

SENATE: November 21, 2019

Senate Recommendation 2019-11-03 UCC Report 9.26-19

Julia Shadoan, Faculty Senate Chair

**University Curriculum Committee
September 26, 2019**

From: Anthony Paganelli

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

	Potter College of Arts & Letters – begins page 4
Type of Item	Description of Item & Contact Information
Action	Proposal to Revise Course Repeat Limit Item: SPAN 345 – Topics in Spanish Contact: Sonia Lenk, Sonia.Lenk@wku.edu , Phone 5-5906
Action	Proposal to Create a New Course Item: HIST 329, AFAM 329 – Black Intellectual History Contact: Andrew Rosa, andrew.rosa@wku.edu , Phone (413) 265-4050
Action	Proposal to Create a New Certificate Program Item: Chinese Studies Certificate Contact: Ke Peng, Ke.Peng@wku.edu , Phone 5-2118
Action	Proposal to Create a New Certificate Program Item: German Studies Certificate Contact: Laura McGee, Laura.McGee@wku.edu , Phone 5-5900

	Ogden College of Science and Engineering – begins page
Type of item	Description of Item & Contact Information
Information	Proposal to Revise Course Prerequisites/Corequisites PSYS 451, Psychology of Religion, Contact: Andrew Mienaltowski, Andrew.mienaltowski@wku.edu
Information	Proposal to Revise a Course Catalog Listing STAT 301, Introductory Probability & Applied Statistics Contact: Melanie Autin, Melanie.autin@wku.edu , x6171
Information	Proposal to Suspend a Course EM 221, UK Statics, 3 hrs. Contact: Stacy Wilson, stacy.wilson@wku.edu , x6394
Information	Proposal to Suspend a Course EM 302, UK Mechanics of Deformable Solids, 3 hrs. Contact: Stacy Wilson, stacy.wilson@wku.edu , x6394
Information	Proposal to Suspend a Course INFO 336, Database and Information Retrieval, 3 hrs. Contact: Stacy Wilson, stacy.wilson@wku.edu , x6394
Consent	Proposal to Revise a Course Title HORT 426, Viticulture, 3 hrs. Contact: Todd William, todd.william@wku.edu , x5969
Consent	Proposal to Revise Course Prerequisites CE 176, CE Freshman Design, 1 hr. Contact: Jason Wilson, Jason.wilson@wku.edu , x2322
Consent	Proposal to Revise Course Title EM 222, WKU Statics, 3 hrs. Contact: Stacy Wilson, stacy.wilson@wku.edu , x6394
Consent	Proposal to Revise Course Title EM 303, WKU Mechanics of Deformable Solids, 3 hrs. Contact: Stacy Wilson, stacy.wilson@wku.edu , x6394
Consent	Proposal to Revise Course Title ENGR 490, Senior Seminar, 2 hrs. Contact: Stacy Wilson, stacy.wilson@wku.edu , x6394
Consent	Proposal to Revise Course Title ENGR 491, Senior Project, 3 hrs. Contact: Stacy Wilson, stacy.wilson@wku.edu , x6394
Action	Proposal to Revise Course Credit Hours AGMC 371, Agriculture Mechanics, 2 hrs. Contact: Thomas Kingery, thomas.kingery@wku.edu , x5966
Action	Proposal to Revise Course Credit Hours AGMC 372, Agriculture Mechanics Lab, 1 hr. Contact: Thomas Kingery, thomas.kingery@wku.edu , x5966
Action	Proposal to Revise a Program Ref. 417, Minor in Mathematics, 24 hrs Contact: Tom Richmond, tom.richmond@wku.edu , x6219

Action	Proposal to Revise a Program Ref. 5006, Manufacturing Engineering Technology, 58 hrs. Contact: Mark Doggett, mark.doggett@wku.edu , x6951
Action	Proposal to Make Multiple Revisions to a Course AMS 101, Introductory AMS Research, 1-6 hrs. Contact: Mark Doggett, mark.doggett@wku.edu , x6951

Proposal Date: Aug. 20, 2019

**Potter College
Department of Modern Languages
Proposal to Revise Course Repeat Limit
(Action Item)**

Contact Person: Dr. Sonia Lenk, Sonia.lenk@wku.edu, 5-5906

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SPAN 345
- 1.2 Course title: Topics in Spanish
- 1.3 Credit hours: 3

2. Proposed course credit hours: 3 credits. May be repeated for different topics.

3. Rationale for the revision of course repeat limit:

This is a special topics course that changes content every semester, therefore, students should have the option to repeat the course.

4. Proposed term for implementation: First available

5. Dates of prior committee approvals:

Modern Languages Department

8/20/2019

Potter College Curriculum Committee

8/28/2019

Undergraduate Curriculum Committee

9/26/2019

Faculty Senate

(Action Item)

**Proposal to Create a New Course: Black Intellectual History
Potter College of Arts and Letters
Department/Unit: History**

Section 1: Proponent Contact Information

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

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number:** HIST 329, AFAM 329
- 2.2 Course CIP code:** 54.0199
- 2.3 Course title:** Black Intellectual History
- 2.4 Abbreviated Course title:**.Black Intellectual History
- 2.5 Credit hours/Variable credit:** 3 credit hours
- 2.6 Repeatability:** N/A
- 2.7 Course Term:** N/A
- 2.8 Course Catalog Description:**

An examination of the contributions of Black intellectuals to an understanding of the modern world. Emphasis is given to the intersection of historic claims to human rights, citizenship, and independence to promote an awareness of this tradition's multiple geographical nodes, collaborations, and solidarities.

- 2.9 Prerequisite/Corequisites/Restrictions:** HIST 101, HIST 102, or AFAM 190
- 2.10 Additional Enrollment Requirements:**
- 2.11 Other Special Course Requirements:** N/A
- 2.12 Grade Type:** A-F final grade
- 2.13 Schedule Type:** Choose the most appropriate descriptor from this list of options: Lecture

Section 3: Description of proposed course

3.1 Course Content Summary: This course explores the contribution of Black intellectuals to how we think about the modern world. By engaging a range of primary and secondary sources, students are introduced to the many ways in which black men and women confronted issues of race, class, gender, freedom, uplift, internationalism, and responsibility in their work and how their ideas intersected with claims to human rights and citizenship in the context of local and global struggles for respect and recognition. This transnational and comparative approach to the study of the black intellectual tradition acknowledges its multiple geographical nodes, collaborations, and solidarities, as well as the tenuous nature of these connections when, for example, national identities trump racial ones. A key aim is to develop a general reading knowledge of black intellectual thought and discourse from slavery to present.

This course is interdisciplinary in nature in that it draws from various disciplines to foreground the African American intellectual tradition—this includes insights from such diverse fields as social history, African American Studies, feminist theory, sociology, religion, and cultural studies. The goal is to not only capture the long durée of African American thought but to extend its focus beyond geographical boundaries by grappling with ideas that circulated along Atlantic networks forged by black intellectuals. Significantly, this course pulls from new approaches in the study of black intellectual history that engage texts as critical sites of intellectual production and integrates personal historical accounts with an array of innovative primary and secondary sources like, for example, newspapers, organizational records, essays, and ethnologies, and historiography.

This course has been designed for the Colonnade Program to build on the Foundations and Explorations courses students have already taken with the aim of elevating their analytical and problem solving skill set and provide a capstone learning experience that draws from a range of disciplines/programs, including History, African American Studies, Gender and Women’s Studies, and Cultural Studies. For instance, the class will interrogate the broader field of intellectual history by reconsidering what counts as black intellectual history and who counts as intellectuals. Whereas much of the emphasis in intellectual history centers on the ideas or lives of individual intellectuals, this course broadens the paradigm by highlighting the ideas and activities of ordinary people. Members of the working class and those who have little to no formal education are acknowledged as contributors to US and global history and key producers of knowledge, who thought carefully about their actions, devised strategies and tactics, and proposed solutions in the context of national and global politics, racial ideologies, social justice movements, and popular culture.

3.2 Learning Outcomes:

Analyze the development of self in relation to others and society: This course critically examines topics relating to the black intellectual tradition as it relates to the

- A. intersections of U.S. and global social and political thought, theories, and ideologies that inform individual actors, and
- B. past and present interpretations of this tradition in specific historical, cultural, and political contexts

Examine diverse values that form civically engaged and informed members of society: This course provides an expansive view of African American contributions to analyzing and theorizing about the black experience comparatively, transnationally, and as it has developed and changed over time and in wider diasporic contexts. Emphasis is given to how this body of knowledge contested and reproduced racialization and other forms of social inequality (e.g. gender, sexuality, class) experienced by individuals and groups, nations and nationalities throughout the Black Atlantic world, and highlights the contributions of black intellectuals to national and global politics, social justice movements, and popular culture.

Evaluate solutions to real-world social and cultural problems: This course is premised on the general recognition that, within the field of intellectual history, the study of black thought and culture remains underrepresented and people of African descent are often marginalized, if not excluded entirely from consideration. Despite the critical role black intellectuals have played (and continue to play) in shaping U.S. and global political thought, their ideas are not taken seriously and they are often relegated to the periphery. This course is conceived as an important corrective to this exclusionary framework, building on a body of work that centers the historical and contemporary contributions of black intellectuals in the U.S. and in other parts of the globe and recognizes their agency as knowledge producers, who carefully thought about their actions, devised strategies and tactics, and proposed solutions for a range of real world problems

3.3 Assessment/Evaluation:

This course follows a traditional lecture format with discussion-based activities. Examples of writing assignments include 4 critical reaction papers, based on a reflection and synthesis of the assigned readings, and a longer 10-12-page research paper, where students are required to identify a theme, problem, or debate generated from the course readings and write a paper focused on some aspect of African American or African Diaspora intellectual history. Students are required to present their research in class toward the end of the semester.

As this is a writing intensive upper-level undergraduate course, student achievement across all writing assignments will be evaluated, from excellent to poor, based on a rubric that aligns with each of the three main course learning outcomes and the QEP assessment categories for evidence gathering, sense making, and argumentation.

As the course is also being proposed as a Colonnade Connections course, a 50% sample of the final paper will be randomly selected from all students who complete the course. Two faculty members—one who teaches the course and one who does not— will individually evaluate the final paper using a Connection rubric. The initial goal will be that 60% of students are rated as “Excellent” or “Good” and 85% are rated above “Needs Work”

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

Section 4: Rationale

4.1 Reason for developing this proposed course:

This interdisciplinary course on black intellectual history offers an essential upper-level undergraduate Colonnade Connections option in the area of African American history that enhances and compliments existing course offerings in African American Studies and History. Its exclusive emphasis on the works, ideas, and legacies of individual black intellectuals in a diaspora context attends to a gap in the curriculum of the History Department, the African American Studies program, and the University’s Colonnade. The comparative and transnational framing of the black intellectual tradition is also consistent with new directions in the field of Africana/ African Diaspora Studies and the college and university’s mission of developing curriculum that fosters, among students, an appreciation of diversity and global awareness.

SPECIAL NOTE REGARDING NEW COLONNADE PROGRAM COURSES

To be included in the WKU Colonnade general education program, courses must meet criteria unique to that program, and as such, the Colonnade program has its own distinct course approval process: *new* courses being designed and proposed specifically for inclusion in WKU Colonnade program must include that information here, in item 4.1, and must be pre-approved by the Colonnade Committee as meeting their unique requirements *prior* to being acted on by the university’s Undergraduate Curriculum Committee. **For information, proposal forms and instructions unique to the Colonnade approval process, please refer to the [Faculty Resources](#) page of the [WKU Colonnade Program Website](#).**

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

HIST/AFAM 329 is unique in that it’s focus is exclusively on black intellectuals within an African diaspora context. As black intellectuals shaped and were

shaped by social movements, however, this course may share a social movement theme with AFAM 343 and SOC 312.

The course may also have topical overlaps with the following courses, all of which attend to an aspect of African American history/ experience:

HIST: 358/359 African American History, I&II

HIST: /331 African History, 1500-present

HIST 325 Civil War & Reconstruction

HIST 310: Comparative Slavery

HIST: 390 Blacks in the South

HIST 430: Civil Rights

AFAM 353: Radical Blackness

AFAM 190: African American Experience

FLK/AFAM 377 African American Folklore

No public university in Kentucky offers a course comparable to AFAM 329; however, the Pan African Studies Department at the University of Louisville does offer PAS 514, which focuses on African American social and political thought. ECU: AFA356, African American Political Thought, offers an examination of political ideas espoused by African American activist from the nineteenth century to the present. With a black intellectual and diaspora studies focus, HIST/AFAM 329 may be comparable to AFRO 5120 Social and Intellectual Movements in the African Diaspora, at the University of Minnesota, Twin Cities campus.

It's clear from this review that there is no standard-bearer among our benchmarks or other Kentucky universities. What all those institutions with at least a certificate in African American Studies do share are courses that grapple with the intellectual thought of African Americans, their creative contributions (music, art, literature), and the historical arc of political thought, social movements, and diasporic communities. The variability is often the case with interdisciplinary (and perhaps strictly disciplinary) programs and is a result of at least two factors: first, courses and framework best serve the community at that particular institution; second, strengths of the faculty.

Section 5: Projected Enrollments/Resources

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

25-30

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

1

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

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

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

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

5.6 Instructional technology resources: *N/A*

5.7 Library resources: *N/A*

Section 6: Proposed term for implementation: What semester/year will this course “come on line” and be available to students?

Spring 2020

Section 7: Supplemental Documentation (Optional): If needed, append any supplemental documentation here.

Syllabus attached

HIST/AFAM 329: Black Intellectual History

Professor: Andrew Rosa
Office: Cherry Hall 207
Office Hours: TR 9:30-11, and by
appointment
Phone: 270-745-3841
Email: andrew.rosa@wku.edu

“I am also one of the wretched and miserable daughters of the descendants of fallen Africa,” Maria Stewart, 1831.

“We believe that the Negro people, as a race, have a contribution to make to civilization and humanity, which no other race can make,” W.E.B. Du Bois, 1901.

“Yes, the peoples of the free colored nations are our natural friends: their growing strength is also ours,” Paul Robeson, 1957.

COURSE DESCRIPTION: This course begins from the premise that black intellectuals have made significant contributions to how we think about the modern world, though few recognize its transnational and global dimensions. In this course, we will read foundational works from key figures in the African American intellectual tradition and situate them within their appropriate historical contexts by engaging with a wide range of primary sources and current scholarship on the intellectual history of the African Diaspora. We will seek to understand how these men and women confronted issues of race, class, gender, freedom, uplift, internationalism, and responsibility in their work and how their ideas shaped the history of the African Diaspora. We will consider the historical intersection of claims to human rights and citizenship in the context of local and global struggles for respect and recognition and arrive at an understanding of the African American intellectual tradition that acknowledges its multiple geographical nodes, collaborations, and solidarities, as well as the tenuous nature of these connections when, for example, national identities trump racial ones. A key aim of this course is to develop a general reading knowledge of the traditions and trajectories of black intellectual discourse and action in local and global contexts and from slavery to present.

COURSE GOALS: This course will introduce you to the latest scholarship in African American intellectual history, black internationalism, and diaspora studies and provide you with the tools necessary to formulate questions and answers about the roots and routes of this tradition in comparative and transnational contexts. In this process, you will become proficient in three key learning objectives:

- Analyze the development of self in relation to others and society.
- Examine diverse values that form civically engaged and informed members of society.
- Evaluate solutions to real-world social and cultural problems

COURSE QUESTIONS: Over the course of the semester we will grapple with the following questions:

- 1) What does it mean to be an intellectual?
- 2) What are the contours of an African American intellectual tradition?
- 3) How do we conceptualize ‘black internationalism’ in light of the multi-faceted meanings of blackness in the United States and across the globe?
- 4) How has the transnational crossing of cultures and borders shaped African American political and cultural narratives?
- 5) How have African American intellectuals moved away from the nation-state context of the US to address the problems of democracy, racism, and citizenship globally?

REQUIRED TEXTS (Tentative): The titles listed below are all required. Copies of documents, articles, and book chapters will be posted to the content page of the Blackboard (Bb) course site.

- Adi, Hakim. *Pan Africanism: A History*. (Bloomsbury Publishing, 2018)
- Gomez, Michael. *Reversing Sail: A History of the African Diaspora* (UNC Press, 2012)
- West, Michael O. *From Toussaint to Tupac: The Black International since the Age of Revolution*. Chapel Hill: UNC Press, 2016)
- All other reading materials will be available in Blackboard (Bb), under the “content tab.”
- Some of films will be made available in Blackboard (Bb) or the Library Reserve Stack.

COURSE REQUIREMENTS:

- I. Attendance and Discussion (20% of grade):** This is not a lecture class. I will provide a few lectures to frame our discussion, but class time will be spent primarily in conversation. Active engagement with the weekly readings and participation in class discussion is, therefore, crucial to your success in the course. The idea is to develop your speaking and listening skills. Every student will be responsible for at least one class presentation based on weekly readings, designed to provoke and facilitate discussion. I will be evaluating you in three areas:
1. Do your comments demonstrate that you’ve read and understood the assigned readings?
 2. Do your comments push the conversation forward (rather than repeat something that’s already been said or introduce material that is not relevant to the ongoing discussion)?
 3. Do you volunteer your opinion on a considered basis?
 4. Do you contribute and improve the quality of discussion in your small discussion groups?

Attendance does not assume participation. To be “in class” means to actively participate.

- II. Critical Reaction Papers (40 % - 10% each):** Students are required to write **four** Reaction Papers (equivalent to at least 1250 words each). These essays are to express students’ reflections on (and reactions to) the readings. Your commentaries should be analytical rather than descriptive, critically engaging the week’s readings rather than summarizing them. Your commentaries should evaluate the strengths and weaknesses of the readings as it relates to the subject, set of questions of interest to the authors,

and relationship with readings from previous weeks. This assignment is meant to encourage careful reflection *prior* to our group meeting and to be generative for class discussion. They must be at least **1250 words or approximately five pages long**. They must be double-spaced, typewritten, and submitted in hard copy on the days they are due.

On the second meeting of the class, you will **select the four class dates that you will write your Reaction Papers on** (make sure you make a copy of the four dates that you select in your calendars for this class). Also, make a copy of each of your papers both for your files and have them accessible in class as a resource for our discussions. Students are to examine at least three points from several of the readings assigned for that date. Please enjoy the academic freedom of writing about whatever most interests or concerns you in these readings. Students may express their personal reactions; however, personal opinions and experiences should always be informed by the conceptual and empirical substance of the assigned readings. These assignments will be evaluated for, form, content, and synthesis of the materials in a coherent and precise way. Students are to respect the principles of both Standard English composition and critical thinking.

III. Final Paper (30% of grade): Each student will identify a theme, problem, or debate generated from the course readings and write a paper focused on some aspect of African American or African Diaspora intellectual history. This paper is to be based on library research as well as on a synthesis of relevant readings from the required and recommended texts. For example, a paper on the historical development of Black feminist thought in a diaspora context might use assigned readings as sources along with material from journals and scholarly books on Black feminism. A paper on some aspect of Pan-Africanism or diasporic consciousness would begin with the reading material the course makes available and, from there, extend the sources with library research. Students are strongly encouraged to begin their search for term paper topics by browsing and, hopefully, more closely examining the required and recommended texts.

The final paper assignment is due on the scheduled due date, without exception. However, a **draft**, which will not be graded, must be submitted two weeks prior so that I can offer feedback before the final deadline. The text of these papers must be a minimum of **10 full pages (2500 words)** long and based on at least 5 references (i.e., books and/or journal articles including the books we are reading in class). Appropriate web sites may be used as supplementary rather than as principal sources. The papers will be evaluated on the basis of five criteria: i- the application and articulation of an interdisciplinary perspective, ii- the clarity of exposition, iii- the quality of evidence used to support the argument, iv- the adequacy of organization and writing (i.e., word usage, grammar and spelling), and v- the relative quantity and quality of citations. Most of these criteria, particularly ii-iv, should be considered general guidelines for all writing assignments.

- IV. Oral Presentation of Term Paper Proposal (10%):** Each student will also give an Oral Presentation of their Final Paper with a printed or on screen digital presentation which will count for **10%** of the final grade.

STUDENT SUPPORT SERVICES

Students with Disabilities: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from SARC.

History Department Student Success Center: If you ever need help with any aspect of this class, please do not hesitate to contact me. Also, the History Department has a tutoring center that is located on the second floor of Cherry hall, right next to the History department office. Tutors are available to help you from 9am -2pm, Monday-Friday. No appointments are necessary

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

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

Writing Center: As effective writing is important to this course I encourage you to take advantage of the services offered by the Writing Center at WKU early on in the semester. Located in the Cravens Commons of the Craven Library, the Writing Center offers helpful feedback on any kind of writing by working with students to help them improve themselves and become better writers. You can meet with writing instructors face-to-face, or on-line. For more information, or to schedule an appointment, see <http://www.wku.edu/writingcenter>

ACADEMIC INTEGRITY POLICY

Dishonesty: Such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.

Academic Integrity: The maintenance of academic integrity is of fundamental importance to the University. Thus it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

Academic Dishonesty: Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating: No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination.

Other Types of Academic Dishonesty: Other types of academic offenses, such as the theft or sale of tests, electronic transmission of test, test sharing, etc. will be reported to the Office of Judicial Affairs for disciplinary action.

What if a student plagiarizes or in some other way is academically dishonest?

The Faculty Syllabus, or Handbook may permit a faculty member to fail a student on the assignment or the entire class. Cases of academic dishonesty may be referred to The Office of Student Conduct for review and additional action. Faculty or reporting staff should meet with the offending student; inform them of the violation; and make them aware that they have been referred to The Office of Student Conduct prior to submission of your report and/or the start of the student conduct proceedings.

**TITLE IX, DISCRIMINATION, HARASSMENT, AND SEXUAL MISCONDUCT
POLICY STATEMENT**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea

Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s [Counseling and Testing Center](#) at 270-745-3159.

READING SCHEDULE

Week One: The Trans-Atlantic Roots and Routes of the Black Intellectual Tradition

Read:

- Michael Gomez, *Reversing Sail: A History of the African Diaspora*, chps. 4&5
- Selected readings (Bb)

Week Two: Transatlantic Slavery and Resistance

Read:

- Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*, excerpts from Rosa, *Many Rivers to Cross* (Bb)
- Mary Prince, *The Narrative of Mary Prince, A West Indian Slave*, from Rosa, *Many Rivers to Cross* (Bb)
- Maria Stewart, “An Address Delivered at the African Masonic Hall” (Bb)
- James Forten, “Letter to Paul Cuffee” (Bb)
- Gomez, *Reversing Sail*, Chp. 6

Week Three: Writing and Remembering Slavery in the Americas

Read:

- Frederick Douglass, *Narrative of the Life of Frederick Douglass*, excerpts from Rosa, *Many Rivers to Cross* (Bb)
- Harriet Jacobs, *Incidents in the Life of a Slave Girl*, excerpts from Rosa, *Many Rivers to Cross* (Bb)
- Afua Cooper, “Marie-Joseph Angelique and the Burning of Montreal,” (Bb)
- Sylvia Frey, “The American Revolution and the Creation of a Global African World,” in Michael West, *From Touissant to Tupac*

Week Four: Asserting the Right to Be in Slavery and Freedom

Read:

- Frederick Douglass, “What, to the Slave, is the Fourth of July?” (Bb)
- Rev. Henry McNeal Turner, “I Claim the Rights of a Man” (Bb)
- David Walker, *David Walker’s Appeal* (excerpt) (Bb)
- Frances Ellen Watkins Harper, “We Are All Bound Up Together” (Bb)
- Martin Delany, *The Political Destiny of the Colored Race, on the American Continent*, (Bb)
- Michael West, “Haiti, I’m Sorry: The Haitian Revolution and the Forging a Black International,” in Michael West, *From Touissant to Tupac*

Film:

- Egalite for All: The Haitian Revolution

Week Five: Racial Uplift, Education, and African Redemption

Read:

- W. E. B. Du Bois, *The Souls of Black Folk*, selected chapters (Bb)
- Mary Church Terrell, “The Progress of Colored Women” (Bb)
- Anna Julia Cooper, “The Status of Woman in America,” (Bb)
- Booker T. Washington, “Atlanta Exposition Address;” (Bb)
- Laura Putnam, “Nothing Matters but Color: Transnational Circuits, the Interwar Caribbean, and the Black International” in *From Toussaint to Tupac*

Film:

- A Biography in Four Voices: W.E.B. Du Bois

Week Six: Imagining Nations and Nationalities in the Post-Emancipation Caribbean and U.S.

Read:

- Hakim Adi, “Pan Africanism and Garveyism” in *Pan Africanism: A History*
- Robert Vinson, “Providential Design: American Negroes and Garveyism in South Africa” in *From Toussaint to Tupac*
- Zora Neale Hurston, *The Emperor Effaces Himself*, (Bb)
- A. Philip Randolph, *The Only Way to Redeem Africa*, (Bb).

Week Seven: The “Black Nadir” Diasporically Reconsidered

Read:

- W. E. B. Du Bois, *The Souls of Black Folk*, select chps (Bb)
- Ida B. Wells-Barnett, “Lynch Law in America” (Bb)
- Alexander Crummell, “Civilization, the Primal Need of the Race,” (Bb)
- Hakim Adi, “Du Bois and Pan African congresses” in *Pan Africanism: A History*

Week Eight: The New Negro, Negrimiso, and Negritude:

Read:

- Alaine Locke, “The New Negro” (Bb)
- Marcus Garvey, “The New Negro and the UNIA” (Bb)
- W.E.B. Du Bois, “Marcus Garvey: A Lunatic or a Traitor” (Bb)
- Amy Jacques Garvey, “Our Women Getting into the Larger Life: Women as Leaders,” (Bb)
- Hakim Adi, “From Internationalisme Noir to Negritude” in *Pan Africanism: A History*
- Kathy Ogen, “What is Africa to Me? African Strategies in the Harlem Renaissance” (Bb)

Film:

- *Marcus Garvey: Look for Me in the Whirlwind*

Week Nine: Pan Africanism, or Communism in the era of the Color Line

Read:

- W. E. B. Du Bois, “To the Nations of the World” (Bb)
- Langston Hughes, “Negro Speaks of Rivers” (Bb)
- Hakim Adi, “Pan Africanism and Communism” in *Pan Africanism: A History*

Week Ten: Radical Internationalism and Black Liberation in the Diaspora

Read:

- Aime Cesaire, *Discourse on Colonialism*
- Franz Fanon, “On Violence” (Bb)
- C.L.R. James, *A History of Pan-African Revolt*, excerpt (Bb)
- George Padmore, “Pan Africanism or Communism,” (Bb)
- Hakim Adi, “From Ethiopia to Manchester” in *Pan Africanism: A History*
- Robin D.G. Kelley, “Afric’s Sons with Banner Red: African American Communists and the Politics of Culture, 1919-1934.

Week Eleven: Reconnecting and Re-conceptualizing Solutions in the Diaspora

Read:

- Gomez, *Reversing Sail*, chaps. 7&8
- Maryse Conde, “Pan Africanism, Feminism, and Culture,” (Bb)
- Selected readings (Bb)

Week Twelve: Exiles, Emigres, and Movement People

Read:

- Hakim Adi, “Pan Africanism Returns Home” in *Pan Africanism: A History*
- Selected readings (Bb)

- **Due: Final Paper Draft**

Week Thirteen: The Question of Non-Violence from Selma to Accra

Read:

- Martin Luther King, Jr., “Letter from a Birmingham Jail” (Bb)
- Malcolm X, “The Ballot of the Bullet” (Bb)
- Vijay Prashad, “Waiting for the Black Gandhi,” *From Toussaint to Tupac*
- Barbara Harlow, “Writers and Assassinations,” (Bb)

Week Fourteen: Black Power Rebellions Diasporically Reconsidered

Read:

- Hakim Adi, “Black Power” in *Pan Africanism: A History*
- Brian Meeks, “The Rise and Fall of Black Power in the Caribbean” in *From Toussaint to Tupac*
- Selected Readings (Bb)

Film: Winds of Change: The End of Colonialism in Africa

- **Due: Final Paper**
- **Student Presentations**

Week Fifteen: Black Public Intellectuals in the era of #BlackLivesMatter

Read:

- Marc Perry, “Hip Hop’s Diasporic Landscape of Blackness,” in *From Toussaint to Tupac*
- Imani Perry, “The New Black Public Intellectual” (Bb)

- **Student Presentations**

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

Contact Person: Dr. Ke Peng, ke.peng@wku.edu , 5-2118

1. Identification of program:

- 1.1 Program title: Chinese Studies Certificate
- 1.2 Required hours in program: 21 hours
- 1.3 Special information: Students who enter the program with previous knowledge of Chinese should take measures to gain credit for their language skills. For current information on verified credit, AP credit, or language assessment tests, go to the Modern Languages website at this address: www.wku.edu/modernlanguages or meet with a faculty member in Chinese.
- 1.4 Catalog description: This certificate program prepares graduates for careers in a Chinese-speaking market. A total of 21 credit hours are required in this certificate. Twelve credit hours of core courses develop basic Chinese language proficiency and cultural expertise, and nine hours of electives provide students the flexibility to tailor the certificate to support their professional interests. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge. Students must earn a C or better in courses for the certificate.

Required core courses: (12 hours)

- CHIN101 & 102 (6 hours) or CHNF 101 & 102 (8 hours): Elementary Chinese
- CHIN201 & 202 (6 hours) or CHNF 201 (4 hours): Intermediate Chinese

Elective courses (9 Hours): Three courses at the 200-, 300- or 400-level, at least one of which must be at the 300- or 400-level, delivered in Chinese or English related to China studies for a total (including the core courses) of 21 or more credit hours. Other China-related courses may be approved with permission of program advisor.

- ANTH 333 Archaeology of Ancient China
- ANTH 341 People and Cultures of Asia
- ARC 401 Topics in Asian Religions and Cultures
- COMM 365 Intercultural Communication
- GEOG 465 Geography of East Asia
- HIST 300 Contemporary Chinese Society and Culture
- HIST 460 Traditional East Asia
- HIST 461 Modern East Asia
- HIST 471 Modern China
- PERF105 Taiji (x3 times)
- PS 366 Government and Politics in East Asia
- PS 460 Chinese Politics
- RELS 302 Buddhism
- RELS 308 East Asian Religious Traditions
- RELS 317 Confucianism
- RELS 318 Daoism
- THEA 375 Topics in Drama
- CHIN 2**, 3** or CHIN 4**

- CHNF 2**, 3** or CHNF 4**
- MLNG 4**

1.5 Classification of Instructional Program Code (CIP): 05.0123

2. Learning outcomes of the proposed certificate program:

Utilizing the faculty and facilities of the entire university, this certificate program equips students with a basic Chinese proficiency and intercultural competence to interact with people from Chinese-speaking regions. It is built upon a student-centered curriculum and allows students to develop a working knowledge of Chinese language and culture in support of their primary field of expertise.

Learning Outcomes:

1. Students will be able to apply knowledge acquired to real world challenges in professional settings if they need to conduct informed analysis related to China or Chinese-speaking regions for their domain of expertise.
2. Students will be able to converse with people from the target culture in familiar settings and identify the basic cultural similarities and differences.
3. Students will be able to recognize the significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.
4. Students will be able to compare products, practices and perspectives between the target culture and their own culture, and explore the range of issues influencing China's domestic development and its interactions with other countries.
5. Students will demonstrate a general understanding of China in regional context and comparative perspective concerning at least one aspect of their interest (e.g. its political and economic system, geography, history, religions).

3. Rationale:

3.1 Reason for developing the proposed certificate program:

- 1) This program provides a response to those students who would like to explore China studies to enhance their niche market skillset but do not have sufficient time in their college career to complete a Chinese major or minor. The targeted students mostly come from Ogden College of Science & Engineering (e.g. agriculture, biology, chemistry, geography and geology, and School of Engineering and Applied Sciences) and Gordon Ford College of Business (e.g. accounting, management and marketing) based on our focused conversations with department heads, advisors and students in the past 9 months.
- 2) This certificate helps prepare students for the opportunities in the marketplace by integrating the China studies into what they have already been doing without delaying their college graduation. Chinese is defined as a critical language by the U.S. government, and there are immense career opportunities ranging from government and business jobs to intelligence agencies. In view of the continuous growing economic, political, and cultural significance of Chinese societies worldwide, the need for people with some Chinese language skills and a general understanding of Chinese culture will continue to increase.
- 3) The recent visit of Governor Matt Bevin to China in November 2018 and the celebration of Chinese New Year in his mansion also testify to the strategic position

of Chinese skills in the commonwealth of Kentucky. We expect our graduates with some level of Chinese language skill and intercultural competence to bring more collaboration and business with China to Kentucky's communities and economy.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: Currently, there are no certificate programs in the department. As a department, we are making data-informed curricular transformations to address real-life needs and better serve our students.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: Since certificates are stackable depending upon students' own career planning, the proposed certificate program complements any other certificate and major programs at WKU.
- 3.4 Projected enrollment in the proposed certificate program: We project approximately 30 to 40 students in the certificate program according to (1) the number of students who have taken Chinese but cannot complete the major or minor before they graduate in the past five years; and (2) the number of major and minor programs who have shown interest in the certificate. In 2018-2019, the Chinese program has 80 majors and 7 minors.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
No other institutions offer similar certificate programs. Presently, in the Commonwealth of Kentucky, only *WKU* and the *University of Kentucky* offer both Chinese major and minor programs. *The University of Louisville*, *Murray State University* and *Northern Kentucky University* offer a Chinese minor. Many benchmark universities (*Appalachian State University*, *Ball State University*, *Bowling Green State University*, etc.) offer a minor in China studies.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: The proposed program serves the university mission and objectives to cultivate global-ready citizens. Through coursework, experience abroad, and other cultural encounters, the proposed program enhances communicative skills and cultural awareness that prepare students to be more knowledgeable and sensitive citizens of the local, regional, and global communities. This program presents career-ready opportunities to students in Kentucky, neighboring states and around the nation.

4. Curriculum: Twenty-one credit hours are required in this certificate.

Required core courses: (12 hours)

- CHIN101 & 102 (6 hours) or CHNF 101 & 102 (8 hours): Elementary Chinese
- CHIN201 & 202 (6 hours) or CHNF 201 (4 hours): Intermediate Chinese

Elective courses (9 Hours): Three courses at the 200-, 300- or 400-level, at least one of which must be at the 300- or 400-level, delivered in Chinese or English related to China studies for a total (including the core courses) of 21 or more credit hours. Other China-related courses may be approved with permission of program advisor.

- ANTH 333 Archaeology of Ancient China
- ANTH 341 People and Cultures of Asia
- ARC 401 Topics in Asian Religions and Cultures
- COMM 365 Intercultural Communication
- GEOG 465 Geography of East Asia
- HIST 300 Contemporary Chinese Society and Culture

- HIST 460 Traditional East Asia
- HIST 461 Modern East Asia
- HIST 471 Modern China
- PERF105 Taiji (x3 times)
- PS 366 Government and Politics in East Asia
- PS 460 Chinese Politics
- RELS 308 East Asian Religious Traditions
- RELS 317 Confucianism
- RELS 318 Daoism
- THEA 375 Topics in Drama: East Asian Theater
- CHIN 2**, 3** or CHIN 4**
- CHNF 2**, 3** or CHNF 4**
- MLNG 4**

5. **Budget implications:** None. The current staffing of Chinese program will teach the core CHIN** and CHNF** courses. Other electives are offered by other departments. No faculty line is requested for this certificate.

6. **Proposed term for implementation:** First available

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

Department of Modern Languages	<u>8/20/2019</u>
PCAL Curriculum Committee	<u>8/28/2019</u>
Contact with Office of Academic Affairs	<u>8/23/2019</u>
Undergraduate Curriculum Committee	<u>9/27/2019</u>
Faculty Senate	_____
Board of Regents	_____

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

Contact Person: Dr. Laura McGee, laura.mcgee@wku.edu , 5-5900

1. Identification of program:

- 1.1 Program title: German Studies Certificate
- 1.2 Required hours in program: 21 hours
- 1.3 Special information: Students who enter the program with previous knowledge of German should take measures to gain credit for their language skills. For current information on verified credit, AP credit, or language assessment tests, go to the Modern Languages website at this address: www.wku.edu/modernlanguages or meet with a faculty member in German.
- 1.4 Catalog description: This certificate program prepares graduates for careers in a German-speaking market. A total of 21 credit hours are required in this certificate. Twelve credit hours of core courses develop basic German language proficiency and cultural expertise, and nine hours of electives provide students the flexibility to tailor the certificate to support their professional interests. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge. Study abroad is encouraged. Students must earn a C or better in courses for the certificate.

Required core courses: (12 hours)

- GERM 101 & 102 (6 hours): Elementary German
- GERM 201, 202 (6 hours): Intermediate German

Elective courses (9 Hours): At least three courses at the 200-, 300- or 400-level, at least one of which must be at the 300- or 400-level, delivered in German or English related to German studies for a total (including the core courses) of 21 or more credit hours. Other German-related courses may be approved with permission of program advisor.

- GEOG 364 Geography of Europe
- HIST 335 Twentieth Century Europe
- HIST 425 Modern Germany
- PHIL 346 Kant and Idealism
- PS 361 Government and Politics of Western Europe
- PS 369 Central European Politics
- GERM 3** or GERM 4**
- MLNG 4**

- 1.5 Classification of Instructional Program Code (CIP): 050125

2. Learning outcomes of the proposed certificate program:

Utilizing the faculty and facilities of the entire university, this certificate program equips students with a basic German proficiency and intercultural competence to interact with people from German-speaking regions. It is built upon a student-centered curriculum and allows students to develop a working knowledge of German language and culture in support of their primary field of expertise.

Learning Outcomes:

1. Students will be able to apply knowledge acquired to real world challenges in professional settings if they need to conduct informed analysis related to Germany or German-speaking regions for their domain of expertise.
2. Students will be able to converse with people from the target culture in familiar settings and identify the basic cultural similarities and differences.
3. Students will be able to recognize the significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.
4. Students will be able to compare products, practices and perspectives between the target culture and their own culture, and explore the range of issues influencing Germany's domestic development and its interactions with other countries.
5. Students will demonstrate a general understanding of Germany in regional context and comparative perspective concerning at least one aspect of their interest (e.g. its political and economic system, geography, history, religions).

3. Rationale:

- 3.1 Reason for developing the proposed certificate program:
 - 1) This program provides a response to those students who would like to explore German studies to enhance their niche market skillset. It offers the opportunity for a credential following the closure of the German major and minor during the CAPE process. The students earning a certificate will typically major in International Affairs or International Business, however some will come from the sciences (Engineering, Computer Science, Architecture), or from any number of Potter College of Arts and Letters programs, such as History, Music, or other world languages.
 - 2) This certificate helps prepare students for the opportunities in the marketplace by integrating the German studies into what they have already been doing without delaying their college graduation. Germany plays a key role in the European Union. It develops cutting-edge sustainability technologies, and German companies have invested heavily in Kentucky. German-owned facilities in Kentucky need employees who can help bridge cultural gaps and facilitate lasting business relationships. Students who earn this certificate will pursue careers in a wide variety of fields.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: Currently, there are no certificate programs in the department. As a department, we are making data-informed curricular transformations to address real-life needs and better serve our students.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: Since certificates are stackable depending upon students' own career planning, the proposed certificate program complements any other certificate and major program at WKU.
- 3.4 Projected enrollment in the proposed certificate program: We project approximately 20 to 30 students in the certificate program based on the number of majors and minors in the programs being phased out (16 majors and 6 minors).
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Eastern Kentucky University offers a Certificate in German Conversation and Culture (15 hours). At Murray State, a German Language and Culture Certificate is offered, as well

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

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, (270) 681-0270

1. Identification of course:

1.1 Course prefix (subject area) and number: PSYS 451

1.2 Course title: Psychology of Religion

2. Current prerequisites/corequisites/special requirements:

Nine hours of psychology, including PSYS 100 / PSY 100, and junior standing; or permission of the instructor. PSYS 210 / PSY 210, PSYS 313 / PSY 313, and PSYS 450 are preferred but not essential.

3. Proposed prerequisites/corequisites/special requirements:

PSYS 100 or PSY 100 or PSYS 160, and junior standing.

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

The listed prerequisites and preferred courses propose a complex hierarchy of sequencing that is not needed for this course. The proposed prerequisite courses reflect the material, experiences, and student standing necessary for students to be successful in the course. The revised prerequisites, removing the unnecessary sequencing, will also make this course easier to include in the rotation of courses offered by faculty within the Department of Psychological Sciences.

5. Effect on completion of major/minor sequence:

The proposed revision should allow students to take this course earlier on in their program of study at WKU, allowing Psychological Science students to avoid obstacles to graduation if this course is needed.

6. Proposed term for implementation: Spring 2020

7. Dates of prior committee

September 9, 2019

**approvals: (streamlined approval
process in AY 2019-2020)**

Department Head of Psychological
Sciences

Ogden College Dean

September 10, 2019

Provost's Office 's Office

Format effective May 2013

Proposal Date: 3/27/2019

Ogden College of Science and Engineering

Department of Mathematics

Proposal to Revise Course Catalog Listing

(Consent Item)

Contact Person: Melanie Autin, melanie.autin@wku.edu, 5-6171

1. Identification of course: 1.1 Course prefix (subject area) and number: STAT 301

1.2 Course title: Introductory Probability & Applied Statistics

2. Current course catalog listing: A calculus-based introduction to applied statistics, with emphasis on analysis of real data. Curve fitting, probability models, estimation and testing for means and proportions, quality control; use of computers for data analysis and simulation.

3. Proposed course catalog listing: A calculus-based introduction to probability and applied statistics, with emphasis on analysis of real-world data. Topics include principles of elementary probability; essential discrete and continuous probability distributions; descriptive statistics; sampling distributions; estimation and hypothesis testing for means, variances, and proportions; and simple linear regression. Technology is integrated throughout the course.

4. Rationale for revision of the course catalog listing: The proposed listing describes course content more clearly and accurately. The current listing neglects to include probability, which is a major component of the course.

5. Proposed term for implementation: Spring 2020

6. Dates of prior committee approvals:

Department of Mathematics

April 12, 2019

Ogden College Dean

August 23, 2019

Provost

August 27, 2019

**Ogden College of Science & Engineering
School of Engineering & Applied Sciences
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Stacy Wilson, stacy.wilson@wku.edu, 56394

1. Identification of course:

1.1 Current course prefix (subject area) and number: EM 221

1.2 Course title: UK Statics

2. Rationale for the course suspension: This course was created in support of the joint engineering programs with UK. The joint programs are no longer exist. EM 221 is no longer needed since the course EM 222 Statics is offered every semester.

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

4. Proposed term for implementation: as soon as possible

5. Dates of prior committee approvals:

School of Engineering and Applied Sciences

4/12/2019

Ogden College Curriculum Committee

May 2, 2019

Undergraduate Curriculum Committee

9/26/2019

University Senate

**Ogden College of Science & Engineering
School of Engineering & Applied Sciences
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Stacy Wilson, stacy.wilson@wku.edu, 56394

1. Identification of course:

1.1 Current course prefix (subject area) and number: EM 302

1.2 Course title: UK Mechanics of Deformable Solids

2. Rationale for the course suspension: This course was created in support of the joint engineering programs with UK. The joint programs are no longer exist. EM 302 is no longer needed since the course EM 303 Mechanics of Deformable Solids is offered every semester.

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

4. Proposed term for implementation: as soon as possible

5. Dates of prior committee approvals:

School of Engineering and Applied Sciences

4/12/2019

Ogden College Curriculum Committee

May 2, 2019

Undergraduate Curriculum Committee

9/26/2019

University Senate

**Ogden College of Science & Engineering
School of Engineering & Applied Sciences
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Stacy Wilson, stacy.wilson@wku.edu, 56394

1. Identification of course:

1.1 Current course prefix (subject area) and number: INFO 336

1.2 Course title: Database and Information Retrieval

2. Rationale for the course suspension: This course has never been taught and there is no plan to teach this course.

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

4. Proposed term for implementation: as soon as possible

5. Dates of prior committee approvals:

School of Engineering and Applied Sciences

4/12/2019

Ogden College Curriculum Committee

May 2, 2019

Undergraduate Curriculum Committee

9/26/2019

University Senate

Proposal Date: March 23, 2018

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

Contact Person: Todd Willian, todd.willian@wku.edu, (270) 745-5969

- 1. Identification of proposed course:**
 - 1.1 Course prefix (subject area) and number: HORT 426
 - 1.2 Course title: Viticulture
 - 1.3 Credit Hours: 3.0

- 2. Proposed course title: Vineyard Management**

- 3. Proposed abbreviated course title: Vineyard Management**
(maximum of 30 characters/spaces)

- 4. Rationale for the revision of course title: The proposed title is a more accurate descriptor of course content than is the more generic term Viticulture.**

- 5. Proposed term for implementation: next available**

- 6. Dates of prior committee approvals:**

Department of Agriculture and Food Science

May 3, 2018

Ogden College Curriculum Committee

May 2, 2019

Undergraduate Curriculum Committee

9/26/2019

University Senate

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

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

1. Identification of course:

1.1 Course prefix (subject area) and number: CE 176

1.2 Course title: CE Freshman Design

2. Current prerequisites:

Prerequisite(s): MATH 117 or higher (may be taken concurrently)

3. Proposed prerequisites:

Prerequisite(s): MATH 136 or higher (may be taken concurrently)

4. Rationale for the revision of prerequisites:

Historically, this course has been a co-requisite with Math 117. Over time, it has become apparent that the co-requisite is not sufficient for the content of this course.

5. Effect on completion of major/minor sequence:

None

6. Proposed term for implementation:

Next Available

7. Dates of prior committee approvals:

School of Engineering and Applied Sciences

4/12/2019

Ogden College Curriculum Committee

May 2, 2019

Undergraduate Curriculum Committee

9/26/2019

University Senate

Proposal Date: February 7, 2019

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

Contact Person: Thomas Kingery, Thomas.kingery@wku.edu, 745-5966

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: AGMC 371
- 1.2 Course title: Agriculture Mechanics
- 1.3 Credit hours: 2

2. Proposed course credit hours: 1

3. Rationale for the revision of course credit hours:

The AGMC 371 course is a lecture course and one hour of lecture is sufficient to cover lecture content.

4. Proposed term for implementation: First available

5. Dates of prior committee approvals:

Agriculture and Food Science

February 21, 2019

Ogden College Curriculum Committee

April 4, 2019

Undergraduate Curriculum Committee

9/26/2019

University Senate

Proposal Date: February 7, 2019

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

Contact Person: Thomas Kingery, Thomas.kingery@wku.edu, 745-5966

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: AGMC 372
- 1.2 Course title: Agriculture Mechanics Lab
- 1.3 Credit hours: 1

2. Proposed course credit hours: 2

3. Rationale for the revision of course credit hours:

The AGMC 372 course is a laboratory course for applied learning and needs two hours of laboratory time to work on welding techniques. This will make class scheduling more efficient.

4. Proposed term for implementation: First available

5. Dates of prior committee approvals:

Agriculture and Food Science

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

February 21, 2019

April 4, 2019

9/26/2019

**Proposal to Revise a program: Minor in Mathematics
Ogden College
Department/Unit: Mathematics**

Section 1: Proponent Contact Information

- 1.1 Name/Title: Tom Richmond
- 1.2 Email address: tom.richmond@wku.edu
- 1.3 Phone #: 745-6219

Section 2: Program Information

- 2.14 Classification of Instructional Program (CIP) reference number: 270101
- 2.15 Current Program title: Minor in Mathematics (Minor for Employment in Industry and/or Graduate Studies in Mathematics)
- 2.16 Current total number of credits required in the program: 24

Section 3: Proposed program revisions and rationales

- 3.4 First proposed revision: MATH 302 will be added to the list of MATH courses which do not count toward the Minor in Mathematics (for Employment in Industry and/or Graduate Studies in Mathematics). MATH 302 Introduction to Advanced Mathematics for Middle Grades Teachers is targeted for middle grades teachers.

Section 4: Consultations: MATH 302 is a relatively new course which is clearly designated as a course for middle grades teachers, so the impact will be only within the Department of Mathematics.

Section 5: Proposed term for implementation: Fall 2020.

Section 6: Approval Flow Dates:

Department of Mathematics:	April 12, 2019
Ogden College Curriculum Committee:	May 2, 2019
Undergraduate Curriculum Committee:	9/26/2019
Professional Education Committee:	
University Senate:	

7.1 Current Minor in Mathematics (Minor for Employment in Industry and/or Graduate Studies in Mathematics):

A minor in mathematics requires a minimum of 24 semester hours. In addition to the foundational sequence (MATH 136, MATH 137, MATH 237, and either MATH 307 or MATH

370), the student is required to select at least nine hours from MATH 3XX*, MATH 4XX*, or STAT 301**.

*Students may not count MATH 304, MATH 308, MATH 403, MATH 411, MATH 413, MATH 421, or MATH 490 toward the minor. MATH 398 may count toward the minor only if the student completes MATH 498.

**Students may not count both MATH 382 and STAT 301 in the minor.

7.2 Proposed Minor in Mathematics (Minor for Employment in Industry and/or Graduate Studies in Mathematics):

A minor in mathematics requires a minimum of 24 semester hours. In addition to the foundational sequence (MATH 136, MATH 137, MATH 237, and either MATH 307 or MATH 370), the student is required to select at least nine hours from MATH 3XX*, MATH 4XX*, or STAT 301**.

*Students may not count **MATH 302**, MATH 304, MATH 308, MATH 403, MATH 411, MATH 413, MATH 421, or MATH 490 toward the minor. MATH 398 may count toward the minor only if the student completes MATH 498.

**Students may not count both MATH 382 and STAT 301 in the minor.

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

Section 1: Proponent Contact Information

- 1.1 Mark Doggett, Professor
- 1.2 Email address: mark.doggett@wku.edu
- 1.3 Phone # 270.745.6951

Section 2: Program Information

- 2.1 Current Program reference number: 5006
- 2.2 Current Program title: Manufacturing Engineering Technology
- 2.3 Current total number of credits required in the program: 58

Section 3: Proposed program revisions and rationales

- 3.1 Require majors to take CHEM 105/106 or CHEM 120/121 as part of the Colonnade requirements. Presently, majors may select any E-NS course to fulfill the Colonnade requirement. Current majors are required to take laboratory-based courses in the program (AMS 217 Industrial Materials and AMS 227 Introduction to Manufacturing Methods) where knowledge of measurements, properties and phases of matter, chemical structure, chemical bonding, and substance composition are needed.
- 3.2 Require majors to take PHYS 231/232. The majority of MET students are hired in industry as manufacturing process engineers or manufacturing managers. Knowledge of velocity, momentum, tension, friction, fluids, heat transfer, and vibration is fundamental for efficient manufacturing process design. It is anticipated this course will be approved for Colonnade next year. However, until then, it will be an additional requirement. Unfortunately, currently approved Colonnade physics courses cover only relativity theory, motion, light, sound, or require Calculus II.

Additional rationale: The addition of chemistry and physics will position the program for ABET accreditation in the future and enhance its reputation as a true engineering science.

- 3.3 Require majors to take AGMC 371/372. This lecture-lab (3 credit hours total) combination introduces students to welding technology and basic metallurgy. This technical skill set is part of the basic manufacturing processes listed by the Society of Manufacturing Engineers as fundamental knowledge set in effective manufacturing engineering programs. Future students will be better-equipped to support industry in this regard.

The above changes increase the program requirements from 58 to 65 and will reduce the number of program electives available to majors from 23 to 14 or 15 depending on the Chemistry course chosen by the student.

3.4 Add ECON 202 and 203 as selective courses for the major. Adding micro or macro economics will add a value choice for students, particularly those wishing to minor in Business

3.5 Remove BUS 214C and MGT 200 from the selective lists for the major. Both these courses, while having value, have created an unanticipated side effect of Gen Ed Certified students accumulating too many lower division hours. Removal of these courses from the selective will resolve this problem.

3.6. Remove the Concentration section designation as the program no longer has concentrations. **The** courses presently listed in this section are all technical skill courses and can be listed in the Technical section to reduce confusion.

Section 4: Consultations

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

The department chairs of both Chemistry (Dr. Stuart Burris) and Physics (Dr. Michael Carini) were contacted on 04.01.2019. Estimated initial impact on these programs is approximately 5-10 students per year and 20 per year thereafter.

The department chair of Agriculture (Dr. Fred DeGraves) was contacted on 04.10.2019. Estimated initial impact on the program is approximately 5-10 students per year and 20 per year thereafter.

The department chair of Economics (Dr. Alexander Lebedinsky) was contacted on 04.04.2019. Estimated impact is 4-5 students per year.

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

SEAS: **4/12/2019**
Odgen College Curriculum Committee: **5/2/2019**
Undergraduate Curriculum Committee: **9/26/2019**
University Senate:

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

7.1 Current Program Requirement: 58 hours

Technical Core: 19 hrs		19 hrs	
Finance Selective	ACCT 200 or MKT 220 or FIN 161(E-SB)		3
Basic Electricity	AMS 120		3
Architectural Drafting	AMS 205 or AMS 163		3
Industrial Statistics	AMS 271		3
Internship I	AMS 398 or UC 400		1
Senior Research	AMS 490E		3
Robotics and Machine Vision	AMS 328		3
Management Core:		24 hrs	
Work Design/Ergonomics	AMS 310		3
Systems Design and Operation	AMS 356		3
Project Management	AMS 390		3
Technology Mgmt./Sup./Team Blding	AMS 430		3
Quality Assurance	AMS 371		3
Lean and Supply Chain Systems	AMS 394		3
Communications Selective	COMM 345 or BUS 214C or COMM 346 or COMM 349 (K-SY)or COMM 362 or MGT 361		3
Business Law Selective	MGT 301 or MGT 200 or MGT 333		3
Concentration:		15	
Industrial Materials	AMS 217		3
Manufacturing Methods	AMS 227		3
Manufacturing Operations	AMS 342		3
Automated Systems	AMS 343		3
Computer Numeric Control	AMS 370		3
Colonnade (Old)		39	
F-WC	ENG 100		3
F-WC	ENG 300		3
F-AH	ENG 200		3
F- OC	COMM 145		3
F-QR	MATH 117		3
F-SB	HIST 101 or HIST 102		3
E-AH	SELECT		3
E-SB	SELECT		3
E-NS/SL	SELECT		6
K-SC	SELECT		3
K-LG	SELECT		3
K-SY	SELECT		3
Electives			23
Program Grand Total Hours:			120

7.2 Proposed Program Requirement: 65 hours

Technical Core:		37 hrs	
Finance Selective	ACCT 200 or MKT 220 or FIN 161 (E-SB) or ECON 202 or ECON 203		3
Agricultural Mechanics	AGMC 371/372		3
Basic Electricity	AMS 120		3
CAD and Drafting	AMS 205 or AMS 163		3
Industrial Statistics	AMS 271		3
Internship I	AMS 398 or UC 400		1
Senior Research	AMS 490E		3
Robotics and Machine Vision	AMS 328		3
Industrial Materials	AMS 217		3
Manufacturing Methods	AMS 227		3
Manufacturing Operations	AMS 342		3
Automated Systems	AMS 343		3
Computer Numeric Control	AMS 370		3
Management Core:		24 hrs	
Work Design/Ergonomics	AMS 310		3
Systems Design and Operation	AMS 356		3
Project Management	AMS 390		3
Technology Mgmt./Sup./Team Blding	AMS 430		3
Quality Assurance	AMS 371		3
Lean and Supply Chain Systems	AMS 394		3
Communications Selective	COMM 345 or BUS 214C or COMM 346 or COMM 349(K-SY) or COMM 362 or MGT 361		3
Business Law Selective	MGT 301 or MGT 200 or MGT 333		3
Additional Program Requirement:		4 hrs	
Biophysics	PHYS 231/232(4 cr)		4
Colonnade (New)		40 or 41	
F-WC	ENG 100		3
F-WC	ENG 300		3
F-AH	ENG 200		3
F- OC	COMM 145		3
F-QR	MATH 117		3
F-SB	HIST 101 or HIST 102		3
E-AH	SELECT		3
E-SB	SELECT		3
E-NS/SL	CHEM 105/106(4 cr) OR 120/121(5 cr)		4 or 5
E-NS	SELECT		3
K-SC	SELECT		3
K-LG	SELECT		3
K-SY	SELECT		3

Electives		14 or 15
Program Grand Total Hours:		120

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.


Dr. Stuart Burris 4/1/2019
Dr. Michael Carini 4/1/2019
Dr. Fred DeGraves 4/10/2019
Dr. Alexander Lebedinsky 4/4/2019

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

N/A

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?



Department Head

9/16/19

Date



Dean or Designee

9/18/19

Date

**Ogden College of Science & Engineering
School of Engineering & Applied Sciences
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Stacy Wilson, stacy.wilson@wku.edu, 56394

1. Identification of course:

- 1.1 Course prefix (subject area) and number: AMS 101
- 1.2 Course title: Introductory AMS Research

2. Revise course title:

- 2.1 Current course title: Introductory AMS Research
- 2.2 Proposed course title: Introductory SEAS Research
- 2.3 Proposed abbreviated title: Intro SEAS Research
- 2.4 Rationale for revision of course title: On 7/1/17, the former Departments of Architectural and Manufacturing Sciences (AMS), Computer Science, and Engineering were merged to form the School of Engineering and Applied Sciences. The AMS department no longer exists.

3. Revise course number:

- 3.1 Current course number: AMS 101
- 3.2 Proposed course number: SEAS 101
- 3.3 Rationale for revision of course number: See 2.4

4. Revise course prerequisites:

- 4.1 Current prerequisites: (indicate which)
Pre-requisites: Enrollment in a program of study within the Architectural and Manufacturing Sciences Department or consent of instructor
- 4.2 Proposed prerequisites:
Pre-requisites: Enrollment in a program of study within the School of Engineering and Applied Sciences or consent of instructor
- 4.3 Rationale for revision of course prerequisites:
On 7/1/17, the former Departments of Architectural and Manufacturing Sciences (AMS), Computer Science, and Engineering were merged to form the School of Engineering and Applied Sciences. The AMS department no longer exists.
- 4.4 Effect on completion of major/minor sequence: There is no effect on a major or minor since this course is not required.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: AMS 101
- 5.2 Proposed course catalog listing: SEAS 101

- 5.3 Rationale for revision of course catalog listing:
The AMS department no longer exists.
- 6. Revise course credit hours:**
 - 6.1 Current course credit hours:
 - 6.2 Proposed course credit hours:
 - 6.3 Rationale for revision of course credit hours:
- 7. Revise schedule type:**
 - 7.1 Current schedule type:
 - 7.2 Proposed schedule type:
 - 7.3 Rationale for revision of schedule type:
- 8. Revise grade type:**
 - 8.1 Current grade type:
 - 8.2 Proposed grade type:
 - 8.3 Rationale for revision of grade type:
- 10. Proposed term for implementation:** as soon as possible
- 11. Dates of prior committee approvals:**

School of Engineering and Applied Sciences
 Ogden College Curriculum Committee
 Undergraduate Curriculum Committee
 University Senate

4/12/2019

 May 2, 2019

9/26/2019

