

Undergraduate Curriculum Committee

Western Kentucky University

Report to the University Senate

Date: March 30th 2015

From: Ashley Fox, Chair

The Undergraduate Curriculum Committee submits the following items from the 26 March 2015 meeting for approval by the University Senate:

Information Item Report:

- I. Revise Course Prerequisites/Corequisites:
 - Marketing Management
 - PH 447
 - GEOG 328
 - GEOG 380
 - GEOG 420
 - GEOG 461
 - GEOG 487
 - GEOL 420

- II. Revise a Course Listing
 - EE 180
 - EE 410
 - EE 411
 - EE 450
 - EE 451
 - EE 470
 - EE 473
 - EE 475

- III. Delete a Course
 - Management Accounting
 - GEOG 240
 - GEOG 384
 - GEOG 473

- IV. Revise Course Catalog Listing
 - GEOG 227
 - GEOG 280
 - GEOG 471
 - GEOG 427
 - RELS 200

- V. Revise a Course Title
 - CD 483

CD 485
GEOG 344

Consent Item Report:

- I. Create a New Course
 - SWRK 437
 - BDA 310
 - BDA 310-M1
 - BDA 310-M2
 - BDA 310
 - BDA 310-M1
 - BDA 310-M2
 - CRIM 346
 - CRIM 456
 - CRIM 495
 - CRIM 496
 - THEA 204

- II. Revise a Program
 - 595, 595P Communication Sciences and Disorders
 - 342 Minor in Criminology
 - 627 Major in Criminology
 - 429 Minor in Philosophy
 - 745 Major in Philosophy
 - 758 Popular Culture Studies

- III. Make Multiple Revisions to a Course
 - EE 479
 - GEOG 310
 - GEOG 452
 - GEOG 455
 - GEOG 459
 - GEOG 486
 - GEOG 310

- IV. Revise Course Credit Hours
 - CRIM 439
 - SOCL 494

Proposal Date: January 14, 2015

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

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MKT 422
- 1.2 Course title: Marketing Management
- 1.3 Credit hours: 3

2. Current prerequisites: graduating marketing major

3. Proposed prerequisites: MKT 421 and graduating marketing major

4. Rationale for the revision of prerequisites: We recently made this course our capstone course in the Marketing program and moved material from our Senior Assessment (MKT 499) class into this class. This class has always been intended to be an advanced, case / project based capstone experience. The projects / cases used in this class are comprehensive cases / projects and include data collection and/or data analysis. This material is taught in the MKT 421 (Market Research) class. Thus, in order to be successful in completing the capstone case / project successfully, students need to already have these data collection and analysis tools. The only way to assure that our students come to the capstone course well prepared is to make Market Research (MKT 421) a prerequisite for the course.

5. Effect on completion of major/minor sequence: None. This will just require students to make sure they complete the MKT 421 course before their final semester at WKU.

6. Proposed term for implementation: Spring 2016

7. Dates of prior committee approvals:

Marketing Department: January 14, 2015

GFCB Curriculum Committee February 3, 2015

Undergraduate Curriculum Committee **March 26, 2015**

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/2/2015

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

Contact Person: Gary English gary.english@wku.edu 5-2678

- 1. Identification of course:**
 - 1.1 Course prefix and number: PH 447
 - 1.2 Course title: Health Values and Health Science
- 2. Current prerequisites:** Completion of 6 credits in the social, behavioral, biological, or allied sciences.
- 3. Proposed prerequisites/corequisites/special requirements:** None
- 4. Rationale for the revision of prerequisites:** This course is proposed as a Connections course in the Colonnade offerings; courses in Connections require 21 hours from Foundations and Explorations or junior status.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Department of Public Health	02/04/2015
CHHS Undergraduate Curriculum Committee	Feb. 27, 2015
Undergraduate Curriculum Committee	March 26, 2015
University Senate	

Proposal Date: 2/23/15

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

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: GEOG 328
 - 1.2 Course title: Elements of Biogeography
- 2. Current prerequisites:** GEOG 280, or instructor's permission
- 3. Proposed prerequisites:** None
- 4. Rationale for the revision of prerequisites:** Due to the nature of the course content, and the recent restructuring of GEOG 280 course content, the prerequisite is no longer required.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Department of Geography and Geology
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/27/2015

March 5, 2015

March 26, 2015

Proposal Date: 2/23/15

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

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: GEOG 380
 - 1.2 Course title: Global Sustainability
- 2. Current prerequisites:** GEOG 210 or 280 and 21 hours of Foundations and Exploration courses, or Junior status.
- 3. Proposed prerequisites:** 21 hours of Foundations and Exploration Courses, or Junior status.
- 4. Rationale for the revision of prerequisites:** The structure of the course is such that relevant content from 210 and 280 is covered as needed in the 380 course. Therefore, these two courses are not necessary for the successful completion of the class.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Department of Geography and Geology
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/27/2015

March 5, 2015

March 26, 2015

Proposal Date: 2/23/15

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

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: GEOG 420
 - 1.2 Course title: Geomorphology
- 2. Current prerequisites:** GEOL 111
- 3. Proposed prerequisites:** GEOL 111 or GEOG/GEOL 103
- 4. Rationale for the revision of prerequisites:** Additional prerequisite option added to reflect intro level course recently added to the curriculum.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Department of Geography and Geology
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/27/2015

March 5, 2015

March 26, 2015

Proposal Date: 2/23/15

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

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: GEOG 461
 - 1.2 Course title: Karst Environments
- 2. Current prerequisites:** GEOG 310 or GEOG 459, or GEOG 420, or permission of instructor
- 3. Proposed prerequisites:** GEOG/GEOL 310 or GEOG 420 or permission of instructor
- 4. Rationale for the revision of prerequisites:** Allows for GEOG or GEOL 310 to count as a prerequisite. GEOG/L 310 is a prerequisite for GEOG 459, so it isn't necessary to specify GEOG 459 for this course.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Department of Geography and Geology	<u>2/27/2015</u> <hr/>
Ogden College Curriculum Committee	March 5, 2015 <hr/>
Undergraduate Curriculum Committee	<u>March 26, 2015</u> <hr/>
University Senate	<hr/>

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

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: GEOG 487
 - 1.2 Course title: Environmental Law
- 2. Current prerequisites:** Senior-level standing.
- 3. Proposed prerequisites:** Senior-level standing. GEOG 210 required for Geography majors and minors.
- 4. Rationale for the revision of prerequisites:** Students majoring in Political Science or History take this course. These students come into the class with an understanding of how policies are made, the structure of the US government, etc. Students in the Geography program may not have this background if they haven't taken GEOG 210. Therefore, we are requiring GEOG 210 as a prerequisite for Geography majors and minors only.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Department of Geography and Geology
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/27/2015

March 5, 2015

March 26, 2015

Proposal Date: 2/23/15

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

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: GEOL 420
 - 1.2 Course title: Geomorphology
- 2. Current prerequisites:** GEOL 111
- 3. Proposed prerequisites:** GEOL 111 or GEOG/GEOL 103
- 4. Rationale for the revision of prerequisites:** Additional prerequisite option added to reflect intro level course recently added to the curriculum.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Department of Geography and Geology
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/27/2015

March 5, 2015

March 26, 2015

Proposal Date: February 16, 2015

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

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: EE 180
- 1.2 Course title: Digital Circuits

2. Current course catalog listing:

An introductory course in digital circuit fundamentals. Topics include number systems, Boolean algebra, binary codes, logic gates, flip-flops, counters, and registers. Laboratory included.

3. Proposed course catalog listing:

An introductory course in digital circuit fundamentals. Topics include number systems, Boolean algebra, binary codes, logic gates, flip-flops, counters, and registers.

4. Rationale for revision of the course catalog listing:

The lab was removed from EE 180 in an earlier proposal. However, the catalog listing was not updated.

5. Proposed term for implementation:

Fall 2015

6. Dates of prior committee approvals:

Engineering Department

OSCE College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

26 February 2015

March 5, 2015

March 26, 2015

Proposal Date: February 16, 2015

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

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: EE 410
- 1.2 Course title: Computer Design

2. Current course catalog listing:

This is the University of Louisville course EE 510. Topics include a review of logic design and elementary computer organization. Asynchronous and synchronous logic design using VHDL and programmable logic. Design of the central processing unit, memory, control, and input-output portions of a computer. The VHDL hardware design language will be used.

3. Proposed course catalog listing:

Topics include a review of logic design and elementary computer organization. Asynchronous and synchronous logic design using VHDL and programmable logic. Design of the central processing unit, memory, control, and input-output portions of a computer. The VHDL hardware design language will be used.

4. Rationale for revision of the course catalog listing:

All electrical engineering courses are part of the Electrical Engineering Program and can be taught by any EE faculty.

5. Proposed term for implementation:

Fall 2015

6. Dates of prior committee approvals:

Engineering Department

OSCE College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

26 February 2015

March 5, 2015

March 26, 2015

Proposal Date: February 16, 2015

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

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: EE 411
- 1.2 Course title: Computer Design Lab

2. Current course catalog listing:

This is the University of Louisville course EE 511. This course is a laboratory which illustrates analysis and design principles of EE 410. It includes experiments in the design of the central processing unit, memory, control, and input-output portions of a computer using VHDL and PC based for software simulation.

3. Proposed course catalog listing:

This course is a laboratory which illustrates analysis and design principles of EE 410. It includes experiments in the design of the central processing unit, memory, control, and input-output portions of a computer using VHDL and PC based for software simulation.

4. Rationale for revision of the course catalog listing:

All electrical engineering courses are part of the Electrical Engineering Program and can be taught by any EE faculty.

5. Proposed term for implementation:

Fall 2015

6. Dates of prior committee approvals:

Engineering Department
 OSCE College Curriculum Committee
 Undergraduate Curriculum Committee
 University Senate

26 February 2015

March 5, 2015

March 26, 2015

Proposal Date: February 16, 2015

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

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: EE 450
- 1.2 Course title: Digital Signal Processing

2. Current course catalog listing:

This is the University of Louisville course EE 520. Topics include discrete time signals and systems, discrete Fourier transforms, FFT algorithms, flow graph and the matrix representation of digital filters, FIR and IIR filter design techniques, quantization effects, spectral estimation, current applications of digital signal processing.

3. Proposed course catalog listing:

Topics include discrete time signals and systems, discrete Fourier transforms, FFT algorithms, flow graph and the matrix representation of digital filters, FIR and IIR filter design techniques, quantization effects, spectral estimation, current applications of digital signal processing.

4. Rationale for revision of the course catalog listing:

All electrical engineering courses are part of the Electrical Engineering Program and can be taught by any EE faculty.

5. Proposed term for implementation:

Fall 2015

6. Dates of prior committee approvals:

Engineering Department
OSCE College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

26 February 2015

March 5, 2015

March 26, 2015

Proposal Date: February 16, 2015

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

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: EE 451
- 1.2 Course title: Digital Signal Processing Lab

2. Current course catalog listing:

This is the University of Louisville course EE 521. This course focuses on the implementation of common digital signal processing function using state-of-the-art DSP devices and software. The fundamentals of discrete-time signal processing and digital signal processor architectures and applications are introduced. Emphasis is on laboratory experience involving generation of deterministic and random signals; digital filter design; quantization effects; FFT computation; linear system analysis; speech processing.

3. Proposed course catalog listing:

This course focuses on the implementation of common digital signal processing function using state-of-the-art DSP devices and software. The fundamentals of discrete-time signal processing and digital signal processor architectures and applications are introduced. Emphasis is on laboratory experience involving generation of deterministic and random signals; digital filter design; quantization effects; FFT computation; linear system analysis; speech processing.

4. Rationale for revision of the course catalog listing:

All electrical engineering courses are part of the Electrical Engineering Program and can be taught by any EE faculty.

5. Proposed term for implementation:

Fall 2015

6. Dates of prior committee approvals:

Engineering Department

OSCE College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

26 February 2015

March 5, 2015

March 26, 2015

Proposal Date: February 16, 2015

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

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: EE 470
- 1.2 Course title: Communication and Modulation

2. Current course catalog listing:

This is the University of Louisville course EE 550. Topics include modulations such as AM, FM, PAM, PPM, PDM, single sideband, vestigial sideband. Coherent and non-coherent detection, heterodyne action, performance and distortion, circuits for modulation and demodulation.

3. Proposed course catalog listing:

Topics include modulations such as AM, FM, PAM, PPM, PDM, single sideband, vestigial sideband. Coherent and non-coherent detection, heterodyne action, performance and distortion, circuits for modulation and demodulation.

4. Rationale for revision of the course catalog listing:

All electrical engineering courses are part of the Electrical Engineering Program and can be taught by any EE faculty.

5. Proposed term for implementation:

Fall 2015

6. Dates of prior committee approvals:

Engineering Department

OSCE College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

26 February 2015

March 5, 2015

March 26, 2015

Proposal Date: February 16, 2015

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

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

1. Identification of course:

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

2. Current course catalog listing:

This is the University of Louisville course EE 473. Topics include electrostatic and magnetostatic fields; Faraday’s laws, Maxwell’s equations, electromagnetic properties of matter, uniform plane waves, and transmission lines.

3. Proposed course catalog listing:

Topics include electrostatic and magnetostatic fields; Faraday’s laws, Maxwell’s equations, electromagnetic properties of matter, uniform plane waves, and transmission lines.

4. Rationale for revision of the course catalog listing:

All electrical engineering courses are part of the Electrical Engineering Program and can be taught by any EE faculty.

5. Proposed term for implementation:

Fall 2015

6. Dates of prior committee approvals:

Engineering Department

OSCE College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

26 February 2015

March 5, 2015

March 26, 2015

Proposal Date: February 16, 2015

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

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: EE 475
- 1.2 Course title: Communication Systems Lab

2. Current course catalog listing:

This is the University of Louisville course EE 551. Topics include laboratory exercises involving the design and analysis of electronic communication systems for the transmission of analog and digital data at radio frequencies.

3. Proposed course catalog listing:

Topics include laboratory exercises involving the design and analysis of electronic communication systems for the transmission of analog and digital data at radio frequencies.

4. Rationale for revision of the course catalog listing:

All electrical engineering courses are part of the Electrical Engineering Program and can be taught by any EE faculty.

5. Proposed term for implementation:

Fall 2015

6. Dates of prior committee approvals:

Engineering Department

OSCE College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

26 February 2015

March 5, 2015

March 26, 2015

Proposal Date: 01/29/15

College Name
Department Name
Proposal to Delete a Course
(Consent Item)

Contact Person: Steve Wells; steve.wells@wku.edu; 270-745-3895

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ACCT 315
- 1.2 Course title: MANAGEMENT ACCOUNTING

2. Rationale for the course deletion: The course was a required course for students majoring in management. It was offered as a service course for the Department of Management. The Department of Management dropped the course as a requirement and as a consequence the student demand for the course vanished.

3. Effect of course deletion on programs or other departments, if known: The course was required by the Department of Management for their majors. The requirement was dropped. The deletion should have no impact on any other program or department. The demand for the course is now zero.

4. Proposed term for implementation: Fall 2015

5. Dates of prior committee approvals:

Accounting Department_____	January 29, 2015
GFCB Curriculum Committee	March 3, 2015

Undergraduate Curriculum Committee	March 26, 2015
University Senate	_____

Proposal Date: 2/23/2015

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

Contact Person: Dr. Leslie North, leslie.north@wku.edu, 5-5982

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: GEOG 240
 - 1.2 Course title: Introduction to Planning
- 2. Rationale for the course deletion:** Course is not offered on a regular basis. Lack expertise in Department with retirement of previous faculty. No majors enrolled in the planning program.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2015 (201530)
- 5. Dates of prior committee approvals:**

Department of Geography and Geology
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/27/2015

March 5, 2015

March 26, 2015

Proposal Date: 2/23/2015

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

Contact Person: Dr. Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 384
- 1.2 Course title: Planning for Global Change

2. Rationale for the course deletion: Course not offered. No student demand. Planning program no longer a focus of the Department with the retirement of previous faculty.

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

4. Proposed term for implementation: Fall 2015

5. Dates of prior committee approvals:

Department of Geography and Geology

2/27/2015

Ogden College Curriculum Committee

March 5, 2015

Undergraduate Curriculum Committee

March 26, 2015

University Senate

Proposal Date: 2/23/2015

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

Contact Person: Dr. Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 473
- 1.2 Course title: Interactions in the Cave and Karst Environment

2. Rationale for the course deletion: This specialty course is not regularly offered in the program. Content is covered through other courses. Does not count toward a major or minor in Geography and Geology.

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

4. Proposed term for implementation: Fall 2015

5. Dates of prior committee approvals:

Department of Geography and Geology
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/27/2015

March 5, 2015

March 26, 2015

Proposal Date: 2/23/15

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of course:

- 1.1 Course prefix (subject area) and number: GEOG 227
- 1.2 Course title: Our Vulnerable Planet

2. Current course catalog listing: Explore how anthropogenic processes such as climate change, pollution, urban sprawl, deforestation, and desertification impact the people on Earth and its ecosystems.

3. Proposed course catalog listing: Explore how anthropogenic processes such as climate change, pollution, urban sprawl, deforestation, and desertification impact the people on Earth and its ecosystems. Does not count towards a major or minor in Geography if GEOG 280 is taken as part of the degree requirements.

4. Rationale for revision of the course catalog listing: Content overlap exists between GEOG 280 and 227, so the Department will not allow students to count both courses towards a Geography major or minor program.

5. Proposed term for implementation: Fall 2015

6. Dates of prior committee approvals:

Department of Geography and Geology

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

2/27/2015

March 5, 2015

March 26, 2015

Proposal Date: 2/23/15

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of course:

- 1.1 Course prefix (subject area) and number: GEOG 280
- 1.2 Course title: Environmental Science and Sustainability

2. Current course catalog listing: A general understanding of geoscience applications in solving contemporary environmental problems. Lab component provides practical experiences associated with the theories outlined in the course content.

3. Proposed course catalog listing: A general understanding of how the environment functions, the complexity of human-environmental interactions, and the application of geoscience in solving environmental problems. Lab component provides practical experiences associated with the theories outlined in the course content.

4. Rationale for revision of the course catalog listing: Proposed description more clearly describes the content of the course, which is necessary to distinguish this course content from other courses.

5. Proposed term for implementation: Fall 2015

6. Dates of prior committee approvals:

Department of Geography and Geology

2/27/2015

Ogden College Curriculum Committee

March 5, 2015

Undergraduate Curriculum Committee

March 26, 2015

University Senate

Proposal Date: 2/23/15

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of course:

- 1.1 Course prefix (subject area) and number: GEOG 471
- 1.2 Course title: Natural Resource Management

2. Current course catalog listing: Natural resources of the United States are studied and recommendations for their more efficient utilization are presented.

3. Proposed course catalog listing: Natural resources of the United States and beyond are studied and recommendations for their more efficient utilization are presented. Discussions related, but are not limited, to timber, fisheries, grazing, and wildlife management.

4. Rationale for revision of the course catalog listing: Change needed to demonstrate the international component of the course content. Also, topics needed to demonstrate how content in GEOG 471 differs from other environmentally related courses in the program.

5. Proposed term for implementation: Fall 2015

6. Dates of prior committee approvals:

Department of Geography and Geology
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/27/2015

March 5, 2015

Proposal Date: 2/23/15

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

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GEOG 344
- 1.2 Course title: Environmental Ethics in Geography
- 1.3 Credit Hours: 3

2. Proposed course title: Environmental Ethics

3. Proposed abbreviated course title: Environmental Ethics

4. Rationale for the revision of course title: Cleans up the title since reference to geographic analysis isn't necessary based on the course content. The course is also taken by non-geography majors, and the new title implies the course is more applicable to anybody dealing with ethics in environmental management.

5. Proposed term for implementation: Fall 2015

6. Dates of prior committee approvals:

Department of Geography and Geology
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/27/2015

March 5, 2015

March 26, 2015

Proposal Date: January 5, 2015

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 5-5744

7. Identification of course:

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

1.2 Course title: World Religious Literature

8. Current course catalog listing: Introductory study of multiple genres of foundational religious texts from various regions and cultures.

9. Proposed course catalog listing: Introductory study of multiple genres of religious literature or literature with strong religious themes. Texts come from various religions, cultures, and time periods.
(aim for 25 words or less)

10. Rationale for revision of the course catalog listing: The change in the catalog listing is a result of many months of conversation with the faculty and the Department Head in English. That conversation was precipitated by the Department of Philosophy and Religion's interest in proposing RELS 200 for the Literary Studies category in the Foundations column of the new Colonnade program (an interest that was critical to our development of the course in the first place). The change in the catalog listing reflects the fact that we want to move beyond simply the foundational religious texts to other texts that nevertheless deal significantly with religious themes. As a consequence, we will increase the amount of literature that could be used for the course, ensuring that we have plenty of options in the required genres of poetry, fiction, and drama.

11. Proposed term for implementation: Fall 2015

12. Dates of prior committee approvals:

Religious Studies Program	February 2, 2015
Department of Philosophy and Religion	February 4, 2015
Potter College Curriculum Committee	March 9, 2105
Undergraduate Curriculum Committee	March 26, 2015
University Senate	

Proposal Date: 2/6/2015

**College of Health and Human Services
Department of Communication Sciences and Disorders
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Leisa Hutchison, leisa.hutchison@wku.edu, 745-2772

13. Identification of proposed course:

- 1.1 Course prefix CD 483
- 1.2 Course title: Articulation Disorders
- 1.3 Credit Hours: 3

2. Proposed course title: Introduction to Disorders of Articulation and Phonology

3. Proposed abbreviated course title: Articulation/Phonology Dis

4. Rationale for the revision of course title: The new course title more accurately describes course content, which introduces students to both disorders of articulation and phonology.

5. Proposed term for implementation: Spring 2016

6. Dates of prior committee approvals:

Department of Communication Sciences and Disorders

February 12, 2015

CHHS Undergraduate Curriculum Committee

Feb. 27, 2015

Undergraduate Curriculum Committee

March 26, 2015

University Senate

Proposal Date: 2/12/15

**College of Health and Human Services
Department of Communication Sciences and Disorders
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Leisa Hutchison, leisa.hutchison@wku.edu, 270-745-2772

1. Identification of proposed course:

- 1.1 Course prefix and number: CD 485
- 1.2 Course title: Diagnostic Procedures for Communication Disorders
- 1.3 Credit Hours: 3.00

2. Proposed course title: Introduction to Assessment in Communication Disorders

3. Proposed abbreviated course title: Assessment in Comm Disorders

4. Rationale for the revision of course title: The new course title more specifically and accurately describes the content and professional language.

5. Proposed term for implementation: Spring 2016

6. Dates of prior committee approvals:

Communication Sciences and Disorders
CHHS Undergraduate Curriculum Committee
Undergraduate Curriculum Committee
University Senate

February 12, 2015

Feb. 27, 2015

March 26, 2015

Proposal Date: 2/23/15

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

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

2. Identification of proposed course:

- 1.4 Course prefix (subject area) and number: GEOG 344
- 1.5 Course title: Environmental Ethics in Geography
- 1.6 Credit Hours: 3

2. Proposed course title: Environmental Ethics

3. Proposed abbreviated course title: Environmental Ethics

4. Rationale for the revision of course title: Cleans up the title since reference to geographic analysis isn't necessary based on the course content. The course is also taken by non-geography majors, and the new title implies the course is more applicable to anybody dealing with ethics in environmental management.

5. Proposed term for implementation: Fall 2015

6. Dates of prior committee approvals:

Department of Geography and Geology

2/27/2015

Ogden College Curriculum Committee

March 5, 2015

Undergraduate Curriculum Committee

March 26, 2015

University Senate

**College of Health and Human Services
Department of Social Work
Proposal to Create a New Course
(Action Item)**

Contact Person: Dana Sullivan, dana.sullivan@wku.edu, 270-745-5313

1. Identification of proposed course:

- 1.1 Course prefix and number: SWRK 437
- 1.2 Course title: Military Social Work
- 1.3 Abbreviated course title: Military Social Work
- 1.4 Credit hours: 3 Variable credit: no
- 1.5 Grade type: Standard letter grading
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: This course is designed to increase knowledge and competence in the area of social work services delivered to military personnel, Veterans and their families. Knowledge, values and skills required to work with this special population will be covered, along with evidence-based interventions that would be best suited for this area of social work practice.

2. Rationale:

- 2.1 Reason for developing the proposed course:
There are approximately two million Veterans who are reintegrating into our society after war (Department of Veterans Affairs, 2014). It is estimated that active duty military personnel is over 1,300,000 (Department of Defense, 2014). There are increasing numbers of students who are interested in working with military and/or veteran populations, in particular those on the WKU-Elizabethtown/Ft Knox campus. The National Association of Social Workers has responded by providing professional credentials for social workers (NASW, 2012). A course is needed to prepare social work students to work with this population and their families. This course will serve as an elective offering in the BSW program, and can be offered either online or via face to face instruction.
- 2.2 Projected enrollment in the proposed course: 20-25 students
- 2.3 Relationship of the proposed course to courses now offered by the department: The department currently does not offer an elective on this topic.
- 2.4 Relationship of the proposed course to courses offered in other departments:
There are some courses offered in other departments that cover some of the topics in this proposed class, but none that offer them all together in the context of the military. For example, Consumer and Family Sciences offers courses related to child and family stress, and family and relationship violence. Communication Sciences and Disorders has a course that covers brain injuries. Counseling has a course on mental health diagnosis and treatment. Military Science offers a course on an introduction to military life, which may include military culture. However, while these have similar topics to the proposed course, this is the only course that puts all of these topics together, plus others and

teaches skills related to providing services specifically in the context of the military (current service members and Veterans).

- 2.5 Relationship of the proposed course to courses offered in other institutions:
According to the Council on Social Work Education, there are about 31 universities offering course work in military social work. In terms of other Kentucky schools, the University of Louisville MSSW program now has a graduate certificate in military social work. The University of Kentucky has a new elective on this topic, also. There is now a Council on Social Work Education (CSWE) track on this topic at the annual program meeting and standards for practice have been developed by NASW.

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes:

- Demonstrate an understanding of, and sensitivity for the unique cultural composition of the military/Veteran population including shared values, experiences, and needs. (EPAS 2.1.4, 2.1.7, & 2.1.9)
- Demonstrate an understanding of the issues, strengths, and challenges specific to this population. (EPAS 2.1.3 & 2.1.5)
- Differentiate the needs of the military/Veteran population with regard to social issues such as mental health, substance abuse, domestic issues, sexual abuse, homelessness, etc. (EPAS 2.1.3, 2.1.4, & 2.1.7)
- Identify the unique challenges and demands of working as a military social worker (EPAS 2.1.1)
- Identify and employ military/Veteran specific resources. (EPAS 2.1.2 & 2.1.10[a-d])
- Demonstrate the ability to present material on military/Veterans in a professional manner (EPAS 2.1.1)

3.3 Content outline:

COURSE OUTLINE AND ASSIGNMENTS:

Military Social Work Course Outline			
Required Text: Rubin, A. Weiss, E.L. & Coll, J.E. (eds.). (2012). Handbook of military social work. Hoboken, NJ: John Wiley and Sons.			
UNIT #1	MODULE #1	REQUIRED READING	Ch. 1: A brief History of Social Work with the Military and Veterans Ch. 2: Military Culture and Diversity Ch. 3 Women in the Military Ch. 19: Cycle of Deployment and Family Well-being, Ch.20: Supporting the National Guard and Reserve members.
		VIDEO LECTURE	Introduction to class, expectations, overview & Unit Overview: Military Culture & Values: Why the need for Military Social

			Work?
		ASSIGNMENTS	Exploration Paper #1: The Military and Me... Personal narrative - understanding of military culture (20 points) Reaction Paper #1: NASW Webinar: Military Culture
	MODULE #2	REQUIRED READING	Ch. 6: Posttraumatic Stress Disorder (PTSD) in Veterans Ch. 7: The Neurobiology of PTSD and Cognitive Processing Therapy
		VIDEO LECTURE	Normal Reaction vs. Pathology - what's the difference?
		VIDEO ASSIGNMENT	Mike's Journey
		ASSIGNMENT	Exploration Paper #2: Explore the NCPTSD website: www.ncptsd.va.gov - search PILOTS site for potential topics for Research Paper or Project assignment. Write a short description of your chosen topic to submit for approval (20 Pts)
	MODULE #3	REQUIRED READING	Ch.8: Treating Combat-Related PTSD with Virtual Exposure Therapy, Ch.9: Psychopharmacology for PTSD and Co-Occurring Disorders
		VIDEO LECTURE	Intervention & Treatment across the spectrum of Trauma
		ASSIGNMENT(S)	Reaction Paper #2: NASW Webinar: Service Members and Veterans in Treatment: Evidence-Based Interventions
UNIT #2	MODULE #4	REQUIRED READING	Ch. 10: Traumatic Brain Injury (TBI) and the Military Ch. 11: TBI and Social Work Practice
		VIDEO LECTURE	Etiology, Assessing and Recognizing TBI in Military and Veterans
		ASSIGNMENT	Exploration Paper #3: Explore resources on Brain Injury Alliance of Kentucky -TBI page: http://www.biak.us/node/206 - Write summary of findings/resources
	MODULE #5	REQUIRED READING	Ch. 12: Assessing, Prevention and Treating Substance Use Disorders in Veterans Ch 13: Preventing and Intervening with Substance Use Disorders in Veterans
		VIDEO LECTURE	Etiology, Assessing and Recognizing Substance Abuse in Military and Veterans

	MODULE #6	REQUIRED READING	Ch. 3: Military Sexual Trauma, Ch. 14: Suicide in the Military, Ch. 15: Homelessness among Veterans, Ch.22: Grief, Loss and Bereavement in Military Families	
		VIDEO LECTURE	Risk Assessment and Risk Reduction efforts in Military & Veterans	
		ASSIGNMENT	Reaction Paper #3: NASW Webinar: Military Sexual Trauma: Responding to Active-Duty Service Members and Veterans	
		ASSIGNMENT(S) DUE	Reaction Paper #3	
UNIT #3	MODULE #7	REQUIRED READING	Ch. 18: A brief history of US Military Families and the Role of Social Workers, Ch. 21: The Exceptional Family Member, Ch. 24: Family-centered Programs and Interventions for Military Children and Youth, Ch. 26: Theory and Practice with Military Couples and Families	
		VIDEO LECTURE	Families serve too. Differences in National Guard/Reserve/Active Duty, and resources and outreach	
		VIDEO SEGMENT	Courage to Heal: Families	
		ASSIGNMENTS	Exploration Paper #4: Assistive technology - Check out the apps for Android & Iphone: See List and go to Second Life - Write summary of resources & reaction Reaction Paper #4: NASW Webinar: Social Work with Children in Military Families	
	MODULE #8	REQUIRED READING	Ch. 16: Navigating Systems of Care, Ch. 17: Transitioning Veterans into Civilian Life, Ch. 4: Ethical Decision Making in Military Social Work, Ch. 5: Secondary Trauma in Military Social Work	
		VIDEO LECTURE	Being a Military Social Worker	
		ASSIGNMENTS	Exploration Paper #5: Go to NASW site: Military Social Work Credentials & Resources - review requirements (Write short summary or personal plan of action) Reaction Paper #5: NASW Webinar: Community Resources for the Military and Veteran Population Research Paper or Project Notes/References	
		MODULE #9	REQUIRED	Review of chapters

	READING	
	VIDEO LECTURE	Wrap up session
	DISCUSSION BOARD	Will be available for final thoughts/questions
	ASSIGNMENT DUE:	FINAL EXAM -

3.4 Student expectations and requirements:

Students will participate in required readings, watching relevant videos, exploring online resources and writing papers. The papers will be exploratory to find new resources for working with this population as well as reactionary as they consider the needs of this population. They will write a research paper on an approved topic and complete a final exam.

3.5 Tentative texts and course materials:

Required Text:

Rubin, A., Weiss, E. L., & Coll, J. E. (eds). (2012). *Handbook of military social work*. Hoboken, NJ: John Wiley and Sons.

Additional Required Reading:

Council on Social Work Education. (2010). *Advanced social work practice in military social work*. Washington, DC: Author.

National Association of Social Workers. (2012). *National Association of Social Work Standards for Social Work Practice with Service Members, Veterans and their Families*. Washington, DC: Author. Retrieved from <http://www.socialworkers.org/practice/military/documents/MilitaryStandards2012.pdf>

4. Resources:

- 4.1 Library resources: The library resources are adequate and listed on the library resource form.
- 4.2 Computer resources: Blackboard and Tegrity will be utilized and the university provides support for these applications.

5. Budget implications:

- 5.1 Proposed method of staffing: This will be offered as part of a faculty workload, or in the winter term as a DELO offering. A qualified part-time faculty will be recruited to teach the course if a full-time faculty member is not available.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.

5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2015

7. Dates of prior committee approvals:

Department of Social Work

February 12, 2015

CHHS Undergraduate Curriculum Committee

Feb. 27, 2015

Undergraduate Curriculum Committee

March 26, 2015

University Senate

Proposal Date: 24 January, 2015

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

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: BDA 310
- 1.2 Course title: Brewhouse and Distillery Processes
- 1.3 Abbreviated course title: Brewhouse/Distillery Processes
- 1.4 Credit hours: 2
- 1.5 Grade type: Standard
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The methodology and processes involved in the preparation of wort and mash for brewing and distilling, including the essentials of the science and technology that precedes fermentation.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Brewhouse and distillery processes are a crucial part of understanding how to run a brewery and distillery, as well as the processes involved in creating various types of mashes and wort, the equipment used in these processes, and the essence of the science and technology that precedes fermentation. The foundational knowledge in this course applies to the work done in either a brewery or distillery, regardless of the system and equipment used, or scale of operation. Students completing this course will understand the basics of brewhouse operations and be prepared to understand higher-level brewing and distilling processes.

This is the first course proposed as part of a unique certificate, major, and minor that Western Kentucky University is developing in conjunction with corporate partner as part of a Malting, Brewing, and Distilling Academy. Over the past two decades, the professional training of brewers and distillers has not kept pace with the changing nature of the craft industries. This program, co-directed by faculty in Ogden and Potter College, reflects those changes. From the corporate partnership, which will provide equipment, staff, and other resources, to the close cooperation between colleges, this public/private initiative provides WKU with a unique opportunity to be on the leading edge of a growing national interest in this industry. Malting, Brewing, and Distilling in one of the fastest growing industries in Kentucky. We anticipate students will contribute significantly to the work-force needs of this rapidly growing industry. Many courses will be offered as hybrid courses with on-line components, in an IVS format, as well as face-to-face in conjunction with the corporate partner. Reflecting the unique nature of the partnership, most courses will be able to be taught in one, two, or three

single-credit modules to accommodate the anticipated wide range of student backgrounds.

- 2.2 Projected enrollment in the proposed course: 10 – 20 per offering based on industry surveys and feedback from corporate partners.
- 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: BIO/CHEM 446, BIO/CHEM 447, BIO/CHEM 467 each address enzymatic structures and activity relations. None of these courses address this topic, however, in relation to industrial applications or brewing and distilling.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A number of institutions around the country offer programs in brewing and/or distilling. None combine to teach both, and none teach courses in conjunction with a corporate partner. Likewise, the programs tend to be science-focused, without the integration of science, arts, and humanities. None teach in modules. So, no courses like this one exist at other institutions. Focusing on the for-credit institutions, the most prominent program in the country in the area of brewing science is at UC-Davis. FST 102A (Malting and Brewing Science, 4 credits) and 102B (Practical Malting and Brewing, 4 credits) covers many of the same topics in this course, but in two classes spanning eight credit hours. Their course is intended as a lab-science course, reflecting their program's home in the Department of Food Science and Technology in their College of Agricultural and Environmental Sciences. Auburn University offers a course in brewing Materials (HRMT 7116), which focuses exclusively on ingredients, but not in preparation and use. Their HRMT 7126 and HRMT 7136 (Brewing Science 1 & 2) focus on preparation and fermentation, and HRMT 7146 (Facilities and Operations Management) focuses on operations. These are all graduate-level courses, and are not meant to be introductory. In the half-dozen other brewing/distilling-related programs around the country, none offer courses focused on brewhouse/distillery processes.

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture/Lab
- 3.2 Learning Outcomes:

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

- Understand enzymes and their function in brewing as well as their importance in mashing
- Analyze types of mashing (infusion and decoction) to produce various styles of fermentable products
- Employ practical lab procedures for testing during the mashing process
- Describe wort separation
- Be familiar with and know how to use types of equipment used in mashing and distilling
- Understand wort boiling and its purposes
- Understand energy implications in boiling process systems

3.3 Content outline:

- Solubilization of the primary components of the grains (usually based on malted barley) and conversion of starch during mashing to an assortment of sugars
- Separation of the extract (wort or wash) from the insoluble components (spent grains)

- Boiling of the extracted material with hops, concentration, and sterilizations of this solution (Brewing only)
- Removal of undesired volatile substances and separation of the residual materials
- Aeration/oxygenation of the brewing wort or distiller's wash, and cooling to an appropriate temperature before pitching yeast

3.4 Student expectations and requirements: Students will be expected complete an online component of this course, including reading materials and online assessment prior to entering the lab for hands-on activities and practical application the knowledge required to engage in mashing and wort production related to brewing and distilling. Assessments could include, but are not limited to surveys, online exams, lab work, oral examinations, and homework.

3.5 Tentative texts and course materials:

- 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:

- 4.3 Library resources: Current resources are sufficient.
- 4.4 Computer resources: Existing resources are sufficient.

5. Budget implications:

- 5.5 Proposed method of staffing: The course will be taught by existing faculty at WKU, as well as by credentialed part-time faculty employed by our corporate partner.
- 5.6 Special equipment needed: Existing resources at WKU and at partner classroom are sufficient.
- 5.7 Expendable materials needed: Grains and adjuncts supplied through departmental resources and from corporate partners.
- 5.8 Laboratory materials needed: Existing resources at WKU and the facility of the corporate partner are sufficient.

6. Proposed term for implementation: Summer, 2015

7. Dates of prior committee approvals:

Potter College Curriculum Committee

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

2/5/2015

March 26, 2015

Proposal Date: 24 January, 2015

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

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: BDA 310-M1
- 1.2 Course title: Brewhouse and Distillery Processes Module 1
- 1.3 Abbreviated course title: Brewhse/Distillery Proc. Mod 1
- 1.4 Credit hours: 1
- 1.5 Grade type: Standard
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The methodology and processes involved in the preparation of wort and mash for brewing and distilling, including the essentials of the science and technology that precedes fermentation.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Brewhouse and distillery processes are a crucial part of understanding how to run a brewery and distillery, as well as the processes involved in creating various types of mashes and wort, the equipment used in these processes, and the essence of the science and technology that precedes fermentation. The foundational knowledge in this course applies to the work done in either a brewery or distillery, regardless of the system and equipment used, or scale of operation. Students completing this course will understand the basics of brewhouse operations and be prepared to understand higher-level brewing and distilling processes. This course will be split into two one-credit modules, one a lab, the other a hybrid of online and classroom instruction. This split will give the instructor the flexibility to offer the course as a one-credit lab, a one-credit hybrid, or a two-credit course combining classroom, online, and lab instruction.

The first module in the course will involve a hybrid of online and classroom instruction. It is meant to be offered in conjunction with the second module, but can also serve as a stand-alone course.

This is the first course proposed as part of a unique certificate, major, and minor that Western Kentucky University is developing in conjunction with a corporate partner as part of a Malting, Brewing, and Distilling Academy. Over the past two decades, the professional training of brewers and distillers has not kept pace with the changing nature of the craft industries. This program, co-directed by faculty in Ogden and Potter College, reflects those changes. From the corporate partnership, which will provide equipment, staff, and other resources, to the close cooperation between colleges, this

public/private initiative provides WKU with a unique opportunity to be on the leading edge of a growing national interest in this industry. Malting, Brewing, and Distilling in one of the fastest growing industries in Kentucky. We anticipate students will contribute significantly to the work-force needs of this rapidly growing industry. Many courses will be offered as hybrid courses with on-line components, in an IVS format, as well as face-to-face in conjunction with the corporate partner. Reflecting the unique nature of the partnership, most courses will be able to be taught in one, two, or three single-credit modules to accommodate the anticipated wide range of student backgrounds. Projected enrollment in the proposed course: 10 – 20 per offering based on industry surveys and feedback from corporate partners.

- 2.2 Projected enrollment in the proposed course: 10 – 20 per offering based on industry surveys and feedback from corporate partners.
- 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: BIO/CHEM 446, BIO/CHEM 447, BIO/CHEM 467 each address enzymatic structures and activity relations. None of these courses address this topic, however, in relation to industrial applications or brewing and distilling. The AMS Department currently offers a number of courses broken into modules, that they offer through a corporate partnership. This course follows that model, but focuses on a different topic and subject area.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A number of institutions around the country offer programs in brewing and/or distilling. None combine to teach both, and none teach courses in conjunction with a corporate partner. Likewise, the programs tend to be science-focused, without the integration of science, arts, and humanities. None teach in modules. So, no courses like this one exist at other institutions. Focusing on the for-credit institutions, the most prominent program in the country in the area of brewing science is at UC-Davis. FST 102A (Malting and Brewing Science, 4 credits) and 102B (Practical Malting and Brewing, 4 credits) covers many of the same topics in this course, but in two classes spanning eight credit hours. Their course is intended as a lab-science course, reflecting their program's home in the Department of Food Science and Technology in the College of Agricultural and Environmental Sciences. Auburn University offers a course in brewing Materials (HRMT 7116), which focuses exclusively on ingredients, but not in preparation and use. Their HRMT 7126 and HRMT 7136 (Brewing Science 1 & 2) focus on preparation and fermentation, and HRMT 7146 (Facilities and Operations Management) focuses on operations. These are all graduate-level courses, and are not meant to be introductory. In the half-dozen other brewing/distilling-related programs around the country, none offer courses focused on brewhouse/distillery processes.

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture/Lab
- 3.2 Learning Outcomes:
By the end of this course students should be able to:
 - Understand enzymes and their function in brewing as well as their importance in mashing

- Analyze types of mashing (infusion and decoction) to produce various styles of fermentable products
 - Employ practical lab procedures for testing during the mashing process
 - Describe wort separation
 - Be familiar with and know how to use types of equipment used in mashing and distilling
 - Understand wort boiling and its purposes
 - Understand energy implications in boiling process systems
- 3.3 Content outline:
- Solubilization of the primary components of the grains (usually based on malted barley) and conversion of starch during mashing to an assortment of sugars
 - Separation of the extract (wort or wash) from the insoluble components (spent grains)
 - Boiling of the extracted material with hops, concentration, and sterilizations of this solution (Brewing only)
 - Removal of undesired volatile substances and separation of the residual materials
 - Aeration/oxygenation of the brewing wort or distiller's wash, and cooling to an appropriate temperature before pitching yeast
- 3.4 Student expectations and requirements: Students will be expected complete an online component of this course, including reading materials and online assessment prior to entering the lab for hands-on activities and practical application the knowledge required to engage in mashing and wort production related to brewing and distilling. Assessments could include, but are not limited to surveys, online exams, lab work, oral examinations, and homework.
- 3.5 Tentative texts and course materials:
- Rogers, Adam. *Proof: The Science of Booze* (Boston: Houghton Mifflin, 2014)
 - Palmer, John and Kaminski, Colin. *Water: A Comprehensive Guide for Brewers*. (Boulder, Co.: Brewers Publications, 2013)
 - Fix, George. *Principles of Brewing Science: A Study of Serious Brewing Issues*. (Boulder, Co.: Brewers Publications, 1999)
 - Bamforth, Charles. *Beer: Tap Into the Art and Science of Brewing*. (New York: Oxford University Press, 2009)
 - Russell, Inge, and Stewart, Graham, eds. *Whisky: Technology, Production, and Marketing*. (Boston: Elsevier, 2014).

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught by existing faculty at WKU, as well as credentialed part-time faculty employed by our corporate partner.
- 5.2 Special equipment needed: Existing resources are sufficient.
- 5.3 Expendable materials needed: Grains and adjuncts supplied through departmental resources and from corporate partners.
- 5.4 Laboratory materials needed: Existing resources at WKU and facility of corporate partner are sufficient.

6. **Proposed term for implementation:** Summer, 2015

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

Potter College Curriculum Committee

2/5/2015

Ogden College Curriculum Committee

March 26, 2015

Undergraduate Curriculum Committee

University Senate

Proposal Date: 24 January, 2015

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

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: BDA 310-M2
- 1.2 Course title: Brewhouse and Distillery Processes
- 1.3 Abbreviated course title: Brewhse/Distillery Proc. Mod 2
- 1.4 Credit hours: 1
- 1.5 Grade type: Standard
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The methodology and processes involved in the preparation of wort and mash for brewing and distilling, including the essentials of the science and technology that precedes fermentation.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Brewhouse and distillery processes are a crucial part of understanding how to run a brewery and distillery, as well as the processes involved in creating various types of mashes and wort, the equipment used in these processes, and the essence of the science and technology that precedes fermentation. The foundational knowledge in this course applies to the work done in either a brewery or distillery, regardless of the system and equipment used, or scale of operation. Students completing this course will understand the basics of brewhouse operations and be prepared to understand higher-level brewing and distilling processes. This course will be split into two one-credit modules, one a lab, the other a hybrid of online and classroom instruction. This split will give the instructor the flexibility to offer the course as a one-credit lab, a one-credit hybrid, or a two-credit course combining classroom, online, and lab instruction.

The second module in the course will involved classroom and lab instruction. It is meant to be offered in conjunction with the first module, but can also serve as a stand-alone course.

This is the first course proposed as part of a unique certificate, major, and minor that Western Kentucky University is developing in conjunction with corporate partner as part of a Malting, Brewing, and Distilling Academy. Over the past two decades, the professional training of brewers and distillers has not kept pace with the changing nature of the craft industries. This program, co-directed by faculty in Ogden and Potter College, reflects those changes. From the corporate partnership, which will provide equipment, staff, and other resources, to the close cooperation between colleges, this

public/private initiative provides WKU with a unique opportunity to be on the leading edge of a growing national interest in this industry. Malting, Brewing, and Distilling in one of the fastest growing industries in Kentucky. We anticipate students will contribute significantly to the work-force needs of this rapidly growing industry. Many courses will be offered as hybrid courses with on-line components, in an IVS format, as well as face-to-face in conjunction with the corporate partner. Reflecting the unique nature of the partnership, most courses will be able to be taught in one, two, or three single-credit modules to accommodate the anticipated wide range of student backgrounds. Projected enrollment in the proposed course: 10 – 20 per offering based on industry surveys and feedback from corporate partners.

- 2.2 Relationship of the proposed course to courses now offered by the department: None.
- 2.3 Relationship of the proposed course to courses offered in other departments: BIO/CHEM 446, BIO/CHEM 447, BIO/CHEM 467 each address enzymatic structures and activity relations. None of these courses address this topic, however, in relation to industrial applications or brewing and distilling. The AMS Department currently offers a number of courses broken into modules, that they offer through a corporate partnership. This course follows that model, but focuses on a different topic and subject area.
- 2.4 Relationship of the proposed course to courses offered in other institutions: A number of institutions around the country offer programs in brewing and/or distilling. None combine to teach both, and none teach courses in conjunction with a corporate partner. Likewise, the programs tend to be science-focused, without the integration of science, arts, and humanities. None teach in modules. So, no courses like this one exist at other institutions. Focusing on the for-credit institutions, the most prominent program in the country in the area of brewing science is at UC-Davis. FST 102A (Malting and Brewing Science, 4 credits) and 102B (Practical Malting and Brewing, 4 credits) covers many of the same topics in this course, but in two classes spanning eight credit hours. Their course is intended as a lab-science course, reflecting their program's home in the Department of Food Science and Technology in the College of Agricultural and Environmental Sciences. Auburn University offers a course in brewing Materials (HRMT 7116), which focuses exclusively on ingredients, but not in preparation and use. Their HRMT 7126 and HRMT 7136 (Brewing Science 1 & 2) focus on preparation and fermentation, and HRMT 7146 (Facilities and Operations Management) focuses on operations. These are all graduate-level courses, and are not meant to be introductory. In the half-dozen other brewing/distilling-related programs around the country, none offer courses focused on brewhouse/distillery processes.

3. Discussion of proposed course:

3.1 Schedule type: Lecture/Lab

3.2 Learning Outcomes:

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

- Understand enzymes and their function in brewing as well as their importance in mashing
- Analyze types of mashing (infusion and decoction) to produce various styles of fermentable products
- Employ practical lab procedures for testing during the mashing process

- Describe wort separation
 - Be familiar with and know how to use types of equipment used in mashing and distilling
 - Understand wort boiling and its purposes
 - Understand energy implications in boiling process systems
- 3.3 Content outline:
- Solubilization of the primary components of the grains (usually based on malted barley) and conversion of starch during mashing to an assortment of sugars
 - Separation of the extract (wort or wash) from the insoluble components (spent grains)
 - Boiling of the extracted material with hops, concentration, and sterilizations of this solution (Brewing only)
 - Removal of undesired volatile substances and separation of the residual materials
 - Aeration/oxygenation of the brewing wort or distiller's wash, and cooling to an appropriate temperature before pitching yeast
- 3.4 Student expectations and requirements: Students will be expected complete an online component of this course, including reading materials and online assessment prior to entering the lab for hands-on activities and practical application the knowledge required to engage in mashing and wort production related to brewing and distilling. Assessments could include, but are not limited to surveys, online exams, lab work, oral examinations, and homework.
- 3.5 Tentative texts and course materials:
- Rogers, Adam. *Proof: The Science of Booze* (Boston: Houghton Mifflin, 2014)
 - Palmer, John and Kaminski, Colin. *Water: A Comprehensive Guide for Brewers*. (Boulder, Co.: Brewers Publications, 2013)
 - Fix, George. *Principles of Brewing Science: A Study of Serious Brewing Issues*. (Boulder, Co.: Brewers Publications, 1999)
 - Bamforth, Charles. *Beer: Tap Into the Art and Science of Brewing*. (New York: Oxford University Press, 2009)
 - Russell, Inge, and Stewart, Graham, eds. *Whisky: Technology, Production, and Marketing*. (Boston: Elsevier, 2014).

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught by existing faculty at WKU, as well as credentialed part-time faculty employed by our corporate partner.
- 5.2 Special equipment needed: Existing resources are sufficient.
- 5.3 Expendable materials needed: Grains and adjuncts supplied through departmental resources and from corporate partners.
- 5.4 Laboratory materials needed: Existing resources at WKU and the facility of the corporate partner are sufficient.

6. Proposed term for implementation: Summer, 2015

7. Dates of prior committee approvals:

Potter College Curriculum Committee
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/5/15

March 26, 2015

Proposal Date: 24 January, 2015

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

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: BDA 310
- 1.2 Course title: Brewhouse and Distillery Processes
- 1.3 Abbreviated course title: Brewhouse/Distillery Processes
- 1.4 Credit hours: 2
- 1.5 Grade type: Standard
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The methodology and processes involved in the preparation of wort and mash for brewing and distilling, including the essentials of the science and technology that precedes fermentation.

2. Rationale:

- 2.1 Reason for developing the proposed course:

Brewhouse and distillery processes are a crucial part of understanding how to run a brewery and distillery, as well as the processes involved in creating various types of mashes and wort, the equipment used in these processes, and the essence of the science and technology that precedes fermentation. The foundational knowledge in this course applies to the work done in either a brewery or distillery, regardless of the system and equipment used, or scale of operation. Students completing this course will understand the basics of brewhouse operations and be prepared to understand higher-level brewing and distilling processes. This course will be split into two one-credit modules, one a lab, the other a hybrid of online and classroom instruction. This split will give the instructor the flexibility to offer the course as a one-credit lab, a one-credit hybrid, or a two-credit course combining classroom, online, and lab instruction.

This is the first course proposed as part of a unique certificate, major, and minor that Western Kentucky University is developing in conjunction with corporate partner as part of a Malting, Brewing, and Distilling Academy. Over the past two decades, the professional training of brewers and distillers has not kept pace with the changing nature of the craft industries. This program, co-directed by faculty in Ogden and Potter College, reflects those changes. From the corporate partnership, which will provide equipment, staff, and other resources, to the close cooperation between colleges, this public/private initiative provides WKU with a unique opportunity to be on the leading edge of a growing national interest in this industry. Malting, Brewing, and Distilling in one of the fastest growing industries in Kentucky. We anticipate students will contribute significantly to the work-force needs of this rapidly growing industry. Many courses will be offered as hybrid courses with on-line components, in an IVS format, as well as face-to-face in conjunction with the corporate partner. Reflecting the unique nature of

the partnership, most courses will be able to be taught in one, two, or three single-credit modules to accommodate the anticipated wide range of student backgrounds.

- 2.2 Projected enrollment in the proposed course: 10 – 20 per offering based on industry surveys and feedback from corporate partners.
- 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: BIO/CHEM 446, BIO/CHEM 447, BIO/CHEM 467 each address enzymatic structures and activity relations. None of these courses address this topic, however, in relation to industrial applications or brewing and distilling. The AMS Department currently offers a number of courses broken into modules, that they offer through a corporate partnership. This course follows that model, but focuses on a different topic and subject area.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A number of institutions around the country offer programs in brewing and/or distilling. None combine to teach both, and none teach courses in conjunction with a corporate partner. Likewise, the programs tend to be science-focused, without the integration of science, arts, and humanities. None teach in modules. So, no courses like this one exist at other institutions. Focusing on the for-credit institutions, the most prominent program in the country in the area of brewing science is at UC-Davis. FST 102A (Malting and Brewing Science, 4 credits) and 102B (Practical Malting and Brewing, 4 credits) covers many of the same topics in this course, but in two classes spanning eight credit hours. Their course is intended as a lab-science course, reflecting their program's home in the Department of Food Science and Technology in their College of Agricultural and Environmental Sciences. Auburn University offers a course in brewing Materials (HRMT 7116), which focuses exclusively on ingredients, but not in preparation and use. Their HRMT 7126 and HRMT 7136 (Brewing Science 1 & 2) focus on preparation and fermentation, and HRMT 7146 (Facilities and Operations Management) focuses on operations. These are all graduate-level courses, and are not meant to be introductory. In the half-dozen other brewing/distilling-related programs around the country, none offer courses focused on brewhouse/distillery processes.

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture/Lab
- 3.2 Learning Outcomes:
By the end of this course students should be able to:
 - Understand enzymes and their function in brewing as well as their importance in mashing
 - Analyze types of mashing (infusion and decoction) to produce various styles of fermentable products
 - Employ practical lab procedures for testing during the mashing process
 - Describe wort separation

- Be familiar with and know how to use types of equipment used in mashing and distilling
 - Understand wort boiling and its purposes
 - Understand energy implications in boiling process systems
- 3.3 Content outline:
- Solubilization of the primary components of the grains (usually based on malted barley) and conversion of starch during mashing to an assortment of sugars
 - Separation of the extract (wort or wash) from the insoluble components (spent grains)
 - Boiling of the extracted material with hops, concentration, and sterilizations of this solution (Brewing only)
 - Removal of undesired volatile substances and separation of the residual materials
 - Aeration/oxygenation of the brewing wort or distiller's wash, and cooling to an appropriate temperature before pitching yeast
- 3.4 Student expectations and requirements: Students will be expected complete an online component of this course, including reading materials and online assessment prior to entering the lab for hands-on activities and practical application the knowledge required to engage in mashing and wort production related to brewing and distilling. Assessments could include, but are not limited to surveys, online exams, lab work, oral examinations, and homework.
- 3.5 Tentative texts and course materials:
- 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: Current resources are sufficient.
- 4.2 Computer resources: Existing resources are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught by existing faculty at WKU, as well as by credentialed part-time faculty employed by our corporate partner.
- 5.2 Special equipment needed: Existing resources at WKU and at partner classroom are sufficient.
- 5.3 Expendable materials needed: Grains and adjuncts supplied through departmental resources and from corporate partners.

5.4 Laboratory materials needed: Existing resources at WKU and the facility of the corporate partner are sufficient.

6. Proposed term for implementation: Summer, 2015

7. Dates of prior committee approvals:

Potter College Curriculum Committee	<u>March 9, 2105</u>
Ogden College Curriculum Committee	
Professional Education Council (if applicable)	<u>N/A</u>
General Education Committee (if applicable)	<u>N/A</u>
Undergraduate Curriculum Committee	<u>March 26, 2015</u>
University Senate	

Proposal Date: 24 January, 2015

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

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: BDA 310-M1
- 1.2 Course title: Brewhouse and Distillery Processes Module 1
- 1.3 Abbreviated course title: Brewhse/Distillery Proc. Mod 1
- 1.4 Credit hours: 1
- 1.5 Grade type: Standard
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The methodology and processes involved in the preparation of wort and mash for brewing and distilling, including the essentials of the science and technology that precedes fermentation.

2. Rationale:

2.1 Reason for developing the proposed course:
Brewhouse and distillery processes are a crucial part of understanding how to run a brewery and distillery, as well as the processes involved in creating various types of mashes and wort, the equipment used in these processes, and the essence of the science and technology that precedes fermentation. The foundational knowledge in this course applies to the work done in either a brewery or distillery, regardless of the system and equipment used, or scale of operation. Students completing this course will understand the basics of brewhouse operations and be prepared to understand higher-level brewing and distilling processes. This course will be split into two one-credit modules, one a lab, the other a hybrid of online and classroom instruction. This split will give the instructor the flexibility to offer the course as a one-credit lab, a one-credit hybrid, or a two-credit course combining classroom, online, and lab instruction.

The first module in the course will involve a hybrid of online and classroom instruction. It is meant to be offered in conjunction with the second module, but can also serve as a stand-alone course.

This is the first course proposed as part of a unique certificate, major, and minor that Western Kentucky University is developing in conjunction with corporate partner as part of a Malting, Brewing, and Distilling Academy. Over the past two decades, the professional training of brewers and distillers has not kept pace with the changing nature of the craft industries. This program, co-directed by faculty in Ogden and Potter College, reflects those changes. From the corporate partnership, which will provide equipment, staff, and other resources, to the close cooperation between colleges, this public/private initiative provides WKU with a unique

opportunity to be on the leading edge of a growing national interest in this industry. Malting, Brewing, and Distilling in one of the fastest growing industries in Kentucky. We anticipate students will contribute significantly to the work-force needs of this rapidly growing industry. Many courses will be offered as hybrid courses with on-line components, in an IVS format, as well as face-to-face in conjunction with the corporate partner. Reflecting the unique nature of the partnership, most courses will be able to be taught in one, two, or three single-credit modules to accommodate the anticipated wide range of student backgrounds.

- 2.2 Projected enrollment in the proposed course: 10 – 20 per offering based on industry surveys and feedback from corporate partners.
- 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: BIO/CHEM 446, BIO/CHEM 447, BIO/CHEM 467 each address enzymatic structures and activity relations. None of these courses address this topic, however, in relation to industrial applications or brewing and distilling. The AMS Department currently offers a number of courses broken into modules, that they offer through a corporate partnership. This course follows that model, but focuses on a different topic and subject area.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A number of institutions around the country offer programs in brewing and/or distilling. None combine to teach both, and none teach courses in conjunction with a corporate partner. Likewise, the programs tend to be science-focused, without the integration of science, arts, and humanities. None teach in modules. So, no courses like this one exist at other institutions. Focusing on the for-credit institutions, the most prominent program in the country in the area of brewing science is at UC-Davis. FST 102A (Malting and Brewing Science, 4 credits) and 102B (Practical Malting and Brewing, 4 credits) covers many of the same topics in this course, but in two classes spanning eight credit hours. Their course is intended as a lab-science course, reflecting their program's home in the Department of Food Science and Technology in the College of Agricultural and Environmental Sciences. Auburn University offers a course in brewing Materials (HRMT 7116), which focuses exclusively on ingredients, but not in preparation and use. Their HRMT 7126 and HRMT 7136 (Brewing Science 1 & 2) focus on preparation and fermentation, and HRMT 7146 (Facilities and Operations Management) focuses on operations. These are all graduate-level courses, and are not meant to be introductory. In the half-dozen other brewing/distilling-related programs around the country, none offer courses focused on brewhouse/distillery processes.

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture/Lab
- 3.2 Learning Outcomes:
By the end of this course students should be able to:
 - Understand enzymes and their function in brewing as well as their importance in mashing

- Analyze types of mashing (infusion and decoction) to produce various styles of fermentable products
 - Employ practical lab procedures for testing during the mashing process
 - Describe wort separation
 - Be familiar with and know how to use types of equipment used in mashing and distilling
 - Understand wort boiling and its purposes
 - Understand energy implications in boiling process systems
- 3.3 Content outline:
- Solubilization of the primary components of the grains (usually based on malted barley) and conversion of starch during mashing to an assortment of sugars
 - Separation of the extract (wort or wash) from the insoluble components (spent grains)
 - Boiling of the extracted material with hops, concentration, and sterilizations of this solution (Brewing only)
 - Removal of undesired volatile substances and separation of the residual materials
 - Aeration/oxygenation of the brewing wort or distiller's wash, and cooling to an appropriate temperature before pitching yeast
- 3.4 Student expectations and requirements: Students will be expected complete an online component of this course, including reading materials and online assessment prior to entering the lab for hands-on activities and practical application the knowledge required to engage in mashing and wort production related to brewing and distilling. Assessments could include, but are not limited to surveys, online exams, lab work, oral examinations, and homework.
- 3.5 Tentative texts and course materials:
- Rogers, Adam. *Proof: The Science of Booze* (Boston: Houghton Mifflin, 2014)
 - Palmer, John and Kaminski, Colin. *Water: A Comprehensive Guide for Brewers*. (Boulder, Co.: Brewers Publications, 2013)
 - Fix, George. *Principles of Brewing Science: A Study of Serious Brewing Issues*. (Boulder, Co.: Brewers Publications, 1999)
 - Bamforth, Charles. *Beer: Tap Into the Art and Science of Brewing*. (New York: Oxford University Press, 2009)
 - Russell, Inge, and Stewart, Graham, eds. *Whisky: Technology, Production, and Marketing*. (Boston: Elsevier, 2014).

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught by existing faculty at WKU, as well as credentialed part-time faculty employed by our corporate partner.

- 5.2 Special equipment needed: Existing resources are sufficient.
- 5.3 Expendable materials needed: Grains and adjuncts supplied through departmental resources and from corporate partners.
- 5.4 Laboratory materials needed: Existing resources at WKU and facility of corporate partner are sufficient.

6. Proposed term for implementation: Summer, 2015

7. Dates of prior committee approvals:

Potter College Curriculum Committee	<u>March 9, 2105</u>
Ogden College Curriculum Committee	_____
Professional Education Council (if applicable)	<u>N/A</u>
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	<u>March 26, 2015</u>
University Senate	_____

Proposal Date: 24 January, 2015

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

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: BDA 310-M2
- 1.2 Course title: Brewhouse and Distillery Processes
- 1.3 Abbreviated course title: Brewhse/Distillery Proc. Mod 2
- 1.4 Credit hours: 1
- 1.5 Grade type: Standard
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The methodology and processes involved in the preparation of wort and mash for brewing and distilling, including the essentials of the science and technology that precedes fermentation.

2. Rationale:

2.1 Reason for developing the proposed course:
Brewhouse and distillery processes are a crucial part of understanding how to run a brewery and distillery, as well as the processes involved in creating various types of mashes and wort, the equipment used in these processes, and the essence of the science and technology that precedes fermentation. The foundational knowledge in this course applies to the work done in either a brewery or distillery, regardless of the system and equipment used, or scale of operation. Students completing this course will understand the basics of brewhouse operations and be prepared to understand higher-level brewing and distilling processes. This course will be split into two one-credit modules, one a lab, the other a hybrid of online and classroom instruction. This split will give the instructor the flexibility to offer the course as a one-credit lab, a one-credit hybrid, or a two-credit course combining classroom, online, and lab instruction.

The second module in the course will involve classroom and lab instruction. It is meant to be offered in conjunction with the first module, but can also serve as a stand-alone course.

This is the first course proposed as part of a unique certificate, major, and minor that Western Kentucky University is developing in conjunction with corporate partner as part of a Malting, Brewing, and Distilling Academy. Over the past two decades, the professional training of brewers and distillers has not kept pace with the changing nature of the craft industries. This program, co-directed by faculty in Ogden and Potter College, reflects those changes. From the corporate partnership, which will provide equipment, staff, and other resources, to the close cooperation between colleges, this public/private initiative provides WKU with a unique opportunity to be on the leading edge of a growing national interest in this industry. Malting,

Brewing, and Distilling in one of the fastest growing industries in Kentucky. We anticipate students will contribute significantly to the work-force needs of this rapidly growing industry. Many courses will be offered as hybrid courses with on-line components, in an IVS format, as well as face-to-face in conjunction with the corporate partner. Reflecting the unique nature of the partnership, most courses will be able to be taught in one, two, or three single-credit modules to accommodate the anticipated wide range of student backgrounds.

- 2.2 Projected enrollment in the proposed course: 10 – 20 per offering based on industry surveys and feedback from corporate partners.
- 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: BIO/CHEM 446, BIO/CHEM 447, BIO/CHEM 467 each address enzymatic structures and activity relations. None of these courses address this topic, however, in relation to industrial applications or brewing and distilling. The AMS Department currently offers a number of courses broken into modules, that they offer through a corporate partnership. This course follows that model, but focuses on a different topic and subject area.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A number of institutions around the country offer programs in brewing and/or distilling. None combine to teach both, and none teach courses in conjunction with a corporate partner. Likewise, the programs tend to be science-focused, without the integration of science, arts, and humanities. None teach in modules. So, no courses like this one exist at other institutions. Focusing on the for-credit institutions, the most prominent program in the country in the area of brewing science is at UC-Davis. FST 102A (Malting and Brewing Science, 4 credits) and 102B (Practical Malting and Brewing, 4 credits) covers many of the same topics in this course, but in two classes spanning eight credit hours. Their course is intended as a lab-science course, reflecting their program's home in the Department of Food Science and Technology in the College of Agricultural and Environmental Sciences. Auburn University offers a course in brewing Materials (HRMT 7116), which focuses exclusively on ingredients, but not in preparation and use. Their HRMT 7126 and HRMT 7136 (Brewing Science 1 & 2) focus on preparation and fermentation, and HRMT 7146 (Facilities and Operations Management) focuses on operations. These are all graduate-level courses, and are not meant to be introductory. In the half-dozen other brewing/distilling-related programs around the country, none offer courses focused on brewhouse/distillery processes.

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture/Lab
- 3.2 Learning Outcomes:
 - By the end of this course students should be able to:
 - Understand enzymes and their function in brewing as well as their importance in mashing

- Analyze types of mashing (infusion and decoction) to produce various styles of fermentable products
 - Employ practical lab procedures for testing during the mashing process
 - Describe wort separation
 - Be familiar with and know how to use types of equipment used in mashing and distilling
 - Understand wort boiling and its purposes
 - Understand energy implications in boiling process systems
- 3.3 Content outline:
- Solubilization of the primary components of the grains (usually based on malted barley) and conversion of starch during mashing to an assortment of sugars
 - Separation of the extract (wort or wash) from the insoluble components (spent grains)
 - Boiling of the extracted material with hops, concentration, and sterilizations of this solution (Brewing only)
 - Removal of undesired volatile substances and separation of the residual materials
 - Aeration/oxygenation of the brewing wort or distiller's wash, and cooling to an appropriate temperature before pitching yeast
- 3.4 Student expectations and requirements: Students will be expected complete an online component of this course, including reading materials and online assessment prior to entering the lab for hands-on activities and practical application the knowledge required to engage in mashing and wort production related to brewing and distilling. Assessments could include, but are not limited to surveys, online exams, lab work, oral examinations, and homework.
- 3.5 Tentative texts and course materials:
- Rogers, Adam. *Proof: The Science of Booze* (Boston: Houghton Mifflin, 2014)
 - Palmer, John and Kaminski, Colin. *Water: A Comprehensive Guide for Brewers*. (Boulder, Co.: Brewers Publications, 2013)
 - Fix, George. *Principles of Brewing Science: A Study of Serious Brewing Issues*. (Boulder, Co.: Brewers Publications, 1999)
 - Bamforth, Charles. *Beer: Tap Into the Art and Science of Brewing*. (New York: Oxford University Press, 2009)
 - Russell, Inge, and Stewart, Graham, eds. *Whisky: Technology, Production, and Marketing*. (Boston: Elsevier, 2014).

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught by existing faculty at WKU, as well as credentialed part-time faculty employed by our corporate partner.

- 5.2 Special equipment needed: Existing resources are sufficient.
- 5.3 Expendable materials needed: Grains and adjuncts supplied through departmental resources and from corporate partners.
- 5.4 Laboratory materials needed: Existing resources at WKU and the facility of the corporate partner are sufficient.

6. Proposed term for implementation: Summer, 2015

7. Dates of prior committee approvals:

Potter College Curriculum Committee	<u>March 9, 2105</u>
Ogden College Curriculum Committee	_____
Professional Education Council (if applicable)	<u>N/A</u>
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	<u>March 26, 2015</u>
University Senate	_____

Proposal Date: February 6, 2015

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CRIM 346
- 1.2 Course title: Special Topics in Criminology
- 1.3 Abbreviated course title: Special Topics in Criminology (actual title will vary with each offering according to course topic)
Credit hours: 3 Variable credit: No
- 1.4 Grade type: Standard Letter Grade
- 1.5 Prerequisites/corequisites: CRIM 101 or permission of instructor
- 1.6 Course description: Survey of topics, issues, and developments in the discipline of criminology and criminal justice. Course may be repeated with a different topic.

2. Rationale:

- 2.1 Reason for developing the proposed course: The department of sociology has long offered a special topics course in sociology. Such courses are intended to allow faculty to offer new courses on a variety of topics and critical issues in their field without having to commit to offering the course as part of a regular rotation. With the implementation of the major in criminology, faculty would like the same opportunity to teach special topics that are specific to the field of criminology. This will allow the department to offer unique elective courses without requiring additional staffing that would be required to add a number of regularly offered courses to the rotation.
- 2.2 Projected enrollment in the proposed course: 45
- 2.3 Relationship of the proposed course to courses now offered by the department: The department of sociology has an existing course covering special topics in sociology (SOCL 346) that can be taken as an elective for the sociology minor or major. This course will provide the same option for the criminology minor and major.
- 2.4 Relationship of the proposed course to courses offered in other departments: A number of departments across campus offer some form of course that varies course content, including but not limited to the following: AGEC 475 (Special Topics in Agriculture Economics), AGED 475 (Selected Topics in Agriculture), ANTH 366 (Special Topics in Anthropology), ART 496 (Special Topics in Studio Art), BA 220 (Special Topics in Business Administration), BIOL 475 (Selected Topics in Biology), CE 475 (Selected Topics in Civil Engineering), CHEM 475 (Selected Topics in Chemistry), COMM 400 (Special Topics in Communication), ENG 339 (Special Topics in Literature), GEOL 475 (Special Topics in Geology).

- 2.5 Relationship of the proposed course to courses offered in other institutions: Programs in criminology and criminal justice routinely offer a special topics course that allows faculty to teach a particular topic without committing to routinely offering the course as part of the normal course rotation. The following list contains a sample of universities that offer some variation of a special topics course in either criminology or criminal justice: Eastern Kentucky University (CRJ 406: Critical Issues in Criminal Justice), Ball State University (CJC 410: Current Topics in Criminology), Indiana State University (CRIM 416: Symposium on Criminology), Middle Tennessee State University (CJA 4260: Special Issues in Law Enforcement), University of Northern Iowa (CRIM 4381: Topics in Criminology), and Missouri State University (CRM 397: Special Issues in Criminology).

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: By the end of this course a successful student should be able to demonstrate an in-depth knowledge about the specific critical issues in criminology under study and the issues' broader societal implications. Additional learning outcomes will vary by the topic.
- 3.3 Content outline: Course outline and topics covered will vary by instructor and course topic.
- 3.4 Student expectations and requirements: Course requirements will vary by instructor and course topic.
- 3.5 Tentative texts and course materials: Texts and materials will vary by instructor and course topic

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: course will be offered by existing faculty
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2015

7. Dates of prior committee approvals:

Department of Sociology

February 6, 2015

Potter College Curriculum Committee

March 9, 2015

Professional Education Council (if applicable)

N/A

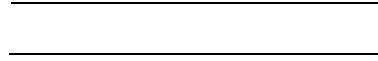
General Education Committee (if applicable)

N/A

Undergraduate Curriculum Committee

March 26, 2015

University Senate



**CRIM 346: Special Topics in Criminology
Bibliography**

Allen, H.E., Latessa, E.J., & Ponder, B.S. (2012). *Corrections in America: An Introduction*. Prentice Hall.

Pollock, J.M. (2012). *Crime & Justice in America: An introduction to criminal justice* (2nd ed.). Newark, NJ: Anderson.

Schmallegger, F. J. (2013). *Criminal Justice: A Brief Introduction* (10th ed.). Prentice Hall.

Siegel, L.J. (2014). *Criminology: The Core*. Cengage Learning.

Reid, S.T. (2011). *Crime and Criminology* (13th ed.). Oxford University Press.

Tibbetts, S.G. & Hemmens, C. (2010). *Criminological Theory: A Text/Reader*. Los Angeles, CA: Sage.

February 12, 2015

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CRIM 456
- 1.2 Course title: Homicide and Serial Homicide
- 1.3 Abbreviated course title: Homicide and Serial Homicide
Credit hours: 3 Variable credit No
- 1.4 Grade type: Standard Letter Grade
- 1.5 Prerequisites: CRIM 101 or permission of instructor
- 1.6 Course description: Examination of empirical research pertaining to single and multiple victim homicide, including subtypes, theoretical explanations, victimology, and offender behavior.

2. Rationale:

- 2.1 Reason for developing the proposed course: The Department of Sociology has seen growing interest in the new major in criminology, yet does not currently offer a course that focuses explicitly on the most violent crime committed in society. Given the seriousness of the crime in terms of the impact on victims, communities, and the criminal justice system, students should have the opportunity to examine homicide and its subtypes systematically. This course will provide students with a more accurate understanding of homicide patterns and trends, as well as provide them with in-depth exposure to empirical research on the subject. Through a central focus on exposure to the existing academic literature, this course will also provide students an opportunity to enhance their methodological, research, oral, and writing skills.
- 2.2 Projected enrollment in the proposed course: 35 students per offering
- 2.3 Relationship of the proposed course to courses now offered by the department: While the proposed course will potentially supplement material taught in CRIM 101 (Introduction to Criminal Justice) and CRIM 330 (Criminology), there is currently no course taught in the department that deals with the specific subject area of homicide. Other courses in the department focus on specific subgroups of offenders or types of violence such as CRIM 332 (Juvenile Delinquency), CRIM 434 (Organized Crime), SOCL 435 (Family Violence), CRIM 438 (Victimology), and CRIM 451 (White Collar Crime), though none focus centrally on the phenomenon of homicide.
- 2.4 Relationship of the proposed course to courses offered in other departments: While the following courses may briefly touch upon the topic of homicide, there is currently no course offered at WKU that takes an in-depth look at the topic of single and multiple victim homicide: FACS 495: Family and Relationship Violence; PHIL 211: Why are Bad People Bad?; PS 220: Judicial Process; PS

328: Criminal Justice; PSY/PSYS 440; Abnormal Psychology; and PSY/PSYS 470: Psychology and Law.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Programs in both criminal justice and criminology frequently include courses that focus on particular sub-groups of offenders, such as homicide offenders. Courses focusing on homicide or serial homicide are offered at the following institutions: State University of New York - Albany (CRJ 451: The Science of Murder); Georgia Regents University (SOCI 3187: Sociology of Murder); California State University - Long Beach (CRJU 408: Serial Killers and Psychopaths: The Psychology of the Criminal Mind); Florida Atlantic University (CCJ 4623: Studying Violence); Seattle University (CRJS 452: Serial Murder); Sam Houston State University (CRIJ 3363: Violent Offenders); Middle Tennessee State University (CJA 4350: Homicide Investigations); Missouri State University (CRM 305: Serial Killers); Montclair State University (JUST 323: Serial Killers); and Wichita State University (CJ 393: Serial Killers; CJ 516: Profiling; CJ 517: Homicide Investigations).

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: Upon completion of this course students should be able to:
- Demonstrate knowledge of the defining features of homicide, including various subtypes of homicide, mass homicide, sexual homicide, and serial homicide
 - Understand research methodologies commonly used to examine homicide
 - Locate and analyze public datasets on homicide to answer critical research questions
 - Demonstrate critical thinking skills pertaining to how society responds to homicide and the wider impacts on the social environment
 - Understand legal frameworks, typologies, and thematic conceptualizations of homicide
 - Understand issues of reliability and utility of offender profiling
 - Understand solvability factors in homicide investigations
 - Understand historical and contemporary trends in homicide
 - Apply traditional theories of criminality directly to homicide
 - Understand the geographical and temporal distribution of homicide in the U.S.
- 3.3 Content outline: The following tentative outline contains core subject areas that will be covered in the course:
- Frequency of homicide in the U.S. and common features
 - Historical perspectives on homicide
 - Homicide and the law
 - Theoretical explanations of homicide
 - Methodologies used in homicide research
 - Data sources on homicide
 - 'Typical' homicide
 - Juvenile perpetrated homicide

- Victim precipitated homicide and vulnerable victims
 - Domestic and intimate partner homicide
 - Sexual homicide
 - Bias homicide
 - Multiple victim homicide: Serial and mass murder
 - Psychopathy, insanity and brain abnormalities among multiple murderers
 - Cross-national perspectives on serial homicide
 - Investigating homicide: solvability factors, the role of forensic evidence, and offender profiling and behavioral crime scene analysis
- 3.4 Student expectations and requirements: Students will be expected to complete all assigned readings and come to class prepared to lead or participate in class discussions. Students will be evaluated using examinations, written assignments, and independent and group projects.
- 3.5 Tentative texts and course materials: Most readings for the course will be taken from peer-reviewed journals available through the WKU library or that will be provided to students. The following texts may be used to supplement these materials:

Brookman, F. (2005). *Understanding Homicide*. Thousand Oaks, CA: Sage.

Davies, K.A. (2007). *The Murder Book: Examining Homicide*. Prentice Hall.

Miethe, T.D. & Regoeczi, W.C. (2004). *Rethinking Homicide: Exploring the Structure Underlying Deadly Situations*. Cambridge, UK: Cambridge University Press.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: existing faculty will teach the course
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2015

7. Dates of prior committee approvals:

Sociology Department	February 12, 2015
Potter College Curriculum Committee	<u>March 9, 2015</u>
Professional Education Council (if applicable)	<u>N/A</u>
General Education Committee (if applicable)	<u>N/A</u>
Undergraduate Curriculum Committee	<u>March 26, 2015</u>
University Senate	

CRIM 456: Homicide and Serial Homicide Bibliography

- Alison, L., Santtila, P., Sandnabba, N.K., & Nordling, N. (2001). Sadomasochistically oriented behavior: Diversity in practice and meaning. *Archives of Sexual Behavior, 30*(1), 1-12.
- Bateman, A.L. & Salfati, C.G. (2007). An examination of behavioral consistency using individual behaviors of groups of behaviors in serial homicide. *Behavioral Sciences & the Law, 25*(4), 527-544.
- Brittain, R.P. (1970). The sadistic murderer. *Medicine, Science and Law, 10*, 198-207.
- Brookman, F. (2005). *Understanding Homicide*. Thousand Oaks, CA: Sage.
- Canter, D.V. (2003). *Mapping Murder: The Secrets of Geographical Profiling*. Virgin Publishing.
- Canter, D.V. & Wentink, N. (2004). An empirical test of Holmes and Holmes's serial murder typology. *Criminal Justice and Behavior, 31*(4), 489-515.
- Canter, D.V., Alison, L.J., Alison, E., & Wentink, N. (2004). The organized/disorganized typology of serial murder: Myth or model? *Psychology, Public Policy and Law, 10*(3), 293-320.
- Davies, K.A. (2007). *The Murder Book: Examining Homicide*. Prentice Hall.
- Fox, J.A. & Levin, J. (2005). *Extreme killing: Understanding serial and mass murder*. Sage.
- Godwin, M. (2002). Reliability, validity, and utility of criminal profiling typologies. *Journal of Police and Criminal Psychology, 17*(1), 1-18.
- Godwin, M. & Canter, D. (1997). Encounter and death: The spatial behavior of US serial killers. *Policing, 20*(1), 24-38.
- Hare, R.D. (1993). *Without Conscience: The disturbing world of the psychopaths among us*. New York: The Guilford Press.
- Hickey, E.W. (2006). *Serial murderers and their victims* (4th ed.). Belmont, CA: Wadsworth.
- Holmes, R.M. & Holmes, S.T. (2002). *Profiling violent crimes: An investigative tool* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Jenkins, P. (1993). African-Americans and serial homicide. *American Journal of Criminal Justice, 17*(2), 47-60.
- Keppel, R.D. & Walter, R. (1999). Profiling killers: A revised classification model for understanding sexual murder. *International Journal of Offender Therapy and Comparative Criminology, 43*(4), 417-437.

Kocsis, R.N., Cooksey, R.W., & Irwin, H.J. (2002b). Psychological profiling of sexual murders: An empirical model. *International Journal of Offender Therapy and Comparative Criminology*, 46(5), 523-554.

Kocsis, R.N., Hayes, A.F., & Irwin, H.J. (2002). Investigative experience and accuracy in psychological profiling of a violent crime. *Journal of Interpersonal Violence*, 17(8), 811-823.

Labuschagne, G. (2004). Features and investigative implications of muti murder in South Africa. *Journal of Investigative Psychology and Offender Profiling*, 1, 191-206.

Last, S.K. & Fritzon, K. (2005). Investigating the nature of expressiveness in stranger, acquaintance and intrafamilial homicides. *Journal of Investigative Psychology and Offender Profiling*, 2(3), 179-193.

Litwin, K.J. (2004). A multilevel multivariate analysis of factors affecting homicide clearances. *Journal of Research in Crime and Delinquency*, 41(4), 327-351.

Lundrigan, S. & Canter, D. (2001). Spatial patterns of serial murder: An analysis of disposal site location choice. *Behavioral Sciences and the Law*, 19, 595-610.

McDevitt, J., Levin, J., & Bennett, S. (2002). Hate crime offenders: An expanded typology. *Journal of Social Issues*, 58(2), 303-317.

Miethe, T.D., & Regoeczi, W.C. (2004). *Rethinking Homicide: Exploring the Structure Underlying Deadly Situations*. Cambridge, UK: Cambridge University Press. [ISBN: 0521540585]

Ressler, R.K., Douglas, J.E., & Burgess, A.W. (1992). *Sexual homicide: patterns and motives*. New York, NY: The Free Press.

Salfati, C.G. (2000). The nature of expressiveness and instrumentality in homicide: Implications for offender profiling. *Homicide Studies*, 4(3), 265-293.

Salfati, C.G., James, A.R., & Ferguson, L. (2008). Prostitute homicides: A descriptive study. *Journal of Interpersonal Violence*, 23(4), 505-543.

Schlesinger, L.B. (1999). Adolescent sexual matricide following repetitive mother-son incest. *Journal of Forensic Science*, 44(4), 746-749.

Schroeder, D. (2007). DNA and homicide clearance: What's really going on? *Journal of the Institute of Justice & International Studies*, 7, 279-298.

Warren, J.I., Hazelwood, R.R., & Dietz, P.E. (1996). The sexually sadistic serial killer. *Journal of Forensic Sciences*, 41, 970-974.

Proposal Date: February 6, 2015

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CRIM 495
- 1.2 Course title: Directed Study in Criminology
- 1.3 Abbreviated course title: Directed Study in Criminology
Credit hours: 1-3 Variable credit: Yes
- 1.4 Grade type: Standard Letter Grade
- 1.5 Prerequisites/corequisites: Junior standing and consent of department head
- 1.6 Course description: Individual and intensive reading and research in a specific area of criminology in close cooperation with supervising faculty. Course pass required.

2. Rationale:

- 2.1 Reason for developing the proposed course: The Department of Sociology has long provided students with the opportunity to engage in directed study in order to gain in-depth knowledge on a particular topic, as well as to conduct directed research. This course will provide students choosing to major in criminology the same opportunity. In particular, this course will be ideally suited to students who choose to continue their education through graduate study and wish to gain practical research experience. The course is being offered in conjunction with an additional directed study course (CRIM 496) to allow students the opportunity to engage in directed study on two separate topics and/or to work with more than one faculty member.
- 2.2 Projected enrollment in the proposed course: 1- 5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: The department of sociology currently offers two directed study courses specific to the sociology minor/major (SOCL 495/496). This course will provide the same option for students within the criminology minor/major.
- 2.4 Relationship of the proposed course to courses offered in other departments: Numerous departments across the university offer some type of directed or independent learning course including, but not limited to the following: AFAM 480 (Directed Independent Study in African American Topics); AMS 380 (Independent Study in Industrial Sciences); ARBC 499 (Advanced Studies in Arabic); CIS 449 (Independent Study in Communications); FLK 479 (Independent Research in Folklore); GEOG 275 (Supervised Independent Research in Geography); MUS 338 (Directed Independent Study); and PS 407 (Directed Studies in Government).

2.5 Relationship of the proposed course to courses offered in other institutions: Independent learning or directed study courses are common to criminology and criminal justice curricula. The following list contains a sample of universities that offer some type of directed study course: Eastern Kentucky University (CRJ 460: Independent Study); Ball State University (CJC 490: Independent Study in Criminal Justice); Indiana State University (CRIM 497: Individual Directed Study), Middle Tennessee State University (CJA 4900: Readings in Criminal Justice Administration), University of Northern Iowa (CRIM 4198: Independent Study), and Missouri State University (CRM 396: Directed Readings in Criminology).

3. Discussion of proposed course:

- 3.1 Schedule type: I
- 3.2 Learning Outcomes: By the end of the course a successful student should be able to demonstrate in-depth knowledge on a specific issue of their choosing in criminology or criminal justice, practical real-world application of such knowledge, and research experience.
- 3.3 Content outline: Course outline and topics covered will vary by instructor and student.
- 3.4 Student expectations and requirements: expectations, assessments, and course requirements will vary by instructor and student
- 3.5 Tentative texts and course materials: course materials and texts will vary by topic and instructor

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: current staffing is sufficient for this course
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2015

7. Dates of prior committee approvals:

Department of Sociology	<u>February 6, 2015</u>
Potter College Curriculum Committee	<u>March 9, 2015</u>
Professional Education Council (if applicable)	<u>N/A</u>
General Education Committee (if applicable)	<u>N/A</u>
Undergraduate Curriculum Committee	<u>March 26, 2015</u>
University Senate	

**CRIM 495: Directed Study in Criminology
Bibliography**

Akers, R.L. & Sellers, C.S. (2009). *Criminological Theories: Introduction, Evaluation, and Application* (5th ed.). Oxford.

Chambliss, D. F., and Schutt, R. K. 2013. *Making Sense of the Social World: Methods of Investigation*, 4th edition. Thousand Oaks, CA: Sage.

Crutchfield, R.D., Kubrin, C.E., Bridges, G.S., and & Weis, J.G. (2008). *Crime: Readings* (3rd ed.). Los Angeles, CA: Sage.

Cullen, Francis T. & Agnew, Robert. (2011) *Criminological Theory: Past to Present, Essential Readings* (4th ed.). Los Angeles: Roxbury Publishing Company.

Vito, G.F., Kunselman, J. & Tewsbury, R. (2008). *Introduction to Criminal Justice Research Methods: An Applied Approach*. Springfield, IL: Charles C Thomas.

Weisburd, D. & Britt, C. (2007). *Statistics in Criminal Justice* (3rd ed.). Springer.

Proposal Date: February 6, 2015

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CRIM 496
- 1.2 Course title: Directed Study in Criminology
- 1.3 Abbreviated course title: Directed Study in Criminology
Credit hours: 1-3 Variable credit: Yes
- 1.4 Grade type: Standard Letter Grade
- 1.5 Prerequisites/corequisites: Junior standing and consent of department head
- 1.6 Course description: Individual and intensive reading and research in a specific area of criminology in close cooperation with supervising faculty. Course pass required.

2. Rationale:

- 2.1 Reason for developing the proposed course: The Department of Sociology has long provided students with the opportunity to engage in directed study in order to gain in-depth knowledge on a particular topic, as well as to conduct directed research. This course will provide students choosing to major in criminology the same opportunity. In particular, this course will be ideally suited to students who choose to continue their education through graduate study and wish to gain practical research experience. The course is being offered in conjunction with an additional directed study course (CRIM 495) to allow students the opportunity to engage in directed study on two separate topics and/or to work with more than one faculty member.
- 2.2 Projected enrollment in the proposed course: 1- 5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: The department of sociology currently offers two directed study courses specific to the sociology minor/major (SOCL 495/496). This course will provide the same option for students within the criminology minor/major.
- 2.4 Relationship of the proposed course to courses offered in other departments: Numerous departments across the university offer some type of directed or independent learning course including, but not limited to the following: AFAM 480 (Directed Independent Study in African American Topics); AMS 380 (Independent Study in Industrial Sciences); ARBC 499 (Advanced Studies in Arabic); CIS 449 (Independent Study in Communications); FLK 479 (Independent Research in Folklore); GEOG 275 (Supervised Independent Research in Geography); MUS 338 (Directed Independent Study); and PS 407 (Directed Studies in Government).

**CRIM 496: Directed Study in Criminology
Bibliography**

Akers, R.L. & Sellers, C.S. (2009). *Criminological Theories: Introduction, Evaluation, and Application* (5th ed.). Oxford.

Chambliss, D. F., and Schutt, R. K. 2013. *Making Sense of the Social World: Methods of Investigation*, 4th edition. Thousand Oaks, CA: Sage.

Crutchfield, R.D., Kubrin, C.E., Bridges, G.S., and & Weis, J.G. (2008). *Crime: Readings* (3rd ed.). Los Angeles, CA: Sage.

Cullen, Francis T. & Agnew, Robert. (2011) *Criminological Theory: Past to Present, Essential Readings* (4th ed.). Los Angeles: Roxbury Publishing Company.

Vito, G.F., Kunselman, J. & Tewsbury, R. (2008). *Introduction to Criminal Justice Research Methods: An Applied Approach*. Springfield, IL: Charles C Thomas.

Weisburd, D. & Britt, C. (2007). *Statistics in Criminal Justice* (3rd ed.). Springer.

Proposal Date: 2/03/2015

**Potter College of Arts & Letters
Department of Theatre and Dance
Proposal to create a New Course
(Action Item)**

Contact Person: Scott Stroot, scott.stroot@wku.edu, 745-56290

1. Identification of proposed course:

- 1.1 Course prefix: THEA 204
- 1.2 Course title: Portfolio Preparation Workshop
- 1.3 Abbreviated course title: Portfolio Prep
- 1.4 Credit hours: 1 Variable Credit: No
- 1.5 Grade type: P/F
- 1.6 Prerequisites/corequisites/special requirements: None.
- 1.7 Course catalog listing: Introduction to the process of compiling design and technical resumes and portfolios for the performing arts fields.

2. Rationale:

- 2.1 Reason for developing the proposed course: Rapid advances in media technology have significantly changed the way that performing arts designers and technicians are expected to compile and present their work to potential employers/collaborators. Currently, the only course available to help our design/tech students develop these skills occurs in their senior year, in our PERF 451: Perform Arts Career Workshop course, and we've concluded that we need to get them started on that process earlier in their program. This proposed course will do for our design/tech students what our audition prep course (THEA 203: Acting Audition Workshop) does for performance students.
- 2.2 Projected enrollment in the proposed course: 1 section per year for 10-16 students, depending on how many design/tech. students are enrolled in our program at any given point.
- 2.3 Relationship of the proposed course to courses now offered by the department: This proposed course for our design/tech students is analogous to the audition prep course for performance students, THEA 203: Acting Audition Workshop, and will be connected by content and process to PERF 451: Performing Arts Career Seminar Lab, Design Tech section
- 2.4 Relationship of the proposed course to courses offered in other departments: While other departments may offer similar "career prep" courses for their majors this is the only course offered at WKU specific to the discipline of theatre design/tech.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Virtually every legitimate college/university performing arts programs include similar career prep courses.

3. Discussion of proposed course:

- 3.1 Schedule Type: A
- 3.2 Learning Outcomes: By then end of this course, students will be expected to demonstrate an understanding of:
- Current professional standards for resumes in the design and technical fields of the performing arts
 - How to draft and send a cover letter
 - Current professional standards for formatting and presenting design and technical performing arts work
 - How to conduct oneself in a professional interview
 - How to find listings for and apply for jobs in the field.

3.3 Content outline:

- Students will be exposed and learn to critique examples of resumes, cover letters and portfolios
- Students will spend time learning to format their work, using current professional software and tools as appropriate for their sub-field of interest
- Students will practice presenting work to a group
- Students will practice formal job applications, including paperwork and interviews
- Students will be mentored by the Seniors in Performing Arts Career Seminar Lab to get additional viewpoints on their portfolios

3.4 Student expectations and requirements:

Students will be required to:

- Create a professional resume
- Draft a professional cover letter
- Compile and edit a professional portfolio or promptbook
- Participate in practice interviews and portfolio presentations with their classmates and with Performing Arts Career Seminar Lab (PERF 451)
- Demonstrate familiarity with professional organizations that facilitate job searches and interviews in the field

3.5 Tentative texts and course materials: No text required

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Under the proposed course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly the department may need to request a new faculty line.
- 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: Fall 2015

7. Dates of prior committee approvals:

Department of Theatre and Dance: 02/03/2015

Potter College Curriculum Committee: March 9, 2015

Undergraduate Curriculum Committee: March 26, 2015

University Senate:

Proposal Date: 10/17/14

**College Of Health and Human Services
Communication Sciences and Disorders
Proposal to Revise a Program
(Action Item)**

Contact Person: Leisa Hutchison, leisa.hutchison@wku.edu, 745-2772

1. Identification of program

- 1.1 Current program reference number: 595, 595P
- 1.2 Current program title: Communication Disorders
- 1.3 Credit Hours: 67

2. Identification of the proposed program changes:

- . Modifying Curriculum
- . Modifying Admission Requirements
- . Modifying Credit Hours
- . Changing Catalog Description

3. Detailed program description:

Current Program	Proposed Program
Program Description	New Program Description
<p>The major for clinicians of speech and communication disorders (reference number 595P prior to being accepted to the program and reference number 595 after being officially accepted to the undergraduate program) requires approximately 39 hours of Colonnade courses, 55 hours in the specialization areas -speech pathology and audiology, 9 hours of education courses and 3 hours of related studies. No minor or second major is necessary. All courses follow guidelines recommended by the American Speech Language and Hearing Association.</p> <p>Prior to selecting Colonnade courses, you <u>must</u> obtain approval from your communication disorders department academic advisor to ensure that you take ones that will be needed for admission to graduate school.</p>	<p>The major for students in Communication Disorders (reference number 595P prior to being accepted to the program and reference number 595 after being officially accepted to the undergraduate program) is a Pre-Professional program which requires 52 hours in the specialization areas -speech pathology and audiology. The undergraduate program prepares students academically for graduate study in Speech -Language Pathology, Audiology, or related areas. A master's degree is needed for national certification in speech-language pathology or audiology. Licensure is also necessary in Kentucky but other states have various mandates for practicing professionals.</p> <p>Students should consider a minor or second major. All courses follow guidelines recommended by the American Speech Language and Hearing Association.</p> <p>Prior to selecting Colonnade courses, you <u>must</u> obtain approval from your communication sciences and disorders department academic advisor to ensure that you take those that will be needed for admission to graduate school.</p>

Those interested should have sophomore status, a ~~3.2~~ GPA or better, and apply for official admission to the program. A cumulative GPA of 3.0 or better must be maintained throughout matriculation.

Applications for admission are accepted until February 15. Students admitted during March of any given year may begin major coursework during the fall semester following admission. Due to the clinical practicum component of this major, enrollment to the undergraduate program is limited.

~~Students may obtain an application for admission from the department's website. At the time of application, students will complete a one page application form and submit a transcript verifying a cumulative grade point average of at least 3.20.~~

Required courses for the major are:

1. **Specialization Areas**- CD 280, 290, 347, 405, 478, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, and 495.
2. ~~**Related Requirements**~~ – EDU 250; SPED 330; PSY 310, Related Studies: PSY 423 (or faculty approved substitution). ~~Students should consult the department regarding specific requirements for Quantitative Reasoning, Natural & Physical Sciences, and Social & Behavioral divisions of Colonnade.~~

Those interested should have sophomore status, **be officially admitted to WKU, and submit:**

- 1.) **Most recent transcript (including the Fall semester grades) documenting a minimum cumulative GPA of 3.5.**
- 2.) **Documentation of highest ACT or SAT score**
- 3.) **A completed application for official admission to the program (found on departmental website).**

A GAP score will be computed by multiplying the most current GPA and the student's ACT/SAT score with the top GAP scores comprising the accepted cohort.

Applications for admission are accepted until February 15. Students admitted during March of any given year may begin major coursework during the fall semester following admission (**Jr. year**). Due to the clinical practicum component of this major, enrollment to the undergraduate program is limited.

Required courses for the major are:

1. **Specialization Areas- (52 Hours)** CD 280, 290, 347, 405, 478, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, and 495.
2. **Additional Required Courses – (13 Hours) - Statistics – MATH 183, PH 383, SOCL 300 or other advisor approved course) (3 hours) Chemistry OR Physics – CHEM *** or PHYS 130 (3-4 hours) Psychology – PSY 100 or PSYS *** (3 hours) Biology 131 or other advisor approved course (3-4 hours)**

(Additional Required courses may be used to fulfill both Colonnade and Communication Disorders program requirements).

Students are encouraged to select a minor, second major, or certificate program of interest to enhance employability. Some certificate programs, majors, and/or minors which complement your major are: American Sign Language, Child Studies, Cross-cultural Communication in Healthcare, Family Home Visiting, Family Studies, Gerontology, Health Care Navigator, Health Education, Health Care Administration, Non-

All undergraduate students are ~~also~~ required to complete ~~up to a maximum of 50~~ supervised clinical clock hours working with people having communication disorders. ~~The undergraduate program prepares students academically for graduate study in Speech Language Pathology, Audiology, or related areas. A master's degree is needed for national certification in speech language pathology or audiology. Licensure is also necessary in Kentucky but other states have various mandates for practicing professionals.~~

When planning a program of study, each student should be aware of the university's academic requirements and regulations contained in this catalog in the chapter "Academic Information." Specific attention should be given to the subsections in the chapter entitled (a) Academic Programs, (b) Colonnade Requirements, and (c) Academic Requirements and Regulations. Students should be aware that some academic programs may require additional scholastic regulations and standards not specified in the catalog. To obtain a copy of these regulations, students should contact the department head.

~~Students will be required to undergo criminal background checks and provide proof of a recent physical examination, professional liability insurance, and a Tuberculin Skin Test prior to beginning any clinical experiences, which must be updated annually. It is the responsibility of the student to ensure that all University requirements are met as a condition of participating in clinical experiences. Students may be responsible in part or in full for any costs incurred to meet such requirements.~~

Profit Administration, Interdisciplinary Early Childhood Education, and Social Work. *If students choose to complete a second program they should consider the impact on time frame for completion of degree.*

All undergraduate students are required to complete supervised clinical clock hours working with people having communication disorders. Students will be required to undergo criminal background checks and provide proof of a recent physical examination, professional liability insurance, and a Tuberculin Skin Test prior to beginning any clinical experiences, which must be updated annually. It is the responsibility of the student to ensure that all University requirements are met as a condition of participating in clinical experiences. Students may be responsible in part or in full for any costs incurred to meet such requirements.

When planning a program of study, each student should be aware of the university's academic requirements and regulations contained in this catalog in the chapter "Academic Information." Specific attention should be given to the subsections in the chapter entitled (a) Academic Programs, (b) Colonnade Requirements, and (c) Academic Requirements and Regulations. Students should be aware that some academic programs may require additional scholastic regulations and standards not specified in the catalog. To obtain a copy of these regulations, students should contact the department head.

Current Program

Proposed Program

Prefix	#	Course Title	Hrs	Prefix	#	Course Title	Hrs
		Specialized Requirements				Specialized Requirements	
CD	280	Intro to Communication Sciences and Disorders	3	CD	280	Intro to Communication Sciences and Disorders	3
CD	290	Intro to Clinical Experience	1	CD	290	Intro to Clinical Experience	1
CD	347	Science of Speech and Hearing	3	CD	347	Science of Speech and Hearing	3
CD	405	Applied Phonetics	3	CD	405	Applied Phonetics	3
CD	478	Clinical Issues and Treatment in SLP	3	CD	478	Clinical Issues and Treatment in SLP	3
CD	481	Speech & Language Development	3	CD	481	Speech & Language Development	3
CD	482	Audiology	3	CD	482	Audiology	3
CD	483	Articulation Disorders	3	CD	483	Introduction to Disorders of Articulation and Phonology	3
CD	484	Speech Anatomy & Phys	3	CD	484	Speech Anatomy & Phys	3
CD	485	Diagnostic Procedures for Comm Disorders	3	CD	485	Introduction to Assessment in Communication Disorders	3
CD	486	Language Disorders	3	CD	486	Language Disorders	3
CD	487	Aural Rehabilitation	3	CD	487	Aural Rehabilitation	3
CD	488	Augmentative Comm Sys	3	CD	488	Augmentative Comm Sys	3
CD	489	Comm Disorders in Aging	3	CD	489	Comm Disorders in Aging	3
CD	490	Connecting w/Nonverbal Communicators	3	CD	490	Connecting w/Nonverbal Communicators	3
CD	491	Mgmt of Comm Disorders in the School	3	CD	491	Mgmt of Comm Disorders in the School	3
CD	495	Clinical Internship	9	CD	495	Clinical Internship	6
Total		Specialized Requirements	55			Total Specialized Requirements	52
		Related Requirements				Additional Required Courses	
EDU	250	Intro to Teacher Education	3			Statistics Course – MATH 183, PH 383, SOCL 300 or other advisor approved course)	(3)
SPED	330	Intro to Exceptional Edu: Diversity in Learning	3			Physics or Chemistry course to meet the Natural and Physical Sciences requirement– CHEM *** or PHYS 130	(3-4)
PSY	310	Ed. Psych: Developmental and Learning	3			Biology - Biology 131 or other advisor approved course	(3-4)
PSY	423	Psychology of Adult Life and Aging (OR faculty approved substitution)	3			Psychology – PSY 100 or PSYS ***	(3)
Total		Related Requirements	12				
		Additional Required Courses: Students should consult the department regarding specific requirements for Quantitative Reasoning, Natural & Physical					

Proposal Date: February 5, 2015

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

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 270.745.2645

1. Identification of program:

- 1.1 Current program reference number: 342
- 1.2 Current program title: Minor in Criminology
- 1.3 Credit hours: 21

2 Identification of the proposed program changes:

The following courses have been added to the criminology minor as electives:

- CRIM 346: Special Topics in Criminology
- CRIM 456: Homicide and Serial Homicide
- CRIM 489: Criminology Study Abroad
- CRIM 495 and 496: Directed Study in Criminology

The credit hours for CRIM 439 are changed to allow students to take 1 to 6 hours.

3. Detailed program description:

CURRENT PROGRAM:	PROPOSED PROGRAM:
Required Courses (12 hours): SOCL 309: Social Deviance (3) CRIM 330: Criminology (3) CRIM 332: Juvenile Delinquency (3) CRIM 380: Penology (3)	Required Courses (12 hours): SOCL 309: Social Deviance (3) CRIM 330: Criminology (3) CRIM 332: Juvenile Delinquency (3) CRIM 380: Penology (3)
Elective Courses (9 hours) select from: CRIM 101: Introduction to Criminal Justice (3) CRIM 232: Introduction to Law Enforcement (3) CRIM 233: Alternatives to Confinement (3) CRIM 361: Race, Class, and Crime (3) CRIM 432: Sociology of Criminal Law (3) CRIM 434: Organized Crime (3) CRIM 437: The Death Penalty in America (3) CRIM 438: Victimology (3) CRIM 439: Internship in Criminology (3) CRIM 446: Gender, Crime and Justice (3) CRIM 451: White Collar Crime (3) SOCL 359: Sexuality & Society (3)	Elective Courses (9 hours) select from: CRIM 101: Introduction to Criminal Justice (3) CRIM 232: Introduction to Law Enforcement (3) CRIM 233: Alternatives to Confinement (3) CRIM 346: Special Topics in Criminology (3) CRIM 361: Race, Class, and Crime (3) CRIM 432: Sociology of Criminal Law (3) CRIM 434: Organized Crime (3) CRIM 437: The Death Penalty in America (3) CRIM 438: Victimology (3) CRIM 439: Internship in Criminology (1-6) CRIM 446: Gender, Crime and Justice (3) CRIM 451: White Collar Crime (3)

<p>SOCL 435: Family Violence (3) PS 220: Judicial Process (3) PS 326: Constitutional Law (3) PS 328: Criminal Justice (3) PS 350: Political Terrorism (3) HIST 445: American Legal History to 1865 (3) HIST 446: American Legal History since 1865 (3) SWRK 356: Services to Juvenile Offenders (3) PSY/PSYS 440: Abnormal Psychology (3) PSY/PSYS 441: Aspects of Alcoholism (3) PSY/PSYS 470: Psychology and Law (3) CHEM 111: Intro to Forensic Chemistry (3) CHEM 430: Forensic Chemistry (3) PH 165: Drug Abuse (3) PH 467: Drug Abuse Education (3) PH 472: Illicit Drug Policy in the US (3) MGT 210: Organization and Management (3) ANTH 300: Forensic Anthropology (3)</p>	<p>CRIM 456: Homicide and Serial Homicide (3) CRIM 489: Criminology Study Abroad (1-6) CRIM 495: Directed Study in Criminology (1-3) CRIM 496: Directed Study in Criminology (1-3) SOCL 359: Sexuality & Society (3) SOCL 435: Family Violence (3) PS 220: Judicial Process (3) PS 326: Constitutional Law (3) PS 328: Criminal Justice (3) PS 350: Political Terrorism (3) HIST 445: American Legal History to 1865 (3) HIST 446: American Legal History since 1865 (3) SWRK 356: Services to Juvenile Offenders (3) PSY/PSYS 440: Abnormal Psychology (3) PSY/PSYS 441: Aspects of Alcoholism (3) PSY/PSYS 470: Psychology and Law (3) CHEM 111: Intro to Forensic Chemistry (3) CHEM 430: Forensic Chemistry (3) PH 165: Drug Abuse (3) PH 467: Drug Abuse Education (3) PH 472: Illicit Drug Policy in the US (3) MGT 210: Organization and Management (3) ANTH 300: Forensic Anthropology (3)</p>
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4. Rationale for the proposed program change:

The department created several new courses that were previously only available within the sociology program. These courses (CRIM 346 and 495/496) will provide the same opportunities to students within the criminology minor to learn about special topics in the field or engage in a directed study for elective credit. The course CRIM 489: Criminology Study Abroad was created in the spring of 2014, but was not added to the major or minor in criminology at the time. Additionally, a new course (CRIM 456) has been added as an upper division elective.

The second change reflects a change to the number of credit hours in the course CRIM 439: Internship in Criminology to allow students to take up to 6 total credit hours for elective credit. This change is being made to accommodate students who desire to take a lower number of credit hours due to personal time constraints imposed by a 3 to 6 hour internship.

5. Proposed term for implementation and special provisions (if applicable): Fall 2015

6. Dates of prior committee approvals:

Potter College Curriculum Committee

March 9, 2015

Professional Education Council (if applicable)

N/A

Undergraduate Curriculum Committee

N/A

University Senate

Proposal Date: February 5, 2015

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

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 270.745.2645

1. Identification of program:

- 1.1 Current program reference number: 627
- 1.2 Current program title: Major in Criminology
- 1.3 Credit hours: 34

2. Identification of the proposed program changes:

The following courses have been added to the criminology major as electives:

- CRIM 346: Special Topics in Criminology
- CRIM 456: Homicide and Serial Homicide
- CRIM 489: Criminology Study Abroad
- CRIM 495 and 496: Directed Study in Criminology

The credit hours for CRIM 439 are changed to allow students to take 1 to 6 hours.

3. Detailed program description:

CURRENT PROGRAM:	PROPOSED PROGRAM:
Required Courses (22 hours): CRIM 101: Introduction to Criminal Justice (3) SOCL 300: Using Statistics in Sociology (3) SOCL 302: Strategies of Social Research (3) SOCL 309: Social Deviance (3) CRIM 330: Criminology (3) CRIM 332: Juvenile Delinquency (3) CRIM 380: Penology (3) CRIM 499: Senior Seminar (1)	Required Courses (22 hours): CRIM 101: Introduction to Criminal Justice (3) SOCL 300: Using Statistics in Sociology (3) SOCL 302: Strategies of Social Research (3) SOCL 309: Social Deviance (3) CRIM 330: Criminology (3) CRIM 332: Juvenile Delinquency (3) CRIM 380: Penology (3) CRIM 499: Senior Seminar (1)
Elective Courses (12 hours) select from: CRIM 232: Introduction to Law Enforcement (3) CRIM 233: Alternatives to Confinement (3) CRIM 361: Race, Class, and Crime (3) CRIM 432: Sociology of Criminal Law (3) CRIM 434: Organized Crime (3) CRIM 437: The Death Penalty in America (3) CRIM 438: Victimology (3) CRIM 439: Internship in Criminology (3)	Elective Courses (12 hours) select from: CRIM 232: Introduction to Law Enforcement (3) CRIM 233: Alternatives to Confinement (3) CRIM 346: Special Topics in Criminology (3) CRIM 361: Race, Class, and Crime (3) CRIM 432: Sociology of Criminal Law (3) CRIM 434: Organized Crime (3) CRIM 437: The Death Penalty in America (3) CRIM 438: Victimology (3)

<p>CRIM 446: Gender, Crime and Justice (3) CRIM 451: White Collar Crime (3) SOCL 359: Sexuality & Society (3) SOCL 435: Family Violence (3) PS 220: Judicial Process (3) PS 326: Constitutional Law (3) PS 328: Criminal Justice (3) PS 350: Political Terrorism (3) HIST 445: American Legal History to 1865 (3) HIST 446: American Legal History since 1865 (3) SWRK 356: Services to Juvenile Offenders (3) PSY/PSYS 440: Abnormal Psychology (3) PSY/PSYS 441: Aspects of Alcoholism (3) PSY/PSYS 470: Psychology and Law (3) CHEM 111: Intro to Forensic Chemistry (3) CHEM 430: Forensic Chemistry (3) PH 165: Drug Abuse (3) PH 467: Drug Abuse Education (3) PH 472: Illicit Drug Policy in the US (3) ANTH 300: Forensic Anthropology (3)</p>	<p>CRIM 439: Internship in Criminology (1-6) CRIM 446: Gender, Crime and Justice (3) CRIM 451: White Collar Crime (3) CRIM 456: Homicide and Serial Homicide (3) CRIM 489: Criminology Study Abroad (1-6) CRIM 495: Directed Study in Criminology (1-3) CRIM 496: Directed Study in Criminology (1-3) SOCL 359: Sexuality & Society (3) SOCL 435: Family Violence (3) PS 220: Judicial Process (3) PS 326: Constitutional Law (3) PS 328: Criminal Justice (3) PS 350: Political Terrorism (3) HIST 445: American Legal History to 1865 (3) HIST 446: American Legal History since 1865 (3) SWRK 356: Services to Juvenile Offenders (3) PSY/PSYS 440: Abnormal Psychology (3) PSY/PSYS 441: Aspects of Alcoholism (3) PSY/PSYS 470: Psychology and Law (3) CHEM 111: Intro to Forensic Chemistry (3) CHEM 430: Forensic Chemistry (3) PH 165: Drug Abuse (3) PH 467: Drug Abuse Education (3) PH 472: Illicit Drug Policy in the US (3) ANTH 300: Forensic Anthropology (3)</p>
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4. Rationale for the proposed program change:

The department created several new courses that were previously only available within the sociology program. These courses (CRIM 346 and 495/496) will provide the same opportunities to students within the criminology minor to learn about special topics in the field or engage in a directed study for elective credit. The course CRIM 489: Criminology Study Abroad was created in the spring of 2014, but was not added to the major or minor in criminology at the time. Additionally, a new course (CRIM 456) has been added as an upper division elective.

The second change reflects a change to the number of credit hours in the course CRIM 439: Internship in Criminology to allow students to take up to 6 total credit hours for elective credit. This change is being made to accommodate students who desire to take a lower number of credit hours due to personal time constraints imposed by a 3 to 6 hour internship.

5. Proposed term for implementation and special provisions (if applicable): Fall 2015

6. Dates of prior committee approvals:

Sociology Department

February 6, 2015

Potter College Curriculum Committee

March 9, 2015

Professional Education Council (if applicable)

N/A

Undergraduate Curriculum Committee

N/A

University Senate

Proposal Date: February 19, 2015

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

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

1. Identification of program:

- 1.1 Current program reference number: 429
- 1.2 Current program title: Philosophy
- 1.3 Credit hours: 25

2. Identification of the proposed program changes: In the last year, the Philosophy program has added two courses to the curriculum. The revision here simply adds these to the “Ethics and Values” requirement for the minor. The two courses are PHIL 208 (Philosophy and Public Space) and PHIL 211 (Why Are Bad People Bad?).

3. Detailed program description:

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

Course listing by categories

I. Logic (3 hours)	PHIL 215: Logic				
II. History of Philosophy (9 hours; at least one course from each category)	<table border="1" data-bbox="526 369 1310 800"> <tr> <td data-bbox="526 369 808 520">Ancient and Medieval</td> <td data-bbox="815 369 1310 520">PHIL 340: Plato and Aristotle PHIL 341: Skeptics, Stoics, and Epicureans PHIL 342: Medieval Philosophy</td> </tr> <tr> <td data-bbox="526 529 808 800">Modern and Contemporary</td> <td data-bbox="815 529 1310 800">PHIL 344: Early Modern Moral Philosophy PHIL 345: Descartes and Hume PHIL 346: Kant and Idealism PHIL 347: Locke and Leibniz PHIL 348: 20th Century Philosophy PHIL 432: Early Modern Science PHIL 433: History of the Philosophy of Science</td> </tr> </table>	Ancient and Medieval	PHIL 340: Plato and Aristotle PHIL 341: Skeptics, Stoics, and Epicureans PHIL 342: Medieval Philosophy	Modern and Contemporary	PHIL 344: Early Modern Moral Philosophy PHIL 345: Descartes and Hume PHIL 346: Kant and Idealism PHIL 347: Locke and Leibniz PHIL 348: 20 th Century Philosophy PHIL 432: Early Modern Science PHIL 433: History of the Philosophy of Science
Ancient and Medieval	PHIL 340: Plato and Aristotle PHIL 341: Skeptics, Stoics, and Epicureans PHIL 342: Medieval Philosophy				
Modern and Contemporary	PHIL 344: Early Modern Moral Philosophy PHIL 345: Descartes and Hume PHIL 346: Kant and Idealism PHIL 347: Locke and Leibniz PHIL 348: 20 th Century Philosophy PHIL 432: Early Modern Science PHIL 433: History of the Philosophy of Science				
III. Ethics and Values (6 hours; must take PHIL 350)	<p>PHIL 201: Love and Friendship PHIL 202: Racial Justice PHIL 207: Philosophy and Popular Culture PHIL 208: Philosophy and Public Space PHIL 211: Why Are Bad People Bad? PHIL 212: Gender Theory PHIL 305: Aesthetics PHIL 315: Philosophy of Religion PHIL 321: Morality and Business PHIL 322: Biomedical Ethics PHIL 323: Social Ethics PHIL 324: War and Peace PHIL 329: Concepts of God, Good, and Evil PHIL 333: Social and Political Philosophy PHIL 350: Ethical Theory PHIL 426: Philosophy and Old Age</p>				
IV. Philosophical Writing (1 hour)	PHIL 299: Philosophical Writing Workshop (1 credit hour)				
V. Electives (6 hours)	<p>Any of the above or: PHIL 101: Enduring Questions: Truth & Relativism PHIL 102: Enduring Questions: The Good & the Beautiful PHIL 103: Enduring Questions: The Committed Life PHIL 330: Philosophy of Science PHIL 331: Analytic Philosophy PHIL 401: Readings in Philosophy PHIL 415: Advanced Logic PHIL 496: Senior Seminar PHIL 499: Research in Philosophy</p>				

4. Rationale for the proposed program change: PHIL 208 and PHIL 211 fit naturally in the “Ethics and Values” requirement—drawing upon faculty expertise and providing additional options for students in this category.

5. Proposed term for implementation and special provisions (if applicable): 201530

6. Dates of prior committee approvals:

Philosophy Program February 20, 2015

Department of Philosophy and Religion February 23, 2015

Potter College Curriculum Committee March 9, 2015

Undergraduate Curriculum Committee March 26, 2015

University Senate

Proposal Date: February 19, 2015

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

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

1. Identification of program:

- 1.1 Current program reference number: 745
- 1.2 Current program title: Philosophy
- 1.3 Credit hours: 32

2. Identification of the proposed program changes: In the last year, the Philosophy program has added two courses to the curriculum. The revision here simply adds these to the “Ethics and Values” requirement for the major. The two courses are PHIL 208 (Philosophy and Public Space) and PHIL 211 (Why Are Bad People Bad?).

3. Detailed program description:

Current Program	New Program
I. Logic, Epistemology, and Metaphysics (6 hours, must take PHIL 215, Elementary Logic)	I. Logic, Epistemology, and Metaphysics (6 hours, must take PHIL 215, Elementary Logic)
II. History of Philosophy (9 hours, at least one course from each category) A. Ancient and Medieval Philosophy (3-6 hours) B. Modern and Contemporary Philosophy (3-6 hours)	II. History of Philosophy (9 hours, at least one course from each category) A. Ancient and Medieval Philosophy (3-6 hours) B. Modern and Contemporary Philosophy (3-6 hours)
III. Ethics and Values (6 hours, must take PHIL 350)	III. Ethics and Values (6 hours, must take PHIL 350)
IV. Philosophical Writing (5 hours) A. PHIL 299: Philosophical Writing Workshop (1 hour each, total of 2) B. PHIL 496: Senior Seminar (3 hours)	IV. Philosophical Writing (5 hours) A. PHIL 299: Philosophical Writing Workshop (1 hour each, total of 2) B. PHIL 496: Senior Seminar (3 hours)
V. Electives (6 hours)	V. Electives (6 hours)
Total of 32 credit hours	Total of 32 credit hours

Course listing by categories

<p>I. Logic, Epistemology, and Metaphysics (6 hours; must take PHIL 215)</p>	<p>PHIL 215: Logic PHIL 330: Philosophy of Science PHIL 331: Analytic Philosophy PHIL 404: Metaphysics and Epistemology PHIL 415: Advanced Logic</p>				
<p>II. History of Philosophy (9 hours; at least one course from each category)</p>	<table border="1"> <tr> <td data-bbox="526 443 808 590"> <p>Ancient and Medieval</p> </td> <td data-bbox="813 443 1312 590"> <p>PHIL 340: Plato and Aristotle PHIL 341: Sceptics, Stoics, and Epicureans PHIL 342: Medieval Philosophy</p> </td> </tr> <tr> <td data-bbox="526 596 808 835"> <p>Modern and Contemporary</p> </td> <td data-bbox="813 596 1312 835"> <p>PHIL 344: Early Modern Moral Philosophy PHIL 345: Descartes and Hume PHIL 346: Kant and Idealism PHIL 347: Locke and Leibniz PHIL 348: 20th Century Philosophy PHIL 432: Early Modern Science PHIL 433: History of the Philosophy of Science</p> </td> </tr> </table>	<p>Ancient and Medieval</p>	<p>PHIL 340: Plato and Aristotle PHIL 341: Sceptics, Stoics, and Epicureans PHIL 342: Medieval Philosophy</p>	<p>Modern and Contemporary</p>	<p>PHIL 344: Early Modern Moral Philosophy PHIL 345: Descartes and Hume PHIL 346: Kant and Idealism PHIL 347: Locke and Leibniz PHIL 348: 20th Century Philosophy PHIL 432: Early Modern Science PHIL 433: History of the Philosophy of Science</p>
<p>Ancient and Medieval</p>	<p>PHIL 340: Plato and Aristotle PHIL 341: Sceptics, Stoics, and Epicureans PHIL 342: Medieval Philosophy</p>				
<p>Modern and Contemporary</p>	<p>PHIL 344: Early Modern Moral Philosophy PHIL 345: Descartes and Hume PHIL 346: Kant and Idealism PHIL 347: Locke and Leibniz PHIL 348: 20th Century Philosophy PHIL 432: Early Modern Science PHIL 433: History of the Philosophy of Science</p>				
<p>III. Ethics and Values (6 hours; must take PHIL 350)</p>	<p>PHIL 201: Love and Friendship PHIL 202: Racial Justice PHIL 207: Philosophy and Popular Culture PHIL 208: Philosophy and Public Space PHIL 211: Why Are Bad People Bad? PHIL 212: Gender Theory PHIL 305: Aesthetics PHIL 315: Philosophy of Religion PHIL 321: Morality and Business PHIL 322: Biomedical Ethics PHIL 323: Social Ethics PHIL 324: War and Peace PHIL 329: Concepts of God, Good, and Evil PHIL 333: Social and Political Philosophy PHIL 350: Ethical Theory PHIL 426: Philosophy and Old Age</p>				
<p>IV. Philosophical Writing (5 hours; must take PHIL 496)</p>	<p>PHIL 299: Philosophical Writing Workshop (1 credit hour) PHIL 496: Senior Seminar</p>				
<p>V. Electives (6 hours)</p>	<p>Any of the above or: PHIL 101: Enduring Questions: Truth & Relativism PHIL 102: Enduring Questions: The Good & the Beautiful PHIL 103: Enduring Questions: The Committed Life PHIL 401: Readings in Philosophy PHIL 499: Research in Philosophy</p>				

4. **Rationale for the proposed program change:** These courses very naturally fit in the “Ethics and Values” requirement—drawing upon faculty expertise and providing students with additional options in this category.

5. **Proposed term for implementation and special provisions (if applicable):** 201530

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

Philosophy Program February 20, 2015

Department of Philosophy and Religion February 23, 2015

Potter College Curriculum Committee March 9, 2015

Undergraduate Curriculum Committee **March 26, 2015**

University Senate

Proposal Date: 2/5/2015

**Potter College of Arts & Letters
Popular Culture Studies Program
Proposal to Revise A Program
(Action Item)**

Contact Person: Anthony Harkins, anthony.harkins@wku.edu, 5-3149

1. Identification of program:

- 1.1 Current program reference number: 758
- 1.2 Current program title: Popular Culture Studies
- 1.3 Credit hours: 34

2. Identification of the proposed program changes:

- Replace SOCL 245 with SOCL 324 in Category 4
- Add FILM 201 to Category 4
- Add MUS 320 and SUS 295 as possible electives in the major
- Add language clarifying requirements for upper-level electives

3. Detailed program description:

Existing Program	Proposed Revised Program
<p>Required Courses (16 hours): 1. POP 201 (3 hours) Prerequisite: ENG 100 or permission of instructor</p> <p>2. Core Courses (12 hours): Students must take one course from each of the following four categories, each of which represents a shared theoretical approach to the subject. Category One: HIST 340 or HIST 447 Category Two: FLK 371, 373, 281 Category Three: BCOM 300, SJB 154, ENG 366, ENG 465 Category Four: PHIL 207, SOCL 245, PS 372</p> <p>3. POP 498 (1 hour): Prerequisites: POP 201 and Senior status and 21 credit hours in the major prior to or concurrent with taking this course.</p>	<p>Required Courses (16 hours): 1. POP 201 (3 hours) Prerequisite: ENG 100 or permission of instructor</p> <p>2. Core Courses (12 hours): Students must take one course from each of the following four categories, each of which represents a shared theoretical approach to the subject. Category One: HIST 340 or HIST 447 Category Two: FLK 371, 373, 281 Category Three: BCOM 300, SJB 154, ENG 366, ENG 465 Category Four: FILM 201, PHIL 207, SOCL 324, PS 372</p> <p>3. POP 498 (1 hour): Prerequisites: POP 201 and Senior status and 21 credit hours in the major prior to or concurrent with taking this course.</p>
<p>Elective Courses (18 hours): Students will fulfill the remaining eighteen hours of the</p>	<p>Elective Courses (18 hours): Students will fulfill the remaining eighteen hours of the</p>

<p>major by choosing from the following elective courses: AFAM 190, ANTH 120, 277, 342, 350, 448, ART 312, 313, 325, 334, 390, 405, 408, 409, 410, 445, BCOM 201, 300, 401, ENG 320, 321, 340, 365, 366, 368, 370, 465, 466, FILM 201, 369, 399, FLK 276, 281, 371, 373, 379, 410, 445, 464, 478, FREN 323, 450, GEOG 330, GERM 333, 335, 437, GWS 375, HIST 320, 321, 340, 391, 402, 447, 490, PHIL 207, POP 399, PS 303, 320, 321, 331, 372, SJB 154, SOCL 245, 324, 345, SPAN 373, 376, 490, THEA 430.</p> <p>Students must earn a grade of “C” or better in all required non-elective courses applied to the popular culture studies major. Students can take no more than 6 credit hours in any one discipline unless they are minoring or double majoring in that discipline. Students should consult the appropriate department and course catalog listing for any prerequisites.</p>	<p>major by choosing from the following elective courses: AFAM 190, ANTH 120, 277, 342, 350, 448, ART 312, 313, 325, 334, 390, 405, 408, 409, 410, 445, BCOM 201, 300, 401, ENG 320, 321, 340, 365, 366, 368, 370, 465, 466, FILM 201, 369, 399, FLK 276, 281, 371, 373, 379, 410, 445, 464, 478, FREN 323, 450, GEOG 330, GERM 333, 335, 437, GWS 375, HIST 320, 321, 340, 391, 402, 447, 490, MUS 320, PHIL 207, POP 399, PS 303, 320, 321, 331, 372, SJB 154, SOCL 245, 324, 345, SUS 295, SPAN 373, 376, 490, THEA 430.</p> <p>Students must have at least 6 credit hours of Elective courses at the 300 level or above and at least 18 upper level (300 and above) credit hours within the major. Students must earn a grade of “C” or better in all required non-elective courses applied to the popular culture studies major. Students can take no more than 6 credit hours in any one discipline unless they are minoring or double majoring in that discipline. Students should consult the appropriate department and course catalog listing for any prerequisites.</p>
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4. Rationale for the proposed program changes:

Changes in Category 4 reflect the fact that SOCL 245 is no longer offered regularly by the Dept. of Sociology and the decision by the Popular Culture Studies Curriculum Committee that SOCL 324 (Sociology of Sport) is the best replacement for that course. In addition, the Committee agreed that adding FILM 201 as an option in Category 4 would give students more choices and make it more likely there would be course offerings in this category each semester. Elective course changes reflect the addition of two newly approved courses that both have strong Popular Culture content and focus: SUS 295 (Gender and Popular Culture) and MUS 320 (Rock and Roll). The additional language on course-level requirements for electives is to ensure that a majority of student credit hours in the major are from upper-level courses as required by the University.

5. Proposed term for implementation and special provisions (if applicable): Fall 2015

6. Dates of prior committee approvals:

Popular Culture Studies Curr. Comm.:	<u>December 5, 2014</u>
PCAL Curriculum Committee	<u>March 9, 2015</u>
Professional Education Council (if applicable)	<u>N/A</u>

General Education Committee (if applicable)

_____ N/A _____

Undergraduate Curriculum Committee

_____ **March 26, 2015** _____

University Senate

Proposal Date: February 24, 2015

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

Contact Person: Walter Collett, walter.collett@wku.edu, 745-2016

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EE 479
- 1.2 Course title: Fundamentals of Optoelectronics

2. Revise course title:

- 2.1 Current course title: Fundamentals of Optoelectronics
- 2.2 Proposed course title: Optoelectronics
- 2.3 Proposed abbreviated title: Optoelectronics
- 2.4 Rationale for revision of course title:
As no second course is offered in the subject area, and the course is undergraduate level, indicating 'fundamentals of' is not needed.

3. Revise course number: n/a

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

4. Revise course prerequisites/corequisites/special requirements: n/a

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

5. Revise course catalog listing:

- 5.1 Current course catalog listing:
An introduction to the principles of electronic devices that interact with light. Topics include the generation and propagation of light, basic geometrical and wave optics, Snell's Law, polarization, optical storage, LED's, micro-opto-electromechanical systems, optical sensors, fiber optics, solar cells, and fundamentals of lasers.
- 5.2 Proposed course catalog listing:
Topics include basic wave optics, Snell's Law, optical storage, LED's, micro-opto-electromechanical systems, optical sensors, fiber optics, solar cells, and fundamentals of lasers.
- 5.3 Rationale for revision of course catalog listing:
The proposed catalog listing is a more concise and accurate description of the material covered in the course.

6. Revise course credit hours:

6.1 Current course credit hours: 2

6.2 Proposed course credit hours: 3

6.3 Rationale for revision of course credit hours:

This course was a required two-hour experience in optoelectronics. The two-hour allocation was originally chosen over three hours due to the high number of required hours in the Electrical Engineering (EE) curriculum. Optoelectronics is now an elective course, enabling us to increase the number of hours to three. This increase in hours will permit greater depth of material coverage.

7. Revise grade type: n/a

7.1 Current grade type:

7.2 Proposed grade type:

7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall 2015

9. Dates of prior committee approvals:

Engineering Department

OSCE College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

26 February 2015

3/5/15

March 26, 2015

Proposal Date: 2/23/15

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

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 310
- 1.2 Course title: Global Hydrology

2. Revise course prerequisites:

- 2.1 Current prerequisites: GEOL 111
- 2.2 Proposed prerequisites: GEOL 111 or GEOG/GEOL 103
- 2.3 Rationale for revision of course prerequisites:
Additional prerequisite option added to reflect introductory level course recently added to the curriculum
- 2.4 Effect on completion of major/minor sequence: None

3. Revise course catalog listing:

- 3.1 Current course catalog listing: Emphasis is given to descriptive and quantitative hydrology. The hydrologic cycle, precipitation, evaporation, and transpiration will be covered under descriptive hydrology. Hydrographs, runoff relations, groundwater, and storage routing will be covered under quantitative hydrology. Consideration will be given to use and management of water as a resource. Equivalent to GEOL 310.
- 3.2 Proposed course catalog listing: An introduction to descriptive and quantitative hydrology. The hydrologic cycle precipitation, evaporation, and transpiration are covered under descriptive hydrology. Hydrographs, runoff relations, groundwater, and storage routing are covered under quantitative hydrology. Equivalent to GEOL 310.
- 3.3 Rationale for revision of course catalog listing: Description changed to remove reference to management of water resources since this is covered in another course. Emphasizes that this is an introductory water course, for easier sequencing identification by students.

4. Proposed term for implementation: Spring 2016

9. Dates of prior committee approvals:

Department of Geography and Geology

2/27/2015

Ogden College Curriculum Committee

3/5/15

Undergraduate Curriculum Committee

March 26, 2015

University Senate

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

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 452
- 1.2 Course title: Geoscience Field Experiences

2. Revise course prerequisites:

- 2.1 Current prerequisites: Junior standing or instructor's permission
- 2.2 Proposed prerequisites: None
- 2.3 Rationale for revision of course prerequisites: The structure of this course is such that a student's standing is not needed to be specified. The course can include study abroad, field camps, and special hands-on courses, all of which can be taken by students at any grade level.
- 2.4 Effect on completion of major/minor sequence: None

3. Revise course credit hours:

- 3.1 Current course credit hours: 3-6 hours
- 3.2 Proposed course credit hours: 3-6 hours, repeatable for a maximum of 12 hours.
- 3.3 Rationale for revision of course credit hours: This course encompasses a wide variety of possible field experiences, so it is important that students are able to take advantage of multiple experiences and be able to count these experiences towards the degree as electives. The additional hours will allow students to capitalize on these multiple field opportunities offered through the Department.

8. Proposed term for implementation: Fall 2015

9. Dates of prior committee approvals:

Department of Geography and Geology
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/27/2015

3/5/15

March 26, 2015

Proposal Date: 2/23/15

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

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 455
- 1.2 Course title: Global Environmental Change

2. Revise course title:

- 2.1 Current course title: Global Environmental Change
- 2.2 Proposed course title: Global Climate Change
- 2.3 Proposed abbreviated title: Global Climate Change
- 2.4 Rationale for revision of course title: The proposed title is more reflective of modern-day terminology in the environment and climate change field. Students will have a clearer description (through the title) of the course content.

3. Revise course catalog listing:

- 3.1 Current course catalog listing: Examines key themes in environmental change at the global scale, environmental policy formation and relevance of environmental change for policy implementation and assessment.
- 3.2 Proposed course catalog listing: Explores the science behind global climate change, including how models, observations, and proxies are used to understand and predict past and future climate, international perspectives on global climate change, and mitigation strategies put forth by the Intergovernmental Panel on Climate Change.
- 3.3 Rationale for revision of course catalog listing: The new description more closely reflects the detailed content covered in the course to remove vagueness and add in relevant terminology used in the climate change discipline.

4. Proposed term for implementation: Spring 2016

5. Dates of prior committee approvals:

Department of Geography and Geology
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/27/2015

3/5/15

March 26, 2015

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

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 459
- 1.2 Course title: Physical Hydrology

2. Revise course title:

- 2.1 Current course title: Physical Hydrology
- 2.2 Proposed course title: Advanced Hydrology
- 2.3 Proposed abbreviated title: Advanced Hydrology
- 2.4 Rationale for revision of course title: Distinguishes more clearly between the introductory GEOG/GEOL 310 course and this senior-level course.

3. Revise course prerequisites:

- 3.1 Current prerequisites: MATH 136 with a grade of "C" or better, and GEOG 310 or GEOL 420
- 3.2 Proposed prerequisites: MATH 136 with a grade of "C" or better, and GEOG/GEOL 310 or GEOG/GEOL 420
- 3.3 Rationale for revision of course prerequisites: To allow either section (GEOG or GEOL) of the existing departmental prerequisites to count.
- 3.4 Effect on completion of major/minor sequence: None

4. Revise course catalog listing:

- 4.1 Current course catalog listing: A geologically-based and calculus-based introduction to the Earth's hydrologic cycle, using principles of fluid dynamics, that addresses components of atmospheric, surface, and ground waters. Fieldtrips and field-based exercises are required.
- 4.2 Proposed course catalog listing: Builds upon the principles of descriptive and quantitative hydrology using a geologic- and calculus-based approach to understanding the Earth's hydrologic cycle. Includes components of atmospheric, surface, and ground waters and the principles of fluid dynamics that govern the physical and chemical processes that affect water and its behavior in the natural world.
- 4.3 Rationale for revision of course catalog listing: Facilitates better identification of course sequencing and more clearly illustrates the advanced and physical nature of this course content compared to other courses in the program.

5. Proposed term for implementation: Fall 2015

6. Dates of prior committee approvals:

Department of Geography and Geology

2/27/2015

Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

3/5/15

March 26, 2015

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

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 486
- 1.2 Course title: Senior Environmental Seminar

2. Revise course title:

- 2.1 Current course title: Senior Environmental Seminar
- 2.2 Proposed course title: Environmental Seminar
- 2.3 Proposed abbreviated title: Environmental Seminar
- 2.4 Rationale for revision of course title: All qualified students can participate in the course. Therefore, "Senior" is not needed in the title.

3. Revise course catalog listing:

- 3.1 Current course catalog listing: Current environmental issues discussed by invited lecturers, including identification of possible careers in environmental fields.
- 3.2 Proposed course catalog listing: Current environmental issues discussed by invited lecturers. Students are expected to participate in pre-approved department and university-wide seminars.
- 3.3 Rationale for revision of course catalog listing: Seminars do not always include discussion of careers in environmental fields, so this was removed from the description. Clarifies what is expected in the course (participation in both department and university-wide seminars).

4. Proposed term for implementation: Fall 2015

5. Dates of prior committee approvals:

Department of Geography and Geology
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/27/2015

3/5/15

March 26, 2015

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

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: GEOL 310
 - 1.2 Course title: Global Hydrology

- 2. Revise course prerequisites:**
 - 2.1 Current prerequisites: GEOL 111
 - 2.2 Proposed prerequisites: GEOL 111 or GEOG/GEOL 103
 - 2.3 Rationale for revision of course prerequisites:
Additional prerequisite option added to reflect introductory level course recently added to the curriculum
 - 2.4 Effect on completion of major/minor sequence: None

- 3. Revise course catalog listing:**
 - 3.1 Current course catalog listing: Emphasis is given to descriptive and quantitative hydrology. The hydrologic cycle, precipitation, evaporation, and transpiration will be covered under descriptive hydrology. Hydrographs, runoff relations, groundwater, and storage routing will be covered under quantitative hydrology. Consideration will be given to use and management of water as a resource. Equivalent to GEOG 310.
 - 3.4 Proposed course catalog listing: An introduction to descriptive and quantitative hydrology. The hydrologic cycle precipitation, evaporation, and transpiration are covered under descriptive hydrology. Hydrographs, runoff relations, groundwater, and storage routing are covered under quantitative hydrology. Equivalent to GEOG 310.
 - 3.5 Rationale for revision of course catalog listing: Description changed to remove reference to management of water resources since this is covered in another course. Emphasizes that this is an introductory water course, for easier sequencing identification by students.

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

- 9. Dates of prior committee approvals:**

Department of Geography and Geology	<u>2/27/2015</u>
Ogden College Curriculum Committee	<u>3/5/15</u>
Undergraduate Curriculum Committee	<u>March 26, 2015</u>
University Senate	<hr/>

Proposal Date: February 6, 2015

**Potter College of Arts & Letters
Department of Sociology
Proposal to Revise Course Credit Hours
(Action Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CRIM 439
- 1.2 Course title: Internship in Criminology
- 1.3 Credit hours: 3

2. Proposed course credit hours: 1-6

3. Rationale for the revision of course credit hours:

The department of sociology expects internship students to:

- Acquire knowledge;
- Develop skills (such as written/oral communication, critical thinking in relation to social problems and situations of social inequality/injustice, and those related to systematic methodologies of observations), some unique to the setting and some an extension of those learned in the classroom;
- Grow personally (understand your personal attitudes/values, reaction style, and strengths and weaknesses) and;
- Explore careers and network with the possibility of obtaining employment with the hosting agency or "internship contact" upon graduation.

Most students receive 3 hours of academic credit for 150 hours in the field. However, we allow some students to “repeat” the experience (earning an additional 3 credit hours for 300 total hours in the field) in a different placement in an effort to further develop the career network and deepen their connection between textbook and real world. More rarely, students have only 5 weeks (i.e., one summer term) in which to complete the internship. Logging 150 hours in a short period of time is difficult, while 50 or 100 hours is more reasonable. Because we desire the capacity to offer a 1-hour (50 hours in the field) or 2-hour (100 hours in the field) internship to students with short windows of time, the three hour internship as a standard practice, and a 6-hour internship when further career exposure is justified, we seek to change the criminology internship from a fixed 3-hour credit course to one of variable credit (1-6 hours) depending on the situation of the student.

4. Proposed term for implementation: Fall 2015

5. Dates of prior committee approvals:

Potter College Curriculum Committee
Professional Education Council (if applicable)
General Education Committee (if applicable)
Undergraduate Curriculum Committee
University Senate

March 9, 2015

N/A

N/A

March 26, 2015

Proposal Date: February 6, 2015

Potter College of Arts & Letters
Department of Sociology
Proposal to Revise Course Credit Hours
(Action Item)

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SOCL 494
- 1.2 Course title: Internship in Sociology
- 1.3 Credit hours: 3-6

2. Proposed course credit hours: 1-6

3. Rationale for the revision of course credit hours:

The department of sociology expects internship students to:

- Acquire knowledge;
- Develop skills (such as written/oral communication, critical thinking in relation to social problems and situations of social inequality/injustice, and those related to systematic methodologies of observations), some unique to the setting and some an extension of those learned in the classroom;
- Grow personally (understand your personal attitudes/values, reaction style, and strengths and weaknesses) and;
- Explore careers and network with the possibility of obtaining employment with the hosting agency or "internship contact" upon graduation.

Most students receive 3 hours of academic credit for 150 hours in the field. However, we allow some students to “repeat” the experience (earning an additional 3 credit hours for 300 total hours in the field) in a different placement in an effort to further develop the career network and deepen their connection between textbook and real world. More rarely, students have only 5 weeks (i.e., one summer term) in which to complete the internship. Logging 150 hours in a short period of time is difficult, while 50 or 100 hours is more reasonable. Because we desire the capacity to offer a 1-hour (50 hours in the field) or 2-hour (100 hours in the field) internship to students with short windows of time, the three hour internship as a standard practice, and a 6-hour internship when further career exposure is justified, we seek to change the sociology internship from a fixed 3-hour credit course to one of variable credit (1-6 hours) depending on the situation of the student.

4. Proposed term for implementation: Fall 2015

5. Dates of prior committee approvals:

Potter College Curriculum Committee
Professional Education Council (if applicable)
General Education Committee (if applicable)
Undergraduate Curriculum Committee
University Senate

March 9, 2015

N/A

N/A

March 26, 2015
