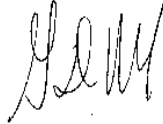


Rec. # 2013-05-02 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST

The University Senate recommends the Undergraduate Curriculum Committee Report dated April 2013, and approved in the Senate to the Provost for endorsement.

Approved 06/06/2013



**Undergraduate Curriculum Committee
Western Kentucky University**

Report to the University Senate

Date: April 25, 2013

From: John White, Chair

The Undergraduate Curriculum Committee submits the following items from the 28 April 2013, meeting for approval by the University Senate:

Information Item Report:

- I. Delete a Course:
CNS 100
PS 417
SOCL 305
DMT 437
DMT 441
DMA 080C
DPE 052C
ENGL 110C
- II. Suspend a Course:
SOCL 460
- III. Reactivate a Suspended Course:
SOCL 402
- IV. Revise a Course Catalogue Listing
CHHS 175
- V. Revise Course Prerequisite / Corequisite
EE 470

Consent Item Report:

- I. Create a New Course:
CNS 110
ANTH 360
FLK 388
RELS 200

- SPM 290
- SPM 305
- SPM 315
- CHNF 420
- CHNF 440
- II. Revise a Program:
 - 602 Accounting
 - 720 Marketing
 - 613 Art History
 - 572 Sport Management
- III. Create a New Major Program
 - Arabic Major
- IV. Create a New Minor Program
 - Arabic Minor
- V. Make Multiple Revisions to a Course
 - JOUR 348
- VI. Revised UCC Proposals
 - Policies:
 - Create New
 - Create Exception
 - Revise Policy
 - Course:
 - Create New Course
 - Create Temporary Course
 - Create Course Equivalency
 - Discontinue Course Equivalencies
 - Delete Course
 - Suspend Course
 - Reactivate Suspended Course
 - Make Multiple Revisions
 - Revise Catalog Listing
 - Revise Course Number
 - Revise Credit Hours
 - Revise Grade type
 - Revise Prerequisites/Corequisites
 - Revise Course Prefix
 - Revise Title

Proposal Date: 3/15/13

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

Contact Person: Saundra Curry Ardrey, saundra.ardrey@wku.edu, (270) 745-4559

1. Identification of course:

- 1.4 Current course prefix (subject area) and number: PS 417
- 1.5 Course title: Local and Regional Government
- 1.6 Credit hours: 3

2. Rationale for the course deletion: Course not offered for over five years and no longer considered as an elective in the major.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Political Science Department	<u>March 21, 2013</u>
PCAL Curriculum Committee	April 4, 2013
University Curriculum Committee	<u>04/25/2013</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 3/5/13

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

Contact Person: Douglas Smith, Douglas.Smith@wku.edu, 5-3750

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SOCL 305
- 1.2 Course title: Formal Organizations
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course has been suspended. Sociology faculty have no plans to teach this course in the near future.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Sociology Department: March 22, 2013

PCAL Curriculum Committee April 4, 2013

Undergraduate Curriculum Committee 04/25/2013

University Senate _____

Attachment: Course Inventory Form

Proposal Date: March 11, 2013

**College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Doris Sikora, doris.sikora@wku.edu 270-745-3993

1. Identification of course:

- 1.1 Current course prefix and number: DMT 437
- 1.2 Course title: Conservation of Textiles and Clothing
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has been on the books for a number of years, with it not being offered. This course will not be offered with the direction of the program.

3. Effect of course deletion on programs or other departments, if known: None – this course has not been offered for many years.

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Family and Consumer Sciences Department: February 8, 2013

CHHS Curriculum Committee April 8, 2013

Undergraduate Curriculum Committee 04/25/2013

University Senate _____

Attachment: Course Inventory Form

Proposal Date: March 11, 2013

**College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Doris Sikora, doris.sikora@wku.edu 5-3993

1. Identification of course:

- 1.1 Current course prefix and number: DMT 441
- 1.2 Course title: Business Principles and Practices in Interior Design
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course was replaced by IDFM 403 (Business Principles and Practices in Interior Design) in 2005 and has not been taught since Fall 2005. When the new course was approved, this course was not deleted from inventory by mistake. This proposal is to rectify that mistake.

3. Effect of course deletion on programs or other departments, if known: None – this course was replaced by a new course and was discipline specific so it was not used by any other programs.

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Family and Consumer Sciences Department: February 8, 2013

CHHS Curriculum Committee April 8, 2013

Undergraduate Curriculum Committee 04/25/2013

University Senate _____

Attachment: Course Inventory Form

Proposal Date: March 6, 2013

**University College
Department of Academic Support
Proposal to Delete a Course
(Consent Item)**

Contact Person: Tim Brotherton, tim.brotherton@wku.edu, 780-2556

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: DMA 080C
- 1.2 Course title: Basic Geometry
- 1.3 Credit hours: 3

2. Rationale for the course deletion: No longer needed

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Academic Support Department/Division:	February, 2012
University College Curriculum Committee	March 7, 2013
Undergraduate Curriculum Committee	<u>04/25/2013</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: March 6, 2013

**University College
Department of Academic Support
Proposal to Delete a Course
(Consent Item)**

Contact Person: Tim Brotherton, tim.brotherton@wku.edu, 780-2556

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: DPE 052C
- 1.2 Course title: Wellness - Body Recall
- 1.3 Credit hours: 3

2. Rationale for the course deletion: No longer needed

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Academic Support Department/Division:	February, 2012
University College Curriculum Committee	March 7, 2013
Undergraduate Curriculum Committee	<u>04/25/2013</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: March 6, 2013

**University College
Department of Academic Support
Proposal to Delete a Course
(Consent Item)**

Contact Person: Tim Brotherton, tim.brotherton@wku.edu, 780-2556

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENGL 110C
- 1.2 Course title: Written Argument
- 1.3 Credit hours: 3

2. Rationale for the course deletion: No longer needed

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Academic Support Department/Division:	February, 2012
University College Curriculum Committee	March 7, 2013
Undergraduate Curriculum Committee	<u>04/25/2013</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 3/5/13

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

Contact Person: Douglas Smith, Douglas.Smith@wku.edu, 5-3750

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SOCL 460
- 1.2 Course title: Urban Sociology
- 1.3 Credit hours: 3

2. Rationale for the course suspension:

The department has no plans to offer this course in the near future.

3. Effect of course suspension on programs or other departments, if known:

No effect on sociology program or other programs at WKU.

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Sociology Department: March 22, 2013

PCAL Curriculum Committee April 4, 2013

Undergraduate Curriculum Committee 04/25/2013

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 3/5/13

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

Contact Person: Douglas Smith, Douglas.Smith@wku.edu, 5-3750

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SOCL 402
- 1.2 Course title: Evaluation Research Tech
- 1.3 Credit hours: 3

2. Rationale for the course reactivation: The Sociology Department plans to add a research methodology concentration in the near future. Four professors have expressed interest in teaching this course.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Sociology Department:	March 22, 2013
PCAL Curriculum Committee	April 4, 2013
Undergraduate Curriculum Committee	<u>04/25/2013</u>
University Senate	_____

Attachment: Course Inventory Form

**College of Health & Human Services
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Danita Kelley, Danita.Kelley@wku.edu, 270-745-7060

1. Identification of course:

- 1.1 Course prefix and number: CHHS 175
- 1.2 Course title: University Experience-Health and Human Services
- 1.3 Credit hours: 3

2. Current course catalog listing: Transition to university experience. Topics include study skills, critical thinking skills, library education, campus resources, and personal development. Special emphasis on careers and degree programs related to the fields of health and human services.

3. Proposed course catalog listing: Transition to university experience. Topics include study skills, critical thinking skills, library education, campus resources, and personal development. Special emphasis on careers and degree programs related to the fields of health and human services.
Field trips may be required; students responsible for own transportation.

4. Rationale for revision of the course catalog listing: Field trips may be required by faculty teaching CHHS 175. The course catalog listing should be revised to reflect this potential student activity.

5. Proposed term for implementation: Spring 2014

6. Dates of prior committee approvals:

CHHS Undergraduate Curriculum Committee	<u>April 8, 2013</u>
Undergraduate Curriculum Committee	<u>04/25/2013</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 3/18/13

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

Contact Person: Mark Cambron, mark.cambron@wku.edu 745-8868

1. Identification of course

- 1.1 Course prefix (subject area) and number: EE 470
- 1.2 Title: Communications and Modulation
- 1.3 Credit hours: 3.0

2. Current prerequisite:

EE 420

Current corequisite:

EE 475

3. Proposed prerequisite:

EE 420, STAT 301

Proposed corequisites:

EE 475

4. Rationale for the revision of course prerequisites/corequisites: STAT 301 is a required course in the Electrical Engineering Program. Successful completion in a course in applied statistics and probability will better prepare students for EE 470.

5. Effect on completion of major/minor sequence: No effect

6. Proposed term for implementation: Winter 2014

7. Dates of prior committee approvals:

Department of Engineering

19 March 2013

Ogden College Curriculum Committee

04 March 2013

University Curriculum Committee

04/25/2013

University Senate

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)**

Contact Person: Fred E. Stickle, fred.stickle@wku.edu, 270-745-6319

1. **Identification of proposed course:**
 - 1.1 **Course Prefix (subject area) and number:** CNS 110
 - 1.2 **Course Title:** Human Relations
 - 1.3 **Abbreviated course title:** Human Relations
 - 1.4 **Credit hours and contact hours:** 2 credit hours
 - 1.5 **Type of course:** C- Lecture/Lab
 - 1.6 **Prerequisites:** No prerequisites
 - 1.7 **Course catalog listing:** Theory, concepts, and skills necessary to increase self-awareness and improve relationships in social and academic settings. Processes of managing the problems of everyday life including conflict, and social demands.

2. **Rationale:**
 - 2.1 **Reason for developing the proposed course:** Based on communication with Ms. Virginia Pfohl regarding the findings of the CEBS retention committee, students' reasons for exiting the University prematurely are sometimes related to the lack and quality of personal connections. This course is designed to help students develop more satisfying personal connections. This will be accomplished by helping students increase their range of social skills, self-awareness, and knowledge. Thus, content and skills addressed in the course objectives are intended to help retention.
 - 2.2 **Projected enrollment in the proposed course:**

Based on conversations with CEBS advisors the class size is projected to range between 30 to 45 students per semester.
 - 2.3 **Relationship of the proposed course to courses now offered by the department:**

The department's programs include helping students develop requisite counseling knowledge, self-awareness, and interpersonal skills in various counseling contexts. The current course would teach freshmen related knowledge and skills and increase self-awareness in interpersonal contexts.
 - 2.4 **Relationship of the proposed course to courses offered in other departments:**

PSY 250 is most similar to this course. Major differences in the proposed course include instructional methods that stress learning activities in small groups (12 to 15 members) under the direction of trained group facilitators. Significant differences in content and skills covered in PSY 250 include knowledge, attitudes and skills for diversity competence; conflict management skills; emotional intelligence; development of self-awareness based on experiential activities and interpersonal feedback; elements and implications of self-concept and self-esteem; the role of attitudes, personal experiences, and perceptions in relationships; and relationship skills development in small groups. Ms. Virginia Pfohl, the instructor of PSY 250,

verified that the proposed course is substantially different. Per consultation with Dr. Andrew Mienaltowski, it was agreed that similar content is also covered in PSY 350, Social Psychology, and PSY 412, Motivation and Emotion, but course experiences and content are substantially different because they are focused on self-reflection and skill building for lower division students.

2.5 Relationships of the proposed course to courses offered in other institutions:

Examples of other schools with similar courses include University of Oklahoma (HR 3013, Introduction to Human Relations), University of Minnesota (EPSY 5135, Workshop in Human Relations), Minnesota State University (EEC 222, Human Relations in a Multi-Cultural Society), and Indiana University (EDUA, Problems in Human Relations and Cultural Awareness).

3. Description of proposed course:

3.1 Course objectives: At the conclusion of the course, the student should be able to:

- Explain what the study of human relations includes
- Define and explain self-esteem and self-concept
- Develop awareness, knowledge, and skills as they apply to living in a diverse multicultural environment.
- Understand how self-motivation and goal setting influences human relations
- Participate in group interaction that focuses on developing a clearer understanding of self and others
- Develop skills and knowledge necessary to form and use social support systems
- Explain how attitudes, beliefs, and personal experiences effect relationships
- Understand the elements of Emotional Intelligence and how to improve one's emotional intelligence
- Understand and demonstrate skills necessary to improve relationships in a group setting
- Understand conflict and conflict management concepts and demonstrate related skills

3.2 Content outline:

- Foundations of human relations
- Self-esteem
- Self-concept
- Diversity awareness, knowledge, and skills
- Self-motivation and goal setting
- A model for understanding self and others in a social context
- Social support
- The role of attitudes, beliefs, and personal experiences in human relations
- Emotional Intelligence
- Relationship skills
- Conflict and conflict management

Proposal Date: March 7, 2013

Potter College of Arts & Letters
Department of Folk Studies and Anthropology
Proposal to Create a New Course
(Action Item)

Contact Person: Kate Hudepohl; kate.hudepohl@wku.edu; x55842

1. Identification of Proposed Course:

- 1.1 Course prefix (subject area) and number: ANTH 360
- 1.2 Course title: Applied Anthropology – Understanding and Addressing Contemporary Human Problems
- 1.3 Abbreviated course title: Applied Anthropology
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: History and development of applied anthropology emphasizing identification of and solutions to social, economic, ecological, and technological problems.

2. Rationale:

- 2.1 Reason for developing the proposed course: Applied anthropology is the use of anthropological knowledge, methods, and theories to address contemporary human problems throughout the world. All subdisciplines of anthropology – cultural anthropology, linguistic anthropology, biological anthropology, and archaeology – have applied aspects. Anthropologists demonstrate a particular capability in helping to solve human problems through building partnerships in research and problem solving; acknowledging the perspectives of all people involved; focusing on challenges and opportunities presented by biological variability, cultural diversity, ethnicity, gender, poverty, and class; and addressing imbalances in resources, rights, and power. As a discipline, anthropology has a long tradition of studying human problems and providing knowledge to help solve them, but the field has grown considerably over the last decades. Today the majority of professional anthropologists, especially those with BA and MA degrees, are employed in applied fields outside academia. As a result, it is important that anthropology students learn about potential careers in applied anthropology. Because of the interdisciplinary nature and breadth of applied anthropology, it is important for students in disciplines as diverse as agriculture, biology, education, business, political science, criminology, recreation, and nonprofit administration to understand how anthropologists can contribute meaningfully to development projects, policy formation, emergency responses, and a myriad of other applied initiatives. The topics covered in the proposed course can easily be tailored to meet the specific interests and needs of students from other disciplines (see Section 3.2).
- 2.2 Projected enrollment in the proposed course: 25-35 students per offering
- 2.3 Relationship of the proposed course to courses now offered by the department: The applied aspects of anthropology are introduced in all introductory-level anthropology

courses: ANTH 120 Introduction to Cultural Anthropology, ANTH 125 Introduction to Biological Anthropology, ANTH 130 Introduction to Archaeology, and ANTH 135 Introduction to Linguistic Anthropology. The proposed course focuses exclusively on applied topics with greater depth.

Several upper-level courses in cultural anthropology, biological anthropology, and archaeology focus partly or wholly on specific aspects of applied anthropology. In addition, several undergraduate folk studies courses have applied foci.

- ANTH 300 Forensic Anthropology is an applied biological anthropology course in which students analyze variation in human skeletal remains to solve cases of unexplained deaths.
- ANTH 382 Medical Anthropology considers cross-cultural definitions of illness and explores the relationship between health, illness, culture, and the natural environment.
- ANTH 436 Applied Archaeology covers public archaeology education, forensic archaeology, and compliance/contract archaeology and cultural resources management.
- ANTH 442 Ecological-Economic Anthropology explores the relationship between economic systems, cultural adaptations, and the environment.
- ANTH 448 Visual Anthropology discusses, among other topics, the content, style, ethical issues, and significance of ethnographic films, videos, and photographs.
- In ANTH 450 Modern Human Biological Variation, students learn how culturally determined perspectives on human biological diversity influence public policy formation in areas such as immigration, personal rights, legal/penal systems, and education.
- ANTH/FLK 470 Museum Procedures and Preservation Techniques considers the interpretation, exhibition, curation, and conservation of cultural heritage in the context of public education and outreach.
- FLK 310 Community Traditions and Global Corporate Culture studies community traditions and corporate culture in global context.
- FLK 434 Historic Preservation examines the identification, preservation, and interpretation of historic properties.
- FLK 462 Folklore and Medicine examines the role of traditional culture in shaping attitudes and behavior related to sickness, health, and healing.

The proposed course differs from existing courses by examining the ways in which *all* subdisciplines of anthropology converge to address particular human problems at local, regional, national, and global scales. It considers contemporary human problems from multiple paradigms, time scales, geographic areas, and cultural perspectives.

2.4 Relationship of the proposed course to courses offered in other departments: Because of the expansive breadth of Applied Anthropology, there are relationships with numerous courses across the colleges. These other courses provide discipline-specific perspectives on some of the topics (see section 3.2) to be covered in the proposed course. ANTH 360 Applied Anthropology will approach these topics using an anthropological perspective that emphasizes a holistic, comparative, biocultural approach, focusing on how anthropology promotes understanding of and proposes

solutions to problems that arise in these contexts. As such, the proposed course provides complementary viewpoints on topics in other disciplines.

- ART 490 Special Problems: Gallery Studies
- BUS 201C Organization and Management; BUS 245C Managing Diversity in the Workplace; BUS 270C Labor Relations Management; BUS 212C Principles of Marketing
- CD 200 Cross Cultural Health Care Encounters
- COMM 362 Organizational Communication; COMM 440 Health Communication
- DH 303 Community Dental Health; DH 360 International Health and Human Services Learning Program
- ECON 430 Environmental and Resource Economics; ECON 434 Economics of Poverty and Discrimination
- ELED 355 Student Diversity in the Classroom
- ENT 425 International Entrepreneurship
- FACS 271 Tourism and Planning Development
- HCA 347 International Comparisons of Health Care Systems
- HED 247C Contemporary Healthcare Issues
- HED 165C/PH 165 Drug Abuse
- ICSR 300 Public Problem Solving
- JOUR 354 International Public Relations
- MGT 201 Organization and Management; MGT 303 International Business; MGT 316 International Management; MGT 416 Management of Labor Relations
- MKT 321 Consumer Behavior; MKT 324 International Marketing
- NURS 338 Transcultural Nursing
- PH 381 Community Health
- PS 250 International Politics; PS 311 Public Policy; PS 357 U.S. Foreign Policy
- PSY 371 The Psychology of Sales Behavior; PS 441 Psychological Aspects of Alcoholism
- REC 220 Introduction to Nonprofit Organizations
- SOCL 240/240C Contemporary Social Problems; SOCL 260 Race and Ethnic Relations; SOCL 330 Criminology; SOCL 440 Medical Sociology; SOCL 470 Environmental Sociology
- SWRK 101 Foundations of Human Services; SWRK 395 Social Welfare Policy and Issues

2.5 Courses in several colleges have applied components that focus on natural resources. ANTH 360 Applied Anthropology adds biocultural and intercultural dimensions to the issues covered in these courses.

- BIOL 232 Principles of Wildlife Ecology and Management; BIOL 458 Fisheries Management
- CHEM 111 Introduction to Forensic Chemistry
- GEOG 428 Applied Groundwater Hydrology; GEOG 471 Natural Resource Management; and GEOG 474 Environmental Planning

- GEOL 415 Environmental Geology
- REC 430 Recreation Resource Management; REC 434 Environmental Interpretation
- UM 225 Human Resource Management for Water Utilities; UM 235 Water Utility Management and Human Relations
- WTTI 200 Water Supply and Wastewater Control; WTTI 253 Wastewater Regulations; WTTI 266 Customer Service and Public Relations in Water Operations

2.6 Relationship of the proposed course to courses offered in other institutions:

Anthropology departments across the country are increasing their course offerings in applied anthropology in response to the demand for anthropologists in applied fields. While many of these curricula focus on specific types of applied anthropology courses such as contract archaeology or development anthropology, fewer include courses in applied anthropology that integrate the four anthropology subdisciplines. In Kentucky, integrated undergraduate courses in applied anthropology are offered at only two institutions. Similar courses are offered at only five of WKU's 19 benchmark institutions. Most courses are offered at the junior level. The proposed course will distinguish the WKU Anthropology Program from most Kentucky and many benchmark institutions.

- ANT 325 Applied Anthropology at Northern Kentucky University
- ANT 344 Applied Anthropology at Eastern Kentucky University
- ANTH 307 Applied Anthropology at Ball State University
- ANTH 337 Applied Anthropology at Eastern Michigan University
- ANT 407C Applying Anthropology at Northern Arizona University
- AN 210 Applied Anthropology at Oakland University
- ANTH 3410 Applied Anthropology at the University of Northern Iowa

3. Discussion of Proposed Course:

3.1 Course objectives: Upon successful completion of ANTH 360 Applied Anthropology, students will:

- distinguish the differences between academic and applied anthropology.
- explore the diverse ways that anthropology is applied across the subdisciplines.
- use anthropological perspectives to evaluate solutions to real-world social, economic, ecological, and technological problems.
- use anthropological perspectives to evaluate the consequences of decision-making about solving human problems on local and global scales.
- identify and evaluate ethical principles and issues in applied anthropology.

3.2 Content outline:

- I. Introduction
 - A. Course Overview
 - B. Applied Anthropology and Academic Anthropology
 - C. History and Current Status of Applied Anthropology
- II. Topics in Applied Anthropology *will vary by instructor and student interest*
 - A. Human Dimensions of Global Environmental Change

- Biodiversity Prospecting
- Deforestation
- Water Resources
- B. Cultural Heritage, Identity, and Self-Determination
 - Cultural Revitalization Projects
 - Tangible Heritage and Antiquities Trade
 - Intangible Heritage and Ownership Rights
 - Cultural Resources Preservation and Interpretation
- C. Urban/Rural Development and Sustainability
 - Globalization
 - Historical, Cultural, Ethnic, Environmental, and Recreational Tourism
 - Diseases of Urbanization
- D. Community Health
 - Epidemiological Transitions
 - Health Care Access
 - Biomechanics in Medicine
- E. Human Subsistence and Sustainability
 - Politics of Food
 - Traditional Agricultural Practices
 - Global Agribusiness
- F. Human Rights and Social Justice
 - Racism and Sexism
 - Ethnocide and Genocide
 - Global Inequality
- G. Business and Corporate Anthropology
 - Marketing and Consumption
 - Human Resources and Organizational Management
 - Multinational Corporations
- H. Educational Anthropology
 - Participation in STEM Fields
 - Multiculturalism
 - Transnational Education
- III. Synthesis
 - A. Communication and Advocacy
 - Dissemination
 - Governmental and Private Sector Policy
 - Professional Responsibility
 - Scientific Responsibility
 - B. Ethical Considerations
 - Professional Codes of Ethics
 - Human Rights
 - Indigenous Rights
 - Researcher Rights

- Proprietary Rights
 - C. Careers in Applied Anthropology
 - Public Sector
 - Private Sector
- 3.3 Student expectations and requirements: Students are expected to regularly attend and participate in class and to complete all course assignments, such as exams, papers, and projects.
- 3.4 Tentative texts and course materials: The following potential textbooks and readers will be supplemented by articles on case studies to support the particular topics covered by each instructor.
 - Ervin, Alexander M. (2000) *Applied Anthropology: Tools and Perspectives for Contemporary Practice*. Allyn and Bacon, Boston.
 - Gwynne, Margaret A. (2003) *Applied Anthropology: A Career-Oriented Approach*. Allyn and Bacon, Boston.
 - Higgins, Patricia J., and J. Anthony Paredes, editors (2000) *Classics of Practicing Anthropology 1978-1998*. Society of Applied Anthropology, Oklahoma City, OK.
 - Nolan, Riall W. (2002) *Anthropology in Practice: Building a Career Outside the Academy*. Lynne Rienner Publishers, Boulder, CO.
 - Sabloff, Paula, editor (2000) *Careers in Anthropology: Profiles of Practitioner Anthropologists*. NAPA Bulletin 20. American Anthropological Association, Washington.

4. Resources:

- 4.1 Library resources: Because applied topics are covered in existing anthropology courses (see section 2.3), the library already owns numerous books related to specific topics of applied anthropology. Acquisition of general applied anthropology books and resources related to additional topics in applied anthropology will adequately support the proposed course.
- 4.2 Computer resources: There is no need for special computer resources to support the proposed course.

5. Budget Implications:

- 5.1 Proposed method of staffing: Because instruction will alternate among the four tenure-track faculty, we are able to regularly offer the proposed course within the existing anthropology course rotation. In addition, part-time instructors Dr. Jenna Cole and Dr. Susan Eagle may teach the course on occasion.
- 5.2 Special equipment needed: There is no need for special equipment to support the proposed course.
- 5.3 Expendable materials needed: There is no need for expendable materials to support the proposed course.
- 5.4 Laboratory materials needed: There is no need for laboratory resources to support the proposed course.

6. **Proposed Term for Implementation:** Spring 2014

7. **Dates of Prior Committee Approvals:**

Department of Folk Studies and Anthropology

March 20, 2013

Potter College Curriculum Committee

April 4, 2013_____

Undergraduate Curriculum Committee

04/25/2013

University Senate

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Bibliography for Anth 360 Applied Anthropology – Understanding and Addressing Contemporary Human Problems

Blau, Soren, and Douglas H. Ubelaker (eds.)

2009 *Handbook of Forensic Anthropology and Archaeology*. Left Coast Press, Walnut Creek, CA.

Brown, Michael F.

2004 *Who Owns Native Culture?* Harvard University Press, Cambridge, MA.

Chambers, Erve

2009 *Native Tours: The Anthropology of Travel and Tourism* (2nd ed.). Waveland Press, Long Grove, IL.

Cochrane, Glynn

2009 *Festival Elephants and the Myth of Global Poverty*. Pearson Education, Boston, MA.

Eddy, Elizabeth M. and William L. Partridge (eds.)

1987 *Applied Anthropology in America* (2nd edition). Columbia University Press, New York.

Ervin, Alexander M.

2000 *Applied Anthropology: Tools and Perspectives for Contemporary Practice*. Allyn and Bacon, Boston.

Fagan, Brian M.

2009 *The Great Warming: Climate Change and the Rise and Fall of Civilizations*. Bloomsbury Press, New York.

2011 *Elixir: A History of Water and Humankind*. Bloomsbury Press, New York.

Foster, Thomas, Lisa Olsen, Virginia Dale, and Arthur Cohen

2010 Studying the Past for the Future: Managing Modern Biodiversity from Historic and Prehistoric Data. *Human Organization* 69(2): 149-157.

Gould, Richard A.

2007 *Disaster Archaeology*. The University of Utah Press, Salt Lake City.

Graeber, David

2011 *Debt: The First 5,000 Years*. Melville House Books, Brooklyn, NY.

Gwynne, Margaret A.

2003 *Applied Anthropology: A Career-Oriented Approach*. Allyn and Bacon, Boston.

Hadley, Craig, and Amber Wutich

2009 Experience-Based Measures of Food and Water Security: Biocultural Approaches to Grounded Measure of Insecurity. *Human Organization* 68(4): 451-460.

Hathaway, Wendy, and James Kuzin

2007 Engaging Ethnography: Student Engagement as a Means for Creating Change. *National Association for The Practice of Anthropology Bulletin* 27(1): 40-63.

Higgins, Patricia J. and J. Anthony Paredes (eds.)

2000 *Classics of Practicing Anthropology 1978-1998*. Society of Applied Anthropology, Oklahoma City, OK.

Ho, Karen

2011 *Liquidated: An Ethnography of Wall Street*. Duke University Press, Durham, NC.

Jameson, James H. (ed.)

1997 *Presenting Archaeology to the Public: Digging for Truths*. AltaMira Press, Walnut Creek, CA.

Jordan-Young, Rebecca M.

2011 *Brain Storm: The Flaws in the Science of Sex Differences*. University of Harvard Press, Cambridge, MA.

Kohl, Philp L.

2012 Ethnic Identity and the Anthropological Relevance of Archaeology. In *Archaeology in Society: Its Relevance in the Modern World*, edited by Marcy Rockman and Joe Flatman, pp. 229-236. Springer, New York.

LeCompte, Margaret D., and Jean J. Schensul

1999 *Designing and Conducting Ethnographic Research, Ethnographer's Toolkit, Volume One*. AltaMira Press, Walnut Creek, CA.

Little, Barbara J. (ed.)

2002 *Public Benefits of Archaeology*. University Press of Florida, Gainesville.

Natcher, David C., and Clifford G. Hickey

2002 Putting Community Back into Community-Based Resource Management: A Criteria and Indicators Approach to Sustainability. *Human Organization* 61(4): 350-363.

Neumann, Thomas W., and Robert M. Sanford

2010 *Cultural Resources Archaeology: An Introduction*. AltaMira Press, Walnut Creek, CA.

Nolan, Riall W.

2002 *Anthropology in Practice: Building a Career Outside the Academy*. Lynne Rienner Publishers, Boulder, CO.

No Author

2008 *Applied Anthropology*. Insight Media, New York. (DVD #39BB4990)

2003 *The New Detectives: Written in Bone*. Insight Media, New York. (DVD #39BB4106)

1993 *Anthropologists at Work: Careers Making a Difference*. Insight Media, New York. (DVD #39BB1576).

Podolefsky, Aaron, and Peter J. Brown (eds.)

2009 *Applying Cultural Anthropology: An Introductory Reader*. McGraw-Hill, New York.

Pollan, Michael

2007 *The Omnivore's Dilemma: A Natural History of Four Meals*. Penguin, New York.

Rockman, Marcy, and Joe Flatman

2012 *Archaeology in Society: Its Relevance in the Modern World*. Springer, New York.

Sabloff, Paula (ed.)

2000 *Careers in Anthropology: Profiles of Practitioner Anthropologists*. NAPA Bulletin 20. American Anthropological Association, Washington.

Smardz, Karolyn, and Shelley Smith (eds.)

2000 *The Archaeology Education Handbook*. AltaMira Press, Walnut Creek, CA.

Smith, M. E.

2010 Just How Useful Is Archaeology for Scientists and Scholars in Other Disciplines? *SAA Archaeological Record* 10(4):15-20.

Smith, Valene L. (ed.)

1989 *Hosts and Guests: The Anthropology of Tourism*. University of Pennsylvania Press, Philadelphia.

Stephens, W. Richard, and Elliot M. Fratkin

2003 *Careers in Anthropology*. Allyn and Bacon, Boston.

Van Willigen, John

1991 *Anthropology in Use: A Sourcebook on Anthropological Practice*. Westview Press, Boulder, CO.

1993 *Applied Anthropology: An Introduction*. Bergin and Garvey Publishers, Westport, CT.

Warner, W. Lloyd

1947 *The Social System of the Modern Factory. The Strike: A Social Analysis*. Greenwood Publishing Group, Westport, CT.

Zimmerman, Larry J., Karen D. Vitelli, and Julie Hollowell-Zimmer (eds.)

2003 *Ethical Issues in Archaeology*. AltaMira Press, Walnut Creek, CA.

Proposal Date: March 19, 2013

Potter College of Arts & Letters
Department of Folk Studies and Anthropology
Proposal to Create a New Course
(Action Item)

Contact Person: Ann Ferrell, ann.ferrell@wku.edu, x5-5896

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: FLK 388
- 1.2 Course title: Foodways
- 1.3 Abbreviated course title: Foodways
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: An exploration of the role of food in culture with particular emphasis on ethnographic approaches to food traditions.

2. Rationale:

- 2.1 Reason for developing the proposed course: Foodways has been successfully taught on a semi-regular basis as a Special Topics course on both the Bowling Green and the Glasgow campuses for a number of years. A permanent course is merited based on the growing scholarly attention to foodways in multiple disciplines, particularly folklore. Other courses in the Folk Studies program include a unit on the study of foodways as a genre of folkloric expression (see section 2.3), and such units consistently foster student interest in a course with an exclusive focus on foodways. As a critical area of study in folklore and related disciplines, this course will serve the educational needs of Folk Studies minors and of students in other programs and majors for whom this topic is relevant. The study of foodways from an ethnographic perspective provides openings for students to engage with food traditions as they connect to aspects of identity (cultural, regional, religious, ethnic, class, gendered) tied to the procurement, production, and consumption of food. An understanding of these diverse connections between food and identity will help to prepare students to be “productive, engaged, and socially responsible citizen leaders of a global society.”
- 2.2 Projected enrollment in the proposed course: Based on student demand, projected enrollment is 25 students per course offering.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will serve as an elective in the Folk Studies minor. Although many Folk Studies courses (including but not limited to FLK 276 Introduction to Folk Studies, FLK 280 Cultural Diversity, FLK 281 Roots of Southern Culture, FLK 371 Urban Folklore) include an introduction to foodways as a genre of folklore, no course in the department is devoted solely to the study of foodways.
- 2.4 Relationship of the proposed course to courses offered in other departments:

Several university programs offer courses about food, but the focus of such courses are distinctly different. Such courses include those focused on food preparation (FACS 150, Gourmet Foods; FACS 170, International Cuisine and Culture) and the intersection of food and geography (GEOG 378, Food, Culture, and Environment). The proposed course will center on ethnographic approaches to the foodways traditions of various ethnic, regional, and cultural groups.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses in foodways have become increasingly common in folklore, anthropology, and American studies programs and departments, among others, at both the undergraduate and graduate level. A sampling of such courses includes: ANT 273: Foodways (Illinois State University), AMST 375: Food in American Culture (University of North Carolina at Chapel Hill), and FLR 410/510: Folklore Foodways (University of Oregon).

3. Discussion of proposed course:

3.1 Course objectives:

Through this course, students will:

- Develop an understanding of food as a symbol of identity, including ethnic, religious, gender, and regional identity;
- Understand the role of food—beyond nourishment—in their own lives as well as in the lives those who belong to groups different from their own;
- Conduct primary research related to foodways using tools of folklore fieldwork; and
- Apply theoretical perspectives on food gained through course readings and discussions to their own primary research on a foodways tradition.

3.2 Content outline:

- I. Introduction to the academic study of foodways
- II. Foodways and gender
- III. The intersection of food and race/class
- IV. Regional foodways traditions
- V. Ethnic foodways traditions
- VI. Religious foodways traditions
- VII. Disgust and marginalization
- VIII. The food industry
- IX. Local foods and food production

3.3 Student expectations and requirements:

Students will be expected to attend and participate in class regularly and to successfully complete assignments that may include: readings, quizzes, exams, papers, primary and secondary research, and oral presentations.

3.4 Tentative texts and course materials: Examples of texts that may be used in this course include:

Counihan, Carole M., ed. 2002. *Food in the USA: A Reader*. New York: Routledge

Shortridge & Shortridge, *The Taste of American Place: A Reader on Regional and Ethnic Foods*. 1998.

Additional readings from anthologies and academic journals will be made available electronically.

4. Resources:

- 4.1 Library resources: Current library resources are sufficient.
- 4.2 Computer resources: Current computer resources are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly as is hoped, the department may need to request a new faculty line.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2014

7. Dates of prior committee approvals:

Department of Folk Studies and Anthropology: 3/20/13

Potter College Curriculum Committee 4/04/2013

Undergraduate Curriculum Committee 04/25/2013

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: November 30, 2012

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: RELS 200
- 1.2 Course title: World Religious Literature
- 1.3 Abbreviated course title: World Religious Literature
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: L
- 1.6 Prerequisites: ENG 100
- 1.7 Course catalog listing: Introductory study of multiple genres of foundational religious texts from various regions and cultures.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course fulfills a number of important student learning outcomes. In regard to content, we argue that knowledge of the world religious traditions is critical to becoming “productive, engaged, and socially responsible citizen-leaders of a global society” (WKU Mission Statement). A good introduction to foundational religious literature of major civilizations is imperative for joining the global society. In regard to academic skills, we argue that the intensive focus on analyzing texts, critical inquiry, and effective writing are important ways in which we can “foster academic excellence” (WKU Challenging the Spirit Action Plan). Both in terms of content and academic skills, we believe this course will make a great contribution to our curriculum—serving our majors/minors as well as students across campus.
- 2.2 Projected enrollment in the proposed course: 60 students per section; enrollment based on similar numbers in 100-level General Education courses in the department.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will cover a breadth of religious literature in a way that is unlike any of our other courses. While we offer courses that target literature in specific traditions (e.g., Bible and the Qur'an), this course will focus on a much broader range of literature. While we use primary religious texts in a number of courses (e.g., Hinduism, Buddhism, and others), this course will grapple with selections of this literature more intensely. Unlike RELS 102 (Introduction to Religious Studies), this course will focus much less on central concepts in the study of

- religion or on broad overviews of specific traditions. Students coming out of this will have a good introduction to a wide variety of foundational religious literature.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other course on campus covers the content area of this course. However, in terms of learning outcomes, this course is modeled closely on ENG 200.
- 2.5 Relationship of the proposed course to courses offered in other institutions: In reviewing the course offerings of our benchmark institutions, it is important to note that many of them do not offer the Religious Studies major and thus have many fewer offerings. Several (Appalachian State, Ball State, Central Michigan, East Carolina, Towson, UNC Charlotte, UNC Greensboro, and Southern Miss) have courses that look like our RELS 102 course and, of course, there are lots of courses that focus on specific traditions in which religious literature would be introduced. Among our benchmark institutions, we could not find any course that was an equivalent to the one we are proposing.

3. Discussion of proposed course:

- 3.1 Course objectives: By the end of this course, students will be able to
- Utilize basic formal elements, techniques, concepts and vocabulary in Religious Studies.
 - Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.
 - Demonstrate how social, cultural, and historical contexts influence the construction of sacred literature.
 - Evaluate the significance of sacred literature in shaping larger social, cultural, and historical contexts.
 - Read, comprehend, and analyze sacred literature independently and proficiently.
- 3.2 Content outline: While the course will have changing content from semester to semester depending on the faculty members assigned to teaching it, here is one possible formulation:

- I. Introduction to Sacred Literature
- II. Biblical and Cognate Literature
 - A. Ancient Middle Eastern Literature
 - B. Hebrew Poetry
 - C. Hebrew Wisdom Literature
 - D. Greek Narrative
- III. East Asian Literature
 - A. Confucian Classics and Commentaries
 - B. Daoist Poetry and Anecdotes
 - C. Zen Koans and Haiku
- IV. South Asian Literature
 - A. Ancient India
 - B. Hymns and Poetry
 - C. Epics and Narratives
 - D. Prose and Songs

E. Legal Codes

3.3 Student expectations and requirements: Students will be expected to engage in close readings of the texts, attend lectures to further understanding of social, cultural, and historical contexts, and produce written work (at least 3600 words; the same as ENG 200) that demonstrates they are achieving the learning outcomes.

3.4 Tentative texts and course materials:

Course materials will be selected from the following works:

Addiss, Stephen, Stanley Lombardo, and Judith Roitman, editors. *Zen Sourcebook*. Hackett, 2008.

Chan, Wing-tsit, trans. *Reflections on Things at Hand*. Columbia University Press, 1967.

Charlesworth, James (ed). *Old Testament Pseudepigrapha, Vol. 1: Apocalyptic Literature and Testaments*. 83d ed. Anchor Bible Reference Library. Yale University Press, 1983.

_____. *The Old Testament Pseudepigrapha, Vol. 2: Expansions of the Old Testament and Legends, Wisdom and Philosophical Literature, Prayers, Psalms, and Odes, Fragments of Lost Judeo-Hellenistic works*. 83d ed. Anchor Bible Reference Library. Yale University Press, 1985.

Coogan, Michael D., M. Z. Brettler, C. A. Newsom, P. Perkins (eds). *The New Oxford Annotated Bible with Apocrypha: New Revised Standard Version*. 4th ed. Oxford University Press, 2010.

De Bary, Wm. Theodore and Irene Bloom, editors. *Sources of Chinese Tradition*, vol. 1. Columbia University Press, 1999.

Doniger, Wendy, trans. *The Rig Veda*. Penguin Classic, 2005

Ehrman, Bart D. (ed). *After the New Testament: A Reader in Early Christianity*. Oxford University Press, 1998.

Graham, A.C., trans. *The Book of Lieh-tzu*. Columbia University Press, 1990.

Littlejohn, Ronnie and Jeffrey Dippmann, editors. *Riding the Wind with Liezi*. SUNY, 2011.

Miura, Isshu and Ruth Sasaki. *The Zen Koan*. Harcourt, 1965.

Narayan, R.K., trans. *The Ramayana: A Shortened Modern Prose Version of an Indian Epic*. Penguin Classic, 2006.

Obeyesekere, Ranjini, trans. *Jewels of the Doctrine: Stories from the Saddharma Ratnavaliya*. SUNY, 1991.

Pritchard, James B. (ed). *The Ancient Near East: An Anthology of Texts and Pictures*. Trans by Daniel E. Fleming. Princeton University Press, 2010.

Reeves, Gene, trans. *The Lotus Sutra: A Contemporary Translation of a Buddhist Classic*. Wisdom Publications, 2008.

Ross, Nancy. *The World of Zen*. Vintage, 1960.

Roth, Harold. *Original Tao: Inward Training (Nei-yeh) and the Foundations of Taoist Mysticism*. Columbia University Press, 1999.

Smith, John D., trans. *The Mahabharata*. Penguin Classic, 2009.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: We plan on offering this course with multiple faculty rotating between sections. The following table indicates one possibility:

	Section 001	Section 002	Section 003
Weeks 1-4	Dr. Lilly on Biblical Texts	Dr. Fischer on Chinese texts	Dr. Samuels on Indian texts
Week 5: Paper #1 Work			
Weeks 6-9	Dr. Samuels	Dr. Lilly	Dr. Fischer
Week 10: Paper #2 Work			
Weeks 11-14	Dr. Fischer	Dr. Samuels	Dr. Lilly
Week 15: Paper #3 Work			

The course also may be taught by a single instructor at times.

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

6. Proposed term for implementation: 201330

7. Dates of prior committee approvals:

Religious Studies program	November 30, 2012
Department of Philosophy and Religion	January 30, 2013
Potter College Curriculum Committee	March 7, 2013
Undergraduate Curriculum Committee	<u>04/25/2013</u>
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Kinesiology, Recreation & Sport
Proposal to Create a New Course
(Action Item)**

Contact Person: Darren Smith; darren.smith@wku.edu; 745-3175

1. Identification of proposed course:

- 1.1 Course prefix and number: SPM 290
- 1.2 Course title: Sport Management Seminar
- 1.3 Abbreviated course title: Sport Management Seminar
- 1.4 Credit hours : 3
- 1.5 Type of course: S-Seminar
- 1.6 Prerequisites: This course is restricted to students with a major code of 572P (Sport Management-Prep) or 572 (Sport Management).
- 1.7 Course catalog listing: Exploration of sport management career planning including application materials, interviewing, and other professional issues.

2. Rationale:

- 2.5 Reason for developing the proposed course: This course is designed to prepare students for SPM 490 Internship in Sport and future employment. This course relates to the WKU Mission Statement by preparing students to be productive and engaged leaders in their field.
- 2.6 Projected enrollment in the proposed course: 30 students. The Sport Management program grew to 235 majors in Fall of 2012. This is a required course. Course will be restricted to Sport Management Majors (572) and Sport Management - Prep Majors (572P).
- 2.7 Relationship of the proposed course to courses now offered by the department:

This course works closely with SPM 490 – Internship in Sport by assisting the student with finding internship opportunities. The proposed course will assist students researching internships and jobs. The Recreation Administration Program has REC 320 – Recreation Seminar which deals with some of the same topics from a recreation perspective.
- 2.8 Relationship of the proposed course to courses offered in other departments:

Other departments have courses similar to this one, however this course will focus on the sport industry. Aero Space Studies has AERO 351/353-Air Force Leadership and Management-the Professional Officer which examines professionalism in the field.

Business Management has BUS 253C – Business Seminar which explores essential skills that employers want. No courses were found dealing specifically with working in the market of sport management or administration.

2.9 Relationship of the proposed course to courses offered in other institutions:

The University of West Georgia offers a course SPMG 4584 Pre-Internship Seminar in Sport Management. Indiana State University offers RCSM 390 – internship Seminar. Missouri State offers REC 490 – Orientation to Internship. No similar course was identified at our benchmark institutions.

3. Discussion of proposed course:

3.5 Course objectives:

Upon completion of this course, students will:

- Understand the process of performing an internship/job search
- Develop a professional resume
- Write a letter of interest for a job in the sport management field
- Sit for an interview for a sport management job
- Communicate professionally during an interview
- Conduct and participate in a professional meeting
- Establish career goals and means of obtaining those goals

3.6 Content outline:

- Self-Assessment
- Career goals and direction
- Searching for and researching a potential internship/job
- Preparing and writing a cover letter
- Preparing and writing a resume
- Preparing for an interview
- Selection and final planning for a sport management position

3.7 Student expectations and requirements:

Completion of all course requirements which may include exams, papers, readings, discussions, and presentations.

3.8 Tentative texts and course materials:

Ammon, R., Walker, M., Seagle, E.E., & Smith, R. W. (2010). Internship in sport management. Venture Publishing; State College, PA

4. Resources:

4.3 Library resources: Existing resources.

4.4 Computer resources: Existing resources.

5. Budget implications:

5.5 Proposed method of staffing: Current faculty will teach as part of normal load. The Sport Management program is hiring two new faculty members for Fall 2013. One faculty member is filling a vacant position that hasn't been filled for over a year. The second position is a new position created in response to the rapid growth in the program.

5.6 Special equipment needed: NONE

5.7 Expendable materials needed: NONE

5.8 Laboratory materials needed: NONE

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

KRS Department/Division: 3/25/2013

CHHS Undergraduate Curriculum Committee April 8, 2013

Undergraduate Curriculum Committee 04/25/2013

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Kinesiology, Recreation & Sport
Proposal to Create a New Course
(Action Item)**

Contact Person: Darren Smith; darren.smith@wku.edu; 745-3175

1. Identification of proposed course:

- 1.1 Course prefix and number: SPM 305
- 1.2 Course title: Sport Event Management
- 1.3 Abbreviated course title: Sport Event Management
- 1.4 Credit hours : 3
- 1.5 Type of course: L-Lecture
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: Addresses the management of sporting events and tournaments. Students will learn multiple methods of designing and implementing tournaments and special events.

2. Rationale:

- 2.1 Reason for developing the proposed course: Professionals are expected to understand how tournaments and events work and are conducted. Often, it is assumed because someone participated in a sport, they understand the rules of and process under which that sport was operated. Students need a broad understanding of sport rules, tournament development, and event management. This course is designed as an introduction into the realm of competitive sport. This course relates to the WKU mission statement by preparing students to develop programs for service to the community they work in as well as offering well designed programs for a global market.
- 2.2 Projected enrollment in the proposed course: The sport management program reached 235 majors in spring 2012. It is expected that at least 35 students will take this course each time it is offered. This course will be open to enrollment for non-majors as well.
- 2.3 Relationship of the proposed course to courses now offered by the department:

PE 333 – Coaching of Volleyball, PE 340 – Football Coaching; PE 341 Basketball Coaching, PE 342 Track & Field Coaching, and PE 343 Baseball Coaching are courses currently offered in the department. These courses are designed to examine individual sports from the coaching perspective. The proposed course is designed to examine the rules and tournament issues that may arise from the standpoint of the sport manager instead

of the coach. REC 306 – Recreation Program Planning examines similar content as the proposed course but from the perspective of recreation opportunities.

2.4 Relationship of the proposed course to courses offered in other departments: FACS 375 – Meetings and Convention Management examines similar content from a general perspective of conventions, meetings, and trade shows/exhibitions.

2.5 Relationship of the proposed course to courses offered in other institutions: The University of Louisville offers SPAD 525 – Sport Event Management. Eastern Kentucky University has PHE 220 – Team Sports. No similar course was identified at the benchmark institutions.

3. Discussion of proposed course:

3.1 Course objectives:

Upon completion of this course, students will be able to:

- Efficiently schedule and manage a tournament/special event
- Select a tournament type depending upon the sport
- Explain why the tournament style selection is important to the success of the event
- Develop a plan for managing and overseeing tournament/special events
- Develop and manage tournament/special events
- Create a plan for soliciting sponsorship for tournament/special events
- Develop a customer relation plan
- Determine the most effective use of media outlets
- Identify event location options

3.2 Content outline:

- Types and selection of tournament styles
- Extended tournament design
- Creative tournament scheduling
- Event safety and security concerns
- Creating events
- Developing event budgets
- Identifying media sources
- Managing participants

- Managing customers/patrons

3.3 Student expectations and requirements:

Completion of all course requirements which may include exams, papers, readings, discussions, and presentations.

3.4 Tentative texts and course materials:

Hanlan, T. (2009). The sport rule book: Essential rules, terms, and procedures for 54 sports (3rd edition). Human Kinetics; Champaign, IL.

Byl, J. (2006). Organizing successful tournaments (3rd edition). Human Kinetics; Champaign, IL.

Solomon, J. (2002). An insider's guide to managing sporting events. Human Kinetics; Champaign, IL.

4. Resources:

4.1 Library resources: Existing resources.

4.2 Computer resources: Existing resources.

5. Budget implications:

5.1 Proposed method of staffing: Current faculty will teach as part of normal load. The Sport Management program is hiring two new faculty members for Fall 2013. One faculty member is filling a vacant position that hasn't been filled for over a year. The second position is a new position created in response to the rapid growth in the program. This is an elective course and will be offered as needed and on a rotation with other elective courses.

5.2 Special equipment needed: NONE

5.3 Expendable materials needed: NONE

5.4 Laboratory materials needed: NONE

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

KRS Department:	_____3/25/2013_____
CHHS Undergraduate Curriculum Committee	April 8, 2013
Undergraduate Curriculum Committee	_____04/25/2013_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Kinesiology, Recreation & Sport
Proposal to Create a New Course
(Action Item)**

Contact Person: Darren Smith; darren.smith@wku.edu; 745-3175
Tricia Jordan; tricia.jordan@wku.edu, 745-6042

1. Identification of proposed course:

- 1.7 Course prefix and number: SPM 315
- 1.8 Course title: Sport Communication
- 1.9 Abbreviated course title: Sport Communication
- 1.10 Credit hours: 3
- 1.11 Type of course: L-Lecture
- 1.12 Prerequisites/corequisites: none
- 1.13** Course catalog listing: Introduces students to the management of communication and public relations within sport.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course introduces/expands upon information that is briefly discussed in SPM 452-Sport Leadership & Management by discussing the steps and processes that sport organizations go through to manage their image and brand. The course will provide information and promote skill development related to the management of communication and public relations within sport that may assist students in future career responsibilities. The course relates to the WKU mission statement by increasing a student's perspective of socially responsible management of sport.
- 2.2 Projected enrollment in the proposed course: 30 students. The program has grown to a population of 235 majors in spring of 2012. This course will be an elective course that these students can register for and take to complete elective hour requirements. This course is open to enrollment for non-majors as well.
- 2.3 Relationship of the proposed course to courses now offered by the department: This elective course provides a more in-depth discussion of sport image management than what is discussed in SPM 452 – Sport Leadership & Management.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course is sport specific with discussion of concepts that may be generally discussed in JOUR 355 – Fundamentals of Public Relations. Representatives from the Departments of

Kinesiology, Recreation & Sport, Communications, and Journalism met to discuss this course. In the future, it was agreed that equivalent courses will be proposed by the Departments of Communication and Journalism that will be taught by their respective programs.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Indiana University offers HPER-P 329 – Issues in Sport Communication which is a required course to gain a BS in Sport Communication taught in the Department of Kinesiology. Central Missouri State University offers SM 4400 – Sport Communication which is a required course for to gain the BS in Sport Management and is taught in the Sport Management Program. Quincy University offers SPM 364 – Public & Media Relations in Sport which is a required course for the BS in Sport Management and is taught in the Sport Management Program.

3. Discussion of proposed course:

3.1 Course objectives:

Upon completion of this course, students will be able to:

- Explain the history of image concerns in sport.
- Explain the history and growth of sport communication.
- Identify elements of sport communication and the strategic sport communication model.
- Explain crisis management in sport organizations.
- Identify the warning signs of potential crisis situations in sport.
- Explain how to manage media and community relations in sport.
- Manage potential crisis situations understanding how to prepare, recognize, respond and evaluate potential crises of image and reputation faced by sport organizations.

3.2 Content outline:

- Image/reputation problems in sport
- Growth of sport communication
- Sport Strategic Communication Model
- Crisis and crisis management defined
- Managing media relations in sport
- Managing community relations in sport
- Reputation management in sport
- Issue management in sport
- Crisis preparation, recognition, response and evaluation in sport.

3.3 Student expectations and requirements:

Completion of all course requirements including exams, papers, readings, discussions, and presentations.

3.4 Tentative texts and course materials:

- Pedersen, P.M., Miloch, K.S., & Laucella, P.C. (2009). Strategic Sport Communication. Human Kinetics Publishing; ISBN-13: 978073606524

- Coombs, W.T. (2011). Ongoing Crisis Communication: Planning, Managing, and Responding. (3rd ed.). Sage Publications; ISBN-13: 9781412983105
- Zarenbam A.J., (2009). Crisis Communication: Theory & Practice. Sharpe, M.E., Inc.; ISBN-13: 978073606524

4. Resources:

- 4.1 Library resources: Resources already exist.
- 4.2 Computer resources: Resources already exist.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty will teach as part of normal load. The Sport Management program is hiring two new faculty members for Fall 2013. One faculty member is filling a vacant position that hasn't been filled for over a year. The second position is a new position created in response to the rapid growth in the program.
- 5.2 Special equipment needed: NONE
- 5.3 Expendable materials needed: NONE
- 5.4 Laboratory materials needed: NONE

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

KRS Department/Division: 3/25/2013

CHHS Undergraduate Curriculum Committee April 8, 2013

Undergraduate Curriculum Committee 04/25/2013

University Senate _____

Attachment: Library Resources Form, Course Inventory Form

Enter College Name Here
Department of Honors College
Proposal to Create a New Course
(Action Item)

Contact Person: Jianjun He, jianjun.he@wku.edu, (270)7454220

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CHNF 420
- 1.2 Course title: Media Chinese
- 1.3 Abbreviated course title: Media Chinese
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L, S
- 1.6 Prerequisites: Admission to program and permission of instructor
- 1.7 Course catalog listing:
An advanced-level Chinese Flagship course designed to enhance students' immersion learning of Mandarin Chinese by introducing them to advanced level grammar, vocabulary, and formal writing seen in Chinese language media such as newspapers, television, and the internet.

2. Rationale:

- 2.1 Reason for developing the proposed course:
CHNF 420 was taught as a temporary course in Fall 2012. CHNF 420 is important in its contribution to media literacy in Flagship students, a crucial element of superior language ability, which is very much in the spirit of the Flagship Program. In addition, fulfilling the terms of the Chinese Flagship Program grant needs sustained coursework at the advanced level: CHNF 420 is needed to build the curriculum.
- 2.2 Projected enrollment in the proposed course: 15, based on temporary course enrollment.
- 2.3 Relationship of the proposed course to courses now offered by the department:
Chinese Flagship offers advanced courses in Chinese, but none with this particular content area.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The Modern Languages Department also offers Chinese courses; however, all Flagship courses are taught at an accelerated rate that is very distinct from the courses taught in Modern Languages. This course is intended for advanced Chinese language students who have already studied in China several times before taking this course.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Several universities that also have a Chinese Flagship Program offer courses related to this one in subject matter. For example Ohio State's Flagship Program offers Chinese 7617: Contemporary Chinese Media, Arizona State University offers CHI 394:

Communications in China, and the University of Mississippi offers Chin 413: Media Chinese.

3. Discussion of proposed course:

3.1 Course objectives:

CHNF 420, Media Chinese, is an advanced Chinese Flagship language course designed to further deepen students' learning of Chinese by introducing to them to the newest grammar, vocabulary and expression from Chinese language media such as newspapers, television, and the internet. It trains students in advanced writing, listening and reading. By the end of the semester, students should be able to show a basic knowledge of the major Chinese media forms and their characteristics. They should also be able to read formal and informal writings, especially online writings, in Chinese, compose discussion papers and engage into conversations on contemporary cultural and social topics about China.

3.2 Content outline: Students will study twenty-five online articles and ten articles from newspaper and magazines. They will also study a seven episodes TV series and watch seven popular TV programs.

3.3 Student expectations and requirements:

All the readings must be completed by the students before class. Students are required to translate the articles into English and email their translation to the instructor before class. Students should follow a Chinese blog and report the updates of the blog to the class every Tuesday. Students are also required to register a Chinese twitter account and update their twitter every week.

3.4 Tentative texts and course materials:

All readings will be in Chinese and provided by the instructor.

4. Resources:

4.1 Library resources: Current resources are adequate

4.2 Computer resources: Current resources are adequate

5. Budget implications:

5.1 Proposed method of staffing: current staffing is adequate, but we also expect to hire an additional person before the fall semester.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2014

7. Dates of prior committee approvals:

Flagship Program committee

April 1, 2013

University College Undergraduate Curriculum Committee

April 10, 2013

Undergraduate Curriculum Committee

04/25/2013

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: April 3, 2013

University College
Department of Interdisciplinary Studies
Proposal to Create a New Course
(Action Item)

Contact Person: Jianjun He. jianjun.he@wku.edu 745-4220

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CHNF 440
- 1.2 Course title: Chinese Tradition
- 1.3 Abbreviated course title: Chinese Tradition
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L,S
- 1.6 Prerequisites: Admission to program and permission of instructor
- 1.7 Course catalog listing:
An advanced Chinese Flagship course designed to further deepen students' immersion learning of Mandarin Chinese vocabulary, grammar, and formal expression through introduction to China's cultural and historical traditions. Taught entirely in Chinese, the course interweaves the learning of both Chinese Language and Chinese traditions.

2. Rationale:

- 2.1 Reason for developing the proposed course: CHNF 440 was taught as a temporary course in Fall 2012. CHNF 440 is important in its contribution to instilling a knowledge of Chinese history and culture in Flagship students. In addition, fulfilling the terms of the Chinese Flagship Program grant needs sustained coursework at the advanced level, but currently there are only two 400-level courses: CHNF 440 is needed to build the curriculum.
- 2.2 Projected enrollment in the proposed course: 15, based on enrollment in temporary course.
- 2.3 Relationship of the proposed course to courses now offered by the department: Chinese Flagship offers advanced courses in Chinese, but none with this particular content area.
- 2.4 Relationship of the proposed course to courses offered in other departments: The Modern Languages Department also offers Chinese courses; however, all Flagship courses are taught at an accelerated rate that is very distinct from the courses taught in Modern Languages. This course is intended for advanced Chinese language students who have already studied in China several times before taking this course.
- 2.3 Relationship of the proposed course to courses offered in other institutions: At most universities, Chinese Tradition is a content course taught in English for students without knowledge of Chinese. However, several universities that also have a Chinese Flagship Program offer courses related to this one in subject matter. For example, Ohio State's Flagship Program offers Chinese 7615:

Chinese Perspectives on China's Civilization, Arizona State University offers CHI 394: Pathways into Chinese Culture, and the University of Mississippi offers Chin 512: Chinese Culture and Civilization.

3. Discussion of proposed course:

- 3.1 Course objectives: By the end of the semester, students will demonstrate knowledge of the major events and traditions in Chinese history. They will also be able to read Chinese articles at the advanced-high level by the ACTFL standard, write academically, and engage in concrete discussions on topics such as history, philosophy, political thought, religion, arts, literature, medicine, and science.
- 3.2 Content outline: The course follows the chronological line of Chinese history, introducing the major dynasties and their contribution, politically, socially, and culturally. It begins with the origin of Chinese civilization and ends with the May-Fourth movement in 1919.
- 3.3 Student expectations and requirements: Students are expected to preview the lessons, translate the text of each lesson, and email their translations to the instructor before class. Students listen, take notes, and report the content of the lecture in their own words. Class discussion is also required.
- 3.4 Tentative texts and course materials: All reading materials will be in Chinese and provided by the instructor.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing is adequate, but we also expect to hire an additional person before the fall semester.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Spring 2014

7. Dates of prior committee approvals:

Flagship Program committee April 1, 2013

University College Undergraduate Curriculum Committee April 10, 2013

Undergraduate Curriculum Committee 04/25/2013

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: March 20, 2013

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

Contact Person: Name, email, phone Dr. Steve Wells, steve.wells@wku.edu, 745-3895

1. Identification of program:

- 1.1 Current program reference number: 602
- 1.2 Current program title: Accounting

2. Identification of the proposed program changes: Award three hours of proficiency credit for successful completion of the high school Accounting Pilot and Bridge Project (APBP) course. Students who earn credit from the APBP exam will meet the prerequisite for the second introductory accounting course, ACCT 201 – Introductory Accounting-Managerial.

3. Detailed program description:

To qualify for the credit and enrollment status described above, students must meet the following requirements:

- Students must successfully complete the APBP course at a high school taught by a teacher who has completed the training program, through Kansas State University or its designee(s), for the APBP course. In the Commonwealth of Kentucky, the designee is the Kentucky Department of Education.
- Students who have met the first requirement must take a qualifying examination provided by the Accounting Pilot and Bridge Project (APBP) through the accounting department at Kansas State University. The cost of the examination is determined by the APBP and is the responsibility of the student.
- The high school must provide an appropriate testing environment for the qualifying examination, including but not limited to, providing a proctor who is present throughout the examination and ensuring secure delivery of the written examination(s) to the APBP.
- Students who receive a score of 70% or better on the qualifying examination are eligible for three hours of credit (without a grade).

- 4. Rationale for the proposed program change:** In efforts to improve the accounting education's supply chain by reaching more high-quality high school students who tend to enroll in Advanced Placement and other college preparatory courses, the faculty in the department of accounting at Western Kentucky University propose credit be granted for ACCT 200 to students as set forth above. The Accounting Pilot and Bridge Project (APBP) was created by the Department of Accounting at Kansas State University in 2007 to provide a rigorous high school accounting course comparable to an Advanced Placement (AP) course, with the ultimate intent of requesting the College Board to adopt Accounting as an AP course. Since its inception, 37 states are participating in the APBP, and fifteen high schools in Kentucky are currently offering the course. While the College Board has yet to adopt Accounting as an AP course, it has assigned a specific person from the College Board to work with the Pathways Implementation team, representing the AICPA and the American Accounting Association, in pursuit an AP course.

The learning outcomes of the APBP course have been evaluated by the WKU Accounting faculty as being comparable to ACCT 200 – Introductory Accounting-Financial.

It is proposed that WKU award three hours of credit for successful completion of the APBP course, until such time that College Board adopts Accounting as an AP course.

- 5. Proposed term for implementation:** 2013 fall

- 6. Dates of prior committee approvals:**

Department of Accounting	<u>3/20/2013</u>
Gordon Ford Curriculum Committee	<u>4/03/2013</u>
Undergraduate Curriculum Committee	<u>04/25/2013</u>
University Senate	_____

Proposal Date: March 20, 2013

**Gordon Ford College of Business
Department of Marketing and Sales
Proposal to Revise A Program
(Action Item)**

Contact Person: Rick Shannon, rick.shannon@wku.edu , 745-2483

1. Identification of program:

- 1.1 Current program reference number: 720
- 1.2 Current program title: Marketing
- 1.3 Credit hours: 73

2. Identification of the proposed program changes:

- a. Eliminate the Senior Assessment class (MKT 499). The material previously covered in that class will now be incorporated into MKT 422 (Marketing Management) which will serve as our capstone Marketing course;
- b. Change the choices in the Strategic Marketing concentration;
- c. Change the options in the Social Media Marketing concentration.

3. Detailed program description:

(side-by-side table is requested for ALL program changes except title changes showing new program on right and identifying changes in bold type.)

Current Program	Revised Program
ACCT 200 (3)	ACCT 200 (3)
ACCT 201 (3)	ACCT 201 (3)
CIS 141 (3)	CIS 141 (3)
ECON 202 (3)	ECON 202 (3)
ECON 203 (3)	ECON 203 (3)
ECON 206 (3)	ECON 206 (3)
COMM 161 (-)* (Gen Ed hours)	COMM 161 (-)* (Gen Ed hours)
MATH 116 (-)* (Gen Ed hours)	MATH 116 (-)* (Gen Ed hours)
CIS 243 (3)	CIS 243 (3)
ECON 306 (3)	ECON 306 (3)
FIN 330 (3)	FIN 330 (3)
MGT 200 (3)	MGT 200 (3)
MGT 210 (3)	MGT 210 (3)
MGT 314 (3)	MGT 314 (3)

MGT 498 (3)	MGT 498 (3)
MKT 220 (3) (39 hours)	MKT 220 (3) (39 hours)
MKT 321 (3)	MKT 321 (3)
MKT 325 (3)	MKT 325 (3)
MKT 421 (3)	MKT 421 (3)
MKT 422 (3)	MKT 422 (3)
MGT 361 OR ENG 306 (3)	MGT 361 OR ENG 306 (3)
MKT 499 (1) (16 hours)	(15 hours)
PLUS ONE OF THE FOLLOWING THREE CONCENTRATIONS:	PLUS ONE OF THE FOLLOWING THREE CONCENTRATIONS:
<u>STRATEGIC MARKETING</u>	<u>STRATEGIC MARKETING</u>
MKT 322 OR 427 (3)	MKT 322, 328, OR 331 (3)
MKT 323 OR 324 (3)	MKT ELECTIVE (3)
MKT 327 OR 423 (3)	MKT 327 OR 423 (3)
MKT ELECTIVE (3)	MKT ELECTIVE (3)
PROF ELECTIVE (3) (15 hours)	PROF ELECTIVE (3) (15 hours)
<u>SALES</u>	<u>SALES</u>
MKT 329 (3)	MKT 329 (3)
MKT 424 (3)	MKT 424 (3)
MKT 425 (3)	MKT 425 (3)
MKT ELECTIVE (3)	MKT ELECTIVE (3)
PROF ELECTIVE (3) (15 hours)	PROF ELECTIVE (3) (15 hours)
<u>SOCIAL MEDIA MARKETING</u>	<u>SOCIAL MEDIA MARKETING</u>
MKT 322 (3)	MKT 322 (3)
MKT 328 (3)	MKT 328 (3)
MKT 331 (3)	MKT 331 (3)
MKT ELECTIVE (3)	MKT ELECTIVE (3)
PROF ELECTIVE (3) (15 hours)	PROF ELECTIVE or JOUR 344 (15 hours)
Program Hours = 73	Program Hours = 72

4. Rationale for the proposed program change:

The material from our Senior Assessment course (MKT 499) is being consolidated into our Marketing Strategy course (MKT 422). This is designed to be an advanced marketing course based on case analysis and this course will become our capstone course restricted to and required of all Marketing majors. This will free up one hour from the major into a general elective.

The Strategic Marketing concentration is being updated to reflect curriculum changes and courses which were not in place when the concentration was first created. The first

option was designed as a “marketing communication” option which originally included MKT 322 (Integrated Marketing Communications) and MKT 325 (Personal Selling). MKT 325 (Personal Selling) was made a requirement for all Marketing majors a few years ago and, at the time, MKT 427 (Entrepreneurial Marketing) was moved into its place as one of the choices in this area. Since then, however, we have created two courses, MKT 328 (Marketing on the WWW) and MKT 331 (Social Media Marketing) which are much more targeted towards marketing communications, thus making them a better fit in this option.

When the Strategic Marketing option was created, the choice between MKT 323 (Services Marketing) and MKT 324 (International Marketing) was designed as a choice between “specialized” areas of marketing. Since that time, however, a number of additional courses which focus on specialized areas of marketing have been created (i.e. MKT 326 (Sports Marketing), MKT 329 (Business-to-Business Marketing), and MKT 424 (Advance Personal Selling). In addition, MKT 427 (Entrepreneurial Marketing) could also be considered a “specialized” area of marketing. Rather than creating a category offering all of these choices, it was determined that students would be better served by giving them an additional Marketing elective, allowing them to customize their program more towards their career plans. Thus, this category of choices is being eliminated and it is being changed to a second Marketing Elective, giving students a wider array of choices. This will also benefit students by giving them more flexibility in their scheduling if a specific course is not offered in a semester or if the time of one required class conflicts with the time of another required class. This will simplify students’ path to graduation.

In the Social Media Marketing concentration, the current Professional Elective is defined as any 300 or 400 level class in the Gordon Ford College of Business. JOUR 344 focuses on technical areas of creating web pages and other media pages, which is of great value to a student working in the area of Social Media Marketing. This course gives them additional technical skills they do not receive elsewhere in the Social Media program. Thus, we are adding this course as an approved Professional Elective in this concentration.

**5. Proposed term for implementation and special provisions (if applicable):
Fall 2013**

6. Dates of prior committee approvals:

Marketing and Sales Department:	<u>2/28 /2013</u>
GFCOB Curriculum Committee	<u>4/03/2013</u>
Undergraduate Curriculum Committee	<u>04/25/2013</u>
University Senate	_____

Proposal Date: February 25, 2013

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

Contact Person: Guy Jordan, guy.jordan@wku.edu, (270) 745-8865

1. Identification of program:

- 1.1 Current program reference number: 613
- 1.2 Current program title: B.A. in Art History
- 1.3 Current Credit hours: 33

2. Identification of the proposed program changes:

- The number of credits will increase from 33 to 36 in order to bring our program into compliance with NASAD (National Association of Schools of Art and Design) standards that mandate that 30% of total student credit hours required for a bachelors degree be comprised of courses taken with the major field of study
- We will require students to take ART 390 (Contemporary Art) in order (a) ensure their competence in that area and (b) to ensure that between the first half of ART 390, the second half of ART 313 (Art of the United States Since 1865) and ART 410 (European Art, 1900-1945), students are exposed to an additional 50%-100% more material about art made in the twentieth century, as suggested by NASAD in their most recent response to our request for accreditation.
- As befits the change above, we propose to change the name of the final chronological category of art history courses from *Modern and Contemporary Art* to *Modern and Twentieth Century Art*, which will, if the changes are approved, be a more accurate descriptor.
- We propose to split the elective course category, *Ancient, Medieval, and Non-Western Art*, into two separate elective course categories, *Ancient and Medieval Art* and *Non-Western Art*.
- Students who currently have to take at least one elective in each of the four extant categories will have to take at least one elective in each of what will be—if these changes are approved—five categories.
- We now account for the change in course prefixes in the Department of Family and Consumer Sciences from “DMT” to “IDFM.”
- We fixed one typo re: a course number and changed DMT 322 to IDFM 332 for the course “History of 20th Century Fashion.”

3. Detailed program description:

Current Program Description:

The major in Art History requires a minimum of 33 semester hours and leads to a Bachelor of Arts degree. The major requires courses to be taken across a range of chronological periods, ensuring that graduates possess a broad understanding of the field, yet it also allows students to focus their studies on particular historical periods or geographical regions that interest them. A minor or second major is required. No more than 6 hours in the Art History Major may count towards a student's minor. No grade of "D" or below may be counted towards the major.

The program requires two introductory courses (ART 105 and ART 106) that provide foundational knowledge of the history of global art, and one course (ART 130, ART 131, or ART 140) that familiarizes students with the fundamental concepts of art making. The two other required courses are a theory and methodology class (ART 405), and a capstone seminar (ART 494). To ensure significant breadth, among the six electives required for the major, at least one must be chosen from each of four chronological categories. The remaining two electives may be customized to accord with the research interests of the student, and allow for a significant degree of expansion into visually-oriented coursework in other disciplines.

Curriculum:

Required Courses: (15 hours)

- 1) Art History Survey Courses (6 hours)
 - ART 105 (History of Art to 1300) AND
 - ART 106 (History of Art since 1300)
- 2) Studio Foundations Course (3 hours)
 - ART 130 (Two-

Proposed Program Description:

The major in Art History requires a minimum of **36** semester hours and leads to a Bachelor of Arts degree. The major requires courses to be taken across a range of chronological periods, ensuring that graduates possess a broad understanding of the field, yet it also allows students to focus their studies on particular historical periods or geographical regions that interest them. A minor or second major is required. No more than 6 hours in the Art History Major may count towards a student's minor. No grade of "D" or below may be counted towards the major.

The program requires two introductory courses (ART 105 and ART 106) that provide foundational knowledge of the history of global art, one course (ART 130, ART 131, or ART 140) that familiarizes students with the fundamental concepts of art making, **and a course in Contemporary Art that ensures students have a strong grounding in current trends.** The two other required courses are a theory and methodology class (ART 405), and a capstone seminar (ART 494). To ensure significant breadth, among the six electives required for the major, at least one must be chosen from each of **five** chronological categories. The remaining **elective** may be customized to accord with the research interests of the student, and allows for a significant degree of expansion into visually-oriented coursework in other disciplines.

Curriculum:

Required Courses: (15 hours)

- 1) Art History Survey Courses (6 hours)
 - ART 105 (History of Art to 1300) AND
 - ART 106 (History of Art since 1300)
- 2) Studio Foundations Course (3 hours)
 - ART 130 (Two-

Dimensional Design)
OR

- ART 131 (Three-Dimensional Design)
OR
- ART 140 (Drawing)

3) ART 405 (Art Theory and Criticism) (3 hours)

4) ART 494 (Seminar in Art History) (3 hours)

Elective Courses: (18 hours)

Students will fulfill the remaining eighteen hours of the major by choosing from among the following elective courses. At least one course must be chosen from each of the following four categories:

A. *Ancient, Medieval, and Non-Western Art:*

- ART 305 (Ancient Greek and Roman Art)
- ART 316 (Medieval Art and Architecture)
- ART 325 (Art of Asia, Africa, and the Americas)
- ART 407 (Islamic Art and Architecture)

B. *Renaissance and Baroque Art:*

- ART 314 (Southern Baroque Art)
- ART 315 (Northern Baroque Art)
- ART 401 (Art of the Italian Renaissance)
- ART 403 (Northern Renaissance Art)

C. *Eighteenth Century and Nineteenth Century Art:*

- ART 312 (Art of the United States to 1865)
- ART 408 (European Art, 1700-1848)
- ART 409 (European Art, 1848-1900)

D. *Modern and Contemporary Art:*

- ART 313 (Art of the United

Dimensional Design)
OR

- ART 131 (Three-Dimensional Design)
OR
- ART 140 (Drawing)

3) ART 405 (Art Theory and Criticism) (3 hours)

4) ART 494 (Seminar in Art History) (3 hours)

5) ART 390 (Contemporary Art) (3 hours)

Elective Courses: (18 hours)

Students will fulfill the remaining eighteen hours of the major by choosing from among the following elective courses. At least one course must be chosen from each of the following five categories:

A. *Non-Western Art:*

- ART 325 (Art of Asia, Africa, and the Americas)
- ART 407 (Islamic Art and Architecture)

B. *Ancient and Medieval Art:*

- ART 305 (Ancient Greek and Roman Art)
- ART 316 (Medieval Art and Architecture)

C. *Renaissance and Baroque Art:*

- ART 314 (Southern Baroque Art)
- ART 315 (Northern Baroque Art)
- ART 401 (Art of the Italian Renaissance)
- ART 403 (Northern Renaissance Art)

D. *Eighteenth Century and Nineteenth Century Art:*

- ART 312 (Art of the United States to 1865)
- ART 408 (European Art, 1700-1848)
- ART 409 (European Art, 1848-1900)

E. *Modern and Twentieth Century Art:*

- States since 1865)
- ART 390 (Contemporary Art)
- ART 410 (European Art, 1900-1945)

The following courses may also be taken as electives, but are considered “free electives,” and do not satisfy any of the four category distributions listed above:

- ANTH 130 (Introduction to Archaeology)
- ANTH 432 (Field Course in Archaeology)
- ANTH 434 (Graveyard Archaeology)
- ANTH 448 (Visual Anthropology)
- ANTH/FLK 470 (Museum Procedures and Preservation Techniques)
- ART 334 (Survey of Graphic Design)
- ART 445/FLK 445 (American Architectural History)
- DMT 151 (Introduction to History of Architecture and Interior Design I)
- DMT 152 (Introduction to History of Architecture and Interior Design II)
- DMT 322 (History of 20th Century Fashion)
- DMT 424 (Historic Textiles)
- DMT 434 (History of Costume)
- ENG 465 (Film Genres)
- ENG 466 (Film Theory)
- FLK 434 (Historic Preservation)
- FLK 445 (American Architectural History)
- FLK 446 (Restoration of Historic Interiors)

- ART 313 (Art of the United States since 1865)
- ART 410 (European Art, 1900-1945)

The following courses may also be taken as **an elective**, but are considered “free electives,” and do not satisfy any of the four category distributions listed above:

- ANTH 130 (Introduction to Archaeology)
- ANTH 432 (Field Course in Archaeology)
- ANTH 434 (Graveyard Archaeology)
- ANTH 448 (Visual Anthropology)
- ANTH/FLK 470 (Museum Procedures and Preservation Techniques)
- ART 334 (Survey of Graphic Design)
- ART 445/FLK 445 (American Architectural History)
- ENG 465 (Film Genres)
- ENG 466 (Film Theory)
- FLK 434 (Historic Preservation)
- FLK 445 (American Architectural History)
- FLK 464 (Vernacular Architecture)
- FREN 450 (Topics in Francophone Cinema)
- GERM 437 (German Literature and Film)
- **IDFM** 151 (Introduction to History of Architecture and Interior Design I)
- **IDFM** 152 (Introduction to History of Architecture and Interior Design II)
- **IDFM 332** (History of 20th Century Fashion)

- FLK 447 (History of Architecture Interiors)
- FLK 464 (Vernacular Architecture)
- FREN 450 (Topics in Francophone Cinema)
- GERM 437 (German Literature and Film)
- PHIL 102 (Enduring Questions: The Good and the Beautiful)
- PHIL 305 (Aesthetics)
- SPAN 490 (Hispanic Cinema)
- **IDFM** 424 (Historic Textiles)
- **IDFM** 434 (History of Costume)
- **IDFM** 446 (Restoration of Historic Interiors)
- PHIL 102 (Enduring Questions: The Good and the Beautiful)
- PHIL 305 (Aesthetics)
- SPAN 490 (Hispanic Cinema)

Total: **36** Hours

Total: 33 Hours

4. Rationale for the proposed program change:

It is possible under the current curriculum structure for students to navigate the program without taking any courses that focus largely or exclusively on non-western art. We believe (as does our accrediting body, NASAD (The National Association of Schools of Art and Design)) that ought not to be the case. The proposed change remedies this deficiency. We have also increased the number of credit hours required for the program to 36 so that our total percentage of hours taken in the major meets NASAD Guidelines. The extra three hours will require students to take ART 390 (Contemporary Art) and will, as a result of the remaining two courses in Category E. (Modern and Twentieth Century Art) increase the amount of twentieth century material in the curriculum in order to satisfy another request by NASAD. Also, due to a typo, the course prefix for the Design, Merchandising, and Textiles course “History of 20th Century Fashion” has been changed so that it is now correct. The correct prefix is DMT 332, not DMT 322.

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

Fall 2013

6. Dates of prior committee approvals:

Art Department _____ March 1, 2013 _____

Potter College Curriculum Committee _____ April 4, 2013 _____

Undergraduate Curriculum Committee _____ 04/25/2013 _____

University Senate _____

**College of Health and Human Services
Department of Kinesiology, Recreation, & Sport
Proposal to Revise A Program
(Action Item)**

Contact Person: Darren Smith; darren.smith@wku.edu; 745-3175

1. Identification of program:

- 1.1 Current program reference number: 572
- 1.2 Current program title: Sport Management
- 1.3 Credit hours: 51 hours

2. Identification of the proposed program changes:

- Amend Sport Program catalog description to accurately reflect proposed program changes and to correct a catalog error
- Remove ENG 100 & MATH 109 from prerequisite admission courses
- Add ACCT 200 & MGT 210 to prerequisite admission courses
- Remove ECON 202 from required courses
- Add SPM 290 to required course
- Add required elective courses to major and require students to take 15 hours from the listed choices
- Move SOCL 324, MKT 326, and ECON 323 from required courses to required elective courses
- Add SPM 300, SPM 305, SPM 310, SPM 315, SPM 456, JOUR 355, and PSY 340 to required elective courses
- Increase required credit hours in the major from 51 to 57

3. Detailed program description:

Current Catalog Description	Proposed Catalog Description
<p>The Bachelor of Science degree in sport management (reference number 572P / 572) is a program which prepares students for successful careers within the sport industry. To be admitted to the program, students must obtain a minimum of an overall WKU GPA of 2.5 and complete ENG 100, COMM 145 or 161, ECON 202, MKT 220, SPM 200, and MATH 109 or higher with a minimum of a grade of C in each course. Students must complete 51 hours of the following courses for the major: SPM 200, 404, 402, 450, 452, 454, 490, ECON 323, SOCL 324, ACCT 200, ECON 202, MKT 220, MKT 326 and MGT 210 and then use the remaining 25 hours to either: 1) take other electives of interest to the student or 2) select a minor that best prepares them for entry level positions related to their</p>	<p>The Bachelor of Science degree in sport management (reference number 572P / 572) is a program which prepares students for successful careers within the sport industry and requires 57 semester hours. To be admitted to the program, students must obtain a minimum of an overall WKU GPA of 2.5 and complete ACCT 200, COMM 145 or 161, ECON 202, MKT 220, SPM 200, and MGT 210 or higher with a minimum of a grade of C in each course. Students must complete 42 hours of the following required core courses for the major: SPM 200, 290, 404, 402, 450, 452, 454, 490, ACCT 200, MKT 220, and MGT 210. Students must also complete 15 hours from the following list of required elective courses: SPM 300, SPM 305, SPM 310, SPM 315, SPM 456, ECON 323, SOCL 324, JOUR 355, or PSY 340. Prior to being allowed to take</p>

interest within the sport industry. Complementary minors include but are not limited to: athletic coaching, broadcasting, business administration, and facility and event management.		the SPM 490 course, students must have completed all courses required in the major except SPM 490 and have a minimum 2.8 GPA in all major courses. The remaining hours required to meet the University's requirement of 120 hours could be used to either: 1) take other electives of interest to the student or 2) select a minor that best prepares them for entry level positions related to their interest within the sport industry. Complementary minors include but are not limited to: athletic coaching, broadcasting, business administration, economics, finance, nonprofit administration, community recreation, and facility & event management.	
Required Courses	51	Required Core Courses	42
SPM 200 – Intro. to Sport Mgmt.	3	SPM 200 – Intro to Sport Mgmt.	3
ACCT 200 – Intro. Accounting	3	ACCT 200 – Intro. Accounting	3
		SPM 290 – Sport Mgmt Seminar	3
ECON 202 – Prin of Economics-Micro	3		
MKT 220 – Basic Market Concepts	3	MKT 220 – Basic Market Concepts	3
MGT 210 – Organization & Mgmt	3	MGT 210 – Organization & Mgmt	3
SPM 402 – Fiscal Practices in Sport	3	SPM 402 – Fiscal Practices in Sport	3
SPM 404 – Sport Facility Mgmt.	3	SPM 404 – Sport Facility Mgmt.	3
SPM 450 – Sport Law	3	SPM 450 – Sport Law	3
SPM 452 – Sport Lead & Mgmt.	3	SPM 452 – Sport Lead & Mgmt.	3
SPM 454 – Sport Governance	3	SPM 454 – Sport Governance	3
SPM 490 – Internship in Sport	12	SPM 490 – Internship in Sport	12
		Required Elective Courses (select from the following)	15
		SPM 300 – Public Policy of Sport	3
		SPM 305 – Sport Event Mgmt.	3
		SPM 310 – Sport Ethics & Morals	3
		SPM 315 – Sport Communication or JOUR 355 – Fundamentals of Public Relations	3
		SPM 456 – Adv. Studies in Sport	3
ECON 323 – Economics of Sport	3	ECON 323 – Economics of Sport	3
SOCL 324- Sociology of Sport	3	SOCL 324 – Sociology of Sport	3
MKT 326- Sport Marketing	3	MKT 326 – Sport Marketing	3
			3
		PSY 340 – Sport Psychology	3
Total Hours	51	Total Hours	57

4. Rationale for the proposed program change:

- Catalog description changes are needed due to the proposed changes in the program. The 2.8 GPA requirement for admission to SPM 490 was approved when program was created, but in error was not listed in course catalog
- Suggested changes bring program in compliance with current Commission of Sport Management Accreditation Common Professional Component (COSMA CPC) standards
- ENG 100 and MATH 109 are useful courses but not foundational courses for admission to Sport Management Program and thus are being removed from admission requirements

- ACCT 200 and MGT 210 are being added to the admission courses because they are foundational courses that benefit a Sport Management student in upper level sport management courses
- ECON 202 is being removed from required courses in the major, but counts towards general education course, fulfills a prerequisite requirement for ECON 323 – Economics of Sport, and serves as a foundational course for other courses that are required or may be chosen as required electives.
- SPM 290 is a course that will improve students’ abilities to seek employment and volunteer opportunities in the sport industry and will directly assist students with the required course SPM 490-Internship in Sport
- SOCL 324, ECON 323, and MKT 326 are important courses in the major that students can continue to take as elective courses
- SPM 300, SPM 305, SPM 310, SPM 315, SPM 456, JOUR 355, and PSY 340 added as electives provides students with flexibility in the Sport Management Program
- The change in program hour requirements from 51 hours to 57 hours is reflective of the proposed changes in course requirements

5. Proposed term for implementation: Fall 2013

6. Dates of prior committee approvals:

KRS Department: _____ 3/25/13 _____

CHHS Undergraduate Curriculum Committee _____ April 8, 2013 _____

Undergraduate Curriculum Committee _____ 04/25/2013 _____

University Senate _____

Proposal Date: 1 March 2013
Amended: 25 April 2013

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

Contact Person: David DiMeo, david.dimeo@wku.edu (270) 745-6408

1. Identification of program:

- 1.1 Program title: Arabic Major
- 1.2 Degree Type: Bachelor of Arts (B.A.)
- 1.3 Classification of Instructional Program Code (CIP):
- 1.4 Required hours in proposed major program: 36
- 1.5 Special information: Students who enter the program with previous knowledge of Arabic should take measures to be placed at the right level and to gain credit for their language skills. For current information on verified credit, placement, and credit options, go to the Modern Languages website at this address: www.wku.edu/modernlanguages or meet with a faculty member in Arabic.
- 1.6 Program admission requirements:
Students must earn a “C” or better in ARBC101 or equivalent courses.
- 1.7 Catalog description: The proficiency-oriented Arabic major is built upon student-centered curriculum and standards-based assessments. It provides WKU undergraduates with extensive language training and in-depth study of Arab culture and society, which prepares them to use Arabic proficiently in their professional endeavors. Thirty-six credit hours are required in this major. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge. Study abroad is strongly recommended. A minor or second major is required. Students must earn a “C” or better in all courses counted toward the major.

Required core courses: (18 hours)

- ARBC 102 (3 hours) Elementary Arabic II
- ARBC 201, 202 (6 hours) Intermediate Arabic I & II
- ARBC 301, 302 (6 hours) Advanced Arabic I & II
- ARBC 321 (3 hours) Colloquial Arabic

Elective courses (18 Hours):

At least six courses at the 300- or 400-level for a total (including the core courses) of 18 or more credit hours. Students may include among the six courses up to six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (e.g. courses in Arabic history, philosophy, and or religion), only with permission of the program advisor.

Category of Electives	Max Hours	Course Number & Title
Arabic Language Courses	18 hours	ARBC 322 (3 hours) Arabic Translation Studies
		ARBC 323 (3 hours) Arabic Civilization I
		ARBC 324 (3 hours) Arabic Civilization II
		ARBC 435 (3 hours) Arabic Literature
		ARBC 437 (3 hours) Advanced Media Arabic
		ARBC 438 (3 hours) Topics in Arabic Media
		ARBC 455 (3 hours) Topics in Arabic Literature and Culture
Courses on Arabic Studies (delivered in English)	6 hours	HIST 462 (3 hours) History of the Middle East
		GEOG 467 (3 hours) Geography of the Middle East
		PS 365 (3 hours) Government and Politics of the Middle East
		RELS 306 (3 hours) Islam
		RELS 311 (3 hours) The Qur'an
		RELS 320 (3 hours) Religions of the Middle East
		Other courses with permission of program advisor.

2. Rationale:

2.1 Reason for developing the proposed major program:

This program provides an opportunity for the increasing number of students who want to start or continue their study of Arabic to reach a high level of language proficiency. Total enrollment in Arabic courses in fall 2012 has grown to 116, up from 73 the previous year and up from 26 in fall 2010. The major offers an organized program to guide those students through advanced study in Arabic, as well as the opportunity to earn a strong credential for their language skill.

Arabic is the fifth most commonly spoken language in the world, with nearly 300 million speakers. It is one of the six official languages of the United Nations. Arabic is the dominant language in one of the most strategically vital regions of the world, being an official language of the North African states, Israel, the vital oil and financial centers of the Persian Gulf, the Arabian peninsula and the Levant. Additionally, Arabic is the language of Islam, a religion of over one billion people, and thus provides a means of establishing communication and rapport with Muslims, even those whose native language is not Arabic.

The need for professionals with a working knowledge of the Arabic language and culture has increased dramatically since 2000 and will continue to increase. In the five year period following the 9/11 attacks, enrollments in Arabic in the United States increased 127%, the largest increase among the top 10 languages taught in the United States. The number of institutions offering Arabic nearly doubled during the same period (Source: Modern Language Association). Arabic has been consistently identified as a strategic language by the Department

of Defense, and a priority language for recruitment and careers in the U.S. State Department, intelligence and defense agencies. Arabic is one of the six languages currently being recruited for by the National Security Agency (the other five are Chinese, Pashtu, Dari, Farsi and Russian- Source: nsa.gov/careers). The career site Monster.com, for example, recommends job seekers of all types to acquire skill in “Arabic, Japanese or Chinese.” (source: career-advice.monster.com)

Arabic proficiency can also complement a second major. The Arabic major will greatly expand WKU’s regional coverage, and enhance students’ ability to do research into Middle Eastern/North African history, politics, geography, religion and cultures, allowing them to use primary sources in Arabic. With the dramatic political, social and economic changes going on in the Arab world today, the ability to study events in the region will be of increasing importance to professionals in a range of disciplines. As several large Arab countries transition away from state-run political and economic systems to popular democracy, the need for political scientists, economists, educators, journalists and public administrators with some background in Arabic will increase.

- 2.2 Projected enrollment in the proposed major program: 10-15 annually. Based on informal surveys of students in basic Arabic classes, there is great interest in continuing study. We expect interest in WKU’s Arabic program to grow over the years through our outreach programs to K-12 students. For the first time, an Arabic VAMPY program will be offered in Summer 2013 and we are partnering with the Gatton Academy’s STEM+ program to increase participation in the Arabic program by students interested in Science, Technology Mathematics and Engineering. In fall 2013 we are also offering, for the first time, Honors sections of Arabic 101 and 102, which will help long-term recruiting of the most promising students into Arabic.
- 2.3 Relationship of the proposed major program to other programs now offered by the department: The Department of Modern Languages currently offers majors in Spanish, French and German, all of which belong to the commonly taught Indo-European language family. A major and minor in Chinese are in the approval process. The Arabic major would be the only major in a Semitic or Middle Eastern language and as such, would complement and further diversify the department’s offerings.
- 2.4 Relationship of the proposed major program to other university programs: Several majors and minors currently offered at WKU have a strong international component, including History, Mass Communication, Business, International Affairs, Political Science, and Religion. When combined with a major in Arabic language and culture, majors or minors in these related fields will prepare students to be more competitive in their respective fields and give them an added capability for research and application of their skills overseas. Thus, the proposed major program complements other WKU major and minor programs.
- 2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): The University of Kentucky offers a minor in Islamic Studies, which includes Arabic courses through the fourth year. The University of Louisville

offers Arabic through the third year. Among benchmark institutions, Montclair State offers an Arabic minor. Chico and Fresno State offer minors in Middle Eastern Studies, which include Arabic through the second year (Intermediate) level. Currently, no other benchmark institution offers an Arabic major. This major will give WKU a unique offering and may serve to attract students from a wide geographical area.

2.6 Relationship of the proposed major program to the university mission and objectives: This major directly serves the university mission of being a leading American institution with international reach. Graduates with an Arabic major will be able to apply their skills in a variety of disciplines directly in the Middle East and among Arabic speaking communities elsewhere. Students in the major program will represent WKU in study abroad and many will go on to graduate work in Arabic or in related fields. The program will help develop cultural awareness and sensitivity, communication skills and build international connections.

3. Objectives of the proposed major program:

Similar to the other major programs in the Department of Modern Languages, the proposed major program is designed to graduate students whose language skills provide them with enhanced opportunities for careers at the regional, national, and international levels, and/or prepare them for advanced study in language, literature, and culture. Upon successful completion of the program, majors will have reached the advanced proficiency level. They will be advanced speakers and writers of Arabic as a foreign language who can use Arabic proficiently in their research, government work, business or other professional endeavors, and interact with Arabic people in a culturally appropriate way.

4. Program Description:

4.1 Curriculum: Thirty-six credit hours are required in this major.

Required core courses: (18 hours)

- ARBC 102 (3 hours) Elementary Arabic II
- ARBC 201, 202 (6 hours) Intermediate Arabic I & II
- ARBC 301, 302 (6 hours) Advanced Intermediate Arabic I & II
- ARBC 321 (3 hours) Colloquial Arabic

Elective courses: (18 hours)

At least six courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. Students may include among the six courses up to six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (e.g. courses in Arabic history, philosophy, and or religion), only with permission of the program advisor.

List of electives:

Category of Electives	Max Hours	Course Number & Title
Courses delivered Arabic	18 hours	ARBC 322 (3 hours) Arabic Translation Studies
		ARBC 323 (3 hours) Arabic Civilization I

		ARBC 324 (3 hours) Arabic Civilization II
		ARBC 435 (3 hours) Arabic Literature
		ARBC 437 (3 hours) Advanced Media Arabic
		ARBC 438 (3 hours) Topics in Arabic Media
		ARBC 455 (3 hours) Topics in Arabic Literature and Culture
Courses on Arabic Studies (delivered in English)	6 hours	HIST 462 (3 hours) History of the Middle East
		GEOG 467 (3 hours) Geography of the Middle East
		PS 365 (3 hours) Government and Politics of the Middle East
		RELS 306 (3 hours) Islam
		RELS 311 (3 hours) The Qur'an
		RELS 320 (3 hours) Religions of the Middle East
		Other courses with permission of program advisor.

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

4.3 Program delivery:

Most of the courses will be provided through face-to-face courses. Some courses may be taken through approved study abroad programs. Study abroad is strongly recommended.

5. Resources:

5.1 Faculty: Staffing for the Arabic major will initially be adequate if the university continues to receive assistance from a Fulbright scholar teaching a lower level course and continues to employ one instructor part time and a full-time assistant professor. If the program grows enrollments substantially or if the part time person is no longer available, it may be necessary to add a full-time Arabic instructor or assistant professor position.

5.2 Technological and electronic informational resources (e.g., databases, e-journals): Library resources are on order and will be adequate.

5.3 Facilities and equipment: Current resources are adequate.

6. Proposed term for implementation: Spring 2014

7. Dates of prior committee approvals:

Modern Languages Department/Division: _____ 19 March 2013 _____

Potter College Curriculum Committee _____ 4 April 2013 _____

Undergraduate Curriculum Committee _____ 04/25/2013 _____

University Senate _____

Proposal Date: 1 March 2013

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

Contact Person: David DiMeo david.dimeo@wku.edu , (270) 745-6408

1. Identification of program:

- 1.1 Program title: Arabic Minor
- 1.2 Required hours in minor program: 30
- 1.3 Special information: Students who enter the program with previous knowledge of Arabic should take measures to be placed at the right level and to gain credit for their language skills. For current information on verified credit, placement, and credit options, go to the Modern Languages website at this address: www.wku.edu/modernlanguages or meet with a faculty member in Arabic.
- 1.4 Catalog description: The proficiency-oriented Arabic minor is built upon student-centered curriculum and standards-based assessments. It provides WKU undergraduates with extensive language training and in-depth study of Arab culture and society, which prepares them to use Arabic proficiently in their professional endeavors. The minor in Arabic requires a minimum of 30 credit hours. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge. Study abroad is recommended. Students must earn a “C” or better in all courses counted toward the minor.

Required core courses: (15 hours)

- ARBC 102 (3 hours) Elementary Arabic II
- ARBC 201, 202 (6 hours) Intermediate Arabic I & II
- ARBC 301, 302 (6 hours) Advanced Arabic I & II

Elective courses (15 hours):

At least five courses at the 300- or 400- level for a total (including the core) of 30 credit hours. May include among the five courses up to six credit hours for courses delivered in English but related to Arabic studies (Arab history, religion, philosophy or politics), with permission of the program advisor.

Category of Electives	Max Hours	Course Number & Title
Courses delivered in Arabic	15 hours	ARBC 321 (3 hours) Colloquial Arabic
		ARBC 322 (3 hours) Arabic Translation Studies
		ARBC 323 (3 hours) Arabic Civilization I
		ARBC 324 (3 hours) Arabic Civilization II
		ARBC 435 (3 hours) Arabic Literature
		ARBC 437 (3 hours) Advanced Media Arabic
		ARBC 438 (3 hours) Topics in Arabic Media

		ARBC 455 (3 hours) Topics in Arabic Literature and Culture
Courses on Arabic Studies (delivered in English)	6 hours	HIST 462 (3 hours) History of the Middle East
		GEOG 467 (3 hours) Geography of the Middle East
		PS 365 (3 hours) Government and Politics of the Middle East
		RELS 306 (3 hours) Islam
		RELS 311 (3 hours) The Qur'an
		RELS 320 (3 hours) Religions of the Middle East
		Other courses with permission of program advisor.

2. Rationale:

2.1 Reason for developing the proposed minor program:

This program provides an opportunity for the increasing number of students who want to start or continue their study of Arabic to reach a high level of language proficiency. Total enrollment in Arabic courses in fall 2012 has grown to 116, up from 73 the previous year and up from 26 in fall 2010. The minor offers an organized program to guide those students through advanced study in Arabic, as well as the opportunity to earn a strong credential for their language skill.

Arabic is the fifth most commonly spoken language in the world, with nearly 300 million speakers. It is one of the six official languages of the United Nations. Arabic is the dominant language in one of the most strategically vital regions of the world, being an official language of the North African states, Israel, the vital oil and financial centers of the Persian Gulf, the Arabian peninsula and the Levant. Moreover, Arabic is the language of Islam, a religion of over one billion people, and thus provides a means of establishing communication and rapport with Muslims, even those whose native language is not Arabic.

The need for professionals with a working knowledge of the Arabic language and culture has increased dramatically since 2000 and will continue to increase. In the five year period following the 9/11 attacks, enrollments in Arabic in the United States increased 127%, the largest increase among the top 10 languages taught in the United States. The number of institutions offering Arabic nearly doubled during the same period (Source: Modern Language Association). Arabic has been consistently identified as a strategic language by the Department of Defense, and a priority language for recruitment and careers in the U.S. State Department, intelligence and defense agencies. Arabic is one of the six languages currently being recruited for by the National Security Agency (the other five are Chinese, Pashtu, Dari, Farsi and Russian- Source: nsa.gov/careers). Arabic proficiency, therefore, can be a marketable skill for students seeking careers in a wide range of career fields outside of language and linguistics. The career site Monster.com, for example, recommends job seekers of all types to acquire skill in "Arabic, Japanese or Chinese." (source: career-advice.monster.com)

Arabic proficiency can also complement a second major. The Arabic minor will enhance students' ability to do research in Middle Eastern/North African history, politics, geography, religion and cultures, allowing them to use

primary sources in Arabic. With the dramatic political, social and economic changes going on in the Arab world today, the ability to study events in the region will be of increasing importance to professionals in a range of disciplines. As several large Arab countries transition away from state-run political and economic systems to popular democracy, the need for political scientists, economists, educators, journalists and public administrators with some background in Arabic will increase.

- 2.2 Projected enrollment in the proposed minor program: 10-15 annually. Based on informal surveys of students in basic Arabic classes, there is great interest in continuing study. We expect interest in WKU's Arabic program to grow over the years through our outreach programs to K-12 students. For the first time, an Arabic VAMPY program will be offered in Summer 2013 and we are partnering with the Gatton Academy's STEM+ program to increase participation in the Arabic program by students interested in Science, Technology Mathematics and Engineering. In fall 2013 we are also offering, for the first time, Honors sections of Arabic 101 and 102, which will help long-term recruiting of the most promising students into Arabic.
- 2.3 Relationship of the proposed minor program to other programs now offered by the department: The Department of Modern Languages currently offers minors in Spanish, French and German, all of which belong to the commonly taught Indo-European language family. A major and minor in Chinese are in the approval process. The Arabic minor would be the only minor in a Semitic or Middle Eastern language and as such, would complement and further diversify the department's offerings. These programs would help give the department true world-wide coverage.
- 2.4 Relationship of the proposed minor program to other university programs: Several majors and minors currently offered at WKU have a strong international component, including History, Mass Communication, Business, International Affairs, Political Science, and Religion. For these majors/minors, training in Arabic language and culture will prepare students to be more competitive in their respective fields and give them an added capability for research and application of their skills overseas. Thus, the proposed minor program complements other WKU major and minor programs.
- 2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): The University of Kentucky offers a minor in Islamic Studies, which includes Arabic courses through the fourth year. The University of Louisville offers Arabic through the third year only. Among benchmark institutions, Montclair State offers an Arabic minor. Chico and Fresno State offer minors in Middle Eastern Studies, which include Arabic through the second year (Intermediate) level. This program would give WKU a unique offering in the region and would attract students interested specifically in the study of Arabic.
- 2.6 Relationship of the proposed minor program to the university mission and objectives: This minor directly serves the university mission of being a leading American institution with international reach. Graduates with an Arabic minor will be able to apply their skills in a variety of disciplines directly in the Middle

East and among Arabic speaking communities elsewhere. Students in the minor program will represent WKU in study abroad and many will go on to graduate work. The program will help develop cultural awareness and sensitivity, communication skills and build international connections.

3. Objectives of the proposed minor:

Similar to the other minor programs in the Department of Modern Languages, the proposed minor program is designed to graduate students whose language skills provide them with enhanced opportunities for careers at the regional, national, and international levels, and/or prepare them for advanced study in language, literature, and culture. Upon successful completion of the program, graduating minors will have reached the lower advanced proficiency level. They will be advanced speakers and writers of Arabic, and can use Arabic proficiently in their government work, business or other professional endeavors, and interact with Arabic people in a culturally appropriate way.

4. Curriculum:

Required core courses: (15 hours)

- ARBC 102 (3 hours) Elementary Arabic II
- ARBC 201, 202 (6 hours) Intermediate Arabic I & II
- ARBC 301, 302 (6 hours) Advanced Arabic I & II

Elective courses (15 hours):

At least five courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. May include among these five courses six credit hours of study abroad, and six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (e.g. courses in Arabic history, philosophy, and / or religion) with permission of program advisor.

List of electives:

Category of Electives	Max Hours	Course Number & Title
Arabic Language Courses	15 hours	ARBC 321 (3 hours) Colloquial Arabic I
		ARBC 322 (3 hours) Arabic Translation Studies
		ARBC 323 (3 hours) Arabic Civilization I
		ARBC 324 (3 hours) Arabic Civilization II
		ARBC 435 (3 hours) Arabic Literature
		ARBC 437 (3 hours) Advanced Media Arabic
		ARBC 438 (3 hours) Topics in Arabic Media
Courses on Arabic Studies (delivered in English)	6 hours	ARBC 455 (3 hours) Topics in Arabic Literature and Culture
		HIST 462 (3 hours) History of the Middle East
		GEOG 467 (3 hours) Geography of the Middle East
		PS 365 (3 hours) Government and Politics of the Middle East

	RELS 306 (3 hours) Islam
	RELS 311 (3 hours) The Qur'an
	RELS 320 (3 hours) Religions of the Middle East
	Other courses with permission of program advisor.

5. Budget Implications:

- 5.1 Faculty: Staffing for the Arabic minor will initially be adequate if the university continues to receive assistance from a Fulbright scholar teaching a lower level course and continues to employ one instructor part time and one full-time assistant professor. If the program grows enrollments substantially or if the part time person is no longer available, it may be necessary to add a full-time Arabic instructor or assistant professor position.
- 5.2 Technological and electronic informational resources (e.g., databases, e-journals): Library resources are on order and will be adequate.
- 5.3 Facilities and equipment: Current resources are adequate.

6. Proposed term for implementation: Spring 2014

7. Dates of prior committee approvals:

Modern Languages Department:	19 March 2013
Potter College Curriculum Committee	4 April 2013
Undergraduate Curriculum Committee	<u>04/25/2013</u>
University Senate	_____

Proposal Date: 1 March 2013

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

Contact Person: David DiMeo david.dimeo@wku.edu , (270) 745-6408

1. Identification of program:

- 1.1 Program title: Arabic Minor
- 1.2 Required hours in minor program: 30
- 1.3 Special information: Students who enter the program with previous knowledge of Arabic should take measures to be placed at the right level and to gain credit for their language skills. For current information on verified credit, placement, and credit options, go to the Modern Languages website at this address: www.wku.edu/modernlanguages or meet with a faculty member in Arabic.
- 1.4 Catalog description: The proficiency-oriented Arabic minor is built upon student-centered curriculum and standards-based assessments. It provides WKU undergraduates with extensive language training and in-depth study of Arab culture and society, which prepares them to use Arabic proficiently in their professional endeavors. The minor in Arabic requires a minimum of 30 credit hours. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge. Study abroad is recommended. Students must earn a “C” or better in all courses counted toward the minor.

Required core courses: (15 hours)

- ARBC 102 (3 hours) Elementary Arabic II
- ARBC 201, 202 (6 hours) Intermediate Arabic I & II
- ARBC 301, 302 (6 hours) Advanced Arabic I & II

Elective courses (15 hours):

At least five courses at the 300- or 400- level for a total (including the core) of 30 credit hours. May include among the five courses up to six credit hours for courses delivered in English but related to Arabic studies (Arab history, religion, philosophy or politics), with permission of the program advisor.

Category of Electives	Max Hours	Course Number & Title
Courses delivered in Arabic	15 hours	ARBC 321 (3 hours) Colloquial Arabic
		ARBC 322 (3 hours) Arabic Translation Studies
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		ARBC 435 (3 hours) Arabic Literature
		ARBC 437 (3 hours) Advanced Media Arabic
		ARBC 438 (3 hours) Topics in Arabic Media
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Courses on Arabic Studies (delivered in English)	6 hours	HIST 462 (3 hours) History of the Middle East
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		RELS 306 (3 hours) Islam
		RELS 311 (3 hours) The Qur'an
		RELS 320 (3 hours) Religions of the Middle East
		Other courses with permission of program advisor.

2. Rationale:

2.1 Reason for developing the proposed minor program:

This program provides an opportunity for the increasing number of students who want to start or continue their study of Arabic to reach a high level of language proficiency. Total enrollment in Arabic courses in fall 2012 has grown to 116, up from 73 the previous year and up from 26 in fall 2010. The minor offers an organized program to guide those students through advanced study in Arabic, as well as the opportunity to earn a strong credential for their language skill.

Arabic is the fifth most commonly spoken language in the world, with nearly 300 million speakers. It is one of the six official languages of the United Nations. Arabic is the dominant language in one of the most strategically vital regions of the world, being an official language of the North African states, Israel, the vital oil and financial centers of the Persian Gulf, the Arabian peninsula and the Levant. Moreover, Arabic is the language of Islam, a religion of over one billion people, and thus provides a means of establishing communication and rapport with Muslims, even those whose native language is not Arabic.

The need for professionals with a working knowledge of the Arabic language and culture has increased dramatically since 2000 and will continue to increase. In the five year period following the 9/11 attacks, enrollments in Arabic in the United States increased 127%, the largest increase among the top 10 languages taught in the United States. The number of institutions offering Arabic nearly doubled during the same period (Source: Modern Language Association). Arabic has been consistently identified as a strategic language by the Department of Defense, and a priority language for recruitment and careers in the U.S. State

Department, intelligence and defense agencies. Arabic is one of the six languages currently being recruited for by the National Security Agency (the other five are Chinese, Pashtu, Dari, Farsi and Russian- Source: nsa.gov/careers). Arabic proficiency, therefore, can be a marketable skill for students seeking careers in a wide range of career fields outside of language and linguistics. The career site Monster.com, for example, recommends job seekers of all types to acquire skill in “Arabic, Japanese or Chinese.” (source: career-advice.monster.com)

Arabic proficiency can also complement a second major. The Arabic minor will enhance students’ ability to do research in Middle Eastern/North African history, politics, geography, religion and cultures, allowing them to use primary sources in Arabic. With the dramatic political, social and economic changes going on in the Arab world today, the ability to study events in the region will be of increasing importance to professionals in a range of disciplines. As several large Arab countries transition away from state-run political and economic systems to popular democracy, the need for political scientists, economists, educators, journalists and public administrators with some background in Arabic will increase.

- 2.2 Projected enrollment in the proposed minor program: 10-15 annually. Based on informal surveys of students in basic Arabic classes, there is great interest in continuing study. We expect interest in WKU’s Arabic program to grow over the years through our outreach programs to K-12 students. For the first time, an Arabic VAMPY program will be offered in Summer 2013 and we are partnering with the Gatton Academy’s STEM+ program to increase participation in the Arabic program by students interested in Science, Technology Mathematics and Engineering. In fall 2013 we are also offering, for the first time, Honors sections of Arabic 101 and 102, which will help long-term recruiting of the most promising students into Arabic.
- 2.3 Relationship of the proposed minor program to other programs now offered by the department: The Department of Modern Languages currently offers minors in Spanish, French and German, all of which belong to the commonly taught Indo-European language family. A major and minor in Chinese are in the approval process. The Arabic minor would be the only minor in a Semitic or Middle Eastern language and as such, would complement and further diversify the department’s offerings. These programs would help give the department true world-wide coverage.
- 2.4 Relationship of the proposed minor program to other university programs: Several majors and minors currently offered at WKU have a strong international component, including History, Mass Communication, Business, International Affairs, Political Science, and Religion. For these majors/minors, training in Arabic language and culture will prepare students to be more competitive in their respective fields and give them an added capability for research and application of their skills overseas. Thus, the proposed minor program complements other WKU major and minor programs.
- 2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): The University of Kentucky offers a minor in Islamic Studies, which includes Arabic courses through the

fourth year. The University of Louisville offers Arabic through the third year only. Among benchmark institutions, Montclair State offers an Arabic minor. Chico and Fresno State offer minors in Middle Eastern Studies, which include Arabic through the second year (Intermediate) level. This program would give WKU a unique offering in the region and would attract students interested specifically in the study of Arabic.

2.6 Relationship of the proposed minor program to the university mission and objectives: This minor directly serves the university mission of being a leading American institution with international reach. Graduates with an Arabic minor will be able to apply their skills in a variety of disciplines directly in the Middle East and among Arabic speaking communities elsewhere. Students in the minor program will represent WKU in study abroad and many will go on to graduate work. The program will help develop cultural awareness and sensitivity, communication skills and build international connections.

3. Objectives of the proposed minor:

Similar to the other minor programs in the Department of Modern Languages, the proposed minor program is designed to graduate students whose language skills provide them with enhanced opportunities for careers at the regional, national, and international levels, and/or prepare them for advanced study in language, literature, and culture. Upon successful completion of the program, graduating minors will have reached the lower advanced proficiency level. They will be advanced speakers and writers of Arabic, and can use Arabic proficiently in their government work, business or other professional endeavors, and interact with Arabic people in a culturally appropriate way.

4. Curriculum:

Required core courses: (15 hours)

- ARBC 102 (3 hours) Elementary Arabic II
- ARBC 201, 202 (6 hours) Intermediate Arabic I & II
- ARBC 301, 302 (6 hours) Advanced Arabic I & II

Elective courses (15 hours):

At least five courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. May include among these five courses six credit hours of study abroad, and six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (e.g. courses in Arabic history, philosophy, and / or religion) with permission of program advisor.

List of electives:

Category of Electives	Max Hours	Course Number & Title
Arabic Language Courses	15 hours	ARBC 321 (3 hours) Colloquial Arabic I
		ARBC 322 (3 hours) Arabic Translation Studies
		ARBC 323 (3 hours) Arabic Civilization I
		ARBC 324 (3 hours) Arabic Civilization II

		ARBC 435 (3 hours) Arabic Literature
		ARBC 437 (3 hours) Advanced Media Arabic
		ARBC 438 (3 hours) Topics in Arabic Media
		ARBC 455 (3 hours) Topics in Arabic Literature and Culture
Courses on Arabic Studies (delivered in English)	6 hours	HIST 462 (3 hours) History of the Middle East
		GEOG 467 (3 hours) Geography of the Middle East
		PS 365 (3 hours) Government and Politics of the Middle East
		RELS 306 (3 hours) Islam
		RELS 311 (3 hours) The Qur'an
		RELS 320 (3 hours) Religions of the Middle East
		Other courses with permission of program advisor.

5. Budget Implications:

- 5.1 Faculty: Staffing for the Arabic minor will initially be adequate if the university continues to receive assistance from a Fulbright scholar teaching a lower level course and continues to employ one instructor part time. If the program grows enrollments substantially or if the part time person is no longer available, it may be necessary to add a full-time Arabic instructor or assistant professor position.
- 5.2 Technological and electronic informational resources (e.g., databases, e-journals): Library resources are on order and will be adequate.
- 5.3 Facilities and equipment: Current resources are adequate.

6. Proposed term for implementation: Spring 2014

7. Dates of prior committee approvals:

Modern Languages Department:	19 March 2013
Potter College Curriculum Committee	___4 April 2013___
Undergraduate Curriculum Committee	___04/25/2013___
University Senate	_____

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Josh Meltzer, josh.meltzer@wku.edu, 270-745-2070

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: JOUR 348
- 1.2 Course title: Introduction to Interactive Advertising Design
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Introduction to Interactive Advertising Design
- 2.2 Proposed course title: Introduction to Interactive Media
- 2.3 Proposed abbreviated title: Interactive Media
- 2.4 Rationale for revision of course title:
The content of the course has not been specific to only advertising topics but rather reflects interactive design for all journalism and broadcasting sequences. Many students who have taken the course have come from outside of the advertising sequence and though it has always been open to students from outside the sequence, SJ&B believes this revision will lead to a wider interest among students within the SJ&B and from outside of the school.

3. Revise course number:

- 3.1 Current course number: JOUR 348
- 3.2 Proposed course number: N/A
- 3.3 Rationale for revision of course number: N/A

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which) prerequisite JOUR 341 (Principles of Advertising) or permission
- 4.2 Proposed prerequisites/corequisites/special requirements: None
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
Since the content of the course is not exclusively advertising design, the advertising prerequisite course, JOUR 341, is no longer needed.
- 4.4 Effect on completion of major/minor sequence:
Students in the advertising major/minor sequence are still required to take JOUR 341 so no effect would be expected.

5. Revise course catalog listing:

- 5.1 Current course catalog listing:
Study and creation of interactive advertising, using current software programs.
Develop interactive ads for Web and mobile applications. Cover aesthetic and

technical aspects of design and production, business process and working in teams to produce Web-based products. (course fee)

5.2 Proposed course catalog listing:

Study and creation of interactive digital products and design. An introduction to coding with basic HTML, CSS, Javascript and JQuery. Includes collaborative assignment using content from other courses. No previous knowledge of web programming necessary. (course fee)

5.3 Rationale for revision of course catalog listing:

While the content of the course is not changing, the course's title and description have not evolved as the course has over the years as the new title and description would reflect the actual content of the course, which is not limited only to advertising design. Additionally, because the course has not been specific to advertising, the removal of the prerequisites will more accurately reflect the needs of the students who take the course.

6. Revise course credit hours:

6.1 Current course credit hours: 3

6.2 Proposed course credit hours: N/A

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

7. Proposed term for implementation: spring 2014

8. Dates of prior committee approvals:

SJ&B Curriculum Committee 2/27/13

School of Journalism & Broadcasting 2/28/13

PCAL Curriculum Committee 4/4/13

Undergraduate Curriculum Committee 04/25/2013

University Senate _____

Attachment: Course Inventory Form

**UCC Report to May Senate
Revised UCC Forms**

ACADEMIC POLICIES

- I. Create New
- II. Create Exception
- III. Revise Policy

COURSE

- I. Create New Course
- II. Create Temporary Course
- III. Create Course Equivalency
- IV. Discontinue Course Equivalencies
- V. Delete Course
- VI. Suspend Course
- VII. Reactivate Suspended Course
- VIII. Make Multiple Revisions
- IX. Revise Catalog Listing
- X. Revise Course Number
- XI. Revise Credit Hours
- XII. Revise Grade Type
- XIII. Revise Prerequisites/Corequisites
- XIV. Revise Course Prefix
- XV. Revise Title

CREATE NEW DEGREE TYPE

General Guidelines for Proposal to Create a New Academic Policy

- This form is used to establish university academic policies such as those included in the Academic Requirements and Regulations section of the undergraduate catalog.
- A proposal to create a new academic policy at the program or college/school/departmental/unit level should be submitted using the proposal to revise a program.
- Proposals to establish new academic policies are **action items**.
- **Item 1** should briefly state the proposed academic policy.
- **Item 2** should state the proposed policy to be printed in the catalog and proposed section of the catalog to print the policy.
- **Item 3** should cite specific justification for the proposed academic policy including supporting data, if appropriate. Is the proposed academic policy related to a state or federal regulation or other governing or oversight agencies?
- **Item 4** should indicate the impact on any related existing policies that may be affected by the proposed academic policy, including the impact upon the populations that may be affected. Note that creation of new academic policies may impact non-academic policies.
- **Item 5** should indicate when the proposed academic policy goes into effect and any special provisions for currently enrolled students.

Proposal Date:

College Name
Department Name
Proposal to Create a New Academic Policy
(Action Item)

Contact Person: Name, email, Phone

- 1. Identification of proposed policy:**
- 2. Catalog statement of proposed policy:**
 - 2.1 Proposed catalog policy:
 - 2.2 Proposed catalog section:
- 3. Rationale for proposed policy:**
- 4. Impact of proposed policy on existing academic or non-academic policies:**
 - 4.1 Impact on policies:
 - 4.2 Impact on populations that may be affected:
- 5. Proposed term for implementation:**
- 6. Dates of prior committee approvals:**

Department/Unit	_____	_____
_____ College Curriculum Committee (if applicable)		_____
UCC Academic Policy Subcommittee (if applicable)		_____
Undergraduate Curriculum Committee (if applicable)		_____
University Senate		_____

General Guidelines for Proposal to Create a New Academic Degree Type

- This form is used to create a new degree type.
- Proposals to create a New Academic Degree type are **action items**. Proposals to create a New Academic Major Program are separate action items.
- **Item 1.2** should be the standard recognized degree type abbreviation in the United States.
- The catalog description in **item 1.3** should be written in complete sentences, include a clear rationale for the degree type, distinguish the degree type from the currently offered degree types, and outline who will receive this degree. Additional relevant information may be included. It should follow the same format as those degree types in the catalog.
- **Item 2.1** should discuss the reasons for developing the proposed academic degree type. For example, what societal trends or changes in the academic discipline suggest a need for this proposed degree type? Has the proposed degree type been developed in response to student demand? Employer or alumni demand?
- **Item 2.2** should describe the reasons for creating this degree type. Specific justification for this degree type, including supporting data if appropriate, should be cited. For example, is the change necessary to meet professional certification guidelines from an accrediting agency or for program certification? Is the degree type required for licensure, career advancement, and/ or higher education in the academic field?
- **Item 2.3** should list schools in Kentucky and other states, especially our benchmark institutions, offering this degree type.
- **Item 2.4** should provide evidence this degree type is a commonly accepted degree type by showing how it is recognized by relevant professional organization(s), regional accreditor(s), and/ or the Department of Education.
- **Item 2.5** should show how this degree type differs from currently offered degree types.
- **Item 2.6** should list potential programs/ majors interested in offering this degree type.
- **Item 2.7** should state the basis for the projected number of annual graduates in the proposed new degree type, as well as the projection itself.
- **Item 3** should indicate the effective term for implementation and any special provisions for currently enrolled students.

Proposal Date:

College Name
Department Name
Proposal to Create a New Academic Degree Type
(Action Item)

Contact Person: Name, email, phone

1. Identification Academic Degree Type:

- 1.1 Academic degree type name:
- 1.2 Standard degree type abbreviation:
- 1.3 Catalog description of academic degree type:

2. Rationale:

- 2.1 Reason for developing the proposed academic degree type:
- 2.2 Document need for academic degree type for professional certification, program accreditation, licensure, career advancement, and/or higher education in the academic field:
- 2.3 List other universities in Kentucky and other states (including programs at benchmark institutions) offering this academic degree type:
- 2.4 Evidence that this academic degree type is recognized by relevant professional organization(s), regional accreditor (s), and/or the Department of Education:
- 2.5 Relationship of the proposed degree type to other academic degree types now offered by the university:
- 2.6 Current WKU major(s) qualifying for this degree type:
- 2.7 Projected number of annual graduates in the proposed degree type:

3. Proposed term for implementation:

4. Dates of prior committee approvals:

Department of _____	_____
_____ College Curriculum	_____
Committee	_____
Consultation with CPE through Provost's Office	_____
Undergraduate Curriculum Committee (if applicable)	_____
University Senate	_____

General Guidelines for Proposal to Revise an Academic Policy

- This form is used to make revisions to existing university academic policies such as those included in the Academic Requirements and Regulations section of the undergraduate catalog.
- A proposal to revise an existing academic policy at the program or college/school level should be submitted using the proposal to revise a program.
- Proposals to revise academic policies are **action items**.
- **Item 1** should briefly state the proposed revision to the academic policy.
- **Item 2** should state the current policy as printed in the catalog.
- **Item 3** should state the proposed policy to be printed in the catalog.
- **Item 4** should cite specific justification for the revision including supporting data, if appropriate. Is the revision a result of state or federal requirements or other governing or oversight agencies?
- **Item 5** should indicate the impact on any existing policies that may be affected by this revision, including the impact upon the populations that may be affected. Note that revisions in academic policies may impact non-academic policies.
- **Item 6** should indicate when the proposed revision goes into effect and any special provisions for currently enrolled students.

Proposal Date:

College Name
Department Name
Proposal to Revise an Academic Policy
(Action Item)

Contact Person: Name, email, Phone

Identification of proposed policy revision:

- 1. Catalog statement of existing policy:**
- 2. Catalog statement of proposed policy:**
- 3. Rationale for proposed policy revision:**
- 4. Impact of proposed policy revision on existing academic or non-academic policies:**
 - 4.1 Impact on policies:
 - 4.2 Impact on populations that may be affected:
- 5. Proposed term for implementation:**
- 6. Dates of prior committee approvals:**

Department/Unit	_____	_____
_____ College Curriculum Committee (if applicable)		_____
UCC Academic Policy Subcommittee (if applicable)		_____
Undergraduate Curriculum Committee (if applicable)		_____
University Senate		_____

General Guidelines for Proposals to Create a New Course

- **This form is used to create a new course to be added to the university course inventory and the university catalog.**
- **Proposals to create new courses are *action items*.**

Section 1—Identification of Proposed Course

- The course prefix in **item 1.1** must be the official Banner subject area abbreviation. The proposed course number must be available for use; it cannot have been used for another course. The SCACRSE screen should be viewed to insure that the proposed course number is valid.
- Abbreviated course title in **item 1.3** may be up to 30 characters long, including spaces and punctuation. Because the abbreviated title appears on student transcripts and in the schedule of classes, the abbreviated title should reflect the course title as accurately and completely as possible.
- In **item 1.4** indicate the total number of credit hours. Indicate if the course is to be offered for variable credit.
- In **item 1.5** indicate the grade type. Grade type options are (1) standard letter grade (i.e. A, B, C, D, F, FN, X, NG) or (2) pass/fail. In addition, courses that are designed to span more than one term qualify for IP (in progress) grading and should be identified in the proposal.
- Prerequisites, corequisites and/or special requirements listed in **item 1.6** will appear in the university catalog.
 - Distinguish clearly between prerequisites and corequisites. For course prerequisites or corequisites, indicate each subject area prefix and course number (not the course title). If a prerequisite/corequisite course presumes completion of other courses, the preceding courses should **not** be listed. In other words, list only the immediate prerequisites and not all the courses that precede the immediate prerequisites. For example, students in XXXX 323 are required to have completed XXXX 321, 202 and 201, but only XXXX 321 is listed as the prerequisite because XXXX 202 and 201 are prerequisites to XXXX 321.
 - For other enrollment requirements (e.g., instructor permission required, class standing, acceptance to the xxx program required, restricted to majors in the xxx program), clearly state the text as it is to be printed in the catalog. Course requirements need not state the obvious; for example, a 500-level course need not stipulate "graduate standing." If the proposed course involves prerequisites or corequisites from another department/unit, the head of that department/unit should be informed so that appropriate scheduling decisions can be made.
- In **item 1.7**, the **catalog course listing** includes both the course description and special information about the course.
 - The course description should not be written in complete sentences. For example, the description might read "Survey of ..." instead of "This course is a survey of" The course description should be as concise as possible; aim for 25 words or less.
 - Special information about the course includes, but is not limited to, the following:
 - required purchase of lab or field equipment
 - equivalent to another course
 - course restrictions (e.g., not applicable to xxx majors)

- required off-campus travel
- instruction in a location other than an assigned location

NOTE: lab fees or course fees ([must submit Course Fee Request Form to Academic Affairs](#))

Section 2—Rationale

- **Item 2.1** should indicate the specific reasons for developing the proposed course. This section should not address course content, but instead should address why the course is necessary. In what specific ways does the proposed course support the [university mission](#) and the current university strategic plan? Is the proposed course a response to new accrediting standards? Did a student/alumni survey reveal a need for the proposed course? Has there been a significant development in the discipline that requires development of a new course to keep departmental offerings current with scholarship in the discipline?
- **Item 2.2** should state the basis for the projected enrollment in the proposed course as well as the projection itself. Are students from outside the department/unit expected to enroll?
- **Item 2.3** should indicate how the proposed course supports and/or complements existing courses in the department and how the proposed course fits in sequence with existing courses.
- **Item 2.4** should indicate how the proposed course relates to courses offered in other departments/units. If another department offers a course on a similar topic, how will the proposed course differ from the existing course and what will students get out of the proposed course that they would not get from enrolling in the other department's course? How might the proposed course provide service to students in other programs, if known?
- **Item 2.5** should provide evidence regarding the existence at other institutions of courses similar to the one being proposed. Do benchmark schools or other universities in the Commonwealth offer such a course? If the proposed course appears to be unique, why does WKU need the course when other schools are doing without it? For example, is it a "cutting edge" course that is expected eventually to be included in the curricula of most universities?

Section 3—Description of proposed course

- The type of course listed in **item 3.1** is one of the following:
 - A—Applied Learning: Focus on process and/or technique.
 - B—Lab: Experimental study in a setting equipped for testing and analysis.
 - C—Lecture/Lab: Combination of formal presentation and experimental study.
 - D—Applied Music: Private or small-group instruction.
 - E— Ensemble Performance: Group musical performance.
 - H—Clinical: Development of professional skills, typically in a medical setting.
 - I—Independent Study: Individualized instruction between the student and faculty member.
 - K—Workshop: Seminar emphasizing practical applications of a subject.
 - L—Lecture: Formal presentation of a subject; may include a variety of delivery methods.
 - M—Maintaining Matriculation: Course enrollment requirement during completion of thesis or dissertation.
 - N—Internship: Capstone supervised professional experience.
 - O—Cooperative Education: Practical experience with a cooperating organization.
 - P—Practicum: Supervised practical experience.

- R—Research: Directed investigation or experimentation.
- S—Seminar: Group discussion and exchange of information.
- T—Student Teaching: Capstone supervised teaching experience.
- **Item 3.2** should provide a bulleted list or a short paragraph explaining the learning outcomes of the proposed course rather than an outline of the content to be covered in the course. What will the proposed course accomplish, what knowledge or skills will students acquire, and what will students gain by taking the proposed course?
- The content outline in **item 3.3** should provide a summary of the topics that will be covered in the proposed course. This should be a list of the major units and topics to be covered rather than a syllabus or a listing of weekly topics.
- **Item 3.4** should describe how student learning will be evaluated, including the types of assignments and other course requirements. The exact numbers of each type of assignment should not be specified; instead, the types of assignments (e.g., papers, exams, critiques, performances, readings, etc.) or other expectations (e.g., attendance, field trips, group projects) that will be required should be listed.
- When listing tentative texts and course materials (e.g., CD-ROMS, lab workbooks, etc.) in **item 3.5**, complete bibliographic information (including date of publication) written in the documentation style (e.g., APA, MLA, etc.) appropriate for the discipline should be included.

Section 4—Resources

- If the proposed course will make use of library resources such as books, journals, reference materials, audio-visual materials, electronic databases, etc., the adequacy of current library holdings to support the proposed course based on the recommendations of the library staff as summarized on the Library Resources Form should be discussed.
- If the proposed course will make use of instructional technology, the adequacy of technological support required for the proposed course should be discussed.
- If appropriate, one copy of the completed and endorsed Library Resources Form must be submitted to the Office of the Vice President for Academic Affairs under separate cover with each new course proposal; proposals will not be considered by the UCC without the required forms.

Section 5—Budget Implications

- In discussing budget implications, the types of resources needed (staff, equipment, materials, supplies) for the proposed course and the sources for each resource should be indicated. If existing faculty will teach the course, any reduction in present load that will take place to accommodate the new course should be indicated.

Section 6—Implementation

- In recommending a term for implementation, the length of time it takes to get course approval by all the necessary university committees and of variations in committee meeting schedules over the calendar year should be considered. If the proposed course must be offered before final approval will be obtained, the department/unit must also submit a proposal to create a temporary course.

Attachments

- General Advice

- The UCC will not consider new course proposals that lack a Course Inventory Form.
- New course proposals that require a Library Resources Form are those that will make use of library resources such as books, journals, reference materials, audio-visual materials, electronic databases, etc.
- *Library Resources Form*
 - At the initial stage of new course development, if library resources will be required, the proposer must submit a [Library Resources Form](#) to the appropriate collection development librarian for the department/unit. In order to allow sufficient time for library review, the Library Resources Form must be submitted to the librarian at least three working days prior to the departmental curriculum committee meeting when the proposal will be considered. The appropriate collection development librarian(s) will evaluate the adequacy of library resources for the proposed course. The Library Resources Form must be completed and signed by the librarian(s) and returned with the course bibliography to the course proposer.
 - It is important to note that the Library Resources Form should address resources other than books, such as journals, on-line databases, videotapes, and audiotapes. The resources addressed are for both the faculty member who will teach the proposed course and the students who would enroll in the proposed course.
 - Three types of materials should be included in the Library Resources Form:
 - Essential library materials: These are the minimal resources required for delivering the course, including reference materials, serials, indexes, readings, texts, research studies, etc. The library staff must review this section of the bibliography.
 - Supplemental materials: These are additional resources for the course and may include materials not currently in the library holdings, such as monographs, texts, and articles. For example, the instructor might plan to place personal copies of texts and articles on reserve at the library. This section will be reviewed by library staff if it includes current library holdings.
 - Media resources: These include on-line databases and audio-visual materials. This section will be reviewed by library staff if it includes current library holdings.
 - The Library Resources Form must include complete bibliographic information (including date of publication) written in the documentation style (e.g., APA, MLA, etc.) appropriate for the discipline.
- *Course Inventory Form*
 - A Course Inventory Form for each course must be submitted to the college dean's office. From there it will be forwarded to the Office of the Registrar as part of the college's package of Course Inventory Forms for that month's UCC agenda.

Proposal Date:

College Name
Department Name
Proposal to Create a New Course
(Action Item)

Contact Person: Name, email, phone

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number:
- 1.2 Course title:
- 1.3 Abbreviated course title:
(maximum of 30 characters or spaces)
- 1.4 Credit hours: Variable credit (yes or no)
- 1.5 Grade type:
- 1.6 Prerequisites/corequisites:
- 1.7 Course description:

2. Rationale:

- 2.1 Reason for developing the proposed course:
- 2.2 Projected enrollment in the proposed course:
- 2.3 Relationship of the proposed course to courses now offered by the department:
- 2.4 Relationship of the proposed course to courses offered in other departments:
- 2.5 Relationship of the proposed course to courses offered in other institutions:

3. Discussion of proposed course:

- 3.1 Schedule type:
- 3.2 Learning Outcomes:
- 3.3 Content outline:
- 3.4 Student expectations and requirements:
- 3.5 Tentative texts and course materials:

4. Resources:

- 4.1 Library resources:
- 4.2 Computer resources:

5. Budget implications:

- 5.1 Proposed method of staffing:
- 5.2 Special equipment needed:
- 5.3 Expendable materials needed:
- 5.4 Laboratory materials needed:

6. Proposed term for implementation:

7. Dates of prior committee approvals:

Department/Unit _____	_____
_____ College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee (if applicable)	_____
University Senate	_____

General Guidelines for Temporary Course Offerings

- Approval to offer a temporary course is requested when the course:
 - 1) must be created to accommodate registration, and there is insufficient time to complete the new course approval process,
 - or
 - 2) is proposed for offering on a trial basis.
- A proposal to create a temporary course is an **information item**
- The proponent should ensure that the proposed temporary course does not duplicate existing courses in other departments and colleges.
- A temporary course is intended to be offered only once; however, under extraordinary circumstances, approval for a second offering may be granted. A proposal to offer a temporary course for a second time will require additional justification, and it will become an **action item**. A temporary course may not be offered more than two times.

PROCEDURE

- **For undergraduate courses** submit the completed Course Inventory Form and the Temporary Course Proposal Form (including department head's and dean's signatures for approval) to the UCC Chair in a single PDF file. The UCC Chair will post the Temporary Course Proposal on the UCC website and forward notification of the posting by e-mail to UCC members, including College Representatives, and to the college deans. Recipients will be directed to communicate any concerns or objections to the course proponent and to the UCC Chair. Following a seven calendar day posting without objection, the UCC Chair will forward the proposal to the Office of Academic Affairs for approval. If, during the seven calendar day posting, there is an objection, the proponent will be notified. Parties involved will have an additional seven calendar days to resolve the objection. If the parties agree on the solution, the temporary course proposal will then be forwarded to the Provost by the UCC Chair. If no agreement is reached, the proposal will be returned to the proponent.
- The Course Inventory Form for the approved temporary course will be forwarded by Academic Affairs to the Office of the Registrar for processing. Approved temporary course proposals must be submitted by the college dean's office as an information item for the next UCC meeting.

Proposal Date:

College Name
Department Name
Proposal to Create a Temporary Course
(Information Item for First Offering. Action Item for Second Offering)

Contact Person: Name, email, phone

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number:
- 1.2 Course title:
- 1.3 Abbreviated course title:
(maximum of 30 characters or spaces)
- 1.4 Credit hours:
- 1.5 Schedule type:
- 1.6 Prerequisites/corequisites:
- 1.7 Grade type: ____ standard letter grade ____ pass/fail ____ in progress (IP)
- 1.8 Course description:

2. Rationale

- 2.1 Reason for offering this course on a temporary basis:
- 2.2 Relationship of the proposed course to courses offered in other academic units:

3. Description of proposed course

- 3.1 Course content outline
- 3.2 Tentative text(s)

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

- 4.1 Reason for offering this course a second time on a temporary basis:
- 4.2 Term course was first offered:
- 4.3 Enrollment in first offering:

5. Term of Implementation:

6. Dates of review/approvals:

Department of _____

Dean, College of _____

General Guidelines for Proposals to Create an Equivalent Course

- This form is used to create an equivalent course in another university department/unit. (See Academic Affairs policy 1.4090)
- Proposals to create equivalent courses are **consent items**.
- Multiple courses with different prefixes (e.g., BIO, BIOL) that are deemed to be “equivalent” must have the same curriculum and learning outcomes, and they can be used interchangeably to fulfill prerequisite, co-requisite and/or credential (e.g., degree) completion requirements.
- In **item 2**, identify the course(s) to be considered equivalent to the course identified in **item 1**. Equivalent courses must have the same course number, title, abbreviated title, credit hours, prerequisites or co-requisites, grade type (e.g., A-F, Pass/Fail) and catalog course listings.
- **Item 3** must contain a statement indicating that the department proposing the equivalent course has obtained the approval of the department/unit housing the existing course.
- For two equivalent courses with different prefixes, one representing a main campus course (e.g., BIOL 113) and one representing a course offered with a ‘C’ designation in one of the departments within the University College (e.g., BIO 113C), faculty in the department offering the main campus course will determine appropriate content and learning outcomes for both courses. The University College department head will consult regularly with the main campus department head to ensure equivalency, and any outcomes of such consultations will be communicated promptly to the faculty concerned.
- For two equivalent main campus courses with different prefixes, faculty in the departments offering the courses will jointly determine appropriate content for such courses and will consult regularly with each other to ensure equivalency.
- A proposal that seeks to establish equivalency to an existing course should be routed through the departments and college(s) concerned. Approval through each department/unit and college may be sought concurrently. Following approval at the college curriculum committee level, the proposal must also receive approval through the remainder of the curriculum approval process.
- Creating an equivalent course is not the same as cross-listing a course. The cross-listing process occurs when building the schedule of classes for a specific term, and courses are to be taught at the same time by the same instructor.
- A Course Inventory Form for each course must be submitted to the college dean’s office. From there it will be forwarded to the Office of the Registrar as part of the college’s package of course inventory forms for that month’s agenda.

Proposal Date:

College Name
Department Name
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Name, email, phone

- 1. Identification of existing course:**
 - 1.1 Current course prefix (subject area) and number:
 - 1.2 Course title:
- 2. Identification of proposed equivalent course prefix(es) and numbers**
- 3. Rationale for each equivalent course:**
- 4. Proposed term for implementation:**
- 5. Dates of prior committee approvals:**

Department/Unit _____	_____
_____ College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee (if applicable)	_____
University Senate	_____

General Guidelines for Proposals to Discontinue Course Equivalencies

- This form is used to discontinue equivalency of two or more courses. (See Academic Affairs policy 1.4090)
- Proposals to discontinue equivalency of two or more courses are **action items**.
- In **item 2**, explain the rationale for discontinuing the equivalency of the courses. Has course content, credit hours or other aspects of one of the courses changed in such a manner that the two courses are no longer equivalent?
- **Item 4** is to be used to discontinue equivalency between a main campus course and a University College “C” course (e.g., GEOL 102 and GE 102C). If these equivalencies are to be discontinued, one of the courses will be renumbered. Such course renumbering, including the decision about which of the affected courses will be renumbered, will be an action that takes place at the UCC level of the curricular process. If the renumbered course is a requirement in any program, a proposal must be submitted to revise that program to include the new course number.

Proposal Date:

College Name
Department Name
Proposal to Discontinue Course Equivalencies
(Action Item)

Contact Person: Name, email, phone

- 1. Identification of the equivalent courses:**
 - 1.1 Course prefixes (subject areas) and numbers
 - 1.2 Course Title
- 2. Rational for discontinuing equivalency:**
- 3. Effect of discontinuing equivalency on programs or other departments, if known:**
- 4. Proposed new course number (for main campus or “C” course discontinued equivalencies only)**
- 5. Proposed term for implementation:**
- 6. Dates of prior committee approvals:**

Department/Unit _____	_____
_____ College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee (if applicable)	_____
University Senate	_____

General Guidelines for Proposals to Delete a Course

- This form is used to delete a course. A deleted course is removed permanently from the active university course inventory, is no longer offered, and is no longer listed in the university catalog. The course number in that subject area/prefix cannot be used again in the active university course inventory. If there is a possibility that the course may be offered within the next five years, the course should not be deleted but should be suspended.
- Proposals to delete existing courses are **consent items**.
- If the deleted course is listed in the curriculum of any program, a proposal to revise that program must be submitted.
- **Item 3** should indicate if/how deletion of the course will affect completion of a major, minor, associate degree, certificate program or graduate program and/or, if known, students in other departments.
- **A Course Inventory Form for each courses must be submitted to the college dean's office. From there it will be forwarded to the Office of the Registrar as part of the college's package of Course Inventory Forms for that month's UCC agenda.**

Proposal Date:

College Name
Department Name
Proposal to Delete a Course
(Consent Item)

Contact Person: Name, email, phone

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number:
 - 1.2 Course title:
- 2. Rationale for the course deletion:**
- 3. Effect of course deletion on programs or other departments, if known:**
- 4. Proposed term for implementation:**
- 5. Dates of prior committee approvals:**

Department/Unit _____	_____
_____ College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee (if applicable)	_____
University Senate	_____

General Guidelines for Proposals to Suspend a Course

- This form is used to suspend a course. A suspended course remains in the university course inventory, but it is not currently offered or listed in the university catalog.
- Proposals to suspend existing courses are **consent items**.
- A course may be suspended for no more than five years. If a suspended course is not reactivated within five years, the University Registrar will contact the department to suggest the course be deleted from the active course inventory.
- If the suspended course is a requirement in any program, a proposal to revise that program must be submitted.
- **Item 3** should indicate whether/ how suspension of the course will affect completion of a major, minor, associate degree, certificate program or graduate program and/or, if known, students in other departments.
- A Course Inventory Form for each course must be submitted to the college dean's office. From there it will be forwarded to the Office of the Registrar as part of the college's package of course inventory forms for that month's UCC agenda.

Proposal Date:

College Name
Department Name
Proposal to Suspend a Course
(Consent Item)

Contact Person: Name, email, phone

1. Identification of course:

1.1 Current course prefix (subject area) and number:

1.2 Course title:

2. Rationale for the course suspension:

3. Effect of course suspension on programs or other departments, if known:

4. Proposed term for implementation:

5. Dates of prior committee approvals:

Department/Unit _____	_____
_____ College Curriculum	_____
Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee (if applicable)	_____
University Senate	_____

**General Guidelines for
Proposals to Reactivate a Suspended Course**

- This form is used to reactivate a suspended course. A reactivated course may again be offered and will be listed in the university catalog.
- Proposals to reactivate suspended courses are **consent items**.
- A course may be suspended for no more than five years. If a suspended course is not reactivated within five years, the University Registrar will contact the department to suggest the course be deleted from the active course inventory.
- If the reactivated course will be listed in the curriculum of any program, a proposal to revise that program must be submitted.
- A Course Inventory Form for each course must be submitted to the college dean's office. From there it will be forwarded to the Office of the Registrar as part of the college's package of Course Inventory Forms for that month's UCC agenda.

Proposal Date:

College Name
Department Name
Proposal to Reactivate a Suspended Course
(Consent Item)

Contact Person: Name, email, phone

1. Identification of course:

1.3 Course prefix (subject area) and number:

1.4 Course title:

2. Rationale for the course reactivation:

3. Effect of course reactivation on programs or other departments, if known:

4. Proposed term for implementation:

5. Dates of prior committee approvals

Department/Unit _____

_____ College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee (if applicable)

University Senate

General Guidelines for Proposals to Make Multiple Revisions to a Course

- This form is used to make two or more revisions (number, title, prerequisites/ corequisites/ special requirements, catalog course listing, grade type and/or credit hours) to the same course as long as there are no substantial revisions to course content. If multiple revisions to an existing course involve substantial revisions to course content, learning outcomes, student expectations, etc., a new course proposal must be submitted.
- Proposals to make multiple revisions to an existing course are **action items**.
- In using this form, include information only in those sections that are relevant. Write n/a in all sections not relevant to the proposed changes.
- If the proposed revisions involve courses offered by another department/ unit, the head of that department/ unit should be informed so that appropriate scheduling decisions can be made.
- Abbreviated course titles in **item 2.3** may be up to 30 characters long, including spaces and punctuation. Because the abbreviated title appears on student transcripts and in the schedule of classes, the abbreviated title should reflect the course title as accurately and completely as possible.
- Revisions to course number in **item 3.2** that involve a change from upper division (300- or 400-level) to lower division (100- or 200-level) or lower division to upper division require new course proposals because it is assumed that, in this case, course content, outcomes, student expectations, etc. are likely to change significantly.
- Prerequisites, corequisites and/or special requirements listed in **item 4.2** will appear in the university catalog.
 - Distinguish clearly between prerequisites and corequisites. For course prerequisites or corequisites, indicate each subject area prefix and course number (not the course title). If a prerequisite/corequisite course presumes completion of other courses, the preceding courses should not be listed. In other words, list only the immediate prerequisites and not all the courses that precede the immediate prerequisites. For example, students in XXXX 323 are required to have completed XXXX 321, 202 and 201, but only XXXX 321 is listed as the prerequisite because XXXX 202 and 201 are prerequisites to XXXX 321.
 - For other enrollment requirements (e.g., instructor permission required, class standing, acceptance to the xxx program required, restricted to majors in the xxx program), clearly state the text as it will appear in the catalog. Course requirements need not state the obvious; for example, a 500-level course need not stipulate "graduate standing."

- **Item 4.4** should indicate how the revisions in course prerequisites, corequisites and/or special requirements will affect completion of the major/minor sequence, including provisions that will be made for current majors/minors. If the revisions in course prerequisites, corequisites and /or special requirements will not affect completion of the major/minor sequence, indicate "not applicable."
- The catalog course listing in **item 5.2** includes both the course description and special information about the course.
 - The course description need not be written in complete sentences. For example, the description might read "Survey of ..." instead of "This course is a survey of" The course description should be as concise as possible; aim for 25 words or less.
 - Special information about the course includes, but is not limited to, the following:
 - lab fees or course fees
 - required purchase of lab or field equipment
 - equivalent to another course
 - course restrictions (e.g., not applicable to xxx majors)
 - required off-campus travel
 - instruction in a location other than a regular classroom
- If the number of credit hours is revised in **item 6.2** to reflect significantly revised course content, outcomes, student expectations, etc., a new course proposal must be submitted.
- Grade type options in **item 7.2** are standard letter grades (i.e., A, B, C, D, F, FN, X, NG) or pass/ fail. In addition, if courses are designed to span more than one term, the proponent may request the IP (in progress) grade type.
- When proposing a term for implementation in **item 8**, refer to the Schedule Flow chart on the UCC website to determine proposal approval timelines as they relate to registration for a term. Courses cannot be revised to be effective for a term once registration for that term has begun.
- A Course Inventory Form must be submitted to the college dean's office. From there it will be forwarded to the Office of the Registrar as part of the college's package of Course Inventory Forms for that month's UCC agenda.

Proposal Date:

College Name
Department Name
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Name, email, phone

1. Identification of course:

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

2. Revise course title:

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

3. Revise course number:

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements:

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

5. Revise course catalog listing:

- 5.1 Current course catalog listing:
- 5.2 Proposed course catalog listing:
- 5.3 Rationale for revision of course catalog listing:

6. Revise course credit hours:

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

7. Revise grade type:

- 7.1 Current grade type:
- 7.2 Proposed grade type:
- 7.3 Rationale for revision of grade type:

8. Proposed term for implementation:

9. Dates of prior committee approvals:

Department/Unit _____	_____
_____ College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee (if applicable)	_____
University Senate	_____

General Guidelines for Proposals to Revise Catalog Course Listing

- This form is used to revise the catalog course listing of an existing course *as long as there are no substantial changes to course content*. If the course listing is changed to reflect significantly revised course content, learning outcomes, student expectations, etc., a new course proposal must be submitted.
- Proposals to revise catalog course listings are **consent items**.
- The catalog course listing includes both the course description and special information about the course.
 - The course description should not be written in complete sentences. For example, the description might read "Survey of ..." instead of "This course is a survey of" The course description should be as concise as possible; aim for 25 words or less.
- When proposing a term for implementation in **item 5**, refer to the Schedule Flow chart on the UCC website to determine proposal approval timelines as they relate to registration for a term. Courses cannot be revised to be effective for a term once registration for that term has begun.
- A Course Inventory Form for each course must be submitted to the college dean's office. From there it will be forwarded to the Office of the Registrar as part of the college's package of Course Inventory Forms for that month's UCC agenda.

Proposal Date:

College Name
Department Name
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Name, email, phone

1. Identification of course:

1.1 Course prefix (subject area) and number:

1.2 Course title:

2. Current course catalog listing:

3. Proposed course catalog listing:
(aim for 25 words or less)

4. Rationale for revision of the course catalog listing:

5. Proposed term for implementation:

6. Dates of prior committee approvals:

Department/Unit _____

_____ College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee (if applicable)

University Senate

General Guidelines for Proposals to Revise Course Number

- This form is used to revise the course number for an existing course *as long as there are not substantial revisions to course content*. If a course number is revised to reflect significantly revised course content, learning outcomes, student expectations, etc., a new course proposal must be submitted.
- Proposals to revise course numbers at the same level are **consent items**. If they change level, then it is an **action item**.
- Do not use this form to convert a 400G-level course to a 500-level or higher course. Instead, a new course proposal must be submitted to the Graduate Council.
- If a new graduate course is developed to replace a 400G-level course, but program faculty elect to retain the 400G-level course, the faculty must include (in section 1.7 of the proposal to create the new graduate course) specific provisions for excluding from the proposed course students who have completed the 400G-level course.
- Revisions in course number that involve a change from upper division (300- or 400-level) to lower division (100- or 200-level) or lower division to upper division may require a new course proposal because it is assumed that, in this case, course content, outcomes, student expectations, etc. are likely to change significantly.
- When proposing a term for implementation in **item 4**, refer to the Schedule Flow chart on the UCC website to determine proposal approval timelines as they relate to registration for a term. Courses cannot be revised to be effective for a term once registration for that term begins.
- A Course Inventory Form for each course must be submitted to the college dean's office. From there it will be forwarded to the Office of the Registrar as part of the college's package of Course Inventory Forms for that month's UCC agenda.

Proposal Date:

College Name
Department Name
Proposal to Revise Course Number
(Consent Item or Action)

Contact Person: Name, email, phone

1. Identification of proposed course

1.1 Course prefix (subject area) and number:

1.2 Course title:

2. Proposed course number:

3. Rationale for revision of course number:

4. Proposed term for implementation:

5. Dates of prior committee approvals:

Department/Unit _____

_____ College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee (if applicable)

University Senate

General Guidelines for Proposals to Revise Course Credit Hours

- This form is used to revise the number of credit hours for an existing course, as long as there are no substantial revisions to course content. If the number of credit hours is revised to reflect significantly revised course content, learning outcomes, student expectations, etc., a new course proposal must be submitted.
- This form may also be used to revise the repeat limit and to change a course from fixed to variable credit or vice versa.
- Proposals to revise course credit hours are **action items**.
- If the number of credit hours is revised to reflect significantly revised course content, outcomes, student expectations, etc., a new course proposal must be submitted.
- When proposing a term for implementation in **item 4**, refer to the Schedule Flow chart on the UCC website to determine proposal approval timelines as they relate to registration for a term. Courses cannot be revised to be effective for a term once registration for that term has begun.
- A Course Inventory Form for each course must be submitted to the college dean's office. From there it will be forwarded to the Office of the Registrar as part of the college's package of Course Inventory Forms for that month's UCC agenda.

Proposal Date:

College Name
Department Name
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: Name, email, phone

1. Identification of course:

1.1 Current course prefix (subject area) and number:

1.2 Course title:

1.3 Credit hours:

2. Proposed course credit hours:

3. Rationale for the revision of course credit hours:

4. Proposed term for implementation:

5. Dates of prior committee approvals:

Department/Unit _____	_____
_____ College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee (if applicable)	_____
University Senate	_____

**General Guidelines for
Proposals to Revise Course Grade Type**

- This form is used to change the grade type of an existing course *as long as there are no substantial changes to course content*. If the grade type is changed to reflect significantly changed course content, learning outcomes, student expectations, etc., a new course proposal must be submitted.
- Proposals to change course grading systems are **consent items**.
- Grade type options are (1) standard letter grade (i.e. A, B, C, D, F, FN, IP, X, NG) or (2) pass/ fail.
- When proposing a term for implementation in **item 5**, refer to the Schedule Flow chart on the UCC website to determine proposal approval timelines as they relate to registration for a term. Courses cannot be revised to be effective for a term once registration for that term begins.
- A Course Inventory Form for each course must be submitted to the college dean's office. From there it will be forwarded to the Office of the Registrar as part of the college's package of course inventory forms for that month's UCC agenda.

Proposal Date:

College Name
Department Name
Proposal to Revise Course Grade Type
(Consent Item)

Contact Person: Name, email, phone

1. Identification of proposed course

1.1 Course prefix (subject area) and number:

1.2 Course title:

2. Current course grade type:

3. Proposed course grade type:

4. Rationale for revision of course grade type:

5. Proposed term for implementation:

6. Dates of prior committee approvals

Department/Unit _____

_____ College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee (if applicable)

University Senate

General Guidelines for Proposals to Revise Course Prerequisites/ Corequisites/ Special Requirements

- This form is used to revise the prerequisites, corequisites and/or special requirements for an existing course. If course prerequisites/corequisites are revised to reflect significantly revised course content, learning outcomes, student expectations, etc., a new course proposal must be submitted.
- Proposals to revise course prerequisites, corequisites and/or special requirements are **consent items**.
- If the proposed prerequisite/corequisite revisions involve courses offered by another department/unit, the head of that department/unit should be informed so that appropriate scheduling decisions can be made.
- Prerequisites, corequisites and/or special requirements listed in **item 3** will appear in the university catalogs.
 - Distinguish clearly between prerequisites and corequisites. For course prerequisites or corequisites, indicate each subject area prefix and course number (not the course title). If a prerequisite/corequisite course presumes completion of other courses, the preceding courses should **not** be listed. In other words, list only the immediate prerequisites and not all the courses that precede the immediate prerequisites. For example, students in XXXX 323 are required to have completed XXXX 321, 202 and 201, but only XXXX 321 is listed as the prerequisite because XXXX 202 and 201 are prerequisites to XXXX 321.
 - For other enrollment requirements (e.g., instructor permission required, class standing, acceptance to the xxx program required, restricted to majors in the xxx program), clearly state the text as it will appear in the catalog. Course requirements need not state the obvious; for example, a 500-level course need not stipulate "graduate standing."
 - Prerequisites for the graduate (G) component of a 400-level course do not have to be the same as those for the undergraduate component.
- **Item 5** should indicate how the changes in course prerequisites, corequisites and/or special requirements will affect completion of the major/minor sequence, including provisions that will be made for current majors/minors. If the changes in course prerequisites, corequisites and/or special requirements will not affect completion of the major/minor sequence, indicate "not applicable." This should also address impact on transfer students and other programs.
- **When proposing a term for implementation in item 6, refer to the Schedule Flow on the UCC website to determine proposed approval timelines as they relate to registration for a term. Courses cannot be revised for a term once registration for that term has begun.**

- **A Course Inventory Form for each course must be submitted to the college dean's office. From there it will be forwarded to the Office of the Registrar as part of the college's package of Course Inventory Forms for that month's UCC agenda.**

Proposal Date:

College Name
Department Name
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Name, email, phone

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number:
 - 1.2 Course title:
- 2. Current prerequisites/corequisites/special requirements:**
- 3. Proposed prerequisites/corequisites/special requirements:**
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**
- 5. Effect on completion of major/minor sequence:**
- 6. Proposed term for implementation:**
- 7. Dates of prior committee approvals:**

Department/Unit _____	_____
_____ College Curriculum	_____
Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee (if applicable)	_____
University Senate	_____

**General Guidelines for
Proposals to Revise Course Prefix (Subject Area)**

- Proposals to revise course prefixes (subject areas) are **information items**.
- Because revisions in course prefixes (subject areas) have significant implications for updating the course inventory and evaluating transcript course equivalency, proposers are expected to provide an adequate rationale for the proposed revisions.
- All applicable committees in the curriculum approval process should be notified of the course prefix revisions.
- **When proposing a term for implementation in item 5, refer to the Schedule Flow on the UCC website to determine proposed approval timelines as they relate to registration for a term. Courses cannot be revised for a term once registration for that term has begun.**
- It is not necessary to submit Course Inventory Forms for the affected courses.

Proposal date:

College Name
Department Name
Proposal to Revise Course Prefix (Subject Area)
(Information Item)

Contact Person: Name, email, phone

- 1. Identification of current course prefix:**
- 2. Identification of proposed course prefix:**
- 3. Rationale for the prefix revision:**
- 4. Course numbers to be included under the new course prefix:**
- 5. Term of implementation:**
- 6. Dates of notification to committees:**

Department/Unit _____	_____
_____ College Curriculum	_____
Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee (if applicable)	_____
University Senate	_____

General Guidelines for Proposals to Revise Course Title

- This form is used to revise the title of an existing course *as long as there are no substantial changes to course content*. If a course title is changed to reflect significantly revised course content, learning outcomes, student expectations, etc., a new course proposal must be submitted.
- Proposals to revise course titles are **consent items**.
- Abbreviated course titles may be up to 30 characters long, including spaces and punctuation.
Because the abbreviated title appears on student transcripts and in the schedule of classes, the abbreviated title should reflect the course title as accurately and completely as possible.
- When proposing a term for implementation in **item 5**, refer to the Schedule Flow chart on the UCC website to determine proposal approval timelines as they relate to registration for a term. Courses cannot be revised to be effective for a term once registration for that term has begun.
- A Course Inventory Form for each course must be submitted to the college dean's office. From there it will be forwarded to the Office of the Registrar as part of the college's package of Course Inventory Forms for that month's UCC agenda.

Proposal Date:

College Name
Department Name
Proposal to Revise Course Title
(Consent Item)

Contact Person: Name, email, phone

7. Identification of proposed course:

- 1.1 Course prefix (subject area) and number:
- 1.2 Course title:
- 1.3 Credit Hours:

2. Proposed course title:

3. Proposed abbreviated course title:

(maximum of 30 characters/spaces)

4. Rationale for the revision of course title:

5. Proposed term for implementation:

6. Dates of prior committee approvals:

Department/Unit _____

_____ College Curriculum

Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee (if applicable)

University Senate
