

## University Curriculum Committee February 19, 2019

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

II. Approval of January 22, 2019 Minutes

III. Old Business:

IV. New Business:

Temporary Course: EDU-301

V. Curriculum Agenda

Potter College of Arts & Letters	
Type of Item	Description of Item & Contact Information
Consent	<b>Proposal to Revise Course Catalog Listing</b> <b>Item: RELS 333 – Women and Religion</b> Contact: Bella Mukonyora, <a href="mailto:bella.mukonyora@wku.edu">bella.mukonyora@wku.edu</a> 5-5754
Action	<b>Proposal to Make Multiple Revisions to a Course</b> <b>Item: SUS 099 – Supplemental Writing Lab</b> Contact: David Lenoir, <a href="mailto:david.lenoir@wku.edu">david.lenoir@wku.edu</a> , 5-5712

Ogden College of Science and Engineering	
Type of Item	Description of Item & Contact Information
Consent	<b>Proposal to Revise Course Prerequisites/Corequisites</b> <b>AMS 395, Fundamentals of HACCP, 3 hrs.</b> Contact: John Houryieh, <a href="mailto:hanna.khouryieh@wku.edu">hanna.khouryieh@wku.edu</a> , x54126
Action	<b>Proposal to Create a New Course</b> <b>DATA 301, Big Data and Society, 3 hrs.</b> Contact: Qi Li, <a href="mailto:qili@wku.edu">qili@wku.edu</a> , x56225
Action	<b>Proposal to Create a New Course</b> <b>MATH 105, Corequisite Support for Algebra, 1 hr.</b> Contact: Leslie Plumlee, <a href="mailto:lesslie.plumlee@wku.edu">lesslie.plumlee@wku.edu</a> , x56210
Action	<b>Proposal to Create a Temporary Course (Second Offering)</b> <b>PSYS 175, University Experience, 1 hr.</b> Contact: Andrew Mienaltowski, <a href="mailto:Andrew.mienaltowski@wku.edu">Andrew.mienaltowski@wku.edu</a> , x2353

Proposal Date: 11/12/2018

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

Contact Person: Isabel Mukonyora [bella.mukonyora@wku.edu](mailto:bella.mukonyora@wku.edu) phone: 745-5754

- 1. Identification of course:**
  - 1.1 Course prefix RELS 333
  - 1.2 Course title: Women and Religion
- 2. Current course catalog listing:** The examination of primary and secondary sources on women’s contributions to western and non-western religious thought.
- 3. Proposed course catalog listing:** An examination of ideas and roles of women in local and global religious traditions, societies and cultures.
- 4. Rationale for revision of the course catalog listing:** The phrase “western and non-western religious thought” is too vague, and rather than draw attention to “primary and secondary” sources used to develop this course, this is an opportunity to highlight the expected learning outcomes of the colonnade program.
- 5. Proposed term for implementation:** next available
- 6. Dates of prior committee approvals:**

Department/ Unit : Philosophy and Religion	11/15/2018
Potter College Curriculum Committee	01/24/2019
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: David LeNoir, [david.lenoir@wku.edu](mailto:david.lenoir@wku.edu), 5-5712

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: SUS 099
- 1.2 Course title: Supplemental Writing Lab

**2. Revise course title: n/a**

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

**3. Revise course number:**

- 3.1 Current course number: SUS 099
- 3.2 Proposed course number: ENG 105
- 3.3 Rationale for revision of course number: The School of University Studies has been dismantled, and this particular course has fallen under the purview of the English Department. The SUS prefix is no longer valid. The course is being renumbered at the 100 level to comply with a CPE prohibition on zero-prefix courses.

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

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which) Prerequisite: English ACT score of 15 or below, or equivalent. Corequisite: ENGL 100C.
- 4.2 Proposed prerequisites/corequisites/special requirements: Prerequisite: English ACT score of 17 or below, or equivalent. Corequisite: ENG 100E.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: Prerequisite: The revision would combine two underprepared student populations (students with English ACT scores of 15 or below and those with scores of 17 or 16) into a single group to reflect CPE's designation of readiness, which is an English ACT score of 18 or higher. Corequisite: ENGL 100C no longer exists; ENG 100E is its current equivalent.
- 4.4 Effect on completion of major/minor sequence: Not applicable.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: **SUS 099C. SUPPLEMENTAL WRITING LAB. (1)**  
*Prerequisite: English ACT score of 15 or below, or equivalent. Corequisite: ENGL 100C.* Students who wish to enroll in ENGL 100C who score below 16 on the ACT must also enroll in SUS 099C, a one-credit hour co-requisite support workshop. Enrollment in ENGL 100C and SUS 099C is at the discretion of the instructor.
- 5.2 Proposed course catalog listing: **ENG 105. SUPPLEMENTAL WRITING LAB. (2)**  
*Prerequisite: English ACT score of 17 or below, or equivalent. Corequisite: ENG 100E.* A corequisite support course for designated students in ENG 100E. A passing

grade in this course is required in order to receive a passing grade in the corequisite ENG 100E.

- 5.3 Rationale for revision of course catalog listing: Changes to the catalog description reflect changes to number, prerequisites, corequisite course prefix, and number of credits, and simplify the description. Four changes are being proposed: 1) The revised catalog listing incorporates current course designations. 2) The number of semester hours is being changed (explained in Section 6). 3) The prerequisite is being updated (as indicated in Section 4.3). 4) Corequisite success is required because the target student population is at risk for attrition. By requiring successful completion of both courses, we expect to prepare students better for persistence as more successful students and writers.

**6. Revise course credit hours:**

- 6.1 Current course credit hours: 1  
6.2 Proposed course credit hours: 2  
6.3 Rationale for revision of course credit hours: The current 1-hour version of this course has actually been meeting for 2 contact hours. This change does not reflect any change in course content, purpose, or objectives. Instead, the move to 2 hours more accurately reflects the commitment of the students and more realistically reflects the institution's monetary investment in the course as it has evolved.

University College, utilizing a grant, developed SUS 099 as a corequisite course to accompany enrollment in ENGL 100C. They initially designed the course as a one-contact-hour augmentation for ENGL 100C, but after finding unsatisfactory results, redesigned the course to include two contact hours, which they found to be significantly more successful. Put simply, the deficits of underprepared writers cannot be adequately serviced by a minimalist approach; the complex and deeply ingrained skills of successful writers develop over time and with persistence. We cannot hope to compensate for a failure of years of prior writing instruction in a single semester without a heavy emphasis on instructional contact.

Another factor which influenced this proposal is the current Comprehensive Academic Program Evaluation (CAPE), which has driven home the need for a careful recognition of university resources. In the University College's previous model, SUS 099 students were receiving two contact hours but paying tuition for only one hour. In addition to that disparity, they were also receiving the services of imbedded tutors. The proposed course would render a more accurate reflection of such analytics as SChP and FTE.

**7. Revise schedule type: n/a**

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

**8. Revise grade type:**

- 8.1 Current grade type: Letter grade  
8.2 Proposed grade type: Pass/Fail

8.3 Rationale for revision of grade type: The shift to a Pass/Fail format serves two purposes: 1) To emphasize for the student the relationship of this course as support for ENG 100E rather than as a separate class. 2) To assuage concerns that these two additional hours might skew students' GPAs inappropriately.

**10. Proposed term for implementation: 201930**

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

Department/ Unit English	01/24/2019
Potter College Curriculum Committee	01/24/2019
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: John Khouryieh, hanna.khouryieh@wku.edu, 270-745-4126

**1. Identification of course:**

1.3 Course prefix (subject area) and number: AMS395

1.4 Course title: Fundamentals of HACCP

**2. Current prerequisites/corequisites/special requirements: AMS301**

**3. Proposed prerequisites/corequisites/special requirements: Junior Standing**

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

The Hazard Analysis and Critical Control Point (HACCP) system is a food safety management program that is implemented to prevent food safety problems from occurring rather than trying to identify them after they are present. The course content does not require the knowledge of the science of food.

Below are some examples of universities that offer this course without a prerequisite: Cornell University, North Carolina State University, University of Florida, Pennsylvania State University, Iowa State University, Kansas State University, Texas A&M University, University of Arkansas

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

This will allow students to be able to continue on their appropriate matriculation through the Food Processing & Technology Certificate program.

**6. Proposed term for implementation: Summer 2019**

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

School of Engineering and Applied Sciences

**12/07/2018**

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Ogden College Curriculum Committee

**2/7/19**

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Undergraduate Curriculum Committee

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University Senate

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(Action Item)

**Proposal to Create a New Course: DATA 301**

**Ogden College**

**Department/Unit: School of Engineering & Applied Sciences**

**Section 1: Proponent Contact Information**

**1.1 Name/Title:** Qi Li/Associate Professor

**1.2 Email address:** qi.li@wku.edu

**1.3 Phone #** (270)7456225

**Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number:** DATA 301

**2.2 Course CIP code:** 11.0802

**2.3 Course title:** Big Data with its Applications

**2.4 Abbreviated Course title:** Big Data with its Applications

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

**2.6 Repeatability:** N/A

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

YES  NO

**2.8 Course Catalog Description:** The course examines how an individual, company, or organization interacts with a system of big data including i) data collection (policy and mechanisms), ii) data protection, iii) data analytics, and iv) inference and decision making. Case studies of big data are drawn from areas such as politics, social network, humanities, and healthcare.

**2.9 Prerequisite:** Completion of Colonnade quantitative reasoning course and 21 hours of Foundations & Explorations courses.

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

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

**2.12 Grade Type:** A-F

**2.13 Schedule Type:** Lecture

### Section 3: Description of proposed course

**3.1 Course Content Summary:** Students will understand interactions between big data and society and ways big data is reshaping society, such as humanities, politics, public health, individual privacy, etc. Students will also understand the role of data analytics in big data. Data analysis is more than a tool. With the support of data analytics, people can create intelligent environments that react intelligently to the presence of and activities of human beings.

#### 3.1 Learning Outcomes:

Upon completion of the course, students will be able to

- Understand how individuals, companies and organizations use big data.
- Analyze how a system of big data evolves along with the development of technologies and the increasing influence on various areas.
- Analyze how technologies are integrated to build the infrastructure of big data.
- Compare the study of data collection policy and the analysis of a data-driven decision making system.
- Specify the tradeoff between quantity and quality of data.
- Analyze benefits and challenges of using big data.
- Evaluate how context knowledge helps generate reasonable inference and personal or organizational decisions.
- Understand the ethical implication of big data on society.

**3.2 Assessment/Evaluation:** Students will complete a series of homework assignments, group discussion assignments and written tests.

### Section 4: Rationale

**4.1 Reason for developing this proposed course:** The term big data was introduced from the discipline of Computer Science, while it has been widely used in many other disciplines. This course will give students experience to analyze how an individual and company/organization are interacted with a system of big data from multi-discipline perspectives. Students will learn how to apply qualitative reasoning and quantitative methods to examine interaction between big data and individuals, which in turn help them adapt to the transformative society.

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

- Do any other courses already being offered by other university departments/units share content with this proposed course? **YES** NO
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? YES **NO**
- If the answer to both questions is NO, simply proceed to item 5.



- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations: Dr. Mark Ciampa and Dr. Ray Blankenship in CIS were consulted in 01/10/2019

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

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

40

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

1

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

40

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections:** Big data has been quickly emerging to different disciplines and there is a high demand of workforce on big data. For example, Indeed, a online job hunting company, lists 64668 jobs on Sep 28, 2018.

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

**5.6 Instructional technology resources:** The unit's current instructional technology resources sufficient to support this course.

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

**Section 6: Proposed term for implementation:** Fall 2019

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

(Action Item)

**Proposal to Create a New Course:** MATH 105: Corequisite Support for Algebra  
**Ogden College**  
**Department/Unit:** Mathematics

**Section 1: Proponent Contact Information**

- 1.1 Name/Title:** Leslie Plumlee
- 1.2 Email address:** [leslie.plumlee@wku.edu](mailto:leslie.plumlee@wku.edu)
- 1.3 Phone #:** 270-745-6210

**Section 2: Course Catalog Information**

- 2.1 Course prefix (subject area) and number:** MATH 105
- 2.2 Course CIP code:** 27.0101
- 2.3 Course title:** Corequisite Support for Algebra
- 2.4 Abbreviated Course title:** Coreq Support for Algebra
- 2.5 Credit hours/Variable credit:** 1
- 2.6 Repeatability:** N/A
- 2.7 Course Term: Is this course intended to span more than a single term?**  

YES  NO
- 2.8 Course Catalog Description:** Corequisite support for students in Math 115C, Math 116C, or Math 123. Topics include functions, graphs and fundamental concepts of algebra.
- 2.9 Prerequisite/Corequisites/Restrictions:** Corequisites: One of the following: (MA 115C or MA 116C) and (Math ACT <20 and MPE <12) or MATH 123 and (Math ACT <22 and MPE <14)
- 2.10 Additional Enrollment Requirements:** N/A
- 2.11 Other Special Course Requirements:** Exams for this course will be administered outside the scheduled class time.
- 2.12 Grade Type:** Standard
- 2.13 Schedule Type:** Lab

### Section 3: Description of proposed course

- 3.1 Course Content Summary:** This course will build basic to intermediate algebra skills via adaptive learning software, with classroom support from graduate students in Mathematics.
- 3.2 Learning Outcomes:** Upon successful completion of this course, students should be able to:
- Solve linear and quadratic equations
  - Solve linear and absolute value inequalities
  - Write and graph linear equations with two variables
  - Factor algebraic expressions
  - Evaluate polynomials and perform polynomial operations
  - Evaluate a function for a specified value
  - Perform operations with rational expressions
  - Write a radical in simplest radical form
- 3.3 Assessment/Evaluation:** Students will progress through adaptive learning software to develop skills. When their work indicates mastery of assigned topics, the students will take proctored exams to verify that mastery has been achieved.

### Section 4: Rationale

- 4.1 Reason for developing this proposed course:** Formerly, students who lacked the necessary preparation (as determined by an inadequate standardized test score) for admission to MATH 115, MATH 116, MATH 123 would enroll in Basic Algebra (DMA 055C) or Intermediate Algebra (DMA 096C) for remediation. Pursuant to the Council on Post-Secondary Education directive that freshmen be admitted directly into credit-bearing courses, this option will no longer exist as of Fall 2019. This course will provide developmental-level remediation to students concurrent with their enrollment in the credit-bearing 100 level courses.
- 4.2 Relationship to similar courses offered by other university departments/units:**
- Do any other courses already being offered by other university departments/units share content with this proposed course? YES  NO
  - Are any of the proposed pre/co-requisites for this course offered by another university department/unit? YES

### Section 5: Projected Enrollments/Resources

- 5.1 How many students per section are expected to enroll in this proposed course?** 30
- 5.2 How many sections of this course per academic year will be offered?** 15
- 5.3 How many students per academic year are expected to enroll?** 400-500

- 5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.** Enrollment trends in DMA 055C and DMA 096C for the past three academic years were used for estimation.
- 5.5 Proposed method of staffing:** The lab sections will be staffed with Mathematics Graduate Assistants with oversight by a designated faculty member. Funding for additional graduate assistantships is being requested through Ogden College.
- 5.6 Instructional technology resources:** The department currently has one classroom equipped with 30 desktop computers, which will house this course. If enrollments exceed initial estimates, access to additional classrooms with computers may be needed.
- 5.7 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? YES  NO

**Section 6: Proposed term for implementation:** Fall 2019

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

**Ogden College of Science and Engineering  
Department of Psychological Sciences  
Proposal to Create a Temporary Course  
(Action Item - Second Offering)**

Contact Person: Andrew Mienaltowski, [andrew.mienaltowski@wku.edu](mailto:andrew.mienaltowski@wku.edu), (270) 745-2353

**7. Identification of proposed course:**

- 1.5 Course prefix (subject area) and number: PSYS 175
- 1.6 Course title: University Experience
- 1.7 Abbreviated course title: PSYS UNIV EXPERIENCE  
(maximum of 30 characters or spaces)
- 1.8 Credit hours: 1
- 1.9 Schedule type: Seminar
- 1.10 Prerequisites/corequisites: None
  - 1.10.1 Restrictions: For beginning college freshmen or transfer students with fewer than 36 semester hours of credit
- 1.11 Grade type: Standard letter grade
- 1.12 Course description: Transition to university experience for Psychological Science majors. Topics include learning skills, campus resources, research tools, exploration of majors, specializations within discipline, career trends, and professional development.

**8. Rationale**

- 2.1 Reason for offering this course on a temporary basis:  
Courses like UC 175 provide academic programs with an opportunity to impart useful information to undergraduates that can benefit students as they transition to university experiences, including choosing academic tracks, considering future career directions, and utilizing campus resources to stay connected to the academic program. This is vital to the psychological sciences, as students have many possible tracks of study to select from while making progress toward a career. Because of the curriculum freeze, an application for a new course was not viewed as prudent. Such a proposal would be routed through the appropriate curriculum channels after the freeze pending CAPE.
- 2.2 Relationship of the proposed course to courses offered in other academic units:  
No other department was consulted. Students who complete this course would not take a university experience course offered by other units.

**9. Description of proposed course**

- 9.1 Course content outline  
The proposed course will be offered in seminar format; students will attend for one hour per week and learn about a variety of topics that are relevant to their orientation to the university as a psychological science student. Topics to be discussed include, but are not limited to:
  - Professional training tracks within the psychological sciences
  - Development of a personal plan for academic success
  - Utilization of campus information technology
  - Navigation of campus resources, from library to student organizations
  - Financial considerations within discipline-specific training
  - Student engagement through internships and research

- Identity development and maintenance as a professional in the psychological sciences
- Orientation to scientific discovery
- The scientist-practitioner model
- Preparation for careers in psychological science

9.2 Tentative text(s)

Kuther, T. L. (2015). *The Psychology Major's Handbook, 4th ed.* Wadsworth.

Dunn, D. S., & Halonen, J. S. (2016). *The Psychology Major's Companion: Everything You Need to Know to Get Where You Want to Go.* Worth.

**10. Second offering of a temporary course (if applicable)**

10.1 Reason for offering this course a second time on a temporary basis:

Would like to have the course on the Fall schedule for incoming freshmen to register for.

Adding a new course would not be done until after the curriculum freeze has been lifted.

10.2 Term course was first offered: Fall 2018

10.3 Enrollment in first offering: 24 students registered for this course in Fall 2018

**11. Term of Implementation: Fall 2019**

**12. Dates of review/approvals:**

Department of Psychological Sciences

2/1/19

Dean, Ogden College of Science & Engineering

2/7/19

Office of the Provost

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**VI. Academic Policy Subcommittee Report**

**VII. Steering Committee Report**

**VIII. Announcements**

**IX. Adjourn**