University Curriculum Committee
March 29, 2018

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

II.   **Approval of February 22, 2018 Minutes**

III.   **Old Business:**

IV.   **New Business:**

         Guest Speaker – Discussion of Freshman Advising

V.   **Curriculum Agenda**

Potter College of Arts and Letters	
Type of Action	**Description of Item and Contact Information**
Consent	**Action: Proposal to Suspend a Course** **Item: COMM 263** Contact person: Angie Jerome Email: angela.jerome@wku.edu Phone: 5-3296
Consent	**Action: Proposal to Revise Course Prerequisites** **Item: PS 480 Selected Topics in Public Policy** Contact person: Dan Boden Email: Dan.boden@wku.edu Phone: 5-6357
Consent	**Action: Proposal to Revise Course Prerequisites** **Item: PS 498 Internship in Public Administration** Contact person: Dan Boden Email: Dan.boden@wku.edu Phone: 5-6357
Consent	**Action: Reactivate a Suspended Course** **Item: PS 352 International Relations of the Middle East** Contact person: Sol Kiasatpour Email: soleiman.kiasatpour@wku.edu Phone: 5-6359
Action	**Action: Proposal to Make Multiple Changes to a course** **Item: RELS 408: Religion and Ecology** Contact: Bella Mukonyora Email: Isabel.mukonyora@wku.edu Phone: 5-5754

Action	
Action	**Action: Proposal to Create a New Course** **Item: SPAN 384 Spanish Phonetics and Phonology** Contact: Stasie Harrington Email: stasie.harrington@wku.edu Phone: (270) 745-3619
Action	**Action: Proposal to Create a New Course** **Item: SPAN 453 Introduction to Spanish Linguistics** Contact: Sonia Lenk Email: sonia.lenk@wku.edu Phone: (270) 745-5906
Action	**Action: Proposal to Create a New Course** **Item: SPAN 480 Introduction to Translation and Interpreting** Contact: Inma Pertusa Email: inma.pertusa@wku.edu Phone: (270) 745-8772
Action	**Action: Proposal to Create a New Course** **Item: CRIM 222 – Crime Mapping** Contact person: Rick Jones Email: roderick.jones@wku.edu Phone: 53466
Action	**Action: Proposal to Create A New Course** **Item: PHIL 214: Logic, Argument, and Practical Reasoning** Contact person: Benjamin Lennertz Email: Benjamin.Lennertz@wku.edu Phone: 5-5745
Action	**Action: Proposal to Create A New Course** **Item: PHIL 334: Philosophy of Language** Contact person: Benjamin Lennertz Email: Benjamin.Lennertz@wku.edu Phone: 5--5745
Action	**Action: Proposal to Create A New Course** **Item: PHIL 406: Existentialism** Contact person: Michael Seidler Email: michael.seidler@wku.edu Phone: 5-3136
Action	**Action: Proposal to Create a New Course** **Item: RELS 313: Islamic Texts and Literature** Contact: Sophia Arjana Email: Sophia.Arjana@wku.edu Phone: 5-5752
Action	**Action: Proposal to Create a New Course** **Item: RELS 331: Islam in America** Contact: Sophia Arjana Email: Sophia.Arjana@wku.edu Phone: 5-5752

Action	Action: Proposal to Create a New Course Item: RELS 322: Islam and Pilgrimage Contact: Sophia Arjana Email: Sophia.Arjana@wku.edu Phone: 5-5752
Action	Action: Proposal to Revise a Minor Program Item: Minor in Criminology (ref#342) Contact person: Carrie Trojan Email: carrie.trojan@wku.edu Phone: 52645
Action	Action: Proposal to Revise a Minor Program Item: Philosophy Contact: Michael Seidler Email: Michael.Seidler@wku.edu Phone: 5-3136
Action	Action: Proposal to Revise a Minor Program Item: Religious Studies Contact: Jeffrey Samuels Email: Jeffrey.samuels@wku.edu Phone: 5-5744
Action	Action: Proposal to Revise a Major Program Item: Philosophy Contact: Michael Seidler Email: Michael.seidler@wku.edu Phone: 5-3136
Action	Action: Proposal to Revise a Major Program Item: Religious Studies Contact: Jeffrey Samuels Email: Jeffrey.samuels@wku.edu Phone: 5-5744
Action	Proposal to Revise a Major Program Item: Major in Criminology (ref#627) Contact person: Carrie Trojan Email: carrie.trojan@wku.edu Phone: 52645
Action	Action: Proposal to Revise a Major Program Item: Major in International Affairs (702) Contact person: Roger Murphy Email: roger.murphy@wku.edu Phone: 270-745-6538
Action	Action: Proposal to Revise a Program Item: BA in Visual Studies (509), Art Education, Studio concentrations Contact Person: Brent Oglesbee Email: brent.oglesbee@wku.edu Phone: 270-745-6566

Action	Action: Proposal to Revise a Program Item: Update Professional Education Courses (ref#592 with TCHR) Contact person: Jennifer Hanley Email: jennifer.walton-hanley@wku.edu Phone: 54723

University College	
Type of Action	**Description of Item and Contact Information**
Information	**Proposal to Revise a Course Prefix** **Item: SM to WFA** Contact Person: Said Ghezal Email: Said.ghezal@wku.edu Phone: 5-4285
Consent	**Proposal to Suspend a Program** **Item: Human Resources Management Certificate** Contact Person: Said Ghezal Email: Said.ghezal@wku.edu Phone: 5-4285
Consent	**Proposal to Revise a Course Title** **Item: SM 300** Contact Person: Said Ghezal Email: Said.ghezal@wku.edu Phone: 5-4285
Consent	**Proposal to Revise a Course Title** **Item: SM 346** Contact Person: Said Ghezal Email: Said.ghezal@wku.edu Phone: 5-4285
Consent	**Proposal to Revise a Course Title** **Item: SM 347** Contact Person: Said Ghezal Email: Said.ghezal@wku.edu Phone: 5-4285
Consent	**Proposal to Revise a Course Title** **Item: SM 348** Contact Person: Said Ghezal Email: Said.ghezal@wku.edu Phone: 5-4285

Consent	**Proposal to Revise a Course Title**
	Item: SM 443
	Contact Person: Said Ghezal
	Email: Said.ghezal@wku.edu
	Phone: 5-4285
Consent	**Proposal to Revise a Course Title**
	Item: SM 444
	Contact Person: Said Ghezal
	Email: Said.ghezal@wku.edu
	Phone: 5-4285
Consent	**Proposal to Revise a Course Title**
	Item: SM 446
	Contact Person: Said Ghezal
	Email: Said.ghezal@wku.edu
	Phone: 5-4285
Consent	**Proposal to Revise a Course Title**
	Item: SM 447
	Contact Person: Said Ghezal
	Email: Said.ghezal@wku.edu
	Phone: 5-4285
Action	**Proposal to Revise a Program**
	Item: Systems Management
	Contact Person: Said Ghezal
	Email: Said.ghezal@wku.edu
	Phone: 5-4285

Ogden College of Science and Engineering	
Type of item	**Description of Item & Contact Information**
Action	**Proposal to Create a New Course**
	PSYS 300, Writing in the Psychological Sciences, 3 hrs.
	Contact: Gordon Baylis, Gordon.baylis@wku.edu, x54901

Potter College of Arts & Letters
Department of Communication
Proposal to Suspend a Course
(Consent Item)

Contact Person: Angela M. Jerome, angela.jerome@wku.edu, 270-745-3296

1. Identification of course:
    1.1 Current course prefix (subject area) and number: COMM 263
    1.2 Course title: Fundamentals of Communication and Culture

2. Rationale for the course suspension: This course is being suspended because the department redesigned, renumbered, and renamed the course. The bulk of the content that was taught in COMM 263 will now be taught in COMM 365, Intercultural Communication. The new course proposal for COMM 365 was approved by the Senate on 2/15/2018; it was also approved by the Senate for inclusion in the same Colonnade Connections category, Social and Cultural, in which COMM 263 currently appears.

3. Effect of course suspension on programs or other departments, if known: Students in the sales minor must take either COMM 263 or COMM 463 for completion of their program. The Marketing Department was informed of our intent via email on November 13, 2017. COMM 463 will still be available to their students, and the Department of Communication is happy to have sales students take COMM 365. All other programs that currently list COMM 263 as an elective are welcome to use COMM 365 in its absence as well.

4. Proposed term for implementation: Next Available Term

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

Department of Communication	2-15-18
Potter College of Arts & Letters Curriculum Committee	__1 March 2018__
University Curriculum Committee	_____
University Senate	_____

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

Contact Person: Daniel Boden, daniel.boden@wku.edu, 270-745-6357

1.   **Identification of course:**
      1.1   Course prefix (subject area) and number: PS 480
      1.2   Course title: Selected Topics in Public Policy

2.   **Current prerequisites/corequisites/special requirements:** Prerequisite: PS 301 and PS 440 or permission of the instructor

3.   **Proposed prerequisites/corequisites/special requirements:** Prerequisite: Permission of the Instructor

4.   **Rationale for the revision of prerequisites/corequisites/special requirements:**
The department has recently undertaken the effort to review and revise its curriculum. As a part of this process, the department has concluded that requiring students to take PS 301 and PS 440 before they take PS 480 is unnecessary. The department recently suspended PS 440 because it has not been offered in several years. The PS 301 prerequisite for this course was a sequencing signal for students. PS 301 used to be a requirement of the Political Science major; however, that requirement was removed several years ago.

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

6.   **Proposed term for implementation:** Next Available Term

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

Department of Political Science	11/28/17
Potter College Curriculum Committee	__1 March 2018__
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Daniel Boden, daniel.boden@wku.edu, 270-745-6357

1.   **Identification of course:**
        1.1   Course prefix (subject area) and number: PS 498
        1.2   Course title: Internship in Public Administration

2.   **Current prerequisites/corequisites/special requirements:** Prerequisite: PS 301 and PS 440 or permission of the instructor

3.   **Proposed prerequisites/corequisites/special requirements:** Prerequisite: Permission of the Instructor

4.   **Rationale for the revision of prerequisites/corequisites/special requirements:**
The department has recently undertaken the effort to review and revise its curriculum. As a part of this process, the department has concluded that requiring students to take PS 301 and PS 440 before they take PS 480 is unnecessary. The department recently suspended PS 440 because it has not been offered in several years. The PS 301 prerequisite for this course was a sequencing signal for students. PS 301 used to be a requirement of the Political Science major; however, that requirement was removed several years ago.

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

6.   **Proposed term for implementation:** Next Available Term

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

Department of Political Science	11/28/17
Potter College Curriculum Committee	__1 March 2018__
Undergraduate Curriculum Committee	
University Senate	

Potter College of Arts & Letters
Department of Political Science
Proposal to Reactivate a Suspended Course
(Consent Item)

Contact Person: Soleiman Kiasatpour, soleiman.kiasatpour@wku.edu , 5-6359

1. **Identification of course:**
    1.1   Course prefix (subject area) and number: PS352
    1.2   Course title: International Relations of the Middle East

2. **Rationale for the course reactivation:** This course will enhance our International Affairs program course offerings by providing an additional course with a regional focus. The Middle East continues to be a theater of state conflict and shifting alliances that can help elucidate concepts in the field. In addition to regional state powers like Iran and Saudi Arabia and relations among their state proxies, intergovernmental organizations such as OPEC, the Gulf Cooperation Council and non-state actors such as the "Islamic State" provide a host of topical issues. It will add to the variety of our coursework for an increasing number of IA majors.

3. **Effect of course reactivation on programs or other departments, if known:** This course has been recommended as an elective by the Arabic program for its majors and is listed for Asian Religion and Cultures majors as well as a listed course in the Middle East Studies Certificate program as part of Potter College Interdisciplinary programs.

4. **Proposed term for implementation:** Next Available Term

5. **Dates of prior committee approvals**

    Department of Political Science   11/28/17

    Potter College Curriculum Committee   __1 March 2018__

    Undergraduate Curriculum Committee

    University Senate

Potter College of Arts & Letters
Philosophy and Religion
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Isabel Mukonyora bella.mukonyora@wku.edu X55754.

1.   **Identification of course:**
      1.1   Current course prefix (subject area) and number: RELS 408
      1.2   Course title: Religion and Ecology

2.   **Revise course title:**
      2.1   Current course title: Religion and Ecology
      2.2   Proposed course title: Religion and the Environment
      2.3   Proposed abbreviated title: Religion and the Environment
             Rationale for revision of course title: Religion and the Environment is a more
             suitable title for a course looking at how world religions understand and seek
             solutions to environmental problems.

3.   **Revise course number:**
      3.1   Current course number: RELS 408
      3.2   Proposed course number: RELS 341
      3.3   Rationale for revision of course number: Moving the course from the 400 level to the
             300 level would make the course more accessible to a wider array of students,
             including students in other disciplines besides religious studies. While the course
             content will not change. The readings that are more accessible to students will
             replace more specialized readings with help provided on anthropological methods of
             inquiry.

4.   **Revise course prerequisites/corequisites/special requirements:**
      4.1   Current prerequisites/corequisites/special requirements: One course in religion or the
             permission of the instructor
      4.2   Prerequisites: Dropped to none for the reason stated above [3.3]
      4.3   Rationale: It is important to make this course more accessible to a wider range of
             students interested in addressing questions about climate change. This includes
             students whose major in Environmental Studies..
      4.4   Effect on completion of major/minor sequence: None

5.   **Revise course catalog listing:**
      5.1   Current course catalog listing: Study of different religious perspectives on the
             environment.
      5.2   Proposed course catalog listing: Examines different world religions' beliefs about
             the environment as well as their adherents' attitudes and actions concerning climate
             change and other issues.
      5.3 This course gives students an opportunity to explore religious responses to climate
             change. By combining field work on local religious responses to climate change with

reader based seminar classes on Christianity, Judaism, Islam, Buddhism etc., students will learn to synthesize data collected from reading books with empirical knowledge about world religions that are practiced in Bowling Green.

5.4 **Rationale for revision of course catalog listing:** The course has always focused on the environment. Hopefully, the revised title highlights the course's focus and orientation in a more accessible language.

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: Next Available Term

9. Dates of committee approvals:

Department of Philosophy and Religion	**2/19/18**
College Curriculum Committee	**3/1/18**
Undergraduate Curriculum Committee	
University Senate	

Proposal to Create a New Course: SPAN 384 Spanish Phonetics and Phonology
Potter College of Arts & Letters
Department/Unit: Modern Languages

Section 1: Proponent Contact Information

1.1 Name/Title: Dr. Stasie Harrington,
     Assistant Professor of Spanish and Language Pedagogy
1.2 Email address: stasie.harrington@wku.edu
1.3 Phone #: (270) 745-3619

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: SPAN 384

2.2 Course title: Spanish Phonetics and Phonology

2.3 Abbreviated course title: Spanish Phonetics / Phonology

2.4 Credit hours/Variable credit: 3

2.5 Repeatability: N/A

2.6 Course Catalog Description: An analytical and practical study of contemporary Spanish pronunciation (phonetics and phonology), including the articulatory system, sound production, the classification of vowels and consonants, phonetic transcription and some dialect features.

2.7 Prerequisite courses: SPAN 331 or 370 and 371

   2.5a) Are any of these proposed prerequisites/corequisites offered by a unit other than the one indicated in this proposed course prefix?

<div align="center">YES   NO</div>

   2.5b) If not, proceed to item 2.6. If so, has the department head of that unit been consulted?
<div align="center">YES   NO</div>

2.8 Additional Enrollment Requirements: N/A

2.9 Other Special Course Requirements: N/A

Section 3: Description of proposed course

   3.1 Course Content Summary: SPAN 384 – "Spanish Phonetics and Phonology" introduces students to the Spanish phonetic system and to the methods of its analysis, starting from an articulatory and acoustic perspective. Students will learn the conceptual difference between phonetics and phonology and how to represent the phonetic patterns of the Spanish language through phonetic transcription. They will also study the phonetic-phonological differences between English and Spanish in order to encourage the acquisition of a more "native" accent and survey some of the regional features of the Hispanic World including seseo, distinción, ceceo, lleísmo, yeísmo, zheísmo, etc. All course materials and class discussion will be in Spanish.

   3.2 Upon successful completion of this course, students will demonstrate:

- their understanding of the fundamental concepts of Spanish phonetics and phonology
- their ability to analyze, describe and transcribe the sounds of Spanish phonetically
- their abilty to recognize and describe key characteristics of regional dialects in the Hispanic world
- their awareness of how to use the concepts studied to improve their spelling and pronunction, through self-reflection and analysis of their speech.

   3.3 Assessment/Evaluation:
Course assigments will include preparation for and participation during class discussions, quizzes & tests, homework assignments, and completion of a course-long oral/written project. For this project, students will record themselves reading a brief text at the start of the course and analyze their pronunciation during the course as they learn about specific features of the Spanish phonetic system. A guiding "error analysis" sheet will be provided to assist student with this analyis. Students will re-record the same text near the end of the semester and analyze this new recording. Finally, students will use their error analysis sheets for both recordings to help them write a reflective analysis of their Spanish pronunciation.

Section 4: Rationale

   4.1 Reason for developing this proposed course:

Our current 100- and 200-level Spanish language courses focus on proficiency development of four main skills areas: speaking, writing, reading, listening along with intercultural competence, and 300- and 400-level courses focus on cultural studies, literary analysis and/or special topics. Consequently, little time, if any, may be devoted to helping our students deepen their understanding of the articulatory system and Spanish sound production, identify and practice the most challenging sounds to pronounce for non-native speakers of Spanish, and introduce them to dialectic phonetic variations of Latin American Spanish and peninsular Spanish. This course will fill that important gap by developing students' theoretical knowledge of Spanish phonetics and phonology and providing them with practice with phonetic transcription and speech analysis.

For language students in the Spanish teacher certification program, in particular, this course will provide them with the necessary tools to be able to explain and teach correct pronunciation to their

future students. This course addresses ACTFL/CAEP Standard 2B: Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.

This course could be taken as an elective by Spanish majors.

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

4.2a) Are there other courses listed in the WKU Undergraduate catalog that present and/or explore content similar to that of this proposed course? If so, please list them here, and complete items 4.2b and 4.2c below. If not, simply indicate so with N/A proceed to item *5:Projected Enrollments/Resources*

N/A

4.2b) Explain how this proposed course is unique in its presentation/exploration of the content it shares with the courses you listed above.

4.2c) Have the units offering these courses been consulted regarding this proposal? N/A

Section 5: Projected Enrollments/Resources
5.1 Enrollments: Students per section? 20
5.2 Enrollments: Sections per academic year? one
5.3 Enrollments: Students per academic year? 20
5.4 Supporting evidence/data for these projection: While the initial offering in Fall   2018 may have a smaller enrollment because this is a new course offering, we   expect subsequent offerings to reach 20 as more students are aware of this course   and it can be planned, through advising, into students' four-year degree paths. Our students have taken Spanish Phonetics and Phonology courses through study   abroad programs and have expressed interest in having such a course be part of   our program.
5.5 Proposed method of staffing: Will additional staff be required in order to offer this course according to the enrollment projections indicated in item 5.1-3?

YES   NO

If YES, what actions are being undertaken to secure the necessary additional personnel? If current staffing is sufficient, explain any adjustments to current staffing patterns/teaching loads –if any- needed to accommodate this new course.
5.6 Instructional technology resources: Are the unit's current instructional technology resources sufficient to support this course?

YES   NO

If NO, what additional resources are needed, and what actions are being undertaken to upgrade those resources?
N/A

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)?

YES   NO

If YES, is a completed Library Resources Form appended to this proposal?

YES   NO

Section 6: Proposed term for implementation: First available

Section 7: Approval Flow Dates:

Modern Languages Department: **02/13/2018**

Potter College Curriculum Committee: __1 March 2018__

Undergraduate Curriculum Committee:

University Senate:

8. Supplemental documentation: (Check if appended, delete if not required.)

Course Inventory Form (Required) __X__

(Action Item)

Proposal to Create a New Course: SPAN 453 Introduction to Spanish Linguistics
Potter College of Arts & Letters
Department/Unit: Modern Languages

Section 1: Proponent Contact Information

1.1 Name/Title: Dr. Sonia Lenk, Associate Professor
1.2 Email address: sonia.lenk@wku.edu
1.3 Phone #: (270)745-5906

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: SPAN 453

2.2 Course title: Introduction to Spanish Linguistics

2.3 Abbreviated course title: Intro to Spanish Linguistics

2.4 Credit hours/Variable credit: 3

2.5 Repeatability: N/A

2.6 Course Catalog Description: An overall understanding of major sub-areas of Spanish linguistics that will allow students to develop a deeper appreciation of the structure of Spanish and the speakers' use of the language.

2.7 Prerequisite courses: SPAN 372 or SPAN 373, and SPAN 374 or SPAN 376

      2.5a) Are any of these proposed prerequisites offered by a unit other than the one indicated in this proposed course prefix?

          YES <u>NO</u>

      2.5b) If not, proceed to item 2.6. If so, has the department head of that unit been consulted?

      N/A

2.8 Additional Enrollment Requirements: N/A

2.9 Other Special Course Requirements: N/A

Section 3: Description of proposed course

3.1 Course Content Summary: SPAN 453 - *Introduction to Spanish Linguistics* provides students with an overview of major sub-areas of Linguistics, such as Phonology and Phonetics, Morphology, Lexicography, Sociolinguistics and Pragmatics. Students will learn the basic principles and theory of each sub-area of Linguistics in order to apply it to their language development and use. Through the study of the sound and word system, students will improve their pronunciation accuracy, better understand different accents and expand their vocabulary; whereas through the study of different cultural aspects of language use, they will gain intercultural sensitivity and accuracy.

    I. Introduction to the sub-areas of Linguistics
    II. Spanish Phonology and Phonetics
        a. General Definition & Description of Phonology and Phonetics
        b. Classification and Practice of Spanish consonants
        c. Classification and Practice of Spanish vowels
    III. Spanish Morphology
        a. General Definition & Description of Morphology
        b. Classification of Word Formation
    IV. Spanish Lexicography
        a. Principles and Practice of Dictionary Making
        b. The creative word formation of Spanish Slang
    VI. Dialectology
        a. Main Spanish dialects: Phonological characteristics
        b. Main Spanish dialects: Lexical characteristics
    V. Spanish Sociolinguistics
        a. Spanish in the United States
        b. Code-Switching among U.S. Spanish speakers
    VI. Spanish Pragmatics
        a. Principles of Pragmatics
        b. Politeness among Spanish and English speakers

3.2 Learning Outcomes: Upon successful completion of this course, students should be able to:
- demonstrate a general understanding of a number of the major sub-areas of Spanish Linguistics;
- recognize language and cultural differences that influence communication
- reflect on their own language and culture and establish comparisons between their own and the target languages; and,
- improve their use of the language considering linguistic and intercultural differences.

3.3 Assessment/Evaluation: There will be homework, regular quizzes, two main exams   and two main projects with presentations.

Section 4: Rationale

    4.1 Reason for developing this proposed course: The purpose of offering this course is threefold: 1) provide our majors and minors with a better understanding of the Spanish language structure and use, 2) apply this to their language learning process, development and use, and 3) discover the different applications of the study of the sub-areas of linguistics and some possible options for graduate school or careers. This course has been offered successfully in the past as a special topics course and could be taken as an elective by Spanish majors.

    Spanish Linguistics opens different career pathways, such as media and information, education and academia, computation, business, and translation and interpreting, for our majors. Having this course listed in the catalog with its own number will allow our Spanish majors to identify another alternative to the literature and culture courses. It will also be a course for our translation and interpreting certificate, our department is planning to create.

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

        4.2a) Are there other courses listed in the WKU Undergraduate catalog that present and/or explore content similar to that of this proposed course? If so, please list them here, and complete items 4.2b and 4.2c below. If not, simply indicate so with N/A proceed to item *5:Projected Enrollments/Resources*

        The English Department offers an ENG 104 Introduction to Linguistics course.

        4.2b) Explain how this proposed course is unique in its presentation/exploration of the content it shares with the courses you listed above.

        The course listed above focuses on the English language, whereas the course proposed focuses on the Spanish language.

        4.2c) Have the units offering these courses been consulted regarding this proposal?

<div align="center">

YES <u>NO</u>
</div>

Section 5: Projected Enrollments/Resources

    5.1 Enrollments: Students per section? Approximately 15 students (conservative projection)

    5.2 Enrollments: Sections per academic year? one every other year

    5.3 Enrollments: Students per academic year? Approximately 15 students

    5.4 Supporting evidence/data for these projection: Introduction to Hispanic Linguistics has been offered as part of a Special Topics in fall of 2014 and had 11 undergraduate and 3 graduate students, and this semester, spring of 2018, it has 13 undergraduate and 2 graduate students.

    5.5 Proposed method of staffing: Will additional staff be required in order to offer this course according to the enrollment projections indicated in item 5.1-3?

<div align="center">

YES <u>NO</u>
</div>

If YES, what actions are being undertaken to secure the necessary additional personnel? If current staffing is sufficient, explain any adjustments to current staffing patterns/teaching loads –if any- needed to accommodate this new course.

5.6 Instructional technology resources: Are the unit's current instructional technology resources sufficient to support this course?

<p style="text-align:center">YES   NO</p>

If NO, what additional resources are needed, and what actions are being undertaken to upgrade those resources?

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)?

<p style="text-align:center">YES   NO</p>

If YES, is a completed Library Resources Form appended to this proposal?

<p style="text-align:center">YES   NO</p>

Section 6: Proposed term for implementation: First available

Section 7: Approval Flow Dates:

Modern Languages Department: **02/13/2018**

Potter College Curriculum Committee: __1 March 2018__

Undergraduate Curriculum Committee:

University Senate:

8. Supplemental documentation: (Check if appended, delete if not required.)

Course Inventory Form (Required) __X__
Library Resource Form (If applicable) _X__

<div align="center">**(Action Item)**</div>

Proposal to Create a New Course: SPAN 480 Translation and Interpreting
Potter College of Arts & Letters
Department/Unit: Modern Languages

Section 1: Proponent Contact Information

1.1 Name/Title: Inma Pertusa, Professor of Spanish
1.2 Email address: inma.pertusa@wku.edu
1.3 Phone #: (270)745-8772

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: SPAN 480

2.2 Course title: Translation and Interpreting

2.3 Abbreviated course title: Translation and Interpreting

2.4 Credit hours/Variable credit: 3

2.5 Repeatability: N/A

2.6 Course Catalog Description: The principles of translation and translation theory including extensive practical work with translations of literary and non-literary texts from Spanish to English and vice versa. Students will also learn the principles and develop the skills of interpretation.

2.7 Prerequisite courses: SPAN 372 or SPAN 373, and SPAN 374 or SPAN 376.

2.5a) Are any of these proposed prerequisites/corequisites offered by a unit other than the one indicated in this proposed course prefix?

<div align="center">YES   <u>NO</u></div>

2.5b) If not, proceed to item 2.6. If so, has the department head of that unit been consulted?
<div align="center">YES   NO</div>

2.8 Additional Enrollment Requirements: N/A

2.9 Other Special Course Requirements: N/A

Section 3: Description of proposed course

3.1 Course Content Summary: The principles of translation theory including levels on the scale from domesticating to exoticism, generalizing, particularizing, and issues associated with translation of different genres. The course provides students with extensive practical work on translations of literary and non-literary texts from Spanish to English and vice versa. Opportunities to interact with professionals in the field and basic exercises in interpretation are included.

3.2 Learning Outcomes: Upon successful completion of this course, students will:
- be familiar with the basic concepts of translation theory
- have developed their linguistic and cultural competency, enabling them to translate literary and informational texts, as well as advertisements, from Spanish to English and vice versa.
- have experience with interpretation techniques.

3.3 Assessment/Evaluation: Students will prepare readings and translations for discussion in class. They will complete two major translations. The first will be a service learning project that requires working in small groups to translate materials for a community group into Spanish. The second will be an independent translation of substantial texts from Spanish to English. There will be exams requiring students to translate a variety of texts to both Spanish and English in a limited time period.

Section 4: Rationale

4.1 Reason for developing this proposed course: This course has been offered successfully under our special topics number several times. This course could be taken as an elective by Spanish majors.

The department frequently gets inquiries about translation and interpreting courses. Having this course listed in the catalog with its own title will help make it evident to everyone that a translation and interpreting course is available. At a near future date, the department intends to create a translation and interpreting certificate. Having this course with its own number and title will facilitate management of the certificate requirements.

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

4.2a) Are there other courses listed in the WKU Undergraduate catalog that present and/or explore content similar to that of this proposed course? If so, please list them here, and complete items 4.2b and 4.2c below. If not, simply indicate so with N/A proceed to item *5:Projected Enrollments/Resources*

N/A

4.2b) Explain how this proposed course is unique in its presentation/exploration of the content it shares with the courses you listed above.

4.2c) Have the units offering these courses been consulted regarding this proposal?
N/A

Section 5: Projected Enrollments/Resources

5.1 Enrollments: Students per section? 20

5.2 Enrollments: Sections per academic year? one
5.3 Enrollments: Students per academic year? 20
5.4 Supporting evidence/data for these projection: For the past seven years this class   has had consistently high enrollments, some times over 20.
5.5 Proposed method of staffing: Will additional staff be required in order to offer this   course according to the enrollment projections indicated in item 5.1-3?

<div align="center">NO</div>

If YES, what actions are being undertaken to secure the necessary additional personnel? If current staffing is sufficient, explain any adjustments to current staffing patterns/teaching loads –if any- needed to accommodate this new course.

5.8 Instructional technology resources: Are the unit's current instructional technology resources sufficient to support this course?

<div align="center">YES</div>

If NO, what additional resources are needed, and what actions are being undertaken to upgrade those resources?

5.9 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)?
NO   The students have access to resources on Blackboard, including the text's *Translation Studies portal* (Routledge), with links to journals, training materials,   and   the various associations for professionals in medical, legal, and other areas,   which   provide   ample information about the fields, preparation for credentialing,   and   work   opportunities. The   other resources available on-line (glossaries,   specialized dictionaries, etc.) are vast and constantly updated, reflecting the   demands and needs of professional translators and interpreters.

Section 6: Proposed term for implementation: First available.

Section 7: Approval Flow Dates:

   Modern Languages Department: **02/13/2018**

   Potter College Curriculum Committee: __1 March 2018__

   Undergraduate Curriculum Committee:

   University Senate:

8. Supplemental documentation: (Check if appended, delete if not required.)

  Course Inventory Form (Required) __X__

(Action Item)

Section 1: Proponent Contact Information
    1.1 Name/Title: Roderick W. Jones, Ph.D. (Assistant Professor)
    1.2 Email address: Roderick.jones@wku.edu
    1.3 Phone # 270-745-3466

Section 2: Course Catalog Information
    2.1 Course prefix (subject area) and number: CRIM 222
    2.2 Course title: Introduction to Crime Mapping
    2.3 Abbreviated Course title: INTRODUCTION TO CRIME MAPPING
    2.4 Credit hours/Variable credit: 3 credit hours
    2.5 Repeatability: *Not Repeatable*
    2.6 Course Catalog Description: This course introduces theoretical and methodological content related to the study of spatial crime concentration in urban environments.
    2.7 Prerequisite/Corequisite courses: CRIM 101
    2.8 Additional Enrollment Requirements: N/A
    2.9 Other Special Course Requirements: Students will need to have consistent access to a computer with a Windows operating system.

Section 3: Description of proposed course
    3.1 Course Content Summary:
- This course teaches students theory and methods used in environmental criminology with specific emphasis on the study of neighborhood level crime. The course content will be delivered through lecture, in-class lab assignments, and homework assignments. Lecture emphasizes the intersection between theoretical concepts from environmental criminology and methods used to study those phenomena. Specifically, the course will teach students basic principles and practices of analysis and data management needed to understand research studies commonly published in criminological journals. The course will emphasize spatial methods that focus on the development of spatial datasets that are commonly used in the study of neighborhood-level crime patterns. Neighborhood-level crime studies are a hallmark of environmental criminology dating back to the 1920s-1930s. Establishing a strong understanding that spatial crime concentration is fundamental to the nature of crime is a central objective of the course. A secondary goal is to make students of criminology and sociology aware of a large body of criminological literature and research methodology that commonly appear in the top criminological journals, and to engage this literature and research methodology to increase interest and understanding of this fundamental feature of crime and criminology.

    3.2 Learning Outcomes:
- By the end of this course students should develop a foundational understanding of criminology's classic theories of spatial crime concentration including social disorganization, routine activities, crime pattern theory, situational crime prevention, crime prevention through environmental design, and integrated theory.

- By the end of this course students should develop an understanding of research methodology related to the study of crime in urban environments.
- By the end of this course students should develop an understanding of data sources commonly used in the study of crime in urban environments.
- By the end of this course students should develop a general interest in environmental criminology by exposing students to theory and methods of environmental criminology.
- By the end of this course students should develop skills related to Geographic Information Systems (GIS) and spatial analysis.

3.3 Assessment/Evaluation:
- The course will assess students in several ways. Students will be assessed using weekly, assignments, in-class lab assignments, and lab homework. Students will be evaluated using exams, and students will be evaluated based on their completion and performance on a final project that applies ideas and methods from lecture and lab.

Section 4: Rationale

4.1 Reason for developing this proposed course:
This course is being developed for the following reasons:

- **To cultivate within criminology and sociology students an interest in spatial crime concentration.** There is presently a movement within criminology to delineate a "Law of Crime Concentration." This highlights the fundamental nature of spatial crime concentration to the theoretical and methodological canon of criminology. Presently, our department does not offer any courses that emphasize this fundamental and increasing important feature of urban crime. This course seeks to fill that void by exposing students to basic theoretical and methodological practices commonly used in the study of urban crime patterns. An overall goal is to promote a spatial perspective within our students so that they may seek out additional learning opportunities on campus, especially in the Department of Geography and Geology. Based on data from Institutional Research (Table 1), our students very rarely take GISC courses in the Geography and Geology Department, which reinforces our perception of a lack of thought about issues related to crime and space. Criminology students are not thinking spatially. This course will open their eyes to the wide range of opportunities that spatial methods provide in crime analysis and prevention.

Table 1: Criminology and Sociology Students in GISC Courses over Past 3 Years.

Term	SEMESTER	YEAR	Subject	Course #	SECTION	CRN	GISC Students	CRIM/SOC Students
201610	Spring	2016	GISC	317	002	41955	10	1
201630	Fall	2016	GISC	216	001	45587	8	1
201630	Fall	2016	GISC	414	001	45570	8	1
201710	Spring	2017	GISC	316	701	42508	1	1
201730	Fall	2017	GISC	317	701	46426	2	1
201810	Spring	2018	GISC	216	003	41947	18	1
201810	Spring	2018	GISC	419	701	43168	2	1

Source: Western Kentucky University Institutional Research

- **To provide a new elective course for Sociology and Criminology majors and minors that emphasizes theory and methods that are applicable to a wide range of public and private research practices.** Social science departments are under pressure both internally and externally to provide classes with direct application to private and public job markets. This course provides an introduction into multiple skillsets that are highly marketable including experience building datasets, GIS, statistics, and presenting complex information in a concise and interpretable manner. Most important, this course introduces students to a new area of study, which they may choose to study deeper in future as they progress through their education.

- **To provide a new course within the Sociology Department that strongly emphasizes applied learning experiences and hands on training with technology and software.** The course provides a unique opportunity to integrate theoretical issues with methodological techniques that facilitate in-class learning experiences. The in-class software instruction gives students practical applied learning opportunities that enhance understanding of key course concepts and help develop interest in the course subject matter. Most important, this course give students an opportunity to understand and apply basic principles applied in studies that are now regularly appearing in the top journals in criminology.

- **To expand the Sociology Department's research methods-based course offerings. The Sociology Department is interested in offering more courses that provide students with advanced training in issues related to research methods and analysis.** This course fulfills this desire by introducing students to geospatial technologies, data, and analysis techniques that they are not currently being exposed to otherwise. The Geography and Geology Department offers courses that cover similar methodological practices, but our students are currently not taking those courses (Again, one student per semester over the past three years). However, our focus is particularly on the relationship between criminological theory and methodology. We believe that learning the application of research methodology from faculty who specialize in the study of crime within urban environments is important for criminology and sociology students as they will be able to intimate the relationships between criminological theory and the methodology. The criminological faculty teaching this course are publishing research on the spatial crime concentration in the top journals in the field and are actively involved in national criminal justice organizations having specific divisions

that focus on the study of spatial crime concentration. We believe students would benefit greatly by taking methods-based classes with faculty who are experts in criminology and spatial analysis.

- **To expand the 200-level course offerings within the Sociology Department.** The Sociology Department currently lacks many CRIM course offerings at the 200 level. This course fills this need for the department by offering a CRIM course that is challenging and intended to be a general interest-developing course. Given the fundamental nature of crime concentration to the study of crime we believe this course provides an early exposure to the spatial perspective, so students will have ample time to continue to explore these issues as they progress through their educational careers. Specifically, we believe offering this course at the 200 level will give students time to explore course offerings in the Geography Department that will help enhance and develop their overall skill set and marketability if they so choose.

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

4.2a) Are there other courses listed in the WKU Undergraduate catalog that present and/or explore content similar to that of this proposed course? If so, please list them here, and complete items 4.2b and 4.2c below. If not, simply indicate so with N/A proceed to item *5: Projected Enrollments/Resources*
- The Department of Geography and Geology offers courses several courses in GIS.
  - GISC 316: Fundamentals of Geographic Information Systems
  - GISC 317: Geographic Information Systems
  - GISC 423: Geoprocessing and GIS Applications

4.2b) Explain how this proposed course is unique in its presentation/exploration of the content it shares with the courses you listed above.

- Geography offers courses GISC 316, GISC 317, and GISC 423. These courses cover similar methodological practices, but do not tie the method to criminal justice theories or data. GISC 423: Geoprocessing and GIS Applications incorporates one, week-long project using crime data. It is unknown what, if any, connection is made between criminological theory and method in this course.

- The course is unique because it focuses on theoretical and methodological approaches that are ever more commonly utilized in criminology. We recognize that, like other data visualization techniques, poor mapping skills that might mislead policymakers and prevention specialists are a major concern for both criminologists and geographers. However, also a concern is knowing which types of map are appropriate for which criminological theories. This course will provide criminology students with the opportunity to become good consumers of mapped crime data. The course explores theories of crime and the methods used to test those theories.

- Crime mapping courses are commonplace in criminal justice and criminology departments throughout the United States. Table 2 outlines course offerings at some other universities (see Table 2).

4.2c) Have the units offering these courses been consulted regarding this proposal?

- We reached out to the Department of Geography and Geology as we conceptualized this course and met with the GIS faculty. They suggested: (1) change the name of the course, (2) change the software used in the course, (3) change the methods taught in the course, (4) apply prerequisites in their department, (5) change the book used in the course, (6) apply their model of teaching the course, and (7) don't offer advanced versions of the course in the future.

- We believe the concerns of the Department of Geography and Geology are fundamentally out of sync with the principle of academic freedom. Using their rationale, it should be the case that no departments on campus be allowed to use any statistical software package for any purpose without the Department of Mathematics' approval. The Department of Geography and Geology mentioned they are concerned that students who take our course will "hurt the reputation of their department" in the job market because our students will claim to have skills that were not properly gained under their supervision. This is a conjecture without evidence or merit.

Table 2: List of Criminal Justice/Criminology Programs with Crime Mapping Courses

University	Course Name
Eastern Kentucky University	CRJ 403: Crime Mapping
Indiana University	CJUS-P 429: Crime Mapping
Miami University	CJS 445: Geographic Information Systems for Criminal Justice
Northeastern University	CRIM 4800: Crime Mapping
Old Dominion	CRJS 344: Social Science and Crime Mapping
Portland State University	CCJ 410: Geographic Criminology CCJ 480: Applied Crime Mapping
Saginaw Valley State University	CJ 325: Crime Mapping & Analysis
SUNY Albany	R CRJ 393: Mapping for Criminal Justice
Temple University	CJ 3404: Urban Crime Patterns
University of Central Florida	CJE: 4663: Crime Mapping and Pattern Analysis
University of Cincinnati	CJ 4050: Introduction to Crime Mapping CJ 4051: Advanced Crime Analysis
University of Maryland	CCJS 498M: Crime Mapping
University of Massachusetts-Lowell	CRIM 3970: Crime Mapping
University of New Haven	CJST 4557: Crime Mapping and Analysis

University of Wisconsin-Milwaukee   CRM JST 510: Introduction to Crime Analysis
                                     CRM JST 520: Analysis Oriented Technology:
                                     Spatial Data Analysis; Crime Mapping; ArcGIS

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course?
- Because this class requires use of the Grise Hall computer lab the course cap will need to be set at 35.

5.2 How many sections of this course per academic year will be offered?
- I anticipate consistently offering this course once per academic year in either the Spring or Fall.

5.3 How many students per academic year are expected to enroll?
- We expect the course to fill with 35 students.

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.
- Based on enrollments from other Sociology and Criminology electives

5.5 Proposed method of staffing:
- No staffing changes are required as current Sociology faculty (Dr. Jones) will teach the course.

5.6 Instructional technology resources:
- The main computer lab in Grise Hall has ArcGIS and GeoDA installed. This was requested in anticipation of future courses taught in the Sociology Department that incorporate GIS and spatial analysis.

5.7 Library resources:
- No Library Resources beyond what is currently available are required for the course.

Section 6: Proposed term for implementation: Next Available Term

Section 7: Approval Flow Dates: Dates of prior committee approvals:

Department of Sociology	**January 22, 2018**
Potter College Curriculum Committee	__1 March 2018__
Undergraduate Curriculum Committee	
University Senate	

Section 8: Supplemental Documentation: Attached.

Proposal to Create a New Course: *PHIL 214: Logic, Argument, and Practical Reasoning*
Potter College of Arts & Letters
Philosophy and Religion Department

Section 1: Proponent Contact Information

1.1 Name/Title: Dr. Benjamin Lennertz
1.2 Email address: benjamin.lennertz@wku.edu
1.3 Phone #: (270)745-5745

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: PHIL 214

2.2 Course title: Logic, Argument, and Practical Reasoning

2.3 Abbreviated course title: Logic, Argument, & Reasoning

2.4 Credit hours/Variable credit: 3

2.5 Repeatability: N/A

2.6 Course Catalog Description: Focuses on areas of logic that provide a basis for philosophical reasoning and analysis, including types of arguments, logical properties, fallacies, Venn diagrams, truth tables, and categorical, sentential, and quantified logics.

2.7 Prerequisite/Corequisite courses:

2.5a) Are any of these proposed prerequisites/corequisites offered by a unit other than the one indicated in this proposed course prefix?

YES   <u>NO</u>

2.5b) If not, proceed to item 2.6. If so, has the department head of that unit been consulted?
<u>YES</u>   <u>NO</u>

2.8 Additional Enrollment Requirements: N/A

2.9 Other Special Course Requirements: N/A

Section 3: Description of proposed course

3.1 Course Content Summary: This course will cover the basics of logic with a particular eye toward topics that are useful for doing philosophy and thinking in related disciplines (political theory, pre-legal studies, forensics, and communication). These include the different types of

arguments, logical properties, logical fallacies, categorical logic, Venn diagrams, sentential logic, truth tables, and quantified logic. Emphasis will be on mastering logical concepts and ways of reasoning toward the ideal of thinking more critically and understanding more clearly various topics and texts in philosophy and related disciplines. The course will comprise frequent hands-on practice using examples from different subject areas and will enable students to master and transfer the analytical techniques covered in the course.

3.2   Learning Outcomes: Upon successful completion of this course, students should be able to:
- provide multi-disciplinary examples that illustrate the difference between deductive, inductive, and abductive arguments.
- formally represent arguments in a structured manner.
- identify valid and invalid arguments presented in English, categorical logic, and sentential logic using the appropriate methods: informal reasoning, Venn diagrams, and/or truth tables.
- identify common logical fallacies.
- translate English sentences in a variety of subject areas and problem contexts into the languages of categorical, sentential, and quantified logic.
- identify whether various logical notions (tautology, contingency, contradiction, equivalence, and consistency) apply to sentences/sets of sentences.
- adapt to working with new formal and symbolic systems.

3.3 Assessment/Evaluation: Students' progress toward the learning outcomes will be assessed through regular in-class quizzes and tests. There may also be occasional sets of problems for students to complete on their own. Finally, as hands on practice is essential to succeeding at mastering logical skills, students will be graded based on their participation in class.

Section 4: Rationale

4.1 Reason for developing this proposed course: Our current logic offering, PHIL 215: Symbolic Logic, examines two formal logical systems in great detail. It has much in common with mathematics or computer science courses. But that course does not focus as much on the parts of logic that are particularly useful as tools for better analysis and argumentation in philosophy and related disciplines. The proposed course will better serve philosophy majors and minors, as well as other students interested in sharpening their reasoning skills for thinking more clearly in their own major/minor fields.

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

4.2a) The course has some overlap of content with the one just listed, PHIL 215, which we intend to phase out in favor of the proposed course. It may also have some similarities with COMM 245: Argumentation and Debate.

4.2b) The proposed course focuses on the parts of logic that are particularly useful as tools for better analysis and argumentation in philosophy and related disciplines. It will serve philosophy majors and minors, as well as other students interested in sharpening their reasoning skills, including those in pre-professional tracks such as pre-legal studies, forensics, government, and the planned PPE major. Unlike COMM 245, it focuses mainly on the logical properties of arguments, rather than the performative or

communicative aspects of argument and debate, complementing the approach from communication studies.

4.2c) Have the units offering these courses been consulted regarding this proposal?

<u>YES</u>   NO

Section 5: Projected Enrollments/Resources

5.1 Enrollments: Students per section? 20-30

5.2 Enrollments: Sections per academic year? One section every two years

5.3 Enrollments: Students per academic year? Not taught every year

5.4 Supporting evidence/data for these projection: PHIL 215 has enrolled around 140 students per year over the past two years (across 4 sections per year). Many of the students in that course took it to fulfill requirements in their computer science or mathematics majors, or to fulfill a Colonnade quantitative reasoning requirement. We expect to lose many of those students. However, we will continue to serve philosophy majors and minors, and expect to draw more students into philosophy with this adapted, and, perhaps, more welcoming, approach to logic. We also expect further enrollment from students in the Philosophy, Politics, and Economics major being developed – as this will be a required course for that major – and from other humanities and social science students who have a greater interest in the more applied focus of the proposed course. Logic courses like this are basic to philosophy programs everywhere and they draw many students from other disciplines involving argument and analysis.

5.5 Proposed method of staffing: Will additional staff be required in order to offer this course according to the enrollment projections indicated in item 5.1-3?

YES   <u>NO</u>

This course will be phased in as PHIL 215 is phased out, allowing our current staffing to cover it and devote the left over resources to compensate for our program's unrecovered staffing losses over the last few of years.

5.6 Instructional technology resources: Are the unit's current instructional technology resources sufficient to support this course?

<u>YES</u>   NO

If NO, what additional resources are needed, and what actions are being undertaken to upgrade those resources?

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)?

YES   <u>NO</u>

If YES, is a completed Library Resources Form appended to this proposal?

<u>YES</u>   NO

Section 6: Proposed term for implementation: Fall 2018

Section 7: Approval Flow Dates:

       Proposing department/unit: Philosophy and Religion, 2/14/18

       Potter College Curriculum Committee: 3/1/18

       Undergraduate Curriculum Committee:

       University Senate:

8. Supplemental documentation: (Check if appended, delete if not required.)

Course Inventory Form (Required) _____

Proposal to Create a New Course: *PHIL 334: Philosophy of Language*
Potter College of Arts & Letters
Philosophy and Religion Department

Section 1: Proponent Contact Information

1.1 Name/Title: Dr. Benjamin Lennertz
1.2 Email address: benjamin.lennertz@wku.edu
1.3 Phone #: (270)745-5745

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: PHIL 334

2.2 Course title: Philosophy of Language

2.3 Abbreviated course title: Philosophy of Language

2.4 Credit hours/Variable credit: 3

2.5 Repeatability: N/A

2.6 Course Catalog Description: Examines major topics in the philosophy of language, including the language-world-thought relationship, linguistic meaning, linguistic structure, and communication.

2.7 Prerequisite/Corequisite courses: One Philosophy Course or Permission of Instructor

    2.5a) Are any of these proposed prerequisites/corequisites offered by a unit other than the one indicated in this proposed course prefix?

<div align="center">YES <u>NO</u></div>

    2.5b) If not, proceed to item 2.6. If so, has the department head of that unit been consulted?
<div align="center"><u>YES</u> NO</div>

2.8 Additional Enrollment Requirements: N/A

2.9 Other Special Course Requirements: N/A

Section 3: Description of proposed course

3.1 Course Content Summary: The course covers major topics in the philosophy of language, including theories of how we use language (pragmatics) and theories of conventional linguistic

meaning (semantics). In order to understand the distinction between semantics and pragmatics and the role each plays in speech scenarios, different sorts of linguistic expressions or rhetorical devices are investigated as concrete case studies. The course examines various approaches in the philosophy of language: linguistic analysis, ordinary language philosophy, speech act theory, and Gricean pragmatic theory. It conduces to making students self-conscious and self-critical about their language use.

3.2 Learning Outcomes: Upon successful completion of this course, students should be able to:
- describe and evaluate different approaches to analyzing what is conveyed by uses of different sorts of language.
- explain the connection between linguistic meaning and related notions – like reference, truth, verification, and use.
- distinguish between the linguistic meaning of a sentence and what speakers use that sentence to communicate in particular situations.
- critically analyze arguments, give reasons for and against philosophical positions, and formulate and respond to counterexamples to philosophical positions.
- manage challenging readings, extracting from them the main position, arguments, and objections and responses.
- express their ideas clearly and persuasively in writing.
- avoid being captive to any language or linguistic practice

3.3 Assessment/Evaluation: Students will write short essays on particular topics. The contents of these essays will provide evidence that they have succeeded at the first three goals and goal five. They will also write a term paper, which will allow them do the same in a more extensive manner. The manner in which these writing assignments are completed will show that students have achieved goals four and six. Additionally, students will be evaluated on their contributions to class discussion. This will allow for further evaluation of goals one through five.

Section 4: Rationale

4.1 Reason for developing this proposed course: Philosophy of language has long been a central area of philosophical study, and it has played a pivotal role in the development of philosophy in the English speaking world over the last century. Students need to be exposed to it in order to fully understand why philosophical thought has evolved as it has. Philosophy of language appears in the philosophical curricula of many types of colleges and universities. Because of staffing restrictions, it was a missing part of our previous philosophy curriculum. It is also an excellent means for improving students' mastery of precise, logical reasoning and expression. Moreover, it will help students navigate the uses and abuses of language in a variety of theoretical and everyday contexts.

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

4.2a) There may be slight overlap of content with ANTH 135: Introduction to Linguistic Anthropology, ENG 104: Introduction to Linguistics, and ENG 407: Linguistic Analysis.

4.2b) Unlike linguistics courses, the proposed course does not cover many canonical topics in linguistics like syntax, psycholinguistics, sociological linguistics, or linguistic anthropology. The proposed course may have some overlap with topics in semantics and pragmatics, but they will be explored from a distinctively philosophical perspective, drawing on the canonical works of philosophers and logicians. The philosophy of language is recognized as a central field of philosophy, one that is taught at the undergraduate level at many universities. The University of Kentucky and the University of Louisville, for instance, both offer undergraduate courses in the philosophy of language.

4.2c) Have the units offering these courses been consulted regarding this proposal?

<u>YES</u> NO

Section 5: Projected Enrollments/Resources

5.1 Enrollments: Students per section? 15-20 per section

5.2 Enrollments: Sections per academic year? One section every two years

5.3 Enrollments: Students per academic year? Not taught every year

5.4 Supporting evidence/data for these projection: Philosophy of Language was taught as a special topics course in Fall 2017. This first-time offering enrolled 12, and it was very positively received by students. We expect to get higher enrollment in future sections for two reasons. First, the course will be an explicit part of our curriculum and satisfy a specific area requirement for majors and minors. Second, the course will likely draw students from other areas like English, Communication, Psychology, Religious Studies, ASL, and other disciplines in which a precise use and understanding of language is of particular importance.

5.5 Proposed method of staffing: Will additional staff be required in order to offer this course according to the enrollment projections indicated in item 5.1-3?

YES <u>NO</u>

If YES, what actions are being undertaken to secure the necessary additional personnel? If current staffing is sufficient, explain any adjustments to current staffing patterns/teaching loads –if any- needed to accommodate this new course.

5.8 Instructional technology resources: Are the unit's current instructional technology resources sufficient to support this course?

<u>YES</u> NO

If NO, what additional resources are needed, and what actions are being undertaken to upgrade those resources?

5.9 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)?

YES <u>NO</u>

If YES, is a completed Library Resources Form appended to this proposal?

Section 6: Proposed term for implementation: Fall 2018

Section 7: Approval Flow Dates:

Philosophy and Religious Studies Department: 2/14/18

Potter College Curriculum Committee: 3/1/18

Undergraduate Curriculum Committee:

University Senate:

8. Supplemental documentation: (Check if appended, delete if not required.)

Course Inventory Form (Required) _____

<div align="center">

(Action Item)

</div>

Proposal to Create a New Course: PHIL 406: Existentialism
Potter College of Arts & Letters
Department/Unit: Philosophy and Religion

Section 1: Proponent Contact Information

1.1 Name/Title: Michael J. Seidler / Professor of Philosophy
1.2 Email address: michael.seidler@wku.edu
1.3 Phone #: 270-745-5756

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: PHIL 406

2.2 Course title: Existentialism

2.3 Abbreviated course title: Existentialism

2.4 Credit hours/Variable credit: 3 credit hours

2.5 Repeatability: N/A

2.6 Course Catalog Description: A study of central thinkers in the existential movement and its representative themes of individualism, subjectivity, passion, freedom, absurdity, and responsibility.

2.7 Prerequisite courses: One course in philosophy or permission of instructor

   2.5a) Are any of these proposed prerequisites offered by a unit other than the one indicated in this proposed course prefix?

<div align="center">

NO

</div>

   2.5b) If not, proceed to item 2.6. If so, has the department head of that unit been consulted?

<div align="center">

YES   NO

</div>

2.8 Additional Enrollment Requirements: N/A

2.9 Other Special Course Requirements: N/A

Section 3: Description of proposed course

3.1 Course Content Summary: This course focuses on major works in the existentialist tradition, which will be read and discussed in class. Figures covered will include Kierkegaard, Nietzsche, Heidegger, Camus, and Sartre. The course will also explore fundamental philosophical dichotomies such as essence/existence, reason/passion, objectivity/subjectivity, rationality/irrationality, and meaning/absurdity. Additional themes include truth and truthfulness, self-identity and othering, alienation, fear of death, despair, freedom, creativity, and responsibility. All of these have resonated variously in many other non-philosophical disciplines affected by existentialism, including art, film, literature, drama, psychology, and religion – from which suitable examples will be derived as well.

3.2 Learning Outcomes: Upon successful completion of this course, students will be able to:
- identify basic themes and distinctions within philosophical existentialism, and trace their influence in contemporary and postmodern thought and culture;
- critically evaluate systemic thinking and recognize some limitations of rational or logocentric discourse;
- express ideas in more than one style of philosophical writing, including peculiarly existential genres such as autobiography, epistolary exchange, prophetic declamation, self-articulation, and philosophical musing;
- understand philosophy as a vehicle for creating personal meaning, values, and commitments;
- formulate and assess their own life choices with increased depth, wider circumspection, and analytical precision

3.3   Assessment/Evaluation: Students will be evaluated through a variety of written assignments in contrasting philosophical styles, and according to their knowledge of the central thinkers, themes, and works of existentialism – as demonstrated in class discussions and assigned oral presentations. A formal self-assessment (or existential accounting) will also be required, in the form of a continuous journal, a real or imagined philosophical correspondence, or an autobiographical reflection – conducted according to the class reading schedule.

Section 4: Rationale

4.1 Reason for developing this proposed course: Until 2007, when it became inactive because of staffing changes, the department offered a course on existentialism (Phil 405) for many years; it was taught regularly, remained popular, and typically filled with students from a wide array of disciplines. The only reason it was allowed to lapse was because a newly hired faculty member planned to cover particular areas involved via other offerings. That faculty member is no longer at WKU; however, the appeal of existentialism remains. We anticipate that the proposed course (Phil 406) will have the same broad appeal as the previous offering, and that it will attract students both from within the Phil & Rel Department and also from other departments, thereby helping our recruiting efforts for the major / minor.

4.2 Relationship to similar courses offered by other WKU departments/units: In its focus on the peculiarly philosophical themes and thinkers of existentialism, as well as their preceding and succeeding intellectual and cultural contexts, the course does not compete with existing offerings within or without the department. Overlapping courses, if any, could only benefit from the clarity and rigor of this specifically philosophical analysis of existential themes and texts.

Section 5: Projected Enrollments/Resources

5.1 Enrollments: 30-35 students per section (see 5.4)

5.2 Enrollments: One or more sections every two years

5.3 Enrollments: 35-70 students every two years

5.4 Supporting evidence/data for these projection:

These projections are admittedly informal, though by no means arbitrary; they are based on consistent, actual student enrollment in a similar course that was previously offered by the department over a period of many years (PHIL 405 – last taught in Fall 2007, but now inactive). Moreover, as this course will also focus on a variety of popular authors such as Camus and Sartre, this course will also attract students outside the department.

5.5 Proposed method of staffing: Will additional staff be required in order to offer this course according to the enrollment projections indicated in item 5.1-3?

<div align="center">NO</div>

If YES, what actions are being undertaken to secure the necessary additional personnel? If current staffing is sufficient, explain any adjustments to current staffing patterns/teaching loads –if any- needed to accommodate this new course.

2.1 Instructional technology resources: Are the unit's current instructional technology resources sufficient to support this course?

<div align="center">YES</div>

If NO, what additional resources are needed, and what actions are being undertaken to upgrade those resources?

2.2 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? (There are adequate library resources in place because of a similar course that was previously offered by the department. Although students in the proposed course will likely be asked to avail themselves of this material, and of the library's philosophy journal holdings, no specific items will be required.)

<div align="center">NO</div>

If YES, is a completed Library Resources Form appended to this proposal?

<div align="center">YES   NO</div>

Section 6: Proposed term for implementation: Fall 2018

Section 7: Approval Flow Dates:

       Proposing department/unit: Philosophy and Religion, 2/14/18

       Potter College Curriculum Committee: 3/1/18

       Undergraduate Curriculum Committee:

University Senate:

8. Supplemental documentation: (Check if appended, delete if not required.)

Course Inventory Form (Required) _____

(Action Item)

Proposal to Create a New Course: RELS 313: Islamic Texts and Literature
Potter College of Arts & Letters
Department/Unit: Department of Philosophy and Religion

Section 1: Proponent Contact Information

1.1 Name/Title: Sophia Arjana
1.2 Email address: sophia.arjana@wku.edu
1.3 Phone #: 270-745-5752

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: RELS 313

2.2 Course title: Islamic Texts and Literature

2.3 Abbreviated course title: Islamic Texts and Literature

2.4 Credit hours/Variable credit: 3

2.5 Repeatability: N/A

2.6 Course Catalog Description: An exploration of Islamic texts and literature, including the Qur'an, hadith, poetry, and fiction.

2.7 Prerequisite/Corequisite courses: No

2.5a) Are any of these proposed prerequisites/corequisites offered by a unit other than the one indicated in this proposed course prefix?

YES   **NO**

2.5b) If not, proceed to item 2.6. If so, has the department head of that unit been consulted?
YES   NO

2.8 Additional Enrollment Requirements: No.

2.9 Other Special Course Requirements: None.

Section 3: Description of proposed course

3.1 Course Content Summary: Islamic Texts and Literatures (RELS 313) is designed to increase students' understanding of the literary traditions in Islam. This course examines Islamic texts and literatures, including the Qur'an, hadith, poetry, fiction, and graphic narrative. RELS 313 draws from numerous genres and includes work from Arabic, Persian, and Turkish traditions.

Students will write short papers, conduct a literature review, and do a presentation on a topic of their choice.

Tentative texts include:

Bakhtiar, Laleh. *The Quranic Sunnah of Prophet Muhammad*. Chicago, IL: Kazi Publications.

Chakraborty, S. A. (2017). *The City of Brass*. New York, NY: Harper Voyager.

Nasr, Seyyed Hossein and Caner Karacay Dagli (2015). *The Study Qur'an: A New Translation and Commentary*. New York, NY: HarperOne.

Safi, Omid (2018). *Radical Love: Teachings from the Islamic Mystical Tradition*. New Haven, CT: Yale University Press.

Vakil, Mohammed Ali and Mohammed Arif Vakil (2011). *Sufi Comics.* CreateSpace Independent Publishing.

3.2 Learning Outcomes: Upon successful completion of this course, students should be able to:
- Appreciate the history and complexity of religious texts in Islam (Qur'an, hadith)
- Identify different genres of Islamic literature
- Understand the ways in which religious imagery is expressed in literature
- Appreciate the diversity of literary traditions in Islam

3.3 Assessment/Evaluation: Students will be assessed on writing assignments that will includes short papers, a literature review, and final project.

Section 4: Rationale

4.1 Reason for developing this proposed course: Islam is an important topic for policymakers, scholars, and public servants. The status of texts in Islam is important, for the Qur'an is at the center of religious life for many Muslims. The Qur'an is understood vis-à-vis hadith (traditions related to Prophet Muhammad), formulating many traditions such as prayer, pilgrimage, and judicial opinions. The Qur'an also inspires poetry, seen in the popularity of Rumi, Hafiz, and Ferdowsi, among others. Contemporary Muslim fiction is another genre that provides insight into Muslim culture, including writers such as Naguib Mafouz, Alaa al Aswany, and Khaled Hosseini.

The creation of RELS 313 allows students to study the Qur'an in conversation with other texts important in Muslim religious life. The status of hadith is a controversial topic in contemporary scholarship, involving issues such as verse abrogation and fabricated reports, both issues that are at the center of Islamic reform. In addition to exploring these issues, this class introduces students to the rich tradition of Islamic literature, from poetry to graphic narratives and science fiction, thus giving them a comprehensive view of the importance of the written word in Islamic cultures.

4.2 Relationship to similar courses offered by other WKU departments/units: There are no other courses on Islamic texts and literatures in the university. The department sees this course as an

alternative to RELS 311 (The Qur'an), as RELS 313 allows students to approach the Qur'an not in isolation, but in conversation with other texts and as part of the larger literary tradition in Islam.

4.2a) This course is unique in the university.

4.2b) This course focuses on Islamic texts and literatures.

4.2c) Have the units offering these courses been consulted regarding this proposal?

YES NO

Section 5: Projected Enrollments/Resources
   5.1 Enrollments: Students per section? 30-40
   5.2 Enrollments: Sections per academic year? 1
   5.3 Enrollments: Students per academic year? 30-40
   5.4 Supporting evidence/data for these projection: Enrollment of current courses.
The 300-level Islam course has this capacity and filled in Fall 2017. This course draws on students in Religious Studies and students studying Arabic.
   5.5 Proposed method of staffing: Will additional staff be required in order to offer this course according to the enrollment projections indicated in item 5.1-3?

YES **NO**

If YES, what actions are being undertaken to secure the necessary additional personnel? If current staffing is sufficient, explain any adjustments to current staffing patterns/teaching loads –if any- needed to accommodate this new course.
   2.3 Instructional technology resources: Are the unit's current instructional technology resources sufficient to support this course?

YES NO

If NO, what additional resources are needed, and what actions are being undertaken to upgrade those resources?

   2.4 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)?

YES NO

If YES, is a completed Library Resources Form appended to this proposal?

YES   NO

Section 6: Proposed term for implementation: Fall 2018

Section 7: Approval Flow Dates:

   Proposing department/unit: February 14, 2018

Potter College Curriculum Committee: 3/1/18

Undergraduate Curriculum Committee:

University Senate:

8. Supplemental documentation: (Check if appended, delete if not required.)

Course Inventory Form (Required) _____

Library Resource Form (If applicable) _____

Proposal to Create a New Course: RELS 331: Islam in America
Potter College of Arts & Letters
Department/Unit: Department of Philosophy and Religion

Section 1: Proponent Contact Information

1.1 Name/Title: Sophia Arjana
1.2 Email address: sophia.arjana@wku.edu
1.3 Phone #: (270) 745-5752

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: RELS 331

2.2 Course title: Islam in America

2.3 Abbreviated course title: Islam in America

2.4 Credit hours/Variable credit: 3

2.5 Repeatability: N/A

2.6 Course Catalog Description: An exploration of Islam in America beginning with the 16th century and continuing to the present day.

2.7 Prerequisite/Corequisite courses: No

   2.5a) Are any of these proposed prerequisites/corequisites offered by a unit other than the one indicated in this proposed course prefix?

<u>YES</u>   **<u>NO</u>**

   2.5b) If not, proceed to item 2.6. If so, has the department head of that unit been consulted?
<u>YES</u>   <u>NO</u>

2.8 Additional Enrollment Requirements: No.

2.9 Other Special Course Requirements: Site visit to area mosque.

Section 3: Description of proposed course

3.1 Course Content Summary: Islam in America (RELS 331) is designed to increase students understanding of Islam as an American religious tradition. This course covers the following topics: early Muslims in America, Muslims in the antebellum South, Muslim immigration, indigenous Muslim religious movements (Nation of Islam, Moorish Science Temple, Five Percenters), Malcolm X, Islamophobia, Muslims and hip-hop, Muslim American fashion.

Students will use a variety of types of texts to approach the study of this topic and will learn how to write succinct abstracts of academic works. The course will include lectures as well as student-centered work in class. This course requires a site visit to an area mosque.

Tentative texts include:

Ali, Noble Drew and C.S. Moore (2015). *The Holy Koran and Moorish Science Temple of America*. Elmont, NY: African Tree Press.

Bald, Vivek (2015). *Bengali Harlem and the Lost Histories of South Asian America*. Cambridge, MA: Harvard University Press.

Bayoumi, Moustafa (2009). *How Does It Feel to Be a Problem? Being Young and Arab in America.* New York, NY: Penguin.

Diouf, Sylviane (2013). *Servants of Allah: African Muslims Enslaved in the Americas*. New York, NY: NYU Press.

Eggers, Dave (2018). *The Monk of Mokha*. New York, NY: Knopf.

Grewal, Zareena (2013). *Islam is a Foreign Country: American Muslims and the Global Crisis of Authority*. New York, NY: NYU Press.

Helfer, Andrew and Randy DuBurke (2014). *Malcolm X: A Graphic Biography*. New York, NY: Hill and Lang.

Khabeer, Su'ad Abdul (2017). *Muslim Cool: Race, Religion, and Hip Hop in the United States*. New York, NY: NYU Press.

Wilson, Willow G. and Adrian Alphonso (2014). *Ms. Marvel Vol. 1, No Normal*. New York, NY: 2014.

3.2 Learning Outcomes: Upon successful completion of this course, students should be able to:
- Demonstrate knowledge of the complexity of the history of Muslims in America
- Identify the distinct communities of Muslims in America
- Identify major Islamic religious movements indigenous to the United States
- Demonstrate the ways in which Islamophobia is part of Muslim American experience
- Identify connections between Islam and American music and fashion

3.3 Assessment/Evaluation: Students will be assessed on four reading abstracts, a presentation, and a final project.

Section 4: Rationale

4.1 Reason for developing this proposed course: Islam is an important topic for policymakers, scholars, and public servants. There is no other course that addresses Islam in America in the university. The Islam course (RELS 306) is a survey course and does not focus on American Muslim communities.

This benefits students because it helps them understand Islam as a local and long existing religious tradition in the United States.

The Department of Philosophy and Religion offers several courses in Islamic Studies, but none that addresses Islam in America. There are two rationales for developing this course. The creation of RELS 331 will allow the department to have a course that addresses Islam as an American religious tradition. The course invites students to explore the history of Islam in America, as well as current trends within American Muslim communities, which include Islamic reform, social justice, and political activism. Islam in America is a growing academic field. The history of Muslims in America dates to early European contact with the continent. Today, African-Americans and immigrants comprise the two largest groups of Muslims in the United States. This course focuses on these two groups.

Second, Bowling Green has a sizeable Muslim population. This allows students to engage with a community through a site visit to a local mosque, encouraging students to think about Islam as a tradition with roots in their own community. The course also includes a project on Muhammad, a native of Louisville, thus providing another connection to the state of Kentucky's Muslim communities.

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

4.2a) This course is unique in the university. It would complement offerings in other departments, including HIST 454 (Religion in America), SOCL 322 (Sociology of Religion), and ANTH 446 (Anthropology of Religion). I have consulted with a faculty member in African-American Studies and she has voiced support for this course.

4.2b) This course focuses on Islam in America and as such, it offers a case study that is underrepresented in our offerings.

4.2c) Have the units offering these courses been consulted regarding this proposal?

<div align="center">

YES NO
</div>

Section 5: Projected Enrollments/Resources
5.1 Enrollments: Students per section? 30-40
5.2 Enrollments: Sections per academic year? 1
5.3 Enrollments: Students per academic year? 30-40
5.4 Supporting evidence/data for these projection: Enrollment of current courses.
The 300-level Islam course has the same capacity and filled in Fall of 2017. This course draws on students from Asian Studies (one of the focuses in this course is on Muslim Asian immigrants) and Religious Studies.
5.5 Proposed method of staffing: Will additional staff be required in order to offer this course according to the enrollment projections indicated in item 5.1-3?

<div align="center">

YES **NO**
</div>

If YES, what actions are being undertaken to secure the necessary additional personnel? If current staffing is sufficient, explain any adjustments to current staffing patterns/teaching loads –if any- needed to accommodate this new course.

2.5 Instructional technology resources: Are the unit's current instructional technology resources sufficient to support this course?

<div align="center">

YES NO

</div>

If NO, what additional resources are needed, and what actions are being undertaken to upgrade those resources?

2.6 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)?

<div align="center">

YES NO

</div>

If YES, is a completed Library Resources Form appended to this proposal?

<div align="center">

YES NO

</div>

Section 6: Proposed term for implementation: Fall 2018

Section 7: Approval Flow Dates:

Proposing department/unit: February 14, 2018

Potter College Curriculum Committee:

Undergraduate Curriculum Committee:

University Senate:

8. Supplemental documentation: (Check if appended, delete if not required.)

Course Inventory Form (Required) _____

Library Resource Form (If applicable) _____

(Action Item)

Proposal to Create a New Course: RELS 322: Islam and Pilgrimage
Potter College of Arts & Letters
Department/Unit: Department of Philosophy and Religion

Section 1: Proponent Contact Information

1.1 Name/Title: Sophia Arjana
1.2 Email address: sophia.arjana@wku.edu
1.3 Phone #: 270-745-5752

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: RELS 322

2.2 Course title: Islam and Pilgrimage

2.3 Abbreviated course title: Islam and Pilgrimage

2.4 Credit hours/Variable credit: 3

2.5 Repeatability: N/A

2.6 Course Catalog Description: An exploration of Islamic pilgrimage, including the use of technology in modern pilgrimage practices.

2.7 Prerequisite/Corequisite courses: No

2.5a) Are any of these proposed prerequisites/corequisites offered by a unit other than the one indicated in this proposed course prefix?

YES   **NO**

2.5b) If not, proceed to item 2.6. If so, has the department head of that unit been consulted?
YES   NO

2.8 Additional Enrollment Requirements: No.

2.9 Other Special Course Requirements: None.

Section 3: Description of proposed course

3.1 Course Content Summary: Islam and Pilgrimage (RELS 322) covers the following topics: the formation of pilgrimage traditions in early Islam, different traditions of pilgrimage, Sufi shrines, sacred space, the politics of pilgrimage, and technology and pilgrimage (i.e. cyber-hajj). It is designed to increase students' understanding of Islamic pilgrimage, as well as the theoretical approaches to the study of pilgrimage. This course uses primary and secondary

studies of the topic and is cross-cultural and diverse in its focus (traditions in Asia, Africa, the Middle East, and the Americas are examined). This course is focused on writing, and includes short essays and a final project.

Tentative texts include:

Arjana, Sophia (2017). *Pilgrimage in Islam: Traditional and Modern Practices.* London: Oneworld Academic, 2017.

Bombardier, Alice (2012). "War Painting and Pilgrimage in Iran," *Visual Anthropology* 25, no. 1/2: 148-166.

Cohen, Erik (1992). "Pilgrimage and Tourism: Convergence and Divergence," in *Sacred Journeys: The Anthropology of Pilgrimage*, ed. Alan Morinis (Westport: Greenwood Press), 47-64.

Coleman, Simon (2002). "Do You Believe in Pilgrimage? Communitas, Contestation, and Beyond," *Anthropological Theory* 2.3: 366-68.

Hill-Smith, Connie (2011). "Cyberpilgrimage: The (Virtual) Reality of Online Pilgrimage Experience," *Religion Compass* 5: 236-246.

Swanson, Kristen K. and Dallen J. Timothy, "Souvenirs: Icons of Meaning, Commercialization, and Commodification," *Tourism Management* 33 (2012): 489-99.

Turner, Victor and Edith (1995). "Introduction: Pilgrimage as a Liminoid Phenomenon," in *Image and Pilgrimage in Christian Culture* (New York: Columbia University Press), 1-39.

3.2 Learning Outcomes: Upon successful completion of this course, students should be able to:
- Demonstrate knowledge of the history and complexity of pilgrimage in Islam
- Identify the major pilgrimage traditions practiced by different Muslim communities
- Identify how pilgrimage as an integral part of Muslim religious experience
- Idnetify the connections between emerging technology and changing pilgrimage traditions.

3.3 Assessment/Evaluation: Students will be assessed on four brief essays, a presentation, and a final project.

Section 4: Rationale

4.1 Reason for developing this proposed course: Islam is an important topic for policymakers, scholars, and public servants. Pilgrimage is an important topic in religious studies that is often taught as part of religious studies and anthropology courses. It is a tradition that is found in virtually every society in the world. This course contributes to students' understanding of religion, ritual, and culture. The course contributes to students' understanding of the larger world in which they live.

Also, the creation of RELS 322 will allow the department to have a course that addresses pilgrimage as a field of study. The course exposes students to different theoretical viewpoints of pilgrimage, its intersections with tourism, politics, and gender, and key concepts in the field (such as *communitas*). The course also offers a way of approaching Islam that engages scholarship on technology and religion, an emerging topic in religious studies. Third, pilgrimage traditions exist at both the local (such as the graveyard or village shrine) and global/transnational level (at cities such as Mecca, Karbala, and Konya), thus providing a complex reading of Islam.

4.2 Relationship to similar courses offered by other WKU departments/units: There are no other courses on pilgrimage in the university catalog, although ANTH courses often address pilgrimage as part of larger topics in the field of Anthropology.

4.2a) This course is unique in the university.

4.2b) This course focuses on pilgrimage in Islam, which is a broad subject that deserves attention.

4.2c) Have the units offering these courses been consulted regarding this proposal?

YES NO

Section 5: Projected Enrollments/Resources
   5.1 Enrollments: Students per section? 30-40
   5.2 Enrollments: Sections per academic year? 1
   5.3 Enrollments: Students per academic year? 30-40
   5.4 Supporting evidence/data for these projection: Enrollment of current courses.
The 300-level Islam course (RELS 306) has the same capacity and filled in Fall 2017. This course will draw on Asian Studies and Religious Studies programs.
   5.5 Proposed method of staffing: Will additional staff be required in order to offer this course according to the enrollment projections indicated in item 5.1-3?

YES **NO**

If YES, what actions are being undertaken to secure the necessary additional personnel? If current staffing is sufficient, explain any adjustments to current staffing patterns/teaching loads –if any- needed to accommodate this new course.

2.7 Instructional technology resources: Are the unit's current instructional technology resources sufficient to support this course?

YES NO

If NO, what additional resources are needed, and what actions are being undertaken to upgrade those resources?

2.8 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)?

YES NO

If YES, is a completed [Library Resources Form](#) appended to this proposal?

YES   NO

Section 6: Proposed term for implementation: Fall 2018

Section 7: Approval Flow Dates:

Proposing department/unit: February 14, 2018
Potter College Curriculum Committee: 3/1/18
Undergraduate Curriculum Committee:

University Senate:

8. Supplemental documentation: (Check if appended, delete if not required.)

Course Inventory Form (Required) _____

Library Resource Form (If applicable) _____

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

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 52645

1.   **Identification of program:**
      1.1   Current program reference number: 342
      1.2   Current program title: Minor in Criminology
      1.3   Credit hours: 21

2.   **Identification of the proposed program changes:**

- Addition of a newly created course – CRIM 222: Crime Mapping

3.   **Detailed program description:**

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
SOCL	309	Social Deviance	3		SOCL	309	Social Deviance	3
CRIM	330	Criminology	3		CRIM	330	Criminology	3
CRIM	332	Juvenile Delinquency	3		CRIM	332	Juvenile Delinquency	3
CRIM	380	Penology	3		CRIM	380	Penology	3
Select 3 courses from the following					Select 3 courses from the following			
CRIM	101	Intro to Criminal Justice	3		CRIM	101	Intro to Criminal Justice	3
					CRIM	**222**	**Crime Mapping**	**3**
CRIM	232	Intro to Law Enforcement	3		CRIM	232	Intro to Law Enforcement	3
CRIM	233	Alternatives to Confinement	3		CRIM	233	Alternatives to Confinement	3
					CRIM	234	Crime and Popular Culture	3
CRIM	346	Special Topics in Criminology	3		CRIM	346	Special Topics in Criminology	3
SOCL	359	Sexuality and Society	3		SOCL	359	Sexuality and Society	3
CRIM	361	Race, Class, and Crime	3		CRIM	361	Race, Class, and Crime	3
					SOCL	389	Stigma and Society	3
					CRIM	430	Comparative Systems of Juvenile Justice	3

CRIM	432	Sociology of Criminal Law	3		CRIM	432	Sociology of Criminal Law	3
CRIM	434	Organized Crime	3		CRIM	434	Organized Crime	3
SOCL	435	Family Violence	3		SOCL	435	Family Violence	3
CRIM	437	The Death Penalty in America	3		CRIM	437	The Death Penalty in America	3
CRIM	438	Victimology	3		CRIM	438	Victimology	3
CRIM	439	Internship in Criminology	1-6		CRIM	439	Internship in Criminology	1-6
CRIM	446	Gender, Crime, and Justice	3		CRIM	446	Gender, Crime, and Justice	3
CRIM	447	Life-course Criminology	3		CRIM	447	Life-course Criminology	3
CRIM	448	Comparative Criminology	3		CRIM	448	Comparative Criminology	3
CRIM	451	White Collar Crime	3		CRIM	451	White Collar Crime	3
CRIM	456	Homicide and Serial Homicide	3		CRIM	456	Homicide and Serial Homicide	3
CRIM	489	Criminology Study Abroad	1-6		CRIM	489	Criminology Study Abroad	1-6
CRIM	495	Directed Study in Criminology	1-3		CRIM	495	Directed Study in Criminology	1-3
CRIM	496	Directed Study in Criminology	1-3		CRIM	496	Directed Study in Criminology	1-3
PS	220	Judicial Process	3		PS	220	Judicial Process	3
PS	326	Constitutional Law	3		PS	326	Constitutional Law	3
PS	328	Criminal Justice	3		PS	328	Criminal Justice	3
PS	350	Political Terrorism	3		PS	350	Political Terrorism	3
HIST	445	American Legal History to 1865	3		HIST	445	American Legal History to 1865	3
HIST	446	American Legal History since 1865	3		HIST	446	American Legal History since 1865	3
SWRK	356	Services for Juvenile Offenders	3		SWRK	356	Services for Juvenile Offenders	3
PSY/PSYS	440	Abnormal Psychology	3		PSY/PSYS	440	Abnormal Psychology	3
PSY	441	Psychology of Alcoholism	3		PSY	441	Psychology of Alcoholism	3
PSY	470	Psychology and Law	3		PSY	470	Psychology and Law	3
CHEM	111	Introduction to Forensic Chemistry	3		CHEM	111	Introduction to Forensic Chemistry	3
CHEM	430	Forensic Chemistry	3		CHEM	430	Forensic Chemistry	3
PH	165	Drug Abuse	3		PH	165	Drug Abuse	3
PH	467	Drug Abuse Education	3		PH	467	Drug Abuse Education	3

PH	472	Illicit Drug Policy in the US	3		PH	472	Illicit Drug Policy in the US	3
ANTH	300	Forensic Anthropology	3		ANTH	300	Forensic Anthropology	3
TOTALS		Credit Hours	21		TOTALS		Credit Hours	21

4.   Rationale for the proposed program change:

A newly created course (CRIM 222: *Crime Mapping)* needed to be added as an elective to the minor.

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

6.   Dates of prior committee approvals:

Department of Sociology	**January 22, 2018**
Potter College Curriculum Committee	__1 March 2018__
Undergraduate Curriculum Committee	
University Senate	

Potter College of Arts & Letters
PHILOSOPHY AND RELIGION DEPARTMENT
Proposal to <u>Revise</u> *Philosophy Minor* Program
(Action Item)

Contact Person: Jeffrey Samuels / jeffrey.samuels@wku.edu / 270-745-3136

1.   Identification of program:
    1.1   Current program reference number: **429**
    1.2   Current program title: **Minor in Philosophy**
    1.3   Credit hours (proposed): 24

2.   Identification of the proposed program changes:

   SPECIFIC CHANGES:
   - <u>reduction</u> of overall credit-hour requirement (25 to 24)
   - three <u>new</u> courses (214, 334, 406) <u>added</u> to major program
   - three existing courses (427, 440, 450) <u>listed</u> in major program
   - three existing courses (320, 432, 433) <u>removed</u> from major program
   - two courses (315, 331) <u>moved</u> into a different category
   - two courses (344, 406) <u>cross-listed</u> in two categories
   - <u>reduction</u> of credit hour requirement (9 to 6) in Category II
   - <u>elimination</u> of subdivisions in Category II
   - <u>elimination</u> of *Philosophical Writing Workshop* (299) requirement
   - <u>simplified</u> information for *Category V: Electives*
   - <u>increase</u> of hours (3 to 6) in *Category I*
   - two (of three) RELS courses (RELS 242, 317, 318) <u>allowed</u> in *Category V: Electives*
   - new faculty <u>contact</u> for *Advisement*

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**.) :

   CATALOG DESCRIPTION (current – **no changes made**): The mission of the philosophy program is to use its faculty's collective expertise and experience in the various philosophical disciplines to teach philosophy with the intention of enabling its students to become effective, self-critical leaders able to empower others, to solve problems in diverse social and professional settings, and to experience satisfactions that can only come from living the examined life. To serve this mission, the philosophy program is committed to providing courses that:

   - foster ethical understanding, analytical reading, logical thinking, and clear expression in our students;
   - illuminate the assumptions, methods, and foundations of other disciplines for students who also major or minor in philosophy;
   - acquaint students with paradigms and perspectives from past philosophies that provide recurring thought patterns whose strengths and weaknesses an autonomous individual should know;
   - prepare students to deal with problems for which there are neither simple nor obvious solutions;
   - equip students for graduate and professional study in fields such as law, government service, management, medicine, the ministry, and philosophy.

The philosophy program is to aid students to draw out from within themselves the assumptions and beliefs — often unconsciously but nonetheless deeply felt and held — governing their thoughts and actions, to express these inner convictions fully and clearly, and to subject them to critical analysis. This is the birth into the examined life. It is also the first step toward awakening in the students the spirit of critical inquiry, encouraging them to question readily accepted ideas, to probe for and to expose all assumptions, and to subject all claims and all issues—personal or public, local or international — to close examination. Philosophy lays bare fundamental questions and instructs students in the methods for grappling with them. As students develop, they see how ideas drive the phenomena of daily life. Philosophy calls students to the responsibility of putting all ideas to the test to know their value.

CURRENT | | PROPOSED

		MINOR (25 hours)				MINOR (~~25~~ **24** hours)	
CAT	I	LOGIC (3 HRS)	[3]		CAT	I	LOGIC, EPISTEMOLOGY, & METAPHYSICS ~~(3 HRS)~~ **(6 HRS)**	[6]
					PHIL	214	**Logic for Philosophers** [new]	**3**
PHIL	215	Symbolic Logic *	3		PHIL	215	Symbolic Logic	3
					PHIL	315	**Philosophy of Religion**	**3**
					PHIL	330	**Philosophy of Science**	**3**
					PHIL	332	**Philosophy of Mind: Minds & Machines**	**3**
					PHIL	334	**Philosophy of Language** [new]	**3**
					PHIL	404	**Metaphysics & Epistemology**	**3**
					PHIL	415	**Advanced Logic**	**3**
CAT	II	HISTORY OF PHILOSOPHY (9 HOURS / AT LEAST ONE COURSE FROM EACH CATEGORY)	[9]		CAT	II	HISTORY OF PHILOSOPHY ~~(9 HOURS / AT LEAST ONE COURSE FROM EACH CATEGORY)~~ **(6 HOURS)**	[6]
					PHIL	331	**Early Analytic Philosophy**	**3**
		Category A :					~~Category A~~	
PHIL	341	Plato and Aristotle	3		PHIL	341	Plato and Aristotle	3
PHIL	342	Skeptics, Stoics, and Epicureans	3		PHIL	342	Skeptics, Stoics, and Epicureans	3
PHIL	343	Medieval Philosophy	3		PHIL	343	Medieval Philosophy	3
		Category B :					~~Category B :~~	

PHIL	344	Early Modern Moral Philosophy	3		PHIL	344	Early Modern Moral Philosophy	3
PHIL	345	Descartes and Hume	3		PHIL	345	Descartes and Hume	3
PHIL	346	Kant and Idealism	3		PHIL	346	Kant and Idealism	3
PHIL	347	Leibniz and Locke	3		PHIL	347	Leibniz and Locke	3
PHIL	348	20th Century Philosophy	3		PHIL	348	20th Century Philosophy	3
					PHIL	**406**	**Existentialism** [new]	**3**
PHIL	432	Philosophy and Early Modern Science	3		~~PHIL~~	~~432~~	~~Philosophy and Early Modern Science~~	~~3~~
PHIL	433	History of Philosophy of Science	3		~~PHIL~~	~~433~~	~~History of Philosophy of Science~~	~~3~~
					PHIL	**440**	**Readings in Ancient / Medieval Philosophy**	**3**
					PHIL	**450**	**Readings in Modern / Contemporary Philosophy**	**3**
CAT	III	ETHICS AND VALUES (6 HOURS)	[6]		CAT	III	ETHICS AND VALUES (6 HOURS)	[6]
PHIL	202	Racial Justice	3		PHIL	202	Racial Justice	3
PHIL	207	Philosophy and Popular Culture	3		PHIL	207	Philosophy and Popular Culture	3
PHIL	208	Philosophy of Public Space	3		PHIL	208	Philosophy of Public Space	3
PHIL	211	Why are Bad People Bad?	3		PHIL	211	Why are Bad People Bad?	3
PHIL	212	Philosophy and Gender Theory	3		PHIL	212	Philosophy and Gender Theory	3
PHIL	305	Aesthetics	3		PHIL	305	Aesthetics	3
PHIL	315	Philosophy of Religion	3		~~PHIL~~	~~315~~	~~Philosophy of Religion~~	~~3~~
PHIL	320	Ethics	3		~~PHIL~~	~~320~~	~~Ethics~~	~~3~~
PHIL	322	Biomedical Ethics	3		PHIL	322	Biomedical Ethics	3
PHIL	323	Social Ethics	3		PHIL	323	Social Ethics	3
PHIL	324	War and Peace	3		PHIL	324	War and Peace	3
PHIL	333	Marx & Critical Theory	3		PHIL	333	Marx & Critical Theory	3

					PHIL	**344**	**Early Modern Moral Philosophy**	**3**
PHIL	350	Ethical Theory *	3		PHIL	350	Ethical Theory	3
					PHIL	**406**	**Existentialism** [new]	**3**
PHIL	426	Philosophy and Old Age	3		PHIL	426	Philosophy and Old Age	3
					PHIL	**427**	**Philosophy of Law**	**3**
CAT	IV	Philosophical Writing Workshop (1 hour)	[1]		~~CAT~~	~~IV~~	~~Philosophical Writing Workshop (1 hour)~~	~~[1]~~
PHIL	299	Philosophical Writing Workshop *	1		~~PHIL~~	~~299~~	~~Philosophical Writing Workshop *~~	~~1~~
CAT	V	ELECTIVES (6 HOURS)	[6]		CAT	V	ELECTIVES (6 HOURS)	[6]
		Any of the above courses or:					~~Any of the above courses or:~~	
PHIL	101	Enduring Questions: Truth & Relativism	3		~~PHIL~~	~~101~~	~~Enduring Questions: Truth & Relativism~~	~~3~~
PHIL	102	Enduring Questions: The Good & the Beautiful	3		~~PHIL~~	~~102~~	~~Enduring Questions: The Good & the Beautiful~~	~~3~~
PHIL	103	Enduring Questions: The Committed Life	3		~~PHIL~~	~~103~~	~~Enduring Questions: The Committed Life~~	~~3~~
PHIL	401	Readings in Philosophy	3		~~PHIL~~	~~401~~	~~Readings in Philosophy~~	~~3~~
PHIL	499	Research in Philosophy	3		~~PHIL~~	~~499~~	~~Research in Philosophy~~	~~3~~
							Any philosophy course, and/or two (of the following three) RELS courses.	
						RELS	242	**RELS 242: Meanings of Life: Atheism to Zen**	3
						RELS	317	**RELS 317: Confucianism**	3
						RELS	318	**RELS 318: Daoism**	3

Advisement : Jeffrey Samuels / Cherry Hall 300 / Phone: (270) 745-3136 / E-Mail: jeffrey.samuels@wku.edu

4. Rationale for the proposed program change:

GENERAL : The aim of the program revision is to increase the number of majors/minors by expanding the diversity of offerings, to allow for more student choice, to encourage more *de*

facto interdisciplinarity in degree programs, and to offer a credible major/minor within staffing constraints. It also better reflects the diversity of competencies and interests of our faculty (which have changed somewhat over time), and it acknowledges the fact that while some of our graduates enter top-rate graduate programs in philosophy, most of them do not. Thus, the loosening of some specific requirements and the corresponding increase in students' ability to build realistic major/minor combinations, makes philosophy more attractive to them as a WKU degree program, either on its own or in conjunction with other majors/minors. The new curriculum structure will also make it easier for the department to work within staffing constraints and contingencies.

DETAILED (explanations in brackets):

- reduction of overall credit-hour requirement (25 to 24)
  [This is a consequence of the other changes.]
- three new courses (214, 334, 406) added to major program
  [The rationale for adding these courses is explained in each of the accompanying NEW COURSE PROPOSALS. In each case the course adds an important subject area of philosophy to our curriculum and utilizes the professional competencies of existing Philosophy faculty.]
- three existing courses (427, 440, 450) listed in major program
  [These courses were developed (and approved) in recent years but have not yet formally been included in the Philosophy major/minor curriculum.]
- three existing courses (320, 432, 433) removed from major program
  [Phil 432 and 433 were taught by a faculty member who has now entered full retirement. Given staffing constraints, it is unlikely that they will be offered again. Phil 320 is redundant in the context of the other ethics offerings available in the curriculum, including 102, 211, 322, 323, 350.]
- two courses (315, 331) moved into a different category
  [In the future, 315 will be taught more as an epistemology course, instead of dealing with moral issues like the theodicy problem. So the move is in part a shift in existing emphases, and in part a corrective. It remains, nonetheless, the same course and does not require a new course proposal. Phil 331 fits better into Category II as a history of philosophy course.]
- two courses (344, 406) cross-listed in two categories
  [Given the content of these offerings, the cross-listing makes philosophical sense. It also increases curricular flexibility, facilitates student planning, and contributes to enrollment sufficiency.]
- reduction of credit hour requirement (9 to 6) in Category II
  [The aim is to balance Categories I-III, esp. Category I, which has been increased from 3 to 6 hours.]
- elimination of subdivisions in Category II
  [This move is necessary because of staffing constraints, and desirable in order to facilitate student degree planning and class scheduling.]
- elimination of *Philosophical Writing Workshop* (299) requirement
  [The philosophical writing emphasis will continue within existing philosophy courses.]
- simplified information for *Category V: Electives* [N/A]
- increase of hours (3 to 6) in *Category I* [In line with the previous comment about 214, which will not be required, this category now includes other courses in epistemology, metaphysics, and

related areas from which students must choose two – as in the revised major. The only differences between the Phil major and minor are now the elective hours (12 vs. 6) and PHIL 496: Senior Seminar.]

- two (of three) RELS courses (RELS 242, 317, 318) to be <u>allowed</u> in *Category V: Electives* [These three {existing} courses – including Buddhism and Daoism – challenge the traditional Western distinction between philosophy and religion. Their inclusion in the curriculum facilitates double majors/minors and allows students more choice. The restriction to two {of three} courses – in the minor – is to maintain an appropriate balance between Phil and RELS courses.]
- new faculty <u>contact</u> for *Advisement* [N/A]

5.   Proposed term for <u>implementation</u> and special provisions (if applicable): Fall 2018

6.   Dates of prior <u>committee approvals</u>:

Department/ Unit ___Philosophy Program_____	_____14 Feb 2018_____
Department/ Unit __Philosophy & Religion_____	_____14 Feb 2018_____
_____Potter_____College Curriculum Committee	**3/1/18**_____
University Senate	_____

61

Potter College of Arts & Letters
Philosophy and Religion
Proposal to Revise A Program
(Action Item)

Contact Person: Jeffrey Samuels, Jeffrey.samuels@wku.edu, 5-5744

1.   Identification of program:
- o   Current program reference number: 447
- 1.4   Current program title: Minor in Religious Studies
- 1.5   Credit hours: 24

2.   Identification of the proposed program changes:
- Change Category I from Explorations to World Religions
- Removing RELS 100 and 101 from Category I
- Only counting World Religions in Category I
- Remove Sub-category A and B from the Religious Traditions Category (II)
- Add a Comparative Approaches to the Study of Religion Category
- Change the list of allowable courses from other departments to include a wider array of languages

3.   Detailed program description:

Catalog Description					Catalog Description			
The mission of the religious studies program is to promote the academic study of religion at Western Kentucky University and in the Commonwealth of Kentucky. *The academic study of religion provides the student with the methodological orientation necessary to comprehend the central beliefs, ethical practices, ritual systems, and social institutions of diverse religious traditions in their historic, contemporary and global contexts. Study in this field is multicultural and comparative, examining the patterns of life and moral worlds of societies past and present, our own as well as others. The student learns to probe for the structure, function and meaning of religion through those rites of passage, sacred narratives, faith communities, and codes of behavior that give meaning to human existence.*					The mission of the religious studies program is to promote the academic study of religion at Western Kentucky University and in the Commonwealth of Kentucky. *The academic study of religion provides the student with the methodological orientation necessary to comprehend the central beliefs, ethical practices, ritual systems, and social institutions of diverse religious traditions in their historic, contemporary and global contexts. Study in this field is multicultural and comparative, examining the patterns of life and moral worlds of societies past and present, our own as well as others. The student learns to probe for the structure, function and meaning of religion through those rites of passage, sacred narratives, faith communities, and codes of behavior that give meaning to human existence.*			
Category	I	Explorations	6 Hrs		Category	I	**World Religions**	3 Hrs
RELS	100	New Testament	3		~~RELS~~	~~100~~	~~New Testament~~	3
RELS	101	Old Testament / Hebrew Bible	3		~~RELS~~	~~101~~	~~Old Testament / Hebrew Bible~~	3
RELS	102	World Religions	3		RELS	102	World Religions	3
Category	II	Religious Traditions (at least one course from each category)	9 Hrs		Category	II	Religious Traditions ~~(at least one course from each category)~~	9 Hrs
Category	A				~~Category~~	~~A~~		
RELS	302	Buddhism	3		RELS	302	Buddhism	3
RELS	303	Hinduism	3		RELS	303	Hinduism	3
RELS	317	Confucianism	3		RELS	317	Confucianism	3
RELS	318	Daoism	3		RELS	318	Daoism	3
Category	B				~~Category~~	~~B~~		
RELS	304	Judaism	3		RELS	304	Judaism	3
RELS	305	Christianity	3		RELS	305	Christianity	3
RELS	306	Islam	3		RELS	306	Islam	3
					Category	**III**	**Comparative Approaches to the Study of Religion**	**3**

					RELS	103	**Religions of Asia**	**3**
					RELS	200	**World Religious Literature**	**3**
					RELS	222	**Christian, Jews and Pagans in the Greco-Roman World**	**3**
					RELS	242	**Meanings of Life: Atheism to Zen**	**3**
					RELS	308	**East Asian Religious Traditions**	**3**
					RELS	320	**Religions of the Middle East**	**3**
					RELS	333	**Women and Religion**	**3**
					RELS	408	**Religion and Ecology**	**3**
Electives		At least 6 hrs must be in religious studies courses; Electives may be from among the total offerings in RELS. Electives may also be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from the departmentally-approved language and study abroad courses.	9 Hrs		**Category**	**IV**	At least 6 hrs must be in religious studies courses; Electives may be from among the total offerings in RELS. Electives may also be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from the departmentally-approved ~~language and~~ study abroad courses. **Students may count up to 1 year of a language sequence in Arabic, Chinese, Greek, Hebrew, Japanese, or Latin or other languages approved by the Department Head.**	**9 Hrs**
ANTH	446	Anthro of religion	3		ANTH	446	Anthro of Religion	3
ART	316	Med. Art & Archit	3		ART	316	Med Art and Archit	3
ART	407	Islamic Art & Archit	3		ART	407	Islamic Art and Archit	3
ENG	396	Mythology	3		ENG	396	Mythology	3
ENG	487	Dante	3		ENG	487	Dante	3
HIST	318	Age of Reformation	3		HIST	318	Age of Reformation	3
HIST	407	Crusades			HIST	407	Crusades	3
PHIL	343	Philosophy of Rel	3		**HIST**	**454**	**Religion in America**	**3**

PSYS	485		3		PHIL	343	Philosophy of Religion	3
Any RELS course					PSY	485	Psychology of Religion	3
SOCL	322		3		SOC	322	Sociology of Religion	3

4. Rationale for the proposed program change:

Given that we are trying to increase students' religious literacy, we are now requiring RELS 102, World Religions, as a foundational course. As this would then provide our students with a general background to a multiplicity of religions, we are eliminating the two subcategories in our Religious Traditions Category. As the comparative approach to the study of religion is a key dimension of our field, we are now including a new category "Comparative Approaches to the Study of Religion." In addition to comparing at least three religious traditions, courses in this category will include a discussion of the comparative approach, its limits, and its benefits. Finally, whereas the old curriculum allowed for students to take up to six hours of related courses in other disciplines, we have decided to open that to 9 hours, thus highlighting the interdisciplinary nature of religious studies. By also including up to one year of a language study in that category (and widening the range of languages to include Chinese and Japanese), we are emphasizing the important role that language plays in the academic study of religion and the study of other cultural complexes.

As a whole, the aim of the program revision is to increase the number of majors/minors by expanding the diversity of offerings, to allow for more student choice, to encourage more *de facto* inter-disciplinarity in degree programs, and to offer a credible major/minor within staffing constraints. It also better reflects the diversity of competencies and interests of our faculty (which have changed somewhat over time), and it acknowledges the fact that while some of our graduates enter top-rate graduate programs in religious studies, most of them do not. Thus, the loosening of some specific requirements and the corresponding increase in students' ability to build realistic major/minor combinations, makes religious studies more attractive to them as a WKU degree program, either on its own or in conjunction with other majors/minors. The new curriculum structure will also make it easier for the department to work within staffing constraints and contingencies.

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

Next available term.

6. Dates of prior committee approvals:

Department/ Unit__Philosophy and Religion   **2/14/18**

College Curriculum Committee   **3/1/18**

University Senate

Potter College of Arts & Letters
Philosophy and Religion Department
Proposal to Revise Philosophy Major Program
(Action Item)

Contact Person: Michael Seidler / Michael.seidler@wku.edu / 270-745-3136

1.   Identification of program:
   1.1   Current program reference number: 745
   1.2   Current program title: **Major in Philosophy**
   1.3   Credit hours (proposed): **31**

2.   Identification of the proposed program changes:

   SPECIFIC CHANGES proposed :
   ▪ reduction of overall credit-hour requirement [32 to 31]
   ▪ three new courses [214, 334, 406] added to major program
   ▪ three existing courses [427, 440, 450] included to major program
   ▪ three existing courses [320, 432, 433] removed from major program
   ▪ two courses [315, 331] moved into a different category
   ▪ two courses [344, 406] cross-listed in two categories
   ▪ reduction of credit hour requirement [9 to 6] in Category II
   ▪ elimination of subdivisions in Category II
   ▪ elimination of *Philosophical Writing Workshop* [299] requirement
   ▪ reduction of credit hours [3 to 1] for *Senior Seminar* [496]
   ▪ simplified information for *Category V: Electives*
   ▪ increase of hours (6 to 12) in *Category V: Electives*
   ▪ three RELS courses [RELS 242, 317, 318] allowed for philosophy credit in Categ. V
   ▪ new faculty contact for *Advisement*

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.)

   CATALOG DESCRIPTION (current – **no changes proposed**): The mission of the philosophy program
   is to use its faculty's collective expertise and experience in the various philosophical disciplines to teach
   philosophy with the intention of enabling its students to become effective, self-critical leaders able to
   empower others, to solve problems in diverse social and professional settings, and to experience
   satisfactions that can only come from living the examined life. To serve this mission, the philosophy
   program is committed to providing courses that:

   ▪ foster ethical understanding, analytical reading, logical thinking, and clear expression in our students;
   ▪ illuminate the assumptions, methods, and foundations of other disciplines for students who also major
     or minor in philosophy;
   ▪ acquaint students with paradigms and perspectives from past philosophies that provide recurring
     thought patterns whose strengths and weaknesses an autonomous individual should know;
   ▪ prepare students to deal with problems for which there are neither simple nor obvious solutions;
   ▪ equip students for graduate and professional study in fields such as law, government service,
     management, medicine, the ministry, and philosophy.

The philosophy program is to aid students to draw out from within themselves the assumptions and beliefs — often unconsciously but nonetheless deeply felt and held — governing their thoughts and actions, to express these inner convictions fully and clearly, and to subject them to critical analysis. This is the birth into the examined life. It is also the first step toward awakening in the students the spirit of critical inquiry, encouraging them to question readily accepted ideas, to probe for and to expose all assumptions, and to subject all claims and all issues—personal or public, local or international — to close examination. Philosophy lays bare fundamental questions and instructs students in the methods for grappling with them. As students develop, they see how ideas drive the phenomena of daily life. Philosophy calls students to the responsibility of putting all ideas to the test to know their value.

CURRENT | | PROPOSED

		MAJOR (32 hours)	hrs				MAJOR (32 **31** hours)	hrs
CAT	I	LOGIC, EPISTEMOLOGY, AND METAPHYSICS (6 hrs)	[6]		CAT	I	I. LOGIC, EPISTEMOLOGY, AND METAPHYSICS (6 hrs)	[6]
					PHIL	**214**	**Logic, Argument and Practical Reasoning** [new]	**3**
PHIL	215	Symbolic Logic *	3		PHIL	215	Symbolic Logic	3
					PHIL	**315**	**Philosophy of Religion**	**3**
PHIL	330	Philosophy of Science	3		PHIL	330	Philosophy of Science	3
					PHIL	**332**	**Philosophy of Mind: Minds & Machines**	**3**
					PHIL	**334**	**Philosophy of Language** [new]	**3**
PHIL	331	Early Analytic Philosophy	3		~~PHIL~~	~~331~~	~~Early Analytic Philosophy~~	~~3~~
PHIL	404	Metaphysics and Epistemology	3		PHIL	404	Metaphysics and Epistemology	3
PHIL	415	Advanced Logic	3		PHIL	415	Advanced Logic	3
CAT	II	HISTORY OF PHILOSOPHY (at least one course from each category) (9 hrs)	[9]		CAT	II	HISTORY OF PHILOSOPHY ~~(at least one course from each category)~~ ~~(9 hrs)~~ **(6 hrs)**	[6]
					PHIL	**331**	**Early Analytic Philosophy**	**3**
		Sub-category A :					~~Sub-category A :~~	
PHIL	341	Plato and Aristotle	3		PHIL	341	Plato and Aristotle	3
PHIL	342	Skeptics, Stoics, and Epicureans	3		PHIL	342	Skeptics, Stoics, and Epicureans	3

PHIL	343	Medieval Philosophy	3		PHIL	343	Medieval Philosophy	3
		Sub-category B :	3				Sub-category B :	
PHIL	344	Early Modern Moral Philosophy	3		PHIL	344	Early Modern Moral Philosophy	3
PHIL	345	Descartes and Hume	3		PHIL	345	Descartes and Hume	3
PHIL	346	Kant and Idealism	3		PHIL	346	Kant and Idealism	3
PHIL	347	Leibniz and Locke	3		PHIL	347	Leibniz and Locke	3
PHIL	348	20th Century Philosophy	3		PHIL	348	20th Century Philosophy	3
					PHIL	**406**	**Existentialism** [new]	**3**
PHIL	432	Philosophy and Early Modern Science	3		PHIL	432	Philosophy and Early Modern Science	3
PHIL	433	History of Philosophy of Science	3		PHIL	433	History of Philosophy of Science	3
					PHIL	**440**	**Readings in Ancient/Medieval Philosophy**	**3**
					PHIL	**450**	**Readings in Modern/Contemporary Philosophy**	**3**
CAT	III	ETHICS AND VALUES (6 hrs)	[6]		CAT	III	ETHICS AND VALUES (6 hrs)	[6]
PHIL	202	Racial Justice	3		PHIL	202	Racial Justice	3
PHIL	207	Philosophy and Popular Culture	3		PHIL	207	Philosophy and Popular Culture	3
PHIL	208	Philosophy of Public Space	3		PHIL	208	Philosophy of Public Space	3
PHIL	211	Why are Bad People Bad?	3		PHIL	211	Why are Bad People Bad?	3
PHIL	212	Philosophy and Gender Theory	3		PHIL	212	Philosophy and Gender Theory	3
PHIL	305	Aesthetics	3		PHIL	305	Aesthetics	3
PHIL	315	Philosophy of Religion	3		PHIL	315	Philosophy of Religion	3
PHIL	320	Ethics	3		PHIL	320	Ethics	3
PHIL	322	Biomedical Ethics	3		PHIL	322	Biomedical Ethics	3

PHIL	323	Social Ethics	3		PHIL	323	Social Ethics	3
PHIL	324	War and Peace	3		PHIL	324	War and Peace	3
PHIL	333	Marx & Critical Theory	3		PHIL	333	Marx & Critical Theory	3
					PHIL	**344**	**Early Modern Moral Philosophy**	**3**
PHIL	350	Ethical Theory *	3		PHIL	350	Ethical Theory	3
					PHIL	**406**	**Existentialism** [new]	**3**
PHIL	426	Philosophy and Old Age	3		PHIL	426	Philosophy and Old Age	3
					PHIL	**427**	**Philosophy of Law**	**3**
CAT	IV	PHILOSOPHICAL WRITING (5 hrs)	[5]		CAT	IV	PHILOSOPHICAL WRITING (5 hrs) SENIOR SEMINAR (1 HR)	**[1]**
PHIL	299	Philosophical Writing Workshop (1 hr each, total 2) *	2		PHIL	299	Philosophical Writing Workshop (1 hr each, total 2) *	2
PHIL	496	Senior Seminar *	3		PHIL	496	Senior Seminar *	3 **1**
CAT	V	ELECTIVES (6 hrs)	[6]		CAT	V	ELECTIVES (6 hrs) **(12 hrs)**	**[12]**
							Any philosophy course, or	
					RELS	**242**	**Meanings of Life: Atheism to Zen**	**3**
					RELS	**317**	**Confucianism**	**3**
					RELS	**318**	**Daoism**	**3**
		Any of the above courses or:					Any of the above courses or:	
		PHIL 101: Enduring Questions: Truth & Relativism					PHIL 101: Enduring Questions: Truth & Relativism	
		PHIL 102: Enduring Questions: The Good & the Beautiful					PHIL 102: Enduring Questions: The Good & the Beautiful	
		PHIL 103: Enduring Questions: The Committed Life					PHIL 103: Enduring Questions: The Committed Life	

		PHIL 401: Readings in Philosophy				~~PHIL 401: Readings in Philosophy~~	
		PHIL 499: Research in Philosophy				~~PHIL 499: Research in Philosophy~~	
		* Required Course				* Required Course	

Advisement : Jeffrey Samuels / Cherry Hall 300 / <u>Phone</u>: (270) 745-3136 / <u>E-Mail</u>: jeffrey.samuels@wku.edu

4.   <u>**Rationale**</u> **for the proposed program change:**

GENERAL : The aim of the program revision is to increase the number of majors/minors by expanding the diversity of offerings, to allow for more student choice, to encourage more *de facto* interdisciplinarity in degree programs, and to offer a credible major/minor within staffing constraints. It also better reflects the diversity of competencies and interests of our faculty (which have changed somewhat over time), and it acknowledges the fact that while some of our graduates enter top-rate graduate programs in philosophy, most of them do not. Thus, the loosening of some specific requirements and the corresponding increase in students' ability to build realistic major/minor combinations, makes philosophy more attractive to them as a WKU degree program, either on its own or in conjunction with other majors/minors. The new curriculum structure will also make it easier for the department to work within staffing constraints and contingencies.

DETAILED (explanations in brackets):

- <u>reduction</u> of overall credit-hour requirement (32 to 31)
  [This is a consequence of the other changes.]
- three <u>new</u> courses (214, 334, 406) <u>added</u> to major program
  [The rationale for adding these courses is explained in each of the accompanying NEW COURSE PROPOSALS. In each case the course adds an important subject area of philosophy to our curriculum and better utilizes the professional competencies of exisiting Philosophy faculty.]
- three existing courses (427, 440, 450) <u>included</u> to major program
  [These courses were already developed (and approved) in recent years but are not yet formally included in the Philosophy major/minor curriculum.]
- three existing courses (320, 432, 433) <u>removed</u> from major program
  [Phil 432 and 433 were taught by a faculty member who has now entered full retirement. Given staffing constraints and competencies, it is unlikely that they will be offered again soon. Phil 320 is redundant in the context of other ethics offerings available in the curriculum, including 102, 211, 322, 323, 350.]
- two courses (315, 331) <u>moved</u> into a different category
  [In the future, 315 will be taught more as an epistemology course, instead of dealing with moral issues like the theodicy problem. The move is in part a shift in existing emphases and in part a corrective. It remains, nonetheless, the same course and does not require a new course proposal. Phil 331 fits better into Category II as a history of philosophy course.]

- two courses (344, 406) <u>cross-listed</u> in two categories
  [Given the content of these offerings, the cross-listing makes philosophical sense. It also increases curricular flexibility and facilitates student planning.]
- <u>reduction</u> of credit hour requirement [9 to 6] in Category II
  [The main aim is to balance Categories I-III, and to increase the number of electives available to majoring students in Category V.]
- <u>elimination</u> of subdivisions in Category II
  [This move is necessary because of staffing constraints and the accompanying reduction in flexibility, and desirable in order to facilitate student planning.]
- <u>elimination</u> of *Philosophical Writing Workshop* (299) requirement
  [The philosophical writing emphasis will continue in existing philosophy courses.]
- <u>reduction</u> of credit hours [3 to 1] for *Senior Seminar* (496)
  [This reduction maintains the function of 496 as a capstone course and makes it easier to offer in the new curriculum given the department's resources.]
- <u>simplified</u> information for *Category V: Electives* [N/A]
- <u>increase</u> of hours (6 to 12) in *Category V: Electives*
  [The general idea is that more flexibility will make the major/minor more attractive to students, most of whom will not go on to graduate study in the field. In those cases where there is such intent, careful advising will guide individual students toward the most appropriate course offerings.]
- three RELS courses (RELS 242, 317, 318) <u>allowed</u> for philosophy credit in Categ. V
  [These three existing courses – including *Buddhism* and *Daoism* – challenge the traditional Western distinction between philosophy and religion. Their inclusion in the curriculum acknowledges this fact and facilitates double majors/minors by allowing students more choice.]
- new faculty <u>contact</u> for *Advisement* [N/A]

5. **Proposed <u>term for implementation</u> and special provisions (if applicable):** Fall 2018

6. **Dates of <u>prior committee approvals</u>:**

Department/ Unit:	<u>Philosophy Program</u>	<u>14 Feb 2018</u>
Department/ Unit:	<u>Dept of Philosophy & Religion</u>	<u>14 Feb 2018</u>
<u>Potter College</u> Curriculum Committee		**<u>3/1/18</u>**
University Senate		

Potter College of Arts & Letter
Philosophy and Religion
Proposal to Revise A Program
(Action Item)

Contact Person: Jeffrey Samuels, jeffrey.samuels@wku.edu, 745-5744

1.   **Identification of program:**
        1.1   Current program reference number: 769
        1.2   Current program title: Major in Religious Studies
        1.3   Credit hours: 31

2.   **Identification of the proposed program changes:**
        - Change Category I from Explorations to World Religions
        - Removing RELS 100 and 101 from Category I
        - Only counting World Religions in Category I
        - Remove Sub-Category A and B from the Religious Traditions Category (II)
        - Add a Comparative Approaches to the Study of Religion Category
        - Change the list of allowable courses from other departments to include a wider array of languages

3.   Detailed program description:

Catalog Description	Catalog Description
The mission of the religious studies program is to promote the academic study of religion at Western Kentucky University and in the Commonwealth of Kentucky. *The academic study of religion provides the student with the methodological orientation necessary to comprehend the central beliefs, ethical practices, ritual systems, and social institutions of diverse religious traditions in their historic, contemporary and global contexts. Study in this field is multicultural and comparative, examining the patterns of life and moral worlds of societies past and present, our own as well as others. The student learns to probe for the structure, function and meaning of religion through those rites of passage, sacred narratives, faith communities, and codes of behavior that give meaning to human existence.*	The mission of the religious studies program is to promote the academic study of religion at Western Kentucky University and in the Commonwealth of Kentucky. *The academic study of religion provides the student with the methodological orientation necessary to comprehend the central beliefs, ethical practices, ritual systems, and social institutions of diverse religious traditions in their historic, contemporary and global contexts. Study in this field is multicultural and comparative, examining the patterns of life and moral worlds of societies past and present, our own as well as others. The student learns to probe for the structure, function and meaning of religion through those rites of passage, sacred narratives, faith communities, and codes of behavior that give meaning to human existence.*

Category	I	Explorations	6 Hrs
RELS	100	New Testament	3
RELS	101	Old Testament / Hebrew Bible	3
RELS	102	World Religions	3
Category	II	Religious Traditions (at least one course from each category)	9 Hrs
Category	A		
RELS	302	Buddhism	3
RELS	303	Hinduism	3
RELS	317	Confucianism	3
RELS	318	Daoism	3
Category	B		
RELS	304	Judaism	3
RELS	305	Christianity	3
RELS	306	Islam	3

Category	I	**World Religions**	3 Hrs
~~RELS~~	~~100~~	~~New Testament~~	3
~~RELS~~	~~101~~	~~Old Testament / Hebrew Bible~~	
RELS	102	World Religions	
Category	II	Religious Traditions ~~(at least one course from each category)~~	9 Hrs
~~Category~~	~~A~~		
RELS	302	Buddhism	3
RELS	303	Hinduism	3
RELS	317	Confucianism	3
RELS	318	Daoism	3
~~Category~~	~~B~~		
RELS	304	Judaism	3
RELS	305	Christianity	3
RELS	306	Islam	3
Category	**III**	**Comparative Approaches to the Study of Religion**	**3**

					RELS	**103**	**Religions of Asia**	**3**
					RELS	**200**	**World Religious Literature**	**3**
					RELS	**222**	**Christian, Jews and Pagans in the Greco-Roman World**	**3**
					RELS	**242**	**Meanings of Life: Atheism to Zen**	**3**
					RELS	**308**	**East Asian Religious Traditions**	**3**
					RELS	**320**	**Religions of the Middle East**	**3**
					RELS	**333**	**Women and Religion**	**3**
					RELS	**341**	**Religion and Ecology**	**3**
Category	**III**	**Senior seminar**	**1**				***See category V for	
RELS	496	Senior Seminar	1				Senior Seminar ***	
Electives		At least 9 hrs must be in religious studies courses; Electives may be from among the total offerings in RELS. Electives may also be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from the departmentally-approved language and study abroad courses.	15 Hrs		**Category**	**IV**	**Electives** 9 hrs must be in religious studies courses; Electives may also be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from the departmentally-approved ~~language and~~ study abroad courses. **Students may count up to 1 year of a language sequence in Arabic, Chinese, Greek, Hebrew, Japanese, or Latin or other languages approved by the Department Head.**	**15 Hrs**
ANTH	446	Anthro of religion	3		ANTH	446	Anthro of Religion	3
ART	316	Med. Art & Archit	3		ART	316	Med Art and Archit	3
ART	407	Islamic Art & Archit	3		ART	407	Islamic Art and Archit	3
ENG	396	Mythology	3		ENG	396	Mythology	3
ENG	487	Dante	3		ENG	487	Dante	3

HIST	318	Age of Reformation	3		HIST	318	Age of Reformation	3
HIST	407	Crusades			HIST	407	Crusades	3
PHIL	343	Philosophy of Rel	3		**HIST**	**454**	**Religion in America**	**3**
PSYS	485		3		PHIL	343	Philosophy of Religion	3
Any RELS course					PSY	485	Psychology of Religion	3
SOCL	322		3		SOC	322	Sociology of Religion	3
					Category	V	Senior Seminar	1
					RELS	496	Senior Seminar	1

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

Given that we are trying to increase students' religious literacy, we are now requiring RELS 102, World Religions, as a foundational course. As this would then provide our students with a general background to a multiplicity of religions, we are eliminating the two subcategories in our Religious Traditions Category. As the comparative approach to the study of religion is a key dimension of our field, we are now including a new category "Comparative Approaches to the Study of Religion." In addition to comparing at least three religious traditions, courses in this category will include a discussion of the comparative approach, its limits, and its benefits. Finally, whereas the old curriculum allowed for students to take up to six hours of related courses in other disciplines, we have decided to open that up to up to 15 hours, thus highlighting the interdisciplinary nature of religious studies. By also including up to two years of a language study in that category (and widening the range of languages to include Chinese and Japanese), we are emphasizing the important role that language plays in the academic study of religion and the study of other cultural complexes.

As a whole, the aim of the program revision is to increase the number of majors/minors by expanding the diversity of offerings, to allow for more student choice, to encourage more *de facto* inter-disciplinarity in degree programs, and to offer a credible major/minor within staffing constraints. It also better reflects the diversity of competencies and interests of our faculty (which have changed somewhat over time), and it acknowledges the fact that while some of our graduates enter top-rate graduate programs in religious studies, most of them do not. Thus, the loosening of some specific requirements and the corresponding increase in students' ability to build realistic major/minor combinations, makes religious studies more attractive to them as a WKU degree program, either on its own or in conjunction with other majors/minors. The new curriculum structure will also make it easier for the department to work within staffing constraints and contingencies.

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

Next available term.

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

Department/ Unit_____Philosophy and Religion	**2/14/18**
College Curriculum Committee	**3/1/18**
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 745-2645

1.   Identification of program:
        1.1   Current program reference number: 627
        1.2   Current program title: Major in Criminology
        1.3   Credit hours: 34

2.   Identification of the proposed program changes:
        • Add a newly created course (CRIM 222: Crime Mapping) as an elective to the major

3.   Detailed program description:

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
CRIM	101	Intro to Criminal Justice	3		CRIM	101	Intro to Criminal Justice	3
SOCL	300	Using Statistics in Sociology	3		SOCL	300	Using Statistics in Sociology	3
SOCL	302	Strategies of Research Methods	3		SOCL	302	Social Research Methods	3
SOCL	309	Social Deviance	3		SOCL	309	Social Deviance	3
CRIM	330	Criminology	3		CRIM	330	Criminology	3
CRIM	332	Juvenile Delinquency	3		CRIM	332	Juvenile Delinquency	3
CRIM	380	Penology	3		CRIM	380	Penology	3
CRIM	499	Senior Seminar	1		CRIM	499	Senior Seminar	1
Select 4 courses from the following					Select 4 courses from the following			
					CRIM	**222**	**Crime Mapping**	**3**
CRIM	232	Intro to Law Enforcement	3		CRIM	232	Intro to Law Enforcement	3
CRIM	233	Alternatives to Confinement	3		CRIM	233	Alternatives to Confinement	3
CRIM	234	Crime and Popular Culture	3		CRIM	234	Crime and Popular Culture	3
CRIM	346	Special Topics in Criminology	3		CRIM	346	Special Topics in Criminology	3
SOCL	359	Sexuality and Society	3		SOCL	359	Sexuality and Society	3
CRIM	361	Race, Class, and Crime	3		CRIM	361	Race, Class, and Crime	3

SOCL	389	Stigma and Society	3		SOCL	389	Stigma and Society	3
CRIM	430	Comparative Systems of Juvenile Justice	3		CRIM	430	Comparative Systems of Juvenile Justice	3
CRIM	432	Sociology of Criminal Law	3		CRIM	432	Sociology of Criminal Law	3
CRIM	434	Organized Crime	3		CRIM	434	Organized Crime	3
SOCL	435	Family Violence	3		SOCL	435	Family Violence	3
CRIM	437	The Death Penalty in America	3		CRIM	437	The Death Penalty in America	3
CRIM	438	Victimology	3		CRIM	438	Victimology	3
CRIM	439	Internship in Criminology	1-6		CRIM	439	Internship in Criminology	1-6
CRIM	446	Gender, Crime, and Justice	3		CRIM	446	Gender, Crime, and Justice	3
CRIM	447	Life-course Criminology	3		CRIM	447	Life-course Criminology	3
CRIM	448	Comparative Criminology	3		CRIM	448	Comparative Criminology	3
CRIM	451	White Collar Crime	3		CRIM	451	White Collar Crime	3
CRIM	456	Homicide and Serial Homicide	3		CRIM	456	Homicide and Serial Homicide	3
CRIM	489	Criminology Study Abroad	1-6		CRIM	489	Criminology Study Abroad	1-6
CRIM	495	Directed Study in Criminology	1-3		CRIM	495	Directed Study in Criminology	1-3
CRIM	496	Directed Study in Criminology	1-3		CRIM	496	Directed Study in Criminology	1-3
PS	220	Judicial Process	3		PS	220	Judicial Process	3
PS	326	Constitutional Law	3		PS	326	Constitutional Law	3
PS	328	Criminal Justice	3		PS	328	Criminal Justice	3
PS	350	Political Terrorism	3		PS	350	Political Terrorism	3
HIST	445	American Legal History to 1865	3		HIST	445	American Legal History to 1865	3
HIST	446	American Legal History since 1865	3		HIST	446	American Legal History since 1865	3
SWRK	356	Services for Juvenile Offenders	3		SWRK	356	Services for Juvenile Offenders	3
PSY/PSYS	440	Abnormal Psychology	3		PSY/PSYS	440	Abnormal Psychology	3
PSY	441	Psychology of Alcoholism	3		PSY	441	Psychology of Alcoholism	3
PSY	470	Psychology and Law	3		PSY	470	Psychology and Law	3
CHEM	111	Introduction to Forensic Chemistry	3		CHEM	111	Introduction to Forensic Chemistry	3

CHEM	430	Forensic Chemistry	3		CHEM	430	Forensic Chemistry	3
PH	165	Drug Abuse	3		PH	165	Drug Abuse	3
PH	467	Drug Abuse Education	3		PH	467	Drug Abuse Education	3
PH	472	Illicit Drug Policy in the US	3		PH	472	Illicit Drug Policy in the US	3
ANTH	300	Forensic Anthropology	3		ANTH	300	Forensic Anthropology	3
TOTALS		Credit Hours	34		TOTALS		Credit Hours	34

4.   Rationale for the proposed program change:

The proposed change is solely to add a newly create course – CRIM 222: *Crime Mapping* – to the Criminology major as an elective. This mirrors a change in the Criminology minor.

5.   Proposed term for implementation and special provisions: Fall 2018

6.   Dates of prior committee approvals:

Department of Sociology	**November 27, 2017**
Potter College Curriculum Committee	__1 March 2018__
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Roger Murphy, roger.murphy@wku.edu, 745-2890

1.   **Identification of program:**
    1.1   Current program reference number: 702
    1.2   Current program title: International Affairs
    1.3   Credit hours: 45

2.   **Identification of the proposed program changes:**
    - This revision changes the number of credit hours for political science electives required for the IA major to 12 (from 9) and lowers the number of electives from outside the major to 12 (from 15).

    - Adding courses that will fulfill the requirements for the 12 hours of political science electives and the 12 hours of electives from outside political science.
      * Adding PS 301, 352 & 369 as PS electives
      * Adding the following non PS courses as electives:
        i.   AFAM 343, 350
        ii.   ANTH 120, 340, 341, 342, 350
        iii.   ARBC 324, 438,437
        iv.   CRIM 448
        v.   GEOG 330, 350
        vi.   HIST 333, 380
        vii.   SOCL 240, 376, 363
        viii.   ICSR 380
        ix.   ECON 385

3.   **Detailed program description:**

Current Program	Proposed Program
Required Courses:	Required Courses:
PS 250	PS 250
PS 260	PS 260
PS 357	PS 357
PS 497	PS 497
HIST 102	HIST 102
ECON 202 or 203	ECON 202 or 203
GEOG 110	GEOG 110

9 Additional Hours in Political Science from: PS 200, 267, 299, 300, 303, 350, 355, 360, 361, 362, 363, 365, 366, 367, 368, 449, 450, 457, 460	**12** Additional Hours in Political Science from: PS 200, 267, 299, 300, **301**, 303, 350, **352**, 355, 360, 361, 362, 363, 365, 366, 367, 368, **369**, 449, 450, 457, 460
	Students may also enroll in PS 403, 405, 407 for up to three hours.
Students may also enroll in PS 403, 405, 407 for up to three hours.	**12** Hours of electives from other disciplines with no more than 6 hours from any one discipline.
15 Hours of electives from other disciplines with no more than 6 hours from any one discipline.	**AFAM 343, 350**
COMM 463	**ANTH 120, 340, 342, 350, 360**
ECON 380, 385, 386 (through Fall 13), 496	**ARBC 324, 437, 438**
FIN 433, 436	COMM 463
FLK 340, 350	**CRIM 448**
FREN 323, 427	ECON 380, 385, 386 (through Fall 13), 496
GERM 202, 335	FIN 433, 436
HIST 324, 335, 360, 365, 370, 425, 438, 439, 461, 462, 465, 471, 472, 494	FLK **310**, 340, **342**, 350
PR 354	FREN 323, 427
MGT 316, 303	GERM 202, 335
MKT 324	**GEOG 330, 350**
RELS 302, 303, 305, 308, 324	HIST 324, **333**, 335, 360, 365, 370, **380**, 425, 438, 439, 461, 462, 465, 471, 472, 494
SOCL 353	**ICSR 380**
SPAN 372, 373	PR 354
	MGT 316, 303
	MKT 324
	RELS 302, 303, 305, **306**, 308, **317**, **318**, 324
	SOCL **240**, 353, **363, 376**
	SPAN 372, 373
	Language requirement: 201 & 202 level
Language requirement: 201 & 202 level	

(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:** The change in the number of hours required within the major reflects an increase in our capacity to offer a wide range of

electives for the International Affairs major. By now requiring 12 hours from Political Science it will help ensure that our majors are exposed to a broad range of courses within comparative politics and international relations. The change in number of electives within Political Science will make it will also make it easier for students to take PS 301 Research Methods. PS 301 is being added as an elective to better prepare our students for graduate schools and will encourage them to engage in undergraduate research.

The addition of several courses that are now able to serve as electives for the major result primarily from the addition of new courses being offered within the Department and across the University.

5.   **Proposed term for implementation:** Next Available Term

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

Department of Political Science	11/28/17
Potter College Curriculum Committee	__1 March 2018__
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Brent Oglesbee brent.oglesbee@wku.edu   5-6566

1. **Identification of program:**
    1.1   Current program reference number: 509
    1.2   Current program title: BA in Visual Studies
    1.3   Credit hours:
            BA Visual Studies, Studio Concentration-49 semester hours
            BA Visual Studies, Art Education Concentration-63 semester hours

2. **Identification of the proposed program changes:**
    Art Education concentration only
    - Reduce Foundations, Drawing and required History courses from 24 to 15 semester hours for Art Education concentration through the deletion of ART 240 Drawing, ART 340 Drawing and ART 325
    - Reduce Basic Studio Electives from 15 to 12 semester hours for Art Education concentration
    - Add ART 240 Drawing to the list of Basic Studio electives for Art Education concentration
    - Add ART 325 Art of Asia, Africa, and the Americas to the list of Upper level art history electives
    - Increase Upper Level Studio electives from 6 to 15 semester hours for Art Education concentration
    - Delete ART 432 Portfolio as a selection from the list of Upper Level Studio Electives for Art Education concentration
    - Increase art history electives from 3 to 6 hours
    Art Education and Studio concentrations
    - Add ART 244 Computer Animation I to the list of Basic Studio Electives offerings for Art Education and Studio concentrations
    - Add ART 317 Art and Power and ART 318 Art and Landscape to the list of upper level art history electives for both Art Education and Studio concentrations
    - Add ART 340 Drawing to the list of Upper Level Studio electives for Art Education and Studio concentrations
    - Add ART 344 Computer Animation II, ART 444 Computer Animation III, ART 431 Illustration, ART 373 Installation, to the list of upper lever studio electives for both Art Education and Studio concentrations
    Studio Concentration Only
    - Increase upper level studio electives from 9 to 18 hours
    - Eliminate requirement of three upper-level studio courses in one medium

3.   Detailed program description:

Current BA Visual Studies, Art Ed. Concen. hr	Proposed BA Visual Studies, Art Ed. Concen. hr
<u>Found. Drawing & required History courses</u> <u>24</u>	**<u>Found. Drawing & required History courses</u>** **<u>15</u>**
ART 130 Two-Dimensional Design 3	ART 130 Two-Dimensional Design 3
ART 131 Three-Dimensional Design 3	ART 131 Three-Dimensional Design 3
ART 140 Drawing 3	ART 140 Drawing 3
ART 240 Drawing 3	~~ART 240 Drawing~~ ~~3~~
ART 340 Drawing 3	~~ART 340 Drawing~~ ~~3~~
ART 105 History of Art to 1300 3	ART 105 History of Art to 1300 3
ART 106 History of Art since 1300 3	ART 106 History of Art since 1300 3
ART 325 Art of Asia, Africa, and the Americas 3	~~ART 325 Art of Asia, Africa, and the Americas~~ ~~3~~
<u>Art History Elective, select one upper level</u> <u>3</u> ART 305, 312, 313, 314, 315, 316, 334, 390, 401, 403, 405, 407, 408, 409, 410, 445, 494, PHIL 305	**<u>Art History Electives, select two upper levels</u>** **<u>6</u>** ART 305, 312, 313, 314, 315, 316, **317, 318, 325,** 334, 390, 401, 403, 405, 407, 408, 409, 410, 445, 494, PHIL 305
<u>Choose five of the following Basic Studios</u> <u>15</u> ART 220 Ceramics ART 231 Graphic Design ART 243 Digital Media ART 250 Printmaking ART 260 Painting ART 270 Sculpture ART 280 Weaving	**<u>Choose four of the following Basic Studios</u>** **<u>12</u>** ART 220 Ceramics ART 231 Graphic Design **ART 240 Drawing** ART 243 Digital Media **ART 244 Computer Animation I** ART 250 Printmaking ART 260 Painting ART 270 Sculpture ART 280 Weaving
<u>Choose two of the following Upper Level Studio Electives</u> <u>6</u> ART 341, 440, 321,420, 421, 422, 423, 424, 425, 426, 330, 331, 343, 430, 432, 433, 436,	**<u>Choose five of the following Upper Level Studio Electives</u>** **<u>15</u>** ART **340**, 341, **344,** 440, **444,** 321,420, 421, 422, 423, 424, 425, 426, 330, 331, 343, 430,

438, 350, 351, 450, 451, 452, 453, 454, 455 456, 360, 361, 460, 461, 462, 463, 464, 465, 466, 370, 371, 372, 470, 471, 472, 474, 475, 476, 380, 381, 480, 481, 482, 483, 484, 485, 486, 490, 491, 399, 499	**431**, ~~432~~, 433, 436, 438, 350, 351, 450, 451, 452, 453, 454, 455 456, 360, 361, 460, 461, 462, 463, 464, 465, 466, 370, 371, 372, **373,** 470, 471, 472, 474, 475, 476, 380, 381, 480, 481, 482, 483, 484, 485, 486, 490, 491, 399, 499
Art Education Pedagogy 15 ART 311 Found. of Art Education and Methods I ART 411 Found. of Art Education and Methods II ART 413 Found. of Art Education and MethodsIII ART432 Portfolio ART 496 Special Topics in Studio	Art Education Pedagogy 15 ART 311 Found. of Art Education and Methods I ART 411 Found. of Art Education and Methods II ART 413 Found. of Art Education and Methods III ART 432 Portfolio ART 496 Special Topics in Studio Art
Semester total of Art Ed. program 63	Semester total of Art Ed program 63
Education certification requirements 25 EDU 250 Intro to Teacher Ed. 3 PSY 310 Educational Psychology 3 SPED 330 Intro. To Exceptional Ed. 3 EDU489 Student Teaching Seminar 3 LTCY 421 Content Area Reading in the Middle and Secondary Grades 3 Choose two of three, 5 hours each 10 ELED 490 Student Teaching SEC 490 Student Teaching MGE 490 Student Teaching	Education certification requirements 25 EDU 250 Intro to Teacher Ed. 3 PSY 310 Educational Psychology 3 SPED 330 Intro. To Exceptional Ed. 3 EDU 489 Student Teaching Seminar 3 LTCY 421 Content Area Reading in the Middle and Secondary Grades 3 Choose two of three, 5 hours each 10 ELED 490 Student Teaching SEC 490 Student Teaching MGE 490 Student Teaching
Semester hours total with certification 88	Semester hours total with certification 88

Current BA Visual Studies, Studio concen. hrs.	Proposed BA Visual Studies, Studio concen. hrs.
ART 130 Design 3	ART 130 Design 3
ART 131 3-D Design 3	ART 131 3-D Design 3

ART 140 Drawing 3	ART 140 Drawing 3
ART 105 History of Art to 1300 3	ART 105 History of Art to 1300 3
ART 106 History of Art since 1300 3	ART 106 History of Art since 1300 3
<u>2 upper-level art history courses</u> <u>6</u> ART 305, 312, 313, 314, 315, 316, 325, 334, 390, 401, 403, 405, 407, 408, 409, 410, 445, 494, PHIL 305	<u>2 upper-level art history courses</u> <u>6</u> ART 305, 312, 313, 314, 315, 316, **317, 318** 325, 334, 390, 401, 403, 405, 407, 408, 409, 410, 445, 494, PHIL 305
<u>Any three of the following basic studios</u> <u>9</u> ART 220 Ceramics ART 231 Graphic Design ART 240 Drawing ART 243 Digital Media ART 250 Printmaking ART 260 Painting ART 270 Sculpture ART 280 Weaving	<u>Any three of the following basic studios</u> <u>9</u> ART 220 Ceramics ART 231 Graphic Design ART 240 Drawing ART 243 Digital Media **ART 244 Computer Animation I** ART 250 Printmaking ART 260 Painting ART 270 Sculpture ART 280 Weaving
<u>3 upper-level elective studio courses</u> <u>9</u> ART 341, 440, 321,420, 421, 422, 423, 424, 425, 426, 330, 331, 343, 430, 433, 436, 438, 350, 351, 450, 451, 452, 453, 454, 455 456, 360, 361, 460, 461, 462, 463, 464, 465, 466, 370, 371, 372, 470, 471, 472, 474, 475, 476, 380, 381, 480, 481, 482, 483, 484, 485, 486, 496, 490, 491, 399, 499	<u>**6 upper-level elective studio courses**</u> <u>**18**</u> ART **340**, 341, **344,** 440, **444,** 321,420, 421, 422, 423, 424, 425, 426, 330, 331, 343, 430, **431**, 433, 436, 438, 350, 351, 450, 451, 452, 453, 454, 455 456, 360, 361, 460, 461, 462, 463, 464, 465, 466, 370, 371, 372, **373,** 470, 471, 472, 474, 475, 476, 380, 381, 480, 481, 482, 483, 484, 485, 486, 496, 490, 491, 399, 499
3 upper-level studio courses in one medium 9	~~3 upper-level studio courses in one medium~~ ~~9~~
<u>ART 434 Capstone Seminar</u> 1	<u>ART 434 Capstone Seminar</u> 1
Total semester hours 49	Total semester hours 49

4. **Rationale for the proposed program change:**
   - Revising the studio category of the Art Education concentration so that it is comparable to the BA studio concentration, strengthens the identity of studio development and improves timely matriculation of studio courses within the art education program.
   - Deleting ART 325: Art of Asia, Africa, & Americas as a required art history course for Art Ed students provides more options to complete Art History Elective requirements

- Addition of ART 317 Art and Power and ART 318 Art and Landscape for Art Education and Studio concentrations updates ICAP list of requirements. This action helps students complete art history and Colonnade Connections requirements and resolves the need for filing exemption forms.
- Adding ART 240, ART 244 Computer Animation I to the list of Basic Studio Electives offerings for Art Education and ART 244 for the Studio concentrations will increase studio options for timely matriculation through the program.
- Addition of ART 344 Computer Animation II, ART 444 Computer Animation III, ART 431 Illustration, ART 373 Installation to the list of upper lever studio electives increase studio options for both Art Education and Studio concentrations.
- Increasing Art Education upper level studios from 6 to 15 semester hours strengthens curricular structural emphasis for the art teacher candidate to focus on advanced studio development beyond the Basic Studio Electives, which will augment their professional competency and preparation for P-12 job market.
- Departmental consensus of the studio faculty has indicated that the advanced studio skills and knowledge in one studio area inherently assists in achieving the development of the second or the third studio areas.

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

6.   Dates of prior committee approvals:

Department/ Unit	December 1, 2017
Potter College Curriculum Committee	February 1, 2018
Professional Education Council (if applicable)	**14 Feb 2018**
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Jennifer Hanley, jennifer.walton-hanley@wku.edu, 5-7023

1.   Identification of program:
        1.1   Current program reference number: 592 (with TCHR education)
        1.2   Current program title: Social Studies, TCHR education
        1.3   Credit hours: 60

2.   Identification of the proposed program changes:
        • Update Professional Education courses

3.   Detailed program description:

The major in Social Studies with Teacher Certification is intended for those seeking certification to teach in grades 8-12. It requires a minimum of 60 semester hours and leads to a Bachelor of Arts degree. No minor or second major is required. (Teacher certification requires an additional 31 hours of education courses specified by the College of Education and Behavioral Sciences. A grade of "C" or higher is required in all courses applying to certification.) Requirements for the Social Studies major do not change, but the Education component does:

Professional Education	31 hrs
EDU 250 Intro to Teacher Education	3
PSY 310 Educational Psychology	3
SEC 351 Tchg Strategies for Secondary	3
SEC 352 Planning for Student Diversity	3
SEC 453 Management of Instruction	3
SEC 481 Teaching Social Studies	3
EDU 489 Student Teaching Seminar	3
SEC 490 Student Teaching	10

The major in Social Studies with Teacher Certification is intended for those seeking certification to teach in grades 8-12. It requires a minimum of 60 semester hours and leads to a Bachelor of Arts degree. No minor or second major is required. (Teacher certification requires an additional 34 hours of education courses specified by the College of Education and Behavioral Sciences. A grade of "C" or higher is required in all courses applying to certification.) Requirements for the Social Studies major do not change, but the Education component does:

Professional Education	34 hrs	
EDU 250 Intro to Teacher Education	3	
PSY 310 Educational Psychology	3	
SEC 350 Clin Practices in Sec Tchg I	**8**	
~~SEC 351 Tchg Strategies for Secondary~~	~~3~~	
~~SEC 352 Planning for Student Diversity~~	~~3~~	
SEC 450 Clin Practices in Sec Tchg II	**1**	
~~SEC 453 Management of Instruction~~	~~3~~	
SEC 481 Teaching Social Studies	3	
LTCY 421 Content Area Reading		**3**
EDU 489 Student Teaching Seminar	3	
SEC 490 Student Teaching	10	

4.   Rationale for the proposed program change: These changes are necessary to reflect the new arrangement of Professional Education courses required for certification.

- *Update Professional Education courses*: Deleting SEC 351, 352, and 453 and inserting SEC 350 and 450 updates the Professional Education program for this major with course changes made in spring 2016. LTCY 421 is now a state requirement.

5.   Proposed term for implementation and special provisions (if applicable): Fall 2017 (Retroactive because changes were previously approved for Teacher Education and are already required.)

6.   Dates of prior committee approvals:

History Department/Division:	__29 Jan 2018_____
PCAL Curriculum Committee	__1 Feb 2018_____
Professional Education Council (if applicable)	__14 Feb 2018_____
General Education Committee (if applicable)	_____NA_____
Undergraduate Curriculum Committee	_____
University Senate	_____

University College
School of Professional Studies
Proposal to Revise Course Prefix (Subject Area)
(Information Item)

Contact Person: Said Ghezal, said.ghezal@wku.edu, 745-4285

1. **Identification of current course prefix:**   **SM**

2. **Identification of proposed course prefix:**   **WFA**

3. **Rationale for the prefix revision:**

    The course inventory for the Systems Management program is being transferred from the Information Systems department (GFCB) to the School of Professional Studies (UC). At the request of the College of Business the degree title and associated prefix are being changed. The proposed degree title will be Workforce Administration. The proposed course prefix will be "WFA ###"

4. **Course numbers to be included under the new course prefix:**

SM 300 – WFA 300	**SM 443 – WFA 443**
SM 346 – WFA 346	**SM 444 – WFA 444**
SM 347 – WFA 347	**SM 446 – WFA 446**
SM 348 – WFA 348	**SM 447 – WFA 447**

5. **Term of implementation: Fall 2018**

6. **Dates of notification to committees:**

Department/ Unit	**03/01/2018**
College Curriculum Committee	**03/08/2018**
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

University College
School of Professional Studies
Proposal to Suspend a Program
(Consent Item)

Contact Person: Said Ghezal, said.ghezal@wku.edu, 745-4285

1.   **Identification of program:**
      1.1   Program reference number: 1703
      1.2   Program title: Human Resources Management Certificate
      1.3   Credit hours: 22

2.   **Rationale for the program suspension:**

      Enrollment in the HR certificate has dropped significantly over the past decade. The GFCB
      has requested that we suspend or eliminate the certificate to avoid confusion with similar
      programs and courses in the business college.

3.   **Effect on current students or other departments, if known:**

      New certificate programs will not be approved after suspension. There is a very small
      number of students still enrolled in the certificate program (x<10) who would be impacted
      in the 2018-19 academic year. The courses required for the certificate are elements of other
      degree programs and will be available to allow these students to complete the program of
      study.   There should be no adverse impact on any certificate student in terms of their ability
      to finish.

4.   **Proposed term for implementation:**   Fall 2018

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

      Department/ Unit   **03/01/2018**

      College Curriculum Committee   **03/08/2018**

      Professional Education Council (if applicable)

      Undergraduate Curriculum Committee

      University Senate

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

Contact Person: Said Ghezal, said.ghezal@wku.edu, 745-4285

1.   **Identification of proposed course:**
       1.4   Course prefix (subject area) and number: WFA 300
       1.5   Course title: Systems Management and Practice
       1.6   Credit Hours: 3

2.   **Proposed course title:**   Workforce Administration and Practice

3.   **Proposed abbreviated course title:** Workforce Admin & Practice
       (maximum of 30 characters/spaces)

4.   **Rationale for the revision of course title:** Course title reflects the change in program title

       The Systems Management program has transferred from the Information Systems
       department (GFCB) to the School of Professional Studies (UC). As part of this transfer the
       College of Business has requested that the program name and course titles be changed.

5.   **Proposed term for implementation:**   Fall 2018

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

Department/ Unit	**03/01/2018**
College Curriculum Committee	**03/08/2018**
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Said Ghezal, said.ghezal@wku.edu, 745-4285

2.   **Identification of proposed course:**
          1.7   Course prefix (subject area) and number: WFA 346
          1.8   Course title: Systems Resource Development
          1.9   Credit Hours: 3

2.   **Proposed course title:**   Workforce Resource Development

3.   **Proposed abbreviated course title:** Workforce Resource Development
          (maximum of 30 characters/spaces)

4.   **Rationale for the revision of course title:** Course title reflects the change in program title

          The Systems Management program has transferred from the Information Systems
          department (GFCB) to the School of Professional Studies (UC). As part of this transfer the
          College of Business has requested that the program name and course titles be changed.

5.   **Proposed term for implementation:**   Fall 2018

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

Department/ Unit	**03/01/2018**
College Curriculum Committee	**03/08/2018**
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Said Ghezal, said.ghezal@wku.edu, 745-4285

3.   Identification of proposed course:
      1.10   Course prefix (subject area) and number: WFA 347
      1.11   Course title: Systems Linkages and Applications
      1.12   Credit Hours: 3

2.   Proposed course title: Workforce Linkage and Applications

3.   Proposed abbreviated course title: Workforce Linkage & Apps
(maximum of 30 characters/spaces)

4.   Rationale for the revision of course title: Course title reflects the change in program title

      The Systems Management program has transferred from the Information Systems
      department (GFCB) to the School of Professional Studies (UC). As part of this transfer the
      College of Business has requested that the program name and course titles be changed.

5.   Proposed term for implementation: Fall 2018

6.   Dates of prior committee approvals:

Department/ Unit	**03/01/2018**
College Curriculum Committee	**03/08/2018**
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Said Ghezal, said.ghezal@wku.edu, 745-4285

4.   Identification of proposed course:
    1.13   Course prefix (subject area) and number: WFA 348
    1.14   Course title: Systems Architecture
    1.15   Credit Hours: 3

2.   Proposed course title: Workforce Structure

3.   Proposed abbreviated course title: Workforce Structure
    (maximum of 30 characters/spaces)

4.   Rationale for the revision of course title: Course title reflects the change in program title

    The Systems Management program has transferred from the Information Systems
    department (GFCB) to the School of Professional Studies (UC). As part of this transfer the
    College of Business has requested that the program name and course titles be changed.   The
    word Architecture has been modified slightly to avoid confusion with Architectural Science
    program.

5.   Proposed term for implementation: Fall 2018

6.   Dates of prior committee approvals:

Department/ Unit	**03/01/2018**
College Curriculum Committee	**03/08/2018**
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Said Ghezal, said.ghezal@wku.edu, 745-4285

5.   Identification of proposed course:
      1.16   Course prefix (subject area) and number: WFA 443
      1.17   Course title: Systems Planning and Assessment
      1.18   Credit Hours: 3

2.   Proposed course title: Workforce Planning and Assessment

3.   Proposed abbreviated course title: Workforce Plan & Assess
      (maximum of 30 characters/spaces)

4.   Rationale for the revision of course title: Course title reflects the change in program title

      The Systems Management program has transferred from the Information Systems
      department (GFCB) to the School of Professional Studies (UC). As part of this transfer the
      College of Business has requested that the program name and course titles be changed.

5.   Proposed term for implementation: Fall 2018

6.   Dates of prior committee approvals:

Department/ Unit	**03/01/2018**
College Curriculum Committee	**03/08/2018**
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Said Ghezal, said.ghezal@wku.edu, 745-4285

6.　　**Identification of proposed course:**
　　　1.19　　Course prefix (subject area) and number:　WFA 444
　　　1.20　　Course title:　Systems Operations and Control
　　　1.21　　Credit Hours: 3

2.　　**Proposed course title:**　　　　　　　　Workforce Operations and Control

3.　　**Proposed abbreviated course title:** Workforce Operations
　　　(maximum of 30 characters/spaces)

4.　　**Rationale for the revision of course title:** Course title reflects the change in program title

　　　The Systems Management program has transferred from the Information Systems
　　　department (GFCB) to the School of Professional Studies (UC). As part of this transfer the
　　　College of Business has requested that the program name and course titles be changed.

5.　　**Proposed term for implementation:**　　　Fall 2018

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

Department/ Unit	**03/01/2018**
College Curriculum Committee	**03/08/2018**
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Said Ghezal, said.ghezal@wku.edu, 745-4285

7.   Identification of proposed course:
  1.22   Course prefix (subject area) and number: WFA 446
  1.23   Course title: Systems Availability and Development
  1.24   Credit Hours: 3

2.   Proposed course title: Workforce Reporting and Development

3.   Proposed abbreviated course title: Workforce Report & Dev
  (maximum of 30 characters/spaces)

4.   Rationale for the revision of course title: Course title reflects the change in program title

  The Systems Management program has transferred from the Information Systems
  department (GFCB) to the School of Professional Studies (UC). As part of this transfer the
  College of Business has requested that the program name and course titles be changed.

5.   Proposed term for implementation: Fall 2018

6.   Dates of prior committee approvals:

Department/ Unit	**03/01/2018**
College Curriculum Committee	**03/08/2018**
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

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

Contact Person: Said Ghezal, said.ghezal@wku.edu, 745-4285

8. **Identification of proposed course:**
    1.25   Course prefix (subject area) and number: WFA 447
    1.26   Course title: Systems Processes and Technologies
    1.27   Credit Hours: 3

2. **Proposed course title:**   Workforce Processes and Technologies

3. **Proposed abbreviated course title:** Workforce Process & Tech
(maximum of 30 characters/spaces)

4. **Rationale for the revision of course title:** Course title reflects the change in program title

The Systems Management program has transferred from the Information Systems department (GFCB) to the School of Professional Studies (UC). As part of this transfer the College of Business has requested that the program name and course titles be changed.

5. **Proposed term for implementation:**   Fall 2018

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

Department/ Unit	**03/01/2018**
College Curriculum Committee	**03/08/2018**
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

University College
School of Professional Studies
Proposal to Revise a Program
(Action Item)

Contact Person: Said Ghezal, said.ghezal@wku.edu, 745-4285

1. **Identification of program:**
    1.1   Current program reference number: 729
    1.2   Current program title: Systems Management
    1.3   Credit hours: 120 Hours

2. **Identification of the proposed program changes:**

Change Program Title

3. **Detailed program description:**

Current Program Title	**Proposed Program Title**
Systems Management	Workforce Administration

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

The Systems Management program is being transferred from the Information Systems department (GFCB) to the School of Professional Studies (UC). As part of the transfer agreement the College of Business has requested that the Program Title be changed. We are proposing that the program title shift from "Systems Management" to "Workforce Administration".

Other than the Title/Prefix, no other revisions to the program are being made.

5. **Proposed term for implementation and special provisions (if applicable): Fall 2018**

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

Department/ Unit	**03/01/2018**
College Curriculum Committee	**03/08/2018**
Professional Education Council (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

Ogden College of Science and Engineering
Psychological Sciences
Proposal to Create a New Course
(Action Item)

Contact Person: Gordon C Baylis, gordon.baylis@wku.edu, 5-4901

1. **Identification of proposed course:**
   - 1.28 Course Prefix and Number: PSYS 300
   - 1.29 Course title: Writing in the Psychological Sciences
   - 1.30 Abbreviated course title: Writing in Psych Sciences
     (maximum of 30 characters or spaces)
   - 1.31 Credit hours: 3
   - 1.32 Variable credit : No.
   - 1.33 Grade type: Standard Letter Grade
   - 1.34 Prerequisites: ENG 200, and PSYS 160 or PSYS 100 or PSY 100, or permission of the instructor.
   - 1.35 Course description: How to write about research in neural and behavioral science within the discipline and for a lay audience. Includes learning how to write in American Psychological Association (APA) style.

2. **Rationale:**
   - 2.1 Reason for developing the proposed course: Writing in the Disciplines courses give students advanced instruction and practice in writing within the academic discipline and make students aware of how disciplinary conventions and rhetorical situations call for different choices in language, structure, format, tone, citation, and documentation. Students conduct investigations into writing and reading conventions in their fields and receive advanced instruction in planning, drafting, arranging, revising, and editing discipline-specific essays.
   - 2.2 Projected enrollment in the proposed course: 20. Course enrollment will be kept at a moderate size to enable discussion of important issues, such as those described above. Size needs to be moderate to allow students – both collectively and individually – to get feedback about their writing, in order to revise and improve their writing style. One section will likely be offered each semester.

   - 2.3 Relationship of the proposed course to courses now offered by the department:
     The Department of Psychological Sciences includes discipline specific writing within its curriculum but offers no intermediate course where writing is specifically the focus of the course. For instance, discipline-related writing instruction in PSYS 210 and PSYS 211 are limited to aspects of research design, one of the main topics of these courses.

2.4   Relationship of the proposed course to courses offered in other departments: The course ENG 300 represents the general purpose Writing in the Disciplines course. As the new Colonnade structure was rolled out, it was anticipated that individual disciplines, or groups of disciplines, would develop a more tailored version of this class. Thus far, only two departments – Communication and Geography & Geology – have developed such a Writing in the Disciplines class. This proposed class represents the third discipline-specific version of a writing in the disciplines course, and focuses on writing within the behavioral and neurophysiological sciences.

2.5   Relationship of the proposed course to courses offered in other institutions: A large fraction of universities teach courses in writing appropriate to disciplines, prompting the inclusion of this notion in the new colonnade program. Within undergraduate psychology programs, writing is often incorporated in upper-level course work without formal expectations spelled out in program descriptions in undergraduate course catalogs. Below is a table documenting the diversity of approaches at other Kentucky and Benchmark institutions:

Name of Institution	Method for Providing Instruction within the Disciplines of Psychological Science
University of Louisville	Several upper-level classes have a writing designation instead of a single course
Eastern Kentucky University	Writing requirement built into multiple courses offered by the department
Appalachian State University	PSY 300 Research Methods in Psychology satisfies GenEd writing requirement
Indiana State University	PSY 376 Psychological Research and Writing
University of North Carolina - Greensboro	PSY 311 Research Methods and Statistics 2 is a writing intensive course
University of South Alabama	PSY 322 Research Design and Analysis 2 is a writing intensive course
University of Southern Mississippi	PSY 361 Research Methods is a writing intensive course

3. Discussion of proposed course:
3.1   Schedule type: Lecture

3.2   Learning Outcomes:
Students will learn to:
- Write clear and effective prose in several forms, using conventions appropriate to the field of behavioral and neural sciences (e.g., APA style), and also to lay audiences.
- Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
- Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
- Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.
- Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.

3.3   Content outline:

Students will be taught to write a scientific paper, construct a PowerPoint presentation, and a poster. They will be taught how to write a short article for a lay audience. Finally, they will be given a brief introduction to the skills of grant writing. Students will learn how to write in APA format, including the rules associated with the appropriate display of summary results (e.g., figures and tables) and in-text and bibliography reference citations.

    3.4   Student expectations and requirements:
Students will be graded on their performance on writing exercises. They will be expected to write each of the standard sections of a scientific article, and will be graded on each. Students will receive instruction on how to improve their writing, and they will also be expected to revise a complete article. They will also be required to construct a 10-minute presentation and a standard poster presentation; these will be graded.

    3.5   Tentative texts and course materials
Simon & Schuster Handbook for Writers (9th edition)
APA Publication manual (6th edition)
Exemplary articles from psychology journals, and from Scientific American (to exemplify articles for lay audiences) will also be assigned.

4. Resources
    4.1.   Library resources: Students will use the Psychology and Science indexing/abstracting/full-text services offered by the WKU library. Current resources will provide adequate access to journal articles needed for this course.
    4.2.   Computer resources: WKU's web-based instructional tools (i.e., Blackboard) will be used for this course. This technology is adequate for the needs of the professor and the students

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 2018

7. Dates of prior committee approvals:

Department of Psychological Sciences	January 26, 2018
OCSE Curriculum Committee	February 1, 2018
Undergraduate Curriculum Committee	
Colonnade Curriculum Committee	
University Senate	

VI.   Academic Policy Subcommittee Report

VII.   Steering Committee Proposal Revision

    a. Question concerning the approval process for correction to Course Schedule Types
    b. Discussion of revisions to UCC New Course Proposal Guidelines and Forms (link on agenda page).

VIII. Announcements

    a. Election discussion

IX.   Adjourn