**Potter College of Arts & Letters**

**Western Kentucky University**

**745-2345**

**REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE**

Date: December 9, 2014

The Potter College of Arts & Letters submits the following items for consideration:

|  |  |
| --- | --- |
| **Type of Item** | **Description of Item & Contact Information** |
| Action | **Proposal to Create a New Course**ART 373 Installation ArtContact: Kristina Arnold, kristina.arnold@wku.edu, 5-2314 |
| Action | **Proposal to Create a New Course**SJB 310 Media DiversityContact: Victoria LaPoe, victoria.lapoe@wku.edu, 502-500-8472 |
| Action | **Proposal to Create a New Course**CHIN 108 Chinese CalligraphyContact: Ke Peng, ke.peng@wku.edu |
| Action | **Proposal to Create a New Course**CHIN 370 Introduction to Modern Chinese Literature and FilmContact: Ke Peng, ke.peng@wku.edu |
| Action | **Proposal to Create a New Course**CHIN 389 Internship in ChineseContact: Ke Peng, ke.peng@wku.edu |
| Action | **Proposal to Create a New Course**CHIN 450 Reading Chinese ClassicsContact: Ke Peng, ke.peng@wku.edu |
| Action | **Proposal to Create a New Course**THEA 341 Culture and PerformanceContact: Scott Stroot, scott.stroot@wku.edu, 5-6290 |
| Action | **Proposal to Revise a Program**592 Social StudiesContact: Richard Weigel, richard.weigel@wku.edu, 5-5724 |
| Action | **Proposal to Revise a Program**609 Major in ArabicContact: David MiMeo, david.dimeo@wku.edu, 5-6408 |
| Action | **Proposal to Revise a Program**315 Minor in ArabicContact: David MiMeo, david.dimeo@wku.edu, 5-6408 |
| Action | **Proposal to Revise a Program**624 Major in ChineseContact: Ke Peng, ke.peng@wku.edu |
| Action | **Proposal to Revise a Program**337 Minor in ChineseContact: Ke Peng, ke.peng@wku.edu |

Proposal Date: September 5, 2014

**Potter College of Arts & Letters**

**Department of Art**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Kristina Arnold, kristina.arnold@wku.edu, 270-745-2314

1. **Identification of proposed course:**
	1. Course prefix (subject area) and number: ART 373
	2. Course title: Installation Art
	3. Abbreviated course title: Installation Art
	4. Credit hours: 3 Variable credit: No
	5. Grade type: Standard letter grade
	6. Prerequisites: Any 200-level course in studio art or graphic design.
	7. Course description: Introduction to and practice with concepts, materials and methods of installation art. Students will experiment with developing their own artistic voice through creating site-specific art installations. Off campus field trip may be taken.

May be repeated once for 3 additional credits.

1. **Rationale:**
	1. Reason for Developing the Proposed Course: **Installation Art is the studio art practice of creating site-specific artworks, often installed in non-arts public spaces.** “Installations” can be temporary or permanent and in or outdoors. These works require an extensive understanding of ways to manipulate space and necessitate learning to negotiate with non-arts viewers (“the public”). Installation works are time and resource intensive, requiring that students also learn the process of planning and creating on a large scale. For example, the internationally-celebrated installation art team of Christo and Jeanne Claude take decades to create their projects. The artists conduct environmental impact studies, gain political permissions, plan and fundraise before they can create works such as “Wrapped Reichstag,” (1995) in which they covered the German Parliament building in over 1,000,000 feet of fabric.

The practice of installation art has been developing rapidly since the 1960s, and is a major method of artistic production throughout the world today. Currently, WKU offers no courses specifically in this popular and critically important artistic methodology. The proposed course fills a gap in our current curricular offerings.

The class supports the WKU Mission and Purpose by creating a very real and visible platform for undergraduate-level engaged research in the Department of Art. Because of the nature of installation art (projects are large and space-specific), an additional benefit of the class has been the creation of temporary public art projects on campus. These projects not only provide exhibition opportunities for the students in the course, but also enhance the cultural exposure and quality of life for all campus inhabitants. While not all projects meet with universal appeal, from feedback this course (when offered on a temporary basis) has received, campus residents overwhelmingly enjoy and anticipate viewing these “pop up” projects. For more information on past Special Topics Installation Art projects, see the blog: <http://wkuinstallation.blogspot.com/2013_09_01_archive.html>.

* 1. Projected enrollment in the proposed course: As an upper level class, projected enrollments are 12 – 16 students. The Department has offered this class as a special topics course three times, and it has filled each time.
	2. Relationship of the proposed course to courses now offered by the department: “Installation Art” provides a complement to courses currently offered and gives students a new area of study. Specifically, “Installation Art” builds upon the investigations of three-dimensional space begun in Art 131 (3D design), and combines these elements with materials and methods from one or more of the following lower-level Art classes: sculpture (270), ceramics (220), drawing (240), painting (260), printmaking (250), graphic design (231), digital media (243) and weaving (280). While installation art builds on and blends more established practices, it is now is a stand-alone methodology in its own right, and as such necessitates its own course offerings.
	3. Relationship of the proposed course to courses offered in other departments: This course concerns itself primarily with space and built environments within a visual arts methodology; the other disciplines at WKU that also work broadly with these concepts are Theatre, Architecture and Interior Design. While each of these other departments offer courses that explore pieces of the installation-art methodology, none offer duplicates for the Installation Art course.

The Theatre and Dance Department courses THEA 319 Design II and THEA 322 Stage Design (set design and construction) work with built environments but are conceptually very different from installation art. The Department of Architectural and Manufacturing Sciences AMS 261/AMS 262, Construction Methods and Materials with a Lab, offers hands-on experience with materials used in “light commercial and residential construction applications,” also conceptually very different from an Installation Art course.

Other courses at WKU in architecture [AMS 263, AMS 363 and AMS 463, Architecture Documentation I, II and III; AMS 282 Architectural Structures, AMS 369 and AMS 469, Architectural Design Studio I and II] are conceptually different from installation art and work with the creation of architectural plans, drawings and models rather than building a full-scale environment. Like courses in architecture, those in interior design [IDFM 201, IDFM 300, IDFM 301, IDFM 302 and IDFM 401, Design Studio II-VI] are different from installation art in both concept and scale. IDFM 446 / FLK 446, Restoration of Historic Interiors, cross listed in Interior Design and Folk Studies, differs from installation art in concept and intent.

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

*Similar courses are offered at benchmark and area institutions:* **NKU**, ARTM 350, Video, Installation & Sound; **University of Louisville**, ART 582 Advanced Fiber/ Mixed Media Art; **Appalachian State University**, ART 3201 Sculpture II: Contemporary Issues; **University of Kentucky**, A-S 546 INTERMEDIA STUDIO; **University of Tennessee**, ASCU 246 Mixed Media Sculpture and AMED 402 Experiments in Space; **Bowling Green State**, ART 1120 Media Studio: Space and Time.

1. **Description of proposed course**
	1. Schedule type: A—Applied Learning: Focus on process and/or technique.
	2. Learning Outcomes:

By the end of this course, students should be able to:

* Develop a basic understanding of installation art history and contemporary practice
* Develop a more acute understanding of the uses of “space” as an artistic element
* Practice developing a personal artistic voice
* Develop skills in critical thinking and critical analysis
* Further develop the ability to research and synthesize information from varied sources both visually and through writing
* Develop skills in varied media and processes based upon their own visual interests
* Practice methods of visual interaction within a public forum
	1. Content outline:
* Overview of installation art, including history and origins
* Space as an integral element for art “objects”
* The fourth dimension: beyond the object, beyond the site (sound, video, web)
* The body / performance / art as it relates to the body
* Art and the environment, the environment as art
* Earth art / landscape art(chitecture)
* Endurance and experience as art
* Art as social change; art as a political tool
* Legal and illegal: sanctioned art and protest art
* The simulated vs. the real, including photography and the discussion of documentation vs. “object”
* Recycled, reclaimed and repurposed materials
	1. Student expectations and requirements:

Students will be evaluated based upon:

* Successful completion of multiple independent projects
* Successful oral defense of individual projects and ideas (project critique)
* Participation in group critiques and discussions based on other students’ work
* Participation in group critiques and discussions based on reading assignments
	1. Tentative texts and course materials: Internet sources and instructor supplied materials.
1. **Resources**
	1. Library resources: Sufficient
	2. Computer resources: Sufficient
2. **Budget implications:**
	1. Proposed method of staffing: Existing faculty sufficient, however, should course and/or program enrollments increase significantly additional staffing may be required.
	2. Special equipment needed: none beyond existing facilities
	3. Expendable materials needed: none beyond existing facilities
	4. Laboratory materials needed: none beyond existing facilities
3. **Proposed term for implementation:** Spring 2015 (201510)
4. **Dates of prior committee approvals:**

|  |  |
| --- | --- |
| Department of Art | 9/10/2014 |
| Potter College Curriculum Committee  | **11/6/2014** |
| Professional Education Council (if applicable) | **N/A** |
| General Education Committee (if applicable) | **N/A** |
| Undergraduate Curriculum Committee  |  |
| University Senate |  |

Proposal Date: August 19, 2014

**Potter College of Arts & Letters**

**School of Journalism & Broadcasting**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Dr. Victoria LaPoe, victoria.lapoe@wku.edu, cell 502-500-8472

1. Identification of proposed course:

* 1. Course prefix (subject area) and number: SJB 310
	2. Course title: Media Diversity
	3. Abbreviated course title: Media Diversity
	4. Credit hours: 3 Variable credit (yes or no) no
	5. Grade type: Standard grade
	6. Prerequisites/corequisites: none
	7. Course description:

Explores journalistic coverage of diversity in terms of race, culture, gender, and sexual orientation including newspaper, radio, television, film, video games, digital media, advertising, and public relations.

2. Rationale:

* 1. Reason for developing the proposed course:

Currently, diversity is piecemealed throughout a few courses within SJ&B at the discretion of the professor. The School of Journalism & Broadcasting does not offer a standalone course focused solely on diversity. As part of the school’s accreditation, diversity must play a critical role within our curriculum. As the school moves forward to an accreditation visit next year, this is a course that is greatly needed to fit a potential need within accreditation.

This course will add to SJ&B’s curriculum by allowing students to investigate and discuss diversity in terms of their career, an essential element of their education and professional development. It is essential to have this type of course within our curriculum so that diversity may be truly investigated, researched, and discussed within a classroom setting. It is also essential to have a diversity course within a school of journalism, as being inclusive is a must to be an effective and ethical journalist. The more aware students become of the potential of diversity in sourcing and content, the greater the chance they will become inclusive in their reporting as professionals. Historically mainstream journalism has failed to accurately cover issues salient to nonwhites. With changing demographics across the country and expected cultural friction as institutional representation should change to reflect these changes, it is especially important now to arm our students with the knowledge required to accurately cover diversity issues.

* 1. Projected enrollment in the proposed course: 20 +

Based on the current enrollment and interest after offering this course for the first time online in the summer of 2014 20 + students appears fitting for this course. The Institute for Citizenship & Social Responsibility’s director also has expressed interest in listing the course as an elective in the Minor in Social Justice.

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

While some courses in SJ&B touch on diversity issues, currently there are no courses exclusively focused on diversity and media. This course will provide students an in-depth study and exploration of diversity issues within the media. The courses which currently include the discussion of diversity are BCOM 335, and BCOM 365. BCOM 335 is a news discovery and selection course (primarily juniors and seniors); the professor discusses how to be inclusive when covering some minority audiences. In BCOM 365, television reporting and producing (also primarily juniors and seniors), diversity is also discussed as students decide how to report and produce current event stories. SJB 103 is expected to include a diversity element. This digital storytelling course will be taught for the first time next semester. The professors plan to introduce diversity at the freshman level and discuss it tied to ethics. However, for all of the above courses, it is on the professor to include diversity; there is not a specific course currently in the school focus on the many facets of diversity and the growing opportunity of producing content for ethnic media.

* 1. Relationship of the proposed course to courses offered in other departments: Although some courses at WKU discuss diversity and some issues related to SJB 310, no courses develop, from a journalistic point of view the societal tensions resulting from inaccurate and biased media coverage of nonwhites to the extent that this course does. Incorporating knowledge from Wilson et al. (2013) and Entman (2001), among others, this course will discuss how mainstream media helped shape and reinforce negative stereotypes of nonwhites and then explore the minority presses that emerged to counteract the false information disseminated by mainstream news. While this course will focus on several different facets of media diversity and ethnic media, it will compliment courses in African American studies such as AFAM 190: African American Experience, AFAM 358 or 359: Blacks in American History to 1877/Since 1877, AFAM 377: African American Folklife, and AFAM 393: African American Literature. It will also compliment courses in the departments of anthropology and folk studies and sociology such as FLK 280 Cultural Diversity in the U.S., FLK 281 Roots of Southern Culture, FLK 340 Peoples and Cultures of Latin America, FLK 345 Native Americans, FLK 350 Peoples and Cultures of Africa, FLK 371 Urban Folklore, FLK 373 Folklore and the Media, FLK 377 African American Folklife, SOCL 245 Sociology of Popular Culture, SOCL 260 Race and Ethnic Relations, SOCL 304 Sociological Theory: Perspectives on Society, SOCL 350 Systems of Social Inequality, SOCL 355 Sociology of Gender, SOCL 359 Sexuality and Society, SOCL 452 Social Change, SOCL 466 Gender, Family & Society, and SOCL 470 Environmental Sociology. The university has also launched a new major in Diversity and Community Studies, which this course may benefit. These courses approach diversity from either a historical or a critical cultural point of view while this course will approach diversity from an information transmission point of view that highlights the effects of the intersections of diversity, politics, and media.
	2. Relationship of the proposed course to courses offered in other institutions:

Many institutions offer similar courses. Comparable courses include:

Bowling Green State University. JOUR 4550. *Diversity Issues in the Media(3).* Fall. Focus on the news media image of racial and ethnic minorities and the image of women and other underrepresented social groups. Exploration of the extent to which discrimination and prejudice function within news media industries in terms of employment opportunities and how news coverage perpetuates stereotypes of women, people of color and other underrepresented social groups. Open to nonmajors.

###  James Madison University. SMAD 101, *Introduction to Media Arts and Design* The course discusses how media have evolved in this country, the finances of the media, media stereotypes of individuals and groups, media ethics, and briefly compares international media. Students are exposed to minority voices such as Frederick Douglass (editor of the North Star), Robert Abbott (publisher of the Chicago Defender), Mary Ann Shadd Cary (the first black female newspaper publisher in North America), Helen Gurley Brown (editor of Cosmopolitan), David Goldstein (publisher of The Advocate), Margaret Cho (a prominent comedian supportive of LGBT rights), and many other media figures who have explored issues of diversity.

University of Southern Mississippi 445 (upper level undergraduate course) *Sources of Information for a Multicultural Society*. 3 hrs. Overview of the diversity of information resources available in print and other media for a multicultural society and the diversity of information utilization by that society.

New York University. *Journalism & Society: Minorities in the Media* V54

Louisiana State University**.** *Minorities and Media*. MC 3333

Virginia Commonwealth University, *Minorities and the Mass Media* MASC 474

Pennsylvania State University, *Women, Minorities, and the Media*, COMM 205/WMNST 205 (Joint Programs Credit)

University of Wisconsin, *Mass Media and Minorities*, Journalism 662

3. Discussion of proposed course:

* 1. Schedule type: L-Lecture
	2. Learning Outcomes:

By the end of the course a student should be able to:

* Discuss and understand histories of minorities and their representations in media in the United States, a pluralistic society, are pivotal contributors to our social fabric
* Analyze the intersections and interactions of multiculturalism and media
* Critically evaluate media on representations of minority groups and exclusion (and sometimes inclusion) of minority populations and how this process impacts society
* Observe understand, analyze, and respond to images and messages undergirded by multiculturalism
	1. Content outline:

Module 1: Minorities and Media

Module 2: The Other

Module 3: Racism and Sexism in American Entertainment

Module 4: Racism and Sexism in Public Communications

Module 5: Marketing and Public Relations Case Studies

Module 6: Overcoming Race and Gender Insensitive in Media

Module 7: Diversity that Works

* 1. Student expectations and requirements:

Students will be required to complete a series of readings for each course module. In addition, students will write reading responses for each module. Students will also be required to provide current event news examples related to each module. The reading responses and current event examples will help facilitate a fruitful discussion for each module. Group presentations may also be assigned.

* 1. Tentative texts and course materials.

Wilson II, C. C., Gutiérrez, F., & Chao, L. (2013). *Racism, sexism, and the media: Multicultural Issues into the New Communications Age, Sage, 4th edition.*

4. Resources:

* 1. Library resources: sufficient
	2. Computer resources: None

5. Budget implications:

* 1. Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School might need to request an additional faculty line to help support the growth.
	2. Special equipment needed: Available equipment is adequate
	3. Expendable materials needed: None required
	4. Laboratory materials needed: None required

6. Proposed term for implementation:2015(20)

7. Dates of prior committee approvals:

|  |  |
| --- | --- |
| SJ&B Curriculum Committee | 9/23/2014 |
| School of Journalism & Broadcasting | 9/26/2014 |
| PCAL Curriculum Committee  | 11/6/2014 |
| Undergraduate Curriculum Committee  |  |
| University Senate |  |

Proposal Date: Oct. 13th, 2014

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Ke Peng ke.peng@wku.edu (270) 745-5694

**1.** **Identification of proposed course:**

* 1. Course prefix (subject area) and number: CHIN108
	2. Course title: Chinese Calligraphy
	3. Abbreviated course title: Chinese Calligraphy
	(maximum of 30 characters or spaces)
	4. Credit hours: 3 Variable credit (yes or no)
	5. Grade type: Standard Letter grade
	6. Prerequisites/corequisites: None
	7. Course description: This skill-oriented course involves hands-on activities to familiarize students with the key techniques for traditional Chinese calligraphy. Taught in English.

**2. Rationale:**

* 1. Reason for developing the proposed course:

This course is not a Chinese language course, but a culture course designed for students who may have no prior knowledge of Chinese but would like to explore Chinese cultural products and practices. We have received a lot of student requests after we repeatedly offered it as a student organization activity in the past three years. This course familiarizes students with the key concepts and techniques for learning calligraphy that have been taught over the centuries in China, Japan and Korea. Studying Chinese calligraphy is as much a physical exercise as a mental meditation, which emphasizes the control of breath and posture, and movement of the body, shoulder, arm and hand. The well-written characters are the result of achieving balance. This skill-oriented course helps students explore Chinese culture through hands-on activities and group discussion. Ultimately, we would like to propose to add this course to the explorations of WKU Colonnade Program after it is approved by UCC with the aim to introduce students to discipline-specific concepts and practices that provide a variety of ways to know and understand the world.

* 1. Projected enrollment in the proposed course:
	20-25 every semester, since this is not a language course and no prior knowledge of Chinese is required, we expect to attract a great number of freshmen that are interested in Chinese culture.
	2. Relationship of the proposed course to courses now offered by the department: The proposed course will NOT count among the core courses or electives for the Chinese major and minor, however, it will help build the foundation for Chinese/Japanese/Korean character learning and contribute to the long-term character/script retention and ultimately literacy in these languages.
	3. Relationship of the proposed course to courses offered in other departments:
	The course involves an enormous amount of practice and some discussions in a cultural context related to Buddhism, Confucianism and Daoism in Asian society, and complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, RELS 317 Confucianism, RELS 318 Daoism, HIST 461 Modern East Asia, and HIST 471 Modern China. It will be of particular interest to students with majors in Art, Asian Religions and Cultures, History, and Folk Studies and Anthropology.
	4. Relationship of the proposed course to courses offered in other institutions:

Emory University offers Chinese Calligraphy CHN/JPN/EAS 210 and Chinese Writing Systems in Asia (Chinese/East Asian Studies/Linguistics 235). South Florida State University also offers CHIN280 Chinese Calligraphy to examine Chinese character formation and evolution.

**3. Discussion of proposed course:**

* 1. Schedule type: L
	2. Learning Outcomes:
	Upon successful completion of this course, students will be able:
* to master the key concepts and techniques for Chinese calligraphy through hands-on practices;
* to interpret human experience through language and image;
* to identify the origins, evolution and configuration of Chinese characters;
* to demonstrate the characteristics of the Official Script by focusing on the basic strokes and forms of written Chinese characters
* to use Chinese “Four Treasures of the Study,” brush, ink-stick, rice paper, and ink-stone;
* to imitate the words selected from the calligraphy copybook of Yan Zhenqing (709-785) with clear knowledge and demonstration of strokes and structures;
* to appreciate and distinguish various styles performed by great calligraphers in ancient China, including Wang Xizhi (303-361), Ouyang Xun (557-641), and Liu Gongquan (778-865);
* to keep a balanced posture and concentrate on the movement of the brush ;
* to identify the connection of traditional Chinese calligraphy with other modern art forms, writing mediums, and computer graphic design.
	1. Content outline:
	Topics covered in this course include:
* The study of stone tablets from the Han/Tang dynasties
* Pick a favorite tablet (stele) to study
* Main features of Official Script
* Historical background of each model tablet
* Analysis of individual strokes in each model tablet
* Structural analysis of each model tablet
* Copy and practice up to 10 characters in each model tablet
* Seal and inscription on a small piece of finished work
	1. Student expectations and requirements:
	The emphasis is on the techniques, methods and practice of brush writing. Therefore, in addition to class practice, requirements will typically include active participation, completion of homework assignments, monthly presentations, and group discussions.
	2. Tentative texts and course materials:
* ink stone & ink stick
* One large weasel-hair writing brush,
* 100 sheets of 9 square pad
* Rice paper
* Yan Zhenqing style copybook

**4. Resources:**

* 1. Library resources: adequate
	2. Computer resources: adequate

**5. Budget implications:**

* 1. Proposed method of staffing: The course will be taught by existing faculty.
	2. Special equipment needed: None
	3. Expendable materials needed: None
	4. Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2015

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

|  |  |
| --- | --- |
| Modern Languages Department/Division: | **10/21/2014** |
| PCAL Curriculum Committee  | **11/6/2014** |
| Professional Education Council (if applicable) | **N/A** |
| General Education Committee (if applicable) | **N/A** |
| Undergraduate Curriculum Committee  |  |
| University Senate |  |

**Attachment**: Library Resources Form

Proposal Date: Oct. 13th, 2014

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Chinese**

**Contact Person**: Ke Peng ke.peng@wku.edu (270) 745-5694

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: CHIN 370
	2. Course title: Introduction to Modern Chinese Literature and Film
	3. Abbreviated course title: CHIN Lit & Film
	4. Credit hours: 3 Variable credit (yes or no)
	5. Type of course: L
	6. Grade type: Standard Letter grade
	7. Prerequisites: Completion of one CHIN 300-level course
	8. Course catalog listing: Students will learn about modern China and Chinese people through contemporary literature and film in this course.

**2. Rationale:**

* 1. Reason for developing the proposed course:
	The course provides a response to the growing number of students who want to continue their study of Chinese and those who want to pursue a major in Chinese. The last three academic years (2011-2014) witnessed tremendous growth of Chinese programs in the region. Twelve high schools with over 500 students took Chinese through WKU Confucius Institute (CI) and 95 of these high school students were enrolled in WKU Dual Credit Chinese this academic year. At the same time, Over 40 WKU students declared Chinese as their major after the official approval of the Chinese major in January 2014. Therefore, we expect a great need for upper level courses. Students majoring or minoring in Chinese are expected to discuss and debate cultural situations of the contemporary Chinese-speaking world. This course will enable students to learn from reading literature and watching films, and to function independently in increasing language proficiency and Chinese cultural proficiency, as well as in improving their proficiency in language.
	2. Projected enrollment in the proposed course: 10-15 every other year.
	This course will be an elective course for the Chinese major and minor. While the initial offering in fall 2015 will have a smaller enrollment, because of the language and cultural functions practiced in the course, we expect subsequent offerings to reach 10-15 as the Chinese major becomes more established. Students taking this course may come from the program’s own 300 level sequence or may have started their studies in the Chinese Flagship program. Heritage speakers may also take this course with additional requirements such as papers and projects.
	3. Relationship of the proposed course to courses now offered by the department: This course builds on the third-year Chinese courses offered in the department. The proposed course will count among the electives for the Chinese major and minor. It will be one of the elective courses for Chinese majors.
	4. Relationship of the proposed course to courses offered in other departments:
	The course involves an enormous amount of discussion and number of presentations in a cultural context related to Chinese society and film studies, and complements courses such as FILM 369 Introduction to World Cinema, FILM 469 Topics in World Cinema, PS 450 Chinese Politics, HIST 471 Modern China, and HIST 615 Seminar: Chinese State Society and Culture. It will be of particular interest to students with majors in Film Studies, Asian Religions and Cultures, International Affairs, and Folk Studies and Anthropology.
	5. Relationship of the proposed course to courses offered in other institutions:

The University of Louisville (UL) offers coursework in Chinese and a Chinese minor. The University of Kentucky (UK) offers a completely articulated Chinese major and minor program. Of these two institutions, only UK offers a similar course (CHI 321 Introduction to Contemporary Chinese Film) with focus on Chinese cinema. In the proposed course, a number of contemporary Chinese films will also be screened, but original works from major Chinese writers in the twentieth century will also be selected and discussed to help students to become critical thinkers and independent learners.

**3. Discussion of proposed course:**

* 1. Schedule type: L
	2. Learning Outcomes:
	Upon successful completion of this course, students will be able to discuss and debate some of the economic, political, social and cultural situations of the contemporary Chinese-speaking world through modern Chinese literature and film. Additionally, students will become effective managers of their own learning so that they will be able to learn from reading literature and watching films, and function independently in Chinese culture in their future professional pursuits.
	3. Content outline: Students will learn about modern China and Chinese people by reading or watching stories. From everyday life stories taken place in the courtyards to well-known authors’ short speeches, from fifth-generation films on rural China to contemporary documentaries of urban culture, the textual and visual materials will help students to understand and discuss the profound social transformations in modern and contemporary China. The first half of the course will focus on discussing and debating the issues raised by three major films of the 1990’s paired with readings that explore similar topics. In the second half of the course, the focus will be shifted to modern Chinese literature materials in order to expand the range of students’ literature vocabulary to include more formal uses that often draw on sentence patterns, expressions and idioms from classical Chinese.
	4. Student expectations and requirements: In addition to the final performance, requirements will typically include active participation in curricular activities, completion of homework assignments, film presentations, quizzes and group discussions.
	5. Tentative texts and course materials:
* Chih-p'ing Chou. (2004). The silhouette of China: Readings in contemporary Chinese films . 中国侧影:当代中国电影选读.Princeton University Press.
* Chih-p'ing Chou. (2011). Anything Goes: An Advanced Reader of Modern Chinese. 无所不谈：现代汉语高级读本. Princeton University Press.
* Qin-Hong Anderson. (2004). Masterworks Chinese Companion: Expressive Literacy Through Reading and Composition. Cheng & Tsui Company: Boston.

**4. Resources:**

* 1. Library resources: adequate
	2. Computer resources: adequate

**5. Budget implications:**

* 1. Proposed method of staffing: The course will be taught by existing faculty.
	2. Special equipment needed: None
	3. Expendable materials needed: None
	4. Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2015

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

 Modern Languages Department/Division: **10/21/2014** \_\_\_\_\_\_\_\_

 PCAL Curriculum Committee **11/06/2014** \_\_\_\_\_\_\_\_\_

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

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

**Attachment:** Library Resource Form

Proposal Date: April 10, 2014

**Potter College of Arts and Letters**

**Department of Modern Languages**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Ke Peng, ke.peng@wku.edu, 745-5694

**1.** **Identification of proposed course:**

* 1. Course prefix (subject area) and number: CHIN 389
	2. Course title: Internship in Chinese
	3. Abbreviated course title: Internship in Chinese
	(maximum of 30 characters or spaces)
	4. Credit hours: 1-3 Variable credit (yes)
	5. Grade type: standard letter grade
	6. Prerequisites/corequisites: Permission of the program advisor
	7. Course description: Supervised work using Chinese in a professional setting. Only open to Chinese majors or minors. Can be repeated for up to six credit hours.

**2. Rationale:**

* 1. Reason for developing the proposed course:
	This course will support students who choose to gain work experience using their Chinese skills. An increasing number of regional companies seek employees who bring knowledge of a foreign language as one of their job skills. The proposed course will encourage students to seek language-related work experience while still a student, and will make graduates of the Chinese program more competitive on the job market.
	2. Projected enrollment in the proposed course: Based on comparison with similar programs in other languages, we anticipate 1-2 students per year.
	3. Relationship of the proposed course to courses now offered by the department: Similar internship courses are available in Arabic, French, German and Spanish. This course supports other Chinese courses by encouraging students to apply the language and culture skills gained in those courses to their professional development.
	4. Relationship of the proposed course to courses offered in other departments: Internship (cooperative education) courses are offered in departments such as Agriculture, Engineering, Communication, Computer Science and Folk Studies. The proposed course is different from these in that the student will participate in an internship experience that requires the use of his/her foreign language skills.
	5. Relationship of the proposed course to courses offered in other institutions: Credit for a supervised internship in a variety of disciplines is offered at the University of Kentucky, Murray State University, Morehead University, Eastern Kentucky University, Northern Kentucky University and University of Louisville.

**3. Discussion of proposed course:**

* 1. Schedule type: N
	2. Learning Outcomes:
	**-** Students will gain a real sense of how their Chinese language skills can be valuable to employers.

**-** Students will learn to apply their communication skills in professionally demanding environments.

**-** Students will have a better appreciation of career opportunities for Chinese speakers.

* 1. Content outline:
	- Under the direction of a Modern Languages faculty member and supervisor from a cooperating organization, the student will apply his/her knowledge of Chinese to practical assignments of value to the employer.

- The student will compose an essay in Chinese on their application of the language and culture to their work experience.

* 1. Student expectations and requirements: Upon applying to enroll in an internship course in Chinese, the student will review the policies and regulations for cooperative education from the Career Services Center. The student will complete a learning plan with the approval of the Modern Languages faculty member and a supervisor from the cooperating organization. The supervisor from the cooperating organization will evaluate the student’s work performance. At the end of the work assignment, the student will submit a final report from the supervisor and an essay of the student’s own composition about their application of language and culture expertise to their work. The faculty member will assign a grade based on the supervisor’s report and the student’s essay. The internship will consist of at least 50 hours of work for each credit hour.
	2. Tentative texts and course materials: Will vary based on the work experience.

**4. Resources:**

* 1. Library resources: Adequate
	2. Computer resources: Adequate

**5. Budget implications:**

* 1. Proposed method of staffing: A Modern Languages faculty member will oversee and evaluate the student’s internship.
	2. Special equipment needed: None.
	3. Expendable materials needed: None.
	4. Laboratory materials needed: None.

**6. Proposed term for implementation:** Fall 2015

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

|  |  |
| --- | --- |
| Department of Modern Languages | **April 15th, 2014** |
| Potter College Curriculum Committee  | **11/06/2014** |
| Professional Education Council (if applicable) | **N/A** |
| General Education Committee (if applicable) | **N/A** |
| Undergraduate Curriculum Committee  |  |
| University Senate |  |

Proposal Date: Oct. 13th, 2014

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Ke Peng ke.peng@wku.edu (270) 745-5694

**1.** **Identification of proposed course:**

* 1. Course prefix (subject area) and number: CHIN450
	2. Course title: Reading Chinese Classics
	3. Abbreviated course title: Reading Chinese Classics
	(maximum of 30 characters or spaces)
	4. Credit hours: 3 Variable credit (yes or no)
	5. Grade type: Standard Letter grade
	6. Prerequisites/corequisites: Completion of two CHIN 300-level courses
	7. Course description: Students will read excerpts of Chinese Classics to develop in-depth understanding of Chinese values and traditions in cultural context.

**2. Rationale:**

* 1. Reason for developing the proposed course:

The course provides a response to the growing number of Chinese majors at WKU. Over 40 WKU students declared Chinese as their major after the official approval of the Chinese major in January 2014. The biggest challenge our Chinese majors face at the intermediate and advanced level is reading classical Chinese, as it not only entails cultural values used in subtle contexts, but also involves formal Chinese language or Classical Chinese. This course will help students to become independent and strategic readers of Chinese.

* 1. Projected enrollment in the proposed course:
	10-15 every other year. This course will be part of the regular curriculum for the Chinese major. While the initial offering in fall 2015 will have a smaller enrollment, because of the language and cultural functions practiced in the course, we expect subsequent offerings to reach 10-15 as the Chinese major becomes more established. Students taking this course may come from the program’s own 300 level sequence or may have started their studies in the Chinese Flagship program. Heritage speakers may also take this course with additional requirements such as papers and projects.
	2. Relationship of the proposed course to courses now offered by the department: This course builds on the third-year Chinese courses offered in the department. The proposed course will count among the electives for the Chinese major and minor. It will be one of the selective courses for Chinese majors.
	3. Relationship of the proposed course to courses offered in other departments:
	The course involves an enormous amount of discussion and number of presentations in a cultural context related to Chinese society, and complements courses such as RELS 317 Confucianism, RELS 318 Daoism, HIST 461 Modern East Asia, HIST 471 Modern China, HIST 615 Seminar: Twentieth-century China, and HIST 615 Seminar: Chinese State Society and Culture. It will be of particular interest to students with majors in Chinese, Asian Religions and Cultures, International Affairs, and Folk Studies and Anthropology.
	4. Relationship of the proposed course to courses offered in other institutions:

The University of Louisville (UL) offers coursework in Chinese and a Chinese minor. The University of Kentucky (UK) offers a completely articulated Chinese major and minor program. Of these two institutions, only UK offers a similar course at the graduate level (CHI 511: Literary Chinese). Our proposed course focuses on Chinese classics with the attention to cultivate deep interpretation of Chinese values and traditions in cultural context.

Similar to our proposal, the University of Washington offers coursework in first year/second year Classical Chinese as well as Studies in Chinese literature and History of Chinese literature in 2014. Emory University offers a Chinese Literature in Early and Imperial China and courses such as Confucian Classics, Daoism texts and Chinese Buddhism. Emory University offers a completely articulated heritage and non-heritage track Chinese programs. Both of these institutions have one or two courses to accommodate various levels and amount of foreign language and literature courses. Additionally, New York University offers course EAST-UA 722 Readings in Chinese Philosophy and Culture, which starts with Analects.

**3. Discussion of proposed course:**

* 1. Schedule type: L
	2. Learning Outcomes:
	Upon successful completion of this course, students will become familiar with traditional Chinese values and practices through reading Chinese classics. After teacher modeling, guiding practice and independent practice, student will become independent and strategic readers of Chinese.
	3. Content outline:
	Students will explore Chinese values and traditions by reading excerpts of four Chinese classics. From Confucius classic text the *Analects* and the *Three Character Classic*, and the Buddhism classic text *Dizigui* to the mythic geography *the Classic of Mountains and Seas*, students will be able to understand and discuss the profound values and traditions that permeate almost all cultural practices in Chinese-speaking regions.
	4. Student expectations and requirements:
	In addition to the final project, requirements will typically include active participation in curricular activities, completion of homework assignments, weekly presentations, quizzes and group discussions.
	5. Tentative texts and course materials:
* Yinglin Wang and Phebe Xu Gray. (2011).The Three Character Classic: A Bilingual Reader of China's ABCs (Chinese and English Edition).
* Anne Birrell. (2000). The Classic of Mountains and Seas.
* The Analects. Open source materials available online.
* Dizigui- A guide to a happy life. Open source materials available online.

**4. Resources:**

* 1. Library resources: adequate
	2. Computer resources: adequate

**5. Budget implications:**

* 1. Proposed method of staffing: The course will be taught by existing faculty.
	2. Special equipment needed: None
	3. Expendable materials needed: None
	4. Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2015

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

|  |  |
| --- | --- |
| Modern Languages Department/Division: | **10/21/2014** |
| PCAL Curriculum Committee  | **11/06/2014** |
| Professional Education Council (if applicable) | **N/A** |
| General Education Committee (if applicable) | **N/A** |
| Undergraduate Curriculum Committee  |  |
| University Senate |  |

**Attachment:** Library Resources Form

Proposal Date: 10-24-2014

**Potter College of Arts & Letters**

**Department of Theatre and Dance**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Scott Stroot, scott.stroot@wku.edu, (270) 745-6290

1. **Identification of proposed course:**
	1. Course prefix (subject area) and number: THEA 341
	2. Course title: Culture and Performance
	3. Abbreviated course title: Culture and Performance
	4. Credit hours: 3 Variable credit: no
	5. Grade type: Standard letter grade
	6. Prequisites/corequisites: none
	7. Course description: Survey of world theatre exploring how the aesthetics of theatrical performance reflect and influence cultural and social norms across world cultures, both historically and in current practice.
2. **Rationale:**
	1. Reason for developing the proposed course: Culture and Performance is designed to offer students an understanding of the complex, reciprocal relationship between performances and the broader cultures in which they are created and performed. It will focus on the ways in which performances reflect and respond to the world around them, and how they, in turn, shape or re-shape that world. It will be appropriate to students interested in becoming more critical, analytical consumers of performance, as well as those interested in using performance to bring about social change. While these topics may be touched upon in other Theatre & Dance department classes, this proposed course allows the students and teacher to delve deeply into questions that are becoming increasingly important in our globalized society. We envision this course as serving both our own majors *and* the general WKU student population.
	2. Projected enrollment in the proposed course: At the outset we would like to cap the course at no more than 20 students per section, and offer no more than one section of the course per year. If under those circumstances the course proves viable then we would consider responding to demand and offering more sections per academic year.
	3. Relationship of the proposed course to courses now offered by the department: This course builds upon the work done in Theatre Appreciation, but it is distinctly different from that lower-division course. Theatre Appreciation focuses on helping students become engaged, informed audience members for plays and musicals by focusing on aspects of theatre history as well as production practices. Culture and Performance takes the next step, asking students to think about how production and dramaturgical choices in a range of performance forms interact with and make a difference in the larger world. This course is also intended to be the theatre equivalent to our upper division “aesthetics” course for dance majors; *DANC 360: Dance in Culture*.
	4. Relationship of the proposed course to courses offered in other departments: There are currently no courses in the WKU catalog emphasizing world theatre traditions offered by another WKU department.
	5. Relationship of the proposed course to courses offered in other institutions: Colleges and universities commonly offer courses that examine connections between theatrical performance and cultural and social structures. The University of Kentucky offers THEA 286: Social Action Theatre as well as THEA 587: Gender and Performance. The University of Louisville offers TA 326: Cultural Diversity in Performance that focuses on the influence of works by minority playwrights, while Northern Kentucky University offers TAR 348: Theatre History and Society as a class designed for non-majors focusing on the interplay between dramatic works and social structures.
3. **Discussion of proposed course:**
	1. Schedule type: S
	2. Learning outcomes: students successfully completing this course will be able to demonstrate an appreciation of:
* How performing artists in specific social and cultural contexts have used theatrical performance to define and/or challenge social norms and ideas of selfhood and citizenship.
* How theatrical performance has been used in specific cultural contexts to either promote social cohesion or encourage civic engagement and dissent.
* How the theatrical performance been and can be used as a means of identifying and addressing social and cultural problems.
	1. Content outline:

While adhering to the general learning outcome goals listed above, the exact content & progression of any given section of this course will depend on the preferred approach of individual instructors. What follows is by way of example only, and is included here to provide some insight into how a section of this course might be plotted out:

* Unit 1 – Theatre as Community Ritual: This unit will examine how theatre has been used a ritual to define community and reinforce religious and political systems in different cultures and societies.
* Unit 2 – Theatre and the State: This unit will look at how theatre has been used to promote and define civic virtues and to support specific political and social structures. Genres and periods examined may include Greek Tragedy, Renaissance Theatre in England, and 20th century Beijing Opera.
* Unit 3 – Theatre as Popular Entertainment: This unit will examine how “popular” theatre can implicitly and explicitly support or undermine accepted values. It will particularly examine how theatre can shape perception of social roles including those related to gender, race and class. Genres examined may include Commedia dell’Arte, Kabuki, melodrama, minstrel shows and musical theatre.
* Unit 4 – Theatre for Social Change: This unit will look at texts and performance strategies geared specifically towards bringing attention to social ills or encouraging civic engagement. This unit will examine movements such as social realism, epic theatre, documentary theatre and Boal’s Theatre of the Oppressed.
	1. Student expectations and requirements: Students will be assessed on a variety of written assignments, with an emphasis on analysis, research and critical thinking. These assignments will include at least one performance response to a live production, video or dramatic text. Students will also be assessed through quizzes and exams.
	2. Tentative texts and course materials: Again, which course materials to employ is a decision that will ultimately be left up to individual instructors; What follows is by way of example only, and is included here to provide some insight into sort of texts available:
* Greenwald, Michael, Shultz, Roger, and Roberto Dario Pomo, eds.. Longman Anthology of Drama and Theatre: The Global Perspective. New York: Longman, 2002. Print.
1. **Resources:**
	1. Library resources: Existing resources are sufficient.
	2. Computer resources: Existing resources are sufficient.
2. **Budget implications:**
	1. Proposed method of staffing: Current staffing is adequate. Several faculty members within the department are qualified to teach the course and have expressed an interest in offering it. We envision the teaching duties rotating among a handful of faculty. If demand rises appreciably, adjunct instructors could also be used.
	2. Special equipment needed: None
	3. Expendable materials needed: None
	4. Laboratory materials needed: None
3. **Proposed term for implementation:** Fall 2015
4. **Dates of prior committee approvals:**

Department of Theatre and Dance 8/20/14

Potter College Curriculum Committee \_11/6/2014\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Proposal Date: September 15, 2014

**Potter College of Arts & Letters**

**Department of History\_**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Richard Weigel, Richard.Weigel@wku.edu, 5-5724

**1. Identification of program:**

* 1. Current program reference number: 592
	2. Current program title: Social Studies
	3. Credit hours: 60
	4. On-line delivery %: 40-50 % (varies by semester)

**2. Identification of the proposed program changes:** adding additional course options

**3. Detailed program description:**

 **Current Program Proposed Program**

|  |  |
| --- | --- |
| The major in social studies requires a minimum of sixty hours and leads to a bachelor of Arts degree. Students completing this major may be certified in social studies.(pages 75-76 of current WKU catalog) | The major in social studies requires a minimum of sixty hours and leads to a bachelor of Arts degree. Students completing this major may be certified in social studies. |
|  |  |

**Current Program Proposed Program**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prefix | # | Course Title | Hrs. |  | Prefix | # | Course Title | Hrs. |
| HIST | 101 | World History to 1500 | 3 |  | HIST | 101 | World History to 1500 | 3 |
|  | 102 | World History sn 1500 | 3 |  |  | 102 | World History sn 1500 | 3 |
|  | 240 | U.S. to 1865 | 3 |  |  | 240 | U.S. to 1865 | **3** |
|  | 241 | U.S. sn 1865 | 3 |  |  | 241 | U.S. sn 1865 | 3 |
|  | 498 | Senior Seminar | 3 |  |  | 498 | Senior Seminar | 3 |
|  | 300-400 level | (U.S. History) | 3 |  |  | 300-400level | (U.S. History) | 3 |
|  | 300-400 level | (Europe to 1648) | 3 |  |  | 300-400level | (Europe to 1648)  | **3** |
|  | 300-400 level | (Europe since 1648) | 3 |  |  | 300-400level | (Europe since 1648) | **3** |
|  | 300-400 level | (Areas other than Europe or U.S.) | 3 |  |  | 300-400-level | (Areas other than Europe or U.S.)  | **3** |
| PS | 110 | Amer. Govt. | 3 |  | PS | 110 | Amer. Govt. | **3** |
|  | 250 or 260 | International or Comparative Politics | **3** |  |  | 250 or 260 | International or Comparative Politics | **3** |
|  | 310, 316, 326, 327, 328, 370 | Restricted Elective in U.S. Politics | **3** |  |  | 310, 316, 326, 327, 328, **357,** 370,**373**,or **435** | Restricted Elective in U.S. Politics | **3** |
| GEOG  | 101110 |  Human GeographyWorld Regional Geography | 3 |  | GEOG | 110 | World Regional Geography | **3** |
|  | 350, 360, 425, or 430 | Restricted Electives | 33 |  | **330,** 350, 360, **364, 378,** 425, **465, 466, or 467** |  | Restricted Electives | **3****3** |
| ECON  | 202 | Microeconomics | 3 |  | ECON | 202 | Microeconomics | **3** |
|  | 203 | Macroeconomics | 3 |  |  | 203 | Macroeconomics  | **3** |
| ANTH | 120 | Cultural Anthropology | 3 |  | ANTH | 120 | Cultural Anthropology | **3** |
| PSY | 100 | Gen. Psychology | 3 |  | PSY | 100 | Gen. Psychology | **3** |
| SOCL | 100 | Intro. Sociology | 3 |  | SOCL | 100 | Intro. Sociology | **3** |
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| TOTALS |  | Credit Hours | 60 |  | TOTALS |  | Credit Hours | **60** |

Changes are to be in **BOLD** on both sides of the table. Please do not highlight or use different color font.

**4. Rationale for the proposed program change:** To provide additional options of courses basic to the program. We propose removing GEOG 101 Human Geography, which is no longer taught, and substituting GEOG 330 Introduction to Cultural Geography for GEOG 430, which was previously Cultural Geography and is now Topics in Cultural Geography, and adding GEOG 364 Europe, 378 Food, Culture, and Environment, 465 Asia, 466 Africa, and 467 Middle East as options in Geography. As options in Political Science, we propose adding PS 357 U.S. Foreign Policy, 373 Minority Politics, and 435 American Political Thought.

**5. Proposed term for implementation and special provisions (if applicable):** Spring 2015

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

HistoryDepartment: \_\_10/20/14\_\_\_\_\_\_\_\_\_

 Potter College Curriculum Committee \_\_11/06/14\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Professional Education Council \_\_11/12/14\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Proposal Date: September 3, 2014

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Revise A Program**

**(Action Item)**

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

**1. Identification of program:**

* 1. Current program reference number: 609
	2. Current program title: Major in Arabic
	3. Credit hours: 36

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

Change to list of electives

**3. Detailed program description:**

|  |  |
| --- | --- |
| CURRENT PROGRAM:**Required core courses: (18 hours)*** **ARBC 102 (3 hours) Elementary Arabic II**
* **ARBC 201, 202 (6 hours) Intermediate Arabic I & II**
* **ARBC 301, 302 (6 hours) Advanced Arabic I & II**
* **~~ARBC 321 (3 hours) Colloquial Arabic~~**

**Elective Courses (18 hours):~~At least six courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. Students may include among the six courses up to six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (e.g., courses in Arabic history, philosophy, and/or religion), only with permission of the program advisor. Students may choose from the following elective courses: Arabic language courses--ARBC 322, 323, 324, 435, 437, 438, 455; Courses on Arabic studies delivered in English—HIST 462, GEOG 467, PS 365, RELS 306, 311, 320, or other courses with permission of the program advisor (maximum 6 hours).~~** | PROPOSED PROGRAM:**Required core courses: (18 hours)*** **ARBC 102 (3 hours) Elementary Arabic II**
* **ARBC 201, 202 (6 hours) Intermediate Arabic I & II**
* **ARBC 301, 302 (6 hours) Advanced Arabic I & II**
* **ARBC 437 (3 hours) Advanced Media Arabic**

**Elective Courses (18 hours):At least six other ARBC courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. Students may include among the six courses up to six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (HIST 462, GEOG 467, PS 365, RELS 306, 311, 320 or other courses with permission of the program advisor).**  |

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

The revised wording more closely parallels that in other modern language majors: Spanish, French, German and Chinese. It will allow for additional ARBC electives to be included in the program without requiring a separate program revision for each new course. For example, ARBC 306 (Experiencing Arabic Abroad), ARBC 389 (Internship in Arabic), and ARBC 499 (Advanced Studies in Arabic) did not exist when the program was originally approved. These courses were added in 2014 and this proposal would include them as electives for the major.

 The proposal also replaces the course ARBC 321 (Colloquial Arabic) with ARBC 437 (Advanced

Media Arabic) as a required course. The former course requirement is often, but not always, fulfilled by an equivalent colloquial course taken by students in a study abroad setting. ARBC 437 is normally taken at WKU. ARBC 437 is also more closely connected to other ARBC electives, such as ARBC 438 (Topics in Arabic Media) and ARBC 322 (Translation) and thus more useful as a required core course.

**5. Proposed term for implementation and special provisions (if applicable): Spring 2015**

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

|  |  |
| --- | --- |
| Department of Modern Languages  | **October 21, 2014** |
| Potter College Curriculum Committee  | **November 6, 2014** |
| Professional Education Council (not applicable) | **N/A** |
| Undergraduate Curriculum Committee  |  |
| University Senate |  |

Proposal Date: September 3, 2014

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Revise A Program**

**(Action Item)**

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

**1. Identification of program:**

1.1 Current program reference number: 315

1.2 Current program title: Minor in Arabic

1.3 Credit hours: 30

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

* Change to list of electives

**3. Detailed program description:**

|  |  |
| --- | --- |
| CURRENT PROGRAM:**Required core courses: (15 hours)*** **ARBC 102 (3 hours) Elementary Arabic II**
* **ARBC 201, 202 (6 hours) Intermediate Arabic I & II**
* **ARBC 301, 302 (6 hours) Advanced Arabic I & II**

**Elective Courses (15 hours):~~At least five courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. Students may include among the five courses up to six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (e.g., courses in Arabic history, philosophy, and/or religion), only with permission of the program advisor. Students may choose from the following elective courses: Arabic language courses--ARBC 321, 322, 323, 324, 435, 437, 438, 455; Courses on Arabic studies delivered in English—HIST 462, GEOG 467, PS 365, RELS 306, 311, 320, or other courses with permission of the program advisor (maximum 6 hours).~~** | PROPOSED PROGRAM:**Required core courses: (15 hours)*** **ARBC 102 (3 hours) Elementary Arabic II**
* **ARBC 201, 202 (6 hours) Intermediate Arabic I & II**
* **ARBC 301, 302 (6 hours) Advanced Arabic I & II**

**Elective Courses (15 hours):At least five other ARBC courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. Students may include among the five courses up to six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (HIST 462, GEOG 467, PS 365, RELS 306, 311, 320 or other courses with permission of the program advisor).** |

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

The revised wording more closely parallels that in other modern language minors: Spanish, French, German and Chinese. It will allow for additional ARBC electives to be included in the program without requiring a separate program revision for each new course. For example, ARBC 306 (Experiencing Arabic Abroad), ARBC 389 (Internship in Arabic), and ARBC 499 (Advanced Studies in Arabic) did not exist when the program was originally approved. These courses were added in 2014 and this proposal would include them as electives for the minor.

**5. Proposed term for implementation and special provisions (if applicable): Spring 2015**

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

|  |  |
| --- | --- |
| Department of Modern Languages  | **October 21, 2014** |
| Potter College Curriculum Committee  | **November 6, 2014** |
| Professional Education Council (not applicable) | **N/A** |
| Undergraduate Curriculum Committee  |  |
| University Senate |  |

Proposal Date: October 13th, 2014

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Ke Peng, ke.peng@wku.edu, 270-745-5694

**1. Identification of program:**

* 1. Current program reference number: 624
	2. Current program title: Major in Chinese
	3. Credit hours: 36

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

* Include Chinese Flagship courses and other CHIN300- and 400- level courses as electives

**3. Detailed program description:**

|  |  |
| --- | --- |
| CURRENT PROGRAM:**Catalog description: The proficiency-oriented Chinese major is built upon a 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 CHIN 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 and with permission of program advisor.** **Elective may chosen from the following: Chinese Language Courses-CHIN200-level courses other than 201/202 (3 hours maximum); ~~CHIN 318, 401, 402, 418, 420 (15 hours maximum)~~; Study abroad- CHIN306 (maximum of 6 hours); Courses on Chinese Studies (delivered in English)-HIST 460, 461, 471; PS 366; RELS 308, 317, 318; or other courses with permission of program advisor (maximum of 6 hours).**  | PROPOSED PROGRAM:**Catalog description: The proficiency-oriented Chinese major is built upon a 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 or courses taken with the Chinese Flagship Program (CHNF). Chinese Flagship students must have been admitted to or be in good standing in the Honors College. 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 (21-22 hours):** * **CHIN 102 (3 hours) Elementary CHIN II – or – CHNF 101 (4 hours) Intensive Elementary Chinese I**
* **CHIN 201 (3 hours) Intermediate Chinese I –or – CHNF 102 (4 hours) Intensive Elementary Chinese II**
* **CHIN 202 (3 hours) Intermediate Chinese II – or – CHNF 201 (4 hours) Intensive Intermediate Chinese I**
* **CHIN 301 (3 hours) Advanced Intermediate Chinese I – or – CHNF 202 (4 hours) Intensive Intermediate Chinese II**
* **CHIN 302 (3 hours) Advanced Intermediate Chinese I (required for students not taking CHNF courses)**
* **CHIN 401 (3 hours) Advanced Chinese I**
* **CHIN 402 (3 hours) Advanced Chinese II**

**Elective Courses (14-15 hours):****At least four Chinese or Chinese Flagship 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 the 300-level and with permission of program advisor.** **Elective may chosen from the following: Chinese Language Courses - CHIN200-level courses other than 201/202 (3 hours maximum); CHIN or CHNF 300- or 400-level courses; Study abroad- CHIN 306 (maximum of 6 hours); Courses on Chinese Studies (delivered in English) -HIST 460, 461, 471; PS 366; RELS 308, 317, 318; or other courses with permission of program advisor (maximum of 6 hours).**  |

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

After the Chinese major proposal was approved, we created CHIN 306 (Experiencing Chinese Abroad) and CHIN 389 (Internship in Chinese), and we plan to add more Chinese courses as needed. We also received several requests from Chinese Flagship students who wanted to add a Chinese major. The changes made above will not only allow us to accommodate the needs of the Chinese Flagship students, but also give all Chinese majors the flexibility to elect any courses from the 300- and 400-level as practiced **in other Modern Languages major programs such as French, German and Spanish.**

**5. Proposed term for implementation and special provisions (if applicable): Spring 2015**

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

|  |  |
| --- | --- |
| Department of Modern Languages  | **Oct. 21st, 2014** |
| Potter College Curriculum Committee  | **11/06/2014** |
| Professional Education Council (not applicable) | **N/A** |
| Undergraduate Curriculum Committee  |  |
| University Senate |  |

Proposal Date: October 13th, 2014

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Ke Peng, ke.peng@wku.edu, 270-745-5694

**1. Identification of program:**

* 1. Current program reference number: 337
	2. Current program title: Minor in Chinese
	3. Credit hours: 30

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

* Include Chinese Flagship courses and other CHIN300- and 400- level courses as electives

**3. Detailed program description:**

|  |  |
| --- | --- |
| CURRENT PROGRAM:**Catalog description: The minor in Chinese requires 30 credit hours. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge. Study abroad is strongly 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 CHIN 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. 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 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) and with permission of program advisor.** **Elective may chosen from the following: Chinese Language Courses-CHIN200-level courses other than 201/202 (3 hours maximum); ~~CHIN 318, 401, 402, 418, 420 (12 hours maximum)~~; Study abroad- CHIN306 (maximum of 6 hours); Courses on Chinese Studies (delivered in English)-HIST 460, 461, 471; PS 366; RELS 308, 317, 318; or other courses chosen with permission of program advisor (maximum of 3 hours).** | PROPOSED PROGRAM:**Catalog description: The minor in Chinese requires 30 credit hours. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge or courses taken with the Chinese Flagship Program** **(CHNF). Chinese Flagship students must have been admitted to or be in good standing in the Honors College. Study abroad is strongly recommended. No course with a grade of “D” or below may be counted toward the minor.** **Required core courses (18-19 hours):** * **CHIN 102 (3 hours) Elementary CHIN II – or – CHNF 101 (4 hours) Intensive Elementary Chinese I**
* **CHIN 201 (3 hours) Intermediate Chinese I –or – CHNF 102 (4 hours) Intensive Elementary Chinese II**
* **CHIN 202 (3 hours) Intermediate Chinese II – or – CHNF 201 (4 hours) Intensive Intermediate Chinese I**
* **CHIN 301 (3 hours) Advanced Intermediate Chinese I – or – CHNF 202 (4 hours) Intensive Intermediate Chinese II**
* **CHIN 302 (3 hours) Advanced Intermediate Chinese I (required for students not taking CHNF courses)**
* **CHIN 401 (3 hours) Advanced Chinese I**

**Elective Courses (11-12 hours):****At least three Chinese or Chinese Flagship courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. Students 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) 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) and with permission of program advisor.** **Elective may chosen from the following: Chinese Language Courses- CHIN 200-level courses other than CHIN201/202 (3 hours maximum); Chinese or Chinese Flagship courses at the 300- or 400-level; Study abroad- CHIN 306 (maximum of 6 hours); Courses on Chinese Studies (delivered in English)- HIST 460, 461, 471; PS 366; RELS 308, 317, 318; or other courses chosen with permission of program advisor (maximum of 3 hours).** |

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

After the Chinese minor proposal was approved, we created CHIN 306 (Experiencing Chinese Abroad) and CHIN 389 (Internship in Chinese), and we plan to add more Chinese courses as needed. We also received several requests from Chinese Flagship students who wanted to add a Chinese minor. The changes made above will not only allow us to accommodate the needs of the Chinese Flagship students, but also give all Chinese minors the flexibility to elect any courses from the 300- and 400-level as practiced **in other Modern Languages minor programs such as French, German and Spanish.**

**5. Proposed term for implementation and special provisions (if applicable): Spring 2015**

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

|  |  |
| --- | --- |
| Department of Modern Languages  | **Oct. 21st, 2014** |
| Potter College Curriculum Committee  | **11/06/2014** |
| Professional Education Council (not applicable) | **N/A** |
| Undergraduate Curriculum Committee  |  |
| University Senate |  |