University Curriculum Committee
January 21, 2020

From: Anthony Paganelli

The Undergraduate Curriculum Committee submits the following report for consideration to the University Senate:

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

Voting Members Present: Dana Cosby, Melanie Autin, Mariah Yates, Sara McCaslin, Angie Jerome, Andrew Rosa, Dana Sullivan, Carrie Trojan, Ozkan Ozer

Advisory Members Present: Jennifer Hammonds, Jordan Ray, Danita Kelley, Stuart Burris, Rheanna Plemons

Guest: Steve Wininger, Jeremy Maddox, Fred Siewers, Leslie North

Approval of December 10, 2019 Minutes – 1st/2nd Autin/Jerome

Old Business:
None

New Business:
None

Curriculum Agenda: Checklists on Shared Drive

College of Education and Behavioral Sciences page - 3	
Type of Action	**Description of Item and Contact Information**
Action **1st/2nd**: Autin/McCaslin **Vote:** Approved	**Proposal to Revise a Program** **Item: 760** Contact: Steve Wininger, steven.wininger@wku.edu, 5-4421 **Discussion:** Does it need to have a 4-year degree plan? Yes. Add the plan to the senate report.

Potter College of Arts and Letters page - 9	
Consent **1st/2nd**: Autin/Jerome **Vote:** Approved	**Proposal to Create an Equivalent Course** **Item: HIST 343 – Communities of Struggle** Contact: Andrew Rosa, andrew.rosa@wku.edu, 413-265-4050 **Discussion:** *Friendly Amendment – Switch HIST and AFAM – HIST has approve AFAM to teach…*

Action **1st/2nd**: Autin/Yates **Vote:** Approved	**Proposal to Create a New Course** **Item: HIST 343 – Communities of Struggle** Contact: Andrew Rosa, andrew.rosa@wku.edu, 413-265-4050 **Discussion:** Why does this need a new course proposal? AFAM/HIST suppose to be the exact same course. Since it was a colonnade course and should go through them as well. Maybe talk with Colonnade committee to settle if this is required.
Action **1st/2nd**: Jerome/Trojan **Vote:** Approved	**Proposal to Create a New Course** **Item: MUS 170 - Group Piano for Non-Majors** Contact: Donald Speer, donald.speer@wku.edu, 5-5918 **Discussion:** None
Action **1st/2nd**: Jerome/Trojan **Vote:** Approved	**Proposal to Make Multiple Revisions to a Course** **Item: ART 438 – Advanced Computer Graphics** Contact: Natalie Tyree, natalie.tyree@wku.edu, 931-209-7447 **Discussion:** None
Action **1st/2nd**: Jerome/Autin **Vote:** Approved	**Proposal to Revise a Program** **Item: 583 - AB Major in Music (Liberal Arts)** Contact: Scott Harris, scott.harris@wku.edu, 5-3751 **Discussion:** None
Action **1st/2nd**: Jerome/Trojan **Vote:** Approved	**Proposal to Revise a Program** **Item: 593 - BM Major in Music** Contact: Scott Harris, scott.harris@wku.edu, 5-3751 **Discussion:** None
Action **1st/2nd**: Autin/Jerome **Vote:** Approved	**Proposal to Revise a Program** **Item: 561 – Major in English for Secondary Teachers** Contact: Peggy Otto, peggy.otto@wku.edu, 5-5710 **Discussion:** None
Action **1st/2nd**: Autin/McCaslin **Vote:** Approved	**Proposal to Revise a Program** **Item: 592 – Major in Social Studies with Teacher Certification** Contact: Tamara Vandyken, tamara.vandyken@wku.edu, 5-2994 **Discussion:** None

Ogden College of Science and Engineering page - 40	
Consent **1st/2nd**: Jerome/Autin **Vote:** Approved	**Proposal Revise Course Prerequisites/Corequisites** **BIOL/CHEM 446, Biochemistry I, 3 hrs.** Contact: Jeremy Maddox, Jeremy.maddox@wku.edu, x8725 **Discussion:** None
Action **1st/2nd**: Jerome/Yates **Vote:** Approved	**Proposal to Make Multiple Revisions to a Course** **CHEM 476, Advanced Investigations in Chemistry Laboratory, 2 hrs.** Contact: Jeremy Maddox, Jeremy.maddox@wku.edu, x8725 **Discussion:** Does it require an override for all students? Yes.
Action	**Proposal to Make Multiple Revisions to a Course**

1st/2nd: Autin/Yates **Vote:** Approved	**CHEM 491, Materials Chemistry Laboratory, 3 hrs.** Contact: Jeremy Maddox, Jeremy.maddox@wku.edu, x8725 **Discussion:** None
Action **1st/2nd**: Yates/McCaslin **Vote:** Approved	**Proposal to Create a New Program** **Environmental, Sustainability, and Geographic Studies, 120 hrs** Contact: Fred Siewers, fred.siewers@wku.edu, x5988 **Discussion:** *Friendly Amendment – In Appendix A paragraph was below the table has been moved to inside the table.* Danita shared concerns about title – Total number of hours needs to say 53 (9 hours of upper level).
Action **1st/2nd**: Autin/Yates **Vote:** Approved	**Proposal to Revise Course Credit Hours** **CE 342, Fluid Thermal Sciences, 3 hrs.** Contact: Jason Wilson, Jason.wilson@wku.edu, x2322 **Discussion:** None
Action **1st/2nd**: Autin/Yates **Vote:** Approved	**Proposal to Revise a Program** **Ref. 534, Civil Engineering, 130 hrs.** Contact: Jason Wilson, Jason.wilson@wku.edu, x2322 **Discussion:** Can program changes be made in the spring but not implemented? Can't ask for Spring, can be Fall 2020. *Friendly Amendment to change to Fall 2020.*

Proposal to Revise a program: Major in Psychology
CEBS
Department/Unit: Psychology

Section 1: Proponent Contact Information

1.1 Name/Title: Steve Wininger
1.2 Email address: steven.wininger@wku.edu
1.3 Phone #: 54421

Section 2: Program Information

2.1 Classification of Instructional Program (CIP) reference number: 760.

2.2 Current Program title: Major in Psychology

2.3 Current total number of credits required in the program: 34-53

Section 3: Proposed program revisions and rationales

3.1 First proposed revision: Delete PSYS 370 Industrial/Organization Psychology from the Group Behavior category. We do not feel like this course is benefiting students in terms of knowledge acquired.

3.2 Second proposed revision: Delete PSY440 Abnormal Psychology as a required course for the sport psychology concentration and move it to a suggested course for the Behavioral Change category. Add PSY 290 Supervised Study in Psychology or PSY 390 Field Experience in Psychology or PSY 490 Research, Readings, or Special Projects in Psychology. Most students in the sport psychology concentration plan to pursue graduate study. Engaging in research or a field placement experience will help to increase their chances of getting into a graduate program.

3.3 Third proposed revision: Delete PE 122 Foundations of Kinesiology as a required course. We do not feel like this course is benefiting students in terms of knowledge acquired with regard to the sport psychology concentration.

3.4 Fourth proposed revision: Add HMD 360 Advanced Nutrition and HMD 368 Dietary and Herbal Supplements as additional options to the HMD 364 Sports Nutrition required course. HMD 364 has not been offered as frequently as needed. Adding these two additional courses will give students more options for an advanced nutrition course.

3.5 Fifth proposed revision: Add a new required course option to include COMM 315 Sport Communication or LEAD 300 Leadership Theory and Application or SOCL 324 Sociology of Sport. This addition replaces the 3 hours lost from the removal of PE 122 and provides students with a knowledge base in communication, leadership or group behavior which are important factors in dealing with athletes and athletic teams.

Section 4: Consultations:
Email consultations about course deletions and additions were made with:

- **Kelly Madole (PSYS; 11/14)**
- **Ron Ramsing (PE; 11/14)**
- **Travis Wilson (HMD; 11/13)**
- **Helen Sterk (COMM; 11/13)**
- **John Baker (LEAD; 11/13)**
- **Holli Drummond (SOCL; 11/13)**

None of the department heads or program coordinators objected to the planned program changes to the BA in psychology.
Section 5: Proposed term for implementation: Fall 2020
Section 6: Approval Flow Dates:

Department	11/22/19
College Curriculum Committee	**12/3/19**
UCC	**01/21/20**
University Senate	

WKU	**B.A. in Psychology (#760) Sport Psychology Concentration** Department of Psychology College of Education and Behavioral Sciences The suggested program of study shown below should be used in consultation with your advisor(s). Each student will finish with a unique plan of his/her own.

Finish in Four Plan

FIRST YEAR			
Fall Semester		**Spring Semester**	
ENG 100 or ACT >28 (Foundations WC)	3	COM 145 (Foundations OC)	3
HIST 101 or 102 (Foundations SB)	3	Explorations AH (Arts & Humanities)	3
MATH 183 or PHIL 215 (Foundations QR)	3	Psychology Applied Development & Behavior Category: PSY 220, FACS 191, or GERO 100	3
PSY 100 (Explorations SB) Need C or better.	3	2nd Major, Minor & Elective Courses	3
2nd Major, Minor & Elective Courses	3	*BIOL 131 Human Anatomy and Physiology (Explorations NS; Natural/Physical Sciences with lab; choose from a different discipline from your first Explorations NS course)	4
TOTAL CREDIT HOURS	**15**	**TOTAL CREDIT HOURS**	**16**

SECOND YEAR			
Fall Semester		**Spring Semester**	
ENG 200 (Foundations AH)	3	*PSY 340 Sport Psychology	3
*HMD 211 (Connections: Systems)	3	PSY 313 Statistics in Psychology	3
PSY 210/211. Need C or better.	4	PSY 350 (Connections: Social & Cultural)	3
2nd Major, Minor & Elective Courses	3	*PE 313 Motor Development	3
Explorations NS (Natural/Physical Sciences (no lab) **Do not take a BIOL class for this first one.** CHEM 109 is recommended.	3	*COMM 315, LEAD 300, or SOCL 325 (choose one; concentration required course)	3
TOTAL CREDIT HOURS	**16**	**TOTAL CREDIT HOURS**	**15**

THIRD YEAR			
Fall Semester		**Spring Semester**	
ENG 300 or COMM 200 (WC)	3	*PSY 412 Psychology of Motivation & Emotion	3
Connections (Local to Global; choose from a different discipline from your first two Connections courses; not HMD or PSY).	3	Psychology Behavioral Change Category: PSY 440 or PSY 443	3
Psychology Foundations Category: PSY 331 or PSY 436	3	*HMD 360, HMD 364, or HMD 368 (choose one; concentration required course)	3
*PSY 290, PSY 390, or PSY 490	3	2nd Major, Minor & Elective Courses	6

*PE 311 Exercise Physiology	3		
TOTAL CREDIT HOURS	**15**	**TOTAL CREDIT HOURS**	**15**

FOURTH YEAR			
Fall Semester		**Spring Semester**	
PSY 481 History of Psychology	3	2nd Major, Minor & Elective Courses	15
2nd Major, Minor & Elective Courses	12		
TOTAL CREDIT HOURS	**15**	**TOTAL CREDIT HOURS**	**15**

Total Credit Hours: 122

"*" Sport Psychology Concentration Required Course

For more details and courses offered in the Colonnade General Education program visit the website.

Note: Language Proficiency of novice-high before completing 60 credit hours. Learn more about the World Language Requirement. The foreign language requirement is waived for students whose first language is not English, contingent upon successful completion of ENG 100, ENG 300 (or an approved 200-level or higher Writing in the Discipline course), COMM 145 and an additional 3 hours of coursework in Exploration or Connections courses as long as the course selected is not a foreign language class in the student's native language.

For more Information:

Department: Psychology
Website: https://www.wku.edu/psychology/
Phone: (270) 745-2695
Email: psychology@wku.edu
Course Descriptions: http://www.wku.edu/undergraduatecatalog/

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

Current Program	Proposed Program
General Major The general major in psychology (reference number 760) requires a minimum of 34 semester hours and leads to a Bachelor of Arts degree.	No changes to this section.
A minor, second major, or the sport psychology concentration is required. At least half of the program must be in upper division courses (numbered 300 or above).	No changes to this section.
Required core courses are PSY100 Introduction to Psychology (3), PSY 210	No changes to this section.

Research Methods in Psychology (3), PSY 211 Research Methods in Psychology Lab (1), PSY 313 Statistics in Psychology (3), and PSY 481 History of Psychology (3).	
MATH 183, PHIL 215, or other mathematics courses (excluding MATH 109) that satisfy the Colonnade Quantitative Reasoning requirement must also be completed.	No changes to this section.
One course from each of the following categories must be taken. **Applied Development and Behavior: 3 hours** • **PSY 220 Introduction to Lifespan Developmental Psychology (3)** • **PSY 422 Adolescent Psychology (3)** • **FACS 191 Child Development (3)** • **GERO 100 Introduction to the Aging Experience (3)** **Foundations of Behavior: 3 hours** • PSY 331 – Psychology of Learning (3) • PSYS 333 – Cognitive Psychology (3) • PSYS 363 – Psychology of Sensation and Perception (3) • PSY 412 – Psychology of Motivation and Emotion (3) • PSY 436 – Applied Cognitive Psychology (3) • PSYS 450 – Introduction to Personality Theories (3) **Group Behavior: 3 hours** • PSY 350 – Social Psychology (3) • PSY 355 – Cross-Cultural Psychology (3)	**Group Behavior: 3 hours** • PSY 350 – Social Psychology (3)

~~• PSYS 370 – Industrial/Organizational Psychology (3)~~ • PSY 371 – Psychology of Sales (3) • PSY 470 – Psychology and Law (3) **Behavioral Change: 3 hours** • PSY 340 – Sport Psychology (3) • PSY 440 – Abnormal Psychology (3) • PSY 442 – Beginning Skills in Psychological Interviewing (3) • PSY 443 – Behavior Modification (3) • PSY 445 – Introduction to Clinical Practice in Psychology (3)	• PSY 355 – Cross-Cultural Psychology (3) • PSY 371 – Psychology of Sales (3) • PSY 470 – Psychology and Law (3)
Psychology Electives: 9 hours (at least 6 hours in courses numbered 300 or above in PSY or PSYS with the exception of PSY175 or PSY310)	No changes to this section.
The Psychology General Major is restricted to students with minimum composite ACT of 20 (or equivalent SAT) or a minimum cumulative GPA of 2.5 after 30 plus hours.	No changes to this section.
In addition to the option of majoring in psychology and choosing a minor or second major, students may also declare the sport psychology concentration which does not require an additional minor or second major.	No changes to this section.
Sport Psychology Concentration Required Psychology Major Courses -Core courses (13 hours): PSY 100, 210, 211, 313, and 481. -Category courses (12): Applied Development and Behavior, Foundations of Behavior, Group Behavior, and Behavioral Change. Required Psychology Concentration Courses	-Category courses (12): Applied Development and Behavior, Foundations of Behavior, Group Behavior, and Behavioral Change. Required Psychology Concentration Courses (Concentration courses may not be counted as category courses)

(Concentration courses may not be counted as category courses) -PSY 340 Sport Psychology (3) -PSY 412 Psychology of Motivation and Emotion (3) ~~-PSY 440 Abnormal Psychology (3)~~ Other Courses -BIOL 131 Human Anatomy & Physiology (4); Colonnade E-NS with lab ~~-PE 122 Foundations of Kinesiology (3)~~ -PE 311 Exercise Physiology (3) -PE 313 Motor Development (3) -HMD 211 Human Nutrition (3); Colonnade K-SC -HMD 364 Sports Nutrition (3) Total hours required for concentration = 53	-PSY 340 Sport Psychology (3) -PSY 412 Psychology of Motivation and Emotion (3) **-PSY 290 Supervised Study in Psychology or PSY 390 Field Experience in Psychology or PSY 490 Research, Readings, or Special Projects in Psychology (3)** Other Courses -BIOL 131 Human Anatomy & Physiology (4); Colonnade E-NS with lab -PE 311 Exercise Physiology (3) -PE 313 Motor Development (3) -HMD 211 Human Nutrition (3); Colonnade K-SC **-HMD 360 Advanced Nutrition or HMD 364 Sports Nutrition or HMD 368 Dietary and Herbal Supplements (3)** **-COMM 315 Sport Communication or LEAD 300 Leadership Theory and Application or SOCL 324 Sociology of Sport (3)**
Forensic Psychology Concentration Required Psychology Major Courses -Core courses (13 hours): PSY 100, 210, 211, 313, and 481. -Category courses (12): Applied Development and Behavior (PSY 422 recommended), Foundations of Behavior, Group Behavior, and Behavioral Change. Required Psychology Concentration Courses (9) (Concentration courses may not be counted as category courses) -PSY 350 Social Psychology (3) -PSY 440 Abnormal Psychology (3) -PSY 470 Psychology and Law (3) Restricted Elective Courses from Other Departments (6) (Choose two)	

-CRIM 101 Intro to Criminal Justice (3); (Colonnade E-SB) -CRIM 456 Homicide and Serial Homicide (3) -PHIL 211 Why are Bad People Bad (3); (Colonnade K-SC) -PS 220 Judicial Process (3); (Colonnade K-SY) Total hours required for concentration = 40	

Proposal Date: 10/15/2019

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

Contact Person: andrew.rosa@wku.edu

1. Identification of existing course:

1.1 Current course prefix (subject area) and number: AFAM 343

1.2 Course title: Communities of Struggle

2. Identification of proposed equivalent course prefix and numbers: HIST 343

3. Rationale for each equivalent course:

The African American Studies program has obtained approval of the history department to develop and offer HIST 343 as an equivalent to AFAM 343. AFAM and HIST both have faculty members who are qualified to teach this course. There is adequate student demand in both departments for this course to justify offering the equivalent course. AFAM and HIST will consult regularly about course content and learning objectives to ensure equivalency.

4. Proposed term for implementation: Next Available

5. Dates of prior committee approvals:

Department of History	11/8/2019
Potter College Curriculum Committee	12/3/2019
Undergraduate Curriculum Committee	**01/21/2020**
Faculty Senate	

(Action Item)

Proposal to Create a New Course: HIST 343 - Communities of Struggle
Potter College of Arts & Letters
Department of History

Section 1: Proponent Contact Information

1.1 Name/Title: Dr. Andrew Rosa
1.2 Email address: andrew.rosa@wku.edu
1.3 Phone #413-265-4050

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: HIST 343

2.2 Course CIP code: 54.0101

2.3 Course title: Communities of Struggle

2.4 Abbreviated Course title: Communities of Struggle

2.5 Credit hours/Variable credit: 3

2.6 Repeatability: N/A

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

NO

2.8 Course Catalog Description: Examines the relationship between distinct communities of struggle in Africa and the African Diaspora and the impact of African American social movements on a range of liberation struggles within this context.

2.9 Prerequisite/Corequisites/Restrictions: 21 hours of Foundations and
Explorations Courses, or junior status.

2.10 Additional Enrollment Requirements: N/A

2.11 Other Special Course Requirements: N/A

2.12 Grade Type: A-F final grade

2.13 Schedule Type: Lecture

Section 3: Description of proposed course

3.1 Course Content Summary:

This course examines the complexities of communal and cultural trans-Atlantic dispersals and settlements of African and African descended populations and the ways in which individuals developed philosophies and repertoires of collective action and aesthetic traditions that lay at the core of local and global struggles across the African Diaspora. By synthesizing the best of classical and contemporary scholarship, community studies, synoptic narratives, novels, autobiographies, biographies, film, and social theory, students will learn about liberation movements that represented the hopes and dreams of communities committed to bringing about a new world radically different from the ones they inherited. Such was the case, for example, of slave rebellions and the formation of maroon communities across the Americas, abolitionist movements on both sides of the Atlantic, the Harlem Renaissance and Negritude movements, the struggle for civil rights and enfranchisement in the United States and South Africa, struggles against restrictive covenants in urban America and land struggles in East Africa, Black Power rebellions across the US and Caribbean, African and Third World liberation movements, and demands for reparations in our own time.

3.2 Learning Outcomes:

- demonstrate an understanding of the diversity and interconnectedness of cultures and communities locally, regionally, nationally, and internationally.
- describe the local and global dimensions of the African American experience and social movements and traditions of activism across Africa and the African Diaspora.
- explain the influence of social, political, and economic forces on society's development, including the factors that lead to dynamic changes in societies.
- identify methodological and interdisciplinary issues relative to historical and contemporary research in African and African Diaspora Studies
- demonstrate skills in critical thinking, clear and thoughtful communication, creative expression, and honest, open inquiry.

3.3 Assessment/Evaluation:

This course follows a traditional lecture format with discussion-based activities. Examples of writing assignments include 3 critical reaction papers, based on a reflection and synthesis of the assigned readings, and a longer 10-12-page research paper, where students are required to identify a theme, problem, or debate generated from the course readings and write a paper focused on some aspect of African Diaspora history/studies. Students are required to present their research in class at the end of the semester.

As this is a writing intensive upper-level undergraduate course, student achievement across all writing assignments will be evaluated, from excellent to poor, in alignment with the course learning outcomes and the QEP assessment categories for evidence gathering, sense making, and argumentation.

As discussion and oral presentation represent an important element of the course, students will also be evaluated based on their ability to effectively communicate their ideas; their general comphrension of the reading materials; their ability to identify major themes, ideas, and arguments in the readings; and the ability to connect their discussion with discussions, ideas, and readings from previous classes.

Section 4: Rationale

4.1 Reason for developing this proposed course:

This interdisciplinary course on the history of social movements in the African diaspora offers an essential upper-level undergraduate Colonnade Connections option in the area of African American history that enhances and compliments existing course offerings in African American Studies and History. Its exclusive emphasis on the history of social movements in an African Diaspora context adds to course offerings of the History Department, the African American Studies program, and the University's Colonnade. The comparative and transnational framing of Black social movements in a diaspora context is also consistent with new directions in the field of Africana/ African Diaspora Studies and the college and university's mission of developing curriculum that fosters an appreciation of diversity and global awareness

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

- Do any other courses already being offered by other university departments/units share content with this proposed course? **YES**

- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? **YES**

- If the answer to both questions is NO, simply proceed to item 5.

- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

    - HIST 343 is being proposed as the equivalent to AFAM 343. This course is unique in that it focuses exclusively on the history of social movements within an African diaspora context. This course may share a social movement theme with SOC 312. The course may also have topical overlaps with the following courses, all of which attend to an aspect of African American history/ experience: HIST: 358/359 African American History, I&II; HIST: /331 African History, 1500-present; HIST 325 Civil War & Reconstruction; HIST 310: Comparative Slavery; HIST: 390 Blacks in the South; HIST 430: Civil Rights; AFAM 353: Radical Blackness; AFAM 190: African American Experience

    - Beyond taking the required 21 hours of Colonnade Foundation and Exploration courses, students are required to have taken AFAM190, or per instructor's permission.

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 25-30

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

5.3 How many students per academic year are expected to enroll? 25-30

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

As a Colonnade Connections course, we anticipate large enrollments from across the the university, as well as from AFAM Studies minors and History majors and minors

5.5 Proposed method of staffing:

Current staffing is adequate. No adjustments to staffing patterns are necessary, as this course will be offered as part of the standard course rotation of a faculty member who is new to the department.

5.6 Instructional technology resources: N/A

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

Section 6: Proposed term for implementation: Next Available

Section 7: Supplemental/Supporting Documentation: Syllabus attached

FALL 2020
HIST/AFAM 343 Communities of Struggle
Dr. Andrew Rosa

Location: CH204
Time: TR, 11:10-12:30
Office: CH 207
Office Hours: TR 9-10:30, otherwise by appointment
Phone: 5-3841
Email: andrew.rosa@wku.edu

COURSE DESCRIPTION
"When History sleeps, it speaks in dreams: on the brow of the sleeping people, the poem is a constellation of blood. When History wakes, images becomes deed, the poem is achieved: poetry goes into action." *Octavio Paz, "Toward the Poem.*

COURSE DESCRIPTION
This course is grounded in the proposition that the study of Africa and the African Diaspora poses some fundamental questions about the human condition: What is the meaning(s) of freedom? How has it been pursued and realized by African and African descended people? In what ways have ordinary and extraordinary individuals imagined new societies where, to paraphrase the Martiniquen poet Aimé Césaire, "there is a place for all at the rendezvous of victory"?
These and other questions will guide our examination of communities and social movements across Africa and the African Diaspora, paying particular attention to the diaspora interactions of African Americans. From the complexities of communal and cultural trans-Atlantic dispersals to the comparative dimensions and intersections of important freedom movements across the African Diaspora, this course encourages a rethinking of the African American experience in local and global contexts. Students will discover how, by contesting the legitimacy and consequences of physical terror, economic exploitation, and cultural misappropriation, marginalized communities actually developed the philosophies, repertoires of collective action, and aesthetic traditions that lay at the core of social justice movements across the modern world. By privileging comparative and transnational perspectives, and synthesizing the best of classical and contemporary scholarship, community studies, synoptic narratives, novels, autobiographies, biographies, film, and social theory, students will come to discern the relationship between social justice movements that represent, at their core, the collective hopes and dreams of people committed to bringing about a new world radically different from the ones they inherited. Such

was the case, for example, of slave rebellions and the formation of maroon communities across the Americas, abolitionist movements on both sides of the Atlantic, the Harlem Renaissance and Negritude movement, the struggle for civil rights in the United States, the vote in South Africa, land struggles in East Africa, Black Power rebellions across the US and Caribbean, African and Third World liberation movements, and demands for reparations in our own time.

OBJECTIVES AND OUTCOMES

This course anticipates that students completing the readings and assignments will gain an increased understanding of the intellectual and social movement history of the African Diaspora. Specific learning outcomes are to

- demonstrate an understanding of the diversity and interconnectedness of cultures and communities locally, regionally, nationally, and internationally.
- describe the local and global dimensions of the African American experience and social movements and traditions of activism across Africa and the African Diaspora.
- explain the influence of social, political, and economic forces on society's development, including the factors that lead to dynamic changes in societies.
- identify methodological and interdisciplinary issues relative to historical and contemporary research in African and African Diaspora Studies
- demonstrate skills in critical thinking, clear and thoughtful communication, creative expression, and honest, open inquiry.

This course is offered as an elective in History and satisfies the Local-Global Connections elective requirement in the Colonnade. It is also a core requirement for the African American Studies minor. For information on the African American Studies minor, visit www.wku.edu/afam/

DISCUSSION AND COURSE ASSIGNMENTS

This is a discussion-based reading and writing intensive course. As such, students are expected to come to class regularly and actively participate in class discussions. Being present in class also means being engaged with the course content, keeping up with the assigned readings, leading class discussions, and completing all required course work.

Note: On occasion, it becomes necessary to revise the syllabus. However, I won't do that to anyone's disadvantage (if possible). Grading will be based on a 100pts scale and on the following assignments:

1. **Discussion/ Participation/ Attendance (40pts)**: Each student is expected to attend class regularly, participate in class discussions, and, when scheduled, lead weekly discussions on the assigned readings. As this class meets twice a week, consistent attendance is critical to your success in the course. More than two unexcused absences will negatively impact your grade.

2. **3 Essays (30pts):** Students are required to write three critical review essays based on your reading of materials assigned in the course and in response to prompts provided by me. The citation format of your essays must adhere to the Chicago Manual of Style of citation and evidence. Instructions for writing these review essays will posted in the Assignment Tab of the Blackboard course site.

Essay Assignment due dates

- **Essay 1: 9/19**
- **Essay 2: 10/31**
- **Essay 3: 12/5**

3. **Research Proposal and Paper (15pts) and Presentation (15pts):**, You are required to identify and propose a possible research topic that promises to enhance the field of African diaspora studies. Your research proposal must have a diaspora (comparative/ transnational) focus and consist of 1) a paragraph to a full page-length discussion of a research topic; 2) a research question; 3) a thesis statement; and 4) a short annotated bibliography of at least five relevant sources (not including sources covered in the course). Instructions for drafting the proposal will be made available in the Assignment Tab of the Blackboard course site. The last two weeks of class will be devoted to presenting on your respective topics.
    - **Research Proposal due date: 10/14**
    - **Research Presentations dates: 11/26; 12/3; 12/6; 12/10**

REQUIRED TEXTS: *These books are available through the university bookstore and can be easily acquired through Amazon.com. Additional readings will be posted to the Blackboard course site. Please let me know if you are having any difficulty obtaining the textbooks. All films will also be posted to the Blackboard course site.*

Gomez, Michael. *Reversing Sail: A History of the African Diaspora* (Cambridge University Press, 2005)

Johnson, James Weldon. *Three Negro Classics.* Harper Collins, 1999. ISBN: 9780380015818/ 0380015811

Kelley, Robin D.G. *Freedom Dreams.* Beacon, 2002. ISBN: 9780807009765/ 0807009768

Logan, Shirley. *With Pen and Voice: A Critical Anthology of Nineteenth Century African American Women.* Southern Illinois University Press, 1995. ISBN: 9780809318759/ 080931875X

Taylor, Keeanga-Yamahtta. *From #Black Lives Matter to Black Liberation*. Haymarket Books, 2016. ISBN: 9781608465620/ 1608465624

A NOTE ON COMMUNICATION PROTOCOL, AND ASSIGNMENT DUE DATES AND FINAL EXAM

Blackboard (Bb) is the platform that will support course delivery; therefore, it is important you have access and familiarize yourself with Bb. In addition to attending class, contributing to weekly discussions, and completing all assignments, you are also encouraged to check your e-mail DAILY to ensure adequate communication with me. Students can expect a response from me within 24 hours M-F, or within 48 hours on weekends and university holidays. Should you have any questions and concerns about the course, I also encourage you to visit me during office hours, or by appointment.

All assignments must be submitted on their due dates. Unless otherwise authorized by me, late assignments will not be accepted. One or more due dates may conflict with religious holidays or observances. Students who observe these religious holidays are, of course, excused on those

dates. You must, however, inform me and make necessary arrangements in well in advance of the due date. Just as a general rule of thumb, late work is highly discouraged. If you are facing a serious issue that prevents you from submitting the work on time (the week/day it's due), please contact the instructor as soon as possible.
All email correspondence with me must have **AFAM/HIST 343** in the header and an appropriate topic (outlining the subject of the email) or they are subject to deletion. Emails that fail to follow the above protocols run the risk of being deleted.
While READING is a necessary component of this course, I will not assign more than 100 pages per week. Reading alone, however, will not suffice as one should annotate and take notes as one reads. In short, it is in your best interest to be an active reader in covering the assigned reading materials.

ETIQUETTE

The traditional rules of common courtesy apply to this course. Students and instructors are expected to treat each other with respect, using thoughtful dialogue. This course will be interactive and diverse opinions will be shared. Please be thoughtful in sharing your perspectives and responses with one another. Be wary of injecting comments that are not related to the topic at hand. Please contact the instructor if you have any concerns regarding interactions during this course. Etiquette is simply behaving properly and recognizing that all participants must respect each other.

- Use appropriate language for an educational environment
- Remember that the university values diversity and encourages respectful discourse.
- Be respectful of differences while engaging in discussions.
- Violations of this policy can result in dismissal from the course.

STUDENT SUPPORT SERVICES

The Learning Center (TLC): Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

WKU Center for Literacy is available for all WKU students who would benefit from assistance with reading college-level materials. In addition to a quiet study area, we can also offer small group and one-on-one assistance for reading and writing needs. A weekly study skills seminar series called College Reading Success takes place every Wednesday at 12:45 in GRH 2064. A Blackboard organizational site is available for any distance learners or other interested students who may not be able to physically attend. Please call the Center for Literacy at 270-745-2207, visit us in Gary A. Ransdell Hall 2066, or email at jeremy.logsdon@wku.edu with any questions. More information can be found at www.wku.edu/literacycenter

Writing Center: As effective writing represents a core aspect of this course, it is essential that you take advantage of the services offered by the Writing Center at WKU early on in the semester. Located in the Cravens Commons of the Craven Library, the Writing Center offers helpful feedback on any kind of writing by working with students to help them improve

themselves and become better writers. You can meet with writing instructors face-to-face, or on-line. For more information, or to schedule an appointment, see
http://www.wku.edu/writingcenter

CODE OF ETHICS

This course adheres to a strict policy of consequences for plagiarism—both intentional copying and sloppy documentation. Examples of plagiarism include taking material from other sources—the Internet is increasingly used for this purpose—or failing to give credit in your papers or online discussions to the original source. Improper use of citation and documentation can also constitute plagiarism, whether it's intended or not.

Plagiarism is a very serious violation of academic rules and can lead to a failing grade, probation, suspension, or even expulsion from the University. All students are expected to follow the WKU Student Code of Conduct, which itemizes behaviors that are not tolerated: "Dishonesty, such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited."

Assignments are diligently checked for plagiarism, so all sources of information should be appropriately cited to avoid any gray areas. Anyone turning in plagiarized work or cheating on exams will receive an F for the assignment(s), perhaps for the course, and will be reported to the Office of Student Conduct.

A second offense will in all likelihood result in dismissal from the course.

Important Dates to Remember:

Last day to add a class or to drop one with a full refund: Tuesday, *September 3*
60% point: *Sunday, October 27*
Last day to drop a class with a grade of W (fee applies): *Monday, November 4*

Students who stop attending class before the 60% point will be assigned an FN rather than an F

Resolving Complaints about Grades

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at http://www.wku.edu/handbook/ for additional guidance.

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and the Discrimination and Harassment Policy (#0.2040) at https://www.wku.edu/policies/docs/251.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment

and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA Accommodation Statement
In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

READING SCHEDULE:

I. The Old World Black Diaspora

August 27&29: Course Introduction

- Syllabus overview and course expectations
- Introductions
- **What is the African Diaspora?**
- *Read*: St. Clair Drake, "Diaspora Studies and Pan Africanism, 451-509
- *Watch*: *Africa Before the Europeans* *https://www.youtube.com/watch?v=zaoyqZn1ELI*

September 3&5: Old World Roots and Routes of a Black Presence

- *Read:* Michael Gomez, *Reversing Sail*, pp.1-18; selected documents, Bb.
- *Watch:* the first 24.27 minutes of the documentary *Different but Equal,* by Basil Davidson: https://www.youtube.com/watch?v=X75COneJ4w8

September 10&12: Old World Roots and Routes of a Black Presence—cont.

- *Read:* Michael Gomez, *Reversing Sail*, pp. 18-58; selected documents, Bb.
- *Watch:* from the 24.27 to the 52-minute mark of the documentary *Different but Equal*, by Basil Davidson: https://www.youtube.com/watch?v=X75COneJ4w8

II. The New World Black Diaspora

September 17&19: Theorizing Race, Racism, and Social Change in the African Diaspora

- *Read:* Axel Honneth, "Integrity and Disrespect: Principles of a Conception of Morality Based on a Theory of Recognition," *Political Theory*, 20, 2 (1992), pp.187-201 (Bb); W.E.B. Du Bois, Chp. 1, "Of Our Spiritual Strivings," *Souls of Black Folks* in *Three Negro Classics*
- *Watch*: *The Colour of Money: The History of Racism* (Available on Bb) https://www.youtube.com/watch?v=dVHIfzpQ920

***Due*: Essay 1**

September 24&26: A New Phase in the African Diaspora

- *Read:* Michael Gomez, *Reversing Sail*, 59-81, Olaudah Equiano, excerpt from *The Interesting Life of Olaudah Equiano, or Gustavas Vasa, the African*, 4-19 (Bb)
- *Watch: Animation of the Atlantic Slave Trade*
- *Watch: Blacks in America: Haiti and Dominican Republic: https://www.youtube.com/watch?v=6RlG4b3LV9o*

October 1&3: Settlement, Identity and Time in the African Diaspora

- Read: Gomez, *Reversing Sail*, 82-108; selected documents (Bb)
- *Watch: Blacks in Latin America: Brazil https://www.youtube.com/watch?v=Gh7c46U5hhY*

October 8 (Oct. 10/ Fall Break): The Diaspora Strikes Back

- *Read*: Gomez, *Reversing Sail*, pp. 109-161; selected documents (Bb)
- *Watch*: *Black in Latin America: Mexico and Peru https://www.youtube.com/watch?v=JIzHIRCBtdE*

October 15&17: Narratives of Resistance

- Read: Afua Cooper, "A New Biography of the African Diaspora: The Life and Death of Marie-Joseph Angelique, Black Portuguese Slave Woman in New France, 1725-1734," 46-64 (Bb); Linda Brent, excerpt from *Incidents in the Life of a Slave Girl*, (Bb)
- *Watch: Frederick Douglass for Slave to Abolitionist, 2016* https://www.youtube.com/watch?v=qWcbqlSTYeg

October 22&24: Gendering Diaspora

- Read: Shirley Logan, *With Pen and Voice*, pp. 1-29, 75-100; Iris Berger, "An African American 'Mother of the Nation': Madie Hall Xuma in South Africa," 125-156 (Bb)
- *Watch Ida B. Wells, A Passion for Justice: https://www.youtube.com/watch?v=N4K8AYgP0hE*

October 29&31: Rethinking Diaspora in the Twentieth Century

- *Read*: Gomez, *Reversing Sail*, pp. 162-218; Booker T. Washington, *Up From Slavery*, chp. 14 in *Three Negro Classics*; Du Bois, Chp. 2 "Of Mr. Booker T. Washington and Others," *Souls of Black Folks* in *Three Negro Classics*
- *Watch*: *Slavery by Another Name* https://www.youtube.com/watch?v=UcCxsLDma2o

Due: Essay 2

III. Rethinking Diaspora in the Twentieth Century

November 5&7: Black Travel Within Routes of Discrimination

- Read**:** Robin Kelley, *Freedom Dreams,* Chps. 1&2
- *Watch: Look for Me in the Whirlwind*
  https://www.youtube.com/watch?v=LsypjWJ7MpU

Due: research proposal

November 12&14: Reparations and the Unfinished Struggle of Democracy in the African Diaspora

- *Read: Robin Kelley, Freedom Dreams,* Chps. 4&5
- *Watch: Black Power Mixtape*
  https://www.youtube.com/watch?time_continue=1&v=6bryh0IFMhg
- *Watch: Africa: States of Independence*
  https://www.youtube.com/watch?v=CgzSnZidGuU&t=98s

November 19&21: Toward a Synthesis: Freedom, Equality, and Justice Today

- *Read:* Taylor, *From # Black Lives Matter to Black Liberation,* chps. 1, 6&7
- Watch: *Stay Woke: The Black Lives Matter Movement*
  https://www.youtube.com/watch?v=eIoYtKOqxeU
- **Research Presentations**

November 26 (Nov. 28/ University Holiday): Research Presentations

December 3&5: Research Presentations

Due. Essay 3

December 10: Research Presentations

(Action Item)

Proposal to Create a New Course: MUS 170 - Group Piano for Non-Majors
Potter College of Arts & Letters
Department of Music

Section 1: Proponent Contact Information

1.1 Name/Title: Dr. Donald Speer, Professor
1.2 Email address: donald.speer@wku.edu
1.3 Phone #270-745-5918

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: MUS 170

2.2 Course CIP code: 50.0901

2.3 Course title: Group Piano for Non-Majors

2.4 Abbreviated Course title: Group Piano for Non-Majors

2.5 Credit hours/Variable credit: 1.0

2.6 Repeatability: N/A

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

NO

2.8 Course Catalog Description:

Training in basic piano skills: learning to read and play music from the grand staff, fundamental technique (scales, chords, and arpeggios), harmonization, and repertoire.

2.9 Prerequisite/Corequisites/Restrictions: NONE

2.10 Additional Enrollment Requirements: N/A

2.11 Other Special Course Requirements: N/A

2.12 Grade Type: A-F Final Grade

2.13 Schedule Type: Applied Learning

Section 3: Description of proposed course

3.1 Course Content Summary:

Group Piano for Non-(music) Majors develops basic piano skills that include learning to read music from the grand staff. Students will learn the basics of piano note location, fundamental technique (scales, chords, and arpeggios), harmonization, and repertoire. Students will learn and demonstrate their knowledge and skills on digital keyboards in a classroom setting. No prior knowledge or training is required.

3.2 Learning Outcomes:

Upon successful completion of this course, students will:

1. demonstrate good posture and correct hand position at the piano.
2. demonstrate proficiency with music reading and playing from the grand staff, including identifying note names and reading by interval.
3. accompany simple right-hand melodies with left-hand chord roots, and harmonize with primary chords in major keys.
4. demonstrate proficiency in the performance of major/minor 5 note patterns, 8-note scales, and major/minor triads.
5. demonstrate an understanding of other types of scales, modes and tonalities

3.3 Assessment/Evaluation:

- Completed course workbook assignments
- Playing evaluations
- Final exam

Section 4: Rationale

4.1 Reason for developing this proposed course:

Group Piano for Non-Majors has already existed as an alternate version of Group Piano I (for music majors only) and is designed for students who are not

music majors**.** The two versions of this course currently share an identical course number (MUS 160), which has caused confusion among students and advisors. However, the curriculum between the two courses is quite different. Creating a new course title with a unique course number should eliminate confusion.

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

- Do any other courses already being offered by other university departments/units share content with this proposed course? NO
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 12-18

5.2 How many sections of this course per academic year will be offered? 2

5.3 How many students per academic year are expected to enroll? 24-32

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

The numbers are based on student enrollment in previous years.

5.5 Proposed method of staffing: utilizing current piano instructors

5.6 Instructional technology resources: NONE

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

If YES, was a Library Resources Form submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

Section 6: Proposed term for implementation: Next Available

Section 7: Supplemental/Supporting Documentation: N/A

Proposal Date: 11-25-19

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

Contact Person: Natalie Tyree
Natalie.tyree@wku.edu
931-209-7447

1. Identification of course:

1.1 Current course prefix (subject area) and number: Art 438
1.2 Course title: Advanced Computer Graphics

2. Revise course title:

2.1 Current course title: Advanced Computer Graphics
2.2 Proposed course title: Advanced Media Design
2.3 Proposed abbreviated title: Advanced Media Design
2.4 Rationale for revision of course title:
This course title is outdated. It does not accurately describe the course and current content taught in the course. Update reflects a comparison to language used in similar courses at regional benchmark institutions.

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:
Combines artwork and graphic design using the computer to compose printed matter

5.2 Proposed course catalog listing:
Advanced level studio course that combines previously acquired art and design skills with new strategies to produce print and digital design for on-screen media and user interactions. Places a strong focus on self-directed projects and experiential learning.

5.3 Rationale for revision of course catalog listing:

Catalog listing is out of date. It does not provide a cohesive snapshot of what is currently taught in the course, nor does it reflect a contemporary approach. Changes to both course title and catalog listing are meant to update the course title/description as they reflect current design education/industry trends. These changes should also leave room for advancements in technology/industry in the years to come.

6. Revise course credit hours: N/A

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

7. Revise schedule type: N/A

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

8. Revise grade type: N/A

8.1 Current grade type:
8.2 Proposed grade type:
8.3 Rationale for revision of grade type:

9. Proposed term for implementation: Next Available

10. Dates of prior committee approvals:

Art Department	11/25/19
Potter College Curriculum Committee	12/3/2019
Undergraduate Curriculum Committee	**01/21/2020**
Faculty Senate	

Proposal to Revise a program: 583 - AB Major in Music (Liberal Arts), all concentrations
Potter College of Arts & Letters
Department of Music

Section 1: Proponent Contact Information

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

Section 2: Program Information

2.1 Classification of Instructional Program (CIP) reference number: 13.1312
2.2 Current Program title: 583-AB Major in Music (Liberal Arts),
2.3 Current total number of credits required in the program: 36-48 hrs

Section 3: Proposed program revisions and rationales: The department is in the process of redefining course titles and credit hours for the four-semester music theory sequence. Program contact hours, total credit hours, and scheduling will be unaffected by these changes.

3.1 First proposed revision: Note credit hour changes from 3 to 2 for the following four courses: MUS 100 Theory I, MUS 101 Theory II, MUS 200 Theory III, and MUS 201 Theory IV. This credit hour change has been proposed at the course level and is moving through the approval process.

3.2 Second proposed revision: Add the following four new courses: MUS 110 Aural Theory I, MUS 111 Aural Theory II, MUS 210 Aural Theory III, and MUS 211 Aural Theory IV. Each of these courses is 1 credit hour. These courses have been proposed at the course level and are moving through the approval process.

These new courses have always existed in the program as embedded content in MUS 100, 101, 200, and 201. The courses currently exist as 3 credit hour courses where two distinct topics are included – written music theory and aural skills. These two topics are taught by separate instructors and on different days of the week. The department is seeking to separate out the two topics into two distinct courses (theory for 2hrs and aural skills for 1hr – see 3.1 above). This will enable each instructor to be the instructor of record and final grades will more accurately show student learning outcomes specific to each topic. This approach is also consistent with benchmark institutions as well as comparable NASM music programs.

Section 4: Consultations: None needed. Changes are specific to music majors.

Section 5: Proposed term for implementation: Next Available

Section 6: Approval Flow Dates:

Department of Music	11/22/2019
Potter College Curriculum Committee	12/3/2019
Professional Education Council	12/11/2019
Undergraduate Curriculum Committee	**01/21/2020**
Faculty Senate	

7.1: <u>Current</u> AB Major in Music (Liberal Arts)

Music Requirements	Credits	Notes
MUS 100 Theory I	~~3~~	Change to 2hrs
MUS 101 Theory II	~~3~~	Change to 2hrs
MUS 200 Theory III	~~3~~	Change to 2hrs
MUS 201 Theory IV	~~3~~	Change to 2hrs
MUS 326 Music History I	3	
MUS 327 Music History II	3	
MUS 160 Group Piano I	1	
MUS 161 Group Piano II	1	
MUS 317 Conducting I	2	
Applied Lessons (6 semesters)	8-12	
Major Ensemble (6 semesters)	6	
MUS 155 Performance Attendance (6 semesters)	0	
Music Electives (Extended Concentration)	(8)	
Total Program Hours	**36-48**	

7.2: <u>Proposed</u> AB Major in Music (Liberal Arts)

Music Requirements	Credits	Notes
MUS 100 Theory I	2	
MUS 101 Theory II	2	
MUS 200 Theory III	2	
MUS 201 Theory IV	2	
MUS 110 Aural Theory I	1	
MUS 111 Aural Theory II	1	
MUS 210 Aural Theory III	1	
MUS 211 Aural Theory IV	1	
MUS 326 Music History I	3	
MUS 327 Music History II	3	
MUS 160 Group Piano I	1	
MUS 161 Group Piano II	1	
MUS 317 Conducting I	2	
Applied Lessons (6 semesters)	8-12	
Major Ensemble (6 semesters)	6	
MUS 155 Performance Attendance (6 semesters)	0	
Music Electives (Extended Concentration)	(8)	
Total Program Hours	**36-48**	

Proposal to Revise a program: 593 - BM Major in Music, all concentrations
Potter College of Arts & Letters
Department of Music

Section 1: Proponent Contact Information

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

Section 2: Program Information

2.4 Classification of Instructional Program (CIP) reference number: 13.1312
2.5 Current Program title: 593-BM Major in Music
2.6 Current total number of credits required in the program: 69 -74 hrs

Section 3: Proposed program revisions and rationales: The department is in the process of redefining course titles and credit hours for the four-semester music theory sequence. Program contact hours, total credit hours, and scheduling will be unaffected by these changes.

3.6 First proposed revision: Note credit hour changes from 3 to 2 for the following four courses: MUS 100 Theory I, MUS 101 Theory II, MUS 200 Theory III, and MUS 201 Theory IV. This credit hour change has been proposed at the course level and is moving through the approval process.

3.7 Second proposed revision: Add the following four new courses: MUS 110 Aural Theory I, MUS 111 Aural Theory II, MUS 210 Aural Theory III, and MUS 211 Aural Theory IV. Each of these courses is 1 credit hour. These courses have been proposed at the course level and are moving through the approval process.

These new courses have always existed in the program as embedded content in MUS 100, 101, 200, and 201. The courses currently exist as 3 credit hour courses where two distinct topics are included – written music theory and aural skills. These two topics are taught by separate instructors and on different days of the week. The department is seeking to separate out the two topics into two distinct courses (theory for 2hrs and aural skills for 1hr – see 3.1 above). This will enable each instructor to be the instructor of record and final grades will more accurately show student learning outcomes specific to each topic. This approach is also consistent with benchmark institutions as well as comparable NASM music programs.

Section 4: Consultations: None needed. Changes are specific to music majors.

Section 5: Proposed term for implementation: Next Available

Section 6: Approval Flow Dates:

Department of Music	11/22/2019
Potter College Curriculum Committee	12/3/2019
Professional Education Council	12/11/2019
Undergraduate Curriculum Committee	**01/21/2020**
Faculty Senate	

7.1: <u>Current</u> BM Major in Music

Music Requirements	Credits	Notes
MUS 100 Theory I	~~3~~	Change to 2hrs
MUS 101 Theory II	~~3~~	Change to 2hrs
MUS 200 Theory III	~~3~~	Change to 2hrs
MUS 201 Theory IV	~~3~~	Change to 2hrs
MUS 304 Form & Analysis	2	
MUS 326 Music History I	3	
MUS 327 Music History II	3	
MUS 160 Group Piano I	1	
MUS 161 Group Piano II	1	
MUS 260 Group Piano III	1	
MUS 261 Group Piano IV	1	
MUS 317 Conducting I	2	
Applied Lessons (7-8 semesters)	14-20	
Major Ensemble (7-8 semesters)	7-8	
MUS 155 Performance Attendance (7-8 semesters)	0	
Additional courses as required by concentration	20-22	
Total Program Hours	**69-74**	

7.2: <u>Proposed</u> BM Major in Music

Music Requirements	Credits	Notes
MUS 100 Theory I	2	
MUS 101 Theory II	2	
MUS 200 Theory III	2	
MUS 201 Theory IV	2	
MUS 110 Aural Theory I	1	
MUS 111 Aural Theory II	1	
MUS 210 Aural Theory III	1	
MUS 211 Aural Theory IV	1	
MUS 304 Form & Analysis	2	
MUS 326 Music History I	3	
MUS 327 Music History II	3	
MUS 160 Group Piano I	1	

MUS 161 Group Piano II	1
MUS 260 Group Piano III	1
MUS 261 Group Piano IV	1
MUS 317 Conducting I	2
Applied Lessons (7-8 semesters)	14-20
Major Ensemble (7-8 semesters)	7-8
MUS 155 Performance Attendance (7-8 semesters)	0
Additional courses as required by concentration	20-22
Total Program Hours	**69-74**

Proposal to Revise a Program: 561 - English for Secondary Teachers
Potter College of Arts & Letters
Department of English

Section 1: Proponent Contact Information

1.1 Name/Title: Peggy Otto
1.2 Email address: peggy.otto@wku.edu
1.3 Phone # 5-5710

Section 2: Program Information

2.1 Classification of Instructional Program (CIP) reference number: 561
2.2 Current Program title: Major in English for Secondary Teachers
2.3 Current total number of credits required in the program: 88

Section 3: Proposed program revisions and rationales:

The Reinvesting in WKU Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of the Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education brought these 5 courses forward through the curriculum to establish the 15-credit teacher education core during the 2018-2019 academic year. The current program revision proposal incorporates the new core curriculum into the Clinical Experiences and Practices in Teaching (CEPT) program required for English for Secondary Teachers majors, better reflecting the methodological content provided by the program. While the courses have changed, the required credit hour total for certification (34 credit hours) remains the same.

3.1 First proposed revision:

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

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

3.2 Second proposed revision:

Change SEC 350 credit hours from 8 to 2.

Rationale: 9 of the new education Core hours are to be incorporated into the current CEPT format of two semesters totaling 15 hours. Two of the new 3-hour courses—EDU 350 and EDU 360—will assume specific responsibility for 6 of the 8 hours previously blanketed by SEC 350. The new permutation of CEPT 1 will include SEC 350, EDU 350, and EDU 360 while maintaining a total of 8 credit hours.

3.3 Third proposed revision:

Delete LTCY 421.

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

3.4 Fourth proposed revision:
Add EDU 350.
Rationale: See 3.2

3.5 Fifth proposed revision:
Add EDU 360.
Rationale: See 3.2

3.6 Sixth proposed revision:
Add EDU 260.
Rationale: EDU 260 is one of the five designated Core education courses. It will replace LTCY 421 (See 3.3) in CEPT 2, maintaining CEPT 2 at 7 total semester hours with SEC 450 and SEC 475.

Section 4: Consultations: Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? YES

- Leadership from The School of Teacher Education has met with the WKU Department of English (the department chair and Teacher Education faculty) to discuss and approve the proposed program changes.

Section 5: Proposed term for implementation: Next Available
Section 6: Approval Flow Dates:

Department of English	11/14/2019
Potter College Curriculum Committee	12/3/2019
Professional Education Council	12/11/2019
Undergraduate Curriculum Committee	**01/21/2020**
Faculty Senate	

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

7.1 Current Program

Course	Hrs.
EDU 250 ~~**Intro to Teacher Education**~~	3
PSY 310 Educational Psychology	3
SEC 350 Clinical Practice Sec 1	~~**8**~~
SEC 450 Clinical Practice Sec 2	1
SEC 475 Teaching Language Arts	3
~~**LTCY 421 Content Area Reading**~~	~~**3**~~
SEC 490 Student Teaching	10
EDU 489 Student Teaching Seminar	3
Subtotal	34

7.2 Proposed Program

Course	Hrs.
EDU 250 **Discover Teaching**	3
PSY 310 Educational Psychology	3
SEC 350 Clinical Practice Sec 1	**2**
EDU 350 Diversity and Differentiation	**3**
EDU 360 Behavior and Classroom Management	**3**
SEC 450 Clinical Practice Sec 2	1
SEC 475 Teaching Language Arts	3
EDU 260 Classroom Assessment	**3**
SEC 490 Student Teaching	10
EDU 489 Student Teaching Seminar	3
Subtotal	34

Proposal to Revise a Program: 592 - Major in Social Studies with Teacher Certification
Potter College of Arts & Letters
Department of History

Section 1: Proponent Contact Information

1.1 Name/Title: Tamara Van Dyken/Associate Professor
1.2 Email address: tamara.vandyken@wku.edu
1.3 Phone # 5-2994

Section 2: Program Information

2.1 Classification of Instructional Program (CIP) reference number: 592 (with Teacher Certification)
2.2 Current Program title: Major in Social Studies with Teacher Certification
2.3 Current total number of credits required in the program: 60

Section 3: Proposed program revisions and rationales:

The Reinvesting in WKU Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education brought these 5 courses forward through the curriculum to establish the 15-credit teacher education core during the 2018-2019 academic year. This revision incorporates the new core curriculum into the Clinical Experiences and Practices in Teaching CEPT) required for Social Studies Teacher Certification majors, better reflecting the methodological content provided by the program. While the courses have changed, the required credit hours for certification (34 credit hours) remains the same. This proposed revision applies the already approved new CEPT coursework to the Social Studies Teacher Certification program.

3.1 First proposed revision:

Change course title of EDU 250, 3hrs, from “Intro to Teacher Education” to “Discover Teaching.”

Rationale: EDU 250 is the introductory course for the 15-credit teacher education core.

3.2 Second proposed revision:

Add EDU 260, 3hrs (Classroom Assessment).

Rationale: EDU 260 is the second course for the 15-credit teacher education core.

3.3 Third proposed revision:

Add EDU 350, 3hrs (Student Diversity and Differentiation).

Rationale: EDU 350 is the third course for the 15-credit teacher education core.

3.4 Fourth proposed revision:

Delete LTCY 421, 3hrs (Content Area Reading in the Middle and Secondary Grades). Add EDU 360, 3hrs (Behavior and Classroom Management).

Rationale: Literacy is a thematic strand throughout the 15-credit teacher education core. Therefore, a behavior and classroom management course will replace LTCY 421. This was a major request by community constituents and p-12 district partners. Moreover, the education research literature notes that behavior and classroom management is a major concern for novice teachers throughout our nation. *Throughout the 4-year program of study, students will study literacy as a theme in order to meet the 2017 International Literacy Association's standards for middle and high school teacher candidates. Literacy instruction will be included in the Core Courses and in coursework in the teacher candidates' disciplines.

3.5 Fifth proposed revision:

Change credit hours for SEC 350 (Clinical Practices in Secondary Teaching I) from 8 credits to variable credit (2-3).

Rationale: Multiple programs utilize SEC 350 and based on their configuration of courses tha coincide with the CEPT program, making this variable credit will assist in the student credits hours in the CEPT model.

Section 4: Consultations: Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? YES

- Leadership from The School of Teacher Education has met with the WKU Department of History (the department chair and Teacher Education faculty) to discuss and approve the proposed program changes.

Section 5: Proposed term for implementation: Next Available

Section 6: Approval Flow Dates:

Department of History	11/8/2019
Potter College Curriculum Committee	12/3/2019
Professional Education Council	12/11/2019
Undergraduate Curriculum Committee	**01/21/2020**
Faculty Senate	

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

7.1 Current Program

Professional Education	
Course HRS	
~~EDU 250: Intro to Teacher Education~~	3
PSY 310: Educational Psychology	3
~~SEC 350 (Clinical Practice Sec 1)~~	~~8~~
SEC 450 (Clinical Practice Sec 2)	1
SEC 481 (Social Studies)	3
~~LTCY 421~~	3
SEC 490 (Student Teaching)	10
EDU 489 (Teacher Seminar)	3
Subtotal	34

7.2 Proposed Program

Professional Education	
Course HRS	
EDU 250: Discover Teaching	3
PSY 310: Educational Psychology	3
SEC 350 (Clinical Practice Sec 1)	**2**
EDU 350 Diveristy and Differentiation	**3**
EDU 360 Behavior and Classroom Management	3
SEC 450 (Clinical Practice Sec 2)	1
SEC 481 (Social Studies)	3
EDU 260 Classroom Assessment	3
SEC 490 (Student Teaching)	10
EDU 489 (Teacher Seminar)	3
Subtotal	34

Proposal Date: 09/13/2019

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

Contact Person: Jeremy B. Maddox, jeremy.maddox@wku.edu, 5-8725

1. Identification of course:

1.3 Course prefix (subject area) and number: BIOL 446/CHEM 446

1.4 Course title: BIOCHEMISTRY I

2. Current prerequisites/corequisites/special requirements:

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

3. Proposed prerequisites/corequisites/special requirements:

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

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

The Chemistry Department has no plans to offer CHEM 314 in the future.

5. Effect on completion of major/minor sequence:

None. Students should take CHEM 340-341 as the prerequisite for BIOL 446/CHEM 446.

6. Proposed term for implementation:

First available

7. Dates of prior committee approvals:

Department of Biology	**11/22/2019**
Department of Chemistry	**10/4/2019**
Ogden College Curriculum Committee	**12/5/2019**
Professional Education Council (if applicable)	**12/11/2019**
General Education Committee (if applicable)	N/A
Undergraduate Curriculum Committee	**01/21/2020**
University Senate	

Proposal Date: 09/19/2019

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

Contact Person: Jeremy B. Maddox, jeremy.maddox@wku.edu, 5-8725

1. Identification of course:

1.1 Current course prefix (subject area) and number: CHEM 476

1.2 Course title: ADVANCED INVESTIGATIONS IN CHEMISTRY LABORATORY

2. Revise course title:

2.5 Current course title: ADVANCED INVESTIGATIONS IN CHEMISTRY LABORATORY

2.6 Proposed course title: SELECTED TOPICS IN CHEMISTRY LABORATORY

2.7 Proposed abbreviated title: SEL TOPICS IN CHEMISTRY LAB

2.8 Rationale for revision of course title:
The proposed title revision more precisely reflects the ability to pair the CHEM 476 laboratory course with the CHEM 475 Selected Topics in Chemistry lecture course.

3. Revise course number:

3.4 Current course number:

3.5 Proposed course number:

3.6 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements:

4.1 Current prerequisites/corequisites/special requirements: (indicate which)
Prerequisite: Permission of the instructor.

4.2 Proposed prerequisites/corequisites/special requirements:
Prerequisite: Consent of instructor.

4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
The proposed revision is a minor wording change that will make the prerequisite more consistent with the Department's other courses that require consent of the instructor.

4.4 Effect on completion of major/minor sequence:
None

5. Revise course catalog listing:

5.4 Current course catalog listing:
A course for advanced students involving assigned laboratory work in the field of inorganic chemistry. Typical procedures and experiments are those involving the synthesis, characterization, and identification of various chemical compounds,

using a variety of handling techniques, and the application of various physical methods. Course Fee

5.5 Proposed course catalog listing:
Special laboratory techniques are presented to acquaint advanced students with significant problems and developments of current interest in the field of chemistry. Course Fee

5.6 Rationale for revision of course catalog listing:
The scope of the course is broadened to advanced laboratory work in any chemistry sub-discipline.

6. Revise course credit hours:

6.4 Current course credit hours: 2
6.5 Proposed course credit hours: 1-3
6.6 Rationale for revision of course credit hours:
The proposed variable credit hours allows for maximum flexibility in the design of the a special topics laboratory that may accompany a special topics lecture course.

7. Revise schedule type:

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

8. Revise grade type:

8.1 Current grade type:
8.2 Proposed grade type:
8.3 Rationale for revision of grade type:

10. Proposed term for implementation:

First available

11. Dates of prior committee approvals:

Department of Chemistry	**11/1/2019**
Ogden College Curriculum Committee	**12/5/2019**
Professional Education Council (if applicable)	N/A
General Education Committee (if applicable)	N/A
Undergraduate Curriculum Committee	**01/21/2020**
University Senate	

Proposal Date: 09/19/2019

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

Contact Person: Jeremy B. Maddox, jeremy.maddox@wku.edu, 5-8725

1. Identification of course:

1.1 Current course prefix (subject area) and number: CHEM 491

1.2 Course title: MATERIALS CHEMISTRY LABORATORY

2. Revise course title:

2.1 Current course title:

2.2 Proposed course title:

2.3 Proposed abbreviated title:

2.4 Rationale for revision of course title:

3. Revise course number:

3.1 Current course number:

3.2 Proposed course number:

3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements:

4.1 Current prerequisites/corequisites/special requirements: (indicate which)
Prerequisites: CHEM 330 and CHEM 412 or 452 with a grade of "C" or better

4.2 Proposed prerequisites/corequisites/special requirements:
Prerequisites: CHEM 320, CHEM 330, and CHEM 342 with a grade of "C" or better

4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
CHEM 320, 330, and 342 provide a foundation-level experience in inorganic, analytical, and organic chemistry, respectively, which is sufficient preparation for an interdisciplinary laboratory in materials chemistry.

4.4 Effect on completion of major/minor sequence:
None

5. Revise course catalog listing:

5.1 Current course catalog listing:

5.2 Proposed course catalog listing:

5.3 Rationale for revision of course catalog listing:

6. Revise course credit hours:

6.1 Current course credit hours: 3

6.2 Proposed course credit hours: 1-3

6.3 Rationale for revision of course credit hours:
The proposed variable credit hours allows for maximum flexibility in the design of the materials chemistry laboratory that can be offered as a stand-alone laboratory or alongside CHEM 490.

7. Revise schedule type:

7.1 Current schedule type:

7.2 Proposed schedule type:

7.3 Rationale for revision of schedule type:

8. Revise grade type:

8.1 Current grade type:

8.2 Proposed grade type:

8.3 Rationale for revision of grade type:

10. Proposed term for implementation:

First available

11. Dates of prior committee approvals:

Department of Chemistry	**11/1/2019**
Ogden College Curriculum Committee	**12/5/2019**
Professional Education Council (if applicable)	N/A
General Education Committee (if applicable)	N/A
Undergraduate Curriculum Committee	**01/21/2020**
University Senate	

PRE-PROPOSAL FOR NEW ACADEMIC PROGRAM

Western Kentucky University

_____

Institution Submitting Proposal

Bachelor of Science

_____

Program Type

Environmental, Sustainability, and Geographic Studies

_____

Title of Proposed Degree Program

Undergraduate

_____

Degree Level

EEO Status	_____
CIP Code	03.0103
Academic Unit (e.g. Department, Division, School)	Ogden College of Science and Engineering
Name of Academic Unit	Department of Geography and Geology
Name of Program Director	Dr. Fred Siewers
Date of pre-proposal	_____
End of review period	_____
Intended Date of Implementation	Fall 2020
Name, Title and Information of Contact Person	Dr. Fred Siewers Chair, Department of Geography and Geology Fred.siewers@wku.edu (270 745-5988

For guidance on this form and the process, see:
http://www.wku.edu/academicaffairs/pd/program_development.php and/or contact Rheanna Plemons (rheanna.plemons@wku.edu)

Is this program a pre-baccalaureate certificate or diploma program? Y___ N__X__

- If YES, is the program Technical/Occupational/Vocational
- Please provide documentation that this program was approved by the KCTCS Board of Regents
  N/A

A. Centrality to the Institution's Mission and Consistency with State's Goals

1. Provide a brief description of the program.

a. Does this program have any specializations? Y___ or N__X__
If yes, add specialization name, add specialization description.

This program is proposed as part of the WKU comprehensive program review (CAPE), wherein the institution supported the forward thinking of the Department of Geography and Geology to transform its majors in Geography and Environmental Studies and GIS into a merged, single major. The **new program in Environmental, Sustainability, and Geographic Studies** (ESGS) will enhance student training, follow market trends, capitalize on faculty expertise and research, and streamline the current majors in various concentrations within the degrees undergoing transformation. This will make advising and programming more efficient for majors and also provide them with a degree that integrates the skills and topics that are necessary and relevant to today's workforce demands.

The Environmental, Sustainability, and Geographic Studies program focuses on environment-related issues using scientific, technological, and humanistic approaches to understand the interactive nature and interdependence of environmental and human factors. The program is structured around foundational courses, technical course work, and applied real-world experiences. Foundational instruction introduces students to basic principles of environmental science and related subjects, such as sustainability science, environmental planning, pollution control, natural resource management, spatial data analysis, economics, cultural geography, and the general interactions of humans and nature. The program will prepare students for thinking critically about the complexities of human-environmental interactions through technical course work encompassing scientific writing, quantitative skills and data analysis, applied field- and lab-based experiences, and effective use of geospatial technologies (e.g., GIS and cartography, GPS, radar, satellite, drone, photogrammetry, environmental quality monitors, and surveying). Since the geoenvironmental sector is very broad in scope, the major does not include pre-defined and narrow concentrations. Instead, the program will allow students to complete a customized set of elective coursework that best prepares them for a

graduate program or any one of the wide ranging careers in the environmental field that they find of most interest. The program not only will prepare students with essential knowledge in the fields of environment and sustainability, but will also train students with critical information processing and geospatial analysis skills to meet the demands of employers in diverse industries with information-age needs in the 21st Century.

2. What are the objectives of the proposed program?

In combining the existing programs of Geography and Environmental Studies and Geographic Information Systems (GIS) into a holistic, multidisciplinary program, the overall program goal is to meet the evolving needs of students entering the emerging fields of sustainability, environmental management, and geospatial analysis. The specific objectives of the proposed program are to ensure that students can:

- Master core concepts and methods from the environmental, sustainability, and geographic sciences and apply them in solving social, economic, and resource problems;
- Master core concepts and methods from urban, political, and technical analysis as they pertain to the design and evaluation of policies and institutions that shape the daily lives of Kentuckians;
- Appreciate the ethical, cross-cultural, and historical context of environmental, sustainability, and geographic issues and the critical links between humans and their natural systems;
- Understand the broader spatial character of human-environment problems and ways of addressing them, including interactions across local to global scales;
- Apply systems concepts and methodologies to analyze and understand interactions between humans and the natural environment, and to sustain healthy interactions between humans and the natural and built environment;
- Reflect critically about student roles and identities as citizens, consumers, and environmental actors in a complex, interconnected world;
- Develop skills to communicate environmental, sustainability, and geographic concepts, risks, and approaches to protect and manage natural resources within a humanistic context.
- Demonstrate proficiency in the quantitative methods, qualitative analysis, spatial analysis, critical thinking, and written and oral communication needed to conduct high-level work as interdisciplinary environmental, sustainability, and geographic scholars and/or practitioners.

Overall, the proposed program in Environmental, Sustainability, and Geographic Studies is designed to meet the momentous realities of environmental change and the need for sustainable development by empowering students to solve emerging challenges with an integrative, geospatial- and science-based approach that acknowledges linkages between global human-environment systems. Environmental Sustainability, and Geographic Studies provide critical lenses for understanding – across the human-environment interface, across space, and at multiple scales – that foster comprehensive, ethical, and lasting change.

3. Explain how the objectives support the institutional mission and strategic priorities, and the statewide postsecondary education strategic agenda.

The mission of WKU is "to prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach."

Productive citizens have the ability to adapt to a changing world and often rise to become leaders in their communities. Processes of globalization, reflected by technological innovation and cultural diffusion, are drivers of rapid change in the structure of society. At the same time, issues of sustainability challenge society from the local to the global scale to keep pace with resource utilization and management. Now, more than at any time, an informed geographic perspective is an asset in society. Further, there is a growing need for people with knowledge and technical

skills to analyze and understand the massive volume of geospatial and environmental data that are being collected each day to support decision making in both the public and private sectors. The B.S. in Environmental, Sustainability, and Geographic Studies program is focused specifically on providing students with an educational experience that meets their needs and those of society. The curriculum has evolved through the years to emphasize substantive issues regarding the environment, sustainability, globalization, cultural awareness, and place-based learning, while expanding opportunities and expectations for students to acquire technical skills involving the analysis and interpretation of geospatial and environmental data.

The subdisciplines of sustainability and environmental studies are concerned with understanding the complexities of human-environment interactions through applied learning and a holistic approach, similar to geography and its global approach. The Environmental, Sustainability, and Geographic Studies program aims to be the region's outstanding geoenvironmental program by incorporating geographic information skills as a tool to assist our students in decision-making processes in the Kentucky workforce and beyond. It aims to produce exceptional undergraduates through engagement in critical-thinking and meaningful problem-solving using a systems-based approach. There are many opportunities for students in the program to get out of the classroom and aid in solving real-world problems through involvement in field research, internships, and applied learning activities. This program will incorporate meaningful research and community engagement in its courses and in the overall program.

The proposed program complements other majors in the Department (Meteorology and Geology), as well as the Master's program (through the Joint Undergraduate-Masters Program or JUMP) via common core courses and strong interdisciplinary training, creating synergies that enhance both the student experience and retention. Because of the interdisciplinary nature of the program, and the high demand for the applied skills taught through its coursework, students from multiple colleges and departments (such as education, agriculture, political science, criminology, journalism, history, social studies, engineering, and biology, etc.) participate in our program courses. Additionally, since every education major at WKU must take a Geography of Kentucky or History of Kentucky course to complete the degree, approximately 100 elementary education majors annually are able to graduate WKU because of our program.

The Kentucky Council on Postsecondary Education lists the following priorities in its strategic agenda for 2016-2021:

- Encourage more people to take advantage of postsecondary opportunities
- Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path
- Create economic growth and development and make our state more prosperous.

Priority 1: Encourage more people to take advantage of postsecondary opportunities. The B.S. in Environmental, Sustainability, and Geographic Studies attracts students due to the ubiquity of media coverage and the national conversation about climate change and other environmental issues. The rapid global exchange of information makes students aware of the environmental impacts that past human decisions have had on our current and future lives. Incoming students are aware that a career in environmental studies and sustainability is important to solving the societal problems. Enrollments in the existing Geography and Environmental Studies program and the Geographic Information Systems certificate have increased over the past two years (see table below),

Degrees Awarded and Current Students Enrolled in the two Merging Programs

Degrees Awarded	**AY19**	**AY18**	**AY17**	**AY16**	**AY15**
GIS Certificate	7	8	13	8	14
B.S. Degree GEO*	9	21	15	16	16
Enrolled August 15th	**AY19**	**AY18**	**AY17**	**AY16**	**AY15**
GIS Certificate enrolled	24	16	12	11	10
GEO Majors**	74	49	51	58	67

* B.S. Geography and Environmental Studies plus B.S. in GIS

** Majors in B.S. Geography and Environmental Studies plus B.S. in GIS, after accounting for degrees awarded, as of August 15th each academic year.

Priority 2: Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path. WKU has been vigorously promoting retention over the past few years. The Department of Geography and Geology and the Ogden College of Science and Engineering each has a recruitment and retention committee. Graduating students fill workforce shortages in the state, such as positions requiring GIS expertise (see section C for data on job availability and placement). The program has a required Professional Preparation course

(GEOG 499), which guides students though their career path by preparing resumes, transforming skills gained through coursework to applicable workforce job qualities, honing interview skills, and guiding students through job searches that should result in a rewarding career.

Priority 3: Create economic growth and development and make our state more prosperous. Students who graduate with the B.S. in Environmental, Sustainability, and Geographic Studies degree will take on jobs in public service and the private sector. These careers require innovation and integration of technology and software in job duties and performance demands, all of which are emphasized in this program, and will lead to our graduates piloting new departments and divisions in the fields of environmental planning, sustainability coordination, and GIS and geospatial analysis. Job market data clearly indicate rapid expected growth in these fields, and our program's customization will allow us to train students who should achieve desirable salaries, and create further growth in these sectors.

4. Is an approval letter from Education Professional Standards Board (EPSB) required?

No - Not Applicable

B. Program Quality and Student Success

1. What are the intended student learning outcomes of the proposed program?

The specifics of these broad learning outcomes for the Environmental, Sustainability, and Geographical Studies program can be divided into three broad categories and are aligned with Bloom's Taxonomy for learning outcomes which are also listed below and included in Section F.

Student Learning Outcome #1 – Foundational Courses
Students will demonstrate engagement with the fundamental principles of environment, sustainability, and human geography to develop discipline-specific knowledge and skills within the program of study. Students will learn how the concepts such as place, scale, region, and diffusion, which make up an environmental geographer's 'toolkit', can be used for identifying, mapping, and quantifiably analyzing environmental data and geospatial patterns of human and natural environments, as well as the interaction between the two. Students can articulate the pillars of sustainability as they relate to the individual, community, and world.

Student Learning Outcome #2 – Technical and Professional Courses
Students will demonstrate competence in written and visual communication through research and writing experiences in the program. Students will demonstrate how qualitative/quantitative measures can be used to assess, report, and design approaches that address sustainability challenges and opportunities. Students will be able to articulate the principles of the scientific method. Within a projects-based learning model, students will be able to apply geospatial principles and provide quantifiable assessment of geospatial and environmental data, as well as demonstrate operational knowledge of GIS software.

Student Learning Outcome #3 – Career Emphasis Courses (Electives)
Students can explain the complexities of social, cultural, and environmental diversity, and demonstrate critical thinking and evidence-based argument skills related to diverse, complex, and nuanced real-world social, cultural, environmental, and sustainability problems in

geospatial and socioenvironmental contexts in preparation for their specific professional career aspirations.

Overall Program Learning Outcomes:

Create

- Generate holistic plans to solve local-to-global issues using knowledge and technology.
- Develop meaningful datasets to enable analysis of complex socioenvironmental issues.

Evaluate

- Critique standards and develop sustainable improvements.
- Critically evaluate resource management practices and governing policies.
- Evaluate "big data" within a spatial and geographical context for problem-solving using GIS and other sub-discipline specific techniques.

Analyze

- Analyze relationships and apply critical thinking to decision-making processes and present the information appropriately to various stakeholders.
- Analyze complex datasets by integrating cultural/human and physical/environmental variables to contextualize broader interpretations for application in a globalized setting.
- Identify pattern variability at multiple temporal and spatial scales using GIS.

Apply

- Execute fieldwork and research to collect data regarding socioenvironmental problems.
- Implement geographic information science to recognize patterns and evaluate probable causes and solutions.
- Articulate basic environmental concepts, sustainability pillars, and geographical principles and convey an understanding of their value and importance to stakeholders and the public.
- Use applied learning and problem solving to approach complex socioenvironmental issues.
- Practice sustainable approaches to problem solving from the local to global scales.

Understand

- Interpret data in order to understand the intersection of the cultural, environmental, and physical relationships in the world.
- Compare and contrast circumstances from place to place to recognize how actions and policies can predict outcomes.

Remember

- Recognize that contemporary problems and challenges are the product of history and inertia, and that spatial understanding and interpretation requires research, reflection, as well as the burden of responsibility for future decisions and consequences.
- Build a knowledge base of concepts that relate to cultural, environmental, and physical relationships of the world.

In summary, students who complete our program will be well-prepared to succeed in their chosen career paths, fully capable of applying their critical thinking skills and their technical and scientific expertise, to effectively solve problems at the local, regional, and global scales. Our graduates will have the intellectual abilities and necessary scientific tools to examine, synthesize, and better understand the complexities of social and environment diversity. Students will be influential in civic engagement and as informed members of society, well-equipped to meet the needs of ever-emerging challenges and technologies. Students who earn their degree in Environmental, Sustainability, and Geographical Studies at WKU will have the confidence and knowledge to effect change and to enter the workforce with marketable technical and communication abilities.

2. How will the program support or be supported by other programs within the institution?

The Environmental, Sustainability, and Geographic Studies major will support all other majors in the Department of Geography and Geology and beyond. Program coursework is inextricably Intertwined with METR, GEOL, and the Master's program through JUMP. For example, GEOG 300 (*Writing in the Geosciences*) is required by all majors in any program offered through Geography and Geology. Program faculty teach across all major programs. In consultation with an advisor, students will be able to take courses in other departments such as Biology, Criminology, Chemistry, or Public Health to fulfill elective options, in consultation with an advisor. The major will support other programs across the institution. For example, a student majoring in Photojournalism or Business can pursue electives in this major to give them background in environment or sustainability, or they can actually pursue it as a double major or second degree. This major will also support the certificate in Geographic Information Systems. This certificate is critical to a variety of disciplines that involve the analysis and mapping of varying forms of geospatial data (Criminology, Biology, History, etc.). Students who complete the certificate will have a solid foundation that spans the collection, management, analysis, automation, and display of data using geospatial technologies such as GIS. The proposed major will also complement the existing Geology and Meteorology degree programs housed within the Department of Geography and Geology through common core learning outcomes, and will provide additional interdisciplinary opportunities through elective courses that will count toward the Geology major. Most innovatively, this program sets the stage for a future interdisciplinary environmental science degree that could draw from resources in Public Health, Biology, Engineering, and other departments to provide a new opportunity for students to engage in this more technical and specific type of training.

3. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify.

As part of the WKU comprehensive program review (CAPE) the Department of Geography and Geology, supported by the Institution, proposed to transform the program. The transformation involves merging the Geography and Environmental Studies and GIS programs into a single

major that better enhances student training, follows market trends, capitalizes on faculty expertise and research, and streamlines concentrations of the existing program.

4. Will this be a 100% distance learning program?

No, the program is not a 100% distance learning program.

5. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

a. If yes, please check all that apply).

- Distance learning (*majority of the instruction occurs when the student and faculty are not in the same place*) – **yes, some courses may be taught in distance learning format**
- Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web? – **yes**
- Technology-enhanced instruction – **yes**
- Evening/weekend/early morning classes – **yes, some evening (4 pm start time) and early morning (8 am start times) courses will be included**
- Accelerated courses (*courses that can be complete in less than a traditional semester*) – **yes, some courses may be taught using the five-week enhanced learning schedule or the standard bi-term schedule, depending on demand**
- Instruction at nontraditional locations, such as employer worksite – **yes, trips to explore laboratory and other workplace and field-based education will be utilized, as well as internship opportunities as part of the core requirements**
- Courses with multiple entry, exit, and reentry points – **no**
- Courses with "rolling" entrance and completion times, based on self-pacing – **no**
- Modularized courses (*standalone segments or components of a parent course for which content has been determined and credit assigned. The sum of the constituent modules is equal to the credit of the parent course. Credit is awarded upon successful completion of all modules comprising the parent course.)* – **no**

6. Are new or additional faculty needed?

a. If yes, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.

Not Applicable. This program represents a merger of two existing degree programs already supported by existing faculty lines and teaching and technological resources.

7. Curriculum

a. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

b. Please upload the curriculum including full course names and course descriptions (see Appendix A for curriculum table template).

The relationship between the proposed program curriculum and the program objectives to achieve the learning outcomes is shaped by the interdisciplinary nature of the coursework and linkages between foundational, technical, and advanced career emphasis elective courses. Metalevel program objectives are to train students in environmental, sustainability, and geographic concepts that can be applied in community, business, educational, and regulatory settings to help improve the social and economic quality of life of all Kentuckians and beyond. Program curriculum is designed to drive student learning outcomes to integrate program objectives at three levels: macro (program-level objectives/goals), meso (course-level outcomes), and micro (student- and employer- level outcomes).

The program's core curriculum achieves overall program objectives by preparing students to:

- Master foundational concepts and methods from the environmental, sustainability, and geographic sciences and apply them in solving social, economic, and resource problems (Either GEOG 103 or GEOL 111 or METR 121);
- Master foundational concepts and methods from urban, political, and technical analysis as they pertain to the design and evaluation of policies and institutions that shape the daily lives of Kentuckians in a global setting (GEOG 110 and GEOG 380);
- Demonstrate technical proficiency in quantitative methods, qualitative analysis, spatial analysis, critical thinking, and written and oral communication needed to conduct high-level work as interdisciplinary scholars and/or practitioners (GISC 316, GISC 317, GEOG 391);
- Understand the historical and scientific context of environmental concepts, sustainability, and the critical links between humans and their natural systems; be able to integrate the scientific method and the application of environmental science concepts to mitigating environmental problems (GEOG 280);
- Understand the broader spatial character of human-environment problems and ways of addressing them, as well as the pillars of sustainability, including interactions across local to global scales (GEOG 380 or GEOG 480);
- Apply systems concepts and methodologies to analyze and understand interactions between humans and the natural environment (either GEOG 452 or 475 or 495);
- Reflect critically about student roles and identities as citizens, consumers, and environmental actors in a complex, interconnected world (GEOG 300 and 499).

The elective courses (21 hours) available in the curriculum of the proposed program allow students to apply foundational skills to specific contexts relevant to their career goals. Guided by a custom-designed career pathway developed in coordination with the program advisor, students can select an integrated set of advanced courses that build on foundational skills and help them to apply their analytical, communication, and scientific reasoning skills to a variety of the social and economic challenges faced by Kentuckians.

C. Program Demand/Unnecessary Duplication

1. Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline that necessitate a new program.

a. Student Demand (*explain how faculty and staff systematically gathered data, studied the data and estimated student demand for the program. Anecdotal evidence is not sufficient.)*

Student demand for the merged major being proposed is reflected through survey input from students and from the increase in enrollment of students wishing to pursue an environment-related degree. During 2018-19, a survey of over 200 students (both majors and non-majors) in multiple lower-level courses offered within the Department of Geography and Geology, indicated 33% of respondents would pursue this degree program if offered and over 50% indicated they would take coursework within the major. The program provides the broad and interdisciplinary interests needed to meet the rapidly growing student demand for this degree. Since Fall 2018, the number of majors has doubled within the existing Geography and Environmental major, with the majority of the growth in the Environmental Studies concentration, as well as a significant increase in the number of students pursuing a GIS certificate in the Department's GIS program. The growth in these areas and demonstrated student demand, as indicated through chosen concentration in the current major and course enrollment, are driving the focus of this merger to meet the growing student need.

Student Enrollment over 5 year period

Enrollment	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Geography & Environmental Studies	48	43	43	39	74	94
GIS Certificate	10	11	12	16	21	24

*2019-2020 enrollment data anticipate demand through Spring 2020

Nationally, there is strong focus on sustainable practices in the public sector and for almost all industries in the private sector. Businesses across the country, as well as federal, local, and state governments, have made significant investments toward becoming more environmentally responsible and better global citizens. That investment is a continuing trend because of heightened public interest in the hazards facing the environment, as well as increasing demands placed on the environment by population growth, climate change, water-resource demand, cultural and paradigm shifts, and improvements in technology and development. Environmental and sustainability issues are relevant to public concerns about hazards that impact humanity (climate change, natural impacts such as volcanic eruptions, flooding, and severe weather). The current and future workforce, by necessity, will need to remediate and ultimately be responsible for managing both natural and built environments

and their resources, as well as determine how to balance human need/use with the functions of natural systems. Addressing these environmental issues is a cornerstone of current and future job markets and this program's focus for training students.

The unique combination of the proposed disciplines makes this degree program highly attractive and unlike others offered in the state or at other benchmark institutions, which will be an advantage in marketing it to meet the types of jobs and various sectors of growth in Kentucky and beyond in this area, as described below. Specifically, this program not only emphasizes human-environmental interaction through environmental science and human geography pedagogy, and promotes long-term systems thinking through the principles of sustainability, it also integrates GIS technology training, which is one of the fastest growing, in-demand skills across multiple sectors of the economy from manufacturing and distribution to urban planning and national park management, among others. This combination of skillsets and disciplinary coursework also makes the major unique among Kentucky higher education programs.

Anticipated demand in number of majors is expected to be 15% per year over the next five years. Student demand for programs in environment and sustainability, and the growth of enrollment in the GIS certificate, is driving the focus of this merger to meet the growing student need.

Projected enrollment in the proposed transformed major

Year 1 (2018/19)	Year 2	Year 3	Year 4	Year 5
74	94	110	137	158

b. Career Opportunities

The number of jobs for sustainability and environmental management doubled both from 1995-2003 and from 2003-2008; since then, these fields have seen even faster growth, with companies like Apple, UnderArmour, Nike, Walmart, and others hiring positions in these areas and creating company cultures centered on sustainable, environmentally-conscious, and globalized business models (University of Wisconsin 2019). Market demand in the environmental sector is projected to grow 6-9% between 2018 through 2028 (Occupational Outlook Handbook 2019). Geospatial technology has strong projected job growth in business, industry, and the public sector. The U.S. Department of Labor, Employment, and Training Administration (DOLETA) projects an annual growth rate of approximately 35 percent for the entirety of the geospatial technology industry, with reliable public sector revenue accounting for approximately one third of the industry's total annual receipts. P&S Market Research estimates a compound annual growth rate of 11 percent from 2015 to 2020 for the global GIS market.

Based on data from O*NET, sustainability specialist is considered a new and emerging "Bright Outlook" occupation projected to have 100,000 or more job openings between 2016 and 2026 (University of Wisconsin 2019). Sustainability specialists are responsible for addressing organizational sustainability issues, such as waste-stream management, green building practices, and green

procurement plans, and made a median salary of $69,040 in 2016. Jobs in renewable energy are expected to see growth over 96% by 2026 according to the U.S. Bureau of Labor Statistics, with most related sustainability fields following close behind.

The estimated overall total of jobs in the environmental and geospatial technology sector as of 2018 is 261,900. The combined projected growth in these fields was 7.3% between 2018 to 2028. This translates to incredibly high market demand for the program we are proposing given its cross-training potential to best prepare students for these evolving and growing careers.

Summary of job statistics for Environmental and Spatial Technologies sectors.

SOC	Title	Employed in 2018	Change: 2018-2028	2018 Median Wage($)	%Change: 2018-2028
17-1021	*Cartographers & Photogrammetrists*	11,800	1,700	64,430	15
19-3051	*Urban & Regional Planners*	39,100	4,200	73,050	11
19-4091	*Environmental Science & Protection Techs*	34,800	3,200	46,170	9
19-2041	*Environmental Scientists & Specialists*	85,000	7,000	71,130	8
17-3031	*Surveying & Mapping Techs*	56,800	3,100	44,380	5
19-1031	*Conservation Scientists*	32,900	1,000	61,340	3
19-3099	*Geographers/Social Scientists*	1,500	45	80,300	3
	Estimated Overall Total Jobs for 2018 =	261,900			
	Estimated Overall Total Wages for 2018 =	$23.5 billion			

Based on data from*: U.S. Bureau of Labor Statistics 2018*

Summary of growth and salary statistics by job type for Environmental and Spatial Technologies sectors.

	Type of Job	Regional	Regional Growth Projection	State	State Growth Projection	National	National Growth Projection
	Cartographers and Photogrammetrists						
Average Wage				$54,652	9.0%	$ 64,430	15%
# of openings				12		118	
	Environmental Engineering Technicians						
Average Wage				$74,885	9.3%	$ 87,620	5%
# of openings				7		553	
	Surveying and Mapping Technicians						
Average Wage				$40,456	9.3%	$ 44,380	5%
# of openings				7		567	
	Conservation Scientists						
Average Wage				$61,761	9.5%	$ 61,340	3%
# of openings				5		328	
	Environmental Scientists and						
Average Wage				$51,654	9.5%	$ 71,130	8%
# of openings				5		849	
	Urban and Regional Planners						
Average Wage				$57,255	9%	$ 73,050	11%
# of openings				12		390	
	Environmental Science and Protection Technicians, Including Health						
Average Wage				$45,862	8.7%	$ 46,170	9%
# of openings				13		347	
	Forest and Conservation Technicians						
Average Wage				$37,620	3.0%	$ 37,180	1.3%
# of openings				1		6	
	Geographers/Social Scientists						
Average Wage				$65,994	3.0%	$ 80,300	3%
# of openings				3		14	

Market Demand by Job Sectors (Kentucky vs. National)

Environment/ Sustainability	Currently employed	Change: 2018-2028	% Change: 2018-28	Estimated total wages: 2018	Estimated total wages: over 10 years	Openings per year	Median Salary
Kentucky*	3,468	269	9%	$ 183,782,252	$1.8 billion	27	$56,018
National**	208,100	14,100	6%	$ 14,525,000,000	$145 billion	1410	$66,565

Geospatial Technologies	Currently employed	Change: 2018-2028	% Change: 2018-28	Estimated total wages: 2018	Estimated total wages: over 10 years	Openings per year	Median Salary
Kentucky*	1,250	91	9%	$ 30,479,195	$305 million	9	$53,700
National**	109,200	9,045	9%	$6,257,763,000	$62.5 billion	905	$65,540
		Overall typical education:		BSc			
		Overall typical experience:		none			

Overall typical training:	none

Sources: * Kentucky Occupational Outlook, 2018; ** Bureau of Labor Statistics, 2018

In addition to preparing students to enter the job market immediately, the Environmental, Sustainability and Geographic Studies major will provide excellent preparation for graduate school. The increasing growth in related majors across the state and nationally, as well as the increase in student awareness of environmental issues, demonstrates that the demand for this type of program is at its highest ever. The core courses supply students with a solid background in environmental sciences, environmental sustainability, proficiency in geoscience writing, expertise in spatial analytical technologies, competence in basic statistical analyses, hands-on field- and laboratory-based applied research experiences, and knowledge and skills critical for success in a variety of programs at the graduate level. Students graduating from the program will have the requisite background to enter a broad number of graduate programs in environmental science, environmental law and policy, geospatial analysis, geosciences, and related fields.

c. Change in Discipline *(If the program is being proposed to meet changes in the academic discipline, please outline those changes and explain why they necessitate development of a new program.)*

Sustainability is considered to be a relatively new field; one that has been gaining traction for over a decade. The concept of sustainability was initially proposed by the World Commission on Environment and Development (WCED) (1987) and is defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Today, sustainability is recognized globally as a key issue facing twenty-first century society and it is just as broadly understood that achieving sustainability requires multidisciplinary approaches, specifically environmental and geographic perspectives. In 2007, there were 32 sustainability science programs in US colleges and universities. That number has now increased to well over 100. WKU has its own Office of Sustainability and engages students from across the university who seek a home to pursue this as a an area of interest.

Though environmental and geographical studies and geospatial analysis are not new disciplines, they are all enhanced when combined into a multidisciplinary program. The addition of sustainability to the proposed new program's multidisciplinary academic mix will provide students with the knowledge and training that will prepare them for careers of the future. This program is innovative and designed to meet the growing market demand for these types of careers, per the data in Tables 3-5, and will carve a unique niche in its interdisciplinary programmatic approach to serve students across Kentucky, WKU's primary recruitment region.

References:

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The Economics Daily, 2017. Accessed November 2019, https://www.bls.gov/opub/ted/2017/37-percent-of-may-2017-employment-in-occupations-typically-requiring-postsecondary-education.htm

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Occupational Outlook Handbook, Bureau of Labor Statistics. Accessed November 2019, https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm#tab-6, accessed November 22, 2019.

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University of Wisconsin, 2019. Bright Outlook for Sustainability Careers, Sustainable Management Program. Accessed November 2019, https://sustain.wisconsin.edu/sustainability/careers/

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2. Specify any distinctive qualities of the program.

The Environmental, Sustainability, and Geographic Studies program will focus on the integration of human-environmental systems through the application of technological, geospatial, and sustainable principles, to study built and natural environments through a local-to-global lens. This program would be the first and only one of its kind to provide students within the Commonwealth with the multidisciplinary training needed to tackle some of the most pressing geo-environmental issues facing society, both now and in the future. This training will be achieved through applied and integrative learning that draws upon the analytical, social, environmental, and technical skills found in this combination of complementary courses. Collectively, this degree will provide students with a distinctive and customized program to develop the broad range of skills required to be successful in the rapidly expanding field of environmental, sustainability, and geographical jobs. The program's quality derives from its curriculum design, which aims to produce graduates who can critically think from both local to global, spatial to temporal, and social to physical, in dealing with complex issues like sustainable development in environmentally stressed regions, resource management in culturally-sensitive landscapes, and human dimensions of climate change, among others. Students earning this

degree will graduate with a skillset that prepares them to pursue careers at the forefront of socio-environmental problem solving, unlike any other program offered at benchmark institutions, given the carefully constructed, interdisciplinary approach of the curriculum to integrate geospatial technology, analytical writing, and a sustainable perspective on environmental issues.

The strength of this program comes in the diversity of faculty expertise and use of technology in the courses offered. The changes to the program, and the diversity of our faculty expertise, will allow greater flexibility for students to select elective courses that fit their interest and help better meet their future professional and academic goals. We are able to offer students applied experiences in the environmental science, sustainability, and geographic fields that they are unable to get elsewhere. Our private and public sector collaborators at international, national, and regional levels allow our faculty to bring real-world experiences into their course curriculum, as well as create opportunities for our students to participate in internship, research projects, and service-learning projects that we could otherwise not offer them. This proposed program will offer an unmatched worldview to our students through our comprehensive approach to studying human-environmental interactions.

3. If similar programs exist (*the systems will populate a table based on CIP code*)

a. Does the proposed program differ from existing programs in terms of curriculum, focus, objectives, etc.? If yes, please explain.

Western Kentucky University, through the Environmental, Sustainability, and Geographic Studies program, will offer the only undergraduate degree program in the region with an integrated specialization in environmental sciences, sustainability science, human geography, and geospatial science in a single degree program. There are similar programs with a specialization in individual subsets in those disciplines, but no program will equip students with them all; thus, our combined environmental studies, sustainability science, human geography, and GIS program will be distinctively different from the geography and/or environmental science or studies programs at other state-supported institutions such as the University of Kentucky (UK), University of Louisville (UL), Eastern Kentucky University (EKU), Northern Kentucky University, and Murray State University.

For example, since the program at UK is a relatively new B.A., and our program is designed as a B.S. degree, our major will allow for the integration of coursework that expands beyond the social aspects of environmental studies covered in the B.A. program at UK. The Environmental Studies program at EKU is housed in the Department of Biological Sciences and offers a more generalized program related to the environment with a focus on biological sciences, wherein students must also take courses across multiple departments to meet degree requirements. Our program, by comparison, is designed to be more focused in the environmental geosciences and integrates geospatial analysis (GIS) and sustainability concepts, which are completely separate and intensive aspects that provide students with a richer experience related to the human-environmental systems interaction and data-driven management aspects of these fields. The

curricula have minimal overlap in course themes between the two programs and our B.S. is designed to be custom tailored to students seeking more interdisciplinary training outside of just the physical and biological sciences in order to be marketable for a broader range of jobs. The UL program focuses primarily on sustainability pedagogy, whereas sustainability is but one of the pedagogical fields covered in the proposed WKU major. The Murray State program is also a B.S. program, and students in this major identify distinct tracks with coursework narrowly focused on that track area. In contrast, our degree program will feature coursework across the geoscience, environmental, sustainability, human geography, and geospatial technology fields to give students a well-rounded and diverse set of skills and knowledge. The interdisciplinary and custom-designed aspect of our program is unique from any other environmentally related program in the state. Lastly, NKU has a B.S. program that focuses heavily on the physical sciences (biology, geology, and physics) and a B.A. program that focuses heavily on social science and cultural courses. Students in our program will complete coursework that will cover both physical and cultural aspects of the environment and geosciences, while also integrating geospatial analysis (GIS) and sustainability concepts.

In addition to combining content areas not combined elsewhere in the state, the major proposed herein applies a 'custom-design' strategy, which will allow majors to build a set of elective coursework to prepare them for their specific career goals within the very diverse environmental sector. As one example, students in our program at WKU have the opportunity to specialize in cave and karst tourism studies, which combines analytical skills with applied practices in the areas of human and environmental geography. No other similar program in Kentucky can make that claim. These qualities will make this WKU program unique in the educational opportunities extended to undergraduates in Kentucky. We will provide students with a highly specialized educational experience that is easily applied to real-word problem solving. Finally, through leveraged research center partnerships at WKU and the expertise of our faculty, our program will offer students study abroad experiences and opportunities in international partnerships (such as those with the Caribbean Community Climate Change Centre) that are not comparable to any experiences offered through other Kentucky institutions. In summary, the program proposed herein will offer students a unique educational and professionalizing experience; we will provide students with a highly specialized educational program that is easily applied to real-word problem solving.

b. Does the proposed program serve a different student population (i.e., students in a different geographic area, non-traditional students) from existing programs? If yes, please explain.

In addition to serving students from a broad region, nationally and internationally, WKU has traditionally played a special role in serving many students from the western half of Kentucky and central Tennessee. That traditional student base sets the proposed program apart from existing programs at Eastern Kentucky University, the University of Kentucky, and the University of Louisville. The student populations between the two EKU and WKU programs would be similar in some aspects, given that both are regional, comprehensive teaching institutions; however, within the program, the EKU student population seeking this degree would be coming

from biology backgrounds and likely with different pathways in mind, given that our program is more rooted in the geosciences and would draw from engineering, public health, geology, journalism, sociology, meteorology, and other related disciplines as students discover and pursue this major. There is a very large geographic distance between NKU and WKU, serving different student populations, so the two schools are not commonly considered competitors for one another.

CPE data indicates that there is a STEM Gap in Kentucky, with women choosing to pursue undergraduate and graduate degrees in STEM disciplines at about half the rate of men (CPE 2019). The proposed program in Environmental, Sustainability, and Geographic Studies will help alleviate the gap through its proven strong appeal to female undergraduates at WKU. Over the past five years, while enrollment in the B.S. in Geography and Environment has almost doubled (see enrollment data table in section C1), the percentage of women among this number has risen from about 30% to 55%.

c. Is access to existing programs limited? If yes, please explain.

No

d. Is there excess demand for existing similar programs? If yes, please explain.

The current enrollment of >75 in the WKU B.S. program in Geography and Environmental Studies, the program that is transitioning to the proposed program in Environmental, Sustainability, and Geographic Studies, has nearly doubled in the past year, despite growth in other related programs at benchmark institutions, which indicates there is robust demand within WKU's service area. These are students who have chosen to attend WKU given its status as a regional lighthouse for environmental, sustainability, and GIS work, from which this program combines those strengths into a clearer, more focused degree. The Department also houses three WKU Centers of Excellence, including the Kentucky Climate Center and Mesonet, the Crawford Hydrology Lab, and the Center for Human GeoEnvironmental Studies, all of which are thriving and recruit students for funded research opportunities, engaged learning in the discipline, and enhance visibility for this new program.

Reference

CPE, 2019, accessed November 2019. "Number of females earning STEM credentials in Kentucky increasing, but not at same rate as males,"
https://cpe.ky.gov/_resources/images/weeklyinfographics/infographic-091219.jpg

4. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which students transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements.

Not applicable directly through specific agreements, but transfer students from any related programs will be given every opportunity to transfer in courses that meet program requirements, which should work in their favor given the customized nature of the program.

D. Cost and Funding of the Proposed Program

1. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below (*if amount other than $0, an explanation/justification required*).

Use the required CPE Excel spreadsheet (Revenue and Expenses Worksheet) from the Program Development website: http://www.wku.edu/academicaffairs/pd/program_development.php

Given that this is a merger of two existing programs, there are no pertinent budget impacts; however, the budgetary rational for creating this new program is to promote efficiencies and effectiveness of instructor resources within the Department of Geography and Geology and Ogden College at WKU. By combining disciplines and faculty within this new major, we are able to offer a stronger degree, a wider variety of focused courses drawing from an existing faculty pool, and handle a large increase in the number of majors using the existing size of the Department and its resources, which will maximize tuition generation and minimize salary expenditure. The new program is expected to be highly attractive to students and will reach students beyond the traditional service area of WKU. The program will increase the number of STEM + H degrees and the number of underrepresented populations graduating with said degrees, an important metric in the WKU Strategic Plan - *Climbing To Greater Heights* 2018-2028 (https://www.wku.edu/strategicplan/).

Projected Revenue and Expenses over Next Five Years

	Year 1	Year 2	Year 3	Year 4	Year 5
Majors	80	94	110	137	158
All Credit Hours	6,700	6,950	7,200	7,800	8,200
Revenue	$2,297,630	$2,325,559	$2,450,222	$2,632,987	$2,858,540
Expenses	$1,058,413	$1,069,000	$1,079,690	$1,090,490	$1,101,395

-- Revenue is based on WKU's full-time student tuition rate multiplied by the estimated enrollment numbers. Year 1 tuition is same as FY20 tuition ($10802 for the AY); each successive year assumes a 1% increase in tuition.
-- Expenses are based on faculty/staff current salaries for FY20 for year 1 with a 1% increase in personnel expenses each successive year, based on faculty actually teaching in the proposed (and existing) program.
---Total credit hours includes all general education courses offered by the program, including courses taken by majors.
--Data calculated from salary information plus 39% base fringe.

F. Program Assessment

1. **Describe how each program-level student learning outcome will be assessed and how assessment results will be used for improving the program.** *(Explain which student learning outcome(s) will be assessed by each assessment method and how frequently each assessment method is administered. Include both direct and indirect methods. Explain how assessment results will be used to make improvements to the program. Note that this item refers to program-level, not course-level, assessment and thus course grades are not an appropriate source of data for program –level assessment*).

The Program faculty subscribe to the general philosophy that short-term, snapshot evaluations of learning outcomes are statistically suspect and do not provide robust-enough data to suggest meaningful improvements. Consequently, we take a longer view of course assessment and learning outcomes, preferring to look at trends over time and to survey graduates from time to time to determine what worked and what needed improvement. Additionally, since program objectives must drive student learning outcomes, we aim to assess the program at three levels: macro (program-level assessment of objectives/goals), meso (course-level assessment), and micro (student- and employer- level assessment).

As the Environmental, Sustainability, and Geographic Studies program represents a merger of existing programs in Geography and Environmental Studies and GIS, we feel it is appropriate to include a discussion of our current strategies for program evaluation since they can be applicable to the new program. Specifically, students' assessments of their learning experiences are in line with overall WKU teaching outcomes as reported on SITES course evaluations; yet, the program will take multiple approaches to assessing learning outcomes:

1. Create

- Generate holistic strategies to solve world issues using knowledge and technology
- Develop meaningful datasets to address complex socioenvironmental issues

Assessment Criteria: Review selected course curricula annually (20% sample) to ensure that learning outcome #1 is embedded appropriately in course content. Evaluate selected prompts from core courses annually, in concert with WKU assessment strategies for Colonnade/General Education coursework. If learning outcome #1 is weak in any areas, make appropriate curriculum changes. For example, GEOG 225 Visualizing Geography was created recently to address systematically the types of strategies and datasets used to address global issues. GISC 216 Geotechnologies in a Global Community has been revamped to include more relevant datasets pertinent to students' interests.

2. Evaluate:

- Critique standards and develop sustainable improvements
- Critically evaluate resource management practices and governing policies
- Evaluate "big data" within a spatial and geographical context for problem-solving

Assessment Criteria: Review selected course content annually (20% sample) to ensure that learning outcome #2 is embedded appropriately in the curriculum. Evaluate selected prompts from required courses annually, in concert with WKU assessment strategies for Colonnade/General Education coursework. If learning outcome #2 is weak in any areas, make appropriate curriculum changes. For example, GEOG 300 Writing in the Geosciences was revised recently to focus on specific evaluative strategies discussed in the geoscience literature and applied to global problem-solving strategies, thus strengthening the evaluative skills required in the program.

3. Analyze:

- Analyze relationships and apply critical thinking to decision-making processes and present the information appropriately to various stakeholders
- Analyze complex datasets by integrating cultural/human and physical/environmental variables to contextualize broader interpretations for application in a globalized setting

Assessment Criteria: Review course prompts in required technical courses such as GISC 216, 316, 317, and GEOG 391 annually (10% sample) to ensure that appropriate datasets addressing human-environment challenges are relevant and valid. Faculty teaching analytical courses meet annually to review course requirements and make appropriate revisions.

4. Apply:

- Execute fieldwork and research to collect data regarding socioenvironmental problems
- Implement geographic information science to recognize patterns and evaluate probable causes and solutions
- Articulate basic environmental concepts, sustainability pillars, and geographical principles and convey an understanding of their value and importance to stakeholders and the public
- Use applied learning and problem solving to approach complex socioenvironmental issues
- Practice sustainable approaches to problem solving from local to global scales

Assessment Criteria: Evaluate internship and practicum reports from employers annually to determine satisfaction levels with skill applications in appropriate contexts. Identify any weaknesses in skill application, such as communication (writing) or data analysis (GIS), and adjust relevant coursework appropriately. For example, employer feedback encouraged revision of a unit in GEOG 499 Professional Development to address professional presentations.

5. Understand:

- Interpret data in order to understand the intersection of cultural, environmental, and physical relationships of the world
- Compare and contrast circumstances from place to place to recognize how actions and policies can predict outcomes

Assessment Criteria: Review selected course curricula annually (20% sample) to ensure that learning outcome #5 is embedded appropriately in course content. Evaluate selected prompts (5% sample) from elective courses annually to determine if there is a clear level of understanding of foundational principles applied to advanced course content. If learning outcome #5 is weak in any areas, make appropriate curriculum changes. For example, GEOG

480 Urban Geography is under revision to address content weakness in how sustainability practices are understood in the context of global environment change – the course is renamed Sustainable Cities. GEOG 499 Professional Development administers an assessment exit exam each Fall semester to determine if the broad level of program content understanding is within an acceptable target range.

6. Recognize and Remember:

- Recognize the spatial and temporal decisions that determine the situation of the world at present.

Assessment Criteria: Review selected final exams annually (5% sample from elective coursework) to ensure that learning outcome #6 is evident in student responses. Using a program faculty jury system, the review will determine if at least 60% of the sample material demonstrates a clear recognition of appropriate decisions in context. Past assessment from Colonnade/General Education courses revealed that students were deficient in understanding the impacts of natural and human events at a variety of scales, so the program developed GEOG 226 Dangerous Planet and GEOG 227 Vulnerable Planet to focus explicitly on human-environment activities affected by both natural and anthropogenic events.

Overall, program faculty collect assessment material annually and address the following questions:

1. Needs Assessment:
    - What condition/situation/outcome in the program is not working?
    - What elements are in need of improvement?
    - Why does that condition/situation/outcome exist?
    - What is contributing to it?

2. Assessment of Program Learning Outcomes:
    - Are the program learning outcomes plausible based on the research literature in the discipline?
    - Do our stakeholders (students, employers, and/or subject matter experts) think these are reasonable and feasible?

3. Process Evaluation:
    - Is the program reaching the targeted recipients?
    - Is the program being implemented as planned/designed?
    - Are implementation benchmarks and outcomes (recruitment, retention, and graduation rates at or above institutional targets) being reached?
    - How is the program progressing (as measured by student success indicators and recruitment indicators)? Compared to last year? A month ago?
    - What challenges has the program faced?
    - What improvements/changes in strategies are needed for the program to reach intended outcomes?

4. Impact or Outcome Evaluation:

- What were the intended outcomes of the program (see learning outcomes above)?
- What changes did we hope to achieve? Did we achieve those intended/hoped for outcomes?
- Did the program yield the same results for all participants? Was the program more effective for some? If so, why?
- What were (any) unintended outcomes of the program?

5. Efficiency Assessment:

- Do the benefits of the program outweigh the costs, based on institutional measures of effectiveness? Is the program generating more revenue than expense, based on the institutional RAMP model?
- Is the program showing a return on its investment? How can this be measured externally? Responses from employers and alumni?

We regularly reach out to employers of recent graduates to determine if our students are leaving the program with the skillsets necessary to be successful in the geography and environmental studies field. Employers of graduates have informally expressed that they are impressed and satisfied with students graduating from our program. These employers include, but are not limited to, the US Army Corp of Engineers, Fruit of the Loom Headquarters (Bowling Green), EnSAFE (a national environmental consulting firm), Tennessee Department of Transportation, Mammoth Cave National Park, Federal Bureau of Land Management, Forestry Service in Alaska and Tennessee, City County Planning Commission of Warren County, Bowling Green Municipal Utilities, and Bowling Green Public Works Division, among others. Private employers, such as EnSAFE (a national environmental consulting firm) have not only employed multiple graduates of our program, but also accept many current students into their paid internship positions. Their repeated willingness to employ our students (and allow them to serve as interns) indicates satisfaction with our graduates. We feel the new merged program will enhance further the satisfaction of employers as our students will now have even broader and complementary skillsets from which they can pull to meet workplace demands.

Appendix A: Curriculum for the Environmental, Sustainability, and Geographic Studies major

Program Core Courses (32 Credit Hours)				
Prefix & Number	**Course Title**	**Course Description**	**Credit Hours**	**New (Yes or Not)**
Introductory Physical Earth Course				
GEOG 103 or GEOL 111 or METR 121	Our Dynamic Planet The Earth Intro to Meteorology	103 - Introduction to the spatial dimension of Earth's dynamic systems and how they affect people. These include the atmosphere, hydrosphere, and lithosphere. 111 - The study of Earth including rocks, mineral resources, energy, soils, surface geologic processes, earthquakes and Earth's interior, global tectonics, hydrology, and environmental geology 121 - An introduction to the elements of the atmosphere, severe storms, atmospheric environmental issues, the interdependence between human life and the atmosphere, and rudimentary forecasting of basic weather systems.	3	Not Not Not
Introductory Human/Cultural Geography Course				
GEOG 110	World Regional Geography	A general survey of the political, social, and ecological systems of the world. The course is concerned with the complexity and diversity of world peoples and cultures.	3	Not
Introductory Environmental Science Course				
GEOG 280	Intro to Environmental Science and Sustainability	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	Not
Sustainability Course				
GEOG 380 or GEOG 480	Global Sustainability Sustainable Cities	380 - An introduction to the major themes and scientific principles of sustainability, with an emphasis on developing critical thinking skills 480 - This course explores the evolution and consequences of urban development and the essentials of sustainable urbanism.	3	Not Not - Revising

		The environmental, geographical, and human costs of urbanization will be examined, with an emphasis on the impacts of urbanization on populations, landscapes, mobility, resource consumption, and urban response to sustainability issues and climate change.		
Technical Courses				
GISC 316	Fundamentals of GIS	Fundamentals of GIS data management and cartographic design. Topics include data organization, map projections, scale and accuracy. Hands-on work in geospatial data acquisition, base map development, and map production.	4	Not
GISC 317	Geographic Information Systems	The principles, concepts, and applications of GIS. Topics include raster and vector data models, GIS data sources, data acquisition, storage, management, structured query language, relational databases, GIS analysis, and display.	4	Not
GEOG 391	Spatial Data Analysis	Statistical concepts and methods emphasizing their applications in a spatial context. Statistical description and hypothesis testing. Visualization analysis of spatial patterns and relationships. Note: Special permission of instructor may be required.	4	Not
GEOG 300	Writing in the Geosciences	Students conduct investigations into writing, reading, and research conventions in the geosciences and receive advanced instruction in planning, drafting, arranging, revising, and editing geoscience-specific essays and research projects.	3	Not
Professional Preparation Courses				
GEOG 499	Professional Preparation	Professional career or graduate school preparation, resume writing, college-to-career transition, professional ethics, graduate school application and requirements, written senior assessment, and selected seminar topics. Outside speakers from industry and academia will be included.	1	Not
GEOG 452	Applied Geoscience Field	Applied geoscience experiences in a variety of field-based settings, including, but not limited to, Study Abroad programs, field	3	Not

or GEOG 495 or GEOG 475	Experiences (Study Abroad) Research Practicum or Internship Specialty Course	camps, and extended fieldtrips to national/intern settings. Supervised research or internship with faculty, government, community, or private concerns. This number is reserved for one-time offer specialty courses in the program.		Not Not

**This program will not include concentrations.

Electives

Elective Courses (21 credit hours)				
Prefix & Number	**Course Title**	**Course Description**	**Credit Hours**	**New (Yes or No)**

To align with the custom-design structure of this program, no predetermined electives will be listed in the major. Instead we propose the following language: "Elective coursework selected from any GEOG, GISC, METR, or GEOL 200-400 level course with advisor approval. Up to six hours may be taken outside of the geoscience discipline with advisor approval." This structure will allow students to build a set of elective coursework that prepares them for their specific professional careers within the board environmental sector. Courses offered in the Department include subjects such as "Water Resources", "Environmental Planning", "Global Climate Change", "Energy, Climate, and Carbon", "Natural Resource Management", "Principles of Remote Sensing", "Physical Hydrology", "Geomorphology", "Visualizing Geography", "Food, Culture, and Environment", "Karst Environments", and "GIS Analysis and Modeling" among many others.

Dates of Committee Approvals:

Committee	**Date Approved**
Department of Geography and Geology	11-22-19
College of Science and Engineering	12-5-19
Professional Ed Council, if Teacher Education	n/a
Undergraduate Curriculum Committee	01/21/2020
University Senate	
Board of Regents	

Proposal Date: 9/19/19

Ogden College of Science and Engineering
School of Engineering and Applied Sciences
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: Jason Wilson, Jason.wilson@wku.edu, 270-745-2322

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: CE 342
   1.2 Course title: Fluid Thermal Sciences
   1.3 Credit hours: 4 credit hours

2. **Proposed course credit hours:** 3 credit hours

3. **Rationale for the revision of course credit hours:**
   Course was originally part of the joint program with University of Kentucky. There was the requirement for 16 hours to be taken remotely through UK and CE 342 (formerly CE 341) was a 4 hour class to allow for only five classes to be taken remotely instead of six 3-hour classes. Due to the structure of this course, (flipped class) there will not be a reduction in material.

4. **Proposed term for implementation:** Fall 2020

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

School of Engineering and Applied Sciences	**9/13/2019**
Ogden College Curriculum Committee	**12/5/2019**
Undergraduate Curriculum Committee	**01/21/2020**
University Senate	

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

Section 1: Proponent Contact Information

1.1 Jason C. Wilson, Instructor
1.2 Email address:Jason.Wilson@wku.edu
1.3 Phone # 270.745.2322

Section 2: Program Information

2.1 Current Program reference number: 534/534P

2.2 Current Program title: Civil Engineering/Civil Engineering Pre-major

2.3 Current total number of credits required in the program: 130

Section 3: Proposed program revisions and rationales

3.1 Delete CE 304 Construction Management Laboratory (1 credit hour) from "CE Program".
3.2 Reduce CE 342 Fluid & Thermal Science from 4 credit hours to 3 credit hours in "CE Program"
3.3 Delete CE 301 Field Experience in Floodplain Management, CE 326 Engineering Law, CE 360 Est., Scheduling Bidding, CE 361 Estimating Lab, CE 436 Design / Constr. Integration, CE 476 Highway Construction, CE 486 Steel & Concrete Constr., CE 490 UK-CE Sel. Topics (Fall), CE 491 UK-CE Sel. Topics (Spr), EE 350 Fund. of Electrical Engineering, and GEOL 308 Structural Geology from "CE Technical Electives".
3.4 Add CE 432 Traffic Engineering to "CE Technical Electives"

Section 4: Consultations

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

The program coordinators of both Construction Management and Architectural Sciences were consulted about removing the CE 304 Construction Management Laboratory. All parties were in agreement about removing the laboratory.

Section 5: Proposed term for implementation: Spring 2021

Section 6: Approval Flow Dates:

SEAS:	**9/13/2019**
Ogden College Curriculum Committee:	**12/5/2019**
Undergraduate Curriculum Committee:	**01/21/2020**
University Senate:	

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

7.1 Current Program Requirement: 130 hours

CE Current Program		
Course	**Course Title**	**Hrs.**
CE 176 ME 176 EE 101	CE Fresh Design, ME Fresh Design, or EE Design I	1
CE 160	Prin. of Surveying	3
CE 161	Surveying Lab	1
CE 303	Constr. Management	3
CE 304	Constr. Management Lab	1
CE 305	Risk Analysis	3
CE 310	Strengths Lab	1
CE 316	Equip. & Methods	3
CE 331	Transportation Eng.	3
CE 342	Fluid & Thermal Science	~~4~~
CE 352	Intro. to Environmental Engineering	3
CE 370	Materials of Construction	2
CE 371	Matls. of Constr. Lab	1
CE 382	Structural Analysis	3
CE 384	Civil Engineering Design Course	3
CE 410	Soil Mechanics	3
CE 411	Soil Mechanics Lab	1
CE 412	Foundation Eng.	3
CE 461	Hydrology	3
ENGR 490	Senior Design Seminar	2
ENGR 491	Senior Project	3
CE	**Technical Elective***	**3**
CE	**Technical Elective***	**3**
CE	**Technical Elective***	**3**
AMS 163	Arch. Drafting	3
EM 222	Statics	3
EM 303	Mechanics of Deformable Bodies	3
TOTALS	**Credit Hours**	**68**

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

Other Requirements		
Course	**Course Title**	**Hrs.**
MATH 136	Calculus I	4

MATH 137	Calculus II	4
MATH 237	Multivariable Calculus	4
MATH 331	Differential Equations	3
PHYS 255	University Physics I	4
PHYS 256	Physics I Lab	1
	Science or Math Elective (See list below.)**	3-5
CHEM 120	College Chemistry I	3
CHEM 121	Chemistry I Lab	2
GEOL 111	The Earth	3
GEOL 113	The Earth Lab	1
TOTALS	**Credit Hours**	**32**

**Students are required to complete one set of Science or Math Electives.

CE Technical Electives		
Course	**Course Title**	**Hrs.**
CE 300	Floodplain Management	3
CE 301	Field Experience in Floodplain Management	3
CE 326	Engineering Law	3
CE 360	Est., Scheduling Bidding	3
CE 361	Estimating Lab	1
CE 378	Boundary Surveying	3
CE 379	Boundary Surveying. Lab	1
CE 380	Route Surveying	3
CE 381	Route Surveying Lab	1
CE 383	Structural Steel Design	3
CE 426	Adv. Construction Matls.	3
CE 436	Design / Constr. Integration	3
CE 440	Masonry Construction	3
CE 444	Bridge Engineering	3
CE 462	Hydraulic Engineering	3
CE 474	Civil Eng. Design Project	1-3
CE 475	Sel. Topics in Civil Eng.	3
CE 476	Highway Construction	3
CE 486	Steel & Concrete Constr.	3
CE 490	UK-CE Sel. Topics (Fall)	3
CE 491	UK-CE Sel. Topics (Spr)	3
AMS 305	Building Codes	3
AMS 325	Surv. of Building Systems	3
CM 363	Constr. Est. and Bidding	3

CM 400	Constr. Administration	3
CM 426	Construction Law	3
EE 350	Fund. of Electrical Eng.	4
EM 313	Dynamics	3
ENGR 400	Systems Engineering	3
GISC 316	Fundamentals of GIS	4
GEOL 308	Structural Geology	4
GEOL 310	Global Hydrology	3
GEOL 415	Environmental Geology	3
GISC 317	Geog. Info. Systems	4
ME 220	Eng. Thermodynamics	3
MATH 350	Adv. Engineering Math	3

CE Program:

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

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

7.2 Proposed Program Requirement: 128 hours

CE Current Program		
Course	**Course Title**	**Hrs.**
CE 176 ME 176 EE 101	CE Fresh Design, ME Fresh Design, or EE Design I	1
CE 160	Prin. of Surveying	3
CE 161	Surveying Lab	1
CE 303	Constr. Management	3
~~CE 304~~	~~Constr. Management Lab~~	~~1~~
CE 305	Risk Analysis	3
CE 310	Strengths Lab	1
CE 316	Equip. & Methods	3
CE 331	Transportation Eng.	3
CE 342	Fluid & Thermal Science	3
CE 352	Intro. to Environmental Engineering	3
CE 370	Materials of Construction	2
CE 371	Matls. of Constr. Lab	1
CE 382	Structural Analysis	3
CE 384	Civil Engineering Design Course	3
CE 410	Soil Mechanics	3
CE 411	Soil Mechanics Lab	1
CE 412	Foundation Eng.	3
CE 461	Hydrology	3
ENGR 490	Senior Design Seminar	2
ENGR 491	Senior Project	3
CE	**Technical Elective***	**3**
CE	**Technical Elective***	**3**
CE	**Technical Elective***	**3**
AMS 163	Arch. Drafting	3
EM 222	Statics	3
EM 303	Mechanics of Deformable Bodies	3
TOTALS	**Credit Hours**	**68**

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

Other Requirements		
Course	**Course Title**	**Hrs.**
MATH 136	Calculus I	4

MATH 137	Calculus II	4
MATH 237	Multivariable Calculus	4
MATH 331	Differential Equations	3
PHYS 255	University Physics I	4
PHYS 256	Physics I Lab	1
	Science or Math Elective (See list below.)**	3-5
CHEM 120	College Chemistry I	3
CHEM 121	Chemistry I Lab	2
GEOL 111	The Earth	3
GEOL 113	The Earth Lab	1
TOTALS	**Credit Hours**	**32**

**Students are required to complete one set of Science or Math Electives.

CE Technical Electives		
Course	**Course Title**	**Hrs.**
CE 300	Floodplain Management	3
~~CE 301~~	~~Field Experience in Floodplain Management~~	~~3~~
~~CE 326~~	~~Engineering Law~~	~~3~~
~~CE 360~~	~~Est., Scheduling Bidding~~	~~3~~
~~CE 361~~	~~Estimating Lab~~	~~1~~
CE 378	Boundary Surveying	3
CE 379	Boundary Surveying. Lab	1
CE 380	Route Surveying	3
CE 381	Route Surveying Lab	1
CE 383	Structural Steel Design	3
CE 426	Adv. Construction Matls.	3
CE 432	Traffic Engineering	
~~CE 436~~	~~Design / Constr. Integration~~	~~3~~
CE 440	Masonry Construction	3
CE 444	Bridge Engineering	3
CE 462	Hydraulic Engineering	3
CE 474	Civil Eng. Design Project	1-3
CE 475	Sel. Topics in Civil Eng.	3
~~CE 476~~	~~Highway Construction~~	~~3~~
~~CE 486~~	~~Steel & Concrete Constr.~~	~~3~~
~~CE 490~~	~~UK CE Sel. Topics (Fall)~~	~~3~~
~~CE 491~~	~~UK CE Sel. Topics (Spr)~~	~~3~~
AMS 305	Building Codes	3
AMS 325	Surv. of Building Systems	3
CM 363	Constr. Est. and Bidding	3

CM 400	Constr. Administration	3
CM 426	Construction Law	3
~~EE 350~~	~~Fund. of Electrical Eng.~~	~~4~~
EM 313	Dynamics	3
ENGR 400	Systems Engineering	3
GISC 316	Fundamentals of GIS	4
~~GEOL 308~~	~~Structural Geology~~	~~4~~
GEOL 310	Global Hydrology	3
GEOL 415	Environmental Geology	3
GISC 317	Geog. Info. Systems	4
ME 220	Eng. Thermodynamics	3
MATH 350	Adv. Engineering Math	3

CE Program:

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

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

Academic Policy Committee Report
None

Steering Committee Report
Working on adjustments to the guidelines.

Announcements
Please check the 18-19 or 19-20 date on the four-year degree plans instead 20-21.
The Graduate Council approved the expedited process so it'll be going to Senate.

Adjourn at 4:30pm **1st / 2nd**: Autin/Trojan

Respectfully submitted
UCC Recorder