Graduate Studies and Research
Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: January 2009
FROM: Graduate Studies and Research

The Graduate Council submits the following items for consideration. Items marked with an asterisks [*] are information items. All other items are consent items:

I. Revise Course
        EXED 534 Research in Exceptional Education
        EXED 590 Advanced Internship in Exceptional Education

II. Revise Course Prerequisites
        ENG 407G Linguistic Analysis

III. Suspend a Course
        ENG 455G American Drama
        ENG 459G Modern Drama
        ENG 560 Studies in Literary Criticism
        ENG 585 Milton
        ENG 587 Wordsworth and Keats
        ENG 592 Realism & Naturalism in American Literature
        CD 405G Phonetics
        CD 482G Audiology

IV. Delete a Course
        ENG 593 Poe, Hawthorne, Melville
        NURS 514 Advanced Clinical Nursing I
        CD 477G Augmentative Communication

V. Create a New Course
        COMM 721 Organizational Communication for Leaders
        COMM 731 Global Communication for Leaders
        COMM 741 Leadership Trends
        COMM 751 Strategic Communication
        ENG 511 Writing Instruction Practicum
        SOCL 525 Survey of Criminal Justice Studies
        SOCL 530 Penology
        SOCL 533 Criminal Law
        SOCL 534 Neighborhoods and Crime
        SOCL 535 Family Violence
        SOCL 536 Juvenile Delinquency
        SOCL 537 Comparative Criminology
        SOCL 538 Victimology
        SOCL 546 Gender, Crime, and Justice
        SOCL 547 Life-course Criminology

SOCL 548 Race, Class, and Crime
SOCL 572 Environmental Criminology
SOCL 596 Applied Research Project

VI. Revise a Program
067 MA English (TESL concentration)
041 MA Administrative Dynamics

VII. Create a Certificate Program
Graduate Certificate in Historic Preservation

VII. Create a Program
Master of Arts in Criminology

IX. Create Academic Policy
Graduate Assistant Training for Teaching

X. Revise Course Credit Hours
LEAD 600 Leadership Capstone Experience

XI. Revise Course Title
GRST 597 Contemporary Organizational Administration

XII. Change Course Prefix
GRST 597 Contemporary Organizational Administration*

XIII. Graduate Teaching Associate Designation*

College of Education and Behavioral Sciences
Special Instructional Programs
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Nedra Atwell   nedra.atwell@wku.edu   745-4647

1.   Identification of course:

      1.1   Current course prefix (subject area) and number: EXED 534
      1.2   Course title: Seminar: Research in Exceptional Child Education
      1.3   Credit hours: 03

2.   Revise course title:

      2.1   Current course title: Seminar: Research in Exceptional Child Education
      2.2   Proposed course title: Research in Exceptional Education
      2.3   Proposed abbreviated title: Research in EXED
      2.4   Rationale for revision of course title: The word, "Seminar" is being
removed from the title because the primary focus of the current course is the research
project each student is completing. The word Child is being removed from the title
because the focus of the research can be at any stage of life.

3.   Revise course number:

      3.1   Current course number: N/A
      3.2   Proposed course number: N/A
      3.3   Rationale for revision of course number: N/A

4.   Revise course prerequisites/corequisites/special requirements:

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

5.   Revise course catalog listing:

      5.1   Current course catalog listing: This course enables students to
      become more skillful in reading, interpreting, and conducting research with

children with disabilities, parents, and teachers - an independent research project is required.

5.2   Proposed course catalog listing: Reading, interpreting, and conducting research related to students with disabilities, parents, and teachers. An independent research project is required. May be repeated once with permission of the program director.

5.3   Rationale for revision of course catalog listing: This change is proposed as part of the restructuring of the MAE. The advanced MAE programs are increasing the requirement for research and will assist students with the research process.

6.   Revise course credit hours:

6.1   Current course credit hours: 3

6.2   Proposed course credit hours: 3 (Note: this proposal is to change the repeat limit to allow a student to repeat the course one time, for a maximum of 6 hours)

6.3   Rationale for revision of course credit hours: Students who have an LBD (Learning and Behavior Disorders) background may need to increase their fundamental knowledge in a MSD (Moderate and Severe Disabilities) or DOSE (Director of Special Education) program. This course will assist them with increasing their understanding of research and increasing their knowledge base. This change is proposed as part of the restructuring of the MAE (Master of Arts in Education). The advanced MAE programs are increasing the requirement for research and will assist students with the research process.

7.   Proposed term for implementation: Spring 2009

8.   Dates of prior committee approvals:

Special Instructional Programs   ____4/18/08_____

CEBS Curriculum Committee   _____6/3/08_____

Professional Education Council   _____6/11/08_____

Graduate Council   ____12/11/08_____

University Senate   _____

Attachment: Course Inventory Form

College of Education and Behavioral Sciences
Special Instructional Programs
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Nedra Atwell   nedra.atwell@wku.edu   745-4647

1.   Identification of course:

   1.4   Current course prefix (subject area) and number: EXED 590
   1.5   Course title: Advanced Internship in Exceptional Education
   1.6   Credit hours: 3

2.   Revise course title:

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

3.   Revise course number:

   3.1   Current course number: N/A
   3.2   Proposed course number: N/A
   3.3   Rationale for revision of course number: N/A

4.   Revise course prerequisites/corequisites/special requirements:

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

5.   Revise course catalog listing:

   5.1   Current course catalog listing: Supervised practice in an appropriate
          setting for development of advanced instructional skills and   experience.
These settings will vary according to student background   and are made with
advisor approval. Students are responsible for arranging their own
          transportation to designated or assigned sites.   Grading for this
course will   be Pass/Fail.

5.2   Proposed course catalog listing: Clinically supervised instructional practice in an approved setting for development of advanced skills and experience.   Grading will be Pass/Fail.

5.3   Rationale for revision of course catalog listing: This change is made as part of the restructuring of the MAE. Field supervisors have suggested that students without teacher certification be supervised for an entire year, so the repeat limit is being changed (see below). Course may be repeated once for a total of 6 hours.

6.   **Revise course credit hours:**

6.4   Current course credit hours: 3

6.5   Proposed course credit hours: 3 (Note: the proposal is to change the repeat limit to allow a student to repeat the course one time, for a total of 6 hours.)

6.6   Rationale for revision of course credit hours: Students who have no prior certification need additional field experience. As part of the program revision for the new MAE and at the request of field supervisors, students without teacher certification will receive university supervision for a full year.

7.   **Proposed term for implementation:** Spring 2009

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

Special Instructional Programs   ___4/18/08_____

CEBS Curriculum Committee   ____6/3/08_____

Professional Education Council   ____6/11/08_____

Graduate Council   ____12/11/08_____

University Senate   _____

Attachment: Course Inventory Form

Potter College of Arts and Letters
Department of English
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Elizabeth Grace Winkler (elizabeth.winkler@wku.edu, 5-2415)

1.   Identification of course:
        1.1   Course prefix (subject area) and number: ENG 407G
        1.2   Course title: Linguistic Analysis
        1.3   Credit hours: 3

2.   Current prerequisites: ENG 100 and ENG 200 or its equivalent

3.   Proposed prerequisite: ENG 104, ENG 302, ENG 304, or an equivalent

4.   Rationale for the revision of prerequisite: Linguistic Analysis is an advanced linguistics course that assumes an understanding of fundamental linguistic concepts. (The previous pre-reqs are no longer necessary, as they are pre-reqs for the new pre-reqs.)

5.   Effect on completion of major/minor sequence: The pre-requisite courses are offered every semester, including the summer term. Having to take one of these courses should therefore not present a significant obstacle to completion of 407G, which may be taken as the first of two linguistics courses, taken in sequence, required for the TESOL Graduate Certificate.

6.   Proposed term for implementation : 200920

7.   Dates of prior committee approvals:

    English Department: 8/15/08

    PCAL Curriculum Committee   9/4/08

    Professional Education Council   9/10/08

    Graduate Council   ____12/11/08_____

    University Senate   _____

Attachment: Course Inventory Form

Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)

Contact Person: karen.schneider@wku.edu   5-3046

1.   Identification of course:

    1.1   Current course prefix (subject area) and number: ENG 455G
    1.2   Course title: American Drama
    1.3   Credit hours: 3

2.   Rationale for the course suspension: As we do not have graduate faculty to
teach this course, we have not offered it for several years and thus need to
delete it from the catalog listings. American drama may be covered in other
graduate courses.

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

4.   Proposed term for implementation: 200930

5.   Dates of prior committee approvals:

    English Department: 10/24/2008

    PCAL Curriculum Committee   11/6/08

    Graduate Council   ____12/11/08_____

    University Senate   _____

Attachment: Course Inventory Form

Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)

Contact Person: karen.schneider@wku.edu   5-3046

1.   Identification of course:

       1.1   Current course prefix (subject area) and number: ENG 459G
       1.2   Course title: Modern Drama
       1.3   Credit hours: 3

2.   Rationale for the course suspension: As we do not have graduate faculty to teach this course, we have not offered it for several years and thus need to delete it from the catalog listings. Modern drama may be covered in other graduate courses.

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

4.   Proposed term for implementation: 200930

5.   Dates of prior committee approvals:

    English Department: 10/24/2008

    PCAL Curriculum Committee   11/6/08

    Graduate Council   ____12/11/08_____

    University Senate   _____

Attachment: Course Inventory Form

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu   5-3046

1.   Identification of course:

      1.1   Current course prefix (subject area) and number: ENG 560
      1.2   Course title: Studies in Literary Criticism
      1.3   Credit hours: 3

2.   Rationale for the course suspension: To avoid redundancy and make our course offering more efficient, we will not longer offer this class. The material will be covered in a new course that will combine the material in two existing courses, ENG 460G Literary Criticism: Historical Perspectives, and ENG 462G Topics in Contemporary Literary Theory (which we will then suspend). We have insufficient interest to offer separate undergraduate and graduate classes in this area.

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

4.   Proposed term for implementation: 200930

5.   Dates of prior committee approvals:

      English Department: 10/24/2008

      PCAL Curriculum Committee   11/6/08

      Graduate Council   _____12/11/08_____

      University Senate   _____

Attachment: Course Inventory Form

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu   5-3046

1.   Identification of course:

        1.1   Current course prefix (subject area) and number: ENG 585
        1.2   Course title: Milton
        1.3   Credit hours: 3

2.   Rationale for the course suspension: Because of insufficient interest, we have not been able to successfully offer this course for several years. To avoid redundancy and make our course offering more efficient, we will no longer offer this course. Milton will be covered in a new graduate course, entitled Early Modern British Literature, which will include literature from the Renaissance and the Seventeenth Century.

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

4.   Proposed term for implementation: 200930

5.   Dates of prior committee approvals:

      English Department: 10/24/2008

      PCAL Curriculum Committee   11/6/08

      Graduate Council   ____12/11/08_____

      University Senate   _____

Attachment: Course Inventory Form

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu   5-3046

1.   **Identification of course:**

      1.1   Current course prefix (subject area) and number: ENG 587
      1.2   Course title: Wordsworth and Keats
      1.3   Credit hours: 3

2.   **Rationale for the course suspension**: To avoid redundancy and to make our course offerings more efficient, we will no longer offer this course. Wordsworth and Keats are covered in ENG 484G The Romantic Movement, and may be taught in ENG 586 Seminar in British Writers.

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

4.   **Proposed term for implementation: 200930**

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

      English Department: 10/24/2008

      PCAL Curriculum Committee   11/6/08

      Graduate Council   ____12/11/08_____

      University Senate   _____

Attachment: Course Inventory Form

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu   5-3046

1.   Identification of course:

   1.1 Current course prefix (subject area) and number: ENG 592
   1.2   Course title: Realism and Naturalism in American Literature
   1.3   Credit hours: 3

2.   Rationale for the course suspension: To avoid redundancy, make our course offerings more efficient, and make room for courses needed to round out our curriculum, we will no longer offer this course. The authors covered in this course may be taught in other graduate courses, including ENG 490G The American Novel and ENG 596 Seminar in American Writers.

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

4.   Proposed term for implementation: 200930

5.   Dates of prior committee approvals:

   English Department: 10/24/2008

   PCAL Curriculum Committee   11/6/08

   Graduate Council   ____12/11/08_____

   University Senate   _____

Attachment: Course Inventory Form

College of Health and Human Services
Department of Communication Disorders
Proposal to Suspend a Course
(Consent Item)

Contact Person: Joseph Etienne; joseph.etienne@wku.edu, 270-745-8998

1.   Identification of course:
        1.1   Current course prefix (subject area) and number: CD 405G
        1.2   Course title: Phonetics
        1.3   Credit hours: 3

2.   Rationale for the course suspension: Course is not offered on a regular basis
but   may be needed in the future.

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

4.   Proposed term for implementation: Fall, 2009

5.   Dates of prior committee approvals:

        Communications Disorders Dept: __10/15/08_____

        CHHS Graduate Curriculum Committee   __10/28/2008_____

        Graduate Council   _____12/11/08_____

        University Senate   _____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Communication Disorders
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Joseph Etienne, joseph.etienn@wku.edu, 270-745-8998

1.   Identification of course:
          1.1   Current course prefix (subject area) and number: CD 482G
          1.2   Course title: Audiology
          1.3   Credit hours: 3

2.   Rationale for the course suspension: Course is not offered on a regular basis but

          may be needed in the future.

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

4.   Proposed term for implementation: Fall, 2009

5.   Dates of prior committee approvals:

          Communications Disorders Dept: ____10/15/08_____

          CHHS Graduate Curriculum Committee   _____10/28/2008_____

          Graduate Curriculum Committee   _____12/11/08_____

          University Senate   _____

Attachment: Course Inventory Form

**Potter College of Arts and Letters
Department of English
Proposal to Delete a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu   5-3046

1.   **Identification of course:**

   1.1 Current course prefix (subject area) and number: ENG 593
   1.2   Course title: Poe, Hawthorne, Melville
   1.3   Credit hours: 3

2.   **Rationale for the course deletion**: To avoid redundancy, make our course offerings more efficient, and make room for courses needed to round out our curriculum, we suspended this course some time ago. The authors covered in this course are taught in ENG 591 American Romanticism.

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

4.   **Proposed term for implementation: 200930**

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

   English Department: 10/24/2008

   PCAL Curriculum Committee   11/6/08

   Graduate Council   _____12/11/08_____

   University Senate   _____

Attachment: Course Inventory Form

College of Health & Human Services
School of Nursing
Proposal to Delete a Course
(Consent Item)

Contact Person: Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490

1.   Identification of course:
          1.1   Current course prefix (subject area) and number: NURS 514
          1.2   Course title: Advanced Clinical Nursing I
          1.3   Credit hours: 4

2.   Rationale for the course deletion: Course has not be taught for more than 8 years and
          is no longer a part of the required curriculum for the MSN program.

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

4.   Proposed term for implementation: Spring 2009

5.   Dates of prior committee approvals:

          MSN Committee School of Nursing   _____11/17/2008____

          CHHS Graduate Curriculum Committee   ____11/25/2008_____

          Graduate Council   _____12/11/08_____

          University Senate   _____

Attachment: Course Inventory Form

College of Health and Human Services
Department of Communication Disorders
Proposal to Delete a Course
(Consent Item)

Contact Person: Joseph Etienne, joseph.etienne@wku.edu, 270-745-8998

1.   Identification of course:
        1.1   Current course prefix (subject area) and number: CD 477G
        1.2   Course title: Augmentative Communication
        1.3   Credit hours: 3

2.   Rationale for the course deletion: This course has been consumed into another course and is no longer needed.

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

4.   Proposed term for implementation: Fall, 2009

5.   Dates of prior committee approvals:

Communications Disorders Dept: ___10/15/08_____

CHHS Graduate Curriculum Committee   ____10/28/2008_____

Graduate Council   _____12/11/08_____

University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Sally J. Ray, sally.ray@wku.edu, 745-2283

1.   Identification of proposed course:

      1.1   Course prefix (subject area) and number: COMM 721
      1.2   Course title: **Organizational Communication for Leaders**
      1.3   Abbreviated course title: Org Comm for Leaders
    1.4   Credit hours and contact hours: 3 credit, 3 contact
    1.5   Type of course: S-Seminar
    1.6   Prerequisites/corequisites: Enrollment in Ed.D. Educational Leadership program; co-requisite with Lead I or permission of instructor
    1.7   Course catalog listing: Examines the communication perspectives, theories, and principles necessary to lead organizations. Considers ways to assess and improve communication processes in various organizational situations.

2.   Rationale:

    2.1   Reason for developing the proposed course: Elective course in the Organizational Leadership Strand for the Ed.D. in Educational Leadership
    2.2   Projected enrollment in the proposed course: 10-15
    2.3   Relationship of the proposed course to courses now offered by the department: No course for doctoral level students is now offered in the Department of Communication.
    2.4   Relationship of the proposed course to courses offered in other departments: No similar course offered in the University.
    2.5   Relationship of the proposed course to courses offered in other institutions:

University of Alaska-Southeast (AK)

PADM 675: Leadership Communications

When organizational problems are identified, the most frequently mentioned problem is communications. The purpose of this course is to understand and practice good communications in the public administration setting. This includes not only interpersonal and organizational

communications, but also communications with citizens, their representatives and the media.

Ball State University (IN)

COMM 652: Organizational Communication: Systems, Culture, and Critique

Application of research and theory to communication systems and cultures in organizations. Emphasizes critical approaches to analyzing communication in organizations

Seton Hall University (NJ)

COMM 8521: Organizational Leadership, Management and Communication

Essential organizational dynamics are explored and analyzed in detail to enable the successful executive to be the architect of organizational change. Moreover, the module provides methods for introducing new strategies, strategies for aligning vision and goals through effective communication, and techniques for the leader to establish meaningful organizational value systems.

Ithaca College (NY)

COMM 64400: Communication, Learning, and Organization Theory

Comprehensive overview of communication theories, learning theories, and theories of organizing as they apply to contemporary organizational practice. Emphasis on analytical understanding of underlying assumptions and major theoretical paradigms from the humanities, social sciences, education, and management.

3.   **Discussion of proposed course:**

3.1   Course objectives: The objectives of this course are that the student will:
    ☐ Increase awareness of the importance of leadership communication in organizations.
    ☐ Examine organizational communication theory and its implications for leadership in organizations.

☐ Demonstrate proficiency in identifying, analyzing and solving communication problems in organizational settings.
☐ Conduct research on organizational communication topics as they relate to leadership.

3.2   Content outline: Topics include the following:
☐ Leadership Communication
☐ Communication channels
☐ Communication climate
☐ Decision-making
☐ Communication and organizational culture
☐ Impact of organizational communication theories on organizational behavior
☐ Impact of technology on communication behavior

3.3   Student expectations and requirements: Students will be expected to read a variety of assigned materials, journals, articles, and texts, and be prepared to discuss these in class. Students will be given assignments that will require them to gather data, research topics, lead presentations, and participate in simulations to apply knowledge and skills learned. Students will also communicate among themselves using available technological methods.

3.4   Tentative texts and course materials:
Putnam, L. & Jablin, F. (2000). *The New Handbook of Organizational Communication: Advances in Theory, Research, and Methods*. (2nd ed.) Thousand Oaks, CA: Sage Publications.

4.   Resources:

4.1   Library resources: There will be no need for additional library resources.
4.2   Computer resources: There will be no need for additional computer resources.

5.   Budget implications:

5.1   Proposed method of staffing: Existing faculty resources are sufficient.
5.2   Special equipment needed: None
5.3   Expendable materials needed: None
5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2008

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

Department of Communication: 1/22/07

PCAL Curriculum Committee   1/25/07

Graduate Council   _____12/11/08_____

University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

Potter College of Arts and Letters
Department of Communication
(Action Item)

Contact Person: Cecile Garmon   cecile.garmon@wku.edu 745 5373

1. **Identification of proposed course:**

    1.1   Course prefix (subject area) and number: **COMM 731**
    1.2   Course title: **Global Communication for Leaders**
    1.3   Abbreviated course title: Global Comm for Leaders
    1.4   Credit hours and contact hours: 3 credit, 3 contact
    1.5   Type of course: S-Seminar
    1.6   Prerequisites: Enrollment in Ed.D. Educational Leadership program and LEAD 1 or permission of instructor
    1.7   Course catalog listing: This seminar focuses on the impact of national or ethnic culture on leadership communication behaviors when leading in multi-national and/or multi-ethnic organizations.

2. **Rationale:**

    2.1   Reason for developing the proposed course: Elective course in the Organizational Leadership strand for the Ed.D. in Educational Leadership.

    2.2   Projected enrollment in the proposed course: 10-15 students

    2.3   Relationship of the proposed course to courses now offered by the department: No course for doctoral level students now offered in the Department of Communication

    2.4   Relationship of the proposed course to courses offered in other departments: No similar course offered in the University

    2.5   Relationship of the proposed course to courses offered in other institutions: This course is a new concept and not frequently offered in other institutions but the following ones appear to relate to the topic:

    Hawaii Pacific University- COM 6310 International Communication; Course examines elements that affect communication across cultural and national boundaries. Investigates those effects on such phenomenon as leadership style.

    St. Louis University- Leadership and Team Management; Course focuses on managing in diverse, constantly changing global environment.

Personal leadership leads to both team leadership and understanding complexities of management in organizational world.

Rutgers University – 26:620:556: Culture and Organizations; Major topics include such areas as: manifestations of culture, leadership and culture, managing organizational culture.

Duquesne University - Global Ethics; Differences and similarities in ethical values and principles in practice of organizations conducting business around the world.

3.   Discussion of proposed course:

3.1 Course objectives: The objectives of this course include:
- To understand cultural theory and the influence of culture on leadership communication;
- To learn how cultural constructs such as context, values categories, world view, power differentials, acceptance of ambiguities, etc., impact leader-follower behaviors.
- To recognize the role of politics, economics, and governing structures in communicating across cultures.
- To conduct research on culture-specific constructs as they impact leadership in targeted cultural situation

3.2 Content outline:
Topics will include the following:
- Culture-general theories
- Comparison of Western leadership theories to those of other cultures
- Recognition of role of such concepts as world view, power differentials, managing conflict, face strategies, concepts of power and authority, role of culture in decision making, addressing the economic, political, and governmental roles in leadership communication
- Application of theoretical concepts to specific organizational-related problems of leadership communication and motivation
- Learning to deal with specialized problems of organizations which incorporate multiple cultural or ethnic personnel

3.3 Student expectations and requirements:
Students will be expected to read a variety of materials, journals, articles, and texts and to discuss these assignments in class. They will also be expected to discover specific resources that contribute to their individually-identified topic for research. Students will also collaborate on group projects and communicate among themselves via discussion boards and other

technological methods between class meetings. Writing on assigned topics will form a significant portion of the class assignments.

3.4 Tentative texts and course materials: Readings such as the following:

Bennett, M. J. (1998). Basic concepts of intercultural communication: Selected readings. Yarmouth, Me: Intercultural Pres.

Johnson, C. E. (2001). Meeting the ethical challenges of leadership. Thousand Oaks: CA: Sage.

Lewis, R. D. (2006). When cultures collide: Leading across cultures. Boston: Nicholas Brealey International.

Northouse, P. G. (2006). Leadership: Theory and practice. Thousand Oaks, CA: Sage.

Marquardt, M. J., and Berger, N. O. (2000). Global leaders for the 21st century. Albany, N.Y.: Suny Press.

4.   **Resources:**

      4.1   Library resources: Existing library resources are sufficient
      4.2   Computer resources: Existing resources such as BlackBoard

5.   **Budget implications:**

      5.1   Proposed method of staffing: Existing faculty resources are sufficient
      5.2   Special equipment needed: none
      5.3   Expendable materials needed: none
      5.4   Laboratory materials needed: none

6.   **Proposed term for implementation: fall 2008**

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

Communication Department: 1/22/07

Potter College Curriculum Committee   1/25/07

Graduate Council   ___12/11/08_____

University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

Proposal Date: 1/22/07

Potter College of Arts and Letters
Department of Communication
Proposal to Create a New Course

(Action Item)

Contact Person: Cecile Garmon   cecile.garmon@wku.edu   745 5373

1.   **Identification of proposed course:**

        1.1   Course prefix (subject area) and number: **COMM 741**
        1.2   Course title: **Leadership and Social Trends**
        1.3   Abbreviated course title: Leadership Trends
    1.4   Credit hours and contact hours: 3 credit, 3 contact
    1.5   Type of course: S-Seminar
    1.6   Prerequisites/corequisites: Enrollment in Ed.D. Educational Leadership program; co-requisite with LEAD 1 or permission of instructor
    1.7   Course catalog listing: Examines the literature on current economic, political, technological, and/or social trends as they relate to leadership.

2.   **Rationale:**

        2.1   Reason for developing the proposed course: Elective course in the Organizational Leadership strand for the Ed.D. in Educational Leadership
        2.2   Projected enrollment in the proposed course: 10-15 students
        2.3   Relationship of the proposed course to courses now offered by the department: No course for doctoral level students now offered in the Department of Communication
        2.4   Relationship of the proposed course to courses offered in other departments: No similar course offered for doctoral students at the University
        2.5   Relationship of the proposed course to courses offered in other institutions:

        University of San Diego: EDLD 559: Leadership and Organizational Change. Emphasizes overarching theme of changing institutions and our society to help students become more responsive to solving difficult problems in organizations.

        University of San Diego: EDLD 572: Leadership and Contemporary Issues. National and global issues requiring leadership presented as challenges to future leaders.

        Hawaii Pacific University: PSOC 6443: Change Leadership Models and Methods. Presents globally relevant perspective for understanding the dynamic change leadership, including such issues as power, stakeholders, and conflict.

        Northeastern University: LDR 330: Developing the Strategic Leader. Strategic leaders look beyond their organizations to determine the right

direction for action. It requires appreciation of external environment, future, innovation, and change.

Farleigh Dickinson University: COMM 7025: Communication and Change. Explores role of communication in the contemporary corporation as it experiences rapid change. Topics include impact of such forces as crises and globalization on the communication policy, process, and culture of the organization.

Indiana University of PA: LDRS 802: Leadership Applications. Synthesizes major ideas about leadership, organizations, resource constraints, organizational goals, and other germane topics. Develops critical thinking skills and ability to synthesize materials from various sources into coherent arguments.

3. Discussion of proposed course:

3.1   Course objectives:
☐   To develop awareness among the students about the importance of national and international trends in the development and leadership of organizations
☐   To identify ways of distinguishing significant trends in the global environment which will impact organizational directions and development
☐   To recognize specific areas in the social environment which tend to have significant influence on leadership in organizations

3.2   Content outline:
Topics included in each class will relate to recent literature and will focus on international, national, regional, and local trends which appear to impact contemporary ideas of leadership. Sample topics might include:

☐   new developments and uses of technology
☐   historic and recent political movements and directions
☐   economic changes which impact organizational leadership
☐   population shifts including immigration and migratory movements
☐   health and medical issues
☐   change as a factor of leading organizations
☐   impacts of trade agreements and trade changes across society
☐   differences in leadership styles for not-for-profit agencies
☐   role of ecological change and crises in leadership of organizations
☐   mediated leadership behaviors

3.3   Student expectations and requirements:
Students will be expected to read widely in current literature in the area appropriate to the topics included in each class section. They will lead

class discussions and on-line discussions related to these topics and the areas they have chosen for individual research. They will also propose and conduct research projects that are appropriate to leadership during changing times in the fields selected for the class topics. Students will be expected to utilize their skills in analysis of social trends to focus on projects which assist them in understanding and developing ways to accommodate leadership to the changing environment of society. Frequent short written work and

3.4   Tentative texts and course materials:

Assigned readings will reflect topics chosen for each offering of the course but might include such articles as the following:

Beach, L. R. (2006). *Leadership and the art of change.* Thousand Oaks, CA: Sage.

Foster, C. A. (2004). Navigating organizational change: Leading the way

during turbulent times. In *Building Leadership Bridges* (Huber and

Wren, Eds.) College Park, Md.: ILA.

Lederach, J. P. (1997). *Building peace: Sustainable reconciliation in divided*

societies. Washington: US Institute of Peace Press.

Pagonis, W. G. (2001). Leadership in a combat zone. *Harvard Business*

Review on Breakthrough Leadership. Boston: Harvard Business School Press.

Wiersema, M. (2004). Holes at the top: Why CEO firings backfire. *Harvard*

Business Review on Leadership at the Top. Boston: Harvard B School

Press.

4.   Resources:

4.1   Library resources: Current library resources are adequate
4.2   Computer resources: Use of existing facilities such as BlackBoard

5.   Budget implications:

5.1   Proposed method of staffing: Existing faculty resources are sufficient.

5.2   Special equipment needed: none
        5.3   Expendable materials needed: none
        5.4   Laboratory materials needed: none

6.   **Proposed term for implementation:** Fall 2009

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

      Communication Department: 1/22/07

      PCAL Curriculum Committee   1/25/07

      Graduate Council   12/11/08

      University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

                                        Proposal Date: January 22, 2007

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

Contact Person: Sally J. Ray, sally.ray@wku.edu, 745-2283

1.   **Identification of proposed course:**

        1.1   Course prefix (subject area) and number: COMM 751

1.2   Course title: Strategic Communication
1.3   Abbreviated course title: Strategic Communication
1.4   Credit hours and contact hours: 3 credit, 3 contact
1.5   Type of course: S-Seminar
1.6   Prerequisites/corequisites: Enrollment in Ed.D. Educational Leadership program; co-requisite with Lead III or permission of instructor
1.7   Course catalog listing: Considers the way organizational leaders use communication to influence opinions and behavior of various constituencies.

2.   Rationale:

2.1   Reason for developing the proposed course: Elective course in the Organizational Leadership strand for the Ed.D. in Educational Leadership.
2.2   Projected enrollment in the proposed course: 10-15 students
2.3   Relationship of the proposed course to courses now offered by the department: No course for doctoral level students is now offered in the Department of Communication.
2.4   Relationship of the proposed course to courses offered in other departments: No similar course offered in the University
2.5   Relationship of the proposed course to courses offered in other institutions:

Seton Hall University (NJ)

COMM 8520: Strategic Communication and Leadership

This module introduces both practical and theoretical applications of leadership and communication. The implementation of organizational communication systems, the continuous development of an effective work team, and the applications of risk-taking and decision-making are all explored in detail and from a practical application perspective and supplemented with a wide spectrum of executive tools.

City University of New York – Baruch College (NY)

COM 9139: Communication Strategy

This course emphasizes strategic issues in communication. Here students will focus on the management of institutional communication rather than the basic of message design. The goal is to provide public managers with theoretical and practical tools to integrate communicative considerations into institutional decision making. The course will cover the basics of negotiation, consensus building, media selection, and thematic strategy.

Penn State University (PA)

LEAD 561: Dynamic Communication in Leadership Contexts

Articulating and promoting a vision; facilitating interaction and communicating with groups; theory and techniques of persuasion

Villanova University (PA)

COM 8100: Strategic Communication Theory

Grounds students in communication theory orienting them to theoretical and ethical issues involved in strategic discourse. Beginning with controversies over rhetoric (public communication), course then examines meaning-making, and its consequences in various contexts.

3. **Discussion of proposed course:**

   3.1   Course objectives: The objectives of this course are that the student will:
   - Examine both classic and cutting edge research on topics related to leadership communication and the exercise of influence by individuals and groups within organizations.
   - Apply influence models, concepts, and theories to organizational leadership.
   - Conduct research on strategic communication topics as they relate to leadership.

   3.2   Content outline: Topics include the following:
   - Communication Strategies from the Perspective of Downward, Lateral, and Upward Influence
   - Strategic Communication and Transformational Leadership
   - Strategic Communication and Technology
   - Ethical Implications of Strategic Communication
   - Image Building and Improvement
   - Strategic Communication in the Context of Crisis

   3.3   Student expectations and requirements: students will be expected to read a variety of assigned materials, texts, and journals and be prepared to discuss these in class. Students will be given assignments that will require them to gather data, research topics, lead presentations, and participate in simulations to apply knowledge and skills learned. Students will also communicate among themselves using available technological methods.

3.4   Tentative texts and course materials:
Porter, L.W., Angle, H.L., & Allen, R.W. (2003). Organizational Influence Processes. (2nd edition). M.E. Sharpe.

4.   **Resources:**

4.1   Library resources: There will be no need for additional library resources.
4.2   Computer resources: There will be no need for additional computer resources.

5.   **Budget implications:**

5.1   Proposed method of staffing: Existing faculty resources are sufficient.
5.2   Special equipment needed: None
5.3   Expendable materials needed: None
5.4   Laboratory materials needed: None

6.   **Proposed term for implementation: Fall 2008**

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

Department of Communication: 1/22/07

PCAL Curriculum Committee   1/25/07

Graduate Council   12/11/08

University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

Proposal Date: 24 September 2008

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

Contact Person: David LeNoir, david.lenoir@wku.edu, 5-4650

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: ENG 511
    1.2   Course title: Writing Instruction Practicum
    1.3   Abbreviated course title: Writing Instruction Practicum
    1.4   Credit hours and contact hours: 1
    1.5   Type of course: Practicum
    1.6   Corequisite: Graduate assistantship

Prerequisite: Completion of a minimum of 9 hours of English graduate course work.

1.7   Course catalog listing: A practicum in composition instruction for English Department graduate assistants who will be teaching ENG 100 as part of their assistantship in subsequent semesters.

2.   Rationale:

2.1   Reason for developing the proposed course: The new course seeks to formalize part of the English Department's preparation of graduate assistants who are on track to begin teaching the following semester.

2.2   Projected enrollment in the proposed course: 2-10

2.3   Relationship of the proposed course to courses now offered by the department: This course would formally assume one of the roles previously served by ENG 510, Graduate Writing and Rhetoric. The latter course was originally designed to include a practicum element but has since become more content-focused as the work of the practicum was expanded to be part of the graduate assistant work load. The new course would develop sequentially from ENG 509, Practicum in One-to-One Writing Instruction, to maintain systematic teacher preparation for our graduate students and clarify our program for SACS accreditation.

2.4   Relationship of the proposed course to courses offered in other departments: n/a

2.5   Relationship of the proposed course to courses offered in other institutions: The original design of ENG 510 was based on the trend of other English departments in comprehensive universities to offer a course to guide their graduate assistants through their first teaching experiences. (Typical of these were courses at Auburn University and the University of Georgia.) The proposed ENG 511, however, expands beyond that model to add additional contact hours and practical duties under direct supervision of a faculty member prior to an actual teaching semester.

3.   Discussion of proposed course:

3.1   Course objectives: To engage graduate assistants in supervised classroom duties prior to assuming primary teaching duties.

3.2   Content outline: While specific content may vary from semester to semester, a typical semester would include initial observations of a class followed by participation in the activities of the class, such as designing and delivering content lectures/materials, designing and presenting student assignments, and conferring with the supervising faculty member about relevant pedagogical issues (e.g., assessment). The practicum would reinforce key practical considerations introduced in ENG 510, including syllabus preparation, classroom discipline, and grading paradigms.

3.3   Student expectations and requirements: Students will attend a full semester of the supervising instructor's ENG 100 course and meet with

the instructor and other graduate assistants enrolled in the practicum on a weekly basis. Specific classroom responsibilities will be negotiated with the supervising instructor.
   3.4   Tentative texts and course materials: n/a

4.   Resources:
   4.1   Library resources: Current holdings and resources are sufficient.
   4.2   Computer resources: Current department and university resources are sufficient.

5.   Budget implications:
   5.1   Proposed method of staffing: Current faculty are to be utilized. Since this course merely seeks to formalize a program already in place, no additional staffing is anticipated.
   5.2   Special equipment needed: n/a
   5.3   Expendable materials needed: n/a
   5.4   Laboratory materials needed: n/a

6.   Proposed term for implementation: Spring 2009

7.   Dates of prior committee approvals:

   English Department: 10/24/2008

   PCAL Curriculum Committee   11/06/2008

   Graduate Council   12/11/08

   University Senate   _____
Attachment: Course Inventory Form

Proposal Date: 9/18/08

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

Contact Person: John Faine
john.faine@wku.edu
745-2291

1.   Identification of proposed course:

1.1   Course prefix (subject area) and number: SOCL 525
1.2   Course title: Survey of Criminal Justice Studies
1.3   Abbreviated course title: Survey of CJ Studies
1.4   Credit hours and contact hours: 3

1.5 Type of course: L-Lecture

1.6 Prerequisites: None

1.7 Course Catalog Listing: Survey of the development and implementation of the criminal justice system and the societal responses that emerged to deal with the social problem of crime.
.

2. Rationale:

2.1 Reason for developing the proposed course: Survey of Criminal Justice Studies is a required course in the MA in Criminology. It is intended as a graduate-level introduction to issues in the criminal justice system.

2.2 Projected enrollment in the proposed course: 15 per offering. The course should attract both Criminology graduate students and Sociology graduate students as well as some students from related areas such as Public Administration and Social Work.

2.3 Relationship of the proposed course to courses now offered by the department: Survey of Criminal Justice Studies will build on undergraduate courses including Sociology 330 Criminology, Sociology 230 Deviant Behavior, Sociology 232 Introduction to Law Enforcement, Sociology 430 Penology, Sociology 433 Community Corrections, and Sociology 435 Family Violence. The course is also intended to prepare students for other graduate-level courses in the MA such as Sociology 532 Criminology, Sociology 530 Penology, Sociology 534 Neighborhoods and Crime, and Sociology 535 Family Violence.

2.4 Relationship of the proposed course to courses offered in other departments: The Seminar in Criminal Justice will also build on and complement undergraduate and graduate training from other disciplines including Political Science 328 Criminal Justice, Political Science 540 Seminar in Public Sector Organizations, Political Science 546 Public Policy Evaluation, Social Work 672 Child Sexual Abuse, Social Work 510 Human Behavior and Social Environment, Psychology 540 Behavior Problems of Childhood and Adolescence.

2.5 Relationship of the proposed course to courses offered in other institutions: Courses focusing on the criminal justice system are a regular part of graduate criminology programs. Such courses have become common in sociology departments across the country including at virtually all of our benchmark institutions that have Master of Arts or Master of Science degrees in criminology or criminal justice.

3. Discussion of proposed course:

3.1 Course objectives: 1) to discuss fundamental concepts in criminology and criminal justice: use of sanctions for social control, the role of discretion in the civil and criminal justice systems, crime measurement and shortcomings of current policies and measures,

security versus civil liberties in light of 9/11, the political process as applied to criminal justice policy formation, and civil rights and liberties issues; 2) to discuss basic institutions in the criminal justice system: law enforcement, courts, prosecution, defense, probation, parole, corrections, and juvenile justice agencies; and 3).to open the minds of students to a wide variety of topics addressed in criminology and criminal justice and the wide variety of methods and intellectual approaches used to understand those topics.

3.2   Content outline: A.Definitions of Crime: Punishment and Culture   B.   Measuring Crime   C.   The CJS: Law Enforcement as a Means of Social Control   D.   The CJS: Courts, Prosecutors and Defense   E. The CJS: Corrections   F. The CJS: Alternatives to Imprisonment   G.   Contemporary Crime Trends   H. Race, Crime and Punishment   I.   Crime in the Community   J.   Capital Punishment and public policy   K.   Guns, Violence and Gun Control Policies   L.   Imprisonment as the Punishment of Choice in America   M.   Juvenile Justice Reform: Legacies and Shortcomings   N.   Connecting Criminological Research to Public Policy

3.3   Student expectations and requirements: Students will be expected to perform satisfactorily on in-class exams and class papers. The writing component for the class will be realized through essay questions on the exams, written reports, out-of-class projects, and the competition of a research paper.

3.4   Tentative texts and course materials: Hickey, Thomas J (2006) Taking Sides: Clashing Views on Contemporary Issues in Crime and Criminology (7th edition), Guilford, CT: Dushkin/McGraw-Hill   Katsh, M. Ethan and William Rose (2002) Taking Sides: Clashing Views on Controversial Legal Issues (10th ed.) Guilford CT: McGraw-Hill/Dushkin

4.   Resources:

4.1   Library resources: No additional resources needed.
4.2   Computer resources: No additional resources needed.

5.   Budget implications:

5.1   Proposed method of staffing: New criminology faculty member.
5.2   Special equipment needed: None
5.3   Expendable materials needed: None
5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2009

7.   Dates of prior committee approvals:

Sociology Department	9/24/08
PCAL Curriculum Committee	10/9/08
Graduate Council	12/11/08
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 9/18/08

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

Contact Person: Edward Bohlander
                                    Edward.bohlander@wku.edu
                                    745-2299

1.   Identification of proposed course:

1.1   Course prefix (subject area) and number: SOCL 530
1.2   Course title: Penology
1.3   Abbreviated course title: Penology
1.4   Credit hours and contact hours: 3
1.5   Type of course: L-Lecture
1.6   Prerequisites: None
1.7   Course catalog listing: Examination of theories, research, laws, and public policies associated with punishment as a social control mechanism. Emphasis on social purposes and efficiency of correctional institutions.

2.   Rationale:

2.1   Reason for developing the proposed course: The MA in Criminology includes a variety of courses addressing the theoretical orientations and research in established areas of criminological thought. In order to familiarize students with the societal response to crime, the Penology course fills a gap by addressing a sustainable body of literature which focusing on social control efforts employed by state and private agencies.

2.2   Projected enrollment in the proposed course: We project an enrollment of

15-20 students. These students will primarily be from enrollees in the Masters in Criminology program.

2.3 Relationship of the proposed course to courses now offered by the department. While the department now offers a penology course at the advanced undergraduate level (SOCL 430) which is a required, core course in the criminology minor, no such offering exists at the graduate level. A course which focuses on theories of punishment and related research rounds out the overall curriculum in the proposed Masters in Criminology program.

2.4 Relationship of the proposal course to course offered in other departments: Among departments at WKU offering graduate courses, none currently offers courses addressing the social control implications of punishment and prisons.

2.5 Relationship of the proposed course to courses offered in other institutions: Most graduate programs in criminology or criminal justice include a course in penology, or in the latter, one in corrections. Such offerings appear regionally at Middle Tennessee State University, the University of Louisville, and Eastern Kentucky University.

3. Discussion of Proposed Course:

3.1 Course Objectives:

Academic attention to state control of the punitive response to crime began to reach maturity only by the 1950s. Since that time a large body of social science research has been combined with more philosophical scholarship in order to more fully understand the relationship of punishment to social control. Objectives include the development of a familiarization with major theorists, schools of penological thought, and appropriate, pertinent research domains. Additionally, students completing the course should be capable of developing a research design addressing a relevant topic in penology.

3.2 Content Outline:

Topics to be addressed in the Penology course include:

1) the rationales for punishment
2) the history of punishment from a comparative perspective
3) punishment and sentencing
4) the prison as a community
5) prisoners, staff, and programs
6) the measurement of recidivism

7) the appellate courts and American prisons
8) other relevant topics

3.3   Student expectations and requirements:

Students in the Penology course will be evaluated conventionally. There will be exams, written exercises, and a major research project. Students will be expected to participate in online class discussions of assigned literature readings.

3.4   Tentative texts and course materials:

Clear, T. (1994) <u>Harm in American Penology: Offenders Victims, and Their Communities.</u>

Durham, A. (1994) <u>Crisis and Reform: Current Issues in American Punishment.</u> Boston: Little, Brown.

Foucoult, M. (1973) <u>Discipline and Punish: The Birth of the Prison</u>. New York: Vintage Books.

Mears, D., X. Wang, C. Hay, W. Bales (2008) Social ecology and recidivism: implications for prisoner reentry. <u>Criminology</u>. volume 46: 301-340.

Newman, G. (1978) <u>The Punishment Response</u>. New York: Lippincott.

Pollock, J. (2004) <u>Prisons and Prison Life: Costs and Consequences</u>. Los Angeles: Roxbury.

Rothman, D. (1971) <u>The Discovery of the Asylum: Social Order and Disorder in the New Republic.</u> Boston: Little, Brown.

Tonry, M. (2006) Mandatory minimums and public policy. <u>Criminolgy and Public Policy.</u> Volume 5: 45-57.

Additional articles and texts will be added as needed.

4.   Resources:

4.1   Library resources: The peer-reviewed articles used in the course are available either electronically or in print.

4.2.   Computer resources: Course information, data sets, and other selected course materials will be made available to students electronically.

5.   Budget implications:

    5.1   Proposed method of staffing: Existing faculty

    5.2   Special equipment needed: none

    5.3   Expendable materials needed: none

    5.4   Laboratory materials needed: none

6.   Proposed term for implementation: Fall 2009

7.   Dates of prior committee approvals:

Sociology Department	9/24/08
PCAL Curriculum Committee	10/9/08
Graduate Council	12/11/08
University Senate	_____

Attachments: Bibliography, Library Resource Form, Course Inventory Form

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

Contact Person: Edward Bohlander
                   Edward.bohlander@wku.edu
                   745-2299

1.   **Identification of proposed course:**

      1.1   Course prefix (subject area) and number: SOCL 533
      1.2   Course title: Criminology and Law
      1.3   Abbreviated course title: Criminology and Law
      1.4   Credit hours and contact hours: 3
      1.5   Type of Course: L-Lecture
      1.6   Prerequisites: None
      1.7   Course catalog listing: Examine the structure, organization, and content of criminal law. Topics include development and elements of law as they relate to social control.

2.   **Rationale:**

      2.1   Reason for developing the proposed course: The Criminology and Law course will provide students with the essential background for the MA in Criminology by contrasting "law in the books" to "law in action." While the major focus of the course is on the American criminal-legal process, significant emphasis is placed upon cross-cultural applications and systems.

      2.2   Projected enrollment in the proposed course: Students will be drawn from both the Criminology and the Sociology programs as well as from other graduate programs at WKU. Enrollments of twenty to twenty-five students per offering are expected.

      2.3   Relationship of the proposed course to courses now offered by the Department: Students enrolled in the Masters in Criminology program are

required to complete a series of core courses which emphasize theory and research within the discipline. The elective Criminology and Law course provides support for the subject matter addressed in such courses as Criminology, Deviant Behavior, Juvenile Delinquency, Penology, and other courses offered as part of the program.

2.4   Relationship of the proposed course to courses offered in other departments: There are no comparable graduate offerings at WKU. Undergraduate courses offered in Political Science (PS 326 Constitutional Law and PS 328 Criminal Justice), and History (HIST 445 American Legal History to 1865 and HIST 446 American Legal History from 1865), would provide students with an excellent background, but no similar courses are currently offered at the graduate level.

2.5   Relationship of the proposed course to courses offered in other institutions: While Criminology and Law courses are traditionally offered as a core feature of law school programs, the proposed course, configured around social science theory and research, differs significantly from these offerings. Some criminal justice and/or criminology programs coordinate with law schools and cross list such courses (Florida State; The Ohio State University; SUNY Albany). Other programs nested in Sociology Departments or programs have developed their own courses (SIU; EKU; MTSU).

3.   Discussion of proposed course:

3.1   Courses objectives:

This is not a "law school" type course, but, instead is a course addressing the relationship of criminal law to crime as a social phenomenon. The primary objectives of this course include the development of the students' 1.) appreciation of the concept of criminal law as a mechanism of social control; 2.) appreciation of the role of criminal law in society; 3.) basic understanding of institutional arrangements such as legislatures, law enforcement, and courts; 4.) understanding of the structure, content, origins, and applications of substantive and procedural criminal law; 5.) and an understanding of comparative criminal law.

3.2   Content Outline:

The topics to be addressed in the Criminology and Law course include
1) the development of criminal law
2) the utility of the criminal law
3) crime and the criminal law
4) criminal law and social control
5) criminal law as public policy.

3.3   Student expectations and requirements:

Students will be evaluated on the basis of combined performances on examinations of primary or secondary research activities, and on online class discussions and performance. The research project will also be required.

3.4   Tentative texts and course materials:

Abadinsky, H. (2003) Law and Justice: An Introduction to the American Legal System. Upper Saddle River, NJ: Prentice Hall.

Donnelly, S. (2006) Reflecting on the Rule of Law: Its Reciprocal Relations with Rights, Legitimacy, and Other Concepts and Institutions. Annals of the American Academy of Political and Social Sciences, Volume 603: 37-53.

Fairchild, E. and H. Dammer (2001) Comparative Criminal Justice Systems. Belmont, CA: Wadsworth Publishing.

Lippman, M. (2007) Contemporary Criminal Law: Concepts, Cases, and Controversies. Thousand Oaks, CA: Sage Publications.

Packer, H. (1964/1997) Two Models of the Criminal Process. A Criminal Procedure Anthology. Edited by S. Wasserman and C. Snyder, pp. 3-9. Cincinnati, Ohio: Anderson Publishing Company.

Reid, S.T. (2007) Criminal Law. 7th edition. Los Angeles: Roxbury Publishing Company.

Schmalleger, F. (2006) Criminal Justice Today. 9th edition. New York: Prentice Hall.

Spohn, C. and C. Hemmons (2008) Courts. Thousand Oaks, CA: Sage Publications.

Turkel, G. (1996) Law and Society: Critical Approaches. Boston: Allyn and Bacon.

Walsh, A. and C. Hemmons (2008) Law, Justice, and Society: a Sociological Introduction. New York: Oxford University Press.

Additional articles and texts will be added as required.

4.   Resources:

4.1   Library Resources: Peer-reviewed social science journals and various law reviews are currently available electronically or in print. The Library Resources Form is attached.

5.   Budget implications:

5.1   Proposed method of staffing: New criminology faculty member
5.2   Special equipment needed: none

5.3   Expendable materials needed: none

5.4   Laboratory materials needed: none

6.   Proposed term for implementation: Fall 2009

7.   Dates of prior committee approvals:

Sociology Department   9/24/08

PCAL Curriculum Committee   10/9/08

Graduate Council   12/11/08

University Senate   _____

Attachments: Bibliography, Library Resources form, Course Inventory Form

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

Contact Person: James Kanan
                    james.kanan@wku.edu
                    745-2404

1.   **Identification of proposed course:**

      1.1   Course prefix (subject area) and number: SOCL 534
      1.2   Course title: Neighborhoods and Crime
      1.3   Abbreviated course title: Neighborhoods and Crime
      1.4   Credit hours and contact hours: 3
      1.5   Type of course: L-Lecture
      1.6   Prerequisites: None
      1.7   Course catalog listing: Overview of ecology of crime, with emphasis on criminological theories, factors that influence neighborhood-level crime rates, and effects that neighborhood characteristics have on individuals.

2.   **Rationale:**

      2.1   Reason for developing the proposed course: Neighborhoods and Crime will be one of the elective courses in the Criminology MA program. It will also contribute to the expansion of the graduate criminology curriculum and thus help meet the need for graduate training in this area.
      2.2   Projected enrollment in the proposed course: 15-20 students per offering.
      2.3   Relationship of the proposed course to courses now offered by the department: Neighborhoods and Crime will complement other proposed and existing criminology and sociology graduate courses such as Deviant Behavior (SOCL 531), Criminology (SOCL 532), Penology (SOCL 530), Sociology of Criminal Law (SOCL 533), Comparative Criminology (SOCL 537), Victimology (SOCL 538), Crime and the Life Course (SOCL 547), Gender, Crime, and Justice (SOCL 545), Survey of Criminal Justice Studies (SOCL 525), Juvenile Delinquency (SOCL 536), Race, Class, and Crime (SOCL 548), Family Violence (SOCL 535), Environmental Criminology (SOCL 570). While these courses touch on various aspects of crime in society, the proposed course would be the only one in the

department to make neighborhood context its exclusive focus.

2.4 Relationship of the proposed course to courses offered in other departments: Neighborhoods and Crime will complement courses in other departments that focus on different elements of communities and crime. A partial list of these courses includes: Family Violence: Social Work Practice (SWRK 572), Rural Community Organization and Development (SWRK 621), Social Work and the Law (SWRK 671).

2.5 Relationship of the proposed course to courses offered in other institutions: Interest in the sociological study of neighborhoods and crime has been present since the early 1900s and such courses have become common in sociology and criminology departments across the country, including some of the top criminology programs in the U.S. (Florida State University, University of Washington, Temple University, University of Chicago).

3. Discussion of proposed course:

3.1 Course objectives: 1) To provide students the tools to critically analyze crime rates within a locality context; 2) To help students learn about the neighborhood factors that influence crime rates; and 3) To help students develop an understanding of the ecology of crime, especially as it relates to residential settings and race and social class.

3.2 Content outline:
   A. Introduction: Overview of Neighborhoods and Communities
   B. Ecology and crime.
   C. Research methods in neighborhood-level crime analyses.
   D. In the beginning: Social disorganization and differential social organization
   E. Assessing neighborhood effects on crime.
   F. Neighborhood change and segregation.
   G. Neighborhood context and social control.
   H. Expanding beyond the neighborhood to communities and crime.
   I. Policy implications and future directions for research.

3.3 Student expectations and requirements: Students will be expected to read assigned material and make meaningful contributions to online class discussions. Students will lead one online class discussion on a selected topic and will be expected to write a term paper (12-15 pages) critiquing research on a topic related to the class. Students will also complete a research project and research paper.

3.4 Tentative texts and course materials:

Anderson, Elijah. 1999. *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. New York: W.W. Norton & Company.

Bursik, Robert J., Jr., and Harold G. Grasmick. 2002. *Neighborhoods and Crime: The Dimensions of Effective Community Control*. New York:

Lexington.

Skogan, Wesley G. 1990. *Disorder and Decline: Crime and the Sprial of Decay in American Neighborhoods*. Chicago: University of Chicago Press

Other course materials may include, but will not be limited to, relevant journal articles appearing in *Criminology, Social Forces, American Sociological Review, Journal of Research in Crime and Delinquency, Urban Affairs Quarterly, American Journal of Sociology,* and *Demography*, as well as government publications from organizations like *National Criminal Justice Research Service*.

4.   Resources:

    4.1   Library resources: No additional resources needed.
    4.2   Computer resources: No additional resources needed.

5.   Budget implications:

    5.1   Proposed method of staffing: Existing faculty.
    5.2   Special equipment needed: None
    5.3   Expendable materials needed: None
    5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2009

7.   Dates of prior committee approvals:

Sociology Department: 9/24/08

PCAL Curriculum Committee   10/9/08

Graduate Council   12/11/08

University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

Proposal Date: 9/17/08

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

Contact Person: Amy Krull
Amy.Krull@wku.edu
745.6363

1. **Identification of proposed course:**

    1.1   Course prefix (subject area) and number: SOCL 535
    1.2   Course title: Family Violence
    1.3   Abbreviated course title: Family Violence
    1.4   Credit hours and contact hours: 3
    1.5   Type of course: L-Lecture
    1.6   Prerequisites: None
    1.7   Course catalog listing: Examination of family violence within the United States. Emphasis placed on spousal violence and child abuse but also on violence within other intimate relationships.

2. **Rationale:**

    2.1   Reason for developing the proposed course: A significant portion of crime committed in the United States occurs between individuals who have an intimate relationship re: the family. In order to fully understand crime, one must consider the special circumstances of violence between intimates. This course will serve as an elective for the Department of Sociology's MA in Criminology.
    2.2   Projected enrollment in the proposed course: Approximately 15 per offering.
    2.3   Relationship of the proposed course to courses now offered by the department: Course will serve as an elective in the Masters in Criminology program. It may also be desirable to those students earning a Master's in Sociology.
    2.4   Relationship of the proposed course to courses offered in other departments: Two other courses on campus have been identified as addressing family violence at the graduate level, CNS 584 Counseling Violent and Dysfunctional Families and SWRK 572 Family Violence Social Work Intervention. These courses utilize an applied perspective to the problem of family violence. For example, SWRK 572 is described as giving students "policy knowledge for understanding, assessing and intervening in various forms of family violence." CNS 584 teaches "intervention strategies" and counseling approaches for family violence. The Sociology course will emphasize the role of sociological theory and

research methods to understand the problem. In addition this course will approach the issue from a criminological perspective.

2.5 Relationship of the proposed course to courses offered in other institutions: Several benchmark institutions offer a family violence course as part of a master's degree in criminology or criminal justice. These are California State University-Fresno, Eastern Michigan University and Middle Tennessee State University.

3. Discussion of proposed course:

3.1 Course objectives: Students will come to a sociological understanding of family violence. They will learn the theories and research methods used by sociologists to understand the causes and consequences of family violence. They will exercise critical thinking skills in evaluating the academic controversies within the field of family violence.

3.2 Content outline: This course will cover the following topics of spousal violence and child abuse.
1) the history of these crimes
2) number of incidents
3) overall prevalence
4) consequences for society
5) intervention strategies
6) treatment of victims and offenders

3.3 Student expectations and requirements: Students will be expected to perform satisfactorily on several research papers. In addition students will be expected to carry on informed online classroom discussions.

3.4 Tentative texts and course materials:

Anderson, Kristin L. 1997. "Gender, Status, and Domestic Violence: An Integration of Feminist and Family Violence Approaches." *Journal of Marriage and the Family* 59:655-669.

Anderson, Kristin L. and Umberson, Debra. 2001. "Gendering Violence: Masculinity and Power in Men's Accounts of Domestic Violence." *Gender & Society* 15:358-381.

Atkinson, Maxine P., Theodore N. Greenstein, and Molly Monahan Lang. 2005. "For Women, Breadwinning Can Be Dangerous: Gendered Resource Theory and Wife Abuse." *Journal of Marriage and Family* 67:1137-1148.

Delsol, Catherine, Gayla Margolin, and Richard S. John. 2003. "A Typology of Maritally Violent Men and Correlates of Violence in a Community Sample." *Journal of Marriage and Family* 65:635-651.

DeMaris, Alfred, Michael L. Benson, Greer L. Fox, Terrence Hill, and Judy Van Wyk. 2003. "Distal and Proximal Factors in Domestic Violence: A Test of

an Integrated Model." *Journal of Marriage and Family* 65:652-667.

Dietz, Tracy L. 2000. "Disciplining Children: Characteristics Associated with the Use of Corporal Punishment." *Child Abuse & Neglect* 24:1529-1542.

Felson, Richard B., Jeff Ackerman, and Seong-Jin Yeon. 2003. "The Infrequency of Family Violence." *Journal of Marriage and Family* 65:622-634.

Johnson, Michael P. 1995. "Patriarchal Terrorism and Common Couple Violence: Two Forms of Violence against Women." *Journal of Marriage and Family* 57:283-294.

Johnson, Michael P. and Ferraro, Kathleen J. 2000. "Research on Domestic Violence in the 1990s: Making Distinctions." *Journal of Marriage and the Family* 62:948-963.

Kenneyand, Catherine T. and McLanahan, Sara S. 2006. "Why Are Cohabiting Relationships More Violent Than Marriages?" *Demography* 43:127-140.

Melzer, Scott A. 2002. "Gender, Work, and Intimate Violence: Men's Occupational Violence Spillover and Compensatory Violence." *Journal of Marriage and Family* 64:820-832.

Renzetti, Claire M. 1997. "Violence in Lesbian and Gay Relationships." Pp. 285-293 in Laura L. O'Toole and Jessica R. Schiffman (eds.), *Gender Violence: Interdisciplinary Perspectives.* New York: New York University Press.

Straus, Murray. A. 2007. "The Conflict Tactics Scales." Forthcoming in, *Encyclopedia Of Domestic Violence* edited by Nicky Ali Jackson. Routledge.

Suitor, J. Jill and Karl Pillemer. 1988. "Explaining Intergenerational Conflict When Adult Children and Elderly Parents Live Together." *Journal of Marriage and the Family* 50:1037-1047.

4. **Resources:**

    4.1   Library resources: No additional resources are necessary.
    4.2   Computer resources: No additional resources necessary.

5. **Budget implications:**

    5.1   Proposed method of staffing: Existing faculty.
    5.2   Special equipment needed: None
    5.3   Expendable materials needed: None
    5.4   Laboratory materials needed: None.

6.   **Proposed term for implementation: Fall 2009**

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

Sociology Department	9/24/08
PCAL Curriculum Committee	10/9/08
Graduate Council	12/11/08
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 9/18/08

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

Contact Person: John Faine
                    john.faine@wku.edu

745-2291

1. Identification of proposed course:

    1.1   Course prefix (subject area) and number: SOCL 536
    1.2   Course title: Juvenile Delinquency
    1.3   Abbreviated course title: Juvenile Delinquency
    1.4   Credit hours and contact hours: 3
    1.5   Type of course: L-Lecture
    1.6   Prerequisites: None
    1.7   Course catalog listing: Analysis of current issues relating to children who come into contact with the juvenile justice system.

2. Rationale:

    2.1   Reason for developing the proposed course: Juvenile Delinquency is offered as an elective in the MA in Criminology for students who have an interest or career path in the juvenile justice system.
    2.2   Projected enrollment in the proposed course: 15. The course should attract both Criminology graduate students and Sociology graduate students as well as some students from related areas such as Psychology, Social Work or Teacher Education.
    2.3   Relationship of the proposed course to courses now offered by the department: Juvenile Delinquency will build on and/or complement graduate level courses including SOCL 330 Criminology, SOCL 230 Deviant Behavior, SOCL 232 Introduction to Law Enforcement, SOCL 430 Penology, SOCL 433 Community Corrections, SOCL 435 Family Violence, SOCL 532 Criminology, SOCL 530 Penology, SOCL 534 Neighborhoods and Crime, and SOCL 535 Family Violence.
    2.4   Relationship of the proposed course to courses offered in other departments: Juvenile Delinquency will also build on and complement graduate training from other disciplines including SWRK 356 Services to Juvenile Offenders, PS 328 Criminal Justice, PS 540 Seminar in Public Sector Organizations, PS 546 Public Policy Evaluation, SWRK 672 Child Sexual Abuse, SWRK 622 Integrated Social Work Practices with Families, SWRK 510 Human Behavior and Social Environment, and   PSY 540 Behavior Problems of Childhood and Adolescence
    2.5   Relationship of the proposed course to courses offered in other institutions: Courses focusing on juvenile delinquency and the juvenile justice system are a regular part of graduate Criminology programs. Such courses have become common in Master of Arts and Science programs in criminology and criminal justice at our benchmark institutions. These institutions include the University of Central Missouri (CJ 5700 The Juvenile Justice System, CJ 5701 The Juvenile and the Law, and CJ 5702 Juvenile Corrections), Florida Atlantic University (CJJ 6046 Juvenile Justice), Indiana State University (Criminology 523: Juvenile

Delinquency), and Northern Arizona University (CCJ 628 Youth and Justice).

3.   Discussion of proposed course:

3.1   Course objectives: This course seeks to provide students with the tools to critically analyze youthful misconduct from a theoretical perspective, to foster critical thinking about public policy issues in the juvenile justice system, and to help students to understand the demographics of youthful offenders and the policies that shape the social response to youthful misconduct. Topics include the history of the juvenile justice system, the goals of juvenile justice, the demographics of youthful offenders, and critical issues related to the adjudication and disposition of cases within the juvenile justice system including models of treatment. Attention is given to critically analyzing the rationale for the system within the larger context of youth, law and social policy.

3.2   Content outline: A. Origins of the Juvenile Justice System   B.   Measuring Delinquent Behavior   C.   The Distribution and Correlates of Delinquency: Age, Gender,   Class, Family and Schools   D. Peers, Gangs, Drugs and Homelessness   E.   Theory and Practice: Psychological Approaches   F. Theory and Practice: Social Disorganization and Cultural Deviance   G.   Theory and Practice: Social Learning and Strain Theories   H. Theory and Practice: Social Control, Social Bonding and Strain   I.   Theory and Practice: Labeling and Radical Nonintervention   J. Juvenile Justice Reform: The Courts   K.   Juvenile Justice Reform: Legacies and Shortcomings   L.   Sentencing: From Status Offender to Waiver to Adult Court   M.   Sentencing Alternatives

3.3   Student expectations and requirements: Students will be expected to perform satisfactorily on exams and class papers. The writing component for the class will be realized through essay questions on the exams and reports, out-of-class projects, and the completion of a research project and paper.

3.4   Tentative texts and course materials:
Hemmens, Craig and Richard Lawrence (2008) *Juvenile Justice: A Text/Reader*. Thousand Oaks, CA: Sage Publications.   Supplemental Readings: Publications of the Office of Juvenile Justice Delinquency Prevention (see below)

4.   Resources:

4.1   Library resources: No additional resources needed.
4.2   Computer resources: No additional resources needed.

5.   Budget implications:

      5.1   Proposed method of staffing: Existing faculty
      5.2   Special equipment needed: None
      5.3   Expendable materials needed: None
      5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2009

7.   Dates of prior committee approvals:

8.   Dates of prior committee approvals:

Sociology Department   9/24/08

PCAL Curriculum Committee   10/9/08

Graduate Council   12/11/08

University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**
                                   Proposal Date: 9/18/08

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

Contact Person: Jerry Daday
                     jerry.daday@wku.edu
                     745-8764

1.   Identification of proposed course:

      1.1   Course prefix (subject area) and number: SOCL 537
      1.2   Course title: Comparative Criminology
      1.3   Abbreviated course title: Comparative Criminology
    1.4   Credit hours and contact hours: 3
    1.5   Type of course: L-Lecture
    1.6   Prerequisites/corequisites: None
    1.7   Course catalog listing: Survey of theoretical and empirical work examining the structural and cultural forces influencing cross-national crime patterns

and trends, international law, and specific legal systems.

2. **Rationale:**

2.1   Reason for developing the proposed course: This course will provide students with the opportunity to study crime and violence from a cross-national, cross-cultural perspective. Most criminology courses focus on crime patterns in the United States. However, a global context can provide students with the opportunity to study how structural and cultural variation can explain variation in cross-national violent crime rates. Moreover, a discussion of international law and various legal systems employed by different nations provides our students with the opportunity to engage in critical analyses of our legal system. This course is consistent with this university's mission of engaging students for success in a global society.

2.2   Projected enrollment in the proposed course: 15 students per offering.

2.3   Relationship of the proposed course to courses now offered by the department: Our current graduate level criminology course, SOCL 532 Criminology, examines cross-national crime patterns and some of the theories used in comparative criminology. However, this course does not examine different legal and corrections systems throughout the world. The SOCL 537 Comparative Criminology will examine these topics in far greater depth and will include a variety of nations with different structural and cultural contexts. This comparative criminology course would represent one of the five elective courses that students can complete in pursuing their MA degree in criminology

2.4   Relationship of the proposed course to courses offered in other departments: There is no graduate level course offered at WKU that examines cross-national crime and violence.

2.5   Relationship of the proposed course to courses offered in other institutions: Comparative criminology is a standard elective offered in graduate programs in the United States. Several benchmark institutions offer a version of comparative criminology. These institutions include the University of Central Missouri (CJ 5006 Comparative Criminal Justice Systems), Middle Tennessee State University (CJ 6930 Comparative Systems of Criminal Justice), Missouri State University (CRM 635 Historical and Cross-Cultural Comparative Criminology), and Northern Arizona University (CJ 616 Human Rights and Transnational Justice).

3. **Discussion of proposed course:**

3.1   Course objectives: Students will acquire knowledge of crime patterns and trends from a variety of countries with different structural and cultural characteristics. Students will also learn about differences in the

criminal justice systems across these countries and the extent to which these systems serve as specific and general deterrents in society. Students will develop an appreciation for variation in crime patterns and in the application of criminal justice practices.

3.2   Content outline: The comparative criminology course will expose students to a variety of topics from a cross-national perspective including
1) the conceptualization and measurement of crime
2) historical crime patterns and trends across a sample of countries with different structural and cultural histories
3) law enforcement functions and organizations
4) criminal procedures
5) legal systems and the courts
6) corrections
7) terrorism
8) human rights abuses
9) genocide.

3.3   Student expectations and requirements: Students will be expected to attend online lectures, participate in online discussion groups, complete a variety of assignments, and to complete one or multiple assessments to measure the knowledge acquired. Students will also complete a research project and research paper.

3.4   Tentative texts and course materials:

Antonaccio, Olena and Charles R. Tittle. (2007) "A cross-national test of Bonger's theory of criminality and economic conditions." *Criminology*, 45(4): 925-958.

Chamlin, Mitchell B. and John K. Cochran. (1995) "Assessing Messner and Rosenfeld's Institutional Anomie Theory: A Partial Test." *Criminology*, 33 (3): 411-429.

Chamlin, Mitchell B. and John K. Cochran. (1997) "Social Altruism and Crime." *Criminology*, 35 (2): 203-226.

Chamlin, Mitchell B., John K. Cochran, and Christopher Lowenkamp. (2002) "A Longitudinal Analysis of the Welfare-Homicide Relationship: Testing Two (Nonreductionist) Macro-Level Theories." *Homicide Studies*, 6 (1): 39-60.

Dammer, Harry R. and Erika Fairchild. (2006) *Comparative Criminal Justice Systems*. Thompson/Wadsworth Publishers.

Fiala, Robert and Gary LaFree (1988) "Cross-national Determinants of Child Homicide." *American Sociological Review*, 53: 432-445.

Gourevitch, Philip. (1999) *We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda*. Picador Press.

Kim, Sang-Weon and William A. Pridemore. (2005) "Social Change, Institutional Anomie and Serious Property Crime in Transitional Russia." *British Journal of Criminology*, 45 (1) 81-99.

Messner, Steven F. and Richard Rosenfeld (1997) "Political Restraint of the Market and Levels of Criminal Homicide: A Cross-National Application of Institutional-Anomie Theory." *Social Forces*, Volume 75 (4): 1393-1416.

Messner, Steven F. and Richard Rosenfeld. (2006) *Crime and the American Dream*. Fourth Edition. Wadsworth Publishing.

Messner, Steven F. and Robert J. Sampson. 1991. "The Sex Ratio, Family Disruption, and Rates of Violent Crime: The Paradox of Demographic Structure." *Social Forces*, 69: 693-713.

Power, Samantha. (2002) *A Problem from Hell: American and the Age of Genocide*. Harper Perennial.

Pratt, Travis C. and Timothy W. Godsey. (2003) "Social Support, Inequality, and Homicide: A Cross-National Test of an Integrated Theoretical Model." *Criminology*, 41 (3): 611-644.

Pridemore, William A. (2008) "A Methodological Addition to the Cross-National Empirical Literature on Social Structure and Homicide: A First Test of the Poverty-Homicide Thesis." *Criminology*, 46(1): 133-154.

Rosenfeld, Richard and Steven F. Messner. (2005) "The origins, nature, and prospects of institutional-anomie theory." In *The Essential Criminology Reader* eds. Stuart Henry and Mark Lanier. Boulder, CO: Westview Press.

Savolainen, Jukka. (2000) "Inequality, Welfare State, and Homicide: Further Support for the Institutional Anomie Theory." *Criminology*, 38 (4): 1021-1039.

Additional articles and texts will be added as needed.

4.   Resources:

4.1   Library resources: All of the peer-reviewed articles used in the course are currently available either electronically in JSTOR or through

other online databases. The articles will also be made available electronically on the course's Blackboard site. Students will purchase any books used for this course.

    4.2   Computer resources: This course will be taught online using Blackboard and the Tegrity Classroom software.

5.   Budget implications:

    5.1   Proposed method of staffing: New criminology faculty member
    5.2   Special equipment needed: N/A
    5.3   Expendable materials needed: N/A
    5.4   Laboratory materials needed: N/A

6.   Proposed term for implementation: Fall 2009

7.   Dates of prior committee approvals:

Department of Sociology	9/24/08
PCAL Curriculum Committee	10/9/08
Graduate Council	12/11/08
University Senate	_____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

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

Contact Person: Jerry Daday
                    jerry.daday@wku.edu
                    745-8764

1.   Identification of proposed course:

        1.1   Course prefix (subject area) and number: SOCL 538
        1.2   Course title: Victimology
        1.3   Abbreviated course title: Victimology
    1.4   Credit hours and contact hours: 3
    1.5   Type of course: L-Lecture
    1.6   Prerequisites: None
    1.7   Course catalog listing: Survey of the major theories and research in victimology. Topics include violent victimization, sexual assault, child abuse, and response of criminal justice system to victims.

2.   Rationale:

    2.1   Reason for developing the proposed course: A vast majority of the courses in this Master of Arts program in Criminology focus on explaining

the etiology of offending in violent and property crimes. This victimology course will focus exclusively on the victims of violent and property crimes as well as victims of international crimes such as genocide and human rights abuses.

2.2 Projected enrollment in the proposed course: 15 students per offering.

2.3 Relationship of the proposed course to courses now offered by the department: Students in the Master of Arts program in Criminology are required to take a variety of courses focused on the offender, such as Socl 525 Survey of Criminal Justice Studies and Socl 532 Criminology. This victimology course would represent one of the five elective courses that students can complete in pursuing their MA degree in criminology.

2.4 Relationship of the proposed course to courses offered in other departments: There are no departments at WKU offering a course that focuses exclusively on the victim of violent and/or property crimes at the graduate level. Some departments offer courses that examine some aspect of victimization at the undergraduate level, including CFS 495 Interpersonal/Relationship Violence and Socl 435 Family Violence.

2.5 Relationship of the proposed course to courses offered in other institutions: Several of WKU's Benchmark institutions offer a victimology course as an elective within their MA programs. These institutions include California State University at Fresno (CRIM 275 Victimology and Social Change; FBS 203 Victimology I: Theory, Policy, and Research; FBS 222 Victimology II: Theory, Policy, and Research; FBS 232. Seminar in Victimology), Florida Atlantic University (CCJ 6675 Victims and the Justice Process) and Middle Tennessee State University (CJ 6830 Violence and Victimology).

3. Discussion of proposed course:

3.1 Course objectives:

Over most of the last century the disciplines of criminology and criminal justice have focused exclusively on offenders and the legal system created and implemented to investigate crimes and to prosecute and punish offenders in the corrections system. Researchers and policy makers have devoted attention and research to the victim, thus yielding the discipline of victimology. This course is designed to introduce students to this field. We will study the history of victimology, criminological theories associated with victimization, patterns of victimization in the United States, the view of the victim in popular culture

and in the mass media, and the criminal justice system's treatment of these victims.

3.2   Content outline:

Topics will include
1) the emergence of victimology as a sub-discipline of criminology
2) the rediscovery of crime victims in the 1960s
3) victimization data
4) theories of victimization
5) the process of victim precipitation.
6) victimization patterns for the crimes of homicide, robbery, childhood assault and neglect, intimate partner violence, and sexual assault.
7) the treatment of victims by law enforcement officials.

3.3   Student expectations and requirements:

Students will be evaluated based on a combination of examinations, online class participation, writing assignments, research projects and papers.

3.4   Tentative texts and course materials:

Balakian, Peter. (2003) *The Burning Tigris: The Armenian Genocide and America's Response.* Harper Perennial.

Broidy, Lisa M., Jerry K. Daday, Cameron S. Crandall, and David P. Sklar. (2006) "Exploring Demographic, Structural, and Behavioral Overlap Among Homicide Offenders and Victims." *Homicide Studies*, Volume 10(3): 155-180.

Buss, Terry and Rashid Abdu. (1995) Repeat victims and violence in an urban trauma center. *Violence and Victims*, Volume 10, Issue 3, p. 183-194.

Campbell, Greg. (2000) *The Road to Kosovo: A Balkan Diary*. Boulder, CO: Westview Press.

Cohen, Lawrence and Marcus Felson. (1979) Social Change and Crime Rate Trends: A Routine Activity Approach. *American Sociological Review*, Volume 44, Issue 4, p. 588-608.

Gourevitch, Phillip. (1999) *We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda* (Paperback). Picador Press.

Karmen, Andrew. (2007) *Crime Victims: An Introduction to Victimology*. Belmont, CA: Thompson Wadsworth Publishing.

Lauritsen, Janet, Robert Sampson, and John Laub. (1991) The link between offending and victimization among adolescents. *Criminology*, Volume 29, Issue 2, p. 265-291.

Macmillan, Ross. (2001) Violence and the Life Course: The Consequences of Victimization for Personal and Social Development. *Annual Review of Sociology*, Volume 27, Issue 1, p. 1-22.

Meadows, Robert J. (2007) *Understanding Violence and Victimization*. New Jersey: Prentice Hall.

Miethe, Terrance, Richard McCorkle, and Shelley Listwan. (2005) *Crime Profiles: The Anatomy of Dangerous Persons, Places, and Situations*. Thousand Oaks, CA: Roxbury Publishers.

Sampson, Robert and Janet Lauritsen. (1990) Deviant lifestyles, proximity to crime, and the offender-victim link in personal violence. *Journal of Research in Crime and Delinquency*, Volume 27, Issue 1, p. 110-139.

Wallace, Harvey. (1998) *Victimology: Legal, Psychological, and Social Perspectives*. Boston, MA: Allyn and Bacon.

Additional articles and texts will be added as needed.

4. Resources:

4.1 Library resources: All of the peer-reviewed articles used in the course are currently available either electronically in JSTOR or they are available in print. Electronic copies will also be posted on the Blackboard course site. The students will purchase the books required for this course.

4.2 Computer resources: Course information will be disseminated to students via Blackboard.

5. Budget implications:

5.1 Proposed method of staffing: Existing faculty
5.2 Special equipment needed: None
5.3 Expendable materials needed: None

5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2009

7.   Dates of prior committee approvals:

Sociology Department   9/24/08

PCAL Curriculum Committee   10/9/08

Graduate Council   12/11/08

University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

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

Contact Person: Holli Drummond
                      holli.drummond@wku.edu
                      745-2259

1.   Identification of proposed course:

       1.1   Course prefix (subject area) and number: SOCL 546
       1.2   Course title: Gender, Crime, and Justice
       1.3   Abbreviated course title: Gender, Crime, and Justice
  1.4   Credit hours and contact hours: 3
  1.5   Type of course: L-Lecture
  1.6   Prerequisites: None
  1.7   Course catalog listing: Examines crime, criminal justice, and gender.
       Explores how constructions of masculinity, femininity, and features of
       sexuality affect victims, offenders, and professionals in the criminal justice
       system.

2.   Rationale:

       2.1   Reason for developing the proposed course: This course is a new
addition to our graduate program.   Specific examination of the unique role
of gender within the crime process is intended to orient the student to a
gendered perspective.   Such a course will help diversify the training and
exposure graduate scholars receive before entering criminal justice
occupations, such as law enforcement agents, correctional officers, and
agents of the court. Finally, upon completion of this course, students will
possess a deeper understanding of the needs of those served by these

criminal justice agencies.

2.2   Projected enrollment in the proposed course: 15 per offering.

2.3   Relationship of the proposed course to courses now offered by the department: Several courses newly created for the Criminology MA touch on topics related to gender, crime, and justice. The closest course relation is with *Family Violence (SOCL 535)*, which examines Intimate Partner Violence and other types of domestic abuse, yet does not focus more broadly on issues related to the criminal justice system. While several other core content classes, *Criminology (532), Penology (530), Deviant Behavior (531)* & *Juvenile Delinquency (536)*, each include superficial discussions of gender and sexuality as significant social characteristics in understanding the crime phenomena, the proposed *Gender, Crime, and Justice* course, with its broader critique of the construction and use of gender and sexuality throughout the Criminal Justice system, seeks to fill the above-mentioned intellectual void.

2.4   Relationship of the proposed course to courses offered in other departments: After a cursory review of the courses offered throughout the graduate curriculum at WKU, I found graduate courses which focus on the topic of gender *WOMN 545 Theories of Gender, Race, & Class, COMM 474G Gender Comm* and courses which concentrate on "women" *PSY 430G Psy of Women, WOMN 545 Feminist knowledge and social change,* and *WOMN 625 Women and Leadership,* but no external course focuses on the connection between gender and the administration of justice.

2.5   Relationship of the proposed course to courses offered in other institutions: A graduate class on Gender, Crime, and Justice is a common offering within many graduate curricula of both Sociology and those focusing specifically on Criminology/Criminal Justice. The following schools are a sampling of those that offer such graduate instruction: *The University of Georgia, Washington State University,* and *Florida State University.*

3.   **Discussion of proposed course:**

3.1   Course objectives: After completing this course students will understand gender's impact on the detection and prosecution of crime, strategies of coping with institutionalization and the treatment of professionals in fields of law enforcement, corrections, and the courts.

3.2   Content outline: Content topics include

1) patterns and prevalence of crime by gender
2) gendered explanations of crime
3) gendered treatment of the offender & professional throughout the criminal justice system
4) victimization
5) the gendered experience of imprisonment

6) how justice goals (i.e., punishment, rehabilitation, restoration, etc.) affect male and female offenders

3.3 Student expectations and requirements: Students must prepare for class by reading assigned material so they are in a position to contribute productively to online class discussions. A mid-term and final are required which ask students to integrate observations/interactions from class and critically analyze topics discussed by integrating reading material, in response to selected questions. Finally, students will participate in a final project (such as "Designing a model facility for women") which has both a written and online component.

3.4 Tentative texts and course materials:

Adams, G.R., Munro, B., Munro, G., Doherty-Poirer, M., & Edwards, J. (2005). Identity processing styles and Canadian adolescents' self-reported delinquency. *Identity: An international journal of theory and research, 5,* (1), 57-65.

Belknap, J. (2007). *The invisible woman: Gender, crime and justice* (3rd ed.). Wadsworth Company.

Coates, R.B., Umbreit, M.S., & Vos, B. (2006). Responding to hate crimes through restorative justice dialogue. *Contemporary justice review, 9,* (1), 7-21.

Frieze, I.H. (2005). Reactions to victimization. In *Hurting the one you love: Violence in relationships.*

Gilfus, M.E. (2006). From victims to offenders: Women's routes of entry and immersion into street crime. In Alarid, L.F. & Cromwell. P. (Eds.) *In her own words: Women offenders views on crime and victimization.*

Girshick, L.B. (2003). Leaving stronger: Programming for release. In Sharp, S. (Ed.) *The incarcerated woman: Rehabilitative programming in women's prisons.*

Grabe, M.E., Trager, K.D., Lear, M., & Rauch, J. (2006). Gender in crime news: A case study test of the chivalry hypothesis. *Mass communication and society, 9,* (2), 137-163.

McCorkel, J.A. (2003). Embodied surveillance and the gendering of punishment. *Journal of Contemporary Ethnography, 32,*(1), 41-76.

Meserschmidt, J. (1996). *Masculinities and crime: Critique and reconceptualization of theory.* Rowman & Littlefield: Maryland.

Nagel, I.H., & Johnson, B.L. (1994). The role of gender in a structured sentencing system: Equal treatment, policy choices, and the sentencing of female offenders under the United States sentencing guidelines. *The journal of criminal law and criminology, 85,* (1), 181-196.

Pollack, J.M. (2002). *Women, Prison, & Crime* (2nd Ed.). Brooks Cole.

Price, B.R. & Sokoloff, N.J. (eds.) *The Criminal Justice System & Women.* McGraw Hill: New York.

Radosh, P.F. (2002). Reflections on women's crime and mothers in prison: a peacemaking approach. *Crime and Delinquency, 48,* (2), 300-315.

Steffensmeir, D., Schwartz, J., Zhong, H., & Ackerman, J. (2005). An assessment of recent trends in girls' violence using diverse longitudinal sources: Is the gender gap closing? *Criminology, 43* (2), 355-387.

4. **Resources:**

    4.1   Library resources: N/A
    4.2   Computer resources: Departmental Computer Lab, Grise Hall Room 135, is sufficient.

5. **Budget implications:**

    5.1   Proposed method of staffing: Existing faculty
    5.2   Special equipment needed: None
    5.3   Expendable materials needed: None
    5.4   Laboratory materials needed: None

6. **Proposed term for implementation:** Fall 2009

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

Sociology Department: 9/24/08

PCAL Curriculum Committee   10/9/08

Graduate Council   12/11/08

University Senate   _____

Proposal Date: 9/18/08

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

Contact Person: Jerry Daday
                    jerry.daday@wku.edu
                    745-8764

1.   Identification of proposed course:

   1.1   Course prefix (subject area) and number: SOCL 547
   1.2   Course title: Life-course Criminology
   1.3   Abbreviated course title: Life-course Criminology
1.4   Credit hours and contact hours: 3
1.5   Type of course: L-Lecture
1.6   Prerequisites: None
1.7   Course catalog listing: Examination of theories and empirical research associated with onset, escalation, persistence, and desistance of violent offending over the human life-course.

2.   Rationale:

   2.1   Reason for developing the proposed course: This course will provide students with the opportunity to study crime and offending patterns over the human life-course. A majority of criminology courses examine the onset, or beginning, of offending in adolescence or young adulthood. However, over the last two decades, criminologists have devoted increased scholarship to the intensification and persistence of offending patterns into adulthood and to the identification and study of the factors that promote or hinder the desistance process among violent offenders. These efforts have yielded new and exciting theoretical and empirical work that has significantly advanced our understanding of the onset, escalation, persistence, and desistance of violent offenders in society. This course will expose students to these theoretical and empirical developments.
   2.2   Projected enrollment in the proposed course: We anticipate offering one section of life-course criminology at least once every other year with a projected enrollment of 15 students in each section.
   2.3   Relationship of the proposed course to courses now offered by the

department: In the SOCL 532 Criminology course, students examine the onset of offending patterns in adolescence and young adulthood. However, this course does not provide students with the opportunity to study the theories and empirical research associated with the escalation, persistence, and desistance of these violent and criminal behaviors. This life-course criminology course will provide students with background in this emerging area of study.

2.4   Relationship of the proposed course to courses offered in other departments: There is no graduate level course offered at WKU that examines crime over the life-course. Several graduate level courses in the Psychology Department may discuss the psychological risk factors that increase the risks of a trajectory toward offending, such as PSY 540: Behavior Problems of Childhood and Adolescence and PSY 550: Personality Theory.

2.5   Relationship of the proposed course to courses offered in other institutions: Life-course criminology is a relatively new area of study within the discipline of criminology. Our benchmark institutions are not currently offering a graduate level course on this topic. However, life-course criminology courses are offered in the University of Maryland's Master of Arts in Criminology and Criminal Justice Program (CCJS661 Crime and the Life Course) and the University of Cincinnati's Master of Science in Criminal Justice Program (18CJ828 Seminar in Crime & the Life Course). US News and World Report recently ranked these two universities as the number one and number three best graduate programs in criminology and criminal justice in the United States.

3.   **Discussion of proposed course:**

3.1   Course objectives: Students will acquire knowledge of the etiological factors contributing to the onset, escalation, persistence, and desistance of violent offending patterns in society.

3.2   Content outline: This course will examine

1) the wider life-course perspective in the discipline of sociology
2) the relationship between age, crime, and criminal careers
3) the various theories relating to life-course criminology
4) empirical tests of these life-course theories
5) debates associated with developmental versus static theories of criminal propensities
6) the study and evaluation of viable interventions to reduce violent criminal involvement during the life-course.

3.3   Student expectations and requirements: Students will be expected to be familiar with all lectures, participate in online discussion groups,

complete a variety of assignments, and will complete a research project and research paper.

3.4   Tentative texts and course materials:

Benson, Michael L. (2001) *Crime and the Life Course: An Introduction*. Roxbury University Press.

Blumstein, Albert. (1986) *Criminal Careers and "Career Criminals."* National Academies Press.

Bushway, Shawn D., Alex R. Piquero, Lisa M. Broidy, Elizabeth Cauffman, and Paul Mazerolle. (2006) "An Empirical Framework for Studying Desistance as a Process." *Criminology*, Volume 39(2): 491-516.

Farrington, David P. (2003) "Developmental and Life-Course Criminology: Key Theoretical and Empirical Issues – the 2002 Sutherland Award Address." *Criminology*, Volume 41(2): 221-225.

Gottfredson, Michael R. and Travis Hirschi. (1990) *A General Theory of Crime*. Stanford University Press.

Hay, Carter and Walter Forrest. (2006) "The Development of Self-Control: Examining Self-Control Theory's Stability Thesis." *Criminology*, Volume 44(4): 739-774.

Laub, John H. and Robert J. Sampson. (2003) *Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70*. Harvard University Press.

Moffitt, Terrie E. (1993) "Adolescence-Limited and Life-Course Persistent Antisocial Behavior: A Developmental Taxonomy." *Psychological Review*, Volume 100(4): 674-701.

Nagin, Daniel S., David Farrington, and Terrie E. Moffitt. (1995) "Life Course Trajectories of Different Types of Offenders." *Criminology*, Colume 33(1): 111-139.

Patterson, Gerald, Barbara D. DeBaryshe, and Elizabeth Ramsey. (1989) "A Developmental Perspective on Antisocial Behavior." *American Psychologist*, Volume 44(2): 329-335.

Sampson, Robert J. and John H. Laub. (1993) *Crime in the Making: Pathways and Turning Points Through Life*. Harvard University Press.

Sampson, Robert J. and John H. Laub. (2006) "Developmental Criminology and Its Discontents: Trajectories of Crime from Childhood to Old Age." *The Annals of the American Academy of Political and Social*

Science Series. Sage Publications.

Warr, Mark. (1998) "Life-Course Transitions and Desistance from Crime." *Criminology*, Volume 36(2): 183-216.

Additional articles and texts will be added as needed.

4.   Resources:

4.1   Library resources: All of the peer-reviewed articles used in the course are currently available either electronically in JSTOR or other online databases. The articles will also be made available electronically on the course's Blackboard site. The students will purchase any books used for this course.

4.2   Computer resources: This course may be taught online using Blackboard and the Tegrity Classroom software.

5.   Budget implications:

5.1   Proposed method of staffing: New criminology faculty member
5.2   Special equipment needed: None
5.3   Expendable materials needed: None
5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2009

7.   Dates of prior committee approvals:

Department of Sociology   9/24/08

PCAL Curriculum Committee   10/9/08

Graduate Council   12/11/08

University Senate   _____

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

Contact Person: James Kanan
                   james.kanan@wku.edu
                   745-2404

1.   **Identification of proposed course:**

      1.1   Course prefix (subject area) and number: SOCL 548
      1.2   Course title: Race, Class, and Crime
      1.3   Abbreviated course title: Race, Class, and Crime
1.4   Credit hours and contact hours: 3.0
1.5   Type of course: L-Lecture
1.6   Prerequisite: None
1.7   Course catalog listing: Examination of relationships between race and social class in crime patterns and in the etiology of offending and victimization.

2.   **Rationale:**

      2.1   Reason for developing the proposed course: Race, Class, and Crime will be one of the elective courses in the Criminology MA program. It will also contribute to the expansion of the graduate criminology curriculum and thus help meet the need for graduate training in this area.
      2.2   Projected enrollment in the proposed course: 15-20 students per offering.
      2.3   Relationship of the proposed course to courses now offered by the department: Race, Class, and Crime will complement other proposed and existing criminology and sociology graduate courses such as Deviant Behavior (SOCL 531), Criminology (SOCL 532), Penology (SOCL 530), Sociology of Criminal Law (SOCL 533), Comparative Criminology (SOCL 537), Victimology (SOCL 538), 547 Crime and the Life Course (SOCL 547), Neighborhoods and Crime (SOCL 534), Gender, Crime, and Justice (SOCL 545), Survey of Criminal Justice Studies (SOCL 525), Juvenile Delinquency (SOCL 536), Family Violence (SOCL 535), Environmental Criminology (SOCL 570). While these courses touch on various aspects of crime in society, the proposed course would be the only one in the department to focus exclusively on the correlates of race and class.
      2.4   Relationship of the proposed course to courses offered in other

departments: Race, Class, and Crime will complement courses in other departments that focus on different elements of communities and crime. A partial list of these courses includes: Family Violence: Social Work Practice (SWRK 572), Rural Community Organization and Development (SWRK 621), Social Work and the Law (SWRK 671).

2.5   Relationship of the proposed course to courses offered in other institutions: Interest in the sociological study of race, social class, and crime has been ongoing since the Civil Rights Movement and such courses have become common in sociology and criminology departments across the country, including some of the top criminology programs in the U.S. (Florida State University, University Washington, Northeastern University, University of Delaware, Cincinnati University, Temple University, University of Chicago).

3.   **Discussion of proposed course:**

3.1   Course objectives: 1) To provide students the tools to critically evaluate crime patterns associated with race and social class and the reliability and validity of those patterns; 2) To help students process and critique various explanations of those patterns; and 3) To help students develop an understanding the significance of race and social class as these apply to involvement in the U.S. Criminal Justice System.

3.2   Content outline:
   J. Introduction: Overview of Race, Social Class, and Crime
   K. Crime Data Sources: Racial Patterns of Offenders and Victims
   L. Street-Crime—Race Relationship
   M. Social Class: Issues and Methodologies
   N. Inequality and Caste
   O. Family Structure and Crime
   P. Crime in the Suites—White-Collar Crime and Race
   Q. Ecological Explanations of Race, Class, and Crime Patterns
   R. Law Enforcement Bias
   S. Courtroom Bias and Punishment
   T. Policy implications and future of social justice.

3.3   Student expectations and requirements: Students will be expected to perform satisfactorily on online exams, out-of-class projects, and online quizzes. The writing component for the class will be realized through essay questions on the exams and the out-of-class research projects.

3.4   Tentative texts and course materials:
Gabbidon, Shaun L. and Helen Taylor Greene. 2008. *Race and Crime*. Thousand Oaks, CA: Sage Publications

Walker, Samuel. 2004. *The Color of Justice.* San Francisco: Wadsworth

Other course materials may include, but will not be limited to, relevant journal articles appearing in *Criminology, Social Forces, American Sociological Review, Journal of Research in Crime and Delinquency, American Journal of Sociology,* and *Demography*, as well as government publications from organizations like *National Criminal Justice Research Service*.

4. Resources:

    4.1   Library resources: No additional resources needed.
    4.2   Computer resources: No additional resources needed.

5. Budget implications:

    5.1   Proposed method of staffing: New criminology faculty member
    5.2   Special equipment needed: None
    5.3   Expendable materials needed: None
    5.4   Laboratory materials needed: None

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

Sociology Department: 9/24/08

PCAL Curriculum Committee   10/9/08

Graduate Council   12/11/08

University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

Proposal Date: 9/18/08

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

Contact Person: Douglas Clayton Smith
                   douglas.smith@wku.edu
                   745-2152

1.   Identification of proposed course:

       1.1   Course prefix (subject area) and number: SOCL 572
       1.2   Course title: Environmental Criminology
       1.3   Abbreviated course title: Environmental Criminology
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: L-Lecture
   1.6   Prerequisites: None
   1.7   Course catalog listing: Explores criminological solutions to environmental problems. Issues addressed include the nature of environmental offenders and victims, environmental justice, and criminal justice solutions to specific environmental problems.

2.   Rationale:

   2.1   Reason for developing the proposed course: This course supports the university mission in at least two ways. First, environment and natural resources crime is a serious and growing international problem, especially in the areas of illegal trade in hazardous waste and CFCs and in the trafficking in animals. In addition, this course will introduce students to the specialized job opportunities in environmental criminal justice. These include jobs with the Federal Department of the Interior and the state departments of conservation and/or fish and wildlife. These jobs may be better options for criminology graduates than jobs as local law enforcement officers.
   2.2   Projected enrollment in the proposed course: 20 students drawn from the MA in Criminology as well as students in the MA in Sociology who have interests in the human dimensions of environment and natural resources.
   2.3   Relationship of the proposed course to courses now offered by the department: This course will specialize in criminological solutions to environmental and natural resource issues. Environmental Sociology (SOCL 470G) is a general introduction to environmental problems which discusses criminological solutions as one of several possible solutions to environmental problems.
   2.4   Relationship of the proposed course to courses offered in other departments: Environmental Law, Regulations, and Policy (GEOG 587)

reviews the legislation related to environment and natural resources. While this course will touch on the subject of environmental law, the focus of this course is on the types of crimes, the detection of crime, the labeling of criminals, criminological explanations of crime perpetration, and the implications for law enforcement, prosecution and sentencing.

2.5   Relationship of the proposed course to courses offered in other institutions: Many courses at universities across the country (e.g., San Jose State University, Cal State-Sacramento, Western Nebraska Community College) offer courses on White Collar Crime that include a section on environmental crimes as corporate white collar crime. Indiana University of Pennsylvania offers a course in environmental crime (CRIM 374) at the undergraduate level as does University of Massachusetts-Boston. Michigan State University offers a three course certificate in conservation criminology.

3.   **Discussion of proposed course:**

     3.1   Course objectives:

Students will:
- Examine the nature of environmental crime and justice.
- Analyze the differences and similarities between "Green Crime" and "Ordinary Crime".
- Discuss the criminological causes of environmental problems
- Compare and contrast the various legal solutions to environmental problems, specifically the role of civil law, regulatory law and criminal law.
- Evaluate the role of the Criminal Justice System in enforcing, prosecuting and preventing Green Crime.

     3.2   Content outline:

- **Introduction to the Study of Environmental Crime**
  - Defining "Environmental Crime"
  - History of the Environmental Movement
  - Economics, Politics, and Environmental Protection
  - A Review of Federal Environmental Legislation
- **Enforcing Environmental Protection Legislation**
  - The International and Federal Environmental Regulatory Structure
  - State and Local Environmental Enforcement
  - Policing the Environment
  - Environmental Crime Prosecution at the County Level
  - Sentencing the Environmental Criminal

- **Identifying Essential Connections**
  - Five Types of Environmental Criminals
  - Environmental Ethics, Criminal Law, and Environmental Crime

- o Mystification of Environmental Images
- o International Environmental Issues
- o Environmental Crime Research: Where We Have Been, Where Should We Go

3.3   Student expectations and requirements: Students will be assessed through Midterm and Final examinations and a research paper on some aspect of environmental and natural resource crime.

3.4   Tentative texts and course materials:

Clifford, Mary. 1998. *Environmental Crime: Enforcement, Policy, and Social Responsibility.* Gaitherburg, MD: Aspen.
Situ, Yingyi and David Emmons. 2000. *Environmental Crime*. Thousand Oaks, CA: Sage.

4.   Resources:

4.1   Library resources: Existing resources can handle course needs.
4.2   Computer resources: Existing resources can handle course needs.

5.   Budget implications:

5.1   Proposed method of staffing: Existing faculty.
5.2   Special equipment needed: None
5.3   Expendable materials needed: None
5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2009

7.   Dates of prior committee approvals:

Sociology Department   9/24/08

PCAL Curriculum Committee   10/9/08

Graduate Council   12/11/08

University Senate   _____

Proposal Date: 9/18/08

**Potter College of Arts and Letters
Department of Sociology**

Proposal to Create a New Course
(Action Item)

Contact Person: Jerry Daday
                            jerry.daday@wku.edu
                            745-8764

1.   Identification of proposed course:

      1.1   Course prefix (subject area) and number: SOCL 596
      1.2   Course title: Applied Research Project
      1.3   Abbreviated course title: Applied Research Project
1.4   Credit hours and contact hours: 3
1.5   Type of course: R-Research
1.6   Prerequisites/corequisites: None
1.7   Course catalog listing: Students will work with an advisor/mentor to develop an applied research project that incorporates information learned in the Master of Arts in Criminology Curriculum.

2.   Rationale:

      2.1   Reason for developing the proposed course: This course serves as a capstone project for the MA in Criminology program. Students will work under the supervision of a faculty advisor/mentor to complete an autonomous research project. The independent study will require students to conduct research that incorporates information gathered from coursework in the curriculum. Students may do primary data collection or analyze existing data for this capstone project. They may also conduct evaluation research at a criminal justice agency or evaluate a criminal justice based intervention in society. The student must complete an oral examination after submitting this research paper.

      2.2   Projected enrollment in the proposed course: 20 per year assigned to specific faculty members.

      2.3   Relationship of the proposed course to courses now offered by the department: This course will require students to incorporate and apply information learned in other courses in the curriculum. It will be the last course students complete before graduation.

      2.4   Relationship of the proposed course to courses offered in other departments: Several departments offered a non-thesis option as part of their respective Master of Arts programs (Communication, Folk Studies, History, Mathematics, Psychology, and Sociology). The Department of Communication specifically offers their graduate students a non-thesis capstone experience project as part of their Master of Arts program. The

MA program in Criminology will only have a non-thesis option, and the Applied Research Project course will serve as the capstone research project for the completion of their degree. The oral defense of the research project will serve as the oral examination in completing the Criminology MA program.

2.5   Relationship of the proposed course to courses offered in other institutions: The Applied Research Project course in the proposed curriculum represents a capstone experience that contains an oral comprehensive exam and a research project that is less intensive than a traditional six credit hour MA thesis. Several of our benchmark institutions offer non-thesis options in their Criminal Justice and Criminology Master of Arts programs. Northern Arizona University offers their students the option of selecting one of four capstone experiences: a thesis, internship, comprehensive exam, and a justice education practicum. Eastern Michigan requires students to submit two essays dealing with methodological, substantive or theoretical issues in criminology and criminal justice. These may be based on papers completed in graduate courses, but must be of higher quality than usual term papers, meet departmental requirements, and be approved by the department. The University of Central Missouri requires students to complete a three credit hour individual research project course (CJ 5600 Individual Research) as the final requirement of their non-thesis, comprehensive examination option.

3.   **Discussion of proposed course:**

3.1   Course objectives: Students will work with a faculty mentor to construct and conduct an independent research project that will serve as a capstone experience for the MA in Criminology program. Students will receive a grade based on this applied research project and performance on an oral exam over this project.

3.2   Content outline: Varies based on the research project established between the faculty mentor and student.

3.3   Student expectations and requirements: Satisfactory completion of the research project and successful performance on oral exam.

3.4   Tentative texts and course materials: Varies based on the research project established between the faculty mentor and student.

4.   **Resources:**

4.1   Library resources: Students will use books and journal articles from their previous courses in constructing their research projects. No

additional library resources will be required.

4.2   Computer resources: Access to e-mail for the student and faculty member.

5.   Budget implications:

5.1   Proposed method of staffing: Existing faculty. Students will arrange research projects with faculty members on an individual basis.
5.2   Special equipment needed: None
5.3   Expendable materials needed: None
5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2009

7.   Dates of prior committee approvals:

Department of Sociology   9/24/08

PCAL Curriculum Committee   10/9/08

Graduate Council   12/11/08

University Senate   _____

Sociology 596 Applied Research Project
Course Bibliography

Varies based on the research project established between the faculty mentor and student. Students will use bibliographical resources from their prior courses in completing their applied research project.

Proposal Date: 10/24/2008

Potter College of Arts and Letters
Department of English
Proposal to Revise A Program

(Action Item)

Contact Person: karen.schneider@wku.edu 5-3046

1. Identification of program:

      1.1 Current program reference number: 067
      1.2 Current program title: M.A. English (TESL concentration)
      1.3 Credit hours: 30-33 hours

2. Identification of the proposed program changes: Delete ENG 469G Introduction to Teaching English as a Second Language and ENG 470G Methods and Materials for Teaching English as a Second Language; add 565 Integrated Teaching ESL and ENG 566 Teaching & Testing ESL Grammar.

3. Detailed program description: for TESL concentration

ENG 520	3 hrs	ENG 520	3 hrs
American literature	6 hrs	American literature	6 hrs
British literature	6 hrs	British literature	6 hrs
ENG 407G	3 hrs	ENG 407G	3 hrs
ENG 408G	3 hrs	ENG 408G	3 hrs
ENG 469G	3 hrs	**ENG 565**	**3 hrs**
ENG 470G	3 hrs	**ENG 566**	**3 hrs**
English elective	<u>3 hrs</u>	English elective	<u>3 hrs</u>
	30 hrs		30 hrs

Note: Students may elect to satisfy the research tool requirement by demonstrating reading proficiency in a foreign language or by taking ENG 520. If the latter, the student will need to take an additional 3 hours, for a total of 33 hours.

4. Rationale for the proposed program change: ENG 565 and ENG 566 were created to update the preparation for teaching English as a Second Language, incorporating current pedagogical theory, teaching methods, and teaching materials. In keeping with Graduate Studies' desire to rely less on undergraduate-graduate hybrid courses, these courses were created at the 5--level; this allowed us to strengthen their content and course expectations to an appropriately rigorous level. The new courses are already in place in both the Graduate TESOL Endorsement and the Graduate TESOL Certificate.

NOTE: The purpose of this proposal is to correct one sentence in the current graduate catalog, which includes the updated information (despite our not having sent through the proposal earlier), but with a typographical error.

The current sentence reads "TESL Specialists take 565, 556, 407G, 408G, and

an elective."
The corrected sentence should read "TESL Specialists take 565, **566**, 407G, 408G, and an elective."

5. **Proposed term for implementation and special provisions (if applicable):**
200930

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

English Department/Division:	Fall 2007
PCAL Curriculum Committee	11/06/2008
Graduate Council	12/11/08
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: June 26, 2008

University College
MA Administrative Dynamics / Center for Leadership Excellence
Proposal to Revise A Program
(Action Item)

Contact Person: Nevil Speer Nevil.speer@wku.edu   745-5959

1.   Identification of program:
    1.1   Current program reference number: 041
    Current program title: Master of Arts in Administrative Dynamics
    1.2   Credit hours: 33

2.   Identification of the proposed program changes:
    Proposed changes include renaming the program to Master of Arts in Leadership
    Dynamics. Programmatic changes also include revision of courses and curriculum
    tracks used to fulfill degree requirements.

Proposed Program Changes

General / Structural Changes
- Degree program renamed:
    o From: Master of Arts in Administrative Dynamics (MAD)
    o To: Master of Arts in Leadership Dynamics (MLD)
- Reclassification of Requirements:
    o Current program includes 24 hours of core courses / 9 hours of electives
    o Proposed program includes 21 hours of core courses / 12 hours of electives
    o Proposed program includes 2 new course-of-study tracks
- Reclassification of electives:
    o Current MAD program includes only a generalized list of electives.   The proposed MLD program includes both General _and_ Specified categories (for Strategic Leadership and Applied Administration tracks, respectively)

Catalog Description Change

□ Current description:	□ Proposed description:
The Masters in Administrative Dynamics is designed to meet needs of diverse students for professional training that is broadly based upon knowledge from business, economics, communication, organizational functioning, leadership principles, psychology, political science, and research. Students have the opportunity to develop and refine administrative knowledge and skills applicable to a variety of modern organizations within both the public and private sector.	_The Masters in Administrative **Leadership** is designed to meet needs of diverse students for professional training that is broadly based upon knowledge **and research** from business, economics, communication, organizational functioning, leadership principles, psychology, **and** political science. **The program emphasizes application: s**tudents have the opportunity to develop and refine administrative knowledge and **leadership** skills applicable to a variety of modern organizations within both the public and private sector._ _**(Electives outside pre-approved curriculum may be utilized within the degree program with prior approval of advisor.)**_

Specific Curriculum Changes
- Courses deleted from the core:
    o BA500: Management Dynamics

- o PSY512: Experimental Design
- o PSY551: Social Psychology of Organizations
- o PS538: Ethics and Bureaucracy (deleted from core / moved to elective)
- Courses added to the core:
  - o COMM531: Global Leadership Communication
  - o LEAD525: Leadership Ethics
- Courses exchanged within the core:
  - o COMM581: Applied Organizational Communication
    - Replaces COMM461G: Organizational Communication
  - o EDFN500: Research Methods in Education
    - Replaces PSY512: Experimental Design
  - o LEAD525: Leadership Ethics
    - Replaces PS538: Ethics and Bureaucracy
- Courses deleted from list of electives:
  - o COMM569: Values and Leadership in Organizational Communication
  - o PSY570: Job Analysis and Compensation
  - o COMM563: Issues Management
- Courses added to list of electives:
  - o LEAD575: Special Topics in Leadership
  - o AMS520: Resource Management
  - o AMS671 Quality Management
  - o ADED611: Adult Development and Learning
  - o BA592: Special Topics In Business
  - o CNS585: Leadership and Administration in Student Affairs
  - o COMM587: Mediation and Negotiation in Intercultural Settings
  - o HCA540: Health Care Organization and Administration
- Course name change:
  - o BA501: Survey of Economics to ECON501: Survey of Economic Theory
  - o GEOG525: Advanced Political Geography to GEOG525: Seminar in Political Geography
- Course Prefix/Title Change:
  - o From: GRST597: Contemporary Organizational Administration
  - o To: LEAD597: Capstone in Leadership Studies

3.   Detailed program description:

Current Requirements of the MAD	Proposed Requirements for MLD
Core of required courses – 24 hours	**Core of required courses – 21 hours**
BA500: Management Dynamics	***COMM 531: Global Leadership Communication***
BA501: Survey of Economics	*ECON 501: Survey of Economic Theory*
COMM461G: Organizational Communication	*COMM581: Applied Organizational Communication*
PSY512: Experimental Design OR SOCL513: Methods of Social Research	***EDFN500: Research Methods*** *OR SOCL513: Methods of Social Research*
LEAD500: Effective Leadership Studies	*LEAD500: Effective Leadership Studies*
PS538: Ethics and Bureaucracy	***LEAD525: Leadership Ethics***
GRST597: Contemporary Organizational Administration	*LEAD597: Capstone in Leadership Studies*
PSY551: Social Psychology of Organizations	--

Current Requirements of the MAD	Proposed Requirements of the I
General Electives – 9 hrs (chosen from the following – at least 2 different disciplines must be represented in the electives)	**Track: Strategic Leadership (12** **Students will learn the competencies** **for strategic leadership in diverse s**
CNS555: Social and Cultural Diversity	*CNS555: Social and Cultural Dive*
COMM565: Communication and Conflict	*COMM565: Communication and C*
	LEAD575: Special Topics in Lead
	1 course – free elective (chosen from list of Gener ***Administration track)***
	Track: Applied Administration (1 **Students will gain an understanding of organiza** **and how to apply effective leadership**
	AMS520: Resource Management or AMS671 G
COMM561: Multinational Business Communication	*COMM561: Multinational Business Com*
PS440G: Elements of Public Administration	*PS440G: Elements of Public Admini*
	1 course – free elective (chosen from list of G ***Strategic Leadership track)***
	General Electives
	ADED611: Adult Development and
BA505: Survey of Accounting Principles	*BA505: Survey of Accounting Prin*
	BA592: Special Topics In Busir
	CNS585: Leadership and Administration in
COMM564: Crisis Communication	*COMM564: Crisis Communicati*

COMM565: Communication and Conflict	COMM565: Communication and C
COMM586: Processes of Group Communication	COMM586: Processes of Group Comm
	COMM587: Mediation and Negotiation in Inte
GEOG525: Advanced Political Geography	GEOG525: Seminar in Political Geo
	HCA540: Health Care Organization and A
Core Course	PS538: Ethics and Bureaucra
PS541: Public Personnel Administration	PS541: Public Personnel Administ
COMM569: Values and Leadership Organizational Communication	
COMM563: Issue Management	
PSY570: Job Analysis and Compensation	
	Other electives may potentially be utilized within
	meet specific student needs with prior app

4.   Rationale for the proposed program change:

I.   Leadership Studies, during the past 5 years, has evolved into a thriving program. Curricular and programmatic development of leadership studies at WKU has followed a pattern similar to other institutions with well-established history in the discipline. That history, however, has allowed institutions with established programs to offer graduate-level academic degrees in leadership, usually focusing on a range of interdisciplinary areas of concentration.   In conjunction with the expansion of interdisciplinarity at WKU (proposed enhancement of the BIS, the interdisciplinary new doctoral degree in leadership, enhancement of University College) the time seems appropriate to initiate a masters-level degree in leadership that emphasizes interdisciplinary curriculum.

II.   The Master of Arts in Administrative Dynamics (MAD) currently has solid footing at WKU; the program is increasingly attractive to students who desire to emphasize their skills in the following areas: human resource management, decision-making, interpersonal communication and most importantly, leadership. The program, in its current configuration, has an inherent association with the Leadership Studies program at WKU. By the very nature of the program and its elemental organizational emphasis, nearly all students in the program choose to focus upon leadership or a closely related area in their respective capstone projects (GRST597); they have a keen interest in the field and also believe that such studies will make them more competitive when searching for a job. Moreover, a growing percentage of students also opt to complete the Leadership Studies certificate for the same reasons.   Given this interest, there exists an obvious need to emphasize leadership within the Master of Administrative Dynamics and to expand the curriculum to accommodate this interest; doing so would increase the attractiveness of the program to a diverse group of graduate students while more closely defining the purpose of the degree.

III. Advantages of changing the program per the proposal above:

i.   Better suits the needs of current students and more closely aligns the true intention of the MAD
ii.   Adds credibility to an already-existing, strong, popular program as it connects to an important interdisciplinary academic discipline while providing an identifiable and vibrant academic home within the WKU system.
iii. Enhances the mission of social responsibility in a global society per WKU's Strategic Plan
iv. Establishes a degree title which is increasingly attractive and marketable to potential graduate students across the state and across the globe

v.   Congruent with and supportive of the newly-developed doctoral program
vi. Potentially creates a venue for a 4-and-1 program for our own undergraduates interested in a leadership emphasis within the BIS
vii. Provides UC an exciting, updated program
viii. Fits the needs of potential employers
ix. Supportive of Graduate Studies and Research's mission to expand programmatically and enrollment simultaneously
x.   Provides Leadership Studies with its own academic program thereby allowing a launching pad for improved outreach with the community and WKU's stakeholders

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

Effective Implementation: Fall semester, 2009

6.   Dates of prior committee approvals:

Center for Leadership Excellence   June 26, 2008

University College Curriculum Committee   December 1, 2008

Graduate Council   12/11/08

University Senate   _____

Attachment: Program Inventory Form

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

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 5-5898

1. **Identification of program:**

    1.1   Program title: Graduate Certificate in Historic Preservation
    1.2   Required hours in program: 15
    1.3   Special information:
    1.4   Catalog description: The 15-hour certificate in historic preservation requires a 12-hour core: FLK 560, FLK 589HP, and two of the following: FLK 445G, FLK 464G, FLK 470G or GEOG 434G. A 3-hour preservation elective will be chosen with the advisor's approval. FLK 589HP should be taken after the completion of at least six hours of coursework.

2. **Objectives of the proposed certificate program:** The graduate certificate in Historic Preservation will provide the student with basic knowledge of and skills in preservation law and planning, architectural history, and cultural conservation. Students will be prepared for professional level work in preservation and cultural resource management.

3. **Rationale:**

    3.1   Reason for developing the proposed certificate program: Western Kentucky University has offered a Historic Preservation Track within the MA program in Folk Studies since the late 1970s. Frequently, however, inquiries come from students who are interested specifically in the preservation core. The certificate would be an option for students who are solely interested in preservation courses, who wish to combine preservation courses with graduate work in other disciplines outside the department, or who are working professionals seeking additional training in the field.

    3.2   Relationship of the proposed certificate program to other programs now offered by the department: No other certificate programs are currently offered within the department. Students within the certificate program

would be taking the same preservation courses as those in the Historic Preservation Track, but would not be required to fulfill the other requirements of the MA degree.

3.3   Relationship of the proposed certificate program to certificate programs offered in other departments: The History Department offers a 12-hour certificate in various areas of interest to those employed in historic preservation. The Geography Department offers a 12-hour certificate in Geographic Information Science. While these are related to historic preservation, there is no overlap of content with the proposed certificate.

3.4   Projected enrollment in the proposed certificate program: 5 students per year.

3.5   Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): No historic preservation certificates are offered in Kentucky. The University of Kentucky offers an MA in historic preservation within the College of Design and Middle Tennessee State University offers a historic preservation track within its MA in Public History. Historic Preservation certificates are offered at Columbia University, Eastern Michigan University, Savannah College of Art & Design, University of Maryland, University of Southern California, and the University of Arizona, among others. Most certificate programs are offered within Schools of Architecture or Design and not humanities/social science based programs.

3.6   Relationship of the proposed certificate program to the university mission and objectives: The certificate helps fulfill the mission of the university in preparing students for leadership in the global society and by encouraging regional stewardship to enhance quality of life.

4.   **Curriculum:** The 15-hour certificate requires FLK 560 (Cultural Conservation), FLK 589 HP (Internship in Historic Preservation), and at least two of the following: FLK 445G American Architectural History, FLK 464G Vernacular Architecture, FLK 470G Museum Procedures and Preservation Techniques or GEOG 434G Historic Preservation Planning: Principles and Practices. A 3-hour preservation elective will be chosen with the advisor's approval and may be selected from one of the courses above not used as part of the core requirements or a relevant course in Folk Studies and Anthropology or another department.

5.   **Budget implications:** All of the required courses are regularly offered by current staff.

6.   **Proposed term for implementation:** Spring 2010

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

Folk Studies Committee: <u>October 6, 2008</u>

Folk Studies and Anthropology Department: <u>October 6, 2008</u>

Potter College Curriculum Committee: <u>November 6, 2008</u>

Graduate Council: 12/11/08

University Senate: _____

Attachment: Program Inventory Form

Proposal Date: 9/16/08

Potter College of Arts and Letters
Department of Sociology
Proposal to Create a New Major Program
(Action Item)

Contact Person: Paul Wozniak
                    paul.wozniak@wku.edu
                    745-3750

1.   Identification of program:

    1.1   Program title: Criminology
    1.2   Degree: Master of Arts
    1.3   Classification of Instructional Program Code (CIP): 45.0401
    1.4   Required hours in proposed major program: 30 credit hours plus 3 credit hour research tool
    1.5   Special information: Online courses will be offered in the Department of Sociology. Additional online electives will be offered by Eastern Kentucky University's Department of Criminal Justice and Police Studies and their Department of Correctional and Juvenile Justice Studies.
    1.6   Program admission requirements: Admissions will be based on the requirements of the WKU Office of Graduate Studies and Research. A Bachelor of Arts or a Bachelor of Science degree will serve as the minimum credentials for admission into this program.
    1.7   Catalog description:

This online program exposes students to the empirical study and evaluation of crime patterns in society using a social scientific perspective. The program's primary emphasis is in the development of strong methodological and quantitative skills necessary to gather and analyze criminological data. In addition to a research and analysis emphasis, course work is directed toward the investigation of the etiology of offending and victimization in violent and property crimes using a variety of theoretical frameworks structuring the research process. Courses in the curriculum examine the major correlates of crime, delinquency, and deviance, including an analysis of the effects of gender, age, race/ethnicity, and social class in explaining variation in offending and victimization rates at various levels of analysis (i.e. individuals, within neighborhoods, among counties, and across countries). Students are exposed to historical and contemporary macro and micro level theories of offending and victimization, and they are challenged to think about how prior and current research in the field of Criminology can be used to inform social and public policies. Several courses provide students with the opportunity to examine the institutions that have evolved to respond to

crime and delinquency in our society. These courses provide insights and perspectives into punishment and correction systems, penology, criminal law, rehabilitation and recidivism. At the end of the program, students must complete a criminological research project in the format of a peer-reviewed journal article and pass an oral examination.

Admission to the program requires a GAP score of at least 2200 (GAP = GRE verbal and quantitative scores combined times the undergraduate grade point average). Interested students should send applications for admission, GRE scores, and transcripts to the Office of Graduate Studies.

The Criminology MA program requires students to complete 30 credit hours of graduate work plus a 3 credit hour research tool. The program only provides a non-thesis option. The following 12 credit hours of courses are required:

SOCL 514 Advanced Social Statistics
SOCL 525 Survey of Criminal Justice Studies
SOCL 532 Criminology
SOCL 596 Applied Research Project

Students must also complete 18 credit hours of elective courses. A minimum of 6 elective hours must be taken from this list of electives in the Department of Sociology at WKU.

SOCL 530 Penology
SOCL 531 Deviant Behavior
SOCL 533 Criminology and Law
SOCL 534 Neighborhoods and Crime
SOCL 535 Family Violence
SOCL 536 Juvenile Delinquency
SOCL 537 Comparative Criminology
SOCL 538 Victimology
SOCL 546 Gender, Crime and Justice
SOCL 547 Life-course Criminology
SOCL 548 Race, Class and Crime
SOCL 572 Environmental Criminology

The following course fulfills the 3 credit hour research tool requirement:

SOCL 513 Quantitative Research Methods

Students may complete a maximum of twelve credit hours of graduate course work outside of the Department of Sociology. Students may select these courses from this list of approved electives offered by the Department of Correctional and Juvenile Justice Studies and the

Department of Criminal Justice at Eastern Kentucky University.

COR 823 Topical Seminar in Corrections/Juvenile Justice
COR 830 Corrections and Society
COR 835 Administration of Corrections and Juvenile Justice
COR 840 Adult Corrections
COR 850 Offender Rehabilitation Strategies
COR 856 Law and Ethics in Corrections and Juvenile Justice

CRJ 814 Policing and Society
CRJ 874 Crime and Popular Culture
CRJ 875 Crime and Public Policy
CRJ 878 Ideology and Criminal Justice

With the approval of the graduate advisor in the Sociology Department, students may complete or transfer twelve graduate credit hours of electives from other departments at Western Kentucky University or from courses completed at other institutions.

Students must pass an oral examination after completing all course work in the specified curriculum.

2.   **Rationale:**

2.1   Reason for developing the proposed major program: The Commonwealth of Kentucky's public colleges and universities do not currently offer a Master of Arts Degree in Criminology (CIP Code: 45.0401). Criminology offers students the opportunity to study the various independent variables that influence patterns of crime, deviance, delinquency and victimization using rigorous quantitative methodologies and data analysis techniques grounded in the theoretical statements that have been developed over the previous two centuries. While MA and MS programs in Criminal Justice devote a majority of their coursework to the procedures and processes of the criminal justice system itself, Criminology primarily focuses on the etiological factors influencing offending and victimization patterns in society, devoting special attention to core social processes such as gender, race/ethnicity, age, social class, and social-structural and cultural processes at the neighborhood or nation-state level. A graduate level curriculum that is research intensive and focuses on the macro and micro level correlates and theoretical statements explaining risk factors for crime, deviance, delinquency, and victimization in society is needed in the Commonwealth of Kentucky. Graduates of this MA in Criminology program would make significant contributions to numerous local, state, and federal agencies and to the private sector here in the Commonwealth and in other states.

The course content of the proposed Criminology MA program will be available online via the web. This will provide students living in various parts of the Commonwealth and in other states with the opportunity to complete the entire curriculum from their place of residence.

2.2   Projected enrollment in the proposed major program: 40 new students per year. The Sociology Department contacted the graduate advisors at WKU's thirteen benchmark institutions that currently offer a graduate level degree (Master of Arts or Master of Science) in Criminology or Criminal Justice. Representatives from nine of these universities responded to this inquiry (Ball State, University of Central Missouri, Eastern Michigan University, Indiana State University, Northern Arizona University, University of Northern Iowa, Western Illinois University, Wichita State, and Youngstown State). The average annual enrollment at these eight universities in their MA/MS programs is 39 students (average total enrollment is over 80 students at any one point in time). Similar enrollment is anticipated for the proposed MA in Criminology at WKU.

2.3   Relationship of the proposed major program to other programs now offered by the department: The Sociology Department offers a Master of Arts Degree in Sociology. One of the required courses in the current Sociology MA will serve as a required course in the Criminology MA program: SOCL 514 Advanced Social Statistics. One of the required courses in the Sociology MA will serve as the research tool requirement in the Criminology MA program: SOCL 513 Quantitative Research Methods. One of the current electives in the Sociology MA program, SOCL 532 Criminology, will serve as a required course in the Criminology MA program. An elective in the Sociology MA program, SOCL 531 Deviant Behavior, will serve as an elective in the Criminology MA Program. All Sociology courses in the Criminology MA Program will become approved electives in the Sociology MA Program following the creation of this new program. A "Revision of Program" form will be submitted for the Sociology MA Program should the appropriate committees, the Provost, and the WKU Board of Regents approve this new program.

2.4   Relationship of the proposed major program to other university programs: Some programs, such as the Master of Science Degree in Homeland Security Sciences, offer aspects that may be of some interest to criminologists. However, these programs do not provide a social scientific perspective into the empirical study and evaluation of crime patterns in society. There is currently no graduate program at WKU that offers students the opportunity to study Criminology in a comprehensive manner at the graduate level.

2.5   Relationship of the proposed major program to similar programs offered

elsewhere in Kentucky and in other states (including programs at benchmark institutions): Eastern Kentucky University's College of Justice and Safety offers Master of Science Degrees in Correctional/Juvenile Justice Studies and Criminal Justice (CIP Code 43.0107). As discussed in Item 2.1, criminal justice programs primarily devote coursework and research to the study of the criminal justice system itself. While EKU's program does offer courses in research methodology, statistics and the theories of crime and deviance in society, this proposed MA in Criminology Program will provide students with coursework and research opportunities that emphasize the empirical study of the independent variables that explain offending (crime, deviance, and delinquency) and victimization patterns at the individual and macro levels (i.e. neighborhoods, counties, nation-states).

Only a small number of courses in the proposed program will be dedicated to the study of criminal justice systems (SOCL 525 Survey of Criminal Justice Studies, SOCL 530 Penology, and SOCL 533 Criminology and Law). However, under the proposed curriculum, students may complete or transfer a maximum of twelve credit hours from other departments or universities as electives in the MA in Criminology program.

Both of the departments at EKU have been contacted and have provided a written statement of strong support for the establishment of WKU's MA in Criminology. Furthermore, the Department of Sociology is collaborating with EKU to provide students with the opportunity to complete additional course work that focuses on the study of criminal justice systems. Students may use twelve credit hours from a list of approved electives at EKU in the completion of their MA in Criminology degree.

With the approval of the graduate advisor in the Department of Sociology, students may also complete or transfer these twelve elective graduate credit hours from another academic department at WKU or from another university. For example, thirteen of WKU's eighteen benchmark institutions offer a Master of Science or a Master of Arts Degree in Criminology, Criminal Justice, or Law Enforcement and Justice Administration. These schools include: Ball State, California State - Fresno, University of Central Missouri, Eastern Michigan University, Florida Atlantic University, Indiana State University, Middle Tennessee State University, Missouri State University, Northern Arizona University, University of Northern Iowa, Western Illinois University, Wichita State, and Youngstown State. The graduate advisor may accept appropriate courses from these universities or other institutions as electives in the proposed Criminology MA program.

2.6   Relationship of the proposed major program to the university mission and objectives: The empirical study of crime, deviance, delinquency, and

victimization is the first step in developing social programs to alleviate these social problems. Western Kentucky University encourages "applied research and public service in support of economic development, quality of life, and improvement of education at all levels, especially elementary and secondary schools." Moreover, the University stresses that WKU faculty should contribute "to the identification and solution of key social, economic, scientific, health, and environmental problems within its reach, but particularly throughout its primary service area." The creation of the Criminology MA program will create a workforce that possesses strong training in a variety of research methodologies, quantitative analysis skills, and criminological theory. These qualifications will be a significant asset to employers with local, state, and federal agencies and with various research organizations located in South-Central Kentucky, throughout the Commonwealth, and in other states as we reach distance-learning students through the online web-based curriculum

3.   **Objectives of the proposed major program:** Students will develop a strong understanding of research methods and the quantitative analysis of criminological databases. These analysis skills are sought by local, state, and federal law enforcement agencies, such as police and sheriff's departments, probation and parole offices, district and commonwealth attorney's offices, and the Federal Bureau of Investigation. These skills are also sought by local, state, and national research organizations, such as the Statistical Analysis Center (SAC), the Justice Research and Statistics Association (JRSA), and the National Institute of Justice (NIJ). The program will also provide our graduates with a foundation to pursue a Ph.D. in Criminology or Criminal Justice at another institution. Learning outcomes will be assessed based on student performance in coursework, conference presentations, grant-funded research, peer-reviewed publications, placement in Ph.D. programs, and employment in research positions upon graduation.

4.   **Program description:**

   4.1   Curriculum:

   The Criminology MA program requires students to complete 30 credit hours of graduate work plus a 3 credit hour research tool. The program only provides a non-thesis option. The following 12 credit hours of courses are required:

   SOCL 514 Advanced Social Statistics (3 credits)
   SOCL 525 Survey of Criminal Justice Studies (3) - New Course
   SOCL 532 Criminology (3)
   SOCL 596 Applied Research Project (3) - New Course

   Students must also complete 18 credit hours of elective courses. A minimum of 6 elective hours must be taken from this list of electives within

in the Department of Sociology at WKU.

SOCL 530 Penology (3) - New Course
SOCL 531 Deviant Behavior (3)
SOCL 533 Criminology and Law (3) - New Course
SOCL 534 Neighborhoods and Crime (3) - New Course
SOCL 535 Family Violence (3) - New Course
SOCL 536 Juvenile Delinquency (3) - New Course
SOCL 537 Comparative Criminology (3) - New Course
SOCL 538 Victimology (3) - New Course
SOCL 546 Gender, Crime and Justice (3) - New Course
SOCL 547 Life-course Criminology (3)- New Course
SOCL 548 Race, Class and Crime (3) - New Course
SOCL 572 Environmental Criminology (3) - New Course

The following course fulfills the 3 credit hour research tool requirement:

SOCL 513 Quantitative Research Methods (3)

Students may complete a maximum of 12 credit hours of graduate course work outside of the Department of Sociology. Students may select these courses from this list of approved electives offered by the Department of Correctional and Juvenile Justice Studies and the Department of Criminal Justice at Eastern Kentucky University.

COR 810 Understanding Crime, Delinquency & Correctional Programs (3)
COR 823 Topical Seminar in Corrections/Juvenile Justice (3)
COR 830 Corrections and Society (3)
COR 835 Administration of Corrections and Juvenile Justice (3)
COR 840 Adult Corrections (3)
COR 850 Offender Rehabilitation Strategies (3)
COR 856 Law and Ethics in Corrections and Juvenile Justice (3)

CRJ 814 Policing and Society (3)
CRJ 874 Crime and Popular Culture (3)
CRJ 875 Crime and Public Policy (3)
CRJ 878 Ideology and Criminal Justice (3)

With the approval of the graduate advisor in the Sociology Department, students may complete or transfer these 12 graduate credit hours of electives from other departments at Western Kentucky University or from courses completed at other institutions.

Students must pass an oral examination after completing all course work in the specified curriculum.

4.2   Accreditation, certification, approval, and/or licensure: N/A

4.3   Program delivery: The entire curriculum will be delivered online via the web.

5.   **Resources:**

5.1   Faculty: Implementation of this program will require the addition of a new faculty member to the Department of Sociology. This faculty member will have a Ph.D. in Criminology or Criminal Justice and will teach six of the courses in the curriculum: the required SOCL 525 and SOCL 532 courses, as well as the following elective courses: SOCL 533, SOCL 537, SOCL 547, and SOCL 548. This new faculty member will split her/his teaching responsibilities between the Criminology MA program and the undergraduate minor in Criminology. Since three of the required courses in the Criminology MA program are also courses in the Sociology MA program, current members of the departmental faculty will continue to teach these courses. We have faculty members who are qualified and possess the necessary expertise to teach all of the electives outlined in the proposed curriculum. Current graduate faculty members have committed to offering at least one elective every other year in the Criminology MA program using online web-based courses. The Department Head of the Sociology Department has committed to this allocation of teaching resources.

5.2   Technological and electronic informational resources (e.g., databases, e-journals): The Sociology Department developed an undergraduate minor in Criminology several years ago. Therefore, the WKU library already possesses access to the texts and journals (in print and electronically) needed for this curriculum. DELO will provide support of the delivery of the online courses.

5.3   Facilities and equipment: Access to Blackboard; assistance and training from DELO for faculty members developing online course content for the first time.

6.   **Proposed term for implementation: Fall 2009**

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

Sociology Department   9/24/08

PCAL Curriculum Committee   11/6/08

Graduate Council   12/11/08

University Senate   _____

Attachment: Program Inventory Form

Proposed Outline of Course Offerings Over Two-Year Period
[New courses in **Bold**]

Fall 2009
> Required: Socl 513: Quantitative Methods (existing faculty)
> Required: Socl 514: Advanced Statistics (existing faculty)
> Required: Socl 532: Criminology (new faculty member)

NOTE: We will not need all of the following three elective classes during the first year, but they
will be a part of the rolling curriculum in subsequent semesters.
*The new faculty member will likely teach one graduate and two undergraduate classes in fall
semesters, and then two graduate and one undergraduate classes in spring semesters.*
> Elective: **Socl 547: Life-course Criminology** (new faculty member)
> Elective: **Socl 530: Penology** (existing faculty member)
> Required: **Socl 596: Applied Research Project** (mentor)

Winter 2010
> Elective

Spring 2010
> Required: **Socl 525: Survey of Criminal Justice Studies** (new faculty member)
> Elective: **Socl 548: Race, Class and Crime** (new faculty member)
> Elective: **Socl 535: Family Violence** (existing faculty member)

Summer 2010
> Elective: **Socl 534: Neighborhoods and Crime** (existing faculty member)
> Elective: **Socl 572: Environmental Criminology** (existing faculty member)

Fall 2010
> Required: Socl 513: Quantitative Methods (existing faculty member)
> Required: Socl 514: Advanced Statistics (existing faculty member)
> Required: Socl 532: Criminology (new faculty member)
> Required: **Socl 596: Applied Research Project** (mentor)
> Elective: **Socl 533: Criminology and Law** (new faculty member)
> Elective: Socl 531: Deviant Behavior (existing faculty member)

Winter 2011
> Elective

Spring 2011
> Required: **Socl 525: Survey of Criminal Justice Studies** (new faculty member)
> Elective: **Socl 537: Comparative Criminology** (new faculty member)
> Elective: **Socl 546: Gender, Crime and Justice** (existing faculty member)

Summer 2011
> Elective: **Socl 538: Victimology** (existing faculty member)
> Elective: **Socl 536: Juvenile Delinquency** (existing faculty member)

Proposal Date: 15 September 2008

**Potter College of Arts and Letters
Department of English
Proposal to Create an Academic Policy
(Action Item)**

Contact Person: karen.schneider@wku.edu 5-3046

1.   Identification of proposed policy: Graduate students in English who plan to teach will complete the English Department Teacher Preparation Program, which exceeds SACS recommendations for graduate student teacher training.

2.   Catalog statement of proposed policy: To teach ENG 100 graduate assistants in English must complete the English Department Teacher Preparation Program in lieu of FaCET's Basic Skills for College Teaching Program (BSCT); graduate assistants who complete the departmental program will earn the Graduate Teaching Associate designation and will receive the appropriate stipend from Graduate Studies in addition to their usual English G. A. stipend.

3.   Rationale for proposed policy: The English Department Teacher Preparation Program is more thorough and more specifically designed to prepare T.A.s to teach first year college composition than is FaCET's BSCT program. Note: The department program will incorporate one or two elements of the FaCET program, to be specified each year. The department program includes mentoring throughout the teaching experience. See attachment for details.

4.   Impact of proposed policy on existing academic or non-academic policies:
The English Department program will obviate the need for the FaCET program to meet SACS graduate student teacher preparation recommendations.

5.   Proposed term for implementation: 200910

6.   Dates of prior committee approvals:

English Department: 10/24/2008

PCAL Curriculum Committee: 11/06/2008

Graduate Council   12/11/08

University Senate   _____

Attachment: Summary of English Department Teacher Training Program

I have outlined below the components of the English Department's program for preparing graduate assistants to become Graduate Teaching Associates and to teach ENG 100.

Fall semester, first year:
- ENG 510 Rhetoric and Writing (3 hrs, theoretical foundations for teaching writing)
- ENG 509 Writing Center Practicum (1 hr), which includes instruction and ENG 100 classroom observation
- ENG 520 Introduction to Graduate Studies (3 hrs), which includes a unit on philosophy of teaching
- 15 hrs/week Writing Center tutoring

Spring semester, first year:
- 15 hrs/week Writing Center tutoring
- ENG 511 Mentoring Practicum (1 hr) [includes classroom observation and meeting weekly with mentor to discuss teaching fundamentals such as course planning, evaluation techniques, grading rubrics, learning activities, problem behaviors]

After completing the above, the Graduate Teaching Associates will continue to be mentored:
Second year (while they are teaching two sections of ENG 100 per semester):
- Mentor will observe Graduate Teaching Associate teaching each class at least once/semester, will write a formal evaluation, and will meet with GTA to discuss it
- Mentor will be available for consultation as needed
- GSA will be encouraged to attend Composition Chat, an informal colloquium for composition instructors in our department, held 2-4 times each year.

Note: Some graduate assistants will have special assignments their first year (Writing Project assistant, asst. to Wood Professor, Robert Penn Warren asst., and *Victorian Newsletter* asst.) that will provide other kinds of scholarly or pedagogical experience in lieu of extensive experience in the Writing Center. Also, some students begin their assistantships in the spring, necessitating a slightly different sequence. All students will, however, participate in ENG 509 and ENG 511 before teaching.

Proposal Date: October 16, 2008

Contact Person: Dr. Cecile Garmon, 745-8973

1.   Identification of course:

      1.1 Current course prefix (subject area) and number: LEAD 600
    1.2   Course title: Leadership Capstone Experience
    1.3   Credit hours: two

2.   Proposed course credit hours: variable, one to six credits; repeatable for a maximum total of six

3.   Rationale for the revision of course credit hours:

Students engaged in the practicum process must develop and then conduct their practicum in one semester. Often, students develop a practicum that offers more potential than students have time to utilize in one semester. With variable credits, students can take LEAD 600 for one credit, fully develop the potential of their practicum during one semester, then take LEAD 600 for one credit the next semester conducting and finishing their practicum. Taking LEAD 600 for two credits in one semester would remain an option for selected students.

Future initiatives may require flexibility in credit hours for an extended practicum, such as circumstances where a practicum might need to extend beyond one term. Revising LEAD 600 as a variable credit course allows for greater use of a practicum to better support student leadership development and experiential learning.

4.   Proposed term for implementation: Fall 2009.

5.   Dates of prior committee approvals:

Leadership Studies Program   :   October 16, 2008

University College Curriculum Committee   November 8, 2008

Graduate Council   12/11/08

University Senate   _____
Attachment: Course Inventory Form

                Proposal Date: June 26, 2008

University College

Department of Administrative Dynamics
Proposal to Revise Course Title
(Consent Item)

Contact Person: Nevil Speer Nevil.speer@wku.edu 745-5959

1.   Identification of course:

  1.1   Current course prefix (subject area) and number: GRST597
  1.2   Current course title: Contemporary Organizational Administration
  1.3   Credit hours: 3 hours

2.   Proposed course title:
          Capstone in Leadership Studies

3.   Proposed abbreviated course title:
          Capstone Leadership Studies

4.   Rationale for the revision of course title:
          The course currently serves as the capstone project for the MA in
          Administrative Dynamics program. Transition of the Administrative
          Dynamics program to MA in Leadership Dynamics facilitates the need to
          have the capstone course title align with the program.

5.   Proposed term for implementation:

          Effective Implementation: Fall semester, 2009

6.   Dates of prior committee approvals:

  Center for Leadership Excellence   June 26, 2008

  University College Curriculum Committee   August 27, 2008

  Graduate Council   12/11/08

  University Senate   _____

Attachment: Course Inventory Form

                                              Proposal date: June 26, 2008

Memorandum
Proposal to Change Course Prefix (GRST597)

(Information Item)

TO: University Curriculum Committee

FROM: Sponsoring Unit: University College
             Department: MA Administrative Dynamics
             Contact Person's Name: Nevil Speer
             Contact Person's Email: nevil.speer@wku.edu
             Contact Person's Phone: 745.5959

CHANGE: Current Course Prefix: GRST
             Proposed Course Prefix: LEAD

COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE PREFIX (SUBJECT AREA):
             GRST597

RATIONALE:
             The course currently serves as the capstone project for the MA in
             Administrative Dynamics program. Transition of the Administrative
             Dynamics program to MA in Leadership Dynamics addresses the need to
             have the capstone course prefix align with the program.

DATE OF IMPLEMENTATION:

Effective Implementation: Fall semester, 2009

Attachment: Course Inventory Form

Western Kentucky University
Office of Graduate Studies and Research

Graduate Teaching Associate Designation

The Graduate Teaching Associate designation (GTA) signifies that a graduate teaching assistant has met the University's requirement to serve as teacher of record for lower division courses (courses numbered 100-299). The GTA designation is usually earned in the second year and an additional stipend is paid for each course that the GTA is the official teacher of record. The teaching by a GTA must proceed under the direct supervision of a faculty member experienced in the discipline.

Achieving the Graduate Teaching Associate designation is an honor and an excellent opportunity for those graduate assistants who aspire to a teaching career in postsecondary education or who wish to excel in their graduate program. The program has the following objectives for the University and students:
1) To prepare graduate students to have a successful teaching experience so that their students profit from the instruction,
2) To ensure graduate student teachers are exposed to the fundamentals of good practice and campus resources for further assistance with their teaching,
3) To help graduate students explore a teaching career,
4) To document the graduate student's special personal accomplishment, and
5) To ensure appropriate documentation is maintained for the University accreditation processes.

Upon completion of the program, the graduate student shall:
1) Have acquired basic teaching skills in the areas of class preparation, activities and assessment
2) Understand what campus resources are available for help with teaching.

The following checklist must be completed ***prior to*** earning the Graduate Teaching Associate (GTA) designation:

_____ Successful completion of one of the following appropriate teacher training programs:

> *1. Basic Skills for College Teaching (BSCT) Program* offered by the Faculty Center for Excellence in Teaching (FaCET). Topics focus on strategies for successful teaching at the collegiate level. Students earn credit by completing three required on-line modules plus three elective activities. You may contact FaCET by e-mail at facet@wku.edu or in person at 1783 Chestnut Street, 270-745-6508. For more information about this program, please visit http://www.wku.edu/teaching/bsct/

> 2. Full semester course in applied teaching resulting in at least two earned graduate credit hours with a grade of B or better and approval of the GTA Committee. SOC 500 is an acceptable graduate course for graduate students in the field of Sociology. The GTA Committee is coordinated through FaCET with representatives from FaCET and Graduate Studies. To contact the committee, please see the contact information in item #1 above.

_____ Successful completion of 18 graduate hours in the major with a GPA of at least 3.0;

_____ Completion, submission, and approval of the application for the Graduate Teaching Associate (GTA) designation. The GTA application is available at the following link: http://www.wku.edu/graduate/Application_GTA.pdf

About the GTA Designation Application Form

The application for GTA designation should be submitted during the semester in which 18 graduate hours will be completed but after the *Basic Skills for College Teaching* program at FaCET has been completed or after documentation and approval of the course in applied teaching. The *BSCT Certificate of Completion* or approval documentation of applied teaching course must be included with the GTA application form.

As indicated on the GTA application form, the following endorsement/approval process must be followed:

1. Student submits complete application (including *BSCT* certificate or approval documentation of a
  course in applied teaching) to the department head for nomination to GTA status.
2. Department head completes the checklist and endorses the nomination.
3. Appropriate academic college dean approves the GTA application.
4. GTA application is submitted to the Office of Graduate Studies and Research for final approval.
Note: The Graduate Dean has the right to refuse approval even if approved by all the other parties.

The GTA application must be submitted to the Office of Graduate Studies and Research *__after__* all the other parties have given their signed approvals. Incomplete applications will be returned to the student for completion and will delay the approval process.

Important Information about the GTA Designation

Once recognized with the Graduate Teaching Associate designation, the GTA will receive an additional stipend bonus of $100 per credit hour taught per semester up to a maximum of $700 per semester. Graduate Teaching Associates may teach a maximum of **two** classes per semester, not to exceed a teaching load of 7 credit hours.

Graduate Teaching Associates *__must__* also enroll in appropriate graduate classes during the period of designation as a GTA. The combined load of teaching responsibilities and graduate course enrollment may not exceed 16 hours per semester.

Students who delay finishing the *BSCT* program and/or GTA paperwork until just prior to the term may fail to get approval of their application due to insufficient time for processing of all materials. All applications for Graduate Teaching Associate (GTA) status must be fully approved by all necessary individuals PRIOR to the beginning of the academic semester that the graduate student plans to teach. Approval of teaching associate materials will not be considered after the first day of classes for a given semester.
Revised 11-25-2008