

Undergraduate Curriculum Committee
Western Kentucky University

Report to the University Senate:

Date: 27 October, 2011
From: **John White, Chair**

The Undergraduate Curriculum Committee submits the following items from the 27 October, 2011 meeting for approval by the University Senate:

Information Item Report:

- III. Revise Course Prerequisites/Corequisites
 - FACS 373
 - EE 380
 - EE 210
 - EE 473
- VIII. Revise Course Catalog Listing
 - POP 201
- XIII. Revise a Course Number
 - FLK 375
- XIV. Revise a Course Title
 - FACS 499
 - FACS 495
 - AMS 301

Consent Item Report:

- II. Make Multiple Revisions To Existing Courses
 - LTCY 320
 - LTCY 420
- III. Create New Courses
 - PHIL 427
 - INFO 336
- V. Revise Programs
 - 245 Hospitality Management
 - 758 Popular Culture Studies
- VI. Create New Certificate Programs
 - Food Processing and Technology

- VII. Create New Minors
Global Health Service
Minor in News/Editorial Journalism Writing

September 6, 2011

College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Revise Course Prerequisites
(Consent Item)

Contact Person: Dr. Rich Patterson, rich.patterson@wku.edu, 5-4031

1. Identification of course:
 - 1.1 Course prefix and number: FACS 373
 - 1.2 Course title: Hospitality and Tourism Marketing
 - 1.3 Credit hours: 3
2. Current prerequisites: FACS 271 and MKT 220
3. Proposed prerequisites: FACS 271, 275 and 276
4. Rationale for the revision of prerequisites: In 2009, multiple revisions were made to this course and prerequisite changes were inadvertently omitted on the form. This proposal is to rectify that error and to establish the prerequisites that were originally intended. The proposed prerequisites FACS 271 (Tourism Planning and Development), FACS 275 (Restaurant Management), and FACS 276 (Lodging Operations) will provide the background necessary for students to be successful in this course. MKT 220 is no longer a requirement in our program and is not necessary for this course.
5. Effect on completion of major/minor sequence: None
6. Proposed term for implementation: Summer 2012
7. Dates of prior committee approvals:

Family and Consumer Sciences Department:	Sept. 9, 2011_____
CHHS Undergraduate Curriculum Committee:	___ Sept 26, 2011___
Undergraduate Curriculum Committee:	___10/27/2011___
University Senate:	_____

Attachment: Course Inventory Form

Proposal Date: 08/20/11

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

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

1. Identification of course

- 1.1 Course prefix (subject area) and number: EE 380
- 1.2 Title: Microprocessors
- 1.3 Credit hours: 4.0

2. Current prerequisites: EE 180, EE 210, and CS 239

3. Proposed prerequisites: EE 180 (C or better), EE 210 and CS 239 (C or better)

4. Rationale for the revision of course prerequisites: A “C” or better in EE 180 and CS 239 will better prepare students for EE 380.

5. Effect on completion of major/minor sequence: none

6. Proposed term for implementation: Summer 2012

7. Dates of prior committee approvals:

Department of Engineering	13 September 2011
Ogden College Curriculum Committee	13 October 2011
University Curriculum Committee	10/27/2011
University Senate	

Attachment: Course Inventory Form

Proposal Date: 08/20/11

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

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

1. Identification of course

- 1.1 Course prefix (subject area) and number: EE 210
- 1.2 Title: Circuits and Networks I
- 1.3 Credit hours: 3.5

2. Current prerequisite:

Math 137

Current corequisite:

Physics 265

3. Proposed prerequisite:

Math 137 (C or better)

Proposed prerequisites or corequisites:

Physics 265

4. Rationale for the revision of course prerequisites/corequisites: PHYS 265 is being changed from a corequisite to a prerequisite or corequisite. A "C" or better in MATH 137 will better prepare students for EE 210.

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

6. Proposed term for implementation: Summer 2012

7. Dates of prior committee approvals:

Department of Engineering

13 September 2011

Ogden College Curriculum Committee

13 October 2011

University Curriculum Committee

10/27/2011

University Senate

Attachment: Course Inventory Form

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

Attachment: Course Inventory Form

Proposal Date: September 12, 2011

**Potter College
Department of Folk Studies and Anthropology
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Erika Brady, erika.brady@wku.edu, 745-5902

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: FLK 375
- 1.2 Title: Supernatural Folklore
- 1.3 Credit hours: 3

2. Proposed course number: FLK 275

3. Rationale for the revision of course number: Folk Studies has no 100-level and relatively few 200-level classes. The broad appeal of FLK 375 and the fact that it is frequently taken by students with no prior coursework in the discipline lends itself to being taught at the 200 level. Substantial changes to course content or objectives are not anticipated.

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:

Folk Studies and Anthropology Department: 9/12/2011

Potter College Curriculum Committee 10/03/2011

Undergraduate Curriculum Committee 10/27/2011

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 1 September 2011

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

Contact Person: Adam R. West, adam.west@wku.edu, 270-745-5138

1. Identification of course:

- 1.4 Current course prefix and number: FACS 495
- 1.5 Current course title: INTERPERSONAL/RELATIONSHIP VIOLENCE
- 1.6 Credit hours: 3

2. Proposed course title: FAMILY AND RELATIONSHIP VIOLENCE

3. Proposed abbreviated course title: FAMILY & RELATIONSHIP VIOLENCE

4. Rationale for the revision of course title:

The proposed course title and the associated abbreviated title more accurately reflect the course and student objectives. The course focuses on understanding the theoretical underpinnings and etiology of family and relationship violence. The current course title does not reflect the emphasis on family and can be confusing with the forward slash in the title. Likewise, the current abbreviated title, RELATIONSHIPS/VIOLENCE, is not clear and transparent to students and others. The new titles aim to briefly and clearly describe the focus of the course.

5. Proposed term for implementation: Summer 2012

6. Dates of prior committee approvals:

FACS Department: _____ Sept. 9, 2011 _____

CHHS Undergraduate Curriculum Committee _____ Sept 26, 2011 _____

Undergraduate Curriculum Committee _____ 10/27/2011 _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 1 September 2011

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

Contact Person: Adam R. West, adam.west@wku.edu, 270-745-5138

1. Identification of course:

- 1.1 Current course prefix and number: FACS 499
- 1.2 Current course title: ISSUES IN FAMILY AND CHILD STUDIES
- 1.3 Credit hours: 3

2. Proposed course title: FAMILY POLICY ANALYSIS

3. Proposed abbreviated course title: FAMILY POLICY ANALYSIS

4. Rationale for the revision of course title:

The proposed title more accurately reflects the course objectives. A majority of the course and student objectives focus on the identification, analysis, and implementation of various policies and laws that affect families. The new title will be more reflective of course content and more transparent by the course name about the nature of the course. Transparency in the course title is especially important on official student transcripts.

5. Proposed term for implementation: Summer 2012

6. Dates of prior committee approvals:

FACS Department: Sept. 9, 2011

CHHS Undergraduate Curriculum Committee Sept 26, 2011

Undergraduate Curriculum Committee 10/27/2011

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 08/17/2011

**Ogden College of Science & Engineering
Department of Architectural & Manufacturing Sciences
Proposal to Revise Course Title
(Consent Item)**

Contact Person: John Khouryieh, email: hanna.khouryieh@wku.edu , phone: 270-852-6407

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: AMS 301
 - 1.2 Current course title: Science of Food Processing
 - 1.3 Credit hours: 3
- 2. Proposed course title: Introduction to Food Science and Technology**
- 3. Proposed abbreviated course title: Intro to Food Sci & Technology
(max. of 30 characters including spaces)**
- 4. Rationale for the revision of course title:** this course is the foundation course in the food processing and technology concentration. Its primary goal is to introduce students to the basics concepts of food science and technology, not to the science of food processing. The current course title contradicts with other food processing courses. Students need to be taught the science of food in this course, not the science of food processing. We already have two courses focusing on the principles of food processing (AMS352 and AMS462).
- 5. Proposed term for implementation: Summer 2012**
- 6. Dates of prior committee approvals:**

AMS Department/Division:	September 9, 2011_____
OCSE Curriculum Committee	October 13, 2011_____
Undergraduate Curriculum Committee	10/27/2011_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Jennifer D. Montgomery (jennifer.montgomery@wku.edu; 745-2878)

1. Identification of course:

- 1.7 Current course prefix (subject area) and number: LTCY 320
- 1.8 Course title: Teaching Reading in Elementary School
- 1.9 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Teaching Reading in Elementary School
- 2.2 Proposed course title: Foundations of Teaching Literacy in the Elementary Grades
- 2.3 Proposed abbreviated title: Foundation Elem Literacy
- 2.4 Rationale for revision of course title: The course focuses on the knowledge, theory, and research regarding literacy in preparation for LTCY 420, a course in which students apply their learning. In addition, the course provides instruction in all strands of the English Language Arts, including reading, writing, listening and speaking, and language. The revised title more accurately describes the content of the course.

3. Revise course catalog listing:

- 3.1 Current course catalog listing: An introduction to reading instruction for elementary grade children; includes an examination of reading needs, teaching methods, materials, and resources related to reading skills development. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.
- 3.2 Proposed course catalog listing: An introduction to literacy instruction for elementary grade children; includes an examination of reading needs, instructional methods, materials, and resources related to the development of standards-based literacy skills and strategies; provides instruction on foundational theories and research. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.
- 3.3 Rationale for course catalog listing: To be more descriptive of the course content and remain current with the demands of the field.

4. Proposed term for implementation: Summer 2012

5. Dates of prior committee approvals:

School of Teacher Education: 08/18/2011

CEBS Curriculum Committee 09/06/2011

Professional Education Council 09/14/2011

Undergraduate Curriculum Committee 10/27/2011

University Senate

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Jennifer D. Montgomery (jennifer.montgomery@wku.edu; 745-2878)

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: LTCY 420
- 1.2 Course title: Reading in the Primary Grades
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Reading in the Primary Grades
- 2.2 Proposed course title: Literacy Methods in the Elementary Grades
- 2.3 Proposed abbreviated title: Literacy Elem Grades
- 2.4 Rationale for revision of course title: The use of “primary grades” implies kindergarten through third grade. The course addresses kindergarten through fifth grade. In addition, the course provides instruction in all strands of the English Language Arts, including reading, writing, listening and speaking, and language. The revised title more accurately describes the content of the course.

3. Revise course catalog listing:

- 3.1 Current course catalog listing: A second course in reading designed to offer a detailed view of the principles, materials, and methods of instruction for grades P-5. Field experiences in public schools and/or other appropriate setting away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.
- 3.2 Proposed course catalog listing: A second course in literacy designed to offer standards-based, practical applications of instruction that build on the content of LTCY 320. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.
- 3.3 Rationale for revision of course catalog listing: To be more descriptive of the course content and remain current with the demands of the field.

4. Proposed term for implementation: Summer 2012

5. Dates of prior committee approvals:

School of Teacher Education: 08/18/2011

CEBS Curriculum Committee 09/06/2011

Professional Education Council 09/14/2011

Undergraduate Curriculum Committee 10/27/2011

University Senate

Attachment: Course Inventory Form

Proposal Date: Sept. 12, 2011

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

Contact Person: Michael J. Seidler, michael.seidler@wku.edu, 745-5756

1. Identification of proposed course:

- 1.10 Course prefix (subject area) and number: Phil 427
- 1.11 Course title: Philosophy of Law
- 1.12 Abbreviated course title: Philosophy of Law
- 1.13 Credit hours and contact hours: 3
- 1.14 Type of course: S
- 1.15 Prerequisites/requisites: one philosophy course, or permission of instructor
- 1.16 Course catalog listing: A study of theories on the nature and origin of law, basic legal concepts (obligation, right, equality, liberty, justice), legal moralism, church and state, civil disobedience, and other topics.

2. Rationale:

- 2.1 Reason for developing the proposed course:
 - o to provide students with an opportunity to explore the philosophical foundations of law as a basic social institution
 - o to diversify course offerings in the Phil major and minor
 - o to build a better foundation for an applied ethics concentration in Phil program
 - o to bring the Phil curriculum into line with comparable programs around the country, particularly WKU's benchmark schools
 - o to support the new Legal Studies minor with an important elective
 - o to encourage cross-disciplinary enrollments among students from different subject areas (esp. Poli-Sci, History, Criminology, Psychology, etc.)
- 2.2 Projected enrollment in the proposed course: 20 students (every two years)
- 2.3 Relationship of the proposed course to courses now offered by the department:

The following courses touch occasionally on issues related to the proposed course: PHIL 202 : *Racial Justice* (racial justice, racism, legal remedies for racial prejudice), PHIL 322: *Biomedical Ethics* (case law addressing biomedical and bioethical issues), PHIL 323: *Social Ethics* (social justice issues), PHIL 324: *War and Peace* (laws justifying and regulating war), PHIL 333: *Marx and Critical Theory* (ideological dimensions of law), PHIL 344: *Early Modern Moral Philosophy* (natural law, law of nations), PHIL 350: *Ethical Theory* (ethical foundations of law). None of them focuses on the nature of law as such, the basis of its obligatoriness, the differences among types of law, and other analytical and foundational issues.

- 2.4 Relationship of the proposed course to courses offered in other departments: The new Legal Studies Minor contains a broad array of required and elective courses, from many departments, that have a bearing on law and legal ethics. Those that seem to come closest to the proposed course (in terms of an interest in the origin and nature of law, its philosophical justification, and its fundamental relation to moral theory) are PS 326: *Constitutional Law*, PSY 470, *The Psychology of Law*, SOC 432: *Sociology of Criminal Law*, HIST 445/446: *American Legal History*, and PHIL 350: *Ethical Theory*. However, none of these courses deal directly with the fundamental conceptual problems and justificatory issues addressed in standard philosophy of law courses.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Fourteen of WKU's nineteen benchmark schools offer a course in the "philosophy of law." They include the following: California State University-Chico, California State University-Fresno, Florida Atlantic University-Boca Raton, Eastern Illinois University, Eastern Michigan University, Indiana State University, Missouri State University, Montclair State University, Northern Arizona University, Oakland University, Towson University, Western Illinois University, Wichita State University, Youngstown State University. Among other Kentucky institutions, philosophy of law is taught at: the University of Kentucky, the University of Louisville, and Northern Kentucky University.

3. Discussion of proposed course:

- 3.1 Course objectives:
- o to acquaint students with classical and contemporary legal philosophers and texts
 - o to enable students to detect, employ, and evaluate the basic philosophical assumptions, concepts, and terms encountered in legal opinions and discussions
 - o to demythologize law by familiarizing students with different accounts of its nature, aims, and origins, and also its responsiveness to social, cultural, political, and ideological factors

3.2 Content outline:

- I. Classical Legal Philosophers and Texts (Literature Review)
- II. Patterns of Legal Reasoning
- III. The Nature of Law
 - A. Traditional Natural Law (Cicero, Aquinas, Finnis)
 - B. Modern Natural Law (Grotius, Hobbes, Pufendorf)
 - C. Legal Positivism (Austin, Hart, Raz)
 - D. Legal Realism (Holmes)
 - E. Law as Interpretation (Dworkin)
 - F. Critical Legal Studies (gender, race, class, postmodernism)

- G. International Law
- IV. Philosophical Concepts in Law
 - A. Liberty
 - B. Equality
 - C. Justice
 - D. Rights
 - E. Responsibility
 - F. Punishment
- V. Law and Other Social Institutions
 - A. Civil Disobedience
 - B. Church and State
 - C. Legal Moralism
 - D. Toleration
- VI. The Image of Law
 - A. Law in Literature
 - B. Comparative Law

3.3 Student expectations and requirements: short essays on the main segments of the course, student-led discussions of the assigned readings, student presentations of self-selected topics not already covered in the class, a research paper on a particular thinker or topic (guided by individual students' interests and other areas of study), class participation

3.4 Tentative texts and course materials:

Aileen Kavanagh and John Oberdiek, eds., *Arguing About Law* (Routledge, 2008) / ISBN: 978-0-415-46242-6

Larry May and Jeff Brown, eds., *Philosophy of Law: Classic and Contemporary Readings* (Wiley-Blackwell, 2009) / ISBN: 978-1-4051-8387-1

Mark C. Murphy, *Philosophy of Law: The Fundamentals* (Wiley-Blackwell, 2006) / ISBN: 978-1-4051-2960-2

4. **Resources:**

4.1 Library resources: See Attachment 1.

4.2 Computer resources: Blackboard

5. **Budget implications:**

5.1 Proposed method of staffing: existing faculty members with expertise in moral, political, and social philosophy

- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Summer 2012

7. Dates of prior committee approvals:

Phil & Rel Department/Division:	____Sept 21, 2011____
Potter College Curriculum Committee	____ Oct. 3, 2011 ____
Professional Education Council (if applicable)	____N/A____
General Education Committee (if applicable)	____N/A____
Undergraduate Curriculum Committee	____10/27/2011____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 30, 2011

**Odgen College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Create a New Course
(Action Item)**

Contact Person: Huanjing Wang, huanjing.wang@wku.edu, 745-2672
Zhonghang Xia, zhonghang.xia@wku.edu, 745-6459

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: INFO 336
- 1.2 Course title: Database and Information Retrieval
- 1.3 Abbreviated course title: Database & Info Retrieval
- 1.4 Credit hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: CS 180 with a grade of C or better
- 1.7 Course catalog listing:

Theory, models and practical design issues of information retrieval and database management, including relational database design, development, implementation and security, information retrieval from unstructured data (text), and web search engine. May not be counted toward a computer science major or minor.

2. Rationale:

- 2.1 Reason for developing the proposed course:
This course is proposed for the informatics program. Students will gain experience in the design and implementation of database and information retrieval systems.
- 2.2 Projected enrollment in the proposed course:
One session per year; 15-20 students per year based upon projected enrollment in the informatics program.
- 2.3 Relationship of the proposed course to courses now offered by the department:
The department currently offers CS 251, Introduction to Database. CS 251 is intended for computer science majors and focuses on the theory of databases, while INFO 336 is intended for students in the informatics program and introduces the foundation of database and information retrieval from unstructured data. No other comparable undergraduate course is offered by the department.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The Department of Computer Information Systems offers Database Administration I (CIT 350) and Database Administration II (CIT 352), focusing on database applications for business use. The Department of Geography and Geology offers GIS Databases (GEOG 443). This course focuses on the ESRI

Geodatabase model in ArcGIS desktop software along with spatial database engines used with database management systems software. INFO 336 is for the informatics program and requires unique programming skills.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Some universities offer a similar course at the junior level, such as the University of Washington (INFO-340: Database Management and Information Retrieval) and University of Wisconsin–Milwaukee (L&I Sci 410: Database Information Retrieval systems).

3. Discussion of proposed course:

3.1 Course objectives:

By completing this course, students will

- Understand basic database concepts and theories
- Learn the standard database language SQL to retrieve and process data in databases
- Learn database design principles and processes
- Learn the function and organization of an information retrieval (IR) system, including documents, document collections, terms, queries, matching, ranking, and results
- Understand the concepts for evaluating information systems
- Understand how the search engine works

3.2 Content outline:

- Fundamental concepts in database and information system
- Relational model and query languages
- Conceptual and logical database design
- Programmatic SQL
- Database security
- **Basic IR models**
- **Experimental evaluation of IR**
- **Query operations and languages**
- **Text representation**
- **Web search**

3.3 Student expectations and requirements:

Course grades will be determined by student performance on class activities, projects, assignments and examinations.

3.4 Tentative texts and course materials:

Connolly, T. M. & Begg, C. E. (2010). *Database Systems: A Practical Approach to Design, Implementation, and Management* (5th Edition) New York: Addison-Wesley Publishing.

ISBN-10: 0321523067

Belew, R. K. (2001). Finding Out About: A Cognitive Perspective on Search Engine Technology and the WWW. New York: Cambridge University Press. ISBN: 0521630282

“Introduction to Information Retrieval” by C. Manning, P. Raghavan, and H. Schutze, Cambridge University Press
ISBN-10: 0521865719

4. Resources:

4.1 Library resources:
None

4.2 Computer resources:
Existing computer lab

5. Budget implications:

5.1 Proposed method of staffing:
Existing faculty

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:

Math and CS Department: _____Sept. 22, 2011__

OCSE Curriculum Committee _____Oct. 13, 2011__

Undergraduate Curriculum Committee _____10/27/2011_____

University Senate _____

September 6, 2011

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Revise A Program
(Action Item)**

Contact Person: Dr. Rich Paterson, rich.patterson@wku.edu, 5-4031

1. Identification of program:

- 1.1 Current program reference number: 245
- 1.2 Current program title: Hospitality Management
- 1.3 Credit hours: 61

2. Identification of the proposed program changes: This associate degree program has been housed in the Business Division of the Bowling Green Community College and is being transferred to the department of Family and Consumer Sciences (FACS) on main campus. The following community college courses have been translated to equivalent courses on main campus:

- ACC 200C to ACCT 200
- BUS 210C to MGT 210
- BUS 212C to MKT 220
- ENGL 100C to ENG 100
- COMN 161C to COMM 161
- ENGL 200C to ENG 200
- FINC 161C to FIN 161
- MA 109C/116C to MATH 109/116
- CFSC 111C to FACS 111
- Since BUS 248C has no equivalent course on main campus, it is being deleted from the program and MGT 200 has been added to the program in its place.

3. Detailed program description:

<u>Current Core Requirements 34 hours</u>	<u>Proposed Core Requirements 34 hours</u>
FACS 151 – Food Science 3 hours	FACS 151 – Food Science 3 hours
FACS 152 – Food Service Sanitation 1 hour	FACS 152 – Food Service Sanitation 1 hour
FACS 171 – Intro. to Hospitality Mgt. 3 hrs	FACS 171 – Intro. to Hospitality Mgt. 3 hrs
FACS 251 – Commercial Foods 3 hours	FACS 251 – Commercial Foods 3 hours
FACS 252 – Hospitality Info. Tech. 3 hours	FACS 252 – Hospitality Info. Tech. 3 hours
FACS 271 -- Tourism 3 hours	FACS 271 -- Tourism 3 hours
FACS 275 – Restaurant Mgt. 3 hours	FACS 275 – Restaurant Mgt. 3 hours
FACS 276 – Lodging Ops. 3 hours	FACS 276 – Lodging Ops. 3 hours
ACC 200C – Intro. Accounting – Fin. 3 hrs	ACCT 200 – Intro. Accounting – Fin. 3 hrs.
BUS 248C -- Supervisory Management 3 hrs	MGT 200 – Legal Environment of Bus 3 hrs
BUS 210C – Organization and Mgt 3 hours	MGT 210 – Organization and Mgt. 3 hours

BUS 212C – Principles of Mkt 3 hours <u>Current Gen. Ed. Requirements 27 hours</u> ENGL 100C – Intro. College Writing 3 hrs COMN 161C – Bus. Professional Spkg 3 hrs ENGL 200C – Intro. to Literature 3 hours Category B Elective 3 hours FINC 161C – Personal Finance 3 hours Category C 3 hours Category D science elective 3 hours MA 109C or MA 116C Math 3 hours FACS 111C -- Human Nutrition 3 hours Total: 61 hours	MKT 220 – Basic MKT Concepts 3 hours <u>Proposed Gen. Ed. Requirements 27 Hours</u> ENG 100 – Intro. College Writing 3 hours COMM 161 – Bus. Professional Spkg 3 hrs ENG 200 – Intro. to Literature 3 hours Category B Elective 3 hours FIN 161 – Personal Finance 3 hours Category C 3 hours Category D science elective 3 hours MATH 109 or MATH116 Math 3 hours FACS 111 -- Human Nutrition 3 hours Total: 61 hours
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4. Rationale for the proposed program change: The Associate Degree in Hospitality Management is being transferred to the Department of Family and Consumer Sciences since the majority of the courses in the program are offered by this department and all advising takes place by the faculty in FACS. All but one of the changes are housekeeping changes to reflect the main campus, equivalent courses. Since there is no equivalent course for BUS 248C, another course (MGT 200) is being added.

5. Proposed term for implementation: Fall 2012

6. Dates of prior committee approvals:

Family and Consumer Sciences Department: September 9, 2011

CHHS Undergraduate Curriculum Committee: September 26, 2011

Undergraduate Curriculum Committee: 10/27/2011

University Senate: _____

Attachment: Program Inventory Form

Proposal Date: 8/15/2011

**Enter College Potter College of Arts and Letters
Proposal to Revise A Program
(Action Item)**

Contact Person: Anthony Harkins, anthony.harkins@wku.edu, 5-3149

1. Identification of program:

- 1.1 Current program reference number: 758
- 1.2 Current program title: Popular Culture Studies
- 1.3 Credit hours: 34

2. Identification of the proposed program changes:

- Revision of catalog listing to reflect changes in course numbering of certain existing elective courses in the program, the retitling of the Women's Studies program and the addition of ANTH 342 and FILM 369.

3. Detailed program description:

Existing Program	Proposed Revised Program
Required Courses (19 hours): 1. POP 201 (3 hours) Prerequisite: ENG 100 or permission of instructor 2. Core Courses (12 hours): Students must take one course from each of the following four categories, each of which represents a shared theoretical approach to the subject. Category One: HIST 340 or HIST 447 Category Two: FLK 371, 373, 281 Category Three: BCOM 300, JOUR 201, ENG 366, ENG 465 Category Four: PHIL 207, SOCL 245, PS 372 3. POP 498 (4 hours): Prerequisites: POP 201 and Senior status and 21 credit hours in the major prior to or concurrent with taking this course.	No Proposed Changes
Elective Courses (15 hours): Students will fulfill the remaining fifteen hours of the major by choosing from the following elective courses: AFAM 190, ANTH 120, 277, 350, 448, ART 312, 313, 334, 390, 405, 445, BCOM 201, 300, 401, ENG 320, 321, 340, 365, 366, 368, 370, 465, 466, FILM 201, FLK	Elective Courses (15 hours): Students will fulfill the remaining fifteen hours of the major by choosing from the following elective courses: AFAM 190, ANTH 120, 277, 342 , 350, 448, ART 312, 313, 325 , 334, 390, 405, 408 , 409 , 410 , 445, BCOM 201, 300, 401, ENG 320, 321, 340, 365, 366, 368, 370, 465,

276, 281, 371, 373, 379, 410, 445, 464, 478, FREN 323, 427, 450, GEOG 430, GERM 333, 335, 437, HIST 320, 321, 340, 391, 402, 447, 490, JOUR 201, PHIL 207, POP 399, PS 303, 320, 321, 372, SOCL 245, 324, 345, SPAN 373, 376, 490, THEA 431, WOMN 375 . Students can take no more than 6 credit hours in any one discipline unless they are minoring or double majoring in that discipline. Students should consult the appropriate department and course catalog listing for any prerequisites.	466, FILM 201, 369 , FLK 276, 281, 371, 373, 379, 410, 445, 464, 478, FREN 323, 427, 450, GEOG 430, GERM 333, 335, 437, GWS 375 , HIST 320, 321, 340, 391, 402, 447, 490, JOUR 201, PHIL 207, POP 399, PS 303, 320, 321, 372, SOCL 245, 324, 345, SPAN 373, 376, 490, THEA 431. Students can take no more than 6 credit hours in any one discipline unless they are minoring or double majoring in that discipline. Students should consult the appropriate department and course catalog listing for any prerequisites.
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4. Rationale for the proposed program change: The program and catalog listing need to be updated to reflect the addition of two new electives (ANTH 342, FILM 369), the renaming of the Women's Studies program to the Gender and Women's Studies program (GWS 375 replacing WOMN 375), and changes the Art Department made in course numbering of certain courses that were previously included as electives in the Popular Culture Studies major.

The goal of the Popular Culture Studies program is to allow students to consider popular culture in all of its forms, past and present, American and international. One of the limitations of the current program is the relatively few courses that focus on non-United States popular culture. The Popular Culture Studies Curriculum Committee voted to include these two electives, ANTHR 342 (Peoples and Cultures of the Caribbean) and FILM 369 (Intro to World Cinema), because they both focus on different forms of popular culture and add to the global dimension of the program. Here are the catalog listings for these courses:

ANTH 342 (Anthropology). PEOPLES AND CULTURES OF THE CARIBBEAN. (3)
Examination
of the variety of cultural practices and social conditions found in modern-day
Caribbean societies with attention to historical roots. Topics include, but are not
limited to, definition of the region, religious practices, festivals, musical traditions,
migration, and everyday social life and conditions. Equivalent to FLK 342.

FILM 369. INTRODUCTION TO WORLD CINEMA. (3) Prerequisite: FILM 201 or
permission of instructor. Examines cinema in several regions including China,
India, Europe, Middle East, Africa, and Latin America. Viewing of representative
films accompanied by background readings on history/culture.

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

6. Dates of prior committee approvals:

Popular Culture Studies Curr. Comm.: March 16, 2011

PCAL Curriculum Committee October 3, 2011

Undergraduate Curriculum Committee 10/27/2011

University Senate _____

Proposal Date: 08/17/2012

**Ogden College for Science and Engineering
Department of Architectural & Manufacturing Sciences
Proposal to Create a New Certificate Program
(Action Item)**

Contact Person: Dr. John Khouryieh, hanna.khouryieh@wku.edu, 270-852-6407

1. Identification of program:

- 1.1 Program title: Certificate in Food Processing and Technology
- 1.2 Required hours in program: 18
- 1.3 Special information: Intended for professionals in the food industry.
- 1.4 Catalog description: The certificate will provide professionals working in the food industry with the necessary knowledge in food processing, quality assurance, and food safety to succeed and advance their careers in the food industry. The certificate in Food Processing & Technology (reference number____) requires completion of 18 hours, including 9 hours of required courses and 9 hours of elective courses. The required courses are AMS 301, 303, and 352. Students must choose 9 additional hours from the following electives: AMS 271, 381, 395, 443, 462. Students may be required to take additional hours to complete course prerequisites.

2. Objectives of the proposed certificate program: The objective of the certificate is to provide professionals working in the food industry with the necessary knowledge in food processing, quality assurance, and food safety to advance their careers.

3. Rationale:

- 3.1 Reason for developing the proposed certificate program: This certificate is designed for professionals working in the food processing industry who have a high school diploma or a bachelor's degree in another field. The certificate will provide professionals working in the food industry with the necessary knowledge in food processing, quality assurance, and food safety to succeed and advance their careers in the food industry. Food industry managers in Kentucky have indicated that having employees with a certificate in food processing would add value to the production environment and that such a certificate would be beneficial for graduates seeking managerial positions in the food industry.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: The AMS Department offers a baccalaureate degree in Advanced Manufacturing with a Concentration in Food Processing and Technology; this certificate is not available to students in that concentration.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: None

- 3.4 Projected enrollment in the proposed certificate program: 20. There currently are two employees from Unilever Company who are taking food courses and want to obtain the Food Processing & Technology Certificate. Managers from Unilever, Country Bakery Ovens, Bell Brands and Purdue Farms Companies have shown a strong interest in the certificate and will support their employees' efforts to complete the program.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Food science certificates are offered at Kansas State University, Ohio State University, and Washington State University.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: The certificate program is consistent with WKU mission and objectives by creating new programs and strengthening its curriculum to improve the quality of life and economic well-being of the citizens of Kentucky and beyond.

4. Curriculum:

Core Courses (9 credits)	Credit hours
AMS 301 Introduction to Food Science and Technology	3
AMS 303 Food Laws and Regulations	3
AMS 352 Food Processing: Unit Operations	3
Elective Courses (choose 9 credits)	
AMS 381 Food Quality Assurance	3
AMS 395 Fundamentals of HACCP	3
AMS 443 Food Packaging	3
AMS 462 Commodity Food Processing	3
AMS 271 Industrial Statistics	3

5. Budget implications: None

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

AMS	Department/Division:	September 9, 2011
OCSE	Curriculum Committee	October 13, 2011
Undergraduate Curriculum Committee		<u>10/27/2011</u>
University Senate		_____

Proposal Date: June, 2011

**College of Health and Human Services
Department of Public Health
Proposal to Create a New Minor Program
(Action Item)**

Contact Person: William Mkanta, william.mkanta@wku.edu, 270.745.5260

1. Identification of program:

1.17 **Program title:** Global Health Service

1.18 **Required hours in minor program:** 18 hours

1.19 **Special information:** The minor in Global Health Service (GHS) is designed to engage students in health and related fields in investigating and participating in global health and health service issues. The GHS minor aligns with WKU vision of becoming a leading American university with international reach; it will create an interdisciplinary experience for undergraduate students to explore current and practical factors impacting the health of individuals and populations in different regions of the world. To enrich student learning experience, the GHS minor emphasizes on student participation in the Global Health Service-Learning Practicum. It is expected that upon successful completion of the GHS minor, candidates will be better prepared for the job market that increasingly demands interdisciplinarity and global awareness.

1.20 **Catalog description:** Students in various disciplines such as health administration, public health, social work, environmental health, anthropology, sociology, nursing, etc. may use the minor to augment their majors with courses that cover skills for analyzing important global trends in health, and provide knowledge and understanding of diversity in culture and health issues. The minor would also provide students with fieldwork experience in a global context.

2. Rationale:

2.1 **Reason for developing the proposed minor program:** Cultural diversity has become an important value in the American society. Students who graduate in health and related fields are uniquely challenged by diversity issues because of its direct impact on health. Consistent with the WKU's vision of international reach, the minor in GHS would prepare students for the fast growing global health environment by incorporating international competencies in their curriculum. The minor is expected to strengthen students' cultural competence skills including communication with people of diverse cultures and languages, self-awareness, and knowledge of cultural factors affecting health and health behaviors. Practicum experience will offer students opportunity to merge theory and practice in a real world setting.

- 2.2 Projected enrollment in the proposed minor program:** The growth of study abroad programs and the need for global awareness among the students will be strong drivers for students to take the GHS minor. At least 20 students are projected to enroll in the minor. Higher enrollment is expected as the program grows and more students are made aware of the opportunity to participate in global studies.
- 2.3 Relationship of the proposed minor program to other programs now offered by the department:** The GHS minor will be supported by the health care administration major in the department of public health. Four of the five core courses proposed in the GHS minor exist in the department. The fifth core course, i.e., Global Health Service Practicum, the only new course under the minor, would also be offered through the health care administration program.
- 2.4 Relationship of the proposed minor program to other university programs:** The GHS minor is not designed to replace any other minor or program offered at WKU. It is expected to strengthen WKU involvement in the international arena, i.e., the minor's global focus is expected to create additional opportunities for student participation in international disciplines and expand WKU participation in global related programs.
- 2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):** University of Kentucky offers a graduate certificate in global health while University of Louisville has an international health studies minor offered by the department of anthropology. These are the only programs that have similar attributes to what GHS minor would offer. University of Alabama Birmingham (UAB) is the closest out of state school with a healthcare management program providing global studies. It offers graduate and continuing studies certificates in global health studies. University of Northern Iowa offers a global health and health disparities certificate. It is the only benchmark institution with a program in global health. Most of the remaining benchmark schools offer independent courses related to global health.
- 2.6 Relationship of the proposed minor program to the university mission and objectives:** The GHS minor is consistent with the mission of the university in preparing and engaging students as leaders of the global society. This mission will be significantly supported by the GHS minor since health and health care issues are of particular importance to the United States as the nation continues to develop a global population profile and global thinking capability.

3. Objectives of the proposed minor:

- 3.1** Examine key factors affecting global health and health service, how they occurred and their distribution in different regions of the world;

- 3.2 Demonstrate the linkage between local and global health issues and problems and how local and global strategies may be designed to interact to create solutions;
- 3.3 Prepare for careers and develop research agenda in the global environment by creating an understanding of the ways in which social, economic, behavioral, and environmental factors impact global health;
- 3.4 Analyze global leadership and leadership roles in governing national healthcare systems for participation in global health initiatives.

4. Curriculum:

Core Requirements (12 hours)

Class	Title	Credit Hours
HCA 347	International Health Care	3
PH 385	Environmental Health	3
PH 381	Community Health	3
<u>PH 462/FLK 462</u>	Folklore and Medicine	3
HCA 549	Global Health Service-Learning Practicum	3
Sub-Total		15 hrs

Electives (3 hours)

(3 hours) Electives should be selected from the following list of courses

Class	Title	Credit Hours
<u>ANTH 341/FLK 341</u>	Peoples and Cultures of Asia	3
<u>ANTH 342/FLK 342</u>	People and Culture of the Caribbean	3
<u>ANTH 345/FLK 345</u>	People and Culture of Native North Americans	3
<u>ANTH 350/FLK 350</u>	People and Culture of Africa	3
<u>ANTH 382</u>	Medical Anthropology	3
<u>FLK 280/FOLK 280C</u>	Cultural Diversity in US	3
GEOG 455	Global Environmental Change	3
PH 384	Introduction to Epidemiology	3
SOCL 440	Medical Sociology	3
Sub-Total		3

Total Hours 18 hrs

5. Budget implications: Sufficient.

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

PUBH Department/Division: June 20, 2011

HH Curriculum Committee August 29, 2011

Undergraduate Curriculum Committee 10/27/2011

University Senate _____

Attachment: Program Inventory Form (Attached).

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Create a New Minor Program
(Action Item)**

Contact Person: Mac McKerral, mac.mckerral@wku.edu, 745-5882

1. Identification of program:

- 1.1 Program title: Minor in News/Editorial Journalism Writing
- 1.2 Required hours in minor programs: 21
- 1.3 Special information: CIP# 09.0401
- 1.4 Catalog description: The minor in news/editorial journalism writing (reference # - --) requires a minimum of 21 hours. Students pursuing the minor can gain valuable knowledge and skills in professional media writing and journalistic storytelling. Required courses include: JOUR 201, 202, 301, 302, and 323. The remaining six hours, chosen in consultation with an assigned faculty advisor, may be selected from the following restricted electives: JOUR 325, 426, 422, 481*, 495*. Half of the hours in the minor must be at the 300- or 400-level.
(*JOUR 481 and 495 require the program coordinator's permission)

2. Rationale:

- 2.7 Reason for developing the proposed minor program:
Students who add the minor in News/Editorial Journalism Writing will improve upon a valuable range of skills and knowledge. Students will increase their competency in written and oral communication and add specialized professional skills in information gathering, reporting and editing, and press law and ethics.

The News/Editorial faculty has heard increasingly from students that we should offer a minor in News/Editorial Journalism. While this is anecdotal, there is a campus-wide measure to support it. More and more disciplines are using SJ&B News/Editorial classes within their curricula.

For example, entering 2011: the major in Pop Culture uses as a restricted elective JOUR 201 Media and Society; the major in Corporate and Organizational Communication lists JOUR 202 Intro to Media Writing as a restricted elective; and the minor in Legal Studies uses as a restricted elective JOUR 301 Press Law & Ethics.

There is good reason for campus-wide interest in this proposed minor.

- The SJ&B offers a range of classes highly sought in many career fields and with great potential for cross-disciplinary application. These include offerings in news writing and editing, and media law and ethics.
- These course offerings can enhance the interdisciplinary skills of written and oral communication, information gathering and interpersonal communications.
- More educators and private-sector leaders are talking about the value of student exposure to the journalism discipline and journalistic writing.

Two examples:

- From the article “Why Every Student Should Learn the Skills of a Journalist” on the website Mind/Shift, dedicated to exploring the future of education:

“The skills of a journalist mirror those of today’s media consumer which is why news literacy is a critical skill for all students,” said Esther Wojcicki, a teacher at Palo Alto High School. “Like journalists, students today are gathering information; however, unlike journalists, they do not have the skills for analyzing it, or writing about it. They should be taught these skills in school; we need to teach kids how to critically examine their research and make intelligent decisions about it. We need to teach them how to write for the Web so they can feel empowered to participate.”

“Journalism helps students get a rounded education,” said Gilbert Bailon, 2007-08 American Society of Newspaper Editors president. “It teaches literacy, critical thinking, diversity and community connection. It helps youth emerge as tomorrow’s leaders and stewards of our precious democracy.”

The WKU News/Editorial unit believes similar outcomes will apply to college students exposed to the journalism discipline. Because of the reduction or elimination of journalism classes and student media in high schools, many students arrive at WKU with little or no exposure to journalism.

- From the Scholastic Journalism Institute website:

“As journalism educators, we have an obligation to advocate for curricula that improves our democracy, our communities, our schools and, most importantly, our students. Journalism students research issues and synthesize positions based on fact; intelligently converse on a spectrum of issues; practice the five freedoms responsibly; and effectively communicate in words and images.”

- From the “Scholastic Journalism Institute White Paper on Threats to Scholastic Journalism Programs”:

“Despite numerous studies that demonstrate the value of journalism in the curriculum, the trend is increasingly for schools to reduce or eliminate journalism and related classes from academic offerings.”

Strong written and verbal communication skills, and exposure to developing communication technology are highly sought after in the marketplace.

- From a PowerPoint delivered by the keynote speaker Debra Humphreys at “Engaging the Spirit” in 2009 about curriculum in the 21st Century:

High Impact Practices: “Writing Intensive Courses.”

Humphreys said: “(Writing is) incredibly important. Everyone is worried about these skills. Everyone wants us to do better in that.”

Employers: Top Priorities for Increased Emphasis by Colleges: “Written and oral communication, 73 percent.”

WKU priorities from “Direction of Gen Ed” faculty survey: Ranked No. 1, “Oral and written communication skills” referenced by 98.1 percent of respondents.

- 2.8 Projected enrollment in the proposed minor program:
Approximately 20 to 25 students within a year of the implementation date — based on student inquiries asking if the School offers a minor in journalism. Enrollment is expected to increase within five years to 30 to 35 students. Currently there are 51 students in the broadcasting minor. There are 13 students in the digital advertising minor and 13 students in the mass communication minor. This is a gauge of student interest in media studies that supplement their major.
- 2.9 Relationship of the proposed minor program to other programs now offered by the department: The minor incorporates core courses and electives from the existing major in News/Editorial. The course of study includes a mix of theoretical and practical skills courses. The minor will complement many major areas of study. The minor will not go into the same depth and level of proficiency as the 42-hour major in News/Editorial. Students pursuing an accredited major within the School of Journalism & Broadcasting may not select the minor in news/editorial unless they have 80 hours outside the School and the field of mass communication/journalism.

The School currently offers minors in digital advertising, broadcasting and mass communication. The minor in news/editorial journalism would provide a concentrated program in journalism writing and editing. The other minors in the School are not focused on journalism. The minor in broadcasting does allow electives in broadcast journalism, but it is not the focus of the minor.

- 2.10 Relationship of the proposed minor program to other university programs: The minor is non-duplicative and offers a strong option for other departments, which want their students to graduate with enhanced journalistic writing and media technology skills.
- 2.11 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
Kentucky institutions:
- Kentucky State University: Minor in Journalism
 - Eastern Kentucky University: Minors in Journalism and Visual journalism
 - Murray State University: Minor in Journalism & Communications
 - Northern Kentucky University: Minor in Journalism
- Other minors offered within state institutions are in the areas of broadcasting and telecommunications
- WKU Benchmark Institutions
- California State University - Chico – Minor in Journalism
California State University - Fresno - Minor in Mass Communication and Journalism
Eastern Illinois University – Minor in Journalism
Eastern Michigan University – Minor in Journalism
Montclair State University – Minor in Journalism
Northern Arizona University – Minor in Journalism

Oakland University (Michigan) – Minor in Journalism
 Missouri State University – Minor in Journalism
 University of Northern Iowa – Minor in Communication/Journalism
 Western Illinois University – Minor in Journalism
 Wichita State University- Minor in Communication w/ emphasis in Journalism
 Youngstown State University – Minor in Journalism

2.12 Relationship of the proposed minor program to the university mission and objectives:

The minor specifically addresses the WKU mission and objectives in the areas of enhanced communications skills; student exposure to interdisciplinary education; and preparing students to be productive, engaged, and socially responsible citizens in a global society. The work of journalists serves as one of the highest forms of civic engagement.

The minor also addresses the WKU QEP standards of: (a) active learning approaches and multidisciplinary coursework, (b) applied scholarship, service learning, leadership and other experiential learning opportunities (journalism field work, work with student media and internships), and (c) increased commitment to promoting internationalism and appreciation for diverse ideas, cultures and peoples, (and placing) students' learning in a more practical and professionally-oriented context demanded by today's global marketplace.

3. **Objectives of the proposed minor:** The minor opens the resources of and learning opportunities housed in the SJ&B to students from a variety of disciplines. The minor offers those students an opportunity to enhance career opportunities and learning experiences through utilization of the SJ&B curriculum. Core courses offer students basic preparation, and professional electives allow students to develop strengths in one or more areas.

Learning objectives:

- To enhance the understanding of the role of the media in a democratic society
- To provide a solid base for storytelling and to learn how to report, write and edit copy deadline for print and Web-based publications.
- To foster an understanding of professional media law and journalistic ethics.

4. **Curriculum:**

Minor in News/Editorial Journalism Writing

21 hours

Required courses (15 hours)

JOUR 201 Media & Society
 JOUR 202 Introduction to Media Writing
 JOUR 301 Press Law and Ethics
 JOUR 302 Intermediate Reporting
 JOUR 323 News Editing

Restricted electives (select 6 hours):

JOUR 325 Feature Writing
 JOUR 422 Current Issues in Mass Communication
 JOUR 426 Advanced Reporting

JOUR 481 Problems in Mass Communication*

JOUR 495 Collaborative Journalism*

* Requires permission of unit coordinator

5. Budget implications:

Initially, there would be no budget implications. The courses offered already exist and are being taught on a regular basis. They would require no additional resources or specialized faculty. However, if the minor becomes as popular as anticipated, additional staffing for non-major sections of some courses could be required.

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

SJ&B Curriculum Committee

April 28, 2011

School of Journalism & Broadcasting

April 29, 2011

Potter College Curriculum Committee

Oct. 3, 2011

Undergraduate Curriculum Committee

University Senate

Attachment: Program Inventory Form