

Rec. # 2013-02-02 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST  
The University Senate recommends the Undergraduate Curriculum Committee Report dated January 2013, and approved in the Senate to the Provost for endorsement.



Approved 3/05/2013

**Undergraduate Curriculum Committee  
Western Kentucky University**

Report to the University Senate:

Date: January 31, 2013

From: John White, Chair

The Undergraduate Curriculum Committee submits the following items from the 31<sup>st</sup> January 2013, meeting for approval by the University Senate:

**Information Item Report**

I. Revise Course Prerequisites / Corequisites:

ELED 405  
ELED 406  
ELED 465  
ME 180  
ME220  
ME300  
ME330

II. Revise Course Title :

HIST 101  
HIST 102  
PHIL 215

III. Revise Course Catalog Listing :

MUS 326  
MUS 327  
EXS 122  
PE 122  
SWRK 326  
SWRK 356

IV. Delete a Course :

FACS 261

V. Create an Equivalent Course :

EXS 456

VI. Suspend a Course :

ME 175  
ME285  
ME365  
ME440  
ME445

- VII. Revise a Course Number  
OST 225

**Consent Item Report**

- I. Create a New Major Program  
Chinese  
Special Education: Learning and Behavior Disorders and Elementary Education
- II. Create a New Course :  
HIST 390  
ARBC 301  
ARBC 302  
ARBC 321  
ARBC 322  
ARBC 323  
ARBC 324  
ARBC 435  
ARBC 437  
ARBC 438  
ARBC 455  
RUSS 202  
SOCL 361  
SOCL 437  
HMD 360  
BI 310  
BI 320  
BI 330  
BI 410  
BI 420  
BI 430
- III. Create a New Minor Program  
Chinese
- IV. Revise a Program  
462 Southern Studies  
509 Bachelor of Arts, Visual Studies  
593 Bachelor of Music, concentration in Music Education, Integrated  
593 Bachelor of Music, concentration in Music Education, Vocal Sequence  
593 Bachelor of Music, concentration in Music Education, Instrumental  
425 Nutrition Minor  
707 Hospitality Management & Dietetics  
563 Family and Consumer Sciences Education  
507 Business Informatics
- V. Make Multiple Revisions to a Course  
EXS 223  
EXS 324  
PE 324  
PE 456  
BUS 253C

Proposal Date: 10/12/2012

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Dr. Janet Tassell, [janet.tassell@wku.edu](mailto:janet.tassell@wku.edu), 5-5306

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: ELED 405
  - 1.2 Course title: Teaching Mathematics in the Elementary School
  - 1.3 Credit hours: 3
  
- 2. Current prerequisites:** MATH 212, LTCY 420, ELED 355, 365 and 407 with grades of “C” or higher, completion of General Education Category D1 science courses; and admitted to Teacher Education.  
**Current corequisites:** ELED 406 and ELED 465
  
- 3. Proposed prerequisites:** MATH 308, ELED 355, ELED 365, and ELED 407, all with grades of “C” or higher; completion of General Education Category D1 science courses, and admitted to Teacher Education.  
**Proposed corequisites:** ELED 406 and ELED 465 (note: no change in corequisites)
  
- 4. Rationale for the revision of prerequisites:** The proposed change in the mathematics course prerequisite is in response to the development of a new sequence of mathematics required to take MATH 211 and 212. However, in 2009 the Department of Mathematics and Computer Sciences created three new courses for Elementary Education majors (MATH 205, MATH 206, and MATH 308), and in Spring 2012 the faculty deleted MATH 211 and 212 from the course inventory. While the Elementary Education major was changed in 2009 to include the new sequence, the need to revise course prerequisites for some courses was overlooked. The proposed change is to rectify that oversight.  
  
The proposed change to delete LTCY 420 as a prerequisite is due to the restructuring of the Elementary Education sequence of courses. Until that time, LTCY 420 was a corequisite of ELED 365 and ELED 407, which are both prerequisites for this course. The proposed change is to add flexibility for students as they plan their program. This change is supported by the Literacy faculty in the School of Teacher Education.
  
- 5. Effect on completion of major/minor sequence:** No effect is anticipated. Because the program was changed in 2009 to require MATH 205, 206, and 308, students have been advised into the new sequence for several years. No problem anticipated implementing the LTCY 420 change; the only course that specifically addresses literacy content is LTCY 320, which is a prerequisite for LTCY 420.
  
- 6. Proposed term for implementation:** Fall, 2013

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

School of Teacher Education 10/19/2012

CEBS Curriculum Committee 10/30/2012

Professional Education Council 11/14/2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Dr. Janet Tassell, [janet.tassell@wku.edu](mailto:janet.tassell@wku.edu), 5-5306

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: ELED 406
- 1.2 Course title: Teaching Science in the Elementary School
- 1.3 Credit hours: 3

**2. Current prerequisites:** MATH 212, LTCY 420, ELED 355, 365 and 407 with grades of “C” or higher, completion of General Education Category D1 science courses; and admitted to Teacher Education.

**Current corequisites:** ELED 405 and ELED 465

**3. Proposed prerequisites:** MATH 308, ELED 355, ELED 365, and ELED 407, all with grades of “C” or higher; completion of General Education Category D1 science courses, and admitted to Teacher Education.

**Proposed corequisites:** ELED 405 and ELED 465 (note: no change in corequisites)

**4. Rationale for the revision of prerequisites:** The proposed change in the mathematics course prerequisite is in response to the development of a new sequence of mathematics courses for majors in Elementary Education. Previously, Elementary Education majors were required to take MATH 211 and 212. However, in 2009 the Department of Mathematics and Computer Sciences created three new courses for Elementary Education majors (MATH 205, MATH 206, and MATH 308), and in Spring 2012 the faculty deleted MATH 211 and 212 from the course inventory. While the Elementary Education major was changed in 2009 to include the new sequence, the need to revise course prerequisites for some courses was overlooked. The proposed change is to rectify that oversight.

The proposed change to delete LTCY 420 as a prerequisite is due to the restructuring of the Elementary Education sequence of courses. Until that time, LTCY 420 was a corequisite of ELED 365 and ELED 407, which are both prerequisites for this course. The proposed change is to add flexibility for students as they plan their program. This change is supported by the Literacy faculty in the School of Teacher Education.

**5. Effect on completion of major/minor sequence:** No effect is anticipated. Because the program was changed in 2009 to require MATH 205, 206, and 308, students have been advised into the new sequence for several years. No problem anticipated implementing the LTCY 420 change; the only course that specifically addresses literacy content is LTCY 320, which is a prerequisite for LTCY 420.

**6. Proposed term for implementation:** Fall, 2013

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

School of Teacher Education 10/19/2012

CEBS Curriculum Committee 10/30/2012

Professional Education Council 11/14/2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**College of Education and Behavioral Sciences**  
**School of Teacher Education**  
**Proposal to Revise Course Prerequisites**  
**(Consent Item)**

Contact Person: Dr. Pamela Jukes, [pam.jukes@wku.edu](mailto:pam.jukes@wku.edu), 5-4485

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: ELED 465
  - 1.2 Course title: Senior Projects in Elementary Education
  - 1.3 Credit hours: 3
  
- 2. Current prerequisites:** MATH 212, LTCY 420, ELED 355, 365 and 407 with grades of “C” or higher, completion of General Education Category D1 science courses; and admitted to Teacher Education.  
**Current corequisites:** ELED 405 and ELED 406
  
- 3. Proposed prerequisites:** MATH 308, ELED 355, ELED 365, and ELED 407, all with grades of “C” or higher; completion of General Education Category D1 science courses, and admitted to Teacher Education.  
**Proposed corequisites:** ELED 405 and ELED 406 (note: no change in corequisites)
  
- 4. Rationale for the revision of prerequisites:** The proposed change in the mathematics course prerequisite is in response to the development of a new sequence of mathematics courses for majors in Elementary Education. Previously, Elementary Education majors were required to take MATH 211 and 212. However, in 2009 the Department of Mathematics and Computer Sciences created three new courses for Elementary Education majors (MATH 205, MATH 206, and MATH 308), and in Spring 2012 the faculty deleted MATH 211 and 212 from the course inventory. While the Elementary Education major was changed in 2009 to include the new sequence, the need to revise course prerequisites for some courses was overlooked. The proposed change is to rectify that oversight. The proposed change to delete LTCY 420 as a prerequisite is due to the restructuring of the Elementary Education sequence of courses. Until that time, LTCY 420 was a corequisite of ELED 365 and ELED 407, which are both prerequisites for this course. The proposed change is to add flexibility for students as they plan their program. This change is supported by the Literacy faculty in the School of Teacher Education.
  
- 5. Effect on completion of major/minor sequence:** No effect is anticipated. Because the program was changed in 2009 to require MATH 205, 206, and 308, students have been advised into the new sequence for several years. No problem anticipated implementing the LTCY 420 change; the only course that specifically addresses literacy content is LTCY 320, which is a prerequisite for LTCY 420.
  
- 6. Proposed term for implementation:** Fall, 2013

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

School of Teacher Education	<u>10/19/2012</u>
CEBS Curriculum Committee	<u>10/30/2012</u>
Professional Education Council	<u>11/14/2012</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____









Proposal Date: 10/26/12

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

Contact Person: Joel Lenoir, [joel.lenoir@wku.edu](mailto:joel.lenoir@wku.edu), 745-6858

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: ME 330
- 1.2 Course title: Fluid Mechanics
- 1.3 Credit hours: 3.0

**2. Current prerequisites/corequisites/special requirements:**

**Prerequisite:** ME 220  
**Corequisite:** MATH 331

**3. Proposed prerequisites/corequisites/special requirements:**

**Prerequisites:** ME 220 AND MATH 331  
**Corequisite:** ME 220

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

The proposed prerequisites and corequisite more closely reflect the student skills necessary for the course. These changes also create an alternate non-sequential path through the thermal fluids curriculum, allowing off-semester offerings of ME 220 which would enhance student progress through the ME curriculum.

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

**6. Proposed term for implementation: Fall 2013**

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

Department of Engineering                      15 Nov. 2012

OCSE Curriculum Committee                      06 Dec. 2012

University Curriculum Committee                      01/31/2013

University Senate    \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 10/18/2012

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: HIST 101
- 1.2 Current course title: World Civilization I
- 1.3 Credit hours: 3

**2. Proposed course title:** World History I

**3. Proposed abbreviated course title:** World History I  
(max. of 30 characters including spaces)

**4. Rationale for the revision of course title:** This change will bring the course title in line with the title of the World History category in the Colonnade Program.

**5. Proposed term for implementation:** Fall 2013

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

History Department: \_\_\_\_\_10/18/2012\_\_\_\_\_

Potter College Curriculum Committee November 1, 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 10/18/2012

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: HIST 102
- 1.2 Current course title: World Civilization II
- 1.3 Credit hours: 3

**2. Proposed course title:** World History II

**3. Proposed abbreviated course title:** World History II  
(max. of 30 characters including spaces)

**4. Rationale for the revision of course title:** This change will bring the course title in line with the title of the World History category in the Colonnade Program.

**5. Proposed term for implementation:** Fall 2013

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

History Department: \_\_\_\_\_10/18/2012\_\_\_\_\_

Potter College Curriculum Committee November 1, 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: September 29, 2012

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

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

**1. Identification of course:**

1.1 Current course prefix (subject area) and number: PHIL 215

1.2 Current course title: Elementary Logic

1.3 Credit hours: 3

**2. Proposed course title: Symbolic Logic**

**3. Proposed abbreviated course title: Symbolic Logic**

**4. Rationale for the revision of course title:** The current title misleadingly suggests a treatment of logic that is (i) elementary and (ii) mostly or wholly informal, whereas the in-depth use of symbolic, formal languages in this 200-level course would be better characterized by the proposed title.

**5. Proposed term for implementation: 201330**

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

Philosophy Program October 17, 2012

Department of Philosophy and Religion October 24, 2012

Potter College Curriculum Committee December 6, 2013

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: October 11, 2012

**Potter College Arts & Letters  
Department of Music  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Dr. Mitzi Groom, [mitzi.groom@wku.edu](mailto:mitzi.groom@wku.edu), 745-3751

**1. Identification of course:**

- 1.4 Course prefix (subject area) and number: MUS 326
- 1.5 Course title: Music History I
- 1.6 Credit hours: 3

**2. Current course catalog listing:**

Music history from early times through Monteverdi. Assigned readings and recorded illustrations.

**3. Proposed course catalog listing:**

Music history from early times through Late Baroque. Assigned readings and recorded illustrations.

**4. Rationale for revision of the course catalog listing:** Most benchmark institutions and comparable music units offer a 2-semester sequence in Music History. The current 3-semester sequence requires 9 credit hours. This proposal is to revise the existing course MUS 326 Music History I to extend content to include the Late Baroque period. This move of the Baroque period content to Music History I allows for a companion proposal to revise the current Music History II course content to begin with the Classical period and extend up to the present time.

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

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

Music Department Curriculum Committee	<u>April 11, 2012</u>
Music Department/Division:	<u>August 15, 2012</u>
PCAL Curriculum Committee	<u>October 11, 2012</u>
Professional Education Council (if applicable)	<u>November 14, 2012</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**



Proposal Date: October 11, 2012

**Potter College Arts & Letters  
Department of Music  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Dr. Mitzi Groom, [mitzi.groom@wku.edu](mailto:mitzi.groom@wku.edu), 745-3751

**1. Identification of course:**

- 1.7 Course prefix (subject area) and number: MUS 327
- 1.8 Course title: Music History II
- 1.9 Credit hours: 3

**2. Current course catalog listing:**

Music history from Monteverdi through Wagner. Assigned readings and recorded illustrations.

**3. Proposed course catalog listing:**

Music history from Classical through present. Assigned readings and recorded illustrations.

**4. Rationale for revision of the course catalog listing:** Most benchmark institutions and comparable music units offer a 2-semester sequence in Music History. The current 3-semester sequence requires 9 credit hours. This proposal is to revise the content of the existing course MUS 327 Music History II to begin with the Classical period and extend up to the present time. This removal of the Baroque period content from Music History II allows the addition of 20<sup>th</sup> century and contemporary music to this course and coincides with a companion proposal to revise the current Music History II course content to include the Late Baroque period.

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

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

Music Department Curriculum Committee	<u>April 11, 2012</u>
Music Department/Division:	<u>August 15, 2012</u>
PCAL Curriculum Committee	<u>October 11, 2012</u>
Professional Education Council (if applicable)	<u>November 14, 2012</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 8/1/12

**College of Health and Human Services  
Department of Kinesiology, Recreation, and Sport  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Scott Lyons. [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of course:**

- 1.1 Course prefix and number: EXS 122
- 1.2 Course title: Foundations of Kinesiology
- 1.3 Credit hours: 3

**2. Current course catalog listing:** An introductory study of the historical, philosophical, and scientific foundations of physical education.

**3. Proposed course catalog listing:** An introductory study of the historical, philosophical, and scientific foundations of kinesiology; aspects of physical education, exercise science, and sport will be covered.

**4. Rationale for revision of the course catalog listing:** This change is simply for consistency, as the title of the course was changed recently from Foundations of Physical Education to Foundations of Kinesiology. This is a course taken by both physical education majors and exercise science majors.

**5. Proposed term for implementation:** Summer 2013

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

KRS Department:	9/10/12
CHHS Undergraduate Curriculum Committee	<u>Oct. 8, 2012</u>
Professional Education Council	<u>Nov. 14, 2012</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

**College of Health and Human Services  
Department of Kinesiology, Recreation, and Sport  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Scott Lyons. [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of course:**

- 1.1 Course prefix and number: PE 122
- 1.2 Course title: Foundations of Kinesiology
- 1.3 Credit hours: 3

**2. Current course catalog listing:** An introductory study of the historical, philosophical, and scientific foundations of physical education.

**3. Proposed course catalog listing:** An introductory study of the historical, philosophical, and scientific foundations of kinesiology; aspects of physical education, exercise science, and sport will be covered.

**4. Rationale for revision of the course catalog listing:** This change is simply for consistency, as the title of the course was changed recently from Foundations of Physical Education to Foundations of Kinesiology. This is a course taken by both physical education majors and exercise science majors.

**5. Proposed term for implementation:** Summer 2013

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

KRS Department:	9/10/12
CHHS Undergraduate Curriculum Committee	<u>Oct. 8, 2012</u>
Professional Education Council	<u>Nov. 14, 2012</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

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

Contact Person: Susan Wesley, [susan.wesley@wku.edu](mailto:susan.wesley@wku.edu), 745 5313

**1. Identification of course:**

- 1.1 Course prefix and number: SWRK 326
- 1.2 Course title: Services for the Older American
- 1.3 Credit hours: 3

**2. Current course catalog listing:** This course focuses on individual and societal aspects of aging with emphasis on programs, resources and services to meet the social tasks of later life.

**3. Proposed course catalog listing:** This course focuses on individual and societal aspects of aging with emphasis on programs, resources and services to meet the social tasks of later life. Field trips to off-campus locations are required. Students are responsible for providing their own transportation.

**4. Rationale for revision of the course catalog listing:** Adding these two sentences brings the course description in compliance with university guidelines for field trips.

**5. Proposed term for implementation:** Fall 2013

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

Social Work Department:	<u>Dec. 5, 2012</u>
CHHS Undergraduate Curriculum Committee	<u>January 11, 2013</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: November 30, 2012

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

Contact Person: Susan Wesley, [susan.wesley@wku.edu](mailto:susan.wesley@wku.edu), 745 5313

**1. Identification of course:**

- 1.1 Course prefix and number: SWRK 356
- 1.2 Course title: Services for Juvenile Offenders and their Families
- 1.3 Credit hours: 3

**2. Current course catalog listing:** The nature and extent of delinquency, structure, and function of the juvenile court will be stressed. Emphasis will be on the provision of services to the juvenile offenders and their families.

**3. Proposed course catalog listing:** The nature and extent of delinquency, structure, and function of the juvenile court will be stressed. Emphasis will be on the provision of services to the juvenile offenders and their families. Field trips to off-campus locations are required. Students are responsible for providing their own transportation.

**4. Rationale for revision of the course catalog listing:** Adding these two sentences brings the course description in compliance with university guidelines for field trips.

**5. Proposed term for implementation:** Fall 2013

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

Social Work Department: Dec. 5, 2012

CHHS Undergraduate Curriculum Committee January 11, 2013

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: November 15, 2012

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

Contact Person: Karen Mason, [karen.mason@wku.edu](mailto:karen.mason@wku.edu), 745-3462

**1. Identification of course:**

- 1.1 Current course prefix and number: FACS 261
- 1.2 Course title: Advanced Nutrition
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Currently at WKU, Advanced Nutrition is being offered within our department as a 200 level course; however, this course is typically offered as a 300-400 level course by universities which offer similar accredited dietetics programs. Thus, to best reflect the student expectations of this course and truly represent the complex and integrative nature of the class, we are creating a new course, HMD 360 Advanced Nutrition, and will no longer need to offer FACS 261. Thus, FACS 261 can be deleted.

**3. Effect of course deletion on programs or other departments, if known:** FACS 261 is required for two concentrations within the major of Hospitality Management and Dietetics (Nutrition & Dietetics and Food, Nutrition, & Wellness). FACS 261 is required for the Nutrition minor and is an elective for the Nutritional & Food Chemistry minor. However, the new proposed course, HMD 360 Advanced Nutrition, can be used as a replacement for the FACS 261 course.

**4. Proposed term for implementation:** Fall 2013

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

Family & Consumer Sciences Department	<u>November 16, 2012</u>
CHHS Undergraduate Curriculum Committee	<u>January 11, 2013</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 8/1/12

**College of Health and Human Services  
Department of Kinesiology, Recreation, and Sport  
Proposal to Create an Equivalent Course  
(Consent Item)**

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of existing course:**

- 1.1 Current course prefix and number: PE 456
- 1.2 Course title: Individual Advanced Studies in Physical Education
- 1.3 Credit hours: 3

**2. Identification of proposed equivalent course prefix and number: EXS 456**

- 3. Rationale for each equivalent course:** PE 456 (Individual Advanced Studies in Physical Education) is a course that has been used by EXS majors as an upper-division elective. We need to create an equivalent course specifically for Exercise Science as PE 456 is a course used in the Physical Education Teacher Education curriculum, and subject to review by NCATE, thus it is appropriate for Exercise Science to have a separate course for individual advanced studies. This should prevent any confusion or questions about students in a non-teacher-certifying program (Exercise Science) taking courses specifically targeted to teacher education students.

**4. Proposed term for implementation: Summer 2013**

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

KRS Department:	9/10/12
CHHS Undergraduate Curriculum Committee	<u>Oct. 8, 2012</u>
Professional Education Council	<u>Nov. 14, 2012</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 10/26/12

**Ogden College of Science and Engineering  
Department of Engineering  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 270-745-6858

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ME 175
- 1.2 Course title: University Experience – Mechanical Engineering
- 1.3 Credit hours: 2

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

The course has been superseded by a departmental course ENGR 175, optionally taken by students who are investigating an engineering major. Students in the Mechanical Engineering major have been taking ME 176: Mechanical Engineering Freshman Design as their introductory course.

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

None, this course has not been offered for several years.

**4. Proposed term for implementation:** Fall 2013

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

Engineering Department: 15 Nov. 2012

OCSE Curriculum Committee 06 Dec. 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**



Proposal Date: 10/26/12

**Ogden College of Science and Engineering  
Department of Engineering  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 270-745-6858

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ME 285
- 1.2 Course title: Elements of Industrial Automation
- 1.3 Credit hours: 1

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

The project component of this course has been integrated into an existing design project in ME 200. This level of topical coverage is sufficient to support the design goals of the major, rendering this course unnecessary.

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

None; this course has not been offered for several years to investigate the efficacy of the curricular change.

**4. Proposed term for implementation: Fall 2013**

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

Department of Engineering                      15 Nov. 2012

OCSE Curriculum Committee                      06 Dec. 2013

University Curriculum Committee                      01/31/2013

University Senate    \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 10/26/12

**Ogden College of Science and Engineering  
Department of Engineering  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 270-745-6858

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ME 365
- 1.2 Course title: Thermal Sciences for Electrical Engineers
- 1.3 Credit hours: 3

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

The course does not provide efficient deployment of limited faculty resources. The Department of Engineering and electrical engineering students are better served through alternate mechanical engineering courses. Moreover, beginning in 2014, the Fundamentals of Engineering Exam for electrical engineering students will not include the topical coverage provided by this course.

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

The Electrical Engineering Program will replace ME 365 with the existing ME 220: Engineering Thermodynamics I as alternate elective course.

**4. Proposed term for implementation:** Fall 2013

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

Engineering Department	<u>15 Nov. 2012</u>
OCSE Curriculum Committee	<u>06 Dec. 2012</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 10/26/12

**Ogden College of Science and Engineering  
Department of Engineering  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 270-745-6858

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ME 440
- 1.2 Course title: Thermal Fluid Systems Laboratory
- 1.3 Credit hours: 2

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

The course is being replaced by two 1 credit-hour laboratories: ME 332 Fluid Mechanics Laboratory and ME 333 Heat Transfer Laboratory. These laboratories will be taught concurrently with ME 330 Fluid Mechanics and ME 325 Elements of Heat Transfer, respectively.

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

The Mechanical Engineering Program will be changed to reflect this suspension and the replacement of the laboratory with ME 332 and ME 333.

**4. Proposed term for implementation: Fall 2013**

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

Engineering Department 15 Nov. 2012

OCSE Curriculum Committee 06 Dec. 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 10/26/12

**Ogden College of Science and Engineering  
Department of Engineering  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 270-745-6858

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ME 445
- 1.2 Course title: Dynamics Systems Laboratory
- 1.3 Credit hours: 2

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

The course does not provide efficient deployment of limited faculty resources. Department of Engineering and mechanical engineering students are better served through alternate mechanical engineering courses.

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

The Mechanical Engineering Program will be changed to reflect the suspension of this course.

**4. Proposed term for implementation: Fall 2013**

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

Engineering Department 15 Nov. 2012

OCSE Curriculum Committee 06 Dec. 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

**Proposal date: 1/10/2013**

**Memorandum  
Proposal to Change Course Prefix (Subject Area)  
(Information Item)**

**TO:** Undergraduate Curriculum Committee

**FROM:** Sponsoring Unit:  
Professional Studies Department  
Contact Person's Name: Said Ghezal  
Contact Person's Email: said.ghezal@wku.edu  
Contact Person's Phone: 745-4285

**CHANGE:** Current Course Prefix: OST  
Proposed Course Prefix:

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE  
PREFIX (SUBJECT AREA): 255C □**

**RATIONALE:** Changing the prefix OST to a BUS prefix will accurately reflect the content of this course and the changes in the office management and supervision concentration.

**DATE OF IMPLEMENTATION:** Fall 2013

\* A proposal to change the course number 255C to 254C is simultaneously submitted with this proposal since the registrar has notified the department that prefix-number BUS255C is unavailable.

**Attachment: Course Inventory Form**

**College of Education and Behavioral Sciences**  
**School of Teacher Education**  
**Proposal to Create a New Major Program**  
**(Action Item)**

Contact Person: Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 745-6105 and J. Dusteen Knotts, [jdusteen.knotts@wku.edu](mailto:jdusteen.knotts@wku.edu), 745-3747

**1. Identification of program:**

- 1.1 Program title: Special Education: Learning and Behavior Disorders and Elementary Education
- 1.2 Degree Type: Bachelor of Science
- 1.3 Classification of Instructional Program Code (CIP): 131001
- 1.4 Required hours in proposed major program: 61
- 1.5 Special information: This program will replace the current undergraduate program Exceptional Education: Learning and Behavior Disorders and Moderate and Severe Disabilities (553) but is sufficiently redesigned to warrant this application for a new program through CPE. New courses have been approved.
- 1.6 Program admission requirements: Students must meet the general academic proficiency requirement of Teacher Admissions no later than the beginning of Spring semester of enrollment in Block 1 and courses SPED 424 & LTCY 421. Teacher Admissions consists of multiple items as determined by the university and Kentucky Education Professional Standards Board (EPBS). These items may be routinely updated but consist of such items as: declared state-approved education major, application for admission, recommendation letters, proficiency in both coursework and state mandated proficiency tests, ethics statement, background check, physical and TB clearance. Although students may declare the major SPED: LBD/ELED upon admission to the university, they are not admitted into the program until the Fall semester of their Junior year during “Pre-block”. Pre-block is a prescribed list of classes that share a common 70-hour practicum block allowing for practical application of skills in a K-6 public school setting. Block 1 and Block 2 follow in the spring semester of the junior year and fall of senior year with prescribed classes that share a second common 70-hour practicum block for practical application of effective teaching skills in a supervised K-6 public school setting. All block locations offer practicums in diverse settings with inclusion and resource room interactions providing a vital component to the proposed program.
- 1.7 Catalog description:  
Major in Special Education: Learning and Behavior Disorders and Elementary Education. The Special Education: Learning and Behavior Disorders and Elementary Education dual certification program (reference number [TBA](#)) leads to the Bachelor of Science degree and the Kentucky Teaching Certificates for Learning and Behavior Disorders (P-12) and Elementary Education (P-5). The

program requires completion of a general education component, related studies component, and professional education component. While students follow university guidelines in completing the general education component, a public speaking course and biological science course with laboratory are specifically included with this component. The related studies component consists of 30 semester hours and includes the following courses: Math 205, Math 206, Math 308, LME 318, ENG 300, SPED 330, MUS 314, PE 354, GEOG 451 or HIST 456, and a computer literacy course selected from CIS 141 or LME 448. The professional education component is 61 hours and is sequenced as follows: EDU 250, PSY 310, LTCY 320, SPED 335, SPED 345, SPED 340, ELED 365, ELED 407, SPED 424, SPED 350, LTCY 420, SPED 480, ELED 405, ELED 406, SPED 425, SPED 400, EDU 489, SPED 490 and ELED 490. Within the professional education sequence, students are required to meet state requirements for fieldwork experience in addition to course work. This laboratory work will be in field experiences away from the main university campus.

Special Education: Learning and Behavior Disorders and Elementary Education candidates may receive academic advising in the School of Teacher Education, GRH 1092, (270) 745-5414. Refer to the School of Teacher Education website (<http://www.wku.edu/ste>) for additional information.

## **2. Rationale:**

### **2.1 Reason for developing the proposed major program:**

The School of Teacher Education has a long history of offering a quality Exceptional Education (Special Education) teacher preparation program. The Special Education program faculty members recognize and embrace that the roles and required qualifications of special education teachers have changed in the past decade. Based upon an internal audit of the current undergraduate Special Education initial teacher preparation program, the current research base in special education teacher preparation, and the continued shortage of special education teachers, the need for a major program revision is evident to prepare teacher candidates for the second decade of the 21<sup>st</sup> century and beyond.

- Positions in special education are in the top five areas of greatest need in education with demand for special education teachers to continue for at least the next decade. Recent employment figures for graduates from the WKU special education program are 100% for the last three graduation classes.
- Current laws (NCLB & IDEIA) require special education teachers to be highly qualified in a content area when they are the teacher of record. The proposed dual certification program will meet the “highly qualified” requirement by adding the elementary education certification and dropping the MSD certification, therefore preparing our graduates to be better prepared and more employable.
- Offering dual special education certification in Moderate and Severe Disabilities and Learning and Behavioral Disorders is not preparing students to be highly qualified teachers in content areas. While students can successfully complete MSD course work at the undergraduate level, interviews with program graduates

indicate that fairly extensive MSD-related training must be provided to them by the school systems in the first years of employment. The Moderate and Severe certification is better suited for advanced preparation at the graduate level due to the specialized nature of implementing instruction for students with moderate and severe disabilities. WKU's graduate programs currently offer advanced preparation in MSD to meet the need for this certification.

- Faculty have written new course proposals and have new course work approved for the proposed program. New courses are aligned with 21<sup>st</sup> century special education standards. New courses have been developed with program assessment in mind to ensure that the program is meeting its revised vision and mission. Adding course work required for Elementary Education certification allows students to obtain both the general education expertise as well as that required for special education services.
- CPE's key questions
  - Are more Kentuckians ready for postsecondary education?
  - Are more students enrolling?
  - Are more students advancing through the system?
  - Are we preparing Kentuckians for life and work?
  - Are Kentucky's communities and economy benefiting?

Special education training is not a "new" program but is a program that is in need of significant restructuring to meet the needs of students desiring an education degree that adequately prepares them to meet the needs of the educational system currently seen in Kentucky. The proposed restructure will meet the Kentucky communities and more proficient outcomes for students will bring an economic benefit.

- 2.2 Projected enrollment in the proposed major program: Enrollment in the current undergraduate special education program has increased. In 2012, six students earned their degree in the major. It is predicted that 23 will earn their degree in 2013. According to the Infoview database, there are 116 students enrolled in the current Exceptional Education LBD/MSD major. Due to interest expressed in this proposed program at recruitment events and informal surveys of current students, it is anticipated that making the change to a dual certification program in Special Education LBD and Elementary Education will increase our enrollment by at least 25%. This would result in full courses rather than small class offerings and make better fiscal use of current faculty lines.
- 2.3 Relationship of the proposed major program to other programs now offered by the department: The current special education major leads to the Bachelor of Science degree in Exceptional Education, Learning and Behavior Disorders (LBD) and Moderate and Severe Disabilities (MSD) in grades P-12. The program is also delivered in a "cohort" model making transfer into and from other majors, or institutions, prohibitive. The department has many educational majors but none lead to a teaching certificate in special education combined with a general education certification. Research in the education field marks this as a weakness for stand-alone special education programs (siting weaknesses in general



education content areas) and stand-alone elementary education programs (siting weaknesses working effectively with diverse populations). The proposed program will replace the current exceptional education program and add the additional certification of Elementary Education to the certification in Exceptional Education: Learning and Behavior Disorders. The proposed program has been developed in collaboration with the faculty in Elementary Education, and other colleges across the university. The current Elementary Education program will remain unchanged when the proposed program is implemented; however, the two programs' curricula will run parallel.

- 2.4 Relationship of the proposed major program to other university programs: The proposed program does not duplicate other WKU programs. The School of Teacher Education but will continue to enjoy a close relationship to several disciplines. Psychology addresses student behaviors that are often found in school-age students with disabilities. The Communication Disorders department has courses developed to address the many communication needs of students with disabilities. While many areas are related, no program on the campus addresses the training of special education teachers leading to certification.
- 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 proposed program is similar to other Kentucky universities also offering dual certification programs combining general education and special education certification. A careful review of programs and course descriptions find major similarities but not to the point of program duplication. WKU elementary education faculty and special education faculty have worked closely to create a collaborative approach to the new program with intentional co-teaching modeled across course content, as well as designing both special education and elementary courses into "instructional blocks." A review of Kentucky regional universities shows that Eastern Kentucky University, Murray State University, Morehead University and Northern Kentucky University have responded to the research, law and professional need. Each has developed dual certification programs in special education and elementary education. Most have extended their programs for other dual certifications such as special education and middle grades or special education and high school. Courses were compared across programs and faculty developed new courses based on Kentucky Teacher Education Standards in addition to Council of Exceptional Children Teacher Standards. The proposed program is rigorous to meet both the demand of the profession and WKU standards.

	WKU- SPED: LBD/ELED	EKU- SPED/ELED	MSU- SPED/ELED	Morehead- SPED/ELED	NKU- SPED/ELED
General Ed. hrs.	39- 44	33-45	41-46	42	37
Related Studies Component 30 hrs.	MATH 205 El/midMath1 MATH 206 El/midMath2 MATH 308 Math 3 LME 318 El/Mid lit. ENG 300 SPED 330 Intro to SPED MUS 314 Comp. Arts  PE 354 PE/ Elem  GEOG 451 or HIST 456 CIS 141 or LME 448	MAT 201 Mat 202 XXX XXX XXX SED 104 ELE 361 XXX ELE 322 ELE362 XXX XXX	MAT 115 MAT 215 XXX ELE 305 XXX SED 300 Art 343 XXX XXX XXX XXX XXX CSC 199	MATH 231 MATH 232 XXX EDEE 327 EDEE 323 EDSP 230 XXX XXX XXX XXX XXX XXX	MAT 140 MAT 141 XXX XXX ENG 386 EDS 360 ART 280 MUS 260 PHE 250 HEA 250 XXX EDU 313
Professional Education Component 61 hrs.	EDU 250 Intr to Edu PSY 310 Ed Psy LTCY 320 Rdg EL SPED 335 Foundations  SPED 345 Second. Meth.  SPED340 Elem Meth LBD ELED 365 Elem Strat  ELED 407 SS methods SPED 424 Col, Inc & Div  SPED 350 Asses. LBD LTCY 420 Rdg Primary SPED 480 SN Proj. LBD ELED 405 Math EL ELED 406 Sci EL  SPED 425 LANG. LBD  SPED 400 BEH MANAG.  <u>Student Teaching</u> EDU 489 ST SEMINAR EDU 490 ST (5) SPED 490 ST (5)	EDF 103 EPY 319 XX SED 545 XXX XXX XXX SED 356 MSD Meth SED 518 499 Class Man. SED 434 Precript. Tch. <u>*24 field hours</u> *(field hours for meth.) SED 401 XXX SED 351 LIB 301 SED 375 *(field hours) EDF 203 Sch & society XXX SED 260 XXX SED 341 XXX  SED 499	EDU 103 EDU 260 REA 306 SED 350 & SED 400 XXX SED455 & MID 270 SED 433 EDU 303 XXX XXX ELE 401 ELE 304 XXX SED 537 ELE 307 XXX ELE 402 Sci EDU 404 Env Ed CDI 205 & SED 425 SED 408 ELE 390 Kinder.  EDU 422 ELE 421	EDF 207 EDF 211 EDEM 330 EDSP 355 EDSP 350 Char. EDSP 36 Char LD EDSP 372 Tran /wk XXX XXXX EDEE 305 Lrn theor. XXX XXX EDEE 322 EDSP 365 Inclusion & EDEE 302 EDSP 367 Asses EDEE 331 EDSP 359 EDSP 357 Math LBD SCI 490 XXX EDSP 353 LNG.LBD XXX EDSP 356 ABA XXX  EDEM 499 EDEE 423 EDSP 435	EDU 305 EDU 300 EDU 302 EDS 322 (2) EDS 364 Char LD EDS 561 MR & Orth EDS 473 (2) EDS 570 Wk/ family EDS 572 EDU 307 EDS 472 Meth/mat EDU 390(2) & 392(2) EDU 312 SS to E.Gr XXX XXX EDU 315 Ed. Asses EDS 464 EDS 473(2) EDU 306 EL. Math EDU 308 Sci. XXX EDS 362 ABA & XXX EDU 314 Clas Man. EDS 562 Early Ch.  EDU 492

	WKU- SPED: LBD/ELED	EKU- SPED/ELED	MSU- SPED/ELED	Morehead- SPED/ELED	NKU- SPED/ELED
Total hours	130- 135	129-136	126-131	124	115

While some benchmark universities continue to offer a single certification special education program, the academic trend to meet the legislation and professional needs uncovers a good number of benchmark universities (Ball State, Northern Arizona University, and Indiana State University to name a few) that offer dual certification between high incidence special education certification and general education.

2.6 Relationship of the proposed major program to the university mission and objectives:

The mission of the proposed Special Education: Learning and Behavior Disorders and Elementary Education dual certification program aligns well with WKU’s mission. WKU’s mission statement states, “Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen leaders of a global society. It provides research, service and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life for those within its reach.” The mission of the proposed Special Education Program at Western Kentucky University is to prepare professional educators who make meaningful contributions to the field as well as to their students, schools, and communities. The program will fulfill this mission through its commitment to excellence in teaching, its contributions to the profession, and its outreach services to schools and the community.

The purpose is to develop knowledgeable, thoughtful, caring, and skillful educators of students in non-categorical and/or inclusive educational environments. The dual certification program (Learning and Behavior Disorders P-12 and Elementary Education P-5) will emphasize knowledge of content, diversification of instruction for individual learners, theoretical foundations as well as practical applications of best practices in field-based settings. Graduates of the proposed program will be uniquely qualified to provide specially designed instruction and learning experiences that address academic, behavioral, and social needs to students with varied grade/age and ability levels. Our graduates will also have the skills to consult and collaborate effectively with families, teachers, and related service providers.

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

The Special Education: Learning and Behavior Disorders (LBD) and Elementary Education undergraduate program will provide education and field-based

applications of knowledge that allow students to:

- demonstrate specialized knowledge of disabilities, etiologies, characteristics, and interventions including, but not limited to, educational needs, behavioral limitations, career opportunities/training needs, parental needs/obligations, language communication needs, and major trends and issues impacting individuals with disabilities;
- demonstrate the ability to make professional judgments pertaining to: legislation, accessing the services of community agencies, accommodating the needs of diverse populations, and collaborating with parents, colleagues, and students;
- demonstrate skills in curriculum design modification and implementation accommodating diverse learning styles and intelligences with a variety of strategies and methodology including the use of technology;
- demonstrate expertise in diagnostic/prescriptive instruction including but not limited to the ability to select, administer, and interpret assessment instruments for individuals with disabilities, use the results of assessment to develop behavioral objectives, and design and implement individual education plans in a variety of settings;
- demonstrate the ability to manage student behavior by conducting documented observations and task analyses, and devising and implementing appropriate non-aversive/aversive systems of behavior management;
- demonstrate the ability to manage time and resources using a variety of instructional strategies, modifications, and techniques.
- students will complete all necessary activities to be successfully admitted to the Professional Teaching Unit in a timely manner.
- Students will be proficient in all Kentucky Teacher Standards as evidenced by their scores on Critical Performance Indicators for each course.

Measurable outcomes will be:

- Students will successfully complete the PRAXIS II exams for Elementary Education and Special Education LBD prior to beginning student teaching.
- Students will demonstrate proficiency in planning and implementing instruction and providing evidence of student learning through the completion of the Teacher Work Sample during student teaching.

#### 4. Program description:

##### 4.1 Curriculum Description:

###### General Education Component:

Students follow university guidelines in completing the general education component with the speech course and biological science course with laboratory are specifically included with this requirement.

###### Related Studies Component (30 hours)

MATH 205 Number Systems/Theory for Teachers (3)

MATH 206 Fundamental Geometry for Teachers (3)

MATH 308 Rational Numbers/Data Analysis for Teachers (3)

LME 318 Children's Literature (3)

ENG 300 Writing in the Disciplines (3)

SPED 330 Introduction to Exceptional Education: Diversity in Learning (3)  
(Grade of B or higher)

MUS 314 Comprehensive Arts Education for the Elementary Teacher (3)

PE 354 Physical Education in Elementary Schools (3)

HIST 456 Kentucky History

or GEOG 451 Geography of Kentucky (3)

LME 448 Technology Applications in Education (3)

or CIS 141 Basic Computer Literacy (3)

###### Professional Education Component (61 hours)

*\* New courses*

EDU 250 Introduction to Education (3) (grade of B or higher)

PSY 310 Educational Psychology: Development and Learning (3)

LTCY 320 The Teaching of Reading (3)

\*SPED 335 Foundations of Special Education (3)

\*SPED 345 LBD Secondary Methods (3)

\*SPED 340 LBD Elementary Instructional Methods (3)

ELED 365 Strategies for Elementary Teachers (3)

ELED 407 Materials/Methods in Social Studies (3)

\*SPED 424 Inclusion, Collaboration and Diversity in the Classroom (3)

\*SPED 350 Assessment in Special Education (3)

LTCY 420 Reading in the Primary Grades (3)

\*SPED 480 Senior Project for LBD (3)

ELED 405 Teaching Mathematics in the Elementary School (3)

ELED 406 Teaching Science in the Elementary School (3)

\*SPED 425 LBD Language Intervention: Strategies and Materials (3)

\*SPED 400 Behavior Management Strategies in Special Education (3)

EDU 489 Student Teaching Seminar (3)

ELED 490 Student Teaching (5)

SPED 490 Student Teaching LBD (5)

NOTES:

- Students must be admitted to the Professional Education Unit (Teacher Education) in order to register for ELED 365; SPED 424; and ELED 407 Block I courses. Students should begin the teacher admission process while enrolled in EDU 250.
- The standardized test requirement for admission to teacher education must be complete and students must obtain a 2.75 GPA before registering for SPED 424.
- Except for SPED 330 and EDU 250, which require a grade of B or higher, a grade of C or higher is required for all courses in the major.

Prior to enrolling in SPED 490 and ELED 490 (Student Teaching), students must meet all student teaching admission requirements including a C or higher in all professional education courses and a B or higher in SPED 330 and EDU 250. In addition, they must have met or exceeded the standards for both the portfolio and critical performance indicators, and completed all SPED/ELED coursework, prerequisite courses EDU 250 (B or higher), PSY 310 and specialty coursework – Math 205, Math 206, Math 308, LME 448 or CIS 141 or CS 145, LME 318, and LTCY 320 (with no grade lower than a “C”) prior to enrollment in Student Teaching.

- 4.2 Accreditation, certification, approval, and/or licensure: Western Kentucky University’s initial and advanced preparation programs in professional education are approved by the National Council for Accreditation of Teacher Education and by Kentucky’s Education Professional Standards Board. In addition, the proposed program is designed to meet the National Association for Council for Exceptional Children Initial Professional Content Standards and Knowledge and Skill Sets. Candidates must earn a qualifying score on the Praxis II as determined by Kentucky for both LBD and Elementary K-6.
- 4.3 Program delivery: The majority of courses will have a standard face-to-face class mode of delivery due to the large number of field hours demanding direct supervision. Faculty will incorporate technology to enhance delivery and communication.

**5. Resources:**

- 5.1 Existing full time faculty along with part time instructors will teach courses in this new program. Courses in the new program will be phased in as the old program is phased out. Upon full implementation of the new program, faculty resources will be more efficiently utilized as faculty will teach only one block (15 credit hours) of classes each semester as opposed to the current program which requires two blocks of courses each semester. Courses in the current program will be deleted upon the new program’s full implementation. Full time faculty for the special education department are: Janet Applin, Ph.D.; Nedra Atwell Ph.D.; Marty Boman, EdD; Wanda Chandler, Ph.D; Gail Kirby EdD.; and J Dusteen Knotts, Ph.D. with two active searches at this time.

*Janet L. Applin, Ph.D.*, Associate Professor of Special Education, earned her Ph.D. in Special Education from Vanderbilt University in 2005. She has been a member of the School of Teacher Education's faculty since 2004 and, in 2012 was named Associate Dean for Academic Programs in the College of Education and Behavioral Sciences at Western Kentucky University. Dr. Applin's research interests include teacher education and teacher leadership in special education and curriculum development in higher education. She has served on a number of doctoral committees and as the teacher leader strand advisor in the Educational Leadership Doctoral Studies program and teaches graduate and undergraduate courses in special education.

*Nedra Skaggs Atwell* is a Professor of Special Education in the Western Kentucky University School of Teacher Education. She is actively involved in the Appalachian Studies Association, past director of the Higher Education Consortium and past president of Kentucky TED, the Teacher Education Division of the Council for Exceptional children. Nedra served as editor of the Virginia Teacher Educator, Southeast Regional Teacher Education Journal and the founding editor of The Kentucky Teacher Educator. She has published several books and monographs and numerous articles and has directed over \$5 million in grants. She consults with school districts in Kentucky, Tennessee, West Virginia and Virginia and is a speaker at state, national, and international conferences. Dr. Atwell earned her doctorate at Vanderbilt University.

*Marty Boman* is Director of the Kelly Autism Program (KAP) and an Associate Professor in the Special Education department. She earned her Ed.D. in Curriculum and Instruction with an emphasis in special education from the University of St. Thomas. She wrote the WKU autism certificate, the first in the state of Kentucky for post-masters professionals, and speaks at state, national, and international research conferences. At KAP she works with the undergraduate students as they complete their professional development hours, learning about formal observations, Functional Behavioral Assessments and Behavior Intervention Plans.

*Wanda Chandler, Ph.D.* is an Assistant Professor. She earned her Ed. D. in Special Education Personnel Preparation from the University of Kentucky. Core areas of study included Learning and Behavioral Disorders, Educational Technology, Special Education Administration, Delivery of Distance Education, and Instructional Systems Design in Technology. She possesses Graduate Certificates in Distance Learning, Director of Special Education, and Moderate and Severe Disabilities. She has an Ed. S. in Instructional Technology, and an M.S. Ed. in Learning and Behavior Disorders. She is editor of the Kentucky Teacher Education Journal (KTEJ). Her research interests include video self-modeling (VSM), and the application of cognitive learning strategies and instructional technology for students with low and high incidence disabilities in collaborative settings.

*Gail Kirby Ed.D.* is an Assistant Professor of Special Education. She earned her Ed.D. from the University of San Francisco in 2008. While at USF, she was awarded a Fellowship and taught for the Special Education department in the graduate school. Her dissertation won the Outstanding Doctoral Student Award,

presented by the faculty to graduating doctoral students who have demonstrated an ability to bring theory and knowledge to bear on the solution of a significant educational problem. Dr. Kirby's research interests include English Learner's with disabilities, the overrepresentation of Long Term English Learners in special education, Universal Design for Learning, and Distance Education. She taught for St. Mary's College of California before returning to her home at WKU. She served on several state committees in CA and continues to be active in issues facing special education. Dr. Kirby currently represents the special education department across the university, and teaches both undergraduate and graduate courses.

*J Dusteen Knotts, Ph.D.* is an assistant professor of special education and earned her Ph.D. at Southern Illinois University in 1997 after fourteen years in special education classrooms. Her research in training teacher to implement higher order question won the Southern Illinois University Dissertation Research Award. She continues to serve classroom teachers through in-service programs, regional and national conference presentations and serving on the Kentucky TED executive committee. Her current research interests include co-teaching, effective use of para-professionals, twice-exceptional students and professional development of teacher dispositions.

- 5.2 Technological and electronic informational resources (e.g., databases, e-journals). Special Education at WKU is not a new content area and the available resources are sufficient for this program. Resources for all new SPED courses were reviewed and found to be sufficient. Examples are listed but are not meant to be comprehensive.

**Journal subscriptions:** (most of these are available electronically as well.)

Teacher Education and Special Education 1998-

Special Education Law Monthly 1998-2009

Rural Special Education Quarterly 1999-

Remedial and Special Education 1993-2008

Massachusetts Special Education Reporter 1993-

Journal of the International Association of Special Education 2006-

Journal of Special Education Technology 1996-2009

Journal of Special Education and Rehabilitation 1997-

The Journal of Special Education 1966-

International Journal of Special Education 2001-

International Journal of Early Childhood Special Education (Int-Jecse) 2009-

European Journal of Special Needs Education 1998-2010

California Special Education Alert 1995-

British Journal of Special Education 1998-2010

Exceptionality Education Canada 2008

Exceptionality Education International 2009

**E- Journals & Data bases**

EBSCO

LEXIS - NEXIS ( Academic)

ProQuest

Education - Wilson



Special Education (Int-Jecse) DOAJ - Directory of Open Access Journals  
Journal of Special Education Technology  
Remedial and Special Education  
Rural Special Education Quarterly  
Career and Technical Education

5.2 Facilities and equipment: The School of Teacher Education is housed in Gary Ransdell Hall, a state of the art facility for teacher preparation programs that is sufficient for all program needs. Extended campus facilities also meet all instructional needs for delivery of this program.

6. **Proposed term for implementation:** Fall 2013, or as soon as all necessary approvals are secured.

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

School of Teacher Education: October 19, 2012

CEBS Curriculum Committee October 30, 2012

Contact with Office of Academic Affairs  
re: CPE Posting Meeting TBA

Professional Education Council November 14, 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

Proposal Date: October 2012

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

Contact Person: Selena Sanderfer, [selena.sanderfer@wku.edu](mailto:selena.sanderfer@wku.edu), 745-4739

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: HIST 390
- 1.2 Course title: Blacks in the American South
- 1.3 Abbreviated course title: Blacks in the South
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: S
- 1.6 Prerequisites: None
- 1.7 Course catalog listing: Seminar exploring the history and culture of blacks in the American South. Topics will include slavery, resistance, labor, literature, religion, inequality, leadership and the Civil Rights Movement.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course is being offered in response to faculty and students who have expressed a scholarly interest in the experiences of southern blacks. This course will help students develop a better understanding of major themes and methodologies in both African American and Southern history. Students who complete this course will develop research strategies for examining a wide range of subjects dealing with the southern black experience. This course is both reading and writing intensive in order to enable students to develop critical thinking skills and effective analytical writing skills. It will be offered as an elective course in the Southern Studies minor and will allow students to concentrate on the southern black experience in particular.
- 2.2 Projected enrollment in the proposed course: Twenty – thirty annually based on informal surveys in history classes and current enrollment in AFAM 190, HIST 358 and HIST 359.
- 2.3 Relationship of the proposed course to courses now offered by the department: The History Department currently does not offer a specific course focusing on the history and culture of blacks in the U.S. South at either the graduate or undergraduate level. This course will complement the department's two courses on black history HIST358/359 and two courses on southern history HIST 457/458. It will offer a more in depth study of the southern black experience in both areas of study.
- 2.4 Relationship of the proposed course to courses offered in other departments: There is no similar course offered at WKU. Courses that address related topics include ENG 393 African American Literature and FLK 377 African American Folklife. The Blacks in the American South course will be cross listed and contribute to the African American Studies minor as an elective course.

- 2.5 Relationship of the proposed course to courses offered in other institutions:  
Several universities offer courses focusing on the black experience in a particular region such as AFRO 398 Black South Carolinians at the University of South Carolina and AFAM 280 Blacks in North Carolina at the University of North Carolina as well as courses on race relations in the South such as AAAS 131 The South in Black and White at Duke University and SOC 115 Race and Race Relations in the Contemporary South at Vanderbilt University. Some universities also offer courses on a specific aspect of the black experience in the South such as AAST 303 Education of Southern Blacks at the University of Alabama and HIST 292 African American and White Memory in the American South at the University of North Carolina. Although numerous institutions in this region offer regular courses in either southern studies and/or black studies such as HIST 578 History of the Old South at University of Kentucky, HIST 4150 The American South at Middle Tennessee State University, and HIST 4650/4660 African American History to 1890 and African American History since 1890 at Austin Peay State University, there are currently no permanent courses offered on the specific topic of the black southern experience.

### **3. Discussion of proposed course:**

#### 3.1 Course objectives:

Upon completion of this course students:

- Will be acquainted with major theories on the black experience in the South
- Will be provided with seminal readings written by and/or investigating blacks in the South
- Will be able to analyze the major themes and events that shaped black life in the U.S. South
- Will be able to evaluate current trends within the historiography
- Will have pursued advanced study on relevant topics related to blacks in the U.S. South
- Will have enhanced their ability to effectively communicate their ideas in oral and written formats

#### 3.2 Content outline:

Possible topics and themes to be explored in this course include:

- Abolition
- Anti-Lynching Campaign
- Civil Rights Movement
- Civil War
- Education
- Emigration/Migration Movements
- Inequality
- Labor Movements
- Leadership

- Literature
- Music
- Politicians
- Poverty
- Reconstruction
- Religion
- Slavery
- Slave Resistance
- Slave Uprisings

3.3 Student expectations and requirements: Students will be expected to critically analyze reading materials and complete independent research projects. Assessment will be based primarily on discussion participation and written assignments that require critical thinking skills.

3.4 Tentative texts and course materials:

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: The New Press, 2010).

Berlin, Ira. *Slaves without Masters: The Free Negro in the Antebellum South* (New York: The New Press, 1992).

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave* (New York: Bedford/St. Martin's Press, 2002)

Du Bois, W. E. B. *The Souls of Black Folk* (New York: Dover Publications, 1994).

Foner, Eric. *Reconstruction: America's Unfinished Revolution 1863-1877* (New York: Harpers and Row Publishing, 1988).

Franklin, John Hope and Loren Schweninger, *In Search of the Promised Land: A Slave Family in the Old South* (Oxford: Oxford University Press, 2006).

Genovese, Eugene. *From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World* (Lafayette: Louisiana State University Press, 1992).

Gomez, Michael. *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South* (Chapel Hill: University of North Carolina, 1998).

Gutman, Herbert. *The Black Family in Slavery and Freedom, 1750 – 1925* (New York: Vintage Books, 1976).

Hahn, Steven. *A Nation Under Our Feet: Black Struggles in the Rural South from Slavery to the Great Migration* (Cambridge, Massachusetts, Belknap Press of Harvard University Press, 2003).

Higginbotham, Evelyn. *Righteous Discontent: The Women's Movement in the Black Baptist Church* (Cambridge, Massachusetts: Harvard University Press, 1993).

Hunter, Tera. *To Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War* (Cambridge, Massachusetts: Harvard University Press, 1997).

Hurston, Zora Neal. *Their Eyes Were Watching God* (New York: Perennial Library, 1990).

Kelley, Robin D. G. *Hammer and Hoe: Alabama Communists during the Great Depression* (Chapel Hill: University of North Carolina Press, 1990).

Kelly, Brian. *Race, Class, and Power in the Alabama Coal Fields, 1908-1921* (Urbana: University of Illinois Press, 2001).

McAdam, Doug. *Political Process and the Development of Black Insurgency, 1930-1970* (Chicago: University of Chicago Press, 1982).

Morgan, Philip. *Slave Counterpoint: Black Culture in the Eighteenth Century Chesapeake and Lowcountry* (Chapel Hill: University of North Carolina Press, 1998).

Robnett, Belinda. *How Long? How Long? African-American Women in the Struggle for Civil Rights* (New York: Oxford University Press, 1997).

Rolinson, Mary G. *Grassroots Garveyism: The Universal Negro Improvement Association in the Rural South, 1920-1927* (Chapel Hill: University of North Carolina Press, 2007).

Washington, Booker T. *Up From Slavery, an Autobiography* (Garden City, N.Y.: Doubleday, 1963).

Wells, Ida B. *Southern Horrors and other Writings: the Anti-Lynching Campaign of Ida B. Wells, 1892-1900* (Boston, Massachusetts: Bedford Books, 1997).

Wright, Richard. *Black Boy* (London : Vintage, 2000).

**4. Resources:**

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

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current full time faculty
- 5.2 Special equipment needed: Current equipment is sufficient
- 5.3 Expendable materials needed: None needed
- 5.4 Laboratory materials needed: None needed

**6. Proposed term for implementation: Fall 2013**

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

History Department	_____10/18/2012_____
African American Studies Program	_____11/1/2012_____
Potter College Curriculum Committee	November 1, 2012
Undergraduate Curriculum Committee	<u>01/31/2012</u>
University Senate	_____

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: October 1, 2012

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** ARBC 301
- 1.2 **Course title:** Advanced Arabic I
- 1.3 **Abbreviated course title:** Advanced Arabic I
- 1.4 **Credit hours and contact hours:** 3 credit hours, 40 contact hours
- 1.5 **Type of course:** L-Lecture
- 1.6 **Prerequisites:** ARBC 202 or equivalent
- 1.7 **Course catalog listing:** A continued expansion of interpersonal communication skills. Emphasis on improved comprehension, mastery of more complex linguistic structures, and speaking and writing on culturally specific texts and media.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** Arabic is spoken by about 300 million people in the world. It is the language of Islam, the religion of one billion people. It has been named a critical language by the Department of Defense. Upper level Arabic helps prepare students to use the expertise gained in their major field in a broader range of careers in the US and overseas. This course, along with the follow up ARBC 302 is a necessary preparation for students who wish to pursue advanced-level content courses in Arabic and will be an essential building block of an Arabic major and minor. The course will provide students with the necessary vocabulary and grammatical structures to read the lower-level authentic materials required to begin the study of Arabic media, literature and civilization. Without it, students will have very limited ability to apply their Arabic skills to any advanced level study. Total enrollment in Arabic courses in fall 2012 has grown to 116, up from 73 the previous year and from 26 in fall 2010. Currently, these students have no further courses for Arabic student after their second year.
- 2.2 **Projected enrollment in the proposed course:** 15-20. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as an Arabic major and minor. While the initial offering in fall 2013 will have a smaller enrollment, subsequent offerings are expected to reach 15-20 as the Arabic major and minor become better known. Students taking this course will come largely from the program's own 200 level sequence, although a small number may have acquired their Arabic language proficiency from other sources.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** This course builds on the second year Arabic courses offered in the department and will prepare students for ARBC 302, the final bridge to higher level content courses.

2.4 **Relationship of the proposed course to courses offered in other departments:**  
ARBC 301 will deepen students' understanding of Arab culture, history and civilization. It will also provide an enhanced vocabulary that will better enable students to understand concepts in religion, history and politics rooted in the Arabic language. In this way, ARBC 301 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur'an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), and PS 365 (Government and Politics of the Middle East).

2.5 **Relationship of the proposed course to courses offered in other institutions:**  
The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would correspond primarily to the Arabic Reading I (AIS 442) course, but with a heavier emphasis on speaking and listening. The University of Louisville offers Arabic through the third year. This course would correspond most closely to the third year Advanced Writing and Conversation (ARAB 321, 322) courses.

### 3. **Discussion of proposed course:**

3.1 **Course objectives:** Upon completion of the course, students will:

- be able to understand and present main points and most details on familiar topics and some unfamiliar topics;
- be able to present their viewpoints on familiar issues and support their opinions in the target language in a culturally appropriate manner;
- be able to engage in discussion of key topics in Arab culture, civilization and arts at a general level.

3.2 **Content outline:** In this fifth semester Arabic course, students will develop their language skills in a cultural context with a focus on communicative performance. They will move from Mid/High Intermediate Level to High Intermediate/Low Advanced Level. Each course block covers both grammatical and cultural topics, with grammar and vocabulary being introduced through cultural readings and videos:

- Grammar/usage:
  - Cases of nouns
  - The dual
  - Degrees of contrast and similarity
  - Verbal noun constructs
  - Derived forms of verbs
- Culture:
  - Introduction to Classical Arabic travel and historical writing
  - Distinctive characteristics of Arab cities and their histories
  - Holidays and celebrations
  - Marriage customs
  - Introduction to Qur'anic reading

### 3.3 **Student expectations and requirements:**

Students will regularly complete homework assignments, in-class speaking and writing exercises, quizzes and tests of each unit, in addition to a final exam.

3.4 **Tentative texts and course materials:**

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta'allum al-Arabiyya Part One*, Second Edition, Washington: Georgetown University Press, 2004.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta'allum al-Arabiyya Part Two*, Second Edition, Washington: Georgetown University Press, 2006.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

4. **Resources:**

4.1 **Library resources:** adequate

4.2 **Computer resources:** adequate

5. **Budget implications:**

5.1 **Proposed method of staffing:** Under the current course rotation plans, existing staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.

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:**

Modern Languages Department/Division: October 16, 2012

PCAL Curriculum Committee November 1, 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form, Course Bibliography, Library Resources Form**



## ARBC 301 Course Bibliography

Abdel Massih, Ernest T. *An Introduction to Egyptian Arabic*. Ann Arbor, MI: University of Michigan, 1981.

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners*. New York: Routledge, 2011.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta'allum al-Arabiyya Part One*, Second Edition, Washington: Georgetown University Press, 2004.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta'allum al-Arabiyya Part Two*, Second Edition, Washington: Georgetown University Press, 2006.

Chaitanya, Krishna. *A History of Arabic Literature*. New Delhi, Manohar, 1983.

Cooperson, Michael and Shawkat Toorawa. *Arabic Literary Culture: 500-925*. Detroit: Thompson Gale, 2005.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

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

Haywood, John A. *Modern Arabic Literature 1800-1970*. New York: St. Martin's, 1970.

Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts*. New York: Garland, 1987.

Omar, Margaret K. *Levantine and Egyptian Arabic: A Comparative Study*. Washington: Foreign Service Institute, 1976.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**  
**Department of Modern Languages**  
**Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** ARBC 302
- 1.2 **Course title:** Advanced Arabic II
- 1.3 **Abbreviated course title:** Advanced Arabic II
- 1.4 **Credit hours and contact hours:** 3 credit hours, 40 contact hours
- 1.5 **Type of course:** L-Lecture
- 1.6 **Prerequisites:** ARBC 301 or equivalent
- 1.7 **Course catalog listing:** A continued expansion of interpersonal communication skills. Emphasis on advanced comprehension, speaking and writing on culturally specific texts and mastery of more complex expressions and linguistic structures.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** Arabic is spoken by about 300 million people in the world. It is the language of Islam, the religion of one billion people. It has been named a critical language by the Department of Defense. Upper level Arabic helps prepare students to use the expertise gained in their major field in a broader range of careers in the US and overseas. This course is essential to provide the necessary linguistic skills for students to pursue advanced level content courses in Arabic. Currently, the Arabic sequence, which ends after four semesters, does not equip the students to study authentic materials in Arabic media, literature or civilization. Without it, an Arabic major and minor will not be possible. ARBC 301 will build provide a limited proficiency that will enable students to work with some lower-level authentic materials, but ARBC 302 is necessary to most effectively engage the study of authentic Arabic media, literature and cultural documents.
- 2.2 **Projected enrollment in the proposed course:** 15-20. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as an Arabic major and minor. While the initial offering in spring 2014 will have a smaller enrollment, subsequent offerings are expected to reach 15-20 as the Arabic major and minor become better known. Students taking this course will come largely from the program's own 200 level sequence, although a small number may have acquired their Arabic language proficiency from other sources.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** This course builds on the proposed ARBC 301 and the second year Arabic courses offered in the department and serves as a bridge to higher level content courses.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** ARBC 302 will deepen students' understanding of Arab culture, history and civilization. It will also provide an enhanced vocabulary that will better enable

students to understand concepts in religion, history and politics rooted in the Arabic language. In this way, ARBC 302 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur'an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), and PS 365 (Government and Politics of the Middle East).

- 2.5 **Relationship of the proposed course to courses offered in other institutions:** The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would correspond primarily to the Arabic Reading II (AIS 443) course, but with a heavier emphasis on speaking and listening. The University of Louisville offers Arabic through the third year. This course would correspond most closely to the second semester third year Advanced Writing and Conversation courses (ARAB 321, 322).

### 3. Discussion of proposed course:

- 3.1 **Course objectives:** Upon completion of the course, students will:
- be able to understand and present main points and details on both familiar topics and unfamiliar topics;
  - be able to handle unfamiliar and unexpected situations in a culturally appropriate manner;
  - be able to express opinions, persuade others and defend opinions in a culturally sensitive manner;
  - be able to engage in discussion of key topics in Arab culture, civilization and arts, to include specific details and interpretations.
- 3.2 **Content outline:** In this sixth semester Arabic course, students will develop their language skills in a cultural context with a focus on communicative performance. They will strengthen their skills at the Low Advanced Level. Each course block covers both grammatical and cultural topics, with grammar and vocabulary being introduced through cultural readings and videos:
- Grammar/usage:
    - Using connectors to build complex sentences
    - Expressions of exception, qualification and intensity
    - The passive voice
    - Progressive tenses
    - Hypothetical and conditional statements
  - Culture:
    - Journalism in the Arab world
    - Influential women writers in the Arab world
    - History and origins of the Arabic language
    - Berber and Bedouin influence on Arabic
    - The Arab university system
- 3.3 **Student expectations and requirements:** Students will regularly complete homework assignments, in-class speaking and writing exercises, quizzes and tests of each unit, in addition to a final exam.
- 3.4 **Tentative texts and course materials:**

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta'allum al-Arabiyya Part Two*, Second Edition, Washington: Georgetown University Press, 2006.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

**4. Resources:**

- 4.1 **Library resources:** adequate
- 4.2 **Computer resources:** adequate

**5. Budget implications:**

- 5.1 **Proposed method of staffing:** Under the current course rotation plans, existing staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
- 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:**

Modern Languages Department/Division:	October 16, 2012
PCAL Curriculum Committee	November 1, 2012
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Course Inventory Form, Course Bibliography, Library Resources Form**

## ARBC 302 Course Bibliography

Abdel Massih, Ernest T. *An Introduction to Egyptian Arabic*. Ann Arbor, MI: University of Michigan, 1981.

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners*. New York: Routledge, 2011.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta'allum al-Arabiyya Part One*, Second Edition, Washington: Georgetown University Press, 2004.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta'allum al-Arabiyya Part Two*, Second Edition, Washington: Georgetown University Press, 2006.

Chaitanya, Krishna. *A History of Arabic Literature*. New Delhi, Manohar, 1983.

Cooperson, Michael and Shawkat Toorawa. *Arabic Literary Culture: 500-925*. Detroit: Thompson Gale, 2005.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

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

Haywood, John A. *Modern Arabic Literature 1800-1970*. New York: St. Martin's, 1970.

Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts*. New York: Garland, 1987.

Omar, Margaret K. *Levantine and Egyptian Arabic: A Comparative Study*. Washington: Foreign Service Institute, 1976.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

Proposal Date: October 1, 2012

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** ARBC 321
- 1.2 **Course title:** Colloquial Arabic
- 1.3 **Abbreviated course title:** Colloquial Arabic
- 1.4 **Credit hours and contact hours:** 3 credit hours, 40 contact hours
- 1.5 **Type of course:** L-Lecture
- 1.6 **Prerequisites:** ARBC 302 or equivalent
- 1.7 **Course catalog listing:** A course in pronunciation, comprehension and oral expression in colloquial Arabic. Exercises focus on navigating common situations of daily life in an Arabic speaking country.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** This course provides an essential exposure to Colloquial Arabic, a major component of the Arabic language. Arabic is marked by a diglossia between the Standard Arabic taught in schools and used in formal communication and the Colloquial used for informal interaction. Although largely similar to Standard, Colloquial differs in about 10% of the vocabulary, and therefore, one semester of dedicated Colloquial study is sufficient. A person cannot be said to truly speak Arabic unless he or she can communicate in both versions. This course builds upon the foundation in Standard Arabic established in the first six semesters and develops the specific Colloquial skills needed to handle all ranges of communication.
- 2.2 **Projected enrollment in the proposed course:** 15-20. This course will be offered in alternating years as part of what will soon be proposed as an Arabic major and minor. Based on course sequencing and prerequisites, most junior and senior Arabic majors and minors would be enrolled in the course every time it is offered. Thus, the 15-20 projection reflects two cohorts of Arabic majors and minors taking the course at the same time. Students taking this course will come largely from the program's own Arabic 300-level sequence.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** This course builds on the third year Arabic courses proposed by the department, will prepare students for study abroad and will enhance advanced studies with authentic media (ARBC 437 and ARBC 438).
- 2.4 **Relationship of the proposed course to courses offered in other departments:** ARBC 321 will deepen students' understanding of Arab culture, history and civilization. It will also provide an enhanced vocabulary and speaking skills that will improve students' ability to do research with authentic Arabic materials. In this way, ARBC 321 will complement course offerings in other departments,

particularly RELS 306 (Islam), RELS 311 (The Qur'an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), POP 201 (Introduction to Popular Culture Studies), and PS 365 (Government and Politics of the Middle East).

- 2.5 **Relationship of the proposed course to courses offered in other institutions:**  
The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would not correspond to any particular course at UK but would be similar to the third year Colloquial Arabic courses in that program (AIS 301, 302), although at a higher level. The University of Louisville offers Arabic through the third year. This course would correspond most closely to the third year Advanced Conversation course (ARAB 321).

### 3. **Discussion of proposed course:**

- 3.1 **Course objectives:** Upon completion of the course, students will:

- acquire the basic structural and lexical knowledge that will enable them to communicate in colloquial Levantine Arabic (the dialect of Syria, Jordan, Palestine and Lebanon);
- be able to perform basic language functions such as greeting others, introducing oneself, describing one's background and seeking and providing information on daily activities;
- be able to differentiate between the various spoken regional dialects which vary considerably from one country to another (Egyptian, Gulf, Levantine and Maghrebi);
- be able to shift between Modern Standard and colloquial Levantine Arabic in a culturally appropriate manner for the situation, audience and task at hand.

- 3.2 **Content outline:** In this advanced Arabic course, students will develop their language skills in a cultural context with a focus on communicative performance. The main course blocs include:

- Pronunciation differences between Modern Standard and Colloquial Arabic;
- Self and family;
- Work and school;
- Foods and dining etiquette;
- Travel and directions;
- Shopping and bargaining.

### 3.3 **Student expectations and requirements:**

Requirements will include assignments, attending activities/workshops in and outside of class, working with international students as language partners, quizzes and exams.

### 3.4 **Tentative texts and course materials:**

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta'allum al-Arabiyya* Part One, Third Edition, Washington: Georgetown University Press, 2011.

Chouairi, Rajaa, *Shou fi Ma fi: Intermediate Levantine Arabic*. New Haven: Yale University Press, 2010.

Stowasser, Karl. *A Dictionary of Syrian Arabic*. Washington, DC: Georgetown University Press, 2004.

**4. Resources:**

- 4.1 **Library resources:** adequate
- 4.2 **Computer resources:** adequate

**5. Budget implications:**

- 5.1 **Proposed method of staffing:** Under the current course rotation plans, existing staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
- 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:**

Modern Languages Department/Division:	October 16, 2012
PCAL Curriculum Committee	November 1, 2012
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Course Inventory Form, Course Bibliography, Library Resources Form**



## ARBC 321 Course Bibliography

Abdel Massih, Ernest T. *An Introduction to Egyptian Arabic*. Ann Arbor, MI: University of Michigan, 1981.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners*. New York: Routledge, 2011.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta'allum al-Arabiyya Part One*, Third Edition, Washington: Georgetown University Press, 2011.

Chouairi, Rajaa, *Shou fi Ma fi: Intermediate Levantine Arabic*. New Haven: Yale University Press, 2010.

Omar, Margaret K. *Levantine and Egyptian Arabic: A Comparative Study*. Washington: Foreign Service Institute, 1976.

Qafisheh, Hamdi and Raji Rammuny. *A Course in Levantine Arabic*. Ann Arbor, MI: University of Michigan, 1978.

Stowasser, Karl. *A Dictionary of Syrian Arabic*. Washington, DC: Georgetown University Press, 2004.

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**  
**Department of Modern Languages**  
**Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** ARBC 322
- 1.2 **Course title:** Arabic Translation Studies
- 1.3 **Abbreviated course title:** Arabic Translation
- 1.4 **Credit hours and contact hours:** 3 credit hours, 40 contact hours
- 1.5 **Type of course:** L-Lecture
- 1.6 **Prerequisites:** ARBC 302 or equivalent
- 1.7 **Course catalog listing:** A concentrated study of the intricacies and methods of Arabic translation work (both Arabic to English and English to Arabic) and the responsibilities of the professional translator.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** This course will be a critical addition to our Arabic offerings and an essential part of an Arabic major and minor program. This will be the only course dedicated to all forms of translation in Arabic, an essential concept for any linguist to master. Translation is an important part of many careers in the Arabic language field. Moreover, linguists, Area specialists, historians and other social scientists will frequently deal with translations of original sources. Understanding the limitations of Arabic translation is an essential skill for these professionals, as is the ability to recognize common translation errors.
- 2.2 **Projected enrollment in the proposed course:** 15-20. This course will be offered in alternating years as part of what will soon be proposed as an Arabic major and minor. Based on course sequencing and prerequisites, most junior and senior Arabic majors and minors would be enrolled in the course every time it is offered. Thus, the 15-20 projection reflects two cohorts of Arabic majors and minors taking the course at the same time. Students taking this course will come largely from the program's own Arabic 300-level sequence.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** This course builds on the third year Arabic courses proposed by the department and will enhance student performance in all advanced Arabic courses.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** ARBC 322 will provide an enhanced vocabulary and reading skills that will improve students' ability to do research with authentic Arabic materials. In this way, ARBC 322 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur'an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History

of the Middle East), POP 201 (Introduction to Popular Culture Studies), and PS 365 (Government and Politics of the Middle East).

- 2.5 **Relationship of the proposed course to courses offered in other institutions:** The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would not correspond to any particular course at UK but would be equivalent in level of material to the fourth year courses in that program (AIS 442, 443 Arabic Reading I and II), while offering greater depth in translation skills. The University of Louisville offers Arabic through the third year. This course would be more advanced than the third year Advanced Writing and Conversation courses (ARAB 321, 322).

### 3. **Discussion of proposed course:**

3.1 **Course objectives:** Upon completion of the course, students will:

- be able to translate written texts of paragraph length at the intermediate level of difficulty from Arabic to English with accuracy of main ideas and most details;
- be able to translate simple written texts from English into standard Arabic, conveying main ideas and essential details with reasonable control of spelling and essential grammar;
- be familiar with the basic principles of translation and translation theories, including translation of various text types; literary, legal, medical and technical texts;
- be able to conduct simultaneous and consecutive interpreting from Arabic into English and English into Arabic with sympathetic native speakers;
- be familiar with different text types, registers of written and verbal discourse, style and voice and their impact on translation;
- be familiar with available translation tools, their limitations and strengths and techniques for best using them;
- be able to use practical translation techniques to aid in translation, to include knowledge of text comparison, collocation, equivalents, and colloquialisms;
- be able to analyze translated texts for errors and misinterpreted phrases and idioms.

3.2 **Content outline:** In this advanced Arabic course, students will develop their language skills in a cultural context with a focus on interpretative and communicative performance. The main content blocs focus on different translation tasks and subjects, to include:

- Literary texts and critical writings;
- Personal, business correspondence and official government documents;
- Medical and legal texts;
- News reports, analyses and briefs;
- Simultaneous and consecutive spoken interpreting;
- Team and group translation;
- Editing and evaluating translations.

**3.3 Student expectations and requirements:** In addition to final and mid-term exams, homework assignments, interpreting exercises and translation, students will do extensive in-class translation exercises on literary, legal, medical and technical texts.

**3.4 Tentative texts and course materials:**

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Baker, Mona, *In Other Words: A Course Book on Translation*. New York: Routledge, 2011.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. 4<sup>th</sup> edition. Ithaca, NY: Spoken Language Services, 1979.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

**4. Resources:**

4.1 **Library resources:** adequate

4.2 **Computer resources:** adequate

**5. Budget implications:**

5.1 **Proposed method of staffing:** Under the current course rotation plans, existing staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.

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:**

Modern Languages Department/Division: October 16, 2012

PCAL Curriculum Committee November 1, 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form, Course Bibliography, Library Resources Form**

ARBC 322 Course Bibliography

- ‘Aazar, Armanius. *The Linguistic Reminder: an Arabic-English-French Dictionary of Zoological, Botanical and Metallurgical Terms*. Cairo: Mata’abat al-Missria, 1920.
- Abdel Massih, Ernest T. *An Introduction to Egyptian Arabic*. Ann Arbor, MI: University of Michigan, 1981.
- Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.
- Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.
- Baker, Mona, *In Other Words: A Course Book on Translation*. New York: Routledge, 2011.
- Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners*. New York: Routledge, 2011.
- Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. 4<sup>th</sup> edition. Ithaca, NY: Spoken Language Services, 1979.
- Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts*. New York: Garland, 1987.
- Omar, Margaret K. *Levantine and Egyptian Arabic: A Comparative Study*. Washington: Foreign Service Institute, 1976.
- Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.
- Qafisheh, Hamdi and Raji Rammuny. *A Course in Levantine Arabic*. Ann Arbor, MI: University of Michigan, 1978.
- Law Dictionary English-Arabic*. Tripoli: Libyan Publications, 1962.
- The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**  
**Department of Modern Languages**  
**Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** ARBC 323
- 1.2 **Course title:** Arabic Civilization I
- 1.3 **Abbreviated course title:** Arabic Civilization I
- 1.4 **Credit hours and contact hours:** 3 credit hours, 40 contact hours
- 1.5 **Type of course:** L-Lecture
- 1.6 **Prerequisites:** ARBC 302 or equivalent
- 1.7 **Course catalog listing:** A survey course in early Arab history, culture and religion, from the pre-Islamic period through the eighteenth century. Taught in Arabic.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** This course is a fundamental component of the Arabic program and a critical part of any Arabic major and minor. It provides an in-depth understanding of Arabic perspectives on history and culture through the eighteenth century. It will build on existing and proposed courses, particularly ARBC 301 and 302 and will enhance students' experience in Arabic literature, media and culture courses. An understanding of Arab history, culture and religion, and the distinctive Arabic terminology used to in these disciplines is essential for the advanced study of Arabic culture through authentic materials. The course will also supplement existing history and religion courses taught in English by giving students the vocabulary and reading skills necessary to read original Arabic sources and conduct independent research. This course will also focus on advanced reading and speaking skills, equipping students for study abroad and professional contact with native Arabic speakers.
- 2.2 **Projected enrollment in the proposed course:** 15-20. This course will be offered in alternating years as part of what will soon be proposed as an Arabic major and minor. Based on course sequencing and prerequisites, most junior and senior Arabic majors and minors would be enrolled in the course every time it is offered. Thus, the 15-20 projection reflects two cohorts of Arabic majors and minors taking the course at the same time. Students taking this course will come largely from the program's own Arabic 300-level sequence.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** This course builds on the third year Arabic courses proposed by the department, will prepare students for study abroad and will enhance advanced studies with Arabic literature (ARBC 435 and ARBC 455).
- 2.4 **Relationship of the proposed course to courses offered in other departments:** ARBC 323 will deepen students' understanding of Arab culture, history and

civilization. It will also provide an enhanced vocabulary and speaking skills that will improve students' ability to do research with authentic Arabic materials. In this way, ARBC 321 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur'an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), and PS 365 (Government and Politics of the Middle East).

- 2.5 **Relationship of the proposed course to courses offered in other institutions:** The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would not correspond to any particular course at UK but would be equivalent in level to work done in the fourth year independent study course (AIS 495). The University of Louisville offers Arabic through the third year. This course would be at a higher level and with greater depth than any of the courses at the University of Louisville.

### 3. Discussion of proposed course:

#### 3.1 **Course objectives:** Upon completion of the course, students will:

- be able to describe and differentiate main periods of Arab history (pre-Islamic, early Islamic, Umayyad, Abbasid, Mamluk, Ottoman);
- be able to describe and discuss key figures in Arab civilization, their historical contexts and influence (political and military leaders, philosophers, artists, religious scholars and authors);
- be familiar with key historical sites and their significance;
- be able to discuss main schools of thought in Muslim and Christian theology, philosophy and science from the pre-Islamic period to the eighteenth century;
- be familiar with principal types of art and architecture of the classical Arab periods;
- be able to describe and contrast major types of Arabic literary genres;
- have an in-depth knowledge of the geography of the Arab world.

#### 3.2 **Content outline:** In this advanced Arabic course, students will develop their language skills in a cultural context with a focus on cultural literacy and communicative performance. The course will be organized chronologically, in the following blocs:

- Pre-Islam (the *Jahiliyya*);
- The Prophet Muhammad, early Islam;
- The first four caliphs (the *Rashiduun*);
- The Umayyad dynasty;
- The Abbasid dynasty;
- Al-Andalus;
- The Fatimids;
- The Crusades;
- Salah al-Din and the Ayyubid dynasty;
- The Mamluk period;
- The Ottoman period.

#### 3.3 **Student expectations and requirements:**

In addition to a final exam and mid-term exam, students will have frequent writing assignments and give several oral presentations.

3.4 **Tentative texts and course materials:**

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta'allum al-Arabiyya Part Three*, Washington: Georgetown University Press, 2007.

Chouairi, Rajaa, *Arab Civilization*. New Haven: Yale University Press, *forthcoming*.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. 4<sup>th</sup> edition. Ithaca, NY: Spoken Language Services, 1979.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

4. **Resources:**

4.1 **Library resources:** adequate

4.2 **Computer resources:** adequate

5. **Budget implications:**

5.1 **Proposed method of staffing:** Under the current course rotation plans, existing staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.

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:**

Modern Languages Department/Division: October 16, 2012

PCAL Curriculum Committee November 1, 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form, Course Bibliography, Library Resources Form**



ARBC 323 Course Bibliography

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners*. New York: Routledge, 2011.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta'allum al-Arabiyya* Part Three, Washington: Georgetown University Press, 2007.

Chaitanya, Krishna. *A History of Arabic Literature*. New Delhi, Manohar, 1983.

Chouairi, Rajaa, *Arab Civilization*. New Haven: Yale University Press, *forthcoming*.

Cooperson, Michael and Shawkat Toorawa. *Arabic Literary Culture: 500-925*. Detroit: Thompson Gale, 2005.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. 4<sup>th</sup> edition. Ithaca, NY: Spoken Language Services, 1979.

Haywood, John A. *Modern Arabic Literature 1800-1970*. New York: St. Martin's, 1970.

Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts*. New York: Garland, 1987.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

Proposal Date: October 1, 2012

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** ARBC 324
- 1.2 **Course title:** Arabic Civilization II
- 1.3 **Abbreviated course title:** Arabic Civilization II
- 1.4 **Credit hours and contact hours:** 3 credit hours, 40 credit hours
- 1.5 **Type of course:** L-Lecture
- 1.6 **Prerequisites:** ARBC 302 or equivalent
- 1.7 **Course catalog listing:** A survey course in later Arab history, culture and religion, from the eighteenth century to the present. Taught in Arabic.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** This course builds on the foundation of ARBC 323 by continuing the study of Arabic history, culture and religion from the nineteenth century to the present. Like ARBC 323, it will equip students to conduct independent research into authentic Arabic materials on these subjects, by focusing on distinctive Arabic terminology, schools of thought and writings. As such, the complete study of Arabic civilization is an essential component of the Arabic program and critical to the Arabic major and minor.
- 2.2 **Projected enrollment in the proposed course:** 15-20. This course will be offered in alternating years as part of what will soon be proposed as an Arabic major and minor. Based on course sequencing and prerequisites, most junior and senior Arabic majors and minors would be enrolled in the course every time it is offered. Thus, the 15-20 projection reflects two cohorts of Arabic majors and minors taking the course at the same time. Students taking this course will come largely from the program's own Arabic 300-level sequence.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** This course is the companion to ARBC 323 Arabic Civilization I, and continues chronologically where that course ends. Students can elect to take only one of the two courses, based on historical interests. This course builds on the third year Arabic courses proposed by the department and will prepare students for study abroad, as well as enhance advanced studies with Arabic literature (ARBC 435 and ARBC 455).
- 2.4 **Relationship of the proposed course to courses offered in other departments:** ARBC 324 will deepen students' understanding of Arab culture, history and civilization. It will also provide an enhanced vocabulary and speaking skills that will improve students' ability to do research with authentic Arabic materials. In this way, ARBC 321 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur'an), RELS 320 (Religions of

the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), and PS 365 (Government and Politics of the Middle East).

- 2.5 **Relationship of the proposed course to courses offered in other institutions:** The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would not correspond to any particular course at UK but would be equivalent in level to work done in the fourth year independent study courses (AIS 495). The University of Louisville offers Arabic through the third year. This course would be at a higher level and with greater depth than the courses at the University of Louisville.

### 3. Discussion of proposed course:

3.1 **Course objectives:** Upon completion of the course, students will:

- be able to describe and differentiate main periods of modern Arab history (Ottoman, Colonialism, the Nahda, inter-war period, post-World War II, Arab-Israeli Wars, late twentieth century, Arab Spring);
- be able to describe and discuss key figures in Arab civilization, their historical contexts and influence (political and military leaders, philosophers, artists, religious scholars and authors);
- be able to discuss political ideologies in the Arab world;
- be familiar with the formation and histories of the individual Arab states;
- be able to describe and contrast major economic systems of the Arab world;
- be able to discuss in depth the geography of the Arab world;
- be able to discuss in detail major wars and conflicts in the Middle East since World War II, using the Arabic names and terminology;
- be able to discuss in depth Arab relations with Western Europe and the United States since the eighteenth century.

3.2 **Content outline:** In this advanced Arabic course, students will develop their language skills in a cultural context with a focus on cultural literacy and communicative performance. The course will be organized chronologically and geographically, in the following blocs:

- The arrival of Napoleon;
- The rise of Saudi Arabia and Wahhabism;
- The dynasty of Muhammad Ali;
- North Africa under French occupation;
- The Arabic renaissance (*al-Nahda*);
- Nationalism before World War II;
- Partition and the establishment of Israel;
- Abd al-Nasser and Egyptian nationalism;
- Oil and the development of the Arabian Gulf;
- Ba'athism and the fall of the Monarchy in Syria and Iraq;
- The Arab-Israeli Wars (1948, 1956, 1967, 1973);
- The Lebanese Civil War;
- Palestinian nationalism;
- The rise of political Islam;
- Saddam Hussein and the Gulf wars.

**3.3 Student expectations and requirements:**

In addition to a final exam and mid-term exam, students will have frequent writing assignments and several oral presentations.

**3.4 Tentative texts and course materials:**

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta'allum al-Arabiyya Part Three*, Washington: Georgetown University Press, 2007.

Chouairi, Rajaa, *Arab Civilization*. New Haven: Yale University Press, *forthcoming*.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. 4<sup>th</sup> edition. Ithaca, NY: Spoken Language Services, 1979.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

**4. Resources:**

4.1 **Library resources:** adequate

4.2 **Computer resources:** adequate

**5. Budget implications:**

5.1 **Proposed method of staffing:** Under the current course rotation plans, existing staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.

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:**

Modern Languages Department/Division: October 16, 2012

PCAL Curriculum Committee November 1, 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form, Course Bibliography, Library Resource Form**  
ARBC 324 Course Bibliography

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners*. New York: Routledge, 2011.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta'allum al-Arabiyya Part Three*, Washington: Georgetown University Press, 2007.

Chaitanya, Krishna. *A History of Arabic Literature*. New Delhi, Manohar, 1983.

Chouairi, Rajaa, *Arab Civilization*. New Haven: Yale University Press, *forthcoming*.

Cooperson, Michael and Shawkat Toorawa. *Arabic Literary Culture: 500-925*. Detroit: Thompson Gale, 2005.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. 4<sup>th</sup> edition. Ithaca, NY: Spoken Language Services, 1979.

Haywood, John A. *Modern Arabic Literature 1800-1970*. New York: St. Martin's, 1970.

Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts*. New York: Garland, 1987.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**  
**Department of Modern Languages**  
**Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** ARBC 435
- 1.2 **Course title:** Arabic Literature
- 1.3 **Abbreviated course title:** Arabic Literature
- 1.4 **Credit hours and contact hours:** 3 credit hours, 40 contact hours
- 1.5 **Type of course:** L-Lecture
- 1.6 **Prerequisites:** ARBC 302 or equivalent
- 1.7 **Course catalog listing:** Reading of Arabic texts from the pre-Islamic period to the 20<sup>th</sup> century representing the major genres and movements of Arabic literature.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** This course is a critical component of the Arabic program and an important module in an Arabic major and minor. Literature is a key element of Arab culture and has played a major role in shaping the Arabic language. As such, the study of Arabic literature will assist in giving Arabic students a comprehensive view of Arab culture and deepened appreciation for the Arabic language, and will enhance their experience in all other Arabic courses. This course provides a comprehensive view of Arabic literary history, enabling students to discuss with native speakers the entire evolution of Arabic literature.
- 2.2 **Projected enrollment in the proposed course:** 10-15. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as an Arabic major and minor. While the initial offering in spring 2016 will have a smaller enrollment, subsequent offerings are expected to reach 10-15 as the Arabic major and minor become better known. Students taking this course will come largely from the program's own 300 level sequence.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** This course builds on the second year Arabic courses offered in the department and the proposed third year courses. Those courses provide the essential foundation for students to succeed in this advanced level course.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** ARBC 435 will deepen students' understanding of Arab culture, history and civilization. It will also deepen their appreciation of literature, literary criticism and theory. In this way, ARBC 435 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur'an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), and PS 365 (Government and Politics of the

Middle East), ENG 200 (Introduction to Literature), ENG 385 (World Literature), and ENG 460 (Literary Theory and Criticism).

- 2.5 **Relationship of the proposed course to courses offered in other institutions:**  
The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would not correspond to any individual course in that program, as UK does not offer a literature course. The University of Louisville offers Arabic through the third year. This course would be beyond the scope of those courses in depth of content and level of proficiency expected of students.

### 3. **Discussion of proposed course:**

- 3.1 **Course objectives:** Upon completion of the course, students will:
- be able to identify and express the main ideas of representative literary works;
  - be able to articulate the cultural context of representative literary works;
  - be able to identify and discuss the cultural significance and impact of representative literary works;
  - be able to present plot summaries, character analyses, personal reactions from representative literary works;
  - recognize and be able to discuss cultural referents from representative literary works.

- 3.2 **Content outline:** In this fourth year Arabic course, students will develop their language skills in a cultural context with a focus on interpretive and communicative performance. They will work extensively at the Low/Mid-Advanced Levels. The main content blocs include:

- *Pre-Islamic poetry and prose;*
- *The Rise of Islam;*
- *Classical prose of the Abbasid Age;*
- *Arabic Folklore;*
- *Islamic Mysticism;*
- *Al-Andalus;*
- *Modern Literary Criticism;*
- *The Modern Novel;*
- *Modern Poetry;*
- *Autobiography.*

### 3.3 **Student expectations and requirements:**

Students will regularly complete homework assignments, in-class speaking and writing exercises, quizzes and tests of each unit, in addition to a final exam.

### 3.4 **Tentative texts and course materials:**

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

Frangieh, Bassam K. *Anthology of Arabic Literature, Culture and Thought from Pre-Islamic Times to the Present*. New Haven: Yale University Press, 2004.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

**4. Resources:**

- 4.1 **Library resources:** adequate
- 4.2 **Computer resources:** adequate

**5. Budget implications:**

- 5.1 **Proposed method of staffing:** Under the current course rotation plans, existing staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
- 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:**

Modern Languages Department/Division:	October 16, 2012
PCAL Curriculum Committee	November 1, 2012
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Course Inventory Form, Course Bibliography, Library Resource Form**



ARBC 435 Course Bibliography

- Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.
- Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners*. New York: Routledge, 2011.
- Chaitanya, Krishna. *A History of Arabic Literature*. New Delhi, Manohar, 1983.
- Cooperson, Michael and Shawkat Toorawa. *Arabic Literary Culture: 500-925*. Detroit: Thompson Gale, 2005.
- Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.
- Frangieh, Bassam K. *Anthology of Arabic Literature, Culture and Thought from Pre-Islamic Times to the Present*. New Haven: Yale University Press, 2004.
- Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.
- Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts*. New York: Garland, 1987.
- Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.
- The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**  
**Department of Modern Languages**  
**Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** ARBC 437
- 1.2 **Course title:** Advanced Media Arabic
- 1.3 **Abbreviated course title:** Advanced Media Arabic
- 1.4 **Credit hours and contact hours:** 3 credit hours, 40 contact hours
- 1.5 **Type of course:** L-Lecture
- 1.6 **Prerequisites:** ARBC 302 or equivalent
- 1.7 **Course catalog listing:** Study of Arabic media reporting in written, audio and video formats, focusing on political, economic and security issues in their cultural contexts.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** This course is an essentially component of an Arabic major and minor and will play a critical role in preparing advanced Arabic students for independent study of current affairs in the Arab world. Specifically, ARBC 437 will help students develop the linguistic and cultural knowledge they will need to access authentic Arabic media resources, building a lifetime language skill they can use after graduation and enabling them to understand perspectives not reflected in the U.S. news media. ARBC 437 will address the particular subjects of political, economic and security issues, thus enabling students to conduct independent research on these topic areas.
- 2.2 **Projected enrollment in the proposed course:** 15-20. This course will be offered in alternating years as part of what will soon be proposed as an Arabic major and minor. Based on course sequencing and prerequisites, most junior and senior Arabic majors and minors would be enrolled in the course every time it is offered. Thus, the 15-20 projection reflects two cohorts of Arabic majors and minors taking the course at the same time. Students taking this course will come largely from the program's own 300 level sequence.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** This course builds on the third year Arabic courses proposed by the department (ARBC 301 and ARBC 302). The course will complement other proposed offerings at the 300 and 400 level (Arabic Civilization, Translation and Literature). In terms of the topics covered, ARBC 437 is a companion course to ARBC 438 (Topics in Arabic Media), as both offer a survey of subjects covered in the Arabic news media. Either course can be taken separately.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** ARBC 437 will provide an invaluable background and set of research skills for any student of journalism, Middle East politics, economics or history. The ability to read unfiltered, authentic Arabic news and commentaries on current events will

give students access to perspectives and viewpoints not available to a student dependent on translated sources. In this way, ARBC 437 will complement course offerings in other departments, particularly HIST 462 (History of the Middle East), JOUR 201 (Media and Society), JOUR 354 (International Public Relations), PS 365 (Government and Politics of the Middle East), POP 201 (Introduction to Popular Culture Studies), PS 260 (Introduction to Comparative Politics), and PS 363 (Politics of Developing Nations).

- 2.5 **Relationship of the proposed course to courses offered in other institutions:**  
The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. It does not have a media course, but some similar work could be potentially done in UK's Independent Study course (AIS 495). The University of Louisville has Arabic only through the third year, and no course with the level or content of ARBC 437. This course guides students as they develop applied uses of Arabic language skills. It is relevant for students entering a variety of career fields.

### 3. **Discussion of proposed course:**

- 3.1 **Course objectives:** Upon completion of the course, students will:
- be able to report the main ideas and significant details from authentic Arabic news broadcasts and newspaper articles;
  - be able to draw upon background knowledge in Arab politics, economics and history, as well as journalistic practices in the Arab world to identify implied and assumed information in authentic news materials;
  - be able to conduct independent research using authentic Arabic news sources;
  - be able to critically identify biases in authentic Arab news reporting;
  - be able to summarize key details of current news events in their own words;
  - be able to compare Arabic news sources based on perspectives and biases.
- 3.2 **Content outline:** In this advanced Arabic course, students will develop their language skills in a cultural context while reading, listening to and critiquing authentic recent news reports on political, security, and economic issues. The course will be organized thematically, emphasizing key terminology for each theme. In each block, students will focus on pre-reading/pre-listening activities, reading/listening for main ideas, summarizing, reading/listening for detail, and detecting bias. The course blocks will be:
- I. Political negotiations and conferences:
    - The Palestinian-Israeli peace process
    - Summit meetings and conferences
    - International organizations
  - II. Elections and campaigns:
    - Democracy in the Arab world
    - Election monitoring
    - Parliamentary elections
  - III. Military and Conflict:
    - Demonstrations and protest
    - Military operations
    - Civil war

- IV. Terrorism and Security:
  - Terrorist attacks
  - Police/Security operations
  - Insurgency
- V. Business and Economic:
  - International trade
  - Unemployment, inflation, debt
  - Investment and development
- VI. Legal:
  - Rule of law/human rights
  - Developing/amending constitutions
  - Court cases

**3.3 Student expectations and requirements:** In addition to final and mid-term exams, homework assignments and oral presentations, students will do extensive in-class exercises on current Arabic news broadcasts and newspaper items taken from the internet.

**3.4 Tentative texts and course materials:** In addition to the texts below, the course will use daily video and newspaper items from *al-Jazeera*, *BBC Arabic*, *al-Sharq al-Awsat* and other news sources.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

Egibali, Alaa and Nevenka Korica, *Media Arabic: A Coursebook for Reading Arabic News*, Cairo: American University of Cairo Press, 2007.

Kendall, Elisabeth. *The Top 1,000 Words for Understanding Media Arabic*. Washington: Georgetown University Press, 2005.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

#### 4. Resources:

- 4.1 **Library resources:** adequate. Authentic course materials will be drawn from publicly accessible, no-cost news sites, to include *BBC Arabic*, *al-Jazeera*, *al-Sharq al-Awsat*, *al-Hayat* and *al-Ahram*.
- 4.2 **Computer resources:** adequate

#### 5. Budget implications:

- 5.1 **Proposed method of staffing:** Under the current course rotation plans, existing staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
- 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:**

Modern Languages Department/Division: October 16, 2012

PCAL Curriculum Committee November 1, 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form, Course Bibliography, Library Resource Form**

ARBC 437 Course Bibliography

Abdel Massih, Ernest T. *An Introduction to Egyptian Arabic*. Ann Arbor, MI: University of Michigan, 1981.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners*. New York: Routledge, 2011.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

Egibali, Alaa and Nevenka Korica, *Media Arabic: A Coursebook for Reading Arabic News*, Cairo: American University of Cairo Press, 2007.

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

Kendall, Elisabeth. *The Top 1,000 Words for Understanding Media Arabic*. Washington: Georgetown University Press, 2005.

Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts*. New York: Garland, 1987.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

Zweiri, Majhoob and Emma Murphy. *The New Arabic Media: Technology, Image and Perception*. Reading, UK: Ithaca, 2011.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

**News Websites:**

***Ahram.org* Al-Ahram Newspaper online (Cairo).**

***AlArabiya.net* Al-Arabiya News Channel (Dubai).**

***AlHayat.com* Al-Hayat Newspaper online (London-Saudi).**

***Aljazeera.net* Al-Jazeera News Network (Qatar).**

***AlQuds.com* Al-Quds Newspaper online (Jerusalem-Palestinian).**

***AlSharqAlAwsat.com* Al-Sharq al-Awsat Newspaper online (London-Saudi).**

***BBCArabic.co.uk* BBC Arabic News Service (London).**

***LBC.com* Lebanese Broadcasting Service online (Beirut).**

***MBC.net* Middle East Broadcasting Company (Dubai).**

***Nile.eg* Nile TV News online (Cairo).**

***Shurouknews.com* Al-Shurouk News Service online (Cairo).**

Proposal Date: October 1, 2012

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** ARBC 438
- 1.2 **Course title:** Topics in Arabic Media
- 1.3 **Abbreviated course title:** Topics in Arabic Media
- 1.4 **Credit hours and contact hours:** 3 credit hours, 40 contact hours
- 1.5 **Type of course:** L-Lecture
- 1.6 **Prerequisites:** ARBC 302 or equivalent
- 1.7 **Course catalog listing:** An advanced study of Arabic media reporting in written, audio and video formats, focusing on social, ideological and cultural issues in their cultural contexts.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** This course builds on existing and proposed Arabic courses to improve students' ability to conduct independent study of current events in the Arab world. It will serve as a key building block of the Arabic major and minor. ARBC 438 will address issues of social, cultural and ideological natures that are not covered in ARBC 437 (Advanced Media Arabic). Specifically, ARBC 438 will help students develop the linguistic and cultural knowledge they will need to access Arabic media resources, building a lifetime language skill they can use after graduation and enabling them to understand perspectives not reflected in the U.S. news media.
- 2.2 **Projected enrollment in the proposed course:** 15-20. This course will be offered in alternating years as part of what will soon be proposed as an Arabic major and minor. Based on course sequencing and prerequisites, most junior and senior Arabic majors and minors would be enrolled in the course every time it is offered. Thus, the 15-20 projection reflects two cohorts of Arabic majors and minors taking the course at the same time. Students taking this course will come largely from the program's own 300 level sequence.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** This course builds on the third year Arabic courses proposed by the department (ARBC 301 and ARBC 302). The course will complement other proposed offerings at the 300 and 400 level (Arabic Civilization, Translation and Literature). In terms of the topics covered, ARBC 438 is a companion course to ARBC 437 (Advanced Media Arabic), as both offer a survey of subjects covered in the Arabic news media. This course focuses on subjects and materials with a higher degree of subjectivity and requires greater attention to cultural nuances and implied meaning.



- 2.4 Relationship of the proposed course to courses offered in other departments:** ARBC 438 will provide an invaluable background and set of research skills for any student of journalism, Middle East politics, economics or history. The ability to read unfiltered, authentic Arabic news and commentaries on current events will give students access to perspectives and viewpoints not available to a student dependent on translated sources. In this way, ARBC 438 will complement course offerings in other departments, particularly HIST 462 (History of the Middle East), JOUR 201 (Media and Society), JOUR 354 (International Public Relations), PS 365 (Government and Politics of the Middle East), POP 201 (Introduction to Popular Culture Studies), PS 260 (Introduction to Comparative Politics), and PS 363 (Politics of Developing Nations).
- 2.5 Relationship of the proposed course to courses offered in other institutions:** The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. It does not have a media course, but some similar work could be potentially done in UK's Independent Study course (AIS 495). The University of Louisville has Arabic only through the third year, and no course with the level or content of ARBC 438. This course guides students as they develop applied uses of Arabic language skills. It is relevant for students entering a variety of career fields.

### **3. Discussion of proposed course:**

- 3.1 Course objectives:** Upon completion of the course, students will:
- be able to report the main ideas and significant details from authentic Arabic news broadcasts and newspaper articles;
  - be able to draw upon background knowledge in Arab politics, economics and history, as well as journalistic practices in the Arab world to identify implied and assumed information in authentic news materials;
  - be able to conduct independent research using authentic Arabic news sources;
  - be able to critically identify biases in authentic Arab news reporting;
  - be able to summarize key details of current news events in their own words;
  - be able to compare Arabic news sources based on perspectives and biases.
- 3.2 Content outline:** In this advanced Arabic course, students will develop their language skills in a cultural context while reading, listening to and critiquing authentic recent news reports on social, ideological and cultural issues. The course will be organized thematically, emphasizing key terminology for each theme. In each block, students will focus on pre-reading/pre-listening activities, reading/listening for main ideas, summarizing, reading/listening for detail, and detecting bias. The course blocks will be:
- Poverty and Social Class;
  - Civil Order, Strikes and Public Disturbances;
  - Ideology and Extremism;
  - Religion in the Media;
  - US-Arab relations/Perceptions;
  - Natural Disasters/Humanitarian actions;
  - Oil and the Petroleum Industry;
  - Entertainment/Sports News.

**3.3 Student expectations and requirements:** In addition to final and mid-term exams, homework assignments and oral presentations, students will do extensive in-class exercises on current Arabic news broadcasts and newspaper items taken from the internet.

**3.4 Tentative texts and course materials:**

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein. *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*, 4<sup>th</sup> edition. Ithaca, NY: Spoken Language Services, 1979.

Kendall, Elisabeth. *The Top 1,300 Words for Understanding Media Arabic*. Washington: Georgetown University Press, 2012.

Lahlali, El Mustapha. *Advanced Media Arabic*, Washington: Georgetown University Press, 2008.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

Daily video and newspaper items from *al-Jazeera*, *BBC Arabic*, *al-Sharq al-Awsat* and other news sources.

**4. Resources:**

**4.1 Library resources:** adequate. Authentic course materials will be drawn from publicly accessible, no-cost news sites, to include *BBC Arabic*, *al-Jazeera*, *al-Sharq al-Awsat*, *al-Hayat* and *al-Ahram*.

**4.2 Computer resources:** adequate

**5. Budget implications:**

**5.1 Proposed method of staffing:** Under the current course rotation plans, existing staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.

**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:**

Modern Languages Department/Division: October 16, 2012

PCAL Curriculum Committee November 1, 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form, Course Bibliography, Library Resource Form**

## ARBC 438 Course Bibliography

Abdel Massih, Ernest T. *An Introduction to Egyptian Arabic*. Ann Arbor, MI: University of Michigan, 1981.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners*. New York: Routledge, 2011.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

Egibali, Alaa and Nevenka Korica, *Media Arabic: A Coursebook for Reading Arabic News*, Cairo: American University of Cairo Press, 2007.

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

Kendall, Elisabeth. *The Top 1,000 Words for Understanding Media Arabic*. Washington: Georgetown University Press, 2005.

Lahlali, El Mustapha. *Advanced Media Arabic*, Washington: Georgetown University Press, 2008.

Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts*. New York: Garland, 1987.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

Zweiri, Majhoob and Emma Murphy. *The New Arabic Media: Technology, Image and Perception*. Reading, UK: Ithaca, 2011.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

### **News Websites:**

***Ahram.org* Al-Ahram Newspaper online (Cairo).**

***AlArabiya.net* Al-Arabiya News Channel (Dubai).**

***AlHayat.com* Al-Hayat Newspaper online (London-Saudi).**

***Aljazeera.net* Al-Jazeera News Network (Qatar).**

***AlQuds.com* Al-Quds Newspaper online (Jerusalem-Palestinian).**

***AlSharqAlAwsat.com* Al-Sharq al-Awsat Newspaper online (London-Saudi).**

***BBCArabic.co.uk* BBC Arabic News Service (London).**

***LBC.com* Lebanese Broadcasting Service online (Beirut).**

***MBC.net* Middle East Broadcasting Company (Dubai).**

***Nile.eg* Nile TV News online (Cairo).**

***Shurouknews.com* Al-Shurouk News Service online (Cairo).**

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**  
**Department of Modern Languages**  
**Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** ARBC 455
- 1.2 **Course title:** Topics in Arabic Literature and Culture
- 1.3 **Abbreviated course title:** Arabic Literature and Culture
- 1.4 **Credit hours and contact hours:** 3 credit hours, 40 contact hours
- 1.5 **Type of course:** L-Lecture
- 1.6 **Prerequisites:** ARBC 302 or equivalent
- 1.7 **Course catalog listing:** Reading of Arabic texts on selected themes of cultural and literary interest. Topics may change with each iteration of the course.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** This course is a critical component of a robust Arabic program. ARBC 435 will provide students with a general overview of Arabic literary history and genres. ARBC 437 enables students to pursue in depth topics of great current interest, such as the literature of revolution, women in Arab society and relations of East and West. As such, it will bring together and refine skills and knowledge that advanced Arabic students have built up through the Arabic program, particularly in ARBC 323, 324, and 435.
- 2.2 **Projected enrollment in the proposed course:** 10-15. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as an Arabic major and minor. Students taking this course will come largely from the program's own 300 level sequence.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** This course builds on the second year Arabic courses offered in the department and the proposed third year courses. Those courses provide the essential foundation for students to succeed in this advanced level course.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** ARBC 455 will deepen students' understanding of Arab culture, history and civilization. It will also deepen their appreciation of literature, literary criticism and cultural studies. In this way, ARBC 455 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur'an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), and PS 365 (Government and Politics of the Middle East), ENG 200 (Introduction to Literature), ENG 385 (World Literature), and ENG 460 (Literary Theory and Criticism).
- 2.5 **Relationship of the proposed course to courses offered in other institutions:**

The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would not correspond to any individual course in that program, as UK does not offer a literature course. The University of Louisville offers Arabic through the third year. This course would be beyond the scope of those courses in depth of content and level of proficiency expected of students.

### 3. Discussion of proposed course:

3.1 **Course objectives:** Upon completion of the course, students will:

- be able to identify and express the main ideas of representative literary works;
- be able to articulate the cultural context of representative literary works;
- be able to identify and discuss the cultural significance and impact of representative literary works;
- be able to present plot summaries, character analyses, personal reactions from representative literary works;
- recognize and be able to discuss cultural referents from representative literary works.

3.2 **Content outline:** In this fourth year Arabic course, students will develop their language skills in a cultural context with a focus on interpretive and communicative performance. They will work extensively at the Low/Mid-Advanced Levels. The topics around which each iteration of the course will be structured will vary based on student interest and the current events in the Arab world. Examples of topics are:

- *Revolution in literature and the literature of revolution;*
- *Depiction of women in Arabic literature;*
- *East and West in Arabic literature;*
- *Activist literature and the role of the writer in political change;*
- *Encounters with the pre-Islamic past;*
- *Social Alienation and social disruption;*
- *Literature of conflict;*
- *Travel literature.*

### 3.3 Student expectations and requirements:

Students will regularly complete homework assignments, in-class speaking and writing exercises, quizzes and tests of each unit, in addition to a final exam.

3.4 **Tentative texts and course materials:** In addition to the texts below, the core of the course readings will come from authentic Arabic texts, to include short stories, poems, novels and novel excerpts, plays and excerpts of plays, critical articles selected by the instructor.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

### 4. Resources:

4.1 **Library resources:** adequate

4.2 **Computer resources:** adequate

**5. Budget implications:**

**5.1 Proposed method of staffing:** Under the current course rotation plans, existing staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.

**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:**

Modern Languages Department/Division: October 16, 2012

PCAL Curriculum Committee November 1, 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form, Course Bibliography, Library Resource Form**



ARBC 455 Course Bibliography

- Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.
- Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners*. New York: Routledge, 2011.
- Chaitanya, Krishna. *A History of Arabic Literature*. New Delhi, Manohar, 1983.
- Cooperson, Michael and Shawkat Toorawa. *Arabic Literary Culture: 500-925*. Detroit: Thompson Gale, 2005.
- Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.
- Frangieh, Bassam K. *Anthology of Arabic Literature, Culture and Thought from Pre-Islamic Times to the Present*. New Haven: Yale University Press, 2004.
- Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.
- Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts*. New York: Garland, 1987.
- Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.
- The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

Proposal Date: 9/3/2012

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

Contact Person: Ekaterina Myakshina, ekaterina.myakshina@wku.edu, 745-2401

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: RUSS 202
- 1.2 Course title: Intermediate Russian II
- 1.3 Abbreviated course title: Intermediate Russian II
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisite: RUSS 201 or equivalent
- 1.7 Course catalog listing: Continued expansion of interpersonal communication skills at the intermediate level. Emphasis on increasing comprehension, the building of vocabulary, and on presentational modes of speaking and writing.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course offers students the opportunity to build on the first three semesters of Russian language study, so that they can communicate better the intermediate level. It contributes to the international dimension of education at WKU. International Affairs requires students to study a language through 202 (4<sup>th</sup> semester). The International Business major lists 202 in any language as an elective.
- 2.2 Projected enrollment in the proposed course: 20. Students taking this course will generally come from Russian 201. Two to three sections of first year Russian annually feed into the 200-level.
- 2.6 Relationship of the proposed course to courses now offered by the department: This course builds on the first three semesters of Russian being offered, to complete the intermediate sequence.
- 2.7 Relationship of the proposed course to courses offered in other departments:  
  
The study of intermediate Russian will complement courses such as HIST 338: Russia to 1900, HIST 438: Twentieth century Russia, PS 367: Government and Politics of Russia and Eastern Europe, HIST 338: History of Russia, and HIST 439: The Rise and Decline of Communism.

2.8 Relationship of the proposed course to courses offered in other institutions: The University of Kentucky offers 5 years of Russian. The University of Louisville offers three years of Russian.

**3. Discussion of proposed course:**

3.1 Course objectives: In this fourth semester course, students will continue to develop their skills at the Intermediate level on the ACTFL scale.

3.2 Content outline: Upon completion of the course, students will

- achieve a higher level of comprehension of written and spoken Russian
- expand vocabulary and structures to include more communicative functions
- communicate at the paragraph level, with a greater degree of complexity
- gain an appreciation for the Russian culture.

3.3 Student expectations and requirements: Requirements will include completion of reading and listening comprehension assignments, writing activities in and outside of class, speaking activities in small groups and in pairs, quizzes and tests.

3.4 Tentative texts and course materials: Robin, R., Evans-Romaine, K., Shatalina, G.: *Golosa; a basic course in Russian, Book Two*, Upper Saddle River, NJ: Pearson Education, 2008.

**4. Resources:**

4.1 Library resources: adequate

4.2 Computer resources: adequate

**5. Budget implications:**

5.1 Proposed method of staffing: Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.

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:**

Modern Languages Department:

October 16, 2012

PCAL Curriculum Committee

November 1, 2012

Undergraduate Curriculum Committee

01/31/2013

University Senate

\_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: September 8, 2012

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

Contact Person: Carrie Trojan, [carrie.trojan@wku.edu](mailto:carrie.trojan@wku.edu), 745-2645

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: SOCL 361
- 1.2 Course title: Race, Class, and Crime
- 1.3 Abbreviated course title: Race, Class, and Crime
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: SOCL 100 or consent of instructor
- 1.7 Course catalog listing: Course examines how race, ethnicity and social class pose differential risks for offending, victimization, and disparate processing by the criminal justice system.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:

This course is necessary to provide students with the opportunity to critically examine race, ethnicity, and social class in relation to trends in offending and victimization, as well as differential experiences within the criminal justice system and the resulting impact on both the individual and wider society. A course on race, class, and crime is extremely common in any criminology major or minor program, yet our department does not currently offer such a course at the undergraduate level. The current lack of a course that deals exclusively with issues of race, class, and crime creates an obvious hole in our program and the proposed course is essential to better serve our students by exposing them to one of the most important topics in the field of criminology.

Criminologists and sociologists have long noted the following crime patterns: significant racial disparity exists in arrest and incarceration rates; individuals from more disadvantaged social backgrounds are overrepresented in the criminal justice system and the social problems posed by that position in society may contribute to the high recidivism rate in the U.S.; some criminal justice policies

and sentencing schemes have disproportionality impacted the poor and minorities; and victimization rates for various offenses are not equally distributed among racial groups or socio-economic standing. For these reasons, most criminology major and minor degree programs have a course that directly confronts the intersection of race and social class with theories of crime and criminal justice policy.

These issues have garnered an increased level of attention over the past few years and there is a growing awareness in the field of the need for serious discourse on these topics with a focus on creating more equitable means of crime prevention and policy that are sensitive to racial and economic inequalities. Social responsibility, a core component of the university mission, includes recognition of social inequalities within a variety of social institutions, yet current sociology majors do not have the opportunity to examine these issues as they specifically relate to the crime problem in society and its interaction with racial and class based inequality.

- 2.2 Projected enrollment in the proposed course: 48 students (every one to two years)
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course will complement the following courses currently offered within the department: SOCL 260: *Race and Ethnic Relations*; SOCL 362: *Race, Class, and Gender*; SOCL 350: *Social Inequality*; SOCL 375: *Diversity in Modern Society*; SOCL 231: *Introduction to Criminal Justice*; SOCL 330: *Criminology*; SOCL 332: *Juvenile Delinquency*; SOCL 380: *Penology*; SOCL 438: *Victimology*. None of these courses, however, considers the issue of race, ethnicity and social class specifically within the context of the broader issue of crime in relation to differential experiences in offending and victimization posed by societal and structural inequalities.
- 2.4 Relationship of the proposed course to courses offered in other departments: The following courses may have subject matter relating to the proposed course, but there is little overlap or a sole focus on the intersection of race and social class and the criminal justice system: PHIL 202: *Racial Justice*; HIST 430: *American Civil Rights Movement*; SWRK 356: *Services for Juvenile Offenders*; FLK 280: *Cultural Diversity in the US*; PS 373: *Minority Politics*. The proposed course will complement these offerings by providing a more in-depth examination of these issues specifically within the context of crime as a social phenomenon and important developments in the field designed to address racial and class based inequalities.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A course with a central focus on issues of race and social class and their relation to crime is common in most sociology, criminology, and criminal justice programs and a similar course is currently offered at the following benchmark schools: Ball

State University (CJC: *Race, Ethnic, and Gender Issues in Criminal Justice*); California State University - Chico (SOC 350: *Ethnic and Race Relations*), California State University - Fresno (CRIM 174: *Ethnic and Gender Issues in Victim Services*), Middle Tennessee State University (CJA 4220: *Community Relations and Minority Problems*), Missouri State University (CRM 415: *Crime, Class, Race, and Justice*), Montclair State University (JUST 317: *Race and the U.S. Legal system*), Northern Arizona University (CCJ 545: *Ethnicity, Race, & Justice*; CCJ 654: *Inequality, Crime and Criminal Justice*); Oakland University (CRJ 332: *Race/Ethnicity, Crime and Justice*); University of Northern Iowa (CRIM: 3151: *Crime and Social Inequality*; SOC 3037: *Race, Ethnicity and Social Justice*); Towson University (CRMJ 345: *Race and Crime*) In addition, similar courses are also offered at the following institutions: Eastern Kentucky University (CRJ 345: *Diversity and Criminal Justice*); Murray State (CRJ 445: *Race, Ethnicity, and Gender in Criminal Justice*); Morehead State University (CRIM 380: *Race, Class, Gender, and Crime*); Northern Kentucky University (JUS 231: *Race, Gender, and Crime*); University of Louisville (JA 523: *Race and Gender in Criminal Justice*); University of Cincinnati (CJ 386: *Race, Class, and Crime*); University of Miami (SOC 487: *Race, Ethnicity, and Criminal Justice*); University of North Carolina Wilmington (CRM 370: *Minorities, Crime and Criminal Justice Policy*); University of Northern Iowa (CRIM 3151: *Crime and Social Inequality*); Cleveland State (SOC 355: *Race, Class, and Crime*); Florida State University (CCJ 4662: *Minorities, Crime and Social Policy*).

### **3. Discussion of proposed course:**

#### **3.1 Course objectives:**

- Place criminal justice and minority interactions in a historical context
- Define basic terms essential to understanding issues of race, ethnicity, and social class
- Identify patterns of criminal offending and victimization through a discussion of how they compare across racial and ethnic groups, as well as socioeconomic classes
- Understand how the poor and minority individuals are processed by the criminal justice system from arrest through incarceration and post-incarceration supervision
- Create practical recommendations for crime prevention and social control policies that treat individuals of various racial, ethnic, and social standings in a more equitable manner

3.2 Content outline:

- I. Police treatment of individuals or groups due to police perceptions of traits like race, class, and ethnicity
- II. Politics of racial and ethnic labeling
- III. Geography of Racial and Ethnic Justice or Injustice
- IV. Race, Ethnicities and Social Structures and Crime
- V. Economic Factors Affecting Treatment of Poor Citizens and Citizens of Color
- VI. Type of Interaction between the Criminal Justice System and Victims, Depending on Race and Class

3.3 Student expectations and requirements: Students will be evaluated on their performance on multiple examinations, classroom participation and discussion, and a research paper.

3.4 Tentative texts and course materials:

Walker, S., Spohn, C., & DeLone, M. (2007). *The color of justice: Race, ethnicity, and crime in America* (4<sup>th</sup> ed.). Belmont, CA: Wadsworth.

Reiman, J. & Leighton, P. (2009). *The rich get richer and the poor get prison* (9<sup>th</sup> ed.). Boston, MA: Allyn & Bacon Publishing.

McNamara, R. & Burns, R. (2009). *Multiculturalism in the criminal justice system*. New York, NY: McGraw-Hill.

**4. Resources:**

4.1 Library resources: The course does not heavily rely on library resources and current library resources are sufficient.

4.2 Computer resources: Students will use existing computer resources to access materials and write course papers. Blackboard may be used for the course.

**5. Budget implications:**

5.5 Proposed method of staffing: Current staffing is sufficient. However, if this course and program grow as we hope, the department may need to request an additional faculty line to support that growth.

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:**

Sociology Department/Division: October 25, 2012

Potter College Curriculum Committee December 6, 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: September 12, 2012

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

Contact Person: Carrie Trojan, [carrie.trojan@wku.edu](mailto:carrie.trojan@wku.edu), 745-2645

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: SOCL 437
- 1.2 Course title: The Death Penalty in America
- 1.3 Abbreviated course title: Death Penalty in America
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: Six hours of sociology courses or consent of instructor
- 1.7 Course catalog listing: Course examines the death penalty in relation to public policy, legal, historical, and ethical issues, as well as arguments for and against its use.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:

The subject of the death penalty is sometimes raised in a number of sociology and criminology classes taught in the department and there is substantial student interest in the topic. However, student knowledge on the topic is limited. No course is currently offered in the department that addresses this topic in depth and this course is essential to help students develop a more substantive knowledge base about one of the most contentious and difficult issues in society and provide them with a comprehensive education in criminology.

The course is designed to stimulate student's thinking about a controversial topic beyond convenient stereotypes and slogans either for or against the use of capital punishment. Though the death penalty has a long history in the U.S., recent Supreme Court cases have increased restrictions on how it can be implemented and which groups of offenders are eligible for this punishment, leading to increased debate in the field of criminology. Societal trends in public opinion are seemingly being impacted as well, with a recent gallop poll reporting the lowest level of support for the death penalty in 39 years. This course will provide

students with the requisite knowledge about all aspects of the death penalty so they may better contribute to the societal debate on the issue in a more informed manner by placing the death penalty within the context of broader criminological topics, theories, and public policies. In accordance with the university mission, this course will encourage students to become more engaged in productive public discourse on this contentious topic and provide them with the necessary knowledge for lifelong contribution to the evolving debate surrounding the death penalty.

- 2.2 Projected enrollment in the proposed course: 45
- 2.3 Relationship of the proposed course to courses now offered by the department: There is no course currently offered in the sociology department that deals with the subject of capital punishment in-depth. However, the following courses will be complemented by the addition of this course: SOCL 231: *Introduction to Criminal Justice*; SOCL 330: *Criminology*; SOCL 332: *Juvenile Delinquency*; SOCL 380: *Penology*; SOCL 432: *Sociology of Criminal Law*; SOCL 438: *Victimology*. Each of these courses, however, only touches upon the death penalty in relation to highly specific subject areas appropriate for that course and do not deal with the broader issues and complexities surrounding capital punishment.
- 2.4 Relationship of the proposed course to courses offered in other departments: The following courses may contain subject matter relating to the proposed course, but do not have an exclusive focus on capital punishment. As a result, the proposed course will complement these courses with minimal overlap of material: PS 220: *Judicial Process*; PS 328: *Criminal Justice Procedures*.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses with an exclusive focus on the death penalty are commonly taught at other institutions as a special topic without a designated, regularly offered course. However, courses on capital punishment are offered at the following benchmark institutions: Missouri State University (CRM 303: *Capital Punishment*) and Montclair State University (JUST 326: *Death Penalty Perspectives*). In addition, similar courses are offered by the University of Louisville (JA 520: *Capital Punishment*); Boise State University (CJ 428: *The Death Penalty in America*); Ohio Dominican University (CRJ 330: *Punishment, Sentencing, and the Death Penalty*); Drury University (CRIM 337: *Death Penalty*); University of California - Irvine (CJ 165: *The Death Penalty*); University of Texas, Arlington (CRCJ: 4365: *Capital Punishment*); University of Missouri - St. Louis (CRIMIN 3320: *The Death Penalty*); and University of Denver (SOCL: 2795: *Capital Punishment*).

### **3. Discussion of proposed course:**

- 3.1 Course objectives: Upon completion of this course students will:

- Be able to place capital punishment in a historical context within the criminal justice system
- Be conversant in the legal and ethical issues surrounding the death penalty
- Be familiar with the various methods of execution
- Be familiar with the impact of the death penalty on broader policy issues within the criminal justice system
- Be able to converse on the direct and indirect costs of capital punishment
- Understand how and why miscarriages of justice occur
- Be able to explain how race, gender, social class, and politics impact death penalty policy and implementation
- Be familiar with historical and contemporary case law surrounding the death penalty
- Be informed about the arguments against and in favor of the death penalty, as well as trends in public opinion
- Be well acquainted with contemporary literature and research on capital punishment
- Understand the effects of the death penalty on death row inmates, prison staff, jurors, families of victims, and society as a whole.

### 3.2 Content outline:

- I. Contemporary opinions and attitudes on the death penalty
- II. History of the death penalty in the U.S.
- III. Case law on the death penalty
- IV. Methods of execution
- V. Deterrence and the death penalty
- VI. Economic costs of capital punishment
- VII. Wrongful convictions and prosecutions
- VIII. Impact of social class, race, and gender on administration of death penalty

IX. Conditions of confinement on death row

X. Living and working on death row

XI. Impact of executions on involved parties

3.3 Student expectations and requirements: Students are expected to attend class, having read all assigned readings, as well as attend guest lectures. Students will be evaluated through participation in class discussions and debates, multiple examinations, and completion of writing assignments.

3.4 Tentative texts and course materials:

Bohm, R.M. (2012). *Deathquest: An introduction to the theory and practice of capital punishment* (4<sup>th</sup> ed.). Waltham, MA: Anderson Publishing.

Johnson, R. (2005). *Death work: A study of the modern execution process* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth Publishing.

Lytle, L. (2008). *Executioner's doorstep: The true stories of the innocent and near damned*. Boston, MA: Northeastern University Press.

Nelson, L. & Foster, B. (2001). *Death watch: A death penalty anthology*. Upper Saddle River, NJ: Prentice Hall.

**4. Resources:**

4.1 Library resources: The course does not heavily rely on library resources and current library resources are sufficient.

4.2 Computer resources: Students will use existing computer resources to access materials and write course papers. Blackboard may be used for the course.

**5. Budget implications:**

5.1 Proposed method of staffing: Current staffing is sufficient. However, if this course and program grow, the department may need to request an additional faculty line to support that growth.

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:**

Sociology Department/Division:	October 25, 2012
Potter College Curriculum Committee	December 6, 2012
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: November 15, 2012

**College of Health & Human Services  
Department of Family & Consumer Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Karen Mason, [karen.mason@wku.edu](mailto:karen.mason@wku.edu), 745-3462

**1. Identification of proposed course:**

- 1.8 Course prefix (subject area) and number: HMD 360
- 1.9 Course title: Advanced Nutrition
- 1.10 Abbreviated course title: Adv Nutrition
- 1.11 Credit hours and contact hours: 3
- 1.12 Type of course: Lecture
- 1.13 Prerequisites: HMD 111, BIOL 131, CHEM 107 or CHEM 109
- 1.14 Course catalog listing: An in-depth examination of the biochemical and physiological functions of nutrients and their relationships to health and disease. The digestion, absorption, transport, and excretion of nutrients are discussed. Includes the regulation and integration of metabolic pathways.

**2. Rationale:**

- 2.9 Reason for developing the proposed course: Advanced Nutrition is a commonly offered course within any dietetics curriculum since it is designed to provide the background for nutrition therapy and disease prevention. Our dietetics accrediting agency, Accreditation Council for Education in Nutrition and Dietetics, requires that the curriculum address nutrient metabolism and the principles of Medical Nutrition Therapy, and this course will help fulfill those accreditation requirements by addressing nutrient metabolism as well as providing the biochemical foundation needed for the Medical Nutrition Therapy courses. Currently at WKU, Advanced Nutrition is being offered within our department as a 200 level course; however, this course is typically offered as a 300-400 level course by universities which offer similar accredited dietetics programs. The nutrition faculty at WKU have desired to move this course to a 300 level for several years to reflect the current national trends, to incorporate more into the course regarding the integration and regulation of nutrient metabolism, and to introduce more nutritional research into the course. The current textbook being used in this course has historically been used by graduate nutrition programs (the textbook

change occurred spring 2012). Thus, to best align with the increased level of the text book, to reflect the student expectations of the higher level of critical thinking, and to truly represent the complex and integrative nature of the class, we want to offer the course at a 300 level. This course helps support the university mission by providing disciplinary knowledge required for future nutrition/health professionals to understand and to be engaged in nutritional research and lifelong learning in the nutrition field.

- 2.10 Projected enrollment in the proposed course: 40 students per year based on current student enrollment of FACS 261 Advanced Nutrition (and that course is being deleted).
- 2.11 Relationship of the proposed course to courses now offered by the department: Several courses within the department complement HMD 360. There is an introductory nutrition course (HMD 111 Human Nutrition) which introduces many of the topics to be addressed in HMD 360 Advanced Nutrition. The content in HMD 360 provides students with the background needed for other classes like HMD 362 Medical Nutrition Therapy I, HMD 462 Medical Nutrition Therapy II, and HMD 361 Life Stage Nutrition. This course will be required for the Hospitality Management & Dietetics major (both the Nutrition & Dietetics concentration and the Food, Nutrition, and Wellness concentration) and the Nutrition minor.

- 2.12 Relationship of the proposed course to courses offered in other departments:

The chemistry department offers CHEM 304 Biochemistry which addresses the metabolism of nutrients, but that course does not address food sources or the relationship between nutrients and health. In addition, HMD 360 will be one of the electives in the Nutritional and Food Chemistry minor offered by the Chemistry department.

- 2.13 Relationship of the proposed course to courses offered in other institutions: 14 of the benchmark institutions offer a similar course and 12 of those institutions offer the course as 300 level or above. Some of the benchmark institutions which offer similar courses to our proposed HMD 360 Advanced Nutrition are: NFSC 440 Advanced Human Nutrition at California State University (Chico), D&N 4340 Advanced Nutrition at University of Central Missouri, FCS 4750 Advanced Human Nutrition at Eastern Illinois University, and AHS 420 Advanced Nutrition at Indiana State University. Within the state of Kentucky, three universities offer a similar course, and all three institutions offer the course as 300 level or above (NTN 430 Advanced Nutrition at Murray State, NFS 311 Nutritional Biochemistry at UK, and NFA 401 Human Nutrition I at EKU).

### **3. Discussion of proposed course:**

- 3.5 Course objectives:

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

- Identify food sources of nutrients for an adequate diet.



- Explain the physiology of digestion, absorption, metabolism and excretion of foods and nutrients.
- Know appropriate nutrition terminology.
  - Describe the biochemical and physiological functions of nutrients and their relationships to health and disease.
  - Explain the regulation and integration of metabolic pathways.

3.6 Content outline:

- Introduction of the cell and the digestive system
- Food sources, digestion, absorption, metabolism and excretion of the macronutrients (carbohydrates, fiber, lipids, and protein)
- Energy expenditure and energy balance
- Food sources, digestion, absorption, metabolism and excretion of the micronutrients (vitamins and minerals)
- Water and body fluids
- Integration & regulation of metabolism
- Introduction to the sources and use of nutritional research

3.7 Student expectations and requirements: Student learning will be evaluated based on exams, quizzes, papers, assignments, and in-class activities.

3.8 Tentative texts and course materials:

Required text: Gropper, S.S., J.L. Smith, and J.L. Groff. Advanced Nutrition and Human Metabolism, 5th edition. Belmont, CA: Wadsworth, Cengage Learning, 2009. ISBN-10: 0495116572 ISBN-13: 9780495116578

**4. Resources:**

- 4.3 Library resources: Current library resources are adequate for this course.
- 4.4 Computer resources: Current library resources are adequate for this course.

**5. Budget implications:**

5.5 Proposed method of staffing: Since this new course is replacing an existing course, current faculty will teach the course.

- 5.6 Special equipment needed: No special equipment is needed for this course
- 5.7 Expendable materials needed: No expendable materials are needed
- 5.8 Laboratory materials needed: No laboratory materials are needed

**6. Proposed term for implementation:** Fall 2013

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

Family & Consumer Sciences Department	<u>November 16, 2012</u>
CHHS Curriculum Committee	<u>January 11, 2013</u>
Undergraduate Curriculum Committee	<u>January 31, 2013</u>
University Senate	_____

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: December 3, 2012

**Gordon Ford College of Business  
Department of Information Systems  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Sean Marston, sean.marston@wku.edu, 270.745.4059

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: Business Informatics (BI) 310
- 1.2 Course title: Business Data Analytics
- 1.3 Abbreviated course title: Business Data Analytics
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C
- 1.6 Prerequisites: CIS 243
- 1.7 Course catalog listing: An introduction to the application of data analytics methods to business issues. Topics include business case studies, data analytics, model building techniques, and communications of results. Course fee required.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The continuing advances of digital technology have allowed firms to collect and store large amounts of data. Firms collect data on consumers, suppliers, products, and processes, much of which is stored and unused. This occurs due to the firm's lack of employees with the skill to gather data from databases, model the business problem, computationally analyze the data, and interpret the results. To be able to successfully compete in today's global environment, firms require employees with the ability to implement and use information systems to computationally analyze data to make sound business decisions. This course is designed to focus on how to model and computationally analyze business oriented data. Emphasis will be placed on mapping the technical structure of a business problem and processes to different information systems to process and analyze the problem. The ability to use computational analysis to analyze data is an important skill that is being demanded by business today, especially in the businesses WKU students serve. This course plays a key role in the Business Informatics curriculum by covering the basic elements of appropriate data collection and cleaning from databases, business problem modeling and computational analysis, and applying the results to make intelligent business decisions.
- 2.2 Projected enrollment in the proposed course: 20-25 per semester based on the number of students currently in the program
- 2.3 Relationship of the proposed course to courses now offered by the department: There is currently no course in data analysis being offered by the department.
- 2.4 Relationship of the proposed course to courses offered in other departments:
  - 1. The "Certificate in Data Analysis Using SAS" requires four STAT courses.

Although this proposed course involves analysis of data, it is unlike these STAT courses:

2. *ECON 307. FINANCIAL DATA MODELING. (3) Tools for modeling financial data for use in decision making. Using spreadsheet software for exploratory data analysis, financial analysis, multiple regression methods, introduction to forecasting time series* – This proposed course will not concentrate on financial data modeling, it will examine the use of computational analysis and information systems to analyze business problem.

3. *AGRI 291. INTRODUCTION TO DATA ANALYSIS AND INTERPRETATION. (3) Application of scientific method in acquiring new knowledge, interpretation of statistical research data; application of statistical concepts* – This proposed course does not involve interpreting statistical research data.

4. *AGRI 491. DATA ANALYSIS AND INTERPRETATION. (3) Basic concepts of statistical models and use of samples. Variation, statistical measures, distribution, tests of significance, analysis of variance and elementary experimental design, regression and correlation as related to interpretation and use of scientific data are discussed* – This proposed course is not related to these topics.

2.5 Relationship of the proposed course to courses offered in other institutions:  
Business Intelligence, Data Analysis, Business Analytics

- 2.5.1 Ball State University (NREM 286 Computer and Quantitative Applications)
- 2.5.2 California State University Chico (MINS 526 Business Intelligence and Data Warehousing)
- 2.5.3 Florida Atlantic University (ISM 3116 Introduction to Business Intelligence)
- 2.5.4 Indiana State University (OSCM 435 Business Analytics)
- 2.5.5 Montclair State University (INFO 301 Business Decision Making)
- 2.5.6 Northern Arizona University (CIS 440 Applied Business Intelligence)
- 2.5.7 Towson University (EBTM 446 Business Intelligence)
- 2.5.8 Western Illinois University (IS 405 Business Intelligence and Decision Support Systems)
- 2.5.9 Youngstown State University (Mgt. 6968B Business Intelligence)
- 2.5.10 Eastern Kentucky University (CSC 314 MS Office & Data Analysis)
- 2.5.11 Morehead State University (BBA 315. Quantitative Analysis for Business)
- 2.5.12 Murray State University (CIS 309 Data Warehousing and Business Intelligence)
- 2.5.13 Northern Kentucky University (BI 380 Quantitative Analysis)

### 3. Discussion of proposed course:

- 3.1 Course objectives: By the completion of this course students should be able to:
  - Retrieve and clean business data
  - Map business problems to commonly used data models.

- Computationally analyze the data associated with a business decision.
- Interpret analysis results in the context of the business situation.
- Apply the results from the model to help make business decisions.
- Present results in a clear and appropriate manner.

### 3.2 Content outline:

- 3.2.1 Introduction to computational analysis of large data sets
- 3.2.2 Developing information systems for data analysis
- 3.2.3 Data gathering and cleaning processes
- 3.2.4 Computational analysis tools for large data
- 3.2.5 Application of computational analysis to business data sets

### 3.3 Student expectations and requirements: Students are evaluated on their performance on examinations, class projects, and homework assignments.

### 3.4 Tentative texts and course materials:

Davenport, T.H. et al. (2010). *Analytics at Work: Smarter Decisions, Better Results*. Harvard Business Press.

Davenport, T.H. (2012) *Enterprise Analytics: Optimize Performance, Process, and Decisions Through Big Data*. FT Press.

Franks, B., *Taming the Big Data Tidal Wave: Finding Opportunities in Huge Data Streams with Advanced Analytics*. Wiley-SAS Business.

Zikopoulos, P., et al. (2009). *Understanding Big Data: Analytics for Enterprise Class Hadoop and Streaming Data*. McGraw-Hill.

## 4. **Resources:**

- 4.1 Library resources: See attached Library Resources document.
- 4.2 Computer resources: The Business Informatics major is a computationally-intense program and requires dedicated computing resources. This course will be taught in a departmental computer classroom designed to support the BI major (Grise Hall 236). Students will use various computer programs in class to solve problems, analyze data, and complete projects. This classroom facility has already been built by the department, so no new facility or space is needed.

## 5. **Budget implications:**

- 5.1 Proposed method of staffing: Proposed method of staffing:
- 5.2 The Business Informatics program is currently made up of courses that are already being taught by CIS department faculty. These courses include: CIS 320, CIS 321, SM 443, SM 447, and CIT 350. Table 1 shows the number of sections offered between Fall Semester 2011 and Spring Semester 2013.

Sections	FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15
<b>CIT 320</b>	2	2	2	2	1	1	1	1
<b>CIT 321</b>	2	1	1	1	1	1	1	1
<b>SM 443</b>	2	1	1	2	1	1	1	1
<b>SM 447</b>	2	1	2	2	1	1	1	1
<b>CIT 350</b>	2	1	1	1	1	0	0	0
<b>BI 310</b>	0	0	0	0	1	0	1	0
<b>BI 320</b>	0	0	0	0	1	0	1	0
<b>BI 330</b>	0	0	0	0	1	0	1	0
<b>BI 410</b>	0	0	0	0	0	1	0	1
<b>BI 420</b>	0	0	0	0	0	1	0	1
<b>BI 430</b>	0	0	0	0	0	1	0	1
<b>Totals</b>	<b>10</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>7</b>
Pre-Implementation (31)					Post-Implementation (29)			

5.3 Special equipment needed: This course will be taught in a departmental computer classroom (GH 236) using high-performance desktop computers and relevant software packages. The department also maintains a network of computer servers to host class content, store data sets, and serve various class media and resources.

5.4 Expendable materials needed: None

5.5 Laboratory materials needed: This course will be taught using a project-based approach. Students will work individually and as groups in a specially-designed computer classroom facility. In- and out-of-class exercises and activities will make up a major element of the course. The department has built and maintains these facilities independent of any budgeted university support. The cost of machine upgrades (workstations and servers), software licenses, etc. may be managed through lab fees assessed to the students taking the course.

*This class will require authorization for a \$50 per student (per class) lab fee to support these dedicated resources.*

**6. Proposed term for implementation: Fall 2013**

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

  CIS   Department/Division:   12/06/2012  

  GFCOB   Curriculum Committee   01/17/2013  

Undergraduate Curriculum Committee   01/31/2013  

University Senate \_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

- Biere, M. (2011). The new era of enterprise business intelligence : Using analytics to achieve a global competitive advantage. Upper Saddle River, NJ : IBM Press/Pearson
- Janert, P. (2011). Data analysis with open source tools. Sebastopol, CA : O'Reilly
- Kargupta, H. (2004) Data mining : Next generation challenges and future directions. Menlo Park, Calif.; London : AAAI Press ; Cambridge, Mass. : Copublished and distributed by MIT Press
- Laursen, G., Thorlund, J. (2010). Business analytics for managers: Taking business intelligence beyond reporting. Hoboken, N.J. : Wiley
- Larose, D. (2005). Discovering knowledge in data: An introduction to data mining. Hoboken, N.J.: Wiley-Interscience
- Linoff, G. (2008). Data analysis using SQL and Excel. Indianapolis, IN : Wiley Pub.
- Lloud, C. (2011). Data Driven Business Decisions. Wiley
- Ohlhorst, F. (2012). Big Data Analytics: Turning Big Data into Big Money. Wiley
- Pallant, J. (2010). SPSS survival manual : A step by step guide to data analysis using SPSS. Maidenhead : Open University Press/McGraw-Hill
- Turban, E. (2011) Business intelligence: A managerial approach. Boston: Prentice Hall

Proposal Date: November 28, 2012

**Gordon Ford College of Business  
Department of Information Systems  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Mark Ciampa, mark.ciampa@wku.edu, 270/745.8728

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: Business Informatics (BI) 320
- 1.2 Course title: Web Analytics
- 1.3 Abbreviated course title: Web Analytics
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture/Lab (C)
- 1.6 Prerequisites: CIS 243
- 1.7 Course catalog listing: An introduction to measuring, collecting, analyzing and reporting on online digital Web data using digital analytics and business intelligence. Course fee required.

**2. Rationale:**

- 2.1 As companies expand their reach into the global marketplace, the need to analyze how customers use the Internet to learn about products and make buying decisions is becoming increasingly critical to a business' survival and ultimate success. The analysis of traffic found on social media, such as Twitter, Facebook, Pinterest, Google+, and Foursquare, can be helpful in determining the diagnosis of trends of user interests and concerns. Web analytics is the practice of collecting, measuring, analyzing and reporting on this Internet data for the purposes of understanding how Web resources are used by its audience and how to optimize its usage. Web intelligence is a combination of digital analytics, which examines how visitors view and interact with a Web and social site's pages and features, and business intelligence, which allows a corporation's management to use data on customer purchasing patterns, demographics, and demand trends to make effective strategic decisions. The study of visitor, navigation, and traffic patterns to determine the success of a given web site does not purely focus on the amount of traffic. Rather, it focuses on in-depth comparison of available visitor data, referral data, and navigation patterns as well as being able to tell us the amount of traffic received over any specified period of time. This course will cover the fundamental concepts related to acquiring and analyzing large Web-based data sets to understand important trends. Web Analytics is a critical skill for the majors that we are preparing and is in demand by the business communities served by WKU.
- 2.2 Projected enrollment in the proposed course: 20-25 per semester taught based on the number of students currently in the program.
- 2.3 Relationship of the proposed course to courses now offered by the department: No course in data visualization is offered by this department.



2.4 Relationship of the proposed course to courses offered in other departments:

1. The “Certificate in Data Analysis Using SAS” requires four STAT courses. Although this proposed course involves analysis of data, it is unlike these STAT courses:

*STAT 301. INTRODUCTORY PROBABILITY AND APPLIED STATISTICS. (3) A calculus-based introduction to applied statistics, with emphasis on analysis of real data. Curve fitting, probability models, estimation and testing for means and proportions, quality control; use of computers for data analysis and simulation – This proposed course is not calculus-based and does not cover curve fitting, probability models, or estimation and testing for means and proportions.*

*STAT 330. INTRODUCTION TO STATISTICAL SOFTWARE. (3) Using proprietary and open-source statistical software for data analysis. Interactive techniques for data management, manipulation and transformation. Interactive techniques for data error checking, descriptive statistics, basic inferential statistics, and basic report generation such as tabular and graphical displays. Introduction to scripts and batch processing when applicable. Proper use and interpretation of the methods are emphasized – This proposed course does not use the proprietary statistical software SAS for data analysis nor does it involve scripts and batch processing.*

*STAT 401. REGRESSION ANALYSIS. (3) Regression topics including simple and multiple linear regression, least squares estimates, inference, transformations, diagnostic checking, and model selection methods. Selected special regression topics will also be introduced. Statistical software packages will be used for analyses – This proposed course does not cover these topics.*

*STAT 402. EXPERIMENTAL DESIGN. (3) Experimental design and analysis topics including single- and multiple-factor designs, factorial and fractional factorial designs, fixed vs. random effects models, response surface, nested designs, and special topics. Statistical software packages will be used for analyses – This proposed course does not cover these topics.*

Other WKU courses:

*AGRI 291. INTRODUCTION TO DATA ANALYSIS AND INTERPRETATION. (3) Application of scientific method in acquiring new knowledge, interpretation of statistical research data; application of statistical concepts – This proposed course does not involve interpreting statistical research data. Instead, this course is concerned with accumulating Web data and analyzing it for business purposes. This proposed course is unique from the above course because of its emphasizing the business and organizational elements of the technology.*

2.5 Relationship of the proposed course to courses offered in other institutions. Many of WKU’s peer institutions have similar courses:

- Ball State University (ICOM 215 Information Visualization)
- California State University – Chico (MKTG 566 Web Marketing and Localization Issues)
- University of Central Missouri (GRAP 2610 Principles of Web Media)
- Eastern Illinois University (AET 3343 Digital Media Technologies)

- Eastern Michigan University (IS 339 Google Analytics and Landing Page Optimization)
- Florida Atlantic University (ISM 4433 Social Media and Web Analytics; Business Analytics minor)
- Indiana State University (OSCM 310 Data-Driven Decision Making)
- Middle Tennessee State University (VCOM 3980 Information Web Design)
- Missouri State University (CIS 510 e-Business Technology Concepts)
- Monclair State University (INFO 470 Electronic Commerce:Business Value)
- Northern Arizona University (CS 413 – Virtual Worlds)
- Oakland University (INP 233 Web Analytics and SEO)
- Towson University (COSC 757 Data Mining)
- Western Illinois University (IS 415 Web IT Systems Development and Management)

### 3. Discussion of proposed course:

3.1 Course objectives: Upon completion of this course students should be able to:

- Use data capture and storage technologies
- Deploy search, sharing, and analytics
- Manipulate architectures for massively parallel processing
- Use data mining tools and techniques
- Construct machine learning algorithms for big data
- Manipulate distributed file systems and databases
- Use scalable storage systems.

3.2 Content outline:

- I. Introduction to E-Business
- II. Introduction to Online Marketing
- III. How Web Browsers and Servers Communicate
- IV. Analyzing Web Log Files
- V. Mechanics of Hosted Web Tracking
- VI. Introduction to Web Analysis Tools
- VII. Web Analysis Tool Deployment
- VIII. Best Practices in Web Analytics

3.3 Student expectations and requirements: Students are evaluated on their performance on examinations, class projects, and homework assignments.

3.4 Tentative texts and course materials:

- Dykes, B. (2012). *Web Analytics Action Hero: Using Analysis to Gain Insight and Optimize Your Business*. Upper Saddle River, NJ: Pearson.
- Kaushik, A. (2009). *Web Analytics 2.0: The Art of Online Accountability and Science of Customer Centricity*. Hoboken, NJ:Wiley.
- Clifton, B. (2012). *Advanced Web Metrics with Google Analytics*. Hoboken, NJ:Wiley.
- Croll, A. & Power, S. *Complete Web Monitoring*. Sebastopol, CA: O'Reilly.

**4. Resources:**

- 4.1 Library resources: Existing resources are sufficient. See attached Library Resources document.
- 4.2 Computer resources: The Business Informatics major is a computationally-intensive program and requires dedicated computing resources. This course will be taught in a departmental computer classroom designed to support the BI major (Grise Hall 236). Students will use various computer programs in class to solve problems, analyze data, and complete projects. This classroom facility has already been built by the department, so no new facility or space is needed.

**5. Budget implications:**

- 5.1 Proposed method of staffing:  
The Business Informatics program is currently made up of courses that are already being taught by CIS department faculty. These courses include: CIS 320, CIS 321, SM 443, SM 447, and CIT 350. Table 1 shows the number of sections offered between Fall Semester 2011 and Spring Semester 2013.

Sections	FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15
<b>CIT 320</b>	2	2	2	2	1	1	1	1
<b>CIT 321</b>	2	1	1	1	1	1	1	1
<b>SM 443</b>	2	1	1	2	1	1	1	1
<b>SM 447</b>	2	1	2	2	1	1	1	1
<b>CIT 350</b>	2	1	1	1	1	0	0	0
<b>BI 310</b>	0	0	0	0	1	0	1	0
<b>BI 320</b>	0	0	0	0	1	0	1	0
<b>BI 330</b>	0	0	0	0	1	0	1	0
<b>BI 410</b>	0	0	0	0	0	1	0	1
<b>BI 420</b>	0	0	0	0	0	1	0	1
<b>BI 430</b>	0	0	0	0	0	1	0	1
<b>Totals</b>	10	6	7	8	8	7	7	7
Pre-Implementation (31)					Post-Implementation (29)			

Table 1 – Course Sections Fall 2011 through Spring 2015

The proposed changes to Business Informatics will substitute dedicated BI class sections for those already being taught. Table 1 shows how the total number of sections will not increase between Fall Semester 2013 and Spring Semester 2015. A new position has been authorized for this program and a search is in process. The courses shown in Table 1, along with the department’s other service commitments, will be covered through the new and existing faculty resources. No additional sections and no additional faculty resources will be needed as a result of this curricular proposal.

- 5.2 Special equipment needed: This course will be taught in a departmental computer classroom (GH 236) using high-performance desktop computers and relevant

software packages. The department also maintains a network of computer servers to host class content, store data sets, and serve various class media and resources.

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: This course will be taught using a project-based approach. Students will work individually and as groups in a specially-designed computer classroom facility. In- and out-of-class exercises and activities will make up a major element of the course. The department has built and maintains these facilities independent of any budgeted university support. The cost of machine upgrades (workstations and servers), software licenses, etc. are all managed through lab fees assessed to the students taking the course.

*This class will require authorization for a \$50 per student (per class) lab fee to support these dedicated resources.*

**6. Proposed term for implementation: Fall 2013**

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

CIS Department/Division: 12/6/2012

GFCOB Curriculum Committee 01/15/2013

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Blanchard, O. (2011). Social Media ROI: Managing and Measuring Social Media Efforts in Your Organization. Boston: Pearson Education.

Farris, P., Bendle, N., Pfeifer, P., & Reibstein, D. (2010). Marketing Metrics: The Definitive Guide to Measuring Marketing Performance. Upper Saddle River, NJ: Pearson.

Halvorson, K. & Rach, M. Content Strategy for the Web. Berkeley: New Riders.

Jackson, S. (2009). Cult of Analytics: Driving Online Marketing Strategies Using Web Analytics. Burlington, MA: Elsevier.

Jeffrey, M. (2010). Data-Driven Marketing. Hoboken, NJ: Wiley.

Russell, M. (2011). Mining the Social Web. Sebastopol, CA: O'Reilly.

Scott, D. (2011). The New Rules of Marketing and PR. Upper Saddle River, NJ: Pearson.

Scott, D. (2012). *Real-Time Marketing & PR*. Hoboken, NJ:Wiley.

Sponder, M. (2012). *Social Media Analytics: Effective Tools for Building, Interpreting, and Using Metrics*. Columbus: McGraw-Hill.

Tonkin, S., Whitmore, C., & Cutroni, J. (2010). *Performance Marketing with Google Analytics*. Hoboken, NJ:Wiley.

Proposal Date: December 3, 2012

**Gordon Ford College of Business  
Department of Information Systems  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Evelyn Thrasher, evelyn.thrasher@wku.edu, 270-745-3449

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: Business Informatics (BI) 330
- 1.2 Course title: Structured Data Analysis
- 1.3 Abbreviated course title: Data Analysis
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture/Lab (C)
- 1.6 Prerequisites: CIS 243
- 1.7 Course catalog listing: An introduction to the practical analysis and interpretation of different forms of data, emphasizing how and when to use particular tools, techniques, and metrics to maximize decision-making. Course fee required.

**2. Rationale:**

2.1 Until 2009 there were more human beings in the world than devices connected to the Internet. That is no longer the case. In 2010, the global average of connected devices per person was 1.84. Taking into account only those individuals who use the Internet (around 2 billion in 2010), that figure becomes 6 devices per person. Today, most of these devices are entities with which users interact directly: a PC or Mac, smartphone, tablet, etc. But what is changing is that other devices used every day to orchestrate and manage the world we live in are becoming connected entities in their own right. They consist not just of users interacting with the end devices but the source and treatment of the information garnered will now occur autonomously, potentially linking to other networks of similarly interconnected entities. Growing to an estimated 25 billion connected devices by 2015, the rapid explosion of devices on the Internet presents some new and interesting challenges.

Because of the ability to capture and process much more data than can manually be processed and interpreted, business organizations wrestled with making strategic sense of this accumulated data. Businesses are increasingly relying on technological tools to provide dynamic real-time analysis of various data forms, and these tools are an aid in translating raw data into useful information that drives decision-making. This course will cover the fundamental concepts related to the gathering, analysis, and transformation of various forms of data into useful information. The topics to be covered include an examination of different types of data, identification of appropriate analysis techniques, examination of different data analysis tools, interpretation of data analysis results, and the impact of data analysis on decision-making. The ability to analyze and interpret data is a critical skill for the majors that we are preparing and is in demand by the business communities served by WKU.

2.2 Projected enrollment in the proposed course: 20-25 per semester taught based on the number of students currently in the program.

2.3 Relationship of the proposed course to courses now offered by the department: No course in structured data analysis is offered by this department.

2.4 Relationship of the proposed course to courses offered in other departments:

1. The “Certificate in Data Analysis Using SAS” requires four STAT courses. Although this proposed course involves analysis of data, it is unlike these STAT courses:

*STAT 301. INTRODUCTORY PROBABILITY AND APPLIED STATISTICS. (3) A calculus-based introduction to applied statistics, with emphasis on analysis of real data. Curve fitting, probability models, estimation and testing for means and proportions, quality control; use of computers for data analysis and simulation – This proposed course is not calculus-based and does not cover curve fitting, probability models, or estimation and testing for means and proportions.*

*STAT 330. INTRODUCTION TO STATISTICAL SOFTWARE. (3) Using proprietary and open-source statistical software for data analysis. Interactive techniques for data management, manipulation and transformation. Interactive techniques for data error checking, descriptive statistics, basic inferential statistics, and basic report generation such as tabular and graphical displays. Introduction to scripts and batch processing when applicable. Proper use and interpretation of the methods are emphasized – This proposed course does not use the proprietary statistical software SAS for data analysis nor does it involve scripts and batch processing.*

*STAT 401. REGRESSION ANALYSIS. (3) Regression topics including simple and multiple linear regression, least squares estimates, inference, transformations, diagnostic checking, and model selection methods. Selected special regression topics will also be introduced. Statistical software packages will be used for analyses – This proposed course does not cover these topics.*

*STAT 402. EXPERIMENTAL DESIGN. (3) Experimental design and analysis topics including single- and multiple-factor designs, factorial and fractional factorial designs, fixed vs. random effects models, response surface, nested designs, and special topics. Statistical software packages will be used for analyses – This proposed course does not cover these topics.*

Other WKU courses:

*ECON 307. FINANCIAL DATA MODELING. (3) Tools for modeling financial data for use in decision making. Using spreadsheet software for exploratory data analysis, financial analysis, multiple regression methods, introduction to forecasting time series*

*AGRI 291. INTRODUCTION TO DATA ANALYSIS AND INTERPRETATION. (3) Application of scientific method in acquiring new knowledge, interpretation of statistical research data; application of statistical concepts*

The proposed course is unique from the above courses because it emphasizes the business and organizational elements of the technologies, techniques, and tools applied.

2.5 Relationship of the proposed course to courses offered in other institutions. Many of WKU’s peer institutions have similar courses:

- Ball State University (NREM 405 Integrated Resource Management)
- University of Central Missouri (SOC 4890 Social Survey Research)
- Eastern Illinois University (MIS 3505 Advanced Microcomputer Applications and Development)
- Eastern Michigan University (IS 410 Business Intelligence)
- Florida Atlantic University (QMB 3600 Quantitative Methods in Administration)
- Indiana State University (MIS 420 Data and Knowledge Management)
- Middle Tennessee State University (SOC 3050 Data Analysis)
- Northern Arizona University (GSP 406 Data Analysis and the Digital Community)
- Oakland University (MIS 436 Decision Support Systems)
- Stephen F. Austin State University (SOC 379 Data Analysis)
- Towson University (CIS 425 Decision Support Systems)
- Northern Kentucky University (BIS 380-Quantitative Analysis)
- Western Illinois University (IS 405 Business Intelligence and Decision Support Systems)

### **3. Discussion of proposed course:**

3.1 Course objectives: Upon completion of this course students should be able to:

- Distinguish the difference between data and information
- Identify problems and opportunities
- Identify and use appropriate data sources
- Choose appropriate data analysis tools
- Manipulate and analyze different forms of data
- Deploy appropriate data analysis techniques for given data sets
- Interpret meaning from analysis results
- Present analysis results and interpretation

3.2 Content outline:

- I. Introduction to Structured Data Analysis
- II. Transforming Data into Information
- III. Data Collection and Handling
- IV. Data Analysis Techniques and Practices
- V. Data Analysis Tools
- VI. Deriving Meaning from Structured Data Analysis
- VII. Interpreting Data Analysis Results
- VIII. Presenting Data Analysis Results

3.3 Student expectations and requirements: Students are evaluated on their performance on examinations, class projects, and homework assignments.

3.4 Tentative texts and course materials:

Evans, J.R. (2013). Business Analytics. Prentice Hall.



Jelen, B. & Alexander, M. (2011). Pivot Table Data Crunching: Microsoft Excel 2010. Pearson Education, Inc.

Miller, L. (2009). MIS Cases: Decision Making with Application Software. Prentice Hall.

Russo, M. & Ferrari, A. (2011). PowerPivot for Excel 2010: Give Your Data Meaning. Redmond, WA: Microsoft Press.

Walkenbach, J. (2010). Microsoft Excel 2010 Formulas. Hoboken, NJ: Wiley Publishing, Inc.

**4. Resources:**

- 4.1 Library resources: Existing resources are sufficient. See attached Library Resources document.
- 4.2 Computer resources: The Business Informatics major is a computationally-intensive program and requires dedicated computing resources. This course will be taught in a departmental computer classroom designed to support the BI major (Grise Hall 236). Students will use various computer programs in class to solve problems, analyze data, and complete projects. This classroom facility has already been built by the department, so no new facility or space is needed.

**5. Budget implications:**

5.1 Proposed method of staffing:

The Business Informatics program is currently made up of courses that are already being taught by CIS department faculty. These courses include: CIS 320, CIS 321, SM 443, SM 447, and CIT 350. Table 1 shows the number of sections offered between Fall Semester 2011 and Spring Semester 2013.

Sections	FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15
<b>CIT 320</b>	2	2	2	2	1	1	1	1
<b>CIT 321</b>	2	1	1	1	1	1	1	1
<b>SM 443</b>	2	1	1	2	1	1	1	1
<b>SM 447</b>	2	1	2	2	1	1	1	1
<b>CIT 350</b>	2	1	1	1	1	0	0	0
<b>BI 310</b>	0	0	0	0	1	0	1	0
<b>BI 320</b>	0	0	0	0	1	0	1	0
<b>BI 330</b>	0	0	0	0	1	0	1	0
<b>BI 410</b>	0	0	0	0	0	1	0	1
<b>BI 420</b>	0	0	0	0	0	1	0	1
<b>BI 430</b>	0	0	0	0	0	1	0	1
<b>Totals</b>	10	6	7	8	8	7	7	7
Pre-Implementation (31)					Post-Implementation (29)			

Table 1 – Course Sections Fall 2011 through Spring 2015

The proposed changes to Business Informatics will substitute dedicated BI class sections for those already being taught. Table 1 shows how the total number of sections will not increase between Fall Semester 2013 and Spring Semester 2015. A new position has been authorized for this program and a search is in process. The courses shown in Table 1, along with the department's other service commitments, will be covered through the new and existing faculty resources. No additional sections and no additional faculty resources will be needed as a result of this curricular proposal.

5.2 Special equipment needed: This course will be taught in a departmental computer classroom (GH 236) using high-performance desktop computers and relevant software packages. The department also maintains a network of computer servers to host class content, store data sets, and serve various class media and resources.

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: This course will be taught using a project-based approach. Students will work individually and as groups in a specially-designed computer classroom facility. In- and out-of-class exercises and activities will make up a major element of the course. The department has built and maintains these facilities independent of any budgeted university support. The cost of machine upgrades (workstations and servers), software licenses, etc. are all managed through lab fees assessed to the students taking the course.

*This class will require authorization for a \$50 per student (per class) lab fee to support these dedicated resources.*

**6. Proposed term for implementation: Fall 2013**

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

<u>CIS</u> Department/Division:	<u>12/6/2012</u>
<u>GFCB</u> Curriculum Committee	<u>01/15/2013</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

- Biere, M. (2011). *The New Era of Enterprise Business Intelligence: Using Analytics to Achieve a Global Competitive Advantage*. Upper Saddle River, NJ: IBM Press/Pearson.
- Chen, H., Chiang, R.H.L., & Storey, V.C. (2012). "Business Intelligence and Analytics: From Big Data to Big Impact". *MIS Quarterly*, 36(4), p.1165-1189.
- Evans, J.R. (2013). *Business Analytics*. Prentice Hall.
- Godinez, M. (2010). *The Art of Enterprise Information Architecture: A Systems-Based Approach for Unlocking Business Insight*. Upper Saddle River, NJ: IBM Press/Pearson.
- Jelen, B. & Alexander, M. (2011). *Pivot Table Data Crunching: Microsoft Excel 2010*. Pearson Education, Inc.
- Linoff, G.S. (2008). *Data Analysis Using SQL and Excel*. Indianapolis, IN: Wiley Publishing, Inc.
- Miller, L. (2009). *MIS Cases: Decision Making with Application Software*. Prentice Hall.
- Russo, M. & Ferrari, A. (2011). *PowerPivot for Excel 2010: Give Your Data Meaning*. Redmond, WA: Microsoft Press.
- Walkenbach, J. (2010). *Microsoft Excel 2010 Formulas*. Hoboken, NJ: Wiley Publishing, Inc.

Proposal Date: December 2, 2012

**Gordon Ford College of Business  
Department of Information Systems  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Thad Crews, thad.crews@wku.edu, 270.745.4643

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: Business Informatics (BI) 410
- 1.2 Course title: Decision Support Systems Analysis and Design
- 1.3 Abbreviated course title: DSS Analysis and Design
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture/Lab (C)
- 1.6 Prerequisites: CIS 243
- 1.7 Course catalog listing: An exploration of the analysis and design processes used to develop and deploy decision support systems (DSS) in businesses, which are technology-based tools that support decision-making activities. Course fee required.

**2. Rationale:**

- 2.1 Decision support systems (DSS) are technology-based information tools that support business or organizational decision-making activities. DSSs serve the management, operational, and planning levels of an organization and help to make decisions, which may be in a dynamic environment and not easily specified in advance. A well-designed DSS is a software-based system intended to help decision makers compile useful information from a combination of raw data, documents, personal knowledge, and/or business models to identify and solve problems and make decisions. As the mission of the university is to prepare students to be productive in a global society, currently WKU students do not have knowledge in this area and this course is designed to fill that gap. Businesses in the WKU service region are increasingly using DSS technologies to help them become more competitive. Students enrolled in this course will learn how to effectively design and implement DSS solutions that include: Scope definition, Problem analysis, Requirements analysis, Logical design, and Physical implementation. In particular, this course is a necessary element of the Business Informatics curriculum because gives detailed coverage of the management, operational, and planning processes as well as seeks to educate technical professionals on effective technology-based information tools.
- 2.2 Projected enrollment in the proposed course: 20-25 per semester taught based on the number of students currently in the program.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course has not been taught by the department.
- 2.4 Relationship of the proposed course to courses offered in other departments:

The “Certificate in Data Analysis Using SAS” requires four STAT courses. Although this proposed course involves analysis of data, it is unlike these STAT courses:

*STAT 301. INTRODUCTORY PROBABILITY AND APPLIED STATISTICS. (3) A calculus-based introduction to applied statistics, with emphasis on analysis of real data. Curve fitting, probability models, estimation and testing for means and proportions, quality control; use of computers for data analysis and simulation – This proposed course does not cover these topics.*

*STAT 330. INTRODUCTION TO STATISTICAL SOFTWARE. (3) Using proprietary and open-source statistical software for data analysis. Interactive techniques for data management, manipulation and transformation. Interactive techniques for data error checking, descriptive statistics, basic inferential statistics, and basic report generation such as tabular and graphical displays. Introduction to scripts and batch processing when applicable. Proper use and interpretation of the methods are emphasized – This proposed course does not cover these topics.*

*STAT 401. REGRESSION ANALYSIS. (3) Regression topics including simple and multiple linear regression, least squares estimates, inference, transformations, diagnostic checking, and model selection methods. Selected special regression topics will also be introduced. Statistical software packages will be used for analyses – This proposed course does not cover these topics.*

*STAT 402. EXPERIMENTAL DESIGN. (3) Experimental design and analysis topics including single- and multiple-factor designs, factorial and fractional factorial designs, fixed vs. random effects models, response surface, nested designs, and special topics. Statistical software packages will be used for analyses – This proposed course does not cover these topics.*

Other WKU courses:

*GEOG 419. GIS Programming. (3) Planning and implementing GIS within an organization. Designing and developing GIS applications to support spatial decision making. The objectives of this course are: (1) to develop familiarity with the theory and design of decision support systems; (2) to develop understanding of cognitive psychology and models underlying decision support systems; (3) to develop competency with programming skills for writing GIS applications; and (4) to develop understanding of issues and steps involved in implementing and managing a GIS (course fee). – The proposed BI 410 course is different, focusing on information technology tools to support the organizational decision making process in the business setting.*

2.5 Relationship of the proposed course to courses offered in other institutions. Many of WKU’s peer institutions have similar courses:

- Ashland University (BUS 472 Decision Support Systems and Expert Systems)
- Ball State University (ICOM 315 Information Systems: Analysis & Design)
- California State University (IDS 691 Decision Support Systems)

- Eastern Illinois University (MIS 4200 Systems and Database Analysis, Design, and Development)
- Eastern Michigan University (IS 417 Systems Analysis and Design)
- Florida Atlantic University (ISM 3116 Business Intelligence)
- Indiana State University (MIS 301 Systems Analysis for Information Technology)
- George Mason University (SYST 542 Decision Support Systems)
- Lehigh University (CSE 335 Intelligent Decision Support Systems)
- Middle Tennessee State University (INFS 3500 Decision Support Systems)
- Towson University (CIS 425 Decision Support Systems)
- Northern Kentucky University (BIS 494 Decision Support and Business Intelligence)
- University of Nebraska (ISQA 4730 Decision Support Systems)
- University of Missouri-St. Louis (IS 3843 Decision Support Systems for Business Intelligence)
- University of North Texas (DSCI 4510 Model Based Decision Support Systems)
- University of Pittsburg (IS 2130 Decision Analysis and Decision Support Systems)
- University of Washington (BA 502 Decision Support Models)
- Virginia Tech (BIT 5474 Computer-Based Decision Support Systems)
- Western Illinois University (IS 524: Corporate Information Systems)
- Youngstown State University (MGT 5825 Decision Support Applications in Business)

### **3. Discussion of proposed course:**

3.1 Course objectives: Upon completion of this course students should be able to:

- Define the scope and needs of business problems and identify where DSS can be effective business tools
- Develop appropriate requirements definitions and documentation to support suitable DSS development
- Create logical design solutions for complex DSS
- Develop custom DSS solutions using appropriate software tools
- Test DSS for accuracy, usability, and effectiveness
- Develop remediation and update plans

3.2 Content outline:

- I. Decision Support Systems and Business Intelligence
- II. Managing the Information Systems Project
- III. Designing Interfaces, Forms, and Reports
- IV. Decision Making, Modeling, and Maintenance
- V. Business Performance Management
- VI. Managing Support Systems: Emerging Trends and Impacts

3.3 Student expectations and requirements: Students are evaluated on their performance on examinations, class projects, and homework assignments.

3.4 Tentative texts and course materials:

Turbin, E., Sharda, R., Delen, D. (2011). Decision Support and Business Intelligence Systems, 9/E. Upper Saddle River, NJ: Pearson/Prentice Hall.

Ramo, S., Sugar, R. (2009). Strategic Business Forecasting: A Structured Approach to Shaping the Future of Your Business. New York, NY: McGraw-Hill.

Albright, C. (2012). VBA for Modelers: Developing Decision Support Systems, 4/E. Boston, MA: Course Technology.

**4. Resources:**

4.1 Library resources: Existing resources are sufficient. See attached Library Resources document.

4.2 Computer resources: The Business Informatics major is a computationally-intense program and requires dedicated computing resources. This course will be taught in a departmental computer classroom designed to support the BI major (Grise Hall 236). Students will use various computer programs in class to solve problems, analyze data, and complete projects. This classroom facility has already been built by the department, so no new facility or space is needed.

**5. Budget implications:**

5.1 Proposed method of staffing:

The Business Informatics program is currently made up of courses that are already being taught by CIS department faculty. These courses include: CIS 320, CIS 321, SM 443, SM 447, and CIT 350. Table 1 shows the number of sections offered between Fall Semester 2011 and Spring Semester 2013.

Sections	FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15
<b>CIT 320</b>	2	2	2	2	1	1	1	1
<b>CIT 321</b>	2	1	1	1	1	1	1	1
<b>SM 443</b>	2	1	1	2	1	1	1	1
<b>SM 447</b>	2	1	2	2	1	1	1	1
<b>CIT 350</b>	2	1	1	1	1	0	0	0
<b>BI 310</b>	0	0	0	0	1	0	1	0
<b>BI 320</b>	0	0	0	0	1	0	1	0
<b>BI 330</b>	0	0	0	0	1	0	1	0
<b>BI 410</b>	0	0	0	0	0	1	0	1
<b>BI 420</b>	0	0	0	0	0	1	0	1
<b>BI 430</b>	0	0	0	0	0	1	0	1
<b>Totals</b>	10	6	7	8	8	7	7	7
Pre-Implementation					Post-Implementation			

Table 1 – Course Sections Fall 2011 through Spring 2015

The proposed changes to Business Informatics will substitute dedicated BI class sections for those already being taught. Table 1 shows how the total number of sections will not increase between Fall Semester 2013 and Spring Semester 2015. A new position has been authorized for this program and a search is in process. The courses shown in Table 1, along with the department's other service commitments, will be covered through the new and existing faculty resources. No additional sections and no additional faculty resources will be needed as a result of this curricular proposal.

5.2 Special equipment needed: This course will be taught in a departmental computer classroom (GH 236) using high-performance desktop computers and relevant software packages. The department also maintains a network of computer servers to host class content, store data sets, and serve various class media and resources.

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: This course will be taught using a project-based approach. Students will work individually and as groups in a specially-designed computer classroom facility. In- and out-of-class exercises and activities will make up a major element of the course. The department has built and maintains these facilities independent of any budgeted university support. The cost of machine upgrades (workstations and servers), software licenses, etc. are all managed through lab fees assessed to the students taking the course.

*This class will require authorization for a \$50 per student (per class) lab fee to support these dedicated resources.*

**6. Proposed term for implementation: Fall 2013**

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

Department/Division	<u>12/6/2012</u>
Curriculum Committee	<u>01/15/2013</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**



- Carter, G. (1998). Computer-supported decision making: meeting the decision demands of modern organizations. Greenwich, CN: Ablex Pub. Corp.
- Dennis, A. (2009). Systems analysis and design. Hoboken, NJ: John Wiley & Sons.
- Lerner, V. (2000). Information systems analysis and modeling: an informational macrodynamics approach. Boston, MA : Kluwer Academic
- Marakas, G. (2003). Decision support systems in the 21st century. Upper Saddle River, NJ: Prentice Hall.
- Mora, M. (2003). Decision making support systems: achievements, trends, and challenges for the new decade. Hershey, PA: Idea Group Pub.
- Moss, L. (2003). Business intelligence roadmap: the complete project lifecycle for decision-support applications. Boston, MA: Addison-Wesley.
- Power, D. (2002). Decision support systems: concepts and resources for managers. Westport, CN: Quorum Books.
- Satzinger, W. (2000). Systems analysis and design in a changing world. Hoboken, NJ: John Wiley & Sons.
- Siau, K. (2007). Research issues in systems analysis and design, databases and software development. Hershey, PA: IGI Pub.
- Turbin, E. (2005). Decision support systems and intelligent systems. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Watson, H. (1997). Building executive information systems and other decision support applications. New York, NY: Wiley.

Proposal Date: 12/01/12

**Gordon Ford College of Business  
Department of Information Systems  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Mark Revels, mark.revels@wku.edu, 270-303-3019

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: Business Informatics (BI) 420
- 1.2 Course title: Data Mining
- 1.3 Abbreviated course title: Data Mining
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C
- 1.6 Prerequisite: CIS 243
- 1.7 Course catalog listing: An introduction to data mining and the demonstration of extraction principles from data stored in large heterogeneous volumes and how organizations can analyze data from multiple perspectives. Course fee required.

**2. Rationale:**

2.1 In its simplest form, data mining automates the detection of relevant patterns in a database, using defined approaches and algorithms to look into current and historical data that can then be analyzed to predict future trends. Because data mining tools predict future trends and behaviors by reading through databases for hidden patterns, they allow businesses to make proactive, knowledge-driven decisions and answer questions that were previously too time-consuming to resolve. Recent changes in data mining techniques have enabled businesses to collect, analyze, and access data in new ways. As companies started collecting and saving basic data in computers, they were able to start answering detailed questions quicker and with more ease. Changes in data access — where there has been greater empowerment and integration, particularly over the past 30 years — also have impacted data mining techniques. The introduction of microcomputers and networks, and the evolution of middleware, protocols, and other methodologies that enable data to be moved seamlessly among programs and other machines, allowed companies to link certain data questions together. The development of data warehousing and decision support systems, for instance, has enabled companies to extend queries from "What was the total number of sales in Tampa last August?" to "What is likely to happen to sales in Tampa next month, and why?" This course, as an introduction to data mining, will demonstrate how organizations can analyze data from multiple perspectives and identify opportunities for improvement; translate heterogeneous information into common models, names, and definitions, while also providing a means to make information available for decision making. This course is a key element of the Business Informatics program, and data mining is an important skill for the majors that we are preparing and is in demand by the business communities served by WKU. In particular, this course is a necessary element of the Business Informatics curriculum

because it addresses the needs of our students that will be working with organizations with large data stores that need data discovery skill and expertise.

2.2 Projected enrollment in the proposed course: 20-25 per semester taught based on the number of students currently in the program.

2.3 Relationship of the proposed course to courses now offered by the department: No course in data mining is offered by this department.

2.4 Relationship of the proposed course to courses offered in other departments: The “Certificate in Data Analysis Using SAS” requires four STAT courses. Although this proposed course involves analysis of data, it is unlike these STAT courses:

*STAT 301. INTRODUCTORY PROBABILITY AND APPLIED STATISTICS. (3) A calculus-based introduction to applied statistics, with emphasis on analysis of real data. Curve fitting, probability models, estimation and testing for means and proportions, quality control; use of computers for data analysis and simulation – This proposed course is not calculus-based and does not cover curve fitting, probability models, or estimation and testing for means and proportions.*

*STAT 330. INTRODUCTION TO STATISTICAL SOFTWARE. (3) Using proprietary and open-source statistical software for data analysis. Interactive techniques for data management, manipulation and transformation. Interactive techniques for data error checking, descriptive statistics, basic inferential statistics, and basic report generation such as tabular and graphical displays. Introduction to scripts and batch processing when applicable. Proper use and interpretation of the methods are emphasized – This proposed course does not use the proprietary statistical software SAS for data analysis nor does it involve scripts and batch processing.*

*STAT 401. REGRESSION ANALYSIS. (3) Regression topics including simple and multiple linear regression, least squares estimates, inference, transformations, diagnostic checking, and model selection methods. Selected special regression topics will also be introduced. Statistical software packages will be used for analyses – This proposed course does not cover these topics.*

*STAT 402. EXPERIMENTAL DESIGN. (3) Experimental design and analysis topics including single- and multiple-factor designs, factorial and fractional factorial designs, fixed vs. random effects models, response surface, nested designs, and special topics. Statistical software packages will be used for analyses – This proposed course does not cover these topics.*

*CS 565. DATA MINING TECHNIQUES AND TOOLS.(3) The theory and application of data mining, roots of data mining, preprocessing techniques for raw data, classification algorithms and techniques, clustering algorithms and techniques, association rule mining algorithms and techniques - The proposed course concentrates more on hands-on application specifically for business users. Also this is a Graduate-level course.*

*AGRI 491. DATA ANALYSIS AND INTERPRETATION. (3) Basic concepts of statistical models and use of samples. Variation, statistical measures, distribution, tests of*

*significance, analysis of variance and elementary experimental design, regression and correlation as related to interpretation and use of scientific data are discussed – This proposed course is not related to these topics.*

*BIOL 283. INTRODUCTORY BIOSTATISTICS. (4) Introduction to statistical techniques and experimental design applied to the biological sciences. Probability and distributions, descriptive statistics, hypothesis testing and statistical inference using t-statistics, regression, ANOVA, chi-square, non-parametric tests. Use of computers and analysis of real data are emphasized – This proposed course is not related to these topics.*

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

Ball State University (CS 455 Data Mining)  
University of Central Missouri (CIS 4680 Data Resource Management)  
California State University (CSCI 311 Algorithms and Data Structures)  
Eastern Illinois University (MAT 3870 Data Structures)  
Eastern Michigan University (IS 410 Business Intelligence)  
Florida Atlantic University (ISM 4117 Data Mining and Data Warehousing)  
Indiana State University (GH 301B/OSCM 310 Data-Driven Decision Making)  
Middle Tennessee State University (CSCI 7350 Data Mining)  
Montclair State University (CSIT 440 Principles of Data Mining)  
Northern Arizona University (CS 445 Data Mining)  
Missouri State University (CSC 635 Data Mining)  
Towson University (COSC 757 Data Mining)  
Western Illinois University (435G Applied Data Mining for Business Decision-Making)  
Wichita State University (CS 898D Data Mining)  
Youngstown State University (MGT6964 Data Mining for Business Intelligence)

### **3. Discussion of proposed course:**

3.1 Course objectives:

3.2 Content outline:

- i. Nature of business data, data sources
- ii. Business data archive requirements
- iii. Database architectures
- iv. CRISP-DM
- v. Data Understanding
- vi. Data Preparation
- vii. Data Modeling
- viii. Data Prediction/Classification
- ix. Visualization

3.3 Student expectations and requirements: Students are evaluated on their performance on examinations, class projects, and homework assignments.

3.4 Tentative texts and course materials:

Shmueli, G. (2010). Data mining for business intelligence: Concepts, techniques, and applications in Microsoft Office Excel with XLMiner. Hoboken, NJ: Wiley.

Putler, D. (2012). Customer and business analytics: Applied data mining for business decision making using R. New York, N.Y.: CRC Press.

Linoff, G.S. (2011). Data mining techniques: For marketing, sales, and customer relationship management. Hoboken, NJ: Wiley.

**4. Resources:**

4.1 Library resources:

4.2 Computer resources: The Business Informatics major is a computationally-intense program and requires dedicated computing resources. This course will be taught in a departmental computer classroom designed to support the BI major (Grise Hall 236). Students will use various computer programs in class to solve problems, analyze data, and complete projects. This classroom facility has already been built by the department, so no new facility or space is needed.

**5. Budget implications:**

5.1 Proposed method of staffing:

The Business Informatics program is currently made up of courses that are already being taught by CIS department faculty. These courses include: CIS 320, CIS 321, SM 443, SM 447, and CIT 350. Table 1 shows the number of sections offered between Fall Semester 2011 and Spring Semester 2013.

Sections	FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15
<b>CIT 320</b>	2	2	2	2	1	1	1	1
<b>CIT 321</b>	2	1	1	1	1	1	1	1
<b>SM 443</b>	2	1	1	2	1	1	1	1
<b>SM 447</b>	2	1	2	2	1	1	1	1
<b>CIT 350</b>	2	1	1	1	1	0	0	0
<b>BI 310</b>	0	0	0	0	1	0	1	0
<b>BI 320</b>	0	0	0	0	1	0	1	0
<b>BI 330</b>	0	0	0	0	1	0	1	0
<b>BI 410</b>	0	0	0	0	0	1	0	1
<b>BI 420</b>	0	0	0	0	0	1	0	1
<b>BI 430</b>	0	0	0	0	0	1	0	1
<b>Totals</b>	10	6	7	8	8	7	7	7
Pre-Implementation (31)					Post-Implementation (29)			

Table 1 – Course Sections Fall 2011 through Spring 2015

The proposed changes to Business Informatics will substitute dedicated BI class sections for those already being taught. Table 1 shows how the total number of sections will not increase between Fall Semester 2013 and Spring Semester 2015.

A new position has been authorized for this program and a search is in process. The courses shown in Table 1, along with the department's other service commitments, will be covered through the new and existing faculty resources. No additional sections and no additional faculty resources will be needed as a result of this curricular proposal.

5.2 Special equipment needed: This course will be taught in a departmental computer classroom (GH 236) using high-performance desktop computers and relevant software packages. The department also maintains a network of computer servers to host class content, store data sets, and serve various class media and resources.

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: This course will be taught using a project-based approach. Students will work individually and as groups in a specially-designed computer classroom facility. In- and out-of-class exercises and activities will make up a major element of the course. The department has built and maintains these facilities independent of any budgeted university support. The cost of machine upgrades (workstations and servers), software licenses, etc. are all managed through lab fees assessed to the students taking the course.

*This class will require authorization for a \$50 per student (per class) lab fee to support these dedicated resources.*

**6. Proposed term for implementation: Fall 2013**

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

<u>CIS</u> Department/Division:	<u>12/6/2012</u>
<u>GFCB</u> Curriculum Committee	<u>01/15/2013</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Gordon Linoff, Data Analysis using SQL and Excel, by John Wiley & Sons ISBN 0-470-09951-8, 2007.

Michael Berry & Gordon Linoff, [Data Mining Techniques for Marketing, Sales and Customer Support](#), John Wiley & Sons, 1997.

Seven Reasons You Need Predictive Analytics Today, by Eric Siegel, Prediction Impact, 2010.

Predictive Analytics' Killer App: Retaining New Customers, Eric Siegel, DMReview, Feb 2007.

Predictive Analytics with Data Mining: How It Works, Eric Siegel, DMReview, Feb 2005.  
Driven with Business Expertise, Analytics Produces Actionable Predictions, Eric Siegel, DestinationCRM, March 2004

Data Mining Efforts Increase Business Productivity and Efficiency, Interview with Stephan Kudyba, Nov 2001

Pierre Baldi, Paolo Frasconi, and Padhraic Smyth, Modeling the Internet and the Web - Probabilistic Methods and Algorithms, Wiley, 2003, ISBN: 0-470-84906-1.

Michael J. A. Berry, Gordon S. Linoff, Mining the Web: Transforming Customer Data, J. Wiley, 2002, ISBN 0-4714-1609-6

George Chang, Marcus J. Healey, James A. M. McHugh, Jason T. L. Wang, Mining the World Wide Web: An Information Search Approach , Kluwer Academic Publishers, 2001, ISBN 0-7923-7349-9

Dieter Fensel, James Hendler, Henry Lieberman, and Wolfgang Wahlster, eds., Spinning the Semantic Web: Bringing the World Wide Web to Its Full Potential, foreword by Tim Berners-Lee, MIT Press, 2003, ISBN 0-262-06232-1.

Proposal Date: November 28, 2012

**Gordon Ford College of Business  
Department of Information Systems  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Phillip Coleman, phillip.coleman@wku.edu, 270.745.6982

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: Business Informatics (BI) 430
- 1.2 Course title: Data Visualization and Digital Dashboards
- 1.3 Abbreviated course title: Data Visualization
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture/Lab (C)
- 1.6 Prerequisites: CIS 243
- 1.7 Course catalog listing: An introduction to the accumulation, analysis, and visualization of complex data sets for businesses, including the analysis of complex data sets and developing digital dashboards and scorecards. Course fee required.

**2. Rationale:**

- 2.1 Modern computer technology is now able to capture and process much more data than can manually be processed and interpreted. Organizations have accumulated years of data on customers, suppliers, employees, and other key assets, but often have a difficult time making strategic use of it. Significant amounts of business data are not being used, or are under-utilized, for the purposes of planning and decision making. Businesses are increasingly relying on data-visualization technologies to provide dynamic real-time graphical summaries of key performance indicators. Data visualization technologies are tools and techniques used to communicate information clearly and efficiently using graphics and appropriate text displays. This course will cover the fundamental concepts related to managing and manipulating large data sets to effectively summarize and display salient information. Particular emphasis will be placed on web-integration as data dashboards and scorecards are typically deployed via the Internet. This course will draw on principles from the areas of information graphics, information visualization and computationally-based media. This course is a key element of the Business Informatics program and is a specific course that our business partners and advisors are specifically calling for. Data Visualization is a critical skill for the majors that we are preparing and is in demand by the business communities served by WKU. In particular, this course is a necessary element of the Business Informatics curriculum because 1) it provides detailed coverage of the Output element of the information systems model (input-processing-output) and 2) it seeks to educate technical professionals on effective data representation and reporting techniques (this is an on-going weak link in many information systems).
- 2.2 Projected enrollment in the proposed course: 20-25 per semester taught based on the number of students currently in the program.



2.3 Relationship of the proposed course to courses now offered by the department: No course in data visualization is offered by this department.

2.4 Relationship of the proposed course to courses offered in other departments:

1. The “Certificate in Data Analysis Using SAS” requires four STAT courses. Although this proposed course involves analysis of data, it is unlike these STAT courses:

*STAT 301. INTRODUCTORY PROBABILITY AND APPLIED STATISTICS. (3) A calculus-based introduction to applied statistics, with emphasis on analysis of real data. Curve fitting, probability models, estimation and testing for means and proportions, quality control; use of computers for data analysis and simulation* – This proposed course is not calculus-based and does not cover curve fitting, probability models, or estimation and testing for means and proportions.

*STAT 330. INTRODUCTION TO STATISTICAL SOFTWARE. (3) Using proprietary and open-source statistical software for data analysis. Interactive techniques for data management, manipulation and transformation. Interactive techniques for data error checking, descriptive statistics, basic inferential statistics, and basic report generation such as tabular and graphical displays. Introduction to scripts and batch processing when applicable. Proper use and interpretation of the methods are emphasized* – This proposed course does not use the proprietary statistical software SAS for data analysis nor does it involve scripts and batch processing.

*STAT 401. REGRESSION ANALYSIS. (3) Regression topics including simple and multiple linear regression, least squares estimates, inference, transformations, diagnostic checking, and model selection methods. Selected special regression topics will also be introduced. Statistical software packages will be used for analyses* – This proposed course does not cover these topics.

*STAT 402. EXPERIMENTAL DESIGN. (3) Experimental design and analysis topics including single- and multiple-factor designs, factorial and fractional factorial designs, fixed vs. random effects models, response surface, nested designs, and special topics. Statistical software packages will be used for analyses* – This proposed course does not cover these topics.

Other WKU courses:

*AGRI 291. INTRODUCTION TO DATA ANALYSIS AND INTERPRETATION. (3) Application of scientific method in acquiring new knowledge, interpretation of statistical research data; application of statistical concepts* – This proposed course does not involve interpreting statistical research data.

*AGRI 491. DATA ANALYSIS AND INTERPRETATION. (3) Basic concepts of statistical models and use of samples. Variation, statistical measures, distribution, tests of significance, analysis of variance and elementary experimental design, regression and correlation as related to interpretation and use of scientific data are discussed* – This proposed course is not related to these topics.

2.5 Relationship of the proposed course to courses offered in other institutions. Many of WKU’s peer institutions have similar courses:

- Ball State University (ICOM 215 Information Visualization)

- California State University (CSCI 311 Algorithms and Data Structures)
- Eastern Illinois University (MAT 3870 Data Structures)
- Eastern Michigan University (IS 410 Business Intelligence)
- Florida Atlantic University (ISM 3116 Business Intelligence)
- Indiana State University (BEIT 320 Spreadsheet and Database Applications)
- Middle Tennessee State University (CSCI 7300 Scientific Visualization and Databases)
- Northern Arizona University (CS 413 – Virtual Worlds)
- Towson University (COSC 757 Data Mining)
- Northern Kentucky University (BIS 380-Quantitative Analysis)
- Western Illinois University (ETL 515 Engineering Technology: Research Design, Visualization and Dissemination)
- Youngstown State University (CSIS 4840 Business System Analysis and Design)

### 3. Discussion of proposed course:

3.1 Course objectives: Upon completion of this course students should be able to:

- Manipulate and analyze complex data sets
- Deploy appropriate data visualization techniques for given data sets
- Interpret meaning from multidimensional formats
- Select appropriate metrics and targets for given data
- Develop digital dashboards and visually display dynamic data
- Develop scorecards and represent key business variables
- Develop executive and operational dashboards and know when each is appropriate
- Map operational processes
- Publish balanced scorecards and dashboards on the Internet

3.2 Content outline:

- I. Introduction to Data Visualization
- II. Data Handling
- III. Data Visualization Tools
- IV. Visualization Patterns Over Time
- V. Visualizing Normal Relationships
- VI. Visualizing Spatial Relationships
- VII. Visualization Using Dashboards
- VIII. Analytical Techniques and Practices

3.3 Student expectations and requirements: Students are evaluated on their performance on examinations, class projects, and homework assignments.

3.4 Tentative texts and course materials:

Few, S. (2006). Information Dashboard Design: The Effective Visual Communication of Data. Canada: O'Reilly Media.

Marakas, G. M. (2003). Modern Data Warehousing, Mining, and Visualization: Core Concepts. Prentice Hall

Pearson, R. (2013). Balanced Scorecards & Operational Dashboards with Microsoft Excel. Hoboken, NJ: Wiley.

Steele, J. & Lliinsky, N. (2010). Beautiful Visualization: Looking at Data Through the Eyes of Experts (Theory in Practice). Canada: O'Reilly Media

Ward, M. Grinstein, G, & D. Keim. (2010), Interactive Data Visualization: Foundations, Techniques, and Applications. India. A.K. Peters, Ltd.

Yau, N. (2011). Visualize This: The Flowing Data Guide to Design, Visualization, and Statistics. Indianapolis, IN: Wiley.

**4. Resources:**

- 4.1 Library resources: Existing resources are sufficient. See attached Library Resources document.
- 4.2 Computer resources: The Business Informatics major is a computationally-intense program and requires dedicated computing resources. This course will be taught in a departmental computer classroom designed to support the BI major (Grise Hall 236). Students will use various computer programs in class to solve problems, analyze data, and complete projects. This classroom facility has already been built by the department, so no new facility or space is needed.

**5. Budget implications:**

5.1 Proposed method of staffing:

The Business Informatics program is currently made up of courses that are already being taught by CIS department faculty. These courses include: CIS 320, CIS 321, SM 443, SM 447, and CIT 350. Table 1 shows the number of sections offered between Fall Semester 2011 and Spring Semester 2013.

Sections	FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15
<b>CIT 320</b>	2	2	2	2	1	1	1	1
<b>CIT 321</b>	2	1	1	1	1	1	1	1
<b>SM 443</b>	2	1	1	2	1	1	1	1
<b>SM 447</b>	2	1	2	2	1	1	1	1
<b>CIT 350</b>	2	1	1	1	1	0	0	0
<b>BI 310</b>	0	0	0	0	1	0	1	0
<b>BI 320</b>	0	0	0	0	1	0	1	0
<b>BI 330</b>	0	0	0	0	1	0	1	0
<b>BI 410</b>	0	0	0	0	0	1	0	1
<b>BI 420</b>	0	0	0	0	0	1	0	1
<b>BI 430</b>	0	0	0	0	0	1	0	1
<b>Totals</b>	10	6	7	8	8	7	7	7
Pre-Implementation (31)					Post-Implementation (29)			

Table 1 – Course Sections Fall 2011 through Spring 2015

The proposed changes to Business Informatics will substitute dedicated BI class sections for those already being taught. Table 1 shows how the total number of sections will not increase between Fall Semester 2013 and Spring Semester 2015. A new position has been authorized for this program and a search is in process. The courses shown in Table 1, along with the department's other service commitments, will be covered through the new and existing faculty resources. No additional sections and no additional faculty resources will be needed as a result of this curricular proposal.

- 5.2 Special equipment needed: This course will be taught in a departmental computer classroom (GH 236) using high-performance desktop computers and relevant software packages. The department also maintains a network of computer servers to host class content, store data sets, and serve various class media and resources.
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: This course will be taught using a project-based approach. Students will work individually and as groups in a specially-designed computer classroom facility. In- and out-of-class exercises and activities will make up a major element of the course. The department has built and maintains these facilities independent of any budgeted university support. The cost of machine upgrades (workstations and servers), software licenses, etc. are all managed through lab fees assessed to the students taking the course.

*This class will require authorization for a \$50 per student (per class) lab fee to support these dedicated resources.*

**6. Proposed term for implementation: Fall 2013**

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

<u>CIS</u> Department/Division:	<u>12/6/2012</u>
<u>GFCB</u> Curriculum Committee	<u>01/15/2013</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

- Few, S. (2006). *Information Dashboard Design: The Effective Visual Communication of Data*. Canada: O'Reilly Media.
- Goldsmith, E. (1984). *Research into Illustration: An Approach and a Review*. Cambridge: Cambridge University Press.
- Hansen, Y. (1999). Graphic tools for thinking, planning, and problem solving. In R. Jacobsen (Ed.), *Information Design*. Cambridge, MA: MIT Press.
- Lohr, L. L. (2000). Three principles of perception for instructional interface design. *Educational Technology*, 40(1), 45-52.
- Monmonier, M. (1996). *How to Lie with Maps (Second ed.)*. Chicago, IL: University of Chicago Press.
- Pearson, R. (2013). *Balanced Scorecards & Operational Dashboards with Microsoft Excel*. Hoboken, NJ: Wiley.
- Shedroff, N. (1999). Chapter 11: Information interaction design. In R. Jacobsen (Ed.), *Information Design*. Cambridge, MA: MIT Press.
- Steele, J. & Noah L. (2010). *Beautiful Visualization: Looking at Data Through the Eyes of Experts (Theory in Practice)*. Canada: O'Reilly Media
- Tufte, E. R. (1983). *The Visual Display of Quantitative Information*. Cheshire, Connecticut: Graphics Press.
- Tversky, B. (2001). *Spatial Schemas and Abstract Thought*. Cambridge: MIT Press.
- Wainer, H. (1997). *Visual Revelations*. New York: Copernicus
- Yau, N. (2011). *Visualize This: The FlowingData Guide to Design, Visualization, and Statistics*. Indianapolis, IN: Wiley.

Proposal Date: 03/15/2012

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

Contact Person: Ke Peng, [ke.peng@wku.edu](mailto:ke.peng@wku.edu) , 745-5694

**1. Identification of program:**

- 1.1 Program title: Chinese Minor
- 1.2 Required hours in minor program: 30
- 1.3 Special information: N/A
- 1.4 Catalog description:

The minor in Chinese 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. No course with a grade of “D” or below may be counted toward the minor.

Required core courses: (18 hours)

- CHIN 102 (3 hours) Elementary Chinese II
- CHIN 201, 202 (6 hours) Intermediate Chinese I & II
- CHIN 301, 302 (6 hours) Advanced Intermediate Chinese I & II
- CHIN 333 (3 hours) Chinese Culture and Civilization

Elective courses (12 hours):

Category of Electives	Max Hours	Course Number & Title
Chinese Language Courses	3 hours	CHIN200-level courses other than 201/202
	12 hours	CHIN318 (3 hours) Business Chinese I
		CHIN401 (3 hours) Advanced Chinese I
		CHIN402 (3 hours) Advanced Chinese II
		CHIN418 (3 hours) Business Chinese II
		CHIN420 (3 hours) Advanced Chinese Stylistics
Study Abroad	6 hours	CHIN306 (3 hours) Experiencing Chinese Abroad
Courses on Chinese Studies (delivered in English)	3 hours	HIST461 (3 hours) Modern East Asia
		HIST471 (3 hours) Modern China
		PS366 (3 hours) Government and Politics in East Asia
		RELS308 (3 hours) East Asian Religious Traditions

		RELS317 (3 hours) Confucianism
		RELS318 (3 hours) Daoism
		HIST460 (3 hours) Traditional East Asia
		Other courses with permission of program advisor.

At least four courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. May include among the four courses up to three credit hours of 200-level credit beyond 201/202 (only if taught in Chinese and taken in sequence), six credit hours of study abroad, and three credit hours of 300- or 400-level courses delivered in English but related to Chinese studies (e.g. courses in Chinese history, philosophy, and or religion) with permission of program advisor.

## 2. **Rationale:**

### 2.1 Reason for developing the proposed minor program:

This program provides a response to the rapidly growing number of students who want to start or continue their study of Chinese in college. In 2011-2012, 23 schools in the surrounding region are offering Chinese to 4800 students through the WKU Confucius Institute. Of the 23, eight are high schools with 380 students taking Chinese five times a week with 60 of them enrolled in the WKU Dual Credit Chinese in the fall of 2011. These numbers will continue to increase in the coming academic year: 33 teachers will come to this region serving 10,000 students. At the same time, current students at WKU have also demonstrated a strong interest in majoring in Chinese. In addition, 30 students have studied Chinese through the Chinese Flagship Program, who may want the option to major in Chinese. In 2012, of the fifty-eight students who enrolled in CHIN102, twenty-four of them (41.4%) continued to take CHIN 201. Nine out of the ten students (91%) continued to take CHIN202 after completing CHIN201. Over fifty percent of the students in the 200-level Chinese classes indicated that they would be interested in majoring in Chinese.

In view of the growing economic, political, and cultural significance of Chinese societies worldwide, the need for people with advanced Chinese language skills and a sophisticated understanding of Chinese culture will increase dramatically. Studying Chinese helps prepare students for the challenges and opportunities of the twenty-first century. The proposed Chinese minor fulfills this need in the marketplace. In 2010, President Obama singled out China as the country offering the most important relationship for the United States both politically and economically. At the current pace of growth, China will surpass the U.S. to become the world's largest economy in 20 years. The companies or organizations our students will work for most likely have business or collaborative relationships with China and will need employees who understand the Chinese language and culture. Minor in Chinese gives our college graduates a competitive edge for an important position in government or business. Additionally, Chinese is the

modern language with the *oldest*, continuously written *language* in the world. Extensive study of the Chinese language thus also opens the way to other important fields such as Chinese history, literature, art and archaeology.

A variety of career options will be open to our minors with solid Chinese language skills. Some graduates may become university scholars and teachers; some may pursue careers in international affairs, law or diplomacy, and others may opt for careers in international business and trade. This program helps train students to be more competitive in the marketplace and to bring more collaboration and business with China to Kentucky's communities and economy.

2.2 Projected enrollment in the proposed minor program:

15-20 annually. Based on informal surveying, there is strong student interest in the Chinese minor among current Asian Religions and Cultures majors, Asian Studies minors, political science majors and business majors. We expect the enrollment will expand over the next few years, based on statewide promotion, increasing popularity of Chinese courses in K-12 offered through the WKU Confucius Institute, the Chinese Flagship Program, and word of mouth.

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 and culture family. Courses on Asian languages and cultures are offered, but so far there are no minors in those less commonly taught languages. The proposed minor program fills the gap.

2.4 Relationship of the proposed minor program to other university programs:

WKU has several interdisciplinary majors and minors, including Asian Religions and Cultures, Asian Studies, History, Mass Communication, Business, Political Science, and Engineering. For these majors/minors, extensive training in Chinese language, culture and society prepares students to be more competitive in their respective fields. 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):

Currently, in the Commonwealth of Kentucky, only the University of Kentucky offers both Chinese major and minor programs. The University of Louisville offers coursework in Chinese through the 400 level and a Chinese minor. Chinese major and minor programs have become strategic curricular options to attract



students at many institutions, e.g. the University of Tennessee, the University of Illinois, Indiana University, the University of North Carolina, the Ohio State University, etc.

The student-centered curriculum of our program shares a lot in common with the Chinese programs at the University of Kentucky, the University of Louisville, and other regionally accredited American institutions of higher education. We offer similar core courses and some even carry the same course titles and credit hours. However, our program differs from other programs in that almost all of our courses are delivered in the target language until students' proficiency has reached the advanced level at which point they can take up to six credit hours of 300- or 400-level Chinese studies courses delivered in English. The electives of the other programs do not have such a strict language proficiency component. The existence of the Chinese programs in WKU's service area, WKU's Chinese Flagship, WKU's Confucius Institute, the Asian Studies Minor Program, and the Asian Religions and Cultures Major Program at WKU have created the demand in this region for an articulated program of Chinese language that leads to advanced proficiency. This program proposes to satisfy that need.

2.6 Relationship of the proposed minor program to the university mission and objectives:

The proposed minor program serves the university mission and objectives to be a leading American university with international reach. Through coursework, experience abroad, and other cultural encounters, the proposed program cultivates communicative skills and cultural awareness that prepare students to be more knowledgeable and sensitive citizens of the local, regional, and global communities. The proposed proficiency-based Chinese minor attracts new students and helps them develop an in-depth understanding of cultural diversity and international connections. The minor ensures that students will become life-long learners and succeed in a global society.

**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 advanced proficiency level. They will be advanced Chinese speakers and writers of Chinese, and can use Chinese proficiently in their government work, business or other professional endeavors, and interact with Chinese people in a culturally appropriate way.

**4. Curriculum:**

Required core courses: (18 hours)

- CHIN 102 (3 hours) Elementary Chinese II

- CHIN 201, 202 (6 hours) Intermediate Chinese I & II
- CHIN 301, 302 (6 hours) Advanced Intermediate Chinese I & II
- CHIN 333 (3 hours) Chinese Culture and Civilization

Elective courses (12 hours):

At least four courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. May include among the four courses up to three credit hours of 200-level credit beyond 201/202 (only if taught in Chinese and taken in sequence), six credit hours of study abroad, and three credit hours of 300- or 400-level courses delivered in English but related to Chinese studies (e.g. courses in Chinese history, philosophy, and or religion) with permission of program advisor.

List of electives:

Category of Electives	Max Hours	Course Number & Title
Chinese Language Courses	3 hours	CHIN200-level courses other than 201/202
	12 hours	CHIN318 (3 hours) Business Chinese I
		CHIN401 (3 hours) Advanced Chinese I
		CHIN402 (3 hours) Advanced Chinese II
		CHIN418 (3 hours) Business Chinese II
		CHIN420 (3 hours) Advanced Chinese Stylistics
Study Abroad	6 hours	CHIN306 (3 hours) Experiencing Chinese
Courses on Chinese Studies (delivered in English)	3 hours	HIST461 (3 hours) Modern East Asia
		HIST471 (3 hours) Modern China
		PS366 (3 hours) Government and Politics in East
		RELS308 (3 hours) East Asian Religious
		RELS317 (3 hours) Confucianism
		RELS318 (3 hours) Daoism
		HIST460 (3 hours) Traditional East Asia
		Other courses with permission of program

- 5 Budget implications:** Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban through the WKU Confucius Institute to teach a portion of the lower level courses. If this service is no longer available or not working effectively, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.

6. **Proposed term for implementation:** Fall 2013

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

Modern Languages Department/Division:

04/17/2012

Potter College Curriculum Committee

November 1, 2012

Undergraduate Curriculum Committee

01/31/2013

University Senate

\_\_\_\_\_

Proposal Date: 03/15/2012

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

Contact Person: Ke Peng, [ke.peng@wku.edu](mailto:ke.peng@wku.edu) , 745-5694

**1. Identification of program:**

- 1.1 Program title: Chinese Major
- 1.2 Degree Type: Bachelor of Arts (B.A.)
- 1.3 Classification of Instructional Program Code (CIP): 160301
- 1.4 Required hours in proposed major program: 36
- 1.5 Special information: Students who enter the program with previous knowledge of Chinese should take measures to gain credit for their language skills. For current information on verified credit, AP credit, or the STAMP placement test, go to the Modern Languages website at this address: [www.wku.edu/modernlanguages](http://www.wku.edu/modernlanguages) or meet with a faculty member in Chinese.
- 1.6 Program admission requirements:  
Students must earn a “C” or better in CHIN101 or equivalent courses.
- 1.7 Catalog description:  
The proficiency-oriented Chinese major is built upon student-centered curriculum and standards-based assessments. It provides WKU undergraduates with extensive language training and in-depth study of Chinese culture and society, which prepares them to use Chinese 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. No course with a grade of “D” or below may be counted toward the major.

**Required core courses: (21 hours)**

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

- CHIN 320 (3 hours) Chinese Conversation and Composition
- CHIN 333 (3 hours) Chinese Culture and Civilization

**Elective courses (15 Hours):**

At least five 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 five courses up to three credit hours of 200-level credit beyond 201/202 (only if taught in Chinese and taken in sequence) and six credit hours of 300- or 400-level courses delivered in English but related to Chinese studies (e.g. courses in Chinese history, philosophy, and or religion), only after the student has completed 6 hours at 300-level with permission of program advisor.

Category of Electives	Max Hours	Course Number & Title
Chinese Language Courses	3 hours	CHIN200-level courses other than 201/202
	15 hours	CHIN318 (3 hours) Business Chinese I
		CHIN401 (3 hours) Advanced Chinese I
		CHIN402 (3 hours) Advanced Chinese II
		CHIN418 (3 hours) Business Chinese II
		CHIN420 (3 hours) Advanced Chinese Stylistics
Study Abroad	6 hours	CHIN306 (3 hours) Experiencing Chinese Abroad
Courses on Chinese Studies (delivered in English)	6 hours	HIST461 (3 hours) Modern East Asia
		HIST471 (3 hours) Modern China
		PS366 (3 hours) Government and Politics in East Asia
		RELS308 (3 hours) East Asian Religious Traditions
		RELS317 (3 hours) Confucianism
		RELS318 (3 hours) Daoism
		HIST460 (3 hours) Traditional East Asia
		Other courses with permission of program advisor.

**2. Rationale:**

2.7 Reason for developing the proposed major program:

This program provides a response to the rapidly growing number of students who want to start or continue their study of Chinese in college. In 2011-2012, 23 schools in the surrounding region are offering Chinese to 4800 students through the WKU Confucius Institute. Of the 23, eight are high schools with 380 students taking Chinese five times a week with 60 of them enrolled in the WKU Dual Credit Chinese in the fall of 2011. These numbers will continue to increase in the coming academic year: 33 teachers will come to this region serving 10,000 students. At the same time, current students at WKU have also demonstrated a

strong interest in majoring in Chinese. In addition, 30 students have studied Chinese through the Chinese Flagship Program, who may want the option to major in Chinese. In 2012, of the fifty-eight students who enrolled in CHIN102, twenty-four of them (41.4%) continued to take CHIN 201. Nine out of the ten students (91%) continued to take CHIN202 after completing CHIN201. Over fifty percent of the students in the 200-level Chinese classes indicated that they would be interested in majoring in Chinese.

In view of the growing economic, political, and cultural significance of Chinese societies worldwide, the need for people with advanced Chinese language skills and a sophisticated understanding of Chinese culture will increase dramatically. Studying Chinese helps prepare students for the challenges and opportunities of the twenty-first century. The proposed Chinese major fulfills this need in the marketplace. In 2010, President Obama singled out China as the country offering the most important relationship for the United States both politically and economically. At the current pace of growth, China will surpass the U.S. to become the world's largest economy in 20 years. The companies or organizations our students will work for most likely have business or collaborative relationships with China and will need employees who understand the Chinese language and culture. Majoring in Chinese gives our college graduates a competitive edge for an important position in government or business. Additionally, Chinese is the modern language with the *oldest* continuously written *language* in the world. Extensive study of the Chinese language thus also opens the way to other important fields such as Chinese history, literature, art and archaeology.

A variety of career options will be open to our majors with solid Chinese language skills. Some graduates may become university scholars and teachers; some may pursue careers in international affairs, law or diplomacy, and others may opt for careers in international business and trade. This program helps train students to be more competitive in the marketplace and to bring more collaboration and business with China to Kentucky's communities and economy.

#### 2.8 Projected enrollment in the proposed major program:

Based on informal surveying, there is strong student interest in the Chinese major among current Asian Religions and Cultures majors, political science majors and business majors. Furthermore, majors will no doubt increase over the next few years, based on statewide promotion, increasing popularity of Chinese courses in K-12 offered through the WKU Confucius Institute, the Chinese Flagship Program, and word of mouth. By 2018 (five years after initial start-up), we expect approximately 50 majors and expanding enrollment across the university, as the Chinese major attracts students who would otherwise not have attended WKU.

#### 2.9 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 and culture family. Courses on Asian languages and cultures are offered, but so far there are no majors offered in those less commonly taught languages. The proposed major program fills the gap.

- 2.10 Relationship of the proposed major program to other university programs: WKU has several interdisciplinary majors, including Asian Religions and Cultures, History, Mass Communication, Business, Political Science, and Engineering. For these majors, extensive training in Chinese language, culture and society prepares students to be more competitive in their respective fields. Thus, the proposed program complements other WKU major and minor programs.

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

Currently, in the Commonwealth of Kentucky, only the University of Kentucky offers both Chinese major and minor programs. The University of Louisville offers coursework in Chinese through the 400 level and a Chinese minor. Chinese major and minor programs have become strategic curricular options to attract students at many institutions, e.g. the University of Tennessee, the University of Illinois, Indiana University, the University of North Carolina, the Ohio State University, etc.

The student-centered curriculum of our program shares a lot in common with the Chinese programs at the University of Kentucky, the University of Louisville, and other regionally accredited American institutions of higher education. We offer similar core courses and some even carry the same course titles and credit hours. However, our program differs from other programs in that almost all of our courses are delivered in the target language until students' proficiency has reached the advanced level at which point they can take up to six credit hours of 300- or 400-level Chinese studies courses delivered in English. The electives of the other programs do not have such a strict language proficiency component.

The existence of the Chinese programs in WKU's service area, WKU's Chinese Flagship, WKU's Confucius Institute, the Asian Studies minor program, and the Asian Religions and Cultures major program at WKU have created the demand in this region for an articulated program of Chinese language that leads to advanced proficiency. This program proposes to satisfy that need.

- 2.12 Relationship of the proposed major program to the university mission and objectives:

The proposed major program serves the university mission and objectives to be a leading American university with international reach. Through coursework, experience abroad, and other cultural encounters, the proposed program cultivates communicative skills and cultural awareness that prepare students to be more knowledgeable and sensitive citizens of the local, regional, and global communities. The proposed proficiency-based Chinese major, unique on account of that emphasis, attracts new students and helps them develop an in-depth understanding of cultural diversity and international connections. The major ensures that students will become life-long learners and succeed in a global society.

**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 Chinese speakers and writers of Chinese as a foreign language who can use Chinese proficiently in their research, government work, business or other professional endeavors, and interact with Chinese people in a culturally appropriate way.

**4. Program description:**

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

***Required core courses:*** (21 hours)

- CHIN 102 (3 hours) Elementary Chinese II
- CHIN 201, 202 (6 hours) Intermediate Chinese I & II
- CHIN 301, 302 (6 hours) Advanced Intermediate Chinese I & II
- CHIN 320 (3 hours) Chinese Conversation and Composition
- CHIN 333 (3 hours) Chinese Culture and Civilization

***Elective courses:*** (15 hours)

At least five 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 five courses up to three credit hours of 200-level credit beyond 201/202 (only if taught in Chinese and taken in sequence) and six credit hours of 300- or 400-level courses delivered in English but related to Chinese studies (e.g. courses in Chinese history, philosophy, and or religion), only after the student has completed 6 hours at 300-level with permission of program advisor.

List of electives:



Category of Electives	Max Hours	Course Number & Title
Chinese Language Courses	3 hours	CHIN200-level courses other than 201/202
	15 hours	CHIN318 (3 hours) Business Chinese I
		CHIN401 (3 hours) Advanced Chinese I
		CHIN402 (3 hours) Advanced Chinese II
		CHIN418 (3 hours) Business Chinese II
		CHIN420 (3 hours) Advanced Chinese Stylistics
Study Abroad	6 hours	CHIN306 (3 hours) Experiencing Chinese Abroad
Courses on Chinese Studies (delivered in English)	6 hours	HIST461 (3 hours) Modern East Asia
		HIST471 (3 hours) Modern China
		PS366 (3 hours) Government and Politics in East Asia
		RELS308 (3 hours) East Asian Religious Traditions
		RELS317 (3 hours) Confucianism
		RELS318 (3 hours) Daoism
		HIST460 (3 hours) Traditional East Asia
		Other courses with permission of program advisor.

#### 4.2 Program delivery

Most of the courses will be provided primarily through classroom courses. When the curriculum is well established, some courses may be offered as hybrid courses or offered online through the Kentucky Virtual University and the Distance Learning Center. Study abroad is strongly recommended.

### 5. Resources:

5.1 Faculty: Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban through the WKU Confucius Institute to teach a portion of the lower level courses. If this service is no longer available or not working effectively, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.

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: Fall 2013

### 7. Dates of prior committee approvals:

Modern Languages Department/Division:

04/17/2012

Potter College Curriculum Committee

November 1, 2012

Contact with Office of Academic Affairs  
re: CPE Posting

November 26, 2012

Undergraduate Curriculum Committee

01/31/2013

University Senate

\_\_\_\_\_

Proposal Date: October 5, 2012

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

Contact Person: Selena Sanderfer, selena.sanderfer@wku.edu, 745-4739

**1. Identification of program:**

- 1.15 Current program reference number: 462
- 1.16 Current program title: Southern Studies
- 1.17 Credit hours: 21

**2. Identification of the proposed program changes: Course additions/course deletions**

Additions

- ENG 394 Kentucky Literature
- HIST 390 Blacks in the American South
- HIST 456 Kentucky History
- PS 377 Southern Politics
- PS 412 Kentucky Government and Politics
- Three-credit service-learning component in consultation with program director

**3. Detailed program description:**

Course of Study

Required Courses (15 Hours)

Current Course Programs	Proposed Course Programs
FLK 281: Roots of Southern Culture (3) HIST 457: Old South (3) HIST 458: New South (3) HIST 443: Civil War and Reconstruction (3) ENG 495: Southern Literature (3)	<b>No Changes</b>

Electives (6 Hours From The Following)

Current Course Programs	Proposed Course Programs
ANTH 432: Field Course in Archaeology (3) ENG 398: Hemingway and Faulkner (3) FLK/ANTH 378: Southern Appalachian Folklife (3) GEOG 451: Geography of Kentucky (3) HIST 430: The Civil Rights Movement in America (3)	ANTH 432: Field Course in Archaeology (3) ENG 398: Hemingway and Faulkner (3) FLK/ANTH 378: Southern Appalachian Folklife (3) GEOG 451: Geography of Kentucky (3) HIST 430: The Civil Rights Movement in America (3)

HIST 481: The Rise and Fall of the Confederacy (3) RELS 330: Religion in the American South (3)	HIST 481: The Rise and Fall of the Confederacy (3) RELS 330: Religion in the American South (3) <b>ENG 394: Kentucky Literature (3)</b> <b>HIST 456: Kentucky History (3)</b> <b>HIST 390: Blacks in the American South (3)</b> <b>PS 377: Southern Politics (3)</b> <b>PS 412: Kentucky Government and Politics (3)</b> <b>Three-credit service-learning component in consultation with program director (3)</b>
--	--

**4. Rationale for the proposed program change:** By including HIST 390, HIST 456, PS 377, PS 412 and ENG 394 in the curriculum students will have a greater number of elective choices in the minor. Three courses, ENG 394, HIST 456, And PS 412 will examine Kentucky history, culture and politics in particular and thus allow students the opportunity of focusing on the Kentucky region within the Southern Studies minor. A new course PS 412 has recently been implemented and its addition to the Southern Studies minor will allow students to investigate a range of political issues affecting the American South. HIST 390 is also a newly created course that will appeal to students particularly interested in the experiences of black southerners. The addition of a service-learning component will allow students the flexibility to take special topic courses that would be relevant to the Southern Studies minor, but are not offered as regular courses.

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

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

History Department	____10/18/2012____
Potter College Curriculum Committee	____11/1/2012____
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: None**

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

Contact Person: Brent Oglesbee, [brent.oglesbee@wku.edu](mailto:brent.oglesbee@wku.edu), 745-6566

**1. Identification of program:**

- 1.1 Current program reference number: 509
- 1.2 Current program title: Bachelor of Arts, Visual Studies
- 1.3 Credit hours:
  - BA Visual Studies, Studio Track - 49 semester hours
  - BA Visual Studies, Art Education Concentration – 66 semester hours

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

- Deletion of ART 432 Portfolio as a requirement of the studio track
- Addition of one upper level studio elective in studio track

**3. Detailed program description:**

BA Visual Studies, studio track	Hrs.	Proposed BA Visual Studies, studio track	Hrs.
ART 130 Design	3	ART 130 Design	3
ART 131 3-D Design	3	ART 131 3-D Design	3
ART 140 Drawing	3	ART 140 Drawing	3
ART 105 History of Art to 1300	3	ART 105 History of Art to 1300	3
ART 106 History of Art since 1300	3	ART 106 History of Art since 1300	3
2 upper-level art history courses ART 305, 312, 313, 314, 315, 316, 325, 334, 390, 401, 403, 405, 407, 408, 409, 410, 445, 494, PHIL 305	6	2 upper-level art history courses ART 305, 312, 313, 314, 315, 316, 325, 334, 390, 401, 403, 405, 407, 408, 409, 410, 445, 494, PHIL 305	6
Any three of the following basic studios	9	Any three of the following basic studios	9
ART 220 Ceramics		ART 220 Ceramics	
ART 231 Graphic Design		ART 231 Graphic Design	
ART 240 Drawing		ART 240 Drawing	
ART 243 Digital Media		ART 243 Digital Media	
ART 250 Printmaking		ART 250 Printmaking	
ART 260 Painting		ART 260 Painting	
ART 270 Sculpture		ART 270 Sculpture	
ART 280 Weaving		ART 280 Weaving	
2 upper-level elective studio courses	6	3 upper-level elective studio courses	9

3 upper-level studio courses in one medium	9	3 upper-level studio courses in one medium	9
ART 432 Portfolio	3		
ART 434 Capstone Seminar	1	ART 434 Capstone Seminar	1
Total semester hours	49	Total semester hours	49

BA Visual Studies, Art Ed. concentration	Hrs.	BA Visual Studies, Art Ed. concentration	Hrs.
ART 130 Design	3	ART 130 Design	3
ART 131 3-D Design	3	ART 131 3-D Design	3
ART 140 Drawing	3	ART 140 Drawing	3
ART 105 History of Art to 1300	3	ART 105 History of Art to 1300	3
ART 106 History of Art since 1300	3	ART 106 History of Art since 1300	3
ART 325 Art of Asia, Africa, Americas	3	ART 325 Art of Asia, Africa, Americas	3
1 upper level art history elective	3	1 upper level art history elective	3
ART 305, 312, 313, 314, 315, 316, 334, 390, 401, 403, 405, 407, 408, 409, 410, 445, 494, PHIL 305		ART 305, 312, 313, 314, 315, 316, 334, 390, 401, 403, 405, 407, 408, 409, 410, 445, 494, PHIL 305	
ART 240	3	ART 240	3
ART 340	3	ART 340	3
Choose six of the following basic studios	18	Choose six of the following basic studios	18
ART 220 Ceramics		ART 220 Ceramics	
ART 231 Graphic Design		ART 231 Graphic Design	
ART 243 Digital Media		ART 243 Digital Media	
ART 250 Printmaking		ART 250 Printmaking	
ART 260 Painting		ART 260 Painting	
ART 270 Sculpture		ART 270 Sculpture	
ART 280 Weaving		ART 280 Weaving	
3 upper level studio elective courses	9	3 upper level studio elective courses	9
ART 311 Found. of Art Ed. & Methods I	3	ART 311 Found. of Art Ed. & Methods I	3
ART 411 Found. of Art Ed. & Methods II	3	ART 411 Found. of Art Ed. & Methods II	3
ART 413 Found. of Art Ed. & Methods III	3	ART 413 Found. of Art Ed. & Methods III	3
ART 490	3	ART 490	3
EDU 250	3	EDU 250	3
PSY 310	3	PSY 310	3
EXED 330	3	EXED 330	3
EDU 489	3	EDU 489	3
Choose two of three, 5 hours each for a total of 10 hours: SEC 490, ELED 490, MGE 490		Choose two of three, 5 hours each for a total of 10 hours: SEC 490, ELED 490, MGE 490	
Total semester hours	88	Total semester hours	88
66 hours of Art course work*		66 hours of Art course work*	
22 hours of Professional Education course work		22 hours of Professional Education course work	

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

- ART 432 Portfolio is a course directed toward professional interests in studio and graphic arts. This program is not considered a professional track therefore the course is inappropriate to the goals of the BA major.
- Adding an additional upper level studio course to the Studio track assures that half of the semester hours will be 300-400 level coursework.

**5. Proposed term for implementation and special provisions:** Fall 2013

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

Art Department/Division:	9/14/2012
Potter College Curriculum Committee	10/11/2012
Professional Education Council	11/14/2012
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

Proposal Date: October 11, 2012

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

Contact Person: Contact Person: Dr. Mitzi Groom, [mitzi.groom@wku.edu](mailto:mitzi.groom@wku.edu), 745-3751

**1. Identification of program:**

- 1.1 Current program reference number: 593
- 1.2 Current program title: Bachelor of Music, concentration in Music Education,  
Integrated Sequence
- 1.3 Credit hours: 77

**2. Identification of the proposed program changes:** Remove MUS 328 Music History III (3 hours) from degree requirements.

.



### 3. Detailed program description:

#### CURRENT REQUIREMENTS - MusEd Integ.

MUS 100 Theory I	3
MUS 101 Theory II	3
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 326 Music History I	3
MUS 327 Music History II	3
<b>MUS 328 Music History III</b>	<b>3</b>
MUS 160/349 Group Piano I /Accompanying	1
MUS 161/349 Group Piano II/Accompanying	1
MUS 260/349 Group Piano III/Accompanying	1
MUS 261/349 Group Piano IV/Accompanying	1
MUS 304 Form and Analysis	2
MUS 317 Conducting I	2
MUS 318 Conducting II	2
MUS 152/162 Diction/Group Voice	1
MUS 214 String Techniques	1
MUS 215 Brass Techniques	1
MUS 315 Clarinet/Sax Techniques	1
MUS 316 Flute/Double Reed Techniques	1
MUS 319 Percussion Techniques	1
MUS 312 Teaching Music Elementary	3
MUS 412 Teaching Music Middle School	3
MUS 416 Instrumental Methods	3
MUS 414/417/338 Chor Mats./MB Tech./Strings DIS	2
MUS 405/407 Choral Arr./Orch. & Arranging	3
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Opposite Area Ens.	1
MUS 340/341344/347/348 Opposite Area Ens.	1

**TOTAL = 77**

#### NEW REQUIREMENTS - MusEd Integ.

MUS 100 Theory I	3
MUS 101 Theory II	3
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 326 Music History I	3
MUS 327 Music History II	3
MUS 160/349 Group Piano I /Accompanying	1
MUS 161/349 Group Piano II/Accompanying	1
MUS 260/349 Group Piano III/Accompanying	1
MUS 261/349 Group Piano IV/Accompanying	1
MUS 304 Form and Analysis	2
MUS 317 Conducting I	2
MUS 318 Conducting II	2
MUS 152/162 Diction/Group Voice	1
MUS 214 String Techniques	1
MUS 215 Brass Techniques	1
MUS 315 Clarinet/Sax Techniques	1
MUS 316 Flute/Double Reed Techniques	1
MUS 319 Percussion Techniques	1
MUS 312 Teaching Music Elementary	3
MUS 412 Teaching Music Middle School	3
MUS 416 Instrumental Methods	3
MUS 414/417/338 Chor Mats./MB Tech./Strings DIS	2
MUS 405/407 Choral Arr./Orch. & Arranging	3
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Major Ensemble	1
MUS 340/341344/347/348 Opposite Area Ens.	1
MUS 340/341344/347/348 Opposite Area Ens.	1

**TOTAL = 74**

**Rationale for the proposed program change:** Most benchmark institutions and comparable music units offer a 2-semester sequence in Music History. The current 3-semester sequence requires 9 credit hours and places both juniors and seniors (2 cohorts of students) into History classes every Fall semester. Existing courses MUS 326 Music History I and MUS 327 Music History II have been revised to address the core content of the current 3-semester music history sequence. This revision will reduce Degree Program Requirements in the Bachelor of Music degree by 3 hours.

**5. Proposed term for implementation and special provisions:** Fall 2013

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

Music Department Curriculum Committee	<u>April 11, 2012</u>
Music Department/Division:	<u>August 15, 2012</u>
PCAL Curriculum Committee	<u>October 11, 2012</u>
Professional Education Council (if applicable)	<u>November 14, 2012</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

Proposal Date: October 11, 2012

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

Contact Person: Contact Person: Dr. Mitzi Groom, [mitzi.groom@wku.edu](mailto:mitzi.groom@wku.edu), 745-3751

**1. Identification of program:**

- 1.1 Current program reference number: 593
- 1.2 Current program title: Bachelor of Music, concentration in Music Education,  
Vocal Sequence
- 1.3 Credit hours: 72

**2. Identification of the proposed program changes:** Remove MUS 328 Music History III (3 hours) from degree requirements.



**4. Rationale for the proposed program change:** Most benchmark institutions and comparable music units offer a 2-semester sequence in Music History. The current 3-semester sequence requires 9 credit hours and places both juniors and seniors (2 cohorts of students) into History classes every Fall semester. Existing courses MUS 326 Music History I and MUS 327 Music History II have been revised to address the core content of the current 3-semester music history sequence. This revision will reduce Degree Program Requirements in the Bachelor of Music degree by 3 hours.

**5. Proposed term for implementation and special provisions:** Fall 2013

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

Music Department Curriculum Committee	<u>April 11, 2012</u>
Music Department/Division:	<u>August 15, 2012</u>
PCAL Curriculum Committee	<u>October 11, 2012</u>
Professional Education Council (if applicable)	<u>November 14, 2012</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

Proposal Date: October 11, 2012

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

Contact Person: Contact Person: Dr. Mitzi Groom, [mitzi.groom@wku.edu](mailto:mitzi.groom@wku.edu), 745-3751

**1. Identification of program:**

- 1.1 Current program reference number: 593
- 1.2 Current program title: Bachelor of Music, concentration in Music Education,  
Instrumental Sequence
- 1.3 Credit hours: 72

**2. Identification of the proposed program changes:** Remove MUS 328 Music History III (3 hours) from degree requirements.



**4. Rationale for the proposed program change:** Most benchmark institutions and comparable music units offer a 2-semester sequence in Music History. The current 3-semester sequence requires 9 credit hours and places both juniors and seniors (2 cohorts of students) into History classes every Fall semester. Existing courses MUS 326 Music History I and MUS 327 Music History II have been revised to address the core content of the current 3-semester music history sequence. This revision will reduce Degree Program Requirements in the Bachelor of Music degree by 3 hours.

**5. Proposed term for implementation and special provisions:** Fall 2013

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

Music Department Curriculum Committee	<u>April 11, 2012</u>
Music Department/Division:	<u>August 15, 2012</u>
PCAL Curriculum Committee	<u>October 11, 2012</u>
Professional Education Council (if applicable)	<u>November 14, 2012</u>
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____



**College of Health and Human Services  
Department of Family and Consumer Sciences  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Karen Mason, karen.mason@wku.edu, 745-3462

**1. Identification of program:**

- 1.1 Current program reference number: 425
- 1.2 Current program title: Nutrition Minor
- 1.3 Credit hours: 22-23

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

- Delete FACS 261 Advanced Nutrition
- Add HMD 360 Advanced Nutrition

**3. Detailed program description:**

<b>Current Curriculum</b>	<b>Hours</b>	<b>Proposed Curriculum</b>	<b>Hours</b>
Core		Core	
FACS 111 Human Nutrition	3	HMD 111 Human Nutrition	3
CHEM 109 Chemistry for the Health Sciences	4	CHEM 109 Chemistry for the Health Sciences	4
<b>FACS 261 Advanced Nutrition</b>	3	<b>HMD 360 Advanced Nutrition</b>	3
Electives (choose 4 of the following)		Electives (choose 4 of the following)	
FACS 361 Life Stage Nutrition	3	HMD 361 Life Stage Nutrition	3
FACS 364 Sports Nutrition	3	HMD 364 Sports Nutrition	3
FACS 365 Community Nutrition	3	HMD 365 Community Nutrition	3
FACS 367 Nutrition in the Aging	3	HMD 367 Nutrition in the Aging	3
FACS 368 Dietary Supplements	3	HMD 368 Dietary Supplements	3
CHEM 304 Biochemistry for the Health Sciences	4	CHEM 304 Biochemistry for the Health Sciences	4
Total Hours	22-23	Total Hours	22-23

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

Starting in the 2013-2014 academic year:

- the prefix for all Hospitality Management & Dietetics courses will be HMD (instead of FACS).
- HMD 261 Advanced Nutrition will no longer be offered and will be replaced with HMD 360 Advanced Nutrition.

**5. Proposed term for implementation:** Fall 2013

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

Family & Consumer Sciences Department      November 16, 2012

CHHS Curriculum Committee      January 11, 2013

Undergraduate Curriculum Committee      01/31/2013

University Senate      \_\_\_\_\_

**Attachment: Program Inventory Form**

Proposal Date: November 15, 2012

**College of Health and Human Services  
Department of Family and Consumer Sciences  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Heather Payne-Emerson, heather.payne-emerson@wku.edu, 5-6356

**1. Identification of program:**

- 1.1 Current program reference number: 707
- 1.2 Current program title: Hospitality Management & Dietetics
- 1.3 Credit hours: 67-68

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

Nutrition & Dietetics concentration

- Change program admission criteria
- Delete FACS 261 Advanced Nutrition
- Add HMD 360 Advanced Nutrition
- Remove SOCL 100 Introduction to Sociology
- Revise designated elective (see below)

Food, Nutrition & Wellness concentration

- Add HMD 360 Advanced Nutrition
- Delete FACS 261 Advanced Nutrition

**3. Detailed program description:**

Proposed changes are **bolded**:

<b>Change Hospitality Management and Dietetics Common Core</b>			
FACS 111 Human Nutrition	3	HMD 111 Human Nutrition	3
FACS 151 Food Science	3	HMD 151 Food Science	3
FACS 152 Food Service Sanitation	1	HMD 152 Food Service Sanitation	1
FACS 251 Commercial Food Prep	3	HMD 251 Commercial Food Prep	3
FACS 252 Hospitality Information Systems	3	HMD 252 Hospitality Information Systems	3
FACS 311 Family Relations	3	FACS 311 Family Relations	3
FACS 351 Human Resource Management in the Hospitality Industry	3	HMD 351 Human Resource Management in the Hospitality Industry	3
FACS 353 Menu Planning and Purchasing	3	HMD 353 Menu Planning and Purchasing	3
FACS 354 Cost Control and Financial Analysis	3	HMD 354 Cost Control and Financial Analysis	3
FACS 452 Quality Service Management	3	HMD 452 Quality Service Management	3
FACS 459 Senior Seminar in HMD	1	HMD 459 Senior Seminar in HMD	1

ACCT 200 Introductory Accounting	3	ACCT 200 Introductory Accounting	3
MGT 210 Organization and Management	3	MGT 210 Organization and Management	3
Total Hours	35	Total Hours	35

### Change Nutrition and Dietetics Program Admission Criteria

Current Admission Criteria	Proposed Admission Criteria
Program admission criteria: 1. Complete 30 credit hours 2. Earn a C or better in: <b>FACS 111 Human Nutrition</b> BIOL 131 Anatomy and Physiology MATH 116 College Algebra CHEM 105/106 Fundamentals of Chemistry  3. ACT score of 20 or SAT score of 950	Program admission criteria: 1. Complete 30 credit hours 2. <b>Earn a B or better in: HMD 111 Human Nutrition</b> 3. Earn a C or better in: BIOL 131 Anatomy and Physiology MATH 116 College Algebra CHEM 105/106 Fundamentals of Chemistry  4. ACT score of 20 or SAT score of 950

### Change Nutrition and Dietetics Concentration Curriculum

Current Curriculum	Hrs	Proposed Curriculum	Hrs
<b>FACS 261 Advanced Nutrition</b>	<b>3</b>	<b>HMD 360 Advanced Nutrition</b>	<b>3</b>
FACS 361 Life Stage Nutrition	3	HMD 361 Life Stage Nutrition	3
FACS 362 Medical Nutrition Therapy I	4	HMD 362 Medical Nutrition Therapy I	4
FACS 365 Community Nutrition	3	HMD 365 Community Nutrition	3
FACS 461 Application of Nutrition Theory and Research	3	HMD 461 Application of Nutrition Theory and Research	3
FACS 462 Medical Nutrition Therapy II	4	HMD 462 Medical Nutrition Therapy II	4
FACS 464 Applied Institution Management	3	HMD 464 Applied Institution Management	3
CHEM 304 Biochemistry for the Health Sciences	4	CHEM 304 Biochemistry for the Health Sciences	4
AH 290 Medical Terminology	2	AH 290 Medical Terminology	2
Designated Elective	3	Designated Elective	3
<b>Other Specific General Education Courses Required</b>		<b>Other Specific General Education Courses Required</b>	
<b>SOCL 100 Introductory Sociology</b>	3		
PSY 100 Introduction to Psychology	3	PSY 100 Introduction to Psychology	3
ECON 150 Introduction to Economics	3	ECON 150 Introduction to Economics	3
MATH 116 Fundamentals of College Algebra	3	MATH 116 Fundamentals of College Algebra	3

CHEM 105 Fundamentals of General Chemistry	3	CHEM 105 Fundamentals of General Chemistry	3
CHEM 106 Fundamentals of General Chemistry Lab	1	CHEM 106 Fundamentals of General Chemistry Lab	1
CHEM 107 Fundamentals of Organic Chemistry	3	CHEM 107 Fundamentals of Organic Chemistry	3
CHEM 108 Fundamentals of Organic Chemistry Lab	1	CHEM 108 Fundamentals of Organic Chemistry Lab	1
BIOL 207 Microbiology	3	BIOL 207 Microbiology	3
BIOL 208 Microbiology Lab	1	BIOL 208 Microbiology Lab	1
BIOL 131 Anatomy and Physiology	4	BIOL 131 Anatomy and Physiology	4

<b>Revise Designated Elective for Nutrition and Dietetics Concentration</b>			
<b>Current Program</b>	<b>Hrs</b>	<b>Proposed Program</b>	<b>Hrs</b>
BIOL 113 General Biology	3	BIOL 113 General Biology	3
BIOL 120 Biological Concepts: Cells Metabolism and Genetics	3	BIOL 120 Biological Concepts: Cells Metabolism and Genetics	3
BIOL 231 Advanced Human Anatomy and Physiology	4	BIOL 231 Advanced Human Anatomy and Physiology	4
		<b>BIOL 344 Biology of Aging</b>	3
<b>CIS 141 Basic Computer Literacy</b>	3		
		<b>ECON 206 Statistics</b>	3
		<b>EXS 311 Physiology of Exercise</b>	3
		<b>FLK 462 Folklore and Medicine</b>	3
		<b>HMD 170 International Cuisine and Culture</b>	3
FACS 364 Sports Nutrition	3	HMD 364 Sports Nutrition	3
		<b>HMD 367 Nutrition in Aging</b>	3
		<b>HMD 373 Hospitality and Tourism Marketing</b>	3
FACS 368 Dietary and Herbal Supplements	3	HMD 368 Dietary and Herbal Supplements	
		<b>HCA 340 Health Care Organization and Mgt</b>	
HCA 347 International Comparisons of Health Care Systems	3	HCA 347 International Comparisons of Health Care Systems	3
HIM 291 Advanced Medical Terminology	2	HIM 291 Advanced Medical Terminology	2
		<b>HIM 292 Pharmacology and Laboratory Diagnostics</b>	2
MATH 183 Introductory Statistics	3	MATH 183 Introductory Statistics	
MKT 220 Basic Marketing Concepts	3	MKT 220 Basic Marketing Concepts	
PE 311 Exercise Physiology	3	PE 311 Exercise Physiology	
		<b>PH 383 Biostatistics in the Health Sciences</b>	3

PH 390 Wellness and Fitness Assessment	3	PH 390 Wellness and Fitness Assessment	3
PH 402 Worksite Health Promotion	3	PH 402 Worksite Health Promotion	
		<b>PHIL 322 Biomedical Ethics</b>	3
PSY 199 Intro to Developmental Psychology	3	PSY 199 Introduction to Developmental Psychology	3
		<b>SOCL 342 Aging in Society</b>	3
		<b>SWRK 205 Introduction to Social Work</b>	3
		<b>SWRK 326 Services for the Older American</b>	3

<b>Change Food, Nutrition and Wellness Concentration Curriculum</b>			
<b>Current Curriculum</b>	<b>Hrs</b>	<b>Proposed Curriculum</b>	<b>Hrs</b>
<b>FACS 261 Advanced Nutrition</b>	<b>3</b>	<b>HMD 360 Advanced Nutrition</b>	<b>3</b>
FACS 361 Life Stage Nutrition	3	HMD 361 Life Stage Nutrition	3
FACS 362 Medical Nutrition Therapy I	4	HMD 362 Medical Nutrition Therapy I	4
FACS 364 Sports Nutrition OR FACS 368 Dietary and Herbal Supplements	3	HMD 364 Sports Nutrition OR HMD 368 Dietary and Herbal Supplements	3
FACS 365 Community Nutrition	3	HMD 365 Community Nutrition	3
FACS 461 Application of Nutrition Theory and Research	3	HMD 461 Application of Nutrition Theory and Research	3
FACS 462 Medical Nutrition Therapy II	4	HMD 462 Medical Nutrition Therapy II	4
MKT 220 Basic Marketing Concepts	3	MKT 220 Basic Marketing Concepts	3
PE 311 Exercise Physiology	3	PE 311 Exercise Physiology	3
PH 390 Wellness and Fitness Assessment	3	PH 390 Wellness and Fitness Assessment	3

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

- Change in program admission criteria:  
Students in the Nutrition and Dietetics program must complete an internship in order to earn the Registered Dietitian credential. Acceptance into an internship is highly competitive, and typically only the most qualified students receive placements. For this reason, students must meet specified criteria to be admitted to the Nutrition and Dietetics program. Current admission criteria require that students earn a C or better in HMD 111 Human Nutrition. However, historically students who make a C in this introductory course do not perform well in higher division classes and are not competitive in the internship application process. Changing this requirement to a B or better will increase the likelihood that only competitive students capable of obtaining internships are admitted to the program.
- Add HMD 360 and Delete HMD 261:  
Starting in the 2013-2014 academic year, HMD 261 Advanced Nutrition will no longer be offered and will be replaced with HMD 360 Advanced Nutrition.
- Add designated electives:  
Students are required to take a three hour designated elective that is selected from a list of approved courses. Program faculty have identified several courses supportive to the

major that can be added to this list. Students frequently select one of these courses as their designated elective. However, in this event, the advisor must submit an iCAP course substitution form. Adding these additional courses to the designated electives list would 1) remove the need for the submission of a course substitution form and 2) allow students to see a complete list of courses that can be used as designated electives within their iCAP audit report. We have also elected to drop CIS 141 Basic Computer Literacy from the designated electives list. This course covers concepts that are included in HMD 252 Hospitality Information Systems, a course required for the major.

- Remove SOCL 100 Introduction to Sociology from the curriculum:  
Students who successfully complete general education requirements at WKU and graduate from the Nutrition and Dietetics program earn a minimum of 122 credit hours. To better align our credit hour requirements with those of the University, we are opting to remove SOCL 100 Introduction to Sociology from the curriculum. Although the Accreditation Council for Education in Nutrition and Dietetics requires that the curriculum address concepts of human behavior and diversity, it does not specifically require the inclusion of a sociology course. The proposed curriculum addresses these concepts in several other courses including PSY 100 Introduction to Psychology, FACS 311 Family Relations and ECON 150 Introduction to Economics. Further, HMD 365 Community Nutrition specifically addresses diversity, culture and behavior modification.

**5. Proposed term for implementation:** Fall 2013

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

Family & Consumer Sciences Department

November 16, 2012

CHHS Undergraduate Curriculum Committee

January 11, 2013

Undergraduate Curriculum Committee

01/31/2013

University Senate

\_\_\_\_\_

**Attachment: Program Inventory Form**

**College of Health and Human Services  
Department of Family and Consumer Sciences  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Kathy Croxall, [kathy.croxall@wku.edu](mailto:kathy.croxall@wku.edu), 745-3997

**1. Identification of program:**

- 1.8 Current program reference number: 563
- 1.9 Current program title: Family and Consumer Sciences Education
- 1.10 Credit hours: 82

**2. Identification of the proposed program changes:** A requirement for advising prior to registration that has been implied in the past is being added. A statement regarding admission to the teacher education program is being added. Three required courses are being changed: DMT 110, Design Concepts, is being replaced by FACS 281, Design Foundations for Family and Consumer Sciences Education, LTCY444, Reading in the Secondary Grades/Reading in the Middle School, is being replaced by LTCY 421, Content Area Reading in the Middle and Secondary Grades, and EDU 250, Introduction to Teacher Education is being replaced by SPED 330 Introduction to Exceptional Education: Diversity in Learning. CS 145, Introduction to Computing, is being dropped because it is no longer offered.

**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	Proposed Program
The concentration in Family and Consumer Sciences Education requires a minimum of 51 hours in consumer and family sciences, and 31 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science degree. A grade of “C” or above must be earned in the following courses required for this major: HMD 111, 151, FACS 180, 191, 310, 311, 380, 381, 481, 492, 493, 494, DMT 100, 110, IDFM 131, 223, CS 145 or CIS 141. Professional education courses required are: EDU 250, 489, SEC 351, 352, 490, MGE 275, 490, LTCY 444, and PSY 310. No minor is required.	The concentration in Family and Consumer Sciences Education requires a minimum of 51 hours in consumer and family sciences, and 31 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science degree. A grade of “C” or above must be earned in the following courses required for this major: HMD 111, 151, FACS 180, 191, <b>281</b> , 310, 311, 380, 381, 481, 492, 493, 494, DMT 100, <del>110</del> , IDFM 131, 223, <del>CS-145</del> or CIS 141. Professional education courses required are: <b>EDU 250</b> , 489, <b>SPED 330</b> , SEC 351, 352, 490, MGE 275, 490, <del>LTCY-444</del> <b>LTCY421</b> , and



			<p>PSY 310. No minor is required.  <b>Students majoring in FACS Education are required to meet with their advisor before enrolling for the upcoming semester.</b>  <b>All requirements for admission to professional education must be met to fulfill the Kentucky standards for the designated teaching certificate.</b>  <b>Current information on teacher education and certification are available on the website for the Office of Teacher Services:</b>  <a href="http://www.wku.edu/ste/">http://www.wku.edu/ste/</a></p>		
DMT 100	3	Intro to Housing/Interior Design	DMT 100	3	Intro to Housing/Interior Design
DMT 110	3	Design Concepts	<b>FACS 281</b>	<b>3</b>	<b>Design Foundations for FCS Ed</b>
IDFM 131	3	Basic Apparel Construction	IDFM 131	3	Basic Apparel Construction
IDFM 223	3	Textiles	IDFM 223	3	Textiles
HMD 111	3	Human Nutrition	HMD 111	3	Human Nutrition
HMD 151	3	Food Sciences	HMD 151	3	Food Sciences
FACS 180	3	Foundations in FCS	FACS 180	3	Foundations in FCS
FACS 191	3	Child Development	FACS 191	3	Child Development
FACS 310	3	Management of Family Resources	FACS 310	3	Management of Family Resources
FACS 311	3	Family Relations	FACS 311	3	Family Relations
FACS 380	3	Professional Presentation Skills	FACS 380	3	Professional Presentation Skills
FACS 381	3	Methods and Materials in Family & Consumer Sciences	FACS 381	3	Methods and Materials in Family & Consumer Sciences
FACS 481	3	Advanced Methods	FACS 481	3	Advanced Methods
FACS 492	3	Growth and Guidance of Children	FACS 492	3	Growth and Guidance of Children
FACS 493	3	Family Life Education	FACS 493	3	Family Life Education
FACS 494	3	Parenting Strategies	FACS 494	3	Parenting Strategies
CS 145 OR	3	Introduction to	CIS 141	3	Basic Computer

CIS 141		Computing OR Basic Computer Literacy			Literacy
EDU 250	3	Introduction to Teacher Education	<b>SPED 330</b>	<b>3</b>	<b>Introduction to Exceptional Education: Diversity in Learning</b>
LTCY 444	3	Reading in the Middle Grades	<b>LTCY 421</b>	<b>3</b>	<b>Content Area Reading in the Middle and Secondary Grades</b>
MGE 275	3	Foundations of Middle Grades Instruction	MGE 275	3	Foundations of Middle Grades Instruction
MGE 490	5	Student Teaching	MGE 490	5	Student Teaching
PSY 310	3	Educational Psychology: Development and Learning Applied Ed.	PSY 310	3	Educational Psychology: Development and Learning Applied Ed.
SEC 351	3	Teaching Strategies in the Secondary School	SEC 351	3	Teaching Strategies in the Secondary School
SEC 352	3	Planning for Student Diversity	SEC 352	3	Planning for Student Diversity
EDU 489	3	Student Teaching Seminar	EDU 489	3	Student Teaching Seminar
SEC 490	5	Student Teaching	SEC 490	5	Student Teaching
Total Hours	82		Total Hours	82	

**4. Rationale for the proposed program change:** The program is being updated in the following ways for the following reasons:

- Information regarding advising and admission to the teacher education program is being specifically included where it was implied in the past. This is to ensure there is no confusion on the part of students regarding the need to be admitted to Teacher Education.
- CS 145 will no longer be taught, so that course is being dropped as an option.
- LTCY 444 is no longer being taught so that course is being replaced by LTCY 421.
- DMT 110 is being discontinued. FACS 281 will allow the content from that course to be presented for FCS teacher candidates. FACS teacher candidates have expressed a need for additional practice time on specific sewing skills, including the embroidery machines and serger. Practical application of the principles and elements of design into interior design and textiles projects will be emphasized.
- National Council for Accreditation of Teacher Education (NCATE) documentation over the past few years indicates that former FCS education students have identified a need for

more coursework in teaching special needs students due to the large number of these students in the classes they are teaching. Students currently take both EDU 250 and MGE 275, which involves some duplication. Increasing numbers of students are taking EDU 250 as concurrent enrollment while in high school. While this gives them exposure to the content, it does not involve the same quality of observation experiences students need. Student comments indicate that MGE 275 is preferred since it gives them exposure to the middle grades, which most are lacking. Replacing EDU 250 with SPED 330 will better prepare them for this challenge.

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

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

FACS Department/Division:	Aug. 20, 2012
CHHS Curriculum Committee	Sept. 10, 2012
Professional Education Council	Dec. 12, 2012
Undergraduate Curriculum Committee	<u>01/31/2013</u>
University Senate	_____

**Attachment: Program Inventory Form**

**Gordon Ford College of Business  
Department of Computer Information Systems  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Jeff Butterfield, [jeff.butterfield.wku@gmail.com](mailto:jeff.butterfield.wku@gmail.com), 745-8845

**1. Identification of program:**

- 1.1 Current program reference number: 507
- 1.2 Current program title: Business Informatics
- 1.3 Credit hours: 27

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

This proposal substitutes six (6) new BI courses in the Business Informatics curriculum for five (5) existing courses. In addition, the electives change from 12 hours to 9 hours with departmental approval. The total hours of Business Informatics specific courses remains unchanged (27 hours), as does the total number of hours for the major (72 hours).

**3. Detailed program description:**

<b>Existing Program</b>	<b>Proposed Program</b>
Major in Business Informatics	Major in Business Informatics
The business informatics major (reference number 507 / 507P) requires 72 semester hours and is designed to prepare students for professional careers using <b>information technologies</b> to control, support, and enhance business operations and functions.	The business informatics major (reference number 507 / 507P) requires 72 semester hours and is designed to prepare students for professional careers <b>using an informatics focused approach</b> to control, support, and enhance business operations and functions.
Global business is increasingly relying on the acquisition, deployment, and management of <b>information technology resources and services</b> for use in organizational processes which is resulting in an increasing need for information workers. The business informatics major will provide students with a solid business foundation combined with relevant study of modern technology trends and the impact information systems are having throughout business and society. As demand for computer and	Global business is increasingly relying on the acquisition, deployment, and management of <b>information systems and services</b> for use in organizational processes which is resulting in an increasing need for information workers. The business informatics major will provide students with a solid business foundation combined with relevant study of modern technology trends and the impact information systems are having throughout business and society. As demand for computer and information

information processing services continues to increase, so does the need for hybrid business technology roles. This major will help strengthen the knowledge economy in Kentucky and increase the availability of information workers critical to attracting and retaining corporate interests in the state.	processing services continues to increase, so does the need for hybrid business technology roles. This major will help strengthen the knowledge economy in Kentucky and increase the availability of information workers critical to attracting and retaining corporate interests in the state.
All students must take the following 45 hours of business core courses: MATH 116; ACCT 200, 201; CIS 141; ECON 202, 203, 206; CIS 243; FIN 330; MKT 220; MGT 200, 210, 314, 498 or ENT 496; ECON 306 or MGT 313. Students are required to meet all admission requirements for the Gordon Ford College of Business.	All students must take the following 45 hours of business core courses: MATH 116; ACCT 200, 201; CIS 141; ECON 202, 203, 206; CIS 243; FIN 330; MKT 220; MGT 200, 210, 314, 498 or ENT 496; ECON 306 or MGT 313. Students are required to meet all admission requirements for the Gordon Ford College of Business.
Students must take the following 27 hours of courses for business informatics: <b>CIS 320; 321; SM 443; SM 447; CIT 350; 12 hours</b> of business and technology electives.	Students must take the following 27 hours of courses including <b>18 hours</b> of business informatics <b>core courses (BI 310, 320, 330, 410, 420, 430)</b> and <b>9 hours</b> of <b>approved</b> business and technology electives.

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

Modern technology has the ability to capture infinitely more data than in the past. Today most technology devices are entities with which users interact directly: a PC or Mac, smartphone, tablet, etc. But what is changing is that other devices used every day to orchestrate and manage the world we live in are becoming connected entities in their own right. They consist not just of users interacting with the end devices but the source and treatment of the information garnered will now occur autonomously, potentially linking to other networks of similarly interconnected entities. Growing to an estimated 25 billion connected devices by 2015, the rapid explosion of devices on the Internet presents some new and interesting challenges. In addition, as companies expand their reach into the global marketplace, the need to analyze how customers use the Internet to learn about products and make buying decisions is becoming increasingly critical to a business' survival and ultimate success. The analysis of traffic found on social media, such as Twitter, Facebook, Pinterest, Google+, and Foursquare, can be helpful in determining the diagnosis of trends of user interests and concerns. Collecting, measuring, analyzing and reporting on this Internet data for the purposes of understanding how Web resources are used by its audience and how to optimize its usage is an emerging science: it examines how visitors view and interact with a Web and social site's pages and features, which allows a corporation's management to use data on customer purchasing patterns, demographics, and demand trends to make effective strategic decisions. For example, the





**College of Health and Human Services  
Department of Kinesiology, Recreation, and Sport  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: EXS 223
- 1.2 Course title: Health Related Fitness – Exercise Science
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Health Related Fitness – Exercise Science
- 2.2 Proposed course title: Introduction to Exercise Science
- 2.3 Proposed abbreviated title: Intro to Exercise Science
- 2.4 Rationale for revision of course title: The term “health-related fitness” was used when this class was a component of the old concentration under Physical Education, as there were other Physical Education classes at the time that shared the “health-related fitness” term. This is not really an accurate title, as this course is an introduction to the topics and laboratory methods in Exercise Science. Also, the Physical Education program has since eliminated the “health-related fitness” terminology from their courses as well.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Foundation of knowledge and practice in components of physical fitness. Aerobic conditioning, and musculoskeletal strength, endurance, and flexibility will be explored.
- 5.2 Proposed course catalog listing: Introduction to the different areas of study contained within the field of exercise science. Students will be introduced to the application of exercise science to fitness, health, and disease. They will also be introduced to field and laboratory measurement techniques.
- 5.3 Rationale for revision of course catalog listing: The current course description is inadequate and is not reflective of the full content of the course.



**7. Proposed term for implementation:** Summer 2013

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

KRS Department: 9/10/12

CHHS Undergraduate Curriculum Committee Oct. 8, 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

**College of Health and Human Services  
Department of Kinesiology, Recreation, and Sport  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of course:**

- 1.1 Current course prefix and number: EXS 324
- 1.2 Course title: Evaluation of Physical Education
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Evaluation of Physical Education
- 2.2 Proposed course title: Measurement and Evaluation in Kinesiology
- 2.3 Proposed abbreviated title: Meas and Eval in Kinesiology
- 2.4 Rationale for revision of course title: The current course title remains from when this course was created for the physical education major. The revised course title better satisfies the course, as it is now taken by both physical education and exercise science majors (PE 324 and EXS 324 are equivalent courses).

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: A study of measurements utilized to evaluate the cognitive, affective, and psychomotor dimensions of school-age physical education students. Also, information for exercise specialists.
- 5.2 Proposed course catalog listing: A study of measurement tools and evaluation procedures used in the fields associated with kinesiology, including physical education, exercise science, and biomechanics.
- 5.3 Rationale for revision of course catalog listing: The current course description remains from when this course was created for the physical education major. The revised course description better satisfies the actual content of the course, as it is now taken by both physical education and exercise science majors (PE 324 and EXS 324 are equivalent courses).

**7. Proposed term for implementation:** Summer 2013

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

KRS Department: 9/10/12

CHHS Undergraduate Curriculum Committee Oct. 8, 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

**College of Health and Human Services  
Department of Kinesiology, Recreation, and Sport  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of course:**

- 1.1 Current course prefix and number: PE 324
- 1.2 Course title: Evaluation of Physical Education
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Evaluation of Physical Education
- 2.2 Proposed course title: Measurement and Evaluation in Kinesiology
- 2.3 Proposed abbreviated title: Meas and Eval in Kinesiology
- 2.4 Rationale for revision of course title: The current course title remains from when this course was created for the physical education major. The revised course title better satisfies the course, as it is now taken by both physical education and exercise science majors (PE 324 and EXS 324 are equivalent courses).

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: A study of measurements utilized to evaluate the cognitive, affective, and psychomotor dimensions of school-age physical education students. Also, information for exercise specialists.
- 5.2 Proposed course catalog listing: A study of measurement tools and evaluation procedures used in the fields associated with kinesiology, including physical education, exercise science, and biomechanics.
- 5.3 Rationale for revision of course catalog listing: The current course description remains from when this course was created for the physical education major. The revised course description better satisfies the actual content of the course, as it is now taken by both physical education and exercise science majors (PE 324 and EXS 324 are equivalent courses).

**7. Proposed term for implementation:** Summer 2013

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

KRS Department: 9/10/12

CHHS Undergraduate Curriculum Committee Oct. 8, 2012

Professional Education Council Nov. 14, 2012

Undergraduate Curriculum Committee 01/31/2013

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 8/1/12

**College of Health and Human Services  
Department of Kinesiology, Recreation, and Sport  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of course:**

- 1.1 Current course prefix and number: PE 456
- 1.2 Course title: Individual Advanced Studies in Physical Education
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Individual Advanced Studies in Physical Education
- 2.2 Proposed course title: Individual Advanced Studies in Kinesiology
- 2.3 Proposed abbreviated title: Ind Adv Studies in Kinesiology
- 2.4 Rationale for revision of course title: This is simply a change in the terminology from physical education to kinesiology as the term is more broad and allows for projects to be completed in both physical education and exercise science.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Specific and detailed analysis of practical problem areas in physical education and athletics.
- 5.2 Proposed course catalog listing: Specific and detailed analysis of practical problem areas in Kinesiology.
- 5.3 Rationale for revision of course catalog listing: This is simply a change in the terminology from physical education to kinesiology as the term is more broad and allows for projects to be completed in both physical education and exercise science.

**7. Proposed term for implementation: Summer 2013**

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

KRS Department:

9/10/12

CHHS Undergraduate Curriculum Committee

Oct. 8, 2012

Professional Education Council

Nov. 14, 2012

Undergraduate Curriculum Committee

01/31/2013

University Senate

\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 01/10/2013

University College

Professional Studies Department

Proposal to Make Multiple Revisions to a Course

(Action Item)

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

1. Identification of course:
  - 1.1 Current course prefix (subject area) and number: BUS253C
  - 1.2 Course title: Business Seminar
  - 1.3 Credit hours: 3
  
2. Revise course title:
  - 2.1 Current course title: Business Seminar
  - 2.2 Proposed course title: Management Capstone
  - 2.3 Proposed abbreviated title: Management Capstone
  
3. Revise course number:
  - 3.1 Current course number: 253C
  - 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) N/A



4.2 Proposed prerequisites/corequisites/special requirements: 30 credit-hours in the program (30 hours applied toward the major courses) or approval of the director of the program.

4.3 Rationale for revision of course prerequisites/corequisites/special requirements: Because the course will serve as an assessment tool for the business program, the students taking it should be able to demonstrate that they have acquired the skills and knowledge from the courses in their major.

4.4 Effect on completion of major/minor sequence: N/A

5. Revise course catalog listing:

5.1 Current course catalog listing: This course is designed to explore essential skills that employers want, includes self-learning, communication and personal effectiveness, problem solving, goal setting, group effectiveness, influencing, managing personal and professional growth, and establishing standards of performance in the workplace. Career development, planning, management, and necessary employability and job search skills will be emphasized.

5.2 Proposed course catalog listing: This course is designed to assess students' learning from the courses in their major and other courses of the curriculum. The course provides students with an opportunity to demonstrate that they have acquired the necessary skills for a successful integration into the workplace.

5.3 Rationale for revision of course catalog listing: Due to the need for better assessment of the Business program (288), BUS253C is taught as a Capstone course. To reflect the course content and outcomes, the course title and description should be changed. In addition, the change will allow the Professional Studies Department to better track students' achievements with respect to the goals of the Business (288) program, and allow the course to serve its purpose as an assessment tool.

6. Revise course credit hours:

6.1 Current course credit hours: 3

6.2 Proposed course credit hours: 3

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

7. Proposed term for implementation: Fall 2013

8. Dates of prior committee approvals:

Professional Studies Department

11/28/2012

University College Undergraduate Curriculum Committee

1/10/2013

Undergraduate Curriculum Committee

01/31/2013

University Senate

\_\_\_\_\_

Attachment: Course Inventory Form

Office of the Registrar

## ORM COURSE INVENTO COURSE INVENTOR

### 1 Course Revisions

Note: If course revision affects subject area, course number, or course title, complete both #1 and #2,

and any other proposed changes.

If course revision does not affect subject area, course number, or course title, complete #1, and any proposed changes ONLY.

1. Identification of Existing Course      Existing Subject Area BUS  
Existing Course Number      253  
Existing Course Title BUSINESS SEMINAR
  
2. Identification of Proposed Course      Proposed Subject Area      BUS  
Proposed Course Number      253  
Proposed Official Course Title      MANAGEMENT CAPSTONE  
  
Proposed Abbreviated Title

3. First effective term for course revision (e.g. Spring 2012=201210, Fall 2012=201230)  
201330

4. Offering Unit (See Table of Code Values.) College IS Department BUS

Course Revisions: Check box at left and complete only those items that are being changed.  
Leave other items blank.

5. Credit Hours Fixed Credit Hours: Variable Credit Hours

6. Repeat Limit (See instructions.) Total Maximum Hours (See instructions.)

7. Grading (Check all that apply.)  Standard Letter Grading   
 Pass/Fail Only  No Grade

In Progress – IP (course is intended to span more than one term)

8. Schedule Type (See Table of Schedule Types.)

9. Corequisites (courses required to be taken concurrently with this course)

Subject Area	Course Number	Subject Area	Course Number	Subject Area
	Course Number			

10. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area
Course Number				

0 11. Prerequisites (See instructions.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area
Course Number				

Other

0 12. Course Attribute      0 Honors Course      0 Developmental Course

0 13. Course Restrictions      0 Include/0 Exclude      College  
College                              Major x                      Major                      Classification

0 14. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)

This course is designed to assess students' learning from the courses in their major and other courses of the curriculum. The course provides students with an opportunity to demonstrate that they have acquired the necessary skills for a successful integration in the workplace

Office of the Registrar Use

UCC	University Senate	CIP	Course Desc
-----	-------------------	-----	-------------

Graduate Council

Provost

Banner Data

Evaluate

September 2012