasure of Finding Things Out* (1999)
19. Carl Sagan, “Tools for Skeptical Thinking” (1995)
20. Steven Schafersman, “Scientific Thinking and the Scientific Method” (1997) via internet

Week 13: Semanticism

21. Kong Zi, *Analects* 13.3, 12.11, *Shi Zi* ch.5, *Xun Zi* ch.22.3a
22. George Lakoff and Mark Johnson, *Metaphors We Live By* (1980)

Week 14: Zen

23. Nancy Wilson Ross, ed., *The World of Zen* (1960) chs.2-3

4. Resources:

- 4.1 Library resources: Sufficient
- 4.2 Computer resources: Sufficient

5. Budget implications:

- 3.1 Proposed method of staffing: Current staffing is sufficient.
- 3.2 Special equipment needed: None
- 3.3 Expendable materials needed: None
- 3.4 Laboratory materials needed: None

6. Proposed term for implementation: 2016 Fall

7. Dates of prior committee approvals:

Religious Studies program	Feb 3, 2016
Department of Philosophy and Religion	Feb 17, 2016
Potter College Curriculum Committee	<u>3 March 3016</u> _____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: February 8, 2016

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 440
- 1.2 Course title: Readings in Ancient or Medieval Philosophy
- 1.3 Abbreviated course title: RDGS IN ANC/MED PHIL
- 1.4 Credit hours: 3.0 Variable credit (yes or no) No
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: One philosophy course or permission of the instructor
- 1.7 Course description: Advanced study of a major thinker or movement in ancient or medieval philosophy.

2. Rationale:

- 2.1 Reason for developing the proposed course: On a regular basis the faculty in philosophy offer PHIL 401 readings courses that fall within the area of the history of philosophy. Over the years, we have counted these courses for our majors and minors in the history of philosophy category, but we have had to fill out iCap exception forms for every student. In the future, such readings courses in ancient or medieval philosophy can use this course instead of PHIL 401. In a subsequent proposal, we will be adding PHIL 440 to the history of philosophy category in our requirements—thus eliminating any future need for iCap exception forms for such courses.
- 2.2 Projected enrollment in the proposed course: 10-15 based on previous enrollments in history of philosophy courses and PHIL 401 courses.
- 2.3 Relationship of the proposed course to courses now offered by the department: The specific content of this course is likely to change whenever it is offered, but it certainly will complement existing offerings.
- 2.4 Relationship of the proposed course to courses offered in other departments: Impossible to determine, since the content of this course will change with various offerings.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Such readings courses are common fare in philosophy programs throughout the country.

3. Discussion of proposed course:

- 3.1 Schedule type: S
- 3.2 Learning Outcomes: These will vary depending on who is offering the course.
- 3.3 Content outline: Variable.
- 3.4 Student expectations and requirements: Variable.
- 3.5 Tentative texts and course materials: Variable.

- 4. **Resources:**
 - 4.1 Library resources: Unable to determine.
 - 4.2 Computer resources: Sufficient.

- 5. **Budget implications:**
 - 5.1 Proposed method of staffing: Current faculty is sufficient.
 - 5.2 Special equipment needed: None
 - 5.3 Expendable materials needed: None
 - 5.4 Laboratory materials needed: None

6. **Proposed term for implementation:** Fall 2016

7. Dates of prior committee approvals:

Philosophy program	February 8, 2016
Department of Philosophy and Religion	February 17, 2016
Potter College Curriculum Committee	<u>3 March 3016</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Agenda

Proposal Date: February 8, 2016

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 450
- 1.2 Course title: Readings in Modern or Contemporary Philosophy
- 1.3 Abbreviated course title: RDGS IN MOD/CONT PHIL
- 1.4 Credit hours: 3.0 Variable credit (yes or no) No
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: One philosophy course or permission of the instructor
- 1.7 Course description: Advanced study of a major thinker or movement in modern or contemporary philosophy.

2. Rationale:

- 2.1 Reason for developing the proposed course: On a regular basis the faculty in philosophy offer PHIL 401 readings courses that fall within the area of the history of philosophy. Over the years, we have counted these courses for our majors and minors in the history of philosophy category, but we have had to fill out iCap exception forms for every student. In the future, such readings courses in modern or contemporary philosophy can use this course instead of PHIL 401. In a subsequent proposal, we will be adding PHIL 450 to the history of philosophy category in our requirements—thus eliminating any future need for iCap exception forms for such courses.
- 2.2 Projected enrollment in the proposed course: 10-15 based on previous enrollments in history of philosophy courses and PHIL 401 courses.
- 2.3 Relationship of the proposed course to courses now offered by the department: The specific content of this course is likely to change whenever it is offered, but it certainly will complement existing offerings.
- 2.4 Relationship of the proposed course to courses offered in other departments: Impossible to determine, since the content of this course will change with various offerings.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Such readings courses are common fare in philosophy programs throughout the country.

3. Discussion of proposed course:

- 3.1 Schedule type: S
- 3.2 Learning Outcomes: These will vary depending on who is offering the course.
- 3.3 Content outline: Variable.
- 3.4 Student expectations and requirements: Variable.

- 3.5 Tentative texts and course materials: Variable.
- 4. **Resources:**
 - 4.1 Library resources: Unable to determine.
 - 4.2 Computer resources: Sufficient.
- 5. **Budget implications:**
 - 5.1 Proposed method of staffing: Current faculty is sufficient.
 - 5.2 Special equipment needed: None
 - 5.3 Expendable materials needed: None
 - 5.4 Laboratory materials needed: None
- 6. **Proposed term for implementation:** Fall 2016
- 7. **Dates of prior committee approvals:**

Philosophy program	<u>Feb 8, 2016</u>
Department of Philosophy and Religion	<u>Feb 17, 2016</u>
Potter College Curriculum Committee	<u>3 March 3016</u>
Professional Education Council (if applicable)	<u> </u>
General Education Committee (if applicable)	<u> </u>
Undergraduate Curriculum Committee	<u> </u>
University Senate	<u> </u>

Agenda

Proposal Date: 02/18/2016

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

Contact Person: Jennifer Mize Smith, jennifer.mize.smith@wku.edu, 270-745-5147

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: COMM 410
- 1.2 Course title: Study Abroad in Communication
- 1.3 Abbreviated course title: Study Abroad Comm
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 – 3 Variable credit Yes
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites: COMM 200 or permission of the instructor.
- 1.7 Course description: Study of communication interactions, processes, and culture in international or other out-of-town locations. Repeatable up to six hours.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The Department of Communication has offered and plans to continue to offer faculty-led study abroad courses. We also encourage our students to participate in study abroad courses led by faculty outside of our Department and University. Currently, we do not have a course number allocated for this type of course. The proposed course will allow us to offer study abroad experiences that may not necessarily align with a course currently in our course inventory, as well as differentiate study abroad experiences from other special topic courses (COMM 400). This course will be designated as a study abroad course in the catalog and will distinguish study abroad experiences from other special topics courses on student transcripts.
- 2.2 Projected enrollment in the proposed course:
Varies with each program. Approximately 10 based on past study abroad programs.
- 2.3 Relationship of the proposed course to courses now offered by the department:
The Department currently has no dedicated course for study abroad programs. COMM 410 expands the Communication course offerings to include and encourage global learning.
- 2.4 Relationship of the proposed course to courses offered in other departments:
Other departments within Potter College and across the University currently have stand-alone study abroad courses for their programs. These include but are not limited to ASL 303: International Deaf Studies; CD 496: International Speech Pathology; CHIN 100: Chinese Language and Culture On-site; CHIN 306:

Experiencing Chinese Abroad; CRIM 489: Criminology Study Abroad; DH 360: International Health and Human Services Learning Program; EDU 490: International Student Teaching; ENG 290: English Topics Abroad; EXC 485: Exercise Science Study Abroad; FREN 100: French Language and Culture On-site; FREN 306: Experiencing French Abroad; GERM 100: German Language and Culture On-site; GERM 306: Experiencing German Abroad; MKT 491: Marketing Study Abroad; RELS 399: Study Abroad; SOCL 489: Sociology Study Abroad.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Several benchmark institutions offer stand-alone study abroad courses across multiple departments and programs, including Ohio University (ART 3902: Study Abroad Interior Architecture; JPC 3100: Field Study in Japan), Middle Tennessee State University (ART 2500: Art Study Abroad; ENGL 4980: English Studies Abroad; MGMT 4840: Study Abroad; MKT 4840: Study Abroad; PS 3780: Study Abroad), and East Carolina University (AAAS 2000: Study Abroad ; NUTR 4400: Study Abroad - Global Perspectives in Nutrition; RELI 2500: Study Abroad).

More specific to communication, stand-alone study abroad courses are offered by Angelo State University (SPCH 3381: International Study Abroad in Communication), University of Washington (TCOM 498: Study Abroad in Communication), Christopher Newport University (COMM 490: Study Abroad in Communication), and Lynchburg College (COMM 377: Study Abroad in Communication).

3. Discussion of proposed course:

- 3.1 Schedule type: S—Seminar
- 3.2 Learning Outcomes:
Specific learning outcomes will vary with program, dependent upon topic, syllabus, and course duration. More generally, by the end of the course, students should be able to:
- identify communication interactions and processes in new environments outside of the U.S. or outside of their home communities,
 - apply communication theories to intercultural contexts, and
 - compare and contrast communication styles, patterns, and channels across various cultures.
- 3.3 Content outline: Varies with program; dependent upon topic, syllabus, and course duration.
- 3.4 Student expectations and requirements:
Students may be evaluated by exams, field work, field trip attendance, and/or written essays, depending on the structure of the course. Study abroad/study away trips must meet the University's requirement of 2200-2300 minutes of instruction for a three-credit course. Therefore, in study abroad and study away

(Introduction to Aging Experience), HMD 367 (Nutrition and Aging), PH 443 (Health and Aging), and PSYS 423 (Psychology of Adult Life and Aging). However, these courses do not examine the influence of age and the aging process on propensities to engage in crime. The Sociology Department offers a similar graduate level course, SOCL 547 Life-course Criminology.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Northern Kentucky University offers a life-course criminology course (JUS 428 - Crime Across the Life Course). Many of WKU's benchmark institutions and other universities in the Commonwealth of Kentucky offer courses focused on the topic of aging, such as the Sociology of Aging (Northern Kentucky University), Sociology of Gerontology (Murray State), Issues of Aging (Morehead State), Health and Aging and Society (Northern Illinois University), Introduction to Gerontology (Middle Tennessee State University), and Social Gerontology (James Madison University). However, these courses do not focus specifically on the relationship between age and crime. Nationally, there are several sociology and criminology departments that offer life-course criminology courses, including the University of Washington (SOC 401D – Crime and the Life Course), the University of Maryland (CCJS 661 – Crime and the Life Course) and the University of New Mexico (SOC 425 – From Youthful Misbehavior to Adult Crime).

3. Discussion of proposed course:

3.1 Schedule type: L-Lecture

- 3.2 Learning Outcomes: Upon completion of this course, students should be able to:
- Discuss the interdisciplinary evolution of life-course criminology as a field of study.
 - Discuss and evaluate the major theoretical perspectives used to empirically investigate the onset, escalation, persistence, and desistance in offending patterns over the life-course.
 - Discuss and evaluate the key debates within the life-course criminology literature, and specifically, the extent to which criminality and offending patterns are stable or change over the life-course.
 - Discuss, evaluate and assess various methodologies and sources of data used to study offending over the life-course.
 - Apply the most significant and relevant findings from the life-course criminology literature to policies designed to alleviate, reduce, and prevent criminal offending in our society.

3.3 Content outline:

- Introduction to life-course theories
- Use and importance of longitudinal data
- Theories and research examining continuity/stability in offending patterns over the life-course
- Theories and research examining continuity and change in offending patterns over the life-course
- Theories and research examining typologies of offending patterns over the life-course

- Contemporary debates and unresolved issues in the field of Life-course Criminology
- 3.4 Student expectations and requirements: Examinations, quizzes, discussions, presentations, and writing assignments.
- 3.5 Tentative texts and course materials:
 - Carlsson, C. & Sarnecki J. (2016) *An Introduction to Life-Course Criminology*. Sage Publications.
 - Gottfredson M. & Hirschi T (1990) *A General Theory of Crime*. Stanford University Press.
 - Gibson C. & Krohn M. (2014) *Handbook of Life-Course Criminology: Emerging Trends and Directions for Future Research*. Springer.
 - Laub J. & Sampson R. (2006) *Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70*. Harvard University Press.
 - Moffitt T. (1993) “Adolescence-Limited and Life-Course Persistent Antisocial Behavior: A Developmental Taxonomy.” Psychological Review, Volume 100 (4).
 - Nagin D, Farrington F & Moffitt T. (1995) “Life-course trajectories of different types of offenders.” Criminology 33 (1):111-139.
 - Piquero A, Farrington D. & Blumstein A. (2003) “The criminal career paradigm.” Crime and Justice: A Review of Research, Volume 30, 359-505.
 - Sampson, R. & Laub J. (1990) “Crime and Deviance over the Life Course: The Salience of Adult Social Bonds.” American Sociological Review, 55(5): 609-627.
 - Sampson R. & Laub J. (1997) “A life-course theory of cumulative disadvantage and the stability of delinquency.” In Thornberry, T. (ed.) Developmental Theories of Crime and Delinquency: Advances in Criminological Theory. Page 1-29.

4. Resources:

- 4.1 Library resources: Existing libraries resources are sufficient.
- 4.2 Computer resources: Existing technological resources (computer in classroom; projector in classroom; Blackboard) are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing is sufficient to offer this course. This course has been taught at the graduate level since 2010. This undergraduate section will be taught within faculty member’s existing teaching load.
- 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: Spring 2017

7. Dates of prior committee approvals:

Sociology Department	<u>2/17/2016</u>
Potter College Curriculum Committee	<u>3 March 3016</u>
Professional Education Council (if applicable)	<u>N/A</u>
General Education Committee (if applicable)	<u>N/A</u>
Undergraduate Curriculum Committee	
University Senate	

Agenda

Proposal Date: 02/15/16

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

Contact Person: Pavel Vasiliev, pavel.vasiliev@wku.edu, 270-745-2150

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CRIM 448
- 1.2 Course title: Comparative Criminology
- 1.3 Abbreviated course title: Comparative Criminology
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites: CRIM 330
- 1.7 Course description: Comparative survey of crime, national criminal justice systems, and international and transnational criminal justice.

2. Rationale:

- 2.1 Reason for developing the proposed course: There is no course currently offered in the Department of Sociology that focuses on international criminal justice or comparative criminology. Students pursuing the undergraduate criminology major or minor will benefit from the exposure to issues of international crime and justice, trafficking, comparative crime, and varying legal traditions in our globalized society.
- 2.2 Projected enrollment in the proposed course: About 45 based on average enrollment across other 300/400-level classes in CRIM.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Sociology Department offers CRIM 380 Penology and CRIM 332 Juvenile Delinquency. These two courses focus on the adult and juvenile justice systems in the United States respectively. The Sociology Department currently does not offer an undergraduate course focused on comparative crime and international justice. The Sociology Department does offer a graduate level CRIM 537 Comparative Criminology course.
- 2.4 Relationship of the proposed course to courses offered in other departments: Departments of History and Political Science at WKU offer courses which might tangentially touch on the issues of international crime and justice. Specifically, the Political Science Department offers some courses covering international affairs such as PS 250 International Politics, PS 260 Introduction to Comparative Politics, and PS 357 U.S. Foreign Policy. The History Department offers HIST 471 Modern China and HIST 491 History of Terrorism. However, the proposed Comparative Criminology course is unique and sufficiently different from existing courses because it will focus specifically on the substantive area of international crime and justice and examine the topic thoroughly from the criminological disciplinary angle.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Several of WKU's benchmark institutions offer international criminal justice courses, including Florida Atlantic University (International Criminal Justice Systems), Illinois State University (World Criminal Justice Systems) and the University of South Alabama (Comparative Criminal Justice Systems). Within the Commonwealth of Kentucky, Eastern Kentucky University offers an International and Comparative Criminal Justice Systems course (CRJ 350) and the University of Louisville offers Comparative Criminal Justice Systems (JA 435) and Human Trafficking (JA 440) courses.

3. Discussion of proposed course:

- 3.1 Schedule type: L-Lecture
- 3.2 Learning Outcomes: Upon completion of this course students should be able to: (1) identify and discuss data used to measure crime within and across countries; (2) compare and contrast criminal justice and corrections systems through evaluation of case studies; (3) discuss the creation and emerge of transnational and international criminal justice institutions; (4) evaluate the efficacy of international and transnational institutions of criminal justice.
- 3.3 Content outline:
- The international perspective
 - Measuring crime
 - Legal traditions and comparative law
 - Evaluation of case studies
 - Comparative perspectives on policing, courts, corrections, and juvenile justice
 - Trafficking
 - International Criminal Justice (International Criminal Court, International Criminal Tribunal for the Former Yugoslavia, International Criminal Tribunal for Rwanda)
- 3.4 Student expectations and requirements: Examinations, quizzes, discussions, presentations, and writing assignments.
- 3.5 Tentative texts and course materials:

Christie, Nils. 2000. *Crime Control as Industry*. NY: Routledge.

Dammer, Henry R. and Jay S. Albanese. 2014. *Comparative Criminal Justice Systems*. Belmont, CA: Wadsworth.

Fichtelberg, Aaron. 2007. *Crime without Borders: An Introduction to International Criminal Justice*. Upper Saddle River, NJ: Prentice Hall Publishers.

Schiff, Benjamin. 2007. *Building the International Criminal Court*. NY: Cambridge University Press.

4. Resources:

- 4.1 Library resources: Current library resources are adequate, no additional resources required.
- 4.2 Computer resources: Current computer resources are adequate, no additional resources required.

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing 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: Spring 2017

7. Dates of prior committee approvals:

Sociology Department	<u>02/17/2016</u>
Potter College Curriculum Committee	<u>3 March 3016</u>
Professional Education Council (if applicable)	<u>N/A</u>
General Education Committee (if applicable)	<u>N/A</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Agenda

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

Contact Person: Jerry Daday, jerry.daday@wku.edu, 270-745-3197

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SOCL 372
- 1.2 Course title: Causes and Consequences of Human-Wildlife Conflict
- 1.3 Abbreviated course title: Human-Wildlife Conflict
(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: Global study of human-wildlife conflict and the varying ecological, social, economic, and cultural realities that influence this conflict.

2. Rationale:

- 2.1 Reason for developing the proposed course: Human-wildlife conflict is a persistent social, economic, and ecological problem for human populations across the globe, but most especially in developing countries. As human populations grow and expand into new territory, they compete with wildlife for land and resources. This conflict results in loss or destruction of habitat, poaching of wildlife, social changes in human and wildlife communities, economic losses, and loss of life within human populations. This course examines human-wildlife conflict across the globe and the different ecological and social realities that exist on different continents. The course also examines how human-wildlife conflict at a local level shapes, and is shaped by culture and by transnational, governmental, and non-governmental efforts to curb poaching, preserve valuable habitat, and address issues of extreme poverty in the developing world. An interdisciplinary course focused on the problem of human-wildlife conflict, poaching, and the transnational illegal trade of animal parts does not currently exist at WKU, and theory and research from the disciplines of Sociology and Conservation Biology can help illuminate this issue and engage students in critical examination of the causes and potential solutions to this global problem impacting local communities throughout the world. If approved, this course would provide students pursuing the sociology major and minor with an applied course that examines the influence of social and ecological factors on the problem of human-wildlife conflict and to investigate plausible solutions to alleviating this local and global social and ecological problem.
- 2.2 Projected enrollment in the proposed course: About 45 based on average enrollment across other 300/400-level classes in CRIM. This course was also offered in 2007 as an Honors Colloquium with 15 students.

- 2.3 Relationship of the proposed course to courses now offered by the department: The Department of Sociology offers two courses focused specifically on global issues and social problems, SOCL 240 (Global Social Problems) and SOCL 376 (Globalization). The Sociology Department also offers a Community, Environment and Development course (SOCL 270) and Environmental Sociology (SOCL 470). While these four courses focus on issues of globalization, global social problems, and community development and the environment broadly, the proposed course would focus specifically on the topic of human-wildlife conflict as a social and ecological problem.
- 2.4 Relationship of the proposed course to courses offered in other departments: The Department of Biology offers Wildlife Ecology and Management (BIOL 332), which is a course for majors that addresses the technical aspects but not the human dimensions of wildlife management.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Mississippi State University offers a concentration in human-wildlife conflicts, including courses in Ecology and Management of Human-Wildlife Conflicts, Human-Wildlife Conflicts Techniques, and Advanced Topics in Human-Wildlife Conflicts I and II. George Mason University offers a course in Human-Wildlife Conflict in their conservation curriculum. Kansas State University, Auburn University, Oregon State University, and Colorado State University offer a Human-Wildlife Conflict course in their wildlife management programs. In Kentucky, Murray State offers elements of this course in their Conservation Biology course, and Eastern Kentucky University has elements in its Wildlife Policy course. Our course differs from courses designed for Wildlife Biology majors in a way that matches WKU's initiatives. It will be a Colonnade Connections course with a Local to Global focus with an emphasis on analysis, examination and evaluation of evidence using local examples to address a global issue. It will be multidisciplinary, with teaching faculty from Sociology and Biology providing counterpoint views (evidence and argument).

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: Upon completion of this Colonnade Connections course, students should be able to:
- Analyze the problem of human-wildlife conflict within a variety of local contexts using sociological and ecological theories and research
 - Examine the relationship between human-wildlife conflict at a local level and the development of transnational and non-governmental institutions created to address this social and ecological problem
 - Evaluate the effectiveness and efficacy of specific strategies designed to mitigate human-wildlife conflict, especially in developing countries with extreme poverty, from research evidence
 - Collect relevant research evidence and argue different perspectives on the inherently divisive issue of conservation vs utilization of natural resources given the socio-cultural realities in a selected case/cases
- 3.3 Content outline:

- Conceptualization – What is Human-Wildlife Conflict?
 - Operationalization – What is the extent of Human-Wildlife Conflict in the world? How does it vary geographically?
 - Human Dimensions of Conservation – Examining the Intersection of Social Theory and Principles of Conservation
 - Ecological principles of wildlife ecology and management
 - The roles of local culture and subsistence based farming
 - The roles of extreme poverty and human population growth
 - The international trade of animal parts
 - Transnational and Non-Governmental Institutions – a solution or problem?
 - Gender roles in human-wildlife conflict
 - Case studies: rhino poaching, organized crime and international trafficking
 - Case studies: Habitat loss, agriculture and elephant populations
- 3.4 Student expectations and requirements: Students will be evaluated based on their performance on essay examinations, a group presentation and a research paper.
- 3.5 Tentative texts and course materials:
Sachs J. (2015) *The Age of Sustainable Development*. New York: Columbia University Press.

Woodroffe, Rosie, Simon Thirgood, and Alan Rabinowitz, eds. *People and Wildlife, Conflict or Co-existence?*. (2005) 1st ed. Cambridge: Cambridge University Press.

4. Resources:

- 4.1 Library resources: Students will be required to purchase two textbooks for this course. Additional articles will be assigned from journals such as *Conservation Biology, Society and Natural Resources*, and *Human Dimensions of Wildlife*.
- 4.2 Computer resources: Existing resources in classrooms are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty 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: Fall 2017

7. Dates of prior committee approvals:

Sociology Department	<u>2/17/2016</u>
PCAL Curriculum Committee	<u>3 March 3016</u>
Professional Education Council (if applicable)	<u>N/A</u>
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 2/6/2015

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

Contact Person: Brent Oglesbee, brent.oglesbee@wku.edu

1. Identification of program:

- 1.1 Current program reference number: 509
- 1.2 Current program title: A.B. Visual Studies, Studio Concentration
- 1.3 Credit hours: 49 semester hours

2. Identification of the proposed program changes:

- Drop major requirement of nine semester hours in one medium
- Add nine semester hours to the upper level studio electives

3. Detailed program description:

Introductory Courses 9 hrs	Introductory Courses 9 hrs
ART 130, 2-D Design	ART 130, 2-D Design
ART 131, 3-D Design	ART 131, 3-D Design
ART 140, Drawing	ART 140, Drawing
Basic Studios, choose 3 9 hrs	Basic Studios, choose 3 9 hrs
ART 220, Ceramics	ART 220, Ceramics
ART 231, Graphic Design	ART 231, Graphic Design
ART 240, Drawing	ART 240, Drawing
ART 250, Printmaking	ART 250, Printmaking
ART 260, Painting	ART 260, Painting
ART 270, Sculpture	ART 270, Sculpture
ART 280, Weaving	ART 280, Weaving
Major Requirements, single medium 9 hrs (ART 300-400 level courses)	Major requirements, single medium 9hrs (ART 300-400 level courses)
Upper level Studio Electives 9 hrs (300-400's)	Upper level Studio Electives 18 hrs (300-400's)
Introductory Art History 6 hrs	Introductory Art History 6 hrs

ART 105 History of Art to 1300	ART 105 History of Art to 1300
ART 106 History of Art since 1300	ART 106 History of Art since 1300
Upper level Art History Electives 6 hrs	Upper level Art History Electives 6 hrs
ART 305, ART 312, ART 313, ART 314, ART 315, ART 316, ART 325, ART 334, ART 390, ART 401, ART 403, ART 405, ART 407, ART 408, ART 409, ART 410, ART 445, ART 494, PHIL 305	ART 305, ART 312, ART 313, ART 314, ART 315, ART 316, ART 325, ART 334, ART 390, ART 401, ART 403, ART 405, ART 407, ART 408, ART 409, ART 410, ART 445, ART 494, PHIL 305
Capstone Course 1 hr	Capstone Course 1 hr
Total hours 49 hrs	Total hours 49 hrs

4. Rationale for the proposed program change:

NASAD, the university's art and design accrediting body suggest there is no need to have an area of concentration in a liberal arts degree for studio. The department agrees with their position and believes a shift away from focused studies in one medium allows breadth of exploration appropriate to this degree program.

5. Proposed term for implementation and special provisions (if applicable): Fall, 2016

6. Dates of prior committee approvals:

Department of Art

2/12/2016

Potter College Curriculum Committee

3 March 3016

Undergraduate Curriculum Committee

University Senate

Agenda

Proposal date 2/1/2016

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

Contact Person: Dr. Miwon Choe miwon.choe@wku.edu 270-745-7052

1. Identification of program:

- 1.1 Current program reference number: 509
- 1.2 Current program title: A.B. Visual Studies, Art Education Concentration
- 1.3 Minimum Credit Hours for Degree: 88

2. Identification of the proposed program changes:

- 2.1 Delete ART 490 Special Problems
- 2.2 Add ART 432 Portfolio to Art Education Pedagogy
- 2.3 Add ART 496 Special Topics in Studio Art to studio requirements
- 2.4 Reduce basic studio elective requirements from six to five courses
- 2.5 Reduce upper level studio elective requirements from three to two courses
- 2.6 Add LTCY 421

3. Detailed program description

Existing Program Department of Art Courses	Revised Program Department of Art Courses
Foundations and Required Studio Courses	Foundations and Required Studio Courses
ART 130 2D Design 3 hrs	ART 130 2D Design 3 hrs
ART 140 Drawing 3 hrs	ART 140 Drawing 3 hrs
ART 131 3D Design 3 hrs	ART 131 3D Design 3 hrs
ART 105 Hist. of Art I 3 hrs	ART 105 Art Survey I 3 hrs
ART 106 Hist. of Art II 3 hrs	ART 106 Art Survey II 3 hrs
ART 240 Drawing 3 hrs	ART 240 Drawing 3 hrs
ART 340 Drawing 3 hrs	ART 340 Drawing 3 hrs
	ART 496 Special Topics 3hrs

<p>Six of the seven basic studio electives</p> <p>ART 220 Ceramics 3 hrs ART 231 Graphic Design 3 hrs ART 243 Digital Media 3 hrs ART 250 Printmaking 3 hrs ART 260 Painting 3 hrs ART 270 Sculpture 3 hrs ART 280 Weaving 3 hrs</p> <p>Upper Level Restricted Elective Studios 9 hours</p> <p>ART 325 Art of Asia, Africa, and America 3 hrs Advanced Art History Elective 3 hrs</p> <p>Art Education Pedagogy</p> <p>ART 311 Methods I 3 hrs ART 411 Methods II 3 hrs ART 413 Methods III 3 hrs ART 490 Special problems 3 hrs</p> <hr/> <p>Total 66 hours</p> <p>Professional Education Courses</p> <p>EDU 250 Intro to Teacher Ed. 3 hrs</p> <p>PSY 310 Ed Psychology 3 hrs SPEC 330 Intro to Special Ed. 3 hrs ELED 490 Student Teaching 5 hrs SEC 490 Student Teaching 5 hrs EDU 490 Student Teaching 3 hrs Seminar</p> <hr/> <p>Total 22 hours</p>	<p>Five of the seven basic studio electives</p> <p>ART 220 Ceramics 3 hrs ART 231 Graphic Design 3 hrs ART 243 Digital Media 3 hrs ART 250 Printmaking 3 hrs ART 260 Painting 3 hrs ART 270 Sculpture 3 hrs ART 280 Weaving 3 hrs</p> <p>Upper Level Restricted Elective Studio 6hrs</p> <p>ART 325 Art of Asia, Africa, and America 3 hrs Advanced Art History Elective 3 hrs</p> <p>Art Education Pedagogy</p> <p>ART 311 Methods I 3 hrs ART 411 Methods II 3 hrs ART 413 Methods III 3 hrs ART 432 Portfolio 3 hrs</p> <hr/> <p>Total 63 hours</p> <p>Professional Education Courses</p> <p>EDU 250 Intro to Teacher Ed. 3 hrs LTCY 421 Content Area Reading In the Middle & Sec. 3 hrs</p> <p>PSY 310 Ed Psychology 3 hrs SPEC 330 Intro to Special Ed. 3 hrs ELED 490 Student Teaching 5 hrs SEC 490 Student Teaching 5 hrs EDU 490 Student Teaching 3 hrs Seminar</p> <hr/> <p>Total 25 hours</p>
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4. Rationale for the proposed program change:

- 4.1 ART 490 Special Problems has historically served as the capstone class for this major, but the class has no lab fee. ART 432's course description is a much closer "fit" for the specific goals of the class. It also provides a lab fee that significantly reduces student costs by pooling funds for on-site teaching activities. For these reasons we are editing ART 490 and adding ART 432.
- 4.2 Adding ART 496 Special Topics provides majors access to some variety of media without requiring prerequisites (basic studios at the 200 level) that are necessarily being reduced to meet state mandates in literacy studies.
- 4.3 LTCY 421 has been identified as the education course used to meet new state mandates for improved literacy in middle and secondary education courses. This additional course has necessitated much of the adjustments proposed in this program revision. These various shifts still meet the requirements of our national accrediting agency NASAD.
- 4.4 Reduction of upper level studio electives from three to two courses compensates for the addition of a specified course (ART 496 Special Topics) in art requirements.

5. Proposed term for implementation and special provisions (if applicable): Fall 2016

6. Dates of prior committee approvals:

Department of Art	2/12/2016
Potter College Curriculum Committee	<u>3 March 2016</u>
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: February 8, 2016

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. **Identification of program:**
 - 1.1 Current program reference number: 429
 - 1.2 Current program title: Philosophy
 - 1.3 Credit hours: 25

2. **Identification of the proposed program changes:** This proposal is to add PHIL 440 and PHIL 450 to the Philosophy minor, the former in the Category II (Ancient and Medieval) and the latter in Category II (Modern and Contemporary).

3. **Detailed program description:**

Current Program	New Program
I. Logic (3 hours) PHIL 215, Elementary Logic	I. Logic (3 hours) PHIL 215, Elementary Logic
II. History of Philosophy (9 credits, at least one course from each category) A. Ancient and Medieval Philosophy (3-6 hours) B. Modern and Contemporary Philosophy (3-6 hours)	II. History of Philosophy (9 credits, at least one course from each category) A. Ancient and Medieval Philosophy (3-6 hours) B. Modern and Contemporary Philosophy (3-6 hours)
III. Ethics and Values (6 hours, must take PHIL 350)	III. Ethics and Values (6 hours, must take PHIL 350)
IV. Philosophical Writing Workshop (1 hour)	IV. Philosophical Writing Workshop (1 hour)
VI. Electives (6 hours)	VI. Electives (6 hours)
Total of 25 credit hours	Total of 25 credit hours

Course listing by categories

I. Logic (3 hours)	PHIL 215: Logic	
II. History of Philosophy (9 hours; at least one course from each category)	Ancient and Medieval	PHIL 340: Plato and Aristotle PHIL 341: Skeptics, Stoics, and Epicureans PHIL 342: Medieval Philosophy PHIL 440: Readings in Ancient or Medieval Philosophy
	Modern and Contemporary	PHIL 344: Early Modern Moral Philosophy PHIL 345: Descartes and Hume PHIL 346: Kant and Idealism PHIL 347: Locke and Leibniz PHIL 348: 20 th Century Philosophy PHIL 432: Early Modern Science PHIL 433: History of the Philosophy of Science PHIL 450: Readings in Modern or Contemporary Philosophy
III. Ethics and Values (6 hours; must take PHIL 350)	PHIL 201: Love and Friendship PHIL 202: Racial Justice PHIL 207: Philosophy and Popular Culture PHIL 208: Philosophy and Public Space PHIL 211: Why Are Bad People Bad? PHIL 212: Gender Theory PHIL 305: Aesthetics PHIL 315: Philosophy of Religion PHIL 321: Morality and Business PHIL 322: Biomedical Ethics PHIL 323: Social Ethics PHIL 324: War and Peace PHIL 329: Concepts of God, Good, and Evil PHIL 333: Social and Political Philosophy PHIL 350: Ethical Theory PHIL 426: Philosophy and Old Age	
IV. Philosophical Writing (1 hour)	PHIL 299: Philosophical Writing Workshop (1 credit hour)	
V. Electives (6 hours)	Any of the above or: PHIL 101: Enduring Questions: Truth & Relativism	

	PHIL 102: Enduring Questions: The Good & the Beautiful PHIL 103: Enduring Questions: The Committed Life PHIL 330: Philosophy of Science PHIL 331: Analytic Philosophy PHIL 401: Readings in Philosophy PHIL 415: Advanced Logic PHIL 496: Senior Seminar PHIL 499: Research in Philosophy
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4. **Rationale for the proposed program change:** PHIL 440 and PHIL 450 were designed specifically to serve as “readings” or “special topics” courses that would fulfill part of the History of Philosophy category. The addition of these courses will prevent the need in the future to use iCap exception forms for students who otherwise might be in a PHIL 401 course.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2016

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

Philosophy Program February 8, 2016

Department of Philosophy and Religion February 17, 2016

Potter College Curriculum Committee **3 March 2016**

Undergraduate Curriculum Committee

University Senate

Proposal Date: February 8, 2015

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

- 1. Identification of program:**
 - 1.1 Current program reference number: 745
 - 1.2 Current program title: Philosophy
 - 1.3 Credit hours: 32
- 2. Identification of the proposed program changes:** This proposal is to add PHIL 440 and PHIL 450 to the Philosophy major, the former in the Category II (Ancient and Medieval) and the latter in Category II (Modern and Contemporary).
- 3. Detailed program description:**

Current Program	New Program
I. Logic, Epistemology, and Metaphysics (6 hours, must take PHIL 215, Elementary Logic)	I. Logic, Epistemology, and Metaphysics (6 hours, must take PHIL 215, Elementary Logic)
II. History of Philosophy (9 hours, at least one course from each category) <ol style="list-style-type: none"> A. Ancient and Medieval Philosophy (3-6 hours) B. Modern and Contemporary Philosophy (3-6 hours) 	II. History of Philosophy (9 hours, at least one course from each category) <ol style="list-style-type: none"> A. Ancient and Medieval Philosophy (3-6 hours) B. Modern and Contemporary Philosophy (3-6 hours)
III. Ethics and Values (6 hours, must take PHIL 350)	III. Ethics and Values (6 hours, must take PHIL 350)
IV. Philosophical Writing (5 hours) <ol style="list-style-type: none"> A. PHIL 299: Philosophical Writing Workshop (1 hour each, total of 2) B. PHIL 496: Senior Seminar (3 hours) 	IV. Philosophical Writing (5 hours) <ol style="list-style-type: none"> A. PHIL 299: Philosophical Writing Workshop (1 hour each, total of 2) B. PHIL 496: Senior Seminar (3 hours)
V. Electives (6 hours)	V. Electives (6 hours)
Total of 32 credit hours	Total of 32 credit hours

Course listing by categories

I. Logic, Epistemology, and	PHIL 215: Logic PHIL 330: Philosophy of Science
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Metaphysics (6 hours; must take PHIL 215)	PHIL 331: Analytic Philosophy PHIL 404: Metaphysics and Epistemology PHIL 415: Advanced Logic				
II. History of Philosophy (9 hours; at least one course from each category)	<table border="1" data-bbox="524 373 1312 999"> <tr> <td data-bbox="524 373 808 594">Ancient and Medieval</td> <td data-bbox="816 373 1312 594"> PHIL 340: Plato and Aristotle PHIL 341: Skeptics, Stoics, and Epicureans PHIL 342: Medieval Philosophy PHIL 440: Readings in Ancient or Medieval Philosophy </td> </tr> <tr> <td data-bbox="524 604 808 999">Modern and Contemporary</td> <td data-bbox="816 604 1312 999"> PHIL 344: Early Modern Moral Philosophy PHIL 345: Descartes and Hume PHIL 346: Kant and Idealism PHIL 347: Locke and Leibniz PHIL 348: 20th Century Philosophy PHIL 432: Early Modern Science PHIL 433: History of the Philosophy of Science PHIL 450: Readings in Modern or Contemporary Philosophy </td> </tr> </table>	Ancient and Medieval	PHIL 340: Plato and Aristotle PHIL 341: Skeptics, Stoics, and Epicureans PHIL 342: Medieval Philosophy PHIL 440: Readings in Ancient or Medieval Philosophy	Modern and Contemporary	PHIL 344: Early Modern Moral Philosophy PHIL 345: Descartes and Hume PHIL 346: Kant and Idealism PHIL 347: Locke and Leibniz PHIL 348: 20 th Century Philosophy PHIL 432: Early Modern Science PHIL 433: History of the Philosophy of Science PHIL 450: Readings in Modern or Contemporary Philosophy
Ancient and Medieval	PHIL 340: Plato and Aristotle PHIL 341: Skeptics, Stoics, and Epicureans PHIL 342: Medieval Philosophy PHIL 440: Readings in Ancient or Medieval Philosophy				
Modern and Contemporary	PHIL 344: Early Modern Moral Philosophy PHIL 345: Descartes and Hume PHIL 346: Kant and Idealism PHIL 347: Locke and Leibniz PHIL 348: 20 th Century Philosophy PHIL 432: Early Modern Science PHIL 433: History of the Philosophy of Science PHIL 450: Readings in Modern or Contemporary Philosophy				
III. Ethics and Values (6 hours; must take PHIL 350)	PHIL 201: Love and Friendship PHIL 202: Racial Justice PHIL 207: Philosophy and Popular Culture PHIL 208: Philosophy and Public Space PHIL 211: Why Are Bad People Bad? PHIL 212: Gender Theory PHIL 305: Aesthetics PHIL 315: Philosophy of Religion PHIL 321: Morality and Business PHIL 322: Biomedical Ethics PHIL 323: Social Ethics PHIL 324: War and Peace PHIL 329: Concepts of God, Good, and Evil PHIL 333: Social and Political Philosophy PHIL 350: Ethical Theory PHIL 426: Philosophy and Old Age				
IV. Philosophical Writing (5 hours; must take PHIL 496)	PHIL 299: Philosophical Writing Workshop (1 credit hour) PHIL 496: Senior Seminar				
V. Electives (6 hours)	Any of the above or:				

	PHIL 101: Enduring Questions: Truth & Relativism PHIL 102: Enduring Questions: The Good & the Beautiful PHIL 103: Enduring Questions: The Committed Life PHIL 401: Readings in Philosophy PHIL 499: Research in Philosophy
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4. Rationale for the proposed program change: PHIL 440 and PHIL 450 were designed specifically to serve as “readings” or “special topics” courses that would fulfill part of the History of Philosophy category. The addition of these courses will prevent the need in the future to use iCap exception forms for students who otherwise might be in a PHIL 401 course.

5. Proposed term for implementation and special provisions (if applicable): Fall 2016

6. Dates of prior committee approvals:

Philosophy Program	February 8, 2016
Department of Philosophy and Religion	February 17, 2016
Potter College Curriculum Committee	March 3, 2016
Undergraduate Curriculum Committee	
University Senate	

Attachment: Program Inventory Form

Agenda

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

Contact Person: Jennifer Mize Smith, Jennifer.mize.smith@wku.edu, 270-745-5147

- 1. Identification of program:**
 - 1.1 Current program reference number: 522
 - 1.2 Current program title: Corporate and Organizational Communication
 - 1.3 Credit hours: 54

- 2. Identification of the proposed program changes:** COMM 410: Study Abroad in Communication was added as a potential substitution for an Elective.

- 3. Detailed program description:**

Current Program	Proposed Program
<p>The major in Corporate and Organizational Communication major (reference number 522) requires a minimum of 55 semester hours and leads to the Bachelor of Arts degree.</p> <p><u>Admissions Requirements:</u> Minimum GPA of 2.3. Completion of the following courses with a grade of “C” or better: COMM 145 ENG 100 MATH 109 or 116</p> <p><i>Note: Students can take no more than 15 hours in the Department of Communication before being admitted to the major.</i></p> <p>I. <u>Communication Core Courses (18 hours)</u> COMM 200: Communication Foundations COMM 300: Introduction to Communication Research Methods COMM 345: Advanced Public Speaking COMM 348: Interpersonal Communication COMM 362: Organizational Communication COMM 463: Intercultural Communication</p>	<p>The major in Corporate and Organizational Communication major (reference number 522) requires a minimum of 54 semester hours and leads to the Bachelor of Arts degree.</p> <p><u>Admissions Requirements:</u> Minimum GPA of 2.3. Completion of the following courses with a grade of “C” or better: COMM 145 ENG 100 MATH 109 or 116</p> <p><i>Note: Students can take no more than 15 hours in the Department of Communication before being admitted to the major.</i></p> <p>I. <u>Communication Core Courses (18 hours)</u> COMM 200: Communication Foundations COMM 300: Introduction to Communication Research Methods COMM 345: Advanced Public Speaking COMM 348: Interpersonal Communication COMM 362: Organizational Communication COMM 463: Intercultural Communication</p>

II. ORGANIZATIONAL COMMUNICATION

CORE COURSES (12 credit hours):

COMM 346: Persuasion
COMM 349: Small Group Communication
COMM 462: Advanced Organizational
Communication
COMM 489: Internship in Communication (up to 6
credits, only 3 count towards major)

III. Outside Courses (12 credit hours):

ACCT 200: Financial Accounting
MKT 220: Basic Marketing Concepts
ENG 306: Business Writing
MGT 311: Human Resource Management

IV. COMMUNICATION ELECTIVES: (6 credit hours; only 3 hours may be at the 200 level):

COMM 240: Critical Listening
COMM 247: Voice and Diction
COMM 343: Speech Analysis/Writing
COMM 330: Leadership Communication
COMM 374: Gender Communication
COMM 440: Health Communication
COMM 451: Communication in the Digital Age
COMM 460: Organizational Interviewing
COMM 470: Organizational Relationships
**With advisor approval, students may opt to
substitute one of the following courses in fulfillment
of a Communication Elective:*
COMM 400: Special Topics
COMM 495: Independent Study

V. OUTSIDE ELECTIVES: (6 credit hours)

AD 341: Principles of Advertising
MGT 200: Legal Environment of Business
MGT 333: Management and Non-Profit
MKT 325: Personal Selling
ACCT 201: Managerial Accounting
ECON 202: Principles of Microeconomics OR
ECON 203: Principles of Macroeconomics
ECON 206: Statistics
BCOM 325: Survey of Writing for Television &
Radio BCOM 385: Broadcast Commercial Sales
JOUR 202: Introduction to Media Writing
LEAD 330: Leadership and Ethics

II. ORGANIZATIONAL COMMUNICATION

CORE COURSES (12 credit hours):

COMM 346: Persuasion
COMM 349: Small Group Communication
COMM 462: Advanced Organizational
Communication
COMM 489: Internship in Communication (up to 6
credits, only 3 count towards major)

III. Outside Courses (12 credit hours):

ACCT 200: Financial Accounting
MKT 220: Basic Marketing Concepts
ENG 306: Business Writing
MGT 311: Human Resource Management

IV. COMMUNICATION ELECTIVES: (6 credit hours; only 3 hours may be at the 200 level):

COMM 240: Critical Listening
COMM 247: Voice and Diction
COMM 343: Speech Analysis/Writing
COMM 330: Leadership Communication
COMM 374: Gender Communication
COMM 440: Health Communication
COMM 451: Communication in the Digital Age
COMM 460: Organizational Interviewing
COMM 470: Organizational Relationships
**With advisor approval, students may opt to
substitute one of the following courses in fulfillment
of a Communication Elective:*
COMM 400: Special Topics
COMM 495: Independent Study
COMM 410: Study Abroad in Communication

V. OUTSIDE ELECTIVES: (6 credit hours)

AD 341: Principles of Advertising
MGT 200: Legal Environment of Business
MGT 333: Management and Non-Profit
MKT 325: Personal Selling
ACCT 201: Managerial Accounting
ECON 202: Principles of Microeconomics OR
ECON 203: Principles of Macroeconomics
ECON 206: Statistics
BCOM 325: Survey of Writing for Television &
Radio BCOM 385: Broadcast
Commercial Sales JOUR 202:
Introduction to Media Writing

PR 355: Fundamentals of Public Relations PSY 370: Industrial Psychology PSY 371: Sales Behavior PS 440: Elements of Public Administration PS 441: Public Personnel Administration	LEAD 330: Leadership and Ethics PR 355: Fundamentals of Public Relations PSY 370: Industrial Psychology PSY 371: Sales Behavior PS 440: Elements of Public Administration PS 441: Public Personnel Administration
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Current Program

Proposed Program

Prefix	#	Course Title	Hrs		Prefix	#	Course Title	Hrs
COMM	200	Communication Foundations	3		COMM	200	Communication Foundations	3
COMM	300	Introduction to Communication Research Methods	3		COMM	300	Introduction to Communication Research Methods	3
COMM	345	Advanced Public Speaking	3		COMM	345	Advanced Public Speaking	3
COMM	348	Interpersonal Communication	3		COMM	348	Interpersonal Communication	3
COMM	362	Organizational Communication	3		COMM	362	Organizational Communication	3
COMM	463	Intercultural Communication	3		COMM	463	Intercultural Communication	3
COMM	489	Internship in Communication	3		COMM	489	Internship in Communication	3
COMM	346	Persuasion	3		COMM	346	Persuasion	3
COMM	349	Small Group Communication	3		COMM	349	Small Group Communication	3
COMM	462	Advanced Organizational Communication	3		COMM	462	Advanced Organizational Communication	3
ACCT	200	Financial Accounting			ACCT	200	Financial Accounting	3
MKT	200	Basic Marketing Concepts	3		MKT	200	Basic Marketing Concepts	3
ENG	306	Business Writing	3		ENG	306	Business Writing	3
MGT	311	Human Resource Management	3		MGT	311	Human Resource Management	3
COMM		Communication electives chosen from the following: COMM 240, 247, 343, 330, 374, 440, 451, 460, and 470	6		COMM		Communication electives chosen from the following: COMM 240, 247, 343, 330, 374, 440, 451, 460, and 470	6
COMM		Substitute one of the following courses in fulfillment of a	3		COMM		Substitute one of the following courses in fulfillment of a	3

		Communication Studies Elective: COMM 400 or 495				Communication Studies Elective: COMM 400, 495, or 410	
		Outside electives chosen from the following: MGT 200, MGT 333, MKT 325, ACCT 201, ECON 202 or 203, ECON 206, BCOM 325, BCOM 385, JOUR 202, JOUR 341, JOUR 355, LEAD 330, PSY 370, PSY 371, PS 440, and PS 441	6			Outside electives chosen from the following: MGT 200, MGT 333, MKT 325, ACCT 201, ECON 202 or 203, ECON 206, BCOM 325, BCOM 385, JOUR 202, JOUR 341, JOUR 355, LEAD 330, PSY 370, PSY 371, PS 440, and PS 441	6
TOTALS		Credit Hours	54		TOTALS	Credit Hours	54

4. Rationale for the proposed program change: To encourage students to study abroad and to provide appropriate credit for those who do, COMM 410: Study Abroad in Communication was added as a potential substitution for an Elective.

5. Proposed term for implementation and special provisions (if applicable): Fall 2016

6. Dates of prior committee approvals:

Department of Communication: 2/12/16

PCAL Curriculum Committee **3 March 3016**

Undergraduate Curriculum Committee _____

University Senate _____

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

Contact Person: Jennifer Mize Smith, Jennifer.mize.smith@wku.edu, 270-745-5147

1. Identification of program:

- 1.1 Current program reference number: 792
- 1.2 Current program title: Communication Studies Major
- 1.3 Credit hours: 33-34

2. Identification of the proposed program changes: COMM 494: Capstone in Communication and COMM 489: Internship in Communication have been deleted from the Communication Core Courses and added in a new elective category, Capstone Electives. This change reduces the Communication Core Courses to 18 hours and increases the Electives hours to 15-16.

COMM 410: Study Abroad in Communication was added as a potential substitution for an Elective.

A clarification was added to prevent any substitutions for the Capstone Elective.

3. Detailed program description:

Current Program

Proposed Program

The major in Communication Studies (reference number 792) requires a minimum of 33-34 hours and leads to a Bachelor of Arts degree. A minor or second major outside the department is required.

Admissions Requirements:

Minimum GPA of 2.3.

Completion of the following courses with a grade of "C" or better:

- COMM 145
- ENG 100
- MATH 109 or 116

Note: Students can take no more than 15 hours in the Department of Communication before being admitted to the major.

The major in Communication Studies (reference number 792) requires a minimum of 33-34 hours and leads to a Bachelor of Arts degree. A minor or second major outside the department is required.

Admissions Requirements:

Minimum GPA of 2.3.

Completion of the following courses with a grade of "C" or better:

- COMM 145
- ENG 100
- MATH 109 or 116

Note: Students can take no more than 15 hours in the Department of Communication before being admitted to the major.

I. Communication Core Courses (19-21 hours)

COMM 200: Communication Foundations
COMM 300: Introduction to Communication Research Methods*
COMM 345: Advanced Public Speaking
COMM 348: Interpersonal Communication
COMM 362: Organizational Communication
COMM 463: Intercultural Communication
~~COMM 494: Capstone in Communication (1 hr portfolio) or COMM 489: Internship in Communication (up to 6 credits, only 3 count towards major). If a student takes the internship they are only required to take 12 hours of electives.~~

**This course requirement may be waived if the student's second major requires an equivalent research methods course. Students would then take three additional hours from the elective list.*

II. Electives (12-15 hours) At least one course from each of the following areas; 12 hours at the 300-400 level.

Organizational Communication:
COMM 349: Small Group Communication
COMM 330: Leadership Communication

COMM 462: Advanced Organizational Communication
Interpersonal Communication:
COMM 240: Critical Listening
COMM 374: Gender Communication
COMM 448: Advanced Interpersonal Communication
COMM 450: Family Communication
Communication in Specialized Contexts:

COMM 440: Health Communication

COMM 451: Communication in the Digital Age
COMM 388: Political Communication

Public Communication:
COMM 245: Argumentation & Debate
COMM 247: Voice and Diction

I. Communication Core Courses (18 hours)

COMM 200: Communication Foundations
COMM 300: Introduction to Communication Research Methods*
COMM 345: Advanced Public Speaking
COMM 348: Interpersonal Communication
COMM 362: Organizational Communication
COMM 463: Intercultural Communication

This course requirement may be waived if the student's second major **or minor requires an equivalent research methods course. Students would then take three additional hours from the elective list.*

II. Electives (15-16 hours) At least one course from each of the following areas; 12 hours at the 300-400 level.

Organizational Communication:
COMM 349: Small Group Communication
COMM 330: Leadership Communication

COMM 462: Advanced Organizational Communication
Interpersonal Communication:
COMM 240: Critical Listening
COMM 374: Gender Communication
COMM 448: Advanced Interpersonal Communication
COMM 450: Family Communication
Communication in Specialized Contexts:

COMM 440: Health Communication

COMM 451: Communication in the Digital Age
COMM 388: Political Communication
Public Communication:
COMM 245: Argumentation & Debate
COMM 247: Voice and Diction
COMM 343: Speech Analysis/Writing
COMM 346: Persuasion

Capstone Electives:

<p>COMM 343: Speech Analysis/Writing COMM 346: Persuasion</p> <p>With departmental approval, students may opt to substitute one of the following courses in fulfillment of a Communication Studies Elective: COMM 400: Special Topics in Communication COMM 495: Independent Study in Communication</p>	<p>COMM 494: Capstone in Communication (1 hr portfolio) COMM 489: Internship in Communication (up to 6 credits, only 3 count towards major).</p> <p>With departmental approval, students may opt to substitute one of the following courses in fulfillment of a Communication Studies Elective other than the Capstone Elective: COMM 400: Special Topics in Communication COMM 495: Independent Study in Communication COMM 410: Study Abroad in Communication</p>

Current Program

Proposed Program

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
COMM	200	Communication Foundations	3		COMM	200	Communication Foundations	3
COMM	300	Introduction to Communication Research Methods	3		COMM	300	Introduction to Communication Research Methods	3
COMM	345	Advanced Public Speaking	3		COMM	345	Advanced Public Speaking	3
COMM	348	Interpersonal Communication	3		COMM	348	Interpersonal Communication	3
COMM	362	Organizational Communication	3		COMM	362	Organizational Communication	3
COMM	463	Intercultural Communication	3		COMM	463	Intercultural Communication	3
COMM	494 or 489	Capstone in Communication Internship in Communication	1					
COMM		Organizational Communication elective chosen from the following: COMM 349, 330, and 462	3		COMM		Organizational Communication elective chosen from the following: COMM 349, 330, and 462	3
COMM		Interpersonal Communication elective	3		COMM		Interpersonal Communication elective	3

		chosen from the following: COMM 240, 374, 448, and 450				chosen from the following: COMM 240, 374, 448, and 450	
COMM		Specialized contexts elective chosen from the following: COMM 440, 451, and 388	3		COMM	Specialized contexts elective chosen from the following: COMM 440, 451, and 388	3
COMM		Public Communication elective chosen from the following: COMM 245, 247, 343, and 346	3		COMM	Public Communication elective chosen from the following: COMM 245, 247, 343, and 346	3
					COMM	Capstone elective chosen from the following: COMM 494 and 489	1-3
COMM		Substitute one of the following courses in fulfillment of a Communication Studies Elective: COMM 400 or 495	3		COMM	Substitute one of the following courses in fulfillment of a Communication Studies Elective: COMM 400, 495, or 410.	3
TOTALS		Credit Hours	33- 34		TOTALS	Credit Hours	33- 34

4. **Rationale for the proposed program change:** COMM 494: Capstone in Communication and COMM 489: Internship in Communication are taken out of the Core Communication Courses to make the Core Communication Courses consistent across both Communication majors (Communication Studies and Corporate and Organizational Communication). They are added as a new category of Capstone Electives to parallel the other elective categories and more clearly state that students must take at least one course from each category.

To encourage students to study abroad and to provide appropriate credit for those who do, COMM 410: Study Abroad in Communication was added as a potential substitution for an Elective.

However, due to the importance of students receiving a capstone experience in which they apply communication theories to professional work experience and increase career preparation, a statement was added to prevent any substitutions for the Capstone Elective.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2016
6. **Dates of prior committee approvals:**

Department of Communication:

2/12/16

PCAL Curriculum Committee

3 March 3016

Undergraduate Curriculum Committee

University Senate

Agenda

Proposal Date: January 27, 2016

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

Contact Person: Steve Wells, steve.wells@wku.edu, 745-3895

1. Identification of Course:

- 1.1 Course prefix (subject area) and number: ACCT 201
- 1.2 Course title: INTRODUCTORY ACCOUNTING-MANAGERIAL

2. Current prerequisites/corequisites/special requirements:

ACCT 200 or equivalent; students seeking admission to the accounting program majors must have earned a “B” or higher

3. Proposed prerequisites/corequisites/special requirements:

ACCT 200 or equivalent

4. Rationale for the proposed program change:

Receiving a “B” in ACCT 200 is only a prerequisite for ACCT 300 and ACCT 310. This grade is not technically a requirement to be admitted into the accounting program.

5. Effect on completion of major/minor sequence:

The change in the prerequisite will not impact the sequence of course scheduling.

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

Fall 2016

7. Dates of prior committee approvals:

Department of Accounting 01/27/2016

GFCB College Curriculum Committee 02/24/2016

Undergraduate Curriculum Committee _____

University Senate _____

Proposal Date: January 27, 2016

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

Contact Person: Steve Wells, steve.wells@wku.edu, 745-3895

- 1. Identification of Course:**
 - 1.1 Course prefix (subject area) and number: ACCT 312
 - 1.2 Course title: ACCOUNTING INFORMATION SYSTEMS

- 2. Current prerequisites/corequisites/special requirements:**

ACCT 300 and ACCT 310 (may be taken concurrently) with grades of “C” or better; CIS 243 (may be taken concurrently)

- 3. Proposed prerequisites/corequisites/special requirements:**

ACCT 300 and ACCT 310 with grades of “C” or better in both courses; CIS 243

- 4. Rationale for the proposed program change:**

The course has a database component which requires exposure of MS Access from CIS 243. It also includes a capital budgeting Excel project and coverage of production transaction processing cycle. Preparation from ACCT 310 is preferred. The best strategic timing to take this course is after ACCT 310 and before ACCT 450.

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

The change in the prerequisite will not impact the sequence of course scheduling.

- 6. Proposed term for implementation and special provisions (if applicable):**

Fall 2016

- 7. Dates of prior committee approvals:**

Department of Accounting	01/27/2016
GFCB College Curriculum Committee	02/24/2016
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: January 27, 2016

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

Contact Person: Steve Wells, steve.wells@wku.edu, 745-3895

1. Identification of Course:

- 1.1 Course prefix (subject area) and number: ACCT 430
- 1.2 Course title: FEDERAL TAXATION-INDIVIDUALS

2. Current prerequisites/corequisites/special requirements:

ACCT 300 with a grade of “C” or better and senior standing, or consent of instructor

3. Proposed prerequisites/corequisites/special requirements:

ACCT 301 with a grade of “C” or better

4. Rationale for the proposed program change:

Senior standing is not a requirement. Students should have completed ACCT 301 because one of the topics covered in this course is depreciation for financial accounting. Prior coverage of this topic in ACCT 301 is desirable before learning depreciation methods acceptable for tax purposes.

5. Effect on completion of major/minor sequence:

The change in the prerequisite will not adversely impact the sequence of course scheduling as students are now able to take ACCT 300 a semester earlier than the program requirements allowed prior to Fall 2016.

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

Fall 2016

7. Dates of prior committee approvals:

Department of Accounting	<u>01/27/2016</u>
GFCB College Curriculum Committee	<u>02/24/2016</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: January 27, 2016

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

Contact Person: Steve Wells, steve.wells@wku.edu, 745-3895

1. Identification of Course:

1.1 Course prefix (subject area) and number: ACCT 450

1.2 Course title: AUDITING AND ASSURANCE SERVICES

2. Current prerequisites/corequisites/special requirements:

ACCT 301 and ACCT 312 with grades of “C” or better, and senior standing

3. Proposed prerequisites/corequisites/special requirements:

ACCT 303 and ACCT 312 with grades of “C” or better, and senior standing

4. Rationale for the proposed program change:

Students need to complete the Intermediate Accounting sequence (ACCT 300, 301, and the new course 303) prior to enrolling in ACCT 450.

5. Effect on completion of major/minor sequence:

The change in the prerequisite will not adversely impact the sequence of course scheduling as students are now able to take ACCT 300 a semester earlier than the program requirements allowed prior to Fall 2016.

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

Fall 2016

7. Dates of prior committee approvals:

Department of Accounting 01/27/2016

GFCB College Curriculum Committee 02/24/2016

Undergraduate Curriculum Committee _____

University Senate _____

Proposal Date: January 19, 2016

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

Contact Person: Dr. Rick Shannon, rick.shannon@wku.edu, 270-745-2483

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MKT 424
- 1.2 Course title: Sales Force Management
- 1.3 Credit hours: 3

2. Current prerequisites: MKT 220 (Basic Marketing Concepts)

3. Proposed prerequisites: MKT 220, **MKT 325** (Personal Selling)

4. Rationale for the revision of prerequisites: The material covered in MKT 424 (Sales Force Management) assumes and is based on a knowledge of the sales process. This process is taught in MKT 325 (Personal Selling). Therefore, it is only logical that MKT 325 be included as a prerequisite for this course. MKT 325 uses a textbook which is adopted by the department and used by all faculty teaching the course, assuring a consistent background of the sales process by all students.

5. Effect on completion of major/minor sequence: This change will have no effect on the completion of the major or minor in the Sales program.

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

7. Dates of prior committee approvals:

Marketing Department: _____ 1 / 25 / 2016 _____

Gordon Ford College of Business Curriculum Committee _____ 2/24/2016 _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: January 19, 2016

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

Contact Person: Dr. Rick Shannon, rick.shannon@wku.edu, 270-745-2483

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: MKT 425
 - 1.2 Course title: Advanced Personal Selling
 - 1.3 Credit hours: 3

- 2. Current prerequisites:** MKT 220, MKT 325

- 3. Proposed prerequisites:** MKT 220, MKT 325, senior standing (90 hours successfully completed).

- 4. Rationale for the revision of prerequisites:** This course is designed as the application course and the capstone course for the Sales programs (Marketing – Sales concentration; Sales minor). As such, it needs to be taken at the end of these programs. There is also a substantial focus on networking and placement of students in this course in sales positions. This is best accomplished with seniors who are no more than a semester away from graduation.

- 5. Effect on completion of major/minor sequence:** This change will have no effect on the completion of the major or minor in the Sales program.

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

- 7. Dates of prior committee approvals:**

Marketing Department:	1 / 25 / 2016
Gordon Ford College of Business Curriculum Committee	2/24/2016
Undergraduate Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: 1/21/2016

**Gordon Ford College of Business
Department of Marketing
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Rick Shannon, rick.shannon@wku.edu , 745-2483

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MKT 328
- 1.2 Current course title: Marketing on the World Wide Web
- 1.3 Credit hours: 3

2. Proposed course title: Digital Marketing

**3. Proposed abbreviated course title: Digital Marketing
(max. of 30 characters including spaces)**

4. Rationale for the revision of course title: The new title better identifies the material taught in the course. When the course was first created, the World Wide Web was a standard description for the Internet and it was the only real outlet for marketing information. Since that time, the term “World Wide Web” is rarely used and there are numerous other digital outlets used in marketing activities.

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Marketing Department 1 / 25 / 2016

Gordon Ford College of Business Curriculum Committee 2/24/2016

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Agenda

Proposal Date: February 9, 2016

**Gordon Ford College of Business
Information Systems Department
Proposal to Revise A Program
(Action Item)**

Contact Person: Ray Blankenship, ray.blankenship@wku.edu, 270-745-5952

1. Identification of program:

- 1.1 Current program reference number: 507P (seeking admission)
507(officially admitted)
- 1.2 Current program title: Major in Business Informatics
- 1.3 Credit hours: 72

2. Identification of the proposed program changes:

- Change the program name Business Informatics to Business Data Analytics to reflect current market nomenclature.

3. Detailed program description:

The current program description below reflects approved changes by the faculty senate in the fall of 2015 which have not been updated in the course catalog.

Current Program	Proposed Program
Catalog Description – Current	Catalog Description - New
The business informatics major requires 72 semester hours and is designed to prepare students for professional careers using an informatics focused approach to control, support, and enhance business operations and functions. Global business is increasingly relying on the acquisition, deployment, and management of information systems and services for use in organizational processes which is resulting in an increasing need for information workers. The business informatics major will provide students with a solid business foundation combined with relevant study of modern technology trends and the impact information systems are having throughout	The business data analytics major requires 72 semester hours and is designed to prepare students for professional careers using a data analytics focused approach to control, support, and enhance business operations and functions. Global business is increasingly relying on the acquisition, deployment, and management of information systems and services for use in organizational processes which is resulting in an increasing need for information workers. The business data analytics major will provide students with a solid business foundation combined with relevant study of modern technology trends and the impact information systems are having throughout

business and society. As demand for computer and information processing services continues to increase, so does the need for hybrid business technology roles. This major will help strengthen the knowledge economy in Kentucky and increase the availability of information workers critical to attracting and retaining corporate interests in the state.

All students must take the following 45 hours of business core courses: MATH 116; ACCT 200, 201; CIS 141; ECON 202, 203, 206; CIS 243; FIN 330; MKT 220; MGT 200, 210, 314, 498 or ENT 496; ECON 306 or MGT 313.

To gain admission to the Business ~~Informatics~~ Program, students must have:

1. earned a minimum of 60 hours;
2. completed ACCT 200 and 201, CIS 141, ECON 202, 203, and 206, MATH 116 or higher, and COMM 145;
3. earned an overall WKU GPA of 2.5 or above;
4. achieved a GPA of 2.5 or above in the following six classes: ACCT 201, CIS 141, ECON 203, ECON 206, MATH 116 or higher, and COMM 145.

Students with lower than a 2.5 grade point average that includes 12 hours of upper-division business courses will be allowed to take only those upper-division courses in the Gordon Ford College of Business they are repeating. Repeating a course will not be considered to violate the enrollment policy restricting upper division courses to 12 hours prior to admission.

Students must take the following 27 hours: Business ~~Informatics~~ core courses BI 310, 320, 330, 410, 420, 430 and 9 hours of approved business

business and society. As demand for computer and information processing services continues to increase, so does the need for hybrid business technology roles. This major will help strengthen the knowledge economy in Kentucky and increase the availability of information workers critical to attracting and retaining corporate interests in the state.

All students must take the following 45 hours of business core courses: MATH 116; ACCT 200, 201; CIS 141; ECON 202, 203, 206; CIS 243; FIN 330; MKT 220; MGT 200, 210, 314, 498 or ENT 496; ECON 306 or MGT 313.

To gain admission to the Business **Data Analytics** Program, students must have:

1. earned a minimum of 60 hours;
2. completed ACCT 200 and 201, CIS 141, ECON 202, 203, and 206, MATH 116 or higher, and COMM 145;
3. earned an overall WKU GPA of 2.5 or above;
4. achieved a GPA of 2.5 or above in the following six classes: ACCT 201, CIS 141, ECON 203, ECON 206, MATH 116 or higher, and COMM 145.

Students with lower than a 2.5 grade point average that includes 12 hours of upper-division business courses will be allowed to take only those upper-division courses in the Gordon Ford College of Business they are repeating. Repeating a course will not be considered to violate the enrollment policy restricting upper division courses to 12 hours prior to admission.

Students must take the following 27 hours: Business **Data Analytics** core courses BI 310, 320, 330, 410, 420, 430 and 9 hours of approved business

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

4. **Rationale for the proposed program change:** The name change reflects the current naming convention for similar data analytic programs in the country. Changing the name will allow students to better identify what the program is about. Doing a search for Business Informatics programs only yielded 7 university program. While doing a Business Analytics program search yielded a significant number of programs with that name.

Business Analytics search

Drexel U. – Co-major
Ohio U. – Co-major
St. Joseph’s University – Business Intelligence and Analytics
Arizona State U. – Business Data Analytics
Rutgers – Business Analytics and Information Technology (BAIT)
Indiana University, Kelly School of Business – Business Analyst (co-major) Econ oriented
UT – Knoxville – Business Analytics
Villanova – Business Analytics Minor & Center for Business Analytics
University of Iowa – Business Analytics & Information Systems
University of Connecticut – Business Data Analytics
Auburn University – Business Analytics
The Ohio University – Data Analytics – Business, Medicine, & Engineering
University of Virginia – Business Analytics Track
Colorado State University – MIS and Business Analytics
U. of Maryland – Business Analytics
...

Business Informatics search

Widener University – Business Informatics
UC Riverside – BI – College of Engineering
NKU – Business Informatics
IU – BI – School of Informatics and Computing
Idaho State U. – Business Informatics
WKU – BI – 7th in a Google Search “undergraduate Business Informatics majors”

Search then goes to Healthcare Informatics

Lastly, the department has a Center for Applied Data Analytics initiative and the name change for the program to Business Data Analytics would better reflect an association with the center.

- 5. **Proposed term for implementation and special provisions (if applicable):**
Fall 2016
- 6. **Dates of prior committee approvals:**

Department/ Unit <u>Information Systems</u>	<u>Nov. 19, 2015</u>
Gordon Ford College Curriculum Committee	<u>Feb. 24, 2016</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Agenda

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270-745-7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 120
 - 1.2 Course title: Basic Electricity

- 2. Current prerequisites:** Eligibility for Math 116

- 3. Proposed prerequisites:** Math 116 with a grade of “C” or better, or Math 117 or better

- 4. Rationale for the revision of prerequisites:** Evaluation of student performance in this course over the past two years has shown that students who have completed MATH 116 with a grade of C or better and those who have matriculated through a higher level of math have possessed the formula manipulation skills and spatial understanding necessary for success in AMS 120. Those students who have not completed at least MATH 116 with a grade of C or better have not fared as well, and many have had to retake this course. The AMS Department would like to ensure that students who have met the prerequisites for AMS 120 have the ability to be successful in the course.

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 120	117 (2), 136 (1)	A	AMS 120	117 (4), 116 (2)	A
Sp 14 (20)- 20	183 (1),117 (2), 116(1),096(1)	B	Fa 14 (20)- 19	116 (3)	B
	116(2), 096(3)	C		116 (2), 096 (2)	C
	096(3), 116(1)	D		096 (3)	D
	096(1), 116(1)	F		096 (2)	F
	096(1)	FN		096(1)	FN
Class (# enrolled start semester)	Math level begin semester	Grade			
AMS 120	116(2), 117(3),	A			
Sp 15 (20)- 20	096(1), 116 (2), 117(1)	B			
	096(4), 116(1)	C			
	096(2), 116(2)	D			
	116(1)	F			
	096(1)	FN			

5. **Effect on completion of major/minor sequence:** Students should move more efficiently through the major/minor course sequence

6. **Proposed term for implementation: Fall 2016**

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

Department: Architectural and Manufacturing Sciences

2-5-2016

OCSE College Curriculum Committee

3/3/16

Undergraduate Curriculum Committee

University Senate

Agenda

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270-745-7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 205
 - 1.2 Course title: CADD for Manufacturing

- 2. Current prerequisites:** None

- 3. Proposed prerequisites:** Math 116 with a grade of “C” or better, or Math 117 or better

- 4. Rationale for the revision of prerequisites:** Evaluation of student performance in this course over the past two years has shown that students who have completed MATH 116 with a grade of C or better and those who have matriculated through a higher level of math have possessed the formula manipulation skills and spatial understanding necessary for success in AMS 205. Those students who have not completed at least MATH 116 with a grade of C or better have not fared as well, and many have had to retake this course. The AMS Department would like to ensure that students who have met the prerequisites for AMS 205 have the ability to be successful in the course.

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 205	117 (3), 116 (3)	A	AMS 205	117 (2), 136 (1)	A
Fa 14 (20)-20	117 (1) 116 (2)	B	Sp 15 (20) - 20	183 (1),117 (2), 116(1),096(1)	B
	116 (3), 096 (3)	C		116(2), 096(3)	C
	096 (2)	D		096(3), 116(1)	D
	055(1),096 (1)	F		055(1),096(1), 116(1)	F
	055(1)	FN		096(1)	FN
Class (# enrolled start semester)	Math level begin semester	Grade			
AMS 205	116 (4), 117 (2)	A			
Fa 15 (20)-19	116 (2)117(2)	B			
	055(1),096(2),116 (2)	C			
	055(1),096(1), 116 (2)	D			
		F			
		FN			

- 5. Effect on completion of major/minor sequence:** Students should move more efficiently through the major/minor course sequence

6. **Proposed term for implementation: Fall 2016**

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

Department: Architectural and Manufacturing Sciences

2-5-2016

OCSE College Curriculum Committee

3/3/16

Undergraduate Curriculum Committee

University Senate

Agenda

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270-745-7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 217
 - 1.2 Course title: Industrial Materials

- 2. Current prerequisites:** MATH 116 or higher

- 3. Proposed prerequisites:** Math 116 with a grade of “C” or better, or Math 117 or better

- 4. Rationale for the revision of prerequisites:** Evaluation of student performance in this course over the past two years has shown that students who have completed MATH 116 with a grade of C or better and those who have matriculated through a higher level of math have possessed the formula manipulation skills and spatial understanding necessary for success in AMS 217. Those students who have not completed at least MATH 116 with a grade of C or better have not fared as well, and many have had to retake this course. The AMS Department would like to ensure that students who have met the prerequisites for AMS 217 have the ability to be successful in the course.

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 217	136 (1) 117 (2)	A	AMS 217	116(1),117 (1),127(1),136 (1),	A
Su 14 (15)- 12	116 (2) 117 (3)	B	Sp 15 (20)- 18	117 (3), 136(1)	B
	116 (1)	C		116(3), 117(2)	C
	096(2), 116 (1)	D		116 (3)	D
		F		116 (1)	F
		FN		116(1)	FN
Class (# enrolled start semester)	Math level begin semester	Grade			
AMS 217	116(2),117 (2),136 (1),	A			
Fa 15 (20)-19	116 (2),117(1)	B			
	116 (3),117(1)	C			
	116 (5)	D			
	116(1)	F			
	116(1)	FN			

5. **Effect on completion of major/minor sequence:** Students should move more efficiently through the major/minor course sequence

6. **Proposed term for implementation: Fall 2016**

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

Department: Architectural and Manufacturing Sciences

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270-745-7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 227
 - 1.2 Course title: Introduction to Manufacturing Methods

- 2. Current prerequisites:** None

- 3. Proposed prerequisites:** Math 116 with a grade of “C” or better, or Math 117 or better

- 4. Rationale for the revision of prerequisites:** Evaluation of student performance in this course over the past two years has shown that students who have completed MATH 116 with a grade of C or better and those who have matriculated through a higher level of math have possessed the formula manipulation skills and spatial understanding necessary for success in AMS 227. Those students who have not completed at least MATH 116 with a grade of C or better have not fared as well, and many have had to retake this course. The AMS Department would like to ensure that students who have met the prerequisites for AMS 227 have the ability to be successful in the course.

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 227	118(1), 117 (4),116 (3)	A	AMS 227	116(2),117 (2)	A
Fa 14 (20)-20	117 (1) 116 (1)	B	Sp 15 (22) -22	096(1),116 (3),117 (2)	B
	116 (1), 096 (3)	C		055(1),096(2),116 (2)	C
	096 (2) 055 (1)	D		055(2), 096(1),116 (1)	D
	055(1)	F		096(1)	F
	096 (1) 116 (1)	FN		055(1),116(1)	FN
Class (# enrolled start semester)	Math level begin semester	Grade			
AMS 227	116(3),117 (2),136 (1)	A			
Fa 15 (20)-20	109(1),116(3),117 (2)	B			
	055(1),116 (2)	C			
	055(2)096(1) 116 (1)	D			
	096 (1)	F			
		FN			

- 5. Effect on completion of major/minor sequence:** Students should move more efficiently through the major/minor course sequence

6. **Proposed term for implementation: Fall 2016**

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

Department: Architectural and Manufacturing Sciences

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270-745-7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 271
 - 1.2 Course title: Industrial Statistics

- 2. Current prerequisites:** Math 116 or equivalent

- 3. Proposed prerequisites:** Math 116 with a Grade of “C” or better, or Math 117 or better

- 4. Rationale for the revision of prerequisites:** Evaluation of student performance in this course over the past two years has shown that students who have completed MATH 116 with a grade of C or better and those who have matriculated through a higher level of math have possessed the formula manipulation skills and spatial understanding necessary for success in AMS 271. Those students who have not completed at least MATH 116 with a grade of C or better have not fared as well, and many have had to retake this course. The AMS Department would like to ensure that students who have met the prerequisites for AMS 271 have the ability to be successful in the course.

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 271	117 (1), 118(1), 136 (3)	A	AMS 271	117 (3)	A
Sp 14 (40)- 37	117(5), 116 (2)	B	Su 14 (12)- 5	116 (1)	B
	116 (7), 117(7)	C			C
	116(3),096 (4)	D		116 (1)	D
	096 (2), 116 (1)	F			F
	096(1)	FN			FN
Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 271	116(1),117(1),136 (3)	A	AMS 271	117 (3)	A
Fa 14 (45)-43	116 (1), 117(8), 136(1)	B	Wn 15 (38)- 9	116 (2)	B
	116 (9), 117(5)	C		116 (1)	C
	116(6), 117 (1)	D		096(1),116 (1)	D
	116 (5)	F		096(1)	F
	116 (2)	FN			FN

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 271	116(1),117 (2),136 (1)	A	AMS 271	116(1), 117 (3)	A
Sp 15 (40)- 33	116 (3) 117 (3)	B	Su 15 (18) - 6	116 (1)	B
	116 (7), 117(5)	C		116 (1)	C
	116 (4)	D			D
	116(3)	F			F
	116(4)	FN			FN
Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 271	116(3),117 (2)	A	AMS 271	116(1), 117(2),119(1)	A
Fa 15 (45)- 44	116 (6), 117(4)	B	Wn 16 (20)- 15	116(3), 117(2)	B
	116 (11), 117(4)	C		116 (4)	C
	116(6), 117 (1)	D		116 (1)	D
	116 (5)	F		116 (1)	F
	116 (2)	FN			FN

5. **Effect on completion of major/minor sequence:** Students should move more efficiently through the major/minor course sequence

6. **Proposed term for implementation: Fall 2016**

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

Department: Architectural and Manufacturing Sciences

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Agenda

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270-745-7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 310
 - 1.2 Course title: Work Design/ Ergonomics

- 2. Current prerequisites:** Math 116

- 3. Proposed prerequisites:** Math 116 with a grade of “C” or better, or Math 117 or better

- 4. Rationale for the revision of prerequisites:** Evaluation of student performance in this course over the past two years has shown that students who have completed MATH 116 with a grade of C or better and those who have matriculated through a higher level of math have possessed the formula manipulation skills and spatial understanding necessary for success in CM 250. Those students who have not completed at least MATH 116 with a grade of C or better have not fared as well, and many have had to retake this course. The AMS Department would like to ensure that students who have met the prerequisites for CM 250 have the ability to be successful in the course.

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 310	116 (2),117 (1), 136 (3)	A	AMS 310	117 (3), 136 (1), 137 (1)	A
Fa 14 (40)- 39	117(4), 116 (2)	B	Sp 15 (40)- 34	116 (1), 117(8)	B
	096(2),116 (7), 117(2)	C		116 (9), 117(4)	C
	096(6), 116(2)	D		116(3), 117 (1)	D
	096 (4), 116 (2)	F		116 (2)	F
	096(2)	FN		116 (1)	FN
Class (# enrolled start semester)	Math level begin semester	Grade			
AMS 310	116(2),117(1),136(1)	A			
Fa 15 (45)-44	116 (5),117(9)	B			
	116(9), 117(5)	C			
	116(7), 117 (1)	D			
	116 (3)	F			
	116 (1)	FN			

- 5. Effect on completion of major/minor sequence:** Students should move more efficiently through the major/minor course sequence

6. **Proposed term for implementation: Fall 2016**

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

Department: Architectural and Manufacturing Sciences

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270-745-7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 328
 - 1.2 Course title: Robotics and Machine vision

- 2. Current prerequisites:** None

- 3. Proposed prerequisites:** Math 116 with a grade of “C” or better, or Math 117 or better

- 4. Rationale for the revision of prerequisites:** Evaluation of student performance in this course over the past two years has shown that students who have completed MATH 116 with a grade of C or better and those who have matriculated through a higher level of math have possessed the formula manipulation skills and spatial understanding necessary for success in AMS 328. Those students who have not completed at least MATH 116 with a grade of C or better have not fared as well, and many have had to retake this course. The AMS Department would like to ensure that students who have met the prerequisites for AMS 328 have the ability to be successful in the course.

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 328	117 (1), 116 (3)	A	AMS 328	117 (4), 116 (3)	A
Sp 14 (20)-19	117 (1) 116 (1)	B	Fa 14 (20) - 17	117 (1) 116 (1),096(1)	B
	116 (1), 096 (3)	C		116 (1), 096 (2)	C
	096 (2) 055 (3)	D		096(1), 055(1)	D
	096 (2) 055 (1)	F		055(1)	F
	096 (1)	FN		116 (1)	FN
Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 328	116 (1)	A	AMS 328	116(1),117(1)	A
Su 15 (8) - 3	116 (1)	B	Fa 15 (20)- 20	116(3),117 (2)	B
		C		096(2),116(2), 117(1)	C
	116 (1)	D		055(1),096(1) 116 (2)	D
		F		055(1),096 (1)	F
		FN		055(1),096(1)	FN

5. **Effect on completion of major/minor sequence:** Students should move more efficiently through the major/minor course sequence

6. **Proposed term for implementation: Fall 2016**

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

Department: Architectural and Manufacturing Sciences

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270-745-7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 342
 - 1.2 Course title: Manufacturing Operations

- 2. Current prerequisites:** None

- 3. Proposed prerequisites:** Math 116 with a grade of “C” or better, or Math 117 or better

- 4. Rationale for the revision of prerequisites:** Evaluation of student performance in this course over the past two years has shown that students who have completed MATH 116 with a grade of C or better and those who have matriculated through a higher level of math have possessed the formula manipulation skills and spatial understanding necessary for success in AMS 342. Those students who have not completed at least MATH 116 with a grade of C or better have not fared as well, and many have had to retake this course. The AMS Department would like to ensure that students who have met the prerequisites for AMS 342 have the ability to be successful in the course.

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 342	117 (3), 136 (2)	A	AMS 342	117 (2),119(1), 136 (1)	A
Sp 14 (40)-38	117(4), 116 (3)	B	Sp 15 (40) - 33	116 (1), 117(6)	B
	117(6), 116 (7),	C		109(1),116 (7), 117(4)	C
	116(2)096 (5)	D		096(1),116(3), 117 (1)	D
	096 (5), 116 (1)	F		096(2),116 (1)	F
		FN		055(1),116 (1)	FN

- 5. Effect on completion of major/minor sequence:** Students should move more efficiently through the major/minor course sequence

- 6. Proposed term for implementation:** Fall 2016

- 7. Dates of prior committee approvals:**

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270-745-7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 352
 - 1.2 Course title: Food Processing: Unit operations
- 2. Current prerequisites:** None
- 3. Proposed prerequisites:** Math 116 with a grade of “C” or better, or Math 117 or better
- 4. Rationale for the revision of prerequisites:** Evaluation of student performance in this course over the past two years has shown that students who have completed MATH 116 with a grade of C or better and those who have matriculated through a higher level of math have possessed the formula manipulation skills and spatial understanding necessary for success in AMS 352. Those students who have not completed at least MATH 116 with a grade of C or better have not fared as well, and many have had to retake this course. The AMS Department would like to ensure that students who have met the prerequisites for AMS 352 have the ability to be successful in the course.

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 352	117 (4), 116 (3)	A	AMS 352	116(2), 117(1)	A
Fa 14 (27) - 22	117 (1) 116 (1)	B	Fa 15 (15)-12	116 (1)	B
	116 (2), 096 (3)	C		096(1),116 (3),117(1)	C
	096 (3) 055 (1)	D		055(1),096(1),	D
	096 (1) 055 (1)	F			F
	096 (1) 116 (1)	FN		116(1)	FN

- 5. Effect on completion of major/minor sequence:** Students should move more efficiently through the major/minor course sequence
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department: Architectural and Manufacturing Sciences
 OCSE College Curriculum Committee
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**Ogden College of Science and Engineering
Architectural and Manufacturing Sciences
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270-745-7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 371
 - 1.2 Course title: Quality Assurance

- 2. Current prerequisites:** None
- 3. Proposed prerequisites:** Math 116 with a grade of "C" or better, or Math 117 or better

- 4. Rationale for the revision of prerequisites:** Evaluation of student performance in this course over the past two years has shown that students who have completed MATH 116 with a grade of C or better and those who have matriculated through a higher level of math have possessed the formula manipulation skills and spatial understanding necessary for success in AMS 371. Those students who have not completed at least MATH 116 with a grade of C or better have not fared as well, and many have had to retake this course. The AMS Department would like to ensure that students who have met the prerequisites for AMS 371 have the ability to be successful in the course.

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 371	117 (3)	A	AMS 371	117 (2), 118(1), 127(1)	A
Sp 14 (30)-25	117(3), 116 (3)	B	Su 14 (14)-14	116 (2) 117 (4)	B
	116 (5)	C		116 (2)	C
	096 (6)	D		116 (2)	D
	096 (4), 116 (1)	F			F
		FN			FN
Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 371	116(2), 117(3), 136 (1)	A	AMS 371	136(1), 117 (3)	A
Fa 14 (40)- 38	117(7), 116 (1)	B	Wn 15 (30)-9	117 (1) 116 (1)	B
	117(4), 116 (7),	C		116 (2)	C
	116(2)096 (4)	D		096 (1)	D
	096(4), 116 (1)	F			F
	096(2)	FN			FN

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 371	117 (3), 136 (1)	A	AMS 371	116(2),117(2)	A
Sp 15 (40)-31	116(1), 117(5), 136 (1)	B	Su 15 (20)- 18	116(3),117(1)	B
	096(1),116 (6),117(2)	C		096(2), 116(2)	C
	096 (5), 116(2)	D		055(1),096(1),116(1)	D
	096(2)	F		096(1)	F
	096 (1),116 (1)	FN		055(1),096(1)	FN
Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 371	116 (5), 117 (4)	A	AMS 371	117(3), 136(1)	A
Fa 15 (45)-45	116 (6),117 (2)	B	Wn 16(26)- 23	096(1),116(5),117(2)	B
	096 (2), 116 (9), 117(4)	C		116 (5),117(2)	C
	055(3), 096(4),116 (3)	D		096 (2),116(1)	D
	055(1)	F		055(1)	F
	116 (2)	FN			FN

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

6. **Proposed term for implementation: Fall 2016**

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

Department: Architectural and Manufacturing Sciences

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270-745-7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 390
 - 1.2 Course title: Project Management

- 2. Current prerequisites:** Junior Standing or AMS Major

- 3. Proposed prerequisites:** Junior Standing and (AMS Major and Math 116 with a grade of “C” or better, or Math 117 or better)

- 4. Rationale for the revision of prerequisites:** Evaluation of student performance in this course over the past two years has shown that students who have completed MATH 116 with a grade of C or better and those who have matriculated through a higher level of math have possessed the formula manipulation skills and spatial understanding necessary for success in AMS 390. Those students who have not completed at least MATH 116 with a grade of C or better have not fared as well, and many have had to retake this course. The AMS Department would like to ensure that students who have met the prerequisites for AMS 390 have the ability to be successful in the course.

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 390	117 (3), 136 (1)	A	AMS 390	117 (4), 116 (3)	A
Sp 14 (40)-39	117(7), 116 (1)	B	Su 14 (20)-19	117 (1) 116 (1)	B
	117(5), 116 (7)	C		116 (1), 096 (3)	C
	116(2)096 (5)	D		096 (2) 055 (1)	D
	096 (4), 116 (1)	F		096 (1) 055 (1)	F
	096(3)	FN		096 (1)	FN
Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 390	117 (3), 136 (1)	A	AMS 390	237 (1), 117 (1)	A
Fa 14 (40)-39	116(1), 117(7), 136 (1)	B	Wn 15 (30) - 9	117 (2)	B
	096(1),116 (7),117(5)	C		096(1), 116 (2)	C
	116(2)096 (5)	D		096(1) 116 (1)	D
	096 (3), 116 (1)	F			F
	096(3), 116 (1)	FN			FN
Class (#	Math level begin	Grade	Class (#	Math level begin	Grade

enrolled start semester)	semester		enrolled start semester)	semester	
AMS 390	116 (4), 117 (4)	A	AMS 390	116(1),117 (3)	A
Sp 15 (40)- 39	096(1), 116 (5),117 (2)	B	Su 15 (16)- 9	116 (1)	B
	096 (3), 116 (8), 117(2)	C		096(1),116(1)	C
	055(3), 096(3),116 (2)	D		116 (1)	D
	055(1)	F			F
	116 (1)	FN		116(1)	FN
Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 390	116(2),117(3)	A	AMS 390	116(1),117(1)	A
Fa 15 (45)-45	116(2), 117(9), 136 (1)	B	Wn 16 (28)-23	116(7),117(1)	B
	096(2),116 (7),117(3)	C		116 (8),117(2)	C
	096 (5), 116(2)	D		055(1), 096(1)	D
	055(1),096(3),116(2)	F		096 (1)	F
	055(1),096 (1),116 (1)	FN			FN

5. **Effect on completion of major/minor sequence:** Students should move more efficiently through the major/minor course sequence

6. **Proposed term for implementation: Fall 2016**

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

Department: Architectural and Manufacturing Sciences

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270-745-7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 394
 - 1.2 Course title: Lean Systems

- 2. Current prerequisites:** None

- 3. Proposed prerequisites:** Math 116 with a grade of “C” or better, or Math 117 or better

- 4. Rationale for the revision of prerequisites:** Evaluation of student performance in this course over the past two years has shown that students who have completed MATH 116 with a grade of C or better and those who have matriculated through a higher level of math have possessed the formula manipulation skills and spatial understanding necessary for success in AMS 394. Those students who have not completed at least MATH 116 with a grade of C or better have not fared as well, and many have had to retake this course. The AMS Department would like to ensure that students who have met the prerequisites for AMS 394 have the ability to be successful in the course.

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 394	117 (2), 116(1)	A	AMS 394	117 (3)	A
Sp 14 (30)-16	117(3), 116 (2)	B	Su 14-(16)-11	116 (3)	B
	116 (5)	C		117(1), 116 (1)	C
	096 (1)	D		116 (2)	D
	096 (2)	F			F
		FN		096 (1)	FN
Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 394	116(2), 117(3), 136 (1)	A	AMS 394	117 (3)	A
Sp 15 (40)- 40	116 (1), 117(5)	B	Su 15 (12) - 8	116 (2)	B
	116 (7),117(4),	C		116(1)	C
	055(1),096(3),116(3)	D		116 (1)	D
	055(2),096(4), 116 (1)	F		096(1)	F
	096(2), 116(1)	FN			FN

Class (# enrolled start semester)	Math level begin semester	Grade
AMS 394	116(2),117(2),119(1)	A
Fa 15 (45) - 45	116 (2), 117(8)	B
	109(1),116 (12), 117(3)	C
	055(2),096(1),116(3), 117 (1)	D
	096(2),116 (1),117(1)	F
	055(1),116 (2)	FN

5. Effect on completion of major/minor sequence: Students should move more efficiently through the major/minor course sequence

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department: Architectural and Manufacturing Sciences

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270-745-7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 396
 - 1.2 Course title: Introduction to Supply Chain Management
- 2. Current prerequisites:** None
- 3. Proposed prerequisites:** Math 116 with a grade of "C" or better, or Math 117 or better
- 4. Rationale for the revision of prerequisites:** Evaluation of student performance in this course over the past two years has shown that students who have completed MATH 116 with a grade of C or better and those who have matriculated through a higher level of math have possessed the formula manipulation skills and spatial understanding necessary for success in CM 250. Those students who have not completed at least MATH 116 with a grade of C or better have not fared as well, and many have had to retake this course. The AMS Department would like to ensure that students who have met the prerequisites for CM 250 have the ability to be successful in the course.

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
AMS 396	116(3), 117(2)	A	AMS 396	117 (2),119(3)	A
Fa 14 (27)- 26	116(1), 117(2), 137(1)	B	Sp 15 (40) - 36	116 (1), 117(6)	B
	096(3), 116 (3)	C		109(1),116 (8), 117(4)	C
	055(1), 096(3), 117(1)	D		096(1),116(3), 117 (1)	D
	055 (2), 096(1),116(1)	F		096(3),116 (1)	F
	096(1), 116(1)	FN		055(1),116 (1)	FN

Class (# enrolled start semester)	Math level begin semester	Grade
AMS 396	116(1)	A
Su 15 (13) - 10	116(3)	B
	116(1),117(1)	C
	096(1),116(1)	D
		F
	096(2)	FN

5. **Effect on completion of major/minor sequence:** Students should move more efficiently through the major/minor course sequence

6. **Proposed term for implementation: Fall 2016**

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

Department: Architectural and Manufacturing Sciences

2-5-2016

OCSE College Curriculum Committee

3/3/16

Undergraduate Curriculum Committee

University Senate

Agenda

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 270-745-7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: CM 250
 - 1.2 Course title: Contract Documents
- 2. Current prerequisites:** None
- 3. Proposed prerequisites:** Math 116 with a grade of "C" or better, or Math 117 or better
- 4. Rationale for the revision of prerequisites:** Evaluation of student performance in this course over the past two years has shown that students who have completed MATH 116 with a grade of C or better and those who have matriculated through a higher level of math have possessed the formula manipulation skills and spatial understanding necessary for success in CM 250. Those students who have not completed at least MATH 116 with a grade of C or better have not fared as well, and many have had to retake this course. The AMS Department would like to ensure that students who have met the prerequisites for CM 250 have the ability to be successful in the course.

Class (# enrolled start semester)	Math level begin semester	Grade	Class (# enrolled start semester)	Math level begin semester	Grade
CM 250	117 (3), 136 (1)	A	CM 250	117(2)	A
Fa 14 (40)- 37	117(7), 116 (1)	B	Fa 15 (25)-23	116(5), 117(3)	B
	117(5), 116 (7),	C		096(1),116(3),117(1)	C
	116(2)096 (5)	D		096(2),116(2)	D
	096 (4), 116 (1)	F		096(1)	F
	096(1)	FN		116(3)	FN

- 5. Effect on completion of major/minor sequence:** Students should move more efficiently through the major/minor course sequence
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department: Architectural and Manufacturing Sciences
 OCSE College Curriculum Committee
 Undergraduate Curriculum Committee
 University Senate

2-5-2016

3/3/16

Proposal Date: 20 February 2016

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: BIOL 208
 - 1.2 Course title: General Microbiology Laboratory

- 2. Current prerequisites/corequisites:**

Prerequisites or corequisite: BIOL 207

- 3. Proposed corequisites:**

Prerequisites/concurrent prerequisite: BIOL 207
Corequisites: None

- 4. Rationale for the revision of prerequisites/corequisites:** The change of the corequisite link to a prerequisite/concurrent prerequisite for BIOL 207 (General Microbiology) to accommodate a student who wishes to take the lecture without taking the lab at the same time.

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

- 6. Proposed term for implementation:** Fall 2016

- 7. Dates of prior committee approvals:**

Department of Biology

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

20 February 2016

3/3/16

Agenda

**Department of Biology
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Philip Lienesch, Philip.Lienesch@wku.edu, (270) 745-6006

1. Identification of course:

- 1.1 Course prefix (subject area) and number: BIOL 446
- 1.2 Course title: Biochemistry I

2. Current prerequisites/corequisites/special requirements:

Prerequisite: CHEM 314 or 340

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: CHEM 314 or 340 with grades of "C" or better

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

The proposed revisions are necessary to ensure that students have adequately learned the chemistry prerequisite material before taking this course.

5. Effect on completion of major/minor sequence:

Not applicable

6. Proposed term for implementation:

Fall 2016

7. Dates of prior committee approvals:

Department of Biology

20 February 2016

Ogden College Curriculum Committee

3/3/16

Undergraduate Curriculum Committee

University Senate

Agenda

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

Contact Person: Philip Lienesch, Philip.Lienesch@wku.edu, (270) 745-6006

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: BIOL 447
 - 1.2 Course title: Biochemistry Laboratory
- 2. Current prerequisites/corequisites/special requirements:**

Corequisite or prerequisite: BIOL/CHEM 446
- 3. Proposed prerequisites/corequisites/special requirements:**

Prerequisite/concurrent prerequisite: BIOL446 or CHEM 446 with a grade of "C" or better
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

BIOL 447 or CHEM 447 may be taken concurrently with, or prior to, BIOL 446 or CHEM 446. In the latter case, the proposed revisions are necessary to ensure that students have adequately learned the prerequisite material before taking this course.
- 5. Effect on completion of major/minor sequence:**

Not applicable
- 6. Proposed term for implementation:**

Fall 2016
- 7. Dates of prior committee approvals:**

Department of Biology

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

20 February 2016

3/3/16

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

Contact Person: Prof. Darwin Dahl, darwin.dahl@wku.edu, (270) 745-5074

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CHEM 446
- 1.2 Course title: BIOCHEMISTRY I

2. Current prerequisites/corequisites/special requirements:

Prerequisite: CHEM 314 or 340.

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: CHEM 314 or 340 with a grade of "C" or better.

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

The proposed revisions are necessary to ensure that students have adequately mastered the prerequisite material before taking this course.

5. Effect on completion of major/minor sequence:

Not applicable

6. Proposed term for implementation:

Fall 2016

7. Dates of prior committee approvals:

Department of Chemistry

11/20/2015

Ogden College Curriculum Committee

3/3/16

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Prof. Darwin Dahl, darwin.dahl@wku.edu, (270) 745-5074

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CHEM 447
- 1.2 Course title: BIOCHEMISTRY LABORATORY

2. Current prerequisites/corequisites/special requirements:

Corequisite or prerequisite: BIOL / CHEM 446.

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite or corequisite: BIOL / CHEM 446 with a grade of "C" or better.

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

BIOL / CHEM 447 may be taken concurrently with or prior to BIOL / CHEM 446. In the latter case, the proposed revisions are necessary to ensure that students have adequately mastered the prerequisite material before taking this course.

5. Effect on completion of major/minor sequence:

Not applicable

6. Proposed term for implementation:

Fall 2016

7. Dates of prior committee approvals:

Department of Chemistry

11/20/2015

Ogden College Curriculum Committee

3/3/16

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Warren Campbell, warren.campbell@wku.edu, 5-8988

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: CE 332
 - 1.2 Course title: Transportation Engineering
- 2. Current prerequisites:**

CE 160 and CE 161
- 3. Proposed prerequisites:**

CE 160 and 161, EM 222, PHYS 255
- 4. Rationale for the revision of prerequisites:**

Calculus and basic mechanics are used in vehicle performance calculations.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Spring 2017
- 7. Dates of prior committee approvals:**

Department of Engineering	2/4/2016
Ogden College Curriculum Committee	3/3/16
Undergraduate Curriculum Committee	_____
University Senate	_____

Agenda

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

Contact Person: Walter Collett, walter.collett@wku.edu, 5-2016

1. Identification of course:

- 1.1 Course prefix (subject area) and number: EE 300
- 1.2 Course title: Electrical Engineering Design III

2. Current prerequisites:

Junior standing in Electrical Engineering and consent of instructor.

3. Proposed prerequisites:

Completion of Electrical Engineering pre-major requirements and EE 200, or consent of instructor.

4. Rationale for the revision of prerequisites:

The electrical engineering faculty agree that completion of pre-major courses and the sophomore design course (EE 200) are sufficient to prepare students for success in the course. It has been noted that in some cases students may not precisely follow the recommended degree path (due, for example, to transferring from a two-year college), but may still have sufficient background for success in the course. The alternative 'consent of instructor' prerequisite is included to ensure that these students still progress in a timely manner toward completion of the degree.

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

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Engineering

2/18/2016

Ogden College Curriculum Committee

3/3/16

Undergraduate Curriculum Committee

University Senate

Proposal Date: 2/17/16

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

Contact Person: Walter Collett, walter.collett@wku.edu, 5-2016

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EE 473
- 1.2 Course title: Introduction to Electromagnetic Fields and Waves
- 1.3 Credit Hours: 3

2. Proposed course title: Electromagnetics I

3. Proposed abbreviated course title:

Electromagnetics I

4. Rationale for the revision of course title:

There are two reasons for making the proposed change in the full and abbreviated titles:

- It is anticipated that a second, elective course on the subject matter, entitled “Electromagnetics II,” will be proposed at a future time;
- The current abbreviated course title is “Introduction to EM Waves.” It is believed that “Electromagnetics I” more accurately reflects the course content.

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Engineering

2/18/2016

Ogden College Curriculum Committee

3/3/16

Undergraduate Curriculum Committee

University Senate

Agenda

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

Contact Person: Katie Algeo, Katie.Algeo@wku.edu, 745-5922

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: GEOG 330
 - 1.2 Course title: Cultural Geography
- 2. Current prerequisites:** GEOG 110; 21 hours of Foundations and Explorations Courses, or junior status
- 3. Proposed prerequisites:** 21 hours of Foundations and Explorations Courses, or junior status
- 4. Rationale for the revision of prerequisites:**

GEOG 330 is a Colonnade Connections Social and Cultural course. To broaden its accessibility to all undergraduate majors, it should have no Geography prerequisite. Core concepts from GEOG 110 necessary to understand course content can be covered, as needed, with the introduction of those topics.
- 5. Effect on completion of major/minor sequence: None**
- 6. Proposed term for implementation: Fall 2016**
- 7. Dates of prior committee approvals:**

Department of Geography and Geology

2/26/2016

Ogden College Curriculum Committee

3/3/2016

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Katie Algeo, Katie.Algeo@wku.edu, 745-5922

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: GEOG 378
 - 1.2 Course title: Food, Culture, and Environment

- 2. Current prerequisites:** GEOG 110; 21 hours of Foundations and Explorations Courses, or junior status

- 3. Proposed prerequisites:** 21 hours of Foundations and Explorations Courses, or junior status

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

GEOG 378 is a Local-to-Global Colonnade Connections course. To broaden its accessibility to all undergraduate majors, it should have no Geography prerequisite. Core concepts from GEOG 110 necessary to understand course content can be covered, as needed, with the introduction of those topics.

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

- 6. Proposed term for implementation: Fall 2016**

- 7. Dates of prior committee approvals:**

Department of Geography and Geology

2/26/2016

Ogden College Curriculum Committee

3/3/2016

Undergraduate Curriculum Committee

University Senate

Proposal Date: February 25, 2016

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

Contact Person: Fred Siewers, 5-5988, fred.siewers@wku.edu

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOL 325
- 1.2 Course title: Introduction to Minerals and Rocks

2. Revise course title:

- 2.1 Current course title: Introduction to Minerals and Rocks
- 2.2 Proposed course title: Introduction to Minerals and Crystalline Rocks
- 2.3 Proposed abbreviated title: Intro Minerals Cryst Rock
- 2.4 Rationale for revision of course title: The rock portion of GEOL 325 has been constrained to cover only igneous and metamorphic (crystalline) rocks rather than the full spectrum of rock categories. This was done to eliminate duplication of content with GEOL 360, which focuses solely on sedimentary rocks.

3. Revise course prerequisites:

- 3.1 Current prerequisites: GEOL 111
- 3.2 Proposed prerequisites: GEOG/GEOL 103 or GEOL 111; GEOL 113
- 3.3 Rationale for revision of course prerequisites: Students enrolled in the Geology Professional (B.S) Program (#577) or Earth Science (A.B) Program (#676) have the option now of taking either GEOL 111 or GEOG/GEOL 103 to satisfy introductory course requirements. GEOL 113 has been added so that students will have familiarity and experience with minerals and crystalline rocks before taking GEOL 325. This will enable instructors to advance more thoroughly course concepts and content.
- 3.4 Effect on completion of major/minor sequence: None.

4. Revise course catalog listing:

- 4.1 Current course catalog listing: The sight identification of minerals and rocks is stressed. The description, origin and classification, economic uses, and occurrences of the major mineral and rock groups are discussed. Appropriate rock and minerals specimens are examined in the laboratory.
- 4.2 Proposed course catalog listing: The sight identification of minerals and crystalline rocks is stressed. The description, origin and classification, economic uses, and occurrences of the major mineral and crystalline rock groups are discussed. Appropriate rock and mineral specimens are examined in the laboratory.
- 4.3 Rationale for revision of course catalog listing: This course listing more accurately describes the course content.

5. Proposed term for implementation: Fall 2016

6. Dates of prior committee approvals:

Department of Geography and Geology

2/26/2016

Ogden College Curriculum Committee

3/3/2016

Undergraduate Curriculum Committee

University Senate

Agenda

Base upon the fact that this course will be a prerequisite to AGEC 361: Farm Management which is a required class for agribusiness students, offered each Spring with average enrollment of 25, it is expected that at least 20 students will enroll in AGEC 261 each Fall semester

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

This course is a good complement to several existing courses in the department. Among many courses offered by the department of Agriculture, the course is closely related to AGEC 361: Farm Management, AGEC 366: Agricultural Sales and Services, AGEC 463: Agricultural Finance, and AGEC 362: Agricultural Marketing.

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

This course is related to ACCT 200 (Intro Accounting – Financial) offered by the department of accounting in the Gordon Ford College of Business. However, while ACCT 200 follows the Generally Accepted Accounting Principles (GAAP), AGEC 261 is a specialized agriculture-based accounting course and will follow the guidelines that Farm Financial Standards Council has set forth for agricultural producers to follow. The Farm Financial Standards Council mission is “to create and promote uniformity and integrity in financial reporting and analysis for agricultural producers” (FFSC, 2016)³.

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

A great majority of agricultural departments (or equivalents) in other universities offer a similar course. For example, Eastern Kentucky University offers AGR 409: Ag Business Records, California State University offers ABUS 261: Farm Accounting, Illinois State University offers AGR 312: Accounting for Agricultural Producers, AECN 301: Farm Accounting Analysis and Tax Management, Purdue University offers AGEC 31100: Accounting for Farm Business Planning.

3. Discussion of proposed course:

3.1 Schedule type: Lecture/Lab

3.2 Learning Outcomes:

Upon completion of the course students will be able to:

- Analyze farm financial, investment, and operating transactions
- Describe and appropriately use ledger accounts; especially those that are unique to the agriculture sector
- Follow the Farm Financial Standards Council guidelines for agricultural producers to bookkeep the farm transactions
- Produce farm financial statements and other farm management reports necessary for daily farm management decisions.

3.3 Content outline:

This outline provides a summary of the major units and topics to be covered in the proposed course. More details and weekly topics are included in the syllabus.

- The “Guidelines” for agricultural producers and how they differ from the GAAP
- Introduction to farm financial statements; an overview of agricultural accounting
- Farm’s chart of accounts

³ FFSC. 2016. Mission of Farm Financial Standards Council. Available at <http://www.ffsc.org/index.php/7-2/>

- Journal entries of farm-based financial, investing, and operating transactions
- Posting journal entries in a ledger and making a trial balance
- End-of-year farm accounting procedures
- Farm financial statements preparation and closing entries
- Farm revenue and expense measurements and farm income tax reporting
- Valuation of farm assets, part one—current assets
- Valuation of farm assets, part two—non-current assets
- Valuation of liabilities and farm owner’s equity
- Use of agriculture-based accounting software programs
- Completion of an agriculture recordkeeping process for a “mock” agriculture business using accounting software

3.4 Student expectations and requirements:

- Attendance
- Active participation in class discussions
- Tests and quizzes
- Reading and paper assignments
- Responsibility, initiative and teamwork
- Compliance with academic policies

3.5 Tentative texts and course materials:

1. Textbook: Wheeling, B.M. *Introduction to Agricultural Accounting*. Cengage Learning; New edition.
2. Other course materials: “Financial Guidelines for Agriculture” available at <http://www.ffsc.org/index.php/guidelines/>

4. Resources:

- 4.1 Library resources: N/A
- 4.2 Computer resources: Students will use computer labs available on campus and/or their own computers
- 4.3 Other resources: N/A

5. Budget implications:

- 5.1 Proposed method of staffing:
Current Agriculture Department faculty
- 5.2 Special equipment needed:
N/A
- 5.3 Expendable materials needed:
N/A
- 5.4 Laboratory materials needed:
QuickBooks accounting software (free 30-day version)

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Agriculture
Ogden College Curriculum Committee:
Undergraduate Curriculum Committee
University Senate

February 25, 2016

3/3/16

Agenda

- 2.4 Relationship of the proposed course to courses offered in other departments: AMS 140 (Introduction to Occupational Safety) is a course that concentrates on construction and manufacturing safety. ENV 120 (Introduction to Occupational Safety and Health) and ENV 221 (Safety and Health Standards, Codes, and Regulations) are courses related to OSHA and factory safety issues. All of the mentioned courses complement some areas covered in Agriculture Safety, but due to the subject matter that is encountered in the agriculture industry, topics covered in this course are unique/different from topics covered in other courses.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many institutions offer similar courses. Comparable courses include: ASM 35000 (Safety in Agriculture), Purdue University; AEN 463 (Agricultural Safety and Health), Univ. of Kentucky; MET 2000 (Occupational Safety), Tenn. Tech. Univ.

3. Discussion of proposed course:

3.1 Schedule type: L

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

- Safely operate farm tractors.
- Work safely around farm equipment and machines.
- Perform CPR (not certified) and other emergency life saving practices.
- Work safely around farm animals.
- Safely handle and dispose of agricultural pesticides and chemicals.
- Read and use technical manuals to be able to safely operate farm equipment.
- Recognize potential hazards associate with farm equipment and animals.

3.3 Content outline:

- 3.3.1 Basic introduction and farm injury data
- 3.3.2 Designing safe agriculture equipment; human factors and ergonomics
- 3.3.3 Personal protective equipment for agriculture work
- 3.3.4 OSHA and its implications for agriculture
- 3.3.5 Agricultural tractor and power take off safety
- 3.3.6 Crop and feed storage and handling safety
- 3.3.7 Agricultural chemical hazards
- 3.3.8 Anhydrous ammonia safety
- 3.3.9 Agricultural respiratory hazards
- 3.3.10 Electrical safety
- 3.3.11 Farm fire prevention and response
- 3.3.12 Safe use of hand and power tools
- 3.3.13 Livestock handler safety
- 3.3.14 Horse handler safety
- 3.3.15 Blood borne pathogens and zoonotic diseases
- 3.3.16 First response to farm emergencies

3.4 Student expectations and requirements: Students will be evaluated on:

- 3.4.1 Written exams and quizzes
- 3.4.2 Attendance and participation
- 3.4.3 Completion of in-class and out-of-class assignments

3.5 Tentative texts and course materials:

“Farm and Ranch Safety Management” published by Deere & Company. ISBN: 9780866912310. Other references may be assigned.

4. Resources:

- 4.1 Library resources: None required
- 4.2 Computer resources: None required

5. Budget implications:

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

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Agriculture

February 25, 2016

OCSE Curriculum Committee

3/3/16

Undergraduate Curriculum Committee

University Senate

Agenda

Proposal Date: 2/17/2016

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

Contact Person: Cris Scudder
Email: cris.scudder@wku.edu
Phone: 270 745-2969

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: AGMC 377
- 1.2 Course title: Farm Machinery
- 1.3 Credit hours: 2

2. Revise course title:

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

3. Revise course number:

- 3.1 Current course number:
- 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) Prerequisites AGMC 170, 371 or permission of instructor
- 4.2 Proposed prerequisites/corequisites/special requirements:
Prerequisites AGMC 170 or permission of instructor
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
Welding is the key learning objective of AGMC 371; however, welding is not performed by AGMC 377 students.
- 4.4 Effect on completion of major/minor sequence: None

5. Revise course catalog listing:

- 5.1 Current course catalog listing:
- 5.2 Proposed course catalog listing:

5.3 Rationale for revision of course catalog listing:

6. Revise course credit hours:

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

7. Proposed term for implementation: Fall 2016

8. Dates of prior committee approvals:

Department of Agriculture	<u>February 25, 2016</u>
Ogden College Curriculum Committee	<u>March 3, 2016</u>
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Agenda

Proposal Date: February 18, 2016

**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: 18

2. Identification of the proposed program changes:

- Addition of several required courses, including AGRO 110 and ANSC 140
- Addition of electives numbered 300 or above

3. Detailed program description:

Current Courses	Proposed Courses
18 approved semester hours including AGRI 494 with at least half of the courses numbered 300 or above	AGRO 110 (3) ANSC 140 (3) AGRI 494 (3)
	Choose 3 hours from the following: AGRO 320 (3) ANSC 345 (3) AGRO 350 (3) AGEC 360 (3)
	Electives in Agriculture to complete the 18 hours. Must be numbered 300 or above.

4. Rationale for the proposed program change: These proposed changes add more subject specificity and more academic rigor to our minor.

5. Proposed term for implementation and special provisions (if applicable): Fall 2016

6. Dates of prior committee approvals:

Department of Agriculture

December 9, 2015

OCSE Curriculum Committee

3/3/16

Undergraduate Curriculum Committee

University Senate

Agenda

**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: 605
- 1.2 Current program title: Major in Agriculture (with 2nd major or minor)
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

- Deletion of AGRI 108 and AGRI 398 (Gen.)
- Addition of AGRI 291 or AGRI 491, AGRO 350, AGEC 360 and AGRI 397
- Electives to complete 30 hours must be numbered 300 or above

3. Detailed program description:

Current Courses	Proposed Courses
AGRI 108 (3) AGRO 110 (3) ANSC 140 (3) AGMC 170/171 (2/1) AGRI 398 (Gen.) (1) AGRI 398 (Sp) (1) AGRI 494 (3)	AGRO 110 (3) ANSC 140 (3) AGMC 170/171 (2/1) AGRI 291 or AGRI 491 (3) AGRO 350 (3) AGEC 360 (3) AGRI 397 (1) AGRI 398 (1) AGRI 494 (3)
Electives to complete the 30 hours. Half of the semester hours in the major must be in courses numbered 300 or above.	Electives in Agriculture to complete 30 hours. Must be numbered 300 or above.

4. Rationale for the proposed program change: These proposed changes add more subject specificity and more rigor to our current 605 program, particularly with respect to the requirement for an increase in 300-level coursework.

5. Proposed term for implementation and special provisions (if applicable): Fall 2016

6. Dates of prior committee approvals:

OCSE Curriculum Committee

3/3/16

Undergraduate Curriculum Committee

University Senate

Agenda

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

Contact Person: Dr. Muhammad Jahan, Muhammad.jahan@wku.edu, 270-745-2176

1. Identification of program:

- 1.1 Current program reference number: 506
- 1.2 Current program title: Advanced Manufacturing
- 1.3 Credit hours: 64 hours

2. Identification of the proposed program changes:

This is a proposal for the title change of the current program.

Current title: Advanced Manufacturing

Proposed title: Manufacturing Engineering Technology

3. Detailed program description:

There is no change in the credit hours and courses. The proposal is for title change only.

4. Rationale for the proposed program change:

The Classification of Instructional Program (CIP) uses the term "Manufacturing Engineering Technology (CIP Code 15.0613)" to describe the programs that have similar objectives and curriculum as our Advanced Manufacturing program. Therefore, changing the name of the program to "Manufacturing Engineering Technology" will be more appropriate.

[Manufacturing Engineering Technology/Technician](#). (CIP Code 15.0613) A program that prepares individuals to apply basic engineering principles and technical skills to the identification and resolution of production problems in the manufacture of products. Includes instruction in machine operations, production line operations, engineering analysis, systems analysis, instrumentation, physical controls, automation, computer-aided manufacturing (CAM), manufacturing planning, quality control, and informational infrastructure.

Our current program is accredited by the Association of Technology, Management and Applied Engineering (ATMAE), and the majority of similar ATMAE-accredited programs bear the name "Manufacturing Engineering Technology." Hence, we believe that our title, Advanced Manufacturing, should be changed to Manufacturing Engineering Technology to align with similar accredited programs.

Many of WKU's benchmark institutions have already changed the names of similar ATMAE-accredited programs to Manufacturing Engineering Technology. For example:

University of Central Missouri
Northern Illinois University

- 3.3.1 External morphology, feathers, skeleton, internal anatomy (using pigeon dissection)
- 3.3.2 Identification techniques of different bird orders (including vocalizations), using binoculars, field techniques
- 3.3.3 Field trips: Barren River Lake, Warren County areas, Mammoth Cave
- 3.3.4 Independent project: collection & analysis of field (or lab) data, writing a scientific paper
- 3.3.5 Assessment: 2 Lab Exams, 1 Field Quiz, 1 Vocalization Quiz, Grading of scientific paper
- 3.4 Student expectations and requirements: Students will be expected to participate in all lab sessions and field trips. Students are required to maintain a field notebook to record observations in the field, and to complete an independent project with a scientific paper as the finished product.
- 3.5 Tentative texts and course materials:
 - 3.5.1 Required Field Guide: National Geographic Field Guide for Birds of North America, 6 ed. By Dunn and Alderfer (or similar field guide- Sibley or Peterson).
 - 3.5.2 Required Lab Guide: Manual of Ornithology: Avian Structure of Function. By Proctor & Lynch

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: This course will be taught by an existing Biology faculty (Dr. Noah Ashley) who was hired, in part, to regularly teach undergraduate courses in Ornithology.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: Dissection equipment and light microscopes (both available in Biology Department); students will be responsible for buying dissection tools.

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Biology	20 February 2016
Ogden College Curriculum Committee	<u>3/3/16</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Bruce Schulte, bruce.schulte@wku.edu, 745-4856

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BIOL 380
- 1.2 Course title: Challenges of a Changing Biosphere
- 1.3 Abbreviated course title: Challenges of a Changing Biosphere
- 1.4 Credit hours: 3
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: 21 hours of Foundations and Explorations courses, or junior status.
- 1.7 Course description: A focus on environmental issues from a biological perspective with emphasis on Habitat loss, Invasive species, Population growth, Pollution, and Overharvesting (HIPPO) in light of climate change and extinction.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will serve as a Colonnade Connections course in the Local to Global sub-area that addresses local to global problems and impacts, providing students from diverse background to work together to formulate viable solution sets.
- 2.2 Projected enrollment in the proposed course: 20 per term
- 2.3 Relationship of the proposed course to courses now offered by the department: BIOL 280 Introduction to Environmental Science provides a broad overview of environmental issues.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course was equivalent to AGRI 280, ENV 280, and PH 280. However, several of these courses are not part of the Colonnade and equivalency no longer exists. GEOG 380 Global Sustainability deals with some of the same general topics as the proposed course (e.g., human populations, global warming) but the BIOL 380 course has a focus on biologically based problems and the role of biology in their solutions.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most WKU Benchmark and Kentucky institutions offer some form of environmental science class. Some are at an introductory level and cover a broad expanse of topics while others are upper level, investigatory type courses:
 - Appalachian State University: BIO 1103 Global Climate Change and Earth's Life; BIO 3312 Environmental Studies (variable topics)
 - Asbury University: BIO 217 Environmental Science
 - Ball State University: BIO 220 Ecological Issues in the 21st century; BIO 254 Biology in the Social Context
 - Bowling Green State University: BIOL 4100 Conservation Biology in Practice
 - Central Michigan University: BIO 338 Human Ecology; BIO 361, 362, 363, 364, 366 – a series of conservation courses; BIO 365 Environmental Contaminants
 - East Carolina University: BIOL 4320 Ecological Responses to Global Climate Change
 - EKU: BIOL 500 Environmental Issues
 - East Tennessee University: None

Florida Atlantic University: EVS 4021 Critical Thinking in Environmental Science
 Illinois State University: BSC 202 Human Ecology
 Indiana State University: None
 James Madison University: BIO 354. Global Climate Change and Life: Ecological and Biological Impacts of Climate Variability
 Kentucky State University: BIO 500 Environmental Issues; WLD 317 Conservation of Wildlife Resources
 MTSU: **BIOL 3070 - Biology Seminar on Environmental Problems**
 Morehead State University: BIOL 155 Introduction to Environmental Science; BIOL 356 Environmental Biology
 Murray State University: BIO 103 Saving Planet Earth
 Northern Illinois University: BIOS 106 Environmental Biology
 Northern Kentucky University: BIOL 123 Human Ecology
 Ohio University: BIOS 2200 Conservation and Biodiversity (non-majors)
 Towson University: BIOL 105 Environmental Biology; BIOL 306 Human Ecology and Sustainability; BIOL 310 Environmental Conservation
 University of Kentucky: BIO 102 Human Ecology
 University of Louisville: BIOL 263 Environmental Biology
 UNC-Charlotte: None
 UNC-Greensboro: BIO 431 The Biosphere
 University of South Alabama: BLY 205 Introduction to Environmental Science
 University of Southern Mississippi: BSC 103 Biology and Society

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning outcomes
 - 3.2.1 explain the components of Habitat loss, Invasive species, Population growth, Pollution, and Overharvesting (HIPPO) in terms of local to global causes and impacts
 - 3.2.2 recognize the roles of research, education, activism, and policy in understanding the problems and deriving environmental solutions
 - 3.2.3 demonstrate ability to use biological information to connect local issues to global problems and potential solutions
 - 3.2.4 discuss and write critically about the biological basis of problems and solutions to HIPPO
- 3.3 Content outline
 - First half of course: Science & the Environment; HIPPO
 - Second half of course: Environmental Activism & Management - the role of biological data; Ecological Economics & Conservation – ecosystem functions & services; Environmental Policy & Sustainability – the role of the biological sciences
- 3.4 Student expectations and requirements
 - Discussions (20%)
 - Examinations (40%)
 - Digital Project (20%)
 - Written Components of Project (20%)
- 3.5 Tentative texts and course materials: No mandatory text. Primary and secondary literature papers will be read; some video material will be used.

4. Resources:

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

Contact Person: Philip Lienesch, Philip.Lienesch@wku.edu, 745-6006

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BIOL 397
- 1.2 Course title: Scientific Process
- 1.3 Abbreviated course title: Scientific Process
- 1.4 Credit hours: 2–4
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: BIOL 120/121 and BIOL 122/123 with grades of "C" or higher or permission of instructor
- 1.7 Course description: An in-depth experience with scientific research from concept through dissemination.

2. Rationale:

- 2.1 Reason for developing the proposed course: Familiarity with, and the ability to perform, scientific research is a core element of STEM education at the university level. As such, we are adding a scientific process requirement to our Biology majors to assure that each graduate will have had a substantial experience doing science. The proposed course will serve as an additional elective science process course, and most importantly, would represent a novel approach to integrating research and science process in the Biology curriculum.
- 2.2 Projected enrollment in the proposed course: 12 to 20 students per section. We do not anticipate non-Biology majors taking the course.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will cover the same topics that are covered in courses designated as scientific process courses, namely, how to search the scientific literature, design a scientific study, collect and analyze data, synthesize information, write a scientific paper, and orally present scientific data. Roughly 1/3 of our graduates currently take a course designated as a scientific process course. BIOL 397 will provide an additional scientific process course for students.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other Ogden College departments offer courses that focus on scientific research, typically on an independent basis with small numbers of students (e.g., BIOL 399, CHEM 399, PHYS 399). BIOL 397 will also be unique in that instruction will be delivered in a classroom setting with peer-to-peer collaboration and evaluation rather than a one-on-one, student/mentor setting in a field or lab environment.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses titled Capstone Research, Directed Research, Directed Studies, Independent Research, Independent Studies, Independent Study, Research, Senior Research, and Undergraduate Research are common in Biology and Biological Sciences departments across the WKU Benchmark Institutions. Course descriptions, however, indicate a pattern typical of independent student research performed on an individual basis.

Southern Mississippi University is the only Benchmark Institution that offers a similar course (Experimental Design and Data Analysis in Biology), although this is more typical of a statistics course routinely offered through a Biology department.

3. Discussion of proposed course:

3.1 Schedule type: A

3.2 Learning outcomes:

1. Explain how the scientific process works and the characteristics of a well-designed scientific study.
2. Use the scientific literature to gather information. Differentiate the types of literature (e.g., primary versus secondary sources, government documents) and how to access different resources.
3. Formulate testable hypotheses and design appropriate experiments to test them.
4. Collect and organize data in a notebook and analyze data using appropriate statistical tests.
5. Synthesize information and integrate the results of an experiment with the scientific literature.
6. Disseminate knowledge in the form of writing a scientific paper using the format from an appropriate journal.
7. Disseminate knowledge through oral and poster presentations during an in-class model of a scientific meeting.

3.3 Content outline:

1. Scientific thinking and the scientific process
2. Scientific literature and database searching strategies
3. Formulation of scientific hypotheses: Initiate independent projects
4. How science is funded: funding agencies and proposal preparation
5. Experimental design
6. Collecting scientific data and data management
7. Basic Statistics, appropriate statistical tests for categorical and continuous variables
8. Preparation of graphs
9. Data analysis
10. Structure of scientific papers, oral presentations and poster presentations
11. The peer review process: scientific organizations and commercial publishers

3.4 Student expectations and requirements: Weekly assignments (e.g., searching the literature on a topic, reviewing a published paper), the maintenance of a lab notebook, and the scientific paper resulting from the experiment performed.

3.5 Tentative texts and course materials: Required text book: no text required

4. Resources:

4.1 Library resources: Adequate. Access to primary scientific literature and suggested readings.

4.2 Computer resources: Adequate resources for student access to the Internet through a personal computer or University owned computers are readily available.

5. Budget implications:

5.1 Proposed method of staffing: Current full-time faculty

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

Contact Person: Bruce Schulte, bruce.schulte@wku.edu, 745-4856

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BIOL 489
- 1.2 Course title: Professional Aspects of Biology
- 1.3 Abbreviated course title: Professional Aspects of Biology
- 1.4 Credit hours: 1
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: BIOL 315 or BIOL 316 or BIOL 319 or BIOL 327 and Senior Status
- 1.7 Course description: Current topics and the role of science in society, participation in seminars, evaluation of biological skills and knowledge, preparation for careers in biology, and construction of an alumnus action plan.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will provide the Department of Biology with several means of assessment for majors in our program. It also will help prepare students for pursuing their career goals.
- 2.2 Projected enrollment in the proposed course: 50 per term
- 2.3 Relationship of the proposed course to courses now offered by the department: We have a selected topics course (BIOL 475) that also discusses biological topics via the primary literature but that course does so in a more in-depth manner than the currently proposed course, and it does not cover any of the other proposed topics in BIOL 489. Previously, the now-defunct BIOL 398 (Senior Seminar) covered some of the same topics but without the assessment components.
- 2.4 Relationship of the proposed course to courses offered in other departments: The proposed course shares components of GEOG 499 Professional Preparation in Geography and GEOL 499 Professional Preparation in Geology (e.g., ethics, career preparation, assessment, and selected seminar topics).
- 2.5 Relationship of the proposed course to courses offered in other institutions: One of the WKU Benchmark Institutions, Northern Illinois University, offers BIOS 494 (Biology Senior Assessment) as similar form of a senior assessment course to gauge progress in writing (general and technical), broad-based scientific knowledge, and critical and analytical thinking skills.

3. Discussion of proposed course:

- 3.1 Schedule type: P
- 3.2 Learning outcomes
 - 3.2.1 Assess the quality of a speaker and relate the content to their own learning through questions.
 - 3.2.2 Show proficiency for all major topics covered in introductory biology and ability to evaluate and interpret biological data.
 - 3.2.3 Describe, discuss and compare the ethics, roles and responsibilities of scientists to other individuals in a sustainable, global society.

- 3.2.4 Tailor a curriculum vitae or résumé and cover letter to career aspirations
- 3.2.5 Reflect on their learning within and outside the classroom at WKU
- 3.2.6 Appraise their experience and program(s) at WKU and construct a plan of action as an alumnus
- 3.3 Content outline
 - 3.3.1 Week 1: Introduction, safety seminar, and safety quiz (mandatory)
 - 3.3.2 Week 2: Ethics discussion, take CITI seminars, and readings for Biology seminar
 - 3.3.3 Week 3: Seminar and discussion
 - 3.3.4 Week 4: Content assessment exam due; science process data analysis/interpretation workshop and discussion; readings for Biology seminar
 - 3.3.5 Week 5: Seminar and discussion
 - 3.3.6 Week 6: Career services – planning for the future; readings for Biology seminar
 - 3.3.7 Week 7: Seminar and discussion
 - 3.3.8 Week 8: CV/ résumé and cover letter submittal and discussion; readings for Biology seminar
 - 3.3.9 Week 9: Seminar and discussion
 - 3.3.10 Week 10: CV/ résumé and cover letter submittal revision due and discussion; science process data analysis/interpretation due; readings for Biology seminar
 - 3.3.11 Week 11: Seminar and discussion
 - 3.3.12 Week 12: Alumni Center presentation; discussion on alumnus plan; readings for Biology seminar
 - 3.3.13 Week 13: Seminar and discussion
 - 3.3.14 Week 14: Alumnus plan due and discussion; senior survey due
 - 3.3.15 Week 15: Final opportunity to retake assessment exams and submit any late materials; final alumnus plan due
- 3.4 Student expectations and requirements
 - 3.4.1 Attendance at or watch recording of safety seminar
 - 3.4.2 Score a minimum of 80% on biology safety quiz
 - 3.4.3 Attendance at four seminars
 - 3.4.4 Evaluative synopsis of three seminars
 - 3.4.5 Score a minimum of 70% on all parts of the biology senior assessment exam
 - 3.4.6 Score a minimum of 70% on assessment of data evaluation and interpretation
 - 3.4.7 Attend at least two WKU functions that deal with ethics, social responsibility, internationalization, and/or the environment and write an evaluatory essay on one – students also will take an online set of ethics modules (e.g. CITI) for scientists and answer questions on this material, achieving a minimum of 70% proficiency
 - 3.4.8 CV or résumé and cover letter preparation
 - 3.4.9 Senior survey
 - 3.4.10 Alumnus action plan
- 3.5 Tentative texts and course materials: No mandatory text. Scientific papers will be read. Books and online resources for scientific writing and career preparation will be suggested.

4. Resources:

- 4.1 Library resources: Adequate. Access to primary scientific literature and suggested readings.
- 4.2 Computer resources: Adequate resources for student access to the internet through a personal computer or University owned computers are readily available.

Proposal Date: 2/1/16

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

Contact Person: David Keeling, david.keeling@wku.edu; 745-4555

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GEOG 225
- 1.2 Course title: Visualizing Geography: Understanding our Diverse World
- 1.3 Abbreviated course title: Visualizing Geography
- 1.4 Credit hours: 3
- 1.5 Schedule type: Lecture
- 1.6 Prerequisites: 21 hours of Colonnade Foundations & Explorations coursework.
- 1.7 Grade type: standard letter grade
- 1.8 Course description: Visualizing Geography uses photographs, maps, and illustrations to explain the diversity of human societies, political systems, resources, and population movement across space and time, from local communities to our increasingly interconnected world.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course will help students make interdisciplinary connections between diverse patterns of human activity from local communities to an increasingly interconnected world. Students will analyze how spatial patterns and geographic processes are represented through maps, photographs, media, and other illustrative forms, and critically explore how these geographic representations influence the way we perceive the world at local and global scales.
- 2.2 Projected enrollment in the proposed course: 40-100 students per section, depending on room availability. At least two sections offered each semester.
- 2.3 Relationship of the proposed course to courses now offered by the department: The course complements the Department's offering of GEOG 110 (World Regional Geography), GEOG 227 Our Vulnerable Planet, and GEOG 385 (Society, Resources, Climate). The proposed course differs from all of these courses by its focus on visual imagery (photographs, maps, and illustrations) to explain and analyze local-to-global diversity.
- 2.4 Relationship of the proposed course to courses offered in other departments: GEOG 225 has no comparable content outside the department. ART 331 (Visual Thinking) focuses on the process of lateral thinking and the visualization of design problems and their solutions, with an emphasis on effective research, imagination, originality, and execution in various media, but it does not use maps and landscape photographs in the same interpretive manner as GEOG 225. No other course outside the department uses photographs, maps, or illustrations to analyze and explicate the spatial (geographic) patterns and processes of human activity.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Many institutions offer courses with content similar to the proposed GEOG 225, especially in the sub-discipline of Cartography/GIS. These institutions include Ohio Wesleyan (GEOG 353 – Cartography and Visualization), Macalester College (GEOG 111- Human Geography of Global Issues), Portland State (GEOG 350 – Geography of World Affairs), and Southern Mississippi (GEOG 103 – World Regions through Film). There are no institutions currently that integrate themes of local-to-global human diversity explicitly or exclusively through the lens of photographs, maps, and illustrations.

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes: After the completion of GEOG 225, students will be able to:

- Use maps and other forms of geographic visualization to identify and interpret geographic patterns and processes.
- Critically assess the value and validity of geographic visualization.
- Use the evidence and argument approach to learn how to interpret maps and other geospatial representations and explain their influence on our behaviors and perceptions of the world at local and global scales.

3.3 Content outline:

- What is Geographic Visualization?
- How Maps are Created: From Pen and Ink to the Internet
- Visualizing the Environment: Sustainability, and Landscape Change
- Visualizing Demographics: Migration, Diffusion, and Diversity
- Boundaries and Identity: The Political and Cultural Implications of Maps
- Forensic Geography: Using Maps for Evidence and Problem Solving
- Geographic Visualization and the Media: From Front Page to Facebook
- Visualizing Popular Culture: Maps of the Moment
- Power of Maps: Propaganda, Persuasion, Perception, and Behavior

3.4 Student expectations and requirements: Students will be expected to complete weekly assignments involving visual imagery, readings and video presentations. Students will take quizzes, two to three exams and a final examination, some of which may be delivered online. A capstone project will involve the development and/or use of appropriate visual imagery.

3.5 Tentative texts and course materials:

Greiner, A., 2014, *Visualizing Human Geography: At Home in a Diverse World*, 2nd Edition. John Wiley and Sons, Inc.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: the course will be staffed by existing faculty
- 5.2 Special equipment needed: no special equipment needed
- 5.3 Expendable materials needed: no expendable materials needed
- 5.4 Laboratory materials needed: no laboratory materials needed

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Department of Geography and Geology

2/26/2016

Ogden College Curriculum Committee

3/3/2016

Colonnade Committee

Undergraduate Curriculum Committee

University Senate

Agenda

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

Contact Person: Margaret M. Gripshover (margaret.gripshover@wku.edu) 270-779-3032

2. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GEOG 386
- 1.2 Course title: Geography of Potent Potables: Brewing, Distilling, and Wine Making
- 1.3 Abbreviated course title: Geography of Potent Potables
- 1.4 Credit hours: 3
- 1.5 Schedule type: Lecture
- 1.6 Prerequisites: 21 hours of Colonnade Foundations & Explorations coursework, or Junior Standing.
- 1.7 Grade type: standard letter grade

Course description: Students explore the geographies of alcoholic beverages, including the patterns of production, distribution, and consumption of beer, distilled spirits, and wine, and associated cultural and environmental impacts. Breweries, wineries, and distilleries are important elements of many diverse cultural and economic landscapes and reflect local geographies and global influences. The role of location is explored as it relates to such topics as access to raw materials, terroir, the rise of craft breweries and distilleries, sustainability, and cultural attitudes toward the production and consumption of alcoholic beverages.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course will help students make interdisciplinary connections between diverse geographic patterns of alcoholic beverage production and consumption. Students will apply critical thinking skills as they explore spatial dimensions of brewing, distilling, and wine making industries as sustainable activities at local and global scales. With the growing interest in craft brewing, distilling, and wine making industries as economic development strategies in Kentucky and beyond, this course offers students an opportunity to explore the changing cultural and economic landscapes associated with alcoholic beverages.
- 2.2 Projected enrollment in the proposed course: 25-50 students per section, depending on room availability. One section will be offered each semester.
- 2.3 Relationship of the proposed course to courses now offered by the department: The course complements the Department's offering of GEOG 110 (World Regional Geography), GEOG 330 (Cultural Geography), GEOG 378 (Food, Culture, Environment), and GEOG 481 (Tourism Geography) The proposed course differs from all of these courses by its specific focus on the geography of alcoholic beverages.
- 2.4 Relationship of the proposed course to courses offered in other departments: AGRI 323 (Wine Fundamentals) has an agricultural focus on grape cultivation and wine, but does not cover beer or distilled spirits. There are three courses offered under the BDA (Brewing and Distilling Arts)

prefix, but none has a specific focus on the geographic or cultural dimensions of these activities. BDA 301 (Raw Materials for Brewing and Distilling) focuses on the chemistry of alcohol. BDS 310 (Brewhouse and Distillery Processes) covers the science and technology of brewing and distilling. BDS 310-M1 (Brewhouse and Distillery Processes-Module 1), and BDA 310-M2 (Brewhouse Distillery Processes-Module 2) covers fermentation methodology. The Department of History offers HIST 341 (A Cultural History of Alcohol) but does not take a spatial or environmental approach to the subject. HMD 471 (Catering and Beverage Management) covers storage and serving equipment for alcoholic beverages. None of the courses offered by other departments duplicate the topics covered in the proposed GEOG 386 course. The proposed course would, however, be complementary to some of these existing courses.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Interest in offering courses on the geography of alcoholic beverages is on the rise and also reflected in the growing scholarship on the subject. Here is a sample of some comparable courses offered at other universities: The University of Florida has a course titled, “Geography of Alcohol” (GEO 3803). Virginia Tech offers “Geography of Wine” (GEO 4054), which has also been offered through the Semester at Sea Program. Stephen F. Austin University offers GEO 375, “The Geography of Beer.” The University of North Alabama’s Geography Department offers, a “Geography of Alcoholic Beverages” course for undergraduate and graduate students. Portland State University offers a course in the “Geography of Wine” (GEOG 240). The proposed GEOG 386 course would be on the cutting edge of local and global aspects of alcoholic beverage studies and would provide a unique learning experience for WKU students.

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes: After the completion of GEOG 386, students will be able to:

- Explain the geographic dimensions of the production and consumption of alcoholic beverages.
- Critically evaluate the role of culture in brewing, distilling, and wine making.
- Use the evidence and argument approach to interpret spatial and structural changes within the alcoholic beverage industries and assess their impacts on economic and cultural landscapes at local and global scales.

3.3 Content outline:

- Geographic Origins and Diffusion of Alcoholic Beverages
- Environmental Factors that Influence Alcoholic Beverage Production
 - Climate, Soils, Natural Resources, Terroir
- Culture and Alcohol
 - Geographic Dimensions of Temperance and Prohibition
 - Dry, Moist, and Wet Counties: Spatial Patterns
 - Religion, Gender, Race, and Ethnicity: Cultural Implications and Identity
 - Alcohol and Popular Culture
- Geography of Beer
 - Spatial and Temporal Patterns and Changes in Beer Production
 - Landscapes of Brewing
 - From Budweiser to Bell’s: Macro and Micro-Scale Breweries
 - Rise of Home Brewing and Craft Brewing
- Geography of Distilling

- Spatial and Temporal Patterns and Changes in Distilling
- Landscapes of Distilling in Kentucky and Beyond
- Geographic Branding: How Place Makes the Product
- Micro and Macro-Distilleries: Local to Global Markets
- Geography of Viticulture and Wine Making
 - Spatial and Temporal Patterns and Changes in Wine Making
 - Geography, Grapes, Vineyards, Terroir
 - Established and Emerging Wine Regions
 - Wine and Culture: Symbolism and Snobbery
- The Future of Brewing, Distilling, and Wine Making
 - Tourism and Economic Development
 - Environmental Impacts and Sustainability
 - Future Industry Expansion and Market Saturation

3.4 Student expectations and requirements: Students will be expected to attend class, participate in field experiences, and work individually and collaboratively on a capstone research project. There will be reading assignments, three exams, and several assignments completed during the semester.

3.5 Tentative texts and course materials:

Patterson, M., N. Pullen-Hoalst (Eds.) 2014. *The Geography of Beer: Regions, Environment, and Societies*. Springer.

Veach, M. R. 2013. *Kentucky Bourbon Whiskey: An American Heritage*. University of Kentucky Press.

Doughtery, P. H. (Ed.) 2012. *The Geography of Wine: Regions, Terroir, and Techniques*. Springer.

4. Resources:

4.1 Library resources: Current resources are sufficient.

4.2 Computer resources: Existing resources are sufficient.

5. Budget implications:

5.1 Proposed method of staffing: the course will be staffed by existing faculty

5.2 Special equipment needed: no special equipment needed

5.3 Expendable materials needed: no expendable materials needed, and no alcohol will be consumed during this course.

5.4 Laboratory materials needed: no laboratory materials needed

6. Proposed term for implementation: Spring 2017

7. Dates of prior committee approvals:

Department of Geography and Geology

2/26/2016

Ogden College Curriculum Committee

3/3/2016

Colonnade Committee
Undergraduate Curriculum Committee
University Senate

Agenda

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

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, (270) 745-4389

1. Identification of program:

- 1.1 Current program reference number: 434
- 1.2 Current program title: Minor in Neuroscience
- 1.3 Credit hours: 21 hours

2. Identification of the proposed program changes:

- 2.1** Add PSYS 160 Introduction to Biological Psychology to minor as an alternative to PSYS 100 Introduction to Psychology

3. Detailed program description:

<p>The minor in Neuroscience requires a minimum of 21 credit hours of coursework. This includes 6 hours of required courses and an additional 15 credit hours in electives. Students must earn a grade of C or better in all courses applied toward the minor. Students must take PSYS 100 and BIOL 120/121 prior to beginning their coursework in the minor. Students who are majoring in Biology or Psychological Science may apply no more than six hours of their major course work to the minor.</p> <p>The following courses are required (6 hours):</p> <p>PSYS 360 Behavioral Neuroscience (3 hours) BIOL 335 Neurobiology (3 hours)</p> <p>At least 15 credit hours may be selected from the following courses. Students must choose at least 1 course each from Biology and Psychological Sciences. Note that some of these courses have prerequisites beyond those required by the minor.</p> <p>PSYS 331 Psychology of Learning (3 hours) PSYS 333 Cognitive Psychology (3 hours) PSYS 363 Sensory and Perceptual Systems (3 hours) PSYS 462 Neuroscience of Learning and Memory (3 hours) PSYS 465 Psychopharmacology (3 hours)</p>	<p>The minor in Neuroscience requires a minimum of 21 credit hours of coursework. This includes 6 hours of required courses and an additional 15 credit hours in electives. Students must earn a grade of C or better in all courses applied toward the minor. Students must take PSYS 100 or 160 and BIOL 120/121 prior to beginning their coursework in the minor. Students who are majoring in Biology or Psychological Science may apply no more than six hours of their major course work to the minor.</p> <p>The following courses are required (6 hours):</p> <p>PSYS 360 Behavioral Neuroscience (3 hours) BIOL 335 Neurobiology (3 hours)</p> <p>At least 15 credit hours may be selected from the following courses. Students must choose at least 1 course each from Biology and Psychological Sciences. Note that some of these courses have prerequisites beyond those required by the minor.</p> <p>PSYS 331 Psychology of Learning (3 hours) PSYS 333 Cognitive Psychology (3 hours) PSYS 363 Sensory and Perceptual Systems (3 hours) PSYS 462 Neuroscience of Learning and Memory (3 hours) PSYS 465 Psychopharmacology (3 hours)</p>
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<p>BIOL 319 Introduction to Molecular and Cell Biology BIOL 327 Genetics (3 hours) BIOL 334 Animal Behavior (3 hours) BIOL/CHEM 446 Biochemistry (3 hours) PHIL 332 Philosophy of Mind: Minds and Machines (3)</p> <p>Though not required for the minor, students are strongly encouraged to obtain research experience in topics related to neuroscience. There are several laboratories in the Psychological Science, Biology, and Chemistry departments that offer research opportunities to undergraduate students. For more information on research laboratories and opportunities, students should review the websites of faculty in these departments.</p>	<p>BIOL 319 Introduction to Molecular and Cell Biology (3 hours) BIOL 327 Genetics (3 hours) BIOL 334 Animal Behavior (3 hours) BIOL/CHEM 446 Biochemistry (3 hours) PHIL 332 Philosophy of Mind: Minds and Machines (3)</p> <p>Though not required for the minor, students are strongly encouraged to obtain research experience in topics related to neuroscience. There are several laboratories in the Psychological Science, Biology, and Chemistry departments that offer research opportunities to undergraduate students. For more information on research laboratories and opportunities, students should review the websites of faculty in these departments.</p>
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4. Rationale for the proposed program change:

This minor was designed to appeal to pre-professional students. The APA Board of Educational Affairs has estimated that because of changes in health practitioner admissions standards, nearly all pre-health students will take an introductory level psychology course in the next few years. The addition of PSYS 160 to the Neuroscience minor will ensure that students enrolled in this minor have the option to complete an introductory course that provides a strong foundation on which they can build a biopsychosocial approach to understanding health and development.

5. Proposed term for implementation and special provisions (if applicable): Fall 2016

6. Dates of prior committee approvals:

Department of Psychological Sciences	<u>February 19, 2016</u>
OCSE College Curriculum Committee	<u>3/3/16</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, (270) 745-2353

1. Identification of program:

- 1.1 Current program reference number: 440
- 1.2 Current program title: Minor in Psychological Science
- 1.3 Credit hours: 22 hours

2. Identification of the proposed program changes:

- For the introductory level course required for the program, students can choose to take either PSYS 100 or PSYS 160.

3. Detailed program description:

<p>The minor in Psychological Science provides graduates with a broad overview of the discipline as well as exposure to the foundations of the discipline. The Psychological Science minor focuses students on becoming more engaged and critical consumers of the science underlying psychology through courses informed by current research and practice in the scientific study of individual and collective behavior, the physical and environmental bases of behavior, and the analysis and treatment of behavioral problems. This minor might appeal to students who are in a pre-professional track (e.g., pre-med) or to students majoring in disciplines where psychological science can inform research and practice (e.g., biology, computer science, philosophy, religious studies, nursing, communication disorders, management, etc.).</p> <p>The minor requires a minimum of 22 credit hours. The following 7 hours are required: PSYS 100, 210, and 211.</p> <p>Students must select 3 hours from the following Individual Differences and Social Processes (Category A) courses: PSYS 350 or 440.</p> <p>Another 3 hours must be selected from Learning, Cognition, and Biopsychology (Category B) courses: PSYS 331, 333, 360, or 363.</p>	<p>The minor in Psychological Science provides graduates with a broad overview of the discipline as well as exposure to the foundations of the discipline. The Psychological Science minor focuses students on becoming more engaged and critical consumers of the science underlying psychology through courses informed by current research and practice in the scientific study of individual and collective behavior, the physical and environmental bases of behavior, and the analysis and treatment of behavioral problems. This minor might appeal to students who are in a pre-professional track (e.g., pre-med) or to students majoring in disciplines where psychological science can inform research and practice (e.g., biology, computer science, philosophy, religious studies, nursing, communication disorders, management, etc.).</p> <p>The minor requires a minimum of 22 credit hours. The following 7 hours are required: PSYS 100 or PSYS 160, 210, and 211.</p> <p>Students must select 3 hours from the following Individual Differences and Social Processes (Category A) courses: PSYS 350 or 440.</p> <p>Another 3 hours must be selected from Learning, Cognition, and Biopsychology (Category B) courses: PSYS 331, 333, 360, or 363.</p>
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<p>Students must select 3 hours from the following Developmental Processes (Category C) courses: PSYS 220, 321, or 423.</p> <p>Six additional upper-level credit hours of PSYS courses are required. These hours can include the above restricted elective courses that were not taken to meet the requirements of Categories A, B, and C. These hours can include no more than 3 credit hours of PSYS 490.</p>	<p>Students must select 3 hours from the following Developmental Processes (Category C) courses: PSYS 220, 321, or 423.</p> <p>Six additional upper-level credit hours of PSYS courses are required. These hours can include the above restricted elective courses that were not taken to meet the requirements of Categories A, B, and C. These hours can include no more than 3 credit hours of PSYS 490.</p>
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(Side-by-side table is required for most program changes showing revised program on the right and identifying deletions by strike-through and additions in boldface.)

4. **Rationale for the proposed program change:**
 All students within the minor are required to take one introductory level psychological sciences course. The proposed revision will allow students to take PSYS 100 or PSYS 160. Each course gives students the appropriate introductory level background for the upper level courses included in the Psychological Science minor.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2016

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

Department of Psychological Sciences	<u>2/19/2016</u>
OCSE College Curriculum Committee	<u>3/3/16</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, x54389

1. Identification of program:

- 1.1 Current program reference number: 747
- 1.2 Current program title: B.S. in Psychological Sciences
- 1.3 Credit hours: 37

2. Identification of the proposed program changes:

- 2.1 Add a 49 - hour extended major
- 2.2 Revise the wording in the program description
- 2.3 Rename the Capstone category to Integrative Science in Psychology
- 2.4 Add PSYS 160 Introduction to Biological Psychology to the Foundations of Psychology core category
- 2.5 Add PSYS 321 as an elective in the Developmental Processes core category
- 2.6 Add PSYS 380 Psychology and Science Fiction to the electives in the Integrative Science in Psychology (formerly Capstone) core category
- 2.7 Add PSYS 220 to the Developmental Science concentration and PSYS 423 to the Clinical Psychological Science concentration
- 2.8 Remove PSY 443 from the Clinical Psychological Science concentration
- 2.9 Remove PSYS 481 from the Biobehavioral Psychology, Cognitive Psychology, Developmental Science, and Social Psychology concentrations

3. Detailed program description:

CURRENT PROGRAM	REVISED PROGRAM
<p>The major in Psychological Science requires a minimum of 37 credit hours and leads to a Bachelor of Science degree. A minor or second major is required. The program is designed for students who are interested in a science – oriented degree that will prepare them for graduate study in psychology or a related field (e.g., medical school, pharmacy, physical therapy) or for employment in jobs where strong quantitative and research skills are required.</p>	<p>The Department of Psychological Sciences offers programs designed for students who are interested in a science – oriented degree that will prepare them for graduate study in psychology or a related field (e.g., medical school, pharmacy, physical therapy) or for employment in jobs where strong quantitative and research skills are required. The department provides two options for the Bachelor of Science degree. The major in Psychological Science (Reference # 747) requires a minimum of 37 credit hours and leads to a Bachelor of Science degree. a minor or second major is required. The program is designed for students who are interested in a science – oriented degree that will prepare them for graduate study in psychology or a related field (e.g., medical school, pharmacy, physical therapy) or for employment in jobs where strong quantitative and research skills are required. The extended major in Psychological Science (Reference #xxx) requires a minimum of 49 credit hours and no minor or second major is</p>

Students may choose from one of six thematic concentrations or they may design an individualized concentration that best fits their interests (subject to approval by their advisor). For all concentrations, students will complete a required course of study totaling 37 credit hours that includes courses from the following program components: Foundations of Psychology (15 hours), Research Methods and Statistics (7 hours), Capstone (3 hours), and Concentration (12 hours). Students must maintain a minimum 2.50 GPA both overall and in psychology. Either (1) MATH 116 and MATH 117, or (2) MATH 118 or higher is required; MATH 183 is recommended.

Each of the six thematic concentrations requires 12 hours from a unique set of required and elective courses. Students who choose to design their own “custom” concentration should select 12 hours from courses not used to satisfy their Foundations of Psychology requirement or from concentration courses in any of the thematic concentrations.

required.

~~Students may choose from one of six thematic concentrations or they may design an individualized concentration that best fits their interests (subject to approval by their advisor). For all concentrations~~ **both the 37 – hour major and the 49 – hour extended major,** students will complete a ~~required course~~ **program** of study totaling 37 credit hours that includes ~~courses from the following program~~ **Core and Concentration** components. **To complete their Core requirement, students will select 25 to 28 credit hours from each of the following categories:** Foundations of Psychology, **Developmental Processes, Learning and Cognition, Individual Differences and Social Processes, Biological Bases of Behavior and Mental Processes, Research Methods and Statistics, and Capstone Integrative Science in Psychology,** and ~~Concentration (12 hours)~~ **To complete their Concentration requirement, students may choose from six thematic concentrations or they may design a custom concentration that best fits their interests (subject to approval by their advisor). Students in the 37 – hour major will complete 12 credit hours from one concentration and those in the 49 – hour extended major will complete 21 - 24 credit hours from two concentrations. Students must maintain a minimum 2.50 GPA both overall and in psychology. Either (1) MATH 116 and MATH 117, or (2) MATH 118 or higher is required; MATH 183 is recommended. Each of the six thematic concentrations requires 12 hours from a unique set of required and elective courses. Students who choose to design their own “custom” a custom concentration should select 12 - 24 hours from courses not used to satisfy their Foundations of Psychology requirement** ~~Core requirement or from concentration courses in any of the thematic concentrations.~~

Students must maintain a minimum 2.50 GPA both overall and in psychology. Either (1) MATH 116 and MATH 117, or (2) MATH 118 or higher is required; MATH 183 is recommended.

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

Core Courses

Foundations of Psychology (3 hours): PSYS 100
Developmental Processes (3 hours): PSYS 220
Learning and Cognition (3 hours): PSYS 333
Individual Differences and Social Processes (3 hours): PSYS 350
Biological Bases of Behavior and Mental Processes (3 hours): PSYS 360 or 363
Research Methods and Statistics (7 hours): PSYS 210, 211, 313
Capstone (3 hours): PSYS 481 or 490

Concentration Courses

PSYS 413 (3 hours)
Electives (9 hours): PSYS 360, 363, 370, 433, 473, 481, 490, 499, PSY 340, 355, 412, 470

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

Core Courses

Foundations of Psychology (3 hours): PSYS 100
Developmental Processes (3 hours): PSYS 220
Learning and Cognition (3 hours): PSYS 331
Individual Differences and Social Processes (3 hours): PSYS 350 or 440
Biological Bases of Behavior and Mental Processes (3 hours): PSYS 360
Research Methods and Statistics (7 hours): PSYS 210, 211, 313
Capstone (3 hours): PSYS 481 or 490

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

Core Courses

Foundations of Psychology (3 hours): PSYS 100
Developmental Processes (3 hours): PSYS 220
Learning and Cognition (3 hours): PSYS 333
Individual Differences and Social Processes (3 hours): PSYS 350
Biological Bases of Behavior and Mental Processes (3 hours): PSYS 360 or 363
Research Methods and Statistics (7 hours): PSYS 210, 211, 313
Capstone (3 hours): PSYS 481 or 490

Core Courses

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

Concentration Courses

Required: PSYS 413 (3 hours)
Electives (~~9~~ hours): **Choose 9 hours from** PSYS 360, 363, 370, 433, 473, 481, 490, 499, PSY 340, 355, 412, 470

Biobehavioral Psychology. ~~The~~ **This** concentration in Biobehavioral Psychology provides knowledge of the biological bases of behavior and thought.

Core Courses

Foundations of Psychology (3 hours): PSYS 100
Developmental Processes (3 hours): PSYS 220
Learning and Cognition (3 hours): PSYS 331
Individual Differences and Social Processes (3 hours): PSYS 350 or 440
Biological Bases of Behavior and Mental Processes (3 hours): PSYS 360
Research Methods and Statistics (7 hours): PSYS 210, 211, 313
Capstone (3 hours): PSYS 481 or 490

Core Courses

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

Concentration Courses

PSYS 363 (3 hours)
Electives (9 hours): PSYS 333, 431, 462, 463, 465, 481, 483, 490, 499

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

Core Courses

Foundations of Psychology (3 hours): PSYS 100
Developmental Processes (3 hours): PSYS 220
Learning and Cognition (3 hours): PSYS 331 or 333
Individual Differences and Social Processes (3 hours): PSYS 440
Biological Bases of Behavior and Mental Processes (3 hours): PSYS 360 or 363
Research Methods and Statistics (7 hours): PSYS 210, 211, 313
Capstone (3 hours): PSYS 481 or 490

Concentration Courses

Electives (12 hours): PSYS 350, 360, 413, 450, 451, 453, 462, 465, 481, 483, 490, 499, PSY 443

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

Core Courses

Foundations of Psychology (3 hours): PSYS 100
Developmental Processes (3 hours): PSYS 220
Learning and Cognition (3 hours): PSYS 333
Individual Differences and Social Processes (3 hours): PSYS 350 or 440
Biological Bases of Behavior and Mental Processes (3 hours): PSYS 360 or 363

Concentration Courses

Required: PSYS 363 (3 hours)
Electives (~~9 hours~~): **Choose 9 hours from** PSYS 333, 431, 462, 463, 465, 481, 483, 490, 499

Clinical Psychological Science. ThisThe concentration in ~~Clinical Psychological Science~~ focuses on mechanisms and etiologies of psychological health and dysfunction.

Core Courses

Foundations of Psychology (3 hours): PSYS 100
Developmental Processes (3 hours): PSYS 220
Learning and Cognition (3 hours): PSYS 331 or 333
Individual Differences and Social Processes (3 hours): PSYS 440
Biological Bases of Behavior and Mental Processes (3 hours): PSYS 360 or 363
Research Methods and Statistics (7 hours): PSYS 210, 211, 313
Capstone (3 hours): PSYS 481 or 490

Core Courses

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

Concentration Courses

Electives (~~12 hours~~): **Choose 12 hours from** PSYS 350, 360, 413, **423**, 450, 451, 453, 462, 465, 481, 483, 490, 499, ~~PSY 443~~

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

Core Courses

Foundations of Psychology (3 hours): PSYS 100
Developmental Processes (3 hours): PSYS 220
Learning and Cognition (3 hours): PSYS 333
Individual Differences and Social Processes (3 hours): PSYS 350 or 440
Biological Bases of Behavior and Mental Processes (3 hours): PSYS 360 or 363

<p>Research Methods and Statistics (7 hours): PSYS 210, 211, 313 Capstone (3 hours): PSYS 481 or 490</p> <p><u>Concentration Courses</u> Electives (12 hours): PSYS 331, 363, 423, 431, 433, 462, 481, 490, 499, PSY 412</p> <p><u>Developmental Science.</u> The concentration in Developmental Science addresses the physical, emotional, intellectual, social, perceptual, and personality growth of humans throughout the lifespan.</p> <p><u>Core Courses</u> Foundations of Psychology (3 hours): PSYS 100 Developmental Processes (3 hours): PSYS 220 Learning and Cognition (3 hours): PSYS 331 or 333 Individual Differences and Social Processes (3 hours): PSYS 350 or 440 Biological Bases of Behavior and Mental Processes (3 hours): PSYS 360 or 363 Research Methods and Statistics (7 hours): PSYS 210, 211, 313 Capstone (3 hours): PSYS 481 or 490</p> <p><u>Concentration Courses</u> Electives (12 hours): PSYS 321, 423, 424, 431, 481, 483, 490, 499, PSY 422</p> <p><u>Social Psychology.</u> The concentration in Social Psychology emphasizes the study of how social situations affect behavior.</p> <p><u>Core Courses</u> Foundations of Psychology (3 hours): PSYS</p>	<p>Research Methods and Statistics (7 hours): PSYS 210, 211, 313 Capstone (3 hours): PSYS 481 or 490</p> <p><u>Core Courses</u> PSYS 100 or 160, 220 or 321, 333, 350 or 440, 360 or 363, 210, 211, 313, 380 or 481 or 490</p> <p><u>Concentration Courses</u> Electives (12 hours): Choose 12 hours from PSYS 331, 363, 423, 431, 433, 462, 481, 490, 499, PSY 412</p> <p><u>Developmental Science.</u> ThisThe concentration in Developmental Science addresses the physical, emotional, intellectual, social, perceptual, and personality growth of humans throughout the lifespan.</p> <p><u>Core Courses</u> Foundations of Psychology (3 hours): PSYS 100 Developmental Processes (3 hours): PSYS 220 Learning and Cognition (3 hours): PSYS 331 or 333 Individual Differences and Social Processes (3 hours): PSYS 350 or 440 Biological Bases of Behavior and Mental Processes (3 hours): PSYS 360 or 363 Research Methods and Statistics (7 hours): PSYS 210, 211, 313 Capstone (3 hours): PSYS 481 or 490</p> <p><u>Core Courses</u> PSYS 100 or 160, 220 or 321, 331 or 333, 350 or 440, 360 or 363, 210, 211, 313, 380 or 481 or 490</p> <p><u>Concentration Courses</u> Electives (12 hours): Choose 12 hours from PSYS 220, 321, 423, 424, 431, 481, 483, 490, 499, PSY 422</p> <p><u>Social Psychology.</u> ThisThe concentration in Social Psychology emphasizes the study of how social situations affect behavior.</p> <p><u>Core Courses</u> Foundations of Psychology (3 hours): PSYS</p>
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100
Developmental Processes (3 hours): PSYS 220
Learning and Cognition (3 hours): PSYS 331
or 333
Individual Differences and Social Processes (3
hours): PSYS 350
Biological Bases of Behavior and Mental
Processes (3 hours): PSYS 360 or 363
Research Methods and Statistics (7 hours):
PSYS 210, 211, 313
Capstone (3 hours): PSYS 481 or 490

Concentration Courses

PSYS 413 (3 hours)
Electives (9 hours): PSYS 433, 440, 450, 451,
453, 465, 481, 483, 490, 499, PSY 412

Custom Concentration. This concentration
allows the student, with help from his/her
advisor, to design an individualized theme.

Core Courses

Foundations of Psychology (3 hours): PSYS
100
Developmental Processes (3 hours): PSYS 220
Learning and Cognition (3 hours): PSYS 331
or 333
Individual Differences and Social Processes (3
hours): PSYS 350 or 440
Biological Bases of Behavior and Mental
Processes (3 hours): PSYS 360 or 363
Research Methods and Statistics (7 hours):
PSYS 210, 211, 313
Capstone (3 hours): PSYS 481 or 490

Concentration Courses

Electives (12 hours): from any concentration
and from courses not used in the Core Courses

~~100
Developmental Processes (3 hours): PSYS 220
Learning and Cognition (3 hours): PSYS 331 or
333
Individual Differences and Social Processes (3
hours): PSYS 350
Biological Bases of Behavior and Mental
Processes (3 hours): PSYS 360 or 363
Research Methods and Statistics (7 hours):
PSYS 210, 211, 313
Capstone (3 hours): PSYS 481 or 490~~

Core Courses

**PSYS 100 or 160, 220 or 321, 331 or 333,
350, 360 or 363, 210, 211, 313, 380 or 481 or
490**

Concentration Courses

Required: PSYS 413 (~~3 hours~~)
Electives (~~9 hours~~): **Choose 9 hours from**
PSYS 433, 440, 450, 451, 453, 465, 481, 483,
490, 499, PSY 412

Custom Concentration. This concentration
allows ~~the student~~ **students**, with help from
~~his/her~~ **their** advisors, to design an individualized
theme.

~~Core Courses~~

~~Foundations of Psychology (3 hours): PSYS
100
Developmental Processes (3 hours): PSYS 220
Learning and Cognition (3 hours): PSYS 331 or
333
Individual Differences and Social Processes (3
hours): PSYS 350 or 440
Biological Bases of Behavior and Mental
Processes (3 hours): PSYS 360 or 363
Research Methods and Statistics (7 hours):
PSYS 210, 211, 313
Capstone (3 hours): PSYS 481 or 490~~

Core Courses

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

Concentration Courses

~~Electives (12 hours): from any concentration
and from courses not used in the Core Courses~~
Select 12 – 24 hours of electives from

College Name
Department Name
Proposal to Create a New Course
(Action Item)

Contact Person: Gary English, Gary.english@wku.edu , 745-2678

1. Identification of proposed course:

- 1.1 Course prefix and number: PH410
- 1.2 Course title: Global Perspectives on Population Health
- 1.3 Abbreviated course title: Global Perspectives Pop Hlth
- 1.4 Credit hours: 3 Variable credit (no)
- 1.5 Grade type: Letter
- 1.6 Prerequisites/corequisites: Complete 21 hours of Foundations & Explorations coursework or have junior status.
- 1.7 Course description: Population health focuses on the health and well-being of entire populations. Populations may be geographically defined, such as neighborhoods, states, or countries, or may be based on groups of individuals who share common characteristics such as age, gender, race-ethnicity, disease status, employee group membership, or socioeconomic status. With roots in epidemiology, public health, and demography, a key component of population health is the focus on the social determinants of health and “upstream” collaborative interventions to improve population health and variance, identify and reduce health disparities, and reduce healthcare costs.

2. Rationale:

- 2.1 Reason for developing the proposed course: The Global Perspectives on Population Health course is being developed to meet the increasing demand for course offerings that address WKU’s focus on “International Reach” In recent years a number of undergraduate students in the public health program have traveled abroad but there were no specific courses they could get credit for in the PH curriculum. This course is designed to help fill that void and expand our offerings in global and population health.
- 2.2 Projected enrollment in the proposed course: 25-30 students per offering.
- 2.3 Relationship of the proposed course to courses now offered by the department: There are currently no undergraduate courses offered in Public Health with an international focus. In Health Care Administration there are two (HCA-347 International Health Care and HCA – 459 Global Health Practicum)
- 2.4 Relationship of the proposed course to courses offered in other departments: There are a number of courses across the university that focus on international or global concerns, however none appear to focus on the issues related to population health. Some of these include: (FLK -310 Community Traditions & Global Corporate Culture, EDU-200 Becoming an Effective Global Citizen, and GEOG 380-Global Sustainability)
- 2.5 Relationship of the proposed course to courses offered in other institutions: Some benchmark institutions offer courses in population health or global health but none appear to offer a course which brings the two together.

- ECU offers HEA 310 – Introduction to Global Health
- JMU offers PHE 230 – Population Health Determinants
- Ball State offers HSC-220 Population, Race, and Culture

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes: Upon completion of the course, students will be able to:

- Analyze issues on local and global scales.
- Examine the local and global interrelationships of one or more issues.
- Evaluate the consequences of decision-making on local and global scales.
- Describe what population health is and explain how this concept represents an opportunity for healthcare delivery systems, public health agencies, educational institutions, community-based organizations, and other entities to work together to improve the health outcomes of the communities they serve.
- Identify sources of population health data; access, analyze, and interpret population health data; display population health data in a meaningful format (e.g., create charts and graphs using Excel) and accurately interpret graphs and charts.
- Describe basic demographic and health trends, including leading causes of death and morbidity, and understand their contribution to healthcare delivery and utilization.
- Use for decision-making. relevant population health metrics which may include incidence, prevalence, quality of life, functional status/disability, well-being, life expectancy, healthy life expectancy, morbidity and mortality, fertility.
- Identify and measure the social determinants of health and health disparities within and across populations.
- Work effectively in small groups to produce a Health Innovation Roundtable and report.

3.3 Content outline:

Date	Content
Week 1	Course Introduction: What is Population Health?
Week 2	Approaches to Population Health
Week 3	Sources of population health data; access, analyze, and interpret population health data; display population health data in a meaningful format.
Week 4	Demographic and health trends, including leading causes of death and morbidity, and exploring their contribution to healthcare delivery and utilization. Identifying and measuring the social determinants of health and health disparities within and across populations.
Week 5	Health Outcomes: A review of Local and global populations
Week 6	Health Literacy, Health Education
Week 7	Fall/Spring Break
Week 8	Economic Structure and Health
Week 9	Social and Behavioral Factors
Week 10	Medical Care Access and Health
Week 11	The Built Environment and Health

Week 12	Decision-making based on relevant population health metrics including incidence, prevalence, quality of life, functional status/disability, well-being, life expectancy, healthy life expectancy, morbidity and mortality, fertility.
Week 13	Work period for Health Intervention Assignment
Week 14	Health Innovation Presentations
Week 15	Health Innovation Presentations
Week 16	Final

3.4 Student expectations and requirements:
 Students are expected to demonstrate interest in this course by engaging themselves in all course activities and by demonstrating their competence in in attaining the learning outcomes. Learning activities including face to face classroom sessions, web-based instruction, educational videos and literature searches will be used to ensure the students have all the tools available to them to facilitate the learning process. Written assignments (case studies and project reports) as well as interactive work (group discussions) will be used for students taking the proposed course.

3.5 Tentative texts and course materials: Population Health, An Implementation Guide to Improve Outcomes and Lower Costs, (First Edition) by George Mayzell. (2016) CRC Press, ISBN: 13: 987-1-4987-0556-1

4. Resources:

- 4.1 Library resources: adequate
- 4.2 Computer resources: N/A

5. Budget implications:

- 5.1 Proposed method of staffing: Existing faculty will be used to teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Public Health	2/11/2016
CHHS Undergraduate Curriculum Committee	2/26/2016
Undergraduate Curriculum Committee	
University Senate	

Proposal Date: 2/10/2016

**College of Health & Human Services
School of Kinesiology, Recreation & Sport
Proposal to Revise A Program
(Action Item)**

Contact Person: Travis Esslinger; francis.esslinger@wku.edu; 745-3423

1. Identification of program:

- 1.1 Current program reference number: **587**
- 1.2 Current program title: **Bachelor of Science in Physical Education**
- 1.3 Credit hours: **48 hours in Physical Education and 25 professional education**

2. Identification of the proposed program changes:

- Revise Core Curriculum: Remove PE 483 Technology Applications in Physical Education
- Add LTCY 421 to the Physical Education Teacher Education Concentration
- Revise credit hours for major from 73 to 72-75

3. Detailed program description:

Current Program

Proposed Program

Program Description (WKU catalog)	New Program Description
<p>The major in Physical Education (reference number 587) is designed to develop positive teaching skills in physical activity and to meet the needs for the development of qualified teachers in public/private schools or business settings or community agencies. The major requires 73 semester hours leading to a Bachelor of Science in Physical Education.</p> <p>Students, who complete the professional education requirements with the physical education teacher education concentration, may be certified in the teacher education program. Students in the physical education major must complete the following core courses: PE 111, 121, 122, 123, 211, 212, 220, 222, 223, 300, 310, 311, 313, 314, 319, 320, 324, 416 and 483. BIOL 131 is a prerequisite for PE 310 and 311.</p> <p>Students need to select one of the two concentrations: 1) Physical Education Teacher Education, or 2) Physical Education Movement Studies (non-certification). The Physical Education Teacher Education concentration requires the following 29-hours: EDU 250, PETE 322,</p>	<p>The major in Physical Education (reference number 587) is designed to develop positive teaching skills in physical activity and to meet the needs for the development of qualified teachers in public/private schools or business settings or community agencies. The major requires 72-75 semester hours for the Physical Education Teacher Education concentration and 73 hours for the Physical Education Movement Studies Concentration, leading to a Bachelor of Science in Physical Education.</p> <p>Students, who complete the professional education requirements with the physical education teacher education concentration, may be certified in the teacher education program. Students in the physical education major must complete the following core courses: PE 111, 121, 122, 123, 211, 212, 220, 222, 223, 300, 310, 311, 313, 314, 319, 320, 324, and 416. BIOL 131 is a prerequisite for PE 310 and 311.</p> <p>Students need to select one of the two concentrations: 1) Physical Education Teacher Education, or 2) Physical Education Movement Studies (non-certification). The Physical Education Teacher Education concentration requires the following 32 hours: PETE 322, PETE 415, EDU 250, SPED</p>

PETE 415, SPED 330, PSY 310, SEC 478, SEC 489, and two of the following: ELED 490, and MGE 490, and SEC 490.

The Physical Education Movement Studies (Non-Certification) concentration requires 29 total hours (half of which must be at the 300- or 400-level); PEMS 326 and PEMS 426 are required for this concentration.

In addition, 12 hours of advisor approved electives and 13 hours from the following: SFTY 171, HMD 211, PH 381, PH 467, PH 385, PH 390, and PH 456 are required for this concentration.

Students majoring in physical education are required to meet with their advisor before enrolling for the next semester.

A health education minor is recommended for all physical education teacher education majors.

Students must maintain a “C” or better in all coursework for this major.

Students in the PETE concentration must meet all requirements for admission into the teacher education program and be admitted into teacher education prior to registering for PETE 415 and SEC 478

330, PSY 310, **LTCY 421**, SEC 478, SEC 489, and two of the following: ELED 490, MGE 490, and SEC 490.

The Physical Education Movement Studies (Non-Certification) concentration requires 29 total hours (half of which must be at the 300- or 400-level); PEMS 326 and PEMS 426 are required for this concentration.

In addition, 12 hours of advisor approved electives and 13 hours from the following: SFTY 171, HMD 211, PH 381, PH 467, PH 385, PH 390, and PH 456 are required for this concentration.

Students majoring in physical education are required to meet with their advisor before enrolling for the next semester.

A health education minor is recommended for all physical education teacher education majors.

Students must maintain a “C” or better in all coursework for this major.

Students in the PETE concentration must meet all requirements for admission into the teacher education program and be admitted into teacher education prior to registering for PETE 415 and SEC 478

Current Program

Proposed Program

Current Program				Proposed Program			
		Physical Education Core				Physical Education Core	
PE	111	Movement Themes and Concepts I	2	PE	111	Movement Themes and Concepts I	2
PE	121	Dance & Rhythm. Act.	2	PE	121	Dance & Rhythm. Act.	2
PE	122	Foundations of Kinesiology	3	PE	122	Foundations of Kinesiology	3
PE	123	Movement Themes and Concepts II	2	PE	123	Movement Themes and Concepts II	2
PE	211	Net/Wall & Target Sports	2	PE	211	Net/Wall & Target Sports	2
PE	212	Striking/Fielding & Inv. Sports	2	PE	212	Striking/Fielding & Inv. Sports	2
PE	220	Skill Progression and Assessment	2	PE	220	Skill Progression and Assessment	2
PE	222	Fitness/Wellness Applications	2	PE	222	Fitness/Wellness Applications	2
PE	223	Introduction to Teaching Phys. Ed	3	PE	223	Introduction to Teaching Phys. Ed	3
PE	300	Outdoor Education Act.	2	PE	300	Outdoor Education Act.	2
PE	310	Kinesiology	3	PE	310	Kinesiology	3
PE	311	Exercise Physiology	3	PE	311	Exercise Physiology	3
PE	313	Motor Development	3	PE	313	Motor Development	3
PE	314	Physical Education Curriculum	3	PE	314	Physical Education Curriculum	3
PE	319	Adapted Physical Education	3	PE	319	Adapted Physical Education	3
PE	320	Methods in Early & Middle	2	PE	320	Methods in Early & Middle	2

		Childhood Physical Education				Childhood Physical Education	
PE	324	Evaluation in P.E.	3	PE	324	Evaluation in P.E.	3
PE	483	Technology Application in Phys. Ed	1				
PE	416	Special Topics in Physical Education	1	PE	416	Special Topics in Physical Education	1
Total		Core	44	Total		Core	43
		Teacher Education Concentration				Teacher Education Concentration	
PETE	322	Field Experience in PE I	2	PETE	322	Field Experience in PE I	2
PETE	415	Field Experience in PE II	2	PETE	415	Field Experience in PE II	2
EDU	250	Introduction to Teacher Education	3	EDU	250	Introduction to Teacher Education	3
PSY	310	Educ. Psy. Dev. and Learning	3	PSY	310	Educ. Psy. Dev. and Learning	3
SPED	330	Intro to Exept. Ed. and Div.	3	SPED	330	Intro to Exept. Ed. and Div.	3
				LTCY	421	Content Area Reading in the Middle/Secondary Grade	3
SEC	478	Teaching Physical Education	3	SEC	478	Teaching Physical Education	3
EDU	489	Student Teaching Seminar	3	EDU	489	Student Teaching Seminar	3
Two of the following: ELED 490 Student Teaching MGE 490 Student Teaching SEC 490 Student Teaching			5	Two of the following: ELED 490 Student Teaching MGE 490 Student Teaching SEC Student Teaching			5
Total		Teacher Education Concentration	29	Total		Teacher Education Concentration	32
Overall		Core + Concentration	73	Overall		Core + Concentration	75
		Physical Education Movement Studies (Non-Certification)				Physical Education Movement Studies (Non-Certification)	
PEMS	326	Movement Studies Practicum I	2	PEMS	326	Movement Studies Practicum I	2
PEMS	426	Movement Studies Practicum II	2	PEMS	426	Movement Studies Practicum II	2
		From the following courses:	13			From the following courses:	13
SFTY	171	Safety and First Aid (1)		SFTY	171	Safety and First Aid (1)	
HMD	211	Human Nutrition (3 credits)		HMD	211	Human Nutrition (3 credits)	
PH	381	Community Health (3 credits)		PH	381	Community Health (3 credits)	
PH	467	Drug Abuse Education (3 credits)		PH	467	Drug Abuse Education (3 credits)	
PH	385	Environmental Health (3 credits)		PH	385	Environmental Health (3 credits)	
PH	390	Wellness and Fitness Assessment (3 credits)		PH	390	Wellness and Fitness Assessment (3 credits)	
PH	456	Independent Study (3 credits)		PH	456	Independent Study (3 credits)	
		Approved Electives	12			Approved Electives	12
Total		Physical Education Movement Studies (Non-Certification)	29	Total		Physical Education Movement Studies (Non-Certification)	29
Overall		Core + Concentration	73	Overall		Core + Concentration	72

4. Rationale for the proposed program change:

- LTCY 421 is being added, which is a literacy course now required (by the state of KY) for all Teacher Education majors.
- PE 483 Tech Applications in PE is being removed. This course was added in the 2010 PE curriculum change based on the data from students' proficiency in the standard relating to Technology. We are now implementing technology in each class so there is no need for a stand-alone class. This also helps to make room for the LTCY course.
- The curriculum changes result in a change in the total number of credit hours for each concentration.

5. Proposed term for implementation: Fall 2016

6. Dates of prior committee approvals:

School of Kinesiology, Recreation and Sport	2/12/2016
CHHS Undergraduate Curriculum Committee	2/26/2016
Professional Education Council	Pending Approval
Undergraduate Curriculum Committee	
University Senate	

Agenda

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

Contact Person: Dusteen Knotts, Jdusteen.knotts@wku.edu 270 745 3747

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SPED 400
 - 1.2 Course title: Behavior Management Strategies in Special Education
- 2. Current prerequisites/corequisites/special requirements:**
SPED 424 and admission to professional education
- 3. Proposed prerequisites/corequisites/special requirements:**
SPED 424 and admission to professional education or instructor permission
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**
Opportunity for partnering with local schools has been afforded to program majors. This opportunity demands re-order of program courses, which is accomplished by instructor permission being added.
- 5. Effect on completion of major/minor sequence:** none
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department/ Unit	<u>11/13/15</u>
College Curriculum Committee	<u>02/02/2016</u>
Professional Education Council (if applicable)	<u>02/10/2016</u>
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Revise a Program
(Action)**

Date: January 8, 2016

College: College of Education and Behavioral Sciences

Department: Exceptional Education

Contact Person: E. Gail Kirby, Ed.D. gail.kirby@wku.edu; 5-3746

1. Identification of program:

1.1 Reference number: 5003

1.2 Program title: Special Education/Elementary Education Learning and Behavior Disorders and Elementary Education

2. Proposed change(s):

2.1 title:

2.2 admission criteria: Admission changes in the sequence of courses and move SPED 400 in the order of the course offerings for admission.

2.3 curriculum: Drop SPED 330: Introduction to Exceptional Education: Diversity in Learning (3) from the major.

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>Program Admission</p> <p>Acceptance to the Professional Teacher Education prior to Block 1 courses of ELED 365; SPED 424; and ELED 407</p> <ul style="list-style-type: none"> • Cumulative grade point average of 2.75 • Test Scores – State minimum passing scores for CASE for admission to the professional education unit as defined by current state guidelines. • Critical thinking, communication, creativity and collaboration skills are built into the Critical Performance Indicator Assessments to meet 21st Century Skills (Silva, 2008). These skills must be demonstrated successfully to pass the CPI’s prior to Transition Point 2 and admission to Student Teaching. <p>Application to include</p> <ul style="list-style-type: none"> • 3 positive faculty references, • physical (including TB test), • successful KY criminal background 	<p>Program Admission</p> <p>Acceptance to the Professional Teacher Education prior to Block 1 courses of ELED 365; SPED 400; and ELED 407</p> <ul style="list-style-type: none"> • Cumulative grade point average of 2.75 • Test Scores – State minimum passing scores for current PRAXIS test requirements for admission to the professional education unit as defined by current state guidelines. • Critical thinking, communication, creativity and collaboration skills are built into the Critical Performance Indicator Assessments to meet 21st Century Skills (Silva, 2008). These skills must be demonstrated successfully to pass the CPI’s prior to Transition Point 2 and admission to Student Teaching. <p>Application to include</p> <ul style="list-style-type: none"> • 3 positive faculty references, • physical (including TB test), • successful KY criminal background

<p>check, and</p> <ul style="list-style-type: none"> • a signed code of ethics <p>Curriculum</p> <p>List of Required Courses: The related studies component consists of required courses presented outside of the School of Teacher Education of 30 semester hours and includes the following courses:</p> <p>MATH 205 NUMBER SYSTEMS AND NUMBER THEORY FOR TEACHERS (3) MATH 206 FUNDAMENTALS OF GEOMETRY FOR TEACHERS (3) MATH 308 RATIONAL NUMBERS AND DATA ANALYSIS FOR TEACHERS (3) LME 318 CHILDREN’S LITERATURE (3) ENG 300 WRITING IN THE DISCIPLINES. (3) MUS 314 COMPREHENSIVE ARTS EDUCATION FOR THE ELEMENTARY TEACHER (3) SPED 330 INTRODUCTION TO EXCEPTIONAL EDUCATION: DIVERSITY IN LEARNING (3) PE 354 PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL (3) GEOG 451 GEOGRAPHY OF KENTUCKY (3) OR HIST 456 KENTUCKY HISTORY (3) LME 448 TECHNOLOGY APPLICATIONS IN EDUCATION (3) OR CIS 141 BASIC COMPUTER LITERACY (3)</p> <p>The professional education component is 61 hours and is sequenced as follows: EDU 250 INTRODUCTION TO TEACHER EDUCATION (3) PSY 310 EDUCATIONAL PSYCHOLOGY: DEVELOPMENT AND LEARNING (3) LTCY 320 FOUNDATIONS OF TEACHING LITERACY IN THE ELEMENTARY GRADES (3) SPED 335 FOUNDATIONS OF SPECIAL EDUCATION (3) SPED 345 LBD SECONDARY METHODS (3) SPED 340 LBD ELEMENTARY INSTRUCTIONAL METHODS (3) ELED 365 TEACHING STRATEGIES FOR ELEMENTARY TEACHERS II (3) ELED 407 MATERIALS AND METHODS IN SOCIAL STUDIES (3) SPED 424 INCLUSION, COLLABORATION AND</p>	<p>check, and</p> <ul style="list-style-type: none"> • a signed code of ethics <p>Curriculum</p> <p>List of Required Courses: The related studies component consists of required courses presented outside of the School of Teacher Education of 27 semester hours and includes the following courses:</p> <p>MATH 205 NUMBER SYSTEMS AND NUMBER THEORY FOR TEACHERS (3) MATH 206 FUNDAMENTALS OF GEOMETRY FOR TEACHERS (3) MATH 308 RATIONAL NUMBERS AND DATA ANALYSIS FOR TEACHERS (3) LME 318 CHILDREN’S LITERATURE (3) ENG 300 WRITING IN THE DISCIPLINES. (3) MUS 314 COMPREHENSIVE ARTS EDUCATION FOR THE ELEMENTARY TEACHER (3) PE 354 PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL (3) GEOG 451 GEOGRAPHY OF KENTUCKY (3) OR HIST 456 KENTUCKY HISTORY (3) LME 448 TECHNOLOGY APPLICATIONS IN EDUCATION (3) OR CIS 141 BASIC COMPUTER LITERACY (3)</p> <p>The professional education component is 61 hours and is sequenced as follows: EDU 250 INTRODUCTION TO TEACHER EDUCATION (3) PSY 310 EDUCATIONAL PSYCHOLOGY: DEVELOPMENT AND LEARNING (3) LTCY 320 FOUNDATIONS OF TEACHING LITERACY IN THE ELEMENTARY GRADES (3) SPED 335 FOUNDATIONS OF SPECIAL EDUCATION (3) SPED 345 LBD SECONDARY METHODS (3) SPED 340 LBD ELEMENTARY INSTRUCTIONAL METHODS (3) ELED 365 TEACHING STRATEGIES FOR ELEMENTARY TEACHERS II (3) ELED 407 MATERIALS AND METHODS IN SOCIAL STUDIES (3) SPED 424 INCLUSION, COLLABORATION AND</p>
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DIVERSITY IN THE CLASSROOM (3) SPED 350 ASSESSMENT IN SPECIAL EDUCATION (3) LTCY 420 LITERACY METHODS IN THE ELEMENTARY GRADES (3) SPED 480 SENIOR PROJECT FOR LEARNING AND BEHAVIOR DISORDERS (3) ELED 405 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3) ELED 406 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (3) SPED 425 LBD LANGUAGE INTERVENTIONS: STRATEGIES AND MATERIALS (3) SPED 400 BEHAVIOR MANAGEMENT STRATEGIES IN SPECIAL EDUCATION (3) EDU 489 STUDENT TEACHING SEMINAR (3) SPED 490 STUDENT TEACHING: EXCEPTIONAL EDUCATION (10)	DIVERSITY IN THE CLASSROOM (3) SPED 350 ASSESSMENT IN SPECIAL EDUCATION (3) LTCY 420 LITERACY METHODS IN THE ELEMENTARY GRADES (3) SPED 480 SENIOR PROJECT FOR LEARNING AND BEHAVIOR DISORDERS (3) ELED 405 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3) ELED 406 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (3) SPED 425 LBD LANGUAGE INTERVENTIONS: STRATEGIES AND MATERIALS (3) SPED 400 BEHAVIOR MANAGEMENT STRATEGIES IN SPECIAL EDUCATION (3) EDU 489 STUDENT TEACHING SEMINAR (3) SPED 490 STUDENT TEACHING: EXCEPTIONAL EDUCATION (10)
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4. Rationale:

Program Change #1: The course sequence has changed so the Admission to Professional Teacher Education needs to change to match the changed sequence.

Program Change #2: SPED 330 is a service course delivered to the majority of education programs, which produce eligible candidates for teacher licensure. It is designed to introduce novice teachers to (1) the legal structures of the Special Education process and the role of the general educator in that process, (2) the characteristics of high incidence learners with disabilities served in general education classrooms, (3) evidenced-based pedagogy for inclusion, collaboration, and differentiated instruction, as well as (4) creating awareness of family expectations of teachers working with their children/youth with disabilities. The course covers introduction level understanding of 14 standards (1.0, 1.1, 1.2, 2.1, 2.2, 3.2, 3.3, 4.1, 4.3, 5.1, 5.4, 6.3, 6.5, 6.6) from the learned society of Council for Exceptional children (CEC 2013). The introduction level of understanding was defined as “Candidate demonstrates basic understanding of concepts for successful instructional practices including vocabulary, skills, practices, content knowledge, and procedures as outlined in the Learned Society standards and objectives.” The Special Education Learning and Behavior Disorders (P-12) and Elementary Education (P-5) major was designed to meet each standard at three levels of understanding; introduction, application, and mastery. Since SPED/ELED majors will meet each of the SPED 330 fourteen standards in multiple other SPED courses in progressive levels of understanding, the faculty selected to drop this course from the major.

5. Proposed term for implementation: Fall, 2016

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise a Program
(Action Item)**

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, (270) 745-3097

1. Identification of program:

- 1.1 Current program reference number: 621
- 1.2 Current program title: Business & Marketing Education (B&M Ed)
- 1.3 Credit hours: 128

2. Identification of the proposed program changes:

- a. Add LTCY 421
- b. Remove OST 220C OR OST 221C

3. Detailed program description:

The Business & Marketing Education program of Western Kentucky University prepares future educators to demonstrate best teaching practices in the discipline. This program prepares prospective teachers, undergraduate and graduate, for certification to teach Business and/or Marketing classes in grades 5-12. Graduates may seek opportunities other than teaching grades 5-12 such as teaching in Technology Centers, become corporate trainers, seek business positions other than teaching, or, with graduate degrees, seek to teach in higher education such as community colleges and universities.

University General Education	46	University General Education	46
Professional Education Courses		Professional Education Courses	
EDU 250	3	EDU 250	3
EXED 330	3	EXED 330	3
PSY 310	3	PSY 310	3
SEC 351	3	SEC 351	3
SEC 352	3	SEC 352	3
SEC 453	3	SEC 453	3
		ADD LTCY 421	3
SEC 473	3	SEC 473	3
EDU 489	3	EDU 489	3
SEC 490	10	SEC 490	10
Total Hours in Professional Education	34	Total Hours in Professional Education	37
Business and Marketing Education Courses		Business and Marketing Education Courses	
BE 210	3	BE 210	3
ACCT 200	3	ACCT 200	3
ACCT 201	3	ACCT 201	3

ECON 202 OR ECON 203	3	ECON 202 OR ECON 203	3
BUS 226C OR MGT 200	3	BUS 226C OR MGT 200	3
FIN 261 OR CFS 310	3	FIN 261 OR CFS 310	3
MGT 210	3	MGT 210	3
MKT 220	3	MKT 220	3
OST 220C OR OST 221C	3	OST 255C	3
OST 255C	3	BE 400	3
BE 400	3	MKT Elective	3
MKT Elective	3	CIS 243	3
CIS 243	3	BE 350	3
BE 350	3	BE 410	3
BE 410	3	BE 486	3
BE 486	3		
Total Hours in Business and Marketing Education	48	Total Hours in Business and Marketing Education	45
Total Hours for Graduation	128	Total Hours for Graduation	128

4. Rationale for the proposed program change:

- a. The addition of LTCY 421 will meet a new requirement for teacher certification by the Education Professional Standards Board (EPSB). This requirement is 16 KAR 5:060 from the state legislature. The EPSB requires that all teacher certification programs include a literacy class.
- b. Removing the requirement for ~~REMOVE OST 220C OR OST 221C~~ will remove a redundancy in the program. These classes are taught at Bowling Green Community College and focus on word processing and desktop publishing. Word processing is currently taught at the beginner's level in BE210, at the intermediate level in BE 400, and at the advanced level in BE 410. Desktop publishing is taught in BE 410.

5. Proposed term for implementation and special provisions (if applicable): Fall 2016

6. Dates of prior committee approvals:

Department/ Unit	_____ 12/09/2015 _____
College Curriculum Committee	_____ 02/2/2016 _____
Professional Education Council (if applicable)	_____ 02/10/2016 _____
Undergraduate Curriculum Committee	_____
University Senate	_____

Agenda