

UNDERGRADUATE CURRICULUM COMMITTEE
WESTERN KENTUCKY UNIVERSITY

REPORT TO THE UNIVERSITY SENATE:

DATE: **January 2010**

FROM: **Beth Plummer, Chair**

The Undergraduate Curriculum Committee submits the following items from the 28 January 2009, meeting for approval by the University Senate:

Information Item Report:

1. *CHHS*: CD 440 Phonology and Language Disorders
2. *PCAL*: BCOM 271 Introduction to Cinema (Revise Course Prefix)
 BCOM 271 Introduction to Cinema (Revise Course Number)
 PHIL 115 (to 215) Elementary Logic
 BCOM 350 Scriptwriting for Film & Television
 BCOM 366 Video Editing, Aesthetics and Techniques
 BCOM 367 Field Production
 DANC 310 Choreography I
 BCOM 309 Writing for the Documentary
 BCOM 475 Cable TV & New Technology
 FREN 425 19th Century French Lit
 FREN 440 Early French Literature
 FREN 442 17th Century French Lit
 FREN 443 18th Century French Lit
 SPAN 478 Twentieth Century Latin America
 DANC 336 Pointe II
3. *OCSE*: BIOL 204, Introduction to Clinical Laboratory Science
 BIOL 280, Introduction to Environmental Science
 BIOL 300, Genetics and Human Affairs
 BIOL 329, Basic Pathology of Disease Process
 BIOL 402, Evolutionary History of Plants
 BIOL 408, Invertebrate Zoology
 BIOL 464, Endocrinology
 BIOL 473, Interactions on the Cave and Karst Environment
 BIOL 486, Senior Environmental Seminar
 CE 370, Materials of Construction
 CE 379, Route Surveying Lab
 CE 380, Boundary Surveying
 CE 381, Boundary Surveying Lab
 CE 382, WKU-Structural Analysis

CE 383, Structural Steel Design
 CE 384, Reinforced Concrete Design
 CE 410, Soil Mechanics
 CE 411, Soil Mechanics Lab
 CE 440, Masonry Design and Construction
 CE 441, Masonry Construction Lab
 CE 461, Hydrology
 CE 462, Hydraulic Engineering Systems
 CE 482, WKU-Elementary Structural Design
 CE 483, UK-Elementary Structural Design
 CE 498, Senior Project

Consent Agenda Report:

1. *UC:* ACMS 175 Academy Seminar Experience
2. *CEBS:* LTCY 199, Analysis and Critical Reading
3. *CHHS:* NURS 492 Faith Community Nursing
4. *GFCB:* ENT 380, New Venture Business Planning
 ENT 410, Senior Seminar-Entrepreneurship
 ENT 425, International Entrepreneurship
 ENT 490, Practicum in Entrepreneurship
 Entrepreneurship (Ref. #542)
5. *OCSE:* CE 160, Principles of Surveying
 CE 161, Principles of Surveying Lab
 CE 378, Route Surveying
 Certificate in Land Surveying (Ref. #1700)
 Minor in Land Surveying (Ref. #405)
 Civil Engineering (Ref. #534)
 Technology Management (Ref. #575)
6. *PCAL:* ART 434 Capstone Seminar
 FILM 482 Film Production Workshop
 FILM 483 Film Studies Seminar
 FILM 485 Senior Seminar
 CHIN 100 Chinese Language and Culture On-Site
 CHIN 105 Introduction to Chinese Culture
 FREN 105 Introduction to French Culture
 FREN 210 Intermediate French Conversation Abroad
 FREN 211 Intermediate French Culture Abroad
 GERM 105 Introduction to Germanic Culture
 GERM 210 Intermediate German Conversation Abroad
 GERM 211 Intermediate German Culture Abroad
 ITAL 100 Italian Language and Culture On-Site
 ITAL 105 Introduction to Italian Culture
 JAPN 100 Japanese Language and Culture On-Site
 JAPN 115 Introduction to Japanese Culture

SPAN 105 Introduction to Spanish Culture
 SPAN 210 Intermediate Spanish Conversation Abroad
 SPAN 211 Intermediate Spanish Culture Abroad
 SPAN 220 Spanish for Criminal Justice Professionals
 SPAN 230 Spanish for Medical Professionals
 PHIL 212 Philosophy and Gender Theory
 PHIL 299 Philosophical Writing Workshop
 PHIL 331 Analytic Philosophy
 PHIL 333 Marx & Critical Theory
 PHIL 341 Ancient Greek Enlightenment
 PHIL 342 Reason and the Divine in Hellenism and Late Antiquity
 PHIL 343 Renaissance and Renewal in the Middle Ages
 PHIL 344 Early Modern Moral Philosophy
 PHIL 345 Descartes and Hume
 PHIL 346 Kant & Idealism
 PHIL 347 Leibniz & Locke
 PHIL 348 20th Century Philosophy
 PHIL 432 Philosophy and Early Modern Science
 PHIL 433 History of the Philosophy of Science
 PHIL 496 Senior Seminar
 PS 304 State Government
 PS 311 Public Policy
 PS 331 Politics Outside the Box
 Visual Studies (BA) Ref #509
 Visual Arts (BFA) (Ref. #514)
 English for Secondary Teachers (Ref. #561)
 Mass Communication Minor (Ref. #414)
 Mass Communication Major (Ref. #725)
 Public Relations (Ref. #763)
 French Minor (Ref. #365)
 French Major (Ref. #665)
 German Minor (Ref. #380)
 German Major (Ref. #683)
 Spanish Minor (Ref. #464)
 Spanish Major (Ref. #778)
 Philosophy (Minor) (Ref. #429)
 Philosophy (Major) (Ref. #745)
 Art History Major Ref# _____
 Major in Film (BA) Ref# _____

**Western Kentucky University
Department of Communication Disorders
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Kimberly Green; kimberly.green@wku.edu; 270-745-4303

3. Identification of proposed course

- 1.1** Course prefix (subject area) and number: CD 440
- 1.2** Course title: Phonology and Language Disorders
- 1.3** Abbreviated course title: Phonology & Language Disorders
- 1.4** Credit hours: 3
- 1.5** Schedule type: Lecture
- 1.6** Prerequisites: CD 405; CD 481
- 1.7** Course description: A study of the etiology, assessment, and treatment of phonological and language disorders in children and adolescents. Emphasis is placed on assessment approaches and management strategies for exceptional populations (including culturally and linguistically diverse individuals), and proficiency in administering protocols as well as planning and implementing intervention using a variety of evidence-based approaches.

3. Rationale

- 2.1** Reason for offering this course on a temporary basis: This course will be offered for a second-time as a temporary course offering. This course will serve as a prerequisite for graduate school admission. It is our objective to use information gained from this course to determine the need for a permanent curriculum change.
- 2.2** Relationship of the proposed course to courses offered in other academic units: This course does not duplicate content of courses in other academic units. The CD program developed this course to enable online students to meet the undergraduate course deficiency requirements for entry into a graduate level program in communication disorders.

3. Description of proposed course

- 1,3** Course content outline:
 - Normal Aspects of Articulation and Phonological Development
 - Phonological Screening and Assessment
 - Principles of Treatment
 - Considerations for Linguistically Diverse Populations
 - Language Disorders and Early Intervention in Infants and Toddlers
 - Education and Language Differences in Preschool
 - Assessment and Programming for Multicultural Populations
 - Instrumentation and Identification of Services
 - Approaches and Methodology in Treatment
- 2,3** Tentative text(s):

Bernthal, J. & Bankson, N. (2004). *Articulation and Phonological Disorders*. (6th Ed.). Allyn and Bacon: Boston, MA.
 Owens, R.E., (2009). *Language Disorders: A Functional Approach to Assessment and Intervention* (5th Ed.). Allyn and Bacon: Boston, MA
 Recommended Texts: Shipley, K.G. & McAfee, J.G. (2009) *Assessment in Speech-Language Pathology: A Resource Manual*. (4th Ed.). Delmar Cengage Learning: Clifton Park, NY.

3. Second offering of a temporary course (if applicable)

- 1,3 Reason for offering this course a second time on a temporary basis:
 The proposed CD 440 will cover content that is typically taught in two separate courses. This was done in order to provide students with the needed prerequisite info for graduate school. By offering the course a second time, the Department can determine if the combined course gives the students the needed knowledge and skills to be successful in graduate courses, including clinic. The feeling was that there would be insufficient data on student performance to make such a decision after only one semester.
- 2,3 Term course was first offered: Fall 2009
- 3,3 Enrollment in first offering: 43

3. Term of Implementation: Summer 2010

3. Dates of review/approvals:

Communication Disorders Department	<u>December 16, 2009</u>
CHHS Undergraduate Curriculum Committee	<u>January 6, 2010</u>
CHHS Dean	<u>January 6, 2010</u>
UCC Chair	_____
Provost:	_____

Attachment: Course Inventory Form

Proposal date: 10/26/09

**Memorandum
Proposal to Change Course Prefix (Broadcasting)
(Information Item)**

TO: Undergraduate Curriculum Committee

FROM: Sponsoring Unit: Potter College of Arts & Letters
Department: School of Journalism & Broadcasting
Contact Person's Name: Jo-Anne Ryan
Contact Person's Email: jo-anne.ryan@wku.edu
Contact Person's Phone: 745-3828

CHANGE: Current Course Prefix: BCOM 271
Proposed Course Prefix: FILM 201

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE
PREFIX (SUBJECT AREA): BCOM 271**

RATIONALE: To make obvious to the student that the course is a strong component of the new (proposed) film major.

DATE OF IMPLEMENTATION: Fall 2010

Attachment: Course Inventory Form

Proposal Date: November 23, 2009

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Jo-Anne Ryan, jo-anne.ryan@wku.edu 745-3828

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BCOM 271
- 1.2 Title: Introduction to Cinema
- 1.3 Credit hours: 3

2. Proposed course number: FILM 201

3. Rationale for the revision of course number: The 201 number for an introduction course provides uniformity across programs offered in the School of Journalism & Broadcasting.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

School of Journalism & Broadcasting Curriculum	<u>10/28/09</u>
School of Journalism & Broadcasting	<u>11/3/09</u>
Potter college Curriculum Committee	<u>12/3/09</u>
Undergraduate Curriculum Committee	<u>1/28/10</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date:

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PHIL 115
- 1.2 Title: Elementary Logic
- 1.3 Credit hours: 3

2. Proposed course number: PHIL 215

3. Rationale for the revision of course number: The rigor and difficulty of the materials has convinced us that the course is better placed at the 200-level. This is based not only on the recommendation of the instructor primarily responsible for the course but also from student feedback.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

Philosophy Program	November 13, 2009
Department of Philosophy and Religion:	November 18, 2009
Potter College Curriculum Committee	December 3, 2009
General Education Committee	December 10, 2009
Undergraduate Curriculum Committee	_1/28/10_
University Senate	

Attachment: Course Inventory Form

Proposal Date: October 25, 2009

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Ron DeMarse ron.demarse@wku.edu, 745-2840

1. Identification of course:

- 1.1 Course prefix (subject area) and number: BCOM 350
- 1.2 Course title: Scriptwriting for Film & Television
- 1.3 Credit hours: 3

2. Current prerequisites requirements: BCOM 271 or BCOM 325

3. Proposed prerequisites requirements: FILM 201 or BCOM 325

4. Rationale for the revision of prerequisites requirements: Accounts for the change of designation of the BCOM 271 course (from BCOM 271 to FILM 201).

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

6. Proposed term for implementation: 201030 (Fall 2010)

7. Dates of prior committee approvals:

School of Journalism & Broadcasting Curriculum Committee:	<u>10/28/09</u>
School of Journalism & Broadcasting	<u>11/3/09</u>
Potter College Curriculum Committee	<u>12/3/09</u>
Undergraduate Curriculum Committee	1/28/10
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 25, 2009

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Ron DeMarse ron.demarse@wku.edu, 745-2840

1. Identification of course:

- 1.1 Course prefix (subject area) and number: BCOM 366
- 1.2 Course title: Video Editing, Aesthetics and Techniques
- 1.3 Credit hours: 3

2. Current prerequisites requirements: BCOM 266 or permission of the instructor

3. Proposed prerequisites requirements: BCOM 266 or FILM 201 or permission of the instructor

4. Rationale for the revision of requirements: Opens the class to film majors, for whom BCOM 366 is a requirement, but for whom BCOM 266 Basic Television Production is not a required class.

5. Effect on completion of major/minor sequence: Enables completion of the film major; no effect on the broadcasting major.

6. Proposed term for implementation: 201030 (Fall 2010)

7. Dates of prior committee approvals:

School of Journalism & Broadcasting Curriculum Committee:	<u>10/28/09</u>
School of Journalism & Broadcasting	<u>11/3/09</u>
Potter College Curriculum Committee	<u>12/3/09</u>
Undergraduate Curriculum Committee	1/28/10
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 25, 2009

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Ron DeMarse ron.demarse@wku.edu, 745-2840

1. Identification of course:

- 1.1 Course prefix (subject area) and number: BCOM 367
- 1.2 Course title: Field Production
- 1.3 Credit hours: 3

2. Current prerequisites requirements: BCOM 266 and BCOM 366

3. Proposed prerequisites requirements: BCOM 266 and BCOM 366 for majors in broadcasting; BCOM 366 for majors in film.

4. Rationale for the revision of requirements: Opens the class to film majors, who are required to take BCOM 366 Video Editing, Aesthetics and Techniques, but not BCOM 266 Basic Television Production.

5. Effect on completion of major/minor sequence: Enables completion of the film major; no effect on the broadcasting major.

6. Proposed term for implementation: 201030 (Fall 2010)

7. Dates of prior committee approvals:

School of Journalism & Broadcasting Curriculum Committee	<u>10/28/09</u>
School of Journalism & Broadcasting	<u>11/3/09</u>
Potter College Curriculum Committee	<u>12/3/09</u>
Undergraduate Curriculum Committee	<u>1/28/10</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 15, 2009

**Potter College
Department of Theatre and Dance
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Amanda Clark, amanda.clark@wku.edu, 745-2956

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: DANC 310
 - 1.2 Course title: Choreography I
 - 1.3 Credit hours: 3
- 2. Current prerequisites:** none
- 3. Proposed prerequisites:** DANC 235: Dance Improvisation, or permission of instructor
- 4. Rationale for the revision of prerequisites:** When Choreography I was created, DANC 235: Dance Improvisation was not a part of our curriculum. DANC 235 has since been added to our degree curriculums and is a natural and necessary prerequisite for Choreography I and a standard feature of all NASD accredited College/University baccalaureate dance programs.
- 5. Effect on completion of major/minor sequence:** none
- 6. Proposed term for implementation:** Fall 2010
- 7. Dates of prior committee approvals:**

Department of Theatre and Dance:	11/17/09
Potter College Curriculum Committee	11/03/09
Undergraduate Curriculum Committee	__1/28/10__
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 10/28/09

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Delete a Course
(Consent Item)**

Contact Person: Jo-Anne Ryan, jo-anne.ryan@wku.edu 5-3828

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BCOM 309
- 1.2 Course title: Writing for the Documentary
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course is cross listed with ENG 309 *Documentary Film* (formerly *Writing for the Documentary*). It has been several years since BCOM 309 has been listed as a cross reference in the University course schedule. Broadcasting faculty have not taught the course for many years. Since ENG 309 is accepted in lieu of BCOM 309 as an elective in the broadcasting major, there is no reason to keep this course in the inventory.

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

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

SJ&B Curriculum Committee	<u>10/28/09</u>
School of Journalism & Broadcasting	<u>11/3/09</u>
PCAL Curriculum Committee	<u>12/3/09</u>
Undergraduate Curriculum Committee	<u>1/28/10</u>
University Senate	<u></u>

Attachment: Course Inventory Form

Proposal Date: 10/28/09

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Delete a Course
(Consent Item)**

Contact Person: Jo-Anne Ryan, jo-anne.ryan@wku.edu 5-3828

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BCOM 475
- 1.2 Course title: Cable TV & New Technology
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has not been offered for at least the past five years. It is not required in the broadcasting major and may be deleted from the inventory.

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

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

SJ&B Curriculum Committee	<u>10/28/09</u>
School of Journalism & Broadcasting	<u>11/3/09</u>
PCAL Curriculum Committee	<u>12/3/09</u>
Undergraduate Curriculum Committee	<u>1/28/10</u>
University Senate	<u></u>

Attachment: Course Inventory Form

Proposal Date: November 3, 2009

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

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of course:

1.1-1.2 Current course prefix (subject area) and number and title:

Fren 425	19 th Century French Lit
Fren 440	Early French Literature
Fren 442	17 th Century French Lit
Fren 443	18 th Century French Lit

1.3 Credit hours: 3.0 each

2. Rationale for the course deletion: University policy requires that courses which have not been offered for four consecutive years be either deleted or suspended in the Course Inventory.

3. Effect of course deletion on programs or other departments, if known: No effect.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Modern Languages Department: November 3, 2009

Potter College Curriculum Committee December 3, 2009

Undergraduate Curriculum Committee 1/28/10

University Senate _____

Attachment: Course Inventory Form

Proposal Date: November 3, 2009

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

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SPAN 478
- 1.2 Course title: Twentieth Century Latin America
- 1.3 Credit hours: 3.0

2. Rationale for the course deletion: University policy requires that courses which have not been offered for four consecutive years be either deleted or suspended in the Course Inventory.

3. Effect of course deletion on programs or other departments, if known: No effect.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Modern Languages Department: November 3, 2009

Potter College Curriculum Committee December 3, 2009

Undergraduate Curriculum Committee ____1/28/10____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 11/17/09

**Potter College of Arts and Letters
Department of Theatre and Dance
Proposal to Reactivate a Suspended Course
(Consent Item)**

Contact Person: Carrie Brueck, carrie.brueck@wku.edu, 270-745-3142

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: DANC 336
- 1.2 Course title: Pointe II
- 1.3 Credit hours: 1

2. Rationale for the course reactivation: Enrollment in dance courses has been steadily increasing and therefore we have enough student interest to again offer Pointe II. In addition, the technical abilities of our dancers have been increasing, supporting the need for a higher level pointe class in addition to our Pointe I.

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

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Theatre and Dance Department:	11/17/09
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Potter College Curriculum Committee	12/3/09
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Undergraduate Curriculum Committee	1/28/10
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: October 28, 2009

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Delete a Program
(Consent Item)**

Contact Person: Jo-Anne Ryan, jo-anne.ryan@wku.edu 5-3828

1. Identification of program:

- 1.1 Program reference number: 402
- 1.2 Program title: Minor in Journalism Education
- 1.3 Credit hours: 21

2. Rationale for the program deletion: The program was created to meet the needs of students seeking certification requirements of the Kentucky Education Professional Standards Board for Secondary English grades 8-12. Certification standards have changed, so this minor is no longer needed.

3. Effect on current students or other departments, if known: None. Currently secondary education students are served by journalism classes included in the Major in English for Secondary Teachers (formerly English and Allied Language Arts).

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

SJ&B Curriculum Committee	<u>10/28/09</u>
School of Journalism & Broadcasting:	<u>11/3/09</u>
PCAL Curriculum Committee	<u>12/3/09</u>
Professional Education Council	<u>12/9/09</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	<u> </u>

Attachment: Program Inventory Form

**Ogden College of Science and Engineering
Department of Biology
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BIOL 204
- 1.2 Course title: Introduction to Clinical Laboratory Science
- 1.3 Credit hours: 1

2. Rationale for the course suspension: The Department of Biology has not offered BIOL 204 since the Fall 2003 semester. This course is not applicable toward a major or minor in biology and is not required for any biology-related program. We do not anticipate developing a program that will include or require this course.

3. Effect of course suspension on programs or other departments, if known: None. This course is not required for any academic program across the university.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Department of Biology:	November 20, 2009
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OCSE Curriculum Committee:	December 03, 2009
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Undergraduate Curriculum Committee	01/28/10
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University Senate:	_____
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Attachment: Course Inventory Form

Proposal Date: 11/12/2009

**Ogden College of Science and Engineering
Department of Biology
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BIOL 280
- 1.2 Course title: Introduction to Environmental Science
- 1.3 Credit hours: 3

2. Rationale for the course suspension: The Department of Biology has not offered BIOL 280 since the Fall 2003 semester. We stopped offering this course after the university chose to eliminate the curricular categorical requirements of writing, environmental and ethics courses during the spring 2003 semester. Enrollment and demand for this course decreased, and we chose to no longer offer BIOL 280. This course is not applicable toward a major or minor in biology and is not required for any biology-related program. We do not anticipate developing a program that will include or require this course.

3. Effect of course suspension on programs or other departments, if known: Marginal. Although this course is required for the Environmental Studies minor, other departments currently offer this course (Agriculture, Public Health, Geology/Geography during Fall 2009). This course is cross-listed and students are permitted to enroll in any AGRI 280, ENV 280 (through Public Health) and GEOG 280 section.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Department of Biology: November 20, 2009

OCSE Curriculum Committee: December 03, 2009

General Education Committee: _____

Undergraduate Curriculum Committee 01/28/10

University Senate: _____

Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Biology
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BIOL 300
- 1.2 Course title: Genetics and Human Affairs
- 1.3 Credit hours: 1

2. Rationale for the course suspension: The Department of Biology has not offered BIOL 300 since the Fall 2002 semester. This course is not applicable toward a major or minor in biology and is not required for any biology-related program. We do not anticipate developing a program that will include or require this course.

3. Effect of course suspension on programs or other departments, if known: None. This course is not required for any academic program across the university.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Department of Biology: November 20, 2009

OCSE Curriculum Committee: December 03, 2009

General Education Committee: _____

Undergraduate Curriculum Committee 01/28/10

University Senate: _____

Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Biology
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BIOL 329
- 1.2 Course title: Basic Pathology of Disease Process
- 1.3 Credit hours: 3

2. Rationale for the course suspension: The Department of Biology has not offered BIOL 329 since at least the 1999-2000 academic year. This course is not applicable toward a major or minor in biology and is not required for any biology-related program. We do not anticipate developing a program that will include or require this course.

3. Effect of course suspension on programs or other departments, if known: None. This course is not required for any academic program across the university.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Department of Biology:	November 20, 2009
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OCSE Curriculum Committee:	December 03, 2009
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Undergraduate Curriculum Committee	01/28/10
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University Senate:	_____
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Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Biology
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BIOL 402
- 1.2 Course title: Evolutionary History of Plants
- 1.3 Credit hours: 4

2. Rationale for the course suspension: The Department of Biology has not offered BIOL 402 since at least the 1999-2000 academic year. This course is not a required element for any of the biology majors. We do not anticipate developing a program that will include or require this course.

3. Effect of course suspension on programs or other departments, if known: None. This course is not required for any academic program across the university.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Department of Biology:	November 20, 2009
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OCSE Curriculum Committee:	December 03, 2009
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Undergraduate Curriculum Committee	01/28/10
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University Senate:	_____
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Attachment: Course Inventory Form

Proposal Date: 11/12/2009

**Ogden College of Science and Engineering
Department of Biology
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BIOL 408
- 1.2 Course title: Invertebrate Zoology
- 1.3 Credit hours: 4

2. Rationale for the course suspension: The Department of Biology has not offered BIOL 408 since the Spring 2001 semester. This course is not a required element for any of the biology majors. We do not anticipate developing a program that will include or require this course.

3. Effect of course suspension on programs or other departments, if known: None. This course is not required for any academic program across the university.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Department of Biology:	November 20, 2009
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OCSE Curriculum Committee:	December 03, 2009
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Undergraduate Curriculum Committee	01/28/10
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University Senate:	_____
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Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Biology
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BIOL 464
- 1.2 Course title: Endocrinology
- 1.3 Credit hours: 3

2. Rationale for the course suspension: The Department of Biology has not offered BIOL 464 since at least the 1999-2000 academic year. This course is not a required element for any of the biology majors. We do not anticipate developing a program that will include or require this course.

3. Effect of course suspension on programs or other departments, if known: None. This course is not required for any academic program across the university.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Department of Biology:	November 20, 2009
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OCSE Curriculum Committee:	December 03, 2009
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Undergraduate Curriculum Committee	01/28/10
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University Senate:	_____
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Attachment: Course Inventory Form

Proposal Date: 11/12/2009

**Ogden College of Science and Engineering
Department of Biology
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BIOL 473
- 1.2 Course title: Interactions on the Cave and Karst Environment
- 1.3 Credit hours: 3

2. Rationale for the course suspension: The Department of Biology has not offered BIOL 473 since at least the 1999-2000 academic year. This course is not a required element for any of the biology majors. We do not anticipate developing a program that will include or require this course.

3. Effect of course suspension on programs or other departments, if known: None. This course is not required for any academic program across the university.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Department of Biology:	November 20, 2009
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OCSE Curriculum Committee:	December 03, 2009
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Undergraduate Curriculum Committee	01/28/10
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University Senate:	_____
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Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Biology
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BIOL 486
- 1.2 Course title: Senior Environmental Seminar
- 1.3 Credit hours: 1

2. Rationale for the course suspension: The Department of Biology has not offered BIOL 486 since at least the 1999-2000 academic year. This course is not a required element for any of the biology majors. We do not anticipate developing a program that will include or require this course.

3. Effect of course suspension on programs or other departments, if known: None. This course is not required for any academic program across the university.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Department of Biology:	November 20, 2009
------------------------	-------------------

OCSE Curriculum Committee:	December 03, 2009
----------------------------	-------------------

Undergraduate Curriculum Committee	01/28/10
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University Senate:	_____
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Attachment: Course Inventory Form

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 370
- 1.2 Course title: Materials of Construction
- 1.3 Credit hours: 2 hours

2. Current prerequisites/corequisites:

Prerequisites: EM 302/Corequisites: CE 371

3. Proposed prerequisites/corequisite:

Prerequisites: EM 302 or EM 303/Corequisites: CE 371

4. Rationale for the revision of prerequisites:

The civil engineering program at WKU is a joint program with the University of Kentucky. One of the requirements of the joint program is that students majoring in civil engineering must complete a minimum of 16 credit hours in the major from courses taught by UK faculty. To meet this requirement, there are many courses to choose from.

EM 302 is a course only taught by UK faculty. EM 303 is the exact same course as EM 302, except that it is taught by WKU faculty. Having different course numbers allows iCAP to verify that this graduation requirement is met.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department:	<u>11/13/09</u>
Ogden College Curriculum Committee	<u>12/03/09</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 11/11/09

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 379
- 1.2 Course title: Route Surveying Lab
- 1.3 Credit hours: 1.0

2. Current prerequisites/corequisites:

Prerequisites: CE 160, CE 161
Corequisite: CE 378

3. Proposed prerequisites/corequisites:

Corequisite: CE 378

4. Rationale for the revision of prerequisites:

Specifying the above prerequisites is redundant since this lab is a corequisite with CE 378 which specifies CE 160 and 161 as prerequisites.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department: 11/13/09

Ogden Curriculum Committee 12/03/09

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 11/11/09

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 380
- 1.2 Course title: Boundary Surveying
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites:

Prerequisites: CE 160, CE 161
Corequisite: CE 381

3. Proposed prerequisites/corequisites:

Prerequisites: CE 160, CE 161 and AMS 163
Corequisite: CE 381

4. Rationale for the revision of prerequisites:

The use of CADD drafting skills learned in AMS 163 is needed since surveying software is CADD based.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department: 11/13/09

Ogden Curriculum Committee 12/03/09

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 11/11/09

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 381
- 1.2 Course title: Boundary Surveying Lab
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites:

Prerequisites: CE 160, CE 161
Corequisite: CE 380

3. Proposed prerequisites/corequisites:

Corequisite: CE 380

4. Rationale for the revision of prerequisites:

Specifying the above prerequisites is redundant since this lab is a corequisite with CE 380 which specifies CE 160 and 161 as prerequisites.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department/Division: 11/13/09

Ogden Curriculum Committee 12/03/09

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Course Inventory Form

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 382
- 1.2 Course title: WKU-Structural Analysis
- 1.3 Credit hours: 3 hours

2. Current prerequisites:

Prerequisites: EM 302

3. Proposed prerequisites:

Prerequisites: EM 302 or EM 303

4. Rationale for the revision of prerequisites:

The civil engineering program at WKU is a joint program with the University of Kentucky. One of the requirements of the joint program is that students majoring in civil engineering must complete a minimum of 16 credit hours in the major from courses taught by UK faculty. To meet this requirement, there are many courses to choose from.

EM 302 is a course only taught by UK faculty. EM 303 is the exact same course as EM 302, except that it is taught by WKU faculty. Having different course numbers allows iCAP to verify that this graduation requirement is met.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department: _____11/13/09_____

Ogden College Curriculum Committee _____12/03/09_____

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Course Inventory Form

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 383
- 1.2 Course title: Structural Steel Design
- 1.3 Credit hours: 3 hours

2. Current prerequisites:

Prerequisites: CE 382

3. Proposed prerequisites:

Prerequisites: CE 373 or CE 382

4. Rationale for the revision of prerequisites:

The civil engineering program at WKU is a joint program with the University of Kentucky. One of the requirements of the joint program is that students majoring in civil engineering must complete a minimum of 16 credit hours in the major from courses taught by UK faculty. To meet this requirement, there are many courses to choose from.

CE 373 is a course only taught by UK faculty. CE 382 is the exact same course as CE 373, except that it is taught by WKU faculty. Having different course numbers allows iCAP to verify that this graduation requirement is met.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department:	<u>11/13/09</u>
Ogden College Curriculum Committee	<u>12/03/09</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 384
- 1.2 Course title: Reinforced Concrete Design
- 1.3 Credit hours: 3 hours

2. Current prerequisites:

Prerequisites: CE 382

3. Proposed prerequisites:

Prerequisites: CE 373 or CE 382

4. Rationale for the revision of prerequisites:

The civil engineering program at WKU is a joint program with the University of Kentucky. One of the requirements of the joint program is that students majoring in civil engineering must complete a minimum of 16 credit hours in the major from courses taught by UK faculty. To meet this requirement, there are many courses to choose from.

CE 373 is a course only taught by UK faculty. CE 382 is the exact same course as CE 373, except that it is taught by WKU faculty. Having different course numbers allows iCAP to verify that this graduation requirement is met.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department: _____11/13/09_____

Ogden College Curriculum Committee _____12/03/09_____

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Course Inventory Form

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 410
- 1.2 Course title: Soil Mechanics
- 1.3 Credit hours: 3 hours

2. Current prerequisites/corequisites:

Prerequisites: ME 330/ Corequisites: CE 411

3. Proposed prerequisites/corequisites:

Prerequisites: EM 302 or EM 303/Corequisites: CE 411

4. Rationale for the revision of prerequisites:

ME 330 is listed incorrectly. The correct prerequisite is EM 302 or 303 Mechanics of Deformable Bodies. CE 411 Soil Mechanics Lab is the correct corequisite.

The civil engineering program at WKU is a joint program with the University of Kentucky. One of the requirements of the joint program is that students majoring in civil engineering must complete a minimum of 16 credit hours in the major from courses taught by UK faculty. To meet this requirement, there are many courses to choose from.

EM 302 is a course only taught by UK faculty. EM 303 is the exact same course as CE 373, except that it is taught by WKU faculty. Having different course numbers allows iCAP to verify that this graduation requirement is met.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department: 11/13/09

Ogden College Curriculum Committee 12/03/03

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 11/11/09

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 411
- 1.2 Course title: Soil Mechanics Lab
- 1.3 Credit hours: 3 hours

2. Current prerequisites/corequisites:

Prerequisites: ME 330; Corequisites: CE 410

3. Proposed prerequisites/corequisites:

Corequisites: CE 410

4. Rationale for the revision of prerequisites: The only requirement to take this lab is that the corresponding course, CE 410 Soils Mechanics, needs to be a corequisite.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department:	<u>11/13/09</u>
Ogden College Curriculum Committee	<u>12/03/09</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 11/11/09

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 440
- 1.2 Course title: Masonry Design and Construction
- 1.3 Credit hours: 3 hours

2. Current prerequisites/corequisites:

Prerequisites: EM 302, CE 370 and CE 371; Corequisites: CE441

3. Proposed prerequisites/corequisites:

Prerequisites: EM 302 or EM 303, and CE370 and CE 371; Corequisites: CE441

4. Rationale for the revision of prerequisites:

The civil engineering program at WKU is a joint program with the University of Kentucky. One of the requirements of the joint program is that students majoring in civil engineering must complete a minimum of 16 credit hours in the major from courses taught by UK faculty. To meet this requirement, there are many courses to choose from.

EM 302 is a course only taught by UK faculty. EM 303 is the exact same course as EM 302, except that it is taught by WKU faculty. Having different course numbers allows iCAP to verify that this graduation requirement is met.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department: _____11/13/09_____

Ogden College Curriculum Committee _____12/03/09_____

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 11/11/09

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 441
- 1.2 Course title: Masonry Construction Lab
- 1.3 Credit hours: 1 hours

2. Current prerequisites/corequisites:

Prerequisites: CE 382, 370, and 371
Corequisites: CE 440

3. Proposed prerequisites/corequisites:

Corequisites: CE 440

4. Rationale for the revision of prerequisites:

The only requirement to take this lab is that the corresponding course, CE 440, needs to be a corequisite. Specifying prerequisites CE 382, 370, and 371 is redundant.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department:	<u>11/13/09</u>
Ogden College Curriculum Committee	<u>12/03/09</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 461
- 1.2 Course title: Hydrology
- 1.3 Credit hours: 3 hours

2. Current prerequisites: STAT 301, CE 160, ME 362

3. Proposed prerequisites: STAT 301, CE 160, and CE 341 or 342

4. Rationale for the revision of prerequisites: The civil engineering program at WKU is a joint program with the University of Kentucky. One of the requirements of the joint program is that students majoring in civil engineering must complete a minimum of 16 credit hours in the major from courses taught by UK faculty. To meet this requirement, there are many courses to choose from.

ME 362 is no longer taught. CE 341 has the same content as ME 362 and is a course only taught by UK faculty. CE 342 is the exact same course as CE 341, except that it is taught by WKU faculty. Having different course numbers allows iCAP to verify that this graduation requirement is met.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department:	<u>11/13/09</u>
Ogden College Curriculum Committee	<u>12/03/09</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 11/11/09

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: CE 462
 - 1.2 Course title: Hydraulic Engineering Systems
 - 1.3 Credit hours: 3 hours
- 2. Current prerequisites:** MATH 331, ME 362 and CE 461
- 3. Proposed prerequisites:** MATH 331 and CE 461
- 4. Rationale for the revision of prerequisites:** ME 362 is no longer taught and has been replace by CE 341 or 342. CE 341 or 342 is a prerequisite to take CE 461.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2010
- 7. Dates of prior committee approvals:**

Engineering Department:	_____11/13/09_____
Ogden College Curriculum Committee	_____12/03/09_____
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 11/11/09

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 482
- 1.2 Course title: WKU-Elementary Structural Design
- 1.3 Credit hours: 3 hours

2. Current prerequisites: CE 382, EM 302

3. Proposed prerequisites: CE 373 or 382

4. Rationale for the revision of prerequisites: The civil engineering program at WKU is a joint program with the University of Kentucky. One of the requirements of the joint program is that students majoring in civil engineering must complete a minimum of 16 credit hours in the major from courses taught by UK faculty. To meet this requirement, there are many courses to choose from.

CE 373 is a course only taught by UK faculty. CE 382 is the exact same course as CE 373, except that it is taught by WKU faculty. Having different course numbers allows iCAP to verify that this graduation requirement is met. EM 302 is a prerequisite for CE 373 or 382, so this course does not need to be listed as a prerequisite.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department: 11/13/09

Ogden College Curriculum Committee 12/03/09

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 11/11/09

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: CE 483
 - 1.2 Course title: UK-Elementary Structural Design
 - 1.3 Credit hours: 3 hours
- 2. Current prerequisites:** CE 373 or 382, EM 302 or 303
- 3. Proposed prerequisites:** CE 373 or 382
- 4. Rationale for the revision of prerequisites:** Listing EM 302 or 303, Mechanics of Deformable Bodies, is redundant since the course is prerequisite for CE 373 or 382.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2010
- 7. Dates of prior committee approvals:**

Engineering Department:	<u>11/13/09</u>
Ogden College Curriculum Committee	<u>12/03/09</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	<u> </u>

Attachment: Course Inventory Form

Proposal Date: 11/11/09

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: CE 498
 - 1.2 Course title: Senior Project
 - 1.3 Credit hours: 3 hours
- 2. Current prerequisites:** None
- 3. Proposed prerequisites:** CE 400
- 4. Rationale for the revision of prerequisites:** Students majoring in civil engineering will complete proposals for senior projects for CE 498 during CE 400 Senior Seminar.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2010
- 7. Dates of prior committee approvals:**

Engineering Department:	_____11/13/09_____
Ogden College Curriculum Committee	_____12/03/09_____
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Course Inventory Form

University College
Carol Martin Gatton Academy of Mathematics and Science in Kentucky
Proposal to Create a New Course
(Action Item)

Contact Person: Tim Gott, tim.gott@wku.edu 270-745-3605, Dr. Christopher “Pokey” Bowen
christopher.bowen@wku.edu 270-745-6565

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ACMS 175
- 1.2 Course title: Academy Seminar Experience Subtitles: Seminar 1, Seminar 2, Seminar 3
- 1.3 Abbreviated course title: Academy Seminar
- 1.4 Credit hours and contact hours: 1 credit hour, repeatable up to three credits. Meeting for one hour weekly for three semesters.
- 1.5 Type of course: S- Seminar
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: Restricted to Gatton Academy students. Taken during the first three semesters for Gatton Academy students. Addresses study skills, leadership, social & emotional intelligence, & critical thinking skills.

2. Rationale:

- 2.1 Reason for developing the proposed course: Through a holistic approach over three semesters, we intend to address study skills, critical thinking skills, social & emotional intelligence theories, and leadership skill development. We have developed a weekly seminar program that enables the students to engage in a learning environment to promote these skills. There are 3 main reasons for establishing this as an official course: 1) While the content is comparable in some instances with the University Experience courses 175 and 176, there is a need to have a three semester course to meet the unique needs of this student population (1 credit each semester) 2) Creating a credit-earning University course follows the model set by WKU and the University Experience Office and places a level of authentication for students so that they will value the process 3) As successfully modeled by the Texas & Missouri Academies who host similar type students, a three semester approach is needed to address the specific needs for our non-traditional students who include academically gifted minors age 14 and up.
- 2.2 Projected enrollment in the proposed course: 60 students each offering
Subtitle Seminar I & Seminar III in the Fall, & Subtitle Seminar II in the Spring
- 2.3 Relationship of the proposed course to courses now offered by the department: This course was first offered as a year-long, two-hour, University Experience course in the 2008-09 academic year that was left ungraded (in progress) until the end of the spring semester 2009. For the fall and spring 2009/2010 semester, it was approved as a Temporary Course under the similar title and format as this proposal.

- 2.4 Relationship of the proposed course to courses offered in other departments:
The content of this course is most closely comparable to the UC 175 and 176--University Experience courses. Some material will parallel courses from the LEAD program.

In 2008-09, the Gatton Academy used a two-hour UC 175 section (for example, UC 175-100 in the fall 2008 semester which enrolled 119 students) to enroll all of the Gatton Academy students. This University Experience section was restricted only to Gatton Academy students. Actual instruction within this course was broken down by students' level (first-year students vs. second-year students) to deliver material most effectively.

While this offering worked well from a teaching standpoint, the process was problematic administratively. For example, because the course was delivered over the format of a full year and students registered for the two hour UC 175 section during the fall semester, they were issued an In Progress (IP) in December that remained on their transcript until May. This created a logistical issue that required substantial paperwork. In addition, we found that a three semester University Experience system is necessary when trying to best serve the Gatton Academy population, which is not currently offered through University Experience. In collaboration with the University Experience Office, we have created a course that is tailored to meet the specific needs of high school minors that are enrolled and live at the Western Kentucky University Campus.

This course proposal will include all of the subject matter for the Gatton Academy's seminar that will be taught in weekly one-hour seminars for the first three semesters for Gatton Academy students.

- 2.3 Relationship of the proposed course to courses offered in other institutions:
Northwest Missouri State University, which houses the Missouri Academy of Mathematics, Science, and Computing, offers Academy and University experience courses that are exclusive to Missouri Academy first-year students that cover these same topics. Likewise, the Texas Academy of Math and Science require a similar seminar program for four semesters.

3. Discussion of proposed course:

- 3.1 Course objectives: The students will be able to:
- Enhance their study skills
 - Further develop their leadership skills
 - Explore and develop critical thinking skills
 - Learn and understand theories of social & emotional intelligence
 - Implement effective life skills such as conflict management, listening skills, and stress management
 - Understand and apply the basics of relationship development
- 3.2 Content outline:
- Introducing students to the Western Kentucky University community
 - How the brain learns
 - Learning and Metacognitive Styles
 - Reading/Thinking Strategies

- Process Skills in the Content Areas: Problem Solving, Scientific Method, Literary Analysis, Historical Analysis, etc.
 - Time Management
 - Analyzing Assignments
 - Personal and relationship development
 - Leadership development
 - Emotional intelligence theory
 - Social intelligence theory
 - Personal and relationship development
 - Leadership principles and theory
 - Self Actualization and Awareness
 - Implementation of social and emotional intelligence theories
 - Critical thinking skill development
 - Safety, Security, & Self Responsibility
 - Resume and essay writing
 - MMTH-Library/Research Training
- 3.3 Student expectations and requirements: Students will be expected to attend weekly (1) hour classes and participate in whole and small group discussions. Students will keep a working portfolio of generated artifacts and personal reflections from each session. Students will be asked to submit a final paper at the end of each semester assessing what each student learned and gained from the seminar. Students must pass with a C or better in order to remain at the Academy.
- 3.4 Tentative texts and course materials:
 Adair, J. (2009) *Leadership and Motivation*. Philadelphia, PA: Kogan Page.
 Nist, S.L., & Holschuh, J.P. (2003). *College Success Strategies*. New York: Longman Publishers.
 Other materials will be pulled from the following authors: David Sousa, Eric Jensen, Daniel Goleman, Janet Allen, Daniel Pink, Stephen Covey, etc.
4. **Resources:**
- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate
5. **Budget implications:**
- 5.1 Proposed method of staffing: Course will be taught by Gatton Academy staff.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None
6. **Proposed term for implementation: Fall 2010**
7. **Dates of prior committee approvals:**
- Gatton Academy of Mathematics and Science: _____11/15/09
- University College Curriculum Committee 12/7/09

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Library Resources Form, Course Inventory Form

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)**

Contact Person: Pam Petty, pamela.petty@wku.edu, 270-745-2922

1. Identification of proposed course

- 1.1** Course prefix (subject area) and number: LTCY 199
- 1.2** Course title: Analysis and Critical Reading
- 1.3** Abbreviated course title: Analysis & Critical Read
- 1.4** Credit hours: 3
- 1.5** Schedule type: L
- 1.6** Prerequisites/corequisites: None.
- 1.7** Course catalog description: Emphasis on development of high-level reading skills, and strategic approaches to deep comprehension and analysis of academic texts. Required for incoming freshmen who scored 18 or 19 on the reading portion of the ACT. Must be paired with approved heavy reading content course.

2. Rationale

- 2.1** Reason for developing the course proposal: This course is needed to meet a CPE mandate, as a component of Kentucky Senate Bill 1, for serving incoming freshmen who score between 18-19 on the reading portion of the ACT. Specifically, as found on-line at <http://www.lrc.ky.gov/kar/013/002/020.htm>: 13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education institutions in Kentucky.:

In section 6 as it relates to this course:

(5) An institution shall place a student who scores below the systemwide standard in mathematics, English, or reading in an:

*Appropriate developmental course in the relevant discipline; or
Entry-level college course, if the course offers supplementary academic support, such as extra class sessions, additional labs, tutoring, and increased monitoring of students, beyond that usually associated with an entry-level course.*

(6) "Systemwide standard" means an ACT Assessment sub-score of eighteen (18) in English, nineteen (19) in mathematics, or twenty (20) in reading.

13 KAR 2:020

LTCY 199 will be a *supplemental instructional* course and is not developmental or remedial in nature or design. Both developmental and remedial courses work with students at levels that are below college level work. LTCY 199 is designed to address typical learners who will benefit from support as they move from less complex text to the increasingly complex text of college reading. Supplemental courses start at college level and provide the support students need to progress to increasingly more multifarious text and more inductive and deductive strategic

reading processes. Flippo and Caverly (2009) indicate that Supplemental Instruction (SI) is the “most universally adopted postsecondary cooperative learning program in the world” (p. 364).

LTCY 199 will be designed to be paired with 100-level content courses, particularly those identified by ACT (Reading Between the Lines, 2006) as “entry level courses that were used to establish the College Readiness Benchmark for Reading,” which include History, Psychology, Sociology, Political Science, and Economics (p. 34). Three pilots have been completed using this structure: fall 2008 paired with PSY 100; spring 2009 paired with PSY 100; summer 2009 paired with PSY 100, HIST 120, SOC 100. LTCY 199 uses authentic course materials, texts, and assignments to align with Simpson, Stahl, and Francis’s (2004) recommendations that enhance transfer of strategies to regular student coursework. Students who take reading instructional courses combined with discipline specific courses are more successful in college than those who took reading courses without connections to content courses (Cox, Freisner, & Khayum, 2003).

Reading specialists with advanced degrees in Literacy will be recruited to teach LTCY 199. Many of these reading specialists are currently employed in local school systems. This is an additional advantage for teachers as teaching LTCY 199 will have the effect of strengthening their understanding of the rigors of college reading thereby helping them to better prepare their P-12 students, an additional charge to higher education institutions in Kentucky made by Senate Bill 1.

- 2.2** Projected enrollment in the proposed course: It is anticipated that 400 students will enroll in this course per semester (fall and spring), with an additional 150 students during the summer. All students entering WKU who score 18-19 on the Reading portion of the ACT will be mandated to take this course.
- 2.3** Relationship of the proposed course to courses now offered by the department: Currently there are no offerings of reading courses to support learners within the School of Teacher Education. The only other undergraduate courses offered with a LTCY prefix are reading methods courses for education majors (LTCY 320, LTCY 420, LTCY 444/421). LTCY 199 differs from those courses in that the focus of LTCY 199 is on the college student’s personal literacy development, not preparation to teach literacy skills/strategies within an instructional setting. Reading specialists with advanced degrees in Literacy will be recruited to teach LTCY 199. Many of these reading specialists are currently employed in local school systems. This is an additional advantage for teachers as teaching LTCY 199 will have the effect of strengthening their understanding of the rigors of college reading thereby helping them to better prepare their P-12 students, an additional charge to higher education institutions in Kentucky made by Senate Bill 1.
- 2.4** Relationship of the proposed course to courses offered in other academic units: Currently there are no offerings of reading courses at WKU for this population of students. While there are developmental reading courses offered at the BGCC, those courses are expressly for students scoring 17 or less on the reading portion of the ACT. The DRDG courses provide experiences in reading comprehension and in vocabulary development as well as other related reading processes at a level that allows students to progress to college level reading. UE 175 courses are outstanding in scope and essential for students in terms of general study skills and many other

highly focused elements of what students need to make a successful transition from high school expectations and the academic rigors of a university. However, due to the comprehensive nature of the course, one of its best attributes, the course does not provide the depth of focus directly on cognitive processes that is needed to ensure that minimally underprepared students quickly and efficiently strengthen their use of essential literacy strategies.

LTCY 199 will be specifically geared for college students scoring 18-19 or higher on the reading portion of the ACT. While there are components of the proposed LTCY 199 that include some of the same language used in DRDG courses and UE 175 courses, LTCY 199 will provide much more depth in terms of strategic reading processes, critical reading techniques, acquisition of academic vocabularies, experiences with the interconnectedness between text and reader, and increased reading rate to meet the demands of college reading. This includes deep and meaningful readings of complex text and critical responses to text. LTCY 199 is designed to enhance and support the excellent instruction students receive in DRDG courses and in UE 175, allowing students to build on those experiences.

The rigor of LTCY 199 will be essential in terms of the accountability system imposed by the CPE. Students scoring 18 or 19 on the reading portion of the ACT are mandated to receive literacy support for one semester. To determine if the support given is sufficient for student success, all students will be tracked the subsequent semester in a “heavy reading course.” Final grades in that course will be used to determine if the university is in compliance with the regulations in Senate Bill 1. To meet the high-stakes demands of this mandate, LTCY 199 is designed to ensure student competencies in the following areas: Students will be expected to demonstrate strategic reading processes both inductively and deductively; understand underlying grammars of discourse in the disciplines; consistently identify and apply understandings of question-answer relationships at the textually explicit, textually implicit, and scriptally implicit levels; demonstrate competency in interpretation of and critical thinking within academic texts; demonstrate deep and meaningful college-level academic vocabularies including strategic use of clustering, contextualization, linguistic mnemonics, and semantic systemization; employ cognitive strategies to construct meaning at the critical, interpretive, and creative levels; demonstrate metacognitive strategies as personal understandings of text is exhibited, created and monitored; and demonstrate enhanced fluency and automaticity.

This three-hour course at the 100 level would serve as the minimum possible intervention to ensure student success at the level needed to be in compliance with current Senate Bill 1 mandates. Additionally, this 100-level three hour course is in alignment with the way that “minimally underprepared” students are served on WKU’s campus in other disciplines. Minimally underprepared students in English take either ENG 100, or ENG 100C; minimally underprepared students in Math take either MATH 116 or MATH 116C.

- 2.5** Relationship of the proposed courses to courses offered at other institutions: All universities in Kentucky are under the same Senate Bill 1 mandate to serve students whose ACT reading scores fall within the 18-19 range of scores. The proposed course will add a dimension of literacy support services currently not

available on WKU's campus. The following table provides specific information about universities in Kentucky and Benchmark universities who offer similar courses.

Kentucky Universities		Course Descriptions
Murray State University	REA 120	REA 120 College Study Skills (1). Designed for college students who desire instruction in improving study skills. Emphasis is placed on time management, note-taking skill, test-taking skills, and content area study plans. Instructor reserve the right to limit upper-class enrollment. To be taken with or following REA 100 when the reading ACT score is below 21. Letter-graded course.
	REA 121	REA 121 Advanced Reading and Study Skills Improvement (1). Designed for all college students who desire individualized help in improving reading and study skills. Emphasis is placed on course-specific comprehension and study skills. To be taken only in conjunction with a specific University Studies requirement. Letter-graded course.
Northern Kentucky University	RDG 110	Supplemental reading course primarily for students who score 18 – 20 on the reading ACT. Development of critical reading strategies (including analysis, synthesis, and evaluation); cultural literacy; contemporary issues in the natural science, social sciences and humanities. Provides preparation for general education courses in a variety of disciplines.
Eastern Kentucky University	ENR 112	ENR 112 College Reading/Study Skills (3). I, II. Prerequisite: GSL 095; passing the reading screening examination or ACT composite of 18+. Emphasizes development of higher-level reading skills and study strategies. Instruction and practice in textbook reading, summary writing, listening, note taking, vocabulary, test-taking, and learning techniques. Only two credits will be awarded to students with credit for GSL 115. Gen. Ed. 03.
	GSL 112	GSL 112 College Reading/Study Skills. (3) I, II. Prerequisite: GSL 095; passing the reading screening examination or ACT composite of 18+. Emphasizes development of higher-level reading skills and study strategies. Instruction and practice in textbook reading, summary writing, listening, note taking, vocabulary, test-taking, and learning techniques. Only two credits will be awarded to students with credit for GSL 115. Gen. Ed. 03.
	GSL 116	GSL 116 Efficient Reading. (1) I, II. Five-week course concentrates on increasing reading efficiency by improving rate and comprehension. Emphasis on acquisition of skills and application of techniques. Gen. Ed. 03.
	GSL 201	GSL 201 Vocabulary Development. (2) I, II. Mastery of wide range college-level vocabulary for reading, writing, speaking, and listening. Instructions in using context and Greek and Latin elements to unlock meaning. Includes practice in solving verbal analogies. Gen. Ed. 03.
	GSL 205	GSL 205 Topics in Reading: (1-3) A. Instruction focused on specific areas of reading and studying through selected topics. Gen. Ed. 03.
University of Louisville	GEN 105	GEN 105 Special Topics in Supplemental Reading provides an intervention for college reading. Students who enroll in this course will receive 2 hours each week of supplemented instruction in college reading, critical thinking, and study strategies. Students receive 1 hour of college credit (elective credit only) for GEN 105. Students will receive 3 hours of college credit for successful completion of the general education course section linked to GEN 105. Students enrolled in GEN 105 will attend the general education lecture course for 3 hours each week and will attend GEN 105 for 2 hours each week. Students will attend a total number of 5 hours of class each week for these linked courses.
Benchmark Universities		Course Descriptions
California State University Fresno	LING 5	LING 5. College Reading and Academic Language (3) College reading and academic language competencies necessary for success in academic subject coursework, including active reading and vocabulary development strategies, summarizing, and elements of academic culture.
University of Central Missouri	AE 1012	AE 1012 Speed Reading (1) Principles and applications of speed reading and comprehension techniques to textbooks and other types of reading materials. Inquire at Learning Center, Humphreys 110.
	AE 1112	AE 1112 University Study Techniques II SSS (3: 3 lecture, 0 lab) Continuation and further application of vocabulary, comprehension, and reading rate development, in addition to flexibility and methods for reading college textbooks.
	AE 1820	AE 1820 Learning Strategies (2) Learning Strategies helps students develop college-level study skills. The coursework emphasizes strategies for taking lecture notes, reading

		textbooks, managing time, setting goals, processing information, and taking tests.
Eastern Illinois University	GST1000	GST 1000 Learning principles as they apply to the development of efficient study skills: emphasis on reading instruction designed to improve comprehension and rate.
Middle Tennessee State University	READ 1000	1000 Reading Skills Enrichment. Three credits. Prerequisite: Admission based on placement testing or permission of the instructor. Development of reading skills necessary for comprehending academic texts. Customized curriculum in laboratory setting. Does not count for General Education credit. Four instructional hours.
Missouri State University	RDG 107	RDG 107 Critical Reading and Study Skills in Academic Texts Introduction to college reading designed to help students acquire and improve critical reading comprehension skills of academic texts necessary for college-level coursework. Provides intensive reading instruction in comprehension, vocabulary development, reading rate, reading efficiency techniques, and reading study strategies.
Montclair State University	READ 100	READ 100 College Learning and Thinking Skills Course is designed to provide freshmen in the Program for Academic and Student Support with a learning environment in which to develop the cognitive and affective strengths needed for college success. The course offers opportunities to become inquisitive, competent, and confident learners. Cross listed with Curriculum and Teaching, CURR 100. 3 hours lecture.
	READ 105	READ 105 Reading: Communicating Through Text. This course, designed for the general student, will foster a critical understanding of the processes involved in efficient and effective reading. Emphasis will be placed on developing students' life-long reading habits in relation to comprehension, aesthetic sensibilities and analytical skills. Meets the 1983 General Education Requirement (GER) - Communication, Reading. 3 hours lecture.
Northern Arizona University	ECI 101	ECI 101 READING IMPROVEMENT (1) Development of flexible reading rate, improved rate of comprehension, comprehension skills, habits of perception, and an understanding of the reading process. Letter grade only. May be repeated for a maximum of 2 units.
Towson University	REED 102	REED 102 ACADEMIC LITERACY (3) Develops an understanding of the reading process and the multiple factors that influence reading proficiency. Explores different reading theories, strategies, vocabulary and applications, college-level literacy in the natural sciences, mathematics, the humanities, the social sciences, business and the fine arts. This reading course can be taken for credit by students who qualify.
Youngstown State University	RSS 1510A	RSS 1510A Advanced College Success Skills. (3 hours) A course designed to develop the candidate's skills essential for college studying. The primary focus is improving the comprehension and retention of college textbooks. Major topics include reading rate flexibility, vocabulary growth, learning style preferences, and critical reading skills. Candidates meet for classroom instruction, computer-aided instruction, and small group tutoring sessions to discuss and practice strategies. Grading is A, B, C, NC (No Credit).
	RSS 1510B	RS 1510B Basic College Success Skills. (3 hours) A course designed to acquaint and assist candidates in their transition to studying at the college level. Course content stresses development on skills in word recognition, vocabulary, and reading to find the main ideas, supporting evidence and conclusions in college textbooks. Candidates meet for classroom instruction and small group tutoring sessions to discuss and practice various thinking, listening and reading strategies to improve college performance.

3. Description of proposed course

3.1 Course objectives: Students will

- Demonstrate strategic reading processes both inductively and deductively.
- Understand underlying grammars of discourse in the disciplines.
- Consistently identify and apply understandings of question-answer relationships at the textually explicit, textually implicit, and scriptally implicit levels
- Demonstrate competency in interpretation of and critical thinking within academic texts.
- Demonstrate deep and meaningful college-level academic vocabularies including strategic use of clustering, contextualization, linguistic mnemonics, and semantic systemization

- Employ cognitive strategies to construct meaning at the critical, interpretive, and creative levels
- Demonstrate metacognitive strategies as personal understanding of text is exhibited, created and monitored
- Demonstrate enhanced fluency and automaticity

3.2 Content outline:

Course content will focus heavily on reading comprehension, vocabulary development, reading rate, and critical thinking skills needed for successful reading of complex texts at the college level. Additional topics include how thinking and reading are interrelated, and how learners target and develop desired literacy skills and strategies.

- Metacognitive strategies including identifying, creating and monitoring one's own understanding of what is read
- Developing academic vocabulary
- Recognizing how ideas are connected
- Identifying and analyzing meaning
- Learning from print
- Demonstrating your own understanding of metacognitive strategies
- Effective literacy habits
- Connecting textbooks to lectures
- Critical thinking and comprehension

All major topics listed above will be taught through direct instruction, group work in and out of class, and through electronic venues.

3.3 Student expectations and requirements:

Assessment of student learning will be based on multiple examples of student work both formative and summative. Examples of assessments are as follows:

- In-class activities that use “authentic” reading materials from content courses in which students are currently enrolled
- Out-of-class assignments that allow students to practice skills and strategies that develop over a period of time (i.e., vocabulary development)
- Research project on some aspect of learning
- Written reflections on effectiveness of metacognitive strategies specific to each student
- Written demonstration of a “personal success plan” that incorporates surveys, checklists, and objectives students have self-identified as goals for continued literacy learning

3.4 Tentative texts and course materials: Primary text from paired content course.

4. Resources

- 4.1 Library sources: Present resources are adequate.
- 4.2 Technology resources: Present resources are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Existing faculty.
- 5.2 Special equipment needed: No special equipment is needed for this course.

- 5.3 Expendable materials needed: The Nelson Denny Adult Reading Test (or similar assessment) is needed for pre/post assessment each semester: \$13 per student. Students will be responsible for the cost of the assessments.

6. Proposed term for implementation: Fall 2010

7. Dates of review/approvals:

School of Teacher Education:	____01/12/2010____
CEBS Curriculum Committee	____01/13/2010____
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachments: Library Resources Form, Course Inventory Form

Bibliography:

- ACT (2006). Reading between the lines: What the ACT reveals about college readiness in reading. On-line, January 8, 2010: <http://www.act.org/research/policymakers/reports/reading.html>, p. 34.
- Cox, S. R., Friesner, D. L., & Khayum, M. (2003). Do reading skills courses help underprepared readers achieve academic success in college? *Journal of Adolescent & Adult Literacy*, 33 (2), 170-196.
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- Harris, T. L., & Hodges, R. E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association, p. 58, 218.
- Simpson, M. L., Stahl, N. A., & Francis, M. A. (2004). Reading and learning strategies: Recommendations for the 21st century. *Journal of Developmental Education*, 28 (2), p. 2-4, 6, 8, 10-12, 14-15.

**College of Health & Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Beverly Siegrist Beverly.Siegrist@wku.edu 745-3490 or
Dawn Garrett-Wright Dawn.Garrett@wku.edu 745-3800

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 492
- 1.2 Course title: Faith Community Nursing
- 1.3 Abbreviated course title: Faith Community Nursing
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture (L)
- 1.6 Prerequisites: senior level BSN or permission of instructor
- 1.7 Course catalog listing: Builds upon practice of community health nursing to develop skills needed to provide nursing care for individuals and groups in faith communities.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course replaces previously approved courses NURS 490 Parish Nursing. The course title is changed to reflect current recommendations from the profession. Faith Community Nursing is more inclusive and reflects the professional standards by the American Nurses Association, *ANA Scope and Standards: Faith Community Nursing*. This course implements the core curriculum from the International Parish Nurse Resource Center (IPNRC). This curriculum has recently been revised resulting in significant changes in the course objectives and content.
- 2.2 Projected enrollment in the proposed course: Based upon previous enrollment, 15-20 students per offering.
- 2.3 Relationship of the proposed course to courses now offered by the department: Replaces current course NURS 490 Parish Nursing.
- 2.4 Relationship of the proposed course to courses offered in other departments: Folk Studies offers FLK 462G (Folklore and Medicine) and FLK 575 (Folk Belief). Those courses address beliefs and healing in general, but this proposed course is specifically for Faith Nursing.
- 2.5 Relationship of the proposed course to courses offered in other institutions: No universities in Kentucky currently offer this course for college credit. Previously, a similar course was offered by Bellarmine University but due to faculty retirement the course is no longer offered.

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completion of the course the student will:
 - Discuss the history and philosophy of faith community nursing.

- Analyze the functions, roles and responsibilities of the faith community nurse.
- Explore the theology of health, healing and wholeness.
- Evaluate spirituality and belief systems as it impacts individual and faith community health, healing and wholeness.
- Apply ethical analysis and ethical decision-making to faith community nursing practice situations that involve ethical issues.
- Simulate the development of a health ministry program including needs assessment, program infrastructure, developing resources, building congregational assets, and collaborating with a ministerial team.
- Describe legal issues important to faith community nurse practice, e.g. *ANA Scope and Standards of Practice*, documentation, accountability and liability, and other legal issues.
- Apply health promotion strategies to create and sustain a healthy lifestyle and environment.
- Explore selected transforming life issues such as loss and grief and family violence.
- Discuss self-care and continuing education for faith nurse.

3.2 Content outline:

- Spirituality
 - History & Philosophy of Faith Community Nursing
 - Prayer
 - Self-Care
 - Healing & Wholeness
- Professionalism
 - Ethical Issues
 - Documenting Practice
 - Legal Aspects
 - Beginning the Practice
 - Communication and Collaboration
- Wholistic Health
 - Health Promotion
 - Transforming Life Issues
 - Family Violence
 - Suffering, grief & loss
- Community
 - Assessment
 - Accessing Resources
 - Advocacy
 - Care Coordination

3.3 Student expectations and requirements: Course is taught online, requires completion of pre-class spiritual self-assessment and activity; undergrad students complete health promotion project, online discussion boards and related assignments, and simulation activity.

3.4 Tentative texts and course materials:

Hickman, J.S. (2006). *Faith community nursing*. Philadelphia, PA: Lippincott Williams & Wilkins.

American Nurses Association & Health Ministries Association. (2005) *Faith community nursing: Scope and standards of practice*. Silver Spring, MD: ANA.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: current faculty approved by the IPNRC
- 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 2010

7. Dates of prior committee approvals:

MSN Committee School of Nursing	<u>10-19-2009</u>
CHHS Undergraduate Curriculum Committee	<u>1/6/2010</u>
Undergraduate Curriculum	<u>1/28/2010</u>
University Senate	<u></u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Gordon Ford College of Business
Department of Management
Proposal to Create a New Course
(Action Item)**

Contact Person: Matthew R. Marvel; matt.marvel@wku.edu; 745-4343

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENT 380
- 1.2 Course title: New Venture Business Planning
- 1.3 Abbreviated course title: New Venture Business Planning
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L – Lecture
- 1.6 Prerequisites: ENT 312 or permission of instructor
- 1.7 Course catalog listing: An in-depth analysis of business planning. The purpose and components of business plans and feasibility analyses are presented. Students prepare a written plan for a venture, whether for or not-for profit. Students are encouraged to enter the course with an idea for a venture.

2. Rationale:

- 2.1 Reason for developing the proposed course: Business planning is an increasingly common course in business schools and entrepreneurship programs particularly. Students graduating with majors in entrepreneurship are expected to be able to complete a business plan. This course will help students with developing business plans and what investors, bankers, or other stakeholders require.
- 2.2 Projected enrollment in the proposed course: 30/semester
- 2.3 Relationship of the proposed course to courses now offered by the department: This course complements the Entrepreneurship major and the minor. The concept of business planning is introduced in ENT 312. However, the proposed course provides a more in-depth analysis of business planning and involves the creation and development of a new venture business plan.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other courses that focus primarily on business planning in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This is increasingly common within entrepreneurship programs. Several institutions and leading entrepreneurship programs offer this type of course. These include ENTP 497: Writing the Business Plan at Northern Kentucky University, ENT 4325: Entrepreneurial Business Plan at Baylor University, MGMT 365 Business Planning for Entrepreneurs at Drexel University.

3. Discussion of proposed course:

- 3.1 Course objectives: Students will learn about the purposes of business planning and feasibility analyses and about varying components and aspects of developing

business plans for new ventures. Students will integrate and apply their knowledge of business to effectively develop a business plan.

3.2 Content outline:

- Learn what a business plan is, its elements, and how they fit together.
- Learn what a feasibility analysis is, its elements, and how they fit together.
- Know why and when you need a feasibility analysis or business plan.
- Experience the challenging, but essential, process that entrepreneurs go through when they plan their venture.
- Develop an understanding of how multiple disciplines are important to developing a business plan.
- Improve the presentation skills relative to business planning.
- Understand how different stakeholders (i.e., private investors, bankers, or venture capitalists) value and analyze business plans.

3.3 Student expectations and requirements: Exams, group projects, development of a business plan, presentations, as well as class discussion will be used.

3.4 Tentative texts and course materials: *Writing a Successful Business Plan* by Lawrence and Moyes.

4. Resources:

4.1 Library resources: No new resources needed.

4.2 Computer resources: Current resources are sufficient.

5. Budget implications:

5.1 Proposed method of staffing: Current management faculty will teach this course.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Summer 2010

7. Dates of prior committee approvals:

Management Department: 8/27/2009

Gordon Ford College of Business Curriculum Committee 12/16/2009

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Gordon Ford College of Business
Department of Management
Proposal to Create a New Course
(Action Item)**

Contact Person: Matthew R. Marvel; matt.marvel@wku.edu; 745-4343

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENT 410
- 1.2 Course title: Senior Seminar-Entrepreneurship
- 1.3 Abbreviated course title: Sr. Seminar-Entrepreneurship
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S – Seminar
- 1.6 Prerequisites: Senior standing
- 1.7 Course catalog listing: A special topics course covering subjects of current interest in entrepreneurship. Class format varies with instructor. Can be repeated for a total of up to 9 hours.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course allows flexibility by allowing for new topics in entrepreneurship to be introduced. This course will allow for the development of new courses that address timely topics in entrepreneurship thus strengthening the education of our students.
- 2.2 Projected enrollment in the proposed course: 30/semester
- 2.3 Relationship of the proposed course to courses now offered by the department: This course complements the Entrepreneurship major and minor. The Department currently offers MGT: 410 Senior Seminar, a general management special topics course. However, the proposed course will be specific to topics covering subjects of interest in the entrepreneurial context.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments offer similar seminar courses in their areas. Examples are ECON 410: Seminar in Economics, MKT 420: Senior Seminar-Marketing.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most universities offer seminar and special projects courses. This allows for flexibility in personalizing students' programs of study to their special interests. These include MGT 430: Senior Seminar in Entrepreneurship at the University of Dayton, BUS 4610: Senior Seminar in Entrepreneurship at Utah State University, and 06T:190 Seminar in Entrepreneurship at the University of Iowa.

3. Discussion of proposed course:

- 3.1 Course objectives: Course objectives will vary depending on the course offered and the instructor. This course is designed to provide for new or current topics of interest in entrepreneurship.

- 3.2 Content outline: The specific course outline will vary depending on the topic of interest and subject to approval by the Management Chair.
- 3.3 Student expectations and requirements: Students will be expected to perform course-related tasks assigned by the instructor. These may include, but are not limited to reading assigned materials, case studies, tests, attending lecture, class discussions, as well as project-based learning.
- 3.4 Tentative texts and course materials: These will vary and will be assigned by the supervising instructor.
- 4. **Resources:**
 - 4.1 Library resources: Our library holdings are sufficient for most mainstream topics in entrepreneurship.
 - 4.2 Computer resources: Current resources are sufficient.
- 5. **Budget implications:**
 - 5.1 Proposed method of staffing: Current management faculty will teach this course.
 - 5.2 Special equipment needed: None
 - 5.3 Expendable materials needed: None
 - 5.4 Laboratory materials needed: None.
- 6. **Proposed term for implementation: Summer 2010**
- 7. **Dates of prior committee approvals:**

Management Department:	<u>8/27/2009</u>
Gordon Ford College of Business Curriculum Committee	<u>12/16/2009</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	<u> </u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Gordon Ford College of Business
Department of Management
Proposal to Create a New Course
(Action Item)**

Contact Person: Matthew R. Marvel; matt.marvel@wku.edu; 745-4343

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENT 425
- 1.2 Course title: International Entrepreneurship
- 1.3 Abbreviated course title: International Entrepreneurship
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L – Lecture
- 1.6 Prerequisites: MGT 303 or ENT 312
- 1.7 Course catalog listing: An introduction to the competitive global economy and entrepreneurship in the international context. Students develop an understanding of the entrepreneurial climate across countries and how to become more competitive in the global context.

2. Rationale:

- 2.1 Reason for developing the proposed course: Interest in international entrepreneurship emerged in the late 1990s and is increasingly a common course in entrepreneurship programs. The course will educate students on ways to analyze entrepreneurial activity across countries. The course provides an introduction to the complex relationships surrounding country economic performance, access to capital, culture, forms of government, and other timely topics related to international entrepreneurship.
- 2.2 Projected enrollment in the proposed course: 30/semester
- 2.3 Relationship of the proposed course to courses now offered by the department: The Management Department offers both MGT 303: International Business and MGT 316: International Management. However, the proposed course will focus primarily on new firm creation across different global contexts. This course complements the Entrepreneurship major, minor and the International Business major and minor. This course may be used as an elective in any of these programs.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other related courses include ECON 385: Economic Development, FIN 436: International Finance Management, and MKT: 324 International Marketing. Each of these includes international aspects. However, the proposed course primarily focuses on entrepreneurial activity in the global context and comparing other countries to the United States across a number of dimensions. This course does not duplicate courses offered in other departments and complements the International Affairs Major offered by the Political Science Department in the Potter College of Arts and Letters.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This is a relatively new area within entrepreneurship programs. Leading institutions and

entrepreneurship programs offer this type of course. Other institutions and courses include ENTP 6826: International Entrepreneurship at the University of Colorado at Denver, ENTP 4350: International Entrepreneurship at Baylor University, IBUS 489-502: Global Entrepreneurship at Texas A&M, and IB 8100: International Entrepreneurship at Georgia State University.

3. Discussion of proposed course:

3.1 Course objectives: The objective of this course is to increase students' understanding of international entrepreneurship and the competitive global environment. Through this course students learn of ways to analyze entrepreneurial activity across countries. Students develop an appreciation of the complex relationships surrounding country economic performance, access to capital, culture, forms of government, and other timely topics related to international entrepreneurship.

3.2 Content outline:

- Identify and analyze measures of entrepreneurial activity across countries.
- Compare the entrepreneurial climate of a country to the United States.
- Analyze necessity versus opportunity entrepreneurship.
- Identify the challenges and opportunities for new venture creation from one country to another.
- Discuss the implications of culture, technology, and government on entrepreneurial activity.
- Assess the effects of Free Trade.
- Investigate how global competition affects developing versus well developed countries.
- Identify individual and country level strategies to cope with new international competition.

3.3 Student expectations and requirements: Exams, group presentations, reports, as well as class discussion will be used.

3.4 Tentative texts and course materials: *International Entrepreneurship* by Robert D. Hisrich as well as *Global Entrepreneurship Monitor (GEM)* reports.

4. Resources:

4.1 Library resources: No new resources needed.

4.2 Computer resources: Current resources are sufficient.

5. Budget implications:

5.1 Proposed method of staffing: Current management faculty will teach this course.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Summer 2010

7. Dates of prior committee approvals:

Management Department:

8/27/2009

Gordon Ford College of Business Curriculum Committee 12/16/2009

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Gordon Ford College of Business
Department of Management
Proposal to Create a New Course
(Action Item)**

Contact Person: Matthew R. Marvel; matt.marvel@wku.edu; 745-4343

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENT 490
- 1.2 Course title: Practicum in Entrepreneurship
- 1.3 Abbreviated course title: Practicum in Entrepreneurship
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: P – Practicum
- 1.6 Prerequisites: ENT 312, Junior standing, 2.5 cumulative GPA, and permission of the Management Chair and Instructor.
- 1.7 Course catalog listing: Includes internships, independent studies, and special projects of interest in the entrepreneurship area. May include individual research projects as well as internships in profit or not-for profit organizations with duties relating to entrepreneurship. Projects must be approved by the Management Chair.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course allows flexibility in designing students' programs of studies in their special interests. The entrepreneurship major currently has no means of directing internships or special projects for credit specific to entrepreneurship. Many opportunities for such projects exist in our area. These "real world" opportunities are beneficial to both the students as well as the business community. This course will provide the flexibility to take advantage of these opportunities as they arise thus strengthening the practical education of our students.
- 2.2 Projected enrollment in the proposed course: This course will be handled on an individual, as needed basis. About 10 students are expected in the first semester.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course complements the Entrepreneurship major and minor. The Department currently offers MGT 490: Practicum in Management for internships or special projects in the general management area. However, the proposed course is for internships or special projects specific to the entrepreneurial context.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments offer similar courses in their areas. Examples are BCOM 491: Internship, GEOG 495: Planning internship, JOUR 498: Advertising Internship or Practicum, FIN 440: Internship in Finance, and MKT 490: Practicum in Marketing. This course does not duplicate courses offered in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most universities offer internships, independent studies, and special projects courses. This allows for flexibility in personalizing students' programs of study to their special

interests. These include 06T:191 Practicum in Entrepreneurship at the University of Iowa, W409 Practicum in Entrepreneurship at Indiana University, and MGMT 653 Practicum in Entrepreneurship at Drexel University.

3. Discussion of proposed course:

- 3.1 Course objectives: This course is designed to provide the flexibility required to strengthen the education of our students by allowing them to pursue specific areas of interest in new ventures and the overall business community.
- 3.2 Content outline: The specific course outline will vary depending on the practicum and will be subject to approval by the Management Chair.
- 3.3 Student expectations and requirements: Students will be expected to perform course-related tasks assigned by the supervising instructor. These may include, but are not limited to reading assigned materials, performing appropriate research, and performing agreed upon job tasks. All projects will require a written paper or deliverable which must be approved by the supervising instructor and the Management Chair before credit is provided. This course will be offered on a pass/fail basis.
- 3.4 Tentative texts and course materials: These will vary and will be assigned by the supervising instructor.

4. Resources:

- 4.1 Library resources: Our library holdings are sufficient for most mainstream topics in entrepreneurship.
- 4.2 Computer resources: Current resources are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current management faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Summer 2010

7. Dates of prior committee approvals:

Management Department:	<u>8/27/2009</u>
Gordon Ford College of Business Curriculum Committee	<u>12/16/2009</u>
Undergraduate Curriculum Committee	<u>01/28/10</u>
University Senate	<u></u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Gordon Ford College of Business (GFCB)
Department of Management
Proposal to Revise a Program
(Action Item)**

Contact Person: Dr. Matt Marvel, matt.marvel@wku.edu, 745.4343

1. Identification of program:

- 1.1 Current program reference number: 542
- 1.2 Current program title: Entrepreneurship
- 1.3 Credit hours: 76

2. Identification of the proposed program changes:

- Adding ENT 380 Business Planning to the Entrepreneurship required classes.
- Reducing the number of hours of Entrepreneur Electives to six hours.
- Adding ENT 410, ENT 425, ENT 490, and “any approved ENT course” to the list of approved Entrepreneur Electives.
- Dropping ACCT 315, ECON 414, SM 346, MGT 311, and MGT 490 from the list of approved Entrepreneur Electives and moving ACCT 315, ECON 414, MGT 311 to Approved Electives.

3. Detailed program description:

Current Program	Proposed Program
Business Core 39Hours	Business Core 39 Hours
Entrepreneurship Required Classes: 15Hours	Entrepreneurship Required Classes: 18 Hours
MGT 305 Ethics and Critical Thinking	MGT 305 Ethics and Critical Thinking
ENT 312 Entrepreneurship	ENT 312 Entrepreneurship
ENT 496 Small Business Analysis & Strategy	ENT 496 Small Business Analysis & Strategy
FIN 441 Entrepreneurial Finance	FIN 441 Entrepreneurial Finance
MKT 427 Entrepreneurial Marketing	MKT 427 Entrepreneurial Marketing
	ENT 380 New Venture Business Planning
Entrepreneurship Required Electives 15 Hours	Entrepreneurship Electives 6 Hours
]	ENT 308 Innovation Management
Pick five courses from this list with at least two areas represented.	ENT 463 Small Business Management
ACCT 315 Management Accounting	ENT 490 Practicum/Internship in Entrepreneurship
ECON 414 Managerial Economics	ENT 425 International Entrepreneurship
MKT 323 Services Marketing	ENT 410 Senior Seminar Entrepreneurship
MKT 325 Personal Selling	Any approved 300 or 400 level ENT course
MKT 328 Marketing on the World Wide Web	
MKT 329 Business-to-Business Marketing	Approved Electives 6 Hours
ENT 308 Innovation Management	Two additional courses must also be selected that
MGT 311 Human Resource Management	will customize the entrepreneurial interest of the
MGT 333 Management of Nonprofit	student. The courses may be selected from the list

ENT 463	Organizations					below or come from any discipline on campus that strengthens that student's interest in entrepreneurship as approved by the Department Chair.
MGT 490	Small Business Management					
SM 346	Practicum/Internship in Management					
	Business Resource Development					
Two additional courses must also be selected and approved by the Management Department Chair that customize the entrepreneurial interest area of the student. These two courses may come from this list, but could also be from any discipline on campus that strengthens that student's specific interest in entrepreneurship.			ACCT 315	Management Accounting		
6 Hours			ECON 414	Managerial Economics		
			MKT 323	Services Marketing		
			MKT 325	Personal Selling		
			MKT 328	Marketing on the World Wide Web		
			MKT 329	Business-to-Business Marketing		
			MGT 333	Management of Nonprofit Organizations		
			MGT 311	Human Resource Management		
MGT 499	Senior Assessment	1 Hour	MGT 499	Senior Assessment	1 Hour	

4. Rationale for the proposed program change:

A recent review of the curriculum of the most recognized programs in Entrepreneurship and of Entrepreneurship programs at our benchmark institutions shows that most of those programs require a Business Plan course and also offer courses that we have identified as new Entrepreneurship electives. Reducing the number of Entrepreneur Electives in the program brings the total hours for the major more in line with programs at other institutions and allows for some additional flexibility in the program overall. Now that there are more Entrepreneurship electives from which students may choose, moving some of the previously approved Entrepreneur Electives to Approved Electives is appropriate. The newly proposed program is consistent with other noted entrepreneurship programs at AACSB schools.

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

The proposed term for implementation is Fall 2010. Students currently in the program may choose to follow this new program or continue with their current program.

6. Dates of prior committee approvals:

Management Department:	<u>8/27/2009</u>
Gordon Ford College of Business Curriculum Committee	<u>12/16/2009</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Program Inventory Form

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1 Identification of course:

- 1.1 Current course prefix (subject area) and number: CE 160
- 1.2 Course title: Principles of Surveying
- 1.3 Credit hours: 3.0

2 Revise course title: N/A

3 Revise course number: N/A

4 Revise course prerequisites:

- 4.1 Current prerequisites/corequisites:
Prerequisites: High School Algebra & Trigonometry and AMS 163
Corequisite: CE 161
- 4.2 Proposed prerequisites/corequisites:
Prerequisites: High School Algebra & Trigonometry
Corequisite: CE 161
- 4.3 Rationale for revision of course prerequisites: The use of CADD drafting skills learned in AMS 163 be not needed until later surveying courses.
- 4.4 Effect on completion of major/minor sequence: None

5 Revise course catalog listing:

- 5.1 Current course catalog listing: A study of the basic principles of surveying. Topics include: field note-taking, taping distances, differential leveling, profile leveling, angular measurements, bearings and azimuths, EDM, traversing, topographic mapping, and construction stakeout. The use and care of surveying equipment includes: automatic levels, *theodolites*, pocket transits, total stations and data collectors.
- 5.2 Proposed course catalog listing: A study of the basic principles of surveying. Topics include: field note-taking, taping distances, differential leveling, profile leveling, angular measurements, bearings and azimuths, EDM, traversing, topographic mapping, and construction stakeout. The use and care of surveying equipment includes: automatic levels, pocket transits, total stations and data collectors.
- 5.3 Rationale for revision of course catalog listing: The theodolite is an obsolete instrument.

6 Revise course credit hours: N/A

7 Proposed term for implementation: Fall 2010

8 Dates of prior committee approvals:

Engineering Department: 11/13/09

Ogden Curriculum Committee 12/03/09

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 11/11/09

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CE 161
- 1.2 Course title: Principles of Surveying I Lab
- 1.3 Credit hours: 1.0

2. Revise course title:

- 2.1 Current course title: Principles of Surveying I Lab
- 2.2 Proposed course title: Principles of Surveying Lab
- 2.3 Proposed abbreviated title: Principles of Surveying Lab
- 2.4 Rationale for revision of course title: This is a typographical error.

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites/corequisites:
Prerequisites: High School Algebra & Trigonometry and AMS 163
Corequisite: CE 160
- 4.2 Proposed prerequisites/corequisites:
Corequisite: CE 160
- 4.3 Rationale for revision of course prerequisites:
The use of CADD drafting skills learned in AMS 163 be not needed until later surveying courses. Listing high school algebra and trigonometry is redundant since this lab is a corequisite with CE 160 which specifies high school algebra and trigonometry as a prerequisite.
- 4.4 Effect on completion of major/minor sequence: None

5. Revise course catalog listing: N/A

6. Revise course credit hours: N/A

7. Proposed term for implementation: Fall 2010

8. Dates of prior committee approvals:

Engineering Department:

11/13/09

Ogden Curriculum Committee

12/03/09

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Course Inventory Form

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CE 378
- 1.2 Course title: Route Surveying
- 1.3 Credit hours: 3.0

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisite:

- 4.1 Current prerequisites/corequisites:
Prerequisites: CE 160, CE 161
Corequisite: CE 379
- 4.2 Proposed prerequisites/corequisites:
Prerequisites: CE 160, CE 161 and AMS 163
Corequisite: CE 379
- 4.3 Rationale for revision of course prerequisites:
The use of CADD drafting skills learned in AMS 163 is needed since surveying software is CADD based.
- 4.4 Effect on completion of major/minor sequence: None

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Horizontal alignment of simple curves, compound curves, and spirals; vertical alignment using equal and unequal tangent parabolic curves in conjunction with road gradients; superelevations; *slop* stakes; earthwork calculations including volumes and mass diagrams.
- 5.2 Proposed course catalog listing: Horizontal alignment of simple curves, compound curves, and spirals; vertical alignment using equal and unequal tangent parabolic curves in conjunction with road gradients; superelevations; *slope* stakes; earthwork calculations including volumes and mass diagrams.
- 5.3 Rationale for revision of course catalog listing: This is a typographical error.

6. Revise course credit hours: N/A

7. Proposed term for implementation: Fall 2010

8. Dates of prior committee approvals:

Engineering Department: _____11/13/09_____

Ogden Curriculum Committee _____12/03/09_____

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 11/11/09

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise a Program
(Action Item)**

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of program:

- 1.1 Current program reference number: 1700 (CERTIFICATE)
- 1.2 Current program title: Land Surveying
- 1.3 Credit hours: 15

2. Identification of the proposed program changes:

- Update course number of AMS 202 to AMS 163 (same course content) in both certificate programs.
- Update course number of GEOG 217 to GEOG 316 in postgraduate certificate program.

3. Detailed program description:

Certificate in Land Surveying: For current students majoring in civil engineering or postgraduate who have a bachelor's degree in civil engineering, agricultural engineering, or mining engineering must complete the following:

Present Program		Proposed Program	
Principles of Surveying (CE 160)	3.0	Principles of Surveying (CE 160)	3.0
Principles of Surveying Lab (CE 161)	1.0	Principles of Surveying Lab (CE 161)	1.0
Architectural Drafting (AMS 202)	3.0	Architectural Drafting (AMS 163)	3.0
Route Surveying (CE 378)	3.0	Route Surveying (CE 378)	3.0
Route Surveying Lab (CE 379)	1.0	Route Surveying Lab (CE 379)	1.0
Boundary Surveying (CE 380)	3.0	Boundary Surveying (CE 380)	3.0
Boundary Surveying Lab (CE 381)	1.0	Boundary Surveying Lab (CE 381)	1.0
Total =	15	Total =	15

Certificate in Land Surveying: For postgraduate students with a bachelor's degree in another major other than civil engineering, agricultural engineering, or mining engineering must complete the following:

Present Program		Proposed Program	
Principles of Surveying (CE 160)	3.0	Principles of Surveying (CE 160)	3.0
Principles of Surveying Lab (CE 161)	1.0	Principles of Surveying Lab (CE 161)	1.0
Architectural Drafting (AMS 202)	3.0	Architectural Drafting (AMS 163)	3.0
Route Surveying (CE 378)	3.0	Route Surveying (CE 378)	3.0

Route Surveying Lab (CE 379)	1.0	Route Surveying Lab (CE 379)	1.0
Boundary Surveying (CE 380)	3.0	Boundary Surveying (CE 380)	3.0
Boundary Surveying Lab (CE 381)	1.0	Boundary Surveying Lab (CE 381)	1.0
Fundamentals of Geographic Information Systems (Geog 217)	4.0	Fundamentals of Geographic Information Systems (Geog 316)	4.0
Geographic Information Systems (Geog 317)	3.0	Geographic Information Systems (Geog 317)	3.0
Remote Sensing Fundamentals (Geog 414)	4.0	Remote Sensing Fundamentals (Geog 414)	4.0
Total =	26	Total =	26

4. Rationale for the proposed program change: The Geography and AMS Departments have revised course numberings to meet their needs.

5. Proposed term for implementation and special provisions (if applicable): Fall 2010

6. Dates of prior committee approvals:

Engineering Department/Division: 11/13/09

Ogden Curriculum Committee 12/03/09

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 11/11/09

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise a Program
(Action Item)**

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of program:

- 1.1 Current program reference number: 405 (MINOR)
- 1.2 Current program title: Land Surveying
- 1.3 Credit hours: 26

2. Identification of the proposed program changes:

Change Geog 217 (old number) to Geog 316 (new number) both having the same course content (see attached Geography Dept. press release). Update AMS 202 to AMS 163 (same course content).

3. Detailed program description:

Minor in Land Surveying

Present Program		Proposed Program	
Principles of Surveying (CE 160)	3.0	Principles of Surveying (CE 160)	3.0
Principles of Surveying Lab (CE 161)	1.0	Principles of Surveying Lab (CE 161)	1.0
Architectural Drafting (AMS 202)	3.0	Architectural Drafting (AMS 163)	3.0
Route Surveying (CE 378)	3.0	Route Surveying (CE 378)	3.0
Route Surveying Lab (CE 379)	1.0	Route Surveying Lab (CE 379)	1.0
Boundary Surveying (CE 380)	3.0	Boundary Surveying (CE 380)	3.0
Boundary Surveying Lab (CE 381)	1.0	Boundary Surveying Lab (CE 381)	1.0
Fundamentals of Geographic Information Systems (Geog 217)	4.0	Fundamentals of Geographic Information Systems (Geog 316)	4.0
Geographic Information Systems (Geog 317)	3.0	Geographic Information Systems (Geog 317)	3.0
Remote Sensing Fundamentals (Geog 414)	4.0	Remote Sensing Fundamentals (Geog 414)	4.0
Total =	26	Total =	26

4. Rationale for the proposed program change: The Geography and AMS Departments have revised course numbering to meet their purposes.

5. Proposed term for implementation and special provisions (if applicable): Fall 2010

6. Dates of prior committee approvals:

Engineering Department/Division: 11/13/09

Ogden Curriculum Committee 12/03/09

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Program Inventory Form

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise A Program
(Action Item)**

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1 Identification of program:

- 1.1 Current program reference number: 534
- 1.2 Current program title: Civil Engineering
- 1.3 Credit hours: 65

2 Identification of the proposed program changes:

- Changes in math and physics courses:
 - MATH 126 (4.5 hours) changes to MATH 136 (4 hours)
 - MATH 227 (4.5 hours) changes to MATH 137 (4 hours)
 - MATH 327 (4 hours) changes to MATH 237 (4 hours)
 - Replace PHYS 250 and 251 (4 hours) with PHYS 255 and 256 (5 hours)
 - Replace PHYS 260 and 261 (4 hours) with PHYS 265 and 266 (5 hours)
- Replace ECON 202E (3 hours) with ECON 202 (3 hours).
- Program description change:

Current catalog statement: The curriculum requires a minimum of 65 technical specialty hours, completion of general education hours, and additional hours for math and science requirements. Students in the joint civil engineering program are required to obtain 16 credit hours in the major from University of Kentucky (UK) faculty members via live interactive televised courses (ITV courses) at Western Kentucky University. Students completing this requirement would typically take the following ITV courses to obtain the required 16 credit hours from UK faculty members: EM 302, CE 341, CE 331, CE 351, and CE 490.

Proposed catalog statement: The curriculum requires a minimum of 65 technical specialty hours, completion of general education hours, and additional hours for math and science requirements. Students in the joint civil engineering program are required to obtain 16 credit hours in the major from University of Kentucky (UK) faculty members. **Students completing this requirement may choose from the following courses: EM 221, EM 302, EM 313, CE 341, CE 373, CE 331, CE 351, CE 483, CE 490, and CE 491. CE 490 and CE 491 may be taken more than once provided the topic is different.**
- Program description change:

Current catalog statement: Students are admitted as a pre-major in civil engineering. In order to transition from pre-major to major and to graduate with a degree in civil engineering, students must complete the following courses with a GPA of 2.5 in these courses and a grade of “C” or better in each of the following courses: CE 175, AMS 163, ENG 100, HIST 119 or 120, GEOL 111 and 113, CE 160 and 161, COMM 145 or 161, MATH 126, MATH 227, PHYS 250 and 251, and CHEM 120 and 121.

Proposed catalog statement: Students are admitted as a pre-major in civil engineering. **To transition** from pre-major to major and to graduate with a degree in civil engineering, students must complete the following courses with a GPA of 2.5 or better in these courses and a grade of “C” or better: CE 175, AMS 163, ENG 100, HIST 119 or 120, GEOL 111 and 113, CE 160 and 161, COMM 145 or 161, **MATH 136, MATH 137, PHYS 255 and 256**, and CHEM 120 and 121.

- Program description change:

Current catalog statement: After satisfying the requirements to transition from pre-major to major in civil engineering, the students must have a grade of “C” or better in all of the following courses: all civil engineering courses; all technical electives; EM 221 or 222; and EM 302 or 303.

Proposed catalog statement: **Students must also complete the following courses with a grade of “C” or better: all civil engineering courses; all technical electives; EM 221 or 222; and EM 302 or 303. However, one “D” in a single CE 400-level senior course is permitted.**

- Program description change:

Current catalog statement: In addition, each student is required to have a 2-course sequence in four (4) different civil engineering areas. The required courses (non technical electives) already include a 2-course sequence in structures, geotechnical engineering, and construction. Therefore, each student must select one of the technical electives to cover an additional area such as surveying, materials, environmental engineering, hydrology, or transportation. Also, students are required to take CE 482 or take CE 383 and CE 384. If CE 482 is taken, this course counts as the required structures elective and the second course counts as a technical elective. Students may not receive credit for both CE 482 and CE 383 or for CE 482 and CE 384. For more information, please see the “Civil Engineering Handbook” and/or contact your advisor.

Proposed catalog statement: In addition, each student is required to have a 2-course sequence in four (4) different civil engineering areas. **The curriculum** already includes a 2-course sequence in structures, geotechnical engineering, and construction. Therefore, each student must select one of the technical electives to cover an additional area such as surveying, materials, environmental engineering, hydrology, or transportation. **The structures elective may be completed by taking CE 384 or CE 482 or CE 483. Students may not receive credit for both CE 482**

or 483 and CE 383, or for CE 482 or 483 and CE 384. For detailed information on the civil engineering program, please see the “Civil Engineering Handbook” and/or contact your advisor.

- UC 175 (2 hours) may be taken instead of CE 175 (2 hours).

3 Detailed program description:

Current Program Courses	Hrs	Proposed Program Courses	Hrs
CE 175 Univ. Experience Civil Eng.	2	CE 175 or UC 175 Univ. Exp.	2
CE 160 Principles of Surveying	3	CE 160 Principles of Surveying	3
CE 161 Principles of Surveying Lab	1	CE 161 Principles of Surveying Lab	1
CE 303 Construction Management	3	CE 303 Construction Management	3
CE 304 Constr. Management Lab	1	CE 304 Constr. Management Lab	1
CE 310 Strength of Materials Lab	1	CE 310 Strength of Materials Lab	1
CE 316 Equipment of Methods	3	CE 316 Equipment of Methods	3
CE 331 Transportation Eng.	3	CE 331 Transportation Eng.	3
CE 341 or CE 342 Fluid & Thermal Sc.	4	CE 341 or CE 342 Fluid & Thermal Sc.	4
CE 351 Intro. To Environmental Eng.	3	CE 351 Intro. To Environmental Eng.	3
CE 370 Materials of Construction	2	CE 370 Materials of Construction	2
CE 371 Materials of Constr. Lab	1	CE 371 Materials of Constr. Lab	1
CE 382 or CE 373 Structural Analysis	3	CE 382 or CE 373 Structural Analysis	3
Structures Elective [†]	3	Structures Elective^{††}	3
Technical Elective	3	Technical Elective	3
Technical Elective	3	Technical Elective	3
Technical Elective	3	Technical Elective	3
CE 400 Senior Seminar	1	CE 400 Senior Seminar	1
CE 410 Soil Mechanics	3	CE 410 Soil Mechanics	3
CE 411 Soil Mechanics Lab	1	CE 411 Soil Mechanics Lab	1
CE 412 Foundations	3	CE 412 Foundations	3
CE 461 Hydrology	3	CE 461 Hydrology	3
CE 498 Senior Project	3	CE 498 Senior Project	3
EM 221 or EM 222 Statics	3	EM 221 or EM 222 Statics	3
EM 302 or EM 303 Mech. of Def. Bodies	3	EM 302 or EM 303 Mech. of Def. Bodies	3
AMS 163 Architectural Drafting	3	AMS 163 Architectural Drafting	3
Technical course total:	65	Technical course total:	65
Other Current Courses:	Hrs	Other Proposed Courses	Hrs
MATH 126 Calculus I	4.5	MATH 136 Calculus I	4
MATH 227 Calculus II	4.5	MATH 137 Calculus II	4
MATH 327 Multivariable Calculus	4	MATH 237 Multivariable Calculus	4
MATH 331 Differential Equations	3	MATH 331 Differential Equations	3
STAT 301 Probability and Statistics	3	STAT 301 Probability and Statistics	3

PHYS 250 Introductory Mechanics	3	PHYS 255 University Physics I	4
Other Current Courses:	Hrs	Other Proposed Courses	Hrs
PHYS 251 Introductory Mechanics Lab	1	PHYS 256 University Physics I Lab	1
PHYS 260 Intro. Elect. & Magnetism	3	PHYS 265 University Physics II	4
PHYS 261 Intro. Elect. & Mag. Lab	1	PHYS 265 University Physics II Lab	1
CHEM 120 College Chemistry	4	CHEM 120 College Chemistry	4
CHEM 121 College Chemistry Lab	1	CHEM 121 College Chemistry Lab	1
GEOG 111 Physical Geology	3	GEOG 111 Physical Geology	3
GEOG 113 Physical Geology Lab	1	GEOG 113 Physical Geology Lab	1
ECON 202E Microeconomics	3	ECON 202 Microeconomics	3
Other course total:	39	Other course total:	40

[†]To complete the structures elective, CE 482 Elementary Structural Design or CE 384 Reinforced Concrete Design must be taken. If CE 384 is chosen as the structures elective then CE 383 Steel Design must also be taken, which counts as a technical elective.

^{††}**Structures elective may be completed by taking CE 384 or CE 482 or CE 483.**

4. **Rationale for the proposed program change:**

- The Mathematics and Computer Science Department is changing MATH 126 (4.5 hours) and MATH 227 (4.5 hours) to MATH 136 (4 hours) and MATH 137 (4 hours). The department is also renumbering MATH 327 (4 hours) to MATH 237 (4 hours). The Physics and Astronomy Department is deleting PHYS 250 (3 hours) and PHYS 251 (1 hour) as well as PHYS 260 (3 hours) and PHYS 261 (1 hour) in spring 2010. Students majoring in civil engineering must take PHYS 255 (4 hours) and PHYS 256 (1 hour) as well as PHYS 265 (4 hours) and PHYS 266 (1 hour) to replace these courses and labs to meet ABET requirements, which govern the accreditation of engineering programs.
- ECON 202E (3 hours) has not been taught by the Economics Department for two years. When offered, only one section was taught. Allowing any section of ECON 202 to count for this requirement gives the students greater flexibility in determining their schedules.
- The proposed change to the catalog description of the requirement of 16 credit hours in the major from UK faculty members is clearer because it lists the specific courses that are available to meet this requirement.
- The policy regarding the transition process from pre-major to major is being changed due to changes in math and physics courses discussed above.
- The proposed change to the policy requiring a grade of “C” or better in all CE prefix courses will allow a student to earn one “D” in a senior CE 400-level course and still graduate. Allowing one grade of “D” in a senior level course is consistent with what our partners are doing at the University of Kentucky. The students in the joint program are students of both WKU and UK, so changing this policy to be more consistent with the current policy at UK is reasonable and makes sense. Also, faculty at WKU feel pressured if a student is on the border between a “D” and a “C”, since a “D” in a CE 400-level course means that the student must re-take the course the following year (thereby delaying graduation by at least one full academic year).

- Currently, students are required to complete the structures elective by taking Elementary Structural Design (either CE 482-WKU or CE 483-UK) or by taking Reinforced Concrete Design (CE 384) and Steel Design (CE 383) also. Elementary Structural Design (CE 482/483) includes the topics of steel, reinforced concrete, masonry, and timber design. This is a significant amount of material to be mastered in a single semester course; it is intended for students who wish to pursue environmental engineering with only a broad over-view of structural design. Most civil engineering students at WKU pursue careers in the fields of water resources, geotechnical engineering, structural engineering, surveying, and transportation engineering rather than environmental engineering. For them the depth of coverage in CE 384 is considered more beneficial. Therefore, in order to make that course a more attractive option, the department will now allow students to choose their structures elective from CE 384 (without requiring CE 383 also) *or* CE 482/483
- Freshman Experience may be completed by taking CE 175 (2 hours) or UC 175 (2 hours). Changing this requirement allows students more choices and greater flexibility in determining their schedules.

5. Proposed term for implementation and special provisions (if applicable): Fall 2010

6. Dates of prior committee approvals:

Engineering Department:	<u>11/13/09</u>
Ogden College Curriculum Committee	<u>12/03/09</u>
Undergraduate Curriculum Committee	<u>1/28/10</u>
University Senate	<u> </u>

Attachment: Program Inventory Form

**Ogden College of Sciences and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Revise a Program
(Action Item)**

Contact Person: Greg Arbuckle, greg.arbuckle@wku.edu 270.745.6952

1 Identification of program:

- 1.1 Reference number: 575
- 1.2 Current program title: Technology Management
- 1.3 Credit hours: 54

2 Identification of the proposed program changes:

- Drop 9 hours of upper division credit from the general electives category.
- Add 9 hours of upper division electives to the major requirements category.
- Drop 8 hours of technical course transfer from general electives category.

3 Detailed program description:

Technology Management Major:(OLD) 54 hrs	Technology Management Major:(NEW) 63 hrs
<i>Technical Course Transfer</i> 24hrs	<i>Technical Course Transfer:</i> 24hrs
<i>Technical courses transferred from a technical school, college or university. *</i>	Technical courses transferred from a technical school, college or university. *
(Courses will be listed individually and will be included in your GPA)	(Courses will be listed individually and will be included in students GPA)
Technology Management Requirements: 30 hrs	Technology Management Requirements: 39 hrs
AMS 271 Industrial Statistics (3)	AMS 271 Industrial Statistics (3)
AMS 310 Work Design/Ergonomics (3)	AMS 310 Work Design/Ergonomics (3)
AMS 356 Systems Design & Operations (3)	AMS 356 Systems Design & Operations (3)
AMS 394 Lean Manufacturing (3)	AMS 394 Lean Manufacturing (3)
AMS 371 Quality Assurance (3)	AMS 371 Quality Assurance (3)
AMS 390 Project Planning and Control (3)	AMS 390 Project Planning and Control (3)
AMS 430 Tech Mgmt/Supervision/Team Bldg (3)	AMS 430 Tech Mgmt/Supervision/Team Bldg (3)
AMS 490 Senior Research (3)	AMS 490 Senior Research (3)
ENG 307 Technical Writing (3)	ENG 307 Technical Writing (3)
	Advisor Approved Upper Division Electives 12 hrs

<p>Advisor Approved Upper Division Electives 3 hrs</p> <p>*Above classes must include a total of 24 or more hours in Upper Division.</p> <p>General Electives 30 hrs</p> <p>Technical Course Transfer up to 21 hrs Technical courses transferred from a technical school, college or university. * Courses will be listed individually and will be included in student's GPA)</p> <p>Other Requirements: 9 hrs Advisor Approved Upper Division Electives (300-400 level courses)</p> <p>* Or other advisor approved courses.</p>	<p>General Electives 13 hrs</p> <p>Technical Course Transfer up to 13 hrs Technical courses transferred from a technical school, college or university. * (Courses will be listed individually and will be included in student's GPA)</p> <p>* Or other advisor approved courses.</p>
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4 Rationale for the proposed program change: This proposed change in the Technology Management curriculum, (to 76 credit hours) plus general education requirements (44 credit hours) will bring the program into compliance with the new 120 hour baccalaureate program goal.

5 Effective catalog year: Fall 2010

6 Dates of prior committee approvals:

Architectural and Manufacturing Sciences Department 10-02-2009

Ogden College Curriculum Committee 12-03-2009

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Program Inventory Form

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

Contact Person: Brent Oglesbee, brent.oglesbee@wku.edu, 745-6566

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ART 434
- 1.2 Course title: Capstone Seminar
- 1.3 Abbreviated course title: Capstone Seminar
- 1.4 Credit hours and contact hours: 1 hour credit, 12.5 hours contact
- 1.5 Type of course: K-workshop/seminar
- 1.6 Prerequisite/co-requisite: ART 432
- 1.7 Course catalog listing: Seminar workshop with emphasis on presentation and discussion of practices that are appropriate to future professional development. To be taken the last semester of student's program of study. Grading is Pass/Fail only. Restricted to BFA and BA, Studio concentration students.

2. Rationale:

- 2.1 Reason for developing the proposed course: Graphic designers and studio artists have unique presentation requirements for their respective career interests. This seminar will put into practice, media specific presentation strategies that are meaningful to the individual and useful for professional development opportunities. Students will also discuss and summarize their perspective of the artist's role in community building, civic projects.
- 2.2 Projected enrollment in the proposed course: 35 students per semester, based on a yearly graduation rate of 60-70 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: As a capstone experience for graphic design and studio concentrations, ART 434 would enable students to demonstrate competence in the presentation of art to an audience/cliental. Currently no such practicum exists in the department's BA or BFA program. For example, BFA studio students in ART 432 Portfolio class document their creative efforts in digital formats, but they are not required to present a display of actual works to the public. These skills are expected of studio and graphic artists who seek careers in the field of art. This seminar will make certain our graduates attain/exhibit these professional-abilities.
- 2.4 Relationship of the proposed course to courses offered in other departments: ART 434 has close affinity to the Department of Theatre and Dance's PERF 450 Career Seminar Workshop, a course developed to aid advanced students' transition into graduate studies or entry level careers in the performing arts.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Art 497, Senior Exhibition at Northern Kentucky University and ART 499, Senior Exhibition at Eastern Kentucky University share the basic goal of preparing students to present

their work in appropriate formats. Each example is a single credit course.

3. Discussion of proposed course:

- 3.1 Course objectives: This course has two objectives: to ensure students put into use skills that are necessary to properly present art in professional settings and also summarize for themselves what larger purposes such presentations may serve their community.
- 3.2 Content outline:
 - Media specific considerations for developing an effective presentation
 - Image-documentation appropriate to professional development interests
 - Practical experience in display of artworks.
 - Practical experience in writing statements to support intent
 - Discussions of the artist's role in society.
 - Written summations of artist goals in relation to societal needs.
- 3.3 Student expectations and requirements:
 - Students will be expected to attend and participate in all scheduled class meetings and media appropriate activities.
 - Students will be expected to produce effective digital presentations of their art works.
 - Students will be expected to produce a theme paper addressing personal aspirations as they relate to art, career goals and how these goals may serve a larger community. This paper will also indicate awareness of artists or art periods that influenced their understanding of the media concentration they chose.
 - Students will be expected to participate in peer review of theme papers and presentations.
- 3.4 Tentative texts and course materials: Internet sources and instructor supplied materials

4. Resources:

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

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: 201030

7. Dates of prior committee approvals:

Art Department:	11/10/2009
PCAL Curriculum Committee	12/3/2009

Undergraduate Curriculum Committee

01/28/10

University Senate

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Create a New Course
(Action Item)**

Contact Person: Ron DeMarse ron.demarse@wku.edu, 745-2840

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: FILM 482
- 1.2 Course title: Film Production Workshop
- 1.3 Abbreviated course title: Film Production Workshop
- 1.4 Credit hours and contact hours: 2-hours
- 1.5 Type of course: K – Workshop
- 1.6 Prerequisites: FILM 201
- 1.7 Course catalog listing: Intensive, hands-on workshop in the production of short-form cinema. Specific focus of study to be determined in consultation with instructor. Emphasis on techniques and strategies relevant to producing independent film and video. (May be repeated three times for additional credit.)

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will serve as an intensive workshop experience for film majors. It will be especially appropriate for film majors who have an interest in film production, but the course will also be available for film majors with a primary interest in theory and criticism. It meets the university's mission by providing students an innovative field experience and the opportunity for extensive student/faculty and student/student creative collaboration. Furthermore, it serves the commonwealth of Kentucky's goal to increase film participation, as evidenced by the 2009 Film Industry Incentives Bill. This workshop will serve as a culmination of study within the major and as a vehicle for the production of festival-quality cinema.
- 2.2 Projected enrollment in the proposed course: 15 students per semester. Initially we expect around 100 majors, with approximately 25 graduating each year. Of these, we would expect 15 to opt for at least one section of FILM 482.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will be one of three senior-level courses designed to serve as capstone experiences for students in the new film major. The other two courses are FILM 485 *Senior Seminar* and FILM 483 *Film Studies Seminar*. FILM 485 is a one-hour course that will focus primarily on opportunities off campus and beyond graduation. FILM 483 is a sister seminar to 482, focused on theoretical aspects of film and related arts.
- 2.4 Relationship of the proposed course to courses offered in other departments: Many other departments offer intensive courses for senior majors, such as senior classes, senior projects and senior workshops. Among these are ART 455 *Advanced Senior Techniques in Print Making*, 456 *Advanced Senior Composition in Printmaking*, 465

Advanced Senior Painting Studio I, 466 *Advanced Senior Painting Studio II*; BCOM 482 *Television Program Production* and FLK 479 *Directed Independent Research in Folklore*. FILM 482 helps meet the goal of the film major to provide students with a meaningful capstone experience.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Other institutions with film majors have similar senior-level workshop courses, including Ball State University (TCOM 487: *Seminar in Production*), Southern Illinois University (CP 496: *Film Production III*), University of Southern California (CTPR 480: *Production Workshop*) and Chapman University (FTV 430: *Senior Project Workshop*). The combination of this course with two other senior capstone experiences (FILM 485 and FILM 483; 5 total hours) will distinguish the film major at WKU from other universities that offer film majors.

3. Discussion of proposed course:

3.1 Course objectives:

- Guide students to develop a story, synopsis and script for an ambitious film project that builds upon the courses they have completed as a major
- Give students an opportunity to develop advanced cinema skills in one or more relevant areas, including screenwriting, cinematography, audio production, directing, editing, etc.
- Give students the opportunity to tackle an extensive, long-term project, and to see it through all of the stages of pre-production, production and post-production
- Provide a collaborative seminar setting in which students can discuss and critique their own progress, and the progress of their classmates
- Encourage students to submit their films to regional, national and international competitions and film festivals

3.2 Content outline

- I. Overview of the production process and course fundamentals
- II. Developing treatments and selecting projects for production
- III. Pre-Production
- IV. Production
- V. Post-Production
- VI. Exhibition of work

3.3 Student expectations and requirements:

This workshop will require a major film project, including significant attention to all three phases of the process (pre-production, production and post-production). Students will be evaluated on their organizational skills, attention to detail, ability to collaborate and adapt, and – primarily – the quality and production value of their completed film. Students will present their films at a public screening, and will be encouraged to submit them to film festivals and competitions.

3.4 Tentative texts and course materials:

Dancyger, Ken and Patricia Cooper. *Writing the Short Film* (Focal Press, 2004)
Newton, Dale. *Digital Filmmaking 101* (Michael Wiese, 2001)

Schmidt, Rick. *Extreme DV at Used-Car Prices* (Penguin, 2004)

4. Resources:

- 4.1 Library resources: Materials are on order. See attached Library Resources Form.
- 4.2 Computer resources: Computer resources are adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing is adequate
- 5.2 Special equipment needed: Available equipment is adequate
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: 201030 (Fall 2010)

7. Dates of prior committee approvals:

School of Journalism & Broadcasting Curriculum Committee:	<u>10/28/09</u>
School of Journalism & Broadcasting	<u>11/3/09</u>
Potter College Curriculum Committee	<u>12/3/09</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Potter College of Arts and Letters
School of Journalism & Broadcasting
Proposal to Create a New Course
(Action Item)**

Contact Person: Ron DeMarse ron.demarse@wku.edu, 745-2840

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: FILM 483
- 1.2 Course title: Film Studies Seminar
- 1.3 Abbreviated course title: Film Studies Seminar
- 1.4 Credit hours and contact hours: 2
- 1.5 Type of course: S - Seminar
- 1.6 Prerequisites: at least 18 hours completed in the film major and senior standing
- 1.7 Course catalog listing: Intensive study in an area of film history, theory or genres. Specific focus of study to be determined in consultation with instructor. Emphasis on independent research and writing. (May be repeated once for additional credit.)

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will serve as an intensive senior-level experience for film majors. It will be especially appropriate for film majors who have an interest in film studies, but the course will also be available for film majors with a primary interest in production, but who would also like an advanced course in an area of film history and theory. It meets the university's mission by giving students high-level training in the areas of research and analytical thinking. This seminar will serve as a culmination of their study within the major and as a launching point for further investigation at the graduate or professional level.
- 2.2 Projected enrollment in the proposed course: 10 students per semester. Initially we expect around 100 majors, with around 25 graduating each year. Of these, we would expect 10 to opt for at least one section of FILM 483. This course will be restricted to film majors and to film studies minors.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will be one of three senior-level courses designed to serve as capstone experiences for students in the new film major. The other two courses are FILM 485, Senior Seminar and FILM 482, Film Production Workshop. FILM 485 is a one-hour course that will focus primarily on opportunities off campus and beyond graduation. FILM 482 is a workshop focused on production aspects of film and related arts.
- 2.4 Relationship of the proposed course to courses offered in other departments: Many other departments offer intensive courses for senior majors, such as senior classes, senior projects and senior workshops. Among these are ART 455 Advanced Senior Techniques in Print Making, 456 Advanced Senior Composition in Printmaking, 465 Advanced Senior Painting Studio I, 466 Advanced Senior Painting Studio II; BCOM

482 Television Program Production and FLK 479 Directed Independent Research in Folklore. This course, FILM 483, helps meet the goal of the film major to provide students with a meaningful capstone experience.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Other institutions with film majors have similar senior-level courses, including Wesleyan University (Film 410: Senior Thesis in Film), Keene University (FILM 499: Senior Research Project) and Oakland University (CIN 450: Advanced Topics in Film). The combination of this course with two other senior capstone experiences (FILM 485 and FILM 482; 5 total hours) will distinguish the film major at WKU from other universities that offer film majors.

3. Discussion of proposed course:

3.1 Course objectives:

- Guide students to develop a topic for research and writing within the field of film studies that builds on the courses they have completed as a major
- Give students an opportunity to develop advanced research skills in the area of film studies
- Give students the opportunity to practice advanced skills in critical thinking and writing about film studies
- Provide a seminar setting in which students will discuss and critique the research that they are conducting and, where appropriate, collaborate on their research
- Encourage students to present research and writing on film studies to public forums such as conferences, festivals, and other extra-curricular events

3.2 Content outline

- I. Overview of recent developments in film history and theory
- II. Developing a topic for individual research
- III. Research methods in film theory
- IV. Writing workshop
- V. Presentation of research

3.3 Student expectations and requirements:

This seminar will require a major written project that includes significant research into an area of film studies. Students will be evaluated on their selection of a topic (topic proposal), the range of resources they use (annotated bibliography), and the final written product. Students will also present their research publically to the class and, if possible, to outside conferences, festivals, or events.

3.4 Tentative texts and course materials:

Friedberg, Anne. *The Virtual Window* (MIT Press, 2006)
Pomerance, Murray, *Cinema and Modernity* (Rutgers UP, 2006)
Stam, Robert and Toby Miller, *Film and Theory* (Blackwell, 2000)

4. Resources:

- 4.1 Library resources: Materials have been ordered. See attached Library Resources Form.
- 4.2 Computer resources: Computer resources are adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing is adequate
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: 201030 (fall 2010)

7. Dates of prior committee approvals:

School of Journalism & Broadcasting Curriculum Committee:	<u>10/28/09</u>
School of Journalism & Broadcasting	<u>11/3/09</u>
Potter College Curriculum Committee	<u>12/3/09</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	<u> </u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Create a New Course
(Action Item)**

Contact Person: Ron DeMarse ron.demarse@wku.edu, 745-2840

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: FILM 485
- 1.2 Course title: Senior Seminar
- 1.3 Abbreviated course title: Senior Seminar
- 1.4 Credit hours and contact hours: 1 hour
- 1.5 Type of course: S – Seminar
- 1.6 Prerequisites: Film majors with senior standing
- 1.7 Course catalog listing: Synthesis and assessment of complete field of study for film majors, including exploration of career and graduate studies opportunities.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will serve as a capstone experience for film majors, preparing students interested in both production and film studies to continue their education or pursue careers in a relevant field. It meets the university's mission by preparing students to become lifelong learners as well as productive citizens of the commonwealth and society at large.
- 2.2 Projected enrollment in the proposed course: 12 students per semester. Initially we expect around 100 majors, with around 25 graduating each year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will be one of three senior-level courses designed to serve as capstone experiences for students in the new film major. The other two courses are FILM 482, *Film Production Workshop*, and FILM 483, *Film Studies Seminar*. One provides students with the opportunity to focus on the production of film, and the other on theoretical aspects of film.
- 2.4 Relationship of the proposed course to courses offered in other departments: Many other departments offer senior seminar classes, designed to serve as a culmination and capstone of their respective fields of study. Among these are ENG 492 *Senior Seminar*, HIST 498 *Senior Seminar*, PS 499 *Senior Seminar in Government*, SOCL 499 *Senior Seminar*, ECON 499 *Senior Assessment* and PERF 450 *Performing Arts Career Seminar*. This course, FILM 485, helps meet the goal of the film major to provide students with a meaningful capstone experience.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other institutions with film and video majors have similar senior-level capstone courses, including Ball State University (TCOM 499: *Senior Telecommunications Seminar*), Columbia University (FILM 3840: *Senior Seminar in Film Studies*, and FILM 3842: *Senior Seminar in Filmmaking*), Valdosta State University (MDIA 4950: *Senior Seminar*), and Arizona State University (FMP 480: *Film Capstone I*). The

combination of this course with two other senior capstone experiences (FILM 482 and FILM 483; 5 total hours) will distinguish the film major at WKU from other universities that offer film majors.

3. Discussion of proposed course:

3.1 Course objectives:

- Inform students of post-graduate opportunities in fields relevant to film studies and film production
- Give students an opportunity to learn from and interact with professionals and academics in disciplines related to their major
- Prepare students for graduate study and careers in the fields of film production and critical analysis
- Help students to develop résumés, portfolios, sample reels, etc., relevant to their chosen career paths
- Give students an opportunity to collect and revise projects produced within the major
- Give students an opportunity to explore publication, contest and festival exhibition venues for their previous work

3.2 Content outline

- I. Overview of post-graduate options for film majors
- II. Graduate school programs
- III. Careers in film studies & production
- IV. Development of résumés, portfolios and sample reels

3.3 Student expectations and requirements:

Students will be evaluated on a variety of projects related to the culmination of their field of study. Projects will include a career options analysis paper; applications for graduate study; submission materials for publication, festivals and/or competitions; and professional materials representing their bodies of work (résumés, portfolios, sample reels).

3.4 Tentative texts and course materials:

Crouch, Tanja L. *100 Careers in Film and Television* (Barron's, 2001)
Edgar, Tom and Karin Kelly. *Film School Confidential: The Insider's Guide To Film Schools* (Perigee Trade, 2007)
Stratford, S.J. *Film and Television: Field Guides to Finding a New Career* (Checkmark, 2009)

4. Resources:

- 4.1 Library resources: Requested materials are on order. See Attached Library Resource Form
- 4.2 Computer resources: Computer resources are adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing is adequate
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. **Proposed term for implementation:** 201030 (Fall 2010)

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

School of Journalism & Broadcasting Curriculum Committee:	<u>10/28/09</u>
School of Journalism & Broadcasting	<u>11/3/09</u>
Potter College Curriculum Committee	<u>12/3/09</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	<u> </u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Potter College of Arts & Letters
Department of Modern Languages/KIIS
Proposal to Create a New Course
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of proposed course

- 1.1 Course prefix and number: CHIN 100
- 1.2 Course title: Chinese Language and Culture On-Site
- 1.3 Abbreviated course title: Chinese Lang/Cult On-Site
- 1.4 Credit hours and contact hours: 1-3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: An introduction to Chinese and Chinese-speaking culture in conjunction with study abroad for students with little or no previous language study. Does not fulfill the general education foreign language requirement. May be repeated for a total of 3 credits.

2. Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). This course has been part of regular KIIS offerings.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the China program, and had sizeable enrollments, averaging between 8-12 students on an annual basis. KIIS anticipates continued offerings of this course in China.
- 2.3 Discussion of the level of the course: This course is intended to be a basic introduction to the Chinese language for students who have little or no Chinese language proficiency.
- 2.4 Relationship of the course to courses now offered in the department: There is no similar course. CHIN 100 would be appropriate for students with an interest in China, who have not had prior language study, but would like to be able to communicate in simple Chinese and learn about Chinese culture.
- 2.5 Relationship of the course to courses offered in other departments: The course may be offered in a KIIS program that also offers courses in other disciplines; for example, CHIN 100 may be offered in the KIIS China program alongside a history course (e.g., HIST 479: Topics in World History: China in Revolution) or a business course (e.g., MGT 303: International Business).
- 2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to a prior KIIS course that has been accepted as a transfer

course by all other institutions in the KIIS consortium of 21 colleges and universities located in Kentucky, Tennessee and Indiana.

- 2.7 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3. Description of proposed course

3.1 Course objectives:

- Students will develop a basic grasp of the Chinese language, allowing them to communicate in uncomplicated everyday situations;
- Students will engage with various aspects of Chinese culture in an immersion environment.

3.2 Content outline:

- Participation in carefully planned and supervised activities designed to bring the student into contact with Chinese-speaking people and aspects of their culture.

3.3 Evaluation:

- Evaluation may be based on quizzes, examinations, portfolios or short written work;
- Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.

3.4 Text and course materials: These will vary, depending on the instructor and locale in which the course is taught.

4 Resources

- 4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample opportunities to engage with Chinese culture in a full immersion environment;

- 4.2 No additional library resources or instructional technology will be required.

5 Budget implications

- 5.1 All KIIS programs are self-funded, and require no budgetary support from WKU;

- 5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at WKU or one of the KIIS full member institutions;

- 5.3 No special equipment, expendable materials or laboratory supplies will be required.

6. Implementation This course will begin implementation in the Summer of 2010.

7. Dates of prior committee approvals:

Modern Languages Department

November 3, 2009

Potter College Curriculum Committee

December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Course Inventory Form. Bibliography and Library Resources Form are not applicable.

**Potter College of Arts & Letters
Department of Modern Languages/KIIS
Proposal to Create a New Course
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of proposed course

- 1.1 Course prefix and number: CHIN 105
- 1.2 Course title: Introduction to Chinese Cultures
- 1.3 Abbreviated course title: Intro to Chinese Cultures
- 1.4 Credit hours and contact hours: 3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Survey of the contemporary culture of Chinese-speaking peoples, with emphasis on values, behavioral characteristics, social and political structures, and their achievements. Taught in English; only taught abroad.

2. Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). This course has been part of regular KIIS offerings.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the China program, and had sizeable enrollments, averaging between 12-15 students on an annual basis. KIIS anticipates continued offerings of this course in China, and may also do so in other countries with significant Chinese-speaking populations, such as Malaysia.
- 2.3 Discussion of the level of the course: This course is intended to be a basic introduction to Chinese cultures for students who have little or no Chinese language proficiency.
- 2.4 Relationship of the course to courses now offered in the department: There is no similar course. CHIN 105 would be appropriate for students with an interest in Chinese peoples, but unable to speak Chinese, introducing them to Chinese cultures and history, allowing them to learn about the country in which they were studying, and perhaps encouraging them to begin study of the language.
- 2.5 Relationship of the course to courses offered in other departments: The course may be offered in a KIIS program that also offers courses in other disciplines; for example, CHIN 105 may be offered in the KIIS China program alongside a history course (e.g., HIST 479: Topics in World History: China in Revolution) or a business course (e.g., MGT 303: International Business).
- 2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to a prior KIIS course that has been accepted as a transfer course by all other institutions in the KIIS consortium of 21 colleges and universities

located in Kentucky, Tennessee and Indiana.

- 2.7 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3. Description of proposed course

- 3.1 Course objectives:
- Students will develop an appreciation for Chinese cultures and civilization;
 - Students will engage with various aspects of Chinese cultures in an immersion environment.
- 3.2 Content outline:
- Participation in carefully planned and supervised activities designed to bring the student into contact with Chinese-speaking peoples and aspects of their cultures.
- 3.3 Evaluation:
- Evaluation may be based on quizzes, examinations, portfolios or short written work;
 - Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.
- 3.4 Text and course materials:
- These will vary, depending on the instructor and locale in which the course is taught.

4 Resources

- 4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample opportunities to engage with Chinese cultures in a full immersion environment;
- 4.2 No additional library resources or instructional technology will be required.

5. Budget implications

- 5.1 All KIIS programs are self-funded, and require no budgetary support from WKU;
- 5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at WKU or one of the KIIS full member institutions;
- 5.3 No special equipment, expendable materials or laboratory supplies will be required.

6. Implementation: This course will begin implementation in the Summer of 2010.

7. Dates of prior committee approvals:

Modern Languages Department

November 3, 2009

Potter College Curriculum Committee

December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Course Inventory Form. Bibliography and Library Resources Form are not applicable.

Proposal Date: October 30, 2009

**Potter College of Arts & Letters
Department of Modern Languages/KIIS
Proposal to Create a New Course
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of proposed course

- 1.1 Course prefix and number: FREN 105
- 1.2 Course title: Introduction to French Culture
- 1.3 Abbreviated course title: Intro to French Culture
- 1.4 Credit hours and contact hours: 3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Survey of the contemporary culture of France, with emphasis on values, behavioral characteristics, social and political structures, and achievements of the French-speaking people. Taught in English; only taught abroad.

2. Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). This course has been part of regular KIIS offerings.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the Paris program, and had sizeable enrollments, averaging between 12-15 students on an annual basis. KIIS anticipates continued offerings of this course in France.
- 2.3 Discussion of the level of the course: This course is intended to be a basic introduction to French culture for students who have little or no French language proficiency.
- 2.4 Relationship of the course to courses now offered in the department: There is no similar course. FREN 105 would be appropriate for students with an interest in France, but unable to speak French, introducing them to French culture and history, allowing them to learn about the country in which they were studying, and perhaps encouraging them to begin study of the language.
- 2.5 Relationship of the course to courses offered in other departments: The course may be offered in a KIIS program that also offers courses in other disciplines; for example, FREN 105 may be offered in the KIIS Paris 1 program alongside a history course (e.g., HIST 422: French Revolution and Napoleon) or a business course (e.g., MKT 324: International Marketing).
- 2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to a prior KIIS course that has been accepted as a transfer

course by all other institutions in the KIIS consortium of 21 colleges and universities located in Kentucky, Tennessee and Indiana.

- 2.7 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3. Description of proposed course

3.1 Course objectives:

- Students will develop an appreciation for French culture and civilization;
- Students will engage with various aspects of French culture in an immersion environment.

3.2 Content outline:

- Participation in carefully planned and supervised activities designed to bring the student into contact with French people and aspects of their culture.

3.3 Evaluation:

- Evaluation may be based on quizzes, examinations, portfolios or short written work;
- Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.

3.4 Text and course materials:

- These will vary, depending on the instructor and locale in which the course is taught.

4. Resources

- 4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample opportunities to engage with French culture in a full immersion environment;

- 4.2 No additional library resources or instructional technology will be required.

5. Budget implications

- 5.1 All KIIS programs are self-funded, and require no budgetary support from WKU;

- 5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at WKU or one of the KIIS full member institutions;

- 5.3 No special equipment, expendable materials or laboratory supplies will be required.

6. Implementation: This course will begin implementation in the Summer of 2010.

7. Dates of prior committee approvals:

Modern Languages Department

November 3, 2009

Potter College Curriculum Committee

December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Course Inventory Form. Bibliography and Library Resources Form are not applicable.

Proposal Date: October 20, 2009

**Potter College of Arts & Letters
Department of Modern Languages/KIIS
Proposal to Create a New Course
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of proposed course

- 1.1 Course prefix and number: FREN 210
- 1.2 Course title: Intermediate French Conversation Abroad
- 1.3 Abbreviated course title: Intermed French Conv Abroad
- 1.4 Credit hours and contact hours: 1-3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: FREN 102 or equivalent
- 1.7 Course catalog listing: Course designed to develop the vocabulary and communication skills of a student with one year of college French or equivalent, with emphasis on contact with French native speakers. FREN 210 may not substitute for FREN 201 or 202, but may count as an elective for the major or minor. Taught in French. May be repeated for a total of 3 credits.

2. Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). Most member institutions of the KIIS consortium do not offer "trailer" sections of language courses (e.g., FREN 202 in the Fall Semester, or GERM 201 in the Spring). Thus, KIIS has found it necessary to develop a series of intermediate level language courses that students in KIIS programs may take during summer programs, while still being able to enroll in the normal sequence upon returning to their home institutions in the Fall Semester. Without this option, a student who took a FREN 201 course during a summer program would effectively be penalized by having to wait six months or more before continuing with the FREN 202 course in the Spring Semester. The course number may also be used for regular study abroad (non-KIIS) courses taught by WKU faculty.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the France I Program, and had enrollments averaging between 8-12 students on an annual basis. KIIS anticipates continued offerings of this course in its Paris I program, as well as in other programs sited in Francophone regions.
- 2.3 Discussion of the level of the course: This course is intended for students who have had a minimum of one year of French language instruction at the collegiate level, or the equivalent.

- 2.4 Relationship of the course to courses now offered in the department: There is no similar course. The new course will allow students at the intermediate level to have an immersion experience in an approved study abroad program, and will only be taught abroad. The course may not substitute for either FREN 201 or FREN 202, but may count as an elective for the major or minor.
- 2.5 Relationship of the course to courses offered in other departments:
The course may be offered in a KIIS program that also offers courses in other disciplines; for example, FREN 210 may be offered in the KIIS Paris I program alongside a history course (e.g., HIST 490: World War II in France) or a marketing course (e.g., MKT 491: Marketing Study Abroad).
- 2.6 Relationship of the course to courses offered elsewhere:
As mentioned above, this course will be equivalent to the former Murray State course that has been accepted as a transfer course by all other institutions in the KIIS consortium (Ball State University, Bellarmine University, Berea College, Bluegrass CTC, Bryan College, Campbellsville University, Carson-Newman College, Centre College, Eastern Kentucky University, Georgetown College, Kentucky State University, Middle Tennessee State University, Morehead State University, Murray State University, Northern Kentucky University, Pikeville College, Transylvania University, Union College, University of Kentucky, and University of Louisville).
- 2.7 Relationship of the course to University mission and objectives:
Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs.
More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3. Description of proposed course

- 3.1 Course objectives:
- Students will develop their French vocabulary and oral communication skills;
 - Students will engage with native French speakers and various aspects of Francophone culture in an immersion environment.
- 3.2 Content outline:
- Participation in a series of carefully planned and supervised activities designed to bring the student into contact with native speakers.
- 3.3 Evaluation:
- Evaluation may be based on quizzes, examinations, portfolios or short written work;
 - Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.
- 3.4 Text and course materials:
- These will vary, depending on the instructor and locale in which the course is taught.

4. Resources

- 4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample opportunities to engage with native speakers of French in a full immersion environment;
- 4.2 No additional library resources or instructional technology will be required.

5. Budget implications

- 5.1 All KIIS programs are self-funded, and require no budgetary support from WKU;
- 5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at WKU or one of the KIIS full member institutions;
- 5.3 No special equipment, expendable materials or laboratory supplies will be required.

6. Implementation This course will begin implementation in the Summer of 2010.

7. Dates of prior committee approvals:

Modern Languages Department	<u>October 20, 2009</u>
Potter College Curriculum Committee	<u>December 3, 2009</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	

Attachment: Course Inventory Form

Bibliography and Library Resources Form are not applicable.

Proposal Date: October 20, 2009

**Potter College of Arts & Letters
Department of Modern Languages/KIIS
Proposal to Create a New Course
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of proposed course

- 1.1 Course prefix and number: FREN 211
- 1.2 Course title: Intermediate French Culture Abroad
- 1.3 Abbreviated course title: Intermed French Culture Abroad
- 1.4 Credit hours and contact hours: 1-3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: FREN 102 or equivalent
- 1.7 Course catalog listing: Course designed to develop an appreciation for different aspects of France and its people and culture, for a student with one year of college French or equivalent. FREN 211 may not substitute for FREN 201 or 202, but may count as an elective for the major or minor. Taught in French. May be repeated for a total of 3 credits.

2. Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). Most member institutions of the KIIS consortium do not offer "trailer" sections of language courses (e.g., FREN 202 in the Fall Semester, or GERM 201 in the Spring). Thus, KIIS has found it necessary to develop a series of intermediate level language courses that students in KIIS programs may take during summer programs, while still being able to enroll in the normal sequence upon returning to their home institutions in the Fall Semester. Without this option, a student who took a FREN 201 course during a summer program would effectively be penalized by having to wait six months or more before continuing with the FREN 202 course in the Spring Semester. The course number may also be used for regular study abroad (non-KIIS) courses taught by WKU faculty.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the France I Program, and had enrollments averaging between 8-12 students on an annual basis. KIIS anticipates continued offerings of this course in its Paris I program, as well as in other programs sited in Francophone regions.
- 2.3 Discussion of the level of the course: This course is intended for students who have had a minimum of one year of French language instruction at the collegiate level, or the equivalent.
- 2.4 Relationship of the course to courses now offered in the department: There is no similar

course. The new course will allow students at the intermediate level to have an immersion experience in an approved study abroad program, and will only be taught abroad. The course may not substitute for either FREN 201 or FREN 202, but may count as an elective for the major or minor.

2.5 Relationship of the course to courses offered in other departments: The course may be offered in a KIIS program that also offers courses in other disciplines; for example, FREN 211 may be offered in the KIIS Paris I program alongside a history course (e.g., HIST 490: World War II in France) or a marketing course (e.g., MKT 491: Marketing Study Abroad).

2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to the former Murray State course that has been accepted as a transfer course by all other institutions in the KIIS consortium (Ball State University, Bellarmine University, Berea College, Bluegrass CTC, Bryan College, Campbellsville University, Carson-Newman College, Centre College, Eastern Kentucky University, Georgetown College, Kentucky State University, Middle Tennessee State University, Morehead State University, Murray State University, Northern Kentucky University, Pikeville College, Transylvania University, Union College, University of Kentucky, and University of Louisville).

2.7 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3. Description of proposed course

3.1 Course objectives:

- Students will develop their French communication skills, and gain appreciation for French culture;
- Students will engage with native French speakers and various aspects of Francophone culture in an immersion environment.

3.2 Content outline:

- Participation in carefully planned and supervised activities designed to bring the student into contact with French people and aspects of their culture.

3.3 Evaluation:

- Evaluation may be based on quizzes, examinations, portfolios or short written work;
- Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.

3.4 Text and course materials:

- These will vary, depending on the instructor and locale in which the course is taught.

4. Resources

4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample

opportunities to engage with native speakers of French in a full immersion environment.

4.2 No additional library resources or instructional technology will be required.

5. Budget implications

5.1 All KIIS programs are self-funded, and require no budgetary support from WKU;

5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at WKU or one of the KIIS full member institutions;

5.3 No special equipment, expendable materials or laboratory supplies will be required.

6. Implementation: This course will begin implementation in the Summer of 2010.

7. Dates of prior committee approvals:

Modern Languages Department

October 20, 2009

Potter College Curriculum Committee

December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Course Inventory Form

Bibliography and Library Resources Form are not applicable.

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

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of proposed course

- 1.1 Course prefix and number: GERM 105
- 1.2 Course title: Introduction to Germanic Culture
- 1.3 Abbreviated course title: Intro to Germanic Culture
- 1.4 Credit hours and contact hours: 3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Survey of the contemporary culture of Austria and Germany, with emphasis on values, behavioral characteristics, social and political structures, and achievements of the German-speaking peoples. Taught in English; only taught abroad.

2. Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). This course has been part of regular KIIS offerings.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the Bregenz program, and had sizeable enrollments, averaging between 10-15 students on an annual basis. KIIS anticipates continued offerings of this course in Austria and Germany.
- 2.3 Discussion of the level of the course: This course is intended to be a basic introduction to Germanic culture for students who have little or no German language proficiency.
- 2.4 Relationship of the course to courses now offered in the department: There is no similar course. GERM 105 would be appropriate for students with an interest in Germany or Austria, but unable to speak German, introducing them to Germanic culture and history, allowing them to learn about the country in which they were studying, and perhaps encouraging them to begin study of the language.
- 2.5 Relationship of the course to courses offered in other departments: The course may be offered in a KIIS program that also offers courses in other disciplines; for example, GERM 105 may be offered in the KIIS Bregenz program alongside an English course (e.g., ENG 484: The Romantic Movement) or a business course (e.g., MGT 303: International Business).
- 2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to a prior KIIS course that has been accepted as a transfer course by all other institutions in the KIIS consortium of 21 colleges and universities

located in Kentucky, Tennessee and Indiana.

- 2.7 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3. Description of proposed course

- 3.1 Course objectives:
- Students will develop an appreciation for Germanic culture and civilization;
 - Students will engage with various aspects of Germanic culture in an immersion environment.
- 3.2 Content outline:
- Participation in carefully planned and supervised activities designed to bring the student into contact with German or Austrian people and aspects of their culture.
- 3.3 Evaluation:
- Evaluation may be based on quizzes, examinations, portfolios or short written work;
 - Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.
- 3.4 Text and course materials:
- These will vary, depending on the instructor and locale in which the course is taught.

4. Resources

- 4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample opportunities to engage with Germanic culture in a full immersion environment;
- 4.2 No additional library resources or instructional technology will be required.

5. Budget implications

- 5.1 All KIIS programs are self-funded, and require no budgetary support from WKU;
- 5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at one of the KIIS full member institutions;
- 5.3 No special equipment, expendable materials or laboratory supplies will be required.

6. Implementation: This course will begin implementation in the Summer of 2010.

7. Dates of prior committee approvals:

Modern Languages Department

November 3, 2009

Potter College Curriculum Committee

December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Course Inventory Form. Bibliography and Library Resources Form are not applicable.

**Potter College of Arts & Letters
Department of Modern Languages/KIIS
Proposal to Create a New Course
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of proposed course

- 1.1 Course prefix and number: GERM 210
- 1.2 Course title: Intermediate German Conversation Abroad
- 1.3 Abbreviated course title: Intermed Germ Conv Abroad
- 1.4 Credit hours and contact hours: 1-3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: GERM 102 or equivalent
- 1.7 Course catalog listing: Course designed to develop the vocabulary and communication skills of a student with one year of college German or equivalent, with emphasis on contact with German native speakers. GERM 210 may not substitute for GERM 201 or 202, but may count as an elective for the major or minor. Taught in German. May be repeated for a total of 3 credits.

2. Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). Most member institutions of the KIIS consortium do not offer "trailer" sections of language courses (e.g., FREN 202 in the Fall Semester, or GERM 201 in the Spring). Thus, KIIS has found it necessary to develop a series of intermediate level language courses that students in KIIS programs may take during summer programs, while still being able to enroll in the normal sequence upon returning to their home institutions in the Fall Semester. Without this option, a student who took a GERM 201 course during a summer program would effectively be penalized by having to wait six months or more before continuing with the GERM 202 course in the Spring Semester. The course number may also be used for regular study abroad (non-KIIS) courses taught by WKU faculty.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the Bregenz Program, and had enrollments averaging between 8-12 students on an annual basis. KIIS anticipates continued offerings of this course in its Bregenz program, as well as in other programs sited in Germanophone regions.
- 2.3 Discussion of the level of the course: This course is intended for students who have had a minimum of one year of German language instruction at the collegiate level, or the equivalent.
- 2.4 Relationship of the course to courses now offered in the department: There is no similar

course. The new course will allow students at the intermediate level to have an immersion experience in an approved study abroad program, and will only be taught abroad. The course may not substitute for either GERM 201 or GERM 202, but may count as an elective for the major or minor.

2.5 Relationship of the course to courses offered in other departments: The course may be offered in a KIIS program that also offers courses in other disciplines; for example, GERM 210 may be offered in the KIIS Berlin program alongside a history course (e.g., HIST 426: Hitler and Nazi Germany) or a management course (e.g., MGT 303: International Business).

2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to the former Murray State course that has been accepted as a transfer course by all other institutions in the KIIS consortium (Ball State University, Bellarmine University, Berea College, Bluegrass CTC, Bryan College, Campbellsville University, Carson-Newman College, Centre College, Eastern Kentucky University, Georgetown College, Kentucky State University, Middle Tennessee State University, Morehead State University, Murray State University, Northern Kentucky University, Pikeville College, Transylvania University, Union College, University of Kentucky, and University of Louisville).

2.7 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3. Description of proposed course

3.1 Course objectives:

- Students will develop their German vocabulary and oral communication skills;
- Students will engage with native German speakers and various aspects of Germanophone culture in an immersion environment.

3.2 Content outline:

- Participation in a series of carefully planned and supervised activities designed to bring the student into contact with native speakers.

3.3 Evaluation:

- Evaluation may be based on quizzes, examinations, portfolios or short written work;
- Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.

3.4 Text and course materials:

- These will vary, depending on the instructor and locale in which the course is taught.

4. Resources

4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample opportunities to engage with native speakers of German in a full immersion

environment;

4.2 No additional library resources or instructional technology will be required.

5. Budget implications

5.1 All KIIS programs are self-funded, and require no budgetary support from WKU;

5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at WKU or one of the KIIS full member institutions;

5.3 No special equipment, expendable materials or laboratory supplies will be required.

6. Implementation: This course will begin implementation in the Summer of 2010.

7. Dates of prior committee approvals:

Modern Languages Department

October 20, 2009

Potter College Curriculum Committee

November 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Course Inventory Form

Bibliography and Library Resources Form are not applicable.

**Potter College of Arts & Letters
Department of Modern Languages/KIIS
Proposal to Create a New Course
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of proposed course

- 1.1 Course prefix and number: GERM 211
- 1.2 Course title: Intermediate German Culture Abroad
- 1.3 Abbreviated course title: Intermed Germ Culture Abroad
- 1.4 Credit hours and contact hours: 1-3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: GERM 102 or equivalent
- 1.7 Course catalog listing: Course designed to develop an appreciation for different aspects of German-speaking countries and their people and cultures, for a student with one year of college German or equivalent. GERM 211 may not substitute for GERM 201 or 202, but may count as an elective for the major or minor. Taught in German. May be repeated for a total of 3 credits.

2 Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). Most member institutions of the KIIS consortium do not offer "trailer" sections of language courses (e.g., FREN 202 in the Fall Semester, or GERM 201 in the Spring). Thus, KIIS has found it necessary to develop a series of intermediate level language courses that students in KIIS programs may take during summer programs, while still being able to enroll in the normal sequence upon returning to their home institutions in the Fall Semester. Without this option, a student who took a GERM 201 course during a summer program would effectively be penalized by having to wait six months or more before continuing with the GERM 202 course in the Spring Semester. The course number may also be used for regular study abroad (non-KIIS) courses taught by WKU faculty.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the Bregenz Program, and had enrollments averaging between 8-12 students on an annual basis. KIIS anticipates continued offerings of this course in its Paris I program, as well as in other programs sited in Francophone regions.
- 2.3 Discussion of the level of the course: This course is intended for students who have had a minimum of one year of French language instruction at the collegiate level, or the equivalent.
- 2.4 Relationship of the course to courses now offered in the department: There is no similar

course. The new course will allow students at the intermediate level to have an immersion experience in an approved study abroad program, and will only be taught abroad. The course may not substitute for either GERM 201 or GERM 202, but may count as an elective for the major or minor.

2.5 Relationship of the course to courses offered in other departments: The course may be offered in a KIIS program that also offers courses in other disciplines; for example, GERM 210 may be offered in the KIIS Berlin program alongside a history course (e.g., HIST 426: Hitler and Nazi Germany) or a management course (e.g., MGT 303: International Business).

2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to the former Murray State course that has been accepted as a transfer course by all other institutions in the KIIS consortium (Ball State University, Bellarmine University, Berea College, Bluegrass CTC, Bryan College, Campbellsville University, Carson-Newman College, Centre College, Eastern Kentucky University, Georgetown College, Kentucky State University, Middle Tennessee State University, Morehead State University, Murray State University, Northern Kentucky University, Pikeville College, Transylvania University, Union College, University of Kentucky, and University of Louisville).

2.7 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3 Description of proposed course

3.1 Course objectives:

- Students will develop their German communication skills, and gain appreciation for Germanic culture;
- Students will engage with native German speakers and various aspects of Germanophone culture in an immersion environment.

3.2 Content outline:

- Participation in carefully planned and supervised activities designed to bring the student into contact with Germanic peoples and aspects of their culture.

3.3 Evaluation:

- Evaluation may be based on quizzes, examinations, portfolios or short written work;
- Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.

3.4 Text and course materials:

- These will vary, depending on the instructor and locale in which the course is taught.

4 Resources

4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample

opportunities to engage with native speakers of German in a full immersion environment.

- 4.2 No additional library resources or instructional technology will be required.

5 Budget implications

- 5.1 All KIIS programs are self-funded, and require no budgetary support from WKU;
5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at WKU or one of the KIIS full member institutions;
5.3 No special equipment, expendable materials or laboratory supplies will be required.

6. Implementation: This course will begin implementation in the Summer of 2010.

7. Dates of prior committee approvals:

Modern Languages Department	<u>October 20, 2009</u>
Potter College Curriculum Committee	<u>December 3, 2009</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	

Attachment: Course Inventory Form

Bibliography and Library Resources Form are not applicable.

**Potter College of Arts & Letters
Department of Modern Languages/KIIS
Proposal to Create a New Course
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of proposed course

- 1.1 Course prefix and number: ITAL 100
- 1.2 Course title: Italian Language and Culture On-Site
- 1.3 Abbreviated course title: Italian Lang/Cult On-Site
- 1.4 Credit hours and contact hours: 1-3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: An introduction to Italian and Italian-speaking culture in conjunction with study abroad for students with little or no previous language study. Does not fulfill the general education foreign language requirement. May be repeated for a total of 3 credits.

2. Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). This course has been part of regular KIIS offerings.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the Italy program, and had sizeable enrollments, averaging between 8-12 students on an annual basis. KIIS anticipates continued offerings of this course in Italy.
- 2.3 Discussion of the level of the course: This course is intended to be a basic introduction to the Italian language for students who have little or no Italian language proficiency.
- 2.4 Relationship of the course to courses now offered in the department: There is no similar course. ITAL 100 would be appropriate for students with an interest in Italy, who have not had prior language study, but would like to be able to communicate in simple Italian and learn about Italian culture.
- 2.5 Relationship of the course to courses offered in other departments: The course may be offered in a KIIS program that also offers courses in other disciplines; for example, ITAL 100 may be offered in the KIIS Italy program alongside an art course (e.g., ART 401: Art of the Italian Renaissance) or a communications course (e.g., COMM 463: Intercultural Communication).
- 2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to a prior KIIS course that has been accepted as a transfer course by all other institutions in the KIIS consortium of 21 colleges and universities located in Kentucky, Tennessee and Indiana.

- 2.7 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3 Description of proposed course

- 3.1 Course objectives:
- Students will develop a basic grasp of the Italian language, allowing them to communicate in uncomplicated everyday situations;
 - Students will engage with various aspects of Italian culture in an immersion environment.
- 3.2 Content outline:
- Participation in carefully planned and supervised activities designed to bring the student into contact with Italian-speaking people and aspects of their culture.
- 3.3 Evaluation:
- Evaluation may be based on quizzes, examinations, portfolios or short written work;
 - Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.
- 3.4 Text and course materials:
- These will vary, depending on the instructor and locale in which the course is taught.

4. Resources

- 4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample opportunities to engage with Italian culture in a full immersion environment;
- 4.2 No additional library resources or instructional technology will be required.

5. Budget implications

- 5.1 All KIIS programs are self-funded, and require no budgetary support from WKU;
- 5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at WKU or one of the KIIS full member institutions;
- 5.3 No special equipment, expendable materials or laboratory supplies will be required.

6. Implementation: This course will begin implementation in the Summer of 2010.

7. Dates of prior committee approvals:

Modern Languages Department

November 3, 2009

Potter College Curriculum Committee

December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Course Inventory Form. Bibliography and Library Resources Form are not applicable.

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

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of proposed course

- 1.1 Course prefix and number: ITAL 105
- 1.2 Course title: Introduction to Italian Culture
- 1.3 Abbreviated course title: Intro to Italian Culture
- 1.4 Credit hours and contact hours: 3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Survey of the contemporary culture of Italy, with emphasis on values, behavioral characteristics, social and political structures, and achievements of the Italian-speaking people. Taught in English; only taught abroad.

2. Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). This course has been part of regular KIIS offerings.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the Italy program, and had sizeable enrollments, averaging between 8-12 students on an annual basis. KIIS anticipates continued offerings of this course in Italy.
- 2.3 Discussion of the level of the course: This course is intended to be a basic introduction to Italian culture for students who have little or no Italian language proficiency.
- 2.4 Relationship of the course to courses now offered in the department: There is no similar course. ITAL 105 would be appropriate for students with an interest in Italy, but unable to speak Italian, introducing them to Italian culture and history, allowing them to learn about the country in which they were studying, and perhaps encouraging them to begin study of the language.
- 2.5 Relationship of the course to courses offered in other departments: The course may be offered in a KIIS program that also offers courses in other disciplines; for example, ITAL 105 may be offered in the KIIS Italy program alongside an art course (e.g., ART 401: Art of the Italian Renaissance) or a communications course (e.g., COMM 463: Intercultural Communication).
- 2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to a prior KIIS course that has been accepted as a transfer course by all other institutions in the KIIS consortium of 21 colleges and universities located in Kentucky, Tennessee and Indiana.
- 2.7 Relationship of the course to University mission and objectives: Western Kentucky

University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3 Description of proposed course

3.1 Course objectives:

- Students will develop an appreciation for Italian culture and civilization;
- Students will engage with various aspects of Italian culture in an immersion environment.

3.2 Content outline:

- Participation in carefully planned and supervised activities designed to bring the student into contact with Italian people and aspects of their culture.

3.3 Evaluation:

- Evaluation may be based on quizzes, examinations, portfolios or short written work;
- Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.

3.4 Text and course materials:

- These will vary, depending on the instructor and locale in which the course is taught.

4 Resources

4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample opportunities to engage with Italian culture in a full immersion environment;

4.2 No additional library resources or instructional technology will be required.

5 Budget implications

5.1 All KIIS programs are self-funded, and require no budgetary support from WKU;

5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at one of the KIIS full member institutions;

5.3 No special equipment, expendable materials or laboratory supplies will be required.

6 Implementation: This course will begin implementation in the Summer of 2010.

7 Dates of prior committee approvals:

Modern Languages Department

November 3, 2009

Potter College Curriculum Committee

December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Course Inventory Form. Bibliography and Library Resources Form are not applicable.

**Potter College of Arts & Letters
Department of Modern Languages/KIIS
Proposal to Create a New Course
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1 Identification of proposed course

- 1.1 Course prefix and number: JAPN 100
- 1.2 Course title: Japanese Language and Culture On-Site
- 1.3 Abbreviated course title: Japanese Lang/Cult On-Site
- 1.4 Credit hours and contact hours: 1-3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: An introduction to Japanese and Japanese-speaking culture in conjunction with study abroad for students with little or no previous language study. Does not fulfill the general education foreign language requirement. May be repeated for a total of 3 credits.

2 Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). This course has been part of regular KIIS offerings.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the Japan program, and had sizeable enrollments, averaging between 8-12 students on an annual basis. KIIS anticipates continued offerings of this course in Japan.
- 2.3 Discussion of the level of the course: This course is intended to be a basic introduction to the Japanese language for students who have little or no Japanese language proficiency.
- 2.4 Relationship of the course to courses now offered in the department: There is no similar course. JAPN 100 would be appropriate for students with an interest in Japan, who have not had prior language study, but would like to be able to communicate in simple Japanese and learn about Japanese culture.
- 2.5 Relationship of the course to courses offered in other departments: The course may be offered in a KIIS program that also offers courses in other disciplines; for example, JAPN 100 may be offered in the KIIS Japan program alongside a history course (e.g., HIST 461: Modern East Asia) or a theatre course (e.g., THEA 375: Topics in Drama: Traditional Japanese Theatre).
- 2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to a prior KIIS course that has been accepted as a transfer

course by all other institutions in the KIIS consortium of 21 colleges and universities located in Kentucky, Tennessee and Indiana.

- 2.7 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3 Description of proposed course

3.1 Course objectives:

- Students will develop a basic grasp of the Japanese language, allowing them to communicate in uncomplicated everyday situations;
- Students will engage with various aspects of Japanese culture in an immersion environment.

3.2 Content outline:

- Participation in carefully planned and supervised activities designed to bring the student into contact with Japanese-speaking people and aspects of their culture.

3.3 Evaluation:

- Evaluation may be based on quizzes, examinations, portfolios or short written work;
- Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.

3.4 Text and course materials:

- These will vary, depending on the instructor and locale in which the course is taught.

4 Resources

- 4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample opportunities to engage with Japanese culture in a full immersion environment;
- 4.2 No additional library resources or instructional technology will be required.

5 Budget implications

- 5.1 All KIIS programs are self-funded, and require no budgetary support from WKU;
- 5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at WKU or one of the KIIS full member institutions;
- 5.3 No special equipment, expendable materials or laboratory supplies will be required.

6. Implementation: This course will begin implementation in the Summer of 2010.

7. Dates of prior committee approvals:

Modern Languages Department

November 3, 2009

Potter College Curriculum Committee

December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Course Inventory Form. Bibliography and Library Resources Form are not applicable.

Proposal Date: October 30, 2009

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

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1 Identification of proposed course

- 1.1 Course prefix and number: JAPN 115
- 1.2 Course title: Introduction to Japanese Culture
- 1.3 Abbreviated course title: Intro to Japanese Culture
- 1.4 Credit hours and contact hours: 3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Survey of the contemporary culture of Japan, with emphasis on values, behavioral characteristics, social and political structures, and achievements of the Japanese-speaking people. Taught in English; only taught abroad.

2 Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). This course has been part of regular KIIS offerings.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the Japan program, and had sizeable enrollments, averaging between 8-12 students on an annual basis. KIIS anticipates continued offerings of this course in Japan.
- 2.3 Discussion of the level of the course: This course is intended to be a basic introduction to Japanese culture for students who have little or no Japanese language proficiency.
- 2.4 Relationship of the course to courses now offered in the department: There is no similar course. JAPN 105 would be appropriate for students with an interest in Japan, but unable to speak Japanese, introducing them to Japanese culture and history, allowing them to learn about the country in which they were studying, and perhaps encouraging them to begin study of the language.
- 2.5 Relationship of the course to courses offered in other departments: The course may be offered in a KIIS program that also offers courses in other disciplines; for example, JAPN 105 may be offered in the KIIS Japan program alongside a history course (e.g., HIST 461: Modern East Asia) or a theatre course (e.g., THEA 375: Topics in Drama: Traditional Japanese Theatre).

- 2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to a prior KIIS course that has been accepted as a transfer course by all other institutions in the KIIS consortium of 21 colleges and universities located in Kentucky, Tennessee and Indiana.
- 2.7 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3 Description of proposed course

- 3.1 Course objectives:
- Students will develop an appreciation for Japanese culture and civilization;
 - Students will engage with various aspects of Japanese culture in an immersion environment.
- 3.2 Content outline:
- Participation in carefully planned and supervised activities designed to bring the student into contact with Japanese people and aspects of their culture.
- 3.3 Evaluation:
- Evaluation may be based on quizzes, examinations, portfolios or short written work;
 - Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.
- 3.4 Text and course materials:
- These will vary, depending on the instructor and locale in which the course is taught.

4 Resources

- 4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample opportunities to engage with Japanese culture in a full immersion environment;
- 4.2 No additional library resources or instructional technology will be required.

5 Budget implications

- 5.1 All KIIS programs are self-funded, and require no budgetary support from WKU;
- 5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at one of the KIIS full member institutions;
- 5.3 No special equipment, expendable materials or laboratory supplies will be required.

6 Implementation: This course will begin implementation in the Summer of 2010.

7 Dates of prior committee approvals:

Modern Languages Department

November 3, 2009

Potter College Curriculum Committee

December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Course Inventory Form. Bibliography and Library Resources Form are not applicable.

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

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1 Identification of proposed course

- 1.1 Course prefix and number: SPAN 105
- 1.2 Course title: Introduction to Hispanic Culture
- 1.3 Abbreviated course title: Intro to Hispanic Culture
- 1.4 Credit hours and contact hours: 3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Survey of the contemporary cultures of Spain and Latin America, with emphasis on values, behavioral characteristics, social and political structures, and achievements of the Spanish-speaking peoples. Taught in English; only taught abroad.

2 Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). This course has been part of regular KIIS offerings.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in several Latin American programs, and had sizeable enrollments, averaging between 15-20 students on an annual basis. KIIS anticipates continued offerings of this course in Costa Rica, Ecuador, Mexico, and elsewhere.
- 2.3 Discussion of the level of the course: This course is intended to be a basic introduction to Hispanic culture for students who have little or no Hispanic language proficiency.
- 2.4 Relationship of the course to courses now offered in the department: There is no similar course. SPAN 105 would be appropriate for students with an interest in Spain or Latin America, but unable to speak Spanish, introducing them to Hispanic culture and history, allowing them to learn about the country in which they were studying, and perhaps encouraging them to begin study of the language.
- 2.5 Relationship of the course to courses offered in other departments: The course may be offered in a KIIS program that also offers courses in other disciplines; for example, SPAN 105 may be offered in the KIIS Costa Rica program alongside an agriculture course (e.g., AGRI 493: Sustainable Agriculture) or a geography course (e.g., GEOG 200: Introduction to Latin America).

- 2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to a prior KIIS course that has been accepted as a transfer course by all other institutions in the KIIS consortium of 21 colleges and universities located in Kentucky, Tennessee and Indiana.
- 2.7 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3 Description of proposed course

- 3.1 Course objectives:
- Students will develop an appreciation for Hispanic culture and civilization;
 - Students will engage with various aspects of Hispanic culture in an immersion environment.
- 3.2 Content outline:
- Participation in carefully planned and supervised activities designed to bring the student into contact with Spanish-speaking people and aspects of their culture.
- 3.3 Evaluation:
- Evaluation may be based on quizzes, examinations, portfolios or short written work;
 - Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.
- 3.4 Text and course materials:
- These will vary, depending on the instructor and locale in which the course is taught.

4 Resources

- 4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample opportunities to engage with Hispanic culture in a full immersion environment;
- 4.2 No additional library resources or instructional technology will be required.

5 Budget implications

- 5.1 All KIIS programs are self-funded, and require no budgetary support from WKU;
- 5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at one of the KIIS full member institutions;
- 5.3 No special equipment, expendable materials or laboratory supplies will be required.

6 Implementation: This course will begin implementation in the Summer of 2010.

7 Dates of prior committee approvals:

Modern Languages Department

November 3, 2009

Potter College Curriculum Committee

December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Course Inventory Form. Bibliography and Library Resources Form are not applicable.

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

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1 Identification of proposed course

- 1.1 Course prefix and number: SPAN 210
- 1.2 Course title: Intermediate Spanish Conversation Abroad
- 1.3 Abbreviated course title: Intermed Span Conv Abroad
- 1.4 Credit hours and contact hours: 1-3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: SPAN 102 or equivalent
- 1.7 Course catalog listing: Course designed to develop the vocabulary and communication skills of a student with one year of college Spanish or equivalent, with emphasis on contact with Spanish native speakers. SPAN 210 may not substitute for SPAN 201 or 202, but may count as an elective for the major or minor. Taught in Spanish. May be repeated for a total of 3 credits.

2 Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). Most member institutions of the KIIS consortium do not offer "trailer" sections of language courses (e.g., FREN 202 in the Fall Semester, or SPAN 201 in the Spring). Thus, KIIS has found it necessary to develop a series of intermediate level language courses that students in KIIS programs may take during summer programs, while still being able to enroll in the normal sequence upon returning to their home institutions in the Fall Semester. Without this option, a student who took a SPAN 201 course during a summer program would effectively be penalized by having to wait six months or more before continuing with the SPAN 202 course in the Spring Semester. The course number may also be used for regular study abroad (non-KIIS) courses taught by WKU faculty.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the Spain I and Mexico programs, and had enrollments averaging between 10-25 students on an annual basis. KIIS anticipates continued offerings of this course in Spain and Mexico, as well as in other programs sited in Hispanic countries.
- 2.3 Discussion of the level of the course: This course is intended for students who have had a minimum of one year of Spanish language instruction at the collegiate level, or the equivalent.

- 2.4 Relationship of the course to courses now offered in the department: There is no similar course. The new course will allow students at the intermediate level to have an immersion experience in an approved study abroad program, and will only be taught abroad. The course may not substitute for either SPAN 201 or SPAN 202, but may count as an elective for the major or minor.
- 2.5 Relationship of the course to courses offered in other departments: The course may be offered in a KIIS program that also offers courses in other disciplines; for example, SPAN 210 may be offered in the KIIS Mexico program alongside a history course (e.g., HIST 479: Immigration and Latin American Relations) or an anthropology course (e.g., ANTH 340: Peoples and Cultures of Latin America).
- 2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to the former Murray State course that has been accepted as a transfer course by all other institutions in the KIIS consortium (Ball State University, Bellarmine University, Berea College, Bluegrass CTC, Bryan College, Campbellsville University, Carson-Newman College, Centre College, Eastern Kentucky University, Georgetown College, Kentucky State University, Middle Tennessee State University, Morehead State University, Murray State University, Northern Kentucky University, Pikeville College, Transylvania University, Union College, University of Kentucky, and University of Louisville).
- 2.7 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3 Description of proposed course

- 3.1 Course objectives:
- Students will develop their Spanish vocabulary and oral communication skills;
 - Students will engage with native Spanish speakers and learn about various aspects of Hispanic culture in an immersion environment.
- 3.2 Content outline:
- Participation in a series of carefully planned and supervised activities designed to bring the student into contact with native speakers.
- 3.3 Evaluation:
- Evaluation may be based on quizzes, examinations, portfolios or short written work;
 - Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.
- 3.4 Text and course materials:
- These will vary, depending on the instructor and locale in which the course is taught.

4 Resources

- 4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample opportunities to engage with native speakers of Spanish in a full immersion

- environment;
4.2 No additional library resources or instructional technology will be required.

5 Budget implications

- 5.1 All KIIS programs are self-funded, and require no additional budgetary support from WKU;
5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at WKU or one of the KIIS full member institutions;
5.3 No special equipment, expendable materials or laboratory supplies will be required.

6. Implementation: This course will begin implementation in the Summer 2010.

7. Dates of prior committee approvals:

Modern Languages Department	<u>October 20, 2009</u>
Potter College Curriculum Committee	<u>December 3, 2009</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	

Attachment: Course Inventory Form

Bibliography and Library Resources Form are not applicable.

Proposal Date: October 15, 2009

**Potter College of Arts & Letters
Department of Modern Languages/KIIS
Proposal to Create a New Course
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of proposed course

- 1.1 Course prefix and number: SPAN 211
- 1.2 Course title: Intermediate Spanish Culture Abroad
- 1.3 Abbreviated course title: Intermed Span Culture Abroad
- 1.4 Credit hours and contact hours: 1-3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: SPAN 102 or equivalent
- 1.7 Course catalog listing: Course designed to develop an appreciation for different aspects of Spanish-speaking countries and their people and cultures, for a student with one year of college Spanish or equivalent. SPAN 211 may not substitute for SPAN 201 or 202, but may count as an elective for the major or minor. Taught in Spanish. May be repeated for a total of 3 credits.

2. Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA).
- 2.2 Most member institutions of the KIIS consortium do not offer "trailer" sections of language courses (e.g., SPAN 202 in the Fall Semester, or GERM 201 in the Spring). Thus, KIIS has found it necessary to develop a series of intermediate level language courses that students in KIIS programs may take during summer programs, while still being able to enroll in the normal sequence upon returning to their home institutions in the Fall Semester. Without this option, a student who took a SPAN 201 course during a summer program would effectively be penalized by having to wait six months or more before continuing with the SPAN 202 course in the Spring Semester. The course number may also be used for regular study abroad (non-KIIS) courses taught by WKU faculty.
- 2.3 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the Spain I and Mexico programs, and had enrollments averaging between 10-25 students on an annual basis. KIIS anticipates continued offerings of this course in Spain and Mexico, as well as in other programs sited in Hispanic countries.
- 2.4 Discussion of the level of the course: This course is intended for students who have

had one year of Spanish language instruction at the collegiate level, or the equivalent.

- 2.5 Relationship of the course to courses now offered in the department: There is no similar course. The new course will allow students at the intermediate level to have an immersion experience in an approved study abroad program, and will only be taught abroad. The course may not substitute for either SPAN 201 or SPAN 202, but may count as an elective for the major or minor.
- 2.6 Relationship of the course to courses offered in other departments: The course may be offered in a KIIS program that also offers courses in other disciplines; for example, SPAN 211 may be offered in the KIIS Mexico program alongside a history course (e.g., HIST 479: Immigration and Latin American Relations) or an anthropology course (e.g., ANTH 340: Peoples and Cultures of Latin America).
- 2.7 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to the former Murray State course that has been accepted as a transfer course by all other institutions in the KIIS consortium (Ball State University, Bellarmine University, Berea College, Bluegrass CTC, Bryan College, Campbellsville University, Carson-Newman College, Centre College, Eastern Kentucky University, Georgetown College, Kentucky State University, Middle Tennessee State University, Morehead State University, Murray State University, Northern Kentucky University, Pikeville College, Transylvania University, Union College, University of Kentucky, and University of Louisville).
- 2.8 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3. Description of proposed course

- 3.1 Course objectives:
 - Students will develop their Spanish communication skills, and gain appreciation for Hispanic culture;
 - Students will engage with native Spanish speakers and learn about various aspects of Hispanic culture in an immersion environment.
- 3.2 Content outline:
 - Participation in carefully planned and supervised activities designed to bring the student into contact with Hispanic peoples and aspects of their culture.
- 3.3 Evaluation:
 - Evaluation may be based on quizzes, examinations, portfolios or short written work;
 - Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.
- 3.4 Text and course materials: These will vary, depending on the instructor and locale in which the course is taught.

4. Resources

- 4.1 The principal resource for this course will be the program site itself; this course will only be taught abroad, which will afford the instructor and students ample opportunities to engage with native speakers of Spanish in a full immersion environment.
- 4.2 No additional library resources or instructional technology will be required.

5. Budget implications

- 5.1 All KIIS programs are self-funded, and require no budgetary support from WKU;
- 5.2 This course will be taught during the summer term by a qualified instructor with a faculty appointment at WKU or one of the KIIS full member institutions;
- 5.3 No special equipment, expendable materials or laboratory supplies will be required.

6. Implementation: This course will begin implementation in the Summer of 2010.

7. Dates of prior committee approvals:

Modern Languages Department	<u>October 20, 2009</u>
Potter College Curriculum Committee	<u>December 3, 2009</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	

Attachment: Course Inventory Form

Bibliography and Library Resources Form are not applicable.

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

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of proposed course

- 1.1 Course prefix and number: SPAN 220
- 1.2 Course title: Spanish for Criminal Justice Professionals
- 1.3 Abbreviated course title: Span for Criminal Justice Pro
- 1.4 Credit hours and contact hours: 3 and 40
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites/corequisites: SPAN 102 or equivalent
- 1.7 Course catalog listing: Course designed to develop the specific vocabulary and oral communication skills essential for a student who is intending to pursue a career in criminal justice and who has a background of one year of college Spanish or the equivalent. SPAN 220 will primarily be taught in study abroad programs in Mexico.

2. Rationale

- 2.1 Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). This course has been part of regular KIIS offerings.
- 2.2 Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the Mexico Pre-Professional program, and had enrollments ranging between 8-12 students on an annual basis. KIIS anticipates continued offerings of this course in Mexico.
- 2.3 Discussion of the level of the course: This course is intended for students who have had a minimum of one year of Spanish language instruction at the collegiate level, or the equivalent.
- 2.4 Relationship of the course to courses now offered in the department: There is no similar course. The new course is designed to meet specific professional needs in an authentic cultural context. The course may not substitute for either SPAN 201 or SPAN 202, but may count as an elective for the major or minor.
- 2.5 Relationship of the course to courses offered in other departments: The course will be offered in the KIIS Pre-Professional program that also offers courses in the criminal justice disciplines; for example, SPAN 220 may be offered alongside criminology courses such as SOCL 232: Introduction to Law Enforcement, and SOCL 489: Sociology Study Abroad: Comparative Criminal Justice Systems.
- 2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this

course will be equivalent to a prior KIIS course that has been accepted as a transfer course by all other institutions in the KIIS consortium of 21 colleges and universities located in Kentucky, Tennessee and Indiana.

- 2.7 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”

3. Description of proposed course

3.1 Course objectives:

- Students will increase their ability to speak, comprehend, read, and write Spanish in general, and learn specialized vocabulary and structures germane to criminal justice;
- Students will gain familiarity with the criminal justice systems and culture of Mexico.

3.2 Content outline:

- Participation in a series of carefully planned and supervised activities designed to bring the student into contact with native speakers.

3.3 Evaluation:

- Evaluation may be based on quizzes, examinations, portfolios or short written work;
- Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.

3.4 Text and course materials:

- These will vary, depending on the instructor and locale in which the course is taught.

4. Resources

- 4.1 The principal resource for this course will be the program site itself; this course will primarily be taught abroad, which will afford the instructor and students ample opportunities to engage with native speakers of Spanish in a full immersion environment;

- 4.2 No additional library resources or instructional technology will be required.

5. Budget implications

- 5.1 All KIIS programs are self-funded, and require no additional budgetary support from WKU;

- 5.2 This course will be taught by a qualified instructor with a faculty appointment at WKU or one of the KIIS full member institutions;

- 5.3 No special equipment, expendable materials or laboratory supplies will be required.

6. Implementation: This course will begin implementation in the Summer 2010.

7. Dates of prior committee approvals:

Modern Languages Department

November 3, 2009

Potter College Curriculum Committee

December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Course Inventory Form. Bibliography and Library Resources Form are not applicable.

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

Contact Person: Laura McGee, laura.mcgee@wku.edu, 5-2401

1. Identification of proposed course

- 1.1** Course prefix and number: SPAN 230
- 1.2** Course title: Spanish for Medical Professionals
- 1.3** Abbreviated course title: Span for Medical Pro
- 1.4** Credit hours and contact hours: 3 and 40
- 1.5** Type of course: Lecture/Lab
- 1.6** Prerequisites/corequisites: SPAN 102 or equivalent
- 1.7** Course catalog listing: Course designed to develop the specific vocabulary and oral communication skills essential for a student who is intending to pursue a career in medicine or nursing and who has a background of one year of college Spanish or the equivalent. SPAN 220 will primarily be taught in study abroad programs in Mexico.

2. Rationale

- 2.1** Reason for developing the course: Effective July 1 2009, Western Kentucky University became the Sponsoring Institution for the Kentucky Institute for International Studies. As part of the Memorandum of Agreement between WKU and KIIS, WKU undertook a commitment to “create the requisite academic courses for KIIS programs” (Paragraph 10 of the MOA). This course has been part of regular KIIS offerings.
- 2.2** Prospective demand for the course: During the years when Murray State University served as the Sponsoring Institution for KIIS, a similar course was offered in the Mexico Pre-Professional program, and had enrollments ranging between 8-12 students on an annual basis. KIIS anticipates continued offerings of this course in Mexico.
- 2.3** Discussion of the level of the course: This course is intended for students who have had a minimum of one year of Spanish language instruction at the collegiate level, or the equivalent.
- 2.4** Relationship of the course to courses now offered in the department: There is no similar course. The new course is designed to meet specific professional needs in an authentic cultural context. The course may not substitute for either SPAN 201 or SPAN 202, but may count as an elective for the major or minor.
- 2.5** Relationship of the course to courses offered in other departments: The course will be offered in the KIIS Pre-Professional program that also offers courses in the medical disciplines; for example, SPAN 230 may be offered alongside nursing courses such as NURS 317: Directed Study in Nursing: Traditional Medicine and Beliefs, and NURS 317: Directed Study in Nursing: Women’s Health Issues in Mexico.

- 2.6 Relationship of the course to courses offered elsewhere: As mentioned above, this course will be equivalent to a prior KIIS course that has been accepted as a transfer course by all other institutions in the KIIS consortium of 21 colleges and universities located in Kentucky, Tennessee and Indiana.
- 2.7 Relationship of the course to University mission and objectives: Western Kentucky University has made a strong commitment to internationalization and to its mission of preparing students “to be productive, engaged leaders in a global society.” Toward this end, WKU has agreed to act as KIIS’s Sponsoring Institution, and, in that role, to provide academic support, including the creation of new courses as required for KIIS programs. More specifically, this course supports WKU’s Strategic Goal 1c: “To increase student learning by creating a global learning environment.”
3. **Description of proposed course**
- 3.1 Course objectives:
- Students will increase their ability to speak, comprehend, read, and write Spanish in general, and learn specialized vocabulary and structures germane to medicine and nursing;
 - Students will gain familiarity with the medical delivery systems and culture of Mexico.
- 3.2 Content outline:
- Participation in a series of carefully planned and supervised activities designed to bring the student into contact with native speakers.
- 3.3 Evaluation:
- Evaluation may be based on quizzes, examinations, portfolios or short written work;
 - Expectations also include participation in supervised excursions, and regular class attendance; more than one unexcused absence may result in failure.
- 3.4 Text and course materials:
- These will vary, depending on the instructor and locale in which the course is taught.
4. **Resources**
- 4.1 The principal resource for this course will be the program site itself; this course will primarily be taught abroad, which will afford the instructor and students ample opportunities to engage with native speakers of Spanish in a full immersion environment;
- 4.2 No additional library resources or instructional technology will be required.
5. **Budget implications**
- 5.1 All KIIS programs are self-funded, and require no additional budgetary support from WKU;
- 5.2 This course will be taught by a qualified instructor with a faculty appointment at WKU or one of the KIIS full member institutions;
- 5.3 No special equipment, expendable materials or laboratory supplies will be required.
6. **Implementation:** This course will begin implementation in the Summer 2010.

7. Dates of prior committee approvals:

Modern Languages Department

November 3, 2009

Potter College Curriculum Committee

December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Course Inventory Form. Bibliography and Library Resources Form are not applicable.

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744; Adrian Switzer, adrian.switzer@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 212
- 1.2 Course title: Philosophy and Gender Theory
- 1.3 Abbreviated course title: PHIL AND GENDER THEORY
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: None.
- 1.7 Course catalog listing: Introductory study of philosophical works as they relate to gender theory, queer theory, and feminism.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is central to the revision of the Philosophy major or minor that accompanies this proposal. The course will be an important option in the Ethics & Values category of the new curriculum. Contemporary developments in gender theory, queer theory, and feminism put into question certain basic assumptions of philosophy. For example, the discipline's assumption of being an objective study of universal concepts such as truth, beauty, and moral value, is unsettled by its exclusion of ideas of gender difference, queer identity, and feminist epistemology. Thus, a course in gender theory, generally conceived, provides a forum within which we can interrogate the practices and basic concepts of philosophy toward the end of either revising or supplementing the discipline with the findings of gender, queer, and feminist theories. In turn, in considering the philosophical response(s) to gender and queer critiques of the discipline, a productive dialogue is opened up between the two areas of study.
- 2.2 Projected enrollment in the proposed course: 40, based on the number of majors and minors in philosophy.
- 2.3 Relationship of the proposed course to courses now offered by the department: Gender Theory (PHIL 212) shares some thematic content with Love & Friendship (PHIL 201); it differs from PHIL 201 in focusing on modern developments within gender, queer and feminist theory and their impact on the discipline of philosophy.
- 2.4 Relationship of the proposed course to courses offered in other departments: Gender Theory (PHIL 212) relates to a number of courses within the Women's Studies Program: Introduction to Women's Studies (WOMN 200), Sexuality & Society (SOCL 359), and Sociology of Gender (SOCL 355). There are also points of contact between PHIL 212 and Women & Politics (GOVT/PS 374), which is offered by the Department of Political Science. Though PHIL 212 shares a common focus with

these other courses, as a philosophy class it will explore issues of gender, politics, and the social construction of identity from a philosophical, rather than a sociological or political scientific standpoint.

- 2.5 Relationship of the proposed course to courses offered in other institutions: A course offering in feminist philosophy or gender theory is a standard feature of most philosophy programs in the United States and Canada. Philosophy programs that specialize in feminist/gender theory have multiple course offerings in the sub-discipline: Michigan State University (PHIL 456, Topics in Feminist Philosophy), State University of New York, Stony Brook (PHIL 284, Introduction to Feminist Theory), Binghamton University (PHIL 433, Feminist Epistemology). Regionally, philosophy programs in universities in Kentucky and Tennessee have course offerings in the area of feminist/gender theory: University of Kentucky (PHIL 340, Introduction to Feminism and Philosophy; PHIL 540, Feminism), University of Louisville (PHIL 318, Philosophy & Feminism), University of Tennessee (PHIL 382, Philosophy of Feminism)

3. Discussion of proposed course:

- 3.1 Course objectives: Introduce students to historical and contemporary issues in feminist philosophy and gender/queer theory; use such issues to question basic assumptions about socio-cultural forms of organization and political institutions; consider the relationship between society, culture, and politics and the construction of gender identity. Finally, consider the significance of feminist, gender, and queer theory for the discipline and traditional practices of philosophy.
- 3.2 Content outline:
- I. Feminism in History
 - A. Christine de Pizan: Women's intellectual and social inferiority
 - B. François Poullain de la Barre: The Mind has no sex
 - C. Mary Wollstonecraft: The common humanity of men and women
 - D. Elizabeth Cady Stanton: Equal Rights Feminism
 - E. John Stuart Mill: Education and subjection of women
 - F. Friedrich Engels: Origins of inequality between men and women
 - II. Gender Theory and Psychoanalysis
 - A. Sigmund Freud: Psychosexual development; Oedipalization
 - B. Jacques Lacan: Sexuation; Master Signifier; *La femme*
 - C. Julia Kristeva: Abjection
 - D. Luce Irigaray: Freudian drives; Mimesis and the history of philosophy
 - III. Gender Theory and Post-structuralism
 - A. Michel Foucault: Power; Genealogical history of sexuality
 - 1. Georges Canguilhem: Scientific Discourse; Normal/Abnormal
 - B. Gayatri Spivak: Postcolonial feminist/gender theory
 - C. Gilles Deleuze: Anti-oedipalization; multiplicity of desire
 - D. Jacques Derrida: Sexual difference; phallogocentrism
 - E. Judith Butler: Performativity
 - IV. Queer/Gender Theory
 - A. Teresa de Lauretis: Essentialism/Naturalism; Social Constructivism; Identity politics

- B. Anne Fausto-Sterling: Biologism; Genetic determination of sex
 - C. Laura Kipnis: Media representations of sex/gender
 - 1. Laura Mulvey: The male gaze
 - D. Leo Bersani: Masculinity; Homosexuality; HIV/AIDS
- 3.3 Student expectations and requirements: Students will read a variety of primary sources and secondary analysis. Evaluation will rest on class participation, take-home examinations, and writing assignments of various lengths, including a research paper.
- 3.4 Tentative texts and course materials:
 - Linda Alcoff, *Feminist Epistemologies*
 - François Poullain de la Barre: *On the Equality of the two Sexes*
 - Simone de Beauvoir, *The Second Sex*
 - Leo Bersani, *The Freudian Body*
 - Mark Blechner, *Sex Changes: Transformations in Society and Psychoanalysis*
 - Susan Bordo, *Unbearable Weight: Feminism, Western Culture and the Body*
 - Wendy Brown, *States of Injury: Power and Freedom in Late Modernity*
 - Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*
 - Judith Butler, *Undoing Gender*
 - Judith Butler, *Bodies That Matter: On the Discursive Limits of Sex*
 - Seyla Benhabib, *Feminist Contentions: A Philosophical Exchange*
 - Hélène Cixous, *The Newly Born Woman*
 - Patrici Collins, *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*
 - Jacques Derrida, *Spurs: Nietzsche's Styles*
 - Jacques Derrida, *The Ear of the Other: Otobiography, Transference, Translation*
 - Michèle Le Doeuff, *Hipparchia's Choice: An Essay Concerning Women, Philosophy, etc.*
 - Michèle Le Doeuff, *The Sex of Knowing*
 - Friedrich Engels, *The Origin of the Family, Private Property, and the State*
 - Anne Fausto-Sterling, *Sexing the Body: Gender Politics and the Construction of Sexuality*
 - Anne Fausto-Sterling, *Myths about Gender: Biological Theories about Women and Men*
 - Michel Foucault, *History of Sexuality, Vol. 1-3*
 - Michel Foucault, *Ethics: Subjectivity and Truth, The Essential Works of Foucault 1954-1984, Vol. 1*
 - Sigmund Freud, *Three Essays on the Theory of Sexuality*
 - Sigmund Freud, *The Ego and the Id*
 - Elizabeth Grosz, *Volatile Bodies: Toward a Corporeal Feminism*
 - Elizabeth Grosz, *Sexual Subversions: Three French Feminists*
 - Judith Halberstam, *Female Masculinity*
 - Judith Halberstam, *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*
 - David Halperin, *Saint Foucault: Toward a Gay Hagiography*
 - bell hooks, *Feminist Theory: From Margin to Center*
 - Luce Irigaray, *Speculum of the Other Woman*

Luce Irigaray, *An Ethics of Sexual Difference*
 Luce Irigaray, *This Sex Which is Not One*
 Annamarie Jagose, *Queer Theory: An Introduction*
 Annamarie Jagose, *Inconsequence: Lesbian Representation and the Logic of Sexual Sequence*
 Laura Kipnis, *Ecstasy Unlimited: On Sex, Capital, Gender and Aesthetics*
 Laura Kipnis, *Bound and Gagged: Pornography and the Politics of Fantasy in America*
 Julia Kristeva, *The Kristeva Reader*
 Julia Kristeva, *New Maladies of the Soul*
 Julia Kristeva, *Powers of Horror: An Essay on Abjection*
 Jacques Lacan, *On Feminine Sexuality, the Limits of Love and Knowledge: The Seminar of Jacques Lacan, Seminar XX, Encore*
 Teresa de Lauretis, *Technologies of Gender: Essays on Theory, Film and Fiction*
 Catherine MacKinnon, *Toward a Feminist Theory of the State*
 Saba Mahmood, *The Politics of Piety: The Islamic Revival of the Feminist Subject*
 John Stuart Mill: *The Subjection of Women*
 Trinh T. Minh-ha, *Woman, Native, Other: Writing Post-Coloniality and Feminism*
 Chandra Mohanty, *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*
 Cherrie Moraga & Gloria Anzaldúa, *This Bridge Called My Back*
 Laura Mulvey, *Visual and Other Pleasures*
 Christine de Pizan: *The Book of the City of Ladies*
 Eve Sedgwick, *Epistemologies of the Closet*
 Joan Wallach Scott, *Gender and the Politics of History*
 Kaja Silverman, *The Acoustic Mirror: The Female Voice in Psychoanalysis and Film*
 Valerie Solanas, *Scum Manifesto*
 Gayatri Spivak, *In Other Worlds: Essays in Cultural Politics*
 Elizabeth Cady Stanton, *Declaration of Sentiments and Resolutions*
 Amy Villarejo, *Lesbian Rule: Cultural Criticism and the Value of Desire*
 Michael Warner, *The Trouble With Normal: Sex, Politics, and the Ethics of Queer Life*
 Mary Wollstonecraft: *A Vindication of the Rights the Women*

4. Resources:

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current, full-time faculty.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 201030

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

Philosophy Program: November 13, 2009

Department of Philosophy and Religion: November 18, 2009

Potter College Curriculum Committee December 3, 2009

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 15, 2009

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 299
- 1.2 Course title: Philosophical Writing Workshop
- 1.3 Abbreviated course title: PHILOSOPHICAL WRITING WORKSHOP
- 1.4 Credit hours and contact hours: 1; can be taken up to three times
- 1.5 Type of course: K (workshop)
- 1.6 Prerequisites/corequisites: One philosophy course or concurrent registration in a philosophy course.
- 1.7 Course catalog listing: A workshop designed to help students develop their writing skills and forms of argumentation in a philosophical context.

2. Rationale:

- 2.1 Reason for developing the proposed course: Helping students develop the skills of clear and effective writing is an important goal not only on the philosophy program but also of Western Kentucky University. In order to better achieve this goal, the new philosophy program includes this workshop. Every semester, at least one philosophy faculty member will teach PHIL 299. Students majoring in philosophy must take two of these and minors must take one. These courses typically will be associated with other upper-division philosophy classes and will provide students with the opportunity to develop their skills as writers as they complete papers for the other philosophy courses for which they are concurrently registered (except PHIL 496); alternately, students may begin independent writing projects (perhaps for presentation at conferences or for possible publication).
- 2.2 Projected enrollment in the proposed course: 20, based on number of philosophy majors and minors required to take the course.
- 2.3 Relationship of the proposed course to courses now offered by the department: The workshop will draw upon content areas that students will be studying or will have studied in other philosophy courses. Students will be encouraged to fulfill the PHIL 299 requirement by taking it concurrently with another upper-division philosophy course—allowing them to utilize the workshop as they complete writing projects for a course in which they are enrolled. In addition, these workshops will prepare philosophy majors (or minors who choose to do so) for the Senior Seminar (PHIL 496) in which they will be expected to write a substantive research paper in philosophy.
- 2.4 Relationship of the proposed course to courses offered in other departments: The workshops are somewhat similar to ENG 300 (Writing in the Disciplines). PHIL 299

will supplement and expand the objectives of ENG 300, with the added benefit of having philosophical writing taught by trained philosophers who are philosophical writers themselves, and who are familiar with and active in the field. While it might seem that there is some duplication of effort here, it is important to note that the philosophy faculty will be able to focus more particularly on distinctively philosophical argumentation and expectations than perhaps English faculty can. In addition, many philosophy majors also major in another discipline—and it is the subject matter of that other discipline that frequently is used by them for ENG 300. Thus, many philosophy majors do not write in the discipline of philosophy in regard to the work done in ENG 300.

- 2.5 Relationship of the proposed course to courses offered in other institutions: PHIL 299 is similar to the one-credit hour writing courses required for philosophy majors at North Carolina State University: PHIL 494 (Writing in Ethics), PHIL 495 (Writing in History of Philosophy), PHIL 496 (Writing in Contemporary Philosophy), and PHIL 497 (Writing in Logic, Representation and Reasoning). These courses all are taken with corequisites, a model we are adopting (in part) for our new program. This approach is uncommon among philosophy programs, and our allowing students to take PHIL 299 as a stand-alone course as well affirms the innovative nature of this proposal.

3. Discussion of proposed course:

3.1 Course objectives:

The objectives of the course are that students will

- develop good writing habits and skills;
- be able to identify and use relevant philosophical sources and research tools;
- be able to effectively critique philosophical positions;
- be able to construct a philosophical argument;
- be able to situate a writing project in the context of past and current philosophical literature;
- be able to write for presentation and/or publication.

- 3.2 Content outline: The content of the course will vary depending upon the course a student is concurrently enrolled in or upon the project the student is completing. The focus of the course is on student writing and the philosophical positions/arguments with which they are working.

- 3.3 Student expectations and requirements: Students will be expected to attend workshop meetings, meet individually with the instructor, read and critique the work of their peers, and demonstrate progress and improvement in their work.

- 3.4 Tentative texts and course materials: Faculty may choose to use texts like Anne Edwards' *Writing to Learn: An Introduction to Writing Philosophical Essays* (McGraw-Hill, 1999), Lewis Vaughn's *Writing Philosophy: A Student's Guide to Writing Philosophy Essays* (Oxford University Press, 2005), A.P. Martinich's *Philosophical Writing: An Introduction* (Wiley-Blackwell, 2005), Zachary P. Seech's *Writing Philosophy Papers* (Wadsworth, 2008), or use no text at all. Faculty may also share their own work with students for purposes of discussion and analysis.

4. Resources:

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current philosophy faculty will rotate teaching one section every four semesters.
- 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:

7. Dates of prior committee approvals:

Philosophy program	November 13, 2009
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Department of Philosophy and Religion	November 18, 2009
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Potter College Curriculum Committee	December 3, 2009
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Undergraduate Curriculum Committee	01/28/10
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University Senate	_____
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Attachment: Course Inventory Form

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744; Adrian Switzer, adrian.switzer@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 331
- 1.2 Course title: Analytic Philosophy
- 1.3 Abbreviated course title: ANALYTIC PHILOSOPHY
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: One course in philosophy or permission of instructor.
- 1.7 Course catalog listing: A study of Anglo-American/Analytic philosophy in the 20th century focusing on the works of representative figures like Carnap, Frege, Moore, Russell, Quine and Wittgenstein.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is central to the revision of the Philosophy major or minor that accompanies this proposal. The course will be an important option in the Logic, Metaphysics & Epistemology category of the new curriculum. The modern logic that Frege developed in the late nineteenth century occasioned the development of analytic philosophy, which became and remains an influential methodology within academic philosophy. Accordingly, a philosophy curriculum is complete only if it includes one or more courses that focus on the logical and linguistic approach of philosophical analysis. Further, analytic philosophy translates some of the formalism of modern logic into more familiar terms; like logic, it addresses such central philosophical topics as truth, necessity, existence, and meaning but does so discursively rather than symbolically.
- 2.2 Projected enrollment in the proposed course: 40, based on the number of majors and minors in philosophy.
- 2.3 Relationship of the proposed course to courses now offered by the department: The topics and readings covered in Analytic Philosophy (PHIL 331) will complement the curriculum of Logic (PHIL 215), Philosophy of Science (PHIL 330), Advanced Logic (PHIL 415), and Metaphysics & Epistemology (PHIL404).
- 2.4 Relationship of the proposed course to courses offered in other departments: One component part of Analytic Philosophy (PHIL 331) is a study of the semantics and syntax of linguistic utterances; to this extent it shares a linguistic focus with Linguistic Analysis (ENG 407). However, unlike ENG 407, which focuses on actual speech acts and the cultural situations of utterances, PHIL 331 treat language analytically, i.e., breaks it down into its elementary forms and assesses the significance of those forms.

- 2.5 Relationship of the proposed course to courses offered in other institutions: A course offering in Analytic Philosophy is a standard feature of philosophy programs throughout the United States and Canada. Given the predominance of analytic philosophy in Anglo-American academic philosophy, most programs have multiple course offerings in the area of philosophical analysis. E.g., University of California San Diego (PHIL 109, History of Analytic Philosophy; PHIL 285, Frege), University of Arizona (PHIL 211, Meaning in Language and Society; PHIL 344, Issues and Methods in Analytic Philosophy; PHIL 467, Early Analytic Philosophy), University of Pittsburgh (PHIL 1210, Topics in Analytic Philosophy; PHIL 2245, Analytic Philosophy). Regionally, the philosophy programs at the University of Kentucky and University of Louisville both have course offerings in analytic philosophy: University of Kentucky (PHIL 515, Contemporary Philosophy: The Analytic Turn), University of Louisville (PHIL 341, Philosophy of Language; PHIL 660, Wittgenstein).

3. Discussion of proposed course:

- 3.1 Course objectives: Introduce students to the basic concepts, problems, and methodologies of 20th century analytic philosophy. Expose students to primary source materials in the analytic philosophy tradition; through the completion of research papers, students will also be introduced to (some of) the secondary literature on topics in analytic philosophy. Address the relevance and applicability of a semi-formal/logical study of language to the use and meaning of language in everyday discourse.
- 3.2 Content outline:
- I. Gottlob Frege
 - A. Sense and Reference
 - B. Logical Formalization of Language; The *Begriffsschrift*
 - C. Logical Foundations of Arithmetic; Critique of Mill's Number Theory
 - II. G. E. Moore
 - A. Common Sense and Philosophical Analysis
 - B. Moore on Skepticism, Perception and Knowledge
 - III. Bertrand Russell
 - A. Logical Form, Grammatical Form, and the Theory of Descriptions
 - B. Logic and Mathematics: Philosophical Logicism
 - C. Logical Constructions of the External World
 - IV. Ludwig Wittgenstein
 - A. Early Philosophy of Language: Formal Linguistic analysis; Picture Theory of Language; Atomic Propositional Facts (*Tractatus Logico-Philosophicus*)
 - B. Late Philosophy of Language: Linguistic Meaning as Use; Reference and Analysis; Language Games; Family Resemblances (Philosophical Investigations)
 - C. Kripke on Naming and Necessity
 - V. Logical Positivism
 - A. Positivists on Necessity and Apriori Knowledge
 - B. Early Quine/Post-positivism: Analyticity, Necessity, Apriority; Meaning and Holistic Verificationism
 - VI. Ordinary Language

- A. Ryle's Dilemmas
 - B. Ryle's Concept of Mind
 - C. Performative Theory of Truth (Strawson; Austin)
- VII. Philosophical Naturalism
 - A. Quine on the Indeterminacy of Translation
 - B. Quine's Radical Semantic Eliminativism
- 3.3 Student expectations and requirements: Read extensive body of primary source literature and secondary scholarship; regular participation during in-class, seminar-style discussion of course materials; completion of one or more research papers.
- 3.4 Tentative texts and course materials:
 - J. L. Austin, *How to Do Things With Words*
 - J. L. Austin, *Sense and Sensibilia*
 - A. J. Ayer, *Language, Truth and Logic*
 - A. J. Ayer, *Logical Positivism*
 - Rudolf Carnap, *The Logical Structure of the World and Pseudoproblems in Philosophy*
 - Rudolf Carnap, *Meaning and Necessity: A Study in Semantics and Modal Logic*
 - Roderick Chisholm, *Realism and the Background of Phenomenology*
 - Donald Davidson, *Essays on Actions and Events*
 - Donald Davidson, *Inquiries into Truth and Interpretation*
 - M. A. Dummett, *Frege: Philosophy of Language*
 - M. A. Dummett, *Truth and Other Enigmas*
 - Gottlob Frege, *The Foundations of Arithmetic*
 - Gottlob Frege, *The Frege Reader*
 - Gottlob Frege & Kurt Gödel, *Two Fundamental Texts in Mathematical Logic*
 - H. P. Grice, *Studies in the Ways of Words*
 - R. M. Hare, *The Language of Morals*
 - Saul Kripke, *Naming and Necessity*
 - Saul Kripke, *Wittgenstein on Rules and Private Language*
 - J. L. Mackie, *Truth, Probability and Paradox*
 - G. E. Moore, *Selected Writings*
 - G. E. Moore, *Some Main Problems of Philosophy*
 - H. Putnam, *Mind, Language and Reality*
 - H. Putnam, *Representation and Reality*
 - H. Putnam, *The Many Faces of Realism*
 - W. V. Quine, *Word and Object*
 - W. V. Quine, *Ontological Relativity and Other Essays*
 - W. V. Quine, *The Ways of Paradox and Other Essays*
 - W. V. Quine, *Pursuit of Truth*
 - W. V. Quine, *From a Logical Point of View: Nine Logico-Philosophical Essays*
 - Nicholas Rescher, *The Coherence Theory of Truth*
 - Bertrand Russell, *The Principles of Mathematics*
 - Bertrand Russell, *The Basic Writings of Bertrand Russell*
 - Bertrand Russell, *The Problems of Philosophy*
 - Bertrand Russell, *Introduction to Mathematical Philosophy*
 - Bertrand Russell, *Human Knowledge: Its Scope and Limits*

Gilbert Ryle. *The Concept of Mind*
 Gilbert Ryle, *On Thinking*
 Gilbert Ryle, *Dilemmas: The Tanner Lectures 1953*
 Moritz Schlick, *General Theory of Knowledge*
 John Searle, *Speech Acts: An Essay in the Philosophy of Language*
 John Searle, *Expression and Meaning: Studies in the Theory of Speech Acts*
 Wilfrid Sellars, *Empiricism and the Philosophy of Mind*
 Wilfrid Sellars, *Naturalism and Ontology*
 Wilfrid Sellars, *In the Space of Reasons: Selected Essays of Wilfrid Sellars*
 P. F. Strawson, *Individuals: An Essay in Descriptive Metaphysics*
 P. F. Strawson, *Logico-Linguistic Papers*
 P.F. Strawson, *Skepticism and Naturalism: Some Varieties*
 A. Tarski, *Logic, Semantics, Metamathematics: Papers from 1923 to 1938*
 Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*
 Ludwig Wittgenstein, *Philosophical Investigations*
 Ludwig Wittgenstein, *The Blue and Brown Books*
 Ludwig Wittgenstein, *Remarks on the Foundation of Mathematics*

4. Resources:

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current, full-time faculty.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 201030

7. Dates of prior committee approvals:

Philosophy Program:	November 13, 2009
Department of Philosophy and Religion:	November 18, 2009
Potter College Curriculum Committee	December 3, 2009
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744; Adrian Switzer, adrian.switzer@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 333
- 1.2 Course title: Marx & Critical Theory
- 1.3 Abbreviated course title: MARX & CRITICAL THEORY
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: One course in philosophy or permission of instructor.
- 1.7 Course catalog listing: A study of 19th and 20th century critical social thought focusing on Marxism and the Frankfurt School.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is central to the revision of the Philosophy major or minor that accompanies this proposal. The course will be an important option in the Ethics & Values category of the new curriculum. Marxism and its development by the Frankfurt School of critical theorists is one of the most influential modern political philosophies; a philosophy program is complete only if it includes a course (or courses) on Marx, and Marxism. Beyond the discipline of philosophy, and sub-discipline of political philosophy, a study of Marx and Marxism introduces students to the theoretical foundations of Stalinism in Russia, Maoism in China, and the communist régimes of Cuba and Vietnam.
- 2.2 Projected enrollment in the propose course: 40, based on the number of majors and minors in philosophy.
- 2.3 Relationship of the proposed course to courses now offered by the department: Social & Political Philosophy (PHIL 333) will focus on the historical period that follows the period covered in Kant & Idealism (PHIL 346) and will review the Hegelian philosophy covered in PHIL 346. Thematically, PHIL 333 will share certain points of contact with PHIL 348, 20th Century Philosophy. However, PHIL 333 will not overlap in any quantitatively significant way with the content of these other courses.
- 2.4 Relationship of the proposed course to courses offered in other departments: Social & Political Philosophy (PHIL 333) will share points of contact with a number of classes offered in the Department of Political Science: Politics of Russia/Eastern Europe (PS 367), Introduction to Political Theory (GOVT 230), Contemporary Political Theory (GOVT 434); it will also focus on the historical time period covered in 20th Century European History (HIST 335). Unlike these Political Science and History classes, PHIL 333 will be specifically focused on the political philosophy of

- Marx and Critical Theory; the topic-specific approach of the class will provide a point of entry into broader, more general themes in contemporary political theory.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A course offering in contemporary political philosophy and/or Marxism and/or Critical Theory is a standard feature of philosophy programs throughout the United States and Canada. Philosophy programs that specialize in contemporary political theory have multiple course offerings in this area. E.g., New School for Social Research (GPHI 6619, Adorno; GPHI 6545, Marx: Critique & Praxis; GPHI 6045, Hannah Arendt: Politics & Philosophy; GPHI 6531, Critical Theory Today: Habermas and Beyond), DePaul University (PHIL 372, Marx; PHIL 328, Topics in Economic, Social and Political Philosophy), Northwestern University (PHIL 462, The Culture Industry and Possibilities of Resistance, PHIL 463, Hannah Arendt: From Kantian Aesthetics to the Practice of Political Judgment, PHIL 464, Strauss and Weber: Value Pluralism, Relativism, and the Crisis of Modern Rationalism), Regionally, the philosophy programs at UK Lexington and University of Louisville offer courses in contemporary political theory. E.g., University of Kentucky (PHIL 519, Critical Social Thought; PHIL 535, Social & Political Philosophy), University of Louisville (PHIL 333, Social & Political Philosophy; PHIL 535, Political Philosophy; PHIL 329, Social Institutions & Social Change)

3. Discussion of proposed course:

- 3.1 Course objectives: Introduce students to the political philosophy of Marx and to the reception and development of that philosophy by the Frankfurt School of Critical Theory. Expose students to primary source materials in contemporary political theory; through the completion of research papers, students will also be introduced to (some of) the secondary literature on Marxist and post-Marxist critical social theory. Consider the relevance and impact of Marx's political philosophy in the contemporary world.
- 3.2 Content outline:
- I. Nineteenth/Twentieth Century Influences
 - A. Hegel's Political Philosophy
 - B. Hegelian Dialectic
 - C. Marx's Critique of Hegelianism: The relationship of praxis to theory
 - D. Marx's Socio-Economic Theory: Introduction to the concepts of surplus-value, capital; basic economic equations from *Das Capital*
 - E. Marx's Critique of Capitalism: Introduction to the concepts of bourgeoisie, proletariat, alienation, and control of the processes of production
 - F. Marx's Philosophy of History: Historical determinism; communist revolution
 - G. Freudian psychoanalysis; group psychology; civilization/sublimation
 - II. History of the *Institut für Sozialforschung*/Origins of *Kritische Theorie*
 - A. Affiliation with University of Frankfurt
 - B. Affiliation with Marx-Engels Institute in Moscow; critiques of the German Communist Party, and German Socialist Party
 - C. The Politics of Weimar Germany: Social democracy; Left Hegelianism; Totalitarian critiques of liberalism

D. Sociology and Anti-positivism: Max Weber; Georg Simmel
III. Central Figures/Ideas in Critical Theory

- A. Georg Lukács
 - 1. Reification
 - 2. Class consciousness
- B. Herbert Marcuse
 - 1. Psychoanalysis; Freudian-Marxism
- C. Max Horkheimer
 - 1. Authoritarianism
 - 2. Critique of instrumental reason
- D. Theodor Adorno
 - 1. Culture Industry; Aesthetic Theory
 - 2. Negative Dialectics
- E. Walter Benjamin
 - 1. Philosophy of History
 - 2. Mass media/aesthetics
- F. Erich Fromm
 - 1. Political psychology
- F. Hannah Arendt
 - 1. History of Totalitarianism
 - 2. Political revolution
- G. Jürgen Habermas
 - 1. Communicative action/rationality
 - 2. Discourse ethics
 - 3. Deliberative democracy

3.3 Student expectations and requirements: Read extensive body of primary source literature and secondary scholarship; regular participation during in-class, seminar-style discussion of course materials; completion of one or more research papers.

3.4 Tentative texts and course materials:

Theodor Adorno, *Negative Dialectics*

Theodor Adorno, *The Culture Industry*

Theodor Adorno & Max Horkheimer, *Dialectic of Enlightenment*

Theodor Adorno & Walter Benjamin, *Aesthetics and Politics*

Hannah Arendt, *The Origins of Totalitarianism*

Hannah Arendt, *On Revolution*

Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil*

Hannah Arendt, *The Human Condition*

Walter Benjamin, *The Work of Art in the Age of its Technical Reproducibility*

Walter Benjamin, *Illuminations: Essays and Reflections*

Walter Benjamin, *Reflections: Essays, Aphorisms, Autobiographical Writings*

Sigmund Freud, *Civilization and its Discontents*

Sigmund Freud, *Group Psychology and the Analysis of the Ego*

Sigmund Freud, *Totem & Taboo*

Erich Fromm, *Marx's Concept of Man*

Jürgen Habermas, *The Theory of Communicative Action: Reason and the Rationalization of Society*

Jürgen Habermas, *Theory and Practice*
 G. W. F. Hegel, *Elements of the Philosophy of Right*
 G. W. F. Hegel, *Lectures on the Philosophy of World History*
 Max Horkheimer, *Eclipse of Reason*
 Max Horkheimer, *Critical Theory: Selected Essays*
 Max Horkheimer, *Between Philosophy and Social Science: Selected Early Writings*
 Siegfried Kracauer, *The Mass Ornament: Weimar Essays*
 Georg Lukács, *History and Class Consciousness: Studies in Marxist Dialectics*
 Georg Lukács, *Lenin: A Study in the Unity of his Thought*
 Herbert Marcuse, *Eros and Civilization: A Philosophical Inquiry into Freud*
 Herbert Marcuse, *One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society*
 Herbert Marcuse, *A Study on Authority*
 Herbert Marcuse, *Counterrevolution and Revolt*
 Herbert Marcuse, *Reason and Revolution: Hegel and the Rise of Social Theory*
 Karl Marx, *Capital, Vol. 1: A Critique of Political Economy*
 Karl Marx, *Grundrisse: Foundations of the Critique of Political Economy*
 Karl Marx, *The German Ideology*
 Karl Marx, *The Economic and Philosophic Manuscripts of 1844 and the Communist Manifesto*
 Karl Marx, *Critique of Hegel's 'Philosophy of Right'*
 Georg Simmel, *The Philosophy of Money*
 Georg Simmel, *Simmel on Culture: Selected Writings*
 Max Weber, *The Protestant Ethic and the Spirit of Capitalism*
 Max Weber, *Essays in Sociology*
 Max Weber, *General Economic History*

4. Resources:

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current, full-time faculty.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 201030

7. Dates of prior committee approvals:

Philosophy Program:	November 13, 2009
Department of Philosophy and Religion:	November 18, 2009
Potter College Curriculum Committee	December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744; Pia Antolic-Piper, pia.antolic-piper@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 341
- 1.2 Course title: Ancient Greek Enlightenment
- 1.3 Abbreviated course title: ANCIENT GREEK ENLIGHTENMENT
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/co requisites: One course in philosophy or permission of instructor.
- 1.7 Course catalog listing: The study of primary texts to assess and compare the contributions of Plato and Aristotle and related figures to issues in metaphysics, epistemology, ethics, and political philosophy.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is central to the revision of the Philosophy major or minor that accompanies this proposal. A. N. Whitehead famously said that the development of Western philosophy is a series of footnotes to Plato. While this does not mean that every subsequent development in philosophy is but exegesis of Platonic doctrines or that it is Plato's contribution only which is meritorious, it indicates Plato's and Aristotle's powerful and persistent influence on the Western tradition which is why a history of philosophy category is complete only if it includes a course that covers Plato's and Aristotle's contributions to philosophy. This course will introduce students to Plato's and Aristotle's philosophy as valuable contributions in their own right, and will lay the systematic foundations for later developments in philosophy.
- 2.2 Projected enrollment in the proposed course: 40, based on the number of majors and minors in philosophy.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course replaces PHIL 302 (Introduction to Ancient and Medieval Philosophy). In particular PHIL 340 will complement the following courses: PHIL 341 (Reason and the Divine in Hellenism), PHIL 342 (Renaissance and Renewal in the Middle ages), PHIL 344 (Early Modern Moral philosophy), PHIL 345 (Descartes and Hume), PHIL 346 (Kant), PHIL 347 (Locke and Leibniz), and PHIL 348 (20th century philosophy), as well as PHIL 432 (Early Modern Science) and PHIL 433 (History of the Philosophy of Science).
- 2.4 Relationship of the proposed course to courses offered in other departments: Some of the themes and ideas in Plato's and Aristotle's philosophy may be touched on in the following courses: HIST 119, HIST 305, PS 330, and ANTH 335. None of these

courses considers Plato's or Aristotle's philosophy more generally or as intensely. Outside of philosophy courses, Plato and Aristotle are not the focus of any other courses at WKU.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Philosophy departments in almost every University in the U.S., Canada or Europe have one or multiple course offerings in ancient Greek philosophy. Within these, Plato and Aristotle are the focus of various kinds of undergraduate and graduate seminars, either separately or together, under historical as well as topical perspectives: University of Louisville PHIL 301, Vanderbilt University PHIL 210 (Ancient Philosophy), University of Washington PHIL 320 (Ancient Philosophy), UC Davis PHIL 21 (History of Philosophy: Ancient), Rochester Institute of Technology PHIL 456 (Ancient Philosophy), University of North Carolina Greensboro PHIL 251 (History of Ancient Philosophy), University of Indiana PHIL 310 (Ancient Philosophy), University of Indiana PHIL 201 (Ancient Greek Philosophy), Emory University PHIL 367 (Seminar on Ancient Philosophy), University of St. Louis PHIL 440 (Ancient Philosophy), PHIL 210 (Ancient Greek Philosophy), Loyola University Chicago PHIL 304 (History of Ancient Philosophy).

3. Discussion of proposed course:

3.1 Course objectives:

- Students will be familiarized with the philosophical contributions of mainly Plato and Aristotle to key issues in metaphysics and epistemology, ethics, and political philosophy under a historical, context-sensitive point of view.
- In view of the formative influence of Plato and Aristotle on subsequent discussions in philosophy until today, students will gain deeper familiarity with philosophical sub-fields, including epistemology and metaphysics, ethics and political philosophy.
- Students will deepen their understanding of the development and historical continuity of central concepts and arguments in epistemology and metaphysics as well as ethics and political philosophy.
- Students' reading skills will increase through sustained engagement with one or more full-length philosophical texts.
- Students will intensify skills of analysis and critical thinking through the close reading and discussion of texts and through written assignments.
- Students will strengthen communication skills through written assignments (including opportunities for re-writes based on instructor or peer review) and speaking (the course will be taught largely in seminar style).

3.2 Content outline:

I. General Context:

A. Intellectual:

- a. Philosophy and myth in Hesiod and Homer
- b. Influence of the Pre-Socratics (Heraclitus, Parmenides, Empedocles)
- c. Socrates and the Sophists

B. Political:

- a. Development and crises of Athenian democracy

II. Plato:

- A. Biography
- B. Works
- C. The dialogical form of Plato's writings and its influence on the content of his philosophy
- D. Plato's 'Theory' of Forms
 - a. Semantics: The meaning of universal terms
 - b. Metaphysics: The ontological status of universals / forms
 - b. Cosmology: The creation and structure of the universe
 - c. Epistemology: Cognition of Forms
 - d. Ethics: Soul, well-being, and the practical normativity of the Forms
 - e. Politics: Philosophical understanding, justice and the structure of a city-state
 - f. Education: Poetry, Rhetoric and the formation of character

II. Aristotle:

- A. Biography
- B. Works
- C. Metaphysics
 - a. Categorialism
 - b. Being qua being
 - c. The four causes
 - d. Form and matter
 - e. Potentiality and actuality
 - f. Substance
 - g. The soul
 - h. The unmoved mover
- D. Theory of Science and Logic
 - a. Definition
 - b. Deduction
 - c. Induction
 - d. Dialectic
 - e. Saving the phenomena
 - f. Doxography
 - g. Scientific freedom
- E. Ethics
 - a. The conception of practical philosophy
 - b. Well-being and the Good
 - c. Human activity
 - d. Ethical virtue
 - e. Justice
 - f. Dianoetic virtue
 - g. Weakness of will
 - h. Pleasure
- F. Politics
 - a. Origin and purpose of the state
 - b. The political nature of humans

- c. Friendship
 - d. The question of the best constitution
- G. Rhetoric and Poetics
 - a. Persuasion, enthymeme and emotions
 - b. Mimesis and catharsis
- IV. Comparison and assessment of Plato's and Aristotle's contributions in regards to:
 - A. Epistemology: Recollection and induction
 - B. Dialectic and metaphysics
 - C. Metaphysics: The third man: the ontological status of Forms
 - C. Unity vs. plurality of the sciences
 - D. Ethics: The Good
 - E. Ethics: Virtues
 - F. Ethics and Politics: Justice
 - G. Poetry
- 3.3 Student expectations and requirements: Students are expected to read carefully the assigned texts and to be active participants in class discussion. Evaluation of students will depend heavily on written work (short or long papers, in-class writings, reading responses, etc.) and participation in class.
- 3.4 Tentative texts and course materials:
 Selected readings from the pre-Socratics and Sophists
 Plato, *Euthyphro*
 Plato, *Apology*
 Plato, *Protagoras*
 Plato, *Gorgias*
 Plato, *Meno*
 Plato, *Cratylus*
 Plato, *Symposium*
 Plato, *Phaedo*
 Plato, *Republic*
 Plato, *Phaedrus*
 Plato, *Parmenides*
 Plato, *Theaetetus*
 Plato, *Sophistes*
 Plato, *Timaios*
 Plato, *Philebus*
 Aristotle, *Categories*
 Aristotle, *On interpretation*
 Aristotle, *Topics*
 Aristotle, *Posterior Analytics*
 Aristotle, *Physics*
 Aristotle, *On the Soul*
 Aristotle, *Metaphysics*
 Aristotle, *Nicomachean Ethics*
 Aristotle, *Politics*
 Hesiod, *Theogony*
 Hesiod, *Works and Days*

Homer, *Iliad*
Homer, *Odyssey*

4. Resources:

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current, full-time faculty.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 201030

7. Dates of prior committee approvals:

Philosophy Program: November 13, 2009

Department of Philosophy and Religion: November 18, 2009

Potter College Curriculum Committee December 3, 2009

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744; Pia Antolic-Piper, pia.antolic-piper@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 342
- 1.2 Course title: Reason and the Divine in Hellenism and Late Antiquity
- 1.3 Abbreviated course title: REASON AND THE DIVINE IN HELLENISM
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/co requisites: One course in philosophy or permission of instructor.
- 1.7 Course catalog listing: A selective study to assess and compare the views of Stoics, Skeptics, Epicureans, and others on issues that include reality, knowledge, natural law, well-being, and soul.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is central to the revision of the Philosophy major or minor that accompanies this proposal. It is an important component of the History of Philosophy section of the new curriculum, focusing on the new beginning in philosophy after the death of Alexander the Great with the schools of the Stoics, Skeptics, and Epicureans as well as later developments in late-Ancient philosophy in the time period between the dawn of the Roman Empire until the Arab conquest of Alexandria in 640 C.E. It is during this time that a major part of the ancient legacy to medieval and Renaissance philosophy was shaped, and which is the reason why a history of philosophy category is complete only if it includes a course that covers the Hellenistic and late-Ancient contributions to philosophy.
- 2.2 Projected enrollment in the proposed course: 40, based on the number of majors and minors in philosophy.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course replaces PHIL 302 (Introduction to Ancient and Medieval Philosophy) with a more focused study of selected thinkers in their historical contexts. This course will complement the following courses: PHIL 342 (Renaissance and Renewal in the Middle Ages), PHIL 344 (Early Modern Moral philosophy), PHIL 345 (Descartes and Hume), PHIL 350 (Ethical Theory), PHIL 329 (Concepts of God, Good, and Evil), RELS 305 (Christian Religious Traditions), RELS 315 (Philosophy of Religion), and RELS 430 (Christianity to 1517).
- 2.4 Relationship of the proposed course to courses offered in other departments: Some of the themes and ideas in Hellenistic and late Ancient philosophy may be touched on in the following courses: HIST 119, HIST 306, and HIST 317. None of these courses considers philosophy in the Hellenistic and late Ancient period more generally or as

intensely. Outside of philosophy courses, Hellenism and Late Antiquity are not the focus of any other courses at WKU.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Philosophy departments in almost every University in the U.S., Canada or Europe have one or multiple course offerings in Hellenistic and/or late Ancient philosophy. Within these, Stoicism, Epicureanism, Skepticism, and Neo-Platonism are the focus of various kinds of undergraduate and graduate seminars, either separately or together, under historical as well as topical perspectives: Vanderbilt University PHIL 218 (Hellenistic and Late Ancient Philosophy), Columbia University PHIL G4140 (Topics in Hellenistic Philosophy: Skepticism), Cornell University PHIL Hellenistic Philosophy, University of Nebraska Lincoln PHIL 331 (Hellenistic Philosophy), University of California San Diego PHIL 102 (Hellenistic Philosophy).

3. Discussion of proposed course:

3.1 Course objectives:

- Students will be familiarized with the philosophical contributions of major thinkers from the period of Hellenism and Late Antiquity to key issues in metaphysics, epistemology, and ethics.
- In view of the formative influence of Hellenistic and late Ancient philosophy on subsequent discussions in philosophy until today, students will gain deeper familiarity with philosophical sub-fields, including epistemology, metaphysics, and ethics.
- Students will deepen their understanding of the development and historical continuity of central concepts and arguments in epistemology, metaphysics, and ethics.
- Students' reading skills will increase through sustained engagement with one or more full-length philosophical texts.
- Students will intensify skills of analysis and critical thinking through the close reading, interpretation, and assessment of texts through discussion and written assignments.
- Students will strengthen communication skills through written assignments (including opportunities for re-writes based on instructor or peer review) and speaking (the course will be taught largely in seminar style).

3.2 Content outline:

I. Stoicism

a. Epictetus:

Discourses

Enchiridion (Handbook)

b. Seneca:

Dialogues

Moral Letters to Lucilius

c. Marcus Aurelius:

Meditations

II. Skepticism

a. Sextus Empiricus:

Outlines of Skepticism

III. Epicureanism

a. Epicurus:

Letters

b. Lucretius

On the nature of things

IV. Eclecticism

a. Cicero:

About the composition of arguments

About the Ends of Goods and Evils

On duties

On the Laws

On the Nature of the Gods

On the Orator

On the Republic

Questions debated at Tusculum

V. Neo-Platonism

a. Plotinus:

Enneads

b. Porphyry:

Isagoge

VI. Late Ancient / Early Christian Syntheses

a. Augustine:

Against the Academicians

City of God

Confessions

On Christian Doctrine

On Free Choice of the Will

On the Immortality of the Soul

On the Teacher

Soliloquies

b. Boethius

Consolation of Philosophy

Theological Tractates

3.3 Student expectations and requirements: Students are expected to read carefully the assigned texts and to be active participants in class discussion. Evaluation of students will depend heavily on written work (short or long papers, in-class writings, reading responses, etc.) and participation in class.

3.4 Tentative texts and course materials:

Augustine, *Against the Academicians*

Augustine, *City of God*

Augustine, *Confessions*

Augustine, *On Christian Doctrine*

Augustine, *On Free Choice of the Will*

Augustine, *On the Immortality of the Soul*

Augustine, *On the Teacher*

Augustine, *Soliloquies*

Boethius, *On the Consolation of Philosophy*
 Boethius, *Theological Tractates*
 Cicero, *On duties*
 Cicero, *On the Laws*
 Cicero, *On the Commonwealth*
 Cicero, *Tusculan Disputations*
 Cicero, *On Moral Ends*
 Epictetus, *Discourses*
 Epictetus, *Enchiridion*
 Epicurus, *Letters*
 Lucretius, *On the Nature of Things*
 Marcus Aurelius, *Meditations*
 Plotinus, *Enneads*
 Porphyry, *Isagoge*
 Seneca, *Dialogues*
 Seneca, *Moral Letters to Lucilius*
 Sextus Empiricus, *Outlines of Skepticism*

4. Resources:

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current, full-time faculty.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 201030

7. Dates of prior committee approvals:

Philosophy Program: November 13, 2009

Department of Philosophy and Religion: November 18, 2009

Potter College Curriculum Committee December 3, 2009

Undergraduate Curriculum Committee 01/28/10

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744; Pia Antolic-Piper, pia.antolic-piper@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 343
- 1.2 Course title: Renaissance and Renewal in the Middle Ages
- 1.3 Abbreviated course title: RENAISSANCE/RENEW IN MID AGES
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/co requisites: One course in philosophy or permission of instructor.
- 1.7 Course catalog listing: A selective study to assess and compare the contributions of medieval thinkers such as Peter Abelard, Roger Bacon, and William of Ockham to issues including language, knowledge and science, reality and God, virtues and conscience, well-being, and political order.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is central to the revision of the Philosophy major or minor that accompanies this proposal. It is an important component of the History of Philosophy section of the new curriculum, focusing on the time period between 529 C.E. and the 16th century. A history of philosophy category is complete only if it includes a course that covers the medieval contributions to philosophy. Medieval reflections on issues such as sense and reference, existence and truth, moral worth and values, and the justification of political rule not only informed subsequent debates in regards to vocabulary, concepts, and arguments, but in addition represent important reference points in philosophy until today.
- 2.2 Projected enrollment in the proposed course: 40, based on the number of majors and minors in philosophy.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course replaces PHIL 302 (Introduction to Ancient and Medieval Philosophy) with a more focused study of selected thinkers in their historical contexts. Within the department this course will complement the following courses: PHIL 344 (Early Modern Moral philosophy), PHIL 345 (Descartes and Hume), PHIL 432 (Early Modern Science), PHIL 433 (History of the Philosophy of Science), PHIL 350 (Ethical Theory), PHIL 329 (Concepts of God, Good, and Evil), RELS 305 (Christian Religious Traditions), RELS 315 (Philosophy of Religion), RELS 430 (Christianity to 1517).
- 2.4 Relationship of the proposed course to courses offered in other departments: Some of the themes and ideas in medieval philosophy may be touched on in the following

courses: HIST 119, HIST 307, ART 300, ART 301, ENG 481, and ENG 487. None of these courses considers philosophy in the Middle ages more generally or as intensely. Outside of philosophy courses, medieval philosophy is not the focus of any other courses at WKU.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Philosophy departments in almost every University in the U.S., Canada or Europe have one or multiple course offerings in medieval philosophy. Within these, thinkers like Thomas Aquinas, Duns Scotus, and William of Ockham are the focus of various kinds of undergraduate and graduate seminars, either separately or together, under historical as well as topical perspectives: St. Louis University PHIL 450 (Medieval Philosophy), Vanderbilt University PHIL 211 (Medieval Philosophy), University of Indiana PHIL 301 (Medieval Philosophy), University of Indiana P 515 (Medieval Philosophy), Loyola University Chicago PHIL 305 (Augustine to Abelard), Loyola University Chicago PHIL 396 (Seminar in Medieval Philosophy).

3. Discussion of proposed course:

3.1 Course objectives:

- Students will be familiarized with the philosophical contributions of major thinkers from the medieval period to key issues in metaphysics, epistemology, philosophy of science, ethics, and political philosophy under the aspect of the historical situation in which they evolved.
- In view of the formative influence of medieval philosophy on subsequent discussions in philosophy until today, students will gain deeper familiarity with philosophical sub-fields, including epistemology, metaphysics, philosophy of science, ethics, and political philosophy.
- Students will deepen their understanding of the development and historical continuity of central concepts and arguments in epistemology and metaphysics as well as ethics, philosophy of science, and political philosophy.
- Students' reading skills will increase through sustained engagement with one or more full-length philosophical texts.
- Students will intensify skills of analysis and critical thinking through the close reading and discussion of texts and through written assignments.
- Students will strengthen communication skills through written assignments (including opportunities for re-writes based on instructor or peer review) and speaking (the course will be taught largely in seminar style).

3.2 Content outline:

I. PROBLEM OF UNIVERSALS

a. Peter Abelard:

Glosses on Porphyry in his *Logica 'ingredientibus'*

b. Roger Bacon:

Commentaries on Aristotle's *Metaphysics*

Communia Naturalium

c. John Duns Scotus:

Ordinatio II. d. 3, part 1, qq. 1-6

d. William of Ockham:

Ordinatio d. 2, qq. 4-8

- e. Thomas Aquinas:
On Being and Essence

II. METAPHYSICS

- a. John Scotus Eriugena:
On the Division of Nature IV
- b. Anselm of Canterbury:
Monologion and Proslogion
On Truth
Freedom of Choice
The Fall of the Devil
- c. Robert Grosseteste
On Truth
On the Truth of Proposition
On the Knowledge of God
- c. Thomas Aquinas:
Disputed Questions on Truth
Summa contra gentiles (excerpts)
Summa Theologiae (excerpts)
- d. Boethius of Dacia:
On the Eternity of the World
- e. Siger of Brabant:
On the Eternity of the World
- f. Bonaventure:
On the Eternity of the World

II. EPISTEMOLOGY

- a. Albert the Great:
On the Intellect and the Intelligible
- b. Roger Bacon:
Opus maius I, II, V, VI (selections)
- c. Bonaventure:
Commentary on the Sentences I, Dist. III, part 1
- d. Thomas Aquinas:
Disputed Questions on Truth
Summa contra gentiles (excerpts)
Summa Theologiae (excerpts)
- e. John Duns Scotus:
Commentary on the Sentences I, Dist. III, q. 4
- f. William of Ockham:
Seven Quodlibeta

III. CONCEPTIONS OF SCIENCE AND WISDOM

- a. Peter Abelard:
Prologue to Sic et Non
- b. John of Salisbury:
Metalogicon
- c. Robert Kilwardby:
On the Origin of the Sciences

- d. Thomas Aquinas:
Commentary on Boethius' On Trinity
- e. Roger Bacon:
Opus maius II, V, and VI
- f. Bonaventure:
On the Reduction of the Arts to Theology
- g. William of Ockham:
Exposition of Aristotle's Physics

IV. ETHICS

- a. Peter Abelard:
Ethics
Dialogue between a Philosopher, a Jew, and a Christian
- b. Roger Bacon:
Moral philosophy
- c. Thomas Aquinas:
Disputed Questions on Virtues
Treatise on Law
- d. Boethius of Dacia:
On the Supreme Good
- e. John Duns Scotus:
Commentary on the Sentences
- f. William of Ockham:
Ordinatio

V. POLITICAL PHILOSOPHY

- a. John of Salisbury:
Policraticus
- b. Roger Bacon:
Moral Philosophy
- c. Giles of Rome:
On Ecclesiastical Power
- d. John of Paris
On Kingly and Papal Power
- e. Dante Alighieri:
Monarchy
- f. Marsilius of Padua
The Defender of the Peace
- g. William of Ockham
The Dialogue

- 3.3 Student expectations and requirements: Students are expected to read carefully the assigned texts and to be active participants in class discussion. Evaluation of students will depend heavily on written work (short or long papers, in-class writings, reading responses, etc.) and participation in class.
- 3.4 Tentative texts and course materials:
Albert the Great: *On the Intellect and the Intelligible*
Anselm of Canterbury: *Monologion* and *Proslogion*
Anselm of Canterbury: *On Truth*

Anselm of Canterbury: *Freedom of Choice*
 Anselm of Canterbury: *The Fall of the Devil*
 Boethius of Dacia: *On the Eternity of the World*
 Boethius of Dacia: *On the Supreme Good*
 Bonaventure: *On the Eternity of the World*
 Bonaventure: *Commentary on the Sentences*
 Bonaventure: *On the Reduction of the Arts to Theology*
 Dante Alighieri: *Monarchy*
 Giles of Rome: *On Ecclesiastical Power*
 John Duns Scotus: *Commentary on the Sentences*
 John of Paris: *On Kingly and Papal Power*
 John of Salisbury: *Policraticus*
 John of Salisbury: *Metalogicon*
 John Scotus Eriugena: *On the Division of Nature*
 Marsilius of Padua: *The Defender of the Peace*
 Peter Abelard: *Prologue to Sic et Non*
 Peter Abelard: *Glosses on Porphyry in his Logica 'ingredientibus'*
 Peter Abelard: *Ethics*
 Peter Abelard: *Dialogue between a Philosopher, a Jew, and a Christian*
 Robert Grosseteste: *On Truth*
 Robert Grosseteste: *On the Truth of Proposition*
 Robert Grosseteste: *On the Knowledge of God*
 Robert Kilwardby: *On the Origin of the Sciences*
 Roger Bacon: *Opus maius*
 Roger Bacon: *Commentaries on Aristotle's Metaphysics*
 Roger Bacon: *Communia Naturalium*
 Siger of Brabant: *On the Eternity of the World*
 Thomas Aquinas: *Disputed Questions on Truth*
 Thomas Aquinas: *Summa contra gentiles*
 Thomas Aquinas: *Summa Theologiae*
 Thomas Aquinas: *Commentary on Boethius' On Trinity*
 Thomas Aquinas: *On Being and Essence*
 Thomas Aquinas: *Disputed Questions on Virtues*
 Thomas Aquinas: *Treatise on Law*
 William of Ockham: *Commentary on the Sentences*
 William of Ockham: *Seven Quodlibeta*
 William of Ockham: *Exposition of Aristotle's Physics*
 William of Ockham: *The Dialogue*
 William of Ockham: *On the Eternity of the World*

4. Resources:

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current, full-time faculty.

- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 201030

7. Dates of prior committee approvals:

Philosophy Program: November 13, 2009

Department of Philosophy and Religion: November 18, 2009

Potter College Curriculum Committee December 3, 2009

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 30, 2009

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 344
- 1.2 Course title: Early Modern Moral Philosophy
- 1.3 Abbreviated course title: Early Mod Moral Phil
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: one course in philosophy, or permission of instructor
- 1.7 Course catalog listing: A selective study of moral problems and movements in early modern European philosophy between the Reformation and the late eighteenth century.

2. Rationale:

- 2.1 Reason for developing the proposed course: The course is central to the revision of the Philosophy major and minor that accompanies this proposal. It is an important component of the History of Philosophy section of the new curriculum, focusing on the post-Reformation struggles to develop non-confessional or secular approaches to practical philosophy after the disintegration of the medieval synthesis, and in the context of the emerging natural sciences and the configuration of new social and political models for communal life.
- 2.2 Projected enrollment in the proposed course: 40, based on the number of majors and minors in philosophy.
- 2.3 Relationship of the proposed course to courses now offered by the department: Along with other specific courses developed for the current revision of the Philosophy major and minor (such as Phil 432, Phil 345, Phil 346, and Phil 347), Phil 344 replaces Phil 303: *History of Modern & Contemporary Philosophy* with a more focused study of selected thinkers in the early modern period. Also, it adds an important historical dimension to the existing Phil 350: *Ethical Theory*, which takes a more topical or problem-oriented approach to moral theory and culminates in the intersection of more recent ethical and political thought.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other courses at WKU that consider the history of moral concepts and ethical theories in this period from a philosophical perspective. Govt 330, Govt 433, and Govt 435 may consider certain relations between moral and political thought, and some of the intellectual currents addressed, such as the Reformation and Enlightenment, may also figure generally in Hist 317, Hist 318, Hist 322, and Hist 418.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses

at other universities that deal with one or more topics or figures covered by the course include: PHIL 388: *History of Ethics* (Loyola), PHIL 466: *Major Authors in Moral Philosophy* (Loyola), PHIL 80-256 *Modern Moral Philosophy* (Carnegie Mellon), PHIL 121: *Classic Issues in Ethics* (Santa Clara), PHIL 672: *History of Ethics* (Kansas), PHIL 340: *Classics in Ethics* (Indiana), PHIL 510: *History of Ethics and Social/Political Philosophy* (Illinois Chicago), PHIL 541: *Modern Ethical Theories* (Wisconsin), PHIL 549: *Great Moral Philosophers* (Wisconsin), PHIL 4320W: *Intensive Study of an Historical Moral Theory* (Minnesota), PHIL 410A: *History of Moral and Political Philosophy* (Arizona), PHIL 26:114: *Seventeenth-Century Philosophy* (Iowa), PHIL 26:116: *Eighteenth-Century Philosophy* (Iowa), PHIL 26:183: *History of Ethics II* (Iowa), PHIL 412 612: *Philosophy of the Enlightenment* (Boston U.), PHIL 350 B1: *History of Ethics* (Boston U.).

3. Discussion of proposed course:

- 3.1 Course objectives: to introduce students to the diverse moral traditions in early modern European philosophy; to engage important moral philosophers who have had a formative influence on contemporary conceptions of value; to note basic shifts in the conception and foundation of morality; and to relate early modern moral thinking to the emerging scientific, social, and cultural matrices in which it was embedded.

3.2 Content outline:

THE REFORMATION PROLOGUE

Luther, Calvin, Melanchthon, Erasmus

NEOSCHOLASTICISM

Suarez, Vitoria, DeSoto, Bellarmine, Botero

NEOCLASSICISM

Montaigne (scepticism), Lipsius (Stoicism)

THE NATURAL LAW TRADITION (ETHICAL VOLUNTARISM)

Grotius, Hobbes, Cumberland

Pufendorf, Thomasius, Locke

INTELLECTUALIST APPROACHES

Descartes, Clarke, Spinoza, Cudworth

Leibniz, Wolff

'EPICUREANS' AND 'EGOISTS'

Gassendi, Nicole

Mandeville, Gay, d'Holbach

Bentham

MORAL PHILOSOPHY & SOCIAL CRITIQUE IN THE AGE OF REASON

Bayle, Montesquieu, Voltaire, Diderot, Gibbon

Lessing, Mendelsohn, Goethe

MORAL SENSE & MORAL AUTONOMY

Shaftesbury, Hutcheson, Butler, Smith

Hume

Crusius, Price, Rousseau

Reid

Kant

- 3.3 Student expectations and requirements: Students will read a variety of primary sources and secondary studies. Evaluation will rest on class participation, take-home examinations, and writing assignments of various lengths, including a research paper.
- 3.4 Tentative texts and course materials:
- Darwall, Stephen L., *The British moralists and the internal "ought", 1640-1740* (Cambridge ; New York : Cambridge University Press, 1995), B1131 .D37 1995
- Haakonssen, Knud, *Natural law and moral philosophy: from Grotius to the Scottish Enlightenment* (Cambridge ; New York : Cambridge University Press, 1996), K455 .H33 1996
- Rawls, John, *Lectures on the history of moral philosophy*, ed. Barbara Herman (Cambridge, Mass. : Harvard University Press, 2000), BJ301 .R39 2000
- Schneewind, J. B., *The Invention of Autonomy : a history of modern moral philosophy* (Cambridge ; New York : Cambridge University Press, 1998), BJ301 .S35 1998
- Schneewind, J. B., ed., *Moral philosophy from Montaigne to Kant : an anthology*, ed. and with introductions by J.B. Schneewind (Cambridge ; New York : Cambridge University Press, 1990), BJ301 .M67 1990
- Sidgwick, Henry, *Outlines of the history of ethics for English readers* (Indianapolis : Hackett Pub., c1988), BJ71 .S55 1988
- Tuck, Richard, *Natural rights theories : their origin and development* (New York : Cambridge University Press, 1979), K415 .T83

(There are many affordable editions of works by individual philosophers of this period.)

4. Resources:

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current, full-time faculty.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 201030

7. Dates of prior committee approvals:

Philosophy Program:	November 13, 2009
Department of Philosophy and Religion:	November 18, 2009
Potter College Curriculum Committee	December 3, 2009
Undergraduate Curriculum Committee	01/28/10

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 345
- 1.2 Course title: Descartes and Hume
- 1.3 Abbreviated course title: DESCARTES AND HUME
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: One philosophy course or permission of instructor.
- 1.7 Course catalog listing: A comparative treatment of the major works and doctrines of Descartes and Hume and their importance for subsequent philosophical developments.

2. Rationale:

- 2.1 Reason for developing the proposed course: The course is part of the revision of the Philosophy program, specifically: it is a key course in the History of Philosophy: Modern and Contemporary category. Philosophers Rene Descartes and David Hume are canonical figures of the Modern Period.
- 2.2 Projected enrollment in the proposed course: 40, based on the number of majors and minors in philosophy.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will provide students the opportunity to study the contributions of Descartes and Hume to Modern Philosophy and to consider the impact of their works on abiding philosophical questions that concern knowledge, reality, and axiology. It will fit well with PHIL 344, 346, 347 and other courses in the history sequence.
- 2.4 Relationship of the proposed course to courses offered in other departments: This readings course will give students the opportunity to build on coursework completed or concurrent in other departments, more specifically, for example, students can extend their studies begun in numerous History classes, such as HIST 307, HIST 323, HIST 417, HIST 481, HIST 322, HIST 324, HIST 480.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses at other universities that are similar in content and focus include: University of Pittsburgh, PHIL 0210 Modern Philosophy; St Louis University PHIL 460 History of Modern; Ohio University PHIL 250 Philosophy of Mind, PHIL 321 History of Western Philosophy: Modern; Vanderbilt University 212.01 Modern Philosophy; Va Tech PHIL 2125 Early Modern Philosophy: Descartes to Hume.

3. Discussion of proposed course:

- 3.1 Course objectives: To introduce students to key works by Descartes and Hume in

several subfields of philosophy; to acquaint students with the sweep of two key thinkers in Western European intellectual history; to provide students entry into other movements and figures in early modern philosophy.

3.2 Content outline:

General Introduction

Philosophical argumentation

Transition from Ancient and Medieval to the Modern Period in Philosophy

The Philosophical Schools: Rationalism, Empiricism

The Philosophy of Descartes and Associated Philosophical Texts

Francis Bacon, *New Organon*

Galileo, *The Assayer*

Descartes, *Discourse on Method*

Descartes, *Meditations on First Philosophy*

Spinoza, *Descartes's Principles of Philosophy*

Leibniz, *On Descartes*

Pascal, *Pensees*

The Philosophy of Hume and Associated Philosophical Texts

Bayle, *Dictionary*

Hume, *An Inquiry Concerning Human Understanding*

Hume, *A Treatise on Human Nature*

A Comparative Study of Descartes and Hume

Descartes, *Principles of Philosophy*

Hume, "On Miracles"

Bayes, "An Essay Towards Solving a Problem in the Doctrine of Chances"

3.3 Student expectations and requirements: Students will read primary texts and be responsible for discussion and presentation of the same. Course grades will be determined by class participation, essay examination questions, and a writing exercise.

3.4 Tentative texts and course materials:

Due to the centrality of Descartes and Hume to Philosophy, several publishers, including Hackett, Oxford, Chicago, have on their lists affordable editions of the philosophical texts by Descartes and by Hume. Individual essays, such as those by Bayle or Bayes, may be obtained from library resources or may be copied by the instructor and distributed to students. Particular anthologies and monographs which provide the original texts and that may be used include:

Ariew, R. and E. Watkins, editors, *Modern Philosophy: and Anthology of Primary Sources*, 1998, Hackett Publishing Company Inc.

Curd, M. and J. A. Cover, editors, *Philosophy of Science: The Central Issues*, 1998, Norton.

Howson, C., *Hume's Problem: Induction and Justification of Belief*, 2000, Oxford University Press.

Matson, W. I., *A New History of Philosophy: Modern*, 1987, Harcourt.

Matthews, M. R., editor, *The Scientific Background to Modern Philosophy: Selected Readings*, 1989, Hackett Publishing Company Inc.

Meyer, R. G., *Understanding Empiricism*, 2006, Acumen.

Pojman, L. P., editor, *Classics of Philosophy*, 2003, Oxford University Press.
 Porter, T. M., *The Rise of Statistical Thinking*, 1986, Princeton.
 Psillos, S. and M. Curd, editors, *The Routledge Companion to Philosophy of Science*, 2008, Routledge.
 Shapiro, B. J., *Beyond Reasonable Doubt and Probable Cause*, 1991, University of California Press.
 Sober, E., *Core Questions in Philosophy: A Text With Readings*, 2001, Prentice Hall.
 Van Fraassen, B. C., *The Empirical Stance*, 2002, Yale University Press.

4. Resources:

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current, full-time faculty.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 201030

7. Dates of prior committee approvals:

Philosophy Program:	November 13, 2009
Department of Philosophy and Religion:	November 18, 2009
Potter College Curriculum Committee	December 3, 2009
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 30, 2009

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744; Adrian Switzer, adrian.switzer@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 346
- 1.2 Course title: Kant & Idealism
- 1.3 Abbreviated course title: KANT & IDEALISM
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: One course in philosophy or permission of instructor.
- 1.7 Course catalog listing: A focused study of the philosophy of Kant and reaction to that philosophy by such figures as Hegel, Schelling, Fichte or Kierkegaard.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is central to the revision of the Philosophy major or minor that accompanies this proposal (PHIL 346, Kant & Idealism replaces PHIL 303, Modern and Contemporary Philosophy; the new course is topic-specific and detail-oriented whereas the old course was a broad survey). The course will be an important option in the History of Philosophy category. A history of philosophy sequence is complete only if it includes a course on the philosophy of Kant: Kant is considered a pivotal modern philosopher and his ideas form the foundation of 19th century philosophy. Further, Kant's critiques of human rationality and of the history of theological and metaphysical thought have cross-disciplinary consequences: modern scientific and religious thought both include responses to Kant's critical philosophy.
- 2.2 Projected enrollment in the proposed course: 40, based on the number of majors and minors in philosophy.
- 2.3 Relationship of the proposed course to courses now offered by the department: PHIL 346 (Kant & Idealism) would develop themes and topics from PHIL 345 (Descartes & Hume), PHIL 347 (Locke & Leibniz) and PHIL 432 (Early Modern Science). The topics covered in PHIL 346 would prepare students for PHIL 348 (20th Century Philosophy).
- 2.4 Relationship of the proposed course to courses offered in other departments: The cultural and historical timeframe of PHIL 346 is Germany in the late 18th century and throughout the 19th century; in this respect, it coincides with GERM 436 (German Literature of the Classical Period) and HIST 334 (19th century European history). HIST 334 is not specifically focused on Germany during the 19th century and GERM 436 focuses on the historical time period from a literary standpoint;

PHIL 346 is specifically focused on Germany in the 18th and 19th centuries and explores the philosophy of the period.

- 2.5 Relationship of the proposed course to courses offered in other institutions: A course (or courses) on Kant and 19th century German Idealism is a standard feature of most philosophy programs throughout the U.S., Canada and Europe. E.g., University of Kentucky (PHIL 270, Modern Philosophy; PHIL 519, 19th Century Philosophy), University of Louisville (PHIL 306, 19th Century Philosophy), University of Tennessee (PHIL 326, 19th & 20th Century Philosophy; PHIL 420, Topics in Modern Philosophy: Kant's Critique).

3. Discussion of proposed course:

- 3.1 Course objectives: Introduce students to Kant's philosophy and to the idealist reception and development of that philosophy in 19th century Germany through study of primary source materials and secondary scholarship. Identify basic tenets of Kantian philosophy and critically assess them in the context of the philosophy of Hegel, Fichte, Schelling and Kierkegaard. Generally, develop an informed awareness of Kantian thought as it fits into the history of modern philosophy.

- 3.2 Content outline:

I. Kant

A. *Critique of Pure Reason*

1. "Copernican Revolution": The condition of the object (of knowledge) is determined in part by the subjective contributions of time & space as the form of intuition; Transcendental Aesthetic
2. Reply to Humean skepticism: The categorical structure of experiential knowledge; categories as the condition(s) of the possibility of experience.
3. Reply to Leibniz and Locke: The Amphiboly of the Concepts of Reflection; Transcendental Unity of Apperception
4. Reply to Descartes: The Paralogisms of Pure Reason
5. Critique/completion of the philosophical science of metaphysics: The Transcendental Dialectic; The Antinomies of Pure Reason
6. Rational theology: The Ideal of Reason
7. History of Pure Reason

B. Ethical, Social, and Political Philosophy

1. Autonomy and Freedom: The self-determining will; acts of a free will are morally significant.
2. The fact of the moral law.
3. Intellectual and sensible incentives to obey the moral law; critique of consequentialism; respect for the moral law.
4. Formulations of the categorical imperative; criterion of universalizability; the idea of a Kingdom of Ends.

II. G. W. F. Hegel

A. *Phenomenology of Spirit*

1. Dialectical method; the syllogistic relationship of two terms through the mediating third, middle term.
2. Critique of Kant: the categories of the understanding; the dualism

of phenomena and noumena; the distinction between theoretical and practical reason.

3. World-history: three epochs of the world-historical appearance of spirit; the end of history; Napoleonic modernity.

4. Epistemology: dissolution of the subject-object distinction; self-consciousness; absolute knowing.

III. F. W. J. Schelling

1. Philosophy of Nature; identity philosophy (the identity of spirit and nature).

2. System of transcendental idealism; positive, scientific philosophy.

3. Philosophy of History

4. Philosophy of Art

IV. J. G. Fichte

1. Self-consciousness and natural right; intersubjectivity and ethics

2. *Wissenschaftslehre*: scientific, systematic deduction of the knowledge from the "I" as first principle

3. Rational ethics

V. S. Kierkegaard

1. Critique of Hegel: the non-dialectical situation of the individual

2. Critique of Schelling: unscientific philosophy; subjective truth

3. Pseudonymity

4. Critique of State and Christianity

3.3 Student expectations and requirements: Read extensive body of primary source literature and secondary scholarship; regular participation during in-class, seminar-style discussion of course materials; completion of one or more research papers.

3.4 Tentative texts and course materials:

J. G. Fichte, *The Science of Knowledge*

J. G. Fichte, *Foundations of Transcendental Philosophy nova methodo*

J. G. Fichte, *System of Ethics according to the Principles of the Wissenschaftslehre*

G. W. F. Hegel, *Phenomenology of Spirit*

G. W. F. Hegel, *Difference between Fichte and Schelling's System of Philosophy*

G. W. F. Hegel, *The Science of Logic*

G. W. F. Hegel, *Encyclopedia of the Philosophical Sciences in Outline*

Immanuel Kant, *Critique of Pure Reason*

Immanuel Kant, *Prolegomena to any Future Metaphysics*

Immanuel Kant, *Theoretical Philosophy: 1755-1770*

Immanuel Kant, *Theoretical Philosophy after 1781*

Immanuel Kant, *Political Writings*

Immanuel Kant, *Groundwork of the Metaphysics of Morals*

Immanuel Kant, *Religion within the Bounds of Mere Reason*

Søren Kierkegaard, *Stages on Life's Way*

Søren Kierkegaard, *Either/Or*

Søren Kierkegaard, *Fear and Trembling*

Søren Kierkegaard, *Philosophical Fragments*

Søren Kierkegaard, *Concluding Unscientific Postscript to Philosophical Fragments*

Søren Kierkegaard, *The Sickness Unto Death*

F. W. J. Schelling, *Ideas for a Philosophy of Nature*
 F. W. J. Schelling, *System of Transcendental Idealism*
 F. W. J. Schelling, *The Ages of the World*
 F. W. J. Schelling, *Philosophical Investigations into the Essence of Human Freedom*
 F. W. J. Schelling, *The Grounding of Positive Philosophy*

4. Resources:

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current, full-time faculty.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 201030

7. Dates of prior committee approvals:

Philosophy Program:	November 13, 2009
Department of Philosophy and Religion:	November 18, 2009
Potter College Curriculum Committee	December 3, 2009
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744; Michael Seidler, michael.seidler@wku.edu, x55756.

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 347
- 1.2 Course title: Leibniz & Locke
- 1.3 Abbreviated course title: LEIBNIZ & LOCKE
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: one course in philosophy, or permission of instructor
- 1.7 Course catalog listing: A comparative treatment of the major works and doctrines of Leibniz and Locke and their importance for subsequent philosophical developments.

2. Rationale:

- 2.1 Reason for developing the proposed course: The course is central to the revision of the Philosophy major and minor that accompanies this proposal. It is an important component of the History of Philosophy section in the new curriculum, and it will acquaint students -- through the intensive study of two major, representative figures - - with a broad spectrum of philosophical thinking in the early modern period.
- 2.2 Projected enrollment in the proposed course: 40, based on the number of majors and minors in philosophy.
- 2.3 Relationship of the proposed course to courses now offered by the department: Along with other specific courses developed for the current revision of the Philosophy major and minor (such as Phil 432, Phil 344, Phil 345, and Phil 346), Phil 347 replaces Phil 303: *History of Modern and Contemporary Philosophy* with a more focused study of selected thinkers in their historical and intellectual milieux.
- 2.4 Relationship of the proposed course to courses offered in other departments: Some of Locke's political ideas may be considered in the following courses: Hist 322, Hist 324, Hist 440, Hist 441, Govt 330, Govt 433, Govt 435. However, none focus more generally, or as intensively, on Locke as a philosopher. Outside of philosophy courses (both Phil 303, Phil 120, etc.), Leibniz is not the focus of any other courses at WKU – with the possibility of an historical study of calculus.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Both Locke and Leibniz are typically studied in courses on the History of Modern Philosophy, or Early Modern Philosophy, which are standard features of many philosophy programs throughout the U.S., Canada, and Europe. They also feature in courses on so-called Continental Rationalism and British Empiricism. Locke, as well, is a standard figure in histories of political theory, toleration, the European Enlightenment, and early American thought. Both thinkers are also the focus of

special seminars in philosophy, both undergraduate and graduate, either separately or together. What is new about Phil 347 is their juxtaposition in one course that compares and contrasts their views – for both philosophical and historical reasons. Similar courses at other universities include: Phil 303: *Descartes, Spinoza, and Leibniz* (Princeton), Phil 332: *Early Modern Philosophy* (Princeton), Phil 126b: *Modern Philosophy from Descartes to Kant* (Yale), Phil 4311: *Modern Philosophy* (Memphis), PHIL 309: *Classical Modern Philosophy* (Loyola), PHIL 362: *The British Philosophers* (Loyola), PHIL 206 *Early Modern Philosophy* (Illinois Urbana-Champaign), PHIL 412: *Classical Modern Philosophers* (Illinois Urbana-Champaign), PHIL 8: *Intro to Early Modern Philosophy* (Harvard), PHIL 80-251: *Modern Philosophy* (Carnegie Mellon), PHIL 80-258: *Leibniz, Locke, and Hume* (Carnegie Mellon), PHIL 12: *Early Modern* (Santa Clara), PHIL 292: *Modern Philosophy* (Kansas), PHIL 551: *Topics in Early Modern Philosophy* (Pennsylvania), PHIL 26:114 *Seventeenth-Century Philosophy* (Iowa), PHIL 26:160: *Spinoza and Leibniz* (Iowa), Phil 433: *Hobbes & Rousseau* (Oregon), PHIL 3040: *Hist of Early Mod Philosophy* (Villanova).

3. Discussion of proposed course

- 3.1 Course objectives: To introduce students firsthand to representative works of Locke and Leibniz in several subfields of philosophy; to acquaint students with the entire opus, and the distinctive philosophical personae, of two formative figures of the European intellectual tradition; and to provide thereby a broader entry into other movements and figures of early modern philosophy.

3.2 Content Outline (Locke)

Intellectual Biography

European and English Contexts

Natural Law

Essays on Natural Law

Epistemology / Methodology

On the Conduct of the Understanding

Essay Concerning Human Understanding

Innate Ideas / The Origin of Ideas

On Language / Ideas and Words / Self-Identity

Knowledge and Opinion

Faith, Reason, and Enthusiasm

Moral Philosophy

Excerpts from *Essay Concerning Human Understanding*

Governing Conduct

Excerpts from *Commonplace Book* (virtue, credit and disgrace, inspiration, law, etc.)

Politics

Locke's practical politics

First Treatise of Government (against Filmer and divine right)

Second Treatise of Government (consent theory, theory of property)

Locke on natural rights

Writings on Toleration

- The English context (Restoration Politics)
 - The *Letter on Toleration* and its Continental Setting
 - The Debate with Jonas Proast
- Rational Religion
 - The Reasonableness of Christianity*
 - Introduction to *Paraphrase on St. Paul's Epistles*
- Social Thought
 - Philanthropy, or The Christian Philosophers*
 - An Essay on the Poor Law*
 - Some Thoughts on Education*
 - Exerpts from *Commonplace Book* (labour, selling, penal laws, etc.)
- Locke and America
- 3.2b: Content Outline (Leibniz)**
 - Intellectual Biography
 - The European Context
 - Leibniz as Correspondent
 - Epistemology and Intellectual Method
 - Preface, *New Essays* of 1703-1705
 - New Essays*, Book I : "Of Innate Notions"
 - Toward a Universal Characteristic* (1677)
 - True Method on Philosophy & Theology* (1686)
 - The Principle of Sufficient Reason
 - Substance and Matter
 - Leibniz as Scientist
 - Discourse on Metaphysics* of 1686
 - The Metaphysics of Causation
 - Monadology* of 1714
 - The Union of Body and Mind
 - Principles of Nature and Grace* (1714)
 - Justice and Natural Law
 - Elements of Law and Justice* (1669-70)
 - Meditation on the Common Concept of Justice*
 - Opinion on the Principles of Pufendorf*
 - Politics
 - Caesarus Fürsterinus*
 - Mars Christianissimus*
 - Codex Iuris Gentium*
 - Letter to Abbé de St. Pierre*
 - Observations on the Abbé's *Project for Perpetual Peace*
 - Leibniz's 'Republic of Christendom'
 - On an Academy of Arts and Sciences*
 - The Problem of Evil
 - The *Theodicy*
 - Notes on Bayle's Dictionary (article 'Rorarius')
 - Toleration and Reunification of Christianity
 - Two Letters to Bossuet*

Three Letters to Thomas Burnet

- 3.3 Student expectations and requirements: Students will read a variety of primary sources and secondary analysis. Evaluation will rest on class participation, take-home examinations, and writing assignments of various lengths, including a research paper.

3.4a: Tentative Texts & Course Materials (Locke) – a selection from the following:

John Locke, An Essay Concerning Human Understanding, abridged & edited by Kenneth Winkler (Indianapolis: Hackett, 1996), pb. | ISBN-13: 978-0872202160

Political Writings of John Locke, ed. David Wootton (Indianapolis: Hackett, 2003), pb. | ISBN-13: 978-0872206762

Locke: Political Essays, ed. Mark Goldie (Cambridge: Cambridge U Pr, 1997), pb. | ISBN-13: 978-0521478618

The Reasonableness of Christianity, with A Discourse of Miracles, and part of A Third Letter Concerning Toleration, ed. I. T. Ramsey (Stanford University Press, 1996 [1958]), pb. / ISBN 0-8047-0341-8

Some Thoughts Concerning Education and Of the Conduct of the Understanding, eds. Ruth W. Grant and Nathan Tarcov (Indianapolis: Hackett, 1996), pb. / ISBN 0-87220-334-4)

Roger Woolhouse, *Locke: A Biography* (New York: Cambridge U Pr, 2009), pb. | ISBN-13: 9780521748803

John Dunn, *Locke: A Very Short Introduction*, updated edition (Oxford UPr, 2003), pb. / ISBN13: 9780192803948

Vere Chappell, *The Cambridge Companion to Locke* (New York: Cambridge U Pr, 1994), pb. | ISBN-13: 9780521387729

3.4b Tentative Texts & Course Materials (Leibniz) – a selection from the following:

G. W. Leibniz, *Philosophical Texts*, ed. and trans. R. S. Woolhouse and Richard Francks, with Introduction and Notes by R. S. Woolhouse (New York: Oxford UPr, 1998), pb. | ISBN13: 9780198751533

The Shorter Leibniz Texts: A Collection of New Translations, ed. Lloyd Strickland (Continuum, 2006), pb. | ISBN-13: 978-0826489517

Gottfried Wilhelm Leibniz, *Philosophical Essays*, trans. Roger Ariew and Daniel Garber (Hackett, 1989 386 pp.) | 978-0-87220-062-3)

Gottfried Wilhelm Leibniz, *Discourse on Metaphysics and Other Essays*, trans. Daniel Garber and Roger Ariew (Hackett, 1991) 96 pp., pb. | 978-0-87220-132-3

Leibniz: Political Writings, ed. Patrick Riley (Cambridge UPr,), pb. | ISBN-13: 9780521358996

Maria Rosa Antognazza, *Leibniz: An Intellectual Biography* (Cambridge U Pr, 2008), hardback | ISBN-13: 978-0521806190

Nicholas Jolley, *The Cambridge Companion to Leibniz* (Cambridge UPr, 1994), pb. | ISBN 13: 978-0521367691

4. Resources:

4.1 Library resources: Sufficient.

4.2 Computer resources: Sufficient.

5. Budget implications:

5.1 Proposed method of staffing: Current, full-time faculty.

5.2 Special equipment needed: N/A

5.3 Expendable materials needed: N/A

5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 201030

7. Dates of prior committee approvals:

Philosophy Program: November 13, 2009

Department of Philosophy and Religion: November 18, 2009

Potter College Curriculum Committee December 3, 2009

Undergraduate Curriculum Committee 01/28/10

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744; Adrian Switzer, adrian.switzer@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 348
- 1.2 Course title: 20th Century Philosophy
- 1.3 Abbreviated course title: 20TH CENTURY PHILOSOPHY
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: One course in philosophy or permission of instructor.
- 1.7 Course catalog listing: A study of one or more of the philosophical movements of the 20th century.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is central to the revision of the Philosophy major or minor that accompanies this proposal (PHIL 348, 20th Century Philosophy replaces PHIL 303, Modern and Contemporary Philosophy; the new course is topic-specific and detail-oriented whereas the old course was a broad survey). The course will be an important option in the History of Philosophy category. A history of philosophy sequence is complete only if it includes a course that covers some of the developments in Continental European philosophy during the 20th century. Further, in order to understand the present state of the discipline and practice of philosophy, students must be familiar with the various philosophical movements that developed over the course of the 20th century. Finally, a course in 20th century thought introduces students to the idea of philosophy as an on-going, contemporary discipline; such a course corrects against the idea that philosophy does not addresses social, cultural, and political issues in today's world.
- 2.2 Projected enrollment in the proposed course: 40, based on the number of majors and minors in philosophy.
- 2.3 Relationship of the proposed course to courses now offered by the department: The course will serve as an historical continuation of ideas and themes raised in PHIL 346 (Kant), and PHIL 333 (Social & Political Philosophy).
- 2.4 Relationship of the proposed course to courses offered in other departments: Topics covered in this course will potentially overlap with topics covered in ENG 462 (Topics in Contemporary Literary Theory) and/or GERM 435 (German Literature of the 19th and 20th Centuries) and/or FREN 426 (French Literature of the 20th Century); PHIL 348 will cover these topics from a philosophical standpoint rather than from a literary viewpoint.
Relationship of the proposed course to courses offered in other institutions: A course

(or courses) on 20th century philosophy is a standard feature of most philosophy programs throughout the U.S., Canada and Europe. E.g., University of Kentucky (PHIL 516, Contemporary Philosophy: Phenomenology; PHIL 517, Existentialism), University of Louisville (PHIL 307, 20th Century Philosophy; PHIL 385, Introduction to Existentialism; PHIL 572, Phenomenology; PHIL 575, Postmodernism), University of Tennessee (PHIL 395, Existentialism). Programs that specialize in contemporary European thought have multiple course offerings in this area: UC Riverside (PHIL 283, Contemporary Philosophy; PHIL 121, Heidegger), University of Memphis (PHIL 4441, Recent Continental Philosophy; PHIL 4801, Frankfurt School/Critical Theory), Miami University Ohio (PHIL 390, Existentialism; PHIL 493, Phenomenological Method), Emory University (PHIL 301, Philosophy of the 20th Century), George Mason University, (PHIL 336, Existentialism; PHIL 337, Phenomenology), Pennsylvania State University (PHIL 102, Existentialism and European Philosophy; PHIL 204, Twentieth Century Philosophy).

3. Discussion of proposed course:

- 3.1 Course objectives: Introduce students to one or more of the philosophical movements of the 20th century through study of primary source materials and secondary scholarship on those movements. Trace basic themes and ideas of the period through these different theories and compare the different theories using these common themes/ideas. Generally, develop an informed awareness of recent/contemporary developments in the history of philosophy.
- 3.2 Content outline:
 - I. Nineteenth Century Influences
 - A. Friedrich Nietzsche
 1. Genealogical method
 2. Critique of historicism
 3. Philosophy of Language: interpretation and metaphor
 4. Critique of scientific positivism
 5. Style of argumentation/composition
 6. Perspectivalism
 - B. Franz Brentano
 1. Descriptive psychology
 2. Intentionality
 3. Idea of a scientific philosophy
 - C. Henri Bergson
 1. Multiplicity of experience/phenomena
 2. Experience of time
 - D. Wilhelm Dilthey
 1. Hermeneutics
 2. Distinction between natural and human sciences
 - II. Existentialism
 - A. Jean-Paul Sartre
 - B. Albert Camus
 - C. Simone de Beauvoir

- D. Karl Jaspers
- III. Phenomenology
 - A. Edmund Husserl
 - B. Maurice Merleau-Ponty
 - C. Martin Heidegger
- IV. Hermeneutics
 - A. Hans-Georg Gadamer
 - B. Paul Ricœur
 - C. Gianni Vattimo
- IV. Structuralism
 - A. Claude Lévi-Strauss
 - B. Ferdinand de Saussure
 - C. Louis Althusser
- V. Post-structuralism
 - A. Michel Foucault
 - B. Jacques Derrida
 - C. Gilles Deleuze
 - D. Paul de Man
 - E. Roland Barthes
 - F. Jean-François Lyotard
- 3.3 Student expectations and requirements: Read extensive body of primary source literature and secondary scholarship; regular participation during in-class, seminar-style discussion of course materials; completion of one or more research papers.
- 3.4 Tentative texts and course materials:
 - Louis Althusser, *Reading Capital*
 - Louis Althusser, *For Marx*
 - Louis Althusser, *Lenin & Philosophy*
 - Roland Barthes, *The Pleasures of the Text*
 - Roland Barthes, *Mythologies*
 - Simone de Beauvoir, *The Ethics of Ambiguity*
 - Henri Bergson, *Matter and Memory*
 - Franz Brentano, *Descriptive Psychology*
 - Franz Brentano, *Psychology from an Empirical Standpoint*
 - Albert Camus, *The Stranger*
 - Albert Camus, *The Myth of Sisyphus*
 - Jacques Derrida, *The Margins of Philosophy*
 - Jacques Derrida, *Of Grammatology*
 - Jacques Derrida, *Writing and Difference*
 - Jacques Derrida, *Speech and Phenomena*
 - Jacques Derrida, *The Problem of Genesis in Husserl's Phenomenology*
 - Gilles Deleuze, *Nietzsche and Philosophy*
 - Gilles Deleuze, *Difference and Repetition*
 - Gilles Deleuze & Félix Guattari, *Anti-Oedipus: Capitalism and Schizophrenia*
 - Wilhelm Dilthey, *Hermeneutics and the Study of History*
 - Michel Foucault, *Discipline and Punish*
 - Michel Foucault, *Order of Things*

Michel Foucault, *History of Madness*
 Hans-Georg Gadamer, *Truth and Method*
 Hans-Georg Gadamer, *Philosophical Hermeneutics*
 Martin Heidegger, *Being and Time*
 Martin Heidegger, *Kant and the Problem of Metaphysics*
 Martin Heidegger, *Basic Problems of Phenomenology*
 Martin Heidegger, *Nietzsche, Vols. I-IV*
 Edmund Husserl, *Logical Investigations, Vols. 1 & 2*
 Edmund Husserl, *Ideas Pertaining to a Pure Phenomenology and to a Phenomenological Philosophy*
 Edmund Husserl, *Cartesian Meditations*
 Edmund Husserl, *On the Phenomenology of the Consciousness of Internal Time*
 Edmund Husserl, *Crisis of the European Sciences and Transcendental Phenomenology*
 Karl Jaspers, *The Philosophy of Existence*
 Claude Lévi-Strauss, *Structural Anthropology*
 Jean-François Lyotard, *The Postmodern Condition*
 Jean-François Lyotard, *Libidinal Economy*
 Paul de Man, *Allegories of Reading*
 Paul de Man, *Blindness and Insight*
 Maurice Merleau-Ponty, *Phenomenology of Perception*
 Friedrich Nietzsche, *On the Genealogy of Morals*
 Friedrich Nietzsche, *Thus Spoke Zarathustra*
 Friedrich Nietzsche, *Untimely Meditations*
 Paul Ricœur, *The Conflict of Interpretations: Essays in Hermeneutics I*
 Paul Ricœur, *From Text to Action: Essays in Hermeneutics II*
 Jean-Paul Sartre, *Being and Nothingness*
 Jean-Paul Sartre, *Existentialism is Humanism*
 Jean-Paul Sartre, *Nausea*
 Jean-Paul Sartre, *The Imaginary*
 Jean-Paul Sartre, *The Transcendence of the Ego*
 Ferdinand de Saussure, *Course in General Linguistics*
 Gianni Vattimo, *Beyond Interpretation: The Meaning of Hermeneutics for Philosophy*
 Gianni Vattimo, *The End of Modernity*

4. **Resources:**

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

5. **Budget implications:**

- 5.1 Proposed method of staffing: Current, full-time faculty.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 201030

7. Dates of prior committee approvals:

Philosophy Program: November 13, 2009

Department of Philosophy and Religion: November 18, 2009

Potter College Curriculum Committee December 3, 2009

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 30, 2009

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 432
- 1.2 Course title: Philosophy and Early Modern Science
- 1.3 Abbreviated course title: PHIL AND EARLY MODERN SCIENCE
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: One philosophy course or Instructor permission.
- 1.7 Course catalog listing: A study of the links as between Natural Philosophy, Jurisprudence, and the rise of Experimentalism in the seventeenth century.

2. Rationale:

- 2.1 Reason for developing the proposed course: This is a new course that will augment and complete the range of the Philosophy program revision in the new curriculum category “History of Philosophy: Modern and Contemporary” by presenting students with the philosophy interaction during the Modern period as between Philosophy, Law, and Science.
- 2.2 Projected enrollment in the proposed course: 20, based on the number of majors and minors in philosophy.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will extend the historical work begun in the “Ancient and Medieval” section of the program’s new curriculum category “History of Philosophy”, allowing students to study how philosophical questions that concern nature, law, and scientific method evolve into the Modern Period.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course provides students the opportunity to continue studies from other WKU courses, such as HIST 417, Age of the Renaissance, HIST 322, Age of Enlightenment, HIST 480 A Social History of Science.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar courses are in the Philosophy curriculum at other universities, including Indiana University, x521 History and Philosophy of Experiment, x552 Modern Philosophy; University of Pittsburgh, PHIL 0200 and 0210 Modern Philosophy, PHIL 2533 Descartes, PHIL 2675 Scientific Explanations; Va Tech, PHIL 2125 Early Modern Philosophy: Descartes to Hume, PHIL 2605 Reason and Revolution in Science.

3. Discussion of proposed course:

- 3.1 Course objectives: In the context of primary texts, students will learn the early

history of modern science; students will become acquainted with the essential interaction, for science and its experimental methods, as between philosophy, law, and science.

- 3.2 Content outline: The following is a general content outline that may be used during any particular term:

- General Introduction
 - Philosophical argumentation
 - Transition from Ancient and Medieval to the Modern Period in Philosophy
 - Transition from Natural Philosophy to Experimental Science
 - Scientific Method and its Historical Connection to Jurisprudence
- Individual Natural Philosophers and their contribution to Early Modern Science
 - Medieval Philosophers: Selected works from Robert Grosseteste; Roger Bacon; J. Duns Scotus; William of Ockham
 - Galen, *On the Nature of Science*
 - Copernicus, *On the Revolutions of the Heavenly Spheres*
 - Bacon, *Novum Organon*
 - Galileo, *The Assayer*
 - Descartes, *Principles of Philosophy*
 - Boyle, *Corpuscularianism, Atomism, and Void*
 - Huygens, *The Hypothetico-Deductive Method; An Argument with Descartes*
- Experience, Knowledge, and Belief
 - The Idea of Proof
 - Ideas, Combinations, and the Mathematics of Thought
 - Skepticism
 - Bayesian Solutions
 - Knowledge and Reliability

- 3.3 Student expectations and requirements: Students will be expected to demonstrate mastery of the course content through measures such as written examinations, expository papers, class discussion, and class presentations.

- 3.4 Tentative texts and course materials: Various anthologies that are readily and inexpensively available and that provide the texts to be studied may include:
- Ariew, R. and E. Watkins, editors, *Modern Philosophy: and Anthology of Primary Sources*, 1998, Hackett Publishing Company Inc.
 - Curd, M. and J. A. Cover, editors, *Philosophy of Science: The Central Issues*, 1998, Norton.
 - Howson, C., *Hume's Problem: Induction and Justification of Belief*, 2000, Oxford University Press.
 - Losee, J., *A Historical Introduction to the Philosophy of Science*, 1972, Oxford University Press.
 - Matson, W. I., *A New History of Philosophy: Modern*, 1987, Harcourt.
 - Matthews, M. R., editor, *The Scientific Background to Modern Philosophy: Selected Readings*, 1989, Hackett Publishing Company Inc.
 - McKeon, R., editor, *Selections from Medieval Philosophers, Volume I*, 1929, Charles

Scribner's Sons.

Meyer, R. G., *Understanding Empiricism*, 2006, Acumen.

Pojman, L. P., editor, *Classics of Philosophy*, 2003, Oxford University Press.

Porter, T. M., *The Rise of Statistical Thinking*, 1986, Princeton.

Psillos, S. and M. Curd, editors, *The Routledge Companion to Philosophy of Science*, 2008, Routledge.

Shapiro, B. J., *Beyond Reasonable Doubt and Probable Cause*, 1991, University of California Press.

Sober, E., *Core Questions in Philosophy: A Text With Readings*, 2001, Prentice Hall.

Van Fraassen, B. C., *The Empirical Stance*, 2002, Yale University Press.

4. Resources:

4.1 Library resources: Sufficient.

4.2 Computer resources: Sufficient.

5. Budget implications:

5.1 Proposed method of staffing: Current, full-time faculty.

5.2 Special equipment needed: N/A

5.3 Expendable materials needed: N/A

5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 201030

7. Dates of prior committee approvals:

Philosophy Program: November 13, 2009

Department of Philosophy and Religion: November 18, 2009

Potter College Curriculum Committee December 3, 2009

Undergraduate Curriculum Committee 01/28/10

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 433
- 1.2 Course title: History of the Philosophy of Science
- 1.3 Abbreviated course title: HIST OF THE PHIL OF SCIENCE
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: One Philosophy course or Instructor permission.
- 1.7 Course catalog listing: A treatment of the philosophical analyses of problems in science, such as Realism, Instrumentalism, Hypothetico-Deductivism, Models, Empiricism, Experimental Design, and Scientific Change or Progress, studied in historical context.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is part of the revision of the Philosophy program, specifically: it is a key course in the History of Philosophy: Modern and Contemporary category. PHIL 433 adopts a diachronic approach to the philosophical study of science, whereas PHIL 330 Philosophy of Science in the new Logic, Epistemology, and Metaphysics category, proceeds as a problems approach to the philosophical study of science.
- 2.2 Projected enrollment in the proposed course: 20, based on the number of majors and minors in philosophy.
- 2.3 Relationship of the proposed course to courses now offered by the department: PHIL 433 allows the interested student to extend philosophical study about science and its methods from the consideration of particular problems in scientific knowledge and values to the consideration of how these same problems may be understood diachronically. PHIL 433 is an opportunity for students to build on their earlier studies in logic and studies of the philosophical contributions of individual philosophers who were key figures not only in philosophy but also in science proper.
- 2.4 Relationship of the proposed course to courses offered in other departments: This readings course will give students the opportunity to build on coursework completed or concurrent in other departments for General Education credit and, more specifically, for example, students can extend their studies begun in numerous History classes, such as HIST 307, HIST 323, HIST 417, HIST 481, HIST 322, HIST 324, HIST 480.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar courses are part of the Philosophy curriculum, as follows: Va Tech, PHIL 2605 and 2606 Reason and Revolution in Science I and II; Indiana University PHIL x407

History of Science, PHIL x556 Ancient Natural Philosophy; Illinois Institute of Technology, PHIL 302 Origins of Modern Philosophy, PHIL 350 Science and Method.

3. Discussion of proposed course:

3.1 Course objectives: Students will master a diachronic understanding of science and its methods, studying key philosophical problems about science as these problems arise in particular historical epochs; students will analyze scientific change as a rational enterprise; students will have the opportunity to relate philosophical explanations for scientific change to other kinds of explanations, such as descriptive rather than normative explanatory mechanisms, advanced for the same intellectual processes.

3.2 Content outline: Following is a course outline that may be used in any particular term:

General Introduction

Philosophical Argumentation

Methods in the Historical Study of Philosophy

Contributions by Individual Philosophers to the History of the Philosophical Study of Science

Plato, *The Republic*, “Theatetus”, “Meno”.

Aristotle, *Physics*, Books II, IV, VII; *Posterior Analytics*, Book I.

Galen, *Three Treatises on the Nature of Science*.

Copernicus, *The Commentariolus*; *On the Revolutions of the Heavenly Spheres*.

Bacon, *The New Organon*, Aphorisms.

Boyle, *The Excellency and Grounds of the Corpuscular or Mechanical Philosophy*.

Newton, *Principia*, Preface to the First Edition (mathematical and scientific methods); *Rules of Reasoning in Philosophy*; *General Scholium* (hypotheses in science).

Problems in Context: Natural Philosophy, Proof, and Reliability

Aristotle’s Theory of Demonstration and Proof

Descartes, *Discourse on Method*, Parts II, VI

Hume, *An Enquiry Concerning Human Understanding*

Duhem, *To Save the Phenomena: An Essay on the Idea of Physical Theory from Plato to Galileo*

Frege’s New Logical World and Modern Mathematical Logic

Bayesian Methods and Solutions

Alternative Geometric and Mathematical Models

3.3 Student expectations and requirements: Students must show mastery of the course readings through written examinations, expository writing, class discussion, and class presentation.

3.4 Tentative texts and course materials: The material for the course is available in many fine anthologies that are reasonably priced, including those that follow:

Ariew, R. and E. Watkins, editors, *Modern Philosophy: and Anthology of Primary Sources*, 1998, Hackett Publishing Company Inc.

Curd, M. and J. A. Cover, editors, *Philosophy of Science: The Central Issues*,

- 1998, Norton.
- Duhem, P., *To Save the Phenomena: An Essay on the Idea of Physical Theory from Plato to Galileo*, trans. E. Dolan and C. Maschler, 1969, University of Chicago Press.
- Galen, *Three Treatises on the Nature of Science*, trans. R. Walzer and M. Frede, 1985, Hackett.
- Glymour, C., *Thinking Things Through: An Introduction to Philosophical Issues and Achievements*, 1998, MIT Press.
- Hacking, I., *An Introduction to Probability and Inductive Logic*, 2001, Cambridge University Press.
- Howson, C., *Hume's Problem: Induction and Justification of Belief*, 2000, Oxford University Press.
- Matson, W. I., *A New History of Philosophy: Modern*, 1987, Harcourt.
- Matthews, M. R., editor, *The Scientific Background to Modern Philosophy: Selected Readings*, 1989, Hackett Publishing Company Inc.
- Meyer, R. G., *Understanding Empiricism*, 2006, Acumen.
- Pojman, L. P., editor, *Classics of Philosophy*, 2003, Oxford University Press.
- Porter, T. M., *The Rise of Statistical Thinking*, 1986, Princeton.
- Psillos, S. and M. Curd, editors, *The Routledge Companion to Philosophy of Science*, 2008, Routledge.
- Shapere, D., *Reason and the Search for Knowledge: Investigations in the Philosophy of Science*, 1984, Kluwer.
- Shapiro, B. J., *Beyond Reasonable Doubt and Probable Cause*, 1991, University of California Press.
- Sober, E., *Core Questions in Philosophy: A Text With Readings*, 2001, Prentice Hall.
- Van Fraassen, B. C., *The Empirical Stance*, 2002, Yale University Press.

4. Resources:

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current, full-time faculty.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 201030

7. Dates of prior committee approvals:

Philosophy Program:	November 13, 2009
Department of Philosophy and Religion:	November 18, 2009

Potter College Curriculum Committee

December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 55744

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 496
- 1.2 Course title: Senior Seminar
- 1.3 Abbreviated course title: SENIOR SEMINAR
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: Senior standing and major in philosophy or consent of the instructor.
- 1.7 Course catalog listing: A capstone course designed for senior philosophy majors. Students will complete projects that demonstrate their research, writing, and analytical skills. Content areas of the seminar will vary by semester and instructor.

2. Rationale:

- 2.1 Reason for developing the proposed course: This proposal was developed with two primary objectives in mind—one related directly to students and one related indirectly to students. Primarily, the purpose of this course is to provide students with the opportunity to integrate the knowledge and skills they have learned as majors in the program into a single final project. Secondly, the projects will provide useful data for the program as part of its yearly assessment efforts. From an analysis of the projects and feedback from the leaders of the seminar, we will be able to identify our programmatic strengths and weaknesses—helping us to build upon the former and develop corrective measures for the latter.
- 2.2 Projected enrollment in the proposed course: 10, based on the average number of seniors in the program.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course allows students to build upon the work they have done in a wide variety of courses in the philosophy curriculum.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course is similar to many capstone courses in many departments at WKU.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Capstone course such as this one increasingly are becoming standard fare in philosophy programs throughout the country.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Utilize appropriate research skills and resources for the completion of the project.

- Effectively communicate the principal issues or questions to be investigated as well as the conclusions reached through the research of those issues or questions.
 - Demonstrate the skills of analysis that reflect the standards of the discipline.
- 3.2 Content outline: The content of the course will vary by instructor and semester. Possible topics include Contemporary European Thought, Key Issues in Medieval Philosophy, and Moral and Social Thought. A standard requirement of all seminar offerings, however, will be a formal procedure of student production of project materials, faculty feedback (both written and in conferences), and student revision of project materials.
- 3.3 Student expectations and requirements: Students will be required to be active participants in seminar meetings; share their work with the group in order to receive comments and criticisms; and complete a final project that meets the course objectives.
- 3.4 Tentative texts and course materials: Vary by semester and instructor.
- 4. **Resources:**
 - 4.1 Library resources: Sufficient.
 - 4.2 Computer resources: Sufficient.
- 5. **Budget implications:**
 - 5.1 Proposed method of staffing: Rotating among philosophy 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 2010
- 7. **Dates of prior committee approvals:**

Philosophy program	November 13, 2009
Department of Philosophy and Religion:	November 18, 2009
Potter College Curriculum Committee	December 3, 2009
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Course Inventory Form

Bibliography and Library Resource Form not applicable.

**Potter College
Department of Political Science
Proposal to Create a New Course
(Action Item)**

Contact Person: Joel Turner, joel.turner@wku.edu, 5-2728

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PS 304
- 1.2 Course title: State Government
- 1.3 Abbreviated course title: State Government
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: L
- 1.6 Prerequisite: PS 110
- 1.7 Course catalog listing: Political features of the American states and their governments. Explores similarities and differences among the states' constitutions and key governmental institutions.

2. Rationale:

- 2.1 Reason for developing the proposed course: PS 210, State Government, is being deleted. PS 304 is proposed as a more rigorous update of state government to better serve the needs of political science students. Traditionally, this course has been offered as a lower-level elective. This made the course unattractive to many of our majors due to the structure of our program. In political science you have to take 15 elective hours, with at least ten of those hours coming from 300 or 400 level courses. For instance, a student who wanted to take state government and judicial process (also a 200 level course) would likely only take one of those courses due to the structure of the program, or if they took both of the courses would be punished because only one would count toward the degree. Offering state government as a 300 level course would remedy this flaw in program design, and make the course more attractive to majors in the department.

The move to an upper level course will also benefit the students in the Journalism Program. They are required to take this course and with the proposed change can now be counted as one of their upper level credits.

- 2.2 Projected enrollment in the proposed course:
The course has a projected enrollment of fifty students. The previous incarnation of this course (PS 210) has consistently reached that enrollment mark.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course uses concepts from other courses, primarily national government, but differs from other upper level departmental offerings because it explicitly focuses on a comparative analysis of state governments across the country.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course does not duplicate other courses; rather it complements courses taught by journalism and broadcasting, as it is either required or a recommended elective for

many programs in that area of study. Journalism is supportive of this proposed change.

- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is a vital part of the political science curriculum at the vast majority of other institutions such as University of Louisville, Murray State, University of Kentucky, Kentucky State, and at benchmark institutions such as California State University—Fresno, and Northern Arizona University.

3. Discussion of proposed course:

- 3.1 Course objectives: This course examines the politics and policy making of state governments in the United States. The states have similar governmental designs, address many of the same problems, and operate under similar institutional, economic, and social conditions. Yet, state governments often produce vastly different policies to address similar problems. Identifying and explaining what leads state governments to produce different solutions to similar problems can provide insight into how democracies work, and in this class we focus on exactly that. The goal of this course is to provide students with an understanding of government and politics as designed and practiced in the fifty states. To reach that goal, we will focus on the states generally rather than on a single state. While some attention will be paid to Kentucky politics, which is natural given our location, the course's emphasis is upon state politics generally.

Students who successfully complete this course should emerge with an understanding of the various institutional arrangements used to govern the states, an understanding of the major schools of thought concerning what leads state governments to produce particular types of policies, and an understanding of the current state of research on specific institutions, forms of political behavior in the states, and specific state public policies.

- 3.2. Content outline: Course topics include, but are not limited to, the following:
- Federalism
 - Governors
 - State Legislatures
 - State Courts
 - Parties and Interest Groups
 - State Constitutions
 - Political Culture
 - Local Government
 - Public Policy
- 3.3 Student expectations and requirements: Student performance is based on examinations, quizzes, and participation on a discussion board. Examinations and quizzes will allow students to demonstrate a mastery of the concepts discussed in class. The discussion board will afford students the opportunity to apply their knowledge of these concepts to real-world social and political scenarios.
- 3.4 Tentative texts and course materials: The course is based primarily on the reading and discussion of one textbook. This book (*State and Local Politics: Institutions and Reform, 1st edition by Donovan, Mooney, and Smith*) provides students with an introduction to the key concepts, controversies, and debates currently underlying

state government. This textbook will be supplemented by journal articles which provide a more in-depth review of the concepts being analyzed. Examples of past articles used include *Bogus or Brilliant*, which examines the usefulness of political culture as a research tool, and *Was James Madison Wrong*, which examines the propensity of states to change their constitutions.

4. Resources:

- 4.1 Library resources: The course is not heavily dependent on library resources but students may use audio-visual materials from the library and the research materials for any special projects associated with the course.
- 4.2 Computer resources: Students will need computer resources to access class materials and write papers.

5. Budget implications:

- 5.1 Proposed method of staffing: The course can be staffed with existing faculty.
- 5.2 Special equipment needed: Sufficient
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Political Science Department	<u>September 28, 2009</u>
Potter College Curriculum Committee	<u>December 3, 2009</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: James L. Chappell, james.chappell@wku.edu, 745-6357

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PS 311
- 1.2 Course title: Public Policy
- 1.3 Abbreviated course title: Public Policy
- 1.4 Credit hours and contact hours: three (3)
- 1.5 Type of course: L
- 1.6 Prerequisites: PS 110
- 1.7 Course catalog listing: Examines how issues get on the government agenda; how policy decisions are made; who implements policy and how well.

2. Rationale:

- 2.1 Reason for developing the proposed course: The existing course PS 211, Introduction to Public Policy, has been deleted. The current course does not adequately represent the scope of the material covered and the enhanced course requirements and expectations.
- 2.2 Projected enrollment in the proposed course: Enrollment in PS 211 has been consistent at 20 to 25 students over the past three years and it is expected that the change in level of the course will add to those numbers.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course (PS 311) will better prepare students for other upper level public administration courses as well as graduate level courses especially PS 545, Policy Analysis and PS 546, Policy Evaluation in the MPA Program.
- 2.4 Relationship of the proposed course to courses offered in other departments: With its emphasis on the public sector, there are no courses in other departments that match with this course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This is a standard course offered in most political science departments in Kentucky universities. Similar courses serve to prepare students for the practice of public administration such as University of Louisville, Kentucky State, Northern Kentucky, Eastern Kentucky University, Morehead State and University of Kentucky.

3. Discussion of proposed course:

- 3.1 Course objectives: The course introduces students to policymaking and serves as a basis for further study in this area. By the end of the course students should be able to identify governmental systems and processes involving public policy and understand the decision making process of public managers. Students should also be able to formulate their own position relative to the implementation, analysis and

evaluation of public decisions and policies.

3.2 Content outline:

- Overview of public policy
- analysis of the political influences in policymaking
- mechanisms of public policy decision-making
- public policy analysis and evaluation
- intergovernmental relations
- public service ethics

3.3 Student expectations and requirements: Students will analyze case studies and participate in other exercises. Case studies and other exercises will allow students to demonstrate a mastery of the concepts. Student led discussions of assigned materials, class lectures, exams, and course projects will encompass the majority of the course assignments.

3.4 Tentative texts and course materials:

Kraft, Michael E. & Furlong, Scott R., (2004), Public Policy: Politics, Analysis and Alternatives, CQ Press (ISBN 1568024843).

Vig, Norman J. & Kraft, Michael E., (2006), Environmental Policy: New Directions for the Twenty-First Century, 6th ed., CQ Press (ISBN 1933116013).

4. Resources:

4.1 Library resources: No additional library resources will be required above those already provided in conjunction with the existing course (PS 211) and two graduate level courses (PS 545 and PS 546).

4.2 Computer resources: No additional technical resources will be required above those already provided in conjunction with the existing course (PS 211).

5. Budget implications:

5.1 Proposed method of staffing: Sufficient

5.2 Special equipment needed: Sufficient

5.3 Expendable materials needed: Sufficient

5.4 Laboratory materials needed: Sufficient

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Political Science Department	<u>September 28, 2009</u>
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Potter College Curriculum Committee	<u>December 3, 2009</u>
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Undergraduate Curriculum Committee	01/28/10
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University Senate	_____
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Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Potter College
Department of Political Science
Proposal to Create a New Course
(Action Item)**

Contact Person: Jeffrey P. Kash, jeffrey.kash@wku.edu, (270) 745-2745

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PS 331
- 1.2 Course title: Politics Outside the Box
- 1.3 Abbreviated course title: Politics Outside the Box
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: L
- 1.6 Prerequisites: PS 110
- 1.7 Course catalog listing: Provides insight into the social construction of power by investigating political symbols, characters and argument in popular culture and public policy.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Political Science is about the systematic study of power. Traditionally, the set of categories for understanding power are defined by formal institutions such as legislatures and bureaucracies. This class investigates politics outside of formal institutions. It provides students a framework for understanding how political actors use symbols and argument to gain political support. Students examine how political enemies, political heroes, and the presentation of ideas shape the use of power. The course uses popular fiction, music videos, and films to create a greater awareness of how strategies to manipulate audiences shape politics.
- 2.2 Projected enrollment in the proposed course:
The course has a projected enrollment of twenty-five to thirty students. A similar course taught under the PS 400 seminar format met this enrollment goal.
- 2.3 Relationship of the proposed course to courses now offered by the department:
The course uses concepts from political theory, American politics, campaign management, and public policy. This mixture of concepts and the focus on nontraditional sources of politics is not covered in detail in currently offered courses.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course relates to courses in the social sciences that focus on the social construction of knowledge. It also relates to political communication and popular culture studies that investigate how values are promoted and manipulated through different media.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
The topics addressed in this class are similar to courses at Murray State, University of Kentucky, University of Louisville, Kentucky State and at benchmark institutions such as California State University and Northern Arizona University that address problem definition and agenda setting in public policy, the social construction of

knowledge and its impact on power and political communication.

3. Discussion of proposed course:

- 3.1 Course objectives: The course has three objectives: First, it introduces students to an analytical framework drawn from the works of post-modern political theorists; second, it exposes students to political contexts outside of traditional political science; and third, it allows students to develop the new framework in a series of writing exercises that expand their understanding of politics.
- 3.2 Content outline: Course topics include
 - the social construction of knowledge
 - post-modern political theory
 - the role of political symbols in multiple media
 - the political significance of characters in multiple media
 - the construction of political arguments in multiple media
 - public policy issues
- 3.3 Student expectations and requirements: Student performance is based on participation in class analytical exercises and writing exercises. Each of the books is broken up into a series of questions that are answered by small groups and then discussed in class. Videos and music clips are shown and students are asked to identify and discuss the politics. Because the course depends on student participation, it is defined as follows: participation requires that students attend class, answer questions in work groups, read the books, complete any writing assignments or exams and get involved in class discussion.
- 3.4 Tentative texts and course materials: 1) Edelman, Murray. 1988. *Constructing the Political Spectacle*. The University of Chicago Press. Chicago; 2) Burke, James Lee. 2007. *The Tin Roof Blowdown: A Dave Robicheaux Novel*. Simon and Shuster; and 3) Pollan, Michael. 2007. *The Omnivore's Dilemma: The Natural History of Four Meals*. Simon and Schuster.

4. Resources:

- 4.1 Library resources: The course is not heavily dependent on library resources but students may use audio-visual materials from the library and the research materials for any special projects associated with the course.
- 4.2 Computer resources: Students will use existing computer resources to access class materials and write papers.

5. Budget implications:

- 5.1 Proposed method of staffing: The course can be staffed with existing faculty.
- 5.2 Special equipment needed: The class will be scheduled in an existing smart classroom with internet access.
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Political Science Department

September 28, 2009

Potter College Curriculum Committee

December 3, 2009

Undergraduate Curriculum Committee

01/28/10

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Brent Oglesbee, brent.oglesbee@wku.edu, 745-6566

1. Identification of program:

- 1.1 Current program reference number: 509
- 1.2 Current program title: Bachelor of Arts, Visual Studies, studio
- 1.3 Credit hours: 48 semester hours

2. Identification of the proposed program changes:

- Addition of ART 434, for studio concentration students
- Addition of single credit course to program for a total of 49 credits

3. Detailed program description:

BA Visual Studies, studio	hrs.	BA Visual Studies, studio	hrs.
ART 130 Design	3	ART 130 Design	3
ART 131 3-D Design	3	ART 131 3-D Design	3
ART 140 Drawing	3	ART 140 Drawing	3
ART 105 Art Survey (Ancient to Gothic)	3	ART 105 Art Survey (Ancient to Gothic)	3
ART 106 Art Survey (Ren. to Modern)	3	ART 106 Art Survey (Ren. to Modern)	3
2 upper-level elective art history courses	6	2 upper-level elective art history courses	6
Any three of the following basic studios	9	Any three of the following basic studios	9
ART 220 Ceramics		ART 220 Ceramics	
ART 231 Graphic Design		ART 231 Graphic Design	
ART 240 Drawing		ART 240 Drawing	
ART 243 Digital Media		ART Digital Media	
ART 250 Printmaking		ART 250 Printmaking	
ART 260 Painting		ART 260 Painting	
ART 270 Sculpture		ART 270 Sculpture	
ART 280 Weaving		ART 280 Weaving	
2 upper-level elective studio courses	6	2 upper-level elective studio courses	6
3 upper-level studio courses in one area	9	3 upper-level studio courses in one area	9
ART 432 Portfolio	3	ART 432 Portfolio	3
Total semester hours	48	ART 434 Capstone Seminar	1
		Total semester hours	49

- 4. Rationale for the proposed program change:** The addition of ART 434 will enhance a major's ability to present artistic productions in a professional manner as well as reflect on engagement experiences in written form. This capstone experience will also strengthen the

department's ability to gather and assess student learning in this program.

5. Proposed term for implementation and special provisions: 201030

6. Dates of prior committee approvals:

Art Department: 11/23/2009

Potter College Curriculum Committee 12/3/2009

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Program Inventory Form

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

Contact Person: Brent Oglesbee, brent.oglesbee@wku.edu, 745-6566

1. Identification of program:

- 1.1 Current program reference number: 514
- 1.2 Current program title: Bachelor of Fine Arts, Visual Arts
- 1.3 Credit hours: 81 semester hours

2. Identification of the proposed program changes:

- Addition of ART 434
- Addition of single credit course to program for a total of 82 credits

3. Detailed program description:

BFA Visual Arts studio concentration	hrs.	BFA Visual Arts studio concentration	hrs.
ART 130 Design	3	ART 130 Design	3
ART 131 3-D Design	3	ART 131 3-D Design	3
ART 140 Drawing	3	ART 140 Drawing	3
ART 240 Drawing	3	ART 240 Drawing	3
ART 340 Drawing	3	ART 340 Drawing	3
ART 341 Drawing	3	ART 341 Drawing	3
ART 440 Drawing	3	ART 440 Drawing	3
ART 105 Art Survey (Ancient to Gothic)	3	ART 105 Art Survey (Ancient to Gothic)	3
ART 106 Art Survey (Ren. to Modern)	3	ART 106 Art Survey (Ren. to Modern)	3
2 upper-level elective art history courses	6	2 upper-level elective art history courses	6
Any four of the following basic studios	12	Any four of the following basic studios	12
ART 220 Ceramics		ART 220 Ceramics	
ART 231 Graphic Design		ART 231 Graphic Design	
ART 250 Printmaking		ART 250 Printmaking	
ART 260 Painting		ART 260 Painting	
ART 270 Sculpture		ART 270 Sculpture	
ART 280 Weaving		ART 280 Weaving	
2 upper-level elective studio courses	6	2 upper-level elective studio courses	6
9 upper-level studio courses in one area	27	9 upper-level studio courses in one area	27
ART 432 Portfolio	3	ART 432 Portfolio	3
Total semester hours	81	ART 434 Capstone Seminar	1
		Total semester hours	82

BFA Visual Arts Graphic Design concentration hours	BFA Visual Arts Graphic Design concentration hours
ART 130 Design	ART 130 Design
ART 131 3-D Design	ART 131 3-D Design
ART 140 Drawing	ART 140 Drawing
ART 240 Drawing	ART 240 Drawing
ART 340 Drawing	ART 340 Drawing
ART 341 Drawing	ART 341 Drawing
ART 440 Drawing or ART 431 Illustration	ART 440 Drawing or ART 431 Illustration
ART 105 Art Survey (Ancient to Gothic)	ART 105 Art Survey (Ancient to Gothic)
ART 106 Art Survey (Ren. to Modern)	ART 106 Art Survey (Ren. to Modern)
2 upper-level elective art history courses	2 upper-level elective art history courses
Any three of the following basic studios	Any three of the following basic studios
ART 220 Ceramics	ART 220 Ceramics
ART 250 Printmaking	ART 250 Printmaking
ART 260 Painting	ART 260 Painting
ART 270 Sculpture	ART 270 Sculpture
ART 280 Weaving	ART 280 Weaving
2 upper-level elective studio courses	2 upper-level elective studio courses
ART 231 Graphic Design	ART 231 Graphic Design
ART 243 Digital Media	ART 243 Digital Media
ART 330 Graphic Design	ART 330 Graphic Design
ART 334 Survey of Graphic Design	ART 334 Survey of Graphic Design
ART 343 Digital Media, Time Based	ART 343 Digital Media, Time Based
ART 430 Graphic Design	ART 430 Graphic Design
ART 432 Portfolio	ART 432 Portfolio
ART 433 Package Design	ART 433 Package Design
ART 438 Advanced Computer Graphics	ART 438 Advanced Computer Graphics
Select one course from each of the following pairs	Select one course from each of the following pairs
ART 331 Visual Thinking or JOUR 343 Print Design	ART 331 Visual Thinking or JOUR 343 Print Design
ART 436 Electronic Illustration or AMS 308 Graphic Communications	ART 436 Electronic Illustration or AMS 308 Graphic Communications
Total semester hours	ART 434 Capstone Seminar
	Total semester hours

4. **Rationale for the proposed program change:** The addition of ART 434 will enhance a major's ability to present artistic productions in a professional manner as well as reflect on engagement experiences in written form. This capstone experience will also strengthen the department's ability to gather and assess student learning in this program.

5. Proposed term for implementation and special provisions: 201030

6. Dates of prior committee approvals:

Art Department: 11/23/2009

Potter College Curriculum Committee 12/3/2009

Undergraduate Curriculum Committee 01/28/10

University Senate

Attachment: Program Inventory Form

**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: 561
- 1.2 Current program title: English for Secondary Teachers
- 1.3 Credit hours: 55

2. Identification of the proposed program changes: We want to add four existing courses to the Literature cluster from which students must select one 3 hour course. We also recently revised the title of one of the courses, a change reflected below.

3. Detailed program description:

Cluster # 4 Literature Elective 3 hrs**

ENG 333 Medieval Literature
ENG 340 Speculative Fiction
ENG 354 History of Drama to 1640
ENG 365 Literature and Film
ENG 395 Contemporary Literature
ENG 396 Mythology
ENG 398 Hemingway & Faulkner
ENG 455 American Drama
ENG 457 Modern British Literature
ENG 459 Modern Drama
ENG 481 Chaucer
ENG 482 Shakespeare
ENG 484 Romantic Movement
ENG 487 Dante
ENG 488 Victorian Age
ENG 489 English Novel
ENG 490 American Novel
ENG 494 Kentucky Literature
ENG 495 Southern Literature

ENG 333 Medieval Literature
ENG 340 Speculative Fiction
ENG 354 History of Drama to 1640
ENG 365 **Film Adaptation**
ENG387 Studies in Autobiography
ENG 395 Contemporary Literature
ENG 396 Mythology
ENG 398 Hemingway & Faulkner
ENG 455 American Drama
ENG 457 Modern British Literature
ENG 459 Modern Drama
ENG 481 Chaucer
ENG 482 Shakespeare
ENG 484 Romantic Movement
ENG 486 The Eighteenth Century
ENG 487 Dante
ENG 488 The Victorian Age
ENG 489 English Novel
ENG 490 American Novel
ENG 493 American Poetry
ENG 494 Kentucky Literature
ENG 495 Southern Literature

ENG 355 History of Drama from 1640

Note: We included above only the part of the program, Cluster #4, affected by these changes. This addition of electives in this one cluster has no impact on the program as a whole.

4. Rationale for the proposed program change: The changes correct the unintentional omission of four of our literature courses from the literature cluster, and reflect an already approved course title revision.

5. Proposed term for implementation and special provisions (if applicable): 201030

6. Dates of prior committee approvals:

English Department 3/20/09

PCAL Curriculum Committee 12/3/09

Professional Education Council 12/9/09

Undergraduate Curriculum Committee Undergraduate Curriculum Committee
01/28/10

University Senate

Attachment: Program Inventory Form

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)**

Contact Person: Neil Ralston, neil.ralston@wku.edu, 745-5841

1. Identification of program:

- 1.1 Current program reference number: 414
- 1.2 Current program title: Minor in Mass Communication
- 1.3 Credit hours: 21

2. Identification of the proposed program changes:

- Delete COMM 341 *Theories of Communication* from media and society category of restricted electives.
- Delete COMM 363 *Interracial Communication* from cultural category of restricted electives.
- Add COMM 451 *Computer Mediated Communication* to the media and society category of restricted electives.
- Add COMM 474 *Gender Communication*, GERM 437 *German Literature and Film* and SPAN 490 *Hispanic Cinema* to the cultural category of restricted electives.
- Add PS 303 *Politics and Film* to the government category of restricted electives.

3. Detailed program description:

<u>Current Program</u>	<u>Revised Program</u>
<p>The minor offers a flexible, interdisciplinary education aimed at a comprehensive understanding of the dynamics of mass communication in society. The minor in mass communication (reference number 414) requires a minimum of 21 semester hours, comprised of 12 hours of required courses and 9 hours of restricted elective courses chosen in consultation with faculty advisor. One-half of the hours in the minor must be at the 300- or 400-level.</p>	<p>The minor offers a flexible, interdisciplinary education aimed at a comprehensive understanding of the dynamics of mass communication in society. The minor in mass communication (reference number 414) requires a minimum of 21 semester hours, comprised of 12 hours of required courses and 9 hours of restricted elective courses chosen in consultation with faculty advisor. One-half of the hours in the minor must be at the 300- or 400-level.</p>
<p>The following courses are required: BCOM 201 or JOUR 201, BCOM 301 or JOUR 301, BCOM 401 or JOUR 421, and JOUR 422 (12 hours).</p> <p>Elective areas (9 hours): Choose three courses representing at least two areas from the</p>	<p>The following courses are required: BCOM 201 or JOUR 201, BCOM 301 or JOUR 301, BCOM 401 or JOUR 421, and JOUR 422 (12 hours).</p> <p>Elective areas (9 hours): Choose three courses representing at least two areas from the</p>

restricted elective offerings listed in the mass communication major.

Restricted Electives

Aesthetic:

BCOM 271 Introduction to Cinema
ENG 365 Literature and Film
ENG 366 History of Narrative Film
ANTH 448 Visual Anthropology
FREN 450 Topics in Francophone Cinema

Cultural:

ENG 465 Film Genres
FLK 280 Cultural Diversity in the U.S.
FLK 373 Folklore and the Media
FLK 379 Topics in Folklore — restricted to
Women and the Media topic
HIST 447 History of American Pop Culture
COMM 363 Interracial Communication
COMM 463 Intercultural Communication
WOMN 321 Women and Journalism.

Commerce:

BCOM 360 Electronic Media Programming
and Research
BCOM 485 Broadcast Operations & Mngmnt
JOUR 428 Newspaper Management,
JOUR 341 Principles of Advertising,
JOUR 355 Fndmntls of Public Relations
MKT 220 Basic Marketing Concepts
PSY 371 Psychology of Sales Behavior
PHIL 321 Morality and Business

Government:

PS 327 Civil Liberties
PS 338 Government and Ethics
PS 371 Public Opinion & Electoral Behavior
PS 372 Politics and the Mass Media
PS 375 Fndmntls of Political Campaign
Management
PS 450 Seminar in International Relations
(restricted to media topics)

restricted elective offerings listed in the mass communication major.

Restricted Electives

Aesthetic:

BCOM 271/**FILM 201** Introduction to Cinema
ENG 365 Literature & Film
ENG 366 History of Narrative Film
ANTH 448 Visual Anthropology
FREN 450 Topics in Francophone Cinema

Cultural:

ENG 465 Film Genres
FLK 280 Cultural Diversity in the U.S.
FLK 373 Folklore and the Media
FLK 379 Topics in Folklore-restricted to
Women and the Media topic
GERM 437 German Literature and Film
HIST 447 History of American Pop. Culture
COMM 463 Intercultural Communication
COMM 474 Gender Communication
SPAN 490 Hispanic Cinema
WOMN 321 Women & Journalism

Commerce:

BCOM 360 Electronic Media Programming
and Research
BCOM 485 Broadcast Operations & Mngmnt
JOUR 428 Newspaper Management
JOUR 341 Principles of Advertising
JOUR 355 Fndmntls of Public Relations
MKT 220 Basic Marketing Concepts
PSY 371 Psychology of Sales Behavior
PHIL 321 Morality and Business

Government:

PS 303 Politics and Film
PS 327 Civil Liberties
PS 338 Government and Ethics
PS 371 Public Opinion & Electoral Behavior
PS 372 Politics and the Mass Media
PS 375 Fndmntls of Political Campaign
Management
PS 450 Seminar in International Relations
(restricted to media topics)

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)**

Contact Person: Neil Ralston, neil.ralston@wku.edu, 745-5841

1. Identification of program:

- 1.1 Current program reference number: 725
- 1.2 Current program title: Major in Mass Communication
- 1.3 Credit hours: 36

2. Identification of the proposed program changes:

- Delete COMM 341 *Theories of Communication* from media and society category of restricted electives.
- Delete COMM 363 *Interracial Communication* from cultural category of restricted electives.
- Add COMM 451 *Computer Mediated Communication* to the media and society category of restricted electives.
- Add COMM 474 *Gender Communication*, GERM 437 *German Literature and Film* and SPAN 490 *Hispanic Cinema* to the cultural category of restricted electives.
- Add PS 303 *Politics and Film* to the government category of restricted electives.

3. Detailed program description:

<u>Current Program</u>	<u>Proposed Program</u>
<p>The major in mass communication (reference number 725) requires 36 semester hours and leads to a Bachelor of Arts degree. A minor or second major from outside the School of Journalism & Broadcasting is required. The major offers students the opportunity to acquire a broad, flexible, interdisciplinary liberal arts education which is aimed at a comprehensive understanding of the dynamics of mass communication in society.</p>	<p>The major in mass communication (reference number 725) requires 36 semester hours and leads to a Bachelor of Arts degree. A minor or second major from outside the School of Journalism & Broadcasting is required. The major offers students the opportunity to acquire a broad, flexible, interdisciplinary liberal arts education which is aimed at a comprehensive understanding of the dynamics of mass communication in society.</p>
<p>The major is unique in the School because it is not a specialized professional program. Many graduates intend to pursue their media studies in graduate school or law school.</p>	<p>The major is unique in the School because it is not a specialized professional program. Many graduates intend to pursue their media studies in graduate school or law school.</p>
<p>The major is comprised of 18 hours of required</p>	<p>The major is comprised of 18 hours of required</p>

<p>courses and 18 hours of elective courses chosen in consultation with the student's faculty advisor, within designated areas. No course with a grade of "D" or below may be counted toward the major. One-half of the hours in a mass communication major must be at the 300- or 400-level. In addition to meeting institutional requirements for graduation, the mass communication major must have a minor or second major that is approved by the major advisor.</p> <p><u>Admission Requirements</u> To be admitted to the major in mass communication, a student must meet these requirements:</p> <ol style="list-style-type: none"> 1. Completion of BCOM 185, BCOM 201 or JOUR 201, and BCOM 300 with a minimum grade of "C"; Prospective majors may take no more than 18 credit hours in BCOM/JOUR combined prior to admission to the major; 2. Completion of COMM 145 or COMM 161 (161 preferred), HIST 119 or HIST 120, the general education math requirement, and ENG 100 with at least a "C": and 3. Completion of 48 credit hours of course work applicable to the baccalaureate degree with a minimum overall grade point average of 2.5. <p><u>General Education Requirements</u> As part of the general education requirements in Category C, the following courses must be completed: ECON 150 or ECON 202 or ECON 203, and PS 110.</p> <p><u>Required Core Courses -- 18 hours</u> BCOM 185 Intro to Broadcasting BCOM 201 Process & Effects Mass Comm. or JOUR 201 Media and Society BCOM 300 American Popular Arts BCOM 301 Mass Comm. Law & Ethics or JOUR 301 Press Law & Ethics BCOM 401 History of Broadcasting in Amer. or JOUR 421 Amer. Press History JOUR 422 Current Issues in Mass Comm.</p>	<p>courses and 18 hours of elective courses chosen in consultation with the student's faculty advisor, within designated areas. No course with a grade of "D" or below may be counted toward the major. One-half of the hours in a mass communication major must be at the 300- or 400-level. In addition to meeting institutional requirements for graduation, the mass communication major must have a minor or second major that is approved by the major advisor.</p> <p><u>Admission Requirements</u> To be admitted to the major in mass communication, a student must meet these requirements:</p> <ol style="list-style-type: none"> 1. Completion of BCOM 185, BCOM 201 or JOUR 201, and BCOM 300 with a minimum grade of "C"; Prospective majors may take no more than 18 credit hours in BCOM/JOUR combined prior to admission to the major; 2. Completion of COMM 145 or COMM 161 (161 preferred), HIST 119 or HIST 120, the general education math requirement, and ENG 100 with at least a "C": and 3. Completion of 48 credit hours of course work applicable to the baccalaureate degree with a minimum overall grade point average of 2.5. <p><u>General Education Requirements</u> As part of the general education requirements in Category C, the following courses must be completed: ECON 150 or ECON 202 or ECON 203, and PS 110.</p> <p><u>Required Core Courses -- 18 hours</u> BCOM 185 Intro to Broadcasting BCOM 201 Process & Effects Mass Comm. or JOUR 201 Media and Society BCOM 300 American Popular Arts BCOM 301 Mass Comm. Law & Ethics or JOUR 301 Press Law & Ethics BCOM 401 History of Broadcasting in Amer. or JOUR 421 Amer. Press History JOUR 422 Current Issues in Mass Comm. (capstone course, should be taken senior year)</p>
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<p><i>Elective Areas:</i> 18 hours — Students will choose six courses representing at least four areas.</p> <p><i>Aesthetic:</i> BCOM 271 Introduction to Cinema ENG 365 Literature and Film ENG 366 History of Narrative Film ANTH 448 Visual Anthropology FREN 450 Topics in Francophone Cinema</p> <p><i>Cultural:</i> ENG 465 Film Genres FLK 280 Cultural Diversity in the U.S. FLK 373 Folklore and the Media FLK 379 Topics in Folklore — restricted to Women and the Media topic HIST 447 History of American Pop Culture COMM 363 Interracial Communication COMM 463 Intercultural Communication WOMN 321 Women and Journalism.</p> <p><i>Commerce:</i> BCOM 360 Electronic Media Programming and Research BCOM 485 Broadcast Operations & Mngmnt JOUR 428 Newspaper Management, JOUR 341 Principles of Advertising, JOUR 355 Fndmntls of Public Relations MKT 220 Basic Marketing Concepts PSY 371 Psychology of Sales Behavior PHIL 321 Morality and Business</p> <p><i>Government:</i> PS 327 Civil Liberties PS 338 Government and Ethics PS 371 Public Opinion and Electoral Behavior PS 372 Politics and the Mass Media PS 375 Fndmntls of Political Campaign Management PS 450 Seminar in International Relations (restricted to media topics)</p> <p><i>Media and Society:</i></p>	<p><i>Elective Areas:</i> 18 hours — Students will choose six courses representing at least four areas.</p> <p><i>Aesthetic:</i> BCOM 271/FILM 201 Introduction to Cinema ENG 365 Literature & Film ENG 366 History of Narrative Film ANTH 448 Visual Anthropology FREN 450 Topics in Francophone Cinema</p> <p><i>Cultural:</i> ENG 465 Film Genres GERM 437 German Literature and Film FLK 280 Cultural Diversity in the U.S. FLK 373 Folklore and the Media FLK 379 Topics in Folklore-restricted to Women and the Media topic HIST 447 History of American Pop. Culture COMM 463 Intercultural Communication COMM 474 Gender Communication SPAN 490 Hispanic Cinema WOMN 321 Women & Journalism</p> <p><i>Commerce:</i> BCOM 360 Electronic Media Programming and Research BCOM 485 Broadcast Operations & Mngmnt JOUR 428 Newspaper Management JOUR 341 Principles of Advertising JOUR 355 Fndmntls of Public Relations MKT 220 Basic Marketing Concepts PSY 371 Psychology of Sales Behavior PHIL 321 Morality and Business</p> <p><i>Government:</i> PS 303 Politics and Film PS 327 Civil Liberties PS 338 Government and Ethics PS 371 Public Opinion & Electoral Behavior PS 372 Politics and the Mass Media PS 375 Fndmntls of Political Campaign Management PS 450 Seminar in International Relations (restricted to media topics)</p> <p><i>Media and Society:</i> BCOM 481 Problems in Mass Communication</p>
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BCOM 481 Problems in Mass Communication	ENG 466 Film Theory
ENG 466 Film Theory	JOUR 300 Research in Ad & Public Relations
JOUR 300 Research in Ad & Public Relations	HIST 347 Social History of U.S. since 1800
HIST 347 Social History of U.S. since 1800	HIST 480 A Social History of Science
HIST 480 A Social History of Science	PSY 350 Social Psychology
PSY 350 Social Psychology	COMM 346 Persuasion
COMM 341 Theories of Communication	COMM 451 Computer Mediated Communication
COMM 346 Persuasion	SOCL 345 Sociology of Popular Music
SOCL 345 Sociology of Popular Music	

4. Rationale for the proposed program change:

- COMM 341 *Theories of Communication* is being removed from the mass communication major because it is being deleted from the course inventory by the Department of Communication.
- COMM 363 *Interracial Communication* is being removed from the mass communication major because it is being suspended by the Department of Communication.
- COMM 474 *Gender Communication*, SPAN 490 *Hispanic Cinema* and GERM 437 *German Literature and Film* courses appropriate for those studying mass communication, are being added to the cultural category.
- COMM 451 *Computer Mediated Communication* a course appropriate for those studying mass communication, is being added to the media and society category.
- PS 303 *Politics and Film*, a course appropriate for those studying mass communication, is being added to the mass communication major to provide an additional restricted elective in the government category.

5. Proposed term for implementation and special provisions (if applicable): Fall 2010.
Special provision: Students in previous iCAP catalog years may also follow the revised program.

6. Dates of prior committee approvals:

SJ&B Curriculum Committee	<u>11/20/09</u>
School of Journalism & Broadcasting	<u>11/20/09</u>
PCAL Curriculum Committee	<u>12/3/09</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Program Inventory Form

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)**

Contact Person: Kenneth Payne, Ken.Payne@wku.edu, 745-3968

1. Identification of program:

- 1.1 Current program reference number: 763
- 1.2 Current program title: Major in Public Relations
- 1.3 Credit hours: 39

2. Identification of the proposed program changes:

- Delete MGT 305 *Critical Thinking* from required courses outside the major.
- Delete JOUR 231 *Introduction to Photojournalism* from restricted electives course list
- Add JOUR 131 *Introduction to Digital Photography* to restricted electives course list

3. Detailed program description:

Current program

ADMISSION REQUIREMENTS:
Prospective majors may take no more than 18 hours in the major before admission.
Students must meet the following requirements before admission:
1. Completion of 48 hours of coursework applicable to the baccalaureate degree with a minimum overall grade point average of 2.5. Required courses include COMM 161, HIST 119 or 120, the university math requirement, and at least a 'C' ENG 100.
2. For students entering the University or declaring a major in PR and thereafter: Completion of the following courses with at least a 'C': JOUR 201, 202, and 232.

CURRICULUM: The major in Public Relations requires a minimum of 39 semester hours and leads to a Bachelor of Arts Degree. The major requires a broad program of study. In addition to general education requirements of the University and 39 hours in the major, students must select an appropriate minor or second major. Generally, students may select any minor outside of the School of J&B as long as the

Revised program

ADMISSION REQUIREMENTS:
Prospective majors may take no more than 18 hours in the major before admission.
Students must meet the following requirements before admission:
1. Completion of 48 hours of coursework applicable to the baccalaureate degree with a minimum overall grade point average of 2.5. Required courses include COMM 161, HIST 119 or 120, the university math requirement, and at least a 'C' ENG 100.
2. For students entering the University or declaring a major in PR and thereafter: Completion of the following courses with at least a 'C': JOUR 201, 202, and 232.

CURRICULUM: The major in Public Relations requires a minimum of 39 semester hours and leads to a Bachelor of Arts Degree. The major requires a broad program of study. In addition to general education requirements of the University and 39 hours in the major, students must select an appropriate minor or second major. Generally, students may select any minor outside of the School of J&B as long as the

<p>public relations faculty advisor approves it and 80 hours are <i>taken outside the major area of journalism and mass communication</i> with no fewer than 65 hours in traditional liberal arts and natural sciences.</p> <p>A grade of 'D' in any course will not be accepted toward the major.</p> <p><u>REQUIRED COURSES</u> <i>For students declaring a PR major in fall 2006 and thereafter.</i> JOUR 201 Media and Society JOUR 202 Intro. to Media Writing JOUR 232 Elec. Technologies for Journalism JOUR 355 Fndmntls of Public Relations BCOM 325 Survey Writing for TV, Radio JOUR 323 News Editing JOUR 358 PR Writing & Production <i>One of the following two law courses</i> JOUR 301 Press Law & Ethics BCOM 301 Mass Law & Ethics</p> <p>JOUR 300 Research in Ad & PR JOUR 354 International PR (fall) JOUR 454 PR Strategy & Planning JOUR 456 Public Relations Management</p> <p><u>Restricted Electives</u> <i>Select one 3-hour restricted elective, with faculty advisor consultation.</i> JOUR 231 Introduction to Photojournalism (not available after fall 08) JOUR 325 Feature Writing JOUR 341 Principles of Advertising JOUR 443 Advertising Interactive Design JOUR 458 PR Internship/Practicum JOUR 481 Problems in Mass Communication JOUR 495 Collaborative Journalism BCOM 264 Digital Video Production COMM 346 Persuasion ENG 306 Business Writing MKT 322 Integrated Marketing Communication PSY 371 Psychology of Sales Behavior</p> <p><u>Courses required outside the major:</u></p>	<p>public relations faculty advisor approves it and 80 hours are <i>taken outside the major area of journalism and mass communication</i> with no fewer than 65 hours in traditional liberal arts and natural sciences. Students selecting a minor in communication studies or a minor in film studies will need to select a second minor.</p> <p>A grade of 'D' in any course will not be accepted toward the major.</p> <p><u>REQUIRED COURSES</u> <i>For students declaring a PR major in fall 2006 through 2010 and thereafter.</i> JOUR 201 Media and Society JOUR 202 Intro. to Media Writing JOUR 232 Elec. Technologies for Journalism JOUR 355 Fndmntls of Public Relations BCOM 325 Survey Writing for TV, Radio JOUR 323 News Editing JOUR 358 PR Writing & Production <i>One of the following two law courses</i> JOUR 301 Press Law & Ethics BCOM 301 Mass Law & Ethics</p> <p>JOUR 300 Research in Ad & PR JOUR 354 International PR (fall) JOUR 454 PR Strategy & Planning JOUR 456 Public Relations Management</p> <p><u>Restricted Electives</u> <i>Select one 3-hour restricted elective, with faculty advisor consultation.</i> JOUR 131 Digital Photography JOUR 325 Feature Writing JOUR 341 Principles of Advertising JOUR 443 Advertising Interactive Design JOUR 458 PR Internship/Practicum JOUR 481 Problems in Mass Communication JOUR 495 Collaborative Journalism BCOM 264 Digital Video Production COMM 346 Persuasion ENG 306 Business Writing MKT 322 Integrated Marketing Communication PSY 371 Psychology of Sales Behavior</p> <p><u>Courses required outside the major:</u></p>
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COMM 161 Business Professional Speaking ECON 203 Principles of Macroeconomics GEOG 110 World Regional Geography PS 110 American National Government MGT 305 Critical Thinking in Management (junior standing) MKT 220 Basic Marketing Concepts One Course in Statistics: ECON 206, SOCL 300, MATH 203, PSY 201, or AMS 271	COMM 161 Business Professional Speaking ECON 203 Principles of Macroeconomics GEOG 110 World Regional Geography PS 110 American National Government MKT 220 Basic Marketing Concepts One Course in Statistics: ECON 206, SOCL 300, MATH 203, PSY 201, or AMS 271
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4. Rationale for the proposed program change:

MGT 305 deleted as a required course outside the major due to pre-requisite change completed by the Management Department for this course. Deletion of JOUR 231 *Introduction to Photojournalism* as a restricted elective due to course being no longer offered for non photojournalism majors. Addition of JOUR 131 *Introduction to Digital Photography* as a restricted elective to replace JOUR 231.

5. Proposed term for implementation and special provisions (if applicable): Fall 2010.
 Special provision: Students listed in iCAP 2006 through 2009 catalog years may also follow the revised program.

6. Dates of prior committee approvals:

SJ&B Curriculum Committee	<u>11/20/09</u>
School of Journalism & Broadcasting	<u>11/20/09</u>
PCAL Curriculum Committee	<u>12/3/09</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Program Inventory Form

**Potter College of Arts and Letters
Department of Modern Languages
Proposal to Revise A Program
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 745-2401

1. Identification of program:

- 1.1** Current program reference number: 365
- 1.2** Current program title: French minor
- 1.3** Credit hours: 30

2. Identification of the proposed program changes:

The revision involves accepting up to three credit hours of intermediate level language coursework (200-level) toward the electives for the minor and removing French 101 from among the required courses.

3. Detailed program description:

Current	Proposed
Required core courses: FREN 101, 102, 201, 202 (or equivalent) FREN 320 French Grammar and Composition or FREN 420 Advanced French Composition and Stylistics FREN 321 French Conversation or FREN 421 Advanced French Conversation FREN 323 French Civilization and Culture	Required core courses: FREN 102, 201, 202 (or equivalent) FREN 320 French Grammar and Composition or FREN 420 Advanced French Composition and Stylistics FREN 321 French Conversation or FREN 421 Advanced French Conversation FREN 323 French Civilization and Culture
Electives: At least three courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours.	Electives: At least four courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. May include among the four courses up to three credit hours of 200- level credit beyond 201/202 (only if taught in French and taken in sequence).

4. Rationale for the proposed program change:

The revision allows students the option of counting toward the minor up to three credit hours of 200-level coursework beyond (in addition to) 201/202, IF these credit hours are for courses taught in the target language. The change is an effort to add flexibility for students, and to count

toward the minor 200-level courses taken abroad, (skill-building “bridge” courses) for new minors, or courses designed to develop language skills for specific professions.

The revision also means that French 101 no longer counts towards the minor. The skills that students attain in this course are at the level of the recommended pre-college curriculum for students entering WKU. French 101 is a lower level course than the general education language requirement minimum of French 102. Many minors across campus do not count the most basic courses toward the requirements for the minor.

5. Proposed term for implementation and special provisions (if applicable): Fall 2010.

6. Dates of prior committee approvals:

Modern Languages Department:	<u>November 3, 2009</u>
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Potter College Curriculum Committee	<u>December 3, 2009</u>
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Undergraduate Curriculum Committee	01/28/10
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University Senate	_____
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Attachment: Program Inventory Form

Proposal Date: 11/3/2009

**Potter College of Arts and Letters
Department of Modern Languages
Proposal to Revise A Program
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 745-2401

1. Identification of program:

- 1.1 Current program reference number: 665
- 1.2 Current program title: French major
- 1.3 Credit hours: 36

2. Identification of the proposed program changes: The revision involves accepting up to three credit hours of intermediate level language coursework (200-level) toward the electives for the major and removing French 101 from among the required courses.

3. Detailed program description:

Current	Proposed
Required core courses: FREN 101, 102, 201, 202 (or equivalent) FREN 320 French Grammar & Composition— or FREN 420 Advanced French Composition & Stylistics FREN 321 French Conversation—or—FREN 421 Advanced French Conversation FREN 323 French Civilization & Culture Upper-division literature course Electives: At least four courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours.	Required core courses: FREN 102, 201, 202 (or equivalent) FREN 320 French Grammar & Composition— or FREN 420 Advanced French Composition & Stylistics FREN 321 French Conversation—or—FREN 421 Advanced French Conversation FREN 323 French Civilization & Culture Upper-division literature course Electives: At least five courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. May include among the five courses up to three credit hours of 200- level credit beyond 201/202 (only if taught in French and taken in sequence).

Current major with Teacher Certification

Required core courses: FREN 101, 102, 201, 202 (or equivalent) FREN 320 French Grammar & Composition— or FREN 420 Advanced French Composition & Stylistics
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Proposed major with Teacher Certification

Required core courses: FREN 102, 201, 202 (or equivalent) FREN 320 French Grammar & Composition— or FREN 420 Advanced French Composition & Stylistics
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FREN 323 French Civilization & Culture FREN 421 Advanced French Conversation Upper-division literature courses Total credit hours in required core courses: 24 Elective courses: Four French courses at the 300-or 400-Level for a total (including the required courses) of 36 or more credit hours 12 Total required hours in French: 36	FREN 323 French Civilization & Culture FREN 421 Advanced French Conversation Upper-division literature courses Total credit hours in required core courses: 21 Elective courses: Five French courses at the 300-or 400-Level for a total (including the required courses) of 36 or more credit hours 15 Total required hours in French: 36
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4. Rationale for the proposed program change:

The revision allows students the option of counting toward the major up to three credit hours of 200-level coursework beyond (in addition to) 201/202, IF these credit hours are for courses taught in the target language. The change is an effort to add flexibility for students, and to count toward the major 200-level courses taken abroad, (skill-building “bridge” courses) for new majors, or courses designed to develop language skills for specific professions.

The revision also means that French101 no longer counts towards the major. The skills that students attain in this course are at the level of the recommended pre-college curriculum for students entering WKU. French 101 is a lower level course than the general education language requirement minimum of French 102. Many majors across campus do not count the most basic courses toward the requirements for the major.

5. Proposed term for implementation and special provisions (if applicable): Fall 2010.

6. Dates of prior committee approvals:

Modern Languages Department:	<u>November 3, 2009</u>
Potter College Curriculum Committee	<u>December 3, 2009</u>
Professional Education Council	<u>December 9, 2009</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Program Inventory Form

**Potter College of Arts and Letters
Department of Modern Languages
Proposal to Revise A Program
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 745-2401

1. Identification of program:

- 1.1 Current program reference number: 380
- 1.2 Current program title: German minor
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

The revision involves accepting up to three credit hours of intermediate level language coursework (200-level) toward the electives for the minor and removing German 101 from among the required courses.

3. Detailed program description:

Current	Proposed
Required core courses: GERM 101, 102, 201, 202 (or equivalent) GERM 330 German Composition and Conversation GERM 335 Contemporary Culture and Civilization	Required core courses: GERM 102, 201, 202 (or equivalent) GERM 330 German Composition and Conversation GERM 335 Contemporary Culture and Civilization
Electives: At least four courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours.	Electives: At least five courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. May include among the seven courses up to three credit hours of 200- level credit beyond 201/202 (only if taught in German and taken in sequence).

4. Rationale for the proposed program change:

The revision allows students the option of counting toward the minor up to three credit hours of 200-level coursework beyond (in addition to) 201/202, IF these credit hours are for courses taught in the target language. The change is an effort to add flexibility for students, and to count toward the minor 200-level courses taken abroad, (skill-building “bridge” courses) for new minors, or courses designed to develop language skills for specific professions.

The revision also means that German 101 no longer counts towards the minor. The skills that students attain in this course are at the level of the recommended pre-college curriculum for students entering WKU. German 101 is a lower level course than the general education language requirement minimum of German 102. Many minors across campus do not count the most basic courses toward the requirements for the minor.

5. Proposed term for implementation and special provisions (if applicable): Fall 2010.

6. Dates of prior committee approvals:

Modern Languages Department: November 3, 2009

Potter College Curriculum Committee December 3, 2009

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Program Inventory Form

**Potter College of Arts and Letters
Department of Modern Languages
Proposal to Revise A Program
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 745-2401

1. Identification of program:

- 1.1 Current program reference number: 683
- 1.2 Current program title: German major
- 1.3 Credit hours: 36

2. Identification of the proposed program changes:

The revision involves accepting up to three credit hours of intermediate level language coursework (200-level) towards the electives for the major and removing German 101 from among the required courses.

3. Detailed program description:

Current major	Proposed major
Required core courses: GERM 101, 102, 201, 202 (or equivalent) GERM 330 German Composition and Conversation GERM 335 Contemporary Culture and Civilization Electives: At least six courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours.	Required core courses: GERM 102, 201, 202 (or equivalent) GERM 330 German Composition and Conversation GERM 335 Contemporary Culture and Civilization Electives: At least seven courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. May include among the seven courses up to three credit hours of 200- level credit beyond 201/202 (only if taught in German and taken in sequence).

Current major with Teacher Certification	Proposed major with Teacher Certification
Required core courses: GERM 101, 102, 201, 202 (or equivalent) GERM 314 Introduction to German Literature GERM 330 German Composition and Conversation GERM 335 Contemporary Culture and Civilization GERM 430 Advanced German Stylistics Total credit hours in required core courses: 24	Required core courses: GERM 102, 201, 202 (or equivalent) GERM 314 Introduction to German Literature GERM 330 German Composition and Conversation GERM 335 Contemporary Culture and Civilization GERM 430 Advanced German Stylistics Total credits hours in required core courses:

Elective courses: Four German courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. 12 Total required hours in German: 36	21 Elective courses: Five German courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. 15 Total required hours in German: 36
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4. Rationale for the proposed program change:

The revision allows students the option of counting toward the major up to three credit hours of 200-level coursework beyond (in addition to) 201/202, IF these credit hours are for courses taught in the target language. The change is an effort to add flexibility for students, and to count toward the major 200-level courses taken abroad, (skill-building “bridge” courses) for new majors, or courses designed to develop language skills for specific professions.

The revision also means that German 101 no longer counts towards the major. The skills that students attain in this course are at the level of the recommended pre-college curriculum for students entering WKU. German 101 is a lower level course than the general education language requirement minimum of German 102. Many majors across campus do not count the most basic courses toward the requirements for the major.

5. Proposed term for implementation and special provisions (if applicable): Fall 2010.

6. Dates of prior committee approvals:

Modern Languages Department:	<u>November 3, 2009</u>
Potter College Curriculum Committee	<u>December 3, 2009</u>
Professional Education Council	<u>December 9, 2009</u>
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Program Inventory Form

**Potter College of Arts and Letters
Department of Modern Languages
Proposal to Revise A Program
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 745-2401

1. Identification of program:

- 1.1 Current program reference number: 464
- 1.2 Current program title: Spanish minor
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

The revision involves accepting up to three credit hours of intermediate level language coursework (200-level) toward the electives for the minor and removing Spanish 101 from among the required courses.

3. Detailed program description:

Current	Proposed
Required core courses: SPAN 101, 102, 201, 202 (or equivalent) SPAN 370 Spanish Conversation SPAN 371 Spanish Composition and Grammar SPAN 372 Latin American Civilization of Spain Or SPAN 373 Spanish Civilization and Culture SPAN 374 Literature and Culture of Spain or SPAN 376 Literature and Culture of Latin America	Required core courses: SPAN 102, 201, 202 (or equivalent) SPAN 370 Spanish Conversation SPAN 371 Spanish Composition and Grammar SPAN 372 Latin American Civilization of Spain Or SPAN 373 Spanish Civilization and Culture SPAN 374 Literature and Culture of Spain or SPAN 376 Literature and Culture of Latin America
Electives: At least two courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours.	Electives: At least three courses at the 300- or 400- level for a total (including the core courses) of 30 or more credit hours. May include among the three courses up to three credit hours of 200- level credit beyond 201/202 (only if taught in Spanish and taken in sequence.)

4. Rationale for the proposed program change:

The revision allows students the option of counting toward the minor up to three credit hours of

200-level coursework beyond (in addition to) 201/202, IF these credit hours are for courses taught in the target language. The change is an effort to add flexibility for students, and to count toward the minor 200-level courses taken abroad, (skill-building “bridge” courses) for new minors, or courses designed to develop language skills for specific professions.

The revision also means that Spanish 101 no longer counts towards the minor. The skills that students attain in this course are at the level of the recommended pre-college curriculum for students entering WKU. Spain 101 is a lower level course than the general education language requirement minimum of Spain 102. Many minors across campus do not count the most basic courses toward the requirements for the minor.

5. Proposed term for implementation and special provisions (if applicable): Fall 2010.

6. Dates of prior committee approvals:

Modern Languages Department:	<u>November 3, 2009</u>
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Potter College Curriculum Committee	<u>December 3, 2009</u>
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Undergraduate Curriculum Committee	01/28/10
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University Senate	_____
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Attachment: Program Inventory Form

**Potter College of Arts and Letters
Department of Modern Languages
Proposal to Revise A Program
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 745-2401

1. Identification of program:

- 1.1 Current program reference number: 778
- 1.2 Current program title: Spanish major
- 1.3 Credit hours: 36

2. Identification of the proposed program changes:

The revision involves accepting up to three credit hours of intermediate level language coursework (200-level) toward the electives for the major and removing Spanish 101 from among the required courses.

3. Detailed program description:

Current	Proposed
Required core courses: SPAN 101, 102, 201, 202 (or equivalent) SPAN 370 Spanish Conversation SPAN 371 Spanish Composition & Grammar SPAN 372 Latin American Civ & Culture— or—SPAN 373 Spanish Civ & Culture SPAN 374 Literature & Culture of Spain— or—SPAN 376 Lit & Culture of Latin America Electives: At least four Spanish courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours.	Required core courses: SPAN 102, 201, 202 (or equivalent) SPAN 370 Spanish Conversation SPAN 371 Spanish Composition & Grammar SPAN 372 Latin American Civ & Culture— or—SPAN 373 Spanish Civ & Culture SPAN 374 Literature & Culture of Spain— or—SPAN 376 Lit & Culture of Latin America Electives: At least five courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. May include among the five courses up to three credit hours of 200- level credit beyond 201/202 (only if taught in Spanish and taken in sequence).

Current major with Teacher Certification	Proposed major with Teacher Certification
Required core courses: SPAN 101, 102, 201, 202 (or equivalent) SPAN 370 Spanish Conversation SPAN 371 Spanish Composition & Grammar SPAN 372 Latin American Civ & Culture— or—SPAN 373 Spanish Civ & Culture SPAN 374 Literature & Culture of Spain—	Required core courses: 102, 201, 202 (or equivalent) SPAN 370 Spanish Conversation SPAN 371 Spanish Composition & Grammar SPAN 372 Latin American Civ & Culture— or—SPAN 373 Spanish Civ & Culture SPAN 374 Literature & Culture of Spain—

or—SPAN 376 Lit & Culture of Latin America SPAN 470 Advanced Oral Spanish Total credit hours in required core courses: 27 Elective courses: Three Spanish courses at the 300- or 400-level for a total (including the required courses) of 36 or more credit hours. 9 Total required hours in Spanish: 36	or—SPAN 376 Lit & Culture of Latin America SPAN 470 Advanced Oral Spanish Total credit hours in required core courses: 24 Elective courses: Four Spanish courses at the 300- or 400-level for a total (including the required courses) of 36 or more credit hours. 12 Total required hours in Spanish:36
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4. Rationale for the proposed program change:

The revision allows students the option of counting toward the major up to three credit hours of 200-level coursework beyond (in addition to) 201/202, IF these credit hours are for courses taught in the target language. The change is an effort to add flexibility for students, and to count toward the major 200-level courses taken abroad, (skill-building “bridge” courses) for new majors, or courses designed to develop language skills for specific professions.

The revision also means that Spanish 101 no longer counts towards the major. The skills that students attain in this course are at the level of the recommended pre-college curriculum for students entering WKU. Spanish 101 is a lower level course than the general education language requirement minimum of Spanish102. Many majors across campus do not count the most basic courses toward the requirements for the major.

5. Proposed term for implementation and special provisions (if applicable): Fall 2010.

6. Dates of prior committee approvals:

Modern Languages Department: November 3, 2009

Potter College Curriculum Committee December 3, 2009

Professional Education Council December 9, 2009

Undergraduate Curriculum Committee 01/28/10

University Senate _____

Attachment: Program Inventory Form

Proposal Date: September 30, 2009

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

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

1. Identification of program:

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

2. Identification of the proposed program changes: This proposal represents a significant revision of the minor in philosophy at Western Kentucky University. While maintaining all the content, capacity, and skill objectives of the current program, this revision better represents the complexity and interdependence of areas of philosophical inquiry and provides students with a much more dynamic and varied program and selection of courses. Here is a list of the many changes, with the rationale for each provided in section no. 4 below.

- Drop PHIL 120 as required course.
- Change three-hour “History of Philosophy” requirement to a nine-hour requirement. Drop PHIL 302 and 303 as required options. Add several new courses as options to complete this requirement.
- Change three-hour “Ethics” requirement to six-hour “Ethics and Values” requirement. Add additional courses as options to complete new requirement.
- Drop PHIL 404 as required course for “Metaphysics and Epistemology” requirement.
- Add one-hour “Philosophical Writing” requirement, to be completed by taking PHIL 299.
- Increase credit hour requirement from 21 to 25.

3. Detailed program description:

Current Program	New Program
<p>I. Introduction (3 hours) PHIL 120, Introduction to Philosophy</p> <p>II. Logic (3 hours) PHIL 115, Elementary Logic</p> <p>III. History of Philosophy (6 hours) PHIL 302, Ancient and Medieval Philosophy OR PHIL 303, Modern and Contemporary Philosophy</p> <p>IV. Ethics (3 hours) PHIL 350, Ethical Theory</p> <p>V. Metaphysics and Epistemology (3 hours) PHIL 404, Metaphysics and Epistemology</p> <p>VI. Electives (6 hours)</p> <p>Total of 21 credit hours</p>	<p>I. Logic (3 hours) PHIL 215, Elementary Logic</p> <p>II. History of Philosophy (9 credits, at least one course from each category) A. Ancient and Medieval Philosophy (3-6 hours) B. Modern and Contemporary Philosophy (3-6 hours)</p> <p>III. Ethics and Values (6 hours, must take PHIL 350)</p> <p>IV. Philosophical Writing Workshop (1 hour)</p> <p>VI. Electives (6 hours)</p> <p>Total of 25 credit hours</p>

* Changes in **bold**.

Course listing by categories

I. Logic (3 hours)	<i>PHIL 215: Logic</i>	
II. History of Philosophy (9 hours; at least one course from each category)	Ancient and Medieval	<i>PHIL 340: Ancient Greek Enlightenment</i> <i>PHIL 341: Reason and the Divine in Hellenism and Late Antiquity</i> <i>PHIL 342: Renaissance and Renewal in the Middle Ages</i>
	Modern and Contemporary	<i>PHIL 344: Early Modern Moral Philosophy</i> <i>PHIL 345: Descartes and Hume</i> <i>PHIL 346: Kant and Idealism</i> <i>PHIL 347: Locke and Leibniz</i> <i>PHIL 348: 20th Century Philosophy</i> <i>PHIL 432: Philosophy and Early Modern Science</i> <i>PHIL 433: History of the Philosophy of Science</i>

III. Ethics and Values (6 hours; must take PHIL 350)	PHIL 201: Love and Friendship PHIL 202: Racial Justice PHIL 207: Philosophy and Popular Culture <i>PHIL 212: Philosophy and Gender Theory</i> PHIL 305: Aesthetics PHIL 315: Philosophy of Religion PHIL 321: Morality and Business PHIL 322: Biomedical Ethics PHIL 323: Social Ethics PHIL 324: War and Peace PHIL 329: Concepts of God, Good, and Evil <i>PHIL 333: Marx & Critical Theory</i> PHIL 350: Ethical Theory PHIL 426: Philosophy and Old Age
IV. Philosophical Writing (1 hour)	<i>PHIL 299: Philosophical Writing Workshop (1 credit hour)</i>
V. Electives (6 hours)	Any of the above or: PHIL 101: Enduring Questions: Truth & Relativism PHIL 102: Enduring Questions: The Good & the Beautiful PHIL 103: Enduring Questions: The Committed Life PHIL 330: Philosophy of Science <i>PHIL 331: Analytic Philosophy</i> PHIL 401: Readings in Philosophy PHIL 415: Advanced Logic <i>PHIL 496: Senior Seminar</i> PHIL 499: Research in Philosophy

Italics indicate new course or new course numbering.

4. Rationale for the proposed program change: Because of the extent of the changes being made, it is best to present the rationale in two categories—overall rationale and rationale for specific changes.

Overall Rationale

- The new program gets away from broad survey courses (e.g., PHIL 302: Ancient and Medieval Philosophy) and instead allows students to choose among more specific and compelling courses more in line with individual student interests (e.g., PHIL 345: Descartes and Hume). Courses in the history category, however, still will contextualize the thinkers or movements under consideration and thus will provide students with the kind of historical foundation in philosophy that they should have. This is particularly the case given that the new history requirement is increased from six to nine hours.
- Students will have a considerable amount of choice in the new program. The current program has five required courses and then allows for two electives. The new program only has three required courses—PHIL 215, 299 (one credit hour), and 350—and provides students with many courses to complete required categories.
- The increase in credit hours from 21 to 25 reflects the judgment of the philosophy faculty that 21 hours does not allow for the breadth and depth needed for a strong liberal arts minor in philosophy.

Rationale for Specific Changes

- For Fall semester 2009, the program introduced three new General Education courses to our curriculum (PHIL 101-103). These gradually will replace PHIL 120 as our primary General Education offering and will serve as our principal courses for recruiting majors and minors. Students who come into the program through these new courses still will be able to count them as electives, but they will not be counted as required courses for the major.
- For some time it has been clear that PHIL 115 (Elementary Logic) is misplaced at the 100-level. The rigor of the course demands a higher numbering. Thus, in the new program it will be at the 200-level (PHIL 215).
- Students will be required to do more extensive work in two key philosophical areas in the new program—Ethics and Values and the History of Philosophy. The new program moves from one required course in each area to two courses in each area with students having an increased amount of choice to complete the requirements. The current program, with only one required course in each area, is inadequate.
- Helping students develop the skills of clear and effective writing is an important goal not only of the philosophy program but also of Western Kentucky University. In order to better achieve this goal, the new philosophy minor includes a component that is innovative and intentional about student writing. Every semester, one philosophy faculty member will teach PHIL 299 (Philosophical Writing Workshop). Students minoring in philosophy must take one of these. These courses typically will be associated with other upper-division philosophy classes and will provide students with the opportunity to develop their skills as writers as they complete papers for the other philosophy courses for which they are concurrently registered (except PHIL 496); alternately, students may begin independent writing projects (perhaps for presentation at conferences or for possible publication).

5. Proposed term for implementation and special provisions (if applicable): 201030

6. Dates of prior committee approvals:

Philosophy Program	November 13, 2009
Department of Philosophy and Religion	November 18, 2009
Potter College Curriculum Committee	December 3, 2009
Undergraduate Curriculum Committee	01/28/10
University Senate	

Attachment: Program Inventory Form

Proposal Date: September 30, 2009

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

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

1. Identification of program:

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

2. Identification of the proposed program changes: This proposal represents a major revision of the philosophy program at Western Kentucky University. While maintaining all the content, capacity, and skill objectives of the current program, this revision better represents the complexity and interdependence of areas of philosophical inquiry and provides students with a much more dynamic, varied, and flexible program and selection of courses. Here is a list of the many changes, with the rationale for each provided in section no. 4 below.

- Drop PHIL 120 as required course.
- Change three-hour “Logic” requirement to six hour “Logic, Epistemology, and Metaphysics” requirement. Renumber PHIL 115 to PHIL 215. Add several new courses as options to complete the new requirement.
- Change six-hour “History of Philosophy” requirement to a nine-hour requirement. Drop PHIL 302 and 303 as required courses. Add several new courses as options to complete this requirement.
- Change three-hour “Ethics” requirement to six-hour “Ethics and Values” requirement. Add additional courses as options to complete new requirement.
- Add five-hour “Philosophical Writing” requirement, to be completed by taking PHIL 299 two times and taking PHIL 496 (a new capstone course).
- Change “Electives” from 12 hours to six hours.
- Increase credit hour requirement from 30 to 32.

3. Detailed program description:

Current Program	New Program
<p>I. Introduction (3 hours) PHIL 120, Introduction to Philosophy</p> <p>II. Logic (3 hours) PHIL 115, Elementary Logic</p> <p>III. History of Philosophy (6 hours) PHIL 302, Ancient and Medieval Philosophy PHIL 303, Modern and Contemporary Philosophy</p> <p>IV. Ethics (3 hours) PHIL 350, Ethical Theory</p> <p>V. Metaphysics and Epistemology (3 hours) PHIL 404, Metaphysics and Epistemology</p> <p>VI. Electives (12 hours)</p> <p>Total of 30 credit hours</p>	<p>I. Logic, Epistemology, and Metaphysics (6 hours, must take PHIL 215, Elementary Logic)</p> <p>II. History of Philosophy (9 hours, at least one course from each category) A. Ancient and Medieval Philosophy (3-6 hours) B. Modern and Contemporary Philosophy (3-6 hours)</p> <p>III. Ethics and Values (6 hours, must take PHIL 350)</p> <p>IV. Philosophical Writing (5 hours) A. PHIL 299: Philosophical Writing Workshop (1 hour each, total of 2) B. PHIL 496: Senior Seminar (3 hours)</p> <p>V. Electives (6 hours)</p> <p>Total of 32 credit hours</p>

* **Changes in bold.**

Course listing by categories

I. Logic, Epistemology, and Metaphysics (6 hours; must take PHIL 215)	<p><i>PHIL 215: Logic</i> PHIL 330: Philosophy of Science <i>PHIL 331: Analytic Philosophy</i> PHIL 404: Metaphysics and Epistemology PHIL 415: Advanced Logic</p>		
II. History of Philosophy (9 hours; at least one course from each category)	<table border="1"> <tr> <td>Ancient and Medieval</td><td> <p><i>PHIL 340: Ancient Greek Enlightenment</i> <i>PHIL 341: Reason and the Divine in Hellenism and Late Antiquity</i> <i>PHIL 342: Renaissance and Renewal in the Middle Ages</i></p> </td></tr> </table>	Ancient and Medieval	<p><i>PHIL 340: Ancient Greek Enlightenment</i> <i>PHIL 341: Reason and the Divine in Hellenism and Late Antiquity</i> <i>PHIL 342: Renaissance and Renewal in the Middle Ages</i></p>
Ancient and Medieval	<p><i>PHIL 340: Ancient Greek Enlightenment</i> <i>PHIL 341: Reason and the Divine in Hellenism and Late Antiquity</i> <i>PHIL 342: Renaissance and Renewal in the Middle Ages</i></p>		

	Modern and Contemporary	<i>PHIL 344: Early Modern Moral Philosophy</i> <i>PHIL 345: Descartes and Hume</i> <i>PHIL 346: Kant and Idealism</i> <i>PHIL 347: Locke and Leibniz</i> <i>PHIL 348: 20th Century Philosophy</i> <i>PHIL 432: Philosophy and Early Modern Science</i> <i>PHIL 433: History of the Philosophy of Science</i>
III. Ethics and Values (6 hours; must take PHIL 350)	PHIL 201: Love and Friendship PHIL 202: Racial Justice PHIL 207: Philosophy and Popular Culture <i>PHIL 212: Philosophy and Gender Theory</i> PHIL 305: Aesthetics PHIL 315: Philosophy of Religion PHIL 321: Morality and Business PHIL 322: Biomedical Ethics PHIL 323: Social Ethics PHIL 324: War and Peace PHIL 329: Concepts of God, Good, and Evil <i>PHIL 333: Marx & Critical Theory</i> PHIL 350: Ethical Theory PHIL 426: Philosophy and Old Age	
IV. Philosophical Writing (5 hours; must take PHIL 496)	<i>PHIL 299: Philosophical Writing Workshop (1 credit hour)</i> <i>PHIL 496: Senior Seminar</i>	
V. Electives (6 hours)	Any of the above or: PHIL 101: Enduring Questions: Truth & Relativism PHIL 102: Enduring Questions: The Good & the Beautiful PHIL 103: Enduring Questions: The Committed Life PHIL 401: Readings in Philosophy PHIL 499: Research in Philosophy	

Italics indicate new course or new course numbering.

4. Rationale for the proposed program change: Because of the extent of the changes being made, it is best to present the rationale in two categories—overall rationale and rationale for specific changes.

Overall Rationale

- The new program gets away from broad survey courses (e.g., PHIL 302: Ancient and Medieval Philosophy) and instead allows students to choose among more specific and compelling courses more in line with individual student interests (e.g., PHIL 345: Descartes and Hume). Courses in the history category, however, still will contextualize the thinkers or movements under consideration and thus will provide students with the kind of historical foundation in philosophy that they should have.

This is particularly the case given that the new history requirement is increased from six to nine hours.

- Students will have a considerable amount of choice in the new program. The current program has six required courses and then allows for four electives. The new program only has four required courses—PHIL 215, 299 (one credit hour, taken two times), 350, and 496—and provides students with many courses to complete required categories. While the electives are being reduced from 12 credit hours to six hours, students have much more choice in the various categories. Thus, these choices are like electives.
- The increase in credit hours from 30 to 32 reflects the judgment of the philosophy faculty that the benefits of the new writing requirement justify the slight increase in credit hours required.

Rationale for Specific Changes

- For Fall semester 2009, the program introduced three new General Education courses to our curriculum (PHIL 101-103). These gradually will replace PHIL 120 as our primary General Education offering and will serve as our principal courses for recruiting majors. Students who come into the program through these new courses still will be able to count them as electives, but they will not be counted as required courses for the major.
- For some time it has been clear that PHIL 115 (Elementary Logic) is misplaced at the 100-level. The rigor of the course demands a higher numbering. Thus, in the new program it will be at the 200-level (PHIL 215).
- Students will be required to do more extensive work in key philosophical areas in the new program—Ethics and Values and the History of Philosophy. The new program moves from specific, required courses in each area to two or three courses in each area with students having an increased amount of choice to complete the requirements.
- Helping students develop the skills of clear and effective writing is an important goal not only of the philosophy program but also of Western Kentucky University. In order to better achieve this goal, the new philosophy program includes a component that is innovative and intentional about student writing. Every semester, one philosophy faculty member will teach PHIL 299 (Philosophical Writing Workshop). Students majoring in philosophy must take two of these. These courses typically will be associated with other upper-division philosophy classes and will provide students with the opportunity to develop their skills as writers as they complete papers for the other philosophy courses for which they are concurrently registered (except PHIL 496); alternately, students may begin independent writing projects (perhaps for presentation at conferences or for possible publication). Majors also must take PHIL 496 (Senior Seminar) in which they complete a major research paper on the topic that is the focus of the seminar that semester (the topic will change based on instructor expertise and interest). The Senior Seminar not only will serve as a capstone in regard to philosophical content, but as a capstone for the development of our students as writers.

5. Proposed term for implementation and special provisions (if applicable): 201030

6. Dates of prior committee approvals:

Philosophy Program	November 13, 2009
Department of Philosophy and Religion	November 18, 2009
Potter College Curriculum Committee	December 3, 2009
Undergraduate Curriculum Committee	01/28/10
University Senate	

Attachment: Program Inventory Form

Proposal Date: November 7, 2009

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

Contact Person: Guy Jordan, guy.jordan@wku.edu, 270-745-8865

1. Identification of program:

- 1.1 Program title: Art History
- 1.2 Degree: B.A.
- 1.3 Classification of Instructional Program Code (CIP): 50.0703
- 1.4 Required hours in proposed major program: 33
- 1.5 Special information: none
- 1.6 Program admission requirements: none
- 1.7 Catalog description: The program in Art History provides WKU students with a broad and thorough understanding of the history and function of the visual arts from ancient times to the present day. Majors will critically analyze paintings, prints, sculpture, architecture, and other visual media to investigate a range of historical and philosophical issues with which the arts have always been deeply involved. As such, majors will gain an understanding of how visual practices proactively articulate and motivate rather than simply illustrate, record, or reiterate history. Moving beyond connoisseurship and the mere identification of period styles, the Art History major exposes students to a variety of methodological approaches to the study of the visual arts, including iconology, formalism, structuralism, post-structuralism, and feminism. Classes, field trips, and other campus and community activities will utilize artworks as a medium through which students will investigate the visual dynamics of social, political, religious, and cultural history.

With an emphasis on reading, writing, research, and critical analysis, the B.A. in Art History prepares students for a broad range of career possibilities. Visual arts-related career paths for Art History majors include careers in museums, galleries, and auction-houses as curators, art appraisers, conservators, registrars, art educators, archivists, researchers, website designers, arts administrators, marketing specialists, and grant writers. In addition, the Art History major readies students for a wide range of career paths—including civil service positions, business, and law--that demand well-rounded, culturally literate, and critically acute graduates who are able to articulately express their ideas. Other opportunities exist in fields such as teaching, design, journalism, and historic preservation.

Major in Art History

The major in Art History (reference number XXXX) requires a minimum of 33 semester hours and leads to a Bachelor of Arts degree. The major requires

courses to be taken across a range of chronological periods, ensuring that graduates possess a broad understanding of the field, yet it also allows students to focus their studies on particular historical periods or geographical regions that interest them. A minor or second major is required. No more than 6 hours in the Art History Major may count towards a student's minor. No grade of "D" or below may be counted towards the major.

Required Courses: (15 hours)

- 1) Art History Survey Courses (6 hours)
 - ART 105 (History of Art to 1300) AND
 - ART 106 (History of Art since 1300)
- 2) Studio Foundations Course (3 hours)
 - ART 130 (Two-Dimensional Design) OR
 - ART 131 (Three-Dimensional Design) OR
 - ART 140 (Drawing)
- 3) ART 405 (Art Theory and Criticism) (3 hours)
- 4) ART 494 (Seminar in Art History) (3 hours)

Elective Courses: (18 hours)

Students will fulfill the remaining eighteen hours of the major by choosing from among the following elective courses. At least one course must be chosen from each of the following four categories:

- A. *Ancient, Medieval, and Non-Western Art:*
 - ART 305, ART 316, ART 325, ART 407
- B. *Renaissance and Baroque Art:*
 - ART 314, ART 315, ART 401, ART 403
- C. *Eighteenth Century and Nineteenth Century Art:*
 - ART 312, ART 408, ART 409
- D. *Modern and Contemporary Art:*
 - ART 313, ART 390, ART 410

The following courses may also be taken as electives, but are considered "free electives," and do not satisfy any of the four category distributions listed above: ANTH 130, ANTH 432, ANTH 434, ANTH 448, ANTH 470/FLK470, ART 334, ART 445/FLK 445, DMT 151, DMT 152, DMT 322, DMT 424, DMT 434, ENG 465, ENG 466, FLK 434/GEOG 434, FLK 445, FLK 446, FLK 447, FLK 464, FLK 477, FREN 450, GERM 437, PHIL 102, PHIL 305, SPAN 490

2. Rationale:

- 2.1 Reason for developing the proposed major program: There is strong demand among current students for an Art History Major. A recent email sent out to current and former students in the Art Department garnered 21 responses (as of 10 September, 2009) that express interest in such a major. At present, the department has 20 students who minor in Art History, many of whom might switch to a major if the option were available to them. The Art History major will utilize the rich history of human visual expression as a means to provide

graduates with a deep understanding of global culture that is essential for success in the modern world. With an emphasis on reading, writing, research, and critical analysis, the B.A. in Art History prepares students for a broad range of career possibilities. Visual arts-related career paths for Art History majors include careers in museums, galleries, and auction-houses as curators, art appraisers, conservators, registrars, art educators, archivists, researchers, website designers, arts administrators, marketing specialists, and grant writers. In addition, the Art History major readies students for a wide range of career paths—including civil service positions, business, and law--that demand well-rounded, culturally literate, and critically acute graduates who are able to articulately express their ideas. Other opportunities exist in fields such as teaching, design, journalism, and historic preservation. The B.A. in Art History will also provide specialized knowledge and a skill-set grounded in visual analysis that prepares majors for future graduate work in the same discipline, or related disciplines such as Area Studies, Visual Culture, and Cultural History.

- 2.2 Projected enrollment in the proposed major program: 30
- 2.3 Relationship of the proposed major program to other programs now offered by the department: At the present time, the Art Department at WKU offers two main undergraduate tracks, a B.F.A. in Visual Arts with concentrations in Studio or Graphic Design, and a B.A. in Visual Studies with concentrations in Studio and Art Education. The first track is geared toward students who wish to become professional artists and designers. The second provides students with a broader array of coursework that is less specialized, and is intended to open up (with the exception of the focused training required for the Art Education concentration) a wider array of career paths. We envision the B.A. in Art History as the final third of a triumvirate of degree options offered by the department that will allow our students to choose from among a dedicated studio/design track, a track that combines multiple studio practices with history, and a humanities track that focuses on history.
- 2.4 Relationship of the proposed major program to other university programs: Methodologically, the field of art history often provides unique perspectives on issues from other fields, and makes an attractive double-major option alongside existing B.A. programs including Anthropology, English, History, Philosophy, Popular Culture, and Religious Studies. Because the B.A. in Art History requires 33 hours of coursework, it also allows students to pursue the major along with one of many 21 hour minors offered at WKU that will satisfy the Option I requirements for a 54 hour major/minor degree program as outlined on page 24 of the 2009/2010 WKU Undergraduate Catalog.
- 2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Within the Commonwealth of Kentucky, The University of Kentucky, The University of Louisville, and Northern Kentucky University offer Bachelor of Arts degrees in Art History, and Murray State University currently offers a B.A. in Art with a Studio Art/Advanced Art History Option. Among nearby peer institutions in other states, Middle Tennessee State University and Southern Illinois University offer majors, while Austin Peay State University and

Ball State University do not. An Art History Major at Western Kentucky University would make the programs offered by the Art Department more competitive with those of peer institutions in nearby states, and would bring our available program options in line with those at other institutions within the Commonwealth.

- 2.6 Relationship of the proposed major program to the university mission and objectives: As Western Kentucky University strives to become a leading American university with international reach, a major program focusing on the history of art offers students a thorough grounding in the critical analysis of both American and international visual culture. Majors will be able to take advantage of study abroad courses offered by Art Department faculty that will allow for the on-site investigation of global art and other modes visual communication.

3. Objectives of the proposed major program:

The major in Art History provides WKU students with a broad and thorough understanding of the history and function of the visual arts from ancient times to the present day. Through coursework, field trips, and special events that take place on campus and in the surrounding community, the major trains students to critically analyze paintings, prints, sculpture, architecture, and other visual media in order to investigate a range of historical and philosophical issues with which the arts have always been deeply involved. As a result, majors will gain an understanding of how visual practices proactively articulate and motivate rather than simply illustrate, record, or reiterate history.

Among the programs central goals are to:

- Provide students with an extensive and intensive understanding of the discipline of art history through a variety of methodological approaches (including but not limited to social history, iconology, formalism, semiotics, feminism, structuralism, and post-structuralism).
- Produce well-rounded, culturally literate graduates by offering coursework that sets the production and consumption of the visual arts into a broad historical framework that foregrounds the visual dimensions of politics, economics, science, religion, philosophy, and literature.
- Provide students with specialized training for careers in museums, galleries, auction-houses, secondary education, and the academy, and/or further graduate study in art history and related disciplines in the humanities.
- Emphasize critical and analytical thinking skills and their accurate and effective articulation through verbal and written forms of communication in order to prepare students for vocations and further graduate study within and beyond the discipline of art history.
- Encourage student engagement with international issues by designing and implementing study abroad programs and courses that utilize artworks as a primary resource for undergraduate research.
- Plan and implement innovative programming at WKU that promotes a

critical understanding of the visual arts.

4. Program description:

4.1 Curriculum (33 hours):

Required Courses: (15 hours)

- 1) Art History Survey Courses (6 hours)
 - ART 105 (History of Art to 1300) AND
 - ART 106 (History of Art since 1300)
- 2) Studio Foundations Course (3 hours)
 - ART 130 (Two-Dimensional Design) OR
 - ART 131 (Three-Dimensional Design) OR
 - ART 140 (Drawing)
- 3) ART 405 (Art Theory and Criticism) (3 hours)
- 4) ART 494 (Seminar in Art History) (3 hours)

Elective Courses: (18 hours)

Students will fulfill the remaining twenty-one hours of the major by choosing from among the following elective courses. At least one course must be chosen from each of the following four categories:

A. *Ancient, Medieval, and Non-Western Art:*

- ART 305 (Ancient Greek and Roman Art)
- ART 316 (Medieval Art and Architecture)
- ART 325 (Art of Asia, Africa, and the Americas)
- ART 407 (Islamic Art and Architecture)

B. *Renaissance and Baroque Art:*

- ART 314 (Southern Baroque Art)
- ART 315 (Northern Baroque Art)
- ART 401 (Art of the Italian Renaissance)
- ART 403 (Northern Renaissance Art)

C. *Eighteenth Century and Nineteenth Century Art:*

- ART 312 (Art of the United States to 1865)
- ART 408 (European Art, 1700-1848)
- ART 409 (European Art, 1848-1900)

D. *Modern and Contemporary Art:*

- ART 313 (Art of the United States since 1865)
- ART 390 (Contemporary Art)
- ART 410 (European Art, 1900-1945)

The following courses may also be taken as electives, but are considered “free electives,” and do not satisfy any of the four category distributions listed above:

- ANTH 130 (Introduction to Archaeology)
- ANTH 432 (Field Course in Archaeology)
- ANTH 434 (Graveyard Archaeology)
- ANTH 448 (Visual Anthropology)
- ANTH/FLK 470 (Museum Procedures and Preservation Techniques)
- ART 334 (Survey of Graphic Design)
- ART 445/FLK 445 (American Architectural History)
- DMT 151 (Introduction to History of Architecture and Interior Design I)

- DMT 152 (Introduction to History of Architecture and Interior Design II)
 - DMT 322 (History of 20th Century Fashion)
 - DMT 424 (Historic Textiles)
 - DMT 434 (History of Costume)
 - ENG 465 (Film Genres)
 - ENG 466 (Film Theory)
 - FLK 434 (Historic Preservation)
 - FLK 445 (American Architectural History)
 - FLK 446 (Restoration of Historic Interiors)
 - FLK 447 (History of Architecture Interiors)
 - FLK 464 (Vernacular Architecture)
 - FREN 450 (Topics in Francophone Cinema)
 - GERM 437 (German Literature and Film)
 - PHIL 102 (Enduring Questions: The Good and the Beautiful)
 - PHIL 305 (Aesthetics)
 - SPAN 490 (Hispanic Cinema)
- 4.2 Accreditation, certification, approval, and/or licensure: NASAD
- 4.3 Program delivery: Program delivery will be provided primarily through classroom courses with some courses available online or offered in conjunction with study abroad opportunities.

5. Resources:

- 5.1 Faculty: No new faculty is required.
- 5.2 Technological and electronic informational resources (e.g., databases, e-journals):
Library resources are adequate.
- 5.3 Facilities and equipment:
Current resources are adequate.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Art Department:	11/11/2009
Potter College Curriculum Committee	12/03/2009
Contact with Designee of the Office of Academic Affairs (Dennis George), re: CPE Posting	12/09/2009
Undergraduate Curriculum Committee	01/28/10
University Senate	_____

Attachment: Program Inventory Form

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Create a New Major Program
(Action Item)**

Contact Person: Ron DeMarse; ron.demarse@wku.edu; 745-2840

1. Identification of program:

- 1.1 Program title: Major in Film
- 1.2 Degree: Bachelor of Arts (B.A.)
- 1.3 Classification of Instructional Program Code (CIP): 09.0701
- 1.4 Required hours in proposed major program: 35
- 1.5 Special information: Interdisciplinary
- 1.6 Program admission requirements: None
- 1.7 Catalog description: The major in film provides undergraduates a strong fundamental appreciation for cinema theory and criticism, as well as the practical skills to produce their own films. With the opportunity to complete coursework in a variety of disciplines, including English, broadcasting, theatre and anthropology, the major features a strong interdisciplinary approach to the subject of cinema.

Major in Film

The major in film (reference number XXXX) requires a minimum of 35 credit hours and leads to a Bachelor of Arts degree. The major is composed of required courses in both film production and film theory & appreciation, culminating in a 1-credit senior seminar and a pair of required 2-credit workshops/seminars. Students must earn a grade of "C" or better in all required courses applied to the film major. One-half of the hours (18-hours) in the film major must be at the 300 or 400 level. Students are encouraged to participate in relevant study abroad opportunities.

A minor or a second major in another discipline outside the area of mass communication is required. No more than 6 hours in the film major may count towards a student's minor.

Required courses:

1) Core (19 hours)

Students must take each of the following courses:

FILM 201 *Introduction to the Cinema*, BCOM 350 *Scriptwriting for Film & Television*, BCOM 366 *Video Editing, Aesthetics & Techniques*, BCOM 367 *Field Production*, BCOM 376 *Film Production for Television*, THEA 101 *Acting I*, and FILM 485 *Senior Seminar*, (1-hour).

2) Electives (12 hours)

Students must take **four** of the following courses, including at least **two** in the world cinema category and **one** in the genres & theory category. A student may substitute one of these courses with another course related to film studies with prior approval from the major advisor:

Genres & Theory

ENG 309 *Documentary Film*, ENG 365 *Film Adaptation*, ENG 465 *Film Genres*, ENG 466 *Film Theory*, ANTH 448 *Visual Anthropology*

World Cinema

ENG 366 *History of Narrative Film*, ENG 368 *Japanese Cinema in Translation*, PS 303 *Politics and Film*, GERM 437 *German Literature and Film*, FREN 450 *Topics in Francophone Cinema*, SPAN 490 *Hispanic Cinema*, BCOM 481 *Problems in Mass Communication [Special Topic: World Cinema / Study Abroad]*.

Other courses may be approved as a restricted elective upon approval of the faculty advisor and program coordinator.

3) Workshop/Seminar (4 hours)

Students must take four credit hours from the following courses. Either of which may be repeated:

FILM 482 *Film Production Workshop* (2-hr), FILM 483 *Film Studies Seminar* (2-hr).

2. Rationale:

2.1 Reason for developing the proposed major program:

The study of film as a medium of communication, as an art, and as a cultural force has been well established as a significant academic discipline. In addition to well-known programs at places like the University of Southern California and New York University, a film major exists at many other universities such as the Ohio State University, Wesleyan University, Keene University, and Ball State. However, no such program exists in Kentucky, meaning that a film major will offer a significant new opportunity for students across the Commonwealth. WKU is well positioned to offer a high quality film major. In addition to current courses in film production, WKU offers several classes in the history, theory and analysis of film. A film major will add introductory and capstone courses to these existing courses, which are already well enrolled, giving the major a strong interdisciplinary foundation. The interest in film across WKU's campus is evident in the number of film series and film festivals that occur every semester. In addition to the Western Film Festival, which features dozens of student films every year, film series in 2008-09 alone were presented by Women's Studies, African-American Studies, the Philosophy Department, Modern Languages, History, the Campus Activities Board, the WKU Film Club, and many others. The Two-Day Film Challenge, a campus event occurring every October, has drawn student participants from nearly every undergraduate major. WKU

students have participated in the Cincinnati-based College Movie Festival each of the past two years, and in the University of Notre Dame's Undergraduate Conference on Film Studies each of the past three years. The film major can help to expand and coordinate the campus-wide interest in film as a source of discussion and critical thinking. In the major, students will experience hands-on work in many aspects of film production and will also gain practice in critical thinking, writing, and analysis. Rather than artificially dividing the study of film into technical and theoretical elements, it will combine them in an integrated program of study that understands both the past foundations and the future directions of film as a medium. It will prepare its graduates for careers in the film and media industry, in cultural institutions and in other fields where critical thinking and technical knowledge are valued. The program will also prepare students for success in graduate study in film production and in many areas of the liberal arts that require ability in critical thinking and writing.

2.2 Projected enrollment in the proposed major program:

Based on informal surveying, there is a strong interest in a film major among current broadcasting majors and film studies minors, as well as a number of students currently outside of film-related disciplines. Of the 47 current film studies minors, over half are from programs other than broadcasting, suggesting that film appeals to students in a wide variety of disciplines. In addition, the film major has few enough required hours to make a double major an appealing option. As with any new major, enrollment will build gradually, but we anticipate approximately 50 majors by the end of the first year, owing primarily to attrition from the major in broadcasting.

While a film major will undoubtedly have a long-term negative effect on enrollment in the broadcasting major, we project a net enrollment increase across the university, as it attracts students who wouldn't otherwise have attended WKU.

2.3 Relationship of the proposed major program to other programs now offered by the department: This program is interdisciplinary. The new major will take advantage of film production courses already offered in the School of Journalism & Broadcasting, and film theory classes in the department of English and the department of modern languages. While the major in broadcasting (TV/film production concentration) offers a course in film production and electives that include introduction to cinema, film animation and screenwriting, there is not a focus on filmmaking in the traditional sense. The proposed major in film offers in-depth exploration of film theory along with a selection of production skills courses. In addition, the film major does not duplicate the major in mass communication, which draws from many of the same disciplines, but does not offer technical production courses.

2.4 Relationship of the proposed major program to other university programs: WKU has several other interdisciplinary majors, including early childhood education, mass communication, the broadly defined interdisciplinary studies degree, and now popular culture. The film major has the closest relationship with the popular culture major, but differs in its combination of hands-on technical courses with courses in history, theory, and analysis. Some of the elective courses in the film major overlap with the popular culture major, but none that are

required. A similar comparison can be made to the mass communication major, which also includes a broad, interdisciplinary collection of courses without the technical skills classes. The new major is closely related to the existing Film Studies minor, and features several of the same theory and appreciation classes. However, it is not a direct match, as the minor does not include or allow nearly as many production courses. Film majors will be required to select a minor or a second major in another discipline.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

There are no film majors in Kentucky, though the Eastern Kentucky University broadcast and electronic media department has a 21 hour option in film techniques and technologies. Ball State University has a major in multimedia production; California State (Fresno) has a major in electronic media production; Eastern Michigan University has a major in electronic media and film studies; Eastern Illinois has a minor in film studies; Florida Atlantic has a certificate program in film and video; Missouri State has separate majors in film studies and digital film production; Montclair State has a filmmaking major; Northern Arizona University and Towson University each have majors in electronic media and film.

2.6 Relationship of the proposed major program to the university mission and objectives:

The film major will help distinguish WKU as a “leading American university” by attracting students to a distinctive program unduplicated in the commonwealth of Kentucky, and by providing a combination of in-depth production experience and interdisciplinary theoretical approaches rare in other film majors.

Students will be required to take at least six hours of world cinema courses which, combined with the emphasis of cinema as a global phenomenon in other courses, will help students develop a strong understanding of cultural diversity and international connections, meeting the university’s QEP goals. The major will prepare students to understand technological and aesthetic changes to film as it moves into different formats (e.g. digital) and arenas in the future. The major will thus ensure that students will be strong critical thinkers, life-long learners, and able to succeed in a global society.

3. **Objectives of the proposed major program:** The film major provides students with a strong understanding of production techniques and theoretical approaches in a medium that, though transforming, continues to exert a powerful influence on global culture and values.

Among the program’s central goals are to:

- Give students a strong technical understanding of the current equipment, technology and software utilized in the entertainment production industry.
- Provide the necessary education in aesthetics and techniques, to adapt to evolving trends and technologies.
- Prepare students for a variety of careers related to the moving image,

including but not limited to film and television production and post-production, commercial and industrial production, music video production, news and local video, screenwriting, and professional and commercial publication.

- Give students a strong grounding in the history of film on a global scale, ensuring that they have a familiarity with major figures and movements as well as the cultural impact of cinema.
- Develop skills in critical thinking and writing that will allow them to carefully analyze individual films as well as larger trends and movements in the film industry
- Make students aware of the changing nature of the film medium as digital and other newer technologies emerge as major forces in the industry.
- To support, coordinate, and expand the campus-wide interest in film by encouraging film majors to take a leading role in various campus film series and festivals.

4. Program description:

4.1 Curriculum:

Total Credit Hours Required: 35

Required courses:

1) Core (19 hours)

Students must take each of the following courses:

FILM 201 Introduction to the Cinema, BCOM 350 *Scriptwriting for Film & Television*, BCOM 366 *Video Editing, Aesthetics & Techniques*, BCOM 367 *Field Production*, BCOM 376 *Film Production for Television*, THEA 101 *Acting I*, and FILM 485 *Senior Seminar*.

2) Electives (12 hours)

Students must take **four** of the following courses, including at least **two** in the world cinema category and **one** in the genres & theory category. A student may substitute one of these courses with another course related to film studies with prior approval from the major advisor:

Genres & Theory

ENG 309 *Documentary Film*, ENG 365 *Film Adaptation*, ENG 465 *Film Genres*, ENG 466 *Film Theory*, ANTH 448 *Visual Anthropology*

World Cinema

ENG 366 *History of Narrative Film*, ENG 368 *Japanese Cinema in Translation*, PS 303 *Politics and Film*, GERM 437 *German Literature and Film*, FREN 450 *Topics in Francophone Cinema*, SPAN 490 *Hispanic Cinema*, BCOM 481 *Problems in Mass Communication (Special Topic: World Cinema / Study Abroad)*

Other courses may be approved as a restricted elective upon approval of the

faculty advisor and program coordinator.

3) Workshops (4 hours)

Students must take four credits of the following courses, either of which may be repeated:

FILM 482 *Film Production Workshop* (2-hr), FILM 483 *Film Studies Seminar* (2-hr)

4.3 Accreditation, certification, approval, and/or licensure: Not Applicable

4.4 Program delivery: Program delivery will be provided primarily through classroom courses with some courses available via internet and ITV.

5. Resources:

5.1 Faculty: No new faculty will be required initially, though if the major expands as expected there may be challenges in staffing enough courses for the major with existing faculty.

5.2 Technological and electronic informational resources (e.g., databases, e-journals) Library resources are on order and will be adequate.

5.3 Facilities and equipment: Current resources are adequate. However, the evolving technological nature of the major and expected increases in enrollment will necessitate frequent – and potentially expensive – acquisitions.

6. Proposed term for implementation: 201030 (fall 2010)

7. Dates of prior committee approvals:

School of Journalism & Broadcasting Curriculum 10/28/09

School of Journalism & Broadcasting 11/3/09

Potter College Curriculum Committee 12/3/09

Contact with designee of the Office of Academic Affairs (Sylvia Gaiko), re: CPE posting 11/09/09

Undergraduate Curriculum Committee 01/28/10

University Senate

Board of Regents

Attachment: Program Inventory Form