

UNDERGRADUATE CURRICULUM COMMITTEE
Western Kentucky University

Report to the University Senate

Date: November 20, 2015

From: Liz Sturgeon, Chair

a. PCAL and OCSE

Type of Item	Description of Item & Contact Information
Consent	Proposal to Create a New Course BDAS 300 The Science of Fermentation in Brewing and Distilling Contact: Rodney King, rodney.king@wku.edu, 5-6910 Cathleen Webb, cathleen.webb@wku.edu, 5-6181 Andrew McMichael, andrew.mcmichael@wku.edu, 5-6538
Consent	Proposal to Create a New Course BDAS 495 Internship in Brewing/Distilling Contact: Andrew McMichael andrew.mcmichael@wku.edu, 270- 745-6538 Cathleen Webb cathleen.webb@wku.edu, 270-745-4448
Consent	Proposal to Create a New Certificate Program Brewing and Distilling Arts & Sciences Contact: Andrew McMichael andrew.mcmichael@wku.edu, 270- 745-6538 Cathleen Webb cathleen.webb@wku.edu, 270-745-4448

b. PCAL

Type of Item	Description of Item & Contact Information
Information	Proposal to Revise Course Catalog Listing PERF 362 Theatre in Diversion Contact: Carol Jordan, carol.jordan@wku.edu, 270-745-8942
Information	Proposal to Delete a Course PS 267 Introduction to East European Studies Contact: Roger Murphy, roger.murphy@wku.edu, 270-745-2890
Consent	Proposal to Create a New Course THEA 323 Period Styles in Design Contact: Shura Pollastek, shura.pollastek@wku.edu , 270-745-2306
Consent	Proposal to Create a New Course HIST 333 History of Genocide Contact: Marko Dumančić, marko.dumancic@wku.edu, 270-745-3841
Consent	Proposal to Create a New Course PS 369 Central European Politics Contact: Roger Murphy, roger.murphy@wku.edu, 270-745-2890

Consent	Proposal to Revise a Program Ref. # 451 Minor in Russian and East European Studies Contact: Marko Dumančić, marko.dumancic@wku.edu, 270-745-3841
Consent	Proposal to Create a New Course RELS 314 The Making of the Bible Contact: James Barker, james.barker@wku.edu, 270-745-5750
Consent	Proposal to Revise a Program Ref. # 583 AB in Music Contact: Scott Harris, scott.harris@wku.edu, 270-745-3751

c. **CHHS**

Type of Item	Description in Item and Contact Information
Information	Revise Course Prerequisites/Corequisites NURS 300 Concepts of Disease Process Contact: Cathy Abell, cathy.abell@wku.edu, 745-3499
Information	Revise Course Prerequisites/Corequisites NURS 309 Health Assessment Across the Lifespan Contact: Cathy Abell, cathy.abell@wku.edu, 745-3499
Information	Revise Course Prerequisites/Corequisites NURS 315 Concepts in Pharmacology Contact: Cathy Abell, cathy.abell@wku.edu, 745-3499
Information	Revise Course Prerequisites/Corequisites NURS 321 Transcultural Nursing Contact: Cathy Abell, cathy.abell@wku.edu, 745-3499
Information	Revise Course Prerequisites/Corequisites NURS 323 Concepts of Professional Nursing Contact: Cathy Abell, cathy.abell@wku.edu, 745-3499
Information	Revise Course Prerequisites/Corequisites NURS 339 Care of the High Acuity Patient Contact: Cathy Abell, cathy.abell@wku.edu, 745-3499
Information	Revise Course Prerequisites/Corequisites NURS 340 Teaching and Health Promotion in Nursing Practice Contact: Cathy Abell, cathy.abell@wku.edu, 745-3499
Information	Revise Course Prerequisites/Corequisites NURS 400 Nursing Leadership and Management Contact: Cathy Abell, cathy.abell@wku.edu, 745-3499
Information	Revise Course Prerequisites/Corequisites NURS 405 Nursing Informatics Contact: Cathy Abell, cathy.abell@wku.edu, 745-3499
Information	Revise Course Prerequisites/Corequisites NURS 408 Professional Issues Contact: Cathy Abell, cathy.abell@wku.edu, 745-3499

Information	Revise Course Prerequisites/Corequisites NURS 412 Introduction to Nursing Research Contact: Cathy Abell, cathy.abell@wku.edu, 745-3499
Information	Revise Course Prerequisites/Corequisites NURS 430 Concepts of Public Health Nursing Contact: Cathy Abell, cathy.abell@wku.edu, 745-3499
Information	Revise Course Prerequisites/Corequisites NURS 431 Application of Public Health Nursing Contact: Cathy Abell, cathy.abell@wku.edu, 745-3499

c. GFCB

Type of Item	Description of Item and Contact Information
Consent	Proposal to Create a New Certificate Program – Applied Data Analytics Contact: Ray Blankenship, ray.blakenship@wku.edu , 5-5952

d. OCSE

Type of item	Description of Item & Contact Information
Information	Proposal to Revise Course Prerequisites/Corequisites CE 400, Civil Engineering Senior Design Seminar, 1 hr. Contact: Shane Palmquist, shane.palmquist@wku.edu, x2919
Consent	Proposal to Revise a Program Ref. 534, Civil Engineering, 131 hrs. Contact: Shane Palmquist, shane.palmquist@wku.edu, x2919

Ogden College of Science and Engineering
Potter College of Arts & Letters
Department: Dean's Office
Proposal to Create a New Course

Contact Person: Rodney King, rodney.king@wku.edu, 5-6910
Cathleen Webb, cathleen.webb@wku.edu, 5-6181
Andrew McMichael, andrew.mcmichael@wku.edu, 5-6538

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BDAS 300
- 1.2 Course title: The Science of Fermentation in Brewing and Distilling
- 1.3 Abbreviated course title: Fermentation Science
- 1.4 Credit hours: 3
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: None
- 1.7 Course description: Introduction to the basic scientific principles that govern the fermentation process, with particular application to brewing and distilling.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The science of zymology (fermentation) is foundational to the understanding of biology and chemistry. It also forms the basis for industries as diverse as brewing and distilling, fuel production, food manufacturing, and the manufacture of chemical and biological weapons. Students who wish to understand a wide range of applications for biology and chemistry must understand the principles of fermentation.

Currently, several courses in the Departments of Chemistry and Biology cover some of the basic principles of fermentation. These include BIOL 226/227, which examines morphological, cultural, and biochemical characteristics of important groups of bacteria. BIO/CHEM 446, BIO/CHEM 447, BIO/CHEM 467 address biochemical compounds and their role in intermediary metabolism (including fermentation), enzyme activity and energetics.

However, none of these classes focus specifically on the principles of fermentation. The creation of this class will provide students with a focused, intensive study of fermentation, which will better prepare them for other courses in their fields. The particular focus here is on the brewing and distilling industries, which are a fast-growing segment of the economy of Kentucky and the United States. This course will therefore also give students a focused study in an area critical to workforce development.

This course will also serve as a foundational course for the certificate, minor, and major in Brewing and Distilling Arts & Sciences that is currently under development.

- 2.2 Projected enrollment in the proposed course: 10 students/section. We anticipate increased demand for the course as the BDAS program becomes established.
- 2.3 Relationship of the proposed course to courses now offered by the department: Some similar content is covered in BIOL 226/227 (Microbial Biology and Diversity) which examines morphological, cultural, and biochemical characteristics of important groups of bacteria. BIOL/CHEM 446, BIOL/CHEM 447, BIOL/CHEM 467 address biochemical compounds and their role in intermediary metabolism (including fermentation), enzyme activity and energetics. However, this new course focuses exclusively on fermentation microbiology and will serve as a foundation for the certificate, minor or major in the WKU BDAS program.
- 2.4 Relationship of the proposed course to courses offered in other departments: There is currently no similar process-oriented course that focuses exclusively on the microbiology of fermentation.
- 2.5 Relationship of the proposed course to courses offered in other institutions:

A number of our benchmark institutions offer courses with similar content. However, none of these programs teach courses in conjunction with a corporate partner. In addition, the brewing science programs offered at these benchmarks tend to be exclusively science-focused, without the integration of science, arts, and humanities.

Appalachian State offers a Fermentation Sciences Program. Their Principles of Fermentation Sciences (FER1000; 3 credits) covers the history, culture, and fundamental science of the fermentation processes, basic food science, microbiology, chemistry, biology, natural products chemistry and nutrition. Students are exposed to the basic methods and principles behind the fermentation process including production of cheese, bread, vegetables, meats, beer, wine, bio-fuels and distilled products. An upper level course, Brewing Science and Analysis (FER 4200, 4 credits), covers the chemical and physical processes that go into brewing malted beverages, including the choice of the hops, malt, and yeast varieties and how they are combined to produce specific styles and flavors of beers. Flavor and aroma compounds are quantified by students.

Central Michigan University's Fermentation Program is offered through the

College of Science and Technology: It is a 16-credit-hour Undergraduate Certificate designed for degree seeking students of any major and non-degree-seeking students who want to understand the science and technology involved in brewing craft beer. It is designed to prepare students for entry or advancement in the brewing industry or advanced studies in fermentation science or food science. Their Applied Fermentation

Science 3 (SCI 322; 1-5 credits) course is a practical application of fermentation science principles in the production and analysis of beer and their Fundamentals of Fermentation Science (SCI 320; 3 credits) focuses on the biochemistry and microbiology involved in the process of brewing beer.

Eastern Kentucky University has a new Fermentation Program. Their Fermentation Microbiology course (FMT 540; 3 credits) focuses on the biochemistry, genetics, and behavior of microorganisms for the production of fermented beverages. In their Fermentation Project Lab. (FMT 549; 2 credits) students perform an independent capstone project where they decide on the process to make a final fermentation product.

Ohio University offers a Brewing Science course called “The Principles of Brewing Science” (CHEM 4501; 3 credits) which aims to demonstrate fundamental principles and concepts of biochemistry, physiology, microbiology, and plant biology through beer brewing.

A number of benchmark schools including Central Michigan, Ball State, Middle Tennessee State, Northern Illinois and Southern Mississippi offer courses in Applied and Environmental Microbiology. These are generally upper level, 3 credit hour courses that cover the microbiology of food, milk, water, sewage, and soils and the fundamentals of environmental and industrial microbiological applications. None of these courses focus exclusively on fermentation microbiology and its application to brewing and distilling.

3. Discussion of proposed course:

3.1 Schedule type: C

3.2 Learning outcomes:

By the end of the course, students should be able to:

- Explain the brewing process.
- Use common brewing equipment and reagents safely and successfully
- Explain the purpose of each step in the brewing process and identify potential steps where unwanted bacterial and or yeast contamination could be introduced.
- Learn to culture bacteria and yeast
- Formulate brewing plan, generate, record and organize brewing data (using tables, diagrams and drawings as appropriate), analyze and interpret the data, and draw logical conclusions based upon collected data and the final fermented product.
- Identify and describe different yeast types

- Identify, Describe and Differentiate between bacterial cells and yeast cells
- Describe and differentiate between bacterial growth and yeast growth
- Describe parameters that affect the growth of microorganisms
- Describe ways to control the growth of microorganisms
- Explain different sanitization techniques and apply these techniques to in-class brewing projects
- Discuss the overall scientific contributions of Louis Pasteur and his particular contributions to fermentation science

3.3 Content outline:

- History of Fermentation
 - Contributions of Louis Pasteur
- Microbiological Principles
 - Aseptic technique
 - Sterility vs Disinfection vs Sanitization vs Antiseptics
 - Safe handling of microbes
 - Proper disposal of bio-hazardous waste
 - Features of microbial cells
 - Bacteria vs Yeast
 - Types of bacteria and their impact the brewing process
 - Types of yeast and their impact of the brewing process
 - Bacterial nutrition and growth
 - Culturing bacteria and yeast
 - Parameters that affect microbial growth
 - Antimicrobial properties of Hops
- Microscopy
 - Basic principles of microscopy
 - Cellular morphology of bacterial and yeast cells
- Biochemistry of Fermentation
 - Cellular Metabolism
 - Basic enzymology
 - How is cellular energy generated?
- Brewing projects
 - Evaluate the effect of different Hops additions
 - Evaluate the effect of different yeast strains
 - Set up and maintenance of research notebook
 - Presentation of scientific data

3.4 Student expectations and requirements: Proper laboratory notebook maintenance, exams to measure content mastery, brewing projects

3.5 Tentative texts and course materials:

Materials will vary from semester to semester. Among the standard texts in the field are:

- Pasteur and Modern Science (Dubos, ASM press; ISBN 1555811442),
- The complete Joy of Homebrewing (Papazian, Harper Collins; ISBN 0060531053)

- Brewing Microbiology (Springer: ISBN-13: 978-1461348580)
- Yeast: The Practical Guide to Beer Fermentation (Brewers Association; ISBN-10: 0937381969)
- Bamforth, Charles. *Beer: Tap Into the Art and Science of Brewing*. (New York: Oxford University Press, 2009)
- Fix, George. *Principles of Brewing Science: A Study of Serious Brewing Issues*. (Boulder, Co.: Brewers Publications, 1999)
- Palmer, John and Kaminski, Colin. *Water: A Comprehensive Guide for Brewers*. (Boulder, Co.: Brewers Publications, 2013)
- Rogers, Adam. *Proof: The Science of Booze* (Boston: Houghton Mifflin, 2014)
- Russell, Inge, and Stewart, Graham, eds. *Whisky: Technology, Production, and Marketing*. (Boston: Elsevier, 2014).

4. Resources:

- 4.1 Library resources: Adequate. Access to relevant literature and suggested readings.
- 4.2 Computer resources: Adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing is sufficient.
- 5.2 Special equipment needed: None beyond what is already available.
- 5.3 Expendable materials needed: Brewing supplies (hops, malted grain, water and active yeast cultures) sanitization supplies, various tubing and airlocks and glassware.
- 5.4 Laboratory materials needed: None beyond what is already available.

6. Proposed term for implementation: Spring 2016

7. Dates of prior committee approvals

OCSE/PCAL Dean's Offices	10/01/2015
Ogden College Curriculum Committee	October 8, 2015
Undergraduate Curriculum Committee	11/17/2015
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory

Proposal date: 20 September, 2015

**Potter College of Arts & Letters
Ogden College of Science and Engineering
Proposal to Create a New Course (Subject Area)**

Contact Person: Contact Person: Andrew McMichael andrew.mcmichael@wku.edu 745-6538
Cathleen Webb Cathleen.webb@wku.edu 745-4448

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BDAS 495
- 1.2 Course title: Internship in Brewing/Distilling
- 1.3 Abbreviated course title: Brewing/Distilling Internship
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1-3 Variable credit (yes)
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: Senior standing and consultation with one of the program coordinators.
- 1.7 Course description: On-site experience in a brewery or distillery, conducted under the supervision of the program coordinator and local personnel. Experience could include but is not limited to brewing, distilling, marketing, management, or other industry-related work. Can be repeated for up to six credit hours.

2. Rationale:

- 2.1 Reason for developing the proposed course: The craft brewing and distilling industries are a fast-growing segment of the U.S. and Kentucky economies. Brewing and distilling contributes an annual payroll of around \$250 million each, with a direct economic impact—including retail, tourism such as the Bourbon Trail, and associated industries such as agriculture, construction, and manufacturing—of more than two billion dollars. Kentucky alone employs more than three hundred people in breweries and thousands more in brewing-related jobs, while the distilling industry employs more than three thousand in distilleries and thousands more in related jobs.

This course helps meet a workforce need in the Commonwealth and in the United States by placing students into a fast-growing segment of the economy, while at the same time providing an atmosphere in which students in various majors can gain valuable hands-on experience.

Over the past year we have gotten many requests from students and from people in the brewing and distilling industries to help with internship placements. Having an internship course specific to the industry will help students once they enter the job market.

- 2.2 Projected enrollment in the proposed course: 1 – 2 per year, based on student interest as well as surveys of brewers and distillers in Kentucky.
- 2.3 Relationship of the proposed course to courses now offered by the department: None.
- 2.4 Relationship of the proposed course to courses offered in other departments: Several departments have internship courses, but none specific to brewing and distilling. Among the many existing internship courses are CHIN 389: Internship in Chinese, COMM 489: Internship in Communication; ENV 491: Internship in Environmental, Health, and Safety; HCA 449: Internship in Healthcare Administration; HMD 410: Internship in Hospitality Management.

2.5 Relationship of the proposed course to courses offered in other institutions: Topic-specific internship courses are common at universities across the United States. The brewery-specific internship courses at U.S. universities include: the University of the Sciences' Brewing Sciences Certificate uses BS776 – Brewing Science Internship; The University of California, San Diego's Brewing Certificate offers BREW-40011: Internship; Regis University's Certificate in Applied Craft Brewing offers BREW 498 Brewing Internship; Flathead Valley Community College offers BREW 298: Internship—Professional Brewing.

3. Discussion of proposed course:

3.1 Schedule type: N

3.2 Learning Outcomes: By the end of the course, students should be able to

- Apply knowledge from their major/minor/certificate field to the brewing and distilling industry.
- Understand how their major/minor/certificate field relates to the brewing and/or distilling industries on a practical level.

3.3 Content outline:

- Under the supervision of a major professor and/or a designee of the Ogden College or Potter College Dean's office, the student will apply his/her knowledge to assignments of value within the brewing or distilling industry.
- Students will write a final essay analyzing their experience within the context of what they had learned in their major/minor/certificate field.

3.4 Student expectations and requirements: Students will apply for an internship through one of their major/minor/certificate professors, or a designee of the Ogden College or Potter College Dean's office. If the application comes through a major/minor/certificate professor, that professor will work with a designee of the Ogden College or Potter College Dean's office to help the student review and understand the internship policies as outlined by the Career Services Center. The student will complete a learning plan that will be approved by the faculty supervisor and/or a designee of the Ogden College or Potter College Dean's office, and a supervisor from the cooperating organization. An end-of-internship evaluation of the student's performance will come from the organization's supervisor. The faculty advisor will assign a grade based on the supervisor's report and the student's final essay.

3.5 Tentative texts and course materials: Will vary based on the placement.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: One of the co-directors, or a faculty member in the students' major field, will supervise and evaluate the student's internship in conjunction with the employer.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2016

7. Dates of prior committee approvals:

Department/ Unit PCAL/OCSE Dean's Offices

20 Sept 2015

Potter College Curriculum Committee

08 Oct 2015

Undergraduate Curriculum Committee

17 Nov 2015

University Senate

**Potter College of Arts & Letters
Ogden College of Science and Engineering
Proposal to Create a New Certificate Program**

Contact Person: Contact Person: Andrew McMichael andrew.mcmichael@wku.edu 745-6538
Cathleen Webb Cathleen.webb@wku.edu 745-4448

1. Identification of program:

- 1.1 Program title: Brewing and Distilling Arts & Sciences
- 1.2 Required hours in program: 12-15
- 1.3 Special information: None
- 1.4 Catalog description: Humans have been brewing alcohol since the dawn of recorded history, and distilling stretches back over a thousand years. Brewing and distilling play a major role in the Kentucky and U.S. economy. Industries as diverse as farming, tourism, construction, and retail all rely on, and contribute to alcohol production.

This multidisciplinary certificate is designed to complement an existing major in a related field, by providing a background understanding of topics related to the brewing and distilling industries—the science, the business, and the history, as well as an internship—students need to become competitive in the marketplace.

Students will take four courses for the certificate. BDAS: 300 is an intensive introductory study of the science of fermentation. ENT: 312 is an introduction to entrepreneurship. HIST: 341 examines the history of brewing and distilling, and BDAS: 495 is a variable-credit internship placement in a sector of the brewing and distilling industry, in consultation with a faculty supervisor.

- 1.5 Classification of Instructional Program Code (CIP):

2. Learning outcomes of the proposed certificate program:

Upon completion of this certificate students should

- Have a basic familiarity with the brewing and distilling industries, including the underlying science, the management and business, and history;
- Have experience, through an internship, in a distillery or brewery.

3. Rationale:

- 3.1 Reason for developing the proposed certificate program:

The craft brewing and distilling industries are a fast-growing segment of the U.S. and Kentucky economies. Brewing and distilling contributes an annual payroll of around \$250 million each, with a direct economic impact—including retail, tourism such as the Bourbon Trail, and associated industries such as agriculture, construction, and manufacturing—of more than two billion dollars. Kentucky alone employs more than three hundred people in breweries and thousands more in brewing-related jobs, while the distilling industry employs more than three thousand in distilleries and thousands more in related jobs. Currently, WKU offers no options that meet workforce needs associated with the brewing and distilling industries, and employers (even those in-state) look to interns and skilled employees from outside the state to meet their workforce needs.

Brewing certificates are becoming increasingly popular at universities around the country, and a

few certificates in distilling have begun to crop up. The majority of these are at two-year colleges or extension campuses of existing four-year universities. Virtually all of the certificates are located in the sciences—either food sciences or chemistry of one kind or another.

In informal surveys of distilleries and breweries around the country and in Kentucky, brewers and distillers consistently stated that they wished they had had, and that they wanted new employees to have, a broad base of skills. Those surveys, conducted in 2010 and 2014 showed that industry employers wanted graduates with an education that spanned multiple disciplines, including the arts, the sciences, the humanities, business, and the health sciences fields.

This certificate will give students a background in the fundamentals of the brewing and distilling industries—the science, the business, and the history, as well as an internship—they need to become competitive in the marketplace. The certificate does so by providing a traditional, broad-based liberal arts and sciences education that speaks to the core mission of WKU.

3.2 Relationship of the proposed certificate program to other programs now offered by the department: None.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: Many departments offer certificate programs. This was modeled on a standard 12-hour requirement, with extra hours allowed for extended or repeated internships. Some examples of certificate programs at WKU include: the Automation, Food Processing and Technology, Six Sigma and Quality certificates in AMS; the Food Sciences Certificate in Biology; the Land Surveying Certificate in Engineering; the Advanced Professionalism Certificate in the Gordon Ford College of Business; and the Middle East Studies Certificate in Potter College.

3.4 Projected enrollment in the proposed certificate program: 5 – 10 per year, based on informal surveys of students, as well as interest from within the industry.

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Craft brewing certificates are very popular right now, and dozens exist across the country. Ours has been under discussion for about a year, which allowed two Kentucky Universities to get programs moving. Eastern Kentucky University has a Fermentation Sciences Program as part of their B.A. in Chemistry. It requires additional courses in science and business. The University of Kentucky recently approved a Undergraduate Certificate in Distillation, Wine and Brewing Studies through their Department of Horticulture. It is focused on science. Both of these programs have a different focus than we plan.

Grand Rapids Community College has a Craft Brewing Certificate as part of their Institute for Culinary Education. Portland State University offers a Business of Craft Brewing Certificate as part of their Center for Executive and Professional Education. Central Washington University offers a science-focused Craft Brewing Certificate through their Continuing Education office. The University of the Sciences offers a Graduate-level Brewing Science Certificate. San Diego State University offers a Professional Certificate in the Business of Craft Beer. Schoolcraft College offers a Brewing and Distilling Technology certificate of 24 hours.

3.6 Relationship of the proposed certificate program to the university mission and objectives: This program speaks to the part of the university mission that looks to “[prepare] students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society.” The Certificate in Brewing and Distilling Arts & Sciences speaks to workforce needs, and engages students in an important component of American culture, history, technology, science, and economy. The interdisciplinary nature speaks to the nature of a university—to prepare students to enter the workforce with an education that comes from a wide variety of subjects that reinforces and goes beyond what they would get by simply taking their general

education classes.

4. **Curriculum:**

Course Title	CR
BDAS 300—The Science of Fermentation in Brewing, and Distilling	3
ENT 312—Entrepreneurship	3
HIST 341—The Cultural History of Alcohol	3
BDAS 495—Internship in Brewing and Distilling	3-6
Total	12-15

5. **Budget implications:** None. This certificate requires no additional faculty, nor any additional material resources.

6. **Proposed term for implementation:** Spring, 2016

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

Department/ Unit	_____
College Curriculum Committee	<u>08 Oct 2015</u>
Contact with Office of Academic Affairs	_____
Professional Education Council (if applicable)	<u>n/a</u>
Undergraduate Curriculum Committee	<u>11/17/2015</u>
University Senate	_____
Board of Regents	_____

Proposal Date: 8/20/15

**Potter College of Arts & Letters
Department of Theatre and Dance
Proposal to Revise Course Catalog Listing**

Contact Person: Carol Jordan, carol.jordan@wku.edu, (270) 745-8942

1. Identification of course:

- 1.1 Course prefix (subject area) and number: PERF 362
- 1.2 Course title: Theatre in Diversion
- 1.3 Credit hours: 3.00

2. Current course catalog listing: Course focusing on techniques for working with at-risk youth. Will provide students with a chance to teach drama skills and develop a performance showcase with teenagers in the juvenile justice system, and to evaluate the effectiveness of these interventions in reducing delinquency.

3. Proposed course catalog listing: Course focusing on techniques for working with at-risk youth. Will provide students with a chance to teach drama skills and develop a performance showcase with teenagers in the juvenile justice system, and to evaluate the effectiveness of these interventions in reducing delinquency. **Repeatable one time for a total of 6 credits.**

4. Rationale for revision of the course catalog listing: This course was always intended to be repeatable, and was listed as such on the original course inventory form, but because repeatability was not included in the original catalog listing, it is not currently coded as such in the system. The revision of the course catalog listing is designed to fix this issue.

5. Proposed term for implementation: Spring 2016

6. Dates of prior committee approvals:

Department of Theatre and Dance:
PCAL Curriculum Committee:
Undergraduate Curriculum Committee:
University Senate:

8/20/15
10/08/2015
11/17/2015

Proposal Date: October 9, 2014

**Potter College of Arts & Letters
Political Science
Proposal to Delete a Course**

Contact Person: Roger Murphy, roger.murphy@wku.edu, 745-2890

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: PS267
 - 1.2 Course title: Introduction to East European Studies

- 2. Rationale for the course deletion:** This course will be replaced by PS369 to more accurately reflect developments in European politics and complement PS367 (Government and Politics of Russia and Eastern Europe). PS369 is an upper division course which is consistent with the other regional course offerings offered by the department.

- 3. Effect of course deletion on programs or other departments, if known:** None after the creation of PS369.

- 4. Proposed term for implementation:** Spring 2016

- 5. Dates of prior committee approvals:**

Department/ Unit	October 9, 2014
College Curriculum Committee	<u>October 8, 2015</u>
Undergraduate Curriculum Committee	<u>11/17/2015</u>
University Senate	_____

**Potter College
Department of Theatre and Dance
Proposal to create a New Course**

Contact Person: Shura Pollatsek, shura.pollatsek@wku.edu, 745-2306

1. Identification of proposed course:

- 1.1 Course prefix: THEA 323
 - 1.2 Course title: Period Styles in Design
 - 1.3 Abbreviated course title: Period Styles in Design
 - 1.4 Credit hours: 3 Variable Credit: No
 - 1.5 Grade type: standard letter grade
 - 1.6 Prerequisites/corequisites/special requirements: None.
- 1.7 Course catalog listing: The study of aesthetic styles as general artistic principles and in costume and décor applications. Emphasis on design as communication across cultures and time periods. No prerequisites required, but taking an introductory art and/or design course in any field before taking this course is recommended.

2. Rationale:

- 2.1 Reason for developing the proposed course: Rapid advances in technology and social media make understanding visual communication an increasingly essential tool for students of the performing arts. Additionally, sophisticated skills as both a consumer and producer of visual communication are vital for any engaged citizen in today's global society. Cross-pollination between different types of visual media becomes more common as an ever-expanding amount of visual information is at our fingertips. We must understand the visuals of other cultures and of our own past culture to be able to fully understand our own present. In addition, as we have expanded our staffing in the department with the addition of an Instructor/Costume Shop Supervisor, we are able to widen the offerings taught by those with design expertise. This course should be valuable to our increasing population within our major, and to students in the wider university, particularly in the growing new disciplines of Pop Culture and Film.
- 2.2 Projected enrollment in the proposed course: 1 section per year for 20-30 students, additional sections if there is enough demand.
- 2.3 Relationship of the proposed course to courses now offered by the department: Our department currently offers specific courses such as Costume History and Design Research (architecture and décor history for scenic design majors) under our THEA 424 "special topics" series, but this course would be broader and focus more on connections between styles and between disciplines. The course would be relevant to students with a design/technology focus in our major, and to others in and out of the major as well.
- 2.4 Relationship of the proposed course to courses offered in other departments:

This course bears some similarities to IDFM 346, Architecture and Culture, and IDFM 431, Clothing and Human behavior. However, although the mediums of fashion and architecture are similar to theatrical costume, scenery and décor, the course will differ from those mentioned above in the following ways:

- The proposed course emphasizes context, and drawing connections between styles, cultures and disciplines
- The proposed course emphasizes the way visual styles are used consciously by artists to communicate with their audiences
- Designers for performance such as costume and scenery practice a unique mode of visual analysis, and this course will use that style of discourse as a touchstone.

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

Courses similar to the proposed course exist at other Kentucky and Benchmark Schools as noted:

- NKU: TAR 443 History of Costume and Décor II (3 credits)
- UNC Greensboro--[THR 503 Period Styles in Performance Design I](#) (note this is a 500 level course, but is open to BFA program students)
- Study of period style and how it is used in performance design. First semester: architecture, decor, and fashion from antiquity to Renaissance. Second semester: architecture, decor, and fashion from Renaissance to present. Prerequisites: Admission to B.F.A./MFA design program; or permission of instructor.
- Ohio University: THAR 3396 - Design History I: Period Styles
Survey of research techniques in history, the arts, and period “style” from Antiquity to the present in Western Civilizations for the purpose of theatrical production.

3. Discussion of proposed course:

3.1 Schedule Type: C-Lecture/Lab

3.2 Learning Outcomes:

By the end of this course, students will be expected to demonstrate an understanding of:

- The ways humans use visuals of costume and decor to define the self and societal groups
- How individuals and cultures evoke visual styles to connect with values from past times or distant places

- How to explore the values of a culture by examining that culture's mode of visual communication
- How to use the principles studied to communicate the student's own ideas visually

3.3 **Content outline:**

Each unit will include an overview and discussion of the styles involved, and exploration of the revivals, translations and repercussions of these styles in design applications

Unit 1: Classicism—Rational, orderly, balanced

Classical Greece and Rome, Neo-Classicism, Neo-Neo-Classicism

Unit 2: Maximalism—organic, exuberant, emotional

Gothic, Baroque, Art Nouveau, Eastern aesthetics like Ottoman and classical India

Unit 3: Minimalism—sophisticated aesthetic of simplicity

Japan, Modern Art

Unit 4: Primitivism/Folk Art

Traditional arts from many cultures, translations like Cubism

3.4 **Student expectations and requirements:**

Assignments will include:

- Class discussion
- Written responses to readings
- Written analysis project
- Creative project
- Quizzes

3.5 **Tentative texts and course materials:**

Isms—Understanding Fashion by Mairi MacKenzie

Isms—Understanding Art by Stephen Little

Isms—Understanding Architecture by Jeremy Melvin

Other reading materials as appropriate

Students will also need to supply their own drawing, painting, collage, software or other visual media and supplies to complete the creative projects.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing is adequate to meet the needs of this course.
- 5.2 Special equipment needed: None foreseen
- 5.3 Expendable materials needed: None foreseen
- 5.4 Laboratory materials needed: None foreseen

6. Proposed term for implementation: Spring 2016

7. Dates of prior committee approvals:

Department of Theatre and Dance:
Potter College Curriculum Committee:
Undergraduate Curriculum Committee:
University Senate:

October 8, 2015
November 17, 2015

studies as a field of inquiry and open up new professional and academic avenues to pursue.

- 2.7 Projected enrollment in the proposed course:
I offered this course as a special topics course during in the Fall 2014 semester and 17 students enrolled in the course. I expect that once the course is offered regularly, no fewer than 20 students will enroll. The 17 students who enrolled in the special topics course noted that they signed up because the course raises issues and questions relevant to their lives. Also, the fact that students who enrolled came from varied disciplines—history, political science, sociology, social studies, interdisciplinary studies, Asian religions and cultures, and biology—speaks to the fact that the cross-disciplinary nature of the topic will draw a range of majors.
- 2.8 Relationship of the proposed course to courses now offered by the department:
The history department currently offers a special topics course on the Holocaust (HIST 491). Although the proposed course also analyzes the Holocaust as a historic phenomenon, it does so from a comparative perspective and assesses the historical uniqueness of the European Judeocide with the context of other genocidal events and processes that preceded and followed it.
- 2.9 Relationship of the proposed course to courses offered in other departments:
Other departments do not currently offer courses that deal with the specific topic of genocide. The political science department offers two courses that address war, peace, and terrorism: Political Terrorism (PS 350) and Theories of War and Peace in International Relations (PS 457). However, in these two courses genocide, as a specific sociocultural and historical phenomenon, is not the sole focus of analysis. The philosophy and psychological sciences departments offer courses that deal with the question of evil and prejudice (PHIL 211 and PSYS 499 respectively) but do not do so exclusively in the context of genocidal situations.
- 2.10 Relationship of the proposed course to courses offered in other institutions:
The current state of genocide studies in higher education curriculum is paradoxical. On the one hand, many universities and colleges offer one course on genocide from a wide array of perspectives—politics, history, social work, and anthropology. On the other hand, many higher education institutions have programs dedicated entirely to the study of genocide. Institutions as different as Yale University and Stockton Public College have programs focused exclusively on the field of genocide studies. Kentucky universities belong in the former category.

Although most Kentucky universities have a genocide course on the books, it is usually addressed from various disciplinary perspectives. Below is a list of relevant courses offered at peer institutions.

- University of Kentucky offers a social work course (SW 511) *Genocide: Intervention with Survivors and Global Prevention*.

- At the University of Louisville, the department of anthropology offers a course on *Nationalism, Violence and the State* (ANTH 337) that deals with genocide at some length.
- Murray State University offers an upper-level seminar *Genocide in World History* (HIS 459).
- Morehead State University has an international politics course (GOVT 368) entitled *Human Rights and Global Justice*.

3. Discussion of proposed course:

3.6 Schedule type: Seminar

3.7 Learning Outcomes: By the end of the semester, students should be able to:

- Articulate definitions for the terms genocide, democide, ethnocide, and mass murder, and discuss the difficulties surrounding each definition.
- Identify and explain the competing theories, generalizations, and debates about genocide, mass murder, and ethnic cleansing.
- Understand the specific historical, political, social, economic, and cultural factors that led to mass murder/genocide in the Ottoman Empire, Nazi Germany, Stalin's Soviet Union, and former Yugoslavia.
- Assess both the similarities and the differences between specific genocidal events and phenomena.
- Students will be able to articulate the theories of genocide and demonstrate/discuss how these theories can apply to the occurrences of mass murder/genocide in the Ottoman Empire, Soviet Union, the Third Reich, and former Yugoslavia. Students will also be able to critique theories and articulate ways that the theories fall short in discussing the above-enumerated mass murders/genocides.
- Establish how historical events of genocide impact contemporary events.

3.8 Content outline:

The course is divided in five topical units. The first unit, lasting approximately four weeks, will present the various debates and issues involved in defining genocide. Each of the subsequent units revolves around a specific case study that investigates and analyzes contested aspects of genocide studies.

The Armenian genocide will be the focus of the second unit. Because intent is often central to the definition of genocide and because the Ottoman authorities did not (directly or officially) express a desire to exterminate the Armenians wholesale, students have to resolve this paradoxical state of affairs before evaluating this mass murder as an act of genocide.

The third unit approaches genocide as a complex process in which many parties take part—by indirectly participating in genocide or abstaining from intervention. This unit asks students to consider what culpability—if any—do unaffected parties carry in preventing genocide. The concrete case will involve studying the US government's decision to not intervene in the Nazi annihilation of European Jewry.

The targeting and mass murder of social groups in Stalin's Russia will be the focus of the fourth unit. Because Stalin's terror was not targeted—anyone could be branded an enemy of the Soviet state—the students will have to grapple with the question of whether genocide can occur in those contexts where group identity is highly malleable and shifting. If a social group is so loosely defined that anyone could be a member of it, can we talk of a case of genocide?

The fifth and final unit addresses the events that took place in Bosnia at the end of the twentieth century. The focus here is on sexual violence against both sexes the unit and between the frontline and the home front.

3.9 Student expectations and requirements:

Over the course of the semester the students will compose three essays.

In the first essay, students will grapple with the major theoretical issue facing genocide scholars as well as the differing and competing definitions of genocide. Students will synthesize the major problems and debates scholars have engaged in examining genocide.

The second essay will be based on primary sources and the students will be asked to reflect on how both victims and perpetrators structure and explain their experiences.

The final essay is a secondary-source research essay on a topic of the students' choosing. They are free to either examine a topic we have covered in class in greater depth or explore a topic not touched upon during the semester.

3.10 Tentative texts and course materials:

- Norman Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe* (Harvard: Harvard UP, 2001).
- Norman Naimark, *Stalin's Genocides* (New Haven: Princeton UP, 2010).
- Slavenka Drakulić, *S.: A Novel about the Balkans* (New York: Penguin 1999).
- All other texts are articles and book chapters that will be made available via Blackboard.

4. Resources:

4.3 Library resources: Existing resources are adequate.

4.4 Computer resources: Existing resources are adequate.

5. Budget implications:

5.5 Proposed method of staffing: Existing staff.

5.6 Special equipment needed: None.

5.7 Expendable materials needed: None.

5.8 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

History Department

10-24-2014

Potter College Curriculum Committee

10-08-2015

Undergraduate Curriculum Committee

11-17-2015

University Senate

Proposal Date: 10/9/2014

Potter College of Arts & Letters
Political Science
Proposal to Create a New Course

Contact Person: Roger Murphy, roger.murphy@wku.edu, 745-2890

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PS369
- 1.2 Course title: Central European Politics
- 1.3 Abbreviated course title: Central European Politics
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: A comparative analysis of the political culture, institutions and processes of Central European states and an examination of the impact of religion, empire and ideology on the political development of that region.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course provides an introduction to the political development, institutions, culture and processes of Central Europe. This region has served as a fault-line of imperial, religious and ideological cleavages which have shaped political and cultural identities, engendered conflict and genocide and transformed political and economic systems. The comparative nature of the course will allow for an examination of the role of nationalism, religion and identity, the identification of problems and issues faced during democratic transformations and the prospects of future stability. As a “Leading American University with International Reach,” this course promotes the University’s mission to increase global awareness and contributes toward a liberal education and encourages critical thinking. The collapse of the Soviet Union and the end of the Cold War led to the former communist states of Central Europe joining ‘Western’ institutions such as the European Union and NATO while others have either remained in the Russian orbit or taken a different path in their political, economic and social transformations. The states of Central Europe no longer fit in the course content of PS367 (Government and Politics of Russia and Eastern Europe) or PS267 (Introduction to East European Studies). However, states in Central Europe face different challenges based upon their historical associations with Eastern Europe despite their current participation in the EU and NATO and cannot simply be added to PS361 (Government and Politics of Western Europe). This course also offers the opportunity to utilize the region as a case study of the impact of ideology, religion and empire on a group of states located between more powerful neighbors.

- 2.2 Projected enrollment in the proposed course: Twenty five to thirty five students are expected to enroll each time the course is offered. In addition to Political Science and International Affairs majors, students from the Department of History and Russian & East European Area Studies are expected to have an interest in taking the course.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Department of Political Science offers an upper level course on Russian and Eastern Europe (PS 367) and a lower level course on Introduction to Eastern Europe Studies (PS 267). The proposed course would replace PS267 to better reflect the political, ideological and economic changes in Europe in the last twenty five years.
- 2.4 Relationship of the proposed course to courses offered in other departments: The Department of History offers several courses on Russian history (HIST 338, 438 and 439) but there are no courses on Central or Eastern Europe. The Department of Geography and Geology offers GEOG 453 (Geography of Russia) but does not offer a course on either Central or Eastern Europe. The proposed course will provide greater coverage for students taking a minor in Russian and East European Studies. The course will also benefit summer study programs in the region.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses on Russia and Eastern Europe remain common to Government/Political Science departments across the United States. James Madison University is the only benchmark or Kentucky institution to focus on Central European politics. However, other institutions, such as Georgia Tech, Rochester, Johns Hopkins, American and NYU now offer courses on the region. A focus on this area is significant not only for comparative analysis but in response to the emerging political divisions in Europe and the dangers and opportunities that they present for the region.

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: Students will gain an understanding of the political processes, culture and institutions of Central European states. They will examine key historical developments that have shaped the region and will be able to evaluate the impact of imperialism, nationalism, religion and ideology on the structure, stability and operation of these states. Students will be able to compare the various reforms in the region since the collapse of the Cold War, identify the difficulties associated with political, economic and cultural transformations and to evaluate the success of these reforms and the potential for future stability in the region.
- 3.3 Content outline:
- General historical introduction, concept of mitteleuropa.
 - Imperialism in Central Europe.
 - Religious divisions in Central Europe.
 - Nationalism and the nation-state ideal.

- Marxist-Leninism, one party systems and planned economies.
 - Reasons for the collapse of communism.
 - Political, economic and cultural transformations in Poland, Hungary, Czech Republic, Slovakia and Germany.
 - Political processes, structure and institutions in Poland, Hungary, Czech Republic, Slovakia and Germany.
 - Political, cultural, nationalist, economic challenges and problems since 1989.
- 3.4 Student expectations and requirements: Students are expected to become knowledgeable about each topic. This will be accomplished through readings, lectures, power points and blackboard materials and assessed through examinations and research papers.
- 3.5 Tentative texts and course materials:
- Sharon L. Wolchik & Jane L. Curry, editors, *Central & East European Politics*, Lanham: Rowman & Littlefield, 2008.
 - Lonnie Johnson, *Central Europe: Enemies, Neighbours, Friends*, Oxford: Oxford University Press, 2010.
 - Joseph Rothschild & Nancy Wingfield, *Return to Diversity*, Oxford: Oxford University Press, 2007.
 - Stephen White, Judy Batt and Paul G. Lewis, editors, *Developments in Central and East European Politics*, Durham: Duke University Press, 2007.

4. Resources:

- 4.1 Library resources: The library contains adequate books, journals and databases to support the proposed course.
- 4.2 Computer resources: No additional resources required.

5. Budget implications:

- 5.1 Proposed method of staffing: Existing Political Science faculty.
- 5.2 Special equipment needed: n/a
- 5.3 Expendable materials needed: n/a
- 5.4 Laboratory materials needed: n/a

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department/ Unit	October 9, 2014
College Curriculum Committee	<u>October 8, 2015</u>
Professional Education Council (if applicable)	<u>November 17, 2015</u>
General Education Committee (if applicable)	_____

Undergraduate Curriculum Committee
University Senate

**Potter College of Arts & Letters
History Department
Proposal to Revise a Program**

Contact Person: Marko Dumančić, marko.dumancic@wku.edu, 5-3841

1. Identification of program:

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

2. Identification of the proposed program changes:

- A cardinal revision of the program description.
- A change in the course requirements, with a particular emphasis on two years, rather than two semesters, of language acquisition.

3. Detailed program description:

<p>Russia and Eastern Europe have long occupied a pivotal, but largely misunderstood, place in world history. Recent events, including the Cold War, the collapse of East European communism, and the crumbling of the Soviet empire, have underscored the need for a better comprehension of this neglected but fascinating area.</p> <p>Now students at WKU have the advantage of an interdisciplinary minor in Russian and East European studies. This minor can equip students to comprehend the vast changes sweeping this region, the global implications of this transition, and the social and career related opportunities likely to develop from increased trade and other contacts between East and West.</p> <p>The Slavic peoples have great importance in contemporary world affairs, and have contributed immeasurably to Western civilization and modern life. Unfortunately, most Americans have little knowledge beyond Cold War stereotypes of these peoples, their rich history, geographic importance, ethnic diversity, and world impact. The minor will</p>	<p>This interdisciplinary minor 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.</p> <p>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 minoring 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</p>
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bring the significance of these societies to the attention of students and the Kentucky community.

Students will select the 21 hours required for the minor from the following list of existing courses or from related courses that may be added in the future. Courses must represent at least three different departments. Approved courses for the Russian and East European studies minor are: HIST 338, 438, 439, 490 (Russia); PS 353, 367; and GEOG 453. In addition, all students must complete RUSS 101 and 102 or demonstrate the equivalent language facility, including an equivalent facility in a Slavic or East European area language. Interested students should consult the program advisor.

law, geology, journalism, and international business.

Knowledge of East European and Russian societies opens the door to many exciting opportunities. A minor 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 minor makes any job candidate stand out from the crowd, whatever the field. A REES minor 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 minor requires seven courses, for a total of 21 credit hours. Students minoring in Russian and East European Studies 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. Approved courses for the Russian and East European studies minor are: HIST 338, HIST 438, PS 367, and PS 369. Courses in this category must represent at least two different departments.

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 minor are encouraged to participate in study abroad programs in Russia and/or Eastern Europe. By petition,

	credits earned through study abroad courses can fulfill minor requirements outlined above.
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4. Rationale for the proposed program change:

- The cardinal revision of the program description was motivated by two concerns. First, the original program description did not place sufficient emphasis on language acquisition. The revised program description emphasizes language acquisition as a central component of the REES minor. Second, the original description focused insufficiently on the professional opportunities available to students minoring in REES; the revised description gives students a clearer sense of the prospects a REES minor offers.
- The course requirements needed revision because certain courses (such as HIST 439, HIST 490, GEOG 453, and PS 353) are no longer offered. Also, the new program requirement is to have students take four semesters of Russian language, instead of just two semesters.

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

6. Dates of prior committee approvals:

History Department	_____09/01/2015_____
Potter College Curriculum Committee	_____10/08/2015_____
Undergraduate Curriculum Committee	_____11/17/2015_____
University Senate	_____

Proposal Date: 16 September 2015

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

Contact Person: James Barker | james.barker@wku.edu | x5750

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: RELS 314
- 1.2 Course title: The Making of the Bible
- 1.3 Abbreviated course title: The Making of the Bible
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: There are no prerequisites and no corequisites.
- 1.7 Course description:
An investigation into the material, historical, and political processes behind the making of the Jewish and Christian Bibles in antiquity by engaging the Scriptures excluded from the canon as well as early synagogue and church leaders' arguments concerning canonicity.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The academic study of the Bible plays an important role in the Department of Philosophy and Religion. Yet, the very mention of “the Bible” already entails numerous—often unarticulated—assumptions and decisions (for example, which books are included in the Bible; what order those books are placed; and whether the so-called Apocrypha is part of the Bible). Different Jewish and Christian traditions have reached different conclusions, and this course uses historical and literary perspectives to investigate the making of the Bible. This course will address the concept of canon, which is central to the academic study of religion. The course will also signify that the department’s offerings intend neither to privilege nor to treat as inevitable the biblical canon of Protestant Christianity.

This course studies canonization processes by scrutinizing the texts that were eventually excluded. These extracanonical Scriptures include recent discoveries, which figure prominently in contemporary news media. For example, the Gospel of Philip, which depicts a romantic relationship between Jesus and Mary Magdalene, was discovered seventy years ago; also, the Gospel of Judas surfaced only ten years ago. Media accounts often tend toward sensationalism, and so this course promotes academic research and fact-checking, whereby students can distinguish between reliable and unreliable reports concerning religion.
- 2.2 Projected enrollment in the proposed course: We expect enrollment of around 30 students, based on enrollments in similar courses.

- 2.3 Relationship of the proposed course to courses now offered by the department:
This course expands and complements existing course offerings. RELS 314 covers early Jewish and Christian Scriptures that were excluded from the New Testament (RELS 100) and the Old Testament/Hebrew Scriptures (RELS 101). RELS 314 also takes a similar approach—while covering a different collection of texts—as Ancient Near East Texts (RELS 312) and the Dead Sea Scrolls (RELS 426).
- 2.4 Relationship of the proposed course to courses offered in other departments:
There are no courses across campus related to this one.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
This course would be distinctive among WKU’s benchmark institutions. Also, similar courses are taught in other Religious Studies departments—e.g., Lost Scriptures (RELS 214) at Luther College (Decorah, Iowa) and Early Christian Literature (RELS 214) at Rhodes College (Memphis, Tenn.); for pre-Theology Religious Studies majors, seminaries teach this subject as well—e.g., the Text and Canon of Scripture (NT 716) at Reformed Theological Seminary, Orlando.

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture
- 3.2 Learning Outcomes:
- Demonstrate how social, cultural, and historical contexts shaped early Jewish and early Christian literature.
 - Appreciate the complexity and variety of early Judaism and early Christianity.
 - Utilize the vocabulary and methodology of academic biblical studies.
 - Employ reliable sources and deploy valid arguments within the academic study of religion.
- 3.3 Content outline:
- Old Testament Apocrypha
- Tobit
 - Judith
 - 1–4 Maccabees
 - additions to Esther
 - additions to Daniel
- Testamental and Apocalyptic literature
- Life of Adam and Eve*
 - Testaments of the Twelve Patriarchs*
 - 4 Ezra*
 - 1 Enoch*
 - Sibylline Oracles*
- Apostolic Fathers
- Didache*
 - Epistle of Barnabas*
 - Shepherd of Hermas*
 - 1 Clement*
- New Testament Apocrypha

Protevangelium of James
Infancy Gospel of Thomas
Gospel of Peter
Apocalypse of Peter
Acts of Paul
Apocalypse of Paul
Gospel of Thomas
Acts of Thomas
Acts of John
Acts of Pilate and Christ's Descent into Hell
Gospel of Judas
Gospel of Philip
Gospel of Truth
Treatise on the Resurrection

3.4 Student expectations and requirements:

- Exams will require students to demonstrate how social, cultural, and historical contexts shaped early Jewish and early Christian literature.
- Papers will require students to demonstrate proficiency in reading, writing, critical thinking, and research.
- Presentations and small- and large-group discussions will require students to demonstrate speaking skills.
- Preparation, attendance, and participation are expected.

3.5 Tentative texts and course materials:

- James H. Charlesworth, *Old Testament Pseudepigrapha* (Hendrickson, 2010).
- Michael Coogan and Marc Brettler, *The New Oxford Annotated Apocrypha* (4th ed.; Oxford University Press, 2010).
- J. K. Elliott, *The Apocryphal New Testament* (Oxford University Press, 1993).
- Michel Holmes, *The Apostolic Fathers in English* (3d ed.; Baker, 2006).
- Lee Martin MacDonald, *The Biblical Canon: Its Origin, Transmission, and Authority* (Baker, 2006).
- Lee Martin MacDonald and James A Sanders, eds., *The Canon Debate* (Hendrickson, 2002).

4. Resources:

- 4.1 Library resources: No special resources are required; the library's current books, journals, and databases are sufficient.
- 4.2 Computer resources: No special computer resources are required.

5. Budget implications:

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

6. Proposed term for implementation: Spring 2016 (temporary proposal submitted)

7. Dates of prior committee approvals:

Religious Studies Program	September 16, 2015
Department of Philosophy and Religion	<u>September 23, 2015</u>
College Curriculum Committee	<u>October 8, 2015</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	<u>November 17, 2015</u>
University Senate	_____

**Potter College of Arts & Letters
Department of Music
Proposal to Revise a Program**

Contact Person: Scott Harris, scott.harris@wku.edu, 270-745-3751

1. Identification of program:

- 1.1 Current program reference number: 583
- 1.2 Current program title: AB in Music
- 1.3 Credit hours: 48

2. Identification of the proposed program changes:

The Department of Music proposes to add a second Liberal Arts in Music option that requires a second major or minor. The proposed 36-hour program is to be offered in addition to the current 48-hour major.

3. Detailed program description:

**Current BA in Music
(48 hour track)
will remain intact**

Proposed changes

**Proposed BA option with
required second major or
minor (36 hour track)**

MUS 100 Theory I	3	MUS 100 Theory I	3	MUS 100 Theory I	3
MUS 101 Theory II	3	MUS 101 Theory II	3	MUS 101 Theory II	3
MUS 200 Theory III	3	MUS 200 Theory III	3	MUS 200 Theory III	3
MUS 201 Theory IV	3	MUS 201 Theory IV	3	MUS 201 Theory IV	3
MUS 326 Music History I	3	MUS 326 Music History I	3	MUS 326 Music History I	3
MUS 327 Music History II (Col. Conn. S&C)	3	MUS 327 Music History II (Col. Conn. S&C)	3	MUS 327 Music History II (Col. Conn. S&C)	3
MUS 160 Group Piano I	1	MUS 160 Group Piano I	1	MUS 160 Group Piano I	1
MUS 161 Group Piano II	1	MUS 161 Group Piano II	1	MUS 161 Group Piano II	1
MUS 317 Conducting I	2	MUS 317 Conducting I	2	MUS 317 Conducting I	2
MUS 153 Applied Principal	2	MUS 153 Applied Principal	2	MUS 153 Applied Principal	2
MUS 155 Perf Attendance	0	MUS 155 Perf Attendance	0	MUS 155 Perf Attendance	0
MUS 153 Applied Principal	2	MUS 153 Applied Principal	2	MUS 153 Applied Principal	2
MUS 155 Perf Attendance	0	MUS 155 Perf Attendance	0	MUS 155 Perf Attendance	0
MUS 153 Applied Principal	2	MUS 153 Applied Principal	2	MUS 350 Applied Secondary	1
MUS 155 Perf Attendance	0	MUS 155 Perf Attendance	0	MUS 155 Perf Attendance	0
MUS 153 Applied Principal	2	MUS 153 Applied Principal	2	MUS 350 Applied Secondary	1
MUS 155 Perf Attendance	0	MUS 155 Perf Attendance	0	MUS 155 Perf Attendance	0
MUS 353 Applied Principal	2	MUS 353 Applied Principal	2	MUS 350 Applied Secondary	1
MUS 155 Perf Attendance	0	MUS 155 Perf Attendance	0	MUS 155 Perf Attendance	0
MUS 353 Applied Principal	2	MUS 353 Applied Principal	2	MUS 350 Applied Secondary	1
MUS 155 Perf Attendance	0	MUS 155 Perf Attendance	0	MUS 155 Perf Attendance	0
MUS -----Ensemble (MAJOR)	1	MUS -----Ensemble (MAJOR)	1	MUS Ensemble (MAJOR)	1
MUS -----Ensemble (MAJOR)	1	MUS -----Ensemble (MAJOR)	1	MUS Ensemble (MAJOR)	1

MUS ----Ensemble (MAJOR)	1	MUS ----Ensemble (MAJOR)	1	MUS Ensemble (MAJOR)	1
MUS ----Ensemble (MAJOR)	1	MUS ----Ensemble (MAJOR)	1	MUS Ensemble (MAJOR)	1
MUS ----Ensemble (MAJOR)	1	MUS ----Ensemble (MAJOR)	1	MUS Ensemble (MAJOR)	1
MUS ----Ensemble (MAJOR)	1	MUS ----Ensemble (MAJOR)	1	MUS Ensemble (MAJOR)	1
8hrs MUS Electives selected from Theory/Composition, History/Literature, ensembles, applied lessons, conducting, methods, or techniques.	8	8hrs MUS Electives selected from Theory/Composition, History/Literature, ensembles, applied lessons, conducting, methods, or techniques.	8		
TOTAL	48			TOTAL	36
Colonnades (+3hrs from MUS 327)	36			Colonnades (+3hrs from MUS 327)	36
Electives (optional 2 nd major/minor)	36			Required 2 nd Major/Minor/electives	48
DEGREE TOTAL	120			DEGREE TOTAL	120

4. Rationale for the proposed program change:

The proposed 36-hour program will offer a viable option to incoming freshmen who have clear interests in another field and wish to double major or pursue an outside minor. We have seen a significant increase in potential students (during auditions, personal visits, and recruiting events) who ask about music as a double major in conjunction with other degrees. The 36-hour program will help us meet the growing demand for music as a second major and allow us to consider and promote options for music to be coupled with other disciplines. The 36-hour program proposal was reviewed positively by our accrediting agency (NASM) and meets all required standards for a Liberal Arts degree in music.

The current 48-hour BA program continues to be popular for students who want a major in Music but do not want one of the Professional Bachelor of Music degrees - BM-Performance (70-72 hrs) or BM-Music Education (69-74 hrs). This 48-hour program will continue to be offered.

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

6. Dates of prior committee approvals:

Department of Music

Oct. 17, 2014

Potter College Curriculum Committee

Oct. 8, 2015

Professional Education Council (if applicable)

Undergraduate Curriculum Committee

November 17, 2015

University Senate

Proposal Date: August 20, 2015

**College of Health & Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Cathy Abell, cathy.abell@wku.edu, 745-3499

1. Identification of course:

- 1.1 Course prefix and number: NURS 300
- 1.2 Course title: Concepts of Disease Process

2. Current prerequisites/corequisites:

Corequisites: NURS 309, 313, 325 (prelicensure student).

3. Proposed prerequisites/corequisites: None

4. Rationale for the revision of prerequisites/corequisites:

Previously, this course was offered for both prelicensure nursing and RN to BSN students. A curriculum change was previously submitted indicating this course was no longer a course required for prelicensure nursing students, but the corequisites did not get addressed (deleted). This revision is to correct this and remove prelicensure corequisites as they no longer exist.

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

6. Proposed term for implementation: Summer 2016

7. Dates of prior committee approvals:

School of Nursing/RN to BSN Committee

September 8, 2105

CHHS Undergraduate Curriculum Committee

October 16, 2015

Undergraduate Curriculum Committee

November 17, 2015

University Senate

Proposal Date: August 20, 2015

**College of Health & Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Cathy Abell, cathy.abell@wku.edu, 745-3499

1. Identification of course:

- 1.1 Course prefix and number: NURS 309
- 1.2 Course title: Health Assessment Across the Lifespan

2. Current prerequisites/corequisites:

Corequisites: NURS 300, 313, 325 (prelicensure student).

3. Proposed prerequisites/corequisites: None

4. Rationale for the revision of prerequisites/corequisites:

Previously, this course was offered for both prelicensure nursing and RN to BSN students. A curriculum change was previously submitted indicating this course was no longer a course required for prelicensure nursing students, but the corequisites did not get addressed (deleted). This revision is to correct this and remove prelicensure corequisites as they no longer exist.

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

6. Proposed term for implementation: Summer 2016

7. Dates of prior committee approvals:

School of Nursing/RN to BSN Committee	September 8, 2105
CHHS Undergraduate Curriculum Committee	October 16, 2015
Undergraduate Curriculum Committee	November 17, 2015
University Senate	

Proposal Date: August 20, 2015

**College of Health & Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Cathy Abell, cathy.abell@wku.edu, 745-3499

- 1. Identification of course:**
 - 1.1 Course prefix and number: NURS 315
 - 1.2 Course title: Concepts in Pharmacology

- 2. Current prerequisites/corequisites:**

Prerequisite or corequisite: ENG 300.
Prerequisites: NURS 300, 309, 313, and 325 (prelicensure student).
Corequisites: NURS 321 and 328 (prelicensure student).

- 3. Proposed prerequisites/corequisites:** None

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

Previously, this course was offered for both prelicensure nursing and RN to BSN students. A curriculum change was previously submitted indicating this course was no longer a course required for prelicensure nursing students, but the prerequisites and/or corequisites did not get addressed (deleted). This revision is to correct this and remove prelicensure prerequisites and corequisites as they no longer exist.

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

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

- 7. Dates of prior committee approvals:**

School of Nursing/RN to BSN Committee

September 8, 2105

CHHS Undergraduate Curriculum Committee

October 16, 2015

Undergraduate Curriculum Committee

November 17, 2015

University Senate

Proposal Date: August 20, 2015

**College of Health & Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Cathy Abell, cathy.abell@wku.edu, 745-3499

1. Identification of course:

- 1.1 Course prefix and number: NURS 321
- 1.2 Course title: Transcultural Nursing

2. Current prerequisites/corequisites:

Prerequisites: NURS 300, 309, 313, and 325 (prelicensure student).
Corequisites: NURS 315 and 328 (prelicensure student).
Prerequisite or corequisite: NURS 323 (PostRN student).

3. Proposed prerequisites/corequisites: None

4. Rationale for the revision of prerequisites/corequisites:

Previously, this course was offered for both prelicensure nursing and RN to BSN students. A curriculum change was previously submitted indicating this course was no longer a course required for prelicensure nursing students, but the prerequisites and/or corequisites did not get addressed (deleted). This revision is to correct this and remove prelicensure prerequisites and corequisites as they no longer exist.

The content in NURS 323 is not required for students to be successful in NURS 321. Also, the PostRN program's name was previously changed to the RN to BSN program. By deleting the prerequisite or corequisite of NURS 323 for the PostRN student, it will correct not having the updated program name listed and also enhance the ease of a student transitioning through the RN to BSN program.

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

6. Proposed term for implementation: Summer 2016

7. Dates of prior committee approvals:

School of Nursing/RN to BSN Committee

September 8, 2105

CHHS Undergraduate Curriculum Committee

October 16, 2015

Undergraduate Curriculum Committee

November 17, 2015

University Senate

Proposal Date: August 20, 2015

**College of Health & Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Cathy Abell, cathy.abell@wku.edu, 745-3499

1. Identification of course:

- 1.1 Course prefix and number: NURS 323
- 1.2 Course title: Concepts of Professional Nursing

2. Current prerequisites/corequisites:

Prerequisite or corequisite: Admission to Post-RN nursing program.

3. Proposed prerequisites/corequisites: None

4. Rationale for the revision of prerequisites/corequisites:

All of the RN to BSN courses requires admission to the program, so this prerequisite or corequisite does not need to be listed again for this specific course. Also, the PostRN program's name was previously changed to the RN to BSN program. By deleting the prerequisite or corequisite, it will correct not having the updated program name listed and delete a program requirement from being listed as a course requirement.

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

6. Proposed term for implementation: Summer 2016

7. Dates of prior committee approvals:

School of Nursing/RN to BSN Committee

September 8, 2105

CHHS Undergraduate Curriculum Committee

October 16, 2015

Undergraduate Curriculum Committee

November 17, 2015

University Senate

Proposal Date: August 20, 2015

**College of Health & Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Cathy Abell, cathy.abell@wku.edu, 745-3499

- 1. Identification of course:**
 - 1.1 Course prefix and number: NURS 339
 - 1.2 Course title: Care of the High Acuity Patient
- 2. Current prerequisites/corequisites:**

Prerequisite or corequisite: Admission to RN to BSN nursing program.
- 3. Proposed prerequisites/corequisites:** None
- 4. Rationale for the revision of prerequisites/corequisites:**

All of the RN to BSN courses requires admission to the program, so this prerequisite or corequisite does not need to be listed again for this specific course.
- 5. Effect on completion of major/minor sequence:** Not applicable.
- 6. Proposed term for implementation:** Summer 2016
- 7. Dates of prior committee approvals:**

School of Nursing/RN to BSN Committee

September 8, 2105

CHHS Undergraduate Curriculum Committee

October 16, 2015

Undergraduate Curriculum Committee

November 17, 2015

University Senate

**College of Health & Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Cathy Abell, cathy.abell@wku.edu, 745-3499

1. Identification of course:

- 1.1 Course prefix and number: NURS 400
- 1.2 Course title: Nursing Leadership and Management

2. Current prerequisites/corequisites:

Prerequisites: Junior level nursing courses (prelicensure student).
Corequisites: NURS 412, 414, and 428 (prelicensure student).
Prerequisite or corequisite: NURS 323 (PostRN student).

3. Proposed prerequisites/corequisites: None

4. Rationale for the revision of prerequisites/corequisites:

Previously, this course was offered for both prelicensure nursing and RN to BSN students. A curriculum change was previously submitted indicating this course was no longer a course required for prelicensure nursing students, but the prerequisites and/or corequisites did not get addressed (deleted). This revision is to correct this and remove prelicensure prerequisites and corequisites as they no longer exist.

The content in NURS 323 is not required for students to be successful in NURS 400. Also, the PostRN program's name was previously changed to the RN to BSN program. By deleting the prerequisite or corequisite of NURS 323 for the PostRN student, it will correct not having the updated program name listed and also enhance the ease of a student transitioning through the RN to BSN program.

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

6. Proposed term for implementation: Summer 2016

7. Dates of prior committee approvals:

School of Nursing/RN to BSN Committee

September 8, 2105

CHHS Undergraduate Curriculum Committee

October 16, 2015

Undergraduate Curriculum Committee

November 17, 2015

University Senate

Proposal Date: August 20, 2015

**College of Health & Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Cathy Abell, cathy.abell@wku.edu, 745-3499

1. Identification of course:

- 1.1 Course prefix and number: NURS 405
- 1.2 Course title: Nursing Informatics

2. Current prerequisites/corequisites:

Prerequisite or Corequisite: NURS 323 (Post-RN student)

3. Proposed prerequisites/corequisites: None

4. Rationale for the revision of prerequisites/corequisites:

The content in NURS 323 is not required for students to be successful in NURS 405. Also, the PostRN program's name was previously changed to the RN to BSN program. By deleting the prerequisite or corequisite of NURS 323 for the PostRN student, it will correct not having the updated program name listed and also enhance the ease of a student transitioning through the RN to BSN program.

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

6. Proposed term for implementation: Summer 2016

7. Dates of prior committee approvals:

School of Nursing/RN to BSN Committee	September 8, 2105
CHHS Undergraduate Curriculum Committee	October 16, 2015
Undergraduate Curriculum Committee	November 17, 2015
University Senate	

**College of Health & Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Cathy Abell, cathy.abell@wku.edu, 745-3499

1. Identification of course:

- 1.1 Course prefix and number: NURS 408
- 1.2 Course title: Professional Issues

2. Current prerequisites/corequisites:

Prerequisites: NURS 400, 412, 414, and 428 (prelicensure student).
Corequisites: NURS 421, 422, and 426 (prelicensure student).
PostRN student: This course must be taken in the final semester of the program.

3. Proposed prerequisites/corequisites:

RN to BSN student: This course must be taken in the final semester of the program.

4. Rationale for the revision of prerequisites/corequisites:

Previously, this course was offered for both prelicensure nursing and RN to BSN students. A curriculum change was previously submitted indicating this course was no longer a course required for prelicensure nursing students, but the prerequisites and/or corequisites did not get addressed (deleted). This revision is to correct this and remove prelicensure prerequisites and corequisites as they no longer exist.

The PostRN program's name was previously changed to the RN to BSN program. By changing PostRN student to RN to BSN student, it will correct not having the updated program name listed.

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

6. Proposed term for implementation: Summer 2016

7. Dates of prior committee approvals:

School of Nursing/RN to BSN Committee	September 8, 2105
CHHS Undergraduate Curriculum Committee	October 16, 2015
Undergraduate Curriculum Committee	November 17, 2015
University Senate	

**College of Health & Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Cathy Abell, cathy.abell@wku.edu, 745-3499

1. Identification of course:

- 1.1 Course prefix and number: NURS 412
- 1.2 Course title: Introduction to Nursing Research

2. Current prerequisites/corequisites:

Prerequisites: Junior level nursing courses (prelicensure student).
 Corequisites: NURS 400, 414, and 428 (prelicensure student).
 Prerequisite or Corequisite: NURS 323 (Post-RN student).

3. Proposed prerequisites/corequisites: None

4. Rationale for the revision of prerequisites/corequisites:

Previously, this course was offered for both prelicensure nursing and RN to BSN students. A curriculum change was previously submitted indicating this course was no longer a course required for prelicensure nursing students, but the prerequisites and/or corequisites did not get addressed (deleted). This revision is to correct this and remove prelicensure prerequisites and corequisites as they no longer exist.

The content in NURS 323 is not required for students to be successful in NURS 412. Also, the PostRN program’s name was previously changed to the RN to BSN program. By deleting the prerequisite or corequisite of NURS 323 for the PostRN student, it will correct not having the updated program name listed and also enhance the ease of a student transitioning through the RN to BSN program.

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

6. Proposed term for implementation: Summer 2016

7. Dates of prior committee approvals:

School of Nursing/RN to BSN Committee	September 8, 2105
CHHS Undergraduate Curriculum Committee	October 16, 2015
Undergraduate Curriculum Committee	November 17, 2015
University Senate	_____

Proposal Date: August 20, 2015

**College of Health & Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Cathy Abell, cathy.abell@wku.edu, 745-3499

1. Identification of course:

- 1.1 Course prefix and number: NURS 430
- 1.2 Course title: Concepts of Public Health Nursing

2. Current prerequisites/corequisites:

Prerequisite or corequisite: NURS 323.

3. Proposed prerequisites/corequisites:

Corequisite: NURS 431.

4. Rationale for the revision of prerequisites/corequisites:

The content in NURS 323 is not required for students to be successful in NURS 430. By deleting the prerequisite or corequisite of NURS 323 for the PostRN student, it will enhance the ease of a student transitioning through the RN to BSN program.

NURS 431 is a corequisite for NURS 430. Under the course description for NURS 431, NURS 430 is listed as a corequisite. By also listing NURS 431 as a corequisite for NURS 430, this will add consistency and clarification that NURS 430 and 431 must be taken together.

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

6. Proposed term for implementation: Summer 2016

7. Dates of prior committee approvals:

School of Nursing/RN to BSN Committee

September 8, 2105

CHHS Undergraduate Curriculum Committee

October 16, 2015

Undergraduate Curriculum Committee

November 17, 2015

University Senate

Proposal Date: August 20, 2015

**College of Health & Human Services
School of Nursing
Proposal to Revise Course Prerequisites/Corequisites**

Contact Person: Cathy Abell, cathy.abell@wku.edu, 745-3499

1. Identification of course:

- 1.1 Course prefix and number: NURS 431
- 1.2 Course title: Application of Public Health Nursing

2. Current prerequisites/corequisites:

Prerequisite or corequisite: NURS 323.
Corequisite: NURS 430.

3. Proposed prerequisites/corequisites:

Corequisite: NURS 430.

4. Rationale for the revision of prerequisites/corequisites:

The content in NURS 323 is not required for students to be successful in NURS 430. By deleting the prerequisite or corequisite of NURS 323, it will enhance the ease of a student transitioning through the RN to BSN program.

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

6. Proposed term for implementation: Summer 2016

7. Dates of prior committee approvals:

School of Nursing/RN to BSN Committee	September 8, 2105
CHHS Undergraduate Curriculum Committee	October 16, 2015
Undergraduate Curriculum Committee	November 17, 2015
University Senate	

Proposal Date: October 9, 2015

**Gordon Ford College of Business
Information Systems
Proposal to Create a New Certificate Program**

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

1. Identification of program:

- 1.1 Program title: Applied Data Analytics
- 1.2 Required hours in program: 18
- 1.3 Special information: The Applied Data Analytics interdisciplinary certificate program is designed for students who want an end-to-end understanding of the data analytics process.
- 1.4 Catalog description: The Certificate of Applied Data Analytics exposes students to how data is acquired, how to frame an analytic problem, determine which methodologies to use to solve a problem, and to build deployable models. The 18 hour certificate is based on 12 hours of core courses and 6 hours of advisor approved upper division courses. The approved electives may be from within the Gordon Ford College of Business or any other college.

Required Courses (12 hours)

CIS 243 Principles of MIS or equivalent
Econ 206 Statistics or equivalent
BI 310 Business Data Analytics (CIS 243 or equivalent and Econ 206 or equivalent prerequisite)
BI 330 Structured Data Analysis (CIS 243 or equivalent and Econ 206 or equivalent prerequisite)

Electives (6 hours)

Courses in this area may include additional Business Informatics courses or departmental advisor approved electives. Approved electives would be those courses that have a strong data analysis focus. Examples would include: Econ 465: Regression and Econometrics; Mkt 421: Marketing Research; or Geog 317: Geographic Information Systems.

- 1.5 Classification of Instructional Program Code (CIP): #52.1301

2. Learning outcomes of the proposed certificate program:

- Understand the relationship between databases, data warehouses and data marts
- Use appropriate tools to extract data and produce reports from a database
- Identify analytical tools required to solve specific problems
- Draw conclusions by conducting data analysis and using data visualization
- Communicate solutions in an easy to understand manner

3. Rationale:

- 3.1 Reason for developing the proposed certificate program: Enormous amounts of data are being collected by all types of business. This data is acquired through social media, smartphone apps, hardware sensors, and other reporting programs. “Big Data” is the term being used to reference the problems associated with extracting meaningful and

useful information from the data. As businesses seek to transform enormous data sets into “business intelligence” there is a growing demand for data analytics expertise in a variety of disciplines and business domains.

This proposed interdisciplinary certificate will help meet that demand for all students at WKU.

3.2 Relationship of the proposed certificate program to other programs now offered by the department: The department currently offers a Business Informatics (BI) degree which consists of 9 required courses and 3 BI electives. The proposed certificate is a subset of courses in this major.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: Data Analysis using SAS® Certificate. The Certificate in Data Analysis using SAS requires a minimum of 15 semester hours. This certificate is designed for a student seeking a career as a statistical programmer /analyst/ consultant in a knowledge-based industry or in a research institution. To be eligible for the program, the student must have completed MATH 136 (formerly MATH 126) or MATH 142 (or equivalent) with a grade of “C” or better. The student pursuing a Certificate in Data Analysis using SAS must complete a minimum of 12 credit hours of core statistics courses as follows: STAT 301, 330, 401, 402. In addition,

This certificate is offered by the Math department and appears to require all statistics courses and the use of SAS.

The proposed interdisciplinary certificate is not heavily dependent on SAS software.

3.4 Projected enrollment in the proposed certificate program: Approximately 30 students per semester. Students outside the department and college are expected to enroll.

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

No other similar certificate programs exist within the state universities.

- Wright State University, Big and Smart Data Sciences Graduate Certificate, College of Engineering and Computer Science (18 hrs.)
- Ohio University, Business Analytics Co-Major (15 hrs.) College of Business
- UNC-Charlotte, Data Science and Business Analytics Graduate Certificate, Graduate School, (33 hrs.)
- MTSU, Business Intelligence & Analytics, Master of Science Degree in Information Systems Concentration, College of Business, (15 hrs.)
- Ball State, Certificate in Data Analytics, Computer Science (32hrs.)
- Kennesaw State, SAS® and KSU Data Mining Certificate Program Department of Mathematics and Science (12 hrs.)
- Northern Illinois University, Certificate of Undergraduate Study in Business Analytics Using SAP Software, College of Business (12 hrs.)

Most schools in our peer institution group do not offer a certificate in business analytics at the undergraduate level and only a few offer a similar certificate at the graduate level. This certificate would be the first in the state of Kentucky to be offered through a college of business. This certificate is also interdisciplinary which is also unique to the state and will give our students an advantage in the job market with the skill set offered by the certificate.

3.6 Relationship of the proposed certificate program to the university mission and objectives: The proposed certificate program meets the university mission by offering a skill set that will allow students to be productive, engaged, and socially responsible. Having this skill set will prepare students for lifelong learning and expanded opportunities for employment in the discipline of their choice.

4. Curriculum:

No new courses are proposed in this certificate.

Required Courses (12 hours)

CIS 243 Principles of Management Information Systems (3 hours) or equivalent

Econ 206 Statistics (3 hours) or equivalent

BI 310 Business Data Analytics (3 hours)

BI 330 Structured Data Analysis (3 hours)

Electives (6 hours)

Courses in this area may include additional Business Informatics courses or departmental advisor approved electives. Approved electives would be those courses that have a strong data analysis focus. Examples would include: Econ 465: Regression and Econometrics; Mkt 421: Marketing Research; or Geog 317: Geographic Information Systems.

5. Budget implications: None. All of the required courses are currently being taught by existing faculty. No new faculty is expected.

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department/ Unit Information <u>Systems.</u>	<u>10/8/2015</u>
<u>Gordon Ford College of Business</u> College Curriculum Committee	<u>10/20/2015</u>
Contact with Office of Academic Affairs	_____
Undergraduate Curriculum Committee	<u>November 17, 2015</u>
University Senate	_____
Board of Regents	_____

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Prerequisites/Corequisites**

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 400
- 1.2 Course title: Civil Engineering Senior Design Seminar

2. Current prerequisites/corequisites/special requirements:

PHYS 265 University Physics II and senior standing, or consent of instructor.

3. Proposed prerequisites/corequisites/special requirements:

Senior standing and consent of instructor.

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

The curriculum for the civil engineering program is changing. PHYS 265 will no longer be a required course. The program would like to change “or consent of instructor” to “and consent of instructor”. This will ensure that only seniors in civil engineering who are within one year of graduation may enroll in this course.

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

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Engineering

9/24/2015

Ogden College Curriculum Committee

10/08/2015

Undergraduate Curriculum Committee

November 17, 2015

University Senate

Ogden College of Science and Engineering
 Department of Engineering
 Proposal to Revise a Program

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

1. Identification of program:

- 1.1 Current program reference number: 534
- 1.2 Current program title: Engineering-Civil
- 1.3 Credit hours: Current Program: 67; Other Requirements: 34
 Proposed Program: 67; Proposed Other Requirements: 32

2. Identification of the proposed program changes:

- Delete STAT 301 Probability and Statistics (3 hrs.) as an option as shown in the program table in section 3 which will make CE 305 Risk Analysis (3 hrs.) a required course. Add STAT 301 to the list of options for the math or science elective.
- Add additional courses to the list of acceptable courses to be counted as technical electives. (See the third table in section 3 for the full list of approved technical elective courses.) A minimum of 6 of the 9 technical elective credit hours must come from CE prefixed courses.
- Replace PHYS 265/266 University Physics II and Lab (4/1 hrs.) with a math or science elective (3 hrs.) course. (See last table in section 3 for the approved list of courses.) A grade of “C” or better is required.
- One grade of “D” may be earned in a single 300-level or 400-level CE course.

3. Detailed program description:

CE Current Program

CE Proposed Program

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
CE	176	CE Fresh. Design,	1	CE	176	CE Freshman Design,	1
ME	176	ME Fresh Design, or		ME	176	ME Freshman Design, or	

EE	101	EE Design I		EE	101	EE Design I	
CE	160	Prin. of Surveying	3	CE	160	Prin. of Surveying	3
CE	161	Surveying Lab	1	CE	161	Surveying Lab	1
CE	303	Constr. Management	3	CE	303	Constr. Management	3
Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
CE	304	Constr. Manag. Lab	1	CE	304	Constr. Management Lab	1
CE	305	Risk Analysis, or	3	CE	305	Risk Analysis, or	3
STAT	301	Prob. & Statistics		STAT	301	Probability & Statistics	
CE	310	Strengths Lab	1	CE	310	Strengths Lab	1
CE	316	Equip. & Methods	3	CE	316	Equip. & Methods	3
CE	331	Transportation Eng.	3	CE	331	Transportation Eng.	3
CE	341 342	Fluid & Therm. Sc.	4	CE	341 342	Fluid & Thermal Science	4
CE	351 352	Intro. to Environ. Engineering	3	CE	351 352	Intro. to Environmental Engineering	3
CE	370	Materials of Constr,	2	CE	370	Materials of Construction	2
CE	371	Matls of Constr. Lab	1	CE	371	Matls. of Constr. Lab	1
CE	382 373	Structural Analysis	3	CE	382 373	Structural Analysis	3
CE	384 482 483	Civil Engineering Design Course	3	CE	384 482 483	Civil Engineering Design Course	3
CE	410	Soil Mechanics	3	CE	410	Soil Mechanics	3
CE	411	Soil Mechanics Lab	1	CE	411	Soil Mechanics Lab	1
CE	412	Foundation Eng.	3	CE	412	Foundation Eng.	3
CE	461	Hydrology	3	CE	461	Hydrology	3

CE	400	Senior Des. Seminar	1	CE	400	Senior Design Seminar	1
CE	498	Senior Project	3	CE	498	Senior Project	3
CE		Technical Elective*	3	CE		Technical Elective*	3
CE		Technical Elective*	3	CE		Technical Elective*	3
CE		Technical Elective*	3	CE		Technical Elective*	3
AMS	163	Arch. Drafting	3	AMS	163	Arch. Drafting	3
EM	221 222	Statics	3	EM	221 222	Statics	3
EM	302 303	Mechanics of Deformable Bodies	3	EM	302 303	Mechanics of Deformable Bodies	3
TOTALS		Credit Hours	67	TOTALS		Credit Hours	67

Other Requirements

Other Proposed Requirements

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
MATH	136	Calculus I	4	MATH	136	Calculus I	4
MATH	137	Calculus II	4	MATH	137	Calculus II	4
MATH	237	Multi. Calculus	4	MATH	237	Multivariable Calculus	4
MATH	331	Diff. Equations	3	MATH	331	Differential Equations	3
PHYS	255	University Physics I	4	PHYS	255	University Physics I	4
PHYS	256	Physics I Lab	1	PHYS	256	Physics I Lab	1
PHYS	265	University Physics II	4	PHYS	265	University Physics II	4
PHYS	266	Physics II Lab	1	PHYS	266	Physics II Lab	1
Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
						Science or Math Elective	3

						(See list below.)**	
CHEM	120	College Chemistry I	3	CHEM	120	College Chemistry I	3
CHEM	121	Chemistry I Lab	2	CHEM	121	Chemistry I Lab	2
GEOL	111	The Earth	3	GEOL	111	The Earth	3
GEOL	113	The Earth Lab	1	GEOL	113	The Earth Lab	1
TOTALS		Credit Hours	34	TOTALS		Credit Hours	32

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

Current CE Technical Electives

Proposed CE Technical Electives

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
CE	300	Floodplain Mgmt.	3	CE	300	Floodplain Management	3
CE	326	Engineering Law	3	CE	326	Engineering Law	3
CE	360	Est., Scheduling Bid.	3	CE	360	Est., Scheduling Bidding	3
CE	361	Estimating Lab	1	CE	361	Estimating Lab	1
CE	378	Boundary Surveying	3	CE	378	Boundary Surveying	3
CE	379	Boundary Surv. Lab	1	CE	379	Boundary Surveying. Lab	1
CE	380	Route Surveying	3	CE	380	Route Surveying	3
CE	381	Route Surveying Lab	1	CE	381	Route Surveying Lab	1
CE	383	Str. Steel Design	3	CE	383	Structural Steel Design	3
CE	426	Adv. Constr. Matls.	3	CE	426	Adv. Construction Matls.	3
CE	436	Design / Constr. Inte.	3	CE	436	Design / Constr. Integration	3
CE	440	Masonry Constr.	3	CE	440	Masonry Construction	3
CE	441	Masonry Constr. Lab	1	CE	441	Masonry Construction Lab	1

CE	444	Bridge Engineering	3	CE	444	Bridge Engineering	3
CE	462	Hydraulic Eng.	3	CE	462	Hydraulic Engineering	3
CE	474	CE Design Project	1-3	CE	474	Civil Eng. Design Project	1-3
CE	475	Topics in Civil Eng.	3	CE	475	Sel. Topics in Civil Eng.	3
CE	476	Highway Constr.	3	CE	476	Highway Construction	3
CE	486	Steel & Con. Constr.	3	CE	486	Steel & Concrete Constr.	3
CE	490	UK-CE Topics (Fall)	3	CE	490	UK-CE Sel. Topics (Fall)	3
CE	491	UK-CE Topics (Spr)	3	CE	491	UK-CE Sel. Topics (Spr)	3
CM	363	Constr. Est. & Bid.	3	CM	363	Constr. Est. and Bidding	3
CM	400	Constr. Admin.	3	CM	400	Constr. Administration	3
CM	426	Construction Law	3	CM	426	Construction Law	3
EE	350	Fund. Electrical Eng.	4	EE	350	Fund. of Electrical Eng.	4
EM	313	Dynamics	3	EM	313	Dynamics	3
GISC	317	Geog. Info. Systems	4	GISC	317	Geog. Info. Systems	4
				ME	220	Eng. Thermodynamics	3
				GISC	316	Fundamentals of GIS	4
Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
				GEOL	308	Structural Geology	4
				GEOL	310	Global Hydrology	3
				GEOL	415	Environmental Geology	3
				ENGR	400	Systems Engineering	3
				AMS	305	Building Codes	3
				AMS	325	Surv. of Building Systems	3

				MATH	350	Adv. Engineering Math	3
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****Proposed List of Courses to Satisfy the Science or Math Elective**

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

CE Current Program:

Students must have a grade of "C" or better in:

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

CE Proposed Program:

Students must have a grade of "C" or better in:

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

4. Rationale for the proposed program change:

- Currently, the CE program requires CE 305 Risk Analysis or STAT 301 Probability and Applied Statistics. Moving forward, the program would like to make CE 305 a required course. STAT 301 will become one of the options for the math or science elective requirement. (See the bullet in this section.)
- The faculty want to add choices outside of the CE program to the options of approved technical elective courses. However, most of the electives taken by students should come from the CE program since the degree is in civil engineering. Thus, 6 of the 9 technical elective courses shall come from CE prefixed courses.
- PHYS 265/266 University Physics II and Lab cover topics on electricity and magnetism. For many years these topics were on the fundamentals of engineering (FE) exam that civil engineering students had to take on their way to becoming licensed professional engineers. However, these topics have recently been removed from the exam. Therefore, the program would like would like to move PHYS 265/266 from the list of required courses to the list of options for the math or science elective requirement. This will create greater flexibility and choice for students.
- Students are already allowed to get a single “D” in a 400-level CE course. The CE program would like to extend this policy to a 300 level course. A student will only be allowed one (1) grade of “D” in a single 300-level or 400-level CE course.

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

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

Department of Engineering	<u>9/24/2015</u>
Ogden College Curriculum Committee	<u>10/08/2015</u>
Undergraduate Curriculum Committee	<u>November 17, 2015</u>
University Senate	<u></u>