**UNIVERSITY COLLEGE**

**University College Curriculum Committee**

**Contact: Nevil Speer**

DATE: March 1, 2012

|  |  |
| --- | --- |
| Type of Item | Description of Item |
| Information | Proposal to Create a Temporary CourseItem: PLS 194C Legal TechnologyContact: Julie ShadoanJulie.shadoan@wku.edu780-2539 |
| Information | Proposal to Create a Temporary CourseItem: PLS 350C EvidenceContact: Julie ShadoanJulie.shadoan@wku.edu780-2539 |
| Consent | Proposal to Revise Course TitlesItem: SM 346, 347, 348, 443, 444, 446, 447Contact: Mark RevelsMark.revels@wku.edu745-8728 |
| Consent | Proposal To Suspend a Course Item: BUS 160C Financial ManagementContact: Ron MitchellRon.mitchell@wku.edu780-2535 |
| Consent | Proposal to Revise Course PrerequisitesItem: IDST 495 Interdisciplinary Studies CapstoneContact: Ken KuehnKenneth.kuehn@wku.edu745-5191 |
| Action | Proposal to Create A New CourseItem: HON 105 Reading the World: Contemporary Cultural LiteracyContact: Melinda Grimsley-Smithmelinda.grimsley-smith@wku.edu745-3170 |
| Action | Proposal to Create A New CourseItem: IDST 350 Interdisciplinary Studies Study AbroadContact: Paula TraftonPaula.trafton@wku.edu745-4245 |
| Action | Proposal to Create A New CourseItem: IDST 395 Investigative Methods in Interdisciplinary StudiesContact: Sara NorthernerSara.northerner@wku.edu745-5478 |
| Action | Proposal to Create A New CourseItem: LEAD 300 Leadership Theory and ApplicationContact: John BakerJohn.baker1@wku.edu745-5149 |
| Action | Proposal to Revise A ProgramItem: Business, Business Management Prep Concentration (#288)Contact: Ron Mitchell ron.mitchell@wku.edu780-2535 |
| Action | Proposal to Revise A ProgramItem: Business (Core Classes) (#288)Contact: Ron Mitchell ron.mitchell@wku.edu780-2535 |
| Action | Proposal to Revise A ProgramItem: Bachelor of Interdisciplinary Studies (#558)Contact: Ken KuehnKenneth.kuehn@wku.edu745-5191 |

Proposal Date: 2/1/12

**University College**

**Department of Professional Studies**

**Proposal to Create a Temporary Course**

**(Information Item)**

Contact Person: Julie Shadoan, South Campus C179, 780-2539

1. **Identification of proposed course**
	1. Course prefix (subject area) and number: PLS 194C
	2. Course title: Legal Technology
	3. Abbreviated course title: Legal Tech
	4. Credit hours: 3
	5. Schedule type: Lecture/Lab
	6. Prerequisites/co-requisites: PLS 190C (Co-requisite)
	7. Course description:

Survey of computer software programs, hardware and other technology relevant to the modern law practice.

**2. Rationale**

* 1. Reason for offering this course on a temporary basis:

This course is being offered on a temporary basis as a trial to determine student interest in including course as a legal specialty requirement for the existing associate’s degree in paralegal studies as well as future program options.

* 1. Relationship of the proposed course to courses offered in other academic units:

Many courses that address computer software and hardware applications exist across campus, such as: AMS 210, BUS 244, CIS 320, CIS 321, CIT 350, SM 347, DMT 427, FACS 252, HCA 447, LME 445, SM 447, INS 270, OST 220, OST 221, OST 222, OST 225, HIM 230, HIM 252, INS 275, INS 285, and INS 288. However, none of these courses focus on legal technology and its practical application to the practice of law by paralegals and/or attorneys. This is a discipline-specific survey course.

**3. Description of proposed course**

3.1 Course content outline:

▪Technology and Legal Ethics:

 ▫Confidentiality

 ▫Work Product

 ▫Conflicts of Interest

 ▫Competence and Diligence

 ▫Candor

 ▫UPL

▪Technology and Rules of Procedure/Local Rules of Court

▪Technology Support

▪Licensing

▪Legal Technology Hardware

▪Networks

▪Communication

 ▫Email

 ▫Text Messaging

 ▫Voice Mail

▪Word Processing Software

▪Electronic Research Databases

▪Law Office Management Software

▪Case Management Software

▪Electronic Discovery

▪Litigation Support Software

▪Presentation and Trial Graphic Software

▪The Electronic Office

▪The Electronic Courthouse

3.2 Tentative text(s):

Thomas F. Goldman, *Technology in the Law Office* (Pearson 2ed. 2010); as well as various online databases including but not limited to Westlaw®, Loislaw®, and LexisNexis®.

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

4.1 Reason for offering this course a second time on a temporary basis: N/A.

4.2 Term course was first offered: N/A.

4.3 Enrollment in first offering: N/A.

**5. Term of Implementation:** Fall 2012

**6. Dates of review/approvals:**

XDepartment/Division: February 8, 2012

 X Curriculum Committee February 27, 2012

 X Dean February \_\_\_, 2012

 \_\_\_ UCC Chair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_ Provost \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 2/1/12

**University College**

**Department of Professional Studies**

**Proposal to Create a Temporary Course**

**(Information Item)**

Contact Person: Julie Shadoan, South Campus C179, 780-2539

1. **Identification of proposed course**
	1. Course prefix (subject area) and number: PLS 350C
	2. Course title: Evidence
	3. Abbreviated course title: Evidence
	4. Credit hours: 3
	5. Schedule type: Lecture
	6. Prerequisites/co-requisites: PLS 190C (Prerequisite)
	7. Course description:

Study and application of rules governing use and admission of evidence in state and federal courts and administrative hearings.

**2. Rationale**

* 1. Reason for offering this course on a temporary basis:

This course is being offered on a temporary basis as a trial to determine student interest in including course as a legal specialty requirement for the existing associate’s degree in paralegal studies as well as future program options. The course has been suggested by the Paralegal Studies Advisory Board and the American Bar Association Site Visit Team.

* 1. Relationship of the proposed course to courses offered in other academic units:

Evidentiary issues are addressed in a cursory fashion in the following courses: PLS 293C, PS 324 and PS 324. However, none of these courses provide the in depth study of evidentiary issues necessary for legal professionals interested in litigation-focused careers.

**3. Description of proposed course**

3.1 Course content outline:

▪Judicial Notice

▪Preservation of Error

▪Avowal

▪Rule of Completeness

▪Burden of Proof

▪Relevancy

 ▫Generally

 ▫Character/Rape Victims

 ▫Prior Bad Acts

 ▫Habit and Custom

 ▫Subsequent Remedial Measure

 ▫Offers of Settlement

 ▫Criminal Pleas

 ▫Liability Insurance

▪Witnesses

▪Impeachment and Rehabilitation

▪Opinion Evidence

 ▫Lay Opinions

 ▫Expert Opinions

▪Privileges

 ▫Attorney-Client

 ▫Physician-Patient

 ▫Husband-Wife

▪Authentication and Best Evidence Rule

▪Hearsay

▪Special Evidentiary Issues

3.2 Tentative text(s):

Robert G. Lawson, *The Kentucky Evidence Law Handbook* (LexisNexis 4th ed. 2003); *2011 Federal Rules of Evidence* (Thomson West 2011); *2011 Kentucky Rules of Evidence* (Thomson West 2011); as well as various online databases including but not limited to Westlaw®, Loislaw®, and LexisNexis®.

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

4.1 Reason for offering this course a second time on a temporary basis: N/A.

4.2 Term course was first offered: N/A.

4.3 Enrollment in first offering: N/A.

**5. Term of Implementation:** Fall 2012

**6. Dates of review/approvals:**

XDepartment/Division: February 8, 2012

 X Curriculum Committee February 27, 2012

 X Dean February \_\_\_, 2012

 \_\_\_ UCC Chair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_ Provost \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: February 8, 2012

**University College**

**Department of Information Systems**

**Proposal to Revise Course Title**

**(Consent Item)**

Contact Person: Mark Revels, mark.revels@wku.edu, X8728

**1. Identification of course:**

* 1. Current course prefix (subject area) and number: Systems Management (SM) 346
	2. Current course title: Business Resource Development
	3. Credit hours: 3
	4. Current course prefix (subject area) and number: SM 347
	5. Current course title: Introductory Business Telecommunications
	6. Credit hours: 3
	7. Current course prefix (subject area) and number: SM 348
	8. Current course title: Business Systems Architectures
	9. Credit hours: 3
	10. Current course prefix (subject area) and number: SM 443
	11. Current course title: Business Intelligence
	12. Credit hours: 3
	13. Current course prefix (subject area) and number: SM 444
	14. Current course title: Information Systems Management
	15. Credit hours: 3
	16. Current course prefix (subject area) and number: SM 446
	17. Current course title: Security, Risk, And Threat Management
	18. Credit hours: 3
	19. Current course prefix (subject area) and number: SM 447
	20. Current course title: Electronic Commerce Systems
	21. Credit hours: 3

**2. Proposed course title:**

 SM 346: Systems Resource Development

 SM 347: Systems Linkage and Applications
 SM 348: Systems Architecture

 SM 443: Systems Planning and Assessment
 SM 444: Systems Operations and Control

 SM 446: Systems Availability and Development

 SM 447: Systems Process and Technologies

**3. Proposed abbreviated course title:**

 **(max. of 30 characters including spaces)**

 SM 346: Sys Resource Development

 SM 347: Sys Linkage & Applications
 SM 348: Sys Architecture

 SM 443: Sys Planning & Assessment
 SM 444: Sys Operations & Control

 SM 446: Sys Availability & Development

 SM 447: Sys Process & Technologies

**4. Rationale for the revision of course title:**

The Association to Advance Collegiate Schools of Business (AACSB) requires that non-business programs within a college of business be distinct from AACSB-accredited business programs. Some Systems Management course titles require revision as a result. While implementing these course title changes, and due to student feedback, other titles need revision in order to improve standardization, consistency, and clarity.

**5. Proposed term for implementation:**

Fall 2012

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

 Information Systems: February 8, 2012

 University College Curriculum Committee February 27, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Attachment: Course Inventory Form**

 Proposal Date: 2/7/12

**University College**

**Department of Professional Studies**

**Proposal to Suspend a Course**

**(Consent Item)**

Contact Person: Ron Mitchell, ron.mitchell@kwu.edu, 780-2535

**1. Identification of course:**

* 1. Current course prefix (subject area) and number: BUS 160C
	2. Course title: FINANCIAL MANGEMENT
	3. Credit hours: 3

**2. Rationale for the course suspension:** Course is being replaced by FINC 161C. BUS 160C is no longer offered at South Campus.

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

**4. Proposed term for implementation:** 201230

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

Professional Studies Department: February 8, 2012

 University College Curriculum Committee: February 27, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Attachment: Course Inventory Form**

Proposal Date: February 15, 2012

**University College**

**Department of Interdisciplinary Studies**

**Proposal to Revise Course Prerequisites**

**(Consent Item)**

Contact Person: Kenneth W. Kuehn, 745-5191, Kenneth.kuehn@wku.edu

**1. Identification of course:**

* 1. Course prefix (subject area) and number: IDST 495
	2. Course title: Interdisciplinary Studies Capstone
	3. Credit hours: 3

**2. Current prerequisites:** BIS major (558), senior standing, or permission of the instructor.

**3. Proposed prerequisites:** BIS major (558), senior standing, IDST 395, or permission of the instructor.

**4. Rationale for the revision of prerequisites:** A new course, IDST 395 – Investigative Methods in Interdisciplinary Studies, has been created and is intended to precede the existing IDST 495 capstone course.

**5. Effect on completion of major/minor sequence:** All students in the BIS program will need to complete IDST 395 prior to enrolling in the IDST 495 capstone course.

**6. Proposed term for implementation:** Fall 2012

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

Department of Interdisciplinary Studies: February 15, 2012

 University College Curriculum Committee February 27, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Attachment: Course Inventory Form**

18 January 2012

**University College**

**Honors College**

**Proposal to Create a New Course**

**(Action Item)**

Melinda Grimsley-Smith

melinda.grimsley-smith@wku.edu

(270) 745-3170

1. **Identification of proposed course:**
	1. Course number: HON 105
	2. Title: Reading the World: Contemporary Cultural Literacy
	3. Abbreviated title: Cultural Literacy
	4. Credit and contact hours: 1 credit hour, 1 contact hour
	5. Type of course: S—Seminar
	6. Prerequisites/corequisites: 3.2 GPA (cumulative) OR permission of the instructor
	7. Catalog listing:

Intensive weekly discussion and contextualization of current events, with a view to preparing students for future national and international scholarship competitions. Students will be evaluated on the basis of their engagement in discussion and quality of a final essay written in the style of a major scholarship application.

1. **Rationale:**
	1. Reason for developing the course:

A significant part of WKU becoming a Leading American University with International Reach is student success in national and international scholarship competitions. WKU students who compete have produced universally first-rate work in their discipline, resulting in an impressive number of winners of scholarships recognizing academic merit; however, these students very often lack the “cultural literacy” and understanding of current events necessary to compete at the highest levels (Mitchell, Marshall, and Rhodes scholarships). By giving 15 students per semester the opportunity to explore important topics in the news including politics, economics, history, the law, culture, and the arts, this course will support WKU’s mission of sending accomplished, well-informed, and engaged citizen leaders into their communities and the world, particularly through competing for and being awarded nationally-competitive scholarships.

* 1. Projected enrollment in the proposed course:

HON 105 will be open to any Honors-eligible student (3.2 GPA or higher), and enrollment will be capped at 15. Office of Scholar Development staff advise approximately 175 unique students on nationally competitive scholarships throughout the semester, a significant number of whom will be interested in and will derive great benefit from the course vis-à-vis their future scholarship plans.

* 1. Relationship of the course to others in the HC:

The purpose and focus of HON 105 is unlike others in the Honors College, as it requires students to synthesize material learned in other courses across curricula and broadly apply the knowledge they have acquired to our contemporary milieu. It is intended to allow students the opportunity to make connections across disciplines in order to reach a broader and deeper understanding of current events.

* 1. Relationship of the course to courses in other departments:

See 1.10. In some cases, university courses in International Affairs can be similar to the proposed HON 105. International Affairs and International Relations courses in the PS department at WKU are, however, intended more to introduce students to the theory and practice of the discipline than to acquaint them with current events in order to prepare students to compete effectively in national and international scholarship competitions.

* 1. Relationship of the proposed course to courses in other institutions:

While more universities are opening or designating scholar development offices, few offer courses designed to provide a foundation for the one-on-one advising done throughout the year. Some of these few offer practical scholarship-application instruction, but the proposed course follows the more broadly-applicable example of Robert Graalman, a leader in the field and longtime fellowship advisor at Oklahoma State University. His one-hour “Windows to the World” course in the Honors College provides a steady supply of scholarship applicants, but also produces students equally well-prepared for civic engagement, public service, and the “life of the mind.”

1. **Discussion of proposed course:**
	1. Course objectives:

This course will prepare students for the intellectual rigor of scholarship competitions, graduate and professional school interviews, and professional life by developing their abilities to:

* Identify major national and world leaders, regions, and countries, and their relationships to each other.
* Identify and analyze contemporary political, economic, and social events and phenomena.
* Discuss the above with reference to their own expertise.
	1. Content outline:
* Content will vary depending on the events of the preceding week, but will include historical and contemporary contextualization.
	1. Student expectations and requirements:
* Students will be evaluated primarily by the amount and quality of their engagement in discussion.
* Regular short quizzes will be administered to gauge students’ knowledge. Credit will be given if it becomes apparent that student preparation for discussion is lacking.
* Students will produce a personal statement or statement of purpose in the style of a major scholarship application at the end of the semester.
	1. Tentative texts and course materials:
* Students will be instructed to follow news and analysis from major media outlets including but not limited to *NPR*, the *New York Times*, *The Economist*, *The Guardian*, and *The New Yorker*.
* Howard Rheingold, “Crap Detection 101,” *SFGate* (30 June 2009), available from <http://blog.sfgate.com/rheingold/2009/06/30/crap-detection-101/> (accessed 12 December 2011).
* E.D. Hirsch, *The New Dictionary of Cultural Literacy*, 3rd ed. (New York: Houghton Mifflin, 2002).
1. **Resources:**
	1. Library resources: reference materials; print and electronic newspapers, magazines, and journals.
	2. Computer resources: none required.
2. **Budget implications:**
	1. Proposed method of staffing: Staff from the Office of Scholar Development will teach this course as part of their regular duties of teaching up to one course per semester.
	2. Special equipment needed: none.
	3. Expendable materials needed: none.
	4. Laboratory materials needed: none.
3. **Proposed term for implementation:** Fall 2012 (201230)
4. **Dates of prior committee approvals:**

Honors College January 18, 2012

University College Curriculum Committee February 27, 2012

Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Proposal Date: 2/15/12

**University College**

**Department of Interdisciplinary Studies**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Paula B. Trafton paula.trafton@wku.edu 745-4245

**1. Identification of proposed course**

 1.1 Course prefix (subject area) and number: IDST 350

1.2 Course title: Interdisciplinary Studies Study Abroad

1.3 Abbreviated course title: IDST Study Abroad

1.4 Credit hours and contact hours: 1-6 hours per semester

1.5 Type of course: L—Lecture

1.6 Prerequisites/corequisites: Consent of instructor

1.7 Course catalog listing: Supervised study of interdisciplinary studies in a study abroad program. May be repeated for a maximum of 6 hours.

**2. Rationale**

 2.1 Reason for developing the proposed course:

Through teaching students to engage in interdisciplinary methodology and investigation, the course promotes research, creative and scholarly activity by students (WKU Strategic Plan, Goal 1, Objective 1.4). The course prepares students to be productive, engaged, and socially responsible citizen leaders of a global society (WKU mission statement) by reinforcing a global context for teaching and learning through increasing learning activities related to internationalization (WKU Strategic Plan, Goal 1, Objective 1.3, Strategy 1.a). This course also enhances the diversity and international profile of faculty, staff and student populations (WKU Strategic Plan, Goal 2, Objective 2.1).

2.2 Projected enrollment in the proposed course: 10-15.

2.3 Relationship of the proposed course to courses now offered by the department: No similar courses are offered by the Department of Interdisciplinary Studies.

2.4 Relationship of the proposed course to courses offered in other departments: Several disciplines offer Study Abroad courses for their students, such as Communication Disorders (CD 496), Modern Languages (CHIN 100, GERM 306, FREN 306, SPAN 306), Sociology (SOCL 489), Marketing (MKT 491), Philosophy and Religion (RELS 399), and Exercise Science (EXS 485).

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

 study abroad courses are offered at WKU’s Benchmark Institutions, such as Middle

 Tennessee State University (GS 3010 Global Studies Program/Field Experience and Study

 Abroad), Ball State University (GEOG 480: Distant Areas Field Studies), Youngstown State

 University (HHS 4800: Study Abroad in Health and Human Sciences), and Indiana State

 University (IS 399 International Studies Study Abroad).

**3. Discussion of proposed course**

 3.1 Course objectives: This course has the following learning outcomes:

* to engage in a culture other than one’s own
* to provide a global context for active learning
* to demonstrate the relevancy of the critical thinking model in a different country
* to achieve critical thinking and problem-solving methods outside the classroom
* to learn the importance of critical analysis, integration, and cultural relevancy when working in two or more fields or disciplines
* to learn new research techniques specific to different areas of interest
* to gain new perspectives by challenging the traditional approaches to knowledge.

3.2 Content outline: The course will include both lecture material and excursions to selected sites in the chosen country. The specifics will differ from country to country and will be determined by the faculty member.

3.3 Student expectations and requirements: Students will be expected to attend all lectures, visit all sites, and participate in all activities connected with the program. Student grades will be based on various academic products (i.e., oral recitation, tests, papers, and/or projects) as determined by the faculty member.

3.4 Tentative texts and course materials: Prior to the program, students will be expected to complete reading assignments that will be determined by the faculty member. At the discretion of the faculty member, other readings might be assigned for completion during the program.

**4. Resources**

4.1 Library resources: no materials required

4.2 Computer resources: none

**5. Budget implications**

5.1 Proposed method of staffing: Internal funding sources will be used to fund faculty leadership.

5.2 Special equipment needed: none required

5.3 Expendable materials needed: none required

5.4 Laboratory supplies needed: none required

**6. Proposed term for implementation:** Fall 2012

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

Interdisciplinary Studies Faculty February 15, 2012

Department of Interdisciplinary Studies February 27, 2012

University College Curriculum Committee

University Curriculum Committee

University Senate

**Attachments: Course Inventory Form**

Proposal Date: 2/1/2012

**University College**

**Department of Interdisciplinary Studies**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Dr. Sara J. Northerner, sara.northerner@wku.edu 745-5478

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: IDST 395
	2. Course title: Investigative Methods in Interdisciplinary Studies
	3. Abbreviated course title: Methods of IDST
	4. Credit hours and contact hours: 3 cr. and 3 contact hours
	5. Type of course: L – Lecture
	6. Prerequisites/corequisites: Junior standing or permission of the instructor.
	7. Course catalog listing: A comprehensive exploration of different approaches to Interdisciplinary Studies as an academic research discipline or method.

**2. Rationale:**

* 1. Reason for developing the proposed course:

This course presents the comprehensive methodologies necessary for understanding how to synthesize active and participatory research in multiple areas of study in an interdisciplinary manner. As an upper division course, our students must already have some experience and background in their emphasis areas (disciplinary approaches) prior to learning how to integrate their various studies in this course. For our BIS degree, there is a need to engage students via interdisciplinary investigative methods with both primary and secondary resources using both qualitative and quantitative measures prior to advancing to our IDST 495 Capstone course.

The creation of this course is also based upon:

* Having successfully taught it in two different applications (two semesters) of an IDST399 Special Topics class.
* A resulting, proven increase in knowledge of the methods of integrating their emphasis studies.

Overall, we expect to strengthen the student’s learning capacities in multiple applications of interdisciplinary scholarly research at the undergraduate level.

* 1. Projected enrollment in the proposed course:

50 students per semester, based on the number of students currently enrolled in the BIS degree program.

* 1. Relationship of the proposed course to courses now offered by the department:

Designed to precede the IDST495 Senior Capstone course.

* 1. Relationship of the proposed course to courses offered in other departments:

This course structure is similar to a number of methods courses offered in other disciplines. These include: BIOL415: Ecological Methods, COMM300: Intro to Communication Research Methods, CS476: Research Methods and Projects in Computer Science, PS301: Research Methods in Political Behavior, PSYCH210: Research Methods in Psychology, SMED350: Research Methods for Math and Science Teachers, SOCL 404: Qualitative Research Methods, SWRK 345: Social Work Research Methods.

* 1. Relationship of the proposed course to courses offered in other institutions: Northern Arizona State offers a HUM345: Critical Judgment in the Humanities that lists similar interdisciplinary course directives but is limited only to areas of the Humanities. Missouri State University offers disciplinary research courses in the Departments of Social Work, Reading, Foundation and Technology, and the College of the Natural and Applied Sciences. At Towson University, students pursuing an IDST major must work with a faculty member to design a program of study that includes a research methods course in at least one of their fields of study at the 300-400 level. Western Illinois University, in offering three concentrations in IDST, also has the student pursue a discipline-specific research methods course (300 level) as part of their elective requirements.

In relation to schools that have IDST as a field of study and outside of our peer institutions, the University of Southern Mississippi offers a 301: Foundations of Interdisciplinary Studies course.

**3. Discussion of proposed course:**

* 1. Course objectives:

This course is a comprehensive exploration of different research methods in Interdisciplinary Studies as an academic research field. Several different research assignments and projects will allow the student to learn the importance of critical analysis, integration and cultural relevancy when working in two or more fields or disciplines. The student will learn new research techniques specific to their different areas of emphasis to facilitate original insight on at least three interdisciplinary subjects of their own choosing as applied to different types of research projects. By challenging traditional approaches to knowledge in the student’s different or combined areas of study, new interdisciplinary perspectives will be gained.

* 1. Content outline:

The course consists of FOUR Modules…

 Module One – Introduction to Course, Methods and Interdisciplinary Studies

 Online Resources, Library Search Engines and Databases

 Disciplinary vs. Interdisciplinary Study

 Forming a Research Question, Following a Research Trail

 Integrative Learning, Integration Method

 Types of Research and Evidence - Primary, Secondary Source Materials

Module Two – Implementation of Observational Research Methods

 Types of Observational Research

 Evaluative / Aesthetic Study of Cultural Artifact

 (Kentucky Museum, Special Archives or another acceptable research collection)

 Sociological Study, Direct Observation of a Social Phenomenon or Event

 Global Exploration, Tracking Trends

Module Three – Implementation of Integrative Research Methods

Types of Investigative, Experimental, Experiential Research

 Discipline Integrative Studies (Alternative Research specific to Areas of Study)

Global Exploration, Tracking Trends

Module Four – Final Project on a Cultural Event or Cultural Phenomenon

Research Question and Proposal

 Methods, Implementation, Interpretation

 Final Research Project

3.3 Student expectations and requirements:

In the first module, there is a required reading with an expectation of participation in the class discussion section each week. Additionally, written responses to readings, active research assignments and individual research projects (finalizing in essays) are the basis for evaluation. Throughout the course, the assignments in investigative studies, an observational methods study, an evaluative critical analysis and an integrative methods study serve as foundation for everyone. The final project will consist of both an essay and a presentation on a specific interdisciplinary problem or concept. The subject of this project will be derived from the student’s areas of interest but will concern either a cultural event or cultural phenomenon.

* 1. Tentative texts and course materials:

Excerpts from the book, *Interdisciplinary Research* by Allen F. Repko

Excerpts from the article, *A Theory of Interdisciplinary Studies* by W.H. Newell

An article, *The Role of Interdisciplinary Studies in the Liberal Arts* by W.H. Newell

Excerpts from the book, *Introduction to Research: Understanding and Applying Multiple*

 *Strategies* by E. DePoy

**4. Resources:**

* 1. Library resources:

The course requires the use of both the online databases and accessible current WKU library resources for a majority of the secondary resource materials. Students are encouraged to utilize a variety of primary sources, including items from Special Collections or the Kentucky Museum for at least one of the projects.

* 1. Computer resources:

Access to a personal or university computer is mandatory. Blackboard and other online research tools are a requirement of the course. Existing university computer access for students is sufficient to complete all course requirements.

**5. Budget implications:**

* 1. Proposed method of staffing:

Existing IDST personnel. A new department faculty was hired to create/teach this course.

* 1. Special equipment needed:

No equipment, materials or supplies are required for course implementation.

* 1. Expendable materials needed:

Reasonable accommodation covered by department.

* 1. Laboratory materials needed: None.

**6. Proposed term for implementation:** Fall 2012

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

Department of Interdisciplinary Studies: February 15, 2012

 University College Curriculum Committee February 27, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

University College, Department of Interdisciplinary Studies

Proposal to Create a New Course

**Bibliography For IDST 395**

Dr. Sara J. Northerner

DePoy, Elizabeth, and Laura N. Gitlin. *Introduction to Research: Understanding and Applying Multiple Strategies*. 4th ed. St. Louis, Mo.: Elsevier/Mosby, 2011.

Downes, Peg, and William H. Newell. "Overcoming Disciplinary Boundaries." *Liberal Education* 80.1 (1994): 24.

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Hult, Christine A. *Readings from the Disciplines: Research Models for Writers*. Custom ed. Boston: Pearson Custom Pub. 2003.

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Proposal Date: March 28, 2012

**University College**

**Leadership Studies Program**

**Proposal to Create a New Course**

 **(Action Item)**

Contact Person: John Baker, [john.baker1@wku.edu](../Curriculum/LEAD%20300/%20john.baker1%40wku.edu), 745-5149

1. **Identification of proposed course**
	1. Course prefix (subject area) and number: LEAD 300
	2. Course title: Leadership Theory and Application
	3. Abbreviated course title: Ldrship Theory and Application
	4. Credit hours and contact hours: 3 credit hours, 3 contact hours
	5. Schedule type: C--Lecture/Lab
	6. Prerequisites: Junior standing or permission of the instructor
	7. Course description: A study of leadership concepts, theories, and models; an overview of personal leadership assessments and leadership development plans; enhanced leadership knowledge through experiential learning.
2. **Rationale**
	1. Reason for developing the proposed course: LEAD 300 would include the theoretical focus of LEAD 200 with a deliberate focus on the application of leadership theories, models, and personal assessments and extensive understanding of leading through problem solving. LEAD 300 would provide increased experiential learning opportunities for students who desired more than a theoretical foundation of leadership studies. Specific projects will include consultation and evaluation by actual community leaders. Students could substitute LEAD 300 for LEAD 200 to earn the Certificate in Leadership Studies or fulfill a requirement for the minor (pending approval by BOR) in Leadership Studies; students could not take both LEAD 200 and LEAD 300. LEAD 300 has obvious connections to WKU’s mission to prepare students to be productive, engaged, and socially responsible citizen leaders of a global society. Leadership Studies offered LEAD 300 as a temporary offering during the Spring Term 2012 and had 33 students enrolled: 14 on main campus, 9 at the Owensboro regional campus, 5 at the Elizabethtown, and 5 at Glasgow.
	2. Projected enrollment in the proposed course: 25 per semester.
	3. Relationship of the proposed course to courses offered by the department: although similar in theoretical content to LEAD 200, LEAD 300 has an enhanced experiential component allowing increased application of leadership theory and approaches to solve real-world problems.
	4. Relationship of the proposed course to courses offered in other departments: there are no similar courses at WKU focused on providing leadership theory application in an experiential manner as the proposed LEAD 300. MIL 202, Team Building and Military Doctrine is content specific; SOCL 310, Behavior in Small Groups does not provide a deliberate focus on leadership application. Although these and other departments discuss aspects of leadership, this course will provide an in-depth focus on the application of leadership theory and content casually discussed in other curriculums. LEAD 300 could support programs in other departments that seek application of leadership theory and approaches. We have not received any objections from either Military Science or Sociology regarding duplication of courses.
	5. Relationship of the proposed course to courses offered in other institutions:

 University of Richmond, Jepson School of Leadership Studies

 LDST 488-Internship

 Christopher Newport University

 LDSP 491- Leadership Internship Seminar

 University of Arizona

##  EDL 293A - Leadership and Involvement Internship

Other universities in the Commonwealth do not offer a similar course nor do benchmark universities. LEAD 300 focuses on blending theory and application and acts as a bridge between a fully theoretical course (LEAD 200) and a fully applied course (LEAD 400). Although not cutting edge, LEAD 300 will best service students at regional campuses while providing students on main campus an upper –division level alternative to LEAD 200 that focuses on application of theory.

1. **Description of proposed course**
	1. Course objectives: Students completing this course will have the knowledge and skills to:
		* Identify and describe leadership theories and basic leadership concepts;
		* Identify behaviors of effective leaders with an emphasis on leading and participating in group activities;
		* Understand and apply leadership aspects to various situations and contexts;
		* Gain an overview of tools available for measuring and improving leadership effectiveness;
		* Apply leadership theories, models , and concepts while engaged in developing group problem solutions;
		* Work with community leaders to develop a group project focused on solving a real-life problem.
	2. Content outline:
* Basic leadership concepts and constructs;
* Leadership self-awareness through self-assessments;
* Classic leadership theories and approaches;
* Neoclassic leadership theories and approaches;
* Contemporary leadership theories and approaches;
* Group activities throughout the course and a group, term project.
	1. Student expectations and requirements: evaluation of student learning occurs through short self-reflection based on self-assessments, research papers to include analysis of public leaders, exams, and student presentations.
	2. Tentative texts and course materials:

Daft, R.L. (2008). *The leadership experience.* Mason, OH: Cengage.

Lussier, R.N., & Achua, C.F. (2010). *Leadership theory, application, & skill*

 *development.* Mason, OH: South-Western Cengage Learning

 Northouse, P.G. (2010). *Leadership theory and practices.* Thousand Oaks, CA:

 Sage.

 Rowe, W.G. (2007). *Cases in leadership.* Thousand Oaks, CA: Sage.

Schriberg, D. & Schriberg, A. (2011). *Practicing leadership Principles and application*. Hoboken, NJ: John Wiley & Sons

1. **Resources:**
	1. Library resources: adequate.
	2. Computer resources: adequate.
2. **Budget implications:**

5.1 Proposed method of staffing: staffing occurs with current faculty in Leadership Studies or part-time faculty currently teaching LEAD 200. A reduced number of LEAD 200 courses would coincide with the increase in LEAD 300 courses negating the impact on staffing.

 5.2 Special equipment needed: none.

 5.3 Expendable materials needed: none.

 5.4 Laboratory materials needed: none.

**6. Proposed term for implementation:** Fall 2012.

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

 Leadership Studies Program February 10, 2012

University College Curriculum Committee February 27, 2012

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

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

Proposal Date: 2/7/12

**University College**

**Department of Professional Studies**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Ron Mitchell, ron.mitchell@wku.edu, 780-2535

**1. Identification of program:**

* 1. Current program reference number: 288
	2. Current program title: Business (Core Classes)
	3. Credit hours: 24

**2. Identification of the proposed program changes:** Replacing BUS 160C with FINC 161C

**3. Detailed program description:**

|  |  |
| --- | --- |
| Existing Program:ACC 200C – Accounting – Financial ACC 201C – Accounting – Managerial CSCI 145C – Introduction to Computing BUS 100C – Introduction to Business BUS 160C– Financial Management BUS 210C – Organization and Management BUS 212C – Principles of Marketing BUS 253C – Business Seminar  | **Proposed Program:**ACC 200C – Accounting – Financial ACC 201C – Accounting – Managerial CSCI 145C – Introduction to Computing BUS 100C – Introduction to Business **FINC 161C – Personal Finance** BUS 210C – Organization and Management BUS 212C – Principles of Marketing BUS 253C – Business Seminar  |

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

During an ICAP audit it was discovered that BUS 160C was still required within the Business (288) program.BUS 160C is no longer offered at South Campus. FINC 161C will replace BUS 160C. An equivalency form was previously submitted and approved for FINC 161C as an equivalent course to FIN 161as indicated in the current catalog.

**5. Proposed term for implementation and special provisions (if applicable):** 201230

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

Professional Studies Department: February 8, 2012

 University College Curriculum Committee February 27, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Attachment: Program Inventory Form**

Proposal Date: 2/7/12

**University College**

**Department of Professional Studies**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Ron Mitchell, ron.mitchell@wku.edu, 780-2535

**1. Identification of program:**

* 1. Current program reference number: 288
	2. Current program title: Business, Business Management Prep Concentration
	3. Credit hours: 60
1. **Identification of the proposed program changes:**

To replace ENT 312 and MGT 416 with two, advisor approved 300 level classes in the major area the student will be pursuing in their Baccalaureate degree.

**3. Detailed program description:**

|  |  |
| --- | --- |
| Existing Program:ACC 200C – Accounting – Financial ACC 201C – Accounting – Managerial CSCI 145C – Introduction to Computing BUS 100C – Introduction to Business BUS 160C – Financial ManagementBUS 210C – Organization and Management BUS 212C – Principles of Marketing BUS 253C – Business Seminar BUS 214C – Business Communication ENT 312 – Entrepreneurship BUS 257C – Manag. of Human Resources MGT 416 – Labor Relations Management MGT 200 – Legal Environment of Business ECO 206C – Statistics Category A: ENGL 100C – Intro to College Writing COMN 161C – Bus. & Professional Speaking Category B:Elective Category C:ECO 202C – Micro Economics ECO 203C – Macro Economics Category D:Math 116 C – College Algebra  | **Proposed Program:**ACC 200C – Accounting – Financial ACC 201C – Accounting – Managerial CSCI 145C – Introduction to Computing BUS 100C – Introduction to Business BUS 160C – Financial ManagementBUS 210C – Organization and Management BUS 212C – Principles of Marketing BUS 253C – Business Seminar BUS 214C – Business Communication **Advisor approved 300 level course**BUS 257C – Manag. of Human Resources **Advisor approved 300 level course**MGT 200 – Legal Environment of Business ECO 206C – StatisticsCategory A: ENGL 100C – Intro to College Writing COMN 161C – Bus. & Professional Speaking Category B:Elective Category C:ECO 202C – Micro Economics ECO 203C – Macro Economics Category D:Math 116 C – College Algebra  |

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

MGT 416 is not offered frequently enough and because students will be selecting different concentrations for their Baccalaureate degree. It is imperative they be given the option to take 300 level courses in the concentration of their Baccalaureate degree.

**5. Proposed term for implementation and special provisions (if applicable):** 201230

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

Professional Studies Department: February 8, 2012

 University College Curriculum Committee February 27, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Attachment: Program Inventory Form**

Proposal Date: February 15, 2012

**University College**

**Proposal to Revise a Program**

**Action Item**

Contact Person: Ken Kuehn, kenneth.kuehn@wku.edu, 745-5191

1. Identification of Program

 1.1 Current program reference number: 558

 1.2 Current Program title: Bachelor of Interdisciplinary Studies (BIS)

 1.3: Credit hours: 36

2. Identification of the proposed program changes:

 A new course, IDST 395, Investigative Methods in Interdisciplinary Studies (3 hours), would be added as a programmatic requirement. Two new Areas of Emphasis, Military Studies and Sustainability, would be added.

3. Current Proposed

|  |  |
| --- | --- |
| The Bachelor of Interdisciplinary Studies degree provides an alternative four-year program for non-traditional students who do not need or desire the academic specialization involved in traditional major or major/minor programs. This degree program allows considerable latitude and flexibility to satisfy individual interests and needs. In lieu of the major/minor required by traditional degree programs, the student must complete a broad area of emphasis (complementary courses from different academic disciplines) of at least 36semester hours of course work approved by the interdisciplinary studies degree advisor.The broad areas of emphasis listed below are available for the interdisciplinary studies degree program:* Arts
* Humanities
* Science
* Business
* Education
* Technology
* Health
* Organization & Communication of Ideas
* Social and Behavioral Science
* Social Justice & Equity Studies

Students also have the option of requesting a broad area of emphasis not listed above. The written request, based on specific individual objectives, must be made by the student and approved by the advisor and Dean of University College.**Minimum Academic Requirements for the Bachelor of Interdisciplinary Studies*** Grade point average of at least 2.0 (in all credits presented for graduation, in all credits completed at WKU and in the Area of Emphasis)
* 36 hours in the Area of Emphasis
* 12 upper level hours in the Area of Emphasis
* No more than 24 semester hours in a single academic discipline, nor more than 24 semester hours from the School of Journalism & Broadcasting, no more than 30 semester hours in courses administered by the Gordon Ford College of Business, nomore than 12 upper-level semester hours from the Gordon Ford College of Business. (Talk with an advisor for exceptions.)
* UC 495 (Interdisciplinary Studies Capstone) is a required course.
 | The Bachelor of Interdisciplinary Studies degree provides an alternative four-year program for **~~non-traditional~~** students who do not need or desire the academic specialization involved in traditional major or major/minor programs. This degree program allows considerable latitude and flexibility to satisfy individual interests and needs. In lieu of the major/minor required by traditional degree programs, the student must complete a broad area of emphasis (complementary courses from different academic disciplines) of at least 36 semester hours of course work approved by the interdisciplinary studies degree advisor.The broad areas of emphasis listed below are available for the interdisciplinary studies degree program:* Arts
* Humanities
* Science
* Business
* Education
* Technology
* Health
* Organization & Communication of Ideas
* Social and Behavioral Science
* Social Justice & Equity Studies
* **Military Studies**
* **Sustainability**

Students also have the option of requesting a broad area of emphasis not listed above. The written request, based on specific individual objectives, must be made by the student and approved by the advisor and Dean of University College.**Minimum Academic Requirements for the Bachelor of Interdisciplinary Studies*** Grade point average of at least 2.0 (in all credits presented for graduation, in all credits completed at WKU and in the Area of Emphasis)
* 36 hours in the Area of Emphasis
* 12 upper level hours in the Area of Emphasis
* No more than 24 semester hours in a single academic discipline, nor more than 24 semester hours from the School of Journalism & Broadcasting, no more than 30 semester hours in courses administered by the Gordon Ford College of Business, nomore than 12 upper-level semester hours from the Gordon Ford College of Business. (Talk with an advisor for exceptions.)
* **IDST 395 (Investigative Methods) and IDST 495 (Interdisciplinary Studies Capstone) are programmatic requirements, not counted within the Area of Emphasis.**
 |

4. Rationale for the proposed program changes: The BIS is not limited to non-traditional students. Deletion of the term ‘non-traditional’ in the description is accurate. Currently, about 60% of BIS majors would be considered non-traditional students.

 Regarding the addition of two new areas in the BIS emphasis, Military Studies and Sustainability have currency, will be in high demand, and are consistent with University strategic goals. WKU has more than 1,000 active duty or veteran students enrolled and the new emphasis would be of particular interest to them. The new emphasis in Sustainability follows from recommendations by the WKU Education for Sustainability (EfS) committee and personnel from the WKU Center for Environmental Education and Sustainability. It is also consistent with the subsequent adoption of the WKU Resolution on Education for Sustainability, *“The campus Sustainability Committee has prepared the attached sustainability resolution, which I am happy to endorse as part of our modified campus strategic plan.  The principles outlined in this resolution are worthy of our campus commitment and important to the example we set as an environmentally responsible institution.”* (G. Ransdell, 1/13/2010). Sustainability continues to be a WKU priority as evidenced in the new draft Strategic Plan (December 2011): Strategic Goal 1, Foster Academic Excellence: Increase learning opportunities related to internationalization, social responsibility, and sustainability. Strategic Goal 3, Improve Quality of Life for Our Communities: Develop and highlight best practices in stewardship and sustainability.

Regarding the addition of Investigative Methods, IDST 395, it was agreed by program faculty and academic advisors that BIS students require the skills taught in a methods course and that this course would be taken in the junior year preceding IDST 495, the Interdisciplinary Studies capstone.

5. Proposed term for implementation and special provisions: Fall 2012

6. Dates of prior committee approvals:

 Department of Interdisciplinary Studies ­­February 15, 2012

 University College Curriculum Committee: February 27, 2012

 University Curriculum Committee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Attachment: Program Inventory Form