

**University Curriculum Committee
April 23, 2020**

- I. **Call to Order – Meeting: 3:45 pm, Zoom**
- II. **Approval of November 26, 2019 Minutes**
- III. **Old Business:**
- IV. **New Business: Officer Elections**
- V. **Curriculum Agenda: Checklists on Shared Drive**

| College of Education and Behavioral Science – page | |
|---|---|
| Type of item | Description of Item & Contact Information |
| Action | Proposal to Revise Course Credit Hours IDST 369 Contact Person: Cortney Basham, cortney.basham@wku.edu , 5-6343 |

| College of Health and Human Services – page | |
|--|---|
| Type of item | Description of Item & Contact Information |
| Consent | Multiple Revisions to a Course HMD, 476 Global Cuisine Contact: Ann E. Embry, ann.embry@wku.edu , 270.745.4031 |

| Gordon Ford College of Business – page | |
|---|--|
| Type of item | Description of Item & Contact Information |
| Consent | Proposal to Revise Course Title CIS 141 Ray Blankenship, ray.blankenship@wku.edu , 5-5952 |

| Potter College of Arts and Letters – page | |
|--|--|
| Type of item | Description of Item & Contact Information |
| Consent | Proposal to Create an Equivalent Course PR 321 - Communications Analytics in Public Relations and Advertising (AD321) Ken Payne, ken.payne@wku.edu , 5-3296 |

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| Consent | Proposal to Create an Equivalent Course PR 321 - Communications Analytics in Public Relations and Advertising (COMM321) Ken Payne, ken.payne@wku.edu , 5-3296 |
| Consent | Proposal to Suspend a Program Item: 351 – Digital Advertising Minor Kelley Coppinger, kelley.coppinger@wku.edu , 5-3296 |
| Consent | Proposal to Suspend a Program Russian and Eastern European Studies Minor Laura McGee, laura.mcgee@wku.edu , 5-5900 |
| Action | Proposal to Create a New Course ANTH 318 The Archaeologist Looks at Death Jean-Luc Houle, jean-luc.houle@wku.edu , 5-6549 |
| Action | Proposal to Create a New Course ANTH 452 Bioarchaeology Darlene Applegate, darlene.applegate@wku.edu , 745-5898 |
| Action | Proposal to Create a New Course INT 495 Internship in Cultural Resource Management Darlene Applegate, darlene.applegate@wku.edu , 745-5898 |
| Action | Proposal to Create a New Course PR 321 - Communications Analytics in Public Relations and Advertising Ken Payne, ken.payne@wku.edu , 5-3296 |
| Action | Proposal to Create a Certificate Digital Advertising Contact: Kelley Coppinger, kelley.coppinger@wku.edu , 5-3296 |
| Action | Proposal to Create a Certificate Strategic Communications Ken Payne, ken.payne@wku.edu , 5-3296 |
| Action | Proposal to a Create a Certificate Certificate in Russian and Eastern European Studies Laura McGee, laura.mcgee@wku.edu , 5-5900 |
| Action | Proposal to Create a New Certificate Program Certificate in Cultural Resource Management Darlene Applegate, darlene.applegate@wku.edu , 5-5898 |
| Action | Proposal to Revise a Program Item: 608 Anthropology Major Darlene Applegate, darlene.applegate@wku.edu , 5-5898 |
| Action | Proposal to Revise a Program Item: 509 - AB Visual Studies, Art Education Concentration Kristina Arnold, kristina.arnold@wku.edu , 5-6566 |
| Action | Proposal to Revise a Program Item: 778 – AB Major in Spanish Francesca Sunkin, Francesca.sunkin@wku.edu 5-5110 |

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| Action | Proposal to Revise a Program Item: 702 – AB in International Affairs Scott Lasley or Roger Murphy, scott.lasley@wku.edu or roger.murphy@wku.edu , 270-991-3817 |
| Action | Proposal to Revise a Program Item: 423-Minor in Music Scott Harris, scott.harris@wku.edu , 5-3751 |
| Action | Proposal to Revise A Program Item: 609 - Arabic with Teacher Certification Laura McGee, laura.mcgee@wku.edu , 5-5900 |
| Action | Proposal to Revise A Program Item: 624 - Chinese with Teacher Certification Laura McGee, laura.mcgee@wku.edu , 5-5900 |
| Action | Proposal to Revise A Program Item: 778 - Spanish with Teacher Certification Francesca Sunkin, Francesca.sunkin@wku.edu , 5-5110 |

| Ogden College of Science and Engineering – page | |
|--|--|
| Type of item | Description of Item & Contact Information |
| Consent | Proposal to Revise Course Prerequisite/Corequisite MATH 307, Introduction to Linear Algebra, 3 hrs. Molly Dunkum, molly.dunkum@wku.edu , |
| Action | Proposal to Create a New Course DATA 301, Big Data with its Applications, 3 hrs. Qi Li, qi.li@wku.edu , x56225 |
| Action | Proposal to Revise a Program Ref. 508, Agriculture Education, 130 hrs. Thomas Kingery, Thomas.kingery@wku.edu , x5966 |
| Action | Proposal to Revise a Program Ref. 528, Mathematics, Extended Major, 51 hrs. Molly Dunkum, molly.dunkum@wku.edu |
| Action | Proposal to Revise a Program Ref. 533, Construction Management, 81 hrs. Bashar Haddad, bashar.haddad@wku.edu , x3414 |
| Action | Proposal to Revise a Program Ref. 738, Molecular Biotechnology, 89 or 90 hrs. Sigrid Jacobshagen, sigrid.jacobshagen@wku.edu , x5994 |

**College of Education and Behavioral Sciences
School of Professional Studies
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Cortney Basham, cortney.basham@wku.edu,5-6343

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: IDST 369
- 1.2 Course title: Career Related Field Experience
- 1.3 Credit hours: 1-3 Hours (repeatable max of 3 hrs)

2. Proposed course credit hours: 1-3 Hours (repeatable max of 6 hrs)

3. Rationale for the revision of course credit hours: Some IDST 369 students, e.g., student athletic trainers, have internships that last over several semesters. Increasing the repeatable maximum to 6 hours better serves the internship needs of these students.

4. Proposed term for implementation: Fall 2020

5. Dates of prior committee approvals:

| | | |
|---|--------------------------------|----------|
| Department/ Unit | School of Professional Studies | 4-6-2020 |
| College of Education & Behavioral Sciences Curriculum Committee | | 4/7/2020 |
| Professional Education Council (if applicable) | | NA |
| General Education Committee (if applicable) | | NA |
| Undergraduate Curriculum Committee | | |
| University Senate | | |

**College of Health and Human Services
Applied Human Sciences
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Ann E. Embry, ann.embry@wku.edu, 270.745.4031

1. Identification of course:

- 1.4 Current course prefix and number: HMD 476
- 1.5 Course title: Global Cuisine

2. Revise course title:

- 2.1 Current course title: Global Cuisine
- 2.2 Proposed course title: Global Hospitality and Cuisine
- 2.3 Proposed abbreviated title: Global Hospitality and Cuisine
- 2.4 Rationale for revision of course title: The course is adding content related to the global hospitality industry as well as cuisine.

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

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Exploration of cuisines, customs, and culture from regions of the world. Experiential exploration of food and culture taught in a travel and cooking learning environment. The laboratory component includes preparation of a variety of international recipes. Regions vary per term. Field trips/travel at student's expense.
- 5.2 Proposed course catalog listing: Exploration of regional foods, food preparation techniques, the food service industry, hospitality businesses, hospitality customs, and hospitality management practices in the country(s) being visited. Experiential explorations of food and culture. (Regions vary per term.)
- 5.3 Rationale for revision of course catalog listing: The course will include the study of global cuisines and **hospitality practices** in a global context. The course will be conducted as a study abroad course.

6. Revise course credit hours:

- 6.1 Current course credit hours:

**College of Business
Computer Information Systems
Proposal to Revise Course Title
(Consent Item)**

Ray Blankenship, ray.blankenship@wku.edu, 5-5952

1. Identification of proposed course:

- 1.6 Course prefix (subject area) and number: CIS 141
- 1.7 Course title: BASIC COMPUTER LITERACY
- 1.8 Credit Hours: 3

2. Proposed course title: Analytics and Technology

3. Proposed abbreviated course title: Analytics and Technology
(maximum of 30 characters/spaces)

4. Rationale for the revision of course title: The proposed title better reflects what is being taught in the course

5. Proposed term for implementation: Fall 2020

6. Dates of prior committee approvals:

| | |
|---|------------------|
| Department/ Unit ____ Information Systems | <u>2/21/2020</u> |
| College Curriculum Committee | <u>4/1/2020</u> |
| Undergraduate Curriculum Committee | _____ |
| University Senate | _____ |

Proposal Date: Jan. 15, 2020

**Potter College of Arts & Letters
Dept of Communication
Proposal to Create an Equivalent Course
(Consent Item)**

Contact Person: Ken Payne, ken.payne@wku.edu, 270-745-3296

- 1. Identification of existing course:**
 - 1.9 Current course prefix (subject area) and number: PR 321
 - 1.10 Course title: Communications Analytics in Public Relations and Advertising

- 2. Identification of proposed equivalent course prefix(es) and numbers:** AD 321

- 3. Rationale for each equivalent course:** The course will be taught in alternating semesters, summer term, and winter term by faculty of the public relations, advertising and communication majors.

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

- 5. Dates of prior committee approvals:**

| | |
|-------------------------------------|------------|
| Department of Communication | 02-20-2020 |
| Potter College Curriculum Committee | 03-31-2020 |
| Undergraduate Curriculum Committee | |
| Faculty Senate | |

**Potter College of Arts & Letters
Department of Communication
Proposal to Create an Equivalent Course
(Consent Item)**

Contact Person: Ken Payne, ken.payne@wku.edu, 270-745-3296

- 1. Identification of existing course:**
 - 1.1 Current course prefix (subject area) and number: PR 321
 - 1.2 Course title: Communications Analytics in Public Relations and Advertising
- 2. Identification of proposed equivalent course prefix(es) and numbers:** COMM 321
- 3. Rationale for each equivalent course:** The course will be taught in alternating semesters, summer term, and winter term by faculty of the public relations, advertising and communication majors.
- 4. Proposed term for implementation:** Next Available
- 5. Dates of prior committee approvals:**

| | |
|-------------------------------------|------------|
| Department of Communication | 02-20-2020 |
| Potter College Curriculum Committee | _____ |
| | 03-31-2020 |
| Undergraduate Curriculum Committee | _____ |
| Faculty Senate | _____ |
| | _____ |

**Potter College of Arts & Letters
Department of Communication
Proposal to Suspend a Program
(Consent Item)**

Contact Person: Kelley Coppinger, 270-745-3296

1. Identification of program:

- 1.1 Program reference number: 351
- 1.2 Program title: Digital Advertising Minor
- 1.3 Credit hours: 24

2. Rationale for the program suspension:

The Advertising Program was moved into the Department of Communication effective AY 2017/18. Effective AY 2018/19, the Advertising major curriculum was revised and aligned with the new department. The Digital Advertising Minor revisions were delayed by the CAPE process, when they were earmarked for “transformation” by the Department of Communication. The current minor is 24 hours and still includes courses with an SJB prefix, and courses that were moved to the Communication Department and renamed. The minor will be replaced the 18 hour Digital Advertising Certificate.

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

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

We will “teach out” the minor for students currently enrolled who do not want to switch to the new requirements associated with the certificate.

4. Proposed term for implementation: Next Available

5. Dates of prior committee approvals:

| | |
|-------------------------------------|------------|
| Department of Communication | 02-20-2020 |
| Potter College Curriculum Committee | _____ |
| Undergraduate Curriculum Committee | _____ |
| Faculty Senate | _____ |

Proposal Date: 3/2/2020

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

Contact Person: Laura G. McGee, 5-5900, laura.mcgee@wku.edu

1. Identification of program:

- 1.1 Program reference number: 451
- 1.2 Program title: Minor in Russian and East European Studies
- 1.3 Credit hours: 21 hours

2. Rationale for the program suspension: The current program as it stands in the catalog requires 12 credit hours of lower division language and 9 credit hours of upper division electives. This does not meet the 50% rule for upper division. This proposal is accompanied by a proposal to replace the minor with a certificate with the same name and a similar structure. Certificates are not subject to the 50% rule.

3. Effect on current students or other departments, if known: Current students will have the option to finish out on time, or switch to the certificate, which offers greater flexibility in its electives.

4. Proposed term for implementation: Next Available

5. Dates of prior committee approvals:

| | |
|-------------------------------------|------------|
| Department of Modern Languages | 03-17-2020 |
| Potter College Curriculum Committee | 03-31-2020 |
| Undergraduate Curriculum Committee | |
| Faculty Senate | |

(Action Item)

Proposal to Create a New Course: ANTH 318 The Archaeologist Looks at Death
Potter College of Arts & Letters
Department of Folk Studies and Anthropology

Section 1: Proponent Contact Information

- 1.1 Name/Title:** Jean-Luc Houle, Associate Professor
- 1.2 Email address:** jean-luc.houle@wku.edu
- 1.3 Phone #:** 270-745-6549

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number:** ANTH 318
- 2.2 Course CIP code:** 45.0201
- 2.3 Course title:** The Archaeologist Looks at Death
- 2.4 Abbreviated course title:** Archaeologist Looks at Death
- 2.5 Credit hours/Variable credit:** 3
- 2.6 Repeatability:** n/a
- 2.7 Course Catalog Description:** Theories, concepts, and methodologies of the anthropological and archaeological study of death and burial.
- 2.8 Prerequisite/Corequisite courses:** n/a
- 2.9 Prerequisite/Corequisites/Restrictions:** n/a
- 2.10 Additional Enrollment Requirements:** n/a
- 2.11 Other Special Course Requirements:** n/a
- 2.12 Grade Type:** Standard Letter Grade
- 2.13 Schedule Type:** Lecture

Section 3: Description of proposed course

3.1 Course Content Summary:

Through comparative case studies of mortuary behavior around the world and over millennia, this course explores the ways in which social dimensions find expression in the mortuary domain. In this course, students will: (1) learn how archaeological study of human burials can reconstruct past deathways (mortuary practices, including treatment of the corpse and funerary rites); (2) learn what deathways, in turn, can reveal about social dynamics, worldview, and the role of funerals (and the dead) for the living; and (3) demonstrate their newly acquired skills and knowledge through the analysis of mortuary data. In addition to archaeological data, a strong emphasis is placed on the theoretical underpinnings of mortuary data, drawn from cultural anthropology and ethnography.

Major topics of consideration for this course include:

- Archaeological approaches to death and burial and the nature of burial data

- Theoretical approaches to the study of mortuary practices
- Quantitative approaches to the study of the mortuary record
- Attitudes toward the corpse and how the body is used to convey ideas about death and the afterlife, the nature of humanness, and of the ordering of the social world
- Mortuary variability and social organization
- Archaeological approaches to social status, gender, identity, and ethnicity through the mortuary record
- How religious beliefs, ideology, and social values find expression in the mortuary record
- Death and social memory
- Excavation and recording methods
- Ethical implications of conducting mortuary archaeology

3.2 Learning Outcomes:

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

- Identify various types of funerary rituals and their archaeological expression.
- Summarize key ideas from readings in mortuary studies and archaeological methods.
- Assess the contribution archaeology makes to interpreting the ways that societies respond to death.
- Evaluate a range of different interpretative frameworks used in the archaeological study of funerary remains.
- Identify how treatment after death can reflect differences in biological sex, gender, age, and social status.
- Analyze mortuary data to investigate social structure, belief systems, and social memory.
- Discuss the ethical considerations that apply to the archaeological study of funerary remains.

3.3 Assessment/Evaluation: Students will be assessed through a combination of means, such as reading response questions, exams, a practical mortuary data analysis assignment, and a final research project.

Section 4: Rationale

4.1 Reason for developing this proposed course:

This course will contribute greatly to the anthropology curriculum. How we dispose of and commemorate our dead is fundamental to human culture, and archaeological tombs and human remains are some of the most significant archaeological finds. However, they have often been used as the basis for fanciful speculation on ancient religion or notions of the afterlife. In modern archaeology, analysis of ancient mortuary behavior aims at reconstructing past cultural patterns, social structure, and value systems. Graves (and the associated funerary behavior) are

a rich source of information on identity, ideology, social dynamics, and ritual action. Through comparative case studies of mortuary behavior around the world and over millennia, this course explores the ways in which social dimensions find expression in the mortuary domain. The course also addresses the important issue of ethical practices when dealing with mortuary remains.

Currently, most classes in the archaeology concentration are methodological (lab and field courses) or geographical in nature. We want to expand archaeology offerings to include topical courses covering subjects of interest to students, related to faculty expertise, and relevant for students who pursue careers or graduate programs in archaeology. This course uses theories drawn from cultural anthropology and ethnography to answer archaeological questions pertaining to death and burial – theories that archaeologists use, or can use, to understand and explain the past. Accordingly, ANTH 318 would be a welcome addition to the program because it adds a more systematic theoretical component compared to the methodological or geographical 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? In our department, Introduction to Archaeology (ANTH 130) has lectures that deal with mortuary archaeology and Forensic Anthropology (ANTH 300) has lectures and labs that deal with the analysis of human skeletal remains, but they do not go into any depth in terms of providing frameworks to interpret ancient *mortuary practices*. A proposed new course, Bioarchaeology (ANTH 452), focuses primarily on analysis of human skeletal remains to reconstruct past lifeways with mortuary practices being only one of several main topics, and Graveyard Archaeology (ANTH 493) focuses on documenting historical rural graveyards. FLK 379 Special Topics: Death and Dying focuses on folkloristic perspectives in the contemporary time frame.

The Department of Public Health offers a course entitled 'Death, Dying and Bereavement' (PH 444) which is a "A study of the universal experience of dying and death, within societal, cultural, philosophical and spiritual contexts, designed to help people make sense of their mortality and the development of coping skills to assist with dealing with the death of loved ones." As per their syllabus, "the course focuses primarily on psychosocial, mental health, behavioral, and ethical issues." ANTH 318 is unique, however, as it deals with archaeological data and places a strong emphasis on the theoretical underpinnings of mortuary data, drawn from cultural anthropology and ethnography. The time

frame and geographical scope that ANTH 318 covers is also much broader.

- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? No
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations: Public Health was consulted in March 2020 and voiced no objections.

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 20-25

5.2 How many sections per academic year will be offered? 1

5.3 How many students per academic year are expected to enroll? 20-25

5.4 How were these projections calculated? Projections are based on current enrollment (Spring 2020) in a Special Topics offering of the course and the numbers of anthropology, folklore, history, and social studies majors/minors, who we anticipate will be the core group of interested students.

5.5 Proposed method of staffing: existing anthropology faculty

5.6 Instructional technology resources: n/a

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? Yes

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

Section 6: Proposed term for implementation: Next Available

Section 7: Supplemental/Supporting Documentation: Sample syllabus attached

The Archaeologist Looks at Death

Instructor: Dr. Jean-Luc Houle

Office: FAC 280

Tel.: 270-745-6549

E-mail: jean-luc.houle@wku.edu

Office Hours: XXX

*A good funeral gets the dead where they need to go
and the living where they need to be*

Thomas Lynch

How we dispose of and commemorate our dead is fundamental to human culture. Many of the most famous archaeological discoveries – the Lord of Sipan, the Qin Terracotta Army, Tutankhamen’s Tomb, the Celtic Bog Bodies, the Royal Cemetery at Ur, and the Ukok Princess – have been human graves. Human burials have played an important part in the history of archaeology, yet today graves are only a small part of what an archaeologist studies. So what can the dead truly reveal about a past society?

Archaeological tombs have often been used as the basis for fanciful speculation on ancient religion or notions of the afterlife. However, in modern archaeology, analysis of ancient mortuary behavior aims at reconstructing past cultural patterns, social structure, and value systems. Through archaeological case studies of mortuary behavior around the world and over millennia, we will explore the ways in which social dimensions find expression in the mortuary domain. In many societies, how an individual is treated in death relates in some way to that individual’s social position in life. At the same time – because the dead don’t bury themselves – burial treatment can reflect what those doing the burying wish to express. Therefore graves (and the associated funerary behavior) are a rich source of information on identity, ideology, social dynamics, and ritual action.

Course Objectives:

The aim of the course is to provide students with an understanding of how archaeologists investigate, analyze and interpret human remains, grave goods, and mortuary structures from archaeological contexts. In this course, students will: (1) learn how archaeological study of human burials can reconstruct past deathways (mortuary practices, including treatment of the corpse and funerary rites); (2) learn what deathways, in turn, can reveal about social dynamics, worldview, and the role of funerals (and the dead) for the living; and (3) demonstrate their newly acquired skills and knowledge through the analysis of mortuary data. In addition to archaeological data, a strong emphasis is placed on the theoretical underpinnings of mortuary data, drawn from cultural anthropology and ethnography.

Learning Outcomes: It is my intention that by the end of this course and completion of the coursework, students should be able to:

- Identify various types of funerary rituals and their archaeological expression
- Practice critical reading in mortuary studies and archaeological methods
- Assess the contribution archaeology makes to interpreting the ways that societies respond to death
- Evaluate a range of different interpretative frameworks used in the archaeological study of funerary remains
- Explore how treatment after death can reflect differences in biological sex, gender, age, and social status
- Analyze mortuary data to investigate social structure, belief systems, and social memory
- Discuss the ethical considerations that apply to the archaeological study of funerary remains.

Required Course Materials:

- 1) Parker Pearson, Mike 1999. *The Archaeology of Death and Burial*. Stroud: Sutton
- 2) Supplemental Readings: Copies of required supplemental readings will be available through *Blackboard*.

Grading Procedures: I assign numerical grades (not letter grades) for each assignment. I will then calculate the final course grade by dividing the points earned by the total points possible. I then convert this percentage into a letter grade using a 10% scale: A (90-100%); B (80-89%); C (70-79%); D (60-69%); and F (less than 60% – we don't want any of these!). I do not curve final grades. In *some* cases, I may assign students with borderline percentages the higher grade based on class attendance, class participation, improvement, and/or attitude.

Grading (Total 270 points):

- 1) *First Exam – Midterm (Multiple choice – 50 points)*
- 2) *Second Exam – Final (Multiple choice – 50 points)*

3) Reading Answers:

'Reading Answers' are short responses you are expected to write in reaction to five (5) of the required readings. A Word document (.doc) will be posted on *Blackboard*, which asks you specific questions about each of these specific readings. These questions are designed to focus your attention to important points and to prepare you for discussions and exams. The due dates for these 'Reading Answers' are indicated in the Course Schedule below, and must be handed in as hard copies at the beginning of class. They are worth up to 10 points each, for a total of 50 possible points.

4) Course Assignments:

- *Fletcher Site Project (50 points)*
- *Death and Public Commemoration – Paper and presentation (50 points)*

❖ **Honors Students:** Mortuary Ritual Project: For this project, you will learn about death rituals and mortuary behavior in a past population based on archaeological evidence. You must incorporate ideas from a class topic and demonstrate your understanding of these ideas through the analysis of the mortuary practices of your chosen group. Additional details regarding this assignment will be provided. This is worth 50 points.

5) Attendance and Participation: (20 pts.) Attendance and participation at every class is essential. This is especially important because lecture notes (and PowerPoint presentations) will not be made available to students, either in hard copy or in electronic form (you are expected to take your own). Class attendance and active participation are important and count in the grading process. Attendance will be taken every week using sign-in sheets. Students are responsible for making sure they sign the attendance sheet each day. Students who are present but forget to sign the attendance sheet are recorded as absent. You are allowed three unexcused absences throughout the semester (not including documented illness, family emergencies, etc.); for each additional class period missed your final overall grade will be reduced by 5 points (for a maximum of 20 points).

In order for an absence to be excused, students must meet the following two requirements:

1. The excuse must be a **legitimate reason** for missing class. Legitimate excuses include serious illness, death in the family, University-sanctioned activities, out-of-town job interview, jury duty, and religious holidays. Non-legitimate reasons for missing class include but are not limited to

chauffeur friends, airplane reservations, family celebrations, meetings with other professors or advisors, work, and unsanctioned University activities.

2. Students must provide the instructor with an original or a photocopy of **written documentation** for the absence, which the instructor will retain and file with the attendance sheets.

Exams and Assignments

Exams will be objective in nature and will have true/false, multiple-choice and fill-in questions. The Final Exam is not comprehensive and will only cover material discussed since the Midterm Exam. However, I assume that students will build and draw upon a foundation of material from previous tests. I post a review guide on the *Blackboard* course site about one week before each exam.

If you have a valid excuse for missing an exam you must contact me **before** the exam. You must also present me with a letter of explanation along with photocopied proof of this.

Note: It is important for you to understand that late 'reading answers' will be marked down 2 pts. for each day they are late, and late assignments will be marked down 5 pts. for each day they are late. The Final '*Death and Public Commemoration*' Paper MUST be turned in by the due date at the latest.

Note: All students are expected to arrive to class on time and leave the classroom only at the end of class. **The use of any electronic devices in class is prohibited; including but not limited to: computers, tablets, cell phones, recording devices, audio devices, etc. Exceptions must receive prior authorization from the instructor.**

Plagiarism: Plagiarism will not be tolerated. Ideas that are not your own must be accompanied by a citation with the source and page number. Direct quotations must be in quotation marks and must also be accompanied by a citation. Paraphrasing is plagiarism. Copying another student or another author's work is cheating and is in violation of Western Kentucky University policy.

Blackboard: A *Blackboard* page for this class has been prepared on WKU's Blackboard. To access this class' page, students should visit and login using their WKU user ID and password. It is recommended that students check the Blackboard page frequently as class announcements will be posted on this page. Students can also download all of the class documents (syllabus, assignments, articles, etc.) through the Blackboard page. Blackboard may also be used by your instructor to e-mail students important announcements such as corrections, class cancellations, or scheduling changes. It is the student's responsibility to ensure that their WKU e-mail account is set to forward these announcements to the e-mail account that they use most frequently.

Disability accommodation: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The OFSDS telephone number is (270) 745-5004 V/ (270) 745-3030/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Writing Center Assistance: The Writing Center has locations in Cherry Hall 123 and in the Commons at Cravens Library on the Bowling Green campus. The Glasgow Writing Center is located in room 163 on the Glasgow campus. The Writing Center also offers online consultations

for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions on the website (www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment. More information about the Glasgow Writing Center hours can be found at the website: <http://wku.edu/startcenter/writingcenter.php>

Recording the class: Students may not record this course in any fashion for any reason. This prohibition includes but is not limited to audio recording, video recording, and transcription aids. Learning how to take good lecture notes is important. If you have a disability that prevents you from taking notes, see the “disability accommodation” section above. **Cell phones must be turned off and stowed out of sight for the entire class.** Anyone caught using a phone during class will be asked to leave.

WKU SYLLABUS INFORMATION LINKS

This page contains information for students enrolled in WKU Classes.

<http://www.wku.edu/syllabusinfo/>

Note: This document is a course syllabus, not a legal contract. As such, it is a good faith outline of course requirements and expectations. Note, however, that specific assignments, dates, deadlines, readings, and lecture topics are subject to alteration during the course of the semester. While such changes will be announced in lectures, each student is responsible, in the event of absences, to find out whether such changes have been made. Finally, if you have questions, talk to me. I am always willing to meet with you and discuss ideas or problems you might have.

COURSE SCHEDULE

MPP – Mike Parker Pearson Textbook

Week One: Learning from the Dead

Reading: MPP – Chapter 1

Film: Rites of Death

During this introductory week, we will start exploring the extraordinary diversity of prehistoric and contemporary treatments of the dead around the world in order to find out how different they may be and what aspects are commonly found. We will also be looking at various archaeological approaches to death and burial and the nature of burial data.

Week Two: Theoretical Frameworks

Reading: Metcalf 1978; Metcalf and Huntington 1991

This week, we will consider some of the theoretical approaches to the study of mortuary practices. We will especially spend time examining the theoretical themes which have guided (and continue to guide) approaches to the archaeology of death.

** 1st Reading Answers due 2/6*

Week Three: Reading the Body, Treating the Corps

Reading: MPP – Chapter 3

Film: Cave People of the Himalayas

How we deal with a corpse says much about our attitudes to the human body generally, as well as to the dead and, specifically, to particular deceased individuals. The treatment of the corpse embodies complex concepts not only about the living body and society at large, but also about the nature of death. This week we will examine examples of different attitudes toward the corpse and how the body is used to convey ideas about death and the afterlife, the nature of humanness, and of the ordering of the social world.

Week Four: Status, Rank & Power

Reading: MPP – Chapter 4; Thomas 2006; Sempowski 1987

Film: Moundville (watch at home; 17 min.)

<http://www.archaeologychannel.org/player/player.php?v=moundville.mp4>

This week, we will look at mortuary variability and social organization. We will do so by examining the three main lines of evidence: 1) differences in burial structures; 2) grave goods; and 3) the human remains themselves.

** 2nd Reading Answers due 2/20*

Week Five: Bioarchaeology: Demography, Paleopathology, and Lifestyle Characteristics

Reading: Larsen 2000 & 2002

Bones and tissue provide a testament to people's past lives: how long they lived, their biological sex, what illnesses, diseases or traumas they suffered, how tall they grew, what genetic ancestry they had, what sorts of foods they ate, etc. This week, we will examine how the physical remains of the dead – the bones and any surviving tissues, hair, skin and so on – actually often reveal more information about the life of an individual than about their death.

** 3rd Reading Answers due 2/27*

Week Six: Gender, Identity, and Ethnicity

Reading: MPP – Chapter 5 (95-102); Hastorf 1991; Blom 2005; Price 2000

Gender centers on the social construction of masculinity and femininity: the social values invested in the social differences between men and women. Our preconception of predetermined categories of males and females makes problematic the understanding of sex and gender outside our own cultural milieu. Archaeologists must work with an awareness of the dichotomy between natural, biological sex and constructed, cultural gender. Some of the themes we will look at this week include gender, status and power, and skeletal evidence for sex roles and gender hierarchies in prehistory. We will also discuss archaeological approaches to ethnicity and identity.

** 4th Reading Answers due 3/5*

Week Seven: NO CLASS – SPRING BREAK!

Week Eight: MIDTERM EXAM (3/17)

** Fletcher Site Project Due (3/17)*

The Human Experience of Death

Reading: MPP – Chapter 7

Contrary to other primates, humans have an unusually developed sense of mortality, treating the remains of their species with an incredible variety of post-mortem practices. How and why did this come about, and at what stages in our evolution?

Week Nine: Ethnoarchaeology & Analogy

Reading: MPP – Chapter 2; Ucko 1969

Film: The Great Inca Rebellion

Archaeologists have drawn on ethnographic and ethnoarchaeological studies to develop a wide range of analogies for understanding the archaeology of mortuary practices. This week, we will discuss ‘middle-range theory’ and how archaeologists interpret data. This is not a straightforward process and the analogies that inform our interpretations must be made explicit. We will see, for example, how it is important to avoid imposing the rationalizations of our particular ethnocentric cultural logic on to the past.

Week Ten: Placing the Dead, Landscape and Memory

Reading: MPP – Chapter 6

Film: Stonehenge Decoded

Where to put the remains of the dead is generally not a matter of functional expediency and the archaeologist has much to learn from past societies’ placing of their dead. For example, the relationship of the living to the dead can be explored through their spatial separation and the extent to which the dead occupy sacred or secular places within the landscape. As one of the most visible and meaningful activities, this week we will examine how through placing the dead human societies map out and express their relationship to ancestors, land and the living.

Week Eleven: Death & Memory (cont.)

Reading: MPP – Chapter 9

Architectural and ceremonial forms frequently function as both mnemonic aids and as more permanent and concrete expressions of the underlying principle on which cosmogony rests. This week we will look at how funerary rituals, monuments and material culture commemorate, legitimize and incorporate. We will also examine how memory becomes materialized in specific iconographies of artworks.

Week Twelve: The Politics of the Dead

Film: The African Burial Ground: An American Discovery

Week Thirteen: The Politics of the Dead (cont.)

Reading: MPP – Chapter 8; World Council of Indigenous Peoples 1990

During this week, we will talk about archaeology and the public, discuss archaeological ethics and discuss the relationship between natives and archaeologists. In so doing, we will debate scientific, cultural and ethical considerations when dealing with archaeological human remains.

*** 5th Reading Answers due Tuesday 4/28**

Week Fourteen: Exploring Cultural Attitudes toward Death

- Class exercise

Excavation & Recording Methods

Reading: MPP – Appendix (pp. 198-204); BAJR Field Guide 2005

As our final topic, we will examine the various meticulous methods used by archaeologists when excavating and recording human remains. In doing so, we will look at the many techniques and approaches developed by researchers for recovering different kinds of information from human remains and the particular structures and environments in which they have survived.

Week Fifteen:

- Oral Presentations

*** Death and Public Commemoration Assignment Due (5/7)**

Week Sixteen:

FINAL EXAM – THURSDAY, MAY 14, 8AM

ASSIGNMENTS

1) Fletcher Site Project

This independent assignment will provide students with the opportunity to work with mortuary data relating to the Fletcher Site, which was an historic period Native American (Ottawa) cemetery located near Bay City, Michigan. The cemetery was in use from roughly AD 1740 to 1765. A more detailed handout, with accompanying information relating to the cemetery and some burials, will be provided to students for this project. The project will also be discussed in more detail during regular course lectures.

Due Date: Week Eight (Tuesday 3/17 during Lecture Class)

2) Death and Public Commemoration

This assignment should be viewed as an independent research project that you may work on throughout the second half of the term. The piece of work will focus on a theme relating to *Death and Public Commemoration*. The essay will be an original piece of work by the student and will be approximately 5-6 pages in length. A more detailed handout will be provided to students for this project. The project will also be discussed in more detail during regular course lectures.

Due Date: Week Fifteen (Thursday 5/7 during Lecture Class)

NO LATE PAPERS!

Form & Style Requirements

1. All assignments should have the student's name and course number on a cover page.
2. All papers must be paginated and stapled together. There is no need to submit papers in special binders or folders.
3. All assignments should be typed with 1-inch margins, 12 pt. font, and double line spacing.
4. You should follow a standard form such as MLA (Modern Language Association) with proper citations and referencing (e.g. <http://owl.english.purdue.edu/owl/resource/747/01/>). If you are unsure about how to do this, ask me for guidance.
5. Hard copies of the assignments must be turned in. **E-mailed papers will not be accepted!!**

(Action Item)

Proposal to Create a New Course: ANTH 452 Bioarchaeology
Potter College of Arts & Letters
Department of Folk Studies and Anthropology

Section 1: Proponent Contact Information

- 1.1 Name/Title:** Darlene Applegate, Department Head
- 1.2 Email address:** darlene.applegate@wku.edu
- 1.3 Phone number:** 745-5898

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number:** ANTH 452
- 2.2 Course CIP code:** 45.0201
- 2.3 Course title:** Bioarchaeology
- 2.4 Abbreviated Course title:** Bioarchaeology
- 2.5 Credit hours:** 3
- 2.6 Repeatability:** n/a
- 2.7 Course Term:** Is this course intended to span more than a single term? No
- 2.8 Course Catalog Description:** The scientific study of human remains from archaeological sites and the application of biological anthropology methods and theories in archaeological research in order to reconstruct past human lifeways such as health, diet and nutrition, physical activities, mortuary practices, and social organization.
- 2.9 Prerequisite:** ANTH 125 or BIOL 131
- 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-Lab

Section 3: Description of proposed course

- 3.1 Course Content Summary:** Bioarchaeology is a type of biological anthropology that involves the scientific study of human remains from archaeological sites and the application of biological anthropology methods and theories in archaeological research. Bioarchaeology research findings are used by archaeologists, cultural anthropologists, biologists, medical practitioners and researchers, nutrition scientists,

demographers, cultural geographers, economists, historians, and others.

Though bioarchaeologists study preserved soft tissues, genetic material, and paleofeces, this course focuses on the study of human skeletal remains. In this regard, bioarchaeologists use techniques similar to those in forensic anthropology to answer questions about past populations' health, diet, lifestyle, and other biocultural characteristics. Further, though bioarchaeologists examine human remains from multiple time periods in the past, this course focuses on the interval from 10,000 years ago to present. The course emphasizes lab analysis methods, rather than field recovery methods, in bioarchaeology.

Major topics covered in the course are:

- fundamental anthropological principles in bioarchaeology
- research topics in bioarchaeology
- reconstructing past health and paleopathology
- reconstructing past diet, nutrition, and subsistence
- reconstructing past lifestyles and activity patterns
- reconstructing ancestry, biological relatedness, and migrations
- interpreting ante- and perimortem alterations to the body (e.g., cranial deformation, medical procedures, tattooing, trophy taking)
- interpreting mortuary and non-mortuary postmortem alterations to the body (e.g., cremation, mummification, cannibalism, tool production)
- ethical issues in bioarchaeology

3.2 Learning Outcomes:

Upon successful completion of the course, students will:

- describe the primary topics of interest in bioarchaeological research in historical context.
- apply bioarchaeological methods for reconstructing biocultural characteristics of past human populations.
- critically evaluate case studies presenting current research in bioarchaeology.
- apply bioarchaeology concepts by completing a semester-long archival research project or an actual skeletal analysis.
- demonstrate verbal and written communication skills by preparing a written report and presenting an oral presentation on the bioarchaeology research project.
- evaluate ethical issues related to bioarchaeology.

- 3.3 Evaluation:** Students will be evaluated using a combination of methods, such as attendance, exams, class discussions, lab assignments, and research project.

Section 4: Rationale

- 4.1 Reasons for developing this proposed course:** Bioarchaeology recently has emerged as a major research focus in biological anthropology, the three other traditional foci being primatology, paleoanthropology, and modern human biological variation, the latter including forensic anthropology. In our anthropology major, we strive to be responsive to trends in the discipline and afford students opportunities to complete coursework in subjects of primary relevance, in order to better prepare students for careers or graduate programs. The proposed course meets these goals. In addition, the course takes advantage of existing faculty expertise and ongoing research in bioarchaeology.

The proposed course will replace another upper-level course (ANTH 450 Modern Human Biological Variation) as a requirement in the biological anthropology concentration of the anthropology major. Because the majority of our biological anthropology students are interested in the study of human osteology, this course nicely compliments other existing courses in the concentration (ANTH 300 Forensic Anthropology and ANTH 305 Paleoanthropology) with a similar evidentiary emphasis. Further, because the proposed course focuses on human remains from archaeological sites, it will appeal to many students pursuing the archaeology concentration as a potential elective in the major.

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. In the department, ANTH 300 Forensic Anthropology focuses on the study of human skeletal remains but in medico-legal context and contemporary time frame, and ANTH 305 Paleoanthropology focuses on the study of fossilized skeletal remains from the deep past. A proposed new course, ANTH 318 The Archaeologist Looks at Death, provides archaeological frameworks to interpret ancient mortuary practices, which is only one topic covered in the bioarchaeology course.

Outside the department, BIOL 131 Human Anatomy and Physiology and BIOL 231 Advanced Human Anatomy and Physiology include units on the human skeletal system but do not cover analytical means for biocultural interpretation of variation in skeletal traits.

- Are any of the proposed prerequisites for this course offered by another university department/unit? Yes
- 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: The biology department chair was consulted in March 2020 and expressed no concerns.

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 12-24

5.2 How many sections of this course per academic year will be offered? One section in alternate years

5.3 How many students per academic year are expected to enroll? 12-24 in alternate years

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

The course has been offered several times as a special topics course in alternate years, and the enrollments ranged from 12-24 students per offering.

5.5 Proposed method of staffing: Having been offered previously as a special topics course, the proposed course already is part of the regular teaching rotation of the instructor.

5.6 Instructional technology resources: The department has the laboratory equipment and comparative collections necessary to deliver the proposed 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

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

Section 6: Proposed term for implementation: Next Available

Section 7: Supplemental/Supporting Documentation: sample syllabus attached

Special Topics

BIOARCHAEOLOGY**Instructor**

Dr. Darlene Applegate

Email: darlene.applegate@wku.edu

Phone: 270-745-5898

Office: Fine Arts Center (FAC) 237

Office Hours: T-Th 9:30-10:00 am in CH and Wed 1:30-2:30 pm in FAC (no appointment needed) and other times by appointment

Please call me Professor Applegate, Dr. Applegate, or Dr. A.

Course Materials

Bioarchaeology: Interpreting Behavior from the Human Skeleton

Clark Spenser Larsen

Second Edition, 2015

Cambridge University Press

ISBN 9780521547482

Required for all students. New, used, rental, and e-book options available at Cambridge Books Online, Amazon, eBooks, Direct Textbook, Half Price Books, and Google Play. Digital resources for student available at <http://www.cambridge.org>.

Blackboard Course Site

Students are expected to regularly access additional readings, announcements, assignments, grades, and discussions on the course Blackboard site at <https://blackboard.wku.edu>.

Logistics

Time: T-Th 8:00-9:20 am **Place:** Cherry Hall (CH) 22

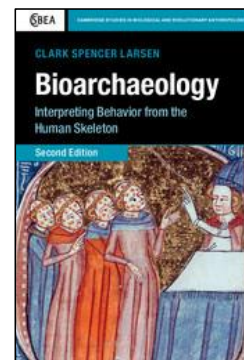
Course Description

Bioarchaeology is a type of biological anthropology that involves the scientific study of human remains from archaeological sites and the application of biological anthropology methods and theories in archaeological research. Bioarchaeology research findings are used by archaeologists, anthropologists, biologists, medical practitioners and researchers, nutrition scientists, demographers, cultural geographers, economists, historians, and others.

Though bioarchaeologists study preserved soft tissues, genetic material, and paleofeces, in this course we focus on the study of human skeletal remains. In this regard, bioarchaeologists use techniques similar to those in forensic anthropology to answer questions about past populations' health, diet, lifestyle, and other biocultural characteristics. Further, though bioarchaeologists examine human remains from all time periods in the past, we focus on the interval from 10,000 years ago to present. We emphasize lab analysis methods, rather than field recovery methods, in bioarchaeology.

There are no course prerequisites. The course counts in the biological anthropology concentration of the major. It counts as an elective for majors in other concentrations and minors. For non-anthropology students, it counts as an upper-level general elective. The course does not fulfill Colonnade or Old General Education requirements.

WARNING: Students will see images of human remains in the course, and they will handle real human bones in lab settings.



Learning Objectives

Upon successful completion of the course, students will

- describe the primary topics of interest in bioarchaeological research in historical context.
- describe and apply bioarchaeological methods for reconstructing biocultural characteristics of past human populations.
- critically evaluate case studies presenting current research in bioarchaeology.
- apply bioarchaeology concepts by completing a semester-long archival research project or an actual skeletal analysis.
- demonstrate verbal and written communication skills by preparing a written report and presenting an oral presentation on the bioarchaeology research project.
- evaluate ethical issues related to bioarchaeology.

Semester Schedule

The course is divided into two units. There are lectures, textbook and other readings, class discussions, lab assignments, video clips, and an exam for each unit. Every attempt will be made to adhere to the following schedule, but I reserve the right to make adjustments as necessary. Schedule changes will be announced in class.

| Week | Dates | Topics | Readings |
|---|------------------|--|---|
| Unit 1: Introduction, Health, Diet, Lifestyles | | | |
| 1 | Jan 28 Jan 30 | Lecture: Introduction to Bioarchaeology Lecture: History and Topics of Bioarchaeology | Chapter 1 Chapter 2 |
| 2 | Feb 4 Feb 6 | Lab 1: Human Skeletal Anatomy Lecture: Health and Paleopathology | Lab Overview Chapter 3 |
| 3 | Feb 11 Feb 13 | Discussion: Health and Paleopathology Lab 2: Health and Paleopathology | Powell (1996), Spence et al. (2004) Lab Overview |
| 4 | Feb 18 Feb 20 | Lecture: Diet and Nutrition Discussion: Diet and Nutrition | Chapters 7 and 8 Krigbaum (2007), Larsen et al. (2001) |
| 5 | Feb 25 Feb 27 | Lab 3: Diet and Nutrition Lecture: Lifestyles and Activity Patterns | Lab Overview Chapters 5 and 6 |
| 6 | Mar 3 Mar 5 | Discussion: Lifestyles and Activity Patterns Lab 4: Lifestyles and Activity Patterns | Rathbun & Steckel (2005), Sadvari et al. (2015) Lab Overview |
| 7 | Mar 9-13 | Spring Break – no class | |
| 8 | Mar 17 Mar 19 | Unit 1 Synopsis and Reflection Midterm Exam | Larsen (2002) |

| Week | Dates | Topics | Readings |
|---|------------------|---|--|
| Unit 2: Alterations, Biological Distance, Paleodemography, GIS | | | |
| 9 | Mar 24 Mar 26 | Lecture: Ante- and Peri-Mortem Alterations Discussion: Ante- and Peri-Mortem Alterations | Chapter 4 Sharapova & Razhev (2011), Mitchell (2014) |
| 10 | Mar 31 Apr 2 | Lab 5: Ante- and Peri-Mortem Alterations Lecture: Post-Mortem Alterations | Lab Overview Crandall & Martin (2014), Speal (2006) |
| 11 | Apr 7 Apr 9 | Discussion: Post-Mortem Alterations Lab 6: Post-Mortem Alterations | Raemsch (1993), Forgey (2011) Lab Overview |
| 12 | Apr 14 Apr 16 | Lecture: Biological Distance Lecture: Paleodemography | Chapter 9 Chapter 10 |
| 13 | Apr 21 Apr 23 | Discussion: Bio Distance & Paleodemography Lecture: GIS Applications in Bioarchaeology | Taylor & Creel (2012), Griffin et al. (2001) none |
| 14 | Apr 28 Apr 30 | Discussion: GIS Applications in Bioarchaeology Unit 2 Synopsis and Reflection | Herrmann & Devlin (2002), Rose (2012) Chapter 11, Buikstra (2006) |
| 15 | May 5-7 | Research Project Presentations | |
| 16 | May 11 | Final Exam, 8:00 – 10:00 am | |

General Expectations

The educational endeavor is a two-way street. To insure a productive and stimulating learning environment, students and instructors must meet certain expectations.

I expect students to be aware of the provisions set forth in this syllabus. I expect students to bring the syllabus to every class session and to make any changes to the syllabus announced during class. I expect students to review the information in the syllabus on a regular basis.

I expect students will attend class regularly, prepare for each class, behave appropriately in class, participate meaningfully and respectfully in class, and ask questions. I expect students will follow directions for assignments and complete the work on time.

In this course I frequently use email to communicate with students. I expect that each student regularly checks his/her WKU email account.

Students who prefer to use non-WKU email accounts should use Topnet to set their WKU accounts to forward messages automatically to an account that they do check regularly. I also expect students to keep adequate empty space in their mailboxes to receive important class messages.

I expect students will monitor their performance and seek help when needed. Students needing assistance with this course or general academic issues should contact me during office hours.

Students should expect from me organized presentations, current information on course subjects, thoughtful evaluation of assignments, timely return of graded assignments, access during office hours, and guidance in completing course requirements.

Please contact me if you have any questions or concerns during the semester. I am happy to meet with students or answer questions by email or phone.

Student Evaluation

All students will be evaluated via attendance, exams, class discussions, labs, and research project. The syllabus and course Blackboard site have more information about the evaluation tools.

| | |
|------------------|-------------------|
| Attendance | 105 points |
| Midterm Exam | 100 points |
| Final Exam | 100 points |
| Discussions | 180 points |
| Labs | 300 points |
| Research Project | 175 points |
| Total | 960 points |

Though unlikely, I reserve the right to add or eliminate assessments. If this is necessary, I will announce changes in advance.

Students should keep track of their grades in the Blackboard grade center and track their progress toward their target grades. **There are no extra credit opportunities in this class.**

Grading Procedures

The instructor assigns **numerical grades** (not letter grades) for each assignment. If **curving** is necessary, I curve individual assignments, typically by adding points to the numerical grade earned by each student.

The instructor calculates the final course grade by dividing the points earned by the total points possible. I then convert this percentage into a letter grade using a **10% scale**: A (90-100%), B (80-89%), C (70-79%), D (60-69%), and F (less than 60%). I do not curve final course grades. In *some* cases, I may assign students with **borderline percentages** (within one percentage point) the higher grade based on class attendance, class participation, improvement, and/or attitude.

Attendance Policies and Attendance Grade

“Registration in a course obligates the student to be regular and punctual in class attendance. ... When a student is absent from class because of illness, death in the family, or other justifiable reasons, it is the student’s responsibility to consult the instructor at the earliest possible time. ... Students who cease attending class are expected to report to the Office of the Registrar to initiate withdrawal procedures” (WKU 2018-2019 Undergraduate Catalog, p. 30).

In this course there are **two components of class attendance**: being present for class sessions *and* participating during those class sessions. Attendance accounts for a total of **105 points** of the final course grade. During the semester, students earn **3.5 points per class** (and 7 points for the final exam session), if they are present for the entire session and they attend to course activities during the class session.

Class attendance is recorded using **daily sign-in sheets**. Students are responsible for making sure they sign the attendance sheet each day. Students who are present but fail to sign the attendance sheet are recorded as absent. Punctual arrival to class is expected. Students who arrive to class late are responsible for any information they missed, including course announcements. In case of **weather emergencies**, visit the WKU web site at www.wku.edu for official information and announcements about class delays or cancellations.

I expect students to **pay attention** to the instructor, take notes on class content, complete in-class assignments, listen to other students’ questions and comments, and respect others in the classroom. Students who sleep, do homework for other classes, hold personal conversations, treat others disrespectfully, use cell phones, and misuse laptops are *not* attending to class and their attendance grades will be reduced accordingly.

Unexcused absences will negatively impact a student’s course grade. Students will lose up to 3.5 points for each unexcused absence and/or incidence of non-attending during class. In addition, students cannot make-up in-class assignments, including exams, missed because of an unexcused absence. Excessive unexcused absences and/or non-attending during class will result in poor academic performance in this course.

Excused absences will not negatively impact a student’s course grade. In order for an absence to be excused, students must meet all of the following three requirements.

- The excuse must be a **legitimate reason** for missing class: serious illness, death in the family, school-sanctioned activities, out-of-town job interview, jury duty, religious holidays, and serious inclement weather (for commuters). Non-legitimate reasons for missing class include but are not limited to chauffeuring friends, airplane reservations, family celebrations, meetings with other professors or advisors, work, and unsanctioned University activities.
- Students must provide the instructor with an original or a xeroxed copy of **written documentation** for the absence, which the instructor will retain with the attendance sheets.
- Students must submit written documentation **at the next class meeting** after the absence.



If you are absent from class, it is your responsibility to find out in a timely manner what you missed. You are responsible for learning the material you missed. If you are absent on a day when an assignment is due, even if it is an excused absence, it is your responsibility to insure that you submit the assignment on time.

“Students who, without previous arrangement with the instructor or department, fail to attend the first two class meetings of a course meeting multiple times per week or the first meeting of a class that meets one time per week MAY be dropped from the course [by the instructor]” (WKU 2018-2019 Undergraduate Catalog, p. 31).

According to university policy, “an instructor who determines that a student’s absenteeism is inconsistent with the instructor’s stated policy should either counsel with the student or request that the Academic Advising and Retention Center arrange a counseling session with the student. Excessive absenteeism may result in the instructor’s dismissing the student from the class and recording a failing grade, unless the student officially withdraws from the class before the withdrawal deadline” (WKU 2018-2019 Undergraduate Catalog, p. 30).

Students who stop attending class before the 60% point of the semester will be assigned an FN grade. Students receiving federal financial aid and receiving an FN grade may be required to return some or all financial aid. If a student does not attend class regularly, does not satisfactorily complete the course requirements, and does not withdraw by the scheduled date, I will drop that student from class or assign a failing (F or FN) grade.

Exams and Testing Policies

There will be **two unit exams** (one midterm and one final) over the semester. Exams cover material presented in lecture, readings, and videos. While exams are not comprehensive per say, I assume that students will build and draw upon a foundation of material from previous tests.

Each exam is worth **100 points**. Each exam consists of identification and essay questions. I post **review material** on the Blackboard course site about one week before each exam.

Students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in DUC A200. The OFSDS telephone number is 745-5004 or 745-3030 V/TDD. Please do not request accommodations directly from me without a letter of accommodation from the Office for Student Disability Services. Students should inform me in writing of accommodation needs **at least three days in advance** of each scheduled exam date.

I expect students to **arrive on time** for exams. In the case that a student is excessively late in arriving to take an exam, the instructor reserves the right to deny that student the opportunity to take the exam with no possibility of a make-up. If a student arrives late to an exam and other students have already completed their exams, the instructor will not allow the tardy student to take the exam and will not give a make-up.

Full attendance for exams is expected as well, though the following policies will apply in those special cases when a student has a **legitimate and documented reason** for missing a scheduled exam.

Early exam policy: Students who will be absent for a legitimate reason must make arrangements at least three days before the scheduled exam to take it early. The student must submit written documentation of the reason for missing the exam and a written request for an early exam. Early exams are scheduled at the instructor’s convenience.

Make-up exam policy: The instructor may permit students who miss an exam because of unexpected and unavoidable circumstances to take a make-up exam. Make-up exams may be a different format from regular exams. All make-up exams are scheduled at the instructor’s convenience. The instructor will allow make-ups for missed exams only if a student meets all of the following three requirements:

1. The **student notifies** the instructor **before** the exam time. If you cannot reach me directly, leave a voice-mail message or send an email.
2. The absence occurs for a **legitimate and unplanned reason**, such as serious illness, family death, or auto accident.
3. The student provides **written documentation** of the absence.



Research Project

Each student will complete a semester-long research project, either an analysis of human skeletal remains from a local archaeological site or an expository paper on a topic of the student's choosing.

The **skeletal analysis project** will involve the following tasks: sort and reconstruct bone specimens; inventory skeletal elements; assess taphonomy; collect and interpret metric and non-metric data related to sex, age, stature, health, activity, and cultural modifications; answer research questions; prepare a final written report. Students will work in groups. Only students who have completed ANTH 300 may do the project. The grade includes **40 points** for data collection, **10 points** for peer evaluation, and **100 points** for the report.

The **expository paper project** will involve the following tasks: identify a topic, prepare a written proposal, locate and read acceptable reference materials on the topic, prepare a content outline, and prepare a final written report. Students will work individually. The grade includes **10 points** for the proposal, **40 points** for the outline, and **100 points** for the paper.

All students will do an in-class presentation, worth **25 points**.

Lab Assignments

In-class lab assignments will be completed on **skeletal anatomy** and **five main topics** covered in the course. The labs provide opportunities for students to apply concepts learned in the course. Each of the **six lab assignments** is worth **50 points** for a total of **300 points**.

The **Blackboard course site includes lab overviews**, which provide descriptions and directions for completing labs. I expect each student to read the lab overviews carefully before each lab and to follow the directions.

Students should **bring copies of the overviews to the in-class lab sessions**. Students work in small groups to complete the lab assignments during class. I expect students to stay for the entire lab session. Most labs will require **extra work outside of class time**.

The instructor expects **full attendance for lab sessions**. Students with an **excused absence** who miss a lab have the option to make-up the lab project during the final exam session, after taking the exam. However, it behooves students to do all labs on the scheduled dates for several reasons; for instance, lab content may appear on unit exams and students must make up the work on their own (I will not re-teach the labs).

Discussions

Students will contribute to **in-class discussions** on the 18 case studies and supplementary readings listed on pages 2-3 of the syllabus. Each reading is worth **10 points** for a total of **180 possible points**. Discussion grades are based on the quantity and quality of student comments.

Due Dates

Two of the skills I expect that students will exhibit in college are time management and responsibility. To insure fairness, I also think it is critical that all students be given the same amount of time to complete coursework. Therefore, I expect that students will submit all work at the beginning of class on the days it is due. **I will not accept/grade work submitted after the due dates, even if you have an excused absence on the due date; no exceptions.** Blackboard downtimes (5:00-7:00 am daily and 3:00-4:40 am each Sunday CST) and technical difficulties are not valid excuses for missing course deadlines.

Under unusual circumstances, students may **request an extension**. The student should submit a written request for an extension, explaining a legitimate reason why extra time is needed. (Work schedules, extracurricular activities, and an overload of work in other classes are examples of unacceptable reasons for requesting an extension.) The student must meet with the instructor at least three business days before the due date to submit and discuss the written request. If the extension is granted, a new date will be established. The student must complete the work by the new due date. I reserve the right to deduct points.



Additional Courses in Biological Anthropology

ANTH 125 Introduction to Biological Anthropology is an overview of the subdiscipline of biological anthropology. Major topics are evolutionary theory, primatology, paleoanthropology, and modern human biological variation. Students complete lab assignments on these topics. (no prerequisites) *fulfills Old General Education Category C, Social and Behavioral Sciences*

ANTH 300 Forensic Anthropology is intended for anthropology, biology, criminology, and pre-professional students. Students complete labs on bone identification and analysis of taphonomy, race, sex, age, stature, trauma, and pathology. (prereq: ANTH 125 or BIOL 131 or junior standing)

ANTH 305 Paleoanthropology: Human Origins and Evolution examines evidence of human evolution, evolutionary trends, extinct and extant species of humans, important fossil finds and sites, and phylogenetic relationships through lectures and labs. (prereq: ANTH 125 or BIOL 113 or 131 or GEOL 112 or junior standing) *fulfills Colonnade Program, Connections – Systems Category*

ANTH 450 Modern Human Biological Variation examines population genetics, forces of evolutionary change and their effects on populations, human classification, human adaptation to environmental stresses, human variation in diseases, human intelligence, sociobiology, and eugenics. (prereqs: MATH 109 or 116; and ANTH 125 or BIOL 327 or 430)

Academic Dishonesty

“The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature” (WKU 2018-2019 Undergraduate Catalog, p. 34).

The instructor will deal with academic dishonesty, including cheating and plagiarism, in accordance with University policy. “Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal” (WKU 2018-2019 Undergraduate Catalog, p. 34). Evidence of academic dishonesty will be reported to the Office of Student Conduct, which is empowered to impose additional sanctions. **The instructor will bring sanctions against any student who perpetrates academic dishonesty.** Students are responsible for understanding what constitutes cheating and plagiarism; I provide the University descriptions below.

Regarding **cheating**, “no student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project that is submitted for purposes of grade determination” (p. 34). Cheating includes the use of assignments completed by other students during current or previous semesters.

“To represent written work taken from another source [book, journal, web site, lecture, lab, or other source whether it is prepared by the instructor, a guest speaker, or a classmate] as one’s own is **plagiarism**. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism” (WKU 2018-2019 Undergraduate Catalog, p. 34). Written assignments are routinely checked with plagiarism detection software.

Classroom Behavior

University policy states that “a professor has the authority to determine acceptable class-room conduct for his or her students as long as those decisions do not infringe on the student’s rights. Disruptive classroom behavior may also be considered unruly conduct” (WKU 2018-2019 Undergraduate Catalog, p. 370). Accordingly, the instructor expects that all students will **exhibit appropriate behavior** during class sessions. This means that students will not sleep, read, talk with others, or work on other assignments during class. Students should interact respectfully with others in the class.

Students with electrical devices (e.g., cell phones, pagers) must turn them off before the start of each class and store them out-of-sight, unless prior consent is given by the instructor.



Inappropriate classroom behavior will result in a reduction of the attendance grade, confiscation of electrical devices during class, and/or expulsion from class.

Syllabus Modifications

The printed syllabus distributed by the instructor is the official contract with students in this course. Information in the printed syllabus supersedes information on any electronic versions of the syllabus. The instructor reserves the right to modify anything in the printed syllabus, with prior warning via an in-class announcement or email message, during the course of the semester. Students are responsible for being apprised of any such modifications and for recording changes on their syllabi.

Note-Taking Policies

An accurate and complete set of lecture notes is important for performing well in this class. Many topics covered in class are not in the readings, so lecture is the only source for information on such topics. Suggestions for taking good notes include pre-reading, pre-class preparation, listening for clue words, taping lectures, comparing notes with other students and/or the text book, rewriting and reorganizing notes, and asking the instructor for clarification in class or during office hours. See the instructor for more specific note-taking strategies.

Audio tape recording of lectures for the purpose of improving note-taking is permitted only when a written request is made to the instructor and when prior consent is given by the instructor. The instructor reserves the right to revoke permissions for tape recorder use during class.

Some students may want to use **personal laptop computers** during class sessions. Laptop use is permitted only for the purpose of improving note-taking. Students who want to use a laptop are required to sign and adhere to a formal written contract with the instructor. A student is permitted to use a laptop during class only so long as it is not distracting to other students. Each student using a laptop during class must email the instructor the notes he/she recorded at the end of *each* class session to ensure he/she is using the laptop for note-taking and not other tasks. **The instructor reserves the right to revoke permissions for laptop use during class.**

The instructor considers lecture material (like any other course material) to be intellectual property. Students who enroll in this class are entitled to use this material for their personal education. **Students are not to sell lecture notes** and other class materials to other students or to note-taking services, online or otherwise; such action constitutes copyright infringement and will be prosecuted.

Student Support Services

The Writing Center

www.wku.edu/writingcenter

The Writing Center in Cherry Hall 123 and Craven Library Commons provides students with assistance in all phases of the writing process in person and by email. Call 270-745-5719.

Tech Support

www.wku.edu/it/helpdesk.

itweb.wku.edu/training/atech/

Students should use reliable computers, networks, and browsers to work on Blackboard. Blackboard tutorials are available online. For assistance, refer to the Help and IT Training tabs of Blackboard *or* contact the WKU IT help desk at 270-745-7000.

The Learning Center

www.wku.edu/tlc

TLC at the Advising and Career Development Center (ACDC) provides free tutoring and other support services for all WKU students. Certified peer tutors provide one-on-one and group tutoring in over 200 subjects and eight academic skill areas by appointment or walk-in. Online support is available for distance learners. TLC has a study lounge with computer lab. Call 270-745-5065, visit www.wku.edu/tlc, or email tlc@wku.edu for hours and additional information.

Discrimination & Harassment

www.wku.edu/eoo/titleix/

www.wku.edu/policies/docs/251.pdf

Discrimination, harassment, and sexual misconduct based on sex/ gender are prohibited. Students are encouraged to report incidents to Andrea Anderson at 270-745-5398, Michael Crowe at 270-745-5429, or Joshua Hayes at 270-745-5121. To speak confidentially to a counselor, call WKU Counseling at 270-745-3159.

Please note that if you report an incident of sex- or gender-based discrimination, harassment and/or sexual misconduct to a faculty member, we **are required** to report what you share to WKU's Title IX Coordinator or Title IX Investigator.

Important Semester Dates

| | |
|--------------------|--|
| Mon, Feb 3 | last day to register, drop/add deadline |
| Mon, Feb 3 | deadline to apply for May 2020 graduation |
| Mon-Fri, Mar 9-13 | Spring Break – classes canceled, offices open |
| Mon, Mar 23 | priority registration for summer 2020 begins |
| Mon, Mar 30 | priority registration for faoo 2020 begins |
| Sun, Apr 5 | 60% point of the semester |
| Thur, Apr 9 | last day to withdraw from a class with a W grade |
| Fri, Apr 24 | last day to finish incomplete from fall 2019 |
| Fri, Apr 24 | deadline to apply for August 2020 graduation |
| Fri-Sat, May 15-16 | commencement and recognition ceremonies |

(Action Item)

Proposal to Create a New Course: INT 495 Internship in Cultural Resource Management

**Potter College of Arts & Letters
Department of Folk Studies and Anthropology**

Section 1: Proponent Contact Information

- 1.1 Name/Title:** Darlene Applegate, Department Head
- 1.2 Email address:** darlene.applegate@wku.edu
- 1.3 Phone number:** 745-5898

Section 2: Course Catalog Information

- 2.1 Course prefix and number:** INT 495
- 2.2 Course CIP code:** 30.1202
- 2.3 Course title:** Internship in Cultural Resource Management
- 2.4 Abbreviated Course title:** Internship in CRM
- 2.5 Credit hours:** 3
- 2.6 Repeatability:** Repeatable once for a total of 6 hours
- 2.7 Course Term:** Is this course intended to span more than a single term?
No
- 2.8 Course Catalog Description:** Term-long, 150-hour applied experience in a supervised setting with a cooperating agency, business, organization, or community group in the cultural resources sector. Transportation to/from internship location may be required and is the student's responsibility. Open only to students in the CRM certificate program. To be taken after completing at least nine hours of coursework in the CRM certificate. Can be repeated once for a total of six hours.
- 2.9 Prerequisite:** Permission of instructor
- 2.10 Additional Enrollment Requirements:** Restricted to students in the cultural resource management certificate program.
- 2.11 Other Special Course Requirements:** Travel off campus may be required.
- 2.12 Grade Type:** A-F
- 2.13 Schedule Type:** Internship

Section 3: Description of proposed course

3.1 Course Content Summary: The proposed course provides an opportunity for students in the cultural resource management certificate to gain hands-on, sustained, intensive experience in the CRM field and to apply training gained through prior coursework in a supervised setting outside the classroom. Students will complete at least 150 hours of work on the internship over the course of a spring, summer, fall, or winter term, excluding completion of evaluations (see section 3.3). Selection of the cooperating agency, business, organization, or community group will be based on student preparation and interests, as well as availability of supervising personnel, in consultation with the certificate coordinator. The specific tasks and expectations for the student will be determined in advance by the certificate coordinator and the supervisor at the cooperating agency, business, organization, or community group, and will be delineated in a written agreement with the student prior to beginning the internship (see attachment). The projects or tasks must contribute meaningfully to the mission of the collaborating partner, and not constitute "busy work." Projects involving human subjects may be required to undergo review by the Institutional Review Board.

To illustrate, several examples of potential internships and related content and tasks are:

- a student interested in collections management could intern at the Mammoth Cave National Park curatorial facility and assist with inventory and condition assessment of ethnographic objects and archaeological artifacts in the collection.
- a student interested in architectural history could intern with The City of Morgantown to document historic buildings and write a National Register of Historic Places nomination for a historic district.
- a student interested in education, museums, and African-American studies could intern with the WKU Kentucky Museum to research and develop a traveling trunk on the former Jonesville community for middle-grade teachers.
- a student interested in public policy could intern with the Daniel Boone National Forest and assist in the development of policies and regulations for rock climbing in the vicinity of endangered cultural resources in Red River Gorge.
- a student interested in American Indian culture and art could intern with the Eastern Band of Cherokee Indians to record oral histories of traditional Cherokee potters.

3.2 Learning Outcomes:

Upon successful completion of the course, students will:

- apply appropriate CRM concepts, methods, and procedures in the completion of internship tasks and activities.
- appraise the cultural perspectives of affected communities associated with internship tasks and activities.
- collaborate effectively with staff, clients, and others associated with the supervising agency, business, organization, or community group.
- demonstrate appropriate ethical practices and professionalism within the internship setting.

3.3 Evaluation: The on-site supervisor will provide a written evaluation of the student's work on assigned tasks at the midpoint and conclusion of the internship. The latter will include the supervisor's recommendation for a numerical grade of the student's performance on a scale from 0-100. The grade will account for 70% of the student's final course grade.

The student will submit a written progress report at the midpoint of the internship. At the conclusion of the internship, the student will submit: (1) a detailed distribution of effort log that includes time spent on specific tasks; (2) an evaluation of the supervisor and internship site; (3) a written reflection paper; and (4) at least one the following – oral presentation, poster presentation, or product generated by the student as part of the internship (e.g., lesson plan, policy document, GIS data files, National Register nomination form, oral history transcriptions, interpretive signage, museum exhibit). The certificate coordinator, in collaboration with other university faculty-staff with expertise related to the project, will evaluate the student's materials, which will account for 30% of the student's final course grade.

Forms and templates will be prepared for these evaluation tools.

Section 4: Rationale

4.1 Reasons for developing this proposed course: The course has been developed as part of a proposed new certificate program in cultural resource management, in which it will be a required course. Because of the applied nature of CRM and the intention to cultivate in students the skills needed for successful careers in CRM, it is important for students to have as much hands-on experience as possible. While such opportunities will be provided as part of most elective courses in the proposed certificate, the internship will allow students to have sustained, intensive experience in the field, and, ideally, in that aspect of the diverse field of CRM that best matches their interests and career

goals. In addition, the internship will give students the chance to expand their professional networks in significant ways.

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. In the department, several narrowly focused anthropology courses provide students with opportunities to do research or stewardship with cultural resources, archaeological sites in particular. For example, ANTH 434 Graveyard Archaeology teaches field methods for documenting and assessing the condition of historic graveyards. ANTH 493 Archaeology Stewardship involves assessment of the condition of archaeological sites in the region, such as at Mammoth Cave National Park. Similarly, several folk studies courses engage students in research or stewardship with cultural resources, including both tangible and intangible heritage. In FLK 445 American Architectural History and FLK 464 Vernacular Architecture, students document historic buildings and structures. In FLK 470 Museum Procedures and Preservation Techniques, students do projects related to the educational, curatorial, and/or research missions of museums.

Outside the department, in courses such as GISC 316 Fundamentals of Geographic Information Systems, students have the option to complete research projects related to cultural resources. In REC 434 Resource Interpretation, students research content for an interpretive program of their choice and develop an interpretive theme plan. EDU 250 Introduction to Teacher Education requires that students complete 15 hours of field experience.

Besides being focused on particular types of cultural resources or specific skill sets, generally speaking, these courses do not involve the amount of time commitment or the immersive engagement with a collaborating partner that the proposed internship will.

- Are any of the proposed prerequisites for this course offered by another university department/unit? Potentially, yes. It depends on what courses each student selects for electives in the CRM certificate program, which serve as prerequisites for this course.
- 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: The department heads or school directors in units delivering the CRM certificate electives were consulted in March 2020 and are supportive of the proposal.

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 1-3

5.2 How many sections of this course per academic year will be offered? Four, with one section per term

5.3 How many students per academic year are expected to enroll?
6-8

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

Based on recent numbers of students pursuing the CRM concentration in the anthropology major (to be discontinued and replaced with a new CRM certificate) and projected potential for growth with students in other major/minor programs, we estimate that, initially, 12-15 students will enroll in the CRM certificate associated with the proposed internship course. We anticipate that about half of those students in any one year will do the internship.

5.5 Proposed method of staffing: The CRM advisor (certificate coordinator) in the department will assist students with placement in internships as part of the regular advising work load.

5.6 Instructional technology resources: For most students, access to computers with Microsoft Office Suite, which is readily available in campus computer labs, will be sufficient. Students doing projects involving CAD, ArcGIS, PastPerfect, or other specialized software applications presumably will have access through the collaborating partner. If not, requests will be made for students to access that software through appropriate campus units, assuming students have the training to use the software.

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

Section 6: Proposed term for implementation: Next Available

Section 7: Supplemental/Supporting Documentation: Draft internship agreement form attached

(Action Item)

Proposal to Create a New Course: PR 321 Communications Analytics in Public Relations and Advertising

**Potter College of Arts & Letters
Department of Communication**

Section 1: Proponent Contact Information

- 1.1 Name/Title:** Ken Payne, Associate Professor
- 1.2 Email address:** ken.payne@wku.edu
- 1.3 Phone #** 270.745.3296

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number:** PR 321
- 2.2 Course CIP code:** 09.0909 (Communication Management and Strategic Communications)
- 2.3 Course title:** Communications Analytics in Public Relations and Advertising
- 2.4 Abbreviated Course title:** Communications Analytics
- 2.5 Credit hours/Variable credit:** 3
- 2.6 Repeatability:** No
- 2.7 Course Term:** One Semester
- 2.8 Course Catalog Description:** Introduction to practical application of the platforms, tools, data sources, and distribution channels of communications analytics in public relations and advertising.
- 2.9 Prerequisite:** PR 255, or AD 240, or COMM 212, or permission of instructor
- 2.10 Additional Enrollment Requirements:** None
- 2.11 Other Special Course Requirements:** None
- 2.12 Grade Type:** Standard Letter Grade
- 2.13 Schedule Type:** Lecture/Lab

Section 3: Description of proposed course

3.1 Course Content Summary: This course provides the foundational knowledge and practical application for accessing and utilizing consumer data for public relations and advertising purposes. The lecture/lab structure of the course allows students to practice, in real time, best practices of communications analytics. Major topics of consideration for this course include:

The Evolution of the Digital Ecosystem
Communications Analytics Concepts
Choosing Communications Analytics Tools
Share of Voice, Search and Audience
Communications Strategy Development
Content Strategy Development
Return on Investment and Engagement
Digital Influence
Communications Analytics to Anticipate a Crisis
Communications Analytics to Launch a New Product
Communications Analytics in Research and Planning
Analytics Reporting and Accountability
Data Sources and Consumer Privacy
Ethical and Legal considerations of Communications Analytics

3.2 Learning Outcomes: By taking this course students should be able to:

1. Use communications analytics to craft messages and experiences that reflect each public's needs, expectations, and behaviors.
2. Identify and articulate the most important audiences across the digital ecosystem.
3. Use advanced analytics tools, processes, and algorithms to accurately measure and report key communications indicators (KCI) and return on investment (ROI).

3.3 Assessment/Evaluation: This course will focus on the acquisition and application of communications analytics principles in a professional setting. Students will be assessed via a variety of practical course assignments, quizzes, tests, and projects as determined by the instructor.

Section 4: Rationale

4.1 Reason for developing this proposed course: The digital ecosystem has grown dramatically in the past 10 years, extending digital technologies and tools beyond strategic communications into other parts of the

enterprise such as customer service and support, experience design, product development, and consumer insights.

As the digital ecosystem has evolved, the types and the volume of data that is generated have grown. For example, at the 2018 Consumer Electronics Show in Las Vegas, Intel projected that by 2020 the average consumer will generate 1.5 gigabytes of data per day from their associated internet activities.

The relentless and rapid introduction of new platforms, tools, data sources, and media distribution vehicles has created a digital ecosystem that will press companies and organizations to respond. For any public relations or advertising professional, the challenge lies in identifying the unique combination of the digital channels, platforms, and partners required to produce the outcomes needed to realize public relations or advertising goals and objectives.

Advertising and public relations professionals collect, analyze, and report on digital data that describe who a customer is, what they like and dislike, their brand affinities, their expectations and needs, their beliefs and values, and their behavior - both online and offline. The tasks of determining what data assets exist, figuring out which of those are needed, and learning how to manage and use them constructively, competitively, and ethically now needs to be part of every public relations and advertising graduate's resume and portfolio.

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? The Department of Information Systems offers BDAN 310: Business Data Analytics, focused on how to model and computationally analyze business-oriented data; and BDAN 320: Web Analytics, focused on collecting, measuring, analyzing and reporting online digital data, as part of their Certificate in Applied Data Analytics. Both courses have a prerequisite of CIS 243 and COBA Course Eligibility (Test Score 2).
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations: Contacted Kirk Atkinson, Director, Center for Applied Analytics, Professor – Information Systems, who noted no conflicts or overlaps with the proposed course (E-mail reply posted below).



Atkinson, Kirk
Fri 1/17, 11:50 AM



Fri 1/17/2020 11:50 AM
Hi Kent!

I don't really see any conflicts or overlaps, but I have copied the BDAN Program Coordinators and our Department Chair, just in case.

Best,

Kirk



Payne, Kenneth
Fri 1/17, 11:20 AM
Atkinson, Kirk



Download

Hi, Kirk! Not sure you are the right person for this question, but just point me in the right direction if not. We're proposing a new course as part of a new undergraduate certificate in Strategic Communications. The new course proposal, PR/AD 321 - Communications Analytics for Public Relations and Advertising, is attached for review. I noted on the form:

1. Do any other courses already being offered by other university departments/units share content with this proposed course? The Department of Information Systems offers BDAN 310: Business Data Analytics, focused on how to model and computationally analyze business oriented data; and BDAN 320: Web Analytics, focused on collecting, measuring, analyzing and reporting online digital data, as part of their Certificate in Applied Data Analytics. Both courses have a prerequisite of CIS 243 and COBA Course Eligibility (Test Score 2).

Do you see any major overlaps or conflicts with our new course? Let me know if you need more information. Thanks! Ken

Section 5: Projected Enrollments/Resources

- 5.1 How many students per section are expected to enroll in this proposed course?** 25
- 5.2 How many sections of this course per academic year will be offered?** 2
- 5.3 How many students per academic year are expected to enroll?** 50

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.
Projections are based on current enrollment in both the Public Relations and Advertising majors (230 students), the Experience Design Certificate (30 students), and a proposed new certificate in Strategic Communications (50 students, projected). PR321 will be a required course for both certificates, and an elective for the PR and AD majors. In addition, the new course may become an elective for the Corporate and Organizational Communication major (75 students), and the Communication Studies major (100 students).

- 5.5 Proposed method of staffing:** Current staffing is sufficient. Should the Strategic Communications or Experience Design Certificates grow beyond current capacity, the department will request incremental faculty support through Potter College.
- 5.6 Instructional technology resources:** Current technology resources are sufficient.
- 5.7 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? YES

Section 6: Proposed term for implementation: Next Available

Section 7: Supplemental/Supporting Documentation: None

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

Contact Person: Kelley Coppinger, kelly.coppinger@wku.edu, 270-745-3296

1. Identification of program:

1.1 Program title: Digital Advertising

1.2 Required hours in program: 18

1.3 Special information: The certificate is interdisciplinary by design and available to WKU students from any major, or non-traditional students wishing solely to earn this undergraduate certificate. (The Digital Advertising Minor was recommended for transformation at the university and college level after the CAPE review)

1.4 Catalog description: The Digital Advertising certificate provides opportunities to develop advertising strategies and tactics aimed at targeted audiences. The certificate allows students to research, analyze, evaluate and determine how best to reach specific audiences with their messages. The guided electives provide exposure and creation of verbal and visual content through video, photography, and computers. This 18-hour program equips students with practical skills for workforce success.

Students complete four core courses in strategic approaches to advertising including AD 210: Software Studio or ART 243: Digital Media, AD 240: Advertising in a Digital World, AD 300: Research in Advertising and Public Relations, AD 330: Branding or AD 349: Advertising Media. Two electives can be selected from the following: BCOM 264: Basic Video Production (non-majors) or BCOM 366: Video Editing (majors); PJ 131: Digital Photography (non-majors) or PJ 231: Introduction to Photojournalism (majors); AD 330: Branding; AD 349: Advertising Media; UX 340: Programming for Designers; an approved AD or ART upper division elective.

1.5 Classification of Instructional Program Code (CIP): 09.093 (Advertising)

2. Learning outcomes of the proposed certificate program:

Students completing the certificate in Digital Advertising will be able to:

- Develop advertising strategy for messages appropriate to audiences, purposes, and contexts
- Formulate branded content for self-promotion and commercial enterprise

- Generate original digital content using advertising industry tools
- Apply advertising strategies to campaigns that connect with consumers on a variety of media platforms

3. Rationale:

3.1 Reason for developing the proposed certificate program:

The Digital Advertising certificate is a result of the CAPE process which mandated the transformation of the Digital Advertising Minor (24 hours).

Of the five top soft skills needed most by employers in 2019 ((Linkedin, 2019) the Digital Advertising certificate will address three: creativity, persuasion and collaboration. Of the 25 hard skills identified by the survey, course content will introduce and or develop the following: analytical reasoning, importance of User Experience design, mobile application relevance, social media messaging, business and consumer analysis, digital marketing and competitive strategies.

Advertising, promotions and marketing management are professional fields that are continually growing. The United States Bureau of Labor and Statistics project a net growth of 8% in these fields through 2026. In addition, an online exploration of jobs showed more than 286,800 jobs in Advertising and promotions management, 38,000 positions in digital media and 127,000 positions in the fields of social media as managers and analysts. These data demonstrate that this industry has a clear, growing, long-term demand for individuals with the skill sets that a student who completes the undergraduate Digital Advertising certificate.

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

The Communication department currently offers the only undergraduate certificate program in Potter College - User Experience Design (UX). The proposed certificate program will take the place of the Digital Advertising minor, which will be suspended. The department is proposing two additional certificates in Strategic Communications and Workplace Communication. The certificate in Digital Advertising shares no courses in common with those certificates.

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

The Department of Art has created a new Graphic Design certificate which focuses on content creation. The Digital Advertising certificate focuses on strategic research and planning. Multiple conversations and emails have taken place, with a meeting on March 6, 2020, including members of both the departments of Art and Communication, as well as Associate Dean of PCAL, Merrall Price. At that meeting, the content of this certificate was deemed an appropriate complement to the certificate in Graphic Design.

3.4 Projected enrollment in the proposed certificate program:

We project initial enrollment of 75 students by AY2022. This projection is based on the current enrollment of 49 students in the Digital Advertising Minor, the number of current Communication students that could add the certificate as part of their coursework, students from the School of Media who need a certificate or minor to pair with their major, and members of the community who wish to improve their advertising strategy skills.

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

Similar certificates are offered at universities around the country including the Advertising Undergraduate Certificate, University of Missouri-St. Louis (blended, College of Arts & Sciences), Advertising Certificate, Penn State Erie (Communication), Advertising & Public Relations Essentials Certificate, DePaul University (Marketing), Certificate in Advertising, San Diego University (Integrative Studies). There are no certificates in Advertising at universities in the state. Related minors in the Commonwealth: Minor in Advertising at Murray State (Journalism & Mass Communication), and the Minor in Media Arts & Studies, University of Kentucky (College of Communication & Information).

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

The Certificate in Digital Advertising will create responsible business leaders with a global awareness. The Certificate in Digital Advertising most directly supports WKU's Strategic Plan in the following ways:

1. Facilitate student advising through a dedicated program advisor who meets with every major student prior to registration and to ensure student completion (Students/3.8),
2. Prepare students for career and life through a focused curriculum that undergoes annual assessment (see 3.B.), integrates high-impact practices, and allows students to tailor their academic and career interests (Students/5.12 and 13),
3. Provide up-to-date classroom technology, addressing technology skills and trends (Hill/3),
4. Integrate high-impact practices in numerous courses, including collaborative learning, particularly in AD 310, AD 330 AD 349 (Hill/3.11),

5. Engage the community through service learning projects Community/1.1)
6. Align courses with business and industry feedback. (see 3.D.)
(Community/1.2)
7. Integrate critical thinking, problem solving, and effective collaborative group projects, and interactions throughout curriculum (Community/1.4)

The certificate will provide opportunities for people of the region to be trained with skills to think critically, solve problems, and engage effectively with others; and, a marketable credential for WKU graduates.

4. Curriculum:

Core Courses (12 hours)

AD 210 Software Studio (3 hours) or ART 243: Digital Media (3 hours)
 AD 240 Advertising in a Digital World (3 hours)
 AD 300 Research in Advertising & Public Relations
 AD 330 Branding (3 hours) or AD 349 Advertising Media (3 hours)

Choose any 2 Elective Courses (6 hours)

BCOM 264 Basic Video Editing (3 hours) or BCOM 366 Video Editing (3 hours)
 PJ 131 Intro to Photography (3 hours) or PJ 231 Introduction to Photojournalism (3 hours)
 AD 330 Branding (3 hours)
 AD 349 Advertising Media (3 hours)
 UX 340 Programming for Designers (3 hours)
 An approved AD or ART upper division elective

Permission to include PJ 131 or PJ 231 as electives in Digital Advertising Certificate

James Kenney, Professor, School of Media, Photojournalism Program
 Permission granted by email January 28, 2020
 Again by phone January 29, 2020

Permission to include BCOM 264 or BCOM 366 as electives in Digital Advertising Certificate

Brad Pfranger, Assoc. Professor, School of Media, Broadcasting Program
 Permission granted by email January 29, 2020

Permission to include ART 243 in the core and an approved upper level ART course as an elective in the Digital Advertising Certificate

Kristina Arnold, Department Head of Art
 Permission granted in meeting among Art, Communication, and Associate Dean Merrall Price, March 6, 2020

Total Number of Credits Hours: 18

5. **Budget implications:** Faculty in the Department of Communication will teach the courses which are already integrated within the Advertising, Public Relations, and Communication majors. No faculty line is requested for this certificate.

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

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

| | |
|---|------------|
| Department of Communication | 03/20/2020 |
| Potter College Curriculum Committee | 03-31-2020 |
| Contact with Office of Academic Affairs | |
| Undergraduate Curriculum Committee | |
| Faculty Senate | |
| Board of Regents | |

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

Contact Person: Ken Payne, ken.payne@wku.edu, 270-745-3296

1. Identification of program:

1.1 Program title: Strategic Communications

1.2 Required hours in program: 18

1.3 Special information: The certificate is interdisciplinary by design and available to WKU students from any major, or non-traditional students wishing solely to earn this undergraduate certificate. All courses must be completed with a grade of “C” or higher.

1.4 Catalog description: Strategic Communications focuses on the critical thinking, analytical, and practical skills essential to developing and implementing communications strategies that advance an organization’s goals and missions. The certificate includes instruction in communications management, crisis communications, communications in law and ethics, digital and traditional communications strategies, media relations, social media strategies, traditional and emerging media, and writing for the media. Strategic Communications is about communicating purposefully within the context of a strategic plan. This strategic approach includes generating impactful and relatable messages, selecting the best communications channels for proper message distribution, and evaluating communications efforts against established organizational goals and benchmarks. The undergraduate certificate is an 18 credit-hour program designed to equip students with practical and meaningful skills for strategic communications success. Courses in the certificate include JOUR 202, PR 255, PR/AD/COMM 321, PR 356 or PR 358, COMM 346 and COMM 364.

1.5 Classification of Instructional Program Code (CIP): 09.0909
(Communication Management and Strategic Communications)

2. Learning outcomes of the proposed certificate program:

Students completing the certificate in Strategic Communications will be able to:

- Synchronize and manage advertising, public relations and corporate communications efforts within a company or organization.

- Conduct a strategic communications campaign designed to influence beliefs, mold public opinion, and effect behavioral change within a target population.
- Apply communications concepts and theories to address everyday dilemmas within the dimensions of ethics, society, law, technology, and culture.

3. Rationale:

3.1 Reason for developing the proposed certificate program:

The department decided to suspend the 24-hour Communication Studies minor and create two, strategically targeted workforce ready certificates. The first is Workplace Communication. The second is Strategic Communications. Strategic Communications builds on the strengths afforded us by our recent merger and utilizes the talents of other disciplines in PCAL to build a certificate that may well-serve students across campus given the following information.

Strategic communications, public relations, and corporate communications are professional fields that are continually growing. The United States Bureau of Labor and Statistics project a net growth of 9-10% in these fields through 2026. In addition, an online exploration of jobs showed more than 17,000 jobs in strategic communications, more than 38,000 positions in digital media, more than 46,000 positions in public relations, and more than 127,000 positions in the fields of social media as managers and analysts. These data demonstrate that this industry has a clear, growing, long-term demand for individuals with the skill sets that a student who completes the undergraduate certificate in Strategic Communications can provide.

According to the National Association of Colleges and Employers (NACE) two of the top 5 attributes employers seek on a candidate's resume are written and verbal communications skills regardless of their degree field. This easily accessible, 18-hour package of courses will aid students in honing their written and verbal communications skills as well as other skills listed by NACE's survey such as: strategic planning skills, problem solving skills, ability to work in a team, computer skills, detail orientation, organizational ability, and creativity. Further, those currently employed in the advertising, corporate communications, and public relations industries will benefit from acquiring this certificate because it offers courses central to working in these fields in a digital age.

3.2 Relationship of the proposed certificate program to certificate programs offered by the department: The Communication Department currently offers the only undergraduate one certificate program in Potter College - User Experience Design (UX). The UX certificate focuses on designing interactive platforms for digital content. Two other certificates the department is proposing (Workplace Communication and Digital Advertising) are also uniquely focused to different industry-specific needs. The Strategic Communications certificate shares no

courses in common with those certificates.

- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: There is no undergraduate certificate program focused on the critical thinking, analysis, and practical skills essential to developing and implementing communications strategies that advance organizations goals and missions at this time.
- 3.4 Projected enrollment in the proposed certificate program: We project initial enrollment of 35 students by AY2022, with growth to 75 students by AY2024. This projection is based on the current enrollment of 110 Advertising majors, 120 Public Relations majors, and 169 Communication majors that may integrate the certificate into their current course workload, and students from around the university who may find value in a strategic communications certificate to pair with their current major or other certificate. These numbers could increase significantly once a marketing campaign is rolled out to pitch this certificate to business and industry throughout the region given the findings cited above.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): While several universities, including the University of Kentucky and Morehead State, offer undergraduate degree programs in Integrated Strategic Communication, very few offer the undergraduate certificate. Examples include University of Colorado, Denver – Strategic Communication Undergraduate Certificate; Texas A&M – Strategic Communication Certificate; Portland State University – Strategic Communications and Public Relations Certificate.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: The Strategic Communications certificate directly connects to the university’s mission of creating productive, engaged, and socially responsible citizen-leaders of a global society. This certificate addresses many of WKU’s core values by emphasizing cooperation, teamwork, and mutual respect for individual differences in scholarship, diversity, and culture. Furthermore, the Certificate in ISC most directly addresses three elements of the WKU Strategic Plan including: improving the quality of life within the region, becoming a regional lighthouse, and providing continuing education. This certificate will provide opportunities for people of the region to be educated; WKU graduates with skills to think critically, solve problems, and engage effectively with others; and, a marketable credential for WKU graduates.

4. Curriculum:

JOUR 202 – Introduction to News Writing

PR 255 – Fundamentals of Public Relations

PR/AD/COMM 321 – Communications Analytics for Public Relations and Advertising

PR356 – Digital Tactics in Public Relations **OR**
 PR358 – Public Relations Writing and Production
 COMM 346 - Persuasion
 COMM 364 – Crisis Communication

Total Number of Credits Hours: 18

 McKerral, Gordon
 Fri 10/24, 7:00 AM

 Proposal for Certificate ...
 36 KB

Download

Ken:

The proposal looks good, and I have no problem with the use of JOUR 202 in it.
 I think JOUR 202 is a required course in the Strat Comm major now.
 It's to bad you do not have three more hours to spare in the cert proposal.
 JOUR 323 Multiplatform News is a good fit for this cert because along with foundational editing concepts in all formats it is heavy on audience targeting and understanding.
 Thanks!
 Mac

Professor Mac McKerral
 Journalism Major Coordinator
 School of Media
 Western Kentucky University
 mac.mckerral@wku.edu

5. **Budget implications:** Faculty in the Department of Communication will teach the courses which are already integrated within the Advertising, Public Relations, and Communication majors. No faculty line is requested for this certificate.

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

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

| | |
|---|------------|
| Department of Communication | 03/05/2020 |
| Potter College Curriculum Committee | 03-31-2020 |
| Contact with Office of Academic Affairs | _____ |
| Undergraduate Curriculum Committee | _____ |
| Faculty Senate | _____ |
| Board of Regents | _____ |

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

Contact Person: Dr. Laura McGee, laura.mcgee@wku.edu , 5-5900

1. Identification of program:

1.1 Program title: Russian and East European Studies Certificate

1.2 Required hours in program: 21 hours

1.3 Special information: Students who enter the program with previous knowledge of Russian should take measures to gain credit for their language skills. For current information on verified credit, AP credit, or language assessment tests, go to the Modern Languages website at this address: www.wku.edu/modernlanguages or meet with a faculty member in Russian.

1.4 Catalog description: This interdisciplinary certificate is designed with two main goals in mind. The first is to familiarize students with the most significant political and economic issues facing both Russia and the states of Eastern Europe. The second is to provide students a foundation for effective communication in Russian.

Because of Russia's dominant global role, it is essential that students become familiar with Russia and its language. With Russian being the language of approximately 250 million people, students earning a certificate in REES will study one of the major languages of the world. Furthermore, Russian is recognized as a Critical Language by the US Departments of State and Defense. Fortunately, the language is not as hard as most people think; the alphabet takes less than a week to master. Learning Russian allows students to travel to Russia and witness first-hand the changes taking place in religious, economic, and cultural behaviors. Russian makes an excellent language for those pursuing careers in sociology, anthropology, criminology, political science, international law, geology, journalism, and international business.

Knowledge of East European and Russian societies opens the door to many exciting opportunities. A certificate in Russian and East European Studies is not just for translators, diplomats and teachers. Knowledge of Russia and East Europe can be helpful in landing a job in many fields. Having a REES certificate makes any job candidate stand out from the crowd, whatever the field. A REES certificate can be especially useful for people pursuing careers in business, law enforcement, political analysis, work in international aid organizations, natural resource management, and computer science. For those seeking a career in research, Russia and East Europe is a massive field for study in disciplines like religious studies, economics, sociology, anthropology, history, political science, and more.

The certificate requires seven courses, for a total of 21 credit hours. Students earning the Russian and East European Studies Certificate construct their programs of study around two components. The two components are:

Area-Specific Course Requirement

To complete this requirement, students will complete 9 credit hours from the list of existing approved courses or from related courses that may be added in the future. Courses in this category must represent at least two different departments. Other Russia-related courses may be approved with permission of program advisor.

- HIST 338 Russia to 1900
- HIST 438 Twentieth Century Russia
- PS 367 Government and Politics of Russia and Eastern Europe
- PS 369 Central European Politics
- RUSS 3** or RUSS 4**
- MLNG 3** or MLNG 4**

Russian Language Requirement

To fulfill this requirement, students will complete Russian language courses at the beginner and intermediate level: RUSS 101, 102, 201, and 202.

Students earning the certificate are encouraged to participate in study abroad programs in Russia and/or Eastern Europe. Credits earned through study abroad courses can fulfill the requirements outlined above.

1.5 Classification of Instructional Program Code (CIP): 05.0110 [Russian Studies]

2. Learning outcomes of the proposed certificate program:

Utilizing the faculty and facilities across several units, this certificate program equips students with a basic Russian proficiency and intercultural competence to interact with people from Russian-speaking regions. It is built upon a student-centered curriculum and allows students to develop a working knowledge of Russian language and culture in support of their primary field of expertise.

Learning Outcomes:

1. Students will be able to apply knowledge acquired to real world challenges in professional settings.
2. Students will be able to converse with people from the target culture in familiar settings and identify basic cultural similarities and differences.
3. Students will be able to compare products, practices and perspectives between the target culture and their own culture.
4. Students will be able to explore the range of issues influencing Russia's domestic development and its interactions with other countries.
5. Students will demonstrate a general understanding of Russia in regional context and comparative perspective concerning at least one aspect of their interest (e.g. its political and economic system, geography, history, religions).

3. Rationale:

3.1 Reason for developing the proposed certificate program:

- 1) This program provides a response to those students who would like to explore Russian and East European studies to enhance their niche market skillset. The students will typically major in International Affairs or International Business; however, some will come from the sciences (Engineering, Computer Science, Architecture), or from any number of Potter College of Arts and Letters programs, such as History, Music, or other world languages.
 - 2) This certificate helps prepare students for opportunities in the marketplace by integrating the Russian and East European Studies into what they have already been doing without delaying their college graduation. Russian is considered a critical language by the U.S. government, and there are immense career opportunities ranging from government and business jobs to intelligence agencies. There is a need for more Americans with language skills and cultural knowledge related to Russia and Eastern Europe.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: This certificate joins other certificates recently developed by the Department of Modern Languages in response to expressions of interest in credentials that offer language and culture training, but are not as demanding as a major.
 - 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: Since certificates are stackable depending upon students' own career planning, the proposed certificate program complements any other certificate and major program at WKU. It will complement a wide variety of majors and minors, and may be combined with other certificates to fine-tune particular skill sets.
 - 3.4 Projected enrollment in the proposed certificate program: 15-20 students
 - 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Eastern Kentucky University, Northern Kentucky University, and Murray State University do not have any kind of Russian program. The University of Louisville and the University of Kentucky offer a Russian Minor that includes language courses and electives taught in English. The University of Kentucky also offers a Russian Major structured similarly. Benchmark offerings range from none to some to a major. Ball State offers no Russian programs. Appalachian State University offers a 15-hour minor. Bowling Green State University offers a major and a minor.
 - 3.6 Relationship of the proposed certificate program to the university mission and objectives: The proposed program serves the university mission and objectives to prepare students to enter a global workforce. Through coursework, experience abroad, and other cultural encounters, the proposed program enhances communicative skills and cultural awareness that prepare students to be more knowledgeable and sensitive citizens of the local, regional, and global communities. This program presents career-ready opportunities to students in Kentucky, neighboring states and around the nation.
4. **Curriculum:** 21 credit hours are required in this certificate.

Area-Specific Course Requirement

To complete this requirement, students will complete 9 credit hours from the list of existing approved courses or from related courses that may be added in the future.

Courses in this category must represent at least two different departments. Other Russia-related courses may be approved with the permission of the program advisor.

- HIST 338 Russia to 1900
- HIST 438 Twentieth Century Russia
- PS 367 Government and Politics of Russia and Eastern Europe
- PS 369 Central European Politics
- RUSS 3** or RUSS 4**
- MLNG 3** or MLNG 4**

Russian Language Requirement

To fulfill this requirement, students will complete Russian language courses at the beginner and intermediate level: RUSS 101, 102, 201, and 202.

Students in the certificate are encouraged to participate in study abroad programs in Russia and/or Eastern Europe. By petition, credits earned through study abroad courses can fulfill certificate requirements outlined above.

5. **Budget implications:** None. The current staffing for Russian will teach the required RUSS** courses and some RUSS electives. Other electives are offered by other departments. No additional staffing is required for this certificate.

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

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

| | |
|---|------------|
| Department of Modern Languages | 03-17-2020 |
| Potter College Curriculum Committee | 03-31-2020 |
| Contact with Office of Academic Affairs | |
| Undergraduate Curriculum Committee | |
| Faculty Senate | |
| Board of Regents | |

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

Contact Person: Darlene Applegate, darlene.applegate@wku.edu, 745-5898

1. Identification of program

- 1.1 Program title: Certificate in Cultural Resource Management
- 1.2 Required hours in program: 15
- 1.3 Special information: The certificate is interdisciplinary and will be administered by the Department of Folk Studies and Anthropology.
- 1.4 Catalog description: Cultural resource management (CRM) is an interdisciplinary field focused on *research* to identify, document, inventory, evaluate, and register cultural resources; *planning* to integrate that information into management plans for making decisions and setting priorities about resource use; *stewardship* to implement planning decisions in ways that protect, preserve, conserve, restore, and publicly interpret culturally significant resources; and *support* for the appreciation and continuation of related cultural practices. Cultural resources include a diverse range of tangible and intangible heritage, such as historic buildings, historic districts, archaeological sites, shipwrecks, cultural landscapes, museum collections, artifacts, objects of cultural patrimony, folk arts and traditions, religious sites and practices, historic documents, languages, orchestras, and theatre groups. In the United States and many parts of the world, cultural resources are treated as non-renewable resources that need to be managed through legislation, regulations, and public policy, as well as educational programs and community engagement.

Cultural resource managers are employed in municipal, state, and federal government agencies, such as city planning offices, county preservation boards, state historic preservation offices and transportation cabinets, the National Park Service, Bureau of Land Management, U.S. Department of Agriculture, Bureau of Indian Affairs, Department of Defense, U.S. Agency for International Development, and Peace Corps; with American Indian tribes, Native Hawaiian organizations, and other indigenous groups; in privately operated companies and businesses that provide CRM-related services to clients; with museums, galleries, archives, curatorial facilities, libraries, science centers, historical sites, historical societies, tourism industries, and non-profit organizations; and with international organizations and agencies like the United Nations. Other graduates with CRM credentials work in the publishing industry, write for the public, and collaborate with educators.

The Certificate in Cultural Resource Management (reference number XXX) is designed for undergraduate students who desire to find employment or pursue graduate programs in CRM or related fields. The certificate program combines well with a number of majors, minors, and certificates, such as anthropology, folklore, history, art history, diversity and community studies, citizenship and social justice, international affairs, area studies, tourism, recreation administration, nonprofit administration, geographic information science, and geography and environmental studies. The certificate also is available to non-degree-seeking students desiring solely to earn this credential.

The Certificate in Cultural Resource Management consists of 15 credit hours. Students complete six hours of required courses: one course selected from ANTH 120, 125, 130, 135 or FLK 276 (three hours) and INT 495 (three hours). Students complete at least nine hours of electives,

selected in consultation with the certificate advisor: ANTH 360, 399, 432, 434, 436, 438, 470, 493; ART 445, 496; ECON 430; EDU 250; ENG 307; FLK 399, 430, 434, 445, 464, 470; GEOG 225, 330, 434, 480, 481; GISC 316; HMD 271; IDFM 151, 152, 222, 424, 446; PS 250, 311, 340, 355; REC 220, 434, 460; RELS 341. Electives must represent at least three different disciplines, and at least two of the three electives must be upper-level (300- or 400-level) courses. A maximum of six credit hours from other major, minor, or certificate programs may be used to fulfill certificate requirements.

1.5 Classification of Instructional Program Code (CIP): 30.1202 Cultural Resource Management and Policy Analysis.

2. Learning outcomes of the proposed certificate program

Upon successful completion of the Certificate in Cultural Resource Management, students will:

- describe cultural resource management, including types of cultural resources and roles of cultural resource managers in research, planning, and stewardship.
- articulate the integrated nature of cultural resource management with an interdisciplinary and holistic perspective.
- identify the historical context of cultural resource management issues, including related laws and policies.
- articulate methods and techniques commonly used in cultural resource management research, planning, and stewardship.
- appraise the cultural perspectives of affected communities in cultural resource management issues.
- critique ethical issues in cultural resource management.
- apply cultural resource management concepts and methods in a term-length internship.

3. Rationale

3.1 Reasons for developing the proposed certificate program: The department previously offered a concentration in cultural resource management in the anthropology major. That curriculum focused on anthropological and folkloristic aspects of CRM. The proposed certificate is intentionally more interdisciplinary, to reflect the wide-ranging nature of cultural resource management. The certificate will more accurately reflect the diversity of the field and expand the opportunity to gain a credential in the field to students of other majors and minors.

The CRM certificate will provide students with preparation to apply competitively to graduate programs and readily marketable skills to enter the workforce in cultural resource management. Workforce data for CRM are difficult to find because it is not a distinct category used by the U.S. Bureau of Labor Statistics. However, projected job growth in 2018-2028 for anthropologists and archaeologists is 10%; museum technicians, conservators, archivists, curators, and museum workers, 9%; and environmental scientists and specialists, 8%; all are above the average rate of increase (USBLS). A recent search on Indeed.com listed 158 current job postings in cultural resource management and 486 in applied archaeology. Current online job postings related to CRM include 39 on the American Association for State and Local History, 45 on shovelbums.org for February 2020, 49 on Conservation Legacy, and 89 on the National Council for Preservation Education. An Honors thesis research project by a current WKU student documents a shortage of CRM-related employees in Kentucky.

- 3.2** Relationship of the proposed certificate program to other programs now offered by the department: Ten anthropology courses that contribute to the anthropology major/minor, four courses that contribute to the folklore minor, and two courses that contribute to both are included as core course options and restricted electives in the proposed certificate. These courses provide key context for or focus wholly or partly on specific aspects of cultural resource management. To insure “value added” by the CRM certificate, a maximum of six hours of these courses may be used to meet requirements in the major/minor programs and in the certificate.
- 3.3** Relationship of the proposed certificate program to certificate programs offered in other departments: The CRM certificate does not relate to existing certificate programs in terms of course content or learning outcomes. It relates to several other certificate programs (e.g., Automation, Financial Planning, Land Surveying, Real Estate) in that it focuses on the development of marketable career skills.
- 3.4** Projected enrollment in the proposed certificate program: Initial estimated enrollment is 12-15 students, based on recent numbers of students pursuing the CRM concentration in the anthropology major and projected potential for growth with students in other major/minor programs.
- 3.5** Similar certificate programs offered elsewhere in Kentucky and in other states, including programs at benchmark institutions: For almost two decades, through the CRM concentration in the anthropology major, WKU was the only institution in Kentucky to offer a program of undergraduate training in cultural resource management. Recently, Northern Kentucky University developed a 12-hour undergraduate micro-credential (not a certificate) in cultural resource management. Unlike the proposed certificate, the NKU micro-credential is focused almost exclusively on anthropology courses.

Regarding WKU’s 18 benchmark institutions, James Madison University has a 22-hour historical archaeology minor with courses in anthropology, art history, history, and geology. It is the closest to the proposed certificate. East Carolina University offers an 18-hour cultural resources management certificate that, with three exceptions, includes archaeology courses only. Appalachian State University offers a BS in applied and public history, Ball State University has BA and BS degrees in history with concentrations in public history, East Carolina University has a BA in history with a concentration in public history, and Indiana State University offers a BA in history with a concentration in public and applied history. With almost exclusively history courses, these programs include lack the interdisciplinary breadth of the proposed certificate.

- 3.6** Relationship of the proposed certificate program to the university mission and objectives: The proposed certificate meets the university mission to prepare students to be productive citizens and provides research opportunities for students. It advances the strategic goal of preparing students for career and life in a global context, in terms of providing intellectual experiences and high-impact practices to develop hard and soft skills to cultivate productive citizens. The proposed certificate promotes the strategic goal of ensuring that students graduate with skills to think critically, solve problems, and engage effectively with others. It provides a certificate program to match job market opportunities.

4. Curriculum

The Certificate in Cultural Resource Management requires at least 15 credit hours, including six hours of required courses and at least nine hours of electives. A maximum of six credit hours from other major, minor, or certificate programs may be used to fulfill certificate requirements.

Required Courses

Select one of the following courses:

| | | |
|----------|---|---|
| ANTH 120 | Introduction to Cultural Anthropology^ | 3 |
| ANTH 125 | Introduction to Biological Anthropology | 3 |
| ANTH 130 | Introduction to Archaeology^ | 3 |
| ANTH 135 | Introduction to Linguistic Anthropology | 3 |
| FLK 276 | Introduction to Folklore^ | 3 |

Complete the following course:

| | | |
|-----------------|--|---------------------|
| INT 495 | Internship in Cultural Resource Management | 3 <i>new course</i> |
| Subtotal | | 6 hours |

Restricted Elective Courses

Complete three of the following courses from at least three different disciplines; at least two of the three courses must be upper level (300- or 400-level):

| | | |
|----------|--|---------------------------------|
| ANTH 360 | Applied Anthropology^ | 3 |
| ANTH 399 | Ethnographic Field Methods | 3 |
| ANTH 432 | Field Course in Archaeology | 1-9 <i>at least three hours</i> |
| ANTH 434 | Graveyard Archaeology | 3 |
| ANTH 436 | Applied Archaeology | 3 |
| ANTH 438 | Archaeological Lab Methods | 3 |
| ANTH 470 | Museum Procedures and Preservation Techniques | 3 |
| ANTH 493 | Archaeology Stewardship | 3 |
| ART 445 | American Architectural History | 3 |
| ART 496 | Special Topics in Studio Art: Gallery Studies | 3 |
| ECON 430 | Environmental and Resource Economics^ | 3 |
| EDU 250 | Introduction to Teacher Education | 3 |
| ENG 307 | Technical Writing | 3 |
| FLK 399 | Ethnographic Field Methods | 3 |
| FLK 430 | Oral History | 3 |
| FLK 434 | Historic Preservation | 3 |
| FLK 445 | American Architectural History | 3 |
| FLK 464 | Vernacular Architecture | 3 |
| FLK 470 | Museum Procedures and Preservation Techniques | 3 |
| GEOG 225 | Visualizing Geography^ | 3 |
| GEOG 330 | Introduction to Cultural Geography^ | 3 |
| GEOG 434 | Historic Preservation | 3 |
| GEOG 480 | Sustainable Cities [formerly Urban Geography] | 3 |
| GEOG 481 | Tourism Geography | 3 |
| GISC 316 | Fundamentals of Geographic Information Systems | 4 |
| HMD 271 | Tourism Planning and Development | 3 |
| IDFM 151 | Survey of Architecture and Interiors I | 3 |
| IDFM 152 | Survey of Architecture and Interiors II | 3 |
| IDFM 222 | CAD in Human Environment | 3 |
| IDFM 424 | Historic Textiles | 3 |
| IDFM 446 | Restoration of Historic Interiors | 3 |

| | | |
|-----------------|--|-------------------------|
| PS 250 | International Politics^ | 3 |
| PS 311 | Public Policy^ | 3 |
| PS 340 | Principles of Public Administration | 3 |
| PS 355 | International Organization and Law | 3 |
| REC 220 | Understanding the Nonprofit Sector | 3 |
| REC 434 | Resource Interpretation | 3 |
| REC 460 | Grant Writing for Nonprofit Organization | 3 |
| RELS 341 | Religion and the Environment^ | 3 |
| Subtotal | | at least 9 hours |

^ courses currently approved for Colonnade credit

5. Budget implications

The proposed certificate will lead to a small amount of increased enrollment in courses included in the curriculum, especially the core courses. The increase can be accommodated with the current frequency of course offerings. The CRM advisor in the department will assist students with placement in internships as part of the regular advising work load. As no new courses beyond the internship are included in the curriculum, no new faculty positions will be requested at this time. Should students need field equipment for use in internship placements, most potential needs can be met by the administrating department.

6. Proposed term for implementation Next Available

7. Dates of prior committee approvals

| | |
|---|------------|
| Department of Folk Studies and Anthropology | 03-23-2020 |
| Potter College Curriculum Committee | 03-31-2020 |
| Contact with Office of Academic Affairs | _____ |
| Undergraduate Curriculum Committee | _____ |
| Faculty Senate | _____ |
| Board of Regents | _____ |

NOTE: Department heads and school directors in units delivering the restricted electives have been consulted and are supportive of the proposal.

(Action Item)

Proposal to Revise a Program: 608 - Anthropology BA
Potter College of Arts & Letters
Department of Folk Studies and Anthropology

Section 1: Proponent Contact Information

- 1.1 **Name/Title:** Darlene Applegate, Department Head
- 1.2 **Email address:** darlene.applegate@wku.edu
- 1.3 **Phone #:** 270-745-5898

Section 2: Program Information

- 2.1 **Classification of Instructional Program (CIP) reference number:** 45.0201
- 2.2 **Current Program title:** Anthropology
- 2.3 **Current total number of credits required in the program:** 30

Section 3: Proposed Program Revisions and Rationales

- 3.1 **Add new course ANTH 499 Senior Seminar as core requirement:** Provides additional opportunities for students to synthesize key anthropology content and strategize their transitions from WKU to graduate school or employment. Will insure that all anthropology majors complete the university-mandated culminating experience in the major.
- 3.2 **Revise restricted electives in Cultural Anthropology, Biological Anthropology, and Archaeology concentrations:** Reflects courses that have been suspended or created since the previous major program revision, with additional courses giving students greater flexibility in completing degree requirements.
- 3.3 **Delete concentration in Cultural Resource Management (CRM):** Interdisciplinary nature of CRM makes the subject better suited as a certificate program and has been proposed as such. Further, the current CRM concentration allows anthropology majors to take up to three courses with faculty other than anthropologists; because anthropology majors may also complete ANTH 399 with other faculty, majors could have 30-40% of their coursework with faculty other than anthropologists.
- 3.4 **Add concentration in Applied Anthropology:** Provides students with the opportunity to earn a credential in that area of the discipline in which the greatest employment opportunities exist.
- 3.5 **Add three-credit-hour limit for ANTH 395 Lab Practicum, 493 Archaeology Stewardship, and 495 Directed Study in the major:** Ensures that students complete a majority of major credit hours in traditional anthropology courses. Reduces overload instruction by faculty members.

3.6 Increase credit hours from 30 to 31: Reflects addition of a one-hour required course (ANTH 499) to the major curriculum (see section 3.1).

Section 4: Consultations

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

4.1 Delete concentration in Cultural Resource Management: Consultation with folk studies faculty occurred in Spring-Fall 2019 because several current courses included in the concentration are FLK courses (see section 3.3).

Section 5: Proposed Term For implementation: Next Available

Section 6: Approval Flow Dates

| | |
|---------------------------------------|------------|
| Anthropology Program | 03-23-2020 |
| Dept of Folk Studies and Anthropology | 03-23-2020 |
| Potter College Curriculum Committee | 03-31-2020 |
| University Curriculum Committee | |
| Faculty Senate | |

Section 7: Required Appendices (attached)

7.1 Current BA in Anthropology

Catalog Description

At least half of the total semester hours in the major must be in upper-division (300, 400) courses. Requirements of the major include core courses, concentration courses, and electives. All students complete the five-course (15-hour) core curriculum consisting of ANTH 120, ANTH 125, ANTH 130, ANTH 135, and ANTH 399. Each student completes at least one of four, three-course (9-hour) concentrations in Cultural Anthropology, Biological Anthropology, Archaeology, and/or Cultural Resource Management, each concentration having its own required courses. Students choosing to complete only one concentration must complete 6 hours of electives to be selected from anthropology offerings in consultation with the advisor. Students must earn a grade of "C" or better in all core courses of the anthropology major. Students must complete a second major or a minor.

| Required core courses | Credits | Notes |
|---|-----------|-----------------------------------|
| ANTH 120 Introduction to Cultural Anthropology | 3 | must earn C or better |
| ANTH 125 Introduction to Biological Anthropology | 3 | must earn C or better |
| ANTH 130 Introduction to Archaeology | 3 | must earn C or better |
| ANTH 135 Introduction to Linguistic Anthropology | 3 | must earn C or better |
| ANTH 399 Ethnographic Field Methods | 3 | must earn C or better |
| Subtotal | 15 | |
| Concentration courses | Credits | Notes |
| Subtotal | 9 | select at least one concentration |
| Archaeology | | |
| ANTH 335 Old World Prehistory or ANTH 336 New World Prehistory | 3 | select one course |
| ANTH 432 Field Course in Archaeology | 3 | at least 3 credit hours |
| ANTH 438 Archaeological Lab Methods | 3 | |
| Biological Anthropology | | |
| ANTH 300 Forensic Anthropology | 3 | |
| ANTH 305 Paleoanthropology | 3 | |
| ANTH 450 Modern Human Biological Variation | 3 | |
| Cultural Anthropology | | |
| ANTH 340 Peoples and Cultures of Latin America or ANTH 342 P/C of the Caribbean or ANTH 345 P/C of Native North America or ANTH 350 P/C of Africa or ANTH 378 Southern Appalachian Folklife | 3 | select one area studies course |
| ANTH 343 Anthro of Gender or ANTH 382 Medical Anthro or ANTH 400 Ethnomusicology or ANTH 410 African-American Music or ANTH 442 Economic-Ecological Anthro or ANTH 446 Anthro of Religion or ANTH 448 Visual Anthro or ANTH 449 Ethnographic Video Production | 3 | select one topics course |
| one additional restricted cultural anthropology elective | 3 | select one course from either set |

Cultural Resource Management

| | | |
|--|----------|---------------------------|
| ANTH 436 Applied Archaeology | 3 | |
| ANTH 434 Graveyard Archaeology or ANTH 470 Museum Procedures or ANTH 493 Archaeology Stewardship or FLK 434 Historic Preservation or FLK 445 American Architectural History or FLK 446 X or FLK 464 Vernacular Architecture | 6 | select two courses |

| Elective courses | Credits | Notes |
|---|----------------|---|
| selected from anthropology offerings in consultation with advisor | 6 | for students completing one concentration |
| Total required credits | 30 | |

7.2 Proposed BA in Anthropology

Catalog Description

A major in anthropology (reference number 608) requires a minimum of 31 semester hours and leads to a Bachelor of Arts degree. At least half of the total semester hours in the major must be in upper-division (300, 400) courses. Requirements of the major include core courses, concentration courses, and electives. All students complete the **six-course (16-hour)** core curriculum consisting of ANTH 120, 125, 130, 135, 399, **and 499**. Students must earn a grade of “C” or better in all core courses. Each student completes at least one of four, three-course (9-hour) concentrations in **applied anthropology, archaeology, biological anthropology, or cultural anthropology**, each concentration having its own required courses. Students choosing to complete only one concentration must complete 6 hours of electives to be selected from anthropology offerings in consultation with the advisor. **Students choosing to complete more than one concentration do not need to complete elective courses, and they may count a maximum of one course in multiple concentrations.** Students must complete a second major or **a minor or certificate.**

Concentrations in the anthropology major give students opportunities to complete cohesive sets of upper-level courses in preparation for careers or graduate programs. Applied anthropology is the use of anthropological knowledge and methods to address contemporary human problems such as poverty and the human dimensions of global environmental change. Archaeology is the study of past human cultures based on material remains such as tools, monuments, and ritual objects. Biological anthropology is the study of the biological traits of past and present humans, as well as non-human primates. Cultural anthropology is the study of the beliefs, practices, and institutions of contemporary human societies.

| Required core courses | Credits | Notes |
|--|----------------|------------------------------|
| ANTH 120 Introduction to Cultural Anthropology | 3 | must earn C or better |
| ANTH 125 Introduction to Biological Anthropology | 3 | must earn C or better |
| ANTH 130 Introduction to Archaeology | 3 | must earn C or better |
| ANTH 135 Introduction to Linguistic Anthropology | 3 | must earn C or better |
| ANTH 399 Ethnographic Field Methods | 3 | must earn C or better |
| ANTH 499 Senior Seminar | 1 | must earn C or better |
| Subtotal | 16 | |

| Concentration courses | Credits | Notes |
|---|----------------|--|
| Subtotal | 9 | select at least one concentration |
| Applied Anthropology | | |
| ANTH 360 Applied Anthropology | 3 | |
| ANTH 300 Forensic Anthropology, ANTH 382 Medical Anthropology, ANTH 436 Applied Archaeology, ANTH 442 Economic-Ecological Anthropology, ANTH 449 Ethnographic Video Production, ANTH 493 Graveyard Archaeology | 6 | select two courses |
| Archaeology | | |
| ANTH 316 Archaeology of Environmental Change or ANTH 318 The Archaeologist Looks at Death or ANTH 333 Archaeology of Ancient China or ANTH 335 Old World Prehistory or ANTH 336 New World Prehistory | 3 | select one course |
| ANTH 432 Field Course in Archaeology | 3 | at least 3 credit hours |
| ANTH 438 Archaeological Lab Methods | 3 | |
| Biological Anthropology | | |
| ANTH 300 Forensic Anthropology | 3 | |
| ANTH 305 Paleoanthropology | 3 | |
| ANTH 452 Bioarchaeology | 3 | |
| Cultural Anthropology | | |
| ANTH 340 Peoples and Cultures of Latin America or ANTH 342 Peoples and Cultures of the Caribbean or ANTH 345 Peoples and Cultures of Native North America or ANTH 350 Peoples and Cultures of Africa or ANTH 378 Southern Appalachian Folklife | 3 | select one area studies course |
| ANTH 343 Anthropology of Gender or ANTH 382 Medical Anthropology or ANTH 388 Foodways or ANTH 400 Ethnomusicology or ANTH 410 African-American Music or ANTH 442 Economic-Ecological Anthro or ANTH 446 Anthropology of Religion or ANTH 448 Visual Anthropology or ANTH 449 Ethnographic Video Production | 3 | select one topics course |
| one additional restricted cultural anthropology elective | 3 | select one course from either set |
| Elective courses | Credits | Notes |
| Selected from anthropology offerings in consultation with anthropology advisor | 6 | for students completing one concentration; students may count a maximum of three credit hours in ANTH 395 Lab Practicum, ANTH 493 Archaeology Stewardship, and ANTH 495 Directed Study in the first 31 hours of the major |
| Total required credits | 31 | |

(Action Item)

Proposal to Revise a Program: 509 - AB Visual Studies, Art Education Concentration Potter College of Arts & Letters Department of Art

Section 1: Proponent Contact Information

1.1 Name/Title: Kristina Arnold, Department Head, Art

1.2 Email address: kristina.arnold@wku.edu

1.3 Phone # 270-745-6566

Section 2: Program Information

2.1 Current Program reference number: 509

2.2 Current Program title: AB Visual Studies, Art Education Concentration

2.3 Current total number of credits required in the program: 88

Section 3: Proposed program revisions and rationales:

The *Reinvesting in WKU Teacher Education Initiative* was launched in September 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, PCAL, and CHHS, as well as community constituents and P-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of the Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education brought these 5 courses forward through the curriculum to establish the 15-credit teacher education core during the 2018-2019 academic year.

This program revision proposal incorporates the revised STE core curriculum into the AB Visual Studies Art Education Concentration program with a number of course modifications. The current professional education course EDU 250 Intro to Education is replaced with EDU 250 Discover Teaching; SPED 330 Intro to Special Ed is replaced with EDU 350 Diversity and Differentiation; EDU 360 Behavior and Classroom Management is added; LTCY 421 Content Area Reading is removed; and PSY 310 Ed Psychology is retained in its current form as a part of the STE core.

The BA Visual Studies Art Education program currently offers 15 additional hours of teacher training taught in the Department of Art. This includes 9 hours of methods courses: ART 311: Foundations of Art Education and Methods I; ART 411: Foundations of Art Education and Methods II; and ART 413: Foundations of Art Education and Methods III, along with two additional courses: ART 432: Art Education Portfolio and ART 496: Studio Topics for Secondary Curriculum. ART 432 and ART 496 are paired with ART 411 and ART 413 respectively, and

offered as block courses during students' second and third methods sequence. Specifically, ART 413: Foundations of Art Education and Methods III and ART 496: Studio Topics for Secondary Curriculum serve as capstone block courses and provide content specific to instructional, behavioral, and classroom / studio management skills for P-12 art pre-service teachers. The current program revision retains these Art Department courses.

3.1 First proposed revision

Change course title of EDU 250 from "Intro to Teacher Education" to "Discover Teaching."

Rationale: The College of Education has changed the course title.

3.2 Second proposed revision

Remove SPED 330

Rationale: This course will be replaced with EDU 350: Diversity and Differentiation

3.3 Third proposed revision

Add EDU 350: Diversity and Differentiation

Rationale: See 3.2

3.4 Fourth proposed revision

Add EDU 360: Behavior and Classroom Management

Rationale: EDU 360 is a new course developed for the 5 required courses in the new STE core; the core was created through collaborative efforts of the Core Curriculum Committee and with approval of the School of Teacher Education faculty.

3.5 Fifth proposed revision

Delete LTCY 421

Rationale: Literacy is a thematic strand throughout the new 15-credit teacher education core, rendering a separate course superfluous.

Section 4: Consultations

If any of the proposed revisions in section 3 above could be seen as involving, or in any way impacting another department/unit?

Yes – Dr. Blair Thompson; STE [phone conversation 2/24/2020 and 2/26/2020]

Section 5: Proposed term for implementation: Next Available

Section 6: Approval Flow Dates

| | |
|-------------------------------------|-------------------|
| Department of Art | <u>03-06-2020</u> |
| Potter College Curriculum Committee | <u>03-23-2020</u> |
| Professional Education Council | _____ |
| Undergraduate Curriculum Committee | _____ |
| Faculty Senate | _____ |

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

| <p align="center">7.1 Current Program</p> <p align="center">AB Visual Studies</p> <p align="center">Art Education Concentration</p> | <p align="center">7.2 Revised Program</p> <p align="center">BA Visual Studies</p> <p align="center">Art Education Concentration</p> |
|--|--|
| <p><u>Foundations and Required Studio Courses</u></p> <p align="right">15 hrs</p> <p>ART 130 2D Design 3 hrs</p> <p>ART 140 Drawing 3 hrs</p> <p>ART 131 3D Design 3 hrs</p> <p>ART 105 Hist. of Art I 3 hrs</p> <p>ART 106 Hist. of Art II 3 hrs</p> | <p><u>Foundations and Required Studio Courses</u></p> <p align="right">15 hrs</p> <p>ART 130 2D Design 3 hrs</p> <p>ART 140 Drawing 3 hrs</p> <p>ART 131 3D Design 3 hrs</p> <p>ART 105 Hist. of Art I 3 hrs</p> <p>ART 106 Hist. of Art II 3 hrs</p> |
| <p><u>Four of the eight basic studio electives</u></p> <p align="right">12 hrs</p> <p>ART 220 Ceramics 3 hrs</p> <p>ART 231 Graphic Design 3 hrs</p> <p>ART 243 Digital Media 3 hrs</p> <p>ART 244 Animation 3 hrs</p> <p>ART 250 Printmaking 3 hrs</p> <p>ART 260 Painting 3 hrs</p> <p>ART 270 Sculpture 3 hrs</p> <p>ART 280 Weaving 3 hrs</p> | <p><u>Four of the eight basic studio electives</u></p> <p align="right">12 hrs</p> <p>ART 220 Ceramics 3 hrs</p> <p>ART 231 Graphic Design 3 hrs</p> <p>ART 243 Digital Media 3 hrs</p> <p>ART 244 Animation 3 hrs</p> <p>ART 250 Printmaking 3 hrs</p> <p>ART 260 Painting 3 hrs</p> <p>ART 270 Sculpture 3 hrs</p> <p>ART 280 Weaving 3 hrs</p> |
| <p>Five <u>Upper Level Studio Electives</u> 15 hrs (300-400 Level)</p> | <p>Five <u>Upper Level Studio Electives</u> 15 hrs (300-400 Level)</p> |
| <p>Two Upper Level Art History Electives 6 hrs</p> | <p>Two Upper Level Art History Electives 6 hrs</p> |

| | |
|---|--|
| <u>Art Education Pedagogy</u> 15 hrs ART 311 Art Methods I 3 hrs ART 411 Art Methods II 3 hrs ART 432 Art Ed Portfolio 3 hrs ART 413 Art Methods III 3 hrs ART 496 Studio for Sec Curriculum 3 hrs | <u>Art Education Pedagogy</u> 15 hrs ART 311 Art Methods I 3 hrs ART 411 Art Methods II 3 hrs ART 432 Art Ed Portfolio 3 hrs ART 413 Art Methods III 3 hrs ART 496 Studio for Sec Curriculum 3 hrs |
| Total 63 Hours | Total 63 Hours |
| <u>Professional Education Courses</u> 25 hrs EDU 250 Intro to Teacher Ed. 3 hrs PSY 310 Ed Psychology 3 hrs SPED 330 Intro to Special Ed. 3 hrs LTCY 421 Content Area Reading 3 hrs ELED 490 Student Teaching 5 hrs SEC 490 Student Teaching 5 hrs EDU 490 ST Seminar 3 hrs | <u>Professional Education Courses</u> 25 hrs EDU 250 Discover Teaching 3 hrs PSY 310 Ed Psychology 3 hrs EDU 350 Diversity & Differentiation 3 hrs EDU 360 Behavior and Classroom Management 3 hrs ELED 490 Student Teaching 5 hrs SEC 490 Student Teaching 5 hrs EDU 490 ST Seminar 3 hrs |
| Grand Total for BA Visual Studies Art Education Concentration 88 hrs | Grand Total for BA Visual Studies Art Education Concentration 88 hrs |

(Action Item)

Proposal to Revise a program: 778 Spanish, Bachelor of Arts
Potter College of Arts & Letters
Department of Modern Languages

Section 1: Proponent Contact Information

1.1 Name/Title: Francesca D. Sunkin/Associate Professor

1.2 Email address: Francesca.sunkin@wku.edu

1.3 Phone # 270.745.5110

Section 2: Program Information

2.1 Current Program reference number: 778

2.2 Current Program title: Major in Spanish

2.3 Current total number of credits required in the program: 36

Section 3: Proposed program revisions and rationales

Spanish serves over 100 majors and around 70 minors, a number that has remained relatively consistent during the university-wide enrollment drop over the last few years, and despite the loss of several Spanish faculty. We also continue to serve around 250 students that need to complete their language requirement. Our main goals are 1) to prepare our students to demonstrate awareness of the linguistic, ethnic, cultural and social diversity of Latin America, Spain and the U.S; 2) to facilitate our students to gain the credentials that will position them better when applying for graduate school and/or the job market and then utilize the skills learned in their future jobs; 3) to recruit and attract students to study Spanish, and 4) to be a great place to study, learn, create connections with their peers, professors and members of the community and experts in different fields, become global citizens and serve the community.

The Spanish major was tasked with a ranking of “Transformation” from the CAPE committee. While it was acknowledged that Spanish currently has a strong program, the Potter College Dean felt it was in the best interests of the program to create tracks and certificates to make us more competitive and interdisciplinary in order to recruit and retain students moving forward. Our current major will be renamed to Spanish Language and Cultures Track and retain the 36 credit hour requirement. Our new tracks in Communication, International Business, Health Sciences and Health Care, and Legal Professionals will have a 39 credit hour requirement with 30 hours of Spanish and nine hours of the track discipline built in.

3.1 First proposed revision: Create Major in Spanish Language and Cultures track

Rationale: see above

3.2 Second proposed revision: Create Major in Spanish for Communication Track

Rationale: see above

3.3 Third proposed revision: Create Major in Spanish for International Business Track

Rationale: see above

3.4 Fourth proposed revision: Create Major in Spanish for Health Sciences and Health Care Track

Rationale: see above

3.5 Fifth proposed revision: Create Major in Spanish for Legal Professionals Track

Rationale: see above

Section 4: Consultations

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

3.2 Professors Lenk and Sunkin met with Professors Angie Jerome and Mark Simpson from the Department of Communication on February 19th, 2020.

3.3 Professors Lenk and Pertusa met with Professor Evelyn Thrasher, Interim Associate Dean of Gordon Ford College of Business and Dana Cosby, MBA Program Director, on February 28th, 2020.

3.4 Professors Lenk and Stewart met with Professor Danita Kelley, Associate Dean of the College of Health and Human Services on February 17th, 2020, and with Michael Smith, Department Head of Biology, and Ken Crawford, Associate Dean, Odgen College of Science and Engineering on February 26th, 2020

3.5 Professor Sunkin met with Professor Julie Shadoan from the Department of Political Science and Unit Leader of Paralegal Studies on February 29th, 2020

As well as having met with the above people mentioned, there were several email follow-ups with our track drafts.

Section 5: Proposed term for implementation: Next Available

Section 6: Approval Flow Dates:

| | |
|-------------------------------------|------------|
| Department of Modern Languages | 03-17-2020 |
| Potter College Curriculum Committee | 03-31-2020 |
| Undergraduate Curriculum Committee | |
| Faculty Senate | |

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

7.1 Current Program Description:

| | |
|---|-------|
| Bachelor of Arts in Spanish | |
| SPAN 102 Elementary Spanish II (or equivalent) | 3hrs |
| SPAN 201 Intermediate Spanish I | 3hrs |
| SPAN 202 Intermediate Spanish II | 3hrs |
| SPAN 370 Spanish Conversation | 3hrs |
| SPAN 371 Spanish Composition | 3hrs |
| SPAN 372 Latin American Civilization and Culture | |
| Or SPAN 373 Spanish Civilization and Culture | 3hrs |
| SPAN 374 Literature and Culture of Spain | |
| Or SPAN 376 Literature and Culture of Latin America | 3hrs |
| 5 elective Spanish courses at the 3** or 4** level | 15hrs |
| Total | 36hrs |

7.2 Proposed Program Description:

| | |
|--|-------|
| Bachelor of Arts in Spanish Language and Cultures Track | |
| SPAN 102 Elementary Spanish II (or equivalent) | 3hrs |
| SPAN 201 Intermediate Spanish I | 3hrs |
| SPAN 202 Intermediate Spanish II | 3hrs |
| SPAN 370 Spanish Conversation | 3hrs |
| SPAN 371 Spanish Composition | 3hrs |
| SPAN 372 Latin American Civilization and Culture | |
| Or SPAN 373 Spanish Civilization and Culture | 3hrs |
| SPAN 374 Literature and Culture of Spain | |
| Or SPAN 376 Literature and Culture of Latin America | 3hrs |
| 5 elective upper level Spanish courses with at least one 4**level course | 15hrs |
| Total | 36hrs |

| | |
|--|------|
| Bachelor of Arts in Spanish for Communication Track | |
| SPAN 102 Elementary Spanish II (or equivalent) | 3hrs |
| SPAN 201 Intermediate Spanish I | 3hrs |
| SPAN 202 Intermediate Spanish II | 3hrs |
| SPAN 370 Spanish Conversation | 3hrs |
| SPAN 371 Spanish Composition | 3hrs |
| SPAN 372 Latin American Civilization and Culture | |
| Or SPAN 373 Spanish Civilization and Culture | 3hrs |
| SPAN 374 Literature and Culture of Spain | |
| Or SPAN 376 Literature and Culture of Latin America | 3hrs |
| SPAN 345 Topics in Spanish | |
| Or SPAN 381 Spanish Grammar Cultural Readings | 3hrs |
| SPAN 470 Advanced Oral Spanish | |
| Or SPAN 471 Advanced Spanish Composition | 3hrs |

Choose one of the following Spanish elective courses:

SPAN 3** or 4** Study Abroad

Or SPAN 389 Internship in Spanish

Or SPAN 331 Business Spanish

Or SPAN 455 Topics in Hispanic Literary and Cultural Studies

Or SPAN 480 Translation and Interpreting 3hrs

Students must take all **3** courses in **one** of the concentration options below:

Workplace Communication:

COMM 330 Leadership Communication, COMM 349 Small Group Communication, COMM 365 Intercultural Communication 9hrs

Advertising/User Experience:

AD 210 Software Studio, UX 320 User Experience Design, UX 330 Interactive Design 9hrs

Strategic Communications:

PR 255 Fundamentals of Public Relations, COMM 346 Persuasion, COMM 364 Crisis Communication 9hrs

Total 39hrs

Bachelor of Arts in Spanish **for International Business Track**

SPAN 102 Elementary Spanish II (or equivalent) 3hrs

SPAN 201 Intermediate Spanish I 3hrs

SPAN 202 Intermediate Spanish II 3hrs

SPAN 370 Spanish Conversation 3hrs

SPAN 371 Spanish Composition 3hrs

SPAN 372 Latin American Civilization and Culture

Or SPAN 373 Spanish Civilization and Culture 3hrs

SPAN 374 Literature and Culture of Spain

Or SPAN 376 Literature and Culture of Latin America 3hrs

SPAN 345 Topics in Spanish

Or SPAN 381 Spanish Grammar Cultural Readings 3hrs

SPAN 470 Advanced Oral Spanish

Or SPAN 471 Advanced Spanish Composition 3hrs

MGT 210 Organization and Management 3hrs

MGT 303 International Business 3hrs

Choose one of the following Spanish elective courses:

SPAN 3** or 4** Study Abroad

Or SPAN 389 Internship in Spanish

Or SPAN 331 Business Spanish

Or SPAN 455 Topics in Hispanic Literary and Cultural Studies

Or SPAN 480 Translation and Interpreting 3hrs

Choose one of the following International Business electives:

ENT 425 International Entrepreneurship

Or MGT 316 International Management

Or ECON 380 International Economics 3hrs

Total 39hrs

Bachelor of Arts in Spanish for Health Sciences and Health Care Track

SPAN 102 Elementary Spanish II (or equivalent) 3hrs

SPAN 201 Intermediate Spanish I 3hrs

SPAN 202 Intermediate Spanish II 3hrs

SPAN 370 Spanish Conversation 3hrs

SPAN 371 Spanish Composition 3hrs

SPAN 372 Latin American Civilization and Culture

Or SPAN 373 Spanish Civilization and Culture 3hrs

SPAN 374 Literature and Culture of Spain

Or SPAN 376 Literature and Culture of Latin America 3hrs

SPAN 345 Topics in Spanish

Or SPAN 381 Spanish Grammar Cultural Readings 3hrs

SPAN 470 Advanced Oral Spanish

Or SPAN 471 Advanced Spanish Composition 3hrs

Choose one of the following Spanish elective courses:

SPAN 3** or 4** Study Abroad

Or SPAN 389 Internship in Spanish

Or SPAN 331 Business Spanish

Or SPAN 455 Topics in Hispanic Literary and Cultural Studies

Or SPAN 480 Translation and Interpreting 3hrs

Choose any **nine** hours from the following courses:

(Biology) BIOL 113-114, 120-121, 122-123, 131

(Chemistry) CHEM 105-6, 107-8, 109, 116, 120-121

(Psychology) PSY 100, PSY 220, PSYS 100, PSYS 220, PSYS 440

(Human Nutrition) HMD 211 9hrs

Total 39hrs

Bachelor of Arts in Spanish for Legal Professionals Track

SPAN 102 Elementary Spanish II (or equivalent) 3hrs

SPAN 201 Intermediate Spanish I 3hrs

SPAN 202 Intermediate Spanish II 3hrs

SPAN 370 Spanish Conversation 3hrs

SPAN 371 Spanish Composition 3hrs

SPAN 372 Latin American Civilization and Culture

Or SPAN 373 Spanish Civilization and Culture 3hrs

SPAN 374 Literature and Culture of Spain

Or SPAN 376 Literature and Culture of Latin America 3hrs

SPAN 345 Topics in Spanish

Or SPAN 381 Spanish Grammar Cultural Readings 3hrs

| | |
|--|--------|
| SPAN 470 Advanced Oral Spanish | |
| Or SPAN 471 Advanced Spanish Composition | 3hrs |
| PLS 225 Introduction to Law | 3hrs |
| PLS 200 Legal Ethics | 3hrs |
| Choose one of the following Spanish elective courses: | |
| SPAN 3** or 4** Study Abroad | |
| Or SPAN 389 Internship in Spanish | |
| Or SPAN 331 Business Spanish | |
| Or SPAN 455 Topics in Hispanic Literary and Cultural Studies | |
| Or SPAN 480 Translation and Interpreting | 3hrs |
| Choose one of the two Paralegal Studies elective courses: | |
| PLS 296 Family Law | |
| Or PLS 291 Criminal Law | 3hrs |
| Total | 39 hrs |

(Action Item)

Proposal to Revise a program: International Affairs (702)

Potter College of Arts & Letters

Department of Political Science

Section 1: Proponent Contact Information

- 1.1 Name/Title: Roger Murphy/Associate Professor or Scott Lasley/Professor
- 1.2 Email address: roger.murphy@wku.edu or scott.lasley@wku.edu
- 1.3 Phone: 270-745-2890 or 270-745-2799

Section 2: Program Information

- 2.1 **Classification of Instructional Program (CIP) reference number:** 45.0901
- 2.2 **Current Program title:** International Affairs
- 2.3 **Current total number of credits required in the program:** 51 (45 plus 6 hours languages)

Section 3: Proposed program revisions and rationales:

- 3.1 **First proposed revision:** The language requirement that all students complete courses at the 201 and 202 level will be removed. Students pursue the International Affairs major for a variety of reasons. Some are interested in public service, others in area studies and others view it as a complement to another major where they are able to add an international perspective and political science tools, skills and methodology to their other field of study. The current 51 hours required for International Affairs make it more difficult for students to study two majors. The department strongly supports a Liberal Arts complement to International Affairs with second majors (as opposed to minors) and a reduction in hours will place the major in line with others in the college and help to achieve this. It will also make it easier for second semester sophomores to enroll in the major.
- 3.2 **Second proposed revision:** Students may include a Modern Language course (at the 202) level as a non-Political Science elective in the International Affairs major. The department strongly encourages language learning and it is a very important element of study for IA students with an area focus. ARBC 202, CHIN 202, CHNF 202, FREN 202, GERM 202, JAPN 202, RUSS 202 and SPAN 202 will be added as non-Political Science electives.
- 3.3 **Third proposed revision:** To reduce the number of required non-Political Science credit hours from 12 to 9. It is the goal of the department to offer a more structured program in line with the student learning outcomes for the major. The non-PS electives offered

by other departments change frequently, with new courses added, changes in scheduling and changes in course content. The 9 elective credit hours still allows for a non-PS perspective in addition to the 9 non-PS core credit hours. Furthermore, since the major began, the department now has more faculty which has allowed it to enhance its own curriculum.

3.4 Fourth proposed revision: To remove COMM 463 and HIST 360 as non-Political Science electives.

3.5 Fifth proposed revision: To add CHIN 306, CHIN 333, COMM 365, HIST 200, HIST 331, HIST 464, PLS 375, CHNF 420, and CHNF 430 as non-Political Science electives.

3.6 Sixth proposed revision: Reduce the number of hours required for the major from 51 to 42. The rationale here mirrors articulated for 3.1. The current 51 hours required for International Affairs make it more difficult for students to study two majors. The department strongly supports a Liberal Arts complement to International Affairs with second majors (as opposed to minors) and a reduction in hours will place the major in line with others in the college and help to achieve this. It will also make it easier for second semester sophomores to enroll in the major.

3.7 Seventh proposed revision: To remove PS 200 as a Political Science elective.

Section 4: Consultations: Department of Modern Languages, December 2019. All PCAL department heads e-mailed March 16, 2020. Five of them responded with suggestions that were incorporated into the final proposal.

Section 5: Proposed term for implementation: Next Available

Section 6: Approval Flow Dates:

| | |
|-------------------------------------|-----------|
| Department of Political Science | 2/18/2020 |
| Potter College Curriculum Committee | 3/31/2020 |
| Undergraduate Curriculum Committee | |
| Faculty Senate | |

Section 7:**7.1 Existing program:**

Required Courses (21 Hours)

| Course | Credit Hours | Notes |
|---|--------------|-------|
| PS 110 American National Government | 3 | |
| PS 250 International Politics | 3 | |
| PS 260 Introduction to Comparative Politics | 3 | |
| PS 357 US Foreign Policy | 3 | |
| PS 497 Senior Seminar in International Affairs | 3 | |
| HIST 102 World History II | | |
| ECON 202 Principles of Microeconomics or ECON 203 Principles of Macroeconomics | 3 | |
| GEOG 110 World Regional Geography | 3 | |

9 Additional Hours in Political Science

| Course | Credit Hours | Notes |
|---|--------------|-------|
| PS 200 Latin American Society: Past and Present | 3 | |
| PS 299 Contemporary Topics in Political Science | 3 | |
| PS 300 Model Assembly (Seminar) | 1 | |
| PS 301 Research Methods in Political Behavior | 3 | |
| PS 303 Politics and Film | 3 | |
| PS 350 Political Terrorism | 3 | |
| PS 352 International Relations of the Middle East | 3 | |
| PS 355 International Organization and Law | 3 | |
| PS 360 Government and Politics of Britain and Canada | 3 | |
| PS 361 Government and Politics of Western Europe | 3 | |
| PS 362 Latin American Government and Politics | 3 | |
| PS 363 Politics of Developing Nations | 3 | |
| PS 365 Government and Politics of the Middle East | 3 | |

| | | |
|---|---|--|
| PS 366 Government and Politics in East Asia | 3 | |
| PS 367 Government and Politics of Russia and Eastern Europe | 3 | |
| PS 368 African Government and Politics | 3 | |
| PS 369 Central European Politics | 3 | |
| PS 449 International Political Economy | 3 | |
| PS 450 Selected Topics in International Relation | 3 | |
| PS 457 Theories of War and Peace in International Relations | 3 | |
| PS 460 Selected Topics in Comparative Politics | 3 | |
| PS 403, 405, or 407 (up to three hours) | 3 | |

15 9 Hours of electives from other disciplines with no more than 6 hours from any one discipline.

| Course | Credit Hours | Notes |
|--|--------------|-------|
| AFAM 343 Communities of Struggle | 3 | |
| AFAM 350 People and Cultures of Africa | 3 | |
| ANTH 120 Introduction to Cultural Anthropology | 3 | |
| ANTH 340 Peoples and Cultures of Latin America | 3 | |
| ANTH 342 Peoples and Cultures of the Caribbean | 3 | |
| ANTH 350 Peoples and Cultures of Africa | 3 | |
| ANTH 360-Applied Anthropology – Understanding and Addressing Contemporary Human Problems | 3 | |
| ARBC 324 Arabic Civilization II | 3 | |
| ARBC 437 Advanced Media Arabic | 3 | |
| ARBC 438 Topics in Arabic Media | 3 | |
| COMM 463 Adv. Intercultural Communication | 3 | |
| ECON 380 International Economics | 3 | |
| ECON 385 Economic Development | 3 | |
| ECON 496 International Monetary Economics | 3 | |

| | | |
|---|--------------|--|
| FIN 433 Financial Markets and Institutions | 3 | |
| FIN 436 International Financial Management | 3 | |
| FLK 310 Community Trad and GLB Corp Cult | 3 | |
| FLK 340 Peoples and Cultures of Latin America | 3 | |
| FLK 342 Peoples and Cultures of the Caribbean | 3 | |
| FLK 350 Peoples and Cultures of Africa | 3 | |
| FREN 323 French Civilization and Culture | 3 | |
| FREN 427 Francophone Culture | 3 | |
| GERM 335 Contemporary Culture and Civilization | 3 | |
| GEOG 330 Introduction to Cultural Geography | 3 | |
| GEOG 350 Economic Geography | 3 | |
| GEOG 364 Geography of Europe | 3 | |
| GEOG 385 Society, Resources, and Climate | 3 | |
| GEOG 425 Political Geography | 3 | |
| GEOG 455 Global Climate Change | 3 | |
| GEOG 465 Geography of East Asia | 3 | |
| GEOG 466 Geography of Africa | 3 | |
| GEOG 467 Geography of the Middle East | 3 | |
| HIST 299 Introduction to Military History | 3 | |
| HIST 324 Modern Britain Since 1688 | 3 | |
| HIST 333 History of Genocide | 3 | |
| HIST 335 Twentieth Century Europe | 3 | |
| HIST 360 History of Africa | 3 | |
| HIST 365 Modern Latin America, 1800-Present | 3 | |
| HIST 370 Modern South Asia: from Empires to Nations | 3 | |
| HIST 380 Human Rights in History | 3 | |
| HIST 425 Modern Germany | 3 | |
| HIST 438 Twentieth Century Russia | 3 | |

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|--|---|--|
| HIST 439 Rise and Decline of Communism | 3 | |
| HIST 461 Modern East Asia | 3 | |
| HIST 462 History of the Middle East | 3 | |
| HIST 465 The Mexican Republic | 3 | |
| HIST 471 Modern China | 3 | |
| HIST 472 Modern Japan | 3 | |
| HIST 494 US Military History | 3 | |
| PR 354 International Public Relations | 3 | |
| MGT 303 International Business | 3 | |
| MGT 316 International Management | 3 | |
| MKT 324 International Marketing | 3 | |
| RELS 302 Buddhism | 3 | |
| RELS 303 Hinduism | 3 | |
| RELS 304 Judaism | 3 | |
| RELS 305 Christianity | 3 | |
| RELS 306 Islam | 3 | |
| RELS 324 Christianity in Africa | 3 | |
| SOCL 240 Global and Social Problems | 3 | |
| SOCL 355 Sociology of Gender | 3 | |
| SOCL 363 Population, Society, and Development | 3 | |
| SOCL 376 Sociology of Globalization | 3 | |
| SPAN 372 Latin American Civilization and Culture | 3 | |
| SPAN 373 Spanish Civilization and Culture | 3 | |

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|---|----------|--|
| FREN 201 & 202; GERM 201 & 202; SPAN 201 & 202 | 6 | |
|---|----------|--|

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|-------------|-----------|---|
| Total Hours | 51 | At least 23 hours must be at the 300 level or higher |
|-------------|-----------|---|

7.2 Revised Program:

Required Courses (21 Hours)

| Course | Credit Hours | Notes |
|---|--------------|-------|
| PS 110 American National Government | 3 | |
| PS 250 International Politics | 3 | |
| PS 260 Introduction to Comparative Politics | 3 | |
| PS 357 US Foreign Policy | 3 | |
| PS 497 Senior Seminar in International Affairs | 3 | |
| ECON 202 Principles of Microeconomics or ECON 203 Principles of Macroeconomics | 3 | |
| GEOG 110 World Regional Geography | 3 | |

12 Additional Hours in Political Science

| Course | Credit Hours | Notes |
|---|--------------|-------|
| PS 299 Contemporary Topics in Political Science | 3 | |
| PS 300 Model Assembly (Seminar) | 1 | |
| PS 301 Research Methods in Political Behavior | 3 | |
| PS 303 Politics and Film | 3 | |
| PS 350 Political Terrorism | 3 | |
| PS 352 International Relations of the Middle East | 3 | |
| PS 355 International Organization and Law | 3 | |
| PS 360 Government and Politics of Britain and Canada | 3 | |
| PS 361 Government and Politics of Western Europe | 3 | |
| PS 362 Latin American Government and Politics | 3 | |
| PS 363 Politics of Developing Nations | 3 | |
| PS 365 Government and Politics of the Middle East | 3 | |
| PS 366 Government and Politics in East Asia | 3 | |

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|---|---|--|
| PS 367 Government and Politics of Russia and Eastern Europe | 3 | |
| PS 368 African Government and Politics | 3 | |
| PS 369 Central European Politics | 3 | |
| PS 449 International Political Economy | 3 | |
| PS 450 Selected Topics in International Relation | 3 | |
| PS 457 Theories of War and Peace in International Relations | 3 | |
| PS 460 Selected Topics in Comparative Politics | 3 | |
| PS 403, 405, or 407 (up to three hours) | 3 | |

9 Hours of electives from other disciplines with no more than 6 hours from any one discipline.

| Course | Credit Hours | Notes |
|--|--------------|-------|
| AFAM/HIST 343 Communities of Struggle | 3 | |
| AFAM 350 People and Cultures of Africa | 3 | |
| ANTH 120 Introduction to Cultural Anthropology | 3 | |
| ANTH 340 Peoples and Cultures of Latin America | 3 | |
| ANTH 342 Peoples and Cultures of the Caribbean | 3 | |
| ANTH 350 Peoples and Cultures of Africa | 3 | |
| ANTH 360 Applied Anthropology – Understanding and Addressing Contemporary Human Problems | 3 | |
| ARBC 202 Intermediate Arabic II | 3 | |
| ARBC 306 Experiencing Arabic Abroad | 3 | |
| ARBC 324 Arabic Civilization II | 3 | |
| ARBC 437 Advanced Media Arabic | 3 | |
| ARBC 438 Topics in Arabic Media | 3 | |
| CHIN 202 Intermediate Chinese II | 3 | |
| CHIN 306 Experiencing Chinese Abroad | 3 | |
| CHIN 333 Chinese Culture and Civilization | 3 | |

| | | |
|---|----------|--|
| CHNF 202 Intensive Intermediate Chinese II | 4 | |
| CHNF 420 Media Chinese | 3 | |
| CHNF 430 Chinese Culture | 3 | |
| COMM 365 Intercultural Communication | 3 | |
| ECON 380 International Economics | 3 | |
| ECON 385 Economic Development | 3 | |
| ECON 496 International Monetary Economics | 3 | |
| FIN 433 Financial Markets and Institutions | 3 | |
| FIN 436 International Financial Management | 3 | |
| FLK 310 Community Trad and GLB Corp Cult | 3 | |
| FLK 340 Peoples and Cultures of Latin America | 3 | |
| FLK 342 Peoples and Cultures of the Caribbean | 3 | |
| FLK 350 Peoples and Cultures of Africa | 3 | |
| FREN 202 Intermediate French II | 3 | |
| FREN 306 Experiencing French Abroad | 3 | |
| FREN 323 French Civilization and Culture | 3 | |
| FREN 427 Francophone Culture | 3 | |
| GERM 202 Intermediate German II | 3 | |
| GERM 306 Experiencing German Abroad | 3 | |
| GERM 335 Contemporary Culture and Civilization | 3 | |
| GEOG 330 Introduction to Cultural Geography | 3 | |
| GEOG 350 Economic Geography | 3 | |
| GEOG 364 Geography of Europe | 3 | |
| GEOG 385 Society, Resources, and Climate | 3 | |
| GEOG 425 Political Geography | 3 | |
| GEOG 455 Global Climate Change | 3 | |
| GEOG 465 Geography of East Asia | 3 | |
| GEOG 466 Geography of Africa | 3 | |

| | | |
|--|----------|--|
| GEOG 467 Geography of the Middle East | 3 | |
| HIST 200 Latin American Society: Past & Present | 3 | |
| HIST 299 Introduction to Military History | 3 | |
| HIST 324 Modern Britain Since 1688 | 3 | |
| HIST 331 History of Africa after 1500 | 3 | |
| HIST 333 History of Genocide | 3 | |
| HIST 335 Twentieth Century Europe | 3 | |
| HIST 365 Modern Latin America, 1800-Present | 3 | |
| HIST 370 Modern South Asia: from Empires to Nations | 3 | |
| HIST 380 Human Rights in History | 3 | |
| HIST 425 Modern Germany | 3 | |
| HIST 438 Twentieth Century Russia | 3 | |
| HIST 439 Rise and Decline of Communism | 3 | |
| HIST 461 Modern East Asia | 3 | |
| HIST 462 History of the Middle East | 3 | |
| HIST 464 Latin America & the US | 3 | |
| HIST 465 The Mexican Republic | 3 | |
| HIST 471 Modern China | 3 | |
| HIST 472 Modern Japan | 3 | |
| HIST 494 US Military History | 3 | |
| PLS 375 Comparative Legal Systems | 3 | |
| PR 354 International Public Relations | 3 | |
| MGT 303 International Business | 3 | |
| MGT 316 International Management | 3 | |
| MKT 324 International Marketing | 3 | |
| RELS 302 Buddhism | 3 | |
| RELS 303 Hinduism | 3 | |
| RELS 304 Judaism | 3 | |

| | | |
|--|----------|--|
| RELS 305 Christianity | 3 | |
| RELS 306 Islam | 3 | |
| RELS 324 Christianity in Africa | 3 | |
| SOCL 240 Global and Social Problems | 3 | |
| SOCL 355 Sociology of Gender | 3 | |
| SOCL 363 Population, Society, and Development | 3 | |
| SOCL 376 Sociology of Globalization | 3 | |
| SPAN 202 Intermediate Spanish II | 3 | |
| SPAN 306 Experiencing Spanish Abroad | 3 | |
| SPAN 372 Latin American Civilization and Culture | 3 | |
| SPAN 373 Spanish Civilization and Culture | 3 | |

| | | |
|-------------|-------------------------|---|
| Total Hours | 51 42 | At least 23 - 21 hours must be at the 300 level or higher |
|-------------|-------------------------|---|

(Action Item)

Proposal to Revise a program: 423 - Minor in Music
Potter College of Arts & Letters
Department of Music

Section 1: Proponent Contact Information

- 1.1 Name/Title: Scott Harris, Associate Professor of Music, Department Head
- 1.2 Email address: scott.harris@wku.edu
- 1.3 Phone #: 270-745-3751

Section 2: Program Information

- 2.1 **Classification of Instructional Program (CIP) reference number:** 50.0901
- 2.2 **Current Program title:** 423-Minor in Music
- 2.3 **Current total number of credits required in the program:** 24hrs

Section 3: Proposed program revisions and rationales: The department has redefined the music theory sequence including a separation between music theory for music majors and music theory for non-majors/minors. Course requirements/content has not changed – only course numbers.

- 3.1 **First proposed revision:** Change Music Theory course numbers as noted:
MUS 100 (old) to MUS 102 Music Theory I for Non-Majors
MUS 101 (old) to MUS 103 Music Theory II for Non-Majors

Section 4: Consultations: None Needed. Changes are specific to music minors

Section 5: Proposed term for implementation: Next Available

Section 6: Approval Flow Dates:

| | |
|-------------------------------------|------------|
| Department of Music | 02/14/2020 |
| Potter College Curriculum Committee | 03/31/2020 |
| Undergraduate Curriculum Committee | |
| Faculty Senate | |

7.1 Current Minor in Music

| | |
|-----------------------------------|-----------|
| MUS 100 Music Theory I | 3 |
| MUS 101 Music Theory II | 3 |
| MUS 120 Music Appreciation | 3 |
| MUS 150 Applied Secondary Lessons | 1 |
| MUS 350 Applied Secondary Lessons | 1 |
| MUS 350 Applied Secondary Lessons | 1 |
| Major Ensemble (three semesters) | 3 |
| Music Electives | 9 |
| Total Program Hours | 24 |

7.2 Proposed Minor in Music

| | |
|--|--------------|
| MUS 100 Music Theory I | 3 |
| MUS 101 Music Theory II | 3 |
| MUS 102 Music Theory I for Non-Majors | 3 |
| MUS 103 Music Theory II for Non-Majors | 3 |
| MUS 120 Music Appreciation | 3 |
| MUS 150 Applied Secondary Lessons | 1 |
| MUS 350 Applied Secondary Lessons | 1 |
| MUS 350 Applied Secondary Lessons | 1 |
| Major Ensemble (three semesters) | 3 |
| Music Electives | 9 |
| Total Program Hours | 24 |

Proposal to Revise a program: 609 - Major in Arabic with Teacher Certification
Potter College of Arts & Letters
Department of Modern Languages

Section 1: Proponent Contact Information

- 1.1 Name/Title: Laura McGee/Professor, Dept Head of Modern Languages
- 1.2 Email address: laura.mcgee@wku.edu
- 1.3 Phone # 270.745.5900

Section 2: Program Information

- 2.4 Current Program reference number: 609 with Teacher Certification
- 2.5 Current Program title: Major in Arabic with Teacher Certification
- 2.6 Current total number of credits required in the program: 73

Section 3: Proposed program revisions and rationales

The Reinvesting in WKU Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education brought these 5 courses forward through the curriculum to establish the 15-credit teacher education core during the 2018-2019 academic year. With these proposed changes, the total number of credits required in the program changes from 73 to 72.

- 3.1 **First proposed revision:**
Change course title of EDU 250, 3hrs from “Intro to Teacher Education” to “Discover Teaching.”
Rationale: EDU 250 is the introductory course for the 15-credit teacher education core.
- 3.2 **Second proposed revision:**
Add EDU 260, 3hrs (Classroom Assessment).
Rationale: EDU 260 is the second course for the 15-credit teacher education core.
- 3.3 **Third proposed revision:**
Delete SPED 330, 3hrs (Introduction to Exceptional Education: Diversity in Learning).
Add EDU 350, 3hrs (Student Diversity and Differentiation).
Rationale: EDU 350 is the third course for the 15-credit teacher education core.
- 3.4 **Fourth proposed revision:**
Delete SEC 453, 3 hrs (Management of Instruction). Add EDU 360, 3hrs (Behavior and Classroom Management in Education).
Rationale: EDU 360 is the fourth course for the 15-credit teacher education core.
- 3.5 **Fifth proposed revision:**
Delete LTCY 421, 3hrs (Content Area Reading in the Middle and Secondary Grades).

Rationale: Literacy is a thematic strand throughout the 15-credit teacher education core. Therefore, a behavior and classroom management course will replace LTCY 421. This was a major request by community constituents and p-12 district partners. Moreover, the education research literature notes that behavior and classroom management is a major concern for novice teachers throughout our nation.

*Throughout the 4-year program of study, students will study literacy as a theme in order to meet the 2017 International Literacy Association's standards for middle and high school teacher candidates. Literacy instruction will be included in the Core Courses and in coursework in the teacher candidates' disciplines.

3.6 Sixth proposed revision:

Delete SEC 351, 3 hrs (Teaching Strategies for Secondary Schools). Add SEC 350, 2 hrs (Clinical Practice Sec 1).

Rationale: This course allows our students to develop a working knowledge of secondary teaching through clinical experience.

3.7 Seventh proposed revision:

Allow ENG 469, 3 hrs (Second Language Acquisition Theory) as an option for fulfilling the same requirement in addition to MLNG 410, 3 hrs (Second Language Acquisition) which provides a theoretical foundation for the content area.

Rationale: Due to low enrollments and scheduling needs, the Department of Modern Languages cannot offer MLNG 410 on a regular basis. ENG 469 is offered online which also allows for greater flexibility in scheduling.

Section 4: Consultations

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

Leadership from the School of Teacher Education has met with the WKU Department of Modern Languages to discuss and approve the proposed program changes.

Section 5: Proposed term for implementation: Next Available

Section 6: Approval Flow Dates:

| | |
|--------------------------------------|------------------|
| Department of Modern Languages: | <u>2/11/2020</u> |
| Potter College Curriculum Committee: | <u>3/03/2020</u> |
| Professional Education Council: | _____ |
| Undergraduate Curriculum Committee: | _____ |
| Faculty Senate: | _____ |

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

7.1 Current Program:

| Course | Credit hours |
|--|--------------|
| EDU 250 Introduction to Teacher Education | 3 |
| PSY 310 Educational Psychology | 3 |
| SPED 330 Introduction to Exceptional Education | 3 |
| SEC 351 Teaching Strategies for Secondary Schools | 3 |
| LTCY 421 Content Area Reading | 3 |
| MLNG 410 Second Language Acquisition | 3 |
| SEC 453 Management of Instruction | 3 |
| MLNG 474 Teaching Foreign Language | 3 |
| EDU 489 Student Teaching Seminar | 3 |
| SEC 490 Student Teaching | 10 |
| total | 37 |

7.2 Proposed Program Description:

| Course | Credit hours |
|---|--------------|
| EDU 250 Discover Teaching | 3 |
| PSY 310 Educational Psychology | 3 |
| SEC 350 Clinical Practice Sec 1 | 2 |
| EDU 350 Diversity and Differentiation | 3 |
| EDU 360 Behavior and Classroom Management | 3 |
| EDU 260 Classroom Assessment | 3 |
| ENG 469 Second Language Acquisition Theory or MLNG 410 Second Language Acquisition | 3 |
| MLNG 474 Teaching Foreign Language | 3 |
| EDU 489 Student Teaching Seminar | 3 |
| SEC 490 Student Teaching | 10 |
| total | 36 |

Proposal to Revise a Program: 624 - Major in Chinese with Teacher Certification
Potter College of Arts & Letters
Department of Modern Languages

Section 1: Proponent Contact Information

- 1.1 Name/Title: Laura McGee/Professor, Dept Head of Modern Languages
- 1.2 Email address: laura.mcgee@wku.edu
- 1.3 Phone # 270.745.5900

Section 2: Program Information

- 2.1 Current Program reference number: 624 with Teacher Certification
- 2.2 Current Program title: Major in Chinese with Teacher Certification
- 2.3 Current total number of credits required in the program: 73

Section 3: Proposed program revisions and rationales

The Reinvesting in WKU Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education brought these 5 courses forward through the curriculum to establish the 15-credit teacher education core during the 2018-2019 academic year. With these proposed changes, the total number of credits required in the program changes from 73 to 72.

- 3.1 First proposed revision:**
Change course title of EDU 250, 3hrs from “Intro to Teacher Education” to “Discover Teaching.”
Rationale: EDU 250 is the introductory course for the 15-credit teacher education core.
- 3.2 Second proposed revision:**
Add EDU 260, 3hrs (Classroom Assessment).
Rationale: EDU 260 is the second course for the 15-credit teacher education core.
- 3.3 Third proposed revision:**
Delete SPED 330, 3hrs (Introduction to Exceptional Education: Diversity in Learning).
Add EDU 350, 3hrs (Student Diversity and Differentiation).
Rationale: EDU 350 is the third course for the 15-credit teacher education core.
- 3.4 Fourth proposed revision:**
Delete SEC 453, 3 hrs (Management of Instruction). Add EDU 360, 3hrs (Behavior and Classroom Management in Education).
Rationale: EDU 360 is the fourth course for the 15-credit teacher education core.
- 3.5 Fifth proposed revision:**
Delete LTCY 421, 3hrs (Content Area Reading in the Middle and Secondary Grades).

Rationale: Literacy is a thematic strand throughout the 15-credit teacher education core. Therefore, a behavior and classroom management course will replace LTCY 421. This was a major request by community constituents and p-12 district partners. Moreover, the education research literature notes that behavior and classroom management is a major concern for novice teachers throughout our nation.

*Throughout the 4-year program of study, students will study literacy as a theme in order to meet the 2017 International Literacy Association's standards for middle and high school teacher candidates. Literacy instruction will be included in the Core Courses and in coursework in the teacher candidates' disciplines.

3.6 Sixth proposed revision:

Delete SEC 351, 3 hrs (Teaching Strategies for Secondary Schools). Add SEC 350, 2 hrs (Clinical Practice Sec 1).

Rationale: This course allows our students to develop a working knowledge of secondary teaching through clinical experience.

3.7 Seventh proposed revision:

Allow ENG 469, 3 hrs (Second Language Acquisition Theory) as an option for fulfilling the same requirement in addition to MLNG 410, 3 hrs (Second Language Acquisition) which provides a theoretical foundation for the content area.

Rationale: Due to low enrollments and scheduling needs, the Department of Modern Languages cannot offer MLNG 410 on a regular basis. ENG 469 is offered online which also allows for greater flexibility in scheduling.

Section 4: Consultations

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

Leadership from the School of Teacher Education has met with the WKU Department of Modern Languages to discuss and approve the proposed program changes.

Section 5: Proposed term for implementation: Next Available

Section 6: Approval Flow Dates:

| | |
|--------------------------------------|-------------------|
| Department of Modern Languages: | <u>02/11/2020</u> |
| Potter College Curriculum Committee: | <u>03/03/2020</u> |
| Professional Education Council: | _____ |
| Undergraduate Curriculum Committee: | _____ |
| Faculty Senate: | _____ |

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

7.1 Current Program:

| Course | Credit hours |
|--|--------------|
| EDU 250 Introduction to Teacher Education | 3 |
| PSY 310 Educational Psychology | 3 |
| SPED 330 Introduction to Exceptional Education | 3 |
| SEC 351 Teaching Strategies for Secondary Schools | 3 |
| LTCY 421 Content Area Reading | 3 |
| MLNG 410 Second Language Acquisition | 3 |
| SEC 453 Management of Instruction | 3 |
| MLNG 474 Teaching Foreign Language | 3 |
| EDU 489 Student Teaching Seminar | 3 |
| SEC 490 Student Teaching | 10 |
| total | 37 |

7.2 Proposed Program Description:

| Course | Credit hours |
|---|--------------|
| EDU 250 Discover Teaching | 3 |
| PSY 310 Educational Psychology | 3 |
| SEC 350 Clinical Practice Sec 1 | 2 |
| EDU 350 Diversity and Differentiation | 3 |
| EDU 360 Behavior and Classroom Management | 3 |
| EDU 260 Classroom Assessment | 3 |
| ENG 469 Second Language Acquisition Theory or MLNG 410 Second Language Acquisition | 3 |
| MLNG 474 Teaching Foreign Language | 3 |
| EDU 489 Student Teaching Seminar | 3 |
| SEC 490 Student Teaching | 10 |
| total | 36 |

Proposal to Revise a program: 778 - Major in Spanish with Teacher Certification
Potter College of Arts & Letters
Department/Unit of Modern Languages

Section 1: Proponent Contact Information

- 1.1 Name/Title: Francesca D. Sunkin/Associate Professor
- 1.2 Email address: francesca.sunkin@wku.edu
- 1.3 Phone # 270.745.5110

Section 2: Program Information

- 2.1 Current Program reference number: 778 with Teacher Certification
- 2.2 Current Program title: Major in Spanish with Teacher Certification
- 2.3 Current total number of credits required in the program: 73

Section 3: Proposed program revisions and rationales

The Reinvesting in WKU Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education brought these 5 courses forward through the curriculum to establish the 15-credit teacher education core during the 2018-2019 academic year. With these proposed changes, the total number of credits required in the program changes from 73 to 72.

- 3.1 **First proposed revision:**
Change course title of EDU 250, 3hrs from “Intro to Teacher Education” to “Discover Teaching.”
Rationale: EDU 250 is the introductory course for the 15-credit teacher education core.
- 3.2 **Second proposed revision:**
Add EDU 260, 3hrs (Classroom Assessment).
Rationale: EDU 260 is the second course for the 15-credit teacher education core.
- 3.3 **Third proposed revision:**
Delete SPED 330, 3hrs (Introduction to Exceptional Education: Diversity in Learning).
Add EDU 350, 3hrs (Student Diversity and Differentiation).
Rationale: EDU 350 is the third course for the 15-credit teacher education core.
- 3.4 **Fourth proposed revision:**
Delete SEC 453, 3 hrs (Management of Instruction). Add EDU 360, 3hrs (Behavior and Classroom Management in Education).
Rationale: EDU 360 is the fourth course for the 15-credit teacher education core.
- 3.5 **Fifth proposed revision:**
Delete LTCY 421, 3hrs (Content Area Reading in the Middle and Secondary Grades).

Rationale: Literacy is a thematic strand throughout the 15-credit teacher education core. Therefore, a behavior and classroom management course will replace LTCY 421. This was a major request by community constituents and p-12 district partners. Moreover, the education research literature notes that behavior and classroom management is a major concern for novice teachers throughout our nation.

*Throughout the 4-year program of study, students will study literacy as a theme in order to meet the 2017 International Literacy Association's standards for middle and high school teacher candidates. Literacy instruction will be included in the Core Courses and in coursework in the teacher candidates' disciplines.

3.6 Sixth proposed revision:

Delete SEC 351, 3 hrs (Teaching Strategies for Secondary Schools). Add SEC 350, 2 hrs (Clinical Practice Sec 1).

Rationale: This course allows our students to develop a working knowledge of secondary teaching through clinical experience.

3.7 Seventh proposed revision:

Allow ENG 469, 3 hrs (Second Language Acquisition Theory) as an option for fulfilling the same requirement in addition to MLNG 410, 3 hrs (Second Language Acquisition) which provides a theoretical foundation for the content area.

Rationale: Due to low enrollments and scheduling needs, the Department of Modern Languages cannot offer MLNG 410 on a regular basis. ENG 469 is offered online which also allows for greater flexibility in scheduling.

Section 4: Consultations

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

Leadership from the School of Teacher Education has met with the WKU Department of Modern Languages (the Spanish program coordinator and the Spanish Teacher Education advisor) to discuss and approve the proposed program changes.

Section 5: Proposed term for implementation: Next Available

Section 6: Approval Flow Dates:

| | |
|--------------------------------------|------------------|
| Department of Modern Languages: | <u>2/11/2020</u> |
| Potter College Curriculum Committee: | <u>3/03/2020</u> |
| Professional Education Council: | _____ |
| Undergraduate Curriculum Committee: | _____ |
| Faculty Senate: | _____ |

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

7.1 Current Program:

| Course | Credit hours |
|--|--------------|
| EDU 250 Introduction to Teacher Education | 3 |
| PSY 310 Educational Psychology | 3 |
| SPED 330 Introduction to Exceptional Education | 3 |
| SEC 351 Teaching Strategies for Secondary Schools | 3 |
| LTCY 421 Content Area Reading | 3 |
| MLNG 410 Second Language Acquisition | 3 |
| SEC 453 Management of Instruction | 3 |
| MLNG 474 Teaching Foreign Language | 3 |
| EDU 489 Student Teaching Seminar | 3 |
| SEC 490 Student Teaching | 10 |
| total | 37 |

7.2 Proposed Program Description:

| Course | Credit hours |
|---|--------------|
| EDU 250 Discover Teaching | 3 |
| PSY 310 Educational Psychology | 3 |
| SEC 350 Clinical Practice Sec 1 | 2 |
| EDU 350 Diversity and Differentiation | 3 |
| EDU 360 Behavior and Classroom Management | 3 |
| EDU 260 Classroom Assessment | 3 |
| ENG 469 Second Language Acquisition Theory or MLNG 410 Second Language Acquisition | 3 |
| MLNG 474 Teaching Foreign Language | 3 |
| EDU 489 Student Teaching Seminar | 3 |
| SEC 490 Student Teaching | 10 |
| total | 36 |

Proposal Date: February 12, 2020

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

Contact Person: Molly Dunkum, molly.dunkum@wku.edu

1. Identification of course:

- 1.11 Course prefix (subject area) and number: MATH 307
- 1.12 Course title: INTRODUCTION TO LINEAR ALGEBRA

2. Current prerequisites/corequisites/special requirements:

MATH 137 [Min Grade: C] or MATH 136 [Min Grade: A] or MATH 142 [Min Grade: A]
OR
MATH 136 [Min Grade: C] and CS 221 [Min Grade: C]

3. Proposed prerequisites/corequisites/special requirements:

MATH 137 [Min Grade: C] or MATH 136 [Min Grade: A] or MATH 142 [Min Grade: A]
OR
MATH 136 [Min Grade: C] and CS 290 [Min Grade: C]

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

The revision in the CS portion of the course prerequisite is due to a change in sequencing and numbering by the Computer Science Division.

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

6. Proposed term for implementation: Fall 2021

7. Dates and Signatures of prior approvals

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

February 21, 2020
March 26, 2020

Proposal to Create a New Course:

Section 1: Proponent Contact Information

- 1.1 **Name/Title:** Qi Li/Professor
- 1.2 **Email address:** qi.li@wku.edu
- 1.3 **Phone #** (270)7456225

Section 2: Course Catalog Information

- 2.4 **Course prefix (subject area) and number:** DATA 301
- 2.5 **Course CIP code:** 11.0802
- 2.6 **Course title:** Big Data with its Applications
- 2.7 **Abbreviated Course title:** Big Data with its Applications
- 2.8 **Credit hours/Variable credit:** 3
- 2.9 **Repeatability:** N/A
- 2.10 **Course Term: Is this course intended to span more than a single term?**

YES **NO**
- 2.11 **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.
- 2.12 **Prerequisite:** Completion of Colonnade quantitative reasoning course and 21 hours of Foundations & Explorations courses.
- 2.13 **Additional Enrollment Requirements:** N/A
- 2.14 **Other Special Course Requirements:** N/A
- 2.15 **Grade Type:** A-F
- 2.16 **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 presence and activities of human beings.

3.7 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 up 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.

3.8 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 Blackenship 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 2020

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

Section 7: Required Appendices: Current & proposed program descriptions

Basic agricultural requirements (28)

| | |
|--|---|
| AGRO 110 | 3 |
| AGMC 176 | 2 |
| AGRI 291 or AGRI 491 | 3 |
| AGRO 320 or ANSC345 or AGECE 360 or AGMC 326 | 3 |
| AGRO 350 | 3 |
| AGRI 397 | 1 |
| AGRI 494 | 3 |
| AGMC 170 | 2 |
| AGMC 171 | 1 |
| AGRI 175 | 1 |
| ANSC 140 | 3 |
| AGECE 160 | 3 |

Take two ~~AGRI 398~~ courses (2)

~~AGRI 398~~ **1**

~~AGRI 398~~ **1**

Take the following required course (3)

~~AGECE 361~~ **3**

Teacher Certification Courses (C or higher for both) (6)

| | |
|--------------------------------|---|
| AGED 250 or EDU 250 or SEC 250 | 3 |
| PSY 310 | 3 |

Teacher certification courses (37)

| | |
|----------|----|
| SPED 330 | 3 |
| AGED 470 | 3 |
| AGED 471 | 3 |
| EDU 489 | 3 |
| SEC 490 | 10 |

| | |
|---|---|
| LTCY 421 | 3 |
| Choose a three hour soil elective | 3 |
| Choose a three hour horticulture elective | 3 |
| Choose a three hour animal science elective | 3 |
| Choose three hours of agriculture electives | 3 |

Additional courses outside Agricultural Education concentration (15)

| | |
|---------------------|---|
| PSY 100 or PSYS 100 | 3 |
| Biol 120 | 3 |
| Biol 121 | 1 |
| CHEM 105 | 3 |
| CHEM 106 | 1 |
| CHEM 107 | 3 |
| CHEM 108 | 1 |
| MATH 115 or higher | 3 |

7.2 Proposed BS in Agricultural Education

Basic agricultural requirements (28)

| | |
|--|---|
| AGRO 110 | 3 |
| AGMC 176 | 2 |
| AGRI 291 or AGRI 491 | 3 |
| AGRO 320 or ANSC345 or AGECE 360 or AGMC 326 | 3 |
| AGRO 350 | 3 |
| AGRI 397 | 1 |
| AGRI 494 | 3 |
| AGMC 170 | 2 |
| AGMC 171 | 1 |
| AGRI 175 | 1 |
| ANSC 140 | 3 |
| AGECE 160 | 3 |

Teacher certification courses ("C" or higher) (48)

| | |
|--|----------|
| AGED 250 or EDU 250 or SEC 250 | 3 |
| PSY 310 | 3 |
| SPED 330 | 3 |
| AGED 470 | 3 |
| AGED 471 | 3 |
| EDU 489 | 3 |
| SEC 490 | 10 |
| EDU 260 | 3 |
| EDU 350 | 3 |
| EDU 360 | 3 |
| AGED 200 | 1 |
| AGED 300 | 3 |
| AGRI 398 (Agricultural Education Seminar) | 1 |
| AGMC 371 | 1 |
| AGMC 372 | 2 |
| HORT 316 | 2 |
| HORT 317 | 1 |

Additional courses outside Agricultural Education concentration (15)

| | |
|--------------------|---|
| Biol 120 | 3 |
| Biol 121 | 1 |
| CHEM 105 | 3 |
| CHEM 106 | 1 |
| CHEM 107 | 3 |
| CHEM 108 | 1 |
| MATH 115 or higher | 3 |

**Proposal to Revise a program: Mathematics
Ogden College of Science & Engineering
Department of Mathematics**

1. Proponent Contact Information: Dr. Molly Dunkum, molly.dunkum@wku.edu

2. Program Information

2.7 Current Program reference number: 528

2.8 Current Program title: Mathematics, Extended Major

2.9 Current total number of credits required in the program: 51

3. Proposed program revisions and rationales

3.6 In the Computer Science requirement, change “CS 221 (4 hours)” to “CS 290 (4 hours)”. This is due to a change in Computer Science course sequencing and numbering.

4. Consultations

The proposed revision in section 3 above does not involve or in any other way impact other departments/units.

5. Proposed term for implementation: Fall 2021

6. Approval Flow Dates:

Department of Mathematics

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

February 21, 2020

March 26, 2020

7.1. CURRENT Extended Mathematics Major

Required Courses (30 hrs): MATH 136 (4 hrs), MATH 137 (4 hrs), MATH 237 (4 hrs), MATH 307 (3 hrs), MATH 310 (3 hrs), MATH 317 (3 hrs), MATH 337 (3 hrs), MATH 431 (3 hrs), MATH 498 (3 hrs)

Two courses chosen from CS 180 (4 hours), **CS 221 (4 hours)**, STAT 330 (3 hours), MATH 371 (3 hours), PHYS 316 (3 hours), or PHYS 318 (3 hours) are required. If MATH 371 is selected to fulfill this requirement, it cannot also be used as an elective in the extended major.

The student is required to **complete a concentration** in one of the following areas:

- B1 – Fundamentals of Analysis and Discrete Mathematics
 - MATH 417, 439, 450
 - Two courses from MATH 315, 323, 415, 423, 473
 - Six additional elective hours from MATH 275 (up to 3 hours), STAT 301, MATH 305, 315, 323, 331, 370, 371 (if not used to satisfy the computer science requirement), 382, 398 (up to 3 hours), 405, 406, 409, 415, 423, 435, 470, 473, 475 (up to 6 hours), 482
- B2 – Fundamentals of Applied Mathematics
 - MATH 331, 370, 382, 405
 - Two courses from MATH 305, 406, 435, 470, 482
 - Three credit hours from MATH 275, STAT 301, MATH 305, 315, 323, 371 (if not used to satisfy the computer science requirement), 398, 406, 409, 415, 417, 423, 435, 439, 450, 470, 473, 475, 482
- B3 – Fundamentals of Mathematical Studies
 - MATH 450
 - Two courses from MATH 405, 406, 409, 415, 417, 423, 432, 435, 439, 470, 473, 482
 - Twelve additional electives from MATH 275 (up to 3 hours), STAT 301, MATH 305, 315, 323, 331, 370, 371 (if not used to satisfy the computer science requirement), 382, 398 (up to 3 hours), 405, 406, 409, 415, 423, 435, 470, 473, 475 (up to 6 hours), 482

With the approval of the mathematics department head, students may take certain 500-level mathematics courses for undergraduate credit in place of the courses listed in items B1, B2, and B3.

7.2. PROPOSED Extended Mathematics Major

| |
|---|
| <p>Required Courses (30 hrs): MATH 136 (4 hrs), MATH 137 (4 hrs), MATH 237 (4 hrs), MATH 307 (3 hrs), MATH 310 (3 hrs), MATH 317 (3 hrs), MATH 337 (3 hrs), MATH 431 (3 hrs), MATH 498 (3 hrs)</p> |
| <p>Two courses chosen from CS 180 (4 hours), CS 290 (4 hours), STAT 330 (3 hours), MATH 371 (3 hours), PHYS 316 (3 hours), or PHYS 318 (3 hours) are required. If MATH 371 is selected to fulfill this requirement, it cannot also be used as an elective in the extended major.</p> |
| <p>The student is required to complete a concentration in one of the following areas:</p> <ul style="list-style-type: none">• B1 – Fundamentals of Analysis and Discrete Mathematics<ul style="list-style-type: none">○ MATH 417, 439, 450○ Two courses from MATH 315, 323, 415, 423, 473○ Six additional elective hours from MATH 275 (up to 3 hours), STAT 301, MATH 305, 315, 323, 331, 370, 371 (if not used to satisfy the computer science requirement), 382, 398 (up to 3 hours), 405, 406, 409, 415, 423, 435, 470, 473, 475 (up to 6 hours), 482• B2 – Fundamentals of Applied Mathematics<ul style="list-style-type: none">○ MATH 331, 370, 382, 405○ Two courses from MATH 305, 406, 435, 470, 482○ Three credit hours from MATH 275, STAT 301, MATH 305, 315, 323, 371 (if not used to satisfy the computer science requirement), 398, 406, 409, 415, 417, 423, 435, 439, 450, 470, 473, 475, 482• B3 – Fundamentals of Mathematical Studies<ul style="list-style-type: none">○ MATH 450○ Two courses from MATH 405, 406, 409, 415, 417, 423, 432, 435, 439, 470, 473, 482○ Twelve additional electives from MATH 275 (up to 3 hours), STAT 301, MATH 305, 315, 323, 331, 370, 371 (if not used to satisfy the computer science requirement), 382, 398 (up to 3 hours), 405, 406, 409, 415, 423, 435, 470, 473, 475 (up to 6 hours), 482 |
| <p>With the approval of the mathematics department head, students may take certain 500-level mathematics courses for undergraduate credit in place of the courses listed in items B1, B2, and B3.</p> |

Proposal to Revise a Program: Construction Management
Ogden College
Department/Unit: School of Engineering and Applied Sciences

Section 1: Proponent Contact Information

- 1.1 Bashar Haddad, Assistant Professor
- 1.2 Email address: Bashar.Haddad@wku.edu
- 1.3 Phone # 270.745.3414

Section 2: Program Information

- 2.1 Current Program reference number: 533
- 2.2 Current Program title: Construction Management
- 2.3 Current total number of credits required in the program: 81

Section 3: Proposed program revisions and rationales

- 3.1 Remove CM 346 as an elective in the CM program.
- 3.2 Add CM 346 as Core course requirement in the CM program. The CM 346 applied soil mechanics and foundations is an integral part for construction management. The soil testing before construction is the first step and an important step for many construction projects. Hence, it is imperative for the construction manager to understand and correctly interpret the soil report. Including the class as a core requirement will be an added value to CM graduates. The proposed class will be cross listed with CE 410 (soil mechanics).

Section 4: Consultations

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

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

SEAS: **2/28/2020**
Ogden College Curriculum Committee: **3/26/2020**
Undergraduate Curriculum Committee:
University Senate:

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

7.1 Current Program Requirement: 81 hours

| | | |
|---|----------------------------------|------------|
| Architectural Drafting | AMS 163 | 3 |
| Industrial Material | AMS 217 | 3 |
| Construction Methods and materials | AMS 261 | 3 |
| Construction Lab | AMS 262 | 1 |
| Industrial Statistics | AMS 271 | 3 |
| Building Structures | AMS 282 | 3 |
| Building Codes | AMS 305 | 3 |
| Ergonomics and Safety | AMS 310 | 3 |
| Survey of Building Systems | AMS 325 | 3 |
| Quality Assurance | AMS 371 | 3 |
| Project Management | AMS 390 | 3 |
| Lean Systems | AMS 394 | 3 |
| Internship I | AMS 398 | 1 |
| Technology Mgmt./Sup./Team Blding | AMS 430 | 3 |
| Senior Research Construction Management | AMS 490B | 3 |
| Contract Documents | CM 250 | 3 |
| Const. Estimating and Bidding | CM 363 | 3 |
| Const. Scheduling | CM 462 | 3 |
| Principles of Surveying | CE 160/CE 161 or AGMC170/AGMC171 | 3 or 4 |
| Construction Management | CE 303 | 3 |
| Equipment and Methods | CE 316 | 3 |
| Introductory Accounting/Finance | | 3 |
| Business Law | | 3 |
| Intro Economics/principles of economics | | 3 |
| Trigonometry | MATH 117 | 3 |
| General electives | | 12 or 13 |
| Colonnade | | 39 |
| F-W1 | ENG 100 | 3 |
| F-W2 | ENG 300 | 3 |
| F-AH | ENG 200 | 3 |
| F- OC | COMM 145 | 3 |
| F-QR | MATH 117 | 3 |
| F-SB | HIST 101 or HIST 102 | 3 |
| E-AH | SELECT | 3 |
| E-SB | ECON 150 OR ECON 202 OR ECON 203 | 3 |
| E-NS/SL | CHEM 105/106 or CHEM 120/121 | 6 |
| K-SC | SELECT | 3 |
| K-LG | SELECT | 3 |
| K-SY | SELECT | 3 |
| Program Grand Total Hours | | 120 |

7.2 Proposed Program Requirement: 81 hours

| | | |
|---|----------------------------------|----------------|
| Architectural Drafting | AMS 163 | 3 |
| Industrial Material | AMS 217 | 3 |
| Construction Methods and materials | AMS 261 | 3 |
| Construction Lab | AMS 262 | 3 |
| Industrial Statistics | AMS 271 | 3 |
| Building Structures | AMS 282 | 3 |
| Building Codes | AMS 305 | 3 |
| Ergonomics and Safety | AMS 310 | 3 |
| Survey of Building Systems | AMS 325 | 3 |
| Quality Assurance | AMS 371 | 3 |
| Project Management | AMS 390 | 3 |
| Lean Systems | AMS 394 | 3 |
| Internship I | AMS 398 | 1 |
| Technology Mgmt./Sup./Team Building | AMS 430 | 3 |
| Quality Assurance | AMS371 | 3 |
| Project Management | AMS390 | 3 |
| Internship I | AMS398 | 1 |
| Technology Mgmt./Sup./Team Building | AMS430 | 3 |
| Senior Research Construction Management | AMS490B | 3 |
| Contract Documents | CM 250 | 3 |
| Const. Estimating and Bidding | CM 363 | 3 |
| Applied Soil Mechanics/Foundations | CM 346 | 3 |
| Const. Scheduling | CM 462 | 3 |
| Principles of Surveying | CE 160/CE 161 or AGMC170/AGMC171 | 3 or 4 |
| Construction Management | CE 303 | 3 |
| Equipment and Methods | CE 316 | 3 |
| Introductory Accounting/Finance | | 3 |
| Business Law | | 3 |
| Intro Economics/principles of economics | | 3 |
| Trigonometry | MATH 117 | 3 |
| General electives | | 9 or 10 |
| Colonnade | | 39 |
| F-W1 | ENG 100 | 3 |
| F-W2 | ENG 300 | 3 |
| F-AH | ENG 200 | 3 |
| F- OC | COMM 145 | 3 |
| F-QR | MATH 117 | 3 |
| F-SB | HIST 101 or HIST 102 | 3 |
| E-AH | SELECT | 3 |
| E-SB | ECON 150 OR ECON 202 OR ECON 203 | 3 |

| | | |
|----------------------------------|------------------------------|------------|
| E-NS/SL | CHEM 105/106 or CHEM 120/121 | 6 |
| K-SC | SELECT | 3 |
| K-LG | SELECT | 3 |
| K-SY | SELECT | 3 |
| Program Grand Total Hours | | 120 |
| | | |
| | | |

Proposal to Revise a program: BS in Molecular Biotechnology
Ogden College of Science and Engineering
Department/Unit: Department of Biology

Section 1: Proponent Contact Information

- 1.1 Name/Title: Sigrid Jacobshagen, Professor of Biology
- 1.2 Email address: sigrid.jacobshagen@wku.edu
- 1.3 Phone # 270-745-5994

Section 2: Program Information

- 2.17 Classification of Instructional Program (CIP) reference number:** 738
- 2.18 Current Program title:** BS in Molecular Biotechnology
- 2.19 Current total number of credits required in the program:** 89 or 90

Section 3: Proposed program revisions and rationales

3.1 First and only proposed revision: Remove CHEM 342 (Organic Chemistry II) and its associated lab CHEM 343 (Organic Chemistry II Laboratory) as a supporting course.

Rationale: The Organic Chemistry II and Lab (CHEM 342/343) is not needed as supporting course to give the students a solid basis of organic chemistry. Students are already taking the Organic Chemistry I and Lab (CHEM 340/341), which provides enough content to better understand biochemistry- and molecular biology-related courses. In addition, Organic Chemistry I serves as prerequisite for the Biochemistry I lecture (BIOL 446/CHEM 446). Removing Organic Chemistry II and its lab allows students to better concentrate on the large number of biotechnology-related courses that are required for the major.

Section 4: Consultations:

The proposed revision in 3.1. concerns a chemistry lecture and its associated lab. The revision therefore also has some impact on the Chemistry Department.

Dr. Sigrid Jacobshagen, the person requesting this revision, and Dr. Ken Crawford, the former interim Biology Department Chair met with Dr. Stuart Burris, the former Chemistry Department Chair, on December 5, 2019 to discuss the proposed change. Present also were Dr. Michael Smith, the now Biology Department Chair and Dr. Rui Zhang, the now Chemistry Department chair.

Dr. Burris commented that he considered the requested change possibly too early to judge the impact of the Organic Chemistry II course, since the major is fairly new and with a relatively low number of students (ca. 15).

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

Biology Department: 17 March 2020
Ogden College Curriculum Committee: March 26, 2020
Undergraduate Curriculum Committee:
University Senate:

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

7.1: Current BS in Molecular Biotechnology

| Required courses (45 hrs) | Credits | Notes |
|---|-------------|--|
| BIOL 120/121: Biological Concepts: Cells, Metabolism, and Genetics & Lab | 4 | |
| BIOL 122/123: Biological Concepts: Evolution, Diversity and Ecology & Lab | 4 | |
| BIOL 212: Genome Discovery and Exploration | 2 | |
| BIOL 226/227: Microbial Biology and Diversity & Lab | 4 | |
| BIOL 312: Bioinformatics | 4 | |
| BIOL 319/322: Introduction to Cellular and Molecular Biology & Lab | 4 | |
| BIOL 327/337: Genetics & Lab | 4 | |
| BIOL 350: Introduction to Recombinant Genetics | 3 | |
| BIOL 369: Cooperative Education in Biology or BIOL 399: Research Problems in Biology | 3 | Students choose BIOL 369 or 399 |
| BIOL 382: Introduction to Biostatistics | 3 | |
| BIOL 388: Contemporary Issues in Biotechnology | 5x0, 1x1 | Students take the course 5 times for 0 hrs before taking it for 1 hr |
| BIOL 411: Cell Biology | 3 | |
| BIOL 446/447: Biochemistry I & Lab | 5 | |
| BIOL 489: Professional Aspects of Biology | 1 | |
| Elective Courses (10 hrs) | | Students choose 10 additional hrs from the list of electives |
| BIOL 222/223: Plant Biology and Diversity & Lab or BIOL 224/225: Animal Biology and Diversity & Lab | 4 | |
| BIOL 316: Evolution | 3 | |
| BIOL 328: Immunology | 4 | |
| BIOL 330: Animal Physiology | 3 | |
| BIOL 331: Lab Animal Physiology | 1.5 | |
| BIOL 335: Neurobiology | 3 | |
| BIOL 400: Plant Physiology | 4 | |
| BIOL 403: Molecular Basis of Cancer | 3 | |
| BIOL 404: Electron Microscopy | 4 | |
| BIOL 407: Virology | 3 | |

| | | |
|---|-----------|--|
| BIOL 412: Cell Biology Lab | 1 | |
| BIOL 420: Introduction to Toxicology | 3 | |
| BIOL 440: Developmental Genetics | 3 | |
| BIOL 464: Endocrinology | | |
| BIOL 467: Biochemistry II | 3 | |
| BIOL 470: Pathogenic Microbiology | 3 | |
| BIOL 490: Plants as Alternative Therapeutics | 3 | |
| BIOL 495: Molecular Genetics | 3 | |
| BIOL 496: Plant Biotechnology | 3 | |
| Supporting Courses (34 or 35 hrs) | 4 | |
| MATH 117: Trigonometry or MATH 136: Calculus I | | |
| CHEM 120/121: College Chemistry I & Lab | 3 or 4 | Students choose one of the two Math courses, with one counting 3 and the other 4 hrs |
| CHEM 222/223: College Chemistry II & Lab | 5 | |
| CHEM 340/341: Organic Chemistry I & Lab | 5 | |
| CHEM 342/343: Organic Chemistry II & Lab | 5 | |
| PHYS 231/232: Introduction to Physics and Biophysics I & Lab | 5 | |
| PHYS 332/233: Introduction to Physics and Biophysics II & Lab | 4 | |
| AMS 371: Quality Assurance or AMS 390: Project Management or AMS 430: Technology Management/Team Building | 4 | |
| Total required credits | 3 | Students choose one of AMS 371, 390 or 430 |
| | 89 | |
| | or | |
| | 90 | |

7.2: Proposed BS in Molecular Biotechnology

| Required courses (45 hrs) | Credits | Notes |
|---|---------|-------|
| BIOL 120/121: Biological Concepts: Cells, Metabolism, and Genetics & Lab | 4 | |
| BIOL 122/123: Biological Concepts: Evolution, Diversity and Ecology & Lab | 4 | |
| BIOL 212: Genome Discovery and Exploration | 2 | |
| BIOL 226/227: Microbial Biology and Diversity & Lab | 4 | |
| BIOL 312: Bioinformatics | 4 | |
| BIOL 319/322: Introduction to Cellular and Molecular Biology & Lab | 4 | |
| BIOL 327/337: Genetics & Lab | 4 | |
| BIOL 350: Introduction to Recombinant Genetics | 3 | |

| | | |
|---|-------------------------|--|
| BIOL 369: Cooperative Education in Biology or BIOL 399: Research Problems in Biology | 3 | Students choose BIOL 369 or 399 |
| BIOL 382: Introduction to Biostatistics | 3 | |
| BIOL 388: Contemporary Issues in Biotechnology | 5x0, 1x1 | Students take the course 5 times for 0 hrs before taking it for 1 hr |
| BIOL 411: Cell Biology | 3 | |
| BIOL 446/447: Biochemistry I & Lab | 5 | |
| BIOL 489: Professional Aspects of Biology | 1 | |
| Elective Courses (10 hrs) | | Students choose 10 additional hrs from the list of electives |
| BIOL 222/223: Plant Biology and Diversity & Lab or BIOL 224/225: Animal Biology and Diversity & Lab | 4 | |
| BIOL 316: Evolution | 3 | |
| BIOL 328: Immunology | 4 | |
| BIOL 330: Animal Physiology | 3 | |
| BIOL 331: Lab Animal Physiology | 1.5 | |
| BIOL 335: Neurobiology | 3 | |
| BIOL 400: Plant Physiology | 4 | |
| BIOL 403: Molecular Basis of Cancer | 3 | |
| BIOL 404: Electron Microscopy | 4 | |
| BIOL 407: Virology | 3 | |
| BIOL 412: Cell Biology Lab | 1 | |
| BIOL 420: Introduction to Toxicology | 3 | |
| BIOL 440: Developmental Genetics | 3 | |
| BIOL 464: Endocrinology | 3 | |
| BIOL 467: Biochemistry II | 3 | |
| BIOL 470: Pathogenic Microbiology | 3 | |
| BIOL 490: Plants as Alternative Therapeutics | 3 | |
| BIOL 495: Molecular Genetics | 3 | |
| BIOL 496: Plant Biotechnology | 4 | |
| Supporting Courses (29 or 30 hrs) | | |
| MATH 117: Trigonometry or MATH 136: Calculus I | 3 or 4 | Students choose one of the two Math courses, with one counting 3 and the other 4 hrs |
| CHEM 120/121: College Chemistry I & Lab | 5 | |
| CHEM 222/223: College Chemistry II & Lab | 5 | |
| CHEM 340/341: Organic Chemistry I & Lab | 5 | |
| PHYS 231/232: Introduction to Physics and Biophysics I & Lab | 4 | |
| PHYS 332/233: Introduction to Physics and Biophysics II & Lab | 4 | |
| AMS 371: Quality Assurance or AMS 390: Project Management or AMS 430: Technology Management/Team Building | 3 | Students choose one of AMS 371, 390 or 430 |
| Total required credits | 84 or 85 | |

VI. Academic Policy Committee Report

VII. Steering Committee Report

VIII. Announcements

Dr. Rheanna Plemons – Course Leaf

IX. Adjourn