Undergraduate Curriculum Committee
Western Kentucky University

Report to the University Senate
Date: November 19, 2013
From: Ashley Fox, Chair

The Undergraduate Curriculum Committee submits the following items from the 19 November 2013, meeting for approval by the University Senate:

Information Item Report:

I.   Revise a Course Title :
        PHIL 331
        SOCL 494

II.   Revise Course Prerequisites/Corequisites :
        ENG 100
        HIST 463
        LEAD 400

III.   Suspend a Course :
        RELS 307
        RELS 308
        PERF 205

IV.   Revise Course Grade Type :
        NURS 422

V.   Revise Course Catalog Listing :
        ISCR 300
        MATH 417

Consent Item Report:

I.   Create a New Major
        Major in Criminology
        Human Resource Management
        Paralegal Studies
        Diversity and Community Studies

II.   Revise Course Credit Hours :
        CNS 110
        EE 180
        EE 200
        EE 431

EE 460

III.   Revise a Program : BS in Management Business Administration Track
392 Minor in History
695 Major in History
630 AB in Dance
586 Bachelor of Science in Nursing
537 Electrical Engineering

IV.   Create a Temporary Course :
THEA 349
EE 436

V.   Make Multiple Revisions to a Course :
ENG 051
HIST 340
RELS 496
PERF 120
PERF 220
PERF 320
PERF 321
PERF 420
PERF 421
THEA 101
THEA 300
THEA 301
THEA 391
THEA 431
PLS 195C
PLS 281C
PLS 292C
PLS 293C
PLS 295C
PLS 298C
PLS 299C
UC/UCC 175

VI.   Create a New Course :
HIST 379
HIST 380
DANC 445
PERF 350
PERF 430
PERF 431
THEA 325
THEA 365

THEA 430
AFAM 333
AFAM 343
DCS 360
DCS 399
DCS 400
DCS 495
GWS 350
ICSR 200
ICSR 435
CHNF 430
CHNF 450
CE 305

VII. Create a New Academic Degree Type :
       Associate of Science in Nursing

VIII. Revise a Course Number :
        HDMT 111C

IX.   Steering Committee Agenda
       Create a New Degree Type
       Delete a Program
       Reactivate a Suspended Program

X.   Suspend a Program
       Revise a Program

Potter College of Arts & Letters
Department of Philosophy & Religion
Proposal to Revise Course Title
(Consent Item)

Contact Person: Ian Schnee, ian.schnee@wku.edu, 745-5751

1.   **Identification of course:**
        1.1   Current course prefix (subject area) and number: PHIL 331
        1.2   Current course title: Analytic Philosophy
        1.3   Credit hours: 3

2.   **Proposed course title: Early Analytic Philosophy**

3.   **Proposed abbreviated course title: Early Analytic Philosophy**

4.   **Rationale for the revision of course title:** The current title is inaccurate. The course, as detailed in the course description, does not cover all of analytic philosophy, but only early analytic philosophy (roughly, from Frege to Quine), whereas other courses offered by the department cover later analytic philosophy. Furthermore, the title "Early Analytic" is the standard description in the profession for the content covered in this course.

5.   **Proposed term for implementation: Fall 2014**

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

        Philosophy Program   October 21, 2013

        Department of Philosophy and Religion   October 23, 2013

        Potter College Curriculum Committee Council   November 7, 2013

        Undergraduate Curriculum Committee   November 19, 2013

        University Senate   _____

Attachment: Course Inventory Form

Potter College of Arts & Letters
Sociology Department
Proposal to Revise Course Title
(Consent Item)

Contact Person: Dr. Holli Drummond, holli.drummond@wku.edu, 270-745-2259

1.   **Identification of proposed course:**
       1.1   Course prefix (subject area) and number: SOCL 494:
       1.2   Course title: Co-Op in Sociology
       1.3   Credit Hours: 3-6

2.   **Proposed course title:** Internship in Sociology

3.   **Proposed abbreviated course title:** Internship in Sociology
       (maximum of 30 characters/spaces)

4.   **Rationale for the revision of course title:** The language of "co-op" is outdated and thus is not well understood by today's sociology student. The language of "co-op" is more appropriate for fields such as architecture, engineering and the like. We created an "internship in criminology" course in the mid-1990s (CRIM 439) and our new internship coordinator finds it unnecessarily awkward to refer to one group of majors as "co-ops" and the other as "interns" especially considering such a distinction between the two groups is false.

5.   **Proposed term for implementation:** Fall 2014.

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

       Sociology Department   Sept 4, 2013

       Potter College Curriculum Committee   November 7, 2013

       Undergraduate Curriculum Committee   November 19, 2013

       University Senate

Attachment: Course Inventory Form

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

Contact Person: Dr. Alex Poole, alex.poole@wku.edu, 5-5780

1. **Identification of course:**
    1.1   Course prefix (subject area) and number: English 100
    1.2   Course title: Introduction to College Writing

2. **Current prerequisites/corequisites/special requirements**: Prerequisites: Minimum score of 16 on English section of ACT or successful completion of 055 with a grade of "C" or better. Students with ACT English scores of 16 and 17 will be required to attend ENG 100E sections which include an extra hour of class time. Students who have unsuccessfully attempted ENG 100 (earned grade of W, F, or FN) may not retake ENG 100 as a WEB section except under extraordinary circumstances, and then only with the written permission of the Director of Composition.

3. **Proposed prerequisites/corequisites/special requirements:** Prerequisites: Minimum score of 16 on English section of ACT or 74 on Compass Writing Skills Placement Test or successful completion of 055 or 051 with a grade of "C" or better. Students with ACT English scores of 16 and 17 or 60 to 73 on the Compass Writing Skills Placement Test will be required to attend ENG 100E sections which include an extra hour of class time. Students who have unsuccessfully attempted ENG 100 (earned grade of W, F, or FN) may not retake ENG 100 as a WEB section except under extraordinary circumstances, and then only with the written permission of the Director of Composition.

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** The Compass exam was not previously used for placement purposes; now it is because the Council on Post-secondary Education now uses this test as a benchmark for college preparedness. In addition, the university now uses this exam for placement purposes.

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

6. **Proposed term for implementation:** Fall 2014

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

Department/ Unit English Department	8/14/2013
Potter College Curriculum Committee	October 10, 2013
General Education Committee (if applicable)	November 19, 2013
Undergraduate Curriculum Committee	

University Senate

Attachment: Course Inventory Form

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

Contact Person: Andrew McMichael Andrew.mcmichael@wku.edu   5-6538

1.   **Identification of course:**
        1.1   Course prefix (subject area) and number: HIST 463
        1.2   Course title: The Atlantic World

2.   **Current prerequisites/corequisites/special requirements:** HIST 119 or 120 or permission of instructor.

3.   **Proposed prerequisites/corequisites/special requirements:** none

4.   **Rationale for the revision of prerequisites/corequisites/special requirements:**
        HIST 119 and 120 are being removed from the catalog. Replacing them with a different prerequisite is not necessary.

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

6.   **Proposed term for implementation:** Fall 2014

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

History Department	21 October 2013
Potter College Curriculum Committee	November 7, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

Attachment: Course Inventory Form

University College
School of Professional Studies
Proposal to Revise Course Prerequisite
(Consent Item)

Contact Person: John Baker, john.baker1@wku.edu, 745-5149

1.   Identification of course:
        1.1   Course prefix (subject area) and number: LEAD 400
        1.2   Course title: Practicum in Leadership

2.   Current prerequisites: Completion of all other courses approved for the Certificate in Leadership Studies or concurrent with the last course needed for fulfillment of the certificate. Students must submit a written proposal for approval by the Leadership Studies Committee.

3.   Proposed prerequisite: Instructor's permission.

4.   Rationale for the revision of prerequisites: LEAD 400 was originally intended as the experiential learning component for the Certificate in Leadership Studies, proposed in 2001. Since 2001, Leadership Studies has developed a minor and major that both require LEAD 400. This proposed prerequisite revision will allow current students in the minor, the major and students in future Leadership Studies programs to have an experiential learning component in their curriculum.

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

6.   Proposed term for implementation: Summer 2014

7.   Dates of prior committee approvals:

School of Professional Studies	October 23, 2013
University College Curriculum Committee	November 11, 2013
Professional Education Council (if applicable)	N/A
General Education Committee (if applicable)	N/A
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

Potter College of Arts & Letters
Department of Philosophy & Religion
Proposal to Suspend a Course
(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: RELS 307
   1.2   Course title: Native American Religious Traditions

2. **Rationale for the course suspension:** This course has not been taught in several years and there are no plans to teach it in the near future. Keeping it in the catalog is misleading to students.

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

4. **Proposed term for implementation:** 201430

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

Religious Studies program	October 16, 2013
Department of Philosophy and Religion	October 23, 2013
Potter College Curriculum Committee	November 7, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Philosophy & Religion
Proposal to Suspend a Course
(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: RELS 308
    1.2   Course title: East Asian Religious Traditions

2. **Rationale for the course suspension:** This course has not been taught in several years and there are no plans to teach it in the near future. Keeping it in the catalog is misleading to students.

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

4. **Proposed term for implementation:** 201430

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

    Religious Studies program   October 16, 2013

    Department of Philosophy and Religion   October 23, 2013

    Potter College Curriculum Committee   November 7, 2013

    Undergraduate Curriculum Committee   November 19, 2013

    University Senate

Attachment: Course Inventory Form

Potter College of Arts & Letters
Theatre & Dance
Proposal to Suspend a Course
(Consent Item)

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

1. **Identification of course:**
     1.1   Current course prefix (subject area) and number: PERF 205
     1.2   Course title: *Voice and Movement for the Stage*

2.   **Rationale for the course suspension:** As a result of an overall review of our acting curriculum, we have revised our acting course sequence to eliminate redundancies, and to rationalize course titles, sequencing and numbering. In the process we determined that the relevant aspects of *PERF 205: Voice & Movement for the stage* could –and should- be incorporated into our revised *Acting I* and *Acting II* courses *(THEA 101* and *THEA 300)* rendering *Voice & Movement* as a stand alone course obsolete. As a result of these revisions, we anticipate that students moving through the introductory acting curriculum sequence will encounter enhanced content, more efficiently delivered, with less redundancy, and enhanced flexibility to pursue more advanced acting courses upon the successful completion of these foundational courses.

3. **Effect of course suspension on programs or other departments, if known:** None; *PERF 205: Voice and Movement for the Stage* is required of, and taken exclusively by, Theatre and Dance program majors and minors.

4. **Proposed term for implementation:** Fall 2014

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

     Department of Theatre and Dance: 10/15/13

     Potter College Curriculum Committee: November 7, 2013

     Undergraduate Curriculum Committee:

     University Senate:

Attachment: Course Inventory Form

College of Health and Human Resources
School of Nursing
Proposal to Revise Course Grade Type
(Consent Item)

Contact Person: Audrey S. Cornell, audrey.cornell@wku.edu, 745-3656

2. **Identification of proposed course**
    1.1   Course prefix and number: NURS 422
    1.2   Course title: Senior Practicum

3. **Current course grade type:** pass/fail

4. **Proposed course grade type:** standard letter grade

5. **Rationale for revision of course grade type:** The School of Nursing is proposing a Course Grade Type Revision for NURS 422 Senior Practicum based on the following rationale:
    - The revision is requested based on consistent student feedback from SITE evaluations that the course be changed from a pass/fail to a standard letter grade. Students have consistently stated a letter grade would better reflect the efforts and learning outcomes achieved in the course than the current pass/fail designation.
    - The revision is requested to maintain consistency in courses within the nursing program. The NURS 422 is an individual course that requires clinical hours as part of the course objective but is not linked to another course like the pass/fail clinical courses within the program. An example is the Cooperative Nursing elective course requiring 120 clinical hours which is offered in the summer and has a letter grade designation.
    - In the current NURS 422 course the student completes 120 clinical hours mandated by the Kentucky Board of Nursing. In addition, the student submits the following assignments a) a self-assessment of learning needs b) a health policy and application in practice c) a weekly reflective journal evaluating learning outcomes and d) a final paper describing how course objectives were met during the clinical placement.
    - The course currently contains a rubric designating a point value for each assignment throughout the bi-term and an overall percentage that would easily determine a letter grade for the course. This rubric was designed to better represent the student performance and clarify criteria required to pass in the course rather than the pass/fail designation.
    - The standard letter grade is a better representation of the overall student performance in the practicum and evaluation of learning outcomes for a senior level capstone course.

6. **Proposed term for implementation:** Fall 2014

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

Department/ Unit: School of Nursing: ____10/18/13_____

College Undergraduate Curriculum Committee: ____10/28/2013____

Undergraduate Curriculum Committee   ____November 19, 2013___

University Senate   _____

Ogden College
Department of Mathematics
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Dominic Lanphier, 56233, dominic.lanphier@wku.edu

1. **Identification of course:**
    1.1   Course prefix (subject area) and number: Math 417
    1.2   Course title: Algebraic Systems

2. **Current course catalog listing:**
    Theory of groups

3. **Proposed course catalog listing:**
    The theory of finite groups and related algebraic systems. Lagrange's Theorem, Sylow Theorems, and the structure of finite groups are studied. Applications of group theory to the study of algebraic problems and symmetry.

4. **Rationale for revision of the course catalog listing:**
    The old listing lacks sufficient detail and is inflexible in that subjects other than group theory may be covered. The new listing is more accurate for a senior and first-year graduate-level algebra course and allows for a more flexible list of topics to be covered.

5. **Proposed term for implementation:**
    Fall 2014

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

    Department of   Mathematics   10/18/2013

    Ogden College Curriculum Committee   11/07/2013

    Undergraduate Curriculum Committee   November 19, 2013

    University Senate

    Provost

University College
Diversity and Community Studies
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Dr. Molly Kerby, molly.kerby@wku.edu, 270.745.6477

1. **Identification of course:**
   1.1 **Course prefix (subject area) and number:** ICSR 300
   1.2 **Course title:** Public Problem Solving

2. **Current course catalog listing:**
   An applied learning experience focused on broad-based form of community organizing and development generally aimed at building capacity for democratic engagement in both rural and urban environments.

3. **Proposed course catalog listing:**
   Investigation of historical perspectives and theoretical dimensions of public problem solving, with attention to the development of collective power, capacities, and responsibilities.

4. **Rationale for revision of the course catalog listing:**
   The proposed course description more accurately supports the focus of the course. While an applied component is still relevant, the proposed catalog listing more clearly reflects the importance of building a core understanding of relevant theory, and critical inquiry of public problem solving as it has been practiced in the U.S..

5. **Proposed term for implementation:** Fall 2014

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

Department of Diversity & Community Studies	October 29, 2013
University College Curriculum Committee	November 11, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

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

Contact Person: Doug Smith, douglas.smith@wku.edu, 270-745-3750

1.   Identification of program:
   1.1   Program title: Criminology
   1.2   Degree Type: Bachelor of Arts (B.A.)
   1.3   Classification of Instructional Program Code (CIP): 45.0401
   1.4   Required hours in proposed major program: 34
   1.5   Special information: Students pursuing a major in criminology must select a minor or second major. However, students majoring in criminology may not have a second major in sociology.
   1.6   Program admission requirements: Admission to Western Kentucky University
   1.7   Catalog description: The Criminology program will provide graduates with detailed knowledge of the etiology of criminal offending, victimization, and societal reactions to crime. This program provides the skill sets necessary for a variety of vocations, including social services, non-profit, governmental, and public and private research agencies at the local, state, national or international level. The major in criminology requires a minimum of 34 semester hours and leads to a Bachelor of Arts degree. Students majoring in criminology must select a minor or second major. However, students majoring in criminology may not have a second major in sociology.

   Students can work with an advisor to develop an individualized program to fit his or her personal interests in selecting elective courses. Students are strongly encouraged to take CRIM 231: Introduction to Criminal Justice during the first year of study, as it serves as a foundational course for higher level criminology courses. The following table contains the suggested sequence of courses:

Sample Four-Year Program of Study for the Criminology Major			
		Courses	**Hours**
Freshman Year	*Fall*	CRIM 231	3
	Spring	CRIM elective	3
Sophomore Year	*Fall*	CRIM 330	3
	Spring	SOCL 300 Select from SOCL 309, CRIM 332 or CRIM 380	3 3
Junior Year	*Fall*	SOCL 302 Select from SOCL 309, CRIM 332, or CRIM 380	3 3

	Spring	Select from SOCL 309, CRIM 332 or CRIM 380	3
		CRIM elective	3
Senior Year	*Fall*	CRIM elective	3
		CRIM elective	3
	Spring	CRIM 499	1
Total Hours for Criminology Major			**34**

2. **Rationale:**

   2.1   Reason for developing the proposed major program:

Criminology bachelor's degree programs are in high demand, with the number of criminology graduates more than doubling between 1998 and 2008 (*ASA Task Force,* 2010). The *Occupational Outlook Handbook* expects slightly better than average growth rate in this field between 2010 and 2020. The department of sociology currently houses a criminology minor and a criminology Master's degree program, yet does not offer a criminology major degree program. The proposed major will fill this noticeable gap. Moreover, the Commonwealth university system does not offer a bachelor's degree program in criminology. The current minor in criminology has attracted a large number of students to the department. As of the fall of 2012, 392 students have a declared minor in criminology, and student demand for a major in criminology is high. The proposed program will meet this demand.

By combining the theoretical examination of various individual, social, and structural variables related to crime in society with a firm understanding of basic research methodologies and data analysis, graduates from the proposed major program will have the skills necessary to analytically examine social problems with a firm understanding of issues of inequality and diversity - abilities that are increasingly necessary in a changing society. Moreover, shifting economic conditions have reduced the overall budgets of a variety of criminal justice and social service agencies and agency leaders are increasingly requiring that employees have research and data analysis skills, as well as a firm understanding of human and social behavior that can be related to the prevention and management of criminal behavior and victimization through the development of innovative policy solutions to more efficiently respond to the crime problem. Students graduating from the proposed program will be qualified for a variety of vocations with various agencies, including social, non-profit, governmental, and research agencies across the Commonwealth or at the national or international level.

Criminology as a distinct discipline emerged directly from the sociological examination of cultural influences and structural forces within the social environment and their influence on criminality. Criminology programs provide students not only with basic system level knowledge, but also a strong command of research methodologies and the direct application of empirically derived theoretical principles into practical solutions to the crime problem. Compared to traditional criminal justice programs, criminology has a strong inter-disciplinary

focus derived from its origins within the field of sociology. As such criminology draws its strength from the sociological examination of social systems and behavior, social inequality, and social justice by applying these core issues directly to a theoretically grounded examination of the etiology of criminal offending, victimology, and broader implications for society.

Criminology and criminal justice, though related fields differ markedly in their substantive focus, with criminology having a longer historical traditional and inter-disciplinary nature. Criminology as a field of study traces its roots to the earliest studies of crime with most courses on criminological theory beginning with a discussion of early philosophers and contract theorists, such as Hobbes, Bentham, and Becarria. Criminal justice programs arose later in history as a direct response to calls to increase professionalism within various criminal justice agencies in the 1960s. Criminal justice programs have historically been oriented around a practical, real-world systems approach to the various components of the criminal justice system, namely the police, courts, and corrections. Criminology programs adopt a scientific examination of the causes and correlates of crime and societal reactions to crime and deviance, strongly grounded in critical thinking, theoretical knowledge, and sound methodology. While criminal justice programs usually focus on vocational knowledge in the fields of policing, corrections or other system-specific criminal justice occupations, criminology takes as its focus a critical examination on issues of inequality within the criminal justice system, alternatives to incarceration, the evolving definitions of deviance, or social forces leading to changes in the law or society's reaction to offending. Though changes in the criminal justice system have traditionally informed criminological research, criminology provides a critical examination of broader questions such as what biological, psychological, and sociological factors affect criminal propensity and how theoretical knowledge can be directly applied to develop sound preventative policies and theoretically informed solutions to the crime problem. The proposed program will prepare graduates to contribute to this effort.

2.2 Projected enrollment in the proposed major program: From 2010 to 2012, the sociology department graduated 379 students with a declared minor in criminology. It is expected, that given the option, a portion of these minors in criminology would choose to major in criminology. Benchmark institutions with a criminology major or combined criminology/criminal justice major were contacted and the institutions that responded provided the following enrollment estimates:

- Ball State University: 600
- California State University - Fresno: 1600
- Indiana State University: 777
- Missouri State University: 550
- Northern Arizona University: 811
- University of Northern Iowa: 335

Given the above figures and the popularity of criminology as a major at other institutions it is reasonable to expect approximately 70 to 80 new majors each year.

2.3   Relationship of the proposed major program to other programs now offered by the department:
       The department of sociology currently has an existing criminology minor and a Master's program. The proposed major program will fill the void between these two programs and likely increase enrollment in the current Master's program.

       As stated in section 2.1, criminology as a discipline arose directly from the field of sociology, and examinations of the etiology of crime and society's response to it are intricately tied to core sociological concepts. The proposed major program in criminology will be a natural companion to the existing sociology major program by applying the sociological mindset and examination of individual and collective experience specifically to a concentrated study of the crime problem and the social institutions designed to control it. This will provide students with a more inter-disciplinary experience than traditional criminal justice programs. As stated in a report released by the American Sociological Association (ASA), criminology is the most frequent minor, concentration, or second major housed within a sociology department.

2.4   Relationship of the proposed major program to other university programs:
       There is currently no major program in the university that allows students to focus exclusively on theories of criminal offending, variations in victimization, or social reactions to criminal offending. However, criminology programs usually have an inter-disciplinary focus and this trend is maintained by the proposed major program not only through the inclusion of sociology electives, but also courses in the areas of history, psychology, political science and other disciplines. The proposed major program will not overlap with existing majors outside the sociology department and simply extends the current structure and focus of the existing criminology minor program. However, it will allow students interested in social responses to crime to pursue a major reflective of this interest.

2.5   Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
       Criminology is a fast-growing major. From 1998 to 2008, the number of bachelor's degrees in criminology more than doubled growing from 2,789 degrees conferred in 1998 to 5,750 in 2008 (*ASA Task Force*, 2010). These numbers do not include bachelor's degrees in related fields, such as criminal justice or justice administration. The growing demand for this program is reflected in the number of benchmark institutions that have a crime-related major program (see below); only Eastern Illinois University does not offer a similar major program, though a minor in criminology is available. However, only California State University - Fresno, Missouri State University, and University of Northern Iowa have stand alone bachelor's degrees in criminology, with Ball State University, Eastern Michigan University, Indiana State University, and Northern Arizona University offering a bachelor's degree in 'criminology and criminal justice'. Some form of crime-related bachelor's degree program is also offered at California State University - Chico (*Criminal Justice*); Central Missouri State University (*Criminal Justice*); Florida Atlantic University (*Criminal Justice*); Middle

Tennessee State University (*Criminal Justice Administration*); Montclair State University (*Justice Studies*); Oakland University (*Criminal Justice*); Stephen F. Austin State University (*Criminal Justice*); Towson University (*Criminal Justice*); Western Illinois University (*Law Enforcement and Justice Administration*); Wichita State University (*Criminal Justice*); and Youngstown State University (*Applied Science in Criminal Justice*).

Eastern Kentucky University does have a bachelor of science program in criminal justice and police studies. However, the criminal justice program at EKU aims to provide students with a "foundation for employment opportunities within the criminal justice field". The major program proposed here and outlined elsewhere in this proposal has a much broader focus that will allow students to translate their skills to careers outside traditional criminal justice institutions.

2.6   Relationship of the proposed major program to the university mission and objectives:
The proposed criminology major program serves the university mission and objectives and prepares graduates to be "productive, engaged, and socially responsible" by encouraging students to think critically about the crime problem in American society and assist in the development of meaningful solutions that are sensitive to issues of social justice and inequality. The criminology program has a core focus on enhancing students' theoretical understanding of the etiology of crime while developing sound research and analytical skills that are integral to providing innovative solutions to the crime problem in society. The program will prepare students for entrance into a variety of professional fields within the Commonwealth at the local and state levels, as well as the federal and international level within the criminal justice system, governmental agencies, research institutions and non-profit agencies, while providing them with a strong foundation for lifelong learning through graduate study in criminology and related fields.

3.   Objectives of the proposed major program:
Similar to the existing sociology major, the proposed criminology major and coursework are designed to further awareness and understanding of social causes and consequences of human behavior, including criminal offending, victimization, and the social forces that influence society's reaction to these phenomena. The proposed major program is not intended to provide practice-oriented or vocational knowledge that is appropriately left to in-service training provided by occupational specific agencies. Instead the proposed major program is intended to provide graduates with a broader background more readily applicable to a variety of career fields. The program will provide graduates with a strong skill set enabling them to approach problems methodologically, combined with the critical and analytical reasoning necessary to developing innovative solutions to crime as a social problem within an increasingly diverse society. In keeping with the overall mission of the sociology department, the proposed major in criminology will provide students with the ability to discuss the crime problem from an empirically based and theoretically sound perspective that allows them to see beyond stereotypes and

convenient slogans, frame and solve problems realistically and communicate these solutions to a variety of audiences both orally and in writing.

4. **Program description:**
4.1 Curriculum:
The major in criminology requires a minimum of 34 semester hours. Students majoring in criminology must select a minor or second major. However, students majoring in criminology may not have a second major in sociology.

The following core courses are required for a major (22 credit hours):
- CRIM 231: Introduction to Criminal Justice (3 hours)
- SOCL 300: Using Statistics in Sociology (3 hours)
- SOCL 302: Strategies of Social Research (3 hours)
- SOCL 309: Social Deviance (3 hours)
- CRIM 330: Criminology (3 hours)
- CRIM 332: Juvenile Delinquency (3 hours)
- CRIM 380: Penology (3 hours)
- CRIM 499: Senior Seminar (1 hour)

Students are required to take an additional 12 hours of elective courses, selecting from the following:
- CRIM 232: Introduction to Law Enforcement
- CRIM 233: Alternatives to Confinement
- CRIM 361: Race, Class, and Crime
- CRIM 432: Sociology of Criminal Law
- CRIM 434: Organized Crime
- CRIM 437: The Death Penalty in America
- CRIM 438: Victimology
- CRIM 439: Internship in Criminology
- CRIM 446: Gender, Crime and Justice
- CRIM 451: White Collar Crime
- SOCL 359: Sexuality & Society
- SOCL 435: Family Violence
- PS 220: Judicial Process
- PS 326: Constitutional Law
- PS 328: Criminal Justice
- PS 350: Political Terrorism
- HIST 445: American Legal History to 1865
- HIST 446: American Legal History Since 1865
- SWRK 356: Services to Juvenile Offenders
- PSY 440: Abnormal Psychology
- PSY 441: Aspects of Alcoholism
- PSY 470: Psychology and the Law
- CHEM 430: Forensic Chemistry

- PH 165: Drug Abuse
- ANTH 300: Forensic Anthropology

4.2 Accreditation, certification, approval, and/or licensure: Not applicable.

4.3 Program delivery: The curriculum for the proposed major is composed of courses already taught under the existing minor in criminology. The courses will continue to be offered primarily in the classroom with additional courses offered online or through independent learning.

5. Resources:

5.1 Faculty:
Currently the sociology department has faculty members who teach exclusively within the existing criminology minor program, as well as faculty members who teach within both the sociology major and criminology minor. As the proposed major is comprised of courses already taught within the existing criminology minor, under the current course rotation, the department believes that staffing is sufficient for the initial implementation of the program on the main campus. However, if the proposed major grows substantially over time an additional faculty line will be necessary to support that growth. If the proposed major is extended to the regional campuses an additional faculty line is necessary to support that extension at the time of implementation.

5.2 Technological and electronic informational resources (e.g., databases, e-journals)
Current resources that exist in support of the criminology minor are sufficient to support the proposed criminology major.

5.3 Facilities and equipment:
The resources that exist in support of the criminology minor are sufficient to support the proposed criminology major. However, if this program grows beyond expectations, the department might need to request additional resources and faculty lines to support that growth.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Sociology Department/Division:	February 15, 2013
Potter College Curriculum Committee	March 7, 2013
Contact with Office of Academic Affairs re: CPE Posting	_____
Undergraduate Curriculum Committee	November 19, 2013
University Senate	_____

Gordon Ford College of Business

Department of Management

Proposal to Create a New Major Program

(Action Item)

Contact Person: LeAnne Coder, LeAnne.Coder@wku.edu, 5-2876

1. **Identification of program:**
   1.1   Program Title: Human Resource Management
   1.2   Degree type: Bachelor of Science
   1.3   Classification of Instructional program Code (CIP): 52.1001
   1.4   Required hours in proposed major program: 73
   1.5   Special information: N/A
   1.6   Program admission requirements: Admission to the Gordon Ford College of Business
   1.7   Catalog description:

   The Human Resource Management (HRM) major is designed to develop skills for managing an essential resource of any organization--its employees. Because of the importance of increasing human productivity, human resource management is viewed as a key contributor to organizational effectiveness. Human resource managers are frequently involved in top-level decision making.

   This program has been certified by SHRM – the Society of Human Resource Management -   making it one of a select number of programs in the country which carry this certification in an AACSB accredited college of business. Courses required in the Human Resource Management curriculum include: Organization and Management, Human Resource Management, Organizational Behavior, Effective Staffing Practices, Training and Development, Compensation Administration, Strategic Human Resource Management, Ethics and Critical Thinking, and Business Communication. Students are also required to choose two courses from the following: Employment Law, Labor Relations, International Human Resource Management, Conflict Management, Labor Economics, or other approved elective.

   Students are encouraged to participate in the student chapter of the Society for Human Resource Management. SHRM provides an excellent opportunity for students to learn about actual organizational problems and successes through speakers and field trips.

2. **Rationale:**
   2.1   Reason for developing the proposed major program: The Human Resource Management (HRM) curriculum was developed as a track within the Management major in the 1980s. At that time, there was a very small difference between the Management major and one with an HRM concentration. Since then, the curriculum

has evolved into one that differs substantially from the Management major. In addition, the HRM track has become a significant part of the Management enrollment. At the current time, there are 87 students in the HR track and this number is expected to increase with the addition of a specific HR major. Feedback from employers in the business community indicates that this change will make our students more marketable after graduation because it will show a specific emphasis and competencies in human resource management courses and knowledge. This change is in line with the current curriculum guidelines set forth by the Society for Human Resource Management (SHRM) and will help our students to succeed when taking SHRM's Assurance of Learning Assessment after graduation. Because the job market for human resource professionals is strengthening, it is important for our program to give employers graduates with the knowledge, skills, and abilities they will need to succeed in the work place. This major will deliver those types of graduates. In the future, this new major also will be available online which will allow WKU to compete more effectively on a national level with other HRM programs.

2.2   Projected enrollment in the proposed major program: 75-100. Enrollment in the current HR track has ranged from 60 to 105 over the last 5 years.

2.3   Relationship of the proposed major program to other programs now offered by the department:

Bus Adm	Ent	IB	HRM
MGT 305	MGT 305	MGT 305	MGT 305
or MATH 119	or MATH 119	or MATH 119	or MATH 119
MGT 499	MGT 499	MGT 499	MGT 499
MGT 311	ENT 312	MGT 303	MGT 311
MGT 313	MGT 313	MGT 313	MGT 383
FIN Elective	FIN 441	Language (6 hrs -	MGT 411
MKT Elective	MKT 427	lev 102 & above)	MGT 414
ECON 414	ENT 380	Study Abroad or	MGT 473
		Internship	
ACCT315	Ent Elect 1	IB Elect 1	MGT 495
MGT 361 or	Ent Elect 2	IB Elect 2	MGT 361 or
ENG 306 or			ENG 306 or
ENG 307			ENG 307
MGT 417	App Elect 1	IB Elect 3	MGT 417
Prof Elect	App Elect 2	IB Elect 4	HR Elect 1

MGT Elect Elective IB Elect 5 HR Elect 2

2.4 Relationship of the proposed major program to other university programs:
Although other programs on campus may benefit from taking our courses, there are no other undergraduate human resource management programs on campus.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Northern Kentucky University offers a B.S. in Human Resource Management. Murray State University offers a B.S. in Management with a Human Resource Track. Eastern Kentucky offers a B.B.A. in Management with an HR Option.   There are no human resource management programs offered at the University of Kentucky, University of Louisville, Morehead State University, or Kentucky State University.

Ball State University offers a B.S. in Human Resource Management. Neither Middle Tennessee State University nor Belmont offers an undergraduate program in Human Resource Management.

2.6 Relationship of the proposed major program to the university mission and objectives: This program supports WKU's Strategic Goal #1 – Foster Academic Excellence – by offering a rigorous program with a SHRM certification in an AACSB accredited college of business. In addition, our program will provide a strong foundation in human resource management knowledge and skills that will prepare our students to work in a diverse global economy.

This program will also support WKU's Strategic Goal #3 - Improve the Quality of Life for Our Communities.   By producing graduates that have the knowledge, skills, and abilities that are needed by employers, our program will improve the quality of work life for Kentuckians.   By working with our business partners, this program will continue to evolve as the needs of the business community change in order for the region to succeed economically.

3. **Objectives of the proposed major program:**

- Meet the needs of the business community served by WKU.
- Help businesses to become more profitable through better management of human capital.
- Continue to offer a curriculum that is aligned with the guidelines from the Society of Human Resource Management (SHRM).

- Prepare students to take the SHRM Assurance of Learning Assessment. We currently have a 100% pass rate for this exam (the national average is 61%).
- Jobs in human resource management are expected in increase in the next 5-10 years.
- Feedback from employers has indicated that an HRM major will improve a student's marketability upon graduation.

4. Program Description:
    4.1   Curriculum:

General Education	44-45 Hours
Business Core (same for all business majors)	39 Hours
Human Resource Management Major	34 Hours
Non-Specific Electives	3 Hours
Total	120 Hours

Human Resource Management Required Courses:

MGT 311 Human Resource Management	3 Hours
MGT 383 Human Resource Information Systems	3 Hours
MGT 411 Effective Staffing Practices	3 Hours
MGT 414 (Compensation Administration)	3 Hours
MGT 473 (Training in Business and Industry)	3 Hours
MGT 495 (Strategic Human Resources Management)	3 Hours
MGT 305 (Ethics and Critical Thinking) or MATH 119 (Calculus)	3 Hours
MGT 361 (Business Communication Fundamentals) or ENG 306 (Business Writing) or ENG 307 (Technical Writing)	3 Hours
MGT 417 (Organizational Behavior)	3 Hours
MGT 499 (Senior Assessment)	1 Hour

Required HRM Electives	6 Hours

Pick two courses from the following list. This list may be expanded by the Management Department Chair as new electives are developed:

MGT 400 Employment Law

MGT 413 International Human Resource Management

MGT 416 Management of Labor Relations

MGT 419 Management of Organizational Conflict

MGT 490 Practicum in Management

ECON 305 Labor Economics

Other Approved Electives

4.2 Accreditation, certification, approval and/or licensure:
The proposed major in Human Resource Management will comply with AACSB standards for the Gordon Ford College of Business Bachelor of Science degrees.

4.3 Program delivery:
The program will be delivered through traditional classroom instruction, online, and IVS services. Students will be encouraged to participate in relevant internships and to take the SHRM Assurance of Learning Assessment.

5. **Resources:**
5.1 Faculty: The proposed HRM program does not require the development of new courses. Therefore no new faculty resources are required at this time.

5.2 Technological and electronic informational resources (e.g., databases, e-journals):
Current university, college, and departmental access to databases, e-journals, and electronic information sources are sufficient.

5.3 Facilities and equipment: Current facilities and equipment are adequate.

6. **Proposed term for implementation: Fall 2014**

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

Management Department/Division: ____09/06/13____

GFCB Curriculum Committee   _____11/05/13___

Undergraduate Curriculum Committee   November 19, 2013

University Senate   _____

University College

School of Professional Studies

Proposal to Create a New Major Program

(Action Item)

Contact Person: Julie Shadoan, julie.shadoan@wku.edu, (270) 780-2539

1. **Identification of program:**
1.1   Program Title: Paralegal Studies
1.2   Degree type: Bachelor of Arts
1.3   Classification of Instructional program Code (CIP): 22.0302
1.4   Required hours in proposed major program: 60
1.5   Special information: N/A
1.6   Program admission requirements: Students must earn a "C" or above in PLS 190C or equivalent course, and must have a minimum overall GPA of 2.0.
1.7   Catalog description:

Paralegals, also called Legal Assistants, work with lawyers in a wide range of professional settings and perform tasks that include legal research, legal writing and document preparation, information gathering, litigation support, legal technology support, and office management.

Paralegals shall not engage in the unauthorized practice of law as proscribed by Kentucky law and the Supreme Court Rules (SCR 3.130 [5.5]) and must be appropriately supervised by a lawyer to ensure the paralegal's conduct is compatible with the professional and ethical standards of the practice (SCR 3.130 [5.3]).

The objectives of the Paralegal Studies Program are: (1) to create, implement, and maintain a strong, flexible program directed to the quality education of occupationally-competent paralegals; (2) to provide a paralegal education program that leads to employment of its graduates by a wide range of employers; (3) to provide paralegals with a well-rounded, balanced education founded on a beneficial mix of general education, theory, and practical courses stressing understanding and reasoning rather than rote learning of facts; (4) to support federal, Kentucky and local Rules of Procedure and general principles of ethical legal practice, professional responsibility, the prohibitions against the unauthorized practice of law by non-lawyers, and the use and supervision of paralegals by lawyers; (5) to provide an educational program that is responsive to the varied needs of the Commonwealth of

Kentucky and the region and contributes to the overall advancement of the legal profession; (6) to provide a program which instills respect for the legal profession and its foundations, institutions, and quest for justice; and, (7) to maintain equality of opportunity in the educational program without discrimination or segregation on the grounds of race, color, religion, natural origin, gender, age, disability or economic need.

Credits from other accredited institutions of higher education may be transferred and applied toward the degree. An official transcript from each such college or university attended is required as a part of the admission process. Postsecondary credit will be evaluated on a course-by-course basis for acceptance and applicability to the Program.

General law and legal specialty (PLS) course credits will be accepted only from paralegal programs approved by the American Bar Association or programs in substantial compliance with the ABA guidelines.

The Paralegal Major (PLS) is designed to provide students with an interdisciplinary educational experience integrating knowledge and skills from multiple subjects including law, history, sociology, political science, technology and business. The PLS degree requires 120 credit hours and leads to a Bachelor of Arts degree. Degrees will be awarded to those students who complete all requirements with an overall grade point average of 2.0 (out of 4.0) and receive a grade of "C" or better in all legal specialty (PLS) courses.

Legal Specialty/Political Science Core Requirements to be completed by all PLS majors are:

PLS 190C:	Introduction to Paralegal Profession	3	
PLS 194C:	Legal Technology	3	
PLS 200C:	Legal Ethics	3	
PLS 250:	Research/Writing I	3	
PLS 283C:	Real Estate Law	3	
PLS 291C:	Criminal Law and Procedure	3	
PLS 296C:	Family Law	3	
PS 326:	Constitutional Law	3	
PLS 393:	Civil Procedure	3	
PLS 450:	Research/Writing II	3	
PLS 499:	Internship	3	33 hours

Legal Specialty Electives available to all PLS majors are: (choice of five)

PLS 280C:	Contract Law	3	
PLS 282C:	Tort Law	3	
PLS 294C:	Admin. Law and Procedure	3	
PLS 350C:	Evidence	3	
PLS 360C:	Debtor/Creditor Relations	3	
PLS 381:	Mediation	3	
PLS 392:	Corporate Law	3	
PLS 395:	Estate Planning and Procedure	3	15 hours (12 upper)

Electives available to all PLS majors are: (choice of four)

BUS 201C:	Organization and Management	3	
BUS 254C:	Office Administration	3	
LEAD 200:	Intro. to Leadership Studies	3	
SOCL 330:	Criminology	3	
SOCL 332:	Juvenile Delinquency	3	
SOCL 380:	Penology	3	
PS 304:	State Government	3	
PS 311:	Public Policy	3	
PS 316:	Legislative Process	3	
PS 412:	KY Gov./Politics	3	
HIST 445:	Amer. Legal History	3	
HIST 446:	Amer. Legal History	3	12 hours (9 upper)

(NOTE: Because a companion associate's degree in paralegal studies currently exists, the catalog descriptions will be merged to avoid redundancy.)

2. **Rationale:**
    2.1   Reason for developing the proposed major program: According to data published by the BLS, the job outlook for paralegals and legal assistants is expected to grow more than average, at about 18.3%, which growth is much more than that expected of the lawyer profession.* U.S News has ranked the paralegal profession in the top twenty-five of best social service jobs.** Forbes magazine has published the rankings by Career Cast for the most underrated jobs in the U.S., and paralegal has been in the top ten for the last three years.*** An associate's degree is considered an entry-level educational requirement;

however, market demands are proving certification and advance degrees are preferred by many employers. With these rankings and trends in mind, current students and alumni of the PLS program are surveyed bi-annually as to job preparedness and need for continuing education. In addition, the Program Director consults with an external Advisory Board comprised of community leaders and legal practitioners. As a result of data and recommendations garnered from these sources, overwhelming support and demand exists for a four-year degree option.

2.2   Projected enrollment in the proposed major program: 10-15 annually based on current student and alumni surveys and market demand.

2.3   Relationship of the proposed major program to other programs now offered by the department: The School of Professional Studies (University College) currently offers an associate's degree in paralegal studies. No other similar program exists within the School.

2.4   Relationship of the proposed major program to other university programs: The School of Professional Studies has negotiated a two plus two articulation agreement with the Department of Political Science (Potter College) which seamlessly incorporates the associate's degree in paralegal studies into a four-year political science major/criminology minor. The criminology minor offered in the Department of Sociology (Potter College) includes various courses relevant to the criminal justice system, some of which are being proposed as electives in this major. The Department of History (Potter College) offers a legal studies minor that focuses on theoretical frameworks and historical perspectives of law and justice; while the proposed paralegal major incorporates elements of theory and history but focuses on knowledge and skills requisite for immediate employment in the legal field.

2.5   Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Many paralegal programs approved by the American Bar Association across the country offer an associate's and bachelor's degree option as this is becoming the market standard as stated above. In Kentucky, Eastern Kentucky University, University of Louisville, Sullivan University and Morehead State University offer a bachelor's degree option in paralegal/legal studies with similar curricular requirements. Locally, Daymar College offers an associate's degree in paralegal studies, but the local campus has not been approved by the American Bar Association. Vol State in Hendersonville, Tennessee, offers a traditional associate's degree in paralegal studies, and Kaplan Career Institute in Nashville, Tennessee, offers a seventy-two week associate's degree and a 52 week certificate – all of which are approved by the ABA. No competing four-year program exists in the Nashville area.

2.6   Relationship of the proposed major program to the university mission and objectives: The proposed major incorporates the University mission by providing students practical knowledge and skills in an efficient and effective manner adequately preparing them for the competitive job market. It will also serve to involve students in the identification of the legal needs of diverse populations and to develop and implement legal service outlets to meet those needs in measurable and meaningful ways.

3. **Objectives of the proposed major program:** The objectives of the proposed major are:

•to create, implement, and maintain a strong, flexible program directed to the quality education of occupationally-competent paralegals;

•to provide a paralegal education program that leads to employment of its graduates by a wide range of employers;

•to provide paralegals with a well-rounded, balanced education founded on a beneficial mix of general education, theory, and practical courses stressing understanding and reasoning rather than rote learning of facts;

•to support federal, Kentucky and local Rules of Procedure and general principles of ethical legal practice, professional responsibility, the prohibitions against the unauthorized practice of law by non-lawyers, and the use and supervision of paralegals by lawyers;

•to provide an educational program that is responsive to the varied needs of the Commonwealth of Kentucky and the region and contributes to the overall advancement of the legal profession;

•to provide a program which instills respect for the legal profession and its foundations, institutions, and quest for justice; and,

•to maintain equality of opportunity in the educational program without discrimination or segregation on the grounds of race, color, religion,

natural origin, gender, age, disability or economic need.

4. **Program Description:**
    4.1   Curriculum: The proposed curriculum includes:

Legal Specialty/Political Science Core Requirements to be completed by all PLS majors are:

PLS 190C:	Introduction to Paralegal Profession	3
PLS 194C:	Legal Technology	3
PLS 200C:	Legal Ethics	3
PLS 250:	Research/Writing I	3
PLS 283C:	Real Estate Law	3
PLS 291C:	Criminal Law and Procedure	3
PLS 296C:	Family Law	3
PS 326:	Constitutional Law	3
PLS 393:	Civil Procedure	3
PLS 450:	Research/Writing II	3
PLS 499:	Internship	3	33 hours

Legal Specialty Electives available to all PLS majors are: (choice of five)

PLS 280C:	Contract Law	3
PLS 282C:	Tort Law	3
PLS 294C:	Admin. Law and Procedure	3
PLS 350C:	Evidence	3
PLS 360C:	Debtor/Creditor Relations	3

PLS 381:	Mediation	3	
PLS 392:	Corporate Law	3	
PLS 395:	Estate Planning and Procedure	3	15 hours (12 upper)

Electives available to all PLS majors are: (choice of four)

BUS 201C:	Organization and Management	3	
BUS 254C:	Office Administration	3	
LEAD 200:	Intro. to Leadership Studies	3	
SOCL 330:	Criminology	3	
SOCL 332:	Juvenile Delinquency	3	
SOCL 380:	Penology	3	
PS 304:	State Government	3	
PS 311:	Public Policy	3	
PS 316:	Legislative Process	3	
PS 412:	KY Gov./Politics	3	
HIST 445:	Amer. Legal History	3	
HIST 446:	Amer. Legal History	3	12 hours (9 upper)

4.2 Accreditation, certification, approval and/or licensure: The proposed major is eligible for approval by the American Bar Association, which approval will be pursued upon completion of the WKU and state curriculum/program processes.

4.3 Program delivery: The proposed major will be delivered via a combination of face-to-face courses, hybrid courses (60% face-to-face, 40% online), IVS courses and online (100% online) courses.

5. **Resources:**
   5.1 Faculty: Two existing FT faculty, one of which was hired in 2012 for the express purpose of increasing program options, are sufficient to support the new major.
   5.2 Technological and electronic informational resources (e.g., databases, e-journals): The physical space to be utilized by the major includes one computer lab and one IVS classroom which are sufficient to support the technology needs of the new major. In addition, the existing PLS Program provides access to WestlawNext™, an online database of primary and secondary legal resources at the state and federal level sufficient to support the research needs of students. The University provides free access to a similar database – Lexis®

Research System - on a much more limited scale.

5.3   Facilities and equipment: As stated in §5.2, current resources are adequate.

6. **Proposed term for implementation:** Fall 2014

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

Department of Professional Studies:	5/8/13
University College Curriculum Committee	11/11/13
Undergraduate Curriculum Committee	11/19/13
University Senate	_____

*U.S. Bureau of Labor Statistics (www.bls.gov/ooh/legal/print/paralegals-and-the-legal-assistants.htm)

**U.S. News (www.money.usnews.com/careers/best-jobs/paralegal)

***Forbes (www.forbes.com/pictures/mkl45mehd/7-legal-assistant-5: www.forbes.com/pictures/mkl45hjje/7-legal-assistant-4; www.forbes.com/pictures/mkl45efde/1-paralegallegal-assistant)

University College
Department of Diversity & Community Studies
Proposal to Create a New Major Program
(Action Item)

Contact Person: Jane Olmsted, jane.olmsted@wku.edu, 5787

1. **Identification of program:**
    1.1 Program Title: Diversity & Community Studies
    1.2 Degree type: Bachelor of Arts (BA)
    1.3 Classification of Instructional program Code (CIP): 05.0102 Area, Ethnic and
        Cultural Studies: American/United State Studies/Civilization.
    1.4 Required hours in proposed major program: 33
    1.5 Special information: This is an interdisciplinary major, drawing on courses within the
        department and across the university.
    1.6 Program admission requirements: Admission to Western Kentucky University.
        Students transferring from KCTCS may receive credit for general education courses,
        per state-wide agreements.
    1.7 Catalog description: The major in diversity & community studies requires a minimum
        of 33 hours and leads to a Bachelor of Arts degree. A minor or second major is
        required. The major provides graduates with a critical multidisciplinary framework
        for understanding multiple intersecting systems of oppression, practices and strategies
        of resistance, and movements for social change. Drawing on interdisciplinary theory,
        practices, and analyses, the major examines intersecting systems of oppression at
        local and global scales. By taking on diverse perspectives, students hone their
        problem-solving skills and gain practical skills related to citizenship and advocacy.
        Such knowledge and skills are necessary for a wide range of vocations, ranging from
        social services to governmental and non-profit organizations. The major prepares
        students advanced study in a range of interdisciplinary fields and for jobs that strive
        to alleviate social inequities and to improve the quality of life in diverse communities.

Sample Four-Year Program of Study for the Major in Diversity & Community Studies			
		Courses	**Hours**
First Year	*Fall*	ICSR 200	3
	Spring	AFAM 190	3
Second Year	*Fall*	GWS 200	3
	Spring	6 hours from Category I	6

Junior Year	*Fall*	ICSR 300	3
	Spring	6 hours from Category II	6
Senior Year	*Fall*	6 hours from Category III	6
	Spring	DCS 400	3
Total Hours for Major in Diversity & Community Studies			**33**

2. **Rationale:**

   2.1 Reason for developing the proposed major program:

   A random survey completed by 113 undergraduate students in Honors, Gender & Women's Studies, African American Studies, and the Institute for Citizenship & Social Responsibility classes from roughly 42 different disciplines revealed that 57% of students would either pursue or venture to gain knowledge about a major in Diversity and Community Studies. The most common response to a question asking students to describe perceived benefits of the major centered on citizenship skills that would help students personally and professionally after graduation. Students also discussed the interdisciplinary skills that would raise awareness concerning age, race, gender, and community action, which would help prepare them to facilitate progressive and sustainable changes in our communities. Other common responses concluded that the interdisciplinary skills and knowledge created in a DCS major would broaden perspectives, thus making WKU's campus a safer space for diversity and cultural awareness. The majority of responses suggest the Diversity and Community Studies major would help to meet WKU's mission statement by allowing students of "all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society."

   The name of this major, Diversity & Community Studies, reflects the expertise of the faculty within the department, who are active in a wide range of interdisciplinary fields, including African American Studies, Gender & Women's Studies, Ethnic Studies, and American Studies. Numerous emerging fields and national organizations support interdisciplinary majors that are theme- and problem-based. For instance, American Studies serves as a gathering point for emergent "interdisciplines" such as disability studies, comparative ethnic studies, critical race theory, eco-criticism, and media studies. One of the leading professional organizations for public scholars, the American Studies Association supports a host of majors like this one. For instance, at the University of Southern California, a similar major "investigates the multi-faceted problems of race, immigration, urban geography, culture, power, gender, sexuality and social justice." The ASA also places a great deal of emphasis on civic engagement, having helped to launch Imagining America, a leading professional organization for public scholars, and one that WKU has participated in. The ASA website claims that "The greatest value of the American Studies major is diverse thinking" and that such a major "encourages critical and creative thinking aimed at

drawing connections and building bridges between these diverse aspects of the American Studies experience, both past and present."[1] The major in diversity & community studies embraces this value, while going further to affirm additional important values and principles, as described below.

The prospect for jobs with this major is analogous to the prospects for numerous other majors that are not tied to a specific profession. Unlike a degree in accounting or hospitality, for instance, or a professional degree, students earning this major typically choose from a broad range of career options. A search of such sources as Workforce KY or Occupational Outlook Handbook results in a very narrow list of options. Most jobs do not necessarily use the word "diversity" or "community studies," and those jobs that are listed under "community" tend to be for social work services. For this reason, data supporting the usefulness of this major must rest with the professions and educational organizations such as the Association of American Colleges and Universities. In their 2013 publication, "It Takes More Than a Major: Employer Priorities for College Learning and Studies Success" (Hart Research Associates), they identify eleven key findings. The first note is that "the challenges employees face today are more complex and require a broader skill set than in the past. Notably, employers indicate that they prioritize critical thinking, communication, and complex problem-solving skills over a job candidates major field of study when making hiring decisions." Number 4 of the key findings adds that employers place "the greatest priority on ethics, intercultural skills, and the capacity for professional development." Finally, several of the findings emphasize the importance of "building civic capacity," "complete an internship or community-based field project," developing "an electronic portfolio demonstrating a student's work and key skill and knowledge areas," and involving students in "active, effortful work— practices that involve such things as collaborative problem solving, research, senior projects, community engagement, and internships."

As with any major, the key to gainful employment rests in part on the opportunities available, especially if the student is committed to remaining in a certain area, in part on the quality and abundance of experiential learning while in school, and in part on the student's motivation and ability. This major is committed to building a cadre of graduates with a strong foundation of knowledge and a range of experiential learning, locally and globally. Based on the kinds of work graduates in majors like ours at other institutions pursue, careers in the following areas are expected: public administration, non-profit management, local or state government, community service and advocacy, public policy, education, and law. We anticipate that a significant percentage will go on to graduate school in a wide range of fields.

With respect to other justifications, including the CPE's key indicators and five key questions, it seems that the most relevant are "Are we preparing Kentuckians for life and work?" and "Are Kentucky's communities and economy benefiting?" As already mentioned, this major provides important skills that employers have indicated they want to see in their employees. The emphasis on understanding social structures that perpetuate inequities, on fighting the legacies and newly emerging permutations of

racism, sexism, and homophobia, and building of interpersonal skills for working with others across difference, are collectively the kind of preparation students will need as they return to their homes and communities, in Kentucky and around the world.

Finally, this major is effectively helping to enhance the minors and certificates that the department already offers. Students from all majors will benefit from the expanded range of courses and perspectives that this major offers, whether they choose it as their official major, take courses that count toward the Colonnade Program, or select one of the department's minors (African American Studies, Gender & Women's Studies, Gerontology, as well as the certificate in Citizenship & Social Responsibility).

[1]http://www.aacu.org/liberaleducation/le-sp13/hartresearchassociates.cfm

2.2 Projected enrollment in the proposed major program: Based on current enrollment in WKU minors and on the results of surveys, we anticipate enrollment to grow to 20 within the first five years.

2.3 Relationship of the proposed major program to other programs now offered by the department: This is the first major to be offered by the department. It represents a synthesis of three programs—African American Studies, Gender & Women's Studies, and Citizenship & Social Responsibility—as well as an elaboration and expansion of the kinds of topics they address.

2.4 Relationship of the proposed major program to other university programs: A number of other majors offered at WKU deal with issues of diversity and/or community, including sociology, folk studies, history, political science, public health, social work, and economics. Some of their courses are included in this major as course electives. While some of those programs approach these topics from more than one disciplinary perspective, their majors are directly tied to their discipline's accrediting bodies. Drawing from the core academic programs housed in the department, the DCS major privileges multidisciplinary approaches in pedagogy and knowledge production and places considerable importance on civic engagement. Thus, this major is compatible but not duplicative. It offers another option for students who prefer a multidisciplinary, theme- and problem-based focus.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Most of the benchmarks offer minors or certificates that are related to this major (or the minors already mentioned). Some offer bachelor's or master's degrees in either women's studies (Eastern Michigan) or African American studies (Indiana State) or Pan-African Studies (U Louisville). Northern Arizona University offers a BA with a concentration in community development and sustainability, and Missouri State offers a degree in intercultural communication and diversity. The range of titles speaks to the flexibility afforded interdisciplinary programs. Nonetheless, it's clear that majors and/or minors in diversity and community studies are plentiful. A DCS major would, therefore, bring WKU in line with major offerings at peer institutions, regionally and nationally.

2.6 Relationship of the proposed major program to the university mission and objectives: The *Challenging the Spirit* plan (to 2018) frames the WKU mission to "prepare students to be productive, engaged, and socially responsible citizen-leaders of a global society" along four broad goals. The first three of these are addressed in this major: "enhancing the quality of our academic programs in ways that will set us apart as an institution"; building "a diverse university community that supports the learning and success of our students"; and working "with our community partners to enhance WKU's positive impact on the quality of life in our region." This major, innovative in its multidisciplinary and theme- and problem-based approach to learning, is not duplicated anywhere in the state, though prestigious institutions throughout the country do offer similar majors. We cannot build a "diverse university community" without addressing diversity across our units and in more academic programs—and doing so in ways that do not skirt the most complex challenges we face locally and globally. Finally, the community-based research our students engage in will contribute to WKU's mission to improve the quality of life in our region.

3. **Objectives of the proposed major program:** The major in diversity & community studies is interdisciplinary and transformational, integrating themes and questions into our curriculum in ways that challenge us to respond thoughtfully and to think proactively about life in the 21st century. The curriculum invites students to grapple with systems that shape communities globally and locally and to develop skills for direct action and social change. Courses investigate the interactions of race, class, gender, ability, and sex. Topics arise from African American Studies, Gender & Women's Studies, and Citizenship & Social Responsibility, all of which offer minors that students may take as an important component of their major. Seven specific objectives drive the curriculum:

   - To provide a critical interdisciplinary framework for understanding social and structural forms of oppression at local and global scales
   - To provide perspectives that enable students to confront racism, sexism, and heterosexism
   - To help students develop, through multiple perspectives, an understanding of the social and historical contexts of diversity in the U.S.
   - To provide a 4-year strategy for the development of research skills, including interdisciplinary and community-based research methods
   - To encourage community-based approaches to problem-solving with respect to citizenship and advocacy
   - To approach the acquisition of knowledge as transformative and as a means to empower self and community
   - To provide experiential learning opportunities at every level of coursework

4. **Program Description:**
   4.1 Curriculum:
   The major in diversity & community studies requires a minimum of 33 semester hours and a minor or second major.

   The following courses are required for the major (15 hours)

ICSR 200: Introduction to Social Justice
ICSR 300: Public Problem-Solving
AFAM 190: The African American Experience
GWS 200: Introduction to Gender & Women's Studies
DCS 400: Capstone in Diversity & Community Studies

Students are required to take an additional 18 hours of electives, selecting at least six hours from the following three categories:

Formations of identity and narratives of oppression (minimum of 6 hours):
COMM 463 Intercultural Communication
ENG 360: Gay and Lesbian Literature
ENG 393: African American Literature
GWS 375: American Masculinities
PSY 355: Issues in Cross-Cultural Psychology
SOCL 210: Interaction Self & Society

Advocacy and social change (minimum of 6 hours):
AFAM 3XX: Hip Hop and Democracy
DCS 343: Communities of Struggle
GWS 301: Art and Social Change
HIST 358: Blacks in American History Before 1877 OR
HIST 359: Blacks in American History Since1877
HIST 453: American Women's History
ICSR 435: Reimagining Citizenship
PS 373: Minority Politics
SOCL 350: Social Inequality

Systems, Local to Global (minimum of 6 hours):
DCS 360: Place, Community, Resilience
ECON 464 Economics of Poverty
FLK 330: Cultural Connections and Diversity
GEOG 110: World Regional Geography
HIST 446: American Legal History
RELS 408: Religion and Ecology
SOCL 240: Contemporary Social Problems
SOCL 360: The Community in Rural and Urban Settings
SWRK 330: Human Behavior in Social Environments I

4.2 Accreditation, certification, approval and/or licensure: Not applicable.
4.3 Program delivery: The curriculum for the proposed major combines courses that are currently offered with five new courses. The courses will be offered primarily in classrooms on campus with some online offerings.

5. **Resources:**
   5.1 Faculty: Currently the department has faculty who teach in one of our minors or

certificates. In addition, two newly hired faculty (2013) and one in process are joining the department to teach in the department's minors, the M.A. in Social Responsibility & Sustainable Communities, and the proposed major. No additional faculty are currently being considered. However, if the number of majors increases beyond the department's current capabilities, there may be a request for an additional tenure track position.

5.2 Technological and electronic informational resources (e.g., databases, e-journals): Current resources are adequate.

5.3 Facilities and equipment: Current resources are adequate.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department: Diversity & Community Studies	October 29, 2013
University College Curriculum Committee	November 11, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	_____

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise Course Credit Hours
(Action Items)

Contact Person: Fred Stickle, fred.stickle@wku.edu, 270.745.4957

1. **Identification of proposed course:**
   1.1 **Course Prefix (subject area) and number:** CNS 110
   1.2 **Course Title:** Human Relations
   1.3 **Credit Hours:** 2

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

3. **Rationale for the revision of course credit hours:**
   - In consultation with the faulty of the Undergraduate Leadership Certificate program it was strongly suggested that Human Relations 110 be a three hour course to meet program academic credit requirements.
   - There is more than ample material to expand the class to a three hour course. Additional topics to include are interpersonal relations among diverse cultural populations.
   - An additional credit hour would provide better coverage of current topics.
   - Current students have requested addition course work in the field of human relations.

4. **Proposed term for implementation:** Summer 2014

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

   Department of Counseling and Student Affairs   ___9/25/2013_____

   CEBS Curriculum Committee   ___11/5/2013_____

   Undergraduate Curriculum Committee   November 19, 2013

   University Senate   _____

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

Contact Person: Stacy Wilson, stacy.wilson@wku.edu, 745-5848

1.   Identification of course:
      1.1   Current course prefix (subject area) and number: EE 180
      1.2   Course title: Digital Circuits
      1.3   Credit hours: 4

2.   Proposed course credit hours: 3.0

3.   Rationale for the revision of course credit hours:
      Currently, EE 180 is a four-credit-hour course, with three hours per week for lecture and two hours per week for laboratory. In addition, the co-requisite for the course is MATH 117. To lessen the significant load this course places on students and faculty, the lab component will be removed from EE 180, and the skills that students currently learn in the laboratory will be moved into EE 200.

4.   Proposed term for implementation: Fall 2014

5.   Dates of prior committee approvals:

      Engineering Department: ____10/31/2013_____

      OSCE Curriculum Committee   _____11/07/2013____

      Undergraduate Curriculum Committee   November 19, 2013

      University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Farhad Ashrafzadeh, Farhad.Ashrafzadeh@wku.edu, 745-5877

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: EE 200
   1.2   Course title: Electrical Engineering Design II
   1.3 Credit hours: 1

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

3. **Rationale for the revision of course credit hours:**
   Currently, EE 200 is a 1.0 credit hour course that covers Matlab software and a circuit design project. The circuit breadboarding skills presented in EE 180 will be moved to EE 200 to achieve greater synergy between circuit design, prototyping, and fabrication. The additional 1.0 hour will also allow the expansion of the Matlab component.

4. **Proposed term for implementation:** Fall 2014

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

Department of Engineering	**31 Oct 2013**
OSCE College Curriculum Committee	11/07/2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

Attachment: Course Inventory Form

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

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

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number: EE 431
   1.2   Course title: Introduction to Power Systems
   1.3   Credit hours: 3

2. **Proposed course credit hours: 3.5**

3. **Rationale for the revision of course credit hours:**
   Currently, this course is a 3.0 credit hour course with 2.5 hours allocated to lecture, and the remaining 0.5 hour to lab (lab meeting two hours per week for approximately 0.5 the semester). The faculty desire to increase the lecture component of the course to 3.0 full hours while maintaining the 0.5 hour allocation to the lab component. This will allow greater time for examining important course topics while not reducing the amount of time spent in the lab.

4. **Proposed term for implementation: Fall 2014**

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

   Engineering Department: ___31 Oct 2013_____

   OSCE Curriculum Committee   ____11/07/2013_____

   Undergraduate Curriculum Committee   November 19, 2013

   University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Stacy Wilson, stacy.wilson@wku.edu, 745-5848

1.   **Identification of course:**
        1.1   Current course prefix (subject area) and number: EE 460
        1.2   Course title: Continuous Control Systems
        1.3   Credit hours: 4.0

2.   **Proposed course credit hours: 3.5**

3.   **Rationale for the revision of course credit hours:**
        Currently, EE 460 is a 4.0 credit-hour course with 3.0 credit-hours dedicated to lecture and 1.0 credit-hour for a laboratory experience. This course has been taught in this format for several years and it has become apparent that a 1.0 hour laboratory experience is not necessary. There is little hardware available for in-lab experiences and the students have been performing simulations as part of the normal lecture component work. Therefore, the faculty proposes to decrease the lab portion of the course to 0.5 credit-hours, thereby reducing the number of credit-hours for the course to 3.5.

4.   **Proposed term for implementation: Fall 2014**

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

        Engineering Department: _____31 Oct 2013_____

        OSCE Curriculum Committee   _____11/07/2013_____

        Undergraduate Curriculum Committee   November 19, 2013

        University Senate   _____

Attachment: Course Inventory Form

Gordon Ford College of Business
Management Department
Proposal to Revise A Program
(Action Item)

Contact Person: Zubair Mohamed, zubair.mohamed@wku.edu, 745-6360

1.   Identification of program:
  1.3   Current program reference number: 723
  1.4   Current program title: BS in Management – Business Administration Track
  1.5   Credit hours: 73

2.   Identification of the proposed program changes:

  - Choose any one course from: BI 310, BI 320, BI 330, BI 410, BI 420, BI 430, or any 300-400 level business course
  - Drop ACCT 315 – Managerial Accounting

3.   Detailed program description:

Current	Proposed
- ACCT 200 – Intro Acct - Financial - ACCT 201 – Intro Acct - Managerial - ECON 202 – Prin. Of Econ - Micro - ECON 203 – Prin. of Econ - Macro - ECON 206 - Statistics - CIS 141 – Basic Computer Literacy - CIS 243 – Principles of MIS - MGT 200 – Legal Environ. Of Bus. - MGT 210 – Organization & Mgt. - MKT 220 – Basic Marketing Concepts - FIN 330 – Prin. Of Financial Mgt. - MGT 314 – Operations Management - MGT 498 – Strategy & policy OR ENT 496 – Small Bus. Analysis & Strategy - MGT 311 - Human Resource Management - MGT 313 – Decision Modeling - MGT 361 - Business COMM Fundamentals or ENG 306 - Business Writing or ENG 307 - Technical Writing - MGT 305 - Critical Thinking In MGT or MATH 119 - Funds of Calculus - MGT 417 - Organizational Behavior **ACCT 315 - Management ACCT**	- ACCT 200 – Intro Acct - Financial - ACCT 201 – Intro Acct - Managerial - ECON 202 – Prin. Of Econ - Micro - ECON 203 – Prin. of Econ - Macro - ECON 206 - Statistics - CIS 141 – Basic Computer Literacy - CIS 243 – Principles of MIS - MGT 200 – Legal Environ. Of Bus. - MGT 210 – Organization & Mgt. - MKT 220 – Basic Marketing Concepts - FIN 330 – Prin. Of Financial Mgt. - MGT 314 – Operations Management - MGT 498 – Strategy & policy OR ENT 496 – Small Bus. Analysis & Strategy - MGT 311 - Human Resource Management - MGT 313 – Decision Modeling - MGT 361 - Business COMM Fundamentals or ENG 306 - Business Writing or ENG 307 - Technical Writing - MGT 305 - Critical Thinking In MGT or MATH 119 - Funds of Calculus - MGT 417 - Organizational Behavior **Choose any one course from: BI 310, BI 320, BI 330, BI 410, BI 420, BI 430, or**

	any 300-400 level business course
• ECON 414 – Managerial Economics • MGT 499 - Senior Assessment-MGT • PROFESSIONAL ELECTIVE • MGT ELECTIVE • MKT ELECTIVE • FIN ELECTIVE	• • ECON 414 - Managerial Economics • MGT 499 - Senior Assessment-MGT • PROFESSIONAL ELECTIVE • MGT ELECTIVE • MKT ELECTIVE • FIN ELECTIVE

(Side-by-side table is required for most program changes showing revised program on the right and identifying deletions by strike-through and additions in boldface.)

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

An analysis of whether a third Accounting course was required for the Business Administration Major was carried out on our Comparable Peer Schools (12 institutions), Aspirant Group (4 institutions) and Competitive Group (12 institutions). Out of 28 institutions it was found that 27 institutions DO NOT require a third accounting course (list attached). The proposed change will not only align the accounting course requirements of our major with the Comparable, Aspirant and Competitive Groups, but will also strengthen students' computer based data analysis and data driven decision making abilities. Since the business world is increasingly using data driven business analysis to improve its processes and business strategy, the Management faculty strongly believes in strengthening students' abilities in this area.

5. **Proposed term for implementation and special provisions (if applicable): Fall 2014**

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

Management Department	**September 6, 2013**
College Curriculum Committee	**November 5, 2013**
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

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

Contact Person: Robert Dietle, robert.dietle@wku.edu, 745-5731

1. **Identification of program:**
  1.1 Current program reference number: 392
  1.2 Current program title: Minor in History
  1.3 Credit hours: 24

2. **Identification of the proposed program changes:** As part of the new Colonnade Program, the department's Western Civilization Courses (HIST 119/HIST 120) will be replaced with World History (HIST 101/HIST 102). The History minor is being revised to reflect that change.

3. **Detailed program description*:**

***The following is provided as a model for presenting program revision information.**

Current Program	Proposed Program
The minor in history requires a minimum of 24 semester hours. Courses required are HIST **119, 120,** 240 and 241. The remaining 12 hours must be taken in upper-division courses with no more than two upper-division courses coming from any of the following areas: United States History, European History to 1648, European History since 1648, and Areas other than Europe or the United States.	The minor in history requires a minimum of 24 semester hours. Courses required are HIST **101, 102,** 240 and 241. The remaining 12 hours must be taken in upper-division courses with no more than two upper-division courses coming from any of the following areas: United States History, European History to 1648, European History since 1648, and Areas other than Europe or the United States.

Current Program				Proposed Program			
Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
HIST	119	Western Civilization to 1648	3	HIST	101	World History I	3
HIST	120	Western Civilization since 1648	3	HIST	102	World History II	3
HIST	240	The United States to 1865	3	HIST	240	The United States to 1865	3
HIST	241	The United States since 1865	3	HIST	241	The United States since 1865	3
		12 hours of upper-division courses. No more than 6 hours from any one of the	12			12 hours of upper-division courses. No more than 6 hours from any one of the following categories:	12

		following categories:						
HIST		Upper-level class in United States History			HIST		Upper-level class in United States History	
HIST		Upper-level class in European History to 1648			HIST		Upper-level class in European History to 1648	
HIST		Upper-level class in European History since 1648			HIST		Upper-level class in European History since 1648	
HIST		Upper-level class in area other than Europe or the United States			HIST		Upper-level class in area other than Europe or the United States	
TOTALS		Credit Hours	24		TOTALS		Credit Hours	24

4. **Rationale for the proposed program change:** In the fall 2014 semester, as part of the Colonnade Program, the History Department will replace HIST 119/120 with HIST 101/102. This program revision will bring the History minor in line with that change in the curriculum.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2014

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

History Department: ____10/17/2013____

PCAL Curriculum Committee _____11/7/2013_____

Undergraduate Curriculum Committee   November 19, 2013

University Senate _____

<div align="center">

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

</div>

Contact Person: Robert Dietle, robert.dietle@wku.edu, 745-5731

1. **Identification of program:**
   1.1   Current program reference number: 695
   1.2   Current program title: Major in History
   1.3   Credit hours: 33

2. **Identification of the proposed program changes:** As part of the new Colonnade Program, the department's Western Civilization Courses (HIST 119/HIST 120) will be replaced with World History (HIST 101/HIST 102). The History major is being revised to reflect that change.

3. **Detailed program description*:**

<div align="center">

*The following is provided as a model for presenting program revision information.

</div>

Current Program	Proposed Program
The major in history requires a minimum of 33 semester hours and leads to a Bachelor of Arts degree. A minor or second major is required. Courses required are HIST **119, 120,** 240, 241, and 498. Of the remaining 18 hours, a minimum of 15 hours in upper-level courses is required with at least one upper-level division course coming from each of the following areas: United States History, European History to 1648, European History since 1648, and Areas other than Europe or the United States.	The major in history requires a minimum of 33 semester hours and leads to a Bachelor of Arts degree. A minor or second major is required. Courses required are HIST **101, 102,** 240, 241, and 498. Of the remaining 18 hours, a minimum of 15 hours in upper-level courses is required with at least one upper-level division course coming from each of the following areas: United States History, European History to 1648, European History since 1648, and Areas other than Europe or the United States.

Current Program					**Proposed Program**			
Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
HIST	119	Western Civilization to 1648	3		HIST	101	World History I	3
HIST	120	Western Civilization since 1648	3		HIST	102	World History II	3
HIST	240	The United States to 1865	3		HIST	240	The United States to 1865	3
HIST	241	The United States since 1865	3		HIST	241	The United States since 1865	3
HIST	498	Senior Seminar	3		HIST	498	Senior Seminar	3
HIST		Upper-level class in	3		HIST		Upper-level class in United	3

		United States History				States History		
HIST		Upper-level class in European History to 1648	3		HIST		Upper-level class in European History to 1648	3
HIST		Upper-level class in European History since 1648	3		HIST		Upper-level class in European History since 1648	3
HIST		Upper-level class in area other than Europe or the United States	3		HIST		Upper-level class in area other than Europe or the United States	3
HIST		Upper-level elective	3		HIST		Upper-level elective	3
HIST		Elective	3		HIST		Elective	3
TOTALS		Credit Hours	33		TOTALS		Credit Hours	33

4. **Rationale for the proposed program change:** In the fall 2014 semester, as part of the Colonnade Program, the History Department will replace HIST 119/120 with HIST 101/102. This program revision will bring the History major in line with that change in the curriculum.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2014

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

History Department: ____10/17/2013____

PCAL Curriculum Committee ____11/7/2013_____

Undergraduate Curriculum Committee   November 19, 2013
University Senate   _____

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

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

1. **Identification of program:**
   1.1   Current program reference number: 630
   1.2   Current program title: AB in Dance
   1.3   Credit hours: 44

2. **Identification of the proposed program changes:** We propose to:

   - Replace the currently required *BIOL 131:Human Anatomy Physiology* with a new course, *DANC 445:Dance Anatomy and Kinesiology.*

   - Reduce the number of required electives in this major from 6 to 3.

3. Detailed program description: Changes are shaded and/or struck through.

Current BA in Dance

Required courses	Credits	Notes
PERF 175: University Exp. in Perf Arts	2	
PERF 120: Rehearsal and Production I	1	
PERF 121: Rehearsal and Production II	1	
~~BIOL 131: Human Anatomy & Physiology~~	~~0*~~	**Tallied as part of the General Education requirements in this concentration.*
One of the following technical production courses		
THEA 250: Stage Electrics THEA 241: Costume Technology	3	
DANC 350: Dance History	3	
DANC 200: Dance Pedagogy	3	
DANC 235: Dance Improvisation	3	
DANC 310: Choreography I	3	
DANC 420: Choreography II	3	
Ballet Technique Courses (2 credits each)	8	*Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.*
Modern Technique Courses (2 credits each)	4	*Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.*
Jazz Technique Courses (2 credits each)	4	*Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.*
Upper division Restricted Electives in dance or related areas.	~~6~~	
Total required credits	**44**	

Proposed BA in Dance

Required courses	Credits	Notes
PERF 175: University Exp. in Perf Arts	2	
PERF 120: Rehearsal and Production I	1	
PERF 121: Rehearsal and Production II	1	
DANC 445 : Dance Anatomy and Kinesiology	3	.
One of the following technical production courses		
THEA 250: Stage Electrics THEA 241: Costume Technology	3	
DANC 350: Dance History	3	
DANC 200: Dance Pedagogy	3	
DANC 235: Dance Improvisation	3	
DANC 310: Choreography I	3	
DANC 420: Choreography II	3	
Ballet Technique Courses (2 credits each)	8	*Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.*
Modern Technique Courses (2 credits each)	4	*Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.*
Jazz Technique Courses (2 credits each)	4	*Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.*
Upper division Restricted Electives in dance or related areas.	3	
Total required credits	**44**	

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

- **Replace the currently required *BIOL 131:Human Anatomy Physiology* with a new course, *DANC 445:Dance Anatomy and Kinesiology.*** Growth in the number of dance majors and faculty over the past few years has provided the opportunity and necessary faculty resources to finally add dance anatomy and kinesiology to our dance curriculum, something we have been lacking for some time, and required by our national accrediting agency, the National Association of Schools of Dance (NASD). The addition of this important course to our curriculum renders our Dance Major's current requirement to take *BIO 131: Human Anatomy and Physiology* (as their only option for an anatomy course of any kind) obsolete.

- **Reduce the number of required electives in this major from 6 to 3.** Past practice has been for our dance majors to "count" the credits they earned from their required *BIO 131: Human Anatomy and Physiology* course towards satisfaction of a their Natural Science-Math general education category D-1 requirements. Replacing that BIO course requirement with our new Anatomy and Kinesiology course requires that we also revise the Dance BA to account for the addition of those three credits to the major.

5.   **Proposed term for implementation and special provisions (if applicable):** Fall 2014

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

Department of Theatre and Dance: 4/2/13

Potter College Curriculum Committee   10/10/13

Undergraduate Curriculum Committee   November 19, 2013

University Senate

College of Health and Human Services
School of Nursing
Proposal to Revise a Program
Action Item

Contact Person: Audrey Cornell, audrey.cornell@wku.edu, 745-3656

1.   **Identification of program:**
        1.1   Current program reference number: 586
        1.2   Current program title: Bachelor of Science in Nursing
        1.3   Credit hours: 61 credit hours

2.   **Identification of the proposed program changes:**
        • Revision of program hours from 61 credit hours to 58 credit hours
        • Delete nursing elective as a requirement
        • Revise course sequence to remove references to specific general education courses that are not required by the nursing program as pre-requisites

3.   **Detailed program description:**

Current Program Description | Revised Program Description

Pre-Nursing (586P)	Pre-Nursing (586P)
Prior to admission into the nursing program, students are required to meet the university general education requirements and a set of prerequisite courses required of all nursing students. Students who want to declare as a nursing major prior to admission in the nursing program are designated as Pre-Nursing students (reference 586P) and are assigned an advisor in CHHS**. Pre-Nursing students will meet during orientation to discuss their academic preparation and determine the appropriate courses for registration.** Pre-Nursing students must maintain a GPA of 2.75 or above to remain in the Pre-Nursing program. For more details and frequently asked questions about preparation for admission into nursing and deadlines for applications, please see the School of Nursing website. Support services in	Prior to admission into the nursing program, students are required to meet the university general education requirements and a set of prerequisite support courses required of all nursing students **(see table below).** Students who want to declare as a nursing major prior to admission in the nursing program are designated as Pre-Nursing students (reference 586P) and are assigned an advisor in CHHS. Pre-Nursing students will meet **with advisors** to discuss their academic preparation and determine the appropriate courses for registration. Pre-Nursing students must maintain a GPA of 2.75 or above to remain in the Pre-Nursing (586P) program. For more details and frequently asked questions about preparation for admission into nursing and deadlines for applications, please see the School of Nursing

CHHS Academic Center for Excellence are available to students who decide to change from **pre-nursing** to another health related career. Admission to the nursing program is limited and based on selection of the most qualified applicants who meet all admission requirements. The program can be completed in 4 years if the student completes all prerequisite courses, is admitted to the nursing program in the junior year and successfully completes all nursing courses in sequence.	website. Support services in CHHS Academic Center for Excellence are available to students who decide to change from **Pre-Nursing** to another health related career. Admission to the nursing program is limited and based on selection of the most qualified applicants who meet all admission requirements. The program can be completed in 4 years if the student completes all prerequisite courses, is admitted to the nursing program in the junior year and successfully completes all nursing courses in sequence. **In addition to completion of general education requirements, the pre-requisite support courses listed in the table below must be completed prior to entry into the Bachelor of Science nursing program. Some nursing support courses may meet requirements for both general education and nursing pre-requisites.**

Required Pre-Requisite Support Courses for the Bachelor of Science in Nursing Degree

Current Sequence   **Revised Sequence**

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
ENG	**100**	**Intro to College Writing**	**3**					
MATH	116	**College Algebra**	**3**					
*UC or CHHC	175 175	**University Experience** ***Recommended**	**2-3**					
HIST or HIST	119 120	**Western Civ to 1648** **Western Civ 1648-**	**3**					
ENG	**200**	**Intro to Literature**	**3**					
ENG	**300**	**Writing in the Disciplines**	**3**					
*PHIL	**322**	**Philosophy** ***Recommended**	**3**					
Foreign Language	**102**	**A foreign language at 102 level**	**3**					
COMM	**145 or**	**Public speaking**	**3**					

	161						
CAT BII		**Cannot be PHIL**	**3**				
CAT C		**Cannot be PSY**	**3**				
CAT E			**3**				
BIOL	131	Human Anatomy & Physiology I	4	BIOL	131	Human Anatomy & Physiology I	4
BIOL	231	Adv Human Anatomy and Physiology	4	BIOL	231	Adv Human Anatomy and Physiology	4
PSY	199	Intro to Dev Psych	3	PSY	199	Intro to Dev Psych	3
AH	290	Medical Terminology	2	AH	290	Medical Terminology	2
NURS	102	Intro to Professional Nursing	3	NURS	102	Intro to Professional Nursing	3
CHEM	109	Chemistry for the Health Sciences	4	CHEM	109	Chemistry for the Health Sciences	4
BIOL	207	General Micro	3	BIOL	207	General Micro	3
BIOL	208	General Micro Lab	1	BIOL	208	General Micro Lab	1
HMD	211	Human Nutrition	3	HMD	211	Human Nutrition	3
Statistics Course			**3**	**Statistics Course**		**Selected from these courses: ECON 206 Statistics MATH 183 Introductory Statistics PH 383 Biostatistics in the Health Sciences PSY 301 Statistics in Psychology SOCL 300 Using Statistics in Sociology SWRK 344 Social Work Statistics and Data Analysis**	**3**

Required Nursing Program Curriculum for a Bachelor of Science in Nursing Degree

NURS	324	Patho for Nursing	3	NURS	324	Patho for Nursing	3
NURS	335	Health Assessment	3	NURS	335	Health Assessment	3
NURS	336	Health Assessment Lab	1	NURS	336	Health Assessment Lab	1
NURS	333	Fundamentals of Nursing	3	NURS	333	Fundamentals of Nursing	3
NURS	334	Clinical: Fundamentals of Nursing	2	NURS	334	Clinical: Fundamentals of Nursing	2

NURS	337	Health Promotion and Disease Prevention	3		NURS	337	Health Promotion and Disease Prevention	3
NURS	329	Concepts in Pharm I	2		NURS	329	Concepts in Pharm I	2
NURS	341	Medical-Surgical Nursing I	3		NURS	341	Medical-Surgical Nursing I	3
NURS	342	Clinical: M-S Nursing I	3		NURS	342	Clinical: M-S Nursing I	3
NURS	343	Mental Health Nursing	2		NURS	343	Mental Health Nursing	2
NURS	344	Clinical: Mental Health Nursing	1		NURS	344	Clinical: Mental Health Nursing	1
NURS	429	Concepts in Pharm II	2		NURS	429	Concepts in Pharm II	2
NURS	413	Nursing Research and Evidence Based Practice	3		NURS	413	Nursing Research and Evidence Based Practice	3
NURS	432	Medical-Surgical Nursing II	3		NURS	432	Medical-Surgical Nursing II	3
NURS	433	Clinical: Medical-Surgical Nursing II	3		NURS	433	Clinical: Medical-Surgical Nursing II	3
NURS	444	Maternal Child Nursing	4		NURS	444	Maternal Child Nursing	4
NURS	445	Clinical: Maternal Child Nursing	2		NURS	445	Clinical: Maternal Child Nursing	2
NURS	403	Nursing Leadership, Management/ Issues	4		NURS	403	Nursing Leadership, Management/Issues	4
NURS	421	High Acuity Nursing	3		NURS	421	High Acuity Nursing	3
NURS	422	Senior Practicum	3		NURS	422	Senior Practicum	3
NURS	448	Community Health Nursing	3		NURS	448	Community Health Nursing	3
NURS	449	Clinical: Community Health Nursing	2		NURS	449	Clinical: Community Health Nursing	2
NURS		**Elective**	**3**					
TOTALS		**Credit Hours**	**61**		**TOTALS**		**Credit Hours**	**58**

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

- The required hours in the undergraduate nursing program were revised from 61 credit hours to 58 hours to remain competitive in the growing market of nursing program selections.
- The nursing elective courses will remain available to students as an optional course rather than a requirement. The electives serve as a supplement to learning content

presented in core nursing courses within the nursing program; therefore are not required for competency in the content.

- Clarification of course sequencing for general education and nursing pre-requisite courses.

5.   Proposed term for implementation: Fall 2014

6.   Dates of prior committee approvals:

School of Nursing BSN Curriculum Committee   August 30, 2013

School of Nursing BSN Prelicensure Program   September 20, 2013

CHHS Undergraduate Curriculum Committee   October 28, 2013

University Curriculum Committee   November 19, 2013

University Senate   _____

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

Contact Person: Mark Cambron   email: mark.cambron@wku.edu   phone: 5-8868

1. Identification of program
      1.1 Reference Number: 537
      1.2 Current Program Title: Electrical Engineering
      1.3 Credit Hours: 57

2. Identification of the proposed program changes:
- Remove ENGR 175, EE 175, UC 175 as a required course.
- Modify the numbers of credit-hours to reflect changes in EE 180, EE 200, EE 341, and EE 460.
- Change EE 405, EE 450, EE 451, EE 470, EE 475, and EE 479 from required courses to electives.
- Change the number of required EE Elective credit-hours from 6 to 12.
- Add MATH 370 to list of math electives.
- Add ENGR 400 to the listed of accepted Engineering/Science Electives.
- Decrease the number of credit-hours in program from 62 to 57.

3. Detailed program description:

Current Program			Proposed Program		
ENGR 175 University Experience, and		1	~~ENGR 175 University Experience, and~~		
EE 101	Design I	1	EE 101	Design I	1
	or			~~or~~	
EE175	University Experience - EE	2	~~EE175~~	~~University Experience - EE~~	~~2~~
	or			~~or~~	
UC 175	University Experience, and	2	~~UC 175~~	~~University Experience, and~~	~~2~~
EE 101	Design I	1	~~EE 101~~	~~Design I~~	~~1~~
EE180	Digital Circuits	4	**EE180**	**Digital Circuits**	**3**
EE200	Design II	1	**EE200**	**Design II**	**2**
EE210	Circuits & Networks I	3.5	EE210	Circuits & Networks I	3.5
EE211	Circuits & Networks II	3.5	EE211	Circuits & Networks II	3.5
EE300	Design III	1	EE300	Design III	1
EE345	Electronics	4	EE345	Electronics	4
EE380	Microprocessors	4	EE380	Microprocessors	4
EE400	Design IV	1	EE400	Design IV	1

EE401	Senior Design	3	EE401	Senior Design	3
EE405	EE Senior Research Seminar	1	~~EE405~~	~~EE Senior Research Seminar~~	~~0~~
EE420	Signals & Linear Systems	3	EE420	Signals & Linear Systems	3
EE431	Intro. to Power Systems	3	**EE431**	**Intro. to Power Systems**	**3.5**
EE450	Digital Signal Proc.	3	~~EE450~~	~~Digital Signal Proc.~~	~~3~~
EE451	Digital Signal Proc. Lab	1	~~EE451~~	~~Digital Signal Proc. Lab~~	~~1~~
EE460	Cont. Control Systems	4	**EE460**	**Cont. Control Systems**	**3.5**
EE470	Communications	3	~~EE470~~	~~Communications~~	~~3~~
EE473	EM Fields & Waves	3	EE473	EM Fields & Waves	3

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PHYS 440	Electricity and Magnetism	3	PHYS 440	Electricity and Magnetism	3
EE475	Communications Lab	1	~~EE475~~	~~Communications Lab~~	~~1~~
EE479	Fund. Of Optoelectronics	2	~~EE479~~	~~Fund. Of Optoelectronics~~	~~2~~
	EE Technical Electives	6		**EE Technical Electives**	**12**
	Engineering/Science Electives	6		Engineering/Science Electives	6

Tech. Course Total: **62**   **Tech. Course Total:**   **57**

<u>Other Requirements</u>   **<u>Other Requirements</u>**

MATH136	Calculus I	4	MATH136	Calculus I	4
MATH137	Calculus II	4	MATH137	Calculus II	4
MATH237	Multivariable Calculus	4	MATH237	Multivariable Calculus	4
MATH331	Differential Equations	3	MATH331	Differential Equations	3
MATH350	Advanced Engr. Math	3	~~MATH350~~	~~Advanced Engr. Math~~	~~3~~

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MATH307	Intro. Linear Algebra	3	~~MATH307~~	~~Intro. Linear Algebra~~	~~3~~

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<tr><td colspan="3"></td><td colspan="2" align="center">Math Elective</td><td>3</td></tr>
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STAT301	Probability & Statistics	3	STAT301	Probability & Statistics	3
PHYS255	University Physics I	4	PHYS255	University Physics I	4
PHYS256	University Physics I Lab	1	PHYS256	University Physics I Lab	1
PHYS265	University Physics II	4	PHYS265	University Physics II	4
	Science Elective	3		Science Elective	3
CS239	Prob Solving Comp Tech	3	CS239	Prob Solving Comp Tech	3
ECON	ECON 202 or ECON 203	3	ECON	ECON 202 or ECON 203	3

Other Hours: **39**   **Other Hours:**   **39**

Engineering/Science Electives (take at least 6 hours)
EM 221 or EM 222 or PHYS 350
ME 365 or ME 220 or PHYS 330
ME 240 Materials and Methods of Manufacturing
ME 330 or CE 341 or CE 342
PHYS 450 Classical Mechanics II
PHYS 318 Data Acquisition Using Labview
ENGR 400 Principles of Systems Engineering

EE Elective (take at least 12 hours)
EE 405 EE Senior Research Seminar
EE 410/411 Computer Design
EE 432 Power Systems II
EE 443 Microfabrication and Mems
EE 445 Advanced Electronics
EE 450/451 Digital Signal Processing
EE 461 Discrete Control Sys
EE 462 Special Topics in Control
EE 470/475 Communications
EE 477 Num Tech.
EE 479 Fund. Of Optoelectronics
EE 480 Embedded Systems
EE 490 Robotics

Math Elective (take at least 3 hours)
MATH 307 Linear Algebra
MATH 350 Advanced Engineering Math
MATH 370 Applied Techniques in Math

Science Electives (take at least 3 hours)
CHEM 116 Intro to College Chemistry
CHEM 120 College Chemistry I
BIOL 120 Biological Concepts
ENV 280 Intro to Environmental Science
GEOL 111 The Earth

4. **Rationale for the proposed program change:**
   Remove ENGR 175, EE 175, UC 175 as a required course
   Currently students are allowed to take a combination of EE Design I and a University
   Experience.   All transfer students have been exempt from University Experience.   In order
   to lower program hours, EE students will not be required to take a University Experience
   course.   Students that begin the program at a lower math level will continue to be advised to
   take UC 175 or ENGR 175.

Modify the numbers of credit-hours to reflect changes in EE 180, EE 200, EE 341, and EE 460
The numbers of credit-hours for these courses has been changed recently, and these changes now appear in the program.

Change EE 405, EE 450, EE 451, EE 470, EE 475, and EE 479 from required courses to electives.
The Electrical Engineering Program reviewed the curriculum of several other electrical programs.   The course work in EE 405 (EE Research Seminar) , EE 450/451 (Digital Signal Processing), EE 470/475 (Communications), EE 479 (Fundamentals of Optoelectronics) are all common electives in engineering programs. Moving these courses into the list of electives will increase the students' ability to select courses of interest to them.

Change the number of required EE Elective credit-hours from 6 to 12
Because several required engineering courses will become electives, students will be required to take at least 12 credit-hours of electives. This new arrangement will allow courses to be taught in alternate years, increase students' options and lower the total number of hours required in the program.

Add MATH 370 to list of math electives
For several semesters the Math Department has taught MATH 370 (Applied Techniques in Mathematics). MATH 370 covers applications that include linear algebra. The EE faculty believe that electrical engineering students will benefit from the flexibility of taking MATH 307 or MATH 370. MATH 350 is currently not being offered but was a wonderful course that is still on the books.

Add ENGR 400 to the listed of accepted Engineering /Science Electives
EE Faculty believe that students will benefit from having ENGR 400 Systems Engineering on the list of acceptable Engineering /Science Electives.

Decrease the number of credit-hours in program from 62 to 57
The changes outlined above will reduce the program requirements by 5 hours. WKU is encouraging academic units to decrease the number of credit-hours in their major programs.

5. **Proposed term for implementation and special provisions:** Fall 2014

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

Department of Engineering	31 Oct 2013
Ogden College Curriculum Committee	11/07/13
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

Proposal Date: August 27, 2013

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

Contact Person: Alex Poole, alex.poole@wku.edu, 5-5780

1.   Identification of course:
    1.1   Current course prefix (subject area) and number: ENG 051
    1.2   Course title: English as a Second Language Writing

2.   Revise course title:
    2.1   Current course title: English as a Second Language Writing
    2.2   Proposed course title: Writing for Non-Native English Speakers
    2.3   Proposed abbreviated title: Writ for Non-Nat Eng Speakers
    2.4   Rationale for revision of course title: The current title causes many to believe that the course is part of ESLI (the English language teaching school on campus) and/or a substitute for pre-collegiate English language training/TOEFL scores, neither of which is true. This is a course designed to prepare students for success in ENG100.

3.   Revise course number:
    3.1   Current course number: n/a
    3.2   Proposed course number: n/a
    3.3   Rationale for revision of course number: n/a

4.   Revise course prerequisites/special requirements:
    4.1   Current prerequisites: COMPASS Writing Skills Placement Test score between 23-54 and COMPASS e-Write score of 4; or permission of instructor.
    4.2   Proposed prerequisites: COMPASS Writing Skills Placement Test score of 59 or below or equivalent standardized test score
    4.3   Rationale for revision of course prerequisites: This revision reflects the COMPASS Writing Skills Placement Test revised ACT English concordance. The current wording of the COMPASS Writing Skills Placement Test is confusing for advisors. Finally, requiring the COMPASS e-Write score is superfluous, for the COMPASS Writing Skills Placement Test is sufficient for appropriately placing students.
    4.4   Effect on completion of major/minor sequence: n/a

5.   Revise course catalog listing:
    5.1   Current course catalog listing: A writing course designed to give non-native speakers of English intensive preparation for ENG 100.

5.2   Proposed course catalog listing: A writing course designed to give non-native speakers of English preparation for ENG 100. A grade of "C" or better is a requirement for ENG100.

5.3   Rationale for revision of course catalog listing: A grade of "C" or better is required for successful completion of another developmental course, English 055; this is because students with a grade lower than this in both classes will not be prepared for English 100. This proposed description reinforces this grade requirement for students and advisors.

6.   Revise course credit hours:
     6.1   Current course credit hours: n/a
     6.2   Proposed course credit hours: n/a
     6.3   Rationale for revision of course credit hours: n/a

7.   Revise grade type:
     7.1.   Current grade type: n/a
     7.2.   Proposed grade type: n/a
     7.3.   Rationale for revision of grade type: n/a

8.   Proposed term for implementation: Fall 2014

9.   Dates of prior committee approvals:

Department/ Unit : English	8/14/2013
Potter College Curriculum Committee	October 10, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

Attachment: Course Inventory Form

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

Contact Person: Eric Reed, eric.reed@wku.edu, x55732

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: HIST 340
    1.2   Course title: HISTORY OF WESTERN POPULAR CULTURE SINCE 1450

2. **Revise course title:**
    2.1   Current course title: HISTORY OF WESTERN POPULAR CULTURE SINCE 1450
    2.2   Proposed course title: HISTORY OF POPULAR CULTURE SINCE 1500
    2.3   Proposed abbreviated title: HIST POP CULT 1500
    2.4   Rationale for revision of course title:
            The new title will reflect the slightly revised narrative and analytical focus of the course. The course will incorporate a more global focus and be offered as a Colonnade "Connections" course. As such, changing the course name to drop the "Western" limiter and the dates from 1450 (circa when the Gutenberg printing press was invented, a major milestone in Western popular culture) to 1500 (circa when the modern world system began to emerge following Columbus' explorations) makes sense given the revised focus of the course.

3. **Revise course number:**
    3.1   Current course number: HIST 340
    3.2   Proposed course number: same
    3.3   Rationale for revision of course number:

4. **Revise course prerequisites/corequisites/special requirements:**
    4.1   Current prerequisites: HIST 119 or 120 or permission of instructor
    4.2   Proposed prerequisites: History 101 or 102 and English 100, or permission of instructor.
    4.3   Rationale for revision of course prerequisites: HIST 340 requires students to use the college-level history and writing skills taught in these Colonnade "Foundations" courses.
    4.4   Effect on completion of major/minor sequence: None. The History Department is in the process of revising its major/minor requirements to fit the Colonnade Program requirements. HIST 340 is a required course for the Popular Culture Studies major. The director of the Popular Culture Studies major has reviewed and approved this proposal.

5. **Revise course catalog listing:**

5.1 Current course catalog listing: Examines popular culture in the Western World from the invention of the Gutenberg printing press to the present, focusing especially on how popular culture evolved in reaction to social, economic, political, and technological change and from local, national, trans-Atlantic and global perspectives. Students engage the questions, debates, methods and approaches of popular culture history.

5.2 Proposed course catalog listing: Examines popular culture from 1500 to the present, focusing especially on how popular culture evolved in reaction to social, economic, political, and technological change and from local, national, trans-Atlantic and global perspectives. Students engage the questions, debates, methods and approaches of popular culture history.

5.3 Rationale for revision of course catalog listing: The proposed new catalog listing will reflect the slightly revised focus of the course. The course will incorporate a more global focus and be offered as a Colonnade "Connections" course. As such, the proposed new catalog listing removes the "Western World" limiter and sets the beginning of the narrative to be covered at 1500, circa when the modern world system began to emerge following Columbus' explorations.

6. **Revise course credit hours:**
   6.1 Current course credit hours: 3
   6.2 Proposed course credit hours: same
   6.3 Rationale for revision of course credit hours:

7. **Revise grade type:**
   7.1 Current grade type: standard letter grades
   7.2 Proposed grade type: same
   7.3 Rationale for revision of grade type:

8. **Proposed term for implementation:** Fall 2014

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

History Department	October 18, 2013
Potter College Curriculum Committee	November 7, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Philosophy & Religion
Proposal to Make Multiple Revisions to a Course
(Action 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: RELS 496
1.2   Course title: Senior Seminar

2.   **Revise course title:**
2.1   Current course title:
2.2   Proposed course title:
2.3   Proposed abbreviated title:
2.4   Rationale for revision of course title:

3.   **Revise course number:**
3.1   Current course number:
3.2   Proposed course number:
3.3   Rationale for revision of course number:

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

5.   **Revise course catalog listing:**
5.1   Current course catalog listing: A capstone course designed for senior religious studies majors. Students will complete projects that demonstrate their research, writing, and analytical skills. Content areas of the seminar will vary by semester and instructor.
5.2   Proposed course catalog listing: A capstone course designed for senior religious studies majors. Students will complete projects that demonstrate their research, writing, and analytical skills.
5.3   Rationale for revision of course catalog listing: As the course is currently constructed, substantial content is combined with a kind of writing workshop approach. Students have substantial reading in a particular area of Religious Studies while at the same time working on a significant final project—sharing and getting feedback on their work from the instructor and fellow students. After several semesters of this approach, it is our determination that it would be better to strip the course of its focused content and run it more as a writing workshop only. This different approach will necessitate a change to the credit hours for the

course (see below) and allow students to pursue another three credit elective in an area in which they have an interest (see separate revision to the major). Thus, in the catalog listing, we need to take out the last sentence referring to content areas.

6. **Revise course credit hours:**
   6.1   Current course credit hours: 3
   6.2   Proposed course credit hours: 1
   6.3   Rationale for revision of course credit hours: With the change of approach to the course (see above), the course will meet only once a week for an hour. This change in credit hours reflects the change in meeting time.

7. **Revise grade type:**
   7.1   Current grade type:
   7.2   Proposed grade type:
   7.3   Rationale for revision of grade type:

8. **Proposed term for implementation:** 201430

9. **Dates of prior committee approvals:**
   Religious Studies program   October 16, 2013

   Department of Philosophy and Religion   October 23, 2013

   Potter College Curriculum Committee   November 7, 2013

   Undergraduate Curriculum Committee   November 19, 2013

   University Senate

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Theatre & Dance
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Scott Stroot, scott.stroot@wku.edu, 745-6290

1. **Identification of course:**
   1.1   Current course prefix and number PERF 120
   1.2   Course title: Rehearsal and Production I
   1.3   Credit hours: 1

2. **Revise course title:**
   2.1   Current course title: Rehearsal and Production I
   2.2   Proposed course title: Rehearsal and Production
   2.3   Proposed abbreviated title: Rehearsal and Production
   2.4   All Theatre and Dance Department degree programs require that a certain number
         of credit hours be earned "in production"; working on stage, back stage, in the
         shops or in the control booth during the production of live theatre or dance events.
         We currently administer those credit hours via a fairly complex, developmental
         sequence of Rehearsal and Production courses, and wish to revise and streamline
         the course names and number of that sequence to be more logical, and to better
         facilitate student learning within each sub-major and concentration. This proposed
         course title revision is in keeping with that overall sequence revision

3. **Revise course number:** N/A

4. **Revise course prerequisites/corequisites/special requirements:** N/A

5. **Revise course catalog listing:**
   5.1   Current course catalog listing: An experiential learning course designed to
         provide practical experience in all areas of theatrical production under actual
         production conditions.
   5.2   Proposed course catalog listing: An introductory, experiential learning course
         providing an overview of theatre and dance production safety procedures and
         rehearsal etiquette, as well as practical experience in all areas of theatrical
         production.
   5.3   Rationale for revision of course catalog listing: This description more accurately
         depicts the course as currently taught. It also helps to clarify the overall
         Rehearsal and Production sequencing.

6. **Revise course credit hours:** N/A

7.   **Revise grade type:** N/A

8.   **Proposed term for implementation**: Fall 2014

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

Department of Theatre and Dance: 10/22/13
Potter College Curriculum Committee: 11/7/2013
Undergraduate Curriculum Committee November 19, 2013
University Senate

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Theatre & Dance
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Scott Stroot, scott.stroot@wku.edu, 745-6290

1. **Identification of course:**
   1.1   Current course prefix and number PERF 220
   1.2   Course title: Rehearsal and Production III
   1.3   Credit hours: 1

2. **Revise course title:**
   2.1   Current course title: Rehearsal and Production I
   2.2   Proposed course title: Production Lab I
   2.3   Proposed abbreviated title: Production Lab I
   2.4   All Theatre and Dance Department degree programs require that a certain number of credit hours be earned "in production"; working on stage, back stage, in the shops or in the control booth during the production of live theatre or dance events. We currently administer those credit hours via a fairly complex, developmental sequence of Rehearsal and Production courses, and wish to revise and streamline the course names and number of that sequence to be more logical, and to better facilitate student learning within each sub-major and concentration. This proposed course title revision is in keeping with that overall sequence revision

3. **Revise course number:** N/A

4. **Revise course prerequisites:** N/A

5. **Revise course catalog listing:**
   5.1   Current course catalog listing: Continuation of PERF 121.
   5.2   Proposed course catalog listing: An experiential learning course designed to provide practical experience in theatrical production.
   5.3   Rationale for revision of course catalog listing: This change will further clarify the developmental progression of this sequence of related courses.

6. **Revise course credit hours:** N/A

7. **Revise grade type:** N/A
8. **Proposed term for implementation:** Fall 2014

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

   Department of Theatre & Dance: 10/22/13

Potter College Curriculum Committee: 11/7/2013

Undergraduate Curriculum Committee: November 19, 2013

University Senate:

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Theatre & Dance
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Scott Stroot, scott.stroot@wku.edu, 745-6290

1. **Identification of course:**
   1.1   Current course prefix and number PERF 320
   1.2   Course title: Rehearsal and Production V
   1.3   Credit hours: 1

2. **Revise course title:**
   2.1   Current course title: Rehearsal and Production V
   2.2   Proposed course title: Production Lab II
   2.3   Proposed abbreviated title: Production Lab II
   2.4   All Theatre and Dance Department degree programs require that a certain number
           of credit hours be earned "in production"; working on stage, back stage, in the
           shops or in the control booth during the production of live theatre or dance events.
           We currently administer those credit hours via a fairly complex, developmental
           sequence of Rehearsal and Production courses, and wish to revise and streamline
           the course names and number of that sequence to be more logical, and to better
           facilitate student learning within each sub-major and concentration. This proposed
           course title revision is in keeping with that overall sequence revision

3. **Revise course number:** N/A

4. **Revise course prerequisites:**
   4.1   Current prerequisites: PERF 221
   4.2   Proposed prerequisites: PERF 220 or Permission of Instructor
   4.3   Rationale for revision of course prerequisites: We are eliminating PERF 221 in
           our new sequencing system.
   4.4   Effect on completion of major/minor sequence: This change will further clarify
           the developmental progression of this sequence of related courses.

5. **Revise course catalog listing:**
   5.1   Current course catalog listing: Continuation of PERF 221.
   5.2   Proposed course catalog listing: An experiential learning course designed to
           provide practical experience in theatrical production, continuation of PERF 220.
   5.3   Rationale for revision of course catalog listing: This change more accurately
           depicts the current content of the course and the current sequencing.

6. **Revise course credit hours: N/A**

7.   Revise grade type: N/A

8.   Proposed term for implementation: Fall 2014

9.   Dates of prior committee approvals:

Department of Theatre & Dance: 10/22/13
Potter College Curriculum Committee: 11/7/2013
Undergraduate Curriculum Committee: November 19, 2013
University Senate:

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Theatre & Dance
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Scott Stroot, scott.stroot@wku.edu, 745-6290

1.   **Identification of course:**
        1.1   Current course prefix and number PERF 321
        1.2   Course title: Rehearsal and Production VI
        1.3   Credit hours: 1

2.   **Revise course title:**
        2.1   Current course title: Rehearsal and Production VI
        2.2   Proposed course title: Production Lab III
        2.3   Proposed abbreviated title: Production Lab III
        2.4   All Theatre and Dance Department degree programs require that a certain number
                of credit hours be earned "in production"; working on stage, back stage, in the
                shops or in the control booth during the production of live theatre or dance events.
                We currently administer those credit hours via a fairly complex, developmental
                sequence of Rehearsal and Production courses, and wish to revise and streamline
                the course names and number of that sequence to be more logical, and to better
                facilitate student learning within each sub-major and concentration. This proposed
                course title revision is in keeping with that overall sequence revision

3.   **Revise course number:** N/A

4.   **Revise course prerequisites:** N/A

5.   **Revise course catalog listing:**
        5.1   Current course catalog listing: Continuation of PERF 320.
        5.2   Proposed course catalog listing: An experiential learning course designed to
                provide practical experience in theatrical production, continuation of PERF 320.
        5.3   Rationale for revision of course catalog listing: This change will further clarify
                the developmental progression of this sequence of related courses.

6.   **Revise course credit hours:** N/A

7.   **Revise grade type**: N/A

8.   **Proposed term for implementation:** Fall 2014

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

Department of Theatre & Dance: 10/22/13

Potter College Curriculum Committee: 11/7/2013

Undergraduate Curriculum Committee: November 19, 2013

University Senate:

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Theatre & Dance
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Scott Stroot, scott.stroot@wku.edu, 745-6290

1. **Identification of course:**
   1.1   Current course prefix and number PERF 420
   1.2   Course title: Rehearsal and Production VII
   1.3   Credit hours: 1

2. **Revise course title:**
   2.1   Current course title: Rehearsal and Production VII
   2.2   Proposed course title: Production Lab IV
   2.3   Proposed abbreviated title: Production Lab IV
   2.4   All Theatre and Dance Department degree programs require that a certain number
          of credit hours be earned "in production", working on stage, back stage, in the
          shops or in the control booth during the production of live theatre or dance events.
          We currently administer those credit hours via a fairly complex, developmental
          sequence of Rehearsal and Production courses, and wish to revise and streamline
          the course names and number of that sequence to be more logical, and to better
          facilitate student learning within each sub-major and concentration. This proposed
          course title revision is in keeping with that overall sequence revision

3. **Revise course number: N/A**

4. **Revise course prerequisites: N/A**

5. **Revise course catalog listing:**
   5.1   Current course catalog listing: Continuation of PERF 321.
   5.2   Proposed course catalog listing: An experiential learning course designed to
          provide practical experience in theatrical production, continuation of PERF 321.
   5.3   Rationale for revision of course catalog listing: This change will further clarify
          the developmental progression of this sequence of related courses.

6. **Revise course credit hours: N/A**

7. **Revise grade type: N/A**

8. **Proposed term for implementation: Fall 2014**

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

Department of Theatre & Dance: 10/22/13

Potter College Curriculum Committee: 11/7/2013

Undergraduate Curriculum Committee: November 19, 2013

University Senate:

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Theatre & Dance
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Scott Stroot, scott.stroot@wku.edu, 745-6290

1. **Identification of course:**
   1.1   Current course prefix and number PERF 421
   1.2   Course title: Rehearsal and Production VIII
   1.3   Credit hours: 1

2. **Revise course title:**
   2.1   Current course title: Rehearsal and Production VIII
   2.2   Proposed course title: Production Lab V
   2.3   Proposed abbreviated title: Production Lab V
   2.4   All Theatre and Dance Department degree programs require that a certain number
          of credit hours be earned "in production"; working on stage, back stage, in the
          shops or in the control booth during the production of live theatre or dance events.
          We currently administer those credit hours via a fairly complex, developmental
          sequence of Rehearsal and Production courses, and wish to revise and streamline
          the course names and number of that sequence to be more logical, and to better
          facilitate student learning within each sub-major and concentration. This proposed
          course title revision is in keeping with that overall sequence revision

3. **Revise course number:** N/A

4. **Revise course prerequisites:** N/A

5. **Revise course catalog listing:**
   5.1   Current course catalog listing: Continuation of PERF 420.
   5.2   Proposed course catalog listing: An experiential learning course designed to
          provide practical experience in theatrical production, continuation of PERF 420.
   5.3   Rationale for revision of course catalog listing: This change will further clarify
          the developmental progression of this sequence of related courses.

6. **Revise course credit hours:** N/A

7. **Revise grade type:** N/A

8. **Proposed term for implementation:** Fall 2014

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

Department of Theatre & Dance: 10/22/13

Potter College Curriculum Committee: 11/7/2013

Undergraduate Curriculum Committee: November 19, 2013

University Senate:

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Theatre & Dance
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number THEA 101
   1.2   Course title: Acting I
   1.3   Credit hours: 3

2. **Revise course title:**
   2.1   Current course title: Acting I
   2.2   Proposed course title: Acting I: Voice and Movement
   2.3   Proposed abbreviated title: Acting I
   2.4   Rationale for revision of course title: We are revising our entire acting
          curriculum, and this proposed title more accurately reflects the content of this
          foundational course in the overall context of that curriculum.

3. **Revise course number:** N/A

4. **Revise course prerequisites/special requirements:** Restricted to Theatre Majors &
   Minors.

5. **Revise course catalog listing:**
   5.1   Current course catalog listing: Improvisation, theatre games, and simple scene
          and/or monologue work intended to develop fundamental performance and
          ensemble collaboration skills.
   5.2   Proposed course catalog listing: A foundational acting course designed to help
          students become aware of, develop, integrate and properly maintain their natural
          vocal and kinesthetic performing abilities.
   5.3   Rationale for revision of course catalog listing: We are revising our entire acting
          curriculum, and this proposed description more accurately reflects the content of
          this course in the context of that overall curriculum.

6. **Revise course credit hours:** NA

7. **Proposed term for implementation:** Fall 2014

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

   Department of Theatre and Dance: 10/15/13
   Potter College Curriculum Committee   11/7/2013
   Undergraduate Curriculum Committee   November 19, 2013

University Senate

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Theatre & Dance
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. **Identification of course:**
    1.1   Current course prefix and number THEA 300
    1.2   Course title: Acting II
    1.3   Credit hours: 3

2. **Revise course title:**
    2.1   Current course title: Acting II
    2.2   Proposed course title: Acting II: Acting Craft
    2.3   Proposed abbreviated title: Acting II
    2.4   Rationale for revision of course title: We are revising our entire acting
           curriculum, and this proposed title more accurately reflects the content of this
           foundational course in that curriculum.

3. **Revise course number:** N/A

4. **Revise course prerequisites**
    4.1   Current prerequisites: *THEA 101 and PERF 205 or permission of instructor*
    4.2   Proposed prerequisites: *THEA 101 or permission of instructor*
    4.3   Rationale for revision of course prerequisites: A review of our acting curriculum
           has resulted in our decision to suspend the *PERF 205: Voice & Movement for the
           stage-* and incorporate relevant aspects of that course into the content of the
           remaining prerequisite *(THEA 101: Acting I).* Eliminating redundancy between
           these two foundational courses (as currently delivered) is in part why we are
           proposing these revisions to our acting curriculum in the first place.
    4.4   Effect on completion of major/minor sequence: Students moving through the
           introductory acting curriculum sequence will encounter enhanced content, more
           efficiently delivered, less redundancy, and enhanced flexibility to pursue more
           advanced acting courses upon the successful completion of these foundational
           courses.

5.   Revise course catalog listing:
   5.1   Current course catalog listing: A combined studio/theory course introducing the fundamentals of characterization and rehearsal techniques, from basic scene analysis through performance.
   5.2   Proposed course catalog listing: Improvisation, theatre games, and introductory scene and/or monologue work intended to develop fundamental performance and ensemble collaboration skills.
   5.3   Rationale for revision of course catalog listing: We are revising our entire acting curriculum, and this proposed description more accurately reflects the content of this foundational course in that curriculum, and how it relates to subsequent acting courses in the acting curriculum sequence.

6.   Revise course credit hours: NA

7.   Proposed term for implementation: Fall 2014

8.   Dates of prior committee approvals:

Department of Theatre and Dance: 10/15/13
Potter College Curriculum Committee   11/7/2013
Undergraduate Curriculum Committee   November 19, 2013
University Senate

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Theatre & Dance
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1.   **Identification of course:**
       1.1   Current course prefix (subject area) and number THEA 301
       1.2   Course title: Acting III
       1.3   Credit hours: 3

2.   **Revise course title:**
       2.1   Current course title: Acting III
       2.2   Proposed course title: Acting III: Characterization & Scenework
       2.3   Proposed abbreviated title: Acting III
       2.4   Rationale for revision of course title: We are revising our entire acting
               curriculum, and this proposed title more accurately reflects the content of this
               course in the context of that overall curriculum.

3.   **Revise course number:** N/A

4.   **Revise course prerequisites special requirements:**
       4.1   Current prerequisites & special requirements: *THEA 101 and 300*
       4.2   Proposed prerequisites & special requirements: *THEA 252, and a C or better in
               THEA 300, or permission of instructor.*
        4.3   Rationale for revision of course prerequisites/special requirements: *THEA 301:
               Acting III* is an advanced course requiring proficiency with a very rigorous
               analytical method, as well as a rigorous collaborative work ethic. These proposed
               changes make official policy of what has been longstanding informal
               departmental advising practice, ensuring that students reaching this course are
               adequately prepared to keep pace with their peers in the course –a particularly
               critical issue in a course such as this, where collaborative practice in the norm.
       4.4   Effect on completion of major/minor sequence: As stated in 4.3 above, these
               proposed changes simply make official what has been longstanding informal
               departmental advising practice, and as such we anticipate little or no change to
               our student's progress to graduation, beyond enhancing the likelihood that
               students reaching this advanced level will succeed.

5. **Revise course catalog listing:**
   - 5.1 Current course catalog listing: An advanced acting studio course focusing on text and character analysis, characterization and performance.
   - 5.2 Proposed course catalog listing: An acting studio course focusing on the fundamentals of text and character analysis, characterization, and performance.
   - 5.3 Rationale for revision of course catalog listing: We are revising our entire acting curriculum, and this proposed description more accurately reflects the content of this foundational course in the context of that overall curriculum.

6. **Revise course credit hours:** N/A

7. **Proposed term for implementation:** Fall 2014

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

Department of Theatre and Dance:	10/15/13
Potter College Curriculum Committee	11/7/2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Theatre & Dance
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: THEA 391
    1.2   Course title: Children's Theatre/Creative Dramatics

2. **Revise course title:**
    2.1   Current course title: Children's Theatre/Creative Dramatics
    2.2   Proposed course title: Theatre for Young Audiences
    2.3   Proposed abbreviated title: Thea for Young Audiences
    2.4   Rationale for revision of course title: The new title brings the course title up to date by using the terminology most current in the field. It also addresses the reduced focus on Creative Dramatics in the course as currently taught.

3. **Revise course number:** N/A

4. **Revise course prerequisites/corequisites/special requirements:** N/A

5. **Revise course catalog listing:**
    5.1   Current course catalog listing: An examination of the selection, preparation, and presentation of plays for children, and the study of creative dramatics. Emphasis on analysis of children's plays, script sources and production planning.
    5.2   Proposed course catalog listing: An examination of the selection, preparation, and presentation of plays for children. Emphasis on analysis of plays for young audiences, script sources and production planning.
    5.3   Rationale for revision of course catalog listing: The revisions are designed to reflect the reduced emphasis on creative dramatics in the course and the most current terminology in the field.

6. **Revise course credit hours:** N/A

7. **Revise grade type:** N/A

8. **Proposed term for implementation:** Spring 2015

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

    Department of Theatre and Dance: 10/15/13
    Potter College Curriculum Committee: 11/7/2013
    Undergraduate Curriculum Committee   November 19, 2013

University Senate

Attachment: Course Inventory Form

Potter College of Arts & Letters
Department of Theatre & Dance
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number THEA 431
   1.2   Course title: Music Theatre History & Repertoire
   1.3   Credit hours: 3

2. **Revise course title:**
   2.1   Current course title: Music Theatre History & Repertoire
   2.2   Proposed course title: Music Theatre Repertoire
   2.3   Proposed abbreviated title: Music Theatre Rep
   2.4   Rationale for revision of course title: Acquisition of a new faculty member
          allows us to divide one course into two more discrete areas to allow greater focus
          on each. As a result, THEA 431 is being revised, and this proposed title more
          accurately reflects the content of this course. A new course proposal is being
          submitted to cover the History portion of the curriculum (THEA 430).

3. **Revise course number**: N/A

4. **Revise course prerequisites special requirements:**
   4.1   Current prerequisites & special requirements: (Course fee)
   4.2   Proposed prerequisites & special requirements: (Course fee), THEA 300, MUS
          100, MUS 350, or Permission of Instructor
   4.3   Rationale for revision of course prerequisites/special requirements: THEA 431:
          Music Theatre Repertoire is an advanced course requiring proficiency in a
          number of skill areas, as well as a rigorous collaborative work ethic. These
          proposed changes make official policy of what has been longstanding informal
          departmental advising practice, ensuring that students reaching this course are
          adequately prepared to succeed.
   4.4   Effect on completion of major/minor sequence: As stated in 4.3 above, these
          proposed changes simply make official what has been longstanding informal
          departmental advising practice, and as such we anticipate little or no change to
          our student's progress to graduation, beyond enhancing the likelihood that
          students reaching this advanced level will succeed.

5. **Revise course catalog listing:**
   5.1   Current course catalog listing: A study of the development of the musical theatre;
          the style and form of its music; dance and drama; and its impact on the modern
          theatre. (Course Fee).

5.2   Proposed course catalog listing: A performance-based study of musical theatre repertoire and vocal styles from 1920 to present day using both scripts and scores. Performance work will occur in solo and small group settings.   (Course Fee).

5.3   Rationale for revision of course catalog listing: We are revising our entire BFA curriculum, and with the acquisition of new faculty we have the opportunity to divide the study of music theatre history and repertoire into two separate courses (THEA 430 and 431). This separation will allow for deeper exploration into both areas, and allow students to build on skills acquired in THEA 385 (Vocal Styles).

6.   **Revise course credit hours:** N/A

7.   **Proposed term for implementation:** Fall 2014

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

Department of Theatre and Dance:	10/15/13
Potter College Curriculum Committee:	11/7/2013
Undergraduate Curriculum Committee:	November 19, 2013
University Senate:	

Attachment: Course Inventory Form

University College

School of Professional Studies

Proposal to Make Multiple Revisions to a Course

(Action Item)

Contact Person: Julie Shadoan, julie.shadoan@wku.edu, (270) 780-2539

1.   Identification of course:
1.1   Current course prefix (subject area) and number: PLS 195C
1.2   Course title: Legal Research and Writing

2.   Revise course title:
2.1   Current course title: Legal Research and Writing
2.2   Proposed course title: Legal Research and Writing I
2.3   Proposed abbreviated title: Legal Research Writing I
2.4   Rationale for revision of course title: The paralegal curriculum was reviewed and assessed as part of the development of the four-year degree option and the upcoming program review by the American Bar Association. This title will more accurately reflect course sequencing and is consistent with course titles for similar courses in competing programs.

3.   Revise course number:
3.1   Current course number: PLS 195C
3.2   Proposed course number: PLS 250
3.3   Rationale for revision of course number: The paralegal curriculum was reviewed and assessed as part of the development of the four-year degree option and the upcoming program review by the American Bar Association. Additional research and writing projects were added to increase course rigor and to vary student performance assessment. This course number will more accurately reflect course sequencing and is consistent with course numbering in ABA-approved programs.

4.   Revise course prerequisites/corequisites/special requirements:
4.1   Current prerequisites: PLS 190C
4.2   Proposed prerequisite/co-requisite: PLS 190C
4.3   Rationale for revision of course prerequisite/co-requisite: PLS 190C was added as a co-requisite as past experience has proven that students may take both courses (as previously approved by waiver) concurrently with success.

4.4   Effect on completion of major/minor sequence: This revision should expedite matriculation through lower level PLS requirements.

5.   Revise course catalog listing:
5.1   Current course catalog listing: The sources and techniques of performing legal research using primary and secondary authorities in a law library and writing a legal argument with correct form and citations.
5.2   Proposed course catalog listing: The sources and techniques of performing legal research using primary and secondary authorities in a law library and online and drafting legal documents in appropriate format with correct citations.
5.3   Rationale for revision of course catalog listing: The paralegal curriculum was reviewed and assessed as part of the development of the four-year degree option and the upcoming program review by the American Bar Association. The proposed catalog listing more accurately reflects course content and objectives.

6.   Revise course credit hours:
6.1   Current course credit hours: 3
6.2   Proposed course credit hours: N/A
6.3   Rationale for revision of course credit hours: N/A

7.   Revise grade type:
7.1   Current grade type: Standard letter grade
7.2   Proposed grade type: N/A
7.3   Rationale for revision of grade type: N/A

8.   Proposed term for implementation: Fall 2014

9.   Dates of prior committee approvals:

Department of Professional Studies	5/8/13
University College Curriculum Committee	11/11/13
Undergraduate Curriculum Committee	11/19/13
University Senate	

University College
School of Professional Studies
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Julie Shadoan, julie.shadoan@wku.edu, (270) 780-2539

1. **Identification of course:**
     1.4   Current course prefix (subject area) and number: PLS 281C
     1.5   Course title: Mediation for the Paralegal

2. **Revise course title:**
     2.5   Current course title: Mediation for the Paralegal
     2.6   Proposed course title: Alternative Dispute Resolution Methods and Practices
     2.7   Proposed abbreviated title: Alt Dispute Methods Practices
     2.8   Rationale for revision of course title: The paralegal curriculum was reviewed and
              assessed as part of the development of the four-year degree option and the upcoming
              program review by the American Bar Association. This title will more accurately reflect
              course content is consistent with course titles for similar courses in competing
              programs.

3. **Revise course number:**
     3.4   Current course number: PLS 281C
     3.5   Proposed course number: PLS 381
     3.6   Rationale for revision of course number: The paralegal curriculum was reviewed and
              assessed as part of the development of the four-year degree option and the upcoming
              program review by the American Bar Association. The proposed course will address
              multiple alternative dispute resolution methods (as opposed to mediation only as in PLS
              281) and examine practices within each to increase course rigor, to enhance student
              experiences and vary performance assessment. This course number will more
              accurately reflect course sequencing and is consistent with course numbering in ABA-
              approved programs.

4. **Revise course prerequisites/corequisites/special requirements:**
     4.1   Current prerequisite: PLS 293C
     4.2   Proposed prerequisite: PLS 393
     4.3   Rationale for revision of course prerequisite: The prerequisite must be revised to reflect
              new PLS course numbering.
     4.4   Effect on completion of major/minor sequence: No effect is intended or anticipated.

5. **Revise course catalog listing:**

5.4   Current course catalog listing: Academic and practical instruction in the law of alternative dispute resolution including the rationale behind mediation, the rules of procedure and the relation to the trial process.

5.5   Proposed course catalog listing: Examination and application of various methods of alternative dispute resolution utilized in legal disputes.

5.6   Rationale for revision of course catalog listing: The paralegal curriculum was reviewed and assessed as part of the development of the four-year degree option and the upcoming program review by the American Bar Association.   The proposed catalog listing more accurately reflects course content and objectives.

6.   Revise course credit hours:
6.4   Current course credit hours: 3
6.5   Proposed course credit hours: N/A
6.6   Rationale for revision of course credit hours: N/A

7.   Revise grade type:
7.1   Current grade type: Standard letter grade
7.2   Proposed grade type: N/A
7.3   Rationale for revision of grade type: N/A

8.   Proposed term for implementation: Fall 2014

9.   Dates of prior committee approvals:

Department of Professional Studies	5/8/13
University College Curriculum Committee	11/11/13
Undergraduate Curriculum Committee	11/19/13
University Senate	

University College
School of Professional Studies
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Julie Shadoan, julie.shadoan@wku.edu, (270) 780-2539

1.   **Identification of course:**
        1.1   Current course prefix (subject area) and number: PLS 292C
        1.2   Course title: Corporate Law

2.   **Revise course title:**
        2.1   Current course title: Corporate Law
        2.2   Proposed course title: N/A
        2.3   Proposed abbreviated title: N/A
        2.4   Rationale for revision of course title: N/A

3.   **Revise course number:**
        3.1   Current course number: PLS 292C
        3.2   Proposed course number: PLS 392
        3.3   Rationale for revision of course number: The paralegal curriculum was reviewed and
                 assessed as part of the development of the four-year degree option and the upcoming
                 program review by the American Bar Association. The proposed course will be
                 significantly revised to include in depth examination of all business forms as to
                 formation, liability, tax consequences, operation and management. In addition, student
                 assessment will include more applied learning experiences aimed at development of
                 real world skills needed in a corporate law practice. This course number more accurately
                 reflects course sequencing and is consistent with course numbering in ABA-approved
                 programs.

4.   **Revise course prerequisites/corequisites/special requirements:**
        4.1   Current prerequisites: PLS 195C
        4.2   Proposed prerequisites: PLS 250
        4.3   Rationale for revision of course prerequisites: The prerequisite must be revised to
        reflect   new PLS course numbering.
        4.4   Effect on completion of major/minor sequence: No effect is intended or anticipated.

5.   **Revise course catalog listing:**
        5.1   Current course catalog listing: This course will review the substantive corporate law
                 and tax law as is necessary to understand and draft several corporate documents, to
                 include Articles of Incorporation, Corporate Bylaws, Shareholder's and Director's
                 Minutes, name change of corporation, annual verification reports, and shareholder's
                 agreements. This course will also include instruction regarding mergers, acquisitions,

common and preferred stock, voting by proxy, stock dividends, sole proprietorship, partnerships, liquidations and dissolutions, and the ethical guidelines to which a paralegal should adhere will be pursued.

5.2   Proposed course catalog listing: Examination and analysis of available business forms including formation requirements, tax and liability considerations, and operation and management concerns.

5.3   Rationale for revision of course catalog listing: The paralegal curriculum was reviewed and assessed as part of the development of the four-year degree option and the upcoming program review by the American Bar Association.   The proposed catalog listing more accurately reflects course content and objectives.

6.   Revise course credit hours:
6.1   Current course credit hours: 3
6.2   Proposed course credit hours: N/A
6.3   Rationale for revision of course credit hours: N/A

7.   Revise grade type:
7.1   Current grade type: Standard letter grade
7.2   Proposed grade type: N/A
7.3   Rationale for revision of grade type: N/A

8.   Proposed term for implementation: Fall 2014

9.   Dates of prior committee approvals:

Department of Professional Studies	5/8/13
University College Curriculum Committee	11/11/13
Undergraduate Curriculum Committee	11/19/13
University Senate	

University College
School of Professional Studies
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Julie Shadoan, julie.shadoan@wku.edu, (270) 780-2539

1.   Identification of course:
      1.1   Current course prefix (subject area) and number: PLS 293C
      1.2   Course title: Civil Procedure

2.   Revise course title:
      2.1   Current course title: Civil Procedure
      2.2   Proposed course title: N/A
      2.3   Proposed abbreviated title: N/A
      2.4   Rationale for revision of course title: N/A

3.   Revise course number:
      3.1   Current course number: PLS 293C
      3.2   Proposed course number: PLS 393
      3.3   Rationale for revision of course number: The paralegal curriculum was reviewed and assessed as part of the development of the four-year degree option and the upcoming program review by the American Bar Association. The proposed course will be significantly revised to include a mandatory mock trial experience requiring peer and external student performance evaluation. This course number more accurately reflects course sequencing and is consistent with course numbering in ABA-approved programs.

4.   Revise course prerequisites/corequisites/special requirements:
      4.1   Current prerequisites: PLS 195C
      4.2   Proposed prerequisites: PLS 250
      4.3   Rationale for revision of course prerequisites: The prerequisite must be revised to reflect   new PLS course numbering.
      4.4   Effect on completion of major/minor sequence: No effect is intended or anticipated.

5.   Revise course catalog listing:
      5.4   Current course catalog listing: The course is designed to follow the procedures of a civil lawsuit from the first client contact through discovery, settlement negotiations or trial, and appeal. Coursework will focus on the role and responsibilities of the paralegal in preparing court documents, investigation, client and witness contact, discovery, and trial assistantship. Federal and state rules governing the conduct of a civil lawsuit will be examined in detail.
      5.5   Proposed course catalog listing: Examination and application of federal and state rules of procedure governing a civil lawsuit from initial client contact through discovery, trial, and appeal. Coursework will focus on the role and responsibilities of the paralegal in

preparing court documents, investigation, client and witness contact, discovery, trial preparation and post-trial proceedings. A mock trial will be conducted.

    5.6   Rationale for revision of course catalog listing: The paralegal curriculum was reviewed and assessed as part of the development of the four-year degree option and the upcoming program review by the American Bar Association.   The proposed catalog listing more accurately reflects course content and objectives.

6.   Revise course credit hours:
    6.4   Current course credit hours: 3
    6.5   Proposed course credit hours: N/A
    6.6   Rationale for revision of course credit hours: N/A

7.   Revise grade type:
    7.1   Current grade type: Standard letter grade
    7.2   Proposed grade type: N/A
    7.3   Rationale for revision of grade type: N/A

8.   Proposed term for implementation: Fall 2014

9.   Dates of prior committee approvals:

Department of Professional Studies	5/8/13
University College Curriculum Committee	11/11/13
Undergraduate Curriculum Committee	11/19/13
University Senate	

University College
School of Professional Studies
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Julie Shadoan, julie.shadoan@wku.edu, (270) 780-2539

1.   Identification of course:
   1.1   Current course prefix (subject area) and number: PLS 295C
   1.2   Course title: Estate Planning and Administration

2.   Revise course title:
   2.1   Current course title: Estate Planning and Administration
   2.2   Proposed course title: N/A
   2.3   Proposed abbreviated title: N/A
   2.4   Rationale for revision of course title: N/A.

3.   Revise course number:
   3.1   Current course number: PLS 295C
   3.2   Proposed course number: PLS 395
   3.3   Rationale for revision of course number: The paralegal curriculum was reviewed and
            assessed as part of the development of the four-year degree option and the upcoming
            program review by the American Bar Association. The proposed course will be revised
            to require critical analysis of estate planning options for various clients and to create
            appropriate planning documents based on determined client need. In addition,
            students will be required to prepare documents required to probate wills and
            administer estates as well as assess tax liability as the circumstances dictate. This course
            number more accurately reflects course content and sequencing and is consistent with
            course numbering in ABA-approved programs.

4.   Revise course prerequisites/corequisites/special requirements:
   4.1   Current prerequisites: PLS 195C
   4.2   Proposed prerequisites: PLS 250
   4.3   Rationale for revision of course prerequisites: The prerequisites must be revised to
            reflect new PLS course numbers.
   4.4   Effect on completion of major/minor sequence: No effect is intended or anticipated.

5.   Revise course catalog listing:

5.1 Current course catalog listing: Paralegal estate planning and probate practice under Kentucky statutes, including initial steps, asset management and distribution, tax issues, wills and trusts, and drafting related documents.

5.2 Proposed course catalog listing: Estate planning and probate practice under Kentucky statutes, including initial steps, asset management and distribution, tax issues, wills and trusts, and drafting related documents required for planning and probate.

5.3 Rationale for revision of course catalog listing: The paralegal curriculum was reviewed and assessed as part of the development of the four-year degree option and the upcoming program review by the American Bar Association.   The proposed catalog listing more accurately reflects course content and objectives.

6. Revise course credit hours:
6.1 Current course credit hours: 3
6.2 Proposed course credit hours: N/A
6.3 Rationale for revision of course credit hours: N/A

7. Revise grade type:
7.1 Current grade type: Standard letter grade
7.2 Proposed grade type: N/A
7.3 Rationale for revision of grade type: N/A

8. Proposed term for implementation: Fall 2014

9. Dates of prior committee approvals:

Department of Professional Studies	5/8/13
University College Curriculum Committee	11/11/13
Undergraduate Curriculum Committee	11/19/13
University Senate	

University College
School of Professional Studies
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Julie Shadoan, julie.shadoan@wku.edu, (270) 780-2539

1.   Identification of course:
    1.1   Current course prefix (subject area) and number: PLS 298C
    1.2   Course title: Advanced Legal Research and Writing

2.   Revise course title:
    2.1   Current course title: Advanced Legal Research and Writing
    2.2   Proposed course title: Legal Research and Writing II
    2.3   Proposed abbreviated title: Legal Research Writing II
    2.4   Rationale for revision of course title: The paralegal curriculum was reviewed and
            assessed as part of the development of the four-year degree option and the upcoming
            program review by the American Bar Association. This title will more accurately reflect
            course sequencing and is consistent with course titles for similar courses in ABA-
            approved programs.

3.   Revise course number:
    3.1   Current course number: PLS 298C
    3.2   Proposed course number: PLS 450
    3.3   Rationale for revision of course number: The paralegal curriculum was reviewed and
            assessed as part of the development of the four-year degree option and the upcoming
            program review by the American Bar Association. Students are currently evaluated on
            the efficiency and accuracy of online legal research and application of that research to a
            limited number of advanced, legal document drafting projects. The number and
            complexity of projects will be increased and assessment of those projects will be geared
            much more to argument development and critical fact/legal analysis. This course
            number more accurately reflects course content and sequencing and is consistent with
            course numbering in ABA-approved programs.

4.   Revise course prerequisites/corequisites/special requirements:
    4.1   Current prerequisites: PLS 195C and PLS 293C
    4.2   Proposed prerequisites: PLS 250 and PLS 393
    4.3   Rationale for revision of course prerequisites: The prerequisites must be revised to
            reflect new PLS course numbering.
    4.4   Effect on completion of major/minor sequence: No effect is intended or anticipated.

5.   Revise course catalog listing:

5.1   Current course catalog listing: The sources and techniques of performing sophisticated, independent research, including application of computer-assisted legal research methods and drafting advanced legal documents.

5.2   Proposed course catalog listing: The sources and techniques of performing online, independent legal research, critical analysis of fact and law, legal argument development and drafting advanced legal documents.

5.3   Rationale for revision of course catalog listing: The proposed catalog listing more accurately reflects course content and objectives.

6.   Revise course credit hours:

6.1   Current course credit hours: 3

6.2   Proposed course credit hours: N/A

6.3   Rationale for revision of course credit hours: N/A

7.   Revise grade type:

7.1   Current grade type: Standard letter grade

7.2   Proposed grade type: N/A

7.3   Rationale for revision of grade type: N/A

8.   Proposed term for implementation: Fall 2014

9.   Dates of prior committee approvals:

Department of Professional Studies	5/8/13
University College Curriculum Committee	11/11/13
Undergraduate Curriculum Committee	11/19/13
University Senate	

University College
School of Professional Studies
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Julie Shadoan, julie.shadoan@wku.edu, (270) 780-2539

1.   Identification of course:
   1.1   Current course prefix (subject area) and number: PLS 299C
   1.2   Course title: Internship in Paralegal Studies

2.   Revise course title:
   2.1   Current course title: Internship in Paralegal Studies
   2.2   Proposed course title: N/A
   2.3   Proposed abbreviated title: N/A
   2.4   Rationale for revision of course title: N/A

3.   Revise course number:
   3.1   Current course number: PLS 299C
   3.2   Proposed course number: PLS 499
   3.3   Rationale for revision of course number: The paralegal curriculum was reviewed and assessed as part of the development of the four-year degree option and the upcoming program review by the American Bar Association. Students are currently required to complete 150 hours of supervised paralegal work, provide timesheets and work product samples and prepare a short experience paper. These requirements will be increased to 180 hours and the experience paper requirement will be expanded. Further, new course requirements will be added including the completion of a knowledge and skill portfolio that includes objectives and reflection on accomplishment of objectives, an exit exam and an external evaluation of paralegal proficiency. This course number more accurately reflects course sequencing and is consistent with course numbering in ABA-approved programs.

4.   Revise course prerequisites/corequisites/special requirements:
   4.1   Current prerequisites: PLS 195C, PLS 293C and PLS 298C
   4.2   Proposed prerequisites/co-requisites: Prerequisites are PLS 250, PLS 393, and PLS 450; however, PLS 450 may be a co-requisite instead
   4.3   Rationale for revision of course prerequisites/co-requisites/special requirements: The prerequisites must be revised to reflect new PLS course numbering, and an optional co-requisite was added.
   4.4   Effect on completion of major/minor sequence: No effect is intended or anticipated.

5.   Revise course catalog listing:

5.1   Current course catalog listing: Completion of all other PLS courses is suggested. Program advisor approval and advanced registration is required. One hundred fifty hours of practical experience in a legal setting under an attorney's supervision. Meetings emphasize professional legal ethics. Develops job placement and evaluation skills.

5.2   Proposed course catalog listing: Program advisor approval and advanced registration is required. Students must document a minimum number of hours of practical experience in an external legal setting under an attorney's supervision.

5.3   Rationale for revision of course catalog listing: The proposed catalog listing more accurately reflects course content and objectives.

6.   Revise course credit hours:
6.1   Current course credit hours: 3
6.2   Proposed course credit hours: N/A
6.3   Rationale for revision of course credit hours: N/A

7.   Revise grade type:
7.1   Current grade type: Pass/fail
7.2   Proposed grade type: N/A
7.3   Rationale for revision of grade type: N/A

8.   Proposed term for implementation: Fall 2014

9.   Dates of prior committee approvals:

Department of Professional Studies	5/8/13
University College Curriculum Committee	11/11/13
Undergraduate Curriculum Committee	11/19/13
University Senate	

University College
Interdisciplinary Studies
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Sara McCaslin, sara.mccaslin@wku.edu, 270-745-6103

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number: UC/UCC 175
   1.2   Course title: University Experience

2. **Revise course title:**
   2.1   Current course title:
   2.2   Proposed course title:
   2.3   Proposed abbreviated title:
   2.4   Rationale for revision of course title:

3. **Revise course number:**
   3.1   Current course number:
   3.2   Proposed course number:
   3.3   Rationale for revision of course number:

4. **Revise course prerequisites/corequisites/special requirements:**
   4.1   Special requirements: For first year students or transfer students with fewer than 23 semester hours of credit.
   4.2   Special requirements: For students with fewer than 36 semester hours or permission of instructor.
   4.3   Rationale for revision of special requirements: UC/UCC 175 serves exploratory students and a diverse student population. An increase within the special requirements from 23 to 36 semester hours of credit will allow second year students to enroll in UC/UCC 175 if they are academically in need of the content.
   4.4   Effect on completion of major/minor sequence: N/A

5. **Revise course catalog listing:**
   5.1   Current course catalog listing:
          UC 175/UCC 175. University Experience. (2-3)   Special Requirements: For first year students or transfer students with fewer than 23 semester hours of credit. Introduction to university life. Topics include: Study skills, critical, reading and thinking skills, library education, exploration of majors and careers, of campus resources and personal development. Individual departments may offer sections for their majors addressing additional topics relevant to their field of study (e.g. PSY 175, BIOL 175). Some department specific sections are offered for three credit hours.

   5.2   Proposed course catalog listing:

UC 175/UCC 175. University Experience. (3) Special Requirements: For students with fewer than 36 semester hours or permission of instructor. Topics include: Critical thinking, information and technology literacy, exploration of majors and careers, study skills, personal development and campus resources information.

5.3　　Rationale for revision of course catalog listing:

Although no substantial changes to course content, objectives, or student expectations exist, a more cohesive and detailed course catalog description for the University Experience course is needed. In addition, upon approval of the included changes on this form, the course credit hours will increase from 2 to 3 and the Special Requirements will be revised as well.

6.　　Revise course credit hours:
　　6.1　　Current course credit hours: 2
　　6.2　　Proposed course credit hours: 3
　　6.3　　Rationale for revision of course credit hours:

The University Experience course prepares students for the challenges of university academic and social life, increases likelihood of retention and ultimate success as has been demonstrated by extensive data. We are proposing to increase the course from two to three credit hours though this change is not reflective of revised course content, learning outcomes, or student expectations. It will provide 15 additional class meetings (15 x 50 minutes = 750 minutes as per policy 1.4032) for faculty to explore existing curriculum more deeply. Course content areas that will benefit from this amplification include:

- Critical Thinking and Quality Enhancement Plan (QEP) (3-4 class meetings)
- Information and Technology Literacy (2-3 class meetings)
- Retention and Student Success at WKU (2-3 class meetings)
- Major and career planning (2-3 class meetings)
- Advising and course schedules (1-2 class meetings)

Other reasons behind the proposed credit hour increase are the mitigation of current time constraints and current practices of our benchmark institutions.

Critical Thinking and Quality Enhancement Plan (QEP)
Students in the University Experience course are challenged to develop their critical thinking and reading skills throughout the entire semester and instructors are specially trained to teach WKU's adopted Critical Thinking Model established by The Center for Critical Thinking (www.criticalthinking.org). As one of the major Learning Outcomes, critical thinking and reading skills are at the forefront of every UE class. Employers are searching for individuals who can think, communicate, and solve problems. These skills are introduced and developed in the UC 175 course.

WKU will soon present a new Quality Enhancement Plan to the university community. The Provost and the QEP Concept Committee have agreed that the plan will center on the concepts of 'evidence' and 'argument.'

The new QEP Student Learning Outcomes have been articulated as follows:

1. Demonstrate the ability to gather sound and relevant evidence to address an issue

2. Demonstrate the ability to analyze and synthesize the assembled evidence
3. Demonstrate the ability to articulate a logical and supported argument based on this analysis.

UC 175 is one of only three 100-level courses identified to introduce the foundational concepts, activities and assessments related to the new QEP:

	Evidence-Gathering	Sense-Making	Argumentation
UC 175	Introduced	Introduced	Introduced
ENG 100	Introduced	Introduced	Introduced
COMM 145/HC Course	Introduced	Introduced	Introduced
ENG 300/WID Course	Developed	Developed	Developed
In-Major Course(s)	Developed	Developed	Developed
Connections Courses	Mastered	Mastered	Mastered

Given the magnitude and importance of successfully implementing and assessing the QEP more class time will be required. Foundational QEP concepts will be integrated into the course through teaching and applying the Critical Thinking model.

Information and Technology Literacy
An essential component of the UC 175 course is Information Literacy and Library Instruction. Current time constraints only allow for one class period to introduce University Libraries and the college-level research process. Increasing the credit hours from two to three will have a direct impact on the incorporation and application of these vital skills.

In 2010, a detailed University Libraries report, "Preparing Information Literate Students at WKU" (http://digitalcommons.wku.edu/ulstats/9/) made the following recommendations, "WKU Libraries recommends that University Experience be expanded to three credit hours. Some students are hurt by the lack of a 3-credit class, and instructors are not given enough time to meet the learning outcomes of the course." and "WKU Libraries recommends that each University Experience course include three class periods of information literacy instruction." (Executive Summary, 2011)

In addition to Information Literacy, University Experience connects students with the necessary technology skills to be successful at WKU. The course introduces students to Blackboard, iCAP, SEAT, TopNet and other software that all students must understand and use in order to be successful.

Retention and Student Success
The University Experience course is an excellent retention tool for the university. This course targets first-time, full-time students and plays a major role in acclimating them to the university environment. Data show that students who succeed well in UC 175 are retained at a higher rate after their first semester than those who choose not to take the course. WKU recently made a significant investment in the Map-Works software that relies on student data input to aid in retention. The proposed credit hour increase would allow UE instructors the class time needed to effectively introduce Map-Works

functionality, explain its purpose, and encourage students to complete the surveys. Instructors also would have the time to explore their students' survey responses and provide an extra level of support for those in jeopardy of leaving the University. Specifically, UE students will complete a Map-Works Reflection Exercise that is essential to retention efforts at WKU.

UE instructors stress the importance of Academic Advising and course scheduling throughout the semester. During registration times, for example, class sessions are dedicated to introducing students to iCAP, General Education requirements and effective course scheduling strategies. These are valuable retention efforts in that they help students take charge of their academic programs. UE instructors frequently express concern that class time for these topics need to be increased and the requested additional credit-hour will accommodate that.

Major and Career Planning
University Experience serves many students who are not yet committed to a college or major at WKU. These students are exploring their options and rely on their UE instructor and their Academic Advisor to aid in their search. Statistics from the Academic Advising and Retention Center show that 14,445 students completed a 'Change of Major/Minor/Concentration/Advisor Form' in one year, from July 1, 2012 to June 30, 2013. The course dedicates significant class time to help students 'explore potential career options and develop an effective academic plan.' Students also learn how to 'apply strategies for their academic and personal success that will culminate in graduation.' These are two of the principal learning outcomes of the course.

Additional class periods would allow instructors to better connect with their students and help them apply the necessary self-examination activities currently offered within the course. For example, students would have more time to explore learning styles, engage in personality indicators, and connect with the services offered through the Center for Career and Professional Development. They would benefit from more in-depth discussions about programs of study within the University and have time to explore and evaluate their options. Students who see a prosperous future beyond college will actively pursue that future and become WKU graduates.

Advising and Course Schedules
A three-hour credit course will be more attractive to students who are thinking of adding UE to their first semester course schedule. The current two credit hour course makes for a less than desirable credit hour total (typically 14) for first semester students (four 3-hour courses plus 2 hours of UE). Students are advised to begin with fifteen credit hours, and told that eight semesters of 15 hours each is the pathway to graduation. The proposed credit hour increase will help advance the university's 'Commitment to Commencement' concept which has been presented to all incoming freshmen since 2011.

Time Constraints
The breadth and quantity of UE course material often leaves little time for students to adequately explore or apply the new information. In addition, more class meetings would provide students opportunities to connect with important campus resources such as the Academic Advising and Retention Center, the ALIVE Center, Well-U, Study Abroad and others. Instructors receive numerous requests for in-class presentations and must turn down many more of these than they can honor.

Benchmark Institutions
Six of the WKU Benchmark Institutions offer a three credit hour, first-year course similar to University Experience. These institutions are:

UNC – Greensboro
UNC – Charlotte
Towson University
Middle Tennessee State University
Appalachian State University
Ohio University

7. **Revise grade type:**
   7.1   Current grade type:
   7.2   Proposed grade type:
   7.3   Rationale for revision of grade type:

8. **Proposed term for implementation: Fall 2014**

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

Department/ Unit Interdisciplinary Studies   **Oct. 21, 2013**

University College Curriculum Committee   November 11, 2013

Undergraduate Curriculum Committee   November 19, 2013

University Senate

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

Contact Person: Robert Dietle (robert.dietle@wku.edu), 745-5731

1. Identification of proposed course:
    1.1   Course prefix and number: HIST 379
    1.2   Course title: Gandhi: The Creation of a Global Legacy
    1.3   Abbreviated course title: Gandhi: Global Legacy
                (maximum of 30 characters or spaces)
    1.4   Credit hours: 3 Variable credit (no)
    1.5   Grade type: Letter grade
    1.6   Prerequisites: No specific prerequisites.
    1.7   Course description: An exploration of the full range of Gandhi's political, spiritual, and moral concerns, beginning with his early years in South Africa and tracing Gandhi's transformation from a local activist to a leader with global influence.

2. Rationale:
    2.1   Reason for developing the proposed course: The course has been developed to expand the History Department's non-western history offerings. Versions of this course have been offered as an Honors Colloquium and as topics courses at the undergraduate and graduate levels. Based upon those courses, the department deemed there was enough student interest to justify creating a permanent course as part of our regular rotation. If approved, this course will also be proposed as a Connections course in the Colonnade Program.

    2.2   Projected enrollment in the proposed course: When a previous version of this course was offered as an Honors colloquium it enrolled 12 students. If approved as a Connections course for the Colonnade Program, predicted enrollment is 20 students. This estimate is based upon average enrollments in upper-level General Education courses offered by the History Department.

    2.3   Relationship of the proposed course to courses now offered by the department: This course will complement the History Department's commitment to expanding our offerings in World History. The department currently offers only one upper-level course that deals with the history of South Asia (HIST 370).

    2.4   Relationship of the proposed course to courses offered in other departments: This course will touch upon a number of issues that are shared by other disciplines. Questions of inequality and problems associated with economic development are dealt with in SOCL 350: Social Inequality and GEOG 465: Geography of Asia. Questions of social justice are also raised in RELS 202: Racial Justice and RELS 323:

Social Ethics. While sharing some of the same themes, none of these courses use Gandhi's career as a window into the issues.

2.5   Relationship of the proposed course to courses offered in other institutions: Similar courses are offered at Oswego – State University of New York (HIST 482: Gandhi and Non-violent Strategies for Change); Illinois State University (HIST 268: Gandhi and Gandhism); Carelton University (RELI 4852GB: Mahatma Gandhi in India and the World); University of North Carolina (SPCL 091: Gandhi); Cambridge University (Seminar on Gandhi's Political Realism).

3.   Discussion of proposed course:
3.1   Schedule type: L
3.2   Learning Outcomes:
        Students who complete this course will be able to:
        a. Explain the local and global interrelationships of the following issues:
            •the creation of a global color line and the challenge to that line
            •the rise of anti-colonial activism
            •the search for economic security in an increasingly global economy
            •the challenge of local activism to the modernist state
        b. Evaluate the consequences of decision-making on local and global scales on the following topics:
            •the impact of colonial settlers on the labor and racial policies of the British Empire.
            •the interaction of local and global concerns that led to the partition of India.
            •the challenges of nonviolent resistance movements
3.3   Content outline: Topics covered include:

        Gandhi and the "Other West"
        South Africa and the Color Line
        British Empire and the promise of rights
        Hind Swaraj – Gandhi's rejection of modern civilization
        Swaraj – the different layers of self rule
        The search for harmony: *dharma, artha, kama, moksha*
        Gandhi's ashrams as training grounds
        Non-violence (*ahimsa*) and truth-force (*satyagraha*)
        Gandhian Economics
        Partition of India
        Gandhi's shifting legacy

3.4   Student expectations and requirements: Students will be evaluated on class participation and their written work. Over the semester, students will complete a variety of writing assignments that require them to evaluate evidence and construct clear, coherent arguments based upon that evidence. They will also be evaluated on their ability to develop a clear research topic and find the appropriate sources to address that topic in a comprehensive way.

3.5   Tentative texts and course materials:

Central text for the course will be *The Collected Works of Mahatma Gandhi* 2nd Edition. Available online: http://www.gandhiserve.org/cwmg/cwmg.html

Other possible readings include:

Ackerman, Peter and Jack Duvall. *A Force More Powerful: A Century of Nonviolent Conflict*. New York: Palgrave, 2000.

Brown, Judith and Anthony Parel, eds. *The Cambridge Companion to Gandhi*. Cambridge: Cambridge University Press, 2011.

Gandhi, Leela. *Affective Communities: Anticolonial Thought, Fin-de-Siècle Radicalism, and the Politics of Friendship*. Durham and London: Duke University Press, 2006.

Guha, Ramachandra. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Berkeley and Los Angeles: University of California Press, 2000.

Hardiman, David. *Gandhi in His Time and Ours: The Global Legacy of His Ideas*. New York: Columbia University Press, 2003.

Lake, Marilyn and Henry Reynolds. *Drawing the Global Colour Line: White Men's Countries and the International Challenge of Race Equality*. Cambridge: Cambridge University Press, 2008.

Lelyveld, Joseph. *Great Soul: Mahatma Gandhi and His Struggle with India*. New York: Alfred A. Knopf, 2011.

Parel, Anthony J., ed., *Gandhi: Hind Swaraj and Other Writings* Centenary Edition (Cambridge: Cambridge University Press, 2009)

Parel, Anthony J. *Gandhi's Philosophy and the Quest for Harmony*. Cambridge: Cambridge University Press, 2006.

Rudloph, Lloyd and Susanne Rudolph. *Postmodern Gandhi and Other Essays: Gandhi in the World and at Home*. New Delhi: Oxford University Press, 2006.

Scalmer, Sean. *Gandhi in the West: The Mahatma and the Rise of Radical Protest*. Cambridge: Cambridge University Press, 2011.

Scott, James C. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Have: Yale University Press, 1998.

Weber, Thomas. *Gandhi as Disciple and Mentor*. Cambridge: Cambridge University Press, 2004.

4.   Resources:
    4.1   Library resources: Resources adequate.
    4.2   Computer resources**:** Not applicable.

5.   Budget implications:
    5.1   Proposed method of staffing: Course will be taught by current faculty. Versions of this course have been offered as Honors Colloquium and Topics courses.

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

6.   Proposed term for implementation:
    Fall 2014

7.   Dates of prior committee approvals:

History Department	September 30, 2013
Potter College Curriculum Committee	October 10, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

Attachment: Bibliography, Library Resources Form, Course Inventory Form

SAMPLE SYLLABUS

HIST 379: Gandhi: Creation of a Global Legacy

Instructor: Robert Dietle, Associate Professor of History
      Phone: 270-745-5731   **FAX:** 270-745-2950
      E-mail: robert.dietle@wku.edu   **Office:** Cherry Hall 240

Address: History Department, Western Kentucky University,
      1906 College Heights Blvd #21086, Bowling Green, KY 42101-1086

Required Course Books:
      Judith M. Brown and Anthony Parel (eds.), *The Cambridge Companion to Gandhi* (Cambridge: Cambridge University Press, 2011) ISBN: 978-0-521-13345-6

      Anthony J. Parel (ed.), *Gandhi: Hind Swaraj and Other Writings* Centenary Edition (Cambridge: Cambridge University Press, 2009) ISBN: 978-0-521-14602-9

      Lloyd I. Rudolph and Susanne Hoeber Rudolph, *Postmodern Gandhi and Other Essays: Gandhi in the World and at Home* (Oxford and New York: Oxford University Press) ISBN: 978-0198064114

Recommended Course Books:
      Anthony J. Parel, *Gandhi's Philosophy and the Quest for Harmony* (Cambridge: Cambridge University Press, 2006) ISBN: 0521-05015-4

      Sean Scalmer, *Gandhi in the West: The Mahatma and the Rise of Radical Protest* (Cambridge: Cambridge University Press, 2011) ISBN: 978-0-521-13958-8

      Thomas Weber, *Gandhi as Disciple and Mentor* (Cambridge: Cambridge University Press, 2004) ISBN: 978-0-521-17448-0

An online version of the *The Collected Works of Mahatama Gandhi* (2nd edition) may be found at: http://www.gandhiserve.org/cwmg/cwmg.html

NOTE: Additional readings will be made available on Course Documents on Blackboard.

Course Description: In this seminar we will explore the full range of Gandhi's political, spiritual, and moral concerns. We will see how Gandhi's experiences in the British Empire led him to develop his central concepts of non-violence (*ahimsa*) and truth-force (*satyagraha*). Another major theme will be Gandhi's concept of self-rule (*swaraj*) and what he believed it required.

Goals and Objectives: Examining Gandhi's life and times provides a way to identify and think about problems that are still with us. This course, however, will not be an exercise in "What

would Gandhi do?" Gandhi rejected the very idea of "Gandhism" and insisted that his entire life was a series of experiments. Our main concern will be with placing Gandhi's career in its historical context.

Upon completion of this course you will be able to:
- a. Explain the local and global interrelationships of the following issues:
  - •the creation of a global color line and the challenge to that line
  - •the rise of anti-colonial activism
  - •the search for economic security in an increasingly global economy
  - •the challenge of local activism to the modernist state
- b. Evaluate the consequences of decision-making on local and global scales on the following topics:
  - •the impact of colonial settlers on the labor and racial policies of the   British Empire.
  - •the interaction of local and global concerns that led to the partition of   India.
  - •the challenges of nonviolent resistance movements

Responsibilities: The success of this seminar depends upon you engaging in lively online class discussions and writing thoughtful essays. Therefore it is essential that you keep up with each week's reading assignments.

University's ADA Policy: "Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services for this course must contact the Office for Student Disability Services, Garrett 101. The OFDS telephone number is (270)745-5004 V/TDD. Per university policy, please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office of Student Disability Services."

3.1   Students will be evaluated on class participation and their written work. Over the semester, students will complete a variety of writing assignments that require them to evaluate evidence and construct clear, coherent arguments based upon that evidence. They will also be evaluated on their ability to develop a clear research topic and find the appropriate sources to address that topic in a comprehensive way.

Weekly Reaction Papers and Research Paper: Each week you will also complete and submit an analytical essay (minimum of three pages) based on that week's readings. You will also select a research topic that allows you to explore Gandhi's influence on a major political, social, and/or economic movement.

NOTE: To pass this course, all assignments must be completed.

Plagiarism Policy: As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the University Statement on Student Rights and Responsibilities, in all coursework. Violations of this code of conduct include but are not limited to cheating (by giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and/or lying) and plagiarism. Plagiarism consists of turning in work that is not your own–including quoting material in a paper and not

crediting the original author through a citation, copying from a book, pasting the text from web pages, or using an Internet source to obtain a full paper or part of a paper. The History Department utilizes Turnitin.com to detect plagiarism; acts of plagiarism will result in a failing grade for the course.

Created by Robert L. Dietle   Last modified 10:45 a.m. on 9/30/2013

Topic I: The British Empire and Gandhi's Education

Primary Sources:
*Gandhi, *Autobiography*, Parts I-II. Online *Collected Works*, Volume 44: 88-228.

Secondary Works:
Judith M. Brown, "Introduction," in Brown and Parel (eds.), *The Cambridge Companion to Gandhi* (Cambridge: Cambridge University Press, 2011), 1-8.

*Stephen Hay, "The Making of a Late-Victorian Hindu: M.K. Gandhi in London, 1888-1891," *Victorian Studies*, Vol. 33, No. 1 (Autumn, 1989), 74-98.

Yasmin Khan, "Gandhi's world," in Brown and Parel (eds.), *The Cambridge Companion to Gandhi* (Cambridge: Cambridge University Press, 2011), 11-29.

*Susanne Hoeber Rudolph and Lloyd I. Rudolph, "The Fear of Cowardice," L. Rudolph and S. Rudolph, *Postmodern Gandhi and Other Essays* (New Delhi: Oxford University Press, 2006), 177-198.

*Ronald J. Terchek, "Introduction," in Terchek, *Gandhi: Struggling for Autonomy* (New Delhi: Vistaar Publications, 1998), 1-19.

Topic II: Gandhi in South Africa
Primary Sources:
*Gandhi, *Autobiography*, Parts III and IV. Online *Collected Works of Mahatma Gandhi*, Volume 44: 228-367.

Secondary Works:
*James D. Hunt, "Gandhi Among the South African Indians," *Gandhi Marg* VIII: 7 (October, 1986), 423-433.

*James D. Hunt, "Gandhi and the Black People of South Africa," *Gandhi Marg* XI: 1 (April-June, 1989), 7-24.

Jonathan Hyslop, "Gandhi 1869-1915: The transnational emergence of a public figure," in Brown and Parel (eds.), *The Cambridge Companion to Gandhi* (Cambridge: Cambridge University Press, 2011), 30-50.

*Ronald J. Terchek, "Gandhian Autonomy," in Terchek, *Gandhi: Struggling for Autonomy* (New Delhi: Vistaar Publications, 1998), 21-51.

Topic III: Gandhi and Modern Civilization

Primary Sources:
Gandhi, *Hind Swaraj and Other Writings. Centenary Edition*. Edited by Anthony J. Parel (Cambridge: Cambridge University Press, 2009).

Secondary Works:
*Lloyd I. Rudolph and Susanne Hoeber Rudolph, "Postmodern Gandhi," in *Postmodern Gandhi and Other Essays* (New Delhi: Oxford University Press, 2006), 3-59.

Tridip Suhrud, "Gandhi's key writings: In search of unity," in Brown and Parel (eds.), *The Cambridge Companion to Gandhi* (Cambridge: Cambridge University Press, 2011), 71-92.

*Ronald J. Terchek, "Gandhi's Critique of Modernity," in Terchek, *Gandhi: Struggling for Autonomy* (New Delhi: Vistaar Publications, 1998), 77-105.

Topic IV: Gandhi's Politics
Primary Sources:
*Gandhi, *Autobiography*, Part V. Online *Collected Works*, Volume 44: 367-468.

*Gandhi, *Constructive Programme: Its Meaning and Place*

Secondary Works:
Judith M. Brown, "Gandhi as nationalist leader, 1915-1948," in Brown and Parel (eds.), *The Cambridge Companion to Gandhi* (Cambridge: Cambridge University Press, 2011), 51-68.

*Susanne Hoeber Rudolph and Lloyd I Rudolph, "Gandhi and the New Courage," *Postmodern Gandhi and Other Essays* (New Delhi: Oxford University Press, 2006), 199-206.

*Susanne Hoeber Rudolph and Lloyd I Rudolph, "Self-Control and Political Potency," *Postmodern Gandhi and Other Essays* (New Delhi: Oxford University Press, 2006), 207-29.

*Ronald J. Terchek, "Gandhi's Politics," in Terchek, *Gandhi: Struggling for Autonomy* (New Delhi: Vistaar Publications, 1998), 139-78.

Ronald J. Terchek, "Conflict and nonviolence," in Brown and Parel (eds.), *The Cambridge Companion to Gandhi* (Cambridge: Cambridge University Press, 2011), 117-34.

Topic V: "My life is my message." – A search for wholeness.
Primary Sources:
*Gandhi, *My Religion* (Ahmedabad: Navajivan Trust, 1955).

*Gandhi, *Ashram Observances in Action*

Secondary Works:
Akeel Bilgrami, "Gandhi's religion and its relation to his politics," in Brown and Parel (eds.), *The Cambridge Companion to Gandhi* (Cambridge: Cambridge University Press, 2011), 93-116.

*Ronald J. Terchek, "Defending Civil Society by Questioning Modernization," in Terchek, *Gandhi: Struggling for Autonomy* (New Delhi: Vistaar Publications, 1998), 107-37.

*Ronald J. Terchek, "Reclaiming a Tradition and Making it Your Own," in Terchek, *Gandhi: Struggling for Autonomy* (New Delhi: Vistaar Publications, 1998), 53-75.

Thomas Weber, "Gandhi's Moral Economics: The sins of wealth without work and commerce without morality," in Brown and Parel (eds.), *The Cambridge Companion to Gandhi* (Cambridge: Cambridge University Press, 2011), 135-153.

Topic VI: Satyagraha in Action – the Dandi Salt March
Primary Sources:
Documents concerning the Salt March. Online *Collected Works of Mahatma Gandhi*, Volume 48: 253-529 and Volume 49: 1-271.

NOTE: Do not panic at the large chunks of volumes 48 and 49 that I am asking you to read. You do not have to read every document these pages contain. You do, however, have to make the effort to determine which documents deserve your careful attention. You respond by asking "Why doesn't Professor Dietle simply identify the key documents?" There are two main reasons. First, this is a slight taste of what historians have to do with all sources – read through a great deal of material to find those few bits that are important and relevant. Secondly, reading through this material will give you a clearer view of how Gandhi's time was spent on a wide variety of issues and concerns. Taken together, these documents also show how carefully Gandhi prepared for the salt *satyagraha* and how he used the event to delegitimize British rule over India.

Secondary Works:
*Dennis Dalton, "The Salt Satyagraha," in Dalton, *Mahatma Gandhi: Nonviolent Power in Action* (New York: Columbia University Press, 1993), 91-138.

Week VII: "What should I do?" – Independence, Partition, and Death

Primary Sources:
*Nirmal Kumar Bose, *My Days With Gandhi* (New Delhi: Orient Longman, 1974)

*Manubehn Gandhi, *Bapu – My Mother* (Ahmedabad: Navajivan Publishing House, 1949).

Secondary Works:

*Ashis Nandy, "Final Encounter: The Politics of the Assassination of Gandhi" in Nandy, *At the Edge of Psychology: Essays in Politics and Culture* (Delhi: Oxford University Press, 1980), 70-98.

*Lloyd Rudolph, "The Road Not Taken: The Modernist Roots of Partition," in L. Rudolph and S.H. Rudolph, *Postmodern Gandhi and Other Essays* (New Delhi: Oxford University Press, 2006), 60-91.

*Stanley Wolpert, A New History of India. Seventh Edition (Oxford: Oxford University Press, 2006), 330-359.

Week VIII: Gandhi and the World
Secondary Works:
David Hardiman, "Gandhi's Global Legacy," in Brown and Parel (eds.), *The Cambridge Companion to Gandhi* (Cambridge: Cambridge University Press, 2011), 239-57.

Anthony Parel, "Gandhi in Independent India," in Brown and Parel (eds.), *The Cambridge Companion to Gandhi* (Cambridge: Cambridge University Press, 2011), 219-238.

*Lloyd Rudolph, "Gandhi in the Mind of America," in L. Rudolph and S.H. Rudolph, *Postmodern Gandhi and Other Essays* (New Delhi: Oxford University Press, 2006), 92-139.

*Ronald J. Terchek, "Gandhi in the Twenty-First Century," in Terchek, *Gandhi: Struggling for Autonomy* (New Delhi: Vistaar Publications, 1998), 229-38.

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

Contact Persons:

Dr. Patricia H. Minter   Dr. Marko Dumančić
patricia.minter@wku.edu   marko.dumancic@wku.edu
(270) 745-5098   (270) 745-3841

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: HIST 380
   1.2   Course title: Human Rights in History
   1.3   Abbreviated course title: Human Rights in History
           (maximum of 30 characters or spaces)
   1.4   Credit hours: 3.00   Variable credit (yes or no) No
   1.5   Grade type: Standard Letter Grade
   1.6   Prerequisites/corequisites: HIST 101 or HIST 102
   1.7   Course description:
           This course examines: the historical origins of human rights, key disputes
           surrounding the content and legitimacy of human rights, and the enforcement of
           international humanitarian law in theory and practice.

2. **Rationale:**
   2.1   Reason for developing the proposed course:

           The reasons for offering this course are threefold. First, since WKU encourages
           students of all backgrounds to be socially responsible citizen-leaders, it is
           necessary that WKU offer coursework that aims to empower students to both
           understand and defend their own rights and those of others. The intellectual
           7empowerment HIST 380 offers thus constitutes an important element of
           preparing students to envision and work towards realizing sociopolitical
           frameworks in which human rights of all persons are valued and respected.
           Second, since human rights are now a matter of global concern, the course seeks
           to enhance students' understanding of international issues. For instance, students
           will critically examine whether the sovereignty of nations takes priority over the
           implementation of international human rights standards. Third, this course
           prepares students in multiple areas of interest—history, international relations,
           social policy, political advocacy, or legal studies—to augment their professional
           skills and proficiencies. Since human rights work has rapidly professionalized in
           the past ten years, a range of career options is now distinctly broad, including
           smaller NGOs, notable national bodies (such as Amnesty International, Minority
           Rights Group, Anti-Slavery International and Article 19), and international
           organizations, such as the UN.

2.2   Projected enrollment in the proposed course:
        The projected enrollment for the proposed course is between 30 and 35 students
        during semesters that the course is offered. Because the course is specifically
        designed to appeal to students from different departments, centers, and fields, we
        expect a robust turnout. We trust HIST 380 will garner a sizeable audience
        because it addresses a whole spectrum of concerns: historical as well as
        contemporary, legal as well as moral, domestic as well international, theoretical as
        well as applied.

2.3   Relationship of the proposed course to courses now offered by the department:
        While this is a new course, it will complement existing offerings such as HIST
        322: The Age of Enlightenment, HIST 335: Twentieth-Century Europe, HIST
        358: Blacks in American History to 1877 and HIST 359: Blacks in American
        History Since 1877, HIST 430: The Civil Rights Movement in America, HIST
        422: French Revolution and Napoleon, and HIST 426: Hitler and Nazi Germany.

2.4   Relationship of the proposed course to courses offered in other departments:
        We envision this course as achieving two objectives.
        First, we hope that upon completing this course history majors will be encouraged
        to choose courses in departments that address more strictly political, sociological,
        and/or philosophical dimensions of the human rights field of study. Such courses
        include PS 250: International Politics, PS 260: Comparative Politics, PS 355:
        International Organization and Law, RELS 202: Racial Justice, PHIL 320: Ethics,
        PHIL 323: Social Ethics, PHIL 350: Ethical Theory, PHIL 427: Philosophy and
        Law, and SOCL 376: International Sociology.
        Second, we trust that the course will serve as a productive complement for
        students majoring in political science, religious studies, philosophy, sociology,
        social work, and legal studies.

2. 5   Relationship of the proposed course to courses offered in other institutions:
        Nationally, colleges and universities offer not only courses on this topic but also
        have built centers and institutes dedicated specifically to the study of human
        rights. In addition to many private institutions such as NYU, Duke, and Stanford,
        public universities have also led the charge. Among them are: the University of
        Connecticut, University of Washington, University of Iowa, the State University
        of New York, University of Utah and many others. Although no college or
        university in the Commonwealth has a center dedicated to the study of human
        rights, Murray State University offers a London and Paris study abroad program
        dedicated to the study of human rights. Moreover, Peace Studies programs are
        offered at Berea College, Bellarmine University, the University of Louisville, and
        Bluegrass Community and Technical College. Despite the national trend in higher
        education that confirms the increasing significance and visibility of human rights

curricula, few departments offer human rights courses in the Commonwealth. One of the few that deals specifically with this issue is Eastern Kentucky University's politics department, which offers POL 451 (also cross listed as GWS 451): Principles and Politics of Human Rights. Offering HIST 380 at WKU will thus introduce students to a subfield that is already in great demand nationally in both institutions of higher learning and in the job market. In addition to keeping pace with a marked national trend, WKU can affirm its position as the Commonwealth's intellectual trendsetter by dedicating more academic resources to this global issue.

3. Discussion of proposed course:

    3.1   Schedule type:

    The course would take the form of a seminar that would meet twice a week.

    3.2   Learning Outcomes:

    I.   Content

    By the end of the semester students should be familiar with:

    a. the historical origins and evolution of the concept of human rights.
    b. principal debates regarding the evolution of human rights.
    c. key challenges to the enforcement of human rights.
    d. case studies examining the efficacy of enforcing human rights.

    II.   Cognitive Skills

    By the end of the semester students should be able to:

    a. identify and relay an argument of specific readings concisely and precisely.
    b. think critically about an author's approach to a historical problem.
    c. consider events, processes, and individuals from a historical perspective.

    III.   Communication Skills

    By the end of the semester students should be able to:

    a. present their point of view concisely and persuasively while staying on topic.
    b. Participate in group discussions in a productive and collaborative manner.

    3.3   Content outline:

    I.   The Origins of Human Rights from Antiquity to the Early Modern Era

    a. The Concept of Natural Law and Natural Rights
    b. Natural Rights in Practice in Europe and Latin American colonies

    II.   The Evolution of Human Rights in the 18th and 19th centuries

    a. The Turning Point?: The Anglo-American Revolutions
    b. Early Modern Crucible?: The French Revolution
    c. From Political to Social Rights: Socialism and Abolitionism

III.   The Ascendancy of Human Rights in International Politics
  a. Twentieth-Century Crucibles: WWI, WWII, and the Holocaust
  b. "Crimes Against Humanity" and the Problem of Enforcement
  c. The Cold War and the Civil Rights Movement
  d. Globalization and Human Rights

3.4   Student expectations and requirements:

This course will feature three separate writing assignments requiring a minimum total of 15 pages. Each of these assignments will emphasize different types of writing.

These three assignments will include:
  - an essay requiring students to synthesize ideas
  - an essay requiring students to provide a critical analysis of an article or monograph
  - a research paper based upon primary sources.

3.5   Tentative texts and course materials:

  - Micheline Ishay, *The Human Rights Reader: Major Political Essays, Speeches and Documents From Ancient Times to the Present* (Routledge, 2007).

  - Jack Donnelly, *Universal Human Rights in Theory and Practice* (Cornell UP, 2013).

  - Samuel Moyn, *The Last Utopia: Human Rights in History* (Belknap Press, 2012).

  - Roland Burke, *Decolonization and the Evolution of International Human Rights* (University of Pennsylvania, 2013).

  - Mary Ann Glendon, *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights* (Random House, 2002).

  - Lynn Hunt, *Inventing Human Rights* (W. W. Norton, 2008).

  - Adam Hochschild, *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves* (Macmillan, 2005).

  - Adam Fairclough, *Better Day Coming: Blacks and Equality, 1890-2000* (Penguin, 2002).

  - Zygmunt Bauman, *Modernity and the Holocaust* (Cornell UP, 2001).

- R. M. Douglas, *Orderly and Humane: The Expulsion of the Germans after the Second World War,* (Yale UP, 2012).

- Joanne R. Bauer and Daniel A. Bell, eds., *The East Asian Challenge for Human Rights* (Cambridge: Cambridge University Press, 1999), Chs. 1-3, 5-9.

- Michael Ignatieff, ed., *American Exceptionalism and Human Rights* (Princeton UP, 2005).

4. Resources:
 4.1 Library resources: Existing resources are adequate
 4.2 Computer resources: Existing resources are adequate

5. Budget implications:
 5.1 Proposed method of staffing: Existing 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 2014

7. Dates of prior committee approvals:

History Department	October 18, 2013
Potter College Curriculum Committee	November 7, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

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

1. **Identification of proposed course:**
   1.3 **Course prefix (subject area) and number:** DANC 445
   1.4 **Course title:** Dance Anatomy and Kinesiology
   1.5 **Abbreviated course title:** Dance Anatomy and Kinesiology
   1.6 **Credit hours and contact hours:** 3 credit hours
   1.7 **Type of course:** L/A
   1.8 **Prerequisites:** 300 level dance technique course or permission of the instructor
   1.9 **Course catalog listing:** An analysis of the principles of anatomy and kinesiology for dancers.

2. **Rationale:**
   2.1 **Reason for developing the proposed course:** For the past several years, the A.B. degree in Dance required that students take BIO 131 (Anatomy) as part of the major requirements. However, in Spring 2011 the Dance program at WKU underwent an external evaluation by our accrediting body, the National Association of Schools of Dance (NASD). In their review the NASD noted that national standards require Dance programs to offer in-house courses on the topic of anatomy and kinesiology as it specifically relates to the profession of dance. Among their recommendations was that the Department of Theatre and Dance develop and offer its own course on this subject. Our program's re-accreditation in Fall of 2011 included the understanding that we would address this within our A.B. in Dance degree in order to comply with national standards.

   The reason this topic is taught within departments of Dance is to utilize the expertise of dance faculty with lifelong experience in employing and communicating the physical concepts they will teach. In order to be successful in their craft, dance students must have an understanding of the human body and its mechanics to allow for maximum movement efficiency and development of physical strength and flexibility as they relate to dance. This course will fulfill that need.

   By way of example, the standard texts in this field were written by Karen Clippenger (California State University, Long Beach) and Sally Fitt (University of Utah), who are faculty within Dance departments. Their work provides a field-specific specialization related to dance technique. Their books, *Dance Anatomy and Kinesiology,* as well as in the supplemental reading *Dance Kinesiology* provide students with illustrations and photographs of dancers and their

specialized musculature developed through utilizing distinct concepts and exercises designed for dance technique.

This class is necessary to enable our students to better understand how anatomy and kinesiology directly create the dance vocabulary they are learning in other courses that focus on dance technique. Applying this knowledge will help students maintain the health of their bodies. Should an injury or other physical imbalance occur, this class will further provide students with the terminology to clearly articulate their musculature and functional issues. Finally, it will provide for students an increased physical understanding of their bodies necessary to make future technical gains.

2.2 **Projected enrollment in the proposed course:** 15-20 students per year, based on projections extrapolated from the number of students enrolled in our Dance programs for whom this will be a required course.

2.3 **Relationship of the proposed course to courses now offered by the department**. This course will be a natural and welcome complement to our existing curriculum and is necessary for us to add to comply with NASD standards. Further, it will be required for all A.B. Dance majors. The information gained in this course will enhance the student's physical understanding and implementation of specific exercises as they progress through increasing levels of ballet technique (in DANC 311, 318, and 411), Jazz technique (in DANC 313, 319, and 413), and modern technique (in DANC 317 and 417). In addition, it will aid in their understanding and articulation in Dance Pedagogy (DANC 200), Choreography (DANC310 and 420), and in their rehearsal process and performances for Dance Company (DANC 300).

2.4 **Relationship of the proposed course to courses offered in other departments:** This course as proposed will likely share some, very fundamental anatomical/kinesthetic terms and concepts with PE 112 (Foundations of Kinesiology) and BIO 131 (Human Anatomy and Physiology). However neither of those courses provide the focused approach to dance-specific anatomy and kinesiology that students in the Dance Major need for their own health and safety. These courses also do not focus on the dance-specific topics required of our dance curriculum by the NASD. This proposed course also differs from the PE and BIO courses in that it features the direct application of anatomical/kinesthetic knowledge and skills to the unique physical characteristics of each individual student's body as it applies to dance, and which needed to enhance his or her injury-free progress through our rigorous dance curriculum and into their post-graduate professional lives.

2.5 **Relationship of the proposed course to courses offered in other institutions:** Dance Anatomy and Kinesiology is a standard required course in virtually all University baccalaureate dance programs. Examples of similar courses at benchmark schools and other dance programs across the nation include: THD 432 Applied Kinesiology and Anatomy for Dancers (Florida Atlantic University); DANC 3300 Dance Kinesiology (Ohio University) DANC 211, Anatomy for Dancers (University of North Carolina Charlotte), DSDAN 351-1 Anatomy/Kinesiology (Juilliard); DANC 455 Biomechanics for Dancers

(University of Arizona); DANC 260/261 Functional Anatomy for the Dancer (California State University Long Beach).

3.   Discussion of proposed course:

3.1   **Course objectives**: To reduce dance student's risk of injury and enhance their performance longevity through implementation of proper kinesthetic principles as they progress through increasing levels of technique and pedagogy, and to enhance their grasp of material learned in dance technique courses rehearsals and in performance. By the end of this class, students will be able to:

- Demonstrate both an intellectual and a "hands-on" physical understanding of the principles of anatomy and kinesiology as they pertain specifically to the vocabulary of dance technique.

- Physically locate and verbally describe relevant boney landmarks, muscles, and joints as they pertain specifically to the vocabulary of dance technique.

- Demonstrate the ability to safely enhance and adapt dance movement techniques based on their own personal strengths, weaknesses and anatomical differences.

3.2   **Content outline:** Content will be delivered through lectures, demonstrations, assigned reading/viewing, seminar style discussions and practical experiences in a variety of approaches related to dance anatomy/kinesiology. Topics will include, but are not limited to:

- Identification of the skeletal system and major muscles of the body and their actions, specifically as they are used in dance.

- Guided anatomical movement analysis of the whole body and its relationship to dance.

- Exploration of practical exercises that strengthen/stretch specific muscle groups and the resulting affect on dance technique and performance.

- Development of individual physical injury questions and methods for injury prevention.

3.3   **Student expectations and requirements:**
Students will be expected to engage thoroughly and in good faith with the course material, including all lectures, presentations and discussions. The quality of that engagement will be assessed using a variety of tools, including but not limited to traditional essays, exams, and oral presentations.

3.4   **Tentative texts and course materials:**

The tentative text for this course will be *Dance Anatomy and Kinesiology* (Clippinger); however readings may be selected from the other following books:

- Fitt, Sally Sevey. *Dance Kinesiology*, 2nd Ed. Schirmer/Thomson Learning; 1996.

- Haas, Jacqui. *Dance Anatomy.* Human Kinetics, 2010.

- Staugaard-Jones, Jo Ann. *The Anatomy of Exercise and Movement for the Study of Dance, Pilates, Sports, and Yoga.* Lotus Publishing, 2010.

- Pounds, David M. *Basic Clinical Massage Therapy: Integrating Anatomy with Treatment*

- Grieg, Valerie. *Inside Ballet Technique: SeparatingAnatomical Fact from Fiction in the Ballet Class.* New Jersey; Princeton Book Co, 1994.

- Watkins, Andrea and Priscilla M. Clarkson. *Dancing Longer Dancing Stronger: A Dancer's Guide to Improving Technique and Preventing Injury.* New Jersey, Princeton Book Co, 1990.

- Welsh, Tom. *Conditioning for Dancers.* Gainesville, Univ. Press of Florida, 2009.

4. **Resources:**
   4.1 **Library resources:** Existing resources are sufficient
   4.2 **Computer resources:** Existing resources are sufficient

5. **Budget implications:**
   5.1 **Proposed method of staffing:** Current Faculty. This course was considered and incorporated into the workload during a recent search for a tenure-track position in Dance.

   5.2 **Special equipment needed:** Existing departmental resources are sufficient.
   5.3 **Expendable materials needed:** None
   5.4 **Laboratory materials needed:** None

6. **Proposed term for implementation:** Spring 2014

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

   Department of Theatre and Dance: 4/2/13

   Potter College Curriculum Committee: 10/10/13

   Undergraduate Curriculum Committee: November 19, 2013

University Senate:

Attachment: Course Inventory Form

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

Contact Person: Scott Stroot, scott.stroot@wku.edu , ext. 5845

1. **Identification of proposed course:**
    1.1   Course prefix and number: PERF 350
    1.2   Course title: Voice and Diction for the Theatre
    1.3   Abbreviated course title: Voice and Diction
    1.4   Credit hours: 1   Variable credit: No
    1.5   Grade type: Standard Letter Grade
    1.6   Prerequisites: Prerequisite THEA 300, or permission of instructor
    1.7   Course description: Study and practice of proper vocal production and standard American diction for theatrical applications.

2. **Rationale:**
    2.1   Reason for developing the proposed course: Many students who enroll in our theatre programs come to us with voice and diction habits,and regional dialects which, if left unaddressed, will ultimately limit their employment and performance opportunities. This course is designed to provide a foundation for standard American pronunciation, as well as an opportunity to explore speech and vocal techniques beyond the scope of what we typically cover in our acting curriculum.
    2.2   Projected enrollment in the proposed course: 16 – 20, based on the number of acting and musical theatre concentrator in the performing arts BFA program, all of whom will be required to take this course.
    2.3   Relationship of the proposed course to courses now offered by the department: See 2.1 above; this course will be a natural and welcome complement to our existing acting curriculum (THEA 101:ACTING I. THEA 300:ACTING II, THEA 301:ACTING III) and will bring us further into compliance with the national standards as published by our accrediting agency (NAST).
    2.4   Relationship of the proposed course to courses offered in other departments: While the Department of Communication, and the Department of Communication Science & Disorders also offer courses focusing on vocal production and speech (COMM 247:VOICE AND DICTION, CD 090: SPEECH IMPROVEMENT LAB) neither is designed to focus specifically and exclusively on Voice and Diction for the Theatre.
    2.5   Relationship of the proposed course to courses offered in other institutions: Voice and Diction is a common course offering, particularly at institutions that, like ours, offer a concentration or degree in acting and music theatre. For example, our benchmark institutions James Madison University, Bowling Green State University, Central Michigan University, East Carolina University, East

Tennessee State University, and University of North Carolina, Greenville all offer a similar courses.

3. **Discussion of proposed course:**
    3.1   Schedule type: A
    3.2   Learning Outcomes:
        3.2.1   Familiarity with anatomy and physiology of vocal mechanism
        3.2.2   Practical techniques for warm-up and sustained theatrical voice usage
        3.2.3   Introduction to the International Phonetic Alphabet
        3.2.4   Techniques for scoring a theatrical text for performance
        3.2.5   Understanding of the different vocal approaches to different texts
        3.2.6   Continued development of kinesthetic awareness and the relationship between the physical body and the vocal instrument
    3.3   Content outline:
        3.3.1   Anatomy and Mechanics of Sound production
        3.3.2   Understanding the physical instrument and breath support
        3.3.3   Using the IPA (Int'l Phonetic Alphabet) for theatrical texts
        3.3.4   Scoring a theatrical text
        3.3.5   Styles of voice production
        3.3.6   American Diction and an introduction to dialects
    3.4   Student expectations and requirements: The main thrust of the course is participation in class discussions and activities. Students will be expected to do some written assignments on the IPA and text scoring; they will also be expected to read and select theatrical texts for use in classwork.
    3.5   Tentative texts and course materials:
        3.5.1   Jones, Chuck. *Making Your Voice Heard*: *An Actor's Guide to increased dramatic range through vocal training.* New York: Backstage Books, 1996.
        3.5.2   Skinner, Edith. *Speak with Distinction: The Classic Skinner Method to Speech on the Stage.* New York: Applause and Theatre Cinema Books, 1990

4. **Resources:**
    4.1   Library resources: Sufficient
    4.2   Computer resources: Sufficient

5. **Budget implications:**
    5.1   Proposed method of staffing: Recent addition of a new faculty line gives flexibility for current faculty to cover this course.

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

6. **Proposed term for implementation:** Fall 2014

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

Department of Theatre and Dance: 10/22/13

Potter College Curriculum Committee 11/07/13

Undergraduate Curriculum Committee November 19, 2013

University Senate

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

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

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

1. **Identification of proposed course:**
    1.1   PERF 430
    1.2   Course title: Production Lab VI
    1.3   Abbreviated course title: Production Lab VI
    1.4   Credit hours: 1
    1.5   Grade type: Standard Letter Grade (A to F)
    1.6   Prerequisites: PERF 421 or permission of instructor
    1.7   Course description: An experiential learning course designed to provide upper
            level practical experience in targeted areas of theatrical production under actual
            production conditions.

2. **Rationale:**
    2.1 Reason for developing the proposed course: All Theatre and Dance Department
         degree programs require that a certain number of credit hours be earned "in
         production", working on stage, back stage, in the shops or in the control booth
         during the production of live theatre or dance events. We currently administer those
         credit hours via a fairly complex, developmental sequence of Rehearsal and
         Production courses, and wish to revise and streamline the course names and number
         of that sequence to be more logical, and to better facilitate student learning within
         each sub-major and concentration. In practical terms this proposed course is not
         really a new course, but is necessary to preserve developmental consistency in this
         production lab sequence.
    2.2 Projected enrollment in the proposed course: 15 students per section based on
         current enrollment in this area of our production lab sequence.
    2.3 Relationship of the proposed course to courses now offered by the department: This
         course, and its companion PERF 431, will serve as the senior level production lab
         sequence courses.
    2.4 Relationship of the proposed course to courses offered in other departments: This
         course does not duplicate offerings in any other department.
    2.5 Relationship of the proposed course to courses offered in other institutions: Similar
         course/credit systems to award credit for hands-on experiential learning in
         production are ubiquitous and standard in all university/college theatre and dance
         programs. Examples from some WKU benchmark schools included: Ohio University
         THAR 3300 - Practicum in Production; Northern Illinois University THEA 395 -
         Performance and Production; Indiana State University THTR 370 - Production
         Practicum Illinois State University CFA 302-Theatre Practicum.

3. **Discussion of proposed course:**
   3.1 Schedule type: A: Applied Learning
   3.2 Learning Outcomes: Students will hone ability to design for theatre or dance, or perform leadership roles in technical areas related to theatre and dance Students will gain skills in management of time and budgets
   3.3 Content outline: Students will work in major production roles on productions in the Department of Theatre and Dance. These roles may include, but are not limited to: Designer of Scenery, Costumes, Lights or Sound, Stage Manager, Technical Director or Costume Shop Manager, Master Electrician, Sound Engineer, Publicity Coordinator, House Manager, Scene Paint Charge Artist, etc.
   3.4 Student expectations and requirements: The type of work will vary with the student's interest and expertise, but requirements may include attending planning meetings, creating designs, implementing designs, and management of areas related to production of the show. Students will regularly attend production meetings, and meet with faculty advisors as they pursue their role. Students will be assessed on collaboration, staying on schedule and on budget, overall artistic and technical contributions to production, and appropriate production of written materials including sketches, drafting, forms, reports, plots and charts.
   3.5 Tentative texts and course materials: Will vary from production to production, with the specific dramatic text in production as the centerpiece. Other course materials will vary with a student's discipline, and will be provided by the students or the department's budget for the production.

4. **Resources:**
   4.1 Library resources: Current resources adequate
   4.2 Computer resources: Current resources adequate

5. **Budget implications:**
   5.1 Proposed method of staffing: Current staffing sufficient
   5.2 Special equipment needed: None
   5.3 Expendable materials needed: None
   5.4 Laboratory materials needed: None

6. **Proposed term for implementation:** Fall 2014

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

   Department of Theatre and Dance: 10/01/13

   Potter College Curriculum Committee : 11/07/2013

   University Senate Curriculum Committee: November 19, 2013

   University Senate:

Attachment: Course Inventory Form

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

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

1. **Identification of proposed course:**
    1.1   PERF 431
    1.2   Course title: Production Lab VII
    1.3   Abbreviated course title: Production Lab VII
    1.4   Credit hours: 1
    1.5   Grade type: Standard Letter Grade (A to F)
    1.6   Prerequisites: PERF 430 or permission of instructor
    1.7   Course description: An experiential learning course designed to provide upper
            level practical experience in targeted areas of theatrical production under actual
            production conditions.

2.   **Rationale:**
    2.1 Reason for developing the proposed course: All Theatre and Dance Department
         degree programs require that a certain number of credit hours be earned "in
         production", working on stage, back stage, in the shops or in the control booth
         during the production of live theatre or dance events. We currently administer those
         credit hours via a fairly complex, developmental sequence of Rehearsal and
         Production courses, and wish to revise and streamline the course names and number
         of that sequence to be more logical, and to better facilitate student learning within
         each sub-major and concentration. In practical terms this proposed course is not
         really a new course, but is necessary to preserve developmental consistency in this
         production lab sequence.
    2.2 Projected enrollment in the proposed course: 15 students per section based on current
         enrollment in this area of our production lab sequence.
    2.3 Relationship of the proposed course to courses now offered by the department: This
         course, and its companion PERF 430, will serve as the senior level production lab
         sequence courses.
    2.4 Relationship of the proposed course to courses offered in other departments: This
         course does not duplicate offerings in any other department.
    2.5 Relationship of the proposed course to courses offered in other institutions: Similar
         course/credit systems to award credit for hands-on experiential learning in
         production are ubiquitous and standard in all university/college theatre and dance
         programs. Examples from some WKU benchmark schools included: Ohio University
         THAR 3300 - Practicum in Production; Northern Illinois University THEA 395 -
         Performance and Production; Indiana State University THTR 370 - Production
         Practicum Illinois State University CFA 302-Theatre Practicum.

3. **Discussion of proposed course:**
   3.1 Schedule type: A: Applied Learning
   3.2 Learning Outcomes: Students will hone ability to design for theatre or dance, or perform leadership roles in technical areas related to theatre and dance Students will gain skills in management of time and budgets
   3.3 Content outline: Students will work in major production roles on productions in the Department of Theatre and Dance. These roles may include, but are not limited to: Designer of Scenery, Costumes, Lights or Sound, Stage Manager, Technical Director or Costume Shop Manager, Master Electrician, Sound Engineer, Publicity Coordinator, House Manager, Scene Paint Charge Artist, etc.
   3.4 Student expectations and requirements: The type of work will vary with the student's interest and expertise, but requirements may include attending planning meetings, creating designs, implementing designs, and management of areas related to production of the show. Students will regularly attend production meetings, and meet with faculty advisors as they pursue their role. Students will be assessed on collaboration, staying on schedule and on budget, overall artistic and technical contributions to production, and appropriate production of written materials including sketches, drafting, forms, reports, plots and charts.
   3.5 Tentative texts and course materials: Will vary from production to production, with the specific dramatic text in production as the centerpiece. Other course materials will vary with a student's discipline, and will be provided by the students or the department's budget for the production.

4. **Resources:**
   4.1   Library resources: Current resources adequate
   4.2   Computer resources: Current resources adequate

5. **Budget implications:**
   5.1   Proposed method of staffing: Current staffing sufficient
   5.2   Special equipment needed: None
   5.3   Expendable materials needed: None
   5.4   Laboratory materials needed: None

6. **Proposed term for implementation:** Fall 2014

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

   Department of Theatre and Dance: 9/30/13

   Potter College Curriculum Committee : 11/7/2013

   University Senate Curriculum Committee: November 19, 2013

   University Senate:

Attachment: Course Inventory Form

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

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

1. **Identification of proposed course:**
   1.1 Course prefix (subject area) and number: THEA 325
   1.2 Course title: Theatre in Education
   1.3 Abbreviated course title: Theatre in Education
   1.4 Credit hours: 3   Variable credit: No
   1.5 Grade type: Standard letter grade
   1.6 Prequisites/corequisites: none
   1.7 Course description: An overview of strategies for teaching theatre to students in grades K-12. Topics covered include curriculum development, creative dramatics, arts integration, and assessment.

2. **Rationale:**
   2.1 Reason for developing the proposed course: WKU has traditionally been a leader in teacher education in the region, and providing a course specifically dedicated to the development and implementation of theatre curriculum with K-12 students fills a current gap in the University's course offerings. Because theatre is part of the core content for Kentucky, primary and secondary schools are expected to offer it, but very few teaching candidates have the skills needed to provide high quality instruction in this area. This course is an attempt to help remedy this deficiency. Also, many of our graduates discover that theatre education in its many forms is often one of the most common and reliable areas of employment in the field. This course is designed to give them the tools and experience needed to work as guest artists in schools, run summer drama camps, lead after-school programs and design educational workshops for theatre companies. Finally, our most recent NAST accreditation report specifically suggested expanding and formalizing our program offerings in the area of children's theatre and theatre education.
   2.2 Projected enrollment in the proposed course: 16 students per year. The class is expected to appeal to both theatre majors interested in working with children as well as English, Art, and Music Education majors seeking guidance in an field that they may be asked to teach in addition to their primary subject area.
   2.3 Relationship of the proposed course to courses now offered by the department: Currently the department offers a Children's Theatre class that has traditionally included a creative dramatics component and THEA 425: Play Production in the Schools which focuses on directing plays at the secondary school level. A separate Teaching Theatre class would allow us to offer a more in-depth, targeted course designed to prepare students in theatre and related fields for the specific challenges they will face in a classroom or workshop setting. It will also provide training for students interested in participating in our yearly Theatre in Diversion Practicum and

our annual Children's Theatre Tour Show, both of which require our students to develop and lead theatre workshops with local youth. In addition, the class provides a natural complement to the Dance Pedagogy class already being offered in the department.

2.4 Relationship of the proposed course to courses offered in other departments: At the present time, WKU does not offer a course in teaching Theatre. However, many graduates from our program find themselves applying for jobs that involve teaching theatre to young people. Also, many graduates with degrees in English, Music or Art Education often find themselves required to teach a Performing Arts or Drama 1 class as part of their teaching load. This course is designed to both fill a current gap in the Theatre curriculum and to provide students pursuing teacher certification in related fields a chance to gain familiarity with the Kentucky State K-12 Theatre Standards and to receive specific training in teaching drama.

2.5 Relationship of the proposed course to courses offered in other institutions: Many of our benchmark schools offer one or more courses dedicated specifically to theatre education. Appalachian State offers a three separate Teaching Theatre courses geared towards elementary school, middle school and high school theatre respectively. Middle Tennessee State offers both a Theatre in Education and a Drama across the Curriculum course. Bowling Green State University offers a Theatre/Performance Pedagogy course and a Creative Drama class. In Kentucky, both Murray State and Morehead State offer stand-alone Creative Dramatics classes that cover drama curriculum development for children. Adding this class to our course catalog helps to bring us in line with what competing schools are currently offering.

3. **Discussion of proposed course:**
   3.1 Schedule type: K
   3.2 Learning outcomes:
   - Students will learn how to develop lesson plans and curricular units that are in line with current state and national theatre standards.
   - Students will familiarize themselves with appropriate content and strategies for teaching theatre to students of different ages, backgrounds and learning styles in a variety of contexts.
   - Students will learn how to develop integrated curriculum that uses drama approaches to teach a wide range of subjects and skills.
   - Students will do hands-on theatre work with young people in actual classroom and/or workshop settings.
   3.3 Content outline:
   - Unit 1: Teaching Theatre K-2: This unit will focus on Creative Dramatics and other similar approaches designed to engage young learners, and will also cover the current Kentucky core content in drama for this age group.
   - Unit 2: Teaching Theatre 3-5: This unit will focus on theatre with older elementary students, including basic playwriting strategies and early acting training. It will continue the focus on the state core content for this age group.

- Unit 3: Teaching Theatre 6-8: This unit will look at theatre strategies and approaches for middle school students, as well as the Kentucky learning standards for this age group.
- Unit 4: Teaching Theatre 9-12: This unit will focus on developing and running a high school drama program, with an emphasis on class sequencing and the current state standards.
- Unit 5: Integrated Curriculum and Special Topics: This unit will look at using drama techniques across the curriculum and in special circumstances such as drama therapy and conflict resolution.

3.4 Student expectations and requirements: Students will be assessed on a range of written assignments, including lesson plans, unit plans, course/workshop proposals and papers requiring research into issues in the field. They will also be graded on their actual work with young people in workshop and/or classroom settings.

3.5 Tentative texts and course materials:
- "Arts and Humanities – Curriculum Documents." *Kentucky Department of Education*. Kentucky.gov. 29 May 2013. Web. 05 Sept. 2013.
- "National Standards for Arts Education." *ArtsEdge*. The Kennedy Center. Web. 05 Sept. 2013.

4. **Resources:**
   4.1 Library resources: Existing resources are sufficient.
   4.2 Computer resources: Existing resources are sufficient.

5. **Budget implications:**
   5.1 Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly as is expected, the department may need to request a new faculty line.

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

6. **Proposed term for implementation:** Fall 2014

7. **Dates of prior committee approvals:**
   Department of Theatre and Dance: 10/15/13
   Potter College Curriculum Committee: 11/7/2013
   Undergraduate Curriculum Committee: November 19, 2013
   University Senate:

Attachment: Course Inventory Form

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

Contact Person: Scott Stroot, scott.stroot@wku.edu , ext. 5845

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: THEA 365
    1.2   Course title: US Theatre History
    1.3   Abbreviated course title: US Theatre History
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard Letter Grade
    1.6   Prerequisites/corequisites: None
    1.7   Course description: Survey of US theatre history, with a focus on the 20th century to the present

2. **Rationale:**
    2.1   Reason for developing the proposed course: Currently, theatre history is covered in a two course sequence. The competing demands of covering world theatre throughout history and the need to attend to 20th century US theatre history, much of which directly affects the work our students will be doing after graduation, has made it difficult to address either with an appropriate level of depth. In order to address this, US theatre from the twentieth century to the present will be largely removed from the World Theatre History II course where it is currently covered and taught in greater detail in this new course. This will also allow room for expanded coverage of international theatre in World Theatre History II.
    2.2   Projected enrollment in the proposed course: 20 – 25, based on the number of theatre majors and minors.
    2.3   Relationship of the proposed course to courses now offered by the department: Currently, THEA 363 and 364 (World Theatre History I and II) are our theatre history sequence, and THEA 364 covers some of the material that will be included in this new course. That material will be removed from THEA 364, allowing an expanded emphasis on world theatre, as well as more in-depth coverage of existing units in both THEA 363 and 364.
    2.4   Relationship of the proposed course to courses offered in other departments: This course will have some crossover with English 455 (American Drama), but this course will focus on the history and production of theatre.
    2.5   Relationship of the proposed course to courses offered in other institutions: A number of our benchmark schools offer similar or related courses. Indiana State, for example, offers a course entitled "History of Theater III: Twentieth Century American Theater." James Madison University, Northern Illinois University, and Central Michigan University also offer courses on American theatre / American theatre history.

3. Discussion of proposed course:
- 3.1 Schedule type: L
- 3.2 Learning Outcomes:
  - 3.2.1 Recognize and be conversant with US theatre history, including key artists, movements, texts, and theatrical conventions
  - 3.2.2 Understand the relationship between theatre and the broader US culture
  - 3.2.3 Acquire useful, reliable information about theatre history through research
  - 3.2.4 Incorporate knowledge of theatre history into work as a theatrical collaborator
  - 3.2.5 Communicate understanding of US theatre history in a variety of ways, including speech, writing, and performance
- 3.3 Content outline:
  - 3.3.1 Origins and Context: Colonial America through the 19th Century and European influences
  - 3.3.2 Early 20th Century Commercial and Non-commercial US Theatre
  - 3.3.3 The Federal Theatre Project
  - 3.3.4 Mid-Century US Theatre
  - 3.3.5 The Regional Theatre Movement
  - 3.3.6 Performance Art and Experimental Theatre
  - 3.3.7 Theatre and Social Change
  - 3.3.8 Theatre and Diversity

- 3.4 Student expectations and requirements: Exams, papers, and projects covering a variety of assigned topics. Outside reading and research assignments designed to help students consider the relationship between theatre and the broader U.S. culture, as well as build their research skills. Participation in class discussions and activities.

- 3.5 Tentative texts and course materials:
  - 3.5.1 Customized Textbook: Worthen, W.B., ed. *The Wadsworth Anthology of Drama: The United States*. Boston: Wadsworth, Cengage Learning, 2011.
  - 3.5.2 *The American Theatre Reader*. New York: Theatre Communications Group, 2009.
  - 3.5.3 Additional short readings and play texts

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

5. Budget implications:
- 5.1 Proposed method of staffing: Recent curriculum revision make it possible for current departmental faculty to cover this course in normal course rotation
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None

      5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2015

7. Dates of prior committee approvals:

Department of Theatre and Dance: 10/22/13

Potter College Curriculum Committee: 11/7/2013

Undergraduate Curriculum Committee November 19, 2013

University Senate

Attachment: Library Resource Form, Course Inventory Form

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

Contact Person: Scott Stroot, scott.stroot@wku.edu , ext. 5845

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: THEA 430
    1.2   Course title: Musical Theatre History
    1.3   Abbreviated course title: Musical Theatre History
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard Letter Grade
    1.6   Prerequisites: THEA 252 or permission of instructor
    1.7   Course description: Survey of U.S. musical theatre history from the 18th century
           to the present, with an emphasis on the 20th century to the present.

2. **Rationale:**
    2.1   Reason for developing the proposed course: Currently musical theatre history is
           covered in a split course that also focuses on teaching students songs from the
           musical theatre repertoire. Offering musical theatre history as a distinct course
           will allow students to acquire more in-depth knowledge of musical theatre history.
           It will also allow non-singing students with an interest in the topic access to the
           material.
    2.2   Projected enrollment in the proposed course: 15 – 20, based on the number of
           musical theatre concentrators in the performing arts BFA and musical theatre
           minors (for whom this will be a required course), as well as the number of non-
           major/minor students for whom musical theatre is an area of interest.
    2.3   Relationship of the proposed course to courses now offered by the department:
           Currently, THEA 431 is Musical Theatre History and Repertoire; that will be
           changing to Musical Theatre Repertoire. The courses will enhance, but not
           duplicate, one another. In addition, the course is an expansion of the offerings in
           our History, Literature, and Theory area.
    2.4   Relationship of the proposed course to courses offered in other departments: This
           course does not duplicate offerings in any other department.
    2.5   Relationship of the proposed course to courses offered in other institutions:
           Musical theatre history is a common course offering, particularly at institutions
           that, like ours, offer a concentration or degree in musical theatre. For example,
           our benchmark institutions James Madison University, Bowling Green State
           University, Central Michigan University, East Carolina University, East
           Tennessee State University, and University of North Carolina, Greenville all offer
           a similar course.

3. **Discussion of proposed course:**

3.1   Schedule type: L
3.2   Learning Outcomes:
        3.2.1   Familiarity with elements of theatre and popular culture that were instrumental in the development of U.S. musical theatre
        3.2.2   A thorough understanding of the various types of musical theatre that have developed in the 20th and 21st century
        3.2.3   Knowledge of key musicals, performers, directors, choreographers, writers, and composers central to the U.S. musical theatre
        3.2.4   Awareness of important trends in musical theatre history
        3.2.5   Increased ability to think critically about musical theatre and to express ideas both verbally and in writing
        3.2.6   Understanding of the relationship between musical theatre and the broader US culture
        3.2.7   Ability to do basic historical research relevant to musical theatre
3.3   Content outline:
        3.3.1   Origins and Context: 18th – early 20th century
        3.3.2   Musical Comedy in the 1920s and 1930s
        3.3.3   Book Musicals of the Mid-20th century
        3.3.4   Director-Choreographers
        3.3.5   Concept Musicals
        3.3.6   Mega-Musicals
        3.3.7   Off Broadway and Experimental Musicals
        3.3.8   Musicals of the 1990s – Today
3.4   Student expectations and requirements: Exams, papers, and projects covering a variety of assigned topics. Outside reading / viewing/ listening / research assignments designed to help students consider the relationship between musical theatre history and the broader culture, as well as build their research skills. Participation in class discussions and activities.
3.5   Tentative texts and course materials:
        3.5.1   Stempel, Larry. *Showtime: A History of the Broadway Musical Theater*. New York: W.W. Norton and Company, 2010.
        3.5.2   Selected musical librettos

4.   Resources:
      4.1   Library resources: Sufficient
      4.2   Computer resources: Sufficient

5.   Budget implications:
      5.1   Proposed method of staffing: Recent addition of a new faculty line in Musical Theatre allows current faculty to cover 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: Spring 2015

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

Department of Theatre and Dance: 10/15/13

Potter College Curriculum Committee 11/7/2013

Undergraduate Curriculum Committee November 19, 2013

University Senate

Attachment: Library Resource Form, Course Inventory Form

University College
African American Studies Program
Diversity and Community Studies
Proposal to Create a New Course
(Action Item)

Contact Person: Lloren A. Foster, lloren.foster@wku.edu, 270.745.2715

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: AFAM 333
    1.2   Course title: Hip Hop and Democracy
    1.3   Abbreviated course title: Hip Hop and Democracy
    1.4   Credit hours: 3.0   Variable credit (yes or no) No
    1.5   Grade type: Standard Letter Grade
    1.6   Prerequisites: AFAM 190 or permission of instructor
    1.7   Course description: Examines the various and sometimes contradictory views of Hip Hop as a musical form, a forum for political activism, and a voice for articulating and refiguring the democratic values of today's youth.
2. **Rationale:**
    2.1   Reason for developing the proposed course: By interrogating the global phenomenon known as Hip Hop and examining its impact on the youth of the Black community and their ideas about civic engagement, AFAM 333 forwards the curriculum of African American Studies, an interdisciplinary program that that explores the multifaceted nature of the African American experience. Furthermore, by examining the democratic values of today's youth, AFAM 333 supports WKU's mission: "WKU prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders in a global society."
    2.2   Projected enrollment in the proposed course: 25-30 students based on 2 earlier offerings of this course during the Fall of 2011 and Fall of 2012.
    2.3   Relationship of the proposed course to courses now offered by the department: African American Studies seeks to increase its offerings and Hip Hop and Democracy will be an important first step in the right direction. Hip Hop and Democracy will serve as an elective for the African American Studies Minor.
    2.4   Relationship of the proposed course to courses offered in other departments: FLK 410/AFAM 410 African American Music focuses on the evolution of genres in the continuum of Black Music, whereas Hip Hop and Democracy focuses on the specific genre of Hip Hop with a special focus on the political, social, cultural, and creative milieu in which it came into being. ENG/AFAM 393 focuses on the poetry of and the political nature of African American literature, but it does not address Hip Hop as a genre. In short, there is no other course at WKU that focuses on the relationship between Hip Hop and democracy.
    2.5   Relationship of the proposed course to courses offered in other institutions: In the 21st Century, there has been an explosion of interest in Hip Hop in academia. Over 300 college courses cover various aspects of Hip Hop music and Culture. In

terms of universities in the Commonwealth of Kentucky over the past three years, University of Louisville has taught Race and Hip Hop and Women and Hip Hop as part of their Humanities Seminars. Each course addresses the correlation between gender or race and Hip Hop. In the fall of 2013 the University of Kentucky is offering GWS 600 Hip Hop Feminism, which is a survey of the feminist critique of Hip Hop Music and Culture. Of our benchmark institutions Ohio University (AAS 3570 Black Music Criticism) and Florida International (AFA 3353 Race, Gender, and Sexuality in Hip Hop and AFA 4370 Global Hip Hop Culture) have offered similar courses in that they address Hip Hop. AFA 3353 focuses on the intersections of gender, race, and sexuality in Hip Hop culture; AFA 4370 explores the global roots and reach of Hip Hop Culture. Other universities that offer similar programs and/or courses include: Syracuse's HOM 473 Women, Rap, and Hip Hop, which explores the work of women in hip-hop, images of women, and feminist critiques of the music and the culture. The growth of Hip Hop as an academic focus is evident in the University of Arizona's institutionalization of the first minor in Hip Hop Studies. Likewise, courses on democracy are a staple of our American college campuses. Some courses on Hip Hop address a political component of Hip Hop, but none interrogate the seemingly contradictory relationship between these two ideas. In short, no one is offering a course focused on the intersections and contradictions of Hip Hop and democracy.

3. **Discussion of proposed course:**
    3.1   Schedule type: Seminar/Lecture
        3.2 Learning Outcomes: Upon successful completion of this course students will be able to do the following:
    - Identify the (in)formal economic, political, and social structures shaping African American life that gave rise to the origins, development, growth, and commercialization of Hip Hop;
    - Explain Hip Hop's correlation to the discourse of racism, sexism, and classism in US society;
    - Analyze significant historical, political, and social events effecting the evolution of Hip Hop as a form of Black expressive culture;
    - Analyze socio-political critiques of Hip Hop music content;
    - Evaluate Hip Hop's impact on developing or shaping the ethics, values, and ideas of young people and their sense of inclusion, political efficacy, civic engagement, and participation in the body politic.
        3.3 Content outline:
    I.   Definitions—We will begin by introducing and defining the ideas behind Democracy and the cultural phenomena known as Hip Hop, exploring key concepts, theories, and attributes of democracy and Hip Hop;
    II.   Roots of Hip Hop—The course will proceed with a social, historical, and cultural study of African Americans' striving for inclusion in the body politic of the US, which includes the milieu that gave rise to the evolution of Hip Hop;

III. The Body Politic—We will conclude with an analysis of the practical implications of Hip Hop's musical content on their ideas of political efficacy and expectations for social justice.

3.4 Student expectations and requirements: The reading load is significant and students are expected to actively participate in class. Students will be evaluated on such written work as journals and short critical analysis papers. Also, students will lead class discussions and participate in group activities throughout the duration of the course, which will include a final group or class project.

3.5 Tentative texts and course materials:

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness.* New York: Basic Books, 2012.

Asante, M. K. *It's Bigger Than Hip Hop: The Rise of the Post-Hip-Hop Generation* New York: Basic, 2008.

Cohen, Cathy. *Democracy Remixed: Black Youth and the Future of American Politics*. New York: Oxford University Press, 2010.

Hill Collins, Patricia. *From Black Power to Hip Hop: Racism, Nationalism, and Feminism*. Philadelphia: temple University Press, 2006.

Kitwana, Bakari. *The Hip Hop Generation: Young Blacks and the Crisis in African American Culture*. New York: Basic Books, 2002.

Perry, Imani. *Prophets of the Hood: Politics and Poetics in Hip Hop*. Durham: Duke University Press, 2004.

Pugh, Gwendolyn. *Check It While I Wreck It: Black Womanhood, Hip Hop Culture, and the Public Sphere*. Boston: Northeastern UP, 2004.

Reeves, Marcus. *Somebody Scream!: Rap Music's Rise to Prominence in the Aftershock of Black Power*. New York: Faber and Faber, 2008.

Rose, Tricia. *Hip Hop Wars: What we Talk About When we talk About Hip Hop—And Why it Matters*. New York: Basic, 2008.

4. **Resources:**
    4.1   Library resources: Current library holdings are adequate
      4.2 Computer resources: Current computer resources are adequate

5. **Budget implications:**
    5.1   Proposed method of staffing: Current faculty in African American Studies will provide instruction for the course.
    5.2 Special equipment needed: Access to a smart classroom is necessary
    5.3 Expendable materials needed: No expendable materials are needed
    5.4 Laboratory materials needed: No Laboratory materials are needed

6. **Proposed term for implementation: Fall 2014**

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

Department of Diversity & Community Studies	October 29, 2013
University College Curriculum Committee	November 11, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

Department of Diversity & Community Studies
University College
Proposal to Create a New Course
(Action Item)

Contact Person: Andrew Rosa: andrew.rosa@wku.edu, extension 5-2729

1.   Identification of proposed course:
        1.1 Course prefix (subject area) and number: AFAM 343
        1.2 Course title: Communities of Struggle
        1.3 Abbreviated course title: NA
        1.4 Credit hours: 3   Variable Credit (yes or no) No
        1.5 Grade type: Standard letter grade
        1.6 Prerequisites: AFAM 190, or permission of instructor
        1.7 Course description: Examines the relationship between distinct communities of
             struggle in Africa and the African Diaspora and the impact of African American
             social movements on a range of liberation struggles within this context.

2.   Rationale:

2.1   Reason for developing the proposed course: AFAM 343 Communities of Struggle will
be offered through the Department of Diversity and Community Studies (DCS), which
houses African American Studies (AAS), Gender and Women's Studies (GWS), Gerontology,
and the Institute for Citizenship and Social Responsibility (ICSR). Its focus on African
American social movement history and the relationship between distinct communities of
struggle across Africa and the African Diaspora is consistent with the university's mission
of developing curriculum that fosters global awareness. It is also in line with the
department's commitment to promote frameworks of analysis that enable students to
identify, examine, and understand, from an interdisciplinary perspective, a range of
structural challenges faced by diverse communities, past and present, locally and globally.
Emphasis is placed on structures of dominance related to experiences of violence,
oppression, and resistance in the African Diaspora, paying particular attention to how,
through the process of contesting the legitimacy and consequences of physical terror,
economic exploitation, and racial oppression, African Americans created many of the
philosophies, repertoires of collective action, and aesthetic traditions that lay at the core of
important community struggles for resources, recognition, and power in Africa, Latin
America, Caribbean, Asia, and Europe.

2.2 Projected enrollment in the proposed course: Based on student enrollment in other
DCS and AFAM courses, the anticipated enrollment is 20-25.

        2.3 Relationship of the proposed course to courses now offered by the department:
             The subject, content, and scope of AFAM 343 will enhance existing course
             offerings relative to the African American experience and the study of

community organizing traditions and social problems. These include AFAM 190 The African American Experience, ICSR 300 Public Problem Solving, and ICSR 301 Seminar in Social Responsibility.

2.4 Relationship of the proposed course to courses offered in other departments: In terms of its general focus on social movement theory and history, AFAM 343 does have some overlap with SOC 312 Collective Behavior and Social Movements. However, AFAM 343 is also distinct based on its exclusive focus on African American social movement history and its symbiotic relationship to communities of struggles in Africa and the African Diaspora. PS 373 Minority Politics examines American minority communities, which includes but is not limited to the African American community. AFAM 343 offers a comparative focus on social movements within the African Diaspora and how African American social movements, in particular, have generated collective mobilization in other parts of the world. By examining African American social movements in comparative, transnational, and global perspectives, AFAM 343 will complement several other courses at WKU. These include HIST 358/ 359 Blacks in American History, and HIST 430 The Civil Rights Movement. In addition, by being conceptually rooted in an African Diaspora context, it would also complement HIST 463 The Atlantic World, which examines the intersections of African, Native American, and European cultures.

2.5 Relationship of the proposed course to courses offered in other institutions: No public university in Kentucky offers courses comparable to AFAM 343. However, it is comparable to courses offered at several leading institutions across the country. This includes AMST 250 The African Diaspora and AMST 252 Black Social Movements in the United States at the University of Southern California; NMGM 5006 International Black Social Movements at the New School for Social Engagement; History 1004 By Any Means Necessary: African American Activism in Global Perspective at the University of Iowa, and AFRO 5120 Social and Intellecutal Movements in the African Diaspiora at the University of Minnesota, Twin Cities campus.

3. Discussion of proposed course:
    3.1 Schedule Type: S
    3.2 Learning Outcomes: Specific learning outcomes intended for the course may include the following:
    - Identify theoretical perspectives in African Diaspora Studies
    - Understand how, through collective action, individuals have had transformational roles in societies across the African Diaspora
    - Demonstrate knowledge of social movements in the African Diaspora and their distinctive issues, forms of organization, strategies, tactics, and ideology

- Examine the linkages between African American social movements and social movements in Europe, Africa, Asia, Latin America, and the Caribbean
- Develop strong oral presentation, research, writing, and analytical skills

3.3 Content Outline
I. Theorizing Diaspora
II. Migrations, Conflicts, and Settlements
III. Emancipation Movements
IV. Land Struggles and the Spatial Dynamics of Race
V. Black Internationalism
VI. African Diaspora as Practiced Today

3.4 Student expectations and requirements: This is a discussion-based, research and writing intensive course. Examples of writing assignments include weekly two-page response papers based on the assigned readings; book reviews on a publication decided in consultation with the professor; individualized research projects based on a topic chosen in consultation with the professor.

3.5 Tentative texts and course materials: Readings may include such works as:

Anderson, Carol. *Eyes Off the Prize: The United Nations and the African American Struggle for Human Rights*. London: Cambridge University Press, 2003.
Davis, David Brion. *Slavery and Human Progress.* New York: Oxford University Press, 1998.
Frederickson, George. *Black Liberation: A Comparative History of Black Ideologies in the United States and South Africa.* New York: Oxford University Press, 1995.
Gaines, Kevin. *American Africans in Ghana.* Chapel Hill: University of North Carolina Press, 2006.
Gomez, Michael. *Reversing Sail: A History of the African Diaspora.* London: Cambridge University Press, 2005.
Guridy, Frank. *Forging Diaspora: Afro-Cubans and African Americans in a World of Empire.* Chapel Hill: University of North Carolina Press, 2010.
Harris, Joseph. *Global Dimensions of the African Diaspora.* Washington: Howard University Press, 1993.
Hines, Darlene Clark. *Crossing Boundaries: Comparative History of Black People in America.* Indiana: Indiana University Press, 2002.
Malalani, Minkah. *In the Case of Freedom: Radical Black Internationalism from Harlem to London, 1917-1939.* Chapel Hill: University of North Carolina Press, 2011.
Meriwether, James H. *Proudly We Can Be Africans: Black Americans and Africa* Chapel Hill: University of North Carolina Press, 2002.
Payne, Charles. *I've Got the Light of Freedom: The Organizing Tradition of the Mississippi Freedom Struggle.* Chicago: University of Chicago Press, 1995.
Pennybacker, Susan. *From Scottsboro to Munich: Race and Political Culture in 1930s Britain.* Princeton: Princeton University Press, 2009.

Plummer, Brenda. *Windows on Freedom: Race, Civil Rights, and Foreign Affairs, 1945-1988.* Chapel Hill: University of North Carolina Press, 2003.

Singh, Nikhil Pal. *Black is a Country: Race and the Unfinished Struggle for Democracy.* Cambridge: Harvard University Press, 2004.

Slate, Nico. *Colored Cosmopolitanism: The Shared Struggle for Freedoin the United States and India* Cambridge: Harvard University Press, 2012.

Von Eschen, Penny. *Race Against Empire: Black Americans and Anti-colonialism,* 1937-1957. Chapel Hill: University of North Carolina Press, 1997.

West, Michael. Ed. *From Toussaint to Tupac: The Black International Since the Age of Revolution.* Chapel Hill: University of North Carolina Press, 2009.

4. **Resources:**
    4.1 Library resources: Sufficient.
    4.2 Computer resources: Sufficient.

5. **Budget implications:**
    5.1 Proposed method of staffing: Current WKU 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 2014

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

    Department of Diversity & Community Studies   <u>October 29, 2013</u>

    University College Curriculum Committee   <u>November 11, 2013</u>

    University Curriculum Committee   November 19, 2013

    University Senate   _____

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

**University College
Department of Diversity and Community Studies
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Molly Kerby, molly.kerby@wku.edu; 270.745.6477

1. Identification of proposed course:
      1.1   Course prefix (subject area) and number: DCS 360
      1.2   Course title: Place, Community, and Resilience
      1.3   Abbreviated course title: Place, Community, Resilience
      1.4   Credit hours: Three (3)   Variable credit No
      1.5   Grade type: Standard Letter Grade
      1.6   Prerequisites/corequisites: None
      1.7   Course description: Exploration of the multidisciplinary interconnections of place, identity, and sense of place within organizational and community structures, with attention to the ways systems bounce back under unexpected social and environmental crises.

2.   Rationale:
      2.1 Reason for developing the proposed course:
This course will be an elective in the Department of Diversity and Community Studies, which houses Gender and Women's Studies, African American Studies, Gerontology, and the Institute for Citizenship and Responsibility (ICSR). Given that the department has a commitment to introducing students to "Conceptual frameworks for understanding diverse communities, their histories and contemporary expressions, the structural challenges they face and the contributions they offer to the fabric of American society," DCS 360 will provide an important addition to the curriculum. It also addresses the University's Mission Statement, which states, "Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society," by exploring systems, both human and nonhuman, and strategies for creating resiliency.
2.2   Projected enrollment in the proposed course:
Based on enrollment in other electives in the department, the anticipated enrollment is 20-25.
      2.3   Relationship of the proposed course to courses now offered by the department:
There are currently no undergraduate courses like DCS 360 offered at the departmental level. This course bears some resemblance to topics covered in ICSR 515 Utopias, Dystopias, Intentional Communities and ICSR 525 Place & the Problem of Healing, in the Master of Arts in Social Responsibility and Sustainable Communities, which is a program of the Department of Diversity and Community Studies. However, as an undergraduate course, ICSR 360 will instead provide a foundation for understanding place, community, and resilience.

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

DCS 360 shares some features of Honors 380: Trends Shaping Our Future: Local and Global Perspectives, which involves thinking about the world as it is now and what it might be like in the future and the implications of a series of trends that are likely to play a role in transforming the world over the next thirty to forty years from both a local and a global perspective. PSY 350: Social Psychology and SOCL 210: Interaction Self Society both address the individual in social context with and emphasis on group, social, and cultural factors tied to the context of social and psychological theory, conflicts in cultural values, and social disorganization; they are specific to the fields of sociology and psychology. DCS 360 offers multidisciplinary critical inquiry into the relationship between risk and resilience, human and nonhuman environments, and the critical analytic concepts of developing sense of place and place identity, with special attention to race, class, and gender issues.

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

The proposed course is relatively unique in that it offers a multidisciplinary critical inquiry into social relations and human experience with the natural environment from both human and earth-centered perspectives. Universities that offer similar programs and/or courses include:

- East Carolina University's SOCI 2110: Modern Social Problems, which focuses on the nature, extent, causes and consequences of social problems in America today and the methods of limiting and solving these problems;
- James Madison University's SOCI 265: Sociology of the Community, which examines the community as a social form and its function, social definitions, formative processes, development and systems of change;
- University of California-Santa Cruz's CMMU 101 Communities: Social Movements, and the Third Sector;
- The College of William and Mary's CMST 350: Critical Engagement in Context;
- University of Colorado-Boulder's NVS 3302/WMST 3302: Facilitating Peaceful Community Change.

3. Discussion of proposed course:
   3.1   Schedule type: S
   3.2   Learning Outcomes:

Specific learning outcomes intended for the course may include the following:
- understand the critical and historical perspectives of sense of place, and place identity,
- analyze personal narratives of identity in terms of risk, resilience, and place,
- identify traditional and contemporary approaches to systems and futures thinking,

- formulate a comprehensive critical research plan based on the theoretical concepts of risk and resilience,
- communicate ideas, procedures, results, and conclusions using appropriate critical and analytic synthesis of information,
- evaluate the impact of the human experience on sustainability, nonhuman factors, and social justice.

3.3   Content outline: Themes of the course might include:
I.   Sense of Place and Place Identity, including Narratives of Identity
II.   Historical Perspectives on Place
III.   Systems Thinking
IV.   Risk and Resilience Theory
V.   Earth-centered Perspectives: Gaia Theory, Ecopsychology and Human-Nonhuman Relationships
VI.   Healing and Place
VII.   Sustainability, Human Experience, and Justice

3.4 Student expectations and requirements: Grades will be determined by such assessments as mid-term and final exams, homework assignments and in-class projects, quizzes, and research projects based on materials covered in class.

3.5 Tentative texts and course materials:

A. Zolli & A.M. Healy. *Resilience: Why Things Bounce Back*. 2013 New York: Simon & Schuster.

F. Steele. *The Sense of Place*. 1981 CBI Pub Co., The University of Michigan.

S. Foster with M. Little. *The Book of the Visionquest: Personal Transformation in the Wilderness.* 1987 Prentice Hall Press, New York.

T. Roszak. *The Voice of the Earth: An Exploration of Ecopsychology.* 1993 Touchstone, New York.

J. Macy & M.Y. Brown. *Coming Back to Life: Practices to Reconnect Our Lives, Our World.* 1998 New Society Publishers, Gabriola Island, B.C.

R. Metzner. *Green Psychology: Transforming Our Relationship to the Earth.* 1999 Park Street Press, Rochester, VT.

D. Nemeth, R. Hamilton & J. Kuriansky (Eds). "*Living in an Environmentally Traumatized World: Healing Ourselves and Our Planet."* 2012 Praeger, Santa Barbara, CA.

4.   Resources:
    4.1   Library resources: See attached form
    4.2   Computer resources: None needed

5.   Budget implications:
    5.1   Proposed method of staffing: Existing 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: Fall 2014

7. Dates of prior committee approvals:

Department of Diversity & Community Studies	October 29, 2013
University College Curriculum Committee	November 11, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

University College
Diversity & Community Stuies
Proposal to Create a New Course
(Action Item)

Contact Person: Jane Olmsted, jane.olmsted@wku.edu, 5-5787

1. **Identification of proposed course:**

   1.1   Course prefix (subject area) and number: DCS 399
   1.2   Course title: Special Topics in Diversity & Community Studies
   1.3   Abbreviated course title: Topics: Diversity/Community
            (maximum of 30 characters or spaces)
   1.4   Credit hours: 1-3   Variable credit: Yes
   1.5   Grade type: Standard
   1.6   Prerequisites/corequisites: None
   1.7   Course description: A detailed study of a specialized topic, for students in the
            Diversity & Community Studies major. Repeatable up to a maximum of 9 hours.

2. **Rationale:**

   2.1   Reason for developing the proposed course: Current approved electives in the
            Diversity & Community Studies major offer a range of courses but do not in any
            way exhaust the possibilities for courses that address the themes of this
            interdisciplinary major. A special topics course would give faculty an opportunity
            to address topics not represented in the list of approved electives, and would
            enrich the options available to students for focused study in their particular area of
            interest

   2.2   Projected enrollment in the proposed course: based on enrollment in other
            electives in the department, 20.
   2.3   Relationship of the proposed course to courses now offered by the department:
            The department currently has the following program-specific special topics
            courses: AFAM 490 African American Seminar , GWS 470 Special Topics and
            ICSR 301 Seminar in Social Responsibility.
   2.4   Relationship of the proposed course to courses offered in other departments: Most
            other departments offer special topics options for their majors.
   2.5   Relationship of the proposed course to courses offered in other institutions: Most
            other universities offer special topics courses across the disciplines.

3. Discussion of proposed course:

3.1 Schedule type: S
3.2 Learning Outcomes: Each instructor will determine the specific objectives of the course; however, all courses will address at least one of the program objectives:
- To provide a critical interdisciplinary framework for understanding social and structural forms of oppression at local and global scales
- To provide perspectives that enable students to confront racism, sexism, and heterosexism
- To help students develop, through multiple perspectives, an understanding of the social and historical contexts of diversity in the U.S.
- To provide a 4-year strategy for the development of research skills, including interdisciplinary and community-based research methods
- To encourage community-based approaches to problem-solving with respect to citizenship and advocacy
- To approach the acquisition of knowledge as transformative and as a means to empower self and community
- To provide experiential learning opportunities at every level of coursework

3.3 Content outline: The outline of special topics courses will vary and is contingent upon the topic under study.
3.4 Student expectations and requirements: Students will be expected to perform at an appropriate level of sophistication; assignments may include critical reflections, community-based projects, exams, term research projects and/or creative projects that lead to deeper understanding and application of the specific content.
3.5 Tentative texts and course materials: Texts and reference materials will vary according to the instructor's specific needs. It is expected that all materials are currently owned by the university or will be available online.

4. Resources:

4.1 Library resources: Adequate
4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current 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 2014

7. Dates of prior committee approvals:

Department: Diversity & Community Studies	<u>October 29, 2013</u>
University College Curriculum Committee	<u>November 11, 2013</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

University College
Diversity & Community Studies
Proposal to Create a New Course
(Action Item)

Contact Person: Jane Olmsted, jane.olmsted@wku.edu, 5-5787

1. **Identification of proposed course:**

    1.1   Course prefix (subject area) and number: DCS 495
    1.2   Course title: Directed Study in Diversity & Community Studies
    1.3   Abbreviated course title: Directed Study Diversity/Commun
            (maximum of 30 characters or spaces)
    1.4   Credit hours: 1-3   Variable credit: Yes
    1.5   Grade type: Standard
    1.6   Prerequisites: Permission of the instructor.
    1.7   Course description: Supervised individual study and/or field-based experience in
            a topic of particular relevance to the major in Diversity & Community Studies.
            Repeatable up to a maximum of six hours.

2. **Rationale:**

    2.1   Reason for developing the proposed course: This course will allow an advanced
            student to obtain knowledge about specific questions related to the themes of the
            major in Diversity & Community Studies. This course adds an important option
            for students wishing to study a topic that may not be covered by other electives.
    2.2   Projected enrollment in the proposed course: Typically independent study
            sections have an enrollment of 1, though it is possible that as many as 3-4 students
            may elect this at one time.
    2.3   Relationship of the proposed course to courses now offered by the department:
            The department offers the following program-specific independent study courses:
            AFAM 480 Independent Study in African American Studies and GWS 499
            Directed Study in Gender & Women's Studies.
    2.4   Relationship of the proposed course to courses offered in other departments: Most
            departments offer an independent study option. The extent to which other
            independent study courses might cover similar material will vary.
    2.5   Relationship of the proposed course to courses offered in other institutions: Most
            universities offer a independent study option to students, whether they are
            pursuing an traditional disciplinary plan of study, or an interdisciplinary, theme-
            based one.

3. Discussion of proposed course:

    3.1   Schedule type: I
             Learning Outcomes:

- Develop a topic to investigate or design a field experience;
- Identify major literature and theories related to the focus of the topic and/or experience.

- Analyze issues and controversies that inform the topic;

- Use a variety of ways (e.g., discussion, presentations, written assignments) to communicate understanding of topic.

    3.2   Content outline:
- Overview of the topic or field experience and its relationship to social justice, sustainability, and/or community-based research;
- Review relevant theories and research literature;
- Identify emerging issues relevant to the topic and/or experience;
- Demonstrate understanding of topic/experience through research.

    3.3   Student expectations and requirements: Expectations and requirements will vary according to the specific needs of the student and focus of the course. Examples include intensive readings, field journals, research papers, and or creative projects.

    3.4   Tentative texts and course materials: Depends upon the specific focus and topic.

4. Resources:

    4.1   Library resources: Adequate
    4.2   Computer resources: Adequate

5. Budget implications:

    5.1   Proposed method of staffing: Current 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 2014

7. Dates of prior committee approvals:

Department of Diversity & Community Studies   October 29, 2013

University College Curriculum Committee   November 11, 2013

Undergraduate Curriculum Committee

University Senate

University College
Diversity & Community Studies
Proposal to Create a New Course
(Action Item)

Contact Person: Jane Olmsted, jane.olmsted@wku.edu, 5-5787

1. Identification of proposed course:

    1.1   Course prefix (subject area) and number: DCS 400
    1.2   Course title: Capstone in Diversity & Community Studies
    1.3   Abbreviated course title: Capstone Diversity/Community
             (maximum of 30 characters or spaces)
    1.4   Credit hours: 3   Variable credit No
    1.5   Grade type: standard
    1.6   Prerequisites: Major in Diversity & Community Studies and senior standing
    1.7   Course description: A senior capstone experience synthesizing learning and assessing the field of study for diversity & community studies majors. Includes an exploration of career and graduate study opportunities as well as intensive research and analysis within a single area of diversity & community studies.

2.   Rationale:

    2.1   Reason for developing the proposed course: This new course will strengthen the capstone experience for diversity & community (DCS) majors and provide a method for assessing seniors at the completion of the major. As a capstone, it will include a senior-level research assignment that will provide data for a qualitative assessment of students' progress at the end of their coursework in the major. Additionally, by providing students with an opportunity to reflect on and synthesize their learning, and by ensuring that students are prepared to seek employment or further education, DCS 400 will contribute to the university's mission of 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: This depends on the number of majors; initially enrollment is likely to be low, but we anticipate within three years, a typical enrollment of 20-25.

    2.3   Relationship of the proposed course to courses now offered by the department: There is no other major offered in the department, so this will be the first capstone. Other culminating experiences exist for the minors in African American

Studies and Gender & Women Studies, and for the certificate in Citizenship & Social Responsibility.

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, SOCL 499 Senior Seminar, ECON 499 Senior Assessment and UC 499 Capstone Experience.

2.5 Relationship of the proposed course to courses offered in other institutions: Similar majors in other institutions require capstones, since a culminating senior experience such as a capstone course is widely considered to be a strong way for students to conclude their undergraduate education. CUNY's community studies major requires a capstone (URB 499). Portland State University requires a range of 6-hour capstones, depending on students' chosen emphases, including community and environmental studies capstones, all requiring a community-based experience.

3. Discussion of proposed course:

3.1 Schedule type: S

3.2 Learning Outcomes:
By the end of the course, students will

- Develop an interdisciplinary, synthesizing individual project
- Collaborate with others in a community-based or other relevant group project
- Understand the relevant interdisciplinary field's opportunities for careers and further education
- Produce a portfolio demonstrating their learning in the major
- Present a final project to the department

3.3 Content outline:
I. Overview of recent developments in interdisciplinary fields related to diversity & community studies
II. Determining individual and group research topics
III. Research methods in interdisciplinary studies
IV. Overview of post-graduate options

V. Development of résumés, cover letters, and statements of interest

VI. Development of portfolios

VII. Preparation for public presentations

3.4 Student expectations and requirements: Students will be expected to participate in significant research, writing workshops, all aspects of group projects, and other written and public presentation assignments that address the content of the course. Grades will be based on written papers, a group project, a public presentation, and a written (and possibly multi-media) portfolio.

3.5 Tentative texts and course materials:

Nussbaum, Martha. [Selections] *Why Love Matters for Justice.* Cambridge, MA: Belknap Press, 2013.

Repko, Allen. [Selections] *Interdisciplinary Research: Process and Theory.* Thousand Oaks, CA: Sage Publ., 2011.

Scholarly articles on students' specific areas of interest.

Articles addressing debates in relevant fields and interdisciplinary education. For example:

Basken, Paul. "National Science Foundation Steps Up Its Push for Interdisciplinary Research." *Chronicle for Higher Education.* October 24, 2013.

Jacobs, Jerry. "Interdisciplinary Hype." *Chronicle for Higher Education.* November 22, 2009.

Fish, Stanley. "Being Interdisciplinary Is So Very Hard to Do." *Profession 89* (1989), 15-22.

Mackey, J. Linn. "Fractals or Fish: Does a Space for Interdisciplinarity Exist?" *Issues in Integrative Studies.* No. 13, pp. 101-113. (1995)

4. Resources:

4.1 Library resources: Adequate
4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current 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 2014

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

Department of Diversity & Community Studies   October 29, 2013

University College Curriculum Committee   November 11, 2013

Undergraduate Curriculum Committee

University Senate

University College
Department of Diversity & Community Studies
Proposal to Create a New Course
(Action Item)

Contact Person: Leslie Nichols, leslie.nichols@wku.edu, 745-6477

1. **Identification of proposed course:**
    1.1 Course prefix (subject area) and number: GWS 350
    1.2 Course title: Feminism, the Arts, and Social Change
    1.3 Abbreviated course title: Feminism, Arts & Social Change
        (maximum of 30 characters or spaces)
    1.4 Credit hours: 3   Variable credit No
    1.5 Grade type: Standard Letter Grade
    1.6 Prerequisites: GWS 200 or permission of instructor
    1.7 Course description: An investigation into the potential of feminist arts and
        creative action to create community and social change.

2.   **Rationale:** Reason for developing the proposed course: This course focuses on
experiential learning and projects in order to propel students to become socially engaged
citizens and meet WKU's mission of preparing students to be productive, engaged, and
socially responsible citizen-leaders. The intersection of art and activism and the role of art
in social change have both historical and contemporary significance. Students minoring in
gender & women's studies often request a feminist art course and the last time we were
able to offer one was about eight years ago. GWS 350 will serve as an elective for students
in the gender and women's studies minor.
    2.1 Projected enrollment in the proposed course: Based on current enrollment in
        other GWS electives, the projected enrollment is 15.
    2.2 Relationship of the proposed course to courses now offered by the department:
        the department does not currently offer any similar undergraduate courses.
    2.3 Relationship of the proposed course to courses offered in other departments:
        Since this is not a studio or art history course, it does not compare to any
        offerings in the Art Department. Nor is GWS 350 a creative writing course,
        though some writing creatively is involved. Given its interdisciplinary focus and
        attention to a wide range of art forms in order to examine feminist and
        community social change, GWS 350 is unique at WKU. Although discussion may
        include the topic feminist visual culture, this course is not an examination of
        visual culture or focused on visual media and is therefore different from IDST
        399 Special Topics: Understanding Visual Culture.
    2.4 Relationship of the proposed course to courses offered in other institutions:
No public Kentucky universities offer a similar course. Among the benchmark institutions,
only Appalachian State offers similar courses: ART 3400 Women Artists, which offers a
historical and contemporary survey of women visual artists; and ART 3534 Design
Fundamentals I: Art for Social Change, which includes creating artworks that respond to

socio-political themes of their choosing and examining historical and contemporary examples of artists who work with political and social themes in their own work.

3. Discussion of proposed course:
   3.1 Schedule type: S
   3.2 Learning Outcomes
      By the end of the course, students will be able to
      - understand the potential of creative arts as a force for feminist social change
      - employ a variety of subversive art strategies in their own projects
      - identify artists and communities that have enacted feminist social change through art
      - examine communities in light of intersectional social identity categories such as race, class, and ability
      - develop positions and arguments about feminism, art, activism, and social change
      - examine the various ways individuals can connect to their community and mobilize themselves and others to enact social change through art and creative acts

   3.3 Content outline:
I. The Story of Self
         A. Case Studies: Individual Artists and Art Projects
         B. Text and discussion about Art, Voice, Healing, and
Subversion, focusing on feminist social change and an intersectional analysis of difference and privilege
         C. Social Change Art Exercise: e.g., Erasure Poem

II. The Story of Us
A. Case Studies: Artist Communities, Collectives, and Community-based Art
B. Text and discussion about Collaboration and Community, focusing on social identity categories such as gender, race, ability, sexuality, and other expressions of difference
C. Social Change Art Exercise: e.g., Public Action

III. The Story of Now: Art as Activism and Envisioning the Future
A. Case Studies: How do artists depict the future? What are contemporary concerns about the future?
B. Development of creative project exploring one area of social change while articulating an intersectional feminist perspective

   3.4 Student expectations and requirements: Students will
      - Read about, discuss, and creatively experiment with a variety of art strategies aimed at personal and societal transformation
      - Interview and present on a contemporary feminist artist who creates social change art

- Complete a culminating creative research project in which they apply their theoretical knowledge to a real world problem

       3.5 Tentative texts and course materials:

Becker, Carol. *The Subversive Imagination: Artist, Society, and Social Responsibility*. New York: Routledge, 1994.

Barndt, Deborah. *Wild Fire: Art as Activism.* Toronto: Three O'Clock Press, 2006.

Bradley, Will and Charles Esche, eds. *Art and Social Change: A Critical Reader*. London: Tate, Afterall, 2007.

Broude, Norma and Mary D Garrard, eds. *The Power of Feminist Art.* New York: Harry N. Abrams Incorporated, 1996.

Felshin, Nina. *But is it Art: The Spirit of Art as Activism.* Seattle: Bay Press, 1994.

hooks, bell. *Art on My Mind: Visual Politics.* New York: New Press, 1995.

Jones, Amelia, ed. *The Feminism and Visual Culture Reader.* 2nd ed New York: Routledge, 2010.

Naidus, Beverly. *Arts for Change: Teaching Outside the Frame.* New York: New Village Press, 2009.

Stimson, Blake and Gregory Sholette, eds. *Collectivism After Modernism: The Art of Social Imagination After 1945*. Minneapolis: University of Minnesota Press, 2007.

Additional materials include films, videos, literature, music, podcasts, and art, as available on the internet.

4. **Resources:**
       4.1 Library resources: Sufficient
       4.2 Computer resources: Sufficient

5. **Budget implications:**
       5.1 Proposed method of staffing: Current WKU adjunct 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 2014**

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

Department of Diversity & Community Studies	October 29, 2013
University College Curriculum Committee	November 11, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

University College
Department of Diversity & Community Studies
Proposal to Create a New Course
(Action Item)

Contact Person: Judy Rohrer, judy.rohrer@wku.edu, 270 745-2093

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: ICSR 200
    1.2   Course title: Introduction to Social Justice
    1.3   Abbreviated course title: Introduction to Social Justice
             (maximum of 30 characters or spaces)
    1.4   Credit hours: 3   Variable credit (yes or no): No
    1.5   Grade type: standard letter grade
    1.6   Prerequisites/corequisites: none
    1.7   Course description: An introductory study of theories, concepts and
             strategies of social justice, including individual action, policy, advocacy, and
             collective action.

2.   **Rationale:**
             2.1 Reason for developing the proposed course:
The goal of this course is to provide students with a foundational understanding of
concepts, issues, strategies, and practices of social justice from interdisciplinary
perspectives. This furthers WKU's mission of preparing students to be "productive,
engaged, and socially responsible citizen-leaders." Core to the Institute for Citizenship and
Social Responsibility's (ICSR) mission is helping students develop skills and analysis to
participate in improving the health and well-being of their communities. This course will
model the ways interdisciplinary scholarship undergirds this mission by integrating
materials from American Studies, Critical Ethnic Studies, Critical Race Studies, Critical
Social Geography, Indigenous Studies, Settler Colonial Studies, Disability Studies, Feminist
Studies, and Queer Theory. Students involved in ICSR have been consistently asking for
more social justice curriculum, including narrative responses in a survey ICSR conducted
this last summer and suggestions made at the welcoming reception held this past
September. ICSR 200 can serve as an important step in creating a sense of engagement and
social responsibility in WKU students.

Additionally, this course will further two of WKU's current strategic plan objectives. First,
Objective 2.2: Increase Student Retention, Persistence & Timely Graduation. Retention,
persistence and graduation rates are lowest for under-represented student populations
including students of color, low-income students, those with disabilities, and those who
identify as LGBTQ. This course will focus on how to create more justice and inclusion
around these socially disadvantaged categories. When students find their lived
experiences reflected and critically engaged in courses, they are more likely to continue
with their education. Second, Objective 3.2: Enrich the Cultural Milieu and Quality of Life in

the Region. The first target under this objective calls for a 10% increase in regional stewardship projects through the ALIVE Center and ICSR. Since introductory courses often direct students to upper level courses, having a strong ICSR introductory course is necessary to building student interest in upper level courses with community engagement components.

ICSR 200 will serve as an elective in the ICSR certificate.

2.2 Projected enrollment in the proposed course: Based on enrollment in other introductory courses in the department, we anticipate the projected enrollment to be 20-25.

2.3 Relationship of the proposed course to courses now offered by the department:

GWS 200 and AFAM 190 both confront issues of social justice and ICSR 200 would complement those courses by providing additional exploration into foundational social justice principles, as well as social change strategies. GWS 400 Western Feminist Thought traces the contributions of feminist theory to Western thought and grapples with social justice issues. That course, required for GWS minors, is a more advanced course specific to the GWS program. Some ICSR 301 courses also deal with social justice concepts; however, these are often one-credit-hour special-topics courses in the ICSR certificate. ICSR 200 will provide an important foundation for ICSR 301 courses, as well as for the capstone ICSR 499 course.

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

While many WKU academic departments offer courses that explore issues of social justice, there are currently no introductory courses in social justice, interdisciplinary or otherwise. ICSR 200 would fill that curricular gap and address student demand. The course will focus on social justice theories and action strategies, including individual resistance, policy, advocacy, and collective action. Sociology offers some 300+ level courses with social justice components. These are: SOCL 312 Collective Behavior, SOCL 350 Social Inequality, and SOCL 452 Social Change. Given the course levels and disciplinary focus of these courses, they are drawing a more advanced student population than ICSR 200 would. Philosophy offers PHIL 202 Racial Injustice that explores racial oppression and so ICSR 200 would complement this course. Political Science offers PS 373 Minority Politics focused on U.S. governmental politics. Since ICSR 200 will center concepts of social justice broadly conceived, use interdisciplinary texts and methods, allow for global perspectives, and be taught at the introductory level, it will not duplicate existing courses, though it will complement a number of them.

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

Introductory courses in social justice are increasingly offered in many institutions throughout the United States. Within the state of Kentucky, these courses are often part of free-standing programs in social justice studies. Examples include:

- Berea College, PSJ100: Foundations of Peace and Social Justice
"This course originates in the assumption that if war is too important to be left only to generals, then peace is too important to be left only to those who have warm and fuzzy notions of doing good in the world. Most examples of viable peace, as well as ideas and programs which sustain such peace, require more than wishful thinking in order to end situations of large-scale violence, hatred or injustice. This course is designed to provide a cross-disciplinary examination of violence and peace issues."

- Northern Kentucky University, SWK 106: Introduction to Social Justice
"This class is an introduction to foundational concepts and ethical concerns in social justice studies. The course promotes critical thinking, multiple perspectives, and a sense of personal responsibility in the local and global community. This course is the first in the sequence for the social justice minor."

The following benchmark institutions offer similar courses:

- Bowling Green State University, PACS 2000: Introduction to Peace and Conflict Studies
 "An overview of scholarship in the field of peace and conflict studies, with emphasis on disciplines such as history, political science, communication, ecology, law, education, psychology, literature, culture studies, and ethics. Core concepts such as peace, conflict, violence, nonviolence, conflict resolution, and justice are examined and applied to current issues."

- Central Michigan University, SOC 101: Social Justice in a Global Society
"Introduction to key concepts in global social justice, foundational human rights instruments and processes, contemporary manifestations of social injustice, and the role of social action."

Nationally, introductory social justice courses are increasingly found in programs, initiatives and departments offering certificates, minors, and majors in social justice. Examples include Case Western Reserve University and Northeastern Illinois University's courses titled Introduction to Social Justice, as well as the University of Minnesota's freshman seminar, The Story of Diversity and Social Justice. Departments with exemplary social justice curricula include San Jose State University Social Justice Studies, Arizona State University School of Social Transformation, and University of Wisconsin Green Bay Democracy and Justice Studies.

3.   Discussion of proposed course:
3.1   Schedule type: L (lecture)
3.2   Learning Outcomes:
By the end of the course, students will be able to:

- Explain key concepts in social justice including equity, dignity, solidarity, rights, responsibility, recognition, agency, possibility, futurity, and freedom;
- Engage creatively, critically, and expansively with new knowledge about the social world and conditions of humanity;
- Demonstrate an understanding of social justice strategies (including individual resistance, policy, advocacy, and collective action) and be able to contextualize them;
- Explain the complex, multiple, and intersecting issues, theories and positions that comprise the field of social justice;
- Evaluate some of the methods used by social justice movements to create positive social change for short and long-term effectiveness;
- Develop their own positions and arguments, through research projects and discussion and reflection.

3.3   Content outline:
I.   Conceptual Frameworks
   - Interdisciplinary understandings of social justice
      - How disciplinary frames enable certain questions about justice & how those frames interrelate
   - Understanding power, privilege, structural oppression, injustice, agency, resistance
II.   Analyzing systems of oppression
   - Additive, standpoint, & intersectional theories
   - Risks of ranking oppressions
   - Commonalities & particularities across systems of oppression (racism, sexism, classism, heterosexism, ableism, and so forth)
III.   Working for Social Justice: Visions & Strategies for Change
   - Imagining Otherwise: vision, possibility, praxis
   - Strategies, impacts, timelines
   - Solidarity, Alliance & Coalition
   - Case-studies

3.4 Student expectations and requirements:
- Students will demonstrate their understanding of the foundational concepts through exams and quizzes.
- Students will respond regularly and with appropriate analytical depth in class discussions and in-class writing.
- Students will complete one or more research papers in which they demonstrate a mastery of the material and apply their theoretical analysis.
- Students will demonstrate leadership and teamwork through group projects.

3.5 Tentative texts and course materials:
The tentative text that will provide the foundation for this course is:

Adams, Maurianne, Warren Blumenfeld, Carmelita Castaneda, Heather Hackman, Madeline Peters, and Ximena Zuniga. 2010. *Readings for diversity and social justice*. 2nd ed. New York: Routledge.

Other readings may be drawn from the following:

Ackerman, Peter, and Jack DuVall. 2000. *A force more powerful: a century of nonviolent conflict*. 1st ed. New York: St. Martin's Press.

Bobo, Kimberley A., Jackie Kendall, Steve Max, and Midwest Academy. 2001. *Organizing for social change: Midwest Academy manual for activists*. 3rd ed. Santa Ana, Calif.: Seven Locks Press.

Clay, Andreana. 2012. *The hip-hop generation fights back: youth, activism, and post-civil rights politics*. New York, NY: New York University Press.

Davis, Tracy, and Laura M. Harrison. 2013. *Advancing social justice: tools, pedagogies, and strategies to transform your campus*. First edition. ed, *The Jossey-Bass higher and adult education series*.

Additional materials include presentations by guest speakers, films, videos, literature, music, podcasts, and art.

4. **Resources:**
        4.1 Library resources: Adequate
        4.2 Computer resources: Adequate

5. **Budget implications:**
        5.1   Proposed method of staffing: Current Diversity & Community Studies 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 2014

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

Department of Diversity & Community Studies	October 29, 2013
University College Curriculum Committee	November 11, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	
	Proposal Date: October 29, 2013

University College
Department of Diversity & Community Studies
Proposal to Create a New Course
(Action Item)

Contact Person: Judy Rohrer, judy.rohrer@wku.edu, 270 745-2093

1. **Identification of proposed course:**
    1.1 Course prefix (subject area) and number: ICSR 435
    1.2 Course title: Reimagining Citizenship
    1.3 Abbreviated course title: Reimagining Citizenship
        (maximum of 30 characters or spaces)
    1.4 Credit hours: 3   Variable credit (yes or no): No
    1.5 Grade type: standard letter grade
    1.6 Prerequisites: ICSR 200 Introduction to Social Justice
    1.7 Course description: An analysis of the contestations, inclusions and exclusions
        produced through multiple deployments of the concept, citizenship.

2.   **Rationale:**
    2.1 Reason for developing the proposed course:
The goal of this course is to provide students with an advanced interdisciplinary
exploration of "citizenship." This goal furthers WKU's mission of preparing students to be
"productive, engaged, and socially responsible citizen-leaders," and ICSR's objective of
developing social responsibility and civic engagement. Students involved in the Institute
for Citizenship & Social Responsibility (ICSR) consistently ask for more social justice
curriculum, including in a survey ICSR conducted this last summer and at the welcoming
reception held this past September. Responding to this feedback and emerging
scholarship, this course is motivated by questions that go to the heart of how we conceive
of civic engagement, social justice and possible futures: how does citizenship relate to
nation-building and nationalism; how do we build a more accessible society for all citizens;
how does citizenship privilege certain kinship relations and disadvantage others; how do
we recognize humanity beyond citizenship; how do we address competing citizenships;
how do we think about concepts such as cultural citizenship, second-class citizenship,
sexual citizenship; how do immigration, diaspora, indigeneity and citizenship interrelate;
how has citizenship been raced, gendered, classed, sexualized, abled, and so forth; what
happens when the inevitability and perpetuity of the nation-state is not taken for granted;
what are alternatives modes of citizenship?

Students will engage in critical readings of citizenship through multiple lenses including
contemporary political theory, border studies, immigration studies, critical race theory,
American studies, feminist theory, queer theory, indigenous studies, and disability studies.
Through these differing lenses and their interrelations, students will be encouraged to
"reimagine citizenship" and to be able to articulate those visions.

ICSR 435 Reimagining Citizenship will enable comparative and global considerations of
citizenship, thus supporting WKU's commitment to shaping global citizens via its

"international reach." This course will help keep WKU's curriculum current with emerging interdisciplinary scholarship on issues of citizenship.

2.2 Projected enrollment in the proposed course: Based on enrollment in other introductory courses in the department, we anticipate the projected enrollment to be 20-25.

2.3 Relationship of the proposed course to courses now offered by the department: ICSR 200 Introduction to Social Justice will be a prerequisite for ICSR 435 and therefore build on the foundational knowledge developed through that introduction. ICSR 435 fills a curricular gap in that there are currently no 400 level ICSR courses except for ICSR 499, which is a capstone project and thus not a seminar course. ICSR 435 will provide a challenging intellectual experience for DSC majors, ICSR minors, and other WKU undergraduates. By focusing on citizenship in its multiple dimensions and constructions, this course pulls together various foci within the Diversity and Community Studies department. It utilizes the diversity of our interdisciplinary knowledges and methodologies.

2.4 Relationship of the proposed course to courses offered in other departments: There are WKU courses that touch on various components of ICSR 435, and therefore the course will favorably complement existing curriculum. American Studies I and II are cross-listed with Political Science, English and History. PS 260 Introduction to Comparative Politics and PS 460 Selected Topics in Comparative Politics introduce comparative national systems for recognizing citizenship. Philosophy offers PHIL 427 Philosophy of Law, which touches on legal conceptions of citizenship within larger questions of rights, obligations, liberty and so forth. ICSR 435, with its interdisciplinary focus, would not duplicate any of these courses.

2.5   Relationship of the proposed course to courses offered in other institutions:
This course shares elements with other courses often offered in American Studies and various Ethnic Studies departments and programs, but it is difficult to find a course that mirrors it closely. In this way, the course will put WKU ahead of the curve in materializing curriculum that draws from emerging interdisciplines. University of Southern California's Department of American studies offers "Social Construction of Race and Citizenship," "Borderlands in a Global Context" and "Law and Identities," all of which explore citizenship. Various Ethic Studies programs offer courses on institutional discrimination and second-class citizenship. Additionally, interdisciplinary programs offer courses touching on issues of citizenship: Sexuality Studies programs offer courses in sexual citizenship; Border Studies offer explorations of legal, geographic, and cultural border frictions; Indigenous Studies programs study sovereignty and citizenship from indigenous histories and epistemologies; and Disability Studies programs offer courses in disability law and policy. All of these emerging fields offer productive content for ICSR 435.

A survey of benchmark institutions shows Illinois State University with two courses specifically addressing citizenship:

IDS 125 Foundations of Citizenship: Intro to Civic Responsibility
"Designed to enhance students basic knowledge, understanding, and skills in active citizenship and civic responsibility through introductory concepts and applied elements of civic engagement."

POL 101 Citizens and Governance
"Examination of the nature and purpose of government, the rights and responsibilities of citizenship, and the impact of societal cleavages."

3.   Discussion of proposed course:
3.1 Schedule type: S (seminar)
3.2 Learning Outcomes:
By the end of the course, students will be able to:
- Critically analyze differing conceptions of citizenship;
- Describe the tensions between various models and conceptions of citizenship;
- Articulate their own thinking regarding possible ways to reimagine citizenship;
- Develop their own positions and arguments, through research projects, discussion and reflection.

3.3 Content outline:
I.   Conceptual Frameworks
- How is "citizenship" produced? What are different ways to understand citizenship (political, cultural, inclusive, exclusive, second-class, full)?
- How is citizenship tied to nation-building and nationalism?

II.   Analyzing multiple forms of citizenship
- Critical engagements with citizenship via political theory, border studies, immigration studies, critical race theory, American studies, feminist theory, queer theory, indigenous studies, and disability studies
  - how has citizenship been raced, gendered, classed, sexualized, abled, and so forth

III.   Reimagining Citizenship
- How do we recognize humanity beyond citizenship?
- Thinking beyond the nation-state
  - Alternative models, case-studies

3.4 Student expectations and requirements:
- Students will demonstrate their understanding of the foundational concepts through exams and/or writing assignments.

- Students will respond regularly and with appropriate analytical depth in class discussions and in-class writing.
- Students will complete one or more research papers in which they demonstrate a mastery of the material and in which they apply their theoretical analysis.
- Students will demonstrate leadership and teamwork through group projects.

3.5 Tentative texts and course materials:

There will be no core text for this course but a number of texts, articles, book chapters and films/videos. Materials could include:

Bellamy, Richard. 2008. *Citizenship : a very short introduction*. Oxford; New York: Oxford University Press.
Cabrera, Luis. 2010. *The practice of global citizenship*. Cambridge; New York: Cambridge University Press.
Carey, Allison C. 2009. *On the margins of citizenship: intellectual disability and civil rights in twentieth-century America*. Philadelphia: Temple University Press.
Delgado, Richard, and Jean Stefancic. 2001. *Critical race theory: an introduction*. New York: New York University Press.
Luibhéid, Eithne, and Lionel Cantú. 2005. *Queer migrations: sexuality, U.S. citizenship, and border crossings*. Minneapolis: University of Minnesota Press.
McNevin, Anne. 2011. *Contesting citizenship: irregular migrants and new frontiers of the political*. New York: Columbia University Press.
Wilkins, David E. 2002. *American Indian Politics and the American Political System*. Lanham: Rowman & Littlefield Publishers, Inc.

4. **Resources:**
	4.1 Library resources: Adequate
	4.2 Computer resources: Adequate

5. **Budget implications:**
	5.1 Proposed method of staffing: Current Diversity & Community Studies 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 2014

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

Department of Diversity & Community Studies	October 29, 2013
University College Curriculum Committee	November 11, 2013
Undergraduate Curriculum Committee	November 19, 2013

University Senate

University College
Department of Honors Academy
Proposal to Create a New Course
(Action Item)

Contact Person: Jianjun He, jianjun.he@wku.edu, (270)745-4220

1.   **Identification of proposed course:**
       1.1   Course prefix (subject area) and number: CHNF 430
       1.2   Course title: CHINESE CULTURE
       1.3   Abbreviated course title: CHINESE CULTURE
       1.4   Credit hours and contact hours: 3
       1.5   Grade type: standard letter grade
       1.6   Prerequisites/corequisites: CHNF 420
       1.7   Course description:

An advanced Chinese Flagship course designed to enhance students' immersion into Mandarin Chinese by introducing them to the language's cultural background. Taught entirely in Chinese, students learn both Chinese language and culture through such topics as history, traditional philosophy, political thoughts, religion, arts and literature, medicine and science.

2.   **Rationale:**
       2.1   Reason for developing proposed course:
               CHNF 430 was taught as a temporary course in Spring 2012 and Spring 2013. The Chinese Flagship Program is a relatively new program that is developing its curriculum, especially its upper-level courses. Therefore, after two successful semesters, we would like to list CHNF 430 as a permanent course. The Chinese Flagship Program needs sustained coursework at the advanced level, but currently there are only two 400-level courses, so CHNF 430 is needed to build the curriculum. This particular course will give students a vital cultural context for their Mandarin studies.

       2.2   Projected enrollment in the proposed course: 15. This is based on the projected typical cohort size of the Chinese Language Flagship Program.

       2.3   Relationship of the proposed course to courses now offered by the department:
               Chinese Flagship offers courses from the beginning level up to advanced levels. Currently we have two advanced courses CHNF 420, Media Chinese, and CHNF 440, Chinese History. These upper-level courses have very different subjects; therefore, the content and the teaching methods of these three courses are different.

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

Chinese is also taught in the Modern Languages Department, and they have a course titled Intro to Chinese Culture (CHIN 105). However, CHIN 105 is taught entirely in English, and this proposed course is taught entirely in advanced Chinese. All Flagship courses are taught at an accelerated rate that is very distinct from CHIN courses. This course is intended for advance Chinese language students who have already studied in China several times before taking this course, which is distinct from CHIN 105.

2.5 Relationship of the proposed course to courses offered in other institutions: Universities that also have a Chinese Flagship Program offer a similar course to this one. Those universities include: Indiana University, the University of Oregon, the University of Mississippi, Arizona State University, Hunter College, and Brigham Young University.

Many other universities offer a basic "Chinese Culture" course, but it is strictly a content course taught in English, for students without knowledge of Chinese. CHNF 430 is a course specifically designed for language training. It is different from any Chinese Culture course taught in English.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning outcomes: Students successfully completing this course will be able to:
- Read writings in Chinese at the advanced-mid level by the ACTFL standard, compose academic writing, and engage in discussions on complicated cultural topics.
- Communicate in Mandarin through formal writing and speaking on topics related to the basic development of Chinese culture, its achievements and influences.
- Connect the cultural background of China to their ongoing studies in the Mandarin language
- Demonstrate in Mandarin basic knowledge of Chinese history, philosophy, political thoughts, religion, arts, literature, medicine and science.

3.3 Content outline: topics include: the geography of China, Chinese mythology, Chinese minorities, Chinese agriculture, Chinese characters, Chinese people's name, dragon and Chinese culture, Confucius, the Great Wall, the Terre-Cotta warriors, the Silk Road, traditional holidays, traditional calendar, Buddhist arts, Taoism, tea and tea culture, poetry, painting, calligraphy, traditional drama, traditional medicine, traditional architecture, and martial arts.

3.4 Student expectations and requirements:
A total of 30 topics will be evenly divided into two categories: 15 topics will be studied in class and students will be responsible to study the other 15 topics and report their study to class by oral presentation. Students will preview the lessons, translate the text of each lesson, and email their translation to the instructor before class. Class discussion and oral presentations are also required.

3.5 Tentative texts and course materials:
   *Chinese Culture (*Beijing Language and Culture University Press, 2009)

4.   Resources:
   4.1   Library resources: Current resources are adequate
   4.2   Computer resources: Current resources are adequate

5.   Budget implications:
   5.1   Proposed method of staffing: current staffing is adequate for Spring '14 offering; however, Academic Affairs approved on 10/1/13 to hire a new Chinese Flagship faculty member. This will help this course to be sustainable.
   5.2   Special equipment needed: None
   5.3   Expendable materials needed: None
   5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Spring 2014

7.   Dates of prior committee approvals:

   Honors Academy: September 4, 2013

   University College Curriculum Committee   October 1, 2013

   Undergraduate Curriculum Committee   November 19, 2013

   University Senate   _____

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

University College
Department of Honors Academy
Proposal to Create a New Course
(Action Item)

Contact Person: Jianjun He, jianjun.he@wku.edu, (270) 745-4220

1.   **Identification of proposed course:**
        1.1   Course prefix (subject area) and number: CHNF 450
        1.2   Course title: CLASSICAL CHINESE
        1.3   Abbreviated course title: CLASSICAL CHINESE
        1.4   Credit hours and contact hours: 3
        1.5   Grade type: standard letter grade
        1.6   Prerequisites/corequisites: CHNF 420
        1.7   Course description:

        This is an advanced Chinese Flagship course designed to enhance students' knowledge of
        Mandarin Chinese by introducing classical Chinese. Taught entirely in Chinese, this
        course introduces classical Chinese vocabulary and grammar by reading pre-modern
        literary, historical, and philosophical texts.

2.   **Rationale:**
        2.1   Reason for developing the proposed course:
                 CHNF 450, Classical Chinese, is a course required by the National Chinese
                 Flagship Council. All Flagship students are recommended to take Classical
                 Chinese before Capstone application. At the same time, the Chinese Flagship
                 Program needs sustained coursework at the advanced level, but currently there are
                 only two 400-leve permanent courses, so CHNF 450 is needed to build the
                 curriculum.

        2.2   Projected enrollment in the proposed course: 15. This is based on the projected
                 typical cohort size of the Chinese Language Flagship Program.

        2.3   Relationship of the proposed course to courses now offered by the department:
                 Chinese Flagship offers courses from beginning level up to advanced levels.
                 Currently we have two advanced courses CHNF 420, Media Chinese, and CHNF
                 440, Chinese History. These upper-level courses have very different subjects;
                 therefore, the contents and the teaching methods of these three courses are
                 different.

        2.4   Relationship of the proposed course to courses offered in other departments:
                 Chinese is also taught in the Modern Languages Department; however, no
                 classical Chinese is offered by the Modern Languages Department. Additionally,
                 all Flagship courses are taught at an accelerated rate that is very distinct from

CHIN courses. This course is intended for advance Chinese language students who have already studied in China several times before taking this course, which is distinct from Modern Languages Chinese courses.

2.5   Relationship of the proposed course to courses offered in other institutions: Universities that also have a Chinese Flagship Program offer a similar course to this one. Those universities include: Indiana University, the University of Oregon, the University of Mississippi, Arizona State University, Hunter College, and Brigham Young University. However, schools use different textbooks and reading materials, the contents of Classical Chinese taught in each school are therefore very different.

3.   Discussion of proposed course:
   3.1   Schedule type: L
   3.2 Learning Outcomes: Students successfully completed this course will be able to:
   - Demonstrate advanced reading, writing, and speaking in classical Chinese
   - Connect classical Chinese language to their ongoing advance Mandarin studies
   - Use classical Chinese vocabulary, grammar, and rhetoric to compose academic writing and engage into discussions on complicated historical and cultural topics.
   3.3 Content outline: topics are arranged in a chronological order: Spring and Autumn poems, Warring States philosophical writing, Han historical texts, Tang poetry and essay, Song lyric poetry, Yuan drama, Ming and Qing essay.
   3.4 Student expectations and requirements:
   15 lessons and 10 grammar unites will be introduced in the semester. Students are expected to attend class meetings, complete homework and class projects, and take chapter quizzes. In addition to this, students are also required to memorize short essays and poems.
   3.5 Tentative texts and course materials:
   Classical Chinese (Princeton University Press)

4.   Resources:
   4.1   Library resources: Current resources are adequate
   4.2 Computer resources: Current resources are adequate

5.   Budget implications:
   5.1   Proposed method of staffing: current staffing is adequate for Spring '14 offering; however, Academic Affairs approved on 10/1/13 to hire a new Chinese flagship faculty member. This will help this course to be sustainable.
   5.2 Special equipment needed: None
   5.3 Expendable materials needed: None
   5.4 Laboratory materials needed: None

6.   Proposed term for implementation: Spring 2014

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

Honors Academy:	September 4, 2013
University College Curriculum Committee	October 1, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Ogden College
Department of Engineering
Proposal to Create a New Course
(Action Item)

Contact Person: Warren Campbell, 5-8988, warren.campbell@wku.edu

1.   Identification of proposed course:
   1.1   Course prefix (subject area) and number: CE 305
   1.2   Course title: Risk Analysis
   1.3   Abbreviated course title: Risk Analysis
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: L
   1.6   Prerequisites: MATH 137
   1.7   Course catalog listing:
          Uncertainty and methods for risk analysis for engineering systems including engineering
          economics, probabilistic and statistical methods, and Monte Carlo simulation with
          applications to civil, electrical, and mechanical engineering.

2.   Rationale:
   2.6   Reason for developing the proposed course: Creation of this course better prepares
          engineering students for the Fundamentals of Engineering (FE) Exam, the first step
          toward licensure. Success rate on the FE Exam is an assessment measure we use for
          accreditation documents. The course will also better prepare engineers for their careers
          by introducing a basic element of engineering practice: uncertainty, introducing the
          time value of money critical to financing any engineering project, and introducing
          optimization to improve engineering designs.
   2.7   Projected enrollment in the proposed course: 25 per year
   2.8   Relationship of the proposed course to courses now offered by the department: No
          relationship.
   2.9   Relationship of the proposed course to courses offered in other departments: It
          contains elements of STAT 301 and MATH 405.
   2.10   Relationship of the proposed course to courses offered in other institutions: A similar
          course is taught at the University of Southern California, Colorado State, the University
          of Alabama, MIT (graduate level), University of Maryland, and the Swiss Federal Institute
          of Technology.

3.   Discussion of proposed course:

The course introduces basic tools in probability, statistics, and economic concepts that are
applicable to the analysis of complex systems.

   3.6 Course objectives: Engineers often confront problems that involve complex systems with
        uncertain and variable inputs. Upon completion of this course, students will understand
        the concept of the time value of money and how to use numerical modeling to make
        forecasts for unobserved conditions and determine strategies that might improve the

behavior of the system. In addition they will know how to use probability and statistics as valuable tools to characterize uncertainty and its implications in terms of risk and failure for engineering projects.

3.7 Content outline:
- Time value of money
- Optimization of engineering systems
- Basic computer programming and spreadsheet analysis with applications to civil engineering, electrical engineering, and mechanical engineering systems.
- Solution of engineering equations
- Probability distributions with engineering applications (binomial, Poisson, extreme value, log Pearson type III and others)
- Statistical hypothesis testing for engineering practice
- Uncertainty of variables and propagation through equations
- Sampling theory and Monte Carlo simulation

3.8 Student expectations and requirements: Students will be evaluated using the following assessment tools: homework; exams including a final; and/or computer projects.

3.9 Tentative texts and course materials:
An Introduction to Error Analysis: The Study of Uncertainties in Physical Measurements 2nd Edition by John R. Taylor (1997), and instructor notes and supplementary materials.

4.   Resources:

4.3   Library resources: None required

4.4   Computer resources: Computer lab (25 seats) with Microsoft Office suite

5.   Budget implications:

5.5   Proposed method of staffing: Existing faculty will teach the course.

5.6   Special equipment needed: None

5.7   Expendable materials needed: Computer paper and printer ink.

5.8   Laboratory materials needed: Computers

6.   Proposed term for implementation: Fall 2014

7.   Dates of prior committee approvals:

Engineering Department/Division: _10/17/2013_____

Ogden College Curriculum Committee   __11/07/2013_____

Undergraduate Curriculum Committee   November 19, 2013

University Senate   _____

Attachment: Course Inventory Form

Proposal Date: October 15, 2013

College of Health and Human Services
School of Nursing
Proposal to Create a New Academic Degree Type
(Action Item)

Contact Person: Dr. Mary Bennett, mary.bennett@wku.edu, 270-745-3590

1.   **Identification Academic Degree Type:**
1.1   Academic degree type name: Associate of Science in Nursing
1.2   Standard degree type abbreviation: ASN
1.3   Catalog description of academic degree type: The Associate of Science in Nursing is an entry-level degree for nursing. It prepares the graduate to be a registered nurse who can practice in a variety of settings and who has the knowledge base to pursue the Bachelor of Science in Nursing.

2.   **Rationale:**
2.1   Reason for developing the proposed academic degree type:

At WKU we currently have an Associate of Science degree with a major in Nursing. This proposal is not to create a new program, but to change the way we refer to our current program. The Associate of Science with a major in Nursing program has been referred to informally as the "Associate Degree program" and abbreviated ADN in documents dating back to the inception of the program. But Associate Degree is a generic term which could apply to many types of 2 year programs (dental hygiene and others). In addition, ADN is not a recognized degree type at the national or state level. Finally, the majority of Associate degree nursing programs in this state are not Associate of Science degree programs but are only Associate of Applied Science Programs (AAS). This has created confusion and transfer problems for our graduates, who have more general education and overall credit hours than students graduating from other "Associate Degree Nursing" programs but are lumped together with the AAS students when they try to enter BSN programs.

This problem was noted when the Associate of Science in Nursing Program merged with the School of Nursing in July 2011 but at that time was not addressed. This problem was highlighted when we turned in program documents to our accreditors for an update report on the merger, who questioned why we referred to our Associate of Science in Nursing program as an ADN and why our documents went back and forth between the correct title ASN, and the generic AD or ADN title. When we tried to correct this by switching to the abbreviation to ASN in all our internal documents, we were told by the registrar's office and those who work with the catalog that since we had not applied to have an ASN degree, we could not refer to the Associate of Science with a major in Nursing program as an ASN program. Thus, this change would more accurately depict the degree that is being awarded.

2.2   Document need for academic degree type for professional certification, program accreditation, licensure, career advancement, and/or higher education in the academic field:

The School of Nursing is seeking clarification and consistency of terminology among the programs. After speaking to the Office of the Registrar, it is necessary formally to create a new academic degree type in order to use Associate of Science in Nursing (ASN) in any and all documents. The ASN abbreviation is the correct description of the program we have at WKU, and will be less likely to be confused with the lower level Associate of Applied Science (AAS). The School of Nursing requests that the Associate of Science in Nursing program be abbreviated ASN. ASN is consistent with the other programs in the School of Nursing, the Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN). Further, the Associate of Science in Nursing program's next accreditation visit is Spring 2015 making this clarification and consistency of terminology imperative. WKU has one of the few actual Associate of Science in Nursing programs in the State, but this fact is often lost as we keep referring to ourselves by the generic term "Associate Degree Program". This also affects our student's ability to transfer into BSN completion programs, because the AAS does not transfer as many hours as an ASN program.

2.3   List other universities in Kentucky and other states (including programs at benchmark institutions) offering this academic degree type:

In Kentucky, there are 28 schools that offer some type of associate degree in nursing. Of those 28, 15 are in the Kentucky Community and Technical College System (KCTCS), which offer the technically focused AAS degree in nursing. Unlike WKU, other universities in Kentucky which still have a 2 year nursing program refer to their programs as Associate of Science Nursing (ASN) programs and offer the ASN degree. These Universities include Eastern Kentucky University, Lincoln Memorial University, Midway College, and University of Pikeville. The other Universities in Kentucky which offer a nursing degree have moved away from the 2 year nursing degree in favor of the BSN or higher degree nursing programs.

2.4   Evidence that this academic degree type is recognized by relevant professional organization(s), regional accreditor (s), and/or the Department of Education:

All of the schools listed in 2.3 are accredited by the same agency as our Associate of Science with a major in Nursing program, the Accreditation Commission for Nursing Education (ACEN). This indicates that the ASN is the preferred degree for accreditation. In addition, requests that we clean up our language by our accrediting agencies indicates that while our current degree type of Associate of Science with a major in nursing is a recognized type of nursing degree, the current catalog and other references to this program as the Associate Degree program or ADN program is not acceptable by

our accrediting agency. This is why we need to change the generic term ADN to the accepted reference of Associate of Science in Nursing or ASN program.

  2.5   Relationship of the proposed degree type to other academic degree types now offered by the university:

Western Kentucky University confers four associate degrees: Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of Interdisciplinary Studies. The ASN would be unique to nursing aligning it with the other prelicensure nursing degree at the university, the Bachelor of Science in Nursing (BSN).

  2.6   Current WKU major(s) qualifying for this degree type: Nursing: Major code 273

  2.7   Projected number of annual graduates in the proposed degree type:

Ninety students annually based on current graduation rates from our Associate of Science program. While this form is a proposal to create a new degree, we are not creating a new program. We are asking to change the way we refer to our current Associate of Science with a major in Nursing from the "Associate Degree Program in Nursing (ADN)" to the nationally recognized title for Associate of Science in Nursing, which is ASN. This would also allow the degree type of ASN to be on student transcripts to help ease transfer problems for students who later seek to obtain a BSN or MSN.

3.   **Proposed term for implementation:** Fall 2014

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

School of Nursing	Aug 30, 2013
CHHS Undergraduate Curriculum Committee	October 28, 2013
Consultation with CPE through Provost's Office	October 15, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	
Board of Regents	

University College
Liberal Arts and Sciences
Proposal to Revise Course Number
(Action)

Contact Person: Deborah Weisberger, deborah.weisberger@wku.edu, 780-2540

1. **Identification of proposed course**
    1.1   Course prefix (subject area) and number: HDMT 111C
    1.2   Course title: Human Nutrition

2. **Proposed course number: 211C**

3. **Rationale for revision of course number: To reflect changes made by the dietetics department pertaining to the course number**

4. **Proposed term for implementation: Fall 2014**

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

Liberal Arts and Sciences	**August 28, 2013**
University College Curriculum Committee	September 5, 2013
Undergraduate Curriculum Committee	November 19, 2013
University Senate	

General Guidelines for
Proposal to Create a New Undergraduate Academic Degree Type

- This form is used to create a new degree type (e.g., AA, BS, BSN).

- Proposals to create a New Academic Degree type are **action items**. Proposals to create a New Academic Major Program are separate action items.

- **Item 1.2** should be the standard recognized degree type abbreviation in the United States.

-

- Item 1.3 should provide a concise description of the degree type. Refer to the Undergraduate Academic Programs section of the undergraduate catalog for examples of descriptions of existing degree types.
  Item 2.1 should discuss the reasons for developing the proposed academic degree type. For example, what societal trends or changes in the academic discipline suggest a need for this proposed degree type? Has the proposed degree type been developed in response to student demand? Employer or alumni demand?

- **Item 2.2** should describe the reasons for creating this degree type. Specific justification for this degree type, including supporting data if appropriate, should be cited. For example, is the change necessary to meet professional certification guidelines from an accrediting agency or for program certification? Is the degree type required for licensure, career advancement, and/ or higher education in the academic field?

- **Item 2.3** should list schools in Kentucky and other states, especially our benchmark institutions, offering this degree type.

- **Item 2.4** should provide evidence this degree type is a commonly accepted degree type by showing how it is recognized by relevant professional organization(s), regional accreditor(s), and/ or the Department of Education.

- **Item 2.5** should show how this degree type differs from currently offered degree types.

- **Item 2.6** should list potential programs/ majors interested in offering this degree type.

- **Item 2.7** should state the basis for the projected number of annual graduates in the proposed new degree type, as well as the projection itself.

- **Item 3** should indicate the effective term for implementation and any special provisions for currently enrolled students.

College Name

Department Name
Proposal to Create a New Undergraduate Academic Degree Type
(Action Item)

Contact Person: Name, email, phone

1.   Identification of Academic Degree Type:
      1.1   Academic degree type name:
      1.2   Standard degree type abbreviation:
      1.3   Catalog description of academic degree type:

2.   Rationale:

      2.1   Reason for developing the proposed academic degree type:

      2.2   Document need for academic degree type for professional certification, program accreditation, licensure, career advancement, and/or higher education in the academic field:

      2.3   List other universities in Kentucky and other states (including programs at benchmark institutions) offering this academic degree type:

      2.4   Evidence that this academic degree type is recognized by relevant professional organization(s), regional accreditor (s), and/or the Department of Education:

      2.5   Relationship of the proposed degree type to other academic degree types now offered by the university:

      2.6   Current WKU major(s) qualifying for this degree type:

      2.7   Projected number of annual graduates in the proposed degree type:

3.   Proposed term for implementation:

4.   Dates of prior committee approvals:

Department/ Unit _____   _____

_____College Curriculum
Committee   _____

Consultation with CPE through Provost's Office   _____

Undergraduate Curriculum Committee   _____

University Senate

General Guidelines for
Proposals to Delete a Program

- This form is used to delete an existing program (major, minor, associate degree, or certificate program). A deleted program is removed permanently from the university program inventory, is no longer offered, and is no longer listed in the university catalog.
- If there is a possibility that the program may be offered within the next four years, the program should not be deleted but should be suspended.
- Proposals to delete a program are **consent items** on the UCC agenda.
- If the program proposed for deletion includes courses offered by another department/ unit, the head of that department/ unit should be informed so that appropriate scheduling decisions can be made.
- Note that deletion of a program does not delete courses within the program. A different form should be used to delete individual courses.
- **Item 3** should indicate any special provisions for students currently enrolled in the program and/or, if known, students in other departments who might be affected by the deletion.
- The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) defines the deletion of a program as a substantive change, which includes notification and a description of a teach-out plan for the program. The WKU policy on substantive change (1.4011) also references closing a program, and thus it is important to understand both policies and to contact the WKU Office of the Vice President for Academic Affairs, to discussplans to close a program. For more information on SACSCOC policy see: **http://sacscoc.org/SubstantiveChange.asp** and more information on WKU policy: **http://www.wku.edu/policies/academic_affairs.php**

Proposal Date:

College Name Department Name_____
Proposal to Delete a Program
(Consent Item)

Contact Person: Name, email, phone

1.   Identification of program:
        1.1   Program reference number:
        1.2   Program title:
        1.3   Credit hours:

2.   Rationale for the program deletion:

3.   Effect on current students or other departments, if known:

4.   Proposed term for implementation:

5.   Dates of prior committee approvals:

_____Department/Unit: _____

_____College Curriculum Committee   _____

Professional Education Council (if applicable)   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

General Guidelines for
Proposals to Reactivate a Suspended Program

- This form is used to reactivate a suspended program, such as a major, minor, associate degree, or certificate program.
- Proposals to reactivate a program are **consent items** on the UCC agenda.
- The Office of the Vice President for Academic Affairs should be contacted regarding the length of time before a suspended program is deleted automatically from the university program inventory and, therefore, cannot be reactivated.
- If the program proposed for reactivation includes courses offered by another department/ unit, the head of that department/ unit should be informed so that appropriate scheduling decisions can be made.
- **Item 3** should discuss additional staffing and other resources that are required for reactivation of the program.

College Name Department Name _____
Proposal to Reactivate a Suspended Program
(Consent Item)

Contact Person: Name, email, phone

1.   Identification of program:
    1.1   Program reference number:
    1.2   Program title:
    1.3   Credit hours:

2.   Rationale for the program reactivation:

3.   Budgetary considerations:

4.   Proposed term for implementation:

5.   Dates of prior committee approvals:

        _____Department/Unit: _____

        _____College Curriculum Committee   _____

        Professional Education Council (if applicable)   _____

        Undergraduate Curriculum Committee   _____

        University Senate   _____

General Guidelines for
Proposals to Suspend a Program

- This form is used to suspend an existing program, such as a major, minor, associate degree, or certificate program.. A suspended program remains in the university program inventory but is not currently offered or listed in the university catalog.
- Proposals to suspend a program are **consent items** on the UCC agenda.
- The Office of the Vice President for Academic Affairs should be contacted regarding the length of time before a suspended program is deleted automatically from the university program inventory and, therefore, cannot be reactivated.
- If the program proposed for suspension includes courses offered by another department/ unit, the head of that department/ unit should be informed so that appropriate scheduling decisions can be made.
- **Item 3** should indicate any special provisions for students currently enrolled in the program and/or, if known, students in other departments who might be affected by the suspension. In addition, t**he "Catalog Term and Student Catalog Rights" policy entitles students to seven consecutive years from their catalog term to complete degree requirements. The implications of this policy should be examined when considering the suspension of a program.**

Proposal Date:

College Name Department Name_____
Proposal to Suspend a Program
(Consent Item)

Contact Person: Name, email, phone

1.   Identification of program:
        1.1   Program reference number:
        1.2   Program title:
        1.3   Credit hours:

2.   Rationale for the program suspension:

3.   Effect on current students or other departments, if known:

4.   Proposed term for implementation:

5.   Dates of prior committee approvals:

        Department/ Unit: _____

        _____College Curriculum Committee   _____

        Professional Education Council (if applicable)   _____

        Undergraduate Curriculum Committee   _____

        University Senate   _____

General Guidelines for
Proposals to Revise a Program

- This form is used to revise an existing program, including: major, minor, associate degree program, and certificate program.

- All program revisions are **action items** on the UCC agenda.

- This form should be used when revisions comprise less than 50% of the courses required for theprogram.
- Depending on the nature and extent of the proposed revisions, submission of a CPE New Undergraduate Program form may be required. Contact the Associate Vice President for Planning and Program Development for guidance.

- If the proposed program revisions involve courses offered by another department/ unit, the head of that department/ unit must be informed so that appropriate scheduling decisions can be made.

- **Item 2** should present a bulleted summary list of the proposed program revisions (e.g., adding/ dropping required or elective courses to a program, modifying prerequisites, establishing or modifying admission requirements, changing catalog description, and/ or adding/ deleting concentrations).

- The current and proposed programs should be compared in **item 3**. A side-by-side table is required for most program changes showing the revised program on the right and identifying deletions by strike-through and additions in boldface.

- **Item 4** should describe the reasons for making each of the proposed program revisions. Specific justification for each revision, including supporting data if appropriate, should be cited. For example, is the revision necessary to meet certification guidelines from an accrediting agency? Do surveys of students, alumni or employers of alumni suggest a need to revise the program? Is the revision necessary to make the program consistent with programs at other institutions, such as benchmark schools? Is the revision necessary because of technological advances or changes in the availability of certain resources?

- **Item 5** should indicate the term when the proposed revisions go into effect. Program revisions are only implemented in fall terms.

Proposal Date:

College Name
Department Name
Proposal to Revise A Program
(Action Item)

Contact Person: Name, email, phone

1.   Identification of program:
        1.1   Current program reference number:
        1.2   Current program title:
        1.3   Credit hours:

2.   Identification of the proposed program changes:

3.   Detailed program description:

        (Side-by-side table is required for most program changes showing revised program on the right and identifying deletions by strike-through and additions in boldface.)

4.   Rationale for the proposed program change:

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

6.   Dates of prior committee approvals:

        Department/ Unit_____   _____

        _____College Curriculum Committee   _____

        Professional Education Council (if applicable)   _____

        Undergraduate Curriculum Committee   _____

        University Senate   _____