

WKU FACULTY SENATE: November 19, 2020  
Colonnade/General Education Committee Report 10.6.20

*Julia Shadoan, Chair*

Senate Recommendation 2020-11-02 Colonnade  
General Education Committee Report 10.6.20

# **Colonnade General Education Committee Report**

**University Senate**

**October 6, 2020**

## **Action Items**

### *Course Proposals and Syllabi Attached*

Approval of:

1. REC 420 Recreation and Tourism (Systems subcategory) Implementation: Winter 2021
2. ARBC 200 Introduction to Arab Studies, Explorations sub-category (Arts & Humanities, Social & Behavioral Sciences; Natural & Physical Sciences) Implementation: Next Available
3. ENV 120 Introduction to Occupational Safety and Health (Explorations sub-category Arts & Humanities, Social & Behavioral Sciences; Natural & Physical Sciences) Implementation: Spring 2021

## Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone: Raymond Poff, [raymond.poff@wku.edu](mailto:raymond.poff@wku.edu), 270-745-2498

College and Department: CHHS, School of Kinesiology, Recreation & Sport

Proposal Date: 9/29/20

### 1. Course Details:

- 1.1 Course prefix (subject area), number and title: **REC 420 Recreation and Tourism**
- 1.2 Credit hours: **3**
- 1.3 Prerequisites<sup>1</sup>: **n/a**
- 1.4 Crosslisted and/or equivalent courses (prefix and number): **n/a**
- 1.5 Expected number of sections offered each semester/year: **Two per calendar year**
- 1.6 Is this an existing course or a new course? **Existing**
- 1.7 Proposed implementation term: **Winter 2021**
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) **Bowling Green main campus and online.**

### 2. Provide a brief course description (100-200 words).

The recreation, event, and tourism (RET) industries form an expansive, complex system which continues to grow, providing viable career opportunities and the potential to positively impact communities around the world. Although often labeled or grouped differently, key components of this system include: tourist attractions and activities, events, local recreation, transportation, tourism services, accommodations, and food and beverage.

WKU students, their families, and their communities are directly interacting with, influencing, and being impacted by, these industries. This course will help students analyze this complex system and the roles it plays domestically and internationally. Four main strategies will be used to analyze the system: a) Comparing key components of the system (*recreation, event and tourism industries*); b) Determining the viability of careers based on industry options and trends; c) Illustrating how key business principles/practices influence these industries; and d) Analyzing communities through the lens of the recreation, event, and tourism industries.

**3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).** Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

*Capstone experience:* To examine, appreciate, and analyze the complex recreation, event, and tourism (RET) system requires students to bring, and utilize, previously developed skills and knowledge acquired from educational (Colonnade, major, etc.) and personal experiences. These earlier experiences are most often focused on remembering and understanding content/concepts. These previous experiences, paired

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<sup>1</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

with newly acquired skills and knowledge gained during this course, are then harnessed in the course to help students take the next steps to analyze and evaluate the RET system.

*Application:* Skills and knowledge developed in Foundations and Explorations courses will be drawn upon as students become acquainted with RET industries and system and begin to make basic application in course assignments such as RET site visits, RET resources, and RET careers. A “knowledge of human cultures and the physical and natural world” and “an understanding of society and human behavior (*Colonnade sections 1 & 3 respectively*) will have helped prepare students to **understand** the recreation, event, and tourism system and the people/places impacted. “Intellectual and practical skills” (*Colonnade section 2*) will have provided tools students will need to make the transition to **analyzing** systems.

The culminating course experience (*RET Assessment course project*) will direct students in the analysis/evaluation of the RET system. This process is an example of Integrative learning - Colonnade learning outcome “4a. Synthesis and advanced accomplishments across general and specialized studies.” The RET Assessment will provide an opportunity to study the evolution of the RET system, how its components interact with and relate to each other, and how examining RET as system can impact public policy and the sustainability of the system. The challenge of maintaining a successful global RET system relies on elements represented in the roles of “The World Tourism Organization (UNWTO) [*which*] is the United Nations agency responsible for the promotion of *responsible, sustainable and universally accessible tourism*.” Some examples of applying knowledge from multiple disciplines in this course are summarized as follows:

- **Reading, writing, research, presentation development:** skills/knowledge needed for obtaining and presenting the information in the RET Assessment and other course assignments.
- **Arts & humanities:** understanding the significance of art and humanities (e.g. countries, communities, museums, performance venues, etc.) in attracting participants (e.g. travelers) to meaningfully engage and influence the system within a given ‘community’ (city, town, region, country) selected for the RET Assessment.
- **Social & behavioral sciences:** as the RET system relies/revolves around people, knowledge in this area helps students understand the role of the participants (travelers, system workers, etc.) and their interaction/influence on culture and environments within the system.
- **Natural & physical sciences:** a sustainable RET system requires implementing strategies which help preserve and/or conserve the natural resources. Knowledge in this area will help students analyze community sustainability efforts.

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4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the **Connections student learning outcomes**. In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

<b><u>Connections Student Learning Outcomes</u></b>	<b><u>How does the course meet these learning outcomes?</u></b> <b><u>(Align course goals to Connections SLOs)</u></b>
<b><u>1. Analyze how systems evolve.</u></b>	<p><b><u>Students will learn about the emergence, early development, and evolution of individual RET system components.</u></b></p> <p><b><u>Students will analyze the RET system and its evolution as part of the culminating course project (RET Assessment).</u></b></p>
<b><u>2. Compare the study of individual components to the analysis of entire systems.</u></b>	<p><b><u>Students will learn about the RET system components' relationships to each other within a complex modern system. Course content and activities will help students compare component roles and their contributions to the system.</u></b></p> <p><b><u>Examining career viability based on industry options and trends, along with examining the influence of business principles and practices on the system, will help increase students' ability to carefully examine and analyze the RET components and system.</u></b></p> <p><b><u>The RET Assessment project will involve students analyzing the RET system through the lens of a 'community' (city, town, region, country)</u></b></p>
<b><u>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</u></b>	<p><b><u>System-level thinking can include considering the boundaries of a component or system; perspectives from which decisions or views are being created; and the relationships among the components in the system.</u></b></p> <p><b><u>As part of the RET Assessment project, students will evaluate the actual or potential impact/influence of systems-level thinking on their project 'community' and the entire RET system.</u></b></p> <p><b><u>Current or future, issues will be used to help facilitate this aspect of the project. For example, the current pandemic has had/continues to have significant global impacts on the RET system. Systems-level thinking permits decision-</u></b></p>

	<b><u>making which goes beyond the interests/concerns of one component (location, industry, etc.).</u></b>
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**5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).**

1. **Compare** key components of the recreation industry and their relationships within the event and tourism industries.
2. **Determine** the viability of recreation and tourism careers based on industry options and trends.
3. **Illustrate** how key business principles/practices influence the recreation and tourism industries.
4. **Analyze** a community through the lens of the recreation, event, and tourism industries.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades.** Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

<b><u>Connections Student Learning Outcomes</u></b>	<b><u>Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome beyond course grades. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</u></b>	<b><u>Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a separate evaluative rating for each Connections SLO.</u></b>
<b><u>1. Analyze how systems evolve.</u></b>	<p><b><u>The three-part RET Assessment project will be the artifact used to assess student learning outcomes 1, 2, 3. Students choose a community (city/town/region/country).</u></b></p> <p><b><u>Part 1: Project introduction - Analysis of the emergence, early development, and evolution of individual RET system components into a modern complex system.</u></b></p>	<b><u>A random selection of 20% of the completed RET Assessment projects will be assessed each year using the rubric below.</u></b>

<p><b><u>2. Compare the study of individual components to the analysis of entire systems.</u></b></p>	<p><b><u>RET Assessment project, Part 2: Comparison of RET system components and relationships. Analysis presented with selected community as the reference point for the system.</u></b></p>	<p><b><u>A random selection of 20% of the completed RET Assessment projects will be assessed each year using the rubric below.</u></b></p>
<p><b><u>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</u></b></p>	<p><b><u>RET Assessment project, Part 3: Conclusion uses identified issue to evaluate influence of systems-level thinking.</u></b></p>	<p><b><u>A random selection of 20% of the completed RET Assessment projects will be assessed each year using the rubric below.</u></b></p>

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics.

<b><u>Learning outcome</u></b>	<b><u>Excellent</u></b>	<b><u>Good</u></b>	<b><u>Fair</u></b>	<b><u>Poor</u></b>
<p><b><u>Analyze how systems evolve.</u></b></p>	<p><b><u>The student clearly articulates all relevant RET components, describes their interactions, and how they evolved over time.</u></b></p>	<p><b><u>The student clearly articulates some of the relevant RET components, describes their interactions, and how they evolved over time.</u></b></p>	<p><b><u>The student articulates only a few of the relevant RET components of the system, and/or minimal descriptions of their interactions and how they evolve over time.</u></b></p>	<p><b><u>The student fails to identify important RET components of the system or their interactions.</u></b></p>
<p><b><u>Compare the study of individual components to the analysis of entire systems.</u></b></p>	<p><b><u>The student presents a comparison of all essential RET components and relationships. Analysis is presented using the selected community as the reference</u></b></p>	<p><b><u>The student presents a comparison of some essential RET components and relationships. Analysis is presented using the selected community as</u></b></p>	<p><b><u>The student presents a comparison of only a few essential RET components and relationships and/or the analysis presented using the selected</u></b></p>	<p><b><u>The student presents a comparison of none of the essential RET components and relationships and/or the analysis presented using the selected</u></b></p>

	<u>point for the system.</u>	<u>the reference point for the system.</u>	<u>community is incomplete.</u>	<u>community is absent.</u>
<u>Evaluate how system-level thinking informs the sustainability of the system itself.</u>	<u>The student presents a comprehensive evaluation of the influence of systems-level thinking on their community and the system using the identified issue.</u>	<u>The students presents an adequate evaluation of the influence of systems-level thinking on their community and the system using the identified issue.</u>	<u>The students' presentation demonstrates only a very limited level of understanding re: how systems-level thinking influences the selected community and system.</u>	<u>The students' presentation does not demonstrate an understanding of how systems-level thinking influences the selected community and system.</u>

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**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The RET Assessment project will be provided as the artifact in support of Evidence & Argument Assessment.

**8. Attach a sample course syllabus.** The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

*Course syllabus follows on next page...*

# Course Syllabus

WKU School of Kinesiology, Recreation & Sport

## Basic Course Information:

**Course:**

REC 420 – Recreation and Tourism

**Credit:**

3 HOURS

**Time/Location:**

(Varies by term)

**Instructor:**

Dr. Raymond Poff, E. A. Diddle Arena 2042, (270) 745-2498, raymond.poff@wku.edu

**Office Hours:**

(Varies by term)

**Required Text:**

Crossley, J., Rood, S., Brayley, R., Price-Howard, K., Holdnak, A. (2018). Introduction to Commercial Recreation and Tourism: An Entrepreneurial Approach. 7th edition. Urbana, IL: Sagamore-Venture. ISBN/ISSN 978-1-57167-903-1 (print); ISBN/ISSN 978-1-57167-905-5 (eText)

## Course Description

A focused examination of recreation and tourism with particular attention to business principles, trends, and job opportunities. The relationships between recreation, events, and tourism serve as a key framework.

## Student Learning Outcomes (Colonnade Connections - Systems)

This course fulfills the Systems requirement within Colonnade - Connections. Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Students who complete this systems course will:

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

## Course Objectives - Learning Outcomes

Upon completion of this course the student should be able to:

1. **Compare** key components of the recreation industry and their relationships within the event and tourism industries.
2. **Determine** the viability of recreation and tourism careers based on industry options and trends.

3. **Illustrate** how key business principles/practices influence the recreation and tourism industries.
4. **Analyze** a community through the lens of the recreation, event, and tourism industries.

### **COVID-19**

Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear masks face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering mask as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to masks face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

I am very aware of the wide range of possible challenges created by the pandemic and will do my best to do the right thing for you as my students. If you are unable to meet the scheduled deadlines in this course due to such challenges, please communicate with me so I can assist you as is appropriate for your situation.

### **Course Schedule**

This will be maintained on the Blackboard site. Please use the due dates listed on the schedule appearing in the “Syllabus/Schedule” tab. If you find a Bb system due date that does not match the schedule, use the due date listed on the schedule. Occasionally, a due date will be listed incorrectly in the system. Rely on the **posted schedule** in the “Syllabus/Schedule” tab ☺.

For this course, almost all assignments and quizzes will be **due on (day of week varies by term) before 11:59pm**. There are some exceptions, so please regularly and carefully review the course schedule.

### **Instructional Strategies**

Instructional strategies will generally include a combination of tasks such as: instructor lectures, required readings, quizzes over course content, assignments, exams, and a course project.

#### **Course tasks:**

Students will complete the following tasks:

1. Intro to the course quiz + quizzes on each chapter and any assigned readings.
2. Pre-approval (on the ‘site visit wiki’) for site visit assignment locations.
3. Conduct two (2) commercial recreation/tourism site visits. These can be conducted in-person [*follow COVID-19 guidelines*] **or** by phone. Organizations should be outside of Warren County. Your findings will be reported through a written “Spotlight” for two commercial recreation/tourism businesses.
4. Recreation, Event, and Tourism (RET) career assignment
5. Business principles assignment

6. RET Articles assignment
7. Pre-approval (on the 'int'l project wiki') for the locations available for the RET Assessment course project.
8. RET Assessment course project
9. Supplemental course evaluation
10. Comprehensive final exam

**Evaluation Procedure:**

Course grades will be based on the aforementioned required coursework. Grades are always available in the Blackboard Grade Center. You can visit the 'My Grades' tab to view point values earned for each activity.

**Grade Scale\***

<u>%</u>		<u>Assignments, Quizzes, &amp; Exams</u>	<u>Points</u>
100-90	A	1. Online quizzes ( <i>intro + 11 chapters @ 10 pts each</i> )	120
89-80	B	2. RET Site Visits Wiki Approval	10
79-70	C	3. RET "Spotlight" ( <i>includes 2 site visits</i> )	100
69-60	D	4. RET Career assignment	25
59-0	F	5. Business Principles assignment	25
		6. RET Articles assignment	80
		7. Wiki sign-up for RET Assessment Course Project	10
		8. RET Assessment Course Project (three parts)	150
		9. Final Exam	100
		10. Attendance/Active Participation	100
		11. Supplemental Course Evaluation	10
		Total Points:	730

**Course Policies**

**Expectations for assignments:**

1. In general, late assignments or quizzes will not be available. Assignment and quiz submission will be unavailable on Bb after deadlines. \*Refer to COVID-19 section above for exceptions.
2. All assignments, quizzes, and the final must be submitted via Blackboard in their respective areas.
3. All assignments must be submitted using the file provided (when applicable). Generally, only Word, Excel, and Powerpoint files will be accepted – Please do not submit Google, Microsoft Works, OpenOffice, Pages, Numbers, Keynote, etc file formats. Some software will allow you to export to .doc, .xls, .ppt but not all.
4. Writing assignments should be typed using 12 point, Times or Times New Roman font and double-spaced. Margins should be set at 1 inch on all four sides.
5. Grammar, punctuation, and spelling will be included in the evaluation of assignments (up to 10% of total possible points).

6. Peers and professionals may evaluate course assignments.
7. Work submitted during this course may be reused by the instructor in future courses.

### **Grading/Posting of Grades/Checking Grades:**

My roles as a faculty member include evaluating and assigning grades for work completed by students. I believe students deserve to receive grades in a timely manner during the course. As a *general guideline*, I will post grades for your assignments within approximately 1.5 weeks of their respective **due dates** (not the submission date as I usually grade assignments as a group after the due date). The grading may be earlier some weeks and a little later other weeks, but on *average* your grades should be up within 1.5 weeks of the due date.

It is a student's responsibility to successfully submit all assignments on time and to confirm via Blackboard that the assignment has been submitted before the deadline. Confirmation of submission (for assignments, quizzes, exams processed in Bb) is accomplished by checking Bb for a score for a quiz or exam or an "!" or score for an assignment.

Some assignments may simply receive a score without any comments included, some assignments may have comments included in BB (accessible by clicking on the score), some may have a file attached by me for your review, and in some cases I may address comments to the entire class rather than providing individual feedback.

Students are to keep a copy of all assignments submitted at least until their final course grade has been posted. Blackboard is not immune to crashing, losing, or corrupting files. Backups are a good thing ☺

### **E-mail Correspondence:**

The university will use students' WKU e-mail addresses **exclusively** for all university communication. Students may forward their WKU e-mail to another e-mail address.. Blackboard is designed to use WKU addresses.

**\*\*\*For e-mail please use the following subject line: [REC 420] your last name - subject**

### **Expectation:**

We expect students to do their own work on all graded material submitted for all course requirements. Assignments may be electronically checked for plagiarism.

### **Academic Honesty:**

“Students who commit any act of academic dishonesty may receive from the instructor a failing grade... in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Life for disciplinary sanctions.” Students who are unfamiliar with the University's policy on plagiarism should consult the most recent edition of the Western Kentucky University Student Handbook. Students uncertain regarding what actions constitute plagiarism should consult the instructor. Student handbook: <http://www.wku.edu/handbook/2009/>

### **Quizzes:**

Students must complete quizzes during scheduled time periods. Students are expected to practice academic honesty in all assignments including quizzes. The quizzes in this course are “open book” and “open note,” but not “open neighbor.” Violation of this policy will result in a failing grade on the quiz and further disciplinary action.

### **Student Athletes:**

If you belong to a WKU athletic team you, like the other students in this course, are responsible for turning in any assignments and completing any quizzes that may be due during your absence **before** the due date.

## **Resources & Title IX**

### **The Learning Center (TLC):**

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

### **ADA Accommodation Statement:**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **Title IX Misconduct/Assault Statement:**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

*Discrimination and Harassment Policy (#0.2040) at*  
[https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like

to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

## Colonnade Explorations Course Proposal

Proposal Contact Name, E-mail, and Phone: David DiMeo, [david.dimeo@wku.edu](mailto:david.dimeo@wku.edu), 745-6408  
College and Department: Potter College, Modern Languages Proposal Date: 1 Apr 2020

### 2 Course Details:

- 2.1 Course prefix (subject area), number and title: ARBC 200 Introduction to Arab Studies
- 2.2 Explorations sub-category (Arts & Humanities, Social & Behavioral Sciences; Natural & Physical Sciences): Arts and Humanities
- 2.3 Credit hours: 3
- 2.4 Prerequisites<sup>2</sup>: None
- 2.5 Equivalent courses (prefix and number): None
- 2.6 Expected number of sections offered each semester/year: 1/2
- 2.7 Is this an existing course or a new course? New
- 2.8 Proposed implementation term? Next Available
- 2.9 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green Main Campus

- 3 **Course Description:** An interdisciplinary introduction to the study of Arab culture and to regional/cultural studies in general, designed to increase understanding of the diversity of Arab culture; the influence of language, religion, geography and history on Arab culture; and how cultural themes are expressed in artifacts such as Literature, Art, Architecture and Film.

### 4 **How will this course meet the specific learning objectives of the appropriate subcategory. Please address all of the learning outcomes listed for the appropriate subcategory.**

- 4.1 **Use basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Art and Humanities.** This course will introduce students to the concepts, theories, and methodologies of the interdisciplinary field of culture studies. Students will learn the inherently interdisciplinary nature of this field, which draws from and synthesizes concepts from fields as varied as Linguistics, History, Religion, Sociology, Art, and Anthropology. Students will further appreciate how interdisciplinary cultural studies has develop its own sets of concepts and terminology.

Academic study in the last four decades has moved beyond the traditional European division of disciplines to incorporate interdisciplinary fields and departments (Gender Studies, Area Studies, etc.). It is rare to find a scholar who studies the Literature of all periods and all regions, for example, while it is very common to find those who study a region or people group from a number of disciplinary perspectives (Edward Said, Gayarti Spivak, Judith Butler, for example).

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<sup>2</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.



- 4.2 **Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.** The course will introduce students to the critical examination of primary and secondary sources to determine assumptions, ideologies and biases. Additionally, students will consider the political, religious and linguistic constraints under which these sources were produced. Students will also learn to evaluate sources in translation and from countries having different standards of copyright protection and journalistic integrity.
- 4.3 **Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.** This course will focus on specific cultural contexts to show how these have influenced the production of cultural artifact or events in art, film, architecture, literature, as well as historical recording and public discourse. By focus on a specific regional context, the course will be able to highlight the effects of that context across a wide variety of cultural expressions.
- 4.4 **Evaluate the significance of human expression and experience in shaping larger social, cultural and historical contexts.** This course will examine the effects of cultural production on public opinion and policy and on customs and traditions. The relationship between creative expression and the social context is reciprocal and mutualistic.
- 4.5 **Evaluate enduring and contemporary issues of human experience.** This course will examine how concepts of identity, both communal and individual, in terms of religion, heritage, race, ethnicity, gender and politics affect cultural production and are affected by it. Throughout the course, students will be encouraged to compare observations about the Arab world with the society in which they live with an eye to the subjective and shifting boundaries between general human and culturally specific experience.
- 5 **Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.**

Students who take the course will be able to:

- 5.1 Use interdisciplinary terminology, concepts and approaches to the study of Arab culture.
- 5.2 Evaluate the reliability and purposes of both primary and secondary sources: their contexts, assumptions, biases and constraints.
- 5.3 Demonstrate how social, cultural, and historical contexts have shaped and were shaped by Arab culture.
- 5.4 Demonstrate the significance of the religious, social and cultural diversity of the Arab world.
- 5.5 Evaluate the role of individuals, groups, and institutions in transforming Arab culture.

5.6 Demonstrate how enduring and contemporary issues in human experience have been addressed in Arab culture from different perspectives.

**6 Brief description of how the department will assess the course for these learning objectives.**

Students will be given a take-home essay linked to the specific learning outcomes in paragraph 3 above. This essay will involve the analysis of a cultural artifact (written work, film, song, work of art, etc.) or event, which the student will choose from a list of options. To ensure accurate assessment data for each learning outcome, the essay will have five questions that specifically address each of the five learning outcomes. This essay will also count toward student grades, to ensure the highest degree of student effort. The essay will be graded according to the rubric below on a scale from 1-4, with the target of at least 80% of student responses for each question reaching level 3.

This essay will also be graded as part of the final course grade, producing two different scores: a score of 1-4 for SLO attainment, separate from the percentage score used as part of the course grade.

**ARTS AND HUMANITIES (AH) SLO ASSESSMENT RUBRIC FOR ARBC 200**

<b>SLO 1: Students will demonstrate the ability to utilize formal elements, techniques, concepts, and vocabulary of specific disciplines within the arts and humanities.</b>				
	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Marginal (2)</b>	<b>Not Acceptable (1)</b>
<b>Description of performance indicators</b>	Demonstrates <u>accurate, clear, and precise</u> comprehension of elements, techniques, concepts, and vocabulary of the field of Area Studies.	Demonstrates <u>accurate</u> comprehension of elements, techniques, concepts, and vocabulary of the field of Area Studies.	Demonstrates <u>limited or inexact</u> comprehension of elements, techniques, concepts, and vocabulary of the field of Area Studies.	Demonstrates <u>beginning</u> understanding of elements, techniques, concepts, and vocabulary of the field of Area Studies.
<b>SLO 2: Students will demonstrate the ability to distinguish between various kinds of evidence by identifying reliable sources and valid arguments.</b>				
	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Marginal (2)</b>	<b>Not Acceptable (1)</b>
<b>Description of performance indicators</b>	Information is taken from primary and/or secondary sources with enough interpretation/evaluation to develop a <u>comprehensive</u> analysis.	Information is taken from primary and/or secondary sources with enough interpretation/evaluation to develop a <u>coherent</u> analysis.	Information is taken from primary and/or secondary sources with <u>some</u> interpretation/evaluation, but not enough to develop a coherent analysis.	Information is taken from primary and/or secondary sources <u>without any</u> interpretation/evaluation.
<b>SLO 3: Students will demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.</b>				
	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Marginal (2)</b>	<b>Not Acceptable (1)</b>
<b>Description of performance indicators</b>	<u>Accurately and precisely</u> locates particular cultural artifact or events in relation to <u>multiple</u> relevant contexts and elaborates on the manner in which those contexts influence the cultural artifact or events.	<u>Accurately</u> locates particular cultural artifact or events in relation to <u>some</u> relevant contexts and elaborates on the manner in which those contexts influence the cultural artifact or events.	<u>Approximately</u> locates particular cultural artifact or events in relation to <u>some</u> relevant contexts, though may have some inaccuracies. Shows a general awareness of how the contexts influence the	Fails to locate or <u>inaccurately</u> locates particular cultural artifact or events in relation to multiple relevant contexts, and shows no awareness of how those contexts influence the cultural artifact or events.

			cultural artifact or events.	
<b>SLO 4: Students will demonstrate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.</b>				
	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Marginal (2)</b>	<b>Not Acceptable (1)</b>
<b>Description of performance indicators</b>	Independently adapts and applies skills, abilities, theories, or methodologies gained to <u>address solutions</u> to problems/explore issues of personal or public importance in <u>original</u> ways.	<u>Adapts and applies</u> skills, abilities, theories, or methodologies gained to <u>address solutions</u> to problems/explore issues of personal or public importance.	<u>Uses</u> skills, abilities, theories, or methodologies gained to <u>contribute to understanding of</u> problems/issues of personal or public importance.	Uses skills, abilities, theories, or methodologies gained in a <u>basic</u> way in <u>consideration of</u> problems/issues of personal or public importance.
<b>SLO 5: Students will demonstrate the ability to evaluate enduring and contemporary issues of human experience.</b>				
	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Marginal (2)</b>	<b>Not Acceptable (1)</b>
<b>Description of performance indicators</b>	Articulates a <u>broad understanding</u> of the relationship between works and the enduring and contemporary issues of human experience (e.g., community, identity, responsibility, value). Makes <u>multiple connections</u> between these elements.	Describes <u>several</u> impacts that works may have upon enduring and contemporary issues of human experience (e.g., community, identity, responsibility, value). <u>Outlines</u> inter-connectedness between numerous aspects of works and culture.	Describes a <u>few</u> impacts that works may have upon enduring and contemporary issues of human experience (e.g., community, identity, responsibility, value).	Describes a <u>basic</u> impact, or fails to identify an impact that works may have upon enduring and contemporary issues of human experience (e.g., community, identity, responsibility, value).

7 Please attach sample syllabus for the course.

See below.

**ARBC 200**  
**INTRODUCTION TO ARAB STUDIES**  
Western Kentucky University

**Instructor:** David DiMeo  
**Office/ Phone:** HCIC 2052/56408

**E-mail:** david.dimeo@wku.edu  
**Office Hours:** M, W, F 3-4 PM

**Course Description:**

An interdisciplinary introduction to the study of Arab culture and to regional/cultural studies in general, designed to increase understanding of the diversity of Arab culture; the influence of language, religion, geography and history on Arab culture; and how cultural themes are expressed in artifacts such as Literature, Art, Architecture and Film.

This course helps fulfill the Colonnade requirements for the Explorations: Arts and Humanities category.

**Area and Culture Studies:** The interdisciplinary fields of Area and Culture Studies grew out of a need to understand regions and peoples from numerous perspectives. The first departments of Area Studies were established by the federal government after World War II, as the government saw the need for experts in “Russia” or “The Middle East,” in a broad sense. By definition, this involves the integration of multiple disciplines of study, for example, linguistics, history, art, economics, geography and many more. No one can be expected to master or even address all possible fields. Similarly, there are many theoretical approaches to the study of a region of culture that unite the overall study. This course will not attempt to present all of these approaches, but rather to focus on a few as examples for how the study of a region or culture can be approached, with an appreciation of the vast number of additional approaches that are possible.

**Colonnade Program (Explorations – Arts and Humanities) Learning Outcomes:**

In fulfillment of the requirements of this category of the Colonnade program, students in this course will demonstrate the following learning outcomes:

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the arts and humanities.
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.

**Course Learning Outcomes:**

Numbers in parentheses indicate the correspondence of Colonnade learning outcomes (above) to specific course learning objectives.

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

- Use interdisciplinary terminology, concepts and approaches to the study of Arab culture (1).
- Evaluate the reliability and purposes of both primary and secondary sources: their contexts, assumptions, biases and constraints (2).
- Demonstrate how social, cultural, and historical contexts have shaped and were shaped by Arab culture (3, 4).
- Appreciate and demonstrate the significance of the religious, social and cultural diversity of the Arab world.
- Evaluate the role of individuals, groups, and institutions in transforming Arab culture (4).
- Demonstrate how enduring and contemporary issues in human experience have been addressed in Arab culture from different perspectives (5).

### **Required Texts:**

-- Reynolds, Dwight F. *The Cambridge Companion to Modern Arab Culture*. (Cambridge, 2015), ISBN: 978-0521725330

-- Hammond, Andrew. *Pop Culture Arab World! Media, Arts and Lifestyle* (Santa Barbara, CA: ABC-CLIO, 2005), ISBN: 978-1851094493

--All other readings will be available through the course Blackboard site

Note: If, for any reason, class does not meet, you are still responsible for all readings and other homework listed on the syllabus as if class had met.

Please note also that this syllabus provides a general plan for the course; changes may be necessary.

### **Graded Events:**

- Reading Quizzes – 10%
- Attendance/Participation – 10%
- Homework Assignments– 20%
- Final Exam – 20%
- Mid-Term Exam – 20%
- Take Home Essay – 20%

Grading Scale: 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; Below 60% = F

### **Important Policies:**

- **Homework/Assignments:** Every assignment has a due date on the weekly schedule. All are due before the beginning of class (i.e. 2:20 PM) For every day after that, it is -10%, down to zero. So a ten point writing assignment due on 1 Oct would be worth a maximum of 9 points on 2 Oct; 8 points on 3 Oct; etc. Once it reaches zero, you will not receive any credit, regardless of personal circumstances. Under no circumstances may any work be turned after the final exam begins.

- **Grades:** Grades are posted on Blackboard. The running average is also displayed as “Course Grade.” This is the only average that counts. The Grade Book will be locked when the final exam begins. That means no other grades can be entered except the final.
- **Quizzes:** You may be allowed to make up quizzes that you miss with valid excusals. These must be done the next class period. After that, the grade will automatically be zero and cannot be changed.
- **Participation:** Regular attendance is necessary for your progress and in maintaining a constructive environment for learning. Without documentation, absences are not excused. These must be both valid and verifiable (i.e.: doctor’s excusal, field trip authorization, military orders.) Your grade for the class period is based on the time present in class. We do not conduct class in the bathroom or the hallway. University policy also requires any student with excessive absences to be referred to Academic Advising.
- **Mid-Term/Final Tests:** These are comprehensive tests that will test mastery of concepts and knowledge of the texts assigned for class. Only students with valid documented absences may retake **one test during the entire semester.** The make-up test has to be taken no later than one week from the student’s resumption of attendance. Vacation plans are not accommodated. Students who arrive late are not allowed additional time, nor are listening sections repeated. Cell phones and PDA’s are to be turned off (not silenced) and placed out of view, along with any notes. Students who leave the classroom during exam periods may not return.
- **Final Exam:** The final exam must be taken at the time scheduled on the university calendar. The instructor has no authority to make exceptions. Vacation plans do not justify changing the schedule.
- **Fairness:** We must always maintain a fair and equal environment for all students. Do not ask for special treatment, such as being allowed to turn in late work that has reached zero value, being given “extra” assignments to boost your grade, or taking the final exam outside the scheduled time. If one student is allowed this, then all others must be and that is impossible to manage. Personal circumstances, such as your scholarship/financial aid situation, GPA, etc. do not justify unfair treatment.
- **Cell Phones:** Turn phones to silent prior to entering the classroom. Your phone may not be visible, nor may you touch it during class unless instructed to do so. We will use them for activities in class, like *Kahoot*. If someone touches their phone before then, however, then no *Kahoot* for the class. Absolutely no texting is allowed in class.

### ***Withdrawal from the Class***

Students who wish to withdraw from the course must complete the withdrawal procedures by the deadline designated by the University. If you stop coming to class and fail to withdraw officially by this deadline, an “FN” will be recorded as your course grade.

**Student Disability Services:** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not

request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Statement of Diversity:** We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another’s rights to differing opinions.

**Plagiarism:** To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

**Sexual Misconduct/Assault Policy** Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

Date	Topic	Assignment (Readings in Bold are in the Required Texts)	Major Graded Events	
Tue 27 AUG	Introduction			

Thu 29 AUG	Introduction to Culture Studies	<i>Cambridge Companion: pp. 1-18</i> “Who Are the Arabs?” David Lamb		
Tue 3 SEP	Introduction to Arab Culture	<i>Hammond: pp. 1-45</i> “Ten Cross-Cultural Realities” J. Al-Omari		
Thu 5 SEP	Influence of Language	<i>Cambridge Companion: pp. 19-35</i>		
Tue 10 SEP	Influence of Language	“The Shield of Faith” Nicholas Ostler		
Thu 12 SEP	Islam	“Islam and the Islamic World” Seyyed Hossein Nasr		
Tue 17 SEP	Islam	<i>Hammond: pp. 194-225</i>		
Thu 19 SEP	Religious Minorities	<i>Cambridge Companion: pp. 36-53</i>		
Tue 24 SEP	Religious Minorities	Film: <i>The Virgin, The Copts and Me</i>		
Thu 26 SEP	Marxist Theoretical Approach: Cultural Study as Class Struggle	“Cultural studies and its theoretical legacies” Stuart Hall “Marxism in the Arab World” Stuart Shamir		
Tue 1 OCT	Postcolonial Approaches: Orientalism	Excerpt from <i>Orientalism</i> , Edward Said		
Thu 3 OCT	Culture of Meaning: Semiotic Approach	Excerpt from <i>The Interpretation of Cultures</i> , Clifford Geertz		
Tue 8 OCT	Art	<i>Cambridge Companion: pp. 191-208</i>		
Thu 10 OCT	Art	“The Impact of Islamic Art on Islam” Blair and Bloom		
Tue 15 OCT	Poetry	Excerpt from <i>Night, Horses and the Desert</i> , Robert Irwin pp. 29-51		
Thu 17 OCT	Narrative	<i>Cambridge Companion: pp. 112-134</i>	<b>Mid-term Exam</b>	
Tue 22 OCT	Narrative	Film: <i>Naguib Mahfouz: The Passage of the Century</i>		
Thu 24 OCT	Music	<i>Cambridge Companion: pp. 135-163</i>		
Tue 29 OCT	Music	<i>Hammond: pp. 141-160</i> Film: <i>Umm Kulthum: A Voice Like Egypt</i>		



<b>Thu 31 OCT</b>	<b>Food and Cuisine</b>	<i>Cambridge Companion: pp. 268-292</i>		
<b>Tue 5 NOV</b>	<b>Food and Cuisine</b>	Video: “Food For Thought: Arab Food Etiquette”		
<b>Thu 7 NOV</b>	<b>Cinema and Television</b>	<i>Cambridge Companion: pp. 164-181</i>		
<b>Tue 12 NOV</b>	<b>Cinema and Television</b>	<i>Hammond: pp. 47-73</i> Film: Nasser ‘56		
<b>Thu 14 NOV</b>	<b>Arab Americans</b>	“Cultural Adaptation” Randa Kayyali		
<b>Tue 19 NOV</b>	<b>Arab Americans</b>	“Impact on U.S. Society” Randa Kayyali		
<b>Thu 21 NOV</b>	<b>Stereotypes</b>	“Muslim Monsters of September 11” Sophia Arjana		
<b>Tue 26 NOV</b>	<b>Stereotypes</b>	Film: “Reel Bad Arabs” Sut Jhally		
<b>Tue 3 DEC</b>	<b>Political Islam</b>	“Inclusive Islam: The Utility of Diversity” Donald Emmerson	<b>Take-Home Essay</b>	
<b>Thu 5 DEC</b>	<b>Generational Change</b>	“Arab Millennials” Juan Cole		
<b>FINAL EXAM</b>			<b>Final Exam</b>	

***RUBRIC for Arab Studies Take Home Essay***

	<b>1. EXCELLENT</b>	<b>2. GOOD</b>	<b>3. NEEDS WORK</b>	<b>4. POOR</b>
<b>A. TITLE PAGE and LENGTH</b>	Argumentative title and at least 6 FULL pages	Non-argumentative title and at least 6 FULL pages	Non-argumentative title and less than 6 FULL pages	Lacks Title and/or less than 6 FULL pages
<b>B. INTRODUCTION</b>	Clearly establishes historical context of the popular culture form or text and fully identifies the theoretical approaches the analysis will incorporate.	Mentions historical context and theoretical approaches but in an overly general way that only partly identifies the issues the paper will address.	Introduction exists but lacks much sense of historical context and/or theoretical approaches. Little sense of issues the paper will address.	Lacks an introduction or includes one that lacks a historical focus and/or theoretical approach. Little sense of issues the paper will address.
<b>A. THESIS</b>	Thesis is easily identifiable, plausible, novel, sophisticated, insightful, and clear. It clearly reflects a historical and theoretical interpretation of a popular culture subject.	Thesis is promising, but may be slightly unclear, or lacking insight or originality. It introduces a historical and theoretical interpretation of a popular culture subject but does not explain it fully.	Thesis is unclear or unoriginal. Uses vague language. Provides little around which to structure the essay. It offers a historical and theoretical interpretation of a popular culture subject but only in the most general terms.	Thesis is difficult to identify, non-existent, or merely restates the question. Shows little effort or comprehension of the essay prompt. It lacks either or both a historical and theoretical interpretation of a popular culture subject.
<b>B. STRUCTURE</b>	Structure is evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Structure is generally clear and appropriate, though may wander occasionally. Essay may have a few unclear transitions, or a few paragraphs without strong topic sentences.	Structure is generally unclear, often wanders, or jumps around. Transitions are few and/or weak, and many paragraphs lack topic sentences.	Structure is unclear, often because thesis is weak or non-existent. Essay has little or no structure or organization. Transitions are confusing and unclear. Topic sentences are few or non-existent.

<b>C. USE OF EVIDENCE</b>	Primary source and contextual information is incorporated to support every point. Examples support thesis and fit within paragraph. Specific, explicit references to assigned readings and factual information is incorporated. Sources are properly cited.	Author uses examples to support most points. Some evidence does not support point or is out of place. Quotations are generally integrated well into sentences and paragraphs. Some factual information is incorporated. Some sources are properly cited.	Author uses examples to support some points. References to assigned readings unclear or incorrect. There may not be a clear point. Moderate amount of factual information is incorporated. Sources are improperly cited.	Very few or weak examples. Essay is weakened by a general failure to support statements. Evidence supports no particular point. Little or no factual information is incorporated, and primary sources remain mostly not interpreted or are merely summarized. No citations for sources.
<b>D. LOGIC AND ARGUMENTATION</b>	All ideas flow logically. The argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments. Makes original connections that illuminate thesis.	Argument is clear and usually flows logically and makes sense. Some counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections to evidence appear.	The argument may often be unclear or not make sense. Author may not address counter-arguments or make sufficient connections with the thesis. Essay may contain logical contradictions.	Ideas do not flow at all, usually because there is no argument to support. Essay displays simplistic view of topic, and no consideration of possible alternative views. Any attempts to relate evidence to argument are very weak. Argument is too incoherent to determine.
<b>E. CONCLUSION</b>	Clear conclusion thoughtfully and specifically reflects on the broader significance of findings about this form or example of popular culture.	Includes conclusion but with only a vague sense of broader significance of findings about this form or example of popular culture.	Includes conclusion but simply restates thesis or reiterates the topic. Offers no meaningful sense of the broader significance of findings about this form or example of popular culture.	Lacks conclusion.

# Colonnade Explorations Course Proposal

Proposal Contact Name, E-mail, and Phone: Edrisa Sanyang, [edrisa.sanyang@wku.edu](mailto:edrisa.sanyang@wku.edu),  
270-745-3500

**College and Department:** College of Health and Human Services, Department of Public Health.

Proposal Date: 8/12/2020

## 1. Course Details:

- 7.1 Course prefix (subject area), number and title: **ENV 120 Introduction to Occupational Safety and Health**
- 7.2 Explorations sub-category (Arts & Humanities, Social & Behavioral Sciences; Natural & Physical Sciences): **Explorations course in the Social and Behavioral Sciences subcategory**
- 7.3 Credit hours: **3**
- 7.4 Prerequisites<sup>3</sup>: **None**
- 7.5 Equivalent courses (prefix and number): **None**
- 7.6 Expected number of sections offered each semester/year: **1 to 2 sections per semester, depending on student demand**
- 7.7 Is this an existing course or a new course? **Existing Course**
- 7.8 Proposed implementation term? **Spring 2021**
- 7.9 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) **Bowling Green main campus, and online**

## 2. Provide a brief course description (100-200 words).

ENV 120 is an introductory course to occupational safety and health. The course will use occupational exposures in different work settings to introduce students to systematic methods of promoting safety and preventing injuries and other occupational related conditions associated with the work environment. It will also highlight available national safety policies associated with common occupations. The course will cover applications of hazard identification and procedures to identify risks in the workplace. The instructor will utilize an integrative approach to introduce students to occupational safety and health, both historically and in the present. No prerequisites are required.

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<sup>3</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

**3. How will this course meet the specific learning objectives of the appropriate subcategory?  
Please address all of the learning outcomes listed for the appropriate subcategory.**

The course objectives are designed to engage students in the use of occupational safety and health principles to analyze problems and conceptualize approaches to improve health and wellbeing of workers in the workplace. This meets the five specific learning objectives in the Social and Behavioral Sciences subcategory as stated below. Upon successful completion of the course, students will be able to:

1. Demonstrate occupational safety and health principles related to human exposures as it relates to social, economic, and labor-management influences that can affect health in the workplace (*Colonnade Learning Objective 1*).
2. Examine how health risks in the workplace can be anticipated, recognized, evaluated, and controlled through hazard identification in the workplace (*Colonnade Learning Objective 2*).
3. Use exposure assessment tools, hierarchy of controls, and promotion of injury and illness-prevention to advance worker well-being in occupational settings (*Colonnade Learning Objective 2*).
4. Explain the ethical responsibility of occupational safety and health professionals (*Colonnade Learning Objective 2*).
5. Analyze the relationship between workplace exposures and health effects through social determinants of health and factors such as age, race, sexual orientation, and workplace type. (*Colonnade Learning Objective 3*).
6. Apply occupational safety and health regulations to protect the health of a diverse workforce from environmental hazards in the workplace (*Colonnade Learning Objective 4*).
7. Apply occupational safety and health principles and terminology to describe workplace hazards (*Colonnade Learning Objective 5*).

**4. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.**

**Colonnade learning outcomes:**

Students will:

1. Demonstrate knowledge of at least one area of the social and behavioral sciences
2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

### **ENV 120 Learning Outcomes:**

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

1. Demonstrate occupational safety and health principles related to human exposures as it relates to social, economic, and labor-management influences that can affect health in the workplace.
2. Examine how health risks in the workplace can be anticipated, recognized, evaluated, and controlled through hazard identification in the workplace.
3. Use exposure assessment tools, hierarchy of controls, and promotion of injury and illness-prevention to advance worker well-being in occupational settings.
4. Explain the ethical responsibility of occupational safety and health professionals.
5. Analyze the relationship between workplace exposures and health effects through social determinants of health and factors such as age, race, sexual orientation, and workplace type.
6. Apply occupational safety and health regulations to protect the health of a diverse workforce from environmental hazards in the workplace.
7. Apply occupational safety and health principles and terminology to describe workplace hazards.

### **5. Brief description of how the department will assess the course for these learning objectives.**

The department will use a number of assessment instruments to measure student learning in this course that will fulfill the five colonnade learning objectives:

#### **Assessment tool for Objective 1: Demonstrate knowledge of at least one area of the social and behavioral sciences**

Students are provided multiple theories of accident causations in Chapter 3 of the textbook and powerpoint. For example, students learn Herbert Heinrich's study of industrial accidents, the human factors theory of accident causation, event-chain theory of accident causation, and systems theory of accident causation. Quiz 3 requires students to apply these concepts of accident causation by identifying what human behaviors are related to which of the accident causation theories. Assignment 1 also requires students to identify and explain three common causes of human error which leads to accidents in the workplace. These may include personal beliefs and feelings, decisions to work unsafely, mismatch or overload of the employee and

unsafe acts. Results from the assignment and quiz will be used to assess students' knowledge of how human behavior can influence safety in the workplace on a daily basis.

**Assessment tool for Objective 2: Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences**

Students will be provided a hazard identification sheet in Assignment 2 to determine frequency, probability, severity and likelihood of an injury occurring when given a specific occupational safety scenario. Students will then select and apply the proper hierarchy of control method to address the specific occupational safety scenario to ensure that workers are protected. This assignment will be used to measure students use of the hierarchy of controls and how it can be applied to fix a diverse set of problems in the workplace.

**Assessment tool for Objective 3: Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience**

Students will be given a scenario in discussion board 2 as a safety consultant at a lab facility. They must address the workers about the radiation hazard and provide information about how they would discuss radiation with a diverse group of workers. Students then are required to converse with each other about what they would suggest to improve other students' discussions. Some of the examples of diverse populations that are effected differently by radiation hazards include elderly, pregnant women, young children, and those who are immunocompromised. This discussion board is used to measure students' ability to apply OSHA regulations in the workplace and communicate those regulations to a diverse population.

**Assessment tool for Objective 4: Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance**

Students will be given two news articles related to fire safety in the workplace and tragedies that have occurred as a result of improper safety measures. One news article is related to the Triangle Shirtwaist Factory Fire in New York and one is related to the Beverly Hills Supper Club Fire in Kentucky. Students are required to identify what went wrong in relation to means of egress and fire safety. Students then must discuss with others how these principles relate to today and whether they believe tragedies such as these could still occur. This discussion board will be used to measure student's ability to relate fire safety principles to issues of public safety within local and national facilities.

**6. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.**

**Please see the sample syllabus in next page.**

**Western Kentucky University**  
**Department of Public Health**  
**Introduction to Occupational Safety & Health (ENV 120)**  
**SAMPLE SYLLABUS**

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Instructor:	Ms. Jacqueline R. Basham, MPH
Office:	Academic Complex (AC) 236B
Phone:	270-745-3981
Email:	<a href="mailto:jacqueline.basham@wku.edu">jacqueline.basham@wku.edu</a>
Office Hours:	Monday / Wednesday: 11:00 AM – 2:00 PM Tuesday / Thursday: 11:00 AM – 1:00 PM Friday – By appointment only
Course Material:	Material will be posted on WKU's Blackboard

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**Required Textbook**

David L. Goetsch – Occupational Safety & Health. Ninth Edition. Pearson Prentice Hall Publishers, A Division of Pearson Education, Inc. (Available at WKU bookstore)

**Additional Readings**

Material provided by the instructor through Blackboard.

**Course Description**

ENV 120 is an introductory course to occupational safety and health. The course will use occupational exposures in different work settings to introduce students to systematic methods of promoting safety and preventing injuries and other occupational related conditions associated with the work environment. It will also highlight available national safety policies associated with common occupations. The course will cover applications of hazard identifications and procedures to identify risks in the workplace. The instructor will utilize an integrative approach to introduce students to occupational safety and health, both historically and in the present. No prerequisites are required.

**Learning Objectives for the Colonnade Program**

This course fulfills the Colonnade Program requirements for the Social and Behavioral Sciences subcategory of the Explorations Category. As part of that program, ENV 120 has the following learning objectives:

Students will demonstrate the ability to:

1. Demonstrate knowledge of at least one area of the social and behavioral sciences
2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.



3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences

### **ENV 120 Learning Outcomes**

Upon successfully completing this class, students will be able to:

1. Demonstrate occupational safety and health principles related to human exposures as it relates to social, economic, and labor-management influences that can affect health in the workplace (*Colonnade Learning Objective 1*).
2. Examine how health risks in the workplace can be anticipated, recognized, evaluated, and controlled through hazard identification in the workplace (*Colonnade Learning Objective 2*).
3. Use exposure assessment tools, hierarchy of controls, and promotion of injury and illness-prevention to advance worker well-being in occupational settings (*Colonnade Learning Objective 2*).
4. Explain the ethical responsibility of occupational safety and health professionals (*Colonnade Learning Objective 2*)
5. Analyze the relationship between workplace exposures and health effects through social determinants of health and factors such as age, race, sexual orientation, and workplace type. (*Colonnade Learning Objective 3*).
6. Apply occupational safety and health regulations to protect the health of a diverse workforce from environmental hazards in the workplace (*Colonnade Learning Objective 4*).
7. Apply occupational safety and health principles and terminology to describe workplace hazards (*Colonnade Learning Objective 5*).

### **Teaching Strategy**

- Classes will meet for sixteen weeks in face to face, and online formats. The course will consist of a weekly lectures, quizzes, and readings. There will be also be class discussions, assignments and exams throughout the semester.
- *Lectures* are intended to identify, define, exemplify, apply, analyze, synthesize, and evaluate occupational health and safety concepts and issues in the workplace.
- *Textbook readings, and web resources* will connect the lecture materials to current issues and will provide resources for understanding of behavioral science within the context of occupational safety and health.
- *Quizzes* will be used to assess student comprehension of main concepts outlined in the

readings and lectures.

- *Assignments* will allow for the application, analysis, synthesis, and evaluation of hazards in the workplace.
- *Class participation* provides various virtual approaches to interact with other students and the instructor including two discussion boards that focus on current issues in the workplace.
- *Examinations (Mid-term and Final Exams)* will be given according to the class outline. Exam questions will be taken from reading assignments, lectures, and any other material discussed.

### Grading Policy

Your overall grade in this course will be determined by the final grade using a weighted average.

The weights are as follows:

<b>Assessments</b>	<b>Points</b>
Quizzes (10 Quizzes at 10 points each)	100
Discussion Board (5 discussion boards at 10 points each)	50
Assignment (2 assignments at 25 points each)	50
Examinations (Mid-Term and Final Exams at 100 points each)	200
<b>Total Points (400 Points)</b>	<b>400</b>

Final letter grades for this course are:

A = 90% and above; B = (80-89) %; C = (70-79) %; D = (60-69) %; F = 59% and below.

### **Class Policies**

#### **Title IX Misconduct/Assault Statement**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

[https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender

are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible

Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

### **ADA Accommodation Statement**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu) . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **Academic Offenses (As in WKU’s Student Handbook)**

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

### **Academic Dishonesty**

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

### **Plagiarism**

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

### **Cheating**

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

### **Other Types of Academic Dishonesty**

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of the Vice President for Student Affairs for disciplinary sanction.

## Course Topics/Schedule

This assignment lists each week's lecture, readings as well as assessment postings and due dates. The course instructor reserves the right to change, update or revise the syllabus and reschedule as necessary for the session. Changes will however be communicated in Blackboard.

<b>Week</b>	<b>Topics</b>	<b>Assessments/Due Dates</b>
Week 1 -	Safety & Health Movements: Then and Now	Discussion Board 1
Week 2 -	Accident & Effects, Theories and Causations	Quiz 1
Week 3 -	The OSHA Act, Standards and Liability	Quiz 2
Week 4 -	Accident Investigations and Reporting	Discussion Board 2
Week 5 -	Ergonomic Hazards	Quiz 3
Week 6 -	Mechanical Hazards, and Machine Safeguarding	Quiz 4
Week 7 -	Falling, Impact, Acceleration, Lifting and Vision Hazards	Quiz 5
Week 8 -	Physical Hazards – Noise & Vibration	Mid-Term; Assignment 1
Week 9 -	Physical Hazards – Radiation, and Electrical Hazards	Discussion Board 3; Quiz 6
Week 10 -	Fire Hazards and Life Safety	Quiz 7
Week 11 -	Industrial Hygiene & Confined Spaces	Quiz 8; Assignment 2
Week 12 -	Computer, Automation, and Robotics	Discussion Board 4; Quiz 9
Week 13 -	Blood Pathogens in the Workplace	Quiz 10
<b>Week 14 -</b>	<b><i>Labor Day, Thanksgiving, and Fall Break</i></b>	
Week 15 -	Hazard Analysis, Prevention, and Safety Management	Discussion Board 5
Week 16 -	Finals Week	Final Exams