Undergraduate Curriculum Committee
Western Kentucky University

Report to the University Senate
Date: January 30, 2014.
From: Ashley Fox, Chair

The Undergraduate Curriculum Committee submits the following items from the 30 January 2014, meeting for approval by the University Senate:

Information Item Report:

I. Revise a Course Title

PJ 362
SOCL 363
ICSR 301

II. Revise Course Prerequisite/Corequisite

AD 341
BCOM 261
BCOM 366
BCOM 367
BCOM 465
BCOM 480
BCOM 482
BCOM 485
JOUR 301
PJ 336
PR 355
PR 358
PR 454

III. Revise a Course Catalog Listing

BCOM 201
BCOM 368
BCOM 467
FILM 399
LEAD 400
JOUR 325

IV. Create an Equivalent Course

ENG 366
ENG 465
ENG 466

V. Suspend a Course

BCOM 185
BCOM 350
BCOM 376
BCOM 380
BCOM 379
BCOM 466
SOCL 353
SOCL 420

VI. Suspend a Program

414- Mass Communications
725- Mass Communications

VII. Delete a Course

JOUR 201
JOUR 232
AMS 320
MATH 432

VIII. Revise Course Prerequisites

AMS 273
AMS 325
AMS 363
AMS 372
AMS 375
AMS 378
AMS 470
AMS 488
MATH 307
GEOL 311

IX. Revise Course Number

GEOG 451

Consent Item Report:

I. Revise Course Number
BE 310

II. Create a New Course
HIST 310
HIST 325
BCOM 463
BCOM 476
FILM 101
FILM 155
FILM 250
FILM 282
FILM 376
FILM 377
FILM 378
FILM 379
FILM 450
FILM 469
JOUR 467
PJ 233
PJ 330
PR 356
SJB 101
SJB 102
SJB 103
SJB 241
SJB 401
SJB 402
SOCL 270
SOCL 455
SOCL 480
PERF 101
PERF 340
PERF 341
PERF 440
THEA 414
IDST 200

III. Create a New Minor
Minor in Classical Studies

IV. Revise Course Credit Hours

PERF 450
PERF 451

V. Make Multiple Revisions to a Course
BCOM 265
BCOM 266
BCOM 325
BCOM 326
BCOM 365
BCOM 385
FILM 482
JOUR 323
JOUR 427
JOUR 428
SOCL 240
SOCL 350
SOCL 376
GERO 485

VI. Revise a Program
409 Minor in Legal Studies
419 Minor in News/Editorial Journalism
727 Major in Advertising
726 Major in Broadcasting
667 Major in Film
716 Major in News/Editorial Journalism
750 Major in Photojournalism
763 Major Public Relations
351 Minor in Digital Advertising
447 Minor in Religion
769 Major in Religion
461 Minor in Sociology
775 Major in Sociology
586P/586 Bachelor of Science in Nursing
728 & 528 Major in Mathematics
288 Business
410 Minor in Leadership Studies
173 Leadership Certificate
545 Organizational Leadership
485 Gerontology Minor

VII. New Academic Program
Civil Engineering
Electrical Engineering
Mechanical Engineering

VIII. Create a New Certificate Program

Aging Specialist

Proposal Date: 9/20/13

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Title
(Consent Item)

Contact Person: Josh Meltzer, josh.meltzer@wku.edu, 270-745-2070

1. Identification of proposed course:
- 1.1 Course prefix (subject area) and number: PJ 362
- 1.2 Course title: Web Narratives
- 1.3 Credit Hours: 3

2. Proposed course title: Short Form Documentary

3. Proposed abbreviated course title: Short Documentary

4. Rationale for the revision of course title:
The change of this course title more closely reflects the material covered in the course, which has evolved as the field of journalistic web storytelling has modernized. As web publication standards have changed for narrative storytelling, this course has focused more towards short form documentary production and storytelling rather than publication to the web.

5. Proposed term for implementation: 2014 (30)

6. Dates of prior committee approvals:

PJ Program Committee	October 28, 2013
SJ&B Curriculum Committee	October 30, 2013
School of Journalism & Broadcasting	November 1, 2013
PCAL Curriculum Committee	December 5, 2013
Undergraduate Curriculum Committee	January 30, 2014

Attachment: Course Inventory Form

Proposal Date: Nov 1, 2013

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

Contact Person: Holli Drummond, holli.drummond@wku.edu, 745-2259

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SOCL 363
1.2 Course title: Population and Society
1.3 Credit Hours: 3

2. Proposed course title: Population, Society, and Development

3. Proposed abbreviated course title: Pop, Soc, and Dev

4. Rationale for the revision of course title:

This course is, and has always been, a demography course. It focuses on both local and global population dynamics while seeking to understand those dynamics via examination of social, economic, political, and ecological contexts. While the content of the course is unaltered, we seek to add "development" to the title of the course in an attempt to make the connection between the study of demography and our new "community, environment, and development" concentration more easily understood. Though similar courses are found in most sociology programs, a course with the exact title as the above is offered at the University of Denver.

5. Proposed term for implementation: Fall 2014

6. Dates of prior committee approvals:

Department/ Unit Sociology	Nov 20, 2013
Potter College Curriculum Committee	December 5, 2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: January 12, 2014

University College
Department of Diversity & Community Studies
Proposal to Revise Course Title
(Consent Item)

Contact Person: Judy Rohrer, judy.rohrer@wku.edu, 745-2093

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: ICSR 301
1.2 Course title: Seminar in Social Responsibility
1.3 Credit Hours: 1-3

2. Proposed course title: Seminar in Social Justice

3. Proposed abbreviated course title: Seminar in Social Justice
(maximum of 30 characters/spaces)

4. Rationale for the revision of course title:
This course title change more accurately reflects the content of the course.

5. Proposed term for implementation: Fall 2014

6. Dates of prior committee approvals:

Department: Diversity & Community Studies	January 11, 2014
University College Curriculum Committee	January 15, 2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: August 30, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Co requisites
(Consent Item)

Contact Person: Cliff Shaluta, cliff.shaluta@wku.edu, 270-745-5833

1. Identification of course:
1.1 Course prefix (subject area) and number: AD 341
1.2 Course title: Principles of Advertising

2. Current prerequisites requirements: JOUR 201 and 202 (for journalism majors)

3. Proposed prerequisites requirements: SJB 101 (for SJ&B majors)

4. Rationale for the revision of prerequisites/corequisites/special requirements:
JOUR 201 *Media & Society* has been deleted from inventory effective fall 2014.
SJB 101 *Understanding Media* is a new media survey course that will replace JOUR 201.
Dropping the JOUR 202 writing course as a prerequisite opens JOUR 341 to all majors in the School.

5. Effect on completion of major/minor sequence: None. Current students that have completed at least JOUR 201 *Media and Society* or BCOM 201 *Process and Effect of Mass Communication* will be given pre-req overrides.

6. Proposed term for implementation: 2014 (30)

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

SJ&B Curriculum Committee:	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letter
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Jeanine Cherry, jeanine.cherry@wku.edu, (270) 745-8921

1. Identification of course:

1.1 Course prefix (subject area) and number: BCOM 261

1.2 Course title: Basic Radio Production

2. Current prerequisites/corequisites/special requirements:

Either BCOM 185 or BCOM 201 (prerequisite)

3. Proposed prerequisites/corequisites/special requirements:

Either SJB 101 or 102 or 103 (prerequisite)

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

Deactivation of BCOM 185, Creation of SJB 101, 102, 103

The new prerequisites provide the students with an overview of media, broadcasting and mass communication in general. It provides them with a foundation to understand the technologies, principles and theoretical practices of communicating to mass audiences. The course in radio production builds upon that material by focusing on one industry, radio technology specifically, and how to practically apply that knowledge on the air with the appearance of one-on-one communication but with programming devised to reach targeted population demographics.

5. Effect on completion of major/minor sequence:

One of the newly created courses SJB 101, 102, or 103 will serve as a pre-requisite in place of the deactivated course, BCOM 185. Current students in the broadcasting major or minor that have completed BCOM 185 or BCOM 201 will be given a course pass.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/ 1/2013
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014

University Senate

Proposal Date: October 8, 2013

Potter College of Arts & Letter
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Steve White, Stephen.White@wku.edu, 270-745-5891

1. Identification of course:
1.1 Current course prefix (subject area) and number: BCOM 366
1.2 Course title: Video Editing, Aesthetics and Techniques

2. Current prerequisites/corequisites/special requirements:
BCOM 266 or FILM 201 or permission of instructor (prerequisites)

3. Proposed prerequisites/corequisites/special requirements:
BCOM 266 or both FILM 101 and FILM 201 (prerequisites)

4. Rationale for the revision of prerequisites/corequisites/special requirements:
Clarify sequence of courses. FILM 101 is a new course that will give students in the film major preliminary production experience, before they enroll in BCOM 366.

5. Effect on completion of major/minor sequence:
None. Students currently enrolled in the film major that have completed FILM 201 will be given course overrides. Students in the broadcasting major and minor will not be impacted.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
Film Program Committee	10/24/2013
SJ&B Curriculum Committee	11/1/13
School of Journalism & Broadcasting	**11/1/2013**
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Attached: Course Inventory Form

Proposal Date: October 8, 2013

Potter College of Arts & Letter
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Steve White, Stephen.white@wku.edu, 745-5891

1. Identification of course:
1.1 Course prefix (subject area) and number: BCOM 367
1.2 Course title: Field Production

2. Current prerequisites: BCOM 266 and BCOM 366 for majors in broadcasting, BCOM 366 for majors in film (prerequisites)

3. Proposed prerequisites: BCOM 366

4. Rationale for the revision of prerequisites: BCOM 266 is a redundant prerequisite, as it is already a prerequisite for BCOM 366

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

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letter
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Brad Pfranger, bradley.pfranger@wku.edu, 270-745-6497

1. Identification of course:
1.1 Course prefix (subject area) and number: BCOM 465
1.2 Course title: Advanced Broadcast News

2. Current prerequisites/corequisites/special requirements:
Prerequisite: BCOM 365 and BCOM 368

3. Proposed prerequisites/corequisites/special requirements: Prerequisite: BCOM 365

4. Rationale for the revision of prerequisites/corequisites/special requirements: Since BCOM 368 will be a prerequisite for BCOM 365 effective fall 2014; it would be redundant to require BCOM 368 for BCOM 465.

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

6. Proposed term for implementation: 2015(30)

7. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letter
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

1. Identification of course:
1.1 Course prefix (subject area) and number: BCOM 480
1.2 Course title: Advanced Post Production

2. Current prerequisites: BCOM 380 (prerequisite)

3. Proposed prerequisites: BCOM 366 (prerequisite)

4. Rationale for the revision of prerequisites:
BCOM 380 is being suspended, and necessary instruction shifted to BCOM 480. Future sections of BCOM 480 will assume only the knowledge imparted in BCOM 366.

5. Effect on completion of major/minor sequence:
None. Since BCOM 380 is being suspended, current BCOM majors who are required to take BCOM 380 will be permitted to substitute BCOM 480 to satisfy that requirement. As BCOM 366 currently serves as a prerequisite for BCOM 380, this change will eliminate a layer of prerequisites, making it easier for students to enroll.
No effect on completion of the current minor in broadcasting.
No effect on completion of the current major in film or minor in film studies.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Attachment: Course Inventory

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Jo-Anne Ryan, jo-anne.ryan@wku.edu 745-3828

1. Identification of course:
1.1 Course prefix (subject area) and number: BCOM 482
1.2 Course title: Television Program Production

2. Current prerequisites/corequisites/special requirements: BCOM 367, 380, 466

3. Proposed prerequisites: BCOM 367, 463, 480

4. Rationale for the revision of prerequisites: BCOM 466 *Directing Television and Film* will be replaced in the course inventory by a new course, BCOM 463 *Producing and Directing*. BCOM 380 *Intermediate Post Production* will be suspended in fall 2014. BCOM 480 *Advanced Post Production* will be a required course in the broadcasting production track effective fall 2014. These courses prepare students for their capstone course in the production track, BCOM 482.

5. Effect on completion of major/minor sequence:
None, pre-requisite overrides will be provided for current broadcast majors that have completed BCOM 367, 466 and 380. Students that have not completed 466 or 380 will be required to meet the new prerequisite requirement, and will be given iCAP exceptions to substitute 463 and 480 for 466 and 380 in their degree program.

6. Proposed term for implementation: 2014 (30)

7. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Attached: Course Inventory Form

Proposal Date: October 8, 2013*

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Dick Taylor, Dick.Taylor@wku.edu, 270-745-5249

1. Identification of course:
Current course prefix (subject area) and number: BCOM 485
Course title: Broadcast Operations and Management

2. Current prerequisite requirements: Second semester junior status

3. Proposed prerequisite requirements: BCOM 385 or permission of instructor

4. Rationale for the revision of prerequisites/corequisites/special requirements:
Managing a broadcast property requires an understanding of how revenue is produced, which is the basis of BCOM 385 Broadcast Sales

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

6. Proposed term for implementation: 2014 (30)

7. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Attachment: Course Inventory Form

Proposal Date: Sept. 30, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

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

1. Identification of course:
1.1 Course prefix (subject area) and number: JOUR 301
1.2 Course title: Press Law and Ethics

2. Current prerequisites/corequisites/special requirements: Prerequisites: JOUR 201, 202 and junior standing, or permission of instructor.

3. Proposed prerequisites/corequisites/special requirements: Prerequisites: PS 110, SJB 101, JOUR 202 and junior standing, or permission of instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements: Students need the fundamental grounding in the structure of American national government provided by PS 110, *American National Government,* in order to fully grasp the material presented and to increase success in this law class.

JOUR 201, *Media and Society,* will be deleted from inventory in fall 2014 and will be replaced by SJB 101, *Understanding Media*.

5. Effect on completion of major/minor sequence: None. Students that have completed JOUR 201 will be given prerequisite overrides in place of SJB 101.

6. Proposed term for implementation: 2014 (30)

7. Dates of prior committee approvals:

SJ&B Curriculum Committee:	10/30/13
School of Journalism & Broadcasting	11/1/13
Potter College Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: August 28, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: James Kenney, james.kenney@wku.edu, 270.745.6307

1. Identification of course:
1.1 Course prefix (subject area) and number: PJ 336
1.2 Course title: Picture Editing

2. Current prerequisites/corequisites/special requirements: Prerequisites: JOUR 333 (Photojournalism majors); JOUR 131, 232 (News-Editorial majors); or permission of the instructor.

3. Proposed prerequisites/corequisites/special requirements: Prerequisite: PJ 233 **(**Photojournalism majors); prerequisite: PJ 131 (Non-Photojournalism Majors in the School of Journalism & Broadcasting); or permission of instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements: The JOUR 232 requirement has been dropped due to this course being deleted from the SJ&B curriculum. The PJ 233 prerequisite for majors and PJ 131 prerequisite for non-majors provide the basic foundation of photojournalism skills required to prepare students for the editing material and exercises covered in PJ 336.

5. Effect on completion of major/minor sequence: None. Current students in the major will be given course pre-requisite overrides if they have completed PJ 333 or have permission.

6. Proposed term for implementation: 2014 (30)

7. Dates of prior committee approvals:

PJ Program Committee	October 28, 2013
SJ&B Curriculum Committee	October 30, 2013
School of Journalism & Broadcasting	November 1, 2013
PCAL Curriculum Committee	December 5, 2013
Undergraduate Curriculum Committee	January 30, 2014

Proposal Date: Sept. 27, 2013

Potter College of Arts and Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Vicki Bagwell, Vicki.bagwell@wku.edu, 745-5834

1. Identification of course:

1.1 Course prefix (subject area) and number: PR 355

1.2 Course title: Fundamentals of Public Relations

2. Current prerequisites/corequisites/special requirements:

Prerequisites: JOUR 201 and JOUR 202 (for journalism majors), typing skills.

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: SJB101, 102, 103 and JOUR 202

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

In an effort to re-examine the effectiveness of core curriculum courses, the School of Journalism & Broadcasting formed the Core Curriculum Change Committee in September 2011. Upon reviewing changes in communication platforms related to the various academic disciplines in the School, the committee developed a new core curriculum (SJB 101, 102, 103) for the advertising, broadcasting, news/editorial, public relations and photojournalism majors.

The new core curriculum will require majors in public relations to take three new core curriculum courses during their freshman year – SJB 101 Understanding Media: Content, Ethics & Technology, SJB 102 Media Content, Collaboration and Community and SJB 103 Digital Storytelling for the 21st Century. JOUR 202 Media Writing was retained as the fourth core curriculum course for the public relations major.

5. Effect on completion of major/minor sequence:

Current majors in public relations that have completed both JOUR 201 and 202 will be given a course pass. Students that have only completed JOUR 202 may substitute SJB 101 Understanding Media for JOUR 201 Media and Society.
For students in the catalog year 2014, these core curriculum changes increase the number of prerequisite courses by two, but all core curriculum classes are taken during the student's first year in the program. The student should be prepared to enroll in PR 355 after one year in the major, which is the current expectation with two prerequisites.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

PR Program Committee 10/24/13

School of Journalism & Broadcasting Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
Potter College Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Sept. 27, 2013

Potter College of Arts and Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Vicki Bagwell, Vicki.bagwell@wku.edu, 745-5834

1. Identification of course:
1.1 Course prefix (subject area) and number: PR 358
1.2 Course title: Public Relations Writing and Production

2. Current prerequisites/corequisites/special requirements:
Prerequisites: JOUR 232, 355

3. Proposed prerequisites/corequisites/special requirements:
Prerequisite: PR 355

4. Rationale for the revision of prerequisites/corequisites/special requirements:
Upon reviewing changes in communication platforms related to the various academic disciplines in the School, the Core Curriculum Change Committee developed a new core curriculum (SJB101, 102, 103). The new core curriculum replaces previously required courses in the public relations major, including JOUR 232. JOUR 232 will be deleted from the course inventory.

5. Effect on completion of major/minor sequence:
This change in prerequisite courses does not delay or change the expected completion date for the major.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

PR Program Committee	10/24/13
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
Potter College Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Sept. 27, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Vicki Bagwell, Vicki.bagwell@wku.edu, 745-5834

1. Identification of course:

1.1 Course prefix (subject area) and number: PR 454

1.2 Course title: Public Relations Strategy and Planning

2. Current prerequisites/corequisites/special requirements:

Prerequisites: JOUR 300, 323, 358

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: AD 300, PR 356, 358

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

In an effort to prepare students for more digital changes in the public relations industry, PR 356 (Digital Tactics in Public Relations) has been added to the major effective fall 2014. PR 356 replaces JOUR 323 (News Editing) as a required pre-requisite for the senior-level PR 454. JOUR 323 will be an elective course in the major effective fall 2014.

5. Effect on completion of major/minor sequence:

Current students that have completed JOUR 323 instead of PR 356 will be given a course pass. Current students that take PR 356 instead of JOUR 323 will be given an iCAP exception to count PR 356 in the major instead of JOUR 323. This replacement of a new prerequisite course does not delay or change the expected completion date for the major.

6. Proposed term for implementation: 2014(30).

7. Dates of prior committee approvals:

PR Program Committee	10/24/13
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
Potter College Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Contact Person: Dick Taylor, dick.taylor@wku.edu, 270-745-5249

1. **Identification of course:**
   1.1 Course prefix (subject area) and number: BCOM 201
   1.2 Course title: Process and Effects of Mass Communication

2. **Current course catalog listing:** An in-depth study of the theoretical foundations for analyzing mass communication messages, channels, institutions, audiences and salient effects. Provides overview of research-based scholarly conceptions of mass media roles and functions for individuals and groups.

3. **Proposed course catalog listing: (aim for 25 words or less)**
   Mass communication's potential to influence audience beliefs and behaviors are analyzed. Provides a clear, compelling presentation of the fundamentals and history of the theoretical underpinnings and current status of media effects research – knowledge that will help the student to navigate in a media-saturated environment.

4. **Rationale for revision of the course catalog listing:** To more clearly state course objectives.

5. **Proposed term for implementation:** 2014(30)

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

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013r

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Brad Pfranger, bradley.pfranger@wku.edu, 270-745-6497

1. **Identification of course:**
   1.1 Course prefix (subject area) and number: BCOM 368
   1.2 Course title: News Videography and Editing

2. **Current course catalog listing:** A study of, and practical experience in, field techniques of videography and editing procedures and practices as they pertain to television news and documentaries. Emphasis is on digital video and nonlinear editing for electronic news gathering (ENG) for commercial and noncommercial television news programs. Course Fee

3. **Proposed course catalog listing: (aim for 25 words or less)**
   A study of, and practical experience in, field techniques of videography and editing procedures and practices as they pertain to television news and documentaries. Emphasis on ethical television photojournalism, digital video and nonlinear editing for electronic news gathering (ENG) for commercial and noncommercial television news programs. Course Fee

4. **Rationale for revision of the course catalog listing:** BCOM 368 does not simply cover the skill set required by videographers to document news events. It also incorporates lectures on ethics, professionalism, and theory.

5. **Proposed term for implementation:** 2014(30)

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

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Brad Pfranger, bradley.pfranger@wku.edu, 270-745-6497

1. **Identification of course:**
   1.1 Course prefix (subject area) and number: BCOM 467
   1.2 Course title: Broadcast Workshop

2. **Current course catalog listing:** An intense study of a specific production or news skill generally required of broadcasting personnel. These skills will be identified and studied through discussion and application. Various production-related topics include television lighting, television graphics, electronic news gathering (ENG), commercial spot production, industrial applications, scenic design and construction, radio/TV sports announcing and others.

3. **Proposed course catalog listing:**
   An intense study of a specific production or news skill generally required of broadcasting personnel. These skills will be identified and studied through discussion and application. Various production-related topics include television lighting, television graphics, electronic news gathering (ENG), commercial spot production, industrial applications and radio/TV sports announcing. Workshop production outlets include regular newscasts, television and radio sports broadcasts, and others.

4. **Rationale for revision of the course catalog listing:** It is important for students to know which programs they will be involved with during their time in the workshop.

5. **Proposed term for implementation:** 2014(30)

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

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: November 19, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

1. **Identification of course:**
   1.1 Course prefix (subject area) and number: FILM 399
   1.2 Course title: Special Topics in Film

2. **Current course catalog listing:** A detailed study of special topics in film.

3. **Proposed course catalog listing: (aim for 25 words or less)**
   A detailed study of special topics in film. May be repeated with change of content.

4. **Rationale for revision of the course catalog listing:** Original proposal intended – but did not specify – that the course was repeatable with content change. A variety of course topics are offered under the FILM 399 umbrella, and students should receive additional credit when they complete the course more than once, provided the content is not identical.

5. **Proposed term for implementation:** 2014(30)

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

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: December 13, 2013

University College
School of Professional Studies
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: John Baker, john.baker1@wku.edu, 745-5149

1. **Identification of course:**
   - 1.1 Course prefix (subject area) and number: LEAD 400
   - 1.2 Course title: Practicum in Leadership

2. **Current course catalog listing:**
   LEAD 400. PRACTICUM IN LEADERSHIP. (1-6)
   Prerequisite: Completion of all other courses approved for the Certificate in Leadership Studies or concurrent with the last course needed for fulfillment of the certificate. Students must submit a written proposal for approval by the Leadership Studies Committee. Application of leadership skills in directing an activity in business, campus, public sector, non-profit, or other related situation. Repeatable up to a maximum total of six hours. (Grading: Pass / Fail)

3. **Proposed course catalog listing:**
   (aim for 25 words or less)
   LEAD 400. PRACTICUM IN LEADERSHIP. (1-6)
   Prerequisite: Instructor's permission. Application of leadership skills in directing an activity in business, campus, public sector, non-profit, or other related situation. Repeatable up to a maximum total of six hours.
   (Grading: Pass / Fail)

4. **Rationale for revision of the course catalog listing:** LEAD 400 is now a required course for the Leadership Studies certificate, minor and Organizational Leadership major. The current catalog description only applies to the Leadership Certificate. The prerequisite was previously changed.

5. **Proposed term for implementation:** Fall 2014

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

School of Professional Studies	January 8, 2014
University College Curriculum Committee	January 15, 2014
Professional Education Council (if applicable)	N/A
General Education Committee (if applicable)	N/A
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Sept. 30, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Catalog Listing
(Consent Item)

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

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: JOUR 325
- 1.2 Course title: Feature Writing
- 1.3 Credit hours: 3

2. Current course catalog listing: Prerequisites: JOUR 302 and 323, or permission of instructor. A professional reporting course that teaches feature writing and marketing of feature articles for magazines and newspapers. Course Fee

3. Proposed course catalog listing: Prerequisites: JOUR 302 and 323, or permission of instructor. A professional reporting course that teaches feature writing and marketing of feature articles for print and online. Course Fee

4. Rationale for revision of the course catalog listing: The change reflects the current content of the course. The rapidly changing media marketplace demands writing skills for multiple platforms.

5. Proposed term for implementation: 2014 (30)

6. Dates of prior committee approvals:

SJ&B Curriculum Committee:	10/30/13
School of Journalism & Broadcasting:	11/1/13
Potter College Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Ted Hovet, ted.hovet@wku.edu, 745-5782

1. Identification of existing course:

1.1 Current course prefix (subject area) and number: ENG 366

1.2 Course title: History of Narrative Film

2. Identification of proposed equivalent course prefix(es) and numbers: FILM 366

3. Rationale for each equivalent course:

ENG 366, History of Narrative Film, was established as a course before the major in film was created in 2010. It is now an elective in both the major in English and the major in film. It would serve students well to be able to take the class as either ENG 366 or FILM 366, whichever best fits their degree plan. Both the Department of English and the School of Journalism & Broadcasting have approved this equivalency and will cross-list the course when it is offered.

4. Proposed term for implementation: 2014(30)

5. Dates of prior committee approvals:

Department of English	10/24/2013
Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Ted Hovet, ted.hovet@wku.edu, 745-5782

1. Identification of existing course:

1.1 Current course prefix (subject area) and number: ENG 465

1.2 Course title: Film Genres

2. Identification of proposed equivalent course prefix(es) and numbers: FILM 465

3. Rationale for each equivalent course:

ENG 465, Film Genres, was established as a course before the film major was created in 2010. It is now an elective in both the English major and the Film major. It would serve students well to be able to take the class as either ENG 465 or FILM 465, whichever best fits their degree plan. Both the English Department and the School of Journalism and Broadcasting have approved this equivalency, and will cross-list the course when it is offered.

4. Proposed term for implementation: 2014(30)

5. Dates of prior committee approvals:

Film Faculty	10/24/13
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	1/30/14
University Senate	January 30, 2014

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Create an Equivalent Course
(Consent Item)

Contact Person: Ted Hovet, ted.hovet@wku.edu, 745-5782

1. Identification of existing course:

1.1 Current course prefix (subject area) and number: ENG 466

1.2 Course title: Film Theory

2. Identification of proposed equivalent course prefix(es) and numbers: FILM 466

3. Rationale for each equivalent course:

ENG 466, Film Theory, was established as a course before the film major was created in 2010. It is now an elective in both the English major and the Film major. It would serve students well to be able to take the class as either ENG 466 or FILM 466, whichever best fits their degree plan. Both the English Department and the School of Journalism & Broadcasting have approved this equivalency and will cross-list the course when it is offered.

4. Proposed term for implementation: 2014(30)

5. Dates of prior committee approvals:

Department of English	10/24/2013
Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Suspend a Course
(Consent Item)

Contact Person: Jo-Anne Ryan, jo-anne.ryan@wku.edu , 745-3828

1. **Identification of course:**
   - 1.1 Current course prefix (subject area) and number: BCOM 185
   - 1.2 Course title: Introduction to Broadcasting

2. **Rationale for the course suspension:** The School of Journalism & Broadcasting has created a new media survey course SJB 101 Understanding Media. SJB101 will be one of the three new core courses that will be added to the major in broadcasting. While the course will not exclusively cover the broadcasting industry, students will receive a broad overview of the media industry including broadcasting.

3. **Effect of course suspension on programs or other departments, if known:** Not applicable. Current students in the major that have not taken BCOM 185 will be allowed to substitute SJB101.

4. **Proposed term for implementation:** 2014(30)

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

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Suspend a Course
(Consent Item)

Contact Person: Travis Newton, travis.newton@wku.edu, 270-745-5890

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: BCOM 350
   1.2 Course title: Scriptwriting for Film & Television

2. **Rationale for the course suspension:** Course is being rewritten as a FILM 200-level course (FILM 250).

3. **Effect of course suspension on programs or other departments, if known:**
   The major in film (REF# 667) will be revised to reflect the change in course number and subject code. The new course will be required in the major in film effective fall 2014. Current students in the film major will be given iCAP exception forms to allow the new FILM 250 course to replace the required course BCOM 350.
   The major and minor in broadcasting (REF# 726/330) will replace this course with FILM 250 in its elective list effective fall 2014. iCAP exceptions forms will be provided to current majors/minors.
   The minor in film studies (REF# 358) will need to provide iCAP exceptions to students to substitute the new FILM 250 course for BCOM 350 as an elective in the program.

4. **Proposed term for implementation:** 2014(30)

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

Broadcasting Program Committee	10/22/2013
Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	12/5/213
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 16, 2013*

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Suspend a Course
(Consent Item)

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: BCOM 376
   1.2 Course title: Film Production for Television

2. **Rationale for the course suspension:**
   BCOM 376 Film Production for Television was originally designed as an upper-division course to allow students the opportunity to film a variety of television projects on black and white and color film. Over time, this course has evolved into a course on cinematography using film as the medium of instruction. Since film cameras are giving way to digital cameras, the original course, BCOM 376, is being rewritten in such a fundamental way as to necessitate a new course proposal. Important concepts and applications from the course will be incorporated into the new FILM 376 Cinematography course. FILM 376 will replace BCOM 376 in the major in film. Currently, full-time faculty staffing cannot support teaching both a course in film production for television and a course in cinematography at this time.

3. **Effect of course suspension on programs or other departments, if known:**
   Film and Broadcasting majors from past catalog years (which required BCOM 376) will be permitted to take FILM 376 in its place, and i-CAP exceptions will be filed. This change reflects the new curriculum in the Film major effective fall 2014. BCOM 376 is an elective in the minor in film studies and an elective (for some catalog years) in the major/minor in broadcasting. i-CAP exception forms will be allowed to substitute FILM 376 for BCOM 376 as an elective in these programs.

4. **Proposed term for implementation:** 2014(30)

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

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Suspend a Course
(Consent Item)

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: BCOM 380
   1.2 Course title: Intermediate Post Production

2. **Rationale for the course suspension:**
   BCOM 380 will be dropped as a required course in the production concentration within the broadcasting major curriculum effective fall 2014, and will no longer be taught. Important concepts and applications from the course will be incorporated into BCOM 480 (Advanced Post Production). It was determined that three separate post-production classes were unnecessary for Broadcasting majors.

3. **Effect of course suspension on programs or other departments, if known:**
   This change will have no effect on other programs and no long-term effect on the Broadcasting major. Broadcasting students from past catalog years (which required BCOM 380) will be permitted to take BCOM 480 in its place, and iCAP exceptions will be filed. This change reflects the new curriculum in the major in broadcasting effective 2014.

4. **Proposed term for implementation:** 2014(30)

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

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 16, 2013*

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Suspend a Course
(Consent Item)

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: BCOM 379
   1.2 Course title: Producing for Video and Film

2. **Rationale for the course suspension:**
   In an effort to streamline the TV/Film Production Track and incorporate the new SJB core courses into the major in broadcasting, two existing courses, BCOM 379 *Producing for Television and Film* and BCOM 466 *Directing Television and Film*, will be suspended from inventory. BCOM 379 will be dropped as a required course in the television production concentration within the curriculum requirements of the broadcasting major, effective fall 2014, and will be suspended. Important concepts and applications from the course will be incorporated into both the new BCOM 463 Producing and Directing course, and the new FILM 379 Film Producing course.

3. **Effect of course suspension on programs or other departments, if known:**
   Broadcasting majors from past catalog years (which required BCOM 379) will be permitted to take BCOM 463 in its place, and i-CAP exceptions will be filed. This change reflects the new curriculum in the major in broadcasting, effective 2014. This change will have no effect on the film major.

4. **Proposed term for implementation:** 2014(30)

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

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Suspend a Course
(Consent Item)

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: BCOM 466
   1.2 Course title: Directing Television and Film

2. **Rationale for the course suspension:**
   BCOM 466 will not be required in the TV production concentration within the revised broadcast program, which will be implemented in fall 2014. Important concepts and applications from the course will be incorporated into the new BCOM 463 (Producing and Directing) class.

3. **Effect of course suspension on programs or other departments, if known:**
   This change will have no effect on other programs and no long-term effect on the major in broadcasting. Broadcasting students from past catalog years (which required BCOM 466) will be permitted to take BCOM 463 in its place, and iCAP exceptions will be filed. This change reflects the new Broadcasting curriculum.

4. **Proposed term for implementation:** 2015(30)

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

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Nov 1, 2013

Potter College of Arts & Letters
Department of Sociology
Proposal to Suspend a Course
(Consent Item)

Contact Person: Holli Drummond, holli.drummond@wku.edu, 745-2259

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: SOCL 353
   1.2 Course title: Sociology of Modern Japan

2. **Rationale for the course suspension:**
   The Sociology has experienced significant faculty attrition over the last five years. Unfortunately, we have been unable to replace faculty at the rate at which they have been lost. Thus, we are currently unable to offer this course.

3. **Effect of course suspension on programs or other departments, if known:**
   The course is an elective for 1) Gender and Women's Studies, 2) the Asian Religions and Culture major, and 3) the Asian Studies minor. It is with regret that we inform these programs of the loss of this course.

4. **Proposed term for implementation:**
   Fall 2014

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

Department/ Unit Sociology	Nov 20, 2013
Potter College Curriculum Committee	Dec 5, 2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Nov 1, 2013

Potter College of Arts & Letters
Department of Sociology
Proposal to Suspend a Course
(Consent Item)

Contact Person: Holli Drummond, holli.drummond@wku.edu, 745-2259

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: SOCL 420
   1.2 Course title: Political Sociology

2. **Rationale for the course suspension:**
   The Sociology has experienced significant faculty attrition over the last five years. Unfortunately, we have been unable to replace faculty at the rate at which they have been lost. Thus, we are currently unable to offer this course.

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

4. **Proposed term for implementation:**
   Fall 2014

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

Department/ Unit Sociology	Nov 20, 2013
Potter College Curriculum Committee	Dec 5, 2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: 3/20/13

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Suspend a Program
(Consent Item)

Contact Person: Loup Langton, loup.langton@wku.edu, 270.745.4394

1. Identification of program:

1.1 Program reference number: 414
1.2 Program title: Minor in Mass Communication
1.3 Credit hours: 21

2. Rationale for the program suspend: The minor currently has 7 students, down from 13 in spring of 2012. The minor in mass communication offers a flexible, interdisciplinary education aimed at providing an understanding of the dynamics of mass communication in society. Student enrollment trends suggest that this minor needs to be revamped. Students are more attracted to the pre-professional programs in the School. Suspension of the program, while the School undergoes significant curriculum revisions, will provide an opportunity to evaluate and redesign the program.

3. Effect on current students or other departments, if known: The School will continue to provide all courses or equivalent course substitutions necessary for the current minors to graduate on time.

4. Proposed term for implementation: 2014 (30)

5. Dates of prior committee approvals:

SJ&B Curriculum Committee	April 2013
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: 3/20/13

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Suspend a Program
(Consent Item)

Contact Person: Loup Langton, loup.langton@wku.edu, 270.745.4394

1. Identification of program:

1.1 Program reference number: 725
1.2 Program title: Major in Mass Communication
1.3 Credit hours: 36

2. Rationale for the program suspension: Although those "seeking admission to the program" have averaged 18 students for the past two years, the number enrolled as "admitted to the major" has averaged less than five students during that same time span. The major in mass communication offers students the opportunity to acquire a broad, flexible, interdisciplinary liberal arts education which is aimed at a comprehensive understanding of the dynamics of mass communication in society. For this reason, the major is unique in the School of Journalism & Broadcasting, in that it is not a specialized professional program. Student enrollment trends suggest that this program needs to be revamped. Students are more attracted to the pre-professional programs in the School. Suspension of the program, while the School undergoes significant curriculum revisions, will provide an opportunity to evaluate and redesign the program.

3. Effect on current students or other departments, if known: The School will continue to provide all courses or equivalent course substitutions necessary for the current majors (minors) to graduate on time.

4. Proposed term for implementation: 2014 (30)

5. Dates of prior committee approvals:

SJ&B Curriculum Committee	April 2013
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013rev

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Delete a Course
(Consent Item)

Contact Person: Loup Langton, loup.langton@wku.edu 745-4144

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: JOUR 201
   1.2 Course title: Media and Society

2. **Rationale for the course suspension:** The School of Journalism & Broadcasting has created a new media survey course SJB 101 Understanding Media. SJB 101 will be one of the three new core courses that will be added to the following majors: advertising, broadcasting, news/editorial journalism, photojournalism, and public relations. SJB 101 will cover material similar to JOUR 201 but with an updated approach to the material

   SJB 101 Understanding Media helps students acquire and practice key digital media, audience analysis, and information management skills. Full integration of media content, ethics and technology learning into the core curricula of the School of Journalism & Broadcasting will leave students immeasurably better positioned to compete in today's varied and changing media workplace. Understanding Media includes an in-depth study of the theoretical foundations and ethical considerations for analyzing mass communication messages, channels, institutions, audiences, and communities.

3. **Effect of course suspension on programs or other departments, if known:** The programs outside the School of Journalism & Broadcasting that will be impacted include the major in popular culture studies (758) and the minor in floodplain management (361). Programs outside the School of Journalism & Broadcasting have been notified and may substitute BCOM 201 Mass Communication Theory and Effects or SJB 101 Understanding Media. Students currently enrolled in the advertising, news/editorial, photojournalism and public relations majors that have not already taken the JOUR 201 requirement will be allowed to substitute SJB101.

4. **Proposed term for implementation:** 2014(30)

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

SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Delete a Course
(Consent Item)

Contact Person: Loup Langton, loup.langton@wku.edu 745-4144

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: JOUR 232
   1.2 Course title: Electronic Technologies for Journalism

2. **Rationale for the course suspension:** The School of Journalism & Broadcasting will introduce a new course, SJB 102 Media Content, Collaboration and Community, in fall 2014. SJB 102 will be one of the three new core courses that will be added to the following majors: advertising, broadcasting, news/editorial journalism, photojournalism, and public relations. Media technology has fundamentally altered the way in which the world communicates, the School of Journalism & Broadcasting is responding to these changes through new approaches to educating students.

3. **Effect of course suspension on programs or other departments, if known:**
   Students currently enrolled in the advertising, news/editorial journalism and public relations majors that have not already taken JOUR 232, will be allowed to substitute SJB 102 Media Content, Collaboration and Community. Students pursuing the iMedia Certificate (REF# 1702) will be allowed to substitute SJB 102 or another appropriate course.

   The only program outside the School of Journalism & Broadcasting that will be impacted is the minor in computer information systems (REF# 347), which lists JOUR 232 as a restricted elective. The program department head has been contacted about the deletion.

4. **Proposed term for implementation:** 2014(30)

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

SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: 11/12/2013

College Name
Department Name
Proposal to Delete a Course
(Consent Item)

Contact Person: Neal Downing; neal.downing@wku.edu; 745-6302

1. Identification of course:

1.1 Current course prefix (subject area) and number: AMS 320

1.2 Course title: ARCHITECTURAL DOCUMENTATION

2. Rationale for the course deletion:

AMS 320 is no longer being offered in the department and is being deleted from the catalog. It has been replaced by AMS 263.

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

none

4. Proposed term for implementation:

201430

5. Dates of prior committee approvals:

Department/ Unit	11/18/2013
College Curriculum Committee	12/05/2013
~~Professional Education Council (if applicable)~~	
~~General Education Committee (if applicable)~~	
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: 11/15/13

Ogden College of Science and Engineering
Department of Mathematics
Proposal to Delete a Course
(Consent Item)

Contact Person: John Spraker, john.spraker@wku.edu, 745 - 6220

1. Identification of course:

1.1 Current course prefix (subject area) and number: MATH 432

1.2 Course title: Introduction to Measure Theory

2. Rationale for the course deletion:

This course has not been offered in more than 5 years. Students in the mathematics major now take the new course, MATH 337, followed by MATH 431 for their analysis sequence and no longer need MATH 432.

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

None

4. Proposed term for implementation:

Fall 2014

5. Dates of prior committee approvals:

Department of Mathematics	November 15, 2013
Ogden College Curriculum Committee	December 5, 2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

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

Contact Person: Neal Downing, neal.downing@wku.edu, 270-745 -6302

1. Identification of course:

1.1 Course prefix (subject area) and number: AMS 273

1.2 Course title: Architectural Detailing

2. Current prerequisites: AMS 320

3. Proposed prerequisites/ special requirements: AMS 263 with a Grade of 'C' or better

4. Rationale for the revision of prerequisites: AMS 320 is no longer being offered in the department and is being deleted from the catalog. It has been replaced by AMS 263.

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

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department: Architectural & Manufacturing Sciences	11/18/2013
Ogden College Curriculum Committee	12/05/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

11/12/2013

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

Contact Person: Neal Downing, neal.downing@wku.edu, 270-745 -6302

1. **Identification of course:**
   - 1.1 Course prefix (subject area) and number: AMS 325
   - 1.2 Course title: Survey of Building Systems
2. **Current prerequisites:** AMS 163, 261 and Math 118 or equivalent
3. **Proposed prerequisites:** AMS 163, 261 and Math 117 or equivalent
4. **Rationale for the revision of prerequisites:** Math 118 is not being offered and hence Math 117 has been made the requirement.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2014
7. **Dates of prior committee approvals:**

Department: Architectural & Manufacturing Sciences	11/18/2013
Ogden College Curriculum Committee	12/05/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

11/12/2013

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

Contact Person: Neal Downing, neal.downing@wku.edu, 270-745 -6302

1. **Identification of course:**
   - 1.3 Course prefix (subject area) and number: AMS 363
   - 1.4 Course title: Architectural Documentation II

2. **Current prerequisites:** AMS 263 with a grade of 'C' or better, 273 (formerly AMS 373)

3. **Proposed prerequisites:** AMS 263 with a grade of 'C' or better, AMS 273 with a grade of 'C' or better, AMS 305
4. **Rationale for the revision of prerequisites:** Students are required to know the principles from AMS 305 and apply them in AMS 363. A grade of 'C' or better in AMS 273 will better prepare students for AMS 363.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2014
7. **Dates of prior committee approvals:**

Department: Architectural & Manufacturing Sciences	11/18/2013
Ogden College Curriculum Committee	12/05/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

11/12/2013

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

Contact Person: Neal Downing, neal.downing@wku.edu, 270-745 -6302

1. **Identification of course:**
   - 1.1 Course prefix (subject area) and number: AMS 372
   - 1.2 Course title: Commercial Architectural Floor Planning
2. **Current prerequisites:** AMS 320
3. **Proposed prerequisites:** AMS 263
4. **Rationale for the revision of prerequisites:** AMS 320 is not being offered in the department and is being deleted from the catalog. AMS 320 has been replaced by AMS 263.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2014
7. **Dates of prior committee approvals:**

Department: Architectural & Manufacturing Sciences	11/18/2013
Ogden College Curriculum Committee	12/05/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

11/12/2013

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

Contact Person: Neal Downing, neal.downing@wku.edu, 270-745 -6302

1. **Identification of course:**
   - 1.1 Course prefix (subject area) and number: AMS 375
   - 1.2 Course title: Special Architectural Problems
2. **Current prerequisites:** AMS 320
3. **Proposed prerequisites:** None
4. **Rationale for the revision of prerequisites:** AMS 320 is not being offered in the department and is being deleted from the catalog.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2014
7. **Dates of prior committee approvals:**

Department: Architectural & Manufacturing Sciences	11/18/2013
Ogden College Curriculum Committee	12/05/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

11/12/2013

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

Contact Person: Neal Downing, neal.downing@wku.edu, 270-745 -6302

1. **Identification of course:**
   - 1.1 Course prefix (subject area) and number: AMS 378
   - 1.2 Course title: Architectural/ Professional Presentation
2. **Current prerequisites:** AMS 320; AMS 360
3. **Proposed prerequisites:** AMS 369
4. **Rationale for the revision of prerequisites:** AMS 320 and AMS 360 are not being offered in the department. They no longer need to be mentioned in the list of prerequisites. Projects created in AMS 369 are used as the base for creating presentations in AMS 378.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2014
7. **Dates of prior committee approvals:**

Department: Architectural & Manufacturing Sciences	11/18/2013
Ogden College Curriculum Committee	12/05/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

11/12/2013

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

Contact Person: Neal Downing, neal.downing@wku.edu, 270-745 -6302

1. **Identification of course:**
   - 1.1 Course prefix (subject area) and number: AMS 470
   - 1.2 Course title: Land Development
2. **Current prerequisites:** CE 216, AMS 325, AMS 373
3. **Proposed prerequisites:** AMS 273
4. **Rationale for the revision of prerequisites:** AMS 373 is not being offered in the department, it has been replaced with AMS 273. CE 216 is not offered by the Engineering Department. AMS 470 has evolved over time and the content covered in AMS 325 is not required to be successful in AMS 470. AMS 373 is not being offered; it has been replaced by AMS 273.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2014
7. **Dates of prior committee approvals:**

Department: Architectural & Manufacturing Sciences	11/18/2013
Ogden College Curriculum Committee	12/05/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

11/12/2013

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

Contact Person: Neal Downing, neal.downing@wku.edu, 270-745 -6302

1. **Identification of course:**
   - 1.1 Course prefix (subject area) and number: AMS 488
   - 1.2 Course title: Comprehensive Design
2. **Current prerequisites:** Senior Standing and consent of Instructor
3. **Proposed prerequisites:** AMS 363, AMS 369, Senior Standing and consent of Instructor
4. **Rationale for the revision of prerequisites:** AMS 363 and AMS 369 will better prepare students for the capstone sequence.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2014
7. **Dates of prior committee approvals:**

Department: Architectural & Manufacturing Sciences	11/18/2013
Ogden College Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: 11/15/13

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

Contact Person: John Spraker, john.spraker@wku.edu, 745 - 6220

1. Identification of course:

1.1 Course prefix (subject area) and number: MATH 307

1.2 Course title: Introduction to Linear Algebra

2. Current prerequisites:

MATH 136 and either EE 180 or PHIL 215 with a grade of C or better.

3. Proposed prerequisites:

MATH 136 with an A or MATH 142 with an A or MATH 137 with a C or better.

4. Rationale for the revision of prerequisites:

The new requirement better reflects the required preparation and provides the opportunity for some students to progress more rapidly in the major.

5. Effect on completion of major/minor sequence:

As stated above, some students will be able to complete the major more rapidly with the new prerequisites.

6. Proposed term for implementation:

Fall 2014

7. Dates of prior committee approvals:

Department of Mathematics	November 15, 2013
Ogden College Curriculum Committee	December 5, 2013
Professional Education Council	December 11, 2013
University Senate	January 30, 2014

Proposal Date: 2/6/13

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

Contact Person: Margaret Crowder, Margaret.crowder@wku.edu, 5-5973

1. Identification of course:

1.1 Course prefix (subject area) and number: GEOL 311
1.2 Course title: General Oceanography
1.3 Credit hours: 3

2. Current prerequisites:

GEOL 102 or GEOL 111 or permission of instructor

3. Proposed prerequisites:

GEOL 111 and GEOL 113, or permission of instructor

4. Rationale for the revision of prerequisites:

GEOL 102 is being phased out in the Department of Geography and Geology. The new prerequisites better represent the prior knowledge students need to succeed in GEOL 311. In particular, the addition of the requirement of the 113 laboratory experience gives students a good foundation in mapping, contouring, and mineralogy that better prepares them for course topics such as bathymetry, solubility, and marine sediment production and distribution.

5. Effect on completion of major/minor sequence:

The proposed change should have no effect on completion of a major/minor sequence, as GEOL 111 and GEOL 113 are the required introductory courses for both the major and minor.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Geography and Geology Department _____2/22/2013____

Ogden College Curriculum Committee _____3/7/2013_____

Professional Education Council (if applicable) _____4/10/2013_____

Undergraduate Curriculum Committee ____ January 30, 2014_

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/13/2013

Ogden College of Science and Engineering

Department of Geography and Geology

Proposal to Revise Course Number

(Consent Item)

Contact Person: David Keeling, david.keeling@wku.edu, 5-4555

1. Identification of course:

1.1 Current course prefix (subject area) and number: GEOG 451
1.2 Title: Geography of Kentucky
1.3 Credit hours: 3

2. Proposed course number: GEOG 352

3. Rationale for the revision of course number: This course historically populates with teacher education students and has no geography course prerequisite. The Department is realigning many 400-level courses to 300-level status to reflect the absence of prerequisites and to prepare for possible General Education reclassification.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Geography and Geology Department	_____2/22/2013_____
Ogden College Curriculum Committee	_____3/7/2013_____
Professional Education Council	_____4/10/2013_____
Undergraduate Curriculum Committee	_____ January 30, 2014
University Senate	_____

Proposal Date: October 30, 2013

College of Education and Behavioral Sciences
School of Teacher Education Proposal to Revise Course Number
(Action)

Contact Person: Michael McDonald; michael.mcdonald@wku.edu; 5-3097

1. Identification of proposed course

1.1	Course prefix (subject area) and number:	BE 310
1.2	Course title:	Advanced Computer Applications for Business Educators

2. Proposed course number: BE 400

3. Rationale for revision of course number: This course is an advanced course and the skills build on lower level courses. The content and skills in this course are more appropriate for a senior level course.

4. Proposed term for implementation: Summer 2014

5. Dates of prior committee approvals:

School of Teacher Education	11/08/2013
College of Education and Behavioral Sciences College Curriculum Committee	12/03/2013
Professional Education Council (if applicable)	12/11/2013
Undergraduate Curriculum Committee	__ January 30, 2014_____
University Senate	

Proposal Date: October 30, 2013

College of Education and Behavioral Sciences
School of Teacher Education Proposal to Revise Course Number
(Action)

Contact Person: Michael McDonald; michael.mcdonald@wku.edu; 5-3097

6. Identification of proposed course

1.3	Course prefix (subject area) and number:	BE 310
1.4	Course title:	Advanced Computer Applications for Business Educators

7. Proposed course number: BE 400

8. Rationale for revision of course number: This course is an advanced course and the skills build on lower level courses. The content and skills in this course are more appropriate for a senior level course.

9. Proposed term for implementation: Summer 2014

10. Dates of prior committee approvals:

School of Teacher Education	11/08/2013
College of Education and Behavioral Sciences College Curriculum Committee	12/03/2013
Professional Education Council (if applicable)	12/11/2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: November 25, 2013

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

Contact Person: Selena Sanderfer, selena.sanderfer@wku.edu, (270) 745-4739

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: HIST 310
1.2 Course title: Comparative Slavery
1.3 Abbreviated course title: Comparative Slavery
(maximum of 30 characters or spaces)
1.4 Credit hours: 3.00 Variable credit (yes or no) **No**
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: HIST 101 or HIST 102
1.7 Course description: Examines slavery among people of African descent emphasizing the origins, politics, economics, and legacies of African slavery in the Americas, Asia, the Caribbean, and Africa.

2. Rationale:

2.1 Reason for developing the proposed course: This course in being offered in response to faculty and students who have expressed an interest in the coerced migrations of Africans and their enslavement. While the History Department offers courses on African American History and the Atlantic World, two courses which cover the era of the Atlantic Slave Trade, neither course is able to focus specifically on the variety of slave societies and diverse experiences of Africans in the Diaspora in regions outside of the US or the Western world. In addition to the era of the Trans-Atlantic Slave Trade, this course will familiarize students with slavery during the late Medieval Era, internal slavery in Africa and African enslavement Asia. Increasingly slavery has been studied as a distinct field separate from African American and Atlantic history. The growing historiography of the topic has privileged transnational approaches, the agency of subaltern populations, and the evolution of the plantation system and African enslavement. These approaches to history are an increasing trend within the discipline and WKU students, in order to keep abreast with such changes, need the opportunity to take more courses emphasizing these types of methodologies. The proposed course also advances the University mission by preparing students to become global citizens, who are socially responsible and cognizant of the historical contexts affecting minorities, regions, and peoples around the world. Both graduate and undergraduate versions of this course have already been successfully offered as a special topics course and the level of student interest has been judged by the History Department to warrant a permanent course offering. If approved, this course will contribute to the African American Studies minor as

an elective and will also be proposed as a Connections course in the Colonnade Program.

2.2 Projected enrollment in the proposed course: The projected enrollment for this course is expected to be between 30 – 35 students during the semester that the course is offered. This projection is based upon informal surveys in history classes such as AFAM 190, HIST 358 and HIST 359. Students outside the History Department will be expected to enroll. Interested students may include those in the African American Studies Program and the Folk Studies and Anthropology Program. This projection is also based upon enrollment numbers for HIST 491 Comparative Slavery, a special topics course offered during the spring 2012 semester. The course enrollment number stood at 30 students.

2.3 Relationship of the proposed course to courses now offered by the department: The History Department currently does not offer a specific course focusing on the history of African enslavement at either the graduate or undergraduate level. This course will complement two of the department's courses on black history HIST 358 Blacks in US History before 1877 and HIST 390 Blacks in the American South as well as its course on African history HIST 360. It will offer a more in depth look at the experiences of enslaved persons in both the Diaspora and the system of indigenous slavery in Africa.

2.4 Relationship of the proposed course to courses offered in other departments: There is no similar course offered at WKU that examines specifically the topic of African enslavement. Courses that address related topics include ENG 393 African American Literature, AFAM 190 The African American Experience and FLK 377 African American Folklife. The course in Comparative Slavery will contribute the Southern Studies minor as an elective course. It will also be a crossed listed course in the African American Studies Minor.

2.5 Relationship of the proposed course to courses offered in other institutions: On the national level several universities offer courses on various systems of African slavery including HIST 329 - University of Pennsylvania, HIST 366 - George Mason University, and HIST 342 at Northwestern University. Comparative slavery courses are also offered at colleges and universities within the greater Kentucky region including HIST 320 - Indiana State University, HIST 304 – Eastern Kentucky University, A 360 – University of Indiana and PSA 329 – University of Louisville. Some universities also offer courses on a specific aspect of African slavery such as emancipation, abolition or rebellion. Courses such as these are offered at regional campuses in the Southeast including HIST 4485 – University of West Georgia, HIST 366 –College of Charleston and HY 482 - University of Alabama, Huntsville. Such specialized courses in African slavery are also offered at premier universities nationally such as HIST 239 - Bowdoin University, HIST 150 - University of California, Irvine, and as special topics course at Vanderbilt University. Although numerous institutions regularly offer a course on comparative slavery, there are currently no permanent courses offered on this specific topic at WKU. In following broader trends in the history discipline that now privilege transnational, Atlantic World, and subaltern studies, offering a course on comparative slavery will familiarize WKU students with these growing subfields and help them keep pace with a changing job market.

3. Discussion of proposed course:

3.1 Schedule type: S: This course will be a seminar that uses group discussion and exchange of information meeting 2-3 times weekly.

3.2 Learning Outcomes: After successfully completing this course students will be able to:

- Content Knowledge:
  - identify the main theoretical arguments and issues in the study of African slavery
  - understand comparative approaches within the field of history
  - identify the diverse forms in which human bondage could take place across cultures and geographies
  - understand the ways in which slavery influenced notions of race, gender, class and labor
- Cognitive Skills:
  - historicize local slave experiences by placing them in a global, cultural, and historical context
  - evaluate the social, intellectual, political, and economic history of slavery
  - analyze the different historical experiences of slave societies
  - think critically to construct informed and ethical arguments
  - evaluate and interpret primary and secondary evidence
- Communication Skills:
  - effectively communicate ideas in written and oral formats
  - display several the basic conventions of historical writing and academic integrity in assignments
- Personal Growth:
  - demonstrate an understanding of diverse cultures within and across societies
  - develop an understanding of the ethical implications of decisions and actions
  - develop knowledge of and concern for a multicultural global world

3.3 Content outline:

- Slavery in Africa
- Race and Slavery
- The Middle Passage
- Social Life and Social Death
- Slavery in Asia
- Slavery's Effect on Africa and Slavery's Effect on the Americas
- The Haitian Revolution
- Slave Rebellions
- Resistance and Accommodation
- Abolition and Emancipation
- Slavery and Memory

3.4 Student expectations and requirements:

This course utilizes four types of separate writing assignments requiring a minimum total of 30 pages. The four types of assignments include:

- Book review requiring students to offer relevant criticism of historical monographs and secondary sources
- Historiography requiring students to become familiar with the historical literature on slavery
- Research paper requiring students to use primary sources to make an original argument and contribution to the study of slavery
- Reading Response requiring students to succinctly summarize main arguments of historical monographs and secondary sources

This course requires two types of oral assignments. The two types of assignments include:

- Discussion leader requiring students to formulate questions on assigned readings and facilitate in class discussion on topics covered
- Discussion Participation requiring students to articulate and communicate their ideas orally

3.5 Tentative texts and course materials:

- Laurent DuBois, Avengers of the New World: The Story of the Haitian Revolution (Belknap Press, 2004)
- Eric Foner, Nothing but Freedom: Emancipation and Its Legacy (Louisiana State University Press, 1983)
- Eugene Genovese, From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World (Louisiana University State Press, 1992)
- David Northrup, The Atlantic Slave Trade: Problems in World History (Wadsworth Publishing, 2010)
- James Sweet, Recreating Africa Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770 (The University of North Carolina Press, 2006)
- Frank Tannenbaum, Slave and Citizen (Beacon Press, 1992)
- Stephen P. Hanna, "A Slavery Museum?: Race, Memory, and Landscape in Fredericksburg, Virginia," *Southeastern Geographer*, 48 no. 3 (November 2008):316-337.
- Rodney Coates, "If a Tree Falls in the Wilderness: Reparations, Academic Silences, and Social Justice" *Social Forces* 83 no. 2 (December 2004):841-864.
- Mary Frances Berry, "In Search of Callie House and the Origins of the Modern Reparations Movement," *The Journal of African American History*, 91 (Summer 2006):323-8.
- Vincent Brown, "Social Death and Political Life in the Study of Slavery," *American Historical Review* 114 no. 5 (December 2009):1231-1249.
- Fitzroy A. Baptiste, "The African Presence in India" *African Quarterly*, 38 no. 2 (1998):92-126.
- Emily Clark and Virginia M. Gould, "The Feminine Face of Afro-Catholicism in New Orleans, 1727-1852," *William and Mary Quarterly*, 59 no. 2 (April 2002):409-448.

4. Resources:

4.1 Library resources: Existing resources are sufficient

4.2 Computer resources: Existing resources are sufficient

5. Budget implications:

5.1 Proposed method of staffing: Existing Staff

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of History	**11/25/2013**
Potter College Curriculum Committee	**12/5/2013**
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: November 25, 2013

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

Contact Person: Selena Sanderfer, selena.sanderfer@wku.edu, (270) 745-4739

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: HIST 325
1.2 Course title: Blacks in the Civil War and Reconstruction
1.3 Abbreviated course title: Blacks in the Civil War
(maximum of 30 characters or spaces)
1.4 Credit hours: 3.00 Variable credit (yes or no) No
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: HIST 101 or HIST 102
1.7 Course description: Examines black experiences during the Civil War and Reconstruction emphasizing anti-slavery, black soldiers, emancipation, postwar labor, political challenges, and the experiences of women.

2. Rationale:

2.1 Reason for developing the proposed course: As the 150th anniversary of the Civil War continues, interest in black history and Civil War and Reconstruction history grows exponentially. While the History Department offers courses on African American History and the Civil War and Reconstruction, students receive little exposure beyond the introductory level of the particular experiences of blacks during this period. This proposed course will highlight the broader significance and consequences of this conflict specifically to blacks through both national and local narratives and in doing so familiarize WKU students with growing historiographical trends that seek to connect local histories with larger national or international events. Students will learn specifically about black achievements or injustices in such areas as education, economics, culture and the military and in doing so advance the WKU mission of producing students who are engaged citizens cognizant of the historical contexts affecting minorities and cultures across the United States. This course has been offered as a special topics course and received wide interest and participation from both undergraduate and graduate students. The History Department has also recently developed the Civil War Institute, which makes primary sources on the conflict available for use by students and other researchers. Based upon this initial success and the newly acquired primary material, the History Department has reasoned that there is sufficient interest and resources to permanently offer this course in the Department's regular rotation. If approved, this course will be included in the Southern Studies and African American Studies minor as electives and also be proposed as a Connections course in the Colonnade Program.

2.2 Projected enrollment in the proposed course:

The projected enrollment for this course is expected to be between 20 – 30 students during the semester that the course is offered. This projection is based upon informal surveys in history classes such as AFAM 190, HIST 358 and HIST 359. Students outside the History Department are expected to enroll. Interested students may include those in the African American Studies Program and the Folk Studies and Anthropology Program. This projection is also based upon enrollment numbers for HIST 490 The African American Experience in the Civil War and Reconstruction, a special topics course offered during the fall 2012 semester. The course enrollment number stood at 22 students.

2.3 Relationship of the proposed course to courses now offered by the department:

2.4 The History Department currently does not offer a course on a specific topic covering the Civil War and Reconstruction eras. The Department does offer several courses which would complement the proposed HIST 325 - Blacks in the Civil War and Reconstruction course. These courses include: HIST 299 Introduction to Military History, HIST 358 Blacks in American History to 1877, HIST 390 Blacks in the American South, HIST443 Civil War and Reconstruction, 1850-1877, HIST 457 Old South, HIST458 New South, HIST 481 The Rise and Fall of the Confederacy, and HIST 494 U.S. Military History. This course will be added to the Southern Studies Minor as an elective. It will also be a crossed listed course in the African American Studies Minor.

2.5 Relationship of the proposed course to courses offered in other departments: There is no similar course offered at WKU that examines specifically the topic of blacks during the Civil War and Reconstruction eras. Courses that address related topics include: ECON 467 American Economic History, FLK/ANTH 281 Roots of Southern Culture, and PS 377 Politics of the American South.

2.6 Relationship of the proposed course to courses offered in other institutions: Courses on the Civil War and Reconstruction are frequently taught at colleges and universities across the country. Most institutions of higher education, if offering a degree in American History, will contain a course on the Civil War and Reconstruction era. Numerous regional universities also offer courses on this topic including Eastern Kentucky University - HIS 424: Civil War and Reconstruction, University of Kentucky – HIS 464 Civil War and Reconstruction, Tennessee Wesleyan College – H 390B The Civil War Era, East Tennessee State University –HIST 4067 The Civil War, University of Tennessee Knoxville – HIST 353 The Civil War and Reconstruction Eras, and Sewanee University – HIST 393 America's Civil War. While the enslavement of blacks was a major cause for the Civil War and their adjustment to freedom a major theme of Reconstruction, few universities offer courses specifically investigating their military and social experiences during this era. Schools offering courses in the black military experience in the 20th century include: The State University of New York – Buffalo which has offered a special topics course - Women and Minorities in the Military and the University of Colorado HIST 492 Black America and the War in Vietnam. Courses specifically on the black experience during the Civil War and Reconstruction include: Gettysburg College – AFS 220 African American Literature of the Civil War Era and AFS 221 Civil War and Civil Rights: African American Activism in the Nineteenth Century. Although

few courses on the black military experience are offered, it is a highly researched field with numerous articles and/or monographs published yearly on the subject. In following broader research trends in the history discipline that now privilege studies of subaltern, minorities, and diverse experiences, offering a course on black experiences during the Civil War and Reconstruction era will familiarize WKU students with these growing subfields and help them keep pace with a changing job market.

3. Discussion of proposed course:

3.1 Schedule type: S: This course will be a seminar that uses group discussion and exchange of information meeting 2-3 times weekly.

3.2 Learning Outcomes:

- Content Knowledge:
  - Identify with the main arguments, trends, and interpretations in the study of blacks during the Civil War and Reconstruction
  - Comprehend the impact of blacks in the causes, course, and consequences of the Civil War and Reconstruction Era
- Cognitive Skills:
  - historicize black experiences in the Civil War era by placing them in a global historical context
  - evaluate the social, political, and economic experiences of blacks during the Civil War and Reconstruction
  - think critically to construct informed and ethical arguments
  - analyze and interpret primary and secondary evidence
- Communication Skills:
  - effectively communicate ideas in written and oral formats
  - display several of the basic conventions of historical writing and academic integrity in assignments
- Personal Growth:
  - develop an understanding of the ethical implications of decisions and actions
  - formulate independent opinions based upon evidence, alternative scholarly interpretations, and an honest reexamination of one's preconceptions and biases

3.3 Content outline:

- Crisis of the 1850s
- Black Experiences in the North
- Contraband and Dependency
- Black Soldiers' Experiences
- Emancipation and Abraham Lincoln
- Perspectives on Reconstruction
- Black Politics and Civil Rights
- Education
- Land and Labor
- The Freedmen's Bureau
- Black Women's Experiences

- The Black Family

3.4 Student expectations and requirements:

This course utilizes four types of separate writing assignments requiring a minimum total of 30 pages. The four types of assignments include:

- Book review requiring students to offer relevant criticism of historical monographs and secondary sources
- Historiography requiring students to become familiar with the historical literature on slavery
- Research paper requiring students to use primary sources to make an original argument and contribution to the study of slavery
- Reading Response requiring students to succinctly summarize main arguments of historical monographs and secondary sources

This course requires two types of oral assignments. The two types of assignments include:

- Discussion leader requiring students to formulate questions on assigned readings and facilitate in class discussion on topics covered
- Discussion participation requiring students to articulate and communicate their ideas orally

3.5 Tentative texts and course materials:

- Dudley Cornish, The Sable Arm: Black Troops in the Union Army, 1861-1865 (Lawrence: University of Kansas Press, 1990)
- James McPherson, The Negro's Civil War: How American Blacks Felt and Acted during the War for the Union (New York: Vintage, 2003)
- Eric Foner, A Short History of Reconstruction (New York: Harpers and Row Publishing, 1990)
- Steven Hahn, A Nation under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration (Cambridge: Belknapp Press of Harvard University, 2005)
- Tera Hunter, To 'Joy My Freedom: Southern Women's Lives and Labors after the Civil War (Cambridge: Harvard University Press, 1998)
- James M. McPherson, "Who Freed the Slaves?" *Proceedings of the America Philosophical Society* 139 no. 1 (March 1995): 1-10.
- William C. Hine, "Black Politicians in Reconstruction Charleston, South Carolina: A Collective Study," *Journal of Southern History* 49 no. 4 (November 1983): 555-584.
- David Tyack and Robert Lowe, "The Constitutional Moment: Reconstruction and Black Education in the South," *American Journal of Education* 94 no. 2 (February 1986): 236-256.
- Keith Wilson, "Education as a Vehicle of Racial Control: Major General N. P. Banks in Louisiana, 1863-1864," *Journal of Negro Education* 50 no. 2 (Spring 1981): 156-170.
- John David Smiths, "The Enduring Myth of 'Forty Acres and a Mule," *Chronicle of Higher Education* (February, 2003).
- Robert Tracy McKenzie, "Freedmen and the Soil in the Upper South: The Reorganization of Tennessee Agriculture,1865-1880" *The Journal of Southern History* 59 no. 1 (February 1993): 63-84.

- W. E. B. DuBois, "The Freedmen's Bureau" *Atlantic Monthly* 87 no. 519 (March 1901): 354-365.
- Robert Harrison, "Welfare and Employment Policies of the Freedmen's Bureau in the District of Columbia" *Journal of Southern History* 72 no. 1 (February 2006): 75-110
- Karin L. Zipf, "Reconstruction 'Free Woman: African-American Women, Apprenticeship, and Custody Rights during Reconstruction," *Journal of Women' History* 12 no. 1 (Spring 200): 8-31.

4. Resources:

4.1 Library resources: Existing resources are sufficient
4.2 Computer resources: Existing resources are sufficient

5. Budget implications:

5.1 Proposed method of staffing: Existing Staff
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of History	**11/25/2013**
Potter College Curriculum Committee	**12/5/2013**
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

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

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: BCOM 463
1.2 Course title: Producing and Directing
1.3 Abbreviated course title: Producing and Directing
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit (No)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: BCOM 367
1.7 Course description: Advanced study of the operation of television equipment and station operation, including practical studio production experience. Emphasis on producing for broadcast media and multi-camera directing. Lecture and lab. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: In an effort to streamline the TV/Film Production Track and incorporate the new SJB core courses into the major in broadcasting, two existing courses, BCOM 379 *Producing for Television and Film* and BCOM 466 *Directing Television and Film*, will be suspended from inventory. However, the content of these course are still integral to preparing students for the professional television production industry.
BCOM 463 will combine the imperative topics and content from these two courses to create a new course in producing and directing. This course will merge those important pursuits, and provide the majors in broadcasting with advanced multi-camera production directing experience as well as expose them to the business and legal aspects of producing television programming.

2.2 Projected enrollment in the proposed course: Up to 32 students per lecture section, with smaller break-out lab sections. Based on current enrollment, this course will need to accommodate approximately 25 students each year. Fall 2013 enrollment data reports over 300 students pursuing the major in broadcasting and 65 students in the minor. Approximately 100 students are in the TV/Film Production Track within the major. Effective fall 2014, BCOM 463 will be a required course in the production track.

2.3 Relationship of the proposed course to courses now offered by the department: This course will build upon the instruction and experience of BCOM 266 *Basic Television Production*, which is also a studio-based class, as well as elements of BCOM 366 *Video Editing* and BCOM 367 *Field Production.* There are a number of video production courses offered under the FILM and BCOM umbrellas, but at this point,

only BCOM 266 offers significant studio instruction, though several courses in the Broadcast News Track also make use of the studio space.

2.4 Relationship of the proposed course to courses offered in other departments: None. The Department of Theatre offers courses in stage directing (THEA 371, 372, 380 and 415) which may have similar concepts, but none of these courses are specifically for television program directing or producing.

2.5 Relationship of the proposed course to courses offered in other institutions: A number of WKU's benchmark institutions feature television production courses, though few offer advanced studio experience, and most emphasize only television news. Similar courses can be found at Bowling Green State University (JOUR 3300, JOUR 4300) and Ball State University (TCOM 332), and a nearly identical course is featured at Illinois State University (COM 263).

3. Discussion of proposed course:

3.1 Schedule type: C – Lecture/Lab

3.2 Learning Outcomes: By course end, students will be able to:

* Understand and articulate the specific function of all studio and multi-camera equipment, as well as the specific roles and responsibilities of all crew members.
* Produce and direct a variety of live studio programming, including news, panel programs, and musical performances.
* Produce and direct a variety of recorded studio programming, including scripted drama, situation comedy, talk shows, demonstrations and PSAs.
* Produce and direct multi-camera remote programming, including documentaries, reality television, sports and event coverage.
*Understand the role of the television producer
*Create a project proposal and be able to pitch
*Create project budget and costs summary
*Create production timeline
*Understand legalities and rights involved in television production
*Interpret scripts for multi-camera production
*Develop a plan for promotion, distribution and broadcast schedule

3.3 Content outline: Studio facility and equipment, advanced crew roles and responsibilities, budgets, business management, legalities and rights, pitching and selling projects, script and project development, promotion and distribution of programming, panel programs, demonstration format, scripted format, network episodics, sitcoms, drama, live music, commercials and PSAs, news, documentaries and reality TV, and multi-camera remotes.

3.4 Student expectations and requirements: Students will be required to complete a series of exercises and in-class workshops. Students will also complete recorded projects of increasing length and complexity, including panel programs, demonstrations, commercials, situation comedy, drama, reality television and multi-camera remotes. Performance critiques will serve to evaluate their application of course material. Readings and exams will also be required.

3.5 Tentative texts and course materials:

Cury, Ivan. *Directing and Producing for Television: A Format Approach*. 4th Edition. Focal Press, 2010. Print.

Utterback, Andrew. *Studio Television Production and Directing*. 1st Edition. Focal Press, 2007. Print.
Kellison, Cathrine. *Producing for TV and New Media, A Real-World Approach for Producers*. 3rd Edition. Focal Press, 2013. Print

4. Resources:

4.1 Library resources: see attached Library Resource Form
4.2 Computer resources: Adequate.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.
5.2 Special equipment needed: Adequate. Students will need access to a fully-equipped multi-camera production studio.
5.3 Expendable materials needed: None required.
5.4 Laboratory materials needed: Consumable supplies: gels, diffusion, batteries, and lamps/bulbs.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

BCOM 463 ADVANCED MULTI-CAMERA PRODUCTION

Clements, Steve. *Show Runner: Producing Variety and Talk Shows for Television.* 1st Edition. Silman-James, 2004. Print.

Cury, Ivan. *Directing and Producing for Television: A Format Approach.* 4th Edition. Focal Press, 2010. Print.

Del Valle, Robert. *The One-Hour Drama: Producing Episodic Television.* 1st Edition. Silman-James, 2008. Print.

Gallagher, Mitch and Jim Mandell. *The Studio Business Book.* 2nd Edition. Cengage, 2006. Print.

Jackman, John. *Lighting for Digital Video and Television.* 3rd Edition. Focal Press, 2010. Print.

Kellison, Cathrine. *Producing for TV and New Media: A Real-World Approach for Producers.* 2nd Edition. Focal Press, 2008. Print.

Owens, Jim and Gerald Millerson. *Television Production.* 15th Edition. Focal Press, 2012. Print.

Utterback, Andrew. *Studio Television Production and Directing.* 1st Edition. Focal Press, 2007. Print.

Zettl, Herbert. *Television Production Handbook.* 11th Edition. Cengage, 2011. Print.

Proposal Date: October 8, 2013

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

Contact Person: Dick Taylor, Dick.Taylor@wku.edu, 270-745-5249

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: BCOM 476
1.2 Course title: Advanced Radio Sales
1.3 Abbreviated course title: Advanced Radio Sales
(maximum of 30 characters or spaces)
1.4 Credit hours: (3) Variable credit: No
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites BCOM 385
1.7 Course description: Storytelling's role in radio sales and the critical skills needed in today's radio sales profession. Builds upon the foundation presented in Broadcast Sales (BCOM385) by focusing on selling all of the various advertising platforms in consolidated radio operations. Students will have the opportunity to earn their Radio Marketing Professional and Certified Digital Market Professional certifications from the Radio Advertising Bureau.

2. Rationale:

2.1 Reason for developing the proposed course: Currently only an introductory broadcast sales course is offered covering radio, TV and digital media platforms. A recent WKU FUSE Research Grant Project completed in June 2013 revealed the greatest need for employees in Kentucky radio operations was in the area of sales. The research was reviewed with industry leaders at the Kentucky Broadcasters Association annual convention held in October 2013 and the response to WKU offering students this training was overwhelmingly endorsed. The president of the National Association of Broadcasters, Gordon Smith was also excited about this course of study being offered. The advanced radio sales course will focus in detail on the study of radio media buying, ratings, media math, target media, station Web sales and integration, salesperson accountability, planning and projections, case studies, presentation building and execution. Students will learn a systematic approach for each step of the sales process. Students in this course will have the opportunity to earn their professional certifications from the Radio Advertising Bureau in both radio and digital media sales. The Kentucky State Legislature has stated the education and training of the current and future workforce of the commonwealth can provide businesses and industries with the competitive edge critical to their success in the global economy. The state's broadcast association made up of over 300 radio stations needs students trained and ready to go to work in this area of the radio industry in Kentucky. This course will also continue to fulfill

the School of Journalism & Broadcasting's commitment as a Kentucky Program of Distinction.

2.2 Projected enrollment in the proposed course: 10 to 15 students based on enrollment in BCOM385 and the recent attendance at the KBA WKU Radio Talent Institute.

2.3 Relationship of the proposed course to courses now offered by the department: This course builds on the introductory Broadcast Commercial Sales (BCOM 385).

2.4 Relationship of the proposed course to courses offered in other departments: This course focuses on the specialized area of advertising sales via broadcast radio. No other marketing course offered at WKU specializes in this type of advertising sales.

2.5 Relationship of the proposed course to courses offered in other institutions: Broadcast schools are expanding their course offerings in radio and digital sales due the need for qualified people. Benchmark school: Ball State University (TCOM345: Advance Media Sales); plus these additional schools: Western Carolina University (COMM458: Broadcast Sales and Promotion), University of Mississippi (JOUR386: Media Sales) and Vincennes University (MDIA250: Digital Media Sales) now offer these advanced radio selling courses.

3. Discussion of proposed course:

3.1 Schedule type: L – Lecture

3.2 Learning Outcomes:

Students will be able to use a systematic approach for each step of the radio sales process for both over-the-air advertisements as well as the growing digital media advertising platform and will have the opportunity to earn professional industry certifications in both radio sales and digital sales from the Radio Advertising Bureau. Students will also be able to prospect, conduct a client needs analysis, write a good proposal, understand the difference between features and benefits, understand the competitive marketplace, address objections and closing, understand the fundamentals of co-op advertising and non-traditional revenue and do goal setting and utilize effective time management.

3.3 Content outline:

Understand the Role of a Radio Marketing Consultant
Prospecting-Finding and Evaluating Prospects
Getting First Call Appointments
How to Conduct a Great Client Needs Analysis
Elements of a Good Written Proposal
The Difference between Features and Benefits
Understanding Competitive Media
The Power of Radio
Scheduling for Success
The Role of Creative
The Best Presentations
Addressing Objections and Closing
More Sales through Buyer Style Identification
Making Money with RAB Resources
The Fundamentals of Co-Op Advertising
How to Find Non-Traditional Revenue

Goal Setting and Time Management
The State of Interactive Digital Media Platforms
Geek Speak in the Digital World
Systems for Radio Stations' Interactive Sales
Addressing What Interactive Buyers Want
Pricing your Interactive Advertising
Radio's Interactive Benefits for Advertisers

3.4 Student expectations and requirements: The course will have exams and a sales presentation final that will demonstrate proficiency in the radio and digital advertising sales.

3.5 Tentative texts and course materials:

Lytle, Chris, "The Accidental Salesperson: How to Take Control of Your Sales Career and Earn the Respect and Income You Deserve," BSBN-13: 978-0-8144-3086-6
Bosworth, Michael & Zoldan, Ben, "What Great Salespeople Do" ISBN: 978-0-07-176974-7
Radio Advertising Bureau learning materials

4. Resources:

4.1 Library resources: Inadequate, materials will be ordered. See Library Resource Form
4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.
5.2 Special equipment needed: n/a
5.3 Expendable materials needed: n/a
5.4 Laboratory materials needed: n/a

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

BCOM 476 ADVANCE RADIO SALES

Beckwith, Harry, *Selling The Invisible*, Business Plus, 2012

Bleech, James and Dr. David Mutchler, *When the Other Guys Price is Lower*, Lifetime Books, 1996

Bosworth, Michael, *What Great Salespeople Do*, McGraw-Hill, 2011

Geller, Valerie, *Beyond Powerful Radio*, Focal Press, 2011

Gitomer, Jeffrey, *Little Red Book of Selling*, Bard Press, 2004

Gitomer, Jeffrey, *Sales Bible*, Wiley, 2003

Jennings, Jason, *Quantum DVD Sales Training*, AVI Communications, Lewisville, TX, DVD

Rackham, Neil, *SPIN Selling*, McGraw-Hill, 1988

Marx, Steve, *Close Like The Pros*, Career Press, 2007

Warner, Charles, *Media Selling 4th Edition*, Wiley, 2009

Zaltman, Gerald, *How Customers Think*, Harvard Business School Press, 2003

Ziglar, Zig, *Secrets of Closing the Sale*, Berkley, 1985

Proposal Date: October 8, 2013

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

Contact Person: Travis Newton, travis.newton@wku.edu, 270-745-5890

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 101
1.2 Course title: Basic Film Production
1.3 Abbreviated course title: Basic Film Production
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit: No
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites/corequisites: None
1.7 Course description: Introduction to film production equipment and on-set crew positions. Practical, hands-on experience rotating through crew positions in a workshop setting. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: Most film production courses focus on the so-called "above the line" positions: director, screenwriter, and producer. These are important positions, but most members of a film crew are "below the line": grip, electrician, camera assistant, boom operator, etc. This course will allow students to learn the necessary skills and equipment for these positions in an immersive environment. Film majors currently pick up this information piecemeal throughout their entire degree program. Creating this course will allow them to learn the necessary material in one place early in their degree program, so that it will serve as a foundational course throughout their college career.

2.2 Projected enrollment in the proposed course: 18-20 per section, every semester. Due to the hands-on nature of the course, enrollment will need to be kept at a manageable level. The anticipated students for the course will come from within the major in film. This course will be required in the revised curriculum for the major in film beginning with the fall 2014 catalog year. Currently, there are 154 students in the major. In fall 2014, we anticipate an incoming freshman class of 30 based on the enrollment of 26 freshmen in fall of 2013.

2.3 Relationship of the proposed course to courses now offered by the department: Similar in philosophy to BCOM 266 Basic Television Production and BCOM 261 Basic Radio Production already offered in the broadcasting major. FILM 101 will introduce new film students to production in the same way that FILM 201 Intro to Cinema introduces them to critical studies.

2.4 Relationship of the proposed course to courses offered in other departments: The Anthropology program offers both ANTH 448: Visual Anthropology and ANTH 449: Ethnographic Video Production. These courses are designed to acquaint

students to equipment and techniques necessary for Ethnographic videos, as well as their use in cultural research. The proposed course, FILM 101: Basic Film Production, will focus on equipment, techniques, and positions necessary for fictional, narrative film production. While some of the tools may be similar (cameras and sound recorders), the techniques of their use will be of a wholly different nature, i.e. small crews documenting ethnographic subjects vs. larger crews filming scripted scenes. No overlap is anticipated.

2.5 Relationship of the proposed course to courses offered in other institutions:
Most universities, including our benchmarks listed below, offer courses in video/media production. However, most of our benchmarks don't offer film majors, so courses marked with an 'X' are those most similar to the proposed course, FILM 101 Basic Film Production. WKU would be uniquely positioned to be one of the few schools among our benchmarks to offer a course similar to courses offered at universities known for film: NYU, USC, UCLA, FSU.

Appalachian State	COM 3320. Audio-Video Production	
Ball State	TCOM 332 - Beginning Digital Video Production	
BGSU	THFM 1710 - Applied Aesthetics for the Moving Image	X
East Carolina State	MPRD 2220. Video Production	
East Tennessee State	RTVF 3602 - Video-Film Techniques	
Florida Atlantic	RTV 3260 Video Production	
Illinois State	COM 163 Television Production	
Indiana State	COMM 330 TV Studio Production	
James Madison	SMAD 202. Fundamentals Skills in Media Arts and Design II	
MTSU	EMC 3120 - Sight, Sound, and Motion	
Northern Illinois	COMS 358 – Introduction to Field Production	
Ohio University	5050 Technical Toolbox I & 5060 Technical Toolbox II (Honors Students Only)	X
Townson	EMF 222 Film/Video Production	
UNC – Greensboro	MST 197 Media Production Practicum	
South Alabama	CA 240 Digital Cinema Production	
Southern Mississippi	FLM 351. Foundations of Filmmaking	X
NYU	FMTV-UT.48 Sound Image FMTV-UT.39 Frame & Sequence	X
USC	CTPR 241 Fundamentals of Cinema Technique	X
UCLA	TFT 72. Production Practice in Film, Television, and Digital Media	X
FSU	FIL2423 – Filmmaking	X

3. Discussion of proposed course:

3.1 Schedule type: A - Applied Learning

3.2 Learning Outcomes:
By course end, students will be able to:

Understand and demonstrate the principles and techniques necessary to run a modern film set.
Understand and demonstrate major "Below the Line" positions on set, such as Assistant Camera, Gaffer, Key Grip, Sound Recordist, and Script Supervisor.
Operate equipment essential to film production, such as cameras, lighting, sound, and grip equipment.
Fulfill a leadership role as Assistant Director to maintain production efficiency and organization.
Work collaboratively and in an efficient, professional manner on a film set.

3.3 Content outline: Assistant Directing, Grip Equipment and Positions, Lighting Equipment and Positions, Sound Equipment and Positions, Camera Equipment and Positions, Script Supervising.

3.4 Student expectations and requirements: Students will be expected to complete readings and exams over course material. Group Projects and Performance Critiques will serve to evaluate their application of course material in hands-on settings.

3.5 Tentative texts and course materials: Gross, Lynne S. *Digital Moviemaking.* 7th Edition. Stamford: Cengage Learning, 2009. Print.

4. Resources:

4.1 Library resources: Adequate. See Library Resource Form

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Students will need access to grip, lighting, sound, and camera equipment, which is available in the broadcasting/film equipment room.

5.3 Expendable materials needed: None required.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

FILM 101 BASIC FILM PRODUCTION

Box, Harry C. *Set Lighting Technician's Handbook.* 4th Edition. Boston: Focal Press, 2013. Print.

Brown, Blain. *Motion Picture and Video Lighting*. 2nd Edition. Boston: Focal Press, 2007. Print.

Elkins, David E. *The Camera Assistant's Manual*. 5th Edition. Boston: Focal Press, 2009. Print.

Gross, Lynne S. *Digital Moviemaking.* 7th Edition. Stamford: Cengage Learning, 2009. Print.

Hart, Douglas C. *The Camera Assistant: A Complete Professional Handbook*. Boston: Focal Press, 1995. Print.

Holman, Tomlinson. *Sound for Film and Television*. 3rd Edition. Boston: Focal Press, 2010. Print.

Miller, Pat. P. *Script Supervising and Film Continuity*. Boston: Focal Press, 1998. Print.

Uva, Michael G. *The Grip Book*. 5th Edition. Boston: Focal Press, 2013. Print.

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Proposal Date: October 11, 2013

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

Contact Person: Dr. Ted Hovet, ted.hovet@wku.edu, 745-5782

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 155
1.2 Course title: Film Attendance
1.3 Abbreviated course title: Film Attendance
(maximum of 30 characters or spaces)
1.4 Credit hours: 0 Variable credit no
1.5 Grade type: pass/fail
1.6 Prerequisites/corequisites: Restricted to Film majors
1.7 Course description: Prerequisite: Restricted to majors in film. Attendance at 8 film screenings or related events within one semester from a Film program approved list. (Grading: Pass/Fail)

2. Rationale:

2.1 Reason for developing the proposed course:
Film students need to see films. This course will require students to attend extra-curricular film screenings and film-related events sponsored by groups across campus. These campus-wide screenings will greatly enrich students' understanding of film as a medium of communication, as an art form, and as a globally relevant medium—all of which are specific learning objectives in the major. These screenings will also allow film students to learn from and interact with faculty and students in many other programs and departments, reinforcing the goals of the major to provide interdisciplinary and collaborative learning. Film faculty will provide students with a list of approved screenings and festivals each semester. Typically students will have a minimum of 30 films and as many as 50 [see item 3.3] from which to choose their 8 screenings, offering great diversity and flexibility in the requirements of the course.

2.2 Projected enrollment in the proposed course: 100 students each semester (in any given semester, approximately 2/3 of film majors will be in this course).

2.3 Relationship of the proposed course to courses now offered by the department:
Several courses in the major (FILM 201, ENG 365, ENG 366, FILM 369, ENG 465, ENG 466) have required screenings which are restricted to students in that course and which have instructional purposes specifically oriented to the objectives of that course. The film attendance course will nicely supplement the screenings in these courses without duplicating them, and will allow students to learn from film screenings in a wider variety of courses. Student are required to repeat this course several times, and can begin in their very first semester. As they progress in the major, they can increasingly target their choices of which screenings to attend

toward their own interests within the major. This course will help to create a culture of film attendance outside of the classroom that will improve the overall experience of the major.

2.4 Relationship of the proposed course to courses offered in other departments: The Music department requires MUS 155, Performance Attendance, of its majors. FILM 155, Film Attendance, is directly modeled on this course and restricted to film majors.

2.5 Relationship of the proposed course to courses offered in other institutions: This course is not offered in film/media studies programs in the Commonwealth or in our benchmark institutions. This course will be an element that makes the WKU film major distinct.

3. Discussion of proposed course:

3.1 Schedule type: B

3.2 Learning Outcomes:

By attending a minimum of eight approved film screenings across campus in a semester, students in this course will:

- Gain appreciation for the significance of motion pictures as a medium of communication
- Gain an appreciation for motion pictures as an art form
- Further understand the diversity of motion picture traditions beyond mainstream commercial products, including international cinemas.

3.3 Content outline: Students will attend 8 screenings or film related events from an approved list over the course of the semester. In the fall of 2013, as an example, over 40 films will be shown on campus, sponsored by groups/programs such as the University Libraries, Gender and Women's Studies, the Film Major, the WKU Film Club, the English department, and the Modern Languages department. This has been a typical number of films on campus over the past several semesters and reflects well the diversity of campus film offerings at WKU.

3.4 Student expectations and requirements: attendance at 8 film screenings/events within one semester from a film department approved list. As a zero-credit hour course, the only basis of evaluation is successful attendance at these 8 events. Attendance will be tracked through "swiping" student IDs and through a "passport" that students will use to self-report on the films they see. This information will be tracked by the students' advisor.

3.5 Tentative texts and course materials: None

4. Resources:

4.1 Library resources: None requested. See Library Resource Form

4.2 Computer resources: None

5. Budget implications:

5.1 Proposed method of staffing: Current faculty is adequate.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

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

Contact Person: Travis Newton, travis.newton@wku.edu, 270-745-5890

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 250
1.2 Course title: Screenwriting
1.3 Abbreviated course title: Screenwriting
Credit hours: 3 Variable credit (No)
1.4 Grade type: Standard Letter Grade
1.5 Prerequisites: FILM 101 and FILM 201; or BCOM 325
1.6 Course description: A concentrated study in the fundamentals of screenwriting for narrative film: conflict, character, structure, plot, dialogue, and subtext. Emphasis on visual storytelling through short screenplays. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: Current screenwriting course (BCOM 350 Scriptwriting for Film & Television) was originally designed as an upper-division survey course to allow students the opportunity to write scripts for a variety of film and television formats, such as sitcoms and dramas. However, since writing for the screen is such a different process than writing for other media, such as fiction writing, a majority of the course is spent learning and developing fundamental skills for visual narrative storytelling, such as character development, conflict, structure, as well as the unique screenplay format. Telling a story visually is not a skill that comes naturally for everyone, so it is necessary to spend the semester honing these skills in increasingly difficult, but short, screenplays. It is a skill that is absolutely necessary for anyone interested in writing for film, and it is a skill that should be acquired early in a film major's college career. In fact, after taking the BCOM 350 course, many upper-division students express that they wish they were able to take the course as freshmen. To that end, the proposed course, FILM 250 Screenwriting, will be targeted to freshman and sophomores and focus on the fundamentals of screenwriting in the narrative short screenplay format. The proposed course more accurately reflects the reality of the current course material. Since the changes to the original course BCOM 350 would be so drastic, a new course is being proposed rather than a revision to the original. The current course, BCOM 350 Scriptwriting for Film & Television, is set to be suspended in fall 2014. The current course is a requirement for film majors and is an elective in the broadcasting major/minor and film studies minor. The proposed course will retain these characteristics.

2.2 Projected enrollment in the proposed course: 18-20. In order to offer each student the feedback and hands-on experience they need, enrollment will be kept under 20 students. The course will be required in the Film major, so the course will mostly be

filled by film majors. Currently, there are 154 students enrolled as majors in film. We anticipate the major will, at the very least, sustain that enrollment if not surpass it over the next several years.

2.3 Relationship of the proposed course to courses now offered by the department: The only course in the department that teaches screenwriting is BCOM 350 Scriptwriting for Film & Television, which is set to be suspended fall 2014. BCOM 325 Survey of Writing for Television/Radio teaches writing for other forms of programming, such as radio, television and web. BCOM 325 is a survey of, and practice in, techniques for writing commercials, public service announcements, news, sports, interviews and dramatic segments.

2.4 Relationship of the proposed course to courses offered in other departments: No other department offers a course of this nature. English offers several creative writing courses, including ENG 203 Creative Writing and ENG 358 Drama Writing, but they do not cover screenwriting, only playwriting.

2.5 Relationship of the proposed course to courses offered in other institutions: Screenwriting is an essential component of any film program. Several WKU benchmark universities offer similar courses, as do major film programs across the country.

Appalachian State	THR 3679. Screenwriting
Ball State	ENG 310 Screenwriting
BGSU	THFM 4420 - Screenwriting
East Tennessee State	ENGL 4360 - Screenwriting
Florida Atlantic	FIL 4106 Scriptwriting
Indiana State	COMM 436 Advanced Broadcasting/Film Writing
James Madison	SMAD 251. Screenplay Writing
MTSU	EMC 4020 - Advanced Scriptwriting
Northern Illinois	COMS 466 - Narrative Scriptwriting
Ohio University	5420 Screenwriting I (Honors Students Only)
Townson	EMF 405 Screenwriting
UNC – Greensboro	MST 350 Writing for the Screen
Southern Mississippi	FLM 472. Writing for Television and Film

NYU	FMTV-UT.0033 Fundamentals of Dramatic and Visual Writing
USC	CTWR 106ab Screenwriting Fundamentals
UCLA	C132. Screenwriting Fundamentals
FSU	FIL2110 – Screenwriting I

3. Discussion of proposed course:

3.1 Schedule type: A - Applied Learning

3.2 Learning Outcomes: By course end, the student will be able to:

* Recognize what sets screenplays apart from short stories, novels, and plays.
* Identify and utilize the fundamental elements of screenwriting for motion pictures – conflict, character, structure, plot, dialogue, and subtext.

*Implement methods of organizing and developing ideas - loglines and beat sheets.
* Use standard screenplay format for motion pictures and television.
* Complete a series of exercises and short scripts designed to increase understanding and mastery of the screenwriting process.
* Evaluate his/her own written work and that of his/her peers.

3.3 Content outline: Modules on conflict, character, screenplay structure, plot, dialogue, and subtext.

3.4 Student expectations and requirements: Students will be required to complete a series of short screenplays of increasing length and complexity. Peer feedback and revisions are required. Readings and exams will also be required.

3.5 Tentative texts and course materials: Cowgill, Linda J. *Writing Short Films*. 2nd Edition. New York: Lone Eagle, 2005. Print.

Riley, Christopher. *The Hollywood Standard: The Complete and Authoritative Guide to Script Format and Style.* 2nd Edition. Studio City: Michael Wiese Productions, 2005. Print.

4. Resources:

4.1 Library resources: Inadequate, materials will be ordered. See Library Resource Form

4.2 Computer resources: Adequate. Course will be scheduled in one of the MMTH writing labs in order to give students access to screenwriting software during class time.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Students will need access to screenwriting software, and free options are available.

5.3 Expendable materials needed: Students will need access to writing lab printers, as covered by their lab fee. Any additional printing can be made in campus computer labs.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	1030/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014

University Senate

BIBLIOGRAPHY

FILM 250 SCREENWRITING

Cinema16: American Short Films. Dir. Various. Cinema16, 2006. DVD.

Cinema16: British Short Films. Dir. Various. Cinema16, 2006. DVD.

Cinema16: European Short Films. Dir. Various. Cinema16, 2007. DVD.

Cinema16: World Short Films. Dir. Various. Cinema16, 2008. DVD

Cooper, Patricia. *Writing the Short Film*. 3rd Edition. Boston: Focal Press, 2004. Print.

Cowgill, Linda J. *Writing Short Films*. 2nd Edition. New York: Lone Eagle, 2005. Print.

Gurskis, Daniel. *The Short Screenplay: Your Short Film from Concept to Production*. Boston: Cengage, 2006. Print.

Johnson, Claudia Hunter. *Crafting Short Screenplays That Connect*. 3rd Edition. Boston: Focal Press, 2009. Print.

Nash, Patrick. *Short Films: Writing the Screenplay*. London: Oldcastle Books, 2012. Print.

Phillips, William H. *Writing Short Scripts*. 2nd Edition. Syracuse: Syracuse University, 1999. Print.

Riley, Christopher. *The Hollywood Standard: The Complete and Authoritative Guide to Script Format and Style.* 2nd Edition. Studio City: Michael Wiese Productions, 2005. Print.

Trottier, David. *The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script*. 5th Edition. Los Angeles: Silman-James Press, 2010. Print.

Proposal Date: October 8, 2013 Rev.

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

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 282
1.2 Course title: Film Production Workshop I
1.3 Abbreviated course title: Film Production Workshop I
1.4 Credit hours: 3 Variable credit (No)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: FILM 101 and FILM 201
1.7 Course description:

Intensive, hands-on workshop in the production of short-form cinema. Specific focus of study to be determined in consultation with instructor. Emphasis on techniques and strategies relevant to producing independent film and video. May be repeated three times for additional credit.

2. Rationale:

2.1 Reason for developing the proposed course: The existing film curriculum is being altered to emphasize advanced instruction and isolated, specific application of that instruction. This is in contrast to the past approach, which placed more emphasis on longer-form projects (ie. complete short films). Because Film majors will no longer have the opportunity to produce short films in most of their production courses, this class will fill that void. Students will bring the very specific cinema skills they've honed in other FILM classes to bear on complete festival-quality movie projects.

2.2 Projected enrollment in the proposed course: 15 – 18 per section; 45 – 54 per year. These numbers are based on recent enrollment in FILM 482, the current equivalent course in the Film major.

2.3 Relationship of the proposed course to courses now offered by the department: The current Film curriculum includes FILM 482, which bears the identical name and description on this proposal. As originally conceived, FILM 482 would serve all students – freshmen through seniors – with a moviemaking experience. In practice, it was determined that FILM 482 would better fulfill its 400-level potential and designation with stricter prerequisites. These changes will block the vast majority of sophomores and juniors from taking FILM 482. As such, FILM 282 will now fill the role that FILM 482 has traditionally filled, providing a filmmaking experience for underclassmen as well as upperclassmen.

2.4 Relationship of the proposed course to courses offered in other departments: Several departments offer workshop or practicum courses for their majors, including ANTH 395, CS 389, EXS 296, FACS 313, IDFM 313, NURS 257, PEMS 326, THEA 312 and PERF 261, 361 & 461. While these courses are unrelated to film, they offer

students in their respective majors the opportunity to apply learning and classroom experience to more advanced projects and situations.

2.5 Relationship of the proposed course to courses offered in other institutions: Nearly every university with a Film or Media major offers one or more courses designed to bring together the individual skills learned in other courses, culminating in film, video and/or multimedia projects. These include such neighboring and benchmark institutions as Ball State University (TCOM 499), Northern Kentucky University (EMB 421) and Asbury University (MC 382). What sets this course apart from most others is that it is available to students earlier in their college career, and facilitates collaboration across annual cohorts.

3. Discussion of proposed course:

3.1 Schedule type: K – Workshop

3.2 Learning Outcomes:

By course end, the student will be able to:

- Develop a story, synopsis and script for a film project that builds upon preliminary courses they have completed as a major
- Develop intermediate and advanced cinema skills in one or more relevant areas, including screenwriting, cinematography, audio production, directing, editing, etc.
- Complete an extensive, long-term project, and to see it through all of the stages of pre-production, production and post-production
- Engage other students in a discussion and critique of one another's work and progress
- Submit their films to regional, national and international competitions and film festivals

3.3 Content outline:

- Overview of the production process and course fundamentals
  - Developing treatments and selecting projects for production
  - Pre-Production
  - Production
  - Post-Production
  - Exhibition of work

3.4 Student expectations and requirements:

This workshop will require a major film project, including significant attention to all three phases of the process (pre-production, production and post-production). Students will be evaluated on their organizational skills, attention to detail, ability to collaborate and adapt, and – primarily – the quality and production value of their completed film. Students will present their films at a public screening, and will be encouraged to submit them to film festivals and competitions.

3.5 Tentative texts and course materials:

Nash, Patrick. *Short Films: Writing the Screenplay*. Oldcastle Books, 2012. Print.
Munroe, Roberta Marie. *How Not to Make a Short Film*. Hyperion, 2009. Print.

Rea, Peter W. and David K. Irving. *Producing and Directing the Short Film and Video*. 4th edition. Focal Press, 2010. Print.

4. Resources:

4.1 Library resources: None requested. See Library Resource Form

4.2 Computer resources: Adequate.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Available equipment is adequate

5.3 Expendable materials needed: None required.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	1/30/2014
University Senate	

Proposal Date: December 16, 2013

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

Contact Person: Travis Newton, travis.newton@wku.edu, 270-745-5890

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 376
1.2 Course title: Cinematography
1.3 Abbreviated course title: Cinematography
1.4 Credit hours: 3 Variable credit (No)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: BCOM 366
1.7 Course description: A concentrated study in the fundamentals of cinematography: capture/presentation formats, lighting, camera, exposure, composition, and color grading. Emphasis on visual storytelling through short filmed projects. Lecture and lab. Course fee

2. Rationale:

2.1 Reason for developing the proposed course: Cinematography is an essential element of filmmaking and an important building block of film education. BCOM 376 Film Production for Television was originally designed as an upper-division course to allow students the opportunity to film a variety of television projects on black and white and color film. Over time, this course has evolved into a course on cinematography using film as the medium of instruction. Since film cameras are giving way to digital cameras, the original course, BCOM 376, is being rewritten in such a fundamental way as to necessitate a new course proposal. BCOM 376 is set to be suspended in fall 2014, and this new course offered in its place. The new course will reflect changes in technology as well as a more accurate reflection of current course content. The new course, FILM 376, will be offered as an elective in the both the major in film and the major in broadcasting.

2.2 Projected enrollment in the proposed course: 18-20. Due to the workshop nature of the course, enrollment will need to be kept to a manageable level. Most of the anticipated students will come from within the film major, but broadcast students with the necessary pre-req could also take the course. The proposed course will be an elective in the film and broadcast majors and offered based on student demand.

2.3 Relationship of the proposed course to courses now offered by the department: As mentioned above, BCOM 376 Film Production for Television, currently covers the material that will be offered in the new course, but will be suspended in Fall 2014. BCOM 266 Basic Television Production and BCOM 367 Field Production cover a breadth of material, including lighting and camera for television and field work. While some of the principles and techniques are similar, the proposed course, FILM 376 Cinematography, will focus on lighting and camerawork for narrative film.

2.4 Relationship of the proposed course to courses offered in other departments: The Anthropology program offers both ANTH 448 Visual Anthropology and ANTH 449 Ethnographic Video Production. These courses are designed to acquaint students to equipment and techniques necessary for Ethnographic videos, as well as their use in cultural research. The proposed course, FILM 376 Cinematography, will focus on cinematography for narrative films. The Physics department offers PHYS 103 Light, Color, and Vision, which covers lighting in a purely scientific context. No overlap is anticipated.

2.5 Relationship of the proposed course to courses offered in other institutions: Many benchmark schools offer courses in video/media production. These courses cover elements of lighting and camerawork, but very few offer true cinematography courses. This is partially due to the fact that so few of the benchmarks offer film majors like WKU. Courses marked with an 'X' are those most similar to the proposed course, FILM 376 Cinematography. WKU would be uniquely positioned to be one of the few schools among our benchmarks to offer a course similar to courses offered at universities known for film: NYU, USC, UCLA, FSU.

Appalachian State	COM 3320. Audio-Video Production	
Ball State	TCOM 332 - Beginning Digital Video Production	
BGSU	THFM 2550 - Film I: Cinematography	X
East Carolina State	3420. Cinematography, Lighting and Audio Capture	X
East Tennessee State	RTVF 3602 - Video-Film Techniques	
Florida Atlantic	RTV 3260 Video Production	
Illinois State	COM 163 Television Production	
Indiana State	COMM 343 Fundamentals of Visual Imaging	
James Madison	SMAD 302. HD Video Production	
MTSU	EMC 3130 - Introduction to Field Video Production	
Northern Illinois	COMS 358 – Introduction to Field Production	
Ohio University	6500 Cinematography (Honors Students Only)	X
Townson	EMF 340 Lighting for Film and Video	X
UNC – Greensboro	MST 197 Media Production Practicum	
South Alabama	CA 240 Digital Cinema Production	
Southern Mississippi	COM 3320. Audio-Video Production	

NYU	FMTV-UT.1064 Electronic Cinematography	X
USC	CTPR 424 Practicum in Cinematography	X
UCLA	TFT 150. Cinematography	X
FSU	FIL 3516 Film Camera and Lighting	X

3. Discussion of proposed course:

3.1 Schedule type: C – Lecture/Lab

3.2 Learning Outcomes: By course end, students will be able to:

- Describe the role of the cinematographer and key crew positions of the camera, grip, and lighting departments.
- Identify various film formats and aspects ratios and describe their history.
- Integrate the principles of composition into a visual language for motion pictures.
- Implement basic sensitometry, exposure theory, and the usage of light meters.
- Implement basic and advanced techniques of motion picture lighting.
- Film a series of short scenes designed to increase understanding and mastery of the cinematographic process.
- Implement basic digital color correction strategies and practices

3.3 Content outline: The Cinematographer and Film Crew, Film Formats and Aspect Ratios, Sensitometry and Exposure, Basic and Advanced Lighting, The Camera and the Lens, Composition, Post-Production and the Cinematographer, Color Correction

3.4 Student expectations and requirements: Students will be expected to complete readings and exams over course material. Individual and Group Projects as well as Performance Critiques will serve to evaluate student application of course material in hands-on settings.

3.5 Tentative texts and course materials: Brown, Blain, *Cinematography: Theory and Practice, 2nd Edition.* Boston: Focal Press, 2011. Print.

4. Resources:

4.1 Library resources: See Library Resource Form

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Students will need access to grip, lighting, and camera equipment, which is available in the broadcasting/film equipment room.

5.3 Expendable materials needed: None required.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Attachment: Course Inventory Form, Bibliography, Library Resource Form

COURSE BIBLIOGRAPHY

FILM 376 CINEMATOGRAPHY

Alton, John. *Painting with Light*. Los Angeles: University of California Press, 1995.

Block, Bruce. *The Visual Story: Creating the Visual Structure of Film, TV, and Digital Media, Second Edition.* Boston: Focal Press, 2008.

Box, Harry C. *Set Lighting Technician's Handbook*. 4th Edition. Boston: Focal Press, 2013. Print.

Brown, Blain, *Cinematography: Theory and Practice, 2nd Edition*. Boston: Focal Press, 2011. Print.

Brown, Blain. *Motion Picture and Video Lighting*. 2nd Edition. Boston: Focal Press, 2007. Print.

Elkins, David E. *The Camera Assistant's Manual*. 5th Edition. Boston: Focal Press, 2009. Print.

Gross, Lynne S. *Digital Moviemaking.* 7th Edition. Stamford: Cengage Learning, 2009. Print.

Hart, Douglas C. *The Camera Assistant: A Complete Professional Handbook*. Boston: Focal Press, 1995. Print.

Malkiewicz, Kris and Mullen, M. David, *Cinematography: Third Edition*. New York: Touchstone, 2009. Print.

Mascelli, Joseph V. *The Five C's of Cinematography: Motion Picture Filming Techniques*. Los Angeles: Silman-James Press, 1998.

Uva, Michael G. *The Grip Book*. 5th Edition. Boston: Focal Press, 2013. Print.

Proposal Date: October 8, 2013

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

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 377
1.2 Course title: Film Sound
1.3 Abbreviated course title: Film Sound
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit (No)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: BCOM 366
1.7 Course description: A concentrated study in the fundamentals of audio for narrative film: properties of sound, field and studio recording, mixing, and audio post-production. Emphasis on audio/visual storytelling through short projects. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: Sound represents one of the most critical elements of any cinema experience, engaging audiences as significantly as the visuals, and in ways that the visuals cannot. As such, it is critical that Film students understand the principles and techniques of audio production.
While basic audio concepts are touched upon in several courses in the Film curriculum, there is currently no course dedicated specifically to sound. This class will address that hole in the current curriculum, and allow students to engage their audiences in important ways.

2.2 Projected enrollment in the proposed course: 18-20. Due to the hands-on nature of the course, enrollment will need to be kept at a manageable level. The anticipated students for the course will come from within the major in film. Currently, there are 154 students enrolled as majors in film. We anticipate the major will either sustain or surpass that enrollment over the next several years.

2.3 Relationship of the proposed course to courses now offered by the department: BCOM 264, 266, 367, 368 and JOUR 261 all include audio elements, but none move beyond basic sound fundamentals, and none are required courses for Film majors.

2.4 Relationship of the proposed course to courses offered in other departments: Production sound is addressed in ANTH 448 (Visual Anthropology). A theoretical study of sound occurs in PHYS 130 (Acoustics of Music and Speech).

2.5 Relationship of the proposed course to courses offered in other institutions: Courses dedicated to film and/or media sound can be found at nearly all of our neighboring and benchmark institutions, including Ball State University (TCOM 330), Middle Tennessee State University (RIM 4570) and Northern Kentucky University (EMB

215). It is also a staple of recognized national and international film programs, including the University of Southern California and NYU's Tisch School.

3. Discussion of proposed course:

3.1 Schedule type: C Lecture/lab

3.2 Learning Outcomes: By course end, students will be able to:

* Articulate the fundamental physics of sound as well as the process of recording sound.
* Capture spoken dialogue, sound effects and ambient sounds in the field, with a variety of microphones and recorders.
* Record music, Foley sound effects and dialogue replacement (ADR) for film.
* Mix and edit audio during post-production.
* Master final soundtracks for mono, stereo, 5.1 and 7.1 surround applications.

3.3 Content outline: Modules on audio physics, microphones, recording equipment, recording techniques, dialogue, sound effects, music, acoustics, audio mixing, post-production processing, and sound mastering.

3.4 Student expectations and requirements: Students will be required to complete a series of exercises and in-class workshops for each of the stated modules. Students will also complete recorded projects of increasing length and complexity. Performance Critiques will serve to evaluate their application of course material. Readings and exams will also be required.

3.5 Tentative texts and course materials:

Rose, Jay. *Producing Great Sound for Film & Video*. 3rd Edition. Focal Press, 2008. Print.

Rose, Jay. *Audio Postproduction for Film and Video*. 2nd Edition. Focal Press, 2008. Print.

4. Resources:

4.1 Library resources: Inadequate. Materials on order. See Library Resource Form

4.2 Computer resources: Adequate. Students will need access to the SJ&B Video/Audio editing lab to complete their projects, but they can accomplish this during the lab's posted hours.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Students will need access to microphones and recorders for class projects, but these are readily available in the film/broadcasting equipment room.

5.3 Expendable materials needed: None required.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

FILM 377 FILM SOUND

Casey, Kim. *Audio Post-Production in Your Project Studio.* 1st Edition. Cengage, 2007. Print.

Corey, Jason. *Audio Production and Critical Listening: Technical Ear Training.* 1st Edition. Focal Press, 2010. Print.

Kern, Jonathan. *Sound Reporting: The NPR Guide to Audio Journalism and Production.* 1st Edition. University of Chicago Press, 2008. Print.

Owsinski, Bobby. *The Mastering Engineer's Handbook: The Audio Mastering Handbook.* 2nd Edition. Cengage, 2007. Print.

Owsinski, Bobby. *The Recording Engineer's Handbook.* 2nd Edition. Cengage, 2009. Print.

Rose, Jay. *Producing Great Sound for Film & Video.* 3rd Edition. Focal Press, 2008. Print.

Rose, Jay. *Audio Postproduction for Film and Video.* 2nd Edition. Focal Press, 2008. Print.

Sauls, Samuel J. and Craig A. Stark. *Audio Production Worktext: Concepts, Techniques, and Equipment.* 7th Edition. Focal Press, 2013. Print.

Senior, Mike. *Mixing Secrets for the Small Studio.* 1st Edition. Focal Press, 2011. Print.

Woodhall, Woody. *Audio Production and Postproduction.* 1st Edition. Jones & Bartlett Learning, 2010. Print.

Wyatt, Hilary. *Audio Post Production for Television and Film: An Introduction to Technology and Techniques.* 3rd Edition. Focal Press, 2004. Print.

Proposal Date: October 8, 2013

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

Contact Person: Travis Newton, travis.newton@wku.edu, 270-745-5890

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 378
1.2 Course title: Film Directing
1.3 Abbreviated course title: Film Directing
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit (No)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: THEA 101, FILM 250, BCOM 366
1.7 Course description: A concentrated study in the fundamentals of directing for narrative film: script analysis, casting, staging, working with actors, camerawork, editing. Emphasis on visual storytelling through short filmed projects. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: Though film is a collaborative art form, most filmmakers and moviegoers agree that the director is the single most important member of any crew. It is indisputable that story structure, shot composition and performance are all critical to a film's success, and all are the province of the director. As such, the majority of film majors claim directing as their ideal career choice.

Currently, there is no directing class in the film major. Most students learn what they can about this difficult job through trial and error in other class projects. This course will allow them to sharpen their skills in a targeted learning environment specifically tailored to the demands of single-camera narrative storytelling. A serious major in Film simply cannot exist without a course in directing.

2.2 Projected enrollment in the proposed course: 18-20. Due to the hands-on nature of the course, enrollment will need to be kept at a manageable level. The anticipated students for the course will come from within the film major. Currently, there are 154 students enrolled as majors in film. We anticipate the major will either sustain or surpass that enrollment over the next several years.

2.3 Relationship of the proposed course to courses now offered by the department: The current directing course in the Broadcasting major (BCOM 466) is being revised to fulfill the needs of a multi-camera, studio environment. FILM 378 will offer a different skillset to a different target audience.

2.4 Relationship of the proposed course to courses offered in other departments: The Department of Theatre and Dance currently offers several courses in directing, including THEA 371 (Directing I), THEA 372 (Directing Lab), THEA 380

(Directing II) and THEA 415 (Directing Studio). However, these courses are specifically tailored for directing for the stage.

2.5 Relationship of the proposed course to courses offered in other institutions: Film directing is a necessary component of any film program, and so WKU benchmark universities, like BGSU (THFM 4440) and MTSU (EMC 3150) and other institutions in the state, like Asbury College (MC 341), offer similar courses. Major film programs, like USC, UCLA, NYU, and FSU, also include similar courses.

3. Discussion of proposed course:

3.1 Schedule type: C Lecture/Lab

3.2 Learning Outcomes: By course end, the student will be able to:

* Describe the role of the director for narrative film.
* Identify and utilize fundamental elements of narrative directing – script analysis, casting, staging, working with actors, camerawork, editing.
* Implement methods of organizing and communicating ideas – treatments, look books, breakdowns.
* Complete a series of workshops and projects designed to increase understanding and mastery of the directing process.
* Evaluate his/her own work and that of his/her peers.

3.3 Content outline: Modules on script analysis, casting, collaborating with the production designer, staging, working with actors, camerawork, collaborating with the editor.

3.4 Student expectations and requirements: Students will be required to complete a series of exercises and in-class workshops for each of the stated modules. Students will also complete filmed projects of increasing length and complexity. Performance Critiques will serve to evaluate their application of course material. Readings and exams will also be required.

3.5 Tentative texts and course materials: Proferes, Nicholas T. *Film Directing Fundamentals*. 3rd Edition. Burlington: Focal Press, 2013. Print.

4. Resources:

4.1 Library resources: Inadequate. Materials on order. See Library Resource Form

4.2 Computer resources: Adequate. Students will need access to the SJ&B editing lab to complete their projects, but they can accomplish this during the lab's posted hours.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Students will need access to cameras to film the necessary projects, but these are readily available in the broadcasting/film equipment room.

5.3 Expendable materials needed: Students will need to provide an external hard drive in order to copy their projects from the editing workstations.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Attachment: Course Inventory Form, Bibliography, Library Resource Form

COURSE BIBLIOGRAPHY

FILM 378 FILM DIRECTING

Arijon, Daniel. *Grammar of the Film Language.* Beverly Hills: Silman-James Press, 1976. Print.

Ball, William. *A Sense of Direction: Some Observations on the Art of Directing*. New York: Drama Publishers, 1984. Print.

Block, Bruce. *The Visual Story: Creating the Visual Structure of Film, TV and Digital Media*. 2nd Edition. Boston: Focal Press, 2007. Print.

Hollywood Camera Work. Hollywood Camera Work, LLC. 2004. DVD.

Katz, Steven D. *Film Directing: Cinematic Motion*. 2nd Edition. Studio City: Michael Wiese Productions, 2004. Print.

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Kenworthy, Christopher. *Master Shots*. 2nd Edition. Studio City: Michael Wiese Productions, 2012. Print.

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Weston, Judith. *The Film Director's Intuition: Script Analysis and Rehearsal Techniques*. Studio City: Michael Wiese Productions, 2003. Print.

Proposal Date: October 16, 2013

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

Contact Person: Travis Newton, travis.newton@wku.edu, 270-745-5890

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 379
1.2 Course title: Film Producing
1.3 Abbreviated course title: Film Producing
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit (No)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: BCOM 366 and FILM 250
1.7 Course description: A concentrated study in the fundamentals of producing for film: developing ideas, script evaluation, fundraising, budgeting, scheduling, and production management. Emphasis on creative and managerial skills through short projects.

2. Rationale:

2.1 Reason for developing the proposed course: Producing is an essential element of filmmaking and an important building block of film education. Many of our students create production companies soon after graduation, and having a working knowledge of producing is essential for successfully undertaking this enterprise. BCOM 379 Producing for Video and Film currently teaches producing to broadcasting majors, but it is set to be suspended in fall 2014. The content of this course is being distributed between two new proposed courses. BCOM 463 Producing and Directing, is being created for the Broadcast major to focus on the various aspects of producing television programming and directing multi-camera studio production. FILM 379 Film Producing will focus on producing for narrative (i.e. fictional) films and be offered as an elective in the Film major.

2.2 Projected enrollment in the proposed course: 25-30. Most of the anticipated students will come from within the film major, but broadcasting students with the necessary prerequisites could also take the course. The proposed course will be an elective in the Film and Broadcasting majors/minors and offered based on student demand.

2.3 Relationship of the proposed course to courses now offered by the department: As mentioned above, BCOM 379 Producing for Video and Film, currently covers material that will be offered in the new course, but will be suspended in Fall 2014. The new course, BCOM 463 Producing and Directing, will focus on producing television programing and directing multi-camera studio production. The proposed course, FILM 379 Film Producing, will focus on producing for narrative film. No overlap with the new course is anticipated.

2.4 Relationship of the proposed course to courses offered in other departments: No similar courses offered in other departments.

2.5 Relationship of the proposed course to courses offered in other institutions: Since few benchmark universities offer film majors or courses, only a small portion offer courses of a similar nature to FILM 379 Film Producing. WKU would be uniquely positioned to be one of the few schools among our benchmarks to offer a course similar to courses offered at universities known for film: NYU, USC, UCLA, FSU.

BGSU	THFM 3930 - Film: From Concept to Distribution
East Carolina State	3462. Short-form Narrative Production
Illinois State	COM 163 Television Production
MTSU	EMC 3150 - Single-Camera Directing and Producing
Ohio University	6650 Producing
Townson	EMF 470 Producing Online Video
UNC – Greensboro	MST 197 Media Production Practicum
Southern Mississippi	475. Film Business Procedures and Management

NYU	FMTV-UT.1095 Producing for Film
USC	CTPR 438 Practicum in Producing
UCLA	TFT 146. Art and Practice of Motion Picture Producing
FSU	FIL 4654 Film Producing and Finance

3. Discussion of proposed course:

3.1 Schedule type: L – Lecture

3.2 Learning Outcomes: By course end, students will be able to:

- Recognize the various titles and functions of producer in film and television. Special emphasis will be given to independent film, where the producer must perform multiple roles.
- Identify the major stages of filmmaking (Development, Pre-Production, Production, Post-Production, Distribution, Exhibition) and the producer's role in each stage.
- Implement strategies for the creative side of producing: story, pitching, script development.
- Implement strategies for the business side of producing: budgeting, financing, methods of distribution, contracts, etc.
- Utilize industry-standard budgeting and scheduling software.
- Producer a low-budget feature or short film.

3.6 Content outline: Film Industry Overview, Development, Pitching, Copyright, Proposals, Film Financing, Script Breakdowns, Scheduling, Budgeting, Insurance, Locations, Marketing, Publicity, Distribution.

3.7 Student expectations and requirements: Students will be expected to complete readings and exams over course material. Written assignments will serve to evaluate student application of course material.

3.8 Tentative texts and course materials: Laloggia, Nicole Shay and Eden Wurmfeld. *IFP/Los Angeles Independent Filmmaker's Manual.* Boston: Focal Press, 2004. Print.

4. Resources:

4.1 Library resources: See Library Resource Form

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Students will need access to Movie Magic Budgeting and Scheduling software which is available in an SJ&B lab.

5.3 Expendable materials needed: None required.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

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FILM 379 FILM PRODUCING

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Donaldson, Michael C. *Clearance & Copyright: Everything You Need to Know for Film and Television, 3rd Edition.* Los Angeles: Silman-James, 2008. Print.

Honthaner, Eve Light. *The Complete Film Production Handbook, 4th Edition*. Boston: Focal Press, 2010. Print.

Laloggia, Nicole Shay and Eden Wurmfeld. *IFP/Los Angeles Independent Filmmaker's Manual.* Boston: Focal Press, 2004. Print.

Lee Jr., John J. *The Producer's Business Handbook: The Roadmap for the Balanced Film Producer, 3rd Edition*. Boston: Focal Press, 2010. Print.

Litwak, Mark. *Contracts for the Film & Television Industry, 3rd Edition.* Los Angeles: Silman-James, 2012. Print.

Patz, Deborah. *Film Production Management 101: Management & Coordination in a Digital Age, 2nd Edition.* Los Angeles: Michael Wiese Productions, 2010. Print

Ryan, Maureen. *Producer to Producer: A Step-By-Step Guide to Low Budgets Independent Film Producing.* Los Angeles: Michael Wiese Productions, 2010. Print.

Simens, Dov S-S. *From Reel to Deal: Everything You Need to Create a Successful Independent Film.* New York: Grand Central, 2003.

Simon, Deke. *Film + Video Budgets, 5th Edition*. Los Angeles: Michael Wiese Productions, 2010. Print.

Singleton, Ralph. *Film Scheduling: Or, How Long Will It Take to Shoot Your Movie? Second Edition.* New York: Lone Eagle, 1991. Print

Turman, Lawrence. *So You Want to Be a Producer.* New York: Three Rivers, 2005. Print.

Proposal Date: October 8, 2013

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

Contact Person: Travis Newton, travis.newton@wku.edu, 270-745-5890

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 450
1.2 Course title: Feature Screenwriting
1.3 Abbreviated course title: Feature Screenwriting
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit (No)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: FILM 250
1.7 Course description: An advanced, intensive study of the techniques of screenwriting for feature films: outlines, treatments, character, act structure, subplots. Emphasis on visual storytelling through completion of a feature screenplay. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: The proposed course will offer advanced students the opportunity to learn the principles and techniques necessary for writing feature-length narrative screenplays. WKU currently does not offer a course that teaches students how to develop and write feature-length screenplays. It is important for film students to have experience with developing and writing feature length screenplays because feature-length screenplays serve as an aspiring filmmaker's calling card in the film industry. Many students have expressed interest in seeing such a class offered, so by offering a feature screenwriting course we will satisfy both student demand and an important component of their filmmaking education.

2.2 Projected enrollment in the proposed course: 18-20. Due to the workshop nature of the course, enrollment will need to be kept to a manageable level. Most of the anticipated students will come from within the film major, but other students with the necessary pre-req could also take the course. The proposed course will be an elective in the Film Major and offered based on student demand.

2.3 Relationship of the proposed course to courses now offered by the department: BCOM 350 Scriptwriting for Television and Film will be suspended from inventory in Fall 2014. A new course, FILM 250 Screenwriting, has been proposed as an introductory screenwriting course for lower-division students while FILM 450 will be targeted to upper-division students. Other writing courses within SJ&B, like BCOM 325 Survey of Writing for Television/Radio, do not cover writing for feature screenplays.

2.4 Relationship of the proposed course to courses offered in other departments: No other department offers a course of this nature. English offers several creative

writing courses, including ENG 203 Creative Writing and ENG 358 Drama Writing, but they do not cover screenwriting, only playwriting.

2.5 Relationship of the proposed course to courses offered in other institutions: Many WKU benchmark universities offer courses in screenwriting, but very few offer courses in feature screenwriting. WKU has the opportunity to be the first in Kentucky to offer an advanced feature screenwriting course at the undergraduate level. This type of course is a common upper-division elective in film programs such as FSU, NYU, USC, and other major film programs.

Ohio University	MDIA 6430 Advanced Screenwriting (Honors Students Only)
UNC – Greensboro	MST 551 Writing the Feature Film I
Southern Mississippi	FLM 472. Writing for Television and Film

NYU	FMTV-UT.1100 Developing the Screenplay
USC	CTWR 401 Writing the First Draft Feature Screenplay
UCLA	434. Advanced Screenwriting
FSU	FIL 4160 Feature Screenwriting

3. Discussion of proposed course:

3.1 Schedule type: A – Applied Learning

3.2 Learning Outcomes: By course end, the students will be able to:

* Recognize what sets feature screenplays apart from short screenplays.
* Identify and utilize the advanced elements of screenwriting for features – advanced character development, act structure, subplots, and subtext.
* Implement methods of organizing and developing ideas - outlines and treatments.
* Use standard screenplay format for motion pictures.
* Complete a series of exercises and workshops leading to a final draft of a feature screenplay.
* Evaluate his/her own written work and that of his/her peers.

3.3 Content outline: Modules on outlines, treatments, advanced character development, act structure, subplots, subtext.

3.4 Student expectations and requirements: Students will be required to complete a series of exercises and workshops building to the completion of a feature screenplay. Peer feedback and revisions are required. Readings and exams will also be required.

3.5 Tentative texts and course materials: Field, Syd. *Screenplay: The Foundations of Screenwriting*. Revised Edition. New York: Bantam Dell, 2005. Print.

Snyder, Blake. *Save the Cat*. Studio City: Michael Wiese Productions, 2005. Print.

Truby, John. *The Anatomy of Story*. New York: Faber and Faber, 2007. Print.

4. Resources:

4.1 Library resources: Inadequate. Materials on order. See Library Resource Form

4.2 Computer resources: Adequate. Course will be scheduled in one of the MMTH writing labs in order to give students access to screenwriting software during class time.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Students will need access to screenwriting software, and free options are available.

5.3 Expendable materials needed: Students will need access to writing lab printers, as covered by their lab fee. Any additional printing can be made in campus computer labs.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

FILM 450 FEATURE SCREENWRITING

Ackerman, Hal. *Write Screenplays That Sell: The Ackerman Way*. Revised Edition. Beverly Hills: Tallfellow Press, 2003. Print.

Alessandra, Pilar. *Coffee Break Screenwriter*. Studio City: Michael Wiese Productions, 2011. Print.

Chitlik, Paul. *Rewrite: A Step-by-Step Guide to Strengthen Structure, Characters, and Drama in Your Screenplay*. Studio City: Michael Wiese Productions, 2008. Print.

Coen, Ethan, and Joel Coen. *Collected Screenplays 1: Blood Simple, Raising Arizona, Miller's Crossing, Barton Fink*. London: Faber and Faber, 2002. Print.

Egri, Lajos. *The Art of Dramatic Writing*. New York: Simon and Schuster, 2010. Print.

Field, Syd. *Four Screenplays: Studies in the American Screenplay*. New York: Bantam Dell, 2009. Print.

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Field, Syd. *The Screenwriter's Workbook*. Revised Edition. New York: Bantam Dell, 2006. Print.

Goldman, William. *Adventures in the Screen Trade*. New York: Grand Central Publishing, 1984. Print.

Goldman, William. *Five Screenplays with Essays*. New Edition. Milwaukee: Applause Theatre & Cinema Books, 2000. Print.

Goldman, William. *Four Screenplays with Essays*. Milwaukee: Applause Theatre & Cinema Books, 2000. Print.

McKee, Robert. *Story: Substance, Structure, Style, and the Principles of Screenwriting*. New York: HarperCollins, 2010. Print.

Riley, Christopher. *The Hollywood Standard: The Complete and Authoritative Guide to Script Format and Style.* 2nd Edition. Studio City: Michael Wiese Productions, 2005. Print.

Snyder, Blake. *Save the Cat*. Studio City: Michael Wiese Productions, 2005. Print.

Truby, John. *The Anatomy of Story*. New York: Faber and Faber, 2007. Print.

Vogler, Christopher. *The Writer's Journey*. 3rd Edition. Studio City: Michael Wiese Productions, 2007. Print.

Walter, Roger. *Essentials of Screenwriting: The Art, Craft, and Business of Film and Television Writing*. Revised Edition. New York: Plume, 2010. Print.

Proposal Date: October 8, 2013

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

Contact Person: Elizabeth Alsop, elizabeth.alsop@wku.edu, 745-5726

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 469
1.2 Course title: Topics in World Cinema
1.3 Abbreviated course title: Topics in World Cinema
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit: no
1.5 Grade type: Standard Letter Grade
1.6 Prerequisite: FILM 369
1.7 Course description: An advanced, in-depth study of world cinema. Subjects might include national cinemas, directors, or select genres, movements or periods. Viewings of representative films will be accompanied by readings on history/culture.

2. Rationale:

2.1 Reason for developing the proposed course: While FILM 369 *Introduction to World Cinema* provides an introductory survey of world cinema; the current film curriculum does not include a course dedicated to advanced study of global film traditions. Topics in World Cinema will offer students the opportunity to build on knowledge acquired in FILM 369, and to further their study of film history and production outside the United States through the exploration of more specialized subjects. Through viewing representative films, doing background readings, and engaging in research, students will develop a heightened appreciation of cinema in both its national and transnational contexts. FILM 469 also supports WKU's goal of increasing global awareness and leadership among its students

2.2 Projected enrollment in the proposed course: 20. Currently, there are 154 student enrolled as majors in film. We anticipate that the major will at the very least sustain that enrollment if not surpass it during the next few years. This course will be listed as a restricted elective in the revised major beginning with the fall 2014 catalog year.

2.3 Relationship of the proposed course to courses now offered by the department: A Topics in World Cinema class would complement the FILM 369 Introduction to World Cinema class, allowing students an avenue for further and more advanced study. FILM 369 provides an introductory survey of world cinema, but does not allow for in-depth study of the individual cinematic traditions it covers. Historically, the department has offered such courses as "Special Topics" classes (FILM 399 and BCOM 481). With the addition of FILM 469, these classes can now be reserved for more focused special topics (such as feminist film, philosophy and film, etc.)

2.4 Relationship of the proposed course to courses offered in other departments: Topics in World Cinema will supplement the broader effort across the University to offer

courses on international topics and themes. The Department of English offers World Literature, Religious Studies offers numerous courses in world religions, Political Science offers classes in International Politics, etc. In the Department of English FILM 469 would subsume ENG 368: Japanese Cinema in Translation, since Japanese Cinema can now be covered as a topic in FILM 469.
Though some national cinema courses have been offered by the Department of Modern Languages, they have not been offered regularly (and in some cases, have language requirements that limit the number of students that enroll). Courses include FREN 450 Topics in Francophone Cinema, GERM 437 German Literature and Film, SPAN 490 Hispanic Cinema.

2.5 Relationship of the proposed course to courses offered in other institutions: Specialized courses on world cinema topics are offered at many universities. Among benchmark institutions, Ohio University offers an International Film I and II sequence (FILM 5210 and FILM 5220) while East Carolina University and Northern Kentucky University offer "Special Studies in Film" (ENGL 5350) and "Studies in Cinema" (CIN 494) courses, respectively, both of which may focus on national cinemas. Several other schools offer courses specifically in non-Western cinema: both Illinois State University and the University of North Carolina at Greensboro offer a course on Non-Western Film (designated as THD-271 and MST 327, respectively), while Florida Atlantic University offers Studies in Asian Cinema (FIL 4843), as well as courses in Italian (ITT 3520) and Spanish film (SPT 4720) through its foreign language departments.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes: By course end, the students will be able to: demonstrate advanced knowledge of major topics in world cinema; display in-depth understanding of the cinema(s) of regions including China, India, Europe, Australia, or Latin America; recognize and appreciate the distinctness of such cinematic traditions, as well as their relationship to Hollywood conventions and practices; and be conversant with leading directors, major films, and critical writings about the selected cinema(s).

3.3 Content outline: The content of the course will depend on the faculty teaching it; they might choose to focus it on a national cinema (French, Japanese, Australian, etc.), major directors, or on another topic. An outline of major units for a sample course on Italian Cinema is included below:

- Italian Cinema during the Fascist Era
- Neorealism
    - Roberto Rossellini, Vittorio De Sica, Lucchino Visconti
- Beyond Neorealism
    - Federico Fellini, Michelangelo Antonioni (European Art Film)
    - Pier-Paolo Pasolini, Francesco Rosi (Film and Politics)
- Italian Genre Films of the 1970s
    - Sergio Leone and the Spaghetti Western
    - Dario Argento and the *giallo*

- Contemporary Italian Cinema

3.4 Student expectations and requirements: Students will be evaluated based on written assignments such as journals and formal papers, and exams that will test them on key terms and concepts. Students will also be expected to attend all screenings, participate actively in class discussions, and deliver oral presentations.

3.5 Tentative texts and course materials: Please see the attached bibliography. Depending on the focus of the course, texts might include the following:

African: Diawara, Manthia. *African Film: New Forms of Aesthetics and Politics*. New York: Prestel USA, 2010.

Australian: Therese Davis and Felicity Collins. *Australian Cinema After Mabo.* Cambridge UP, 2004; Albert Moran and Errol Vieth. *Film in Australia: An Introduction.* New York: Cambridge UP, 2006.

Chinese: Berry, Chris. *Chinese Films in Focus II*. London: BFI Publishing, 2008. Print.

French: Temple, Michael and Michael Witt. *The French Cinema Book*. London: BFI Publishing, 2004. Print.

Italian: Sitney, P. Adams. *Vital Crises in Italian Cinema*. Austin: U of Texas P, 1995; Bondanella, Peter. *Italian Cinema: From Neorealism to the Present*. New York: Continuum, 1990; Celli, Carlo and Marga Cottino-Jones. *A New Guide to Italian Cinema*. New York: Palgrave, 2007.

Indian: Tejaswini Ganti. *Producing Bollywood: Inside the Contemporary Hindi Film Industry*. Duke University Press, 2012; Kavoori, Anandam and Aswin Punathambekar. *Global Bollywood*. New York: New York UP, 2008. Print.

Japanese: Richie, *A Hundred Years of Japanese Film: Revised and Updated Edition*. New York: Kodansha International, 2005.

Latin America: Shaw, Lisa and Stephanie Dennison. *Latin American Cinema: Essays on Modernity, Gender, and National Identity*. Jefferson, N.C.: McFarland, 2005. Print.

4. Resources:

4.1 Library resources: Adequate. See Library Resource Form

4.2 Computer resources: No additional computer resources needed.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

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FILM 469 TOPICS IN WORLD CINEMA

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Badley, Linda, R. Barton Palmer, and Steven Jay Snyder, eds. *Traditions in World Cinema*. New Brunswick, N.J.: Rutgers UP, 2006. Print.

Beijing Bicycle. Dir. Xiaoshuai Wang. Sony Pictures, 2002. DVD.

Berry, Chris. *Chinese Films in Focus II*. London: BFI Publishing, 2008. Print.

Beumers, Birgit, ed. *Directory of World Cinema: Russia*. Bristol, Intellect Books, 2010. Print.

Bordwell, David. *Planet Hong Kong: Popular Cinema and the Art of Entertainment.* Cambridge, MA: Harvard UP, 2000.

Celli, Carlo and Marga Cottino-Jones. *A New Guide to Italian Cinema*. New York: Palgrave, 2007. Print.

Chaudhuri, Shohini. *Contemporary World Cinema: Europe, the Middle East, East Asia, and South Asia*. Edinburgh: Edinburgh UP, 2005. Print.

Chi-Yun Shin and Julian Stringer, Eds. *New Korean Cinema*. New York: NYU P 2005.

Chunhyang. Dir. Kwon-taek Im. New Yorker Video, 2001. DVD.

City of God. Dir. Fernando Meirelles. Miramax, 2004. DVD.

Davis, Thesee and Felicity Collins. *Australian Cinema After Mabo.* New York: Cambridge UP, 2004.

Diawara, Manthia. *African Film: New Forms of Aesthetics and Politics*. New York: Prestel USA, 2010. Print.

Dilwale Dulhania le Jayenge. Dir. Aditya Chopra. Yash Raj Films, 1995. DVD.

Donmez-Colin, Gonul. *The Cinema of North Africa and the Middle East*. New York: Wallflower Press, 2007. Print.

Dreams of Dust. Dir. Laurent Salques. Film Movement, 2008. DVD.

Durovicova, Natasa and Kathleen E. Newman, eds. *World Cinemas, Transnational Perspectives*. London: Routlege, 2009. Print.

**Essential Art House: 50 Years of Janus Films*. Criterion, 2006. DVD.

Faat Kine. Dir. Ousmane Sembene. CreateSpace, 2009. DVD.

Farewell My Concubine. Dir. Kaige Chen. Miramax, 1999. DVD.

Forbes, Jill and Sarah Street. *European Cinema: An Introduction*. New York: Palgrave, 2000. Print.

Fu, Poshek and David Desser, Eds. *The Cinema of Hong Kong: History, Arts, Identity.* New York: Cambridge UP, 2002.

Galt, Rosalind and Karl Schoonover, eds. *Global Art Cinema: New Theories and Histories*. London: Oxford UP, 2010. Print.

Galt, Rosalind. *The New European Cinema: Redrawing the Map*. New York: Coumbia UP, 2006. Print.

Ganti, Tejaswini. *Producing Bollywood: Inside the Contemporary Hindi Film Industry*. Duke University Press, 2012. Print.

Ginsberg, Terri and Chris Lippard, Eds. *Historical Dictionary of Middle Eastern Cinema*. New York: Scarecrow Press, 2010.

Goldsmith, Ben and Geoff Lealand Eds. *Directory of World Cinema: Australia And New Zealand*. Bristol: Intellect Books, 2010. Print.

Hill, John and Pamela Church Gibson, eds. *World Cinema: Critical Approaches*. London: Oxford UP 2000. Print.
Holy Girl, The. Dir. Lucrecia Martel. HBO Home Video, 2005. DVD.
Jinhee Choi. *The South Korean Film Renaissance*: *Local Hitmakers, Global Provocateurs*. Middletown, CT: Wesleyan UP, 2010.
Jolly, Gubir Singh, Zenia Wadhwani, and Deborah Barretto. *Once Upon a Time in Bollywood: The Global Swing in Hindi Cinema*. Toronto: TSAR, 2007. Print.
Kavoori, Anandam and Aswin Punathambekar. *Global Bollywood*. New York: New York UP, 2008. Print.
Moolaade. Dir. Ousmane Sembene. New Yorker Video, 2008. DVD.
Moran, Albert and Errol Vieth. *Film in Australia: An Introduction.* New York: Cambridge UP, 2006.
Mother India. Dir. Mehoob Khan. Eros, 2003. DVD.
Noble, Andrea. *Mexican National Cinema*. London: Routledge, 2005. Print.
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Pfaff, Francoise. *Focus on African Films*. Bloomington: Indiana UP, 2004. Print.
Platform. Dir. Zhang Ke Jia. New Yorker Video, 2005. DVD.
Raise the Red Lantern. Dir. Zhang Yimou. Era Home Entertainment, 2000. DVD.
Richie, *A Hundred Years of Japanese Film: Revised and Updated Edition*. New York: Kodansha International, 2005. Print.
Paisà. Dir. Roberto Rossellini. 1946. Criterion, 2010. DVD.
Picnic at Hanging Rock. Dir. Peter Weir. 1975. Criterion, 1998. DVD.
Shafik, Viola. *Arab Cinema: History and Cultural identity*. Cairo: American University in Cairo Press, 2007. Print.
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Shin, Chi-Yun and Julian Stringer. *New Korean Cinema*. New York: New York UP, 2005. Print.
Spring, Summer, Fall, Winter…and Spring. Dir. Ki-duk Kim. Sony Pictures, 2004. DVD.
Syndromes and a Century. Dir. Apichatpong Weerasethakul. Strand, 2008. DVD.
Taylor, Richard, ed. *The BFI Companion to Eastern European and Russian Cinema*. London: BFI Publishing, 2000. Print.
Taste of Cherry. Abbas Kiarostami, Dir. 1997. Criterion, 1998. DVD.
Temple, Michael and Michael Witt. *The French Cinema Book*. London: BFI Publishing, 2004. Print.
Tokyo Story. Dir. Yasujiro Ozu. 1953. Criterion, 2003. DVD.
Ukadike, Nwachukwu Frank. *Questioning African Cinema: Conversations with Filmmakers*. Minneapolis: U of Minnesota Press, 2002. Print.
Vick, Tom. *A Field Guide to Asian Cinema*. New York: HarperCollins, 2007. Print.
Yeelen. Dir. Souleyman Cisse. Kino Video, 2003. DVD.

*This is a collection of fifty films that covers well major works in the cinemas of Japan, France, Germany, Scandinavia, Italy, and Great Britain.

Proposal Date: Sept. 30, 2013 rev.

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

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

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: JOUR 467

1.2 Course title: News/Editorial Internship Practicum

1.3 Abbreviated course title: News/Editorial Practicum
Credit hours: 1 Variable credit: No

1.4 Grade type: Standard letter grade

1.5 Prerequisites/corequisites: Prerequisite: Instructor permission.

1.6 Course description: An intense study of a specific news writing, editing, visual or production skill in a professional media outlet. The skill will be identified and studied through discussion and application. May be repeated for a maximum of 3 credit hours.

2. Rationale:

2.1 Reason for developing the proposed course: The ability for students to get paid internships has rapidly diminished during the past five years. Additionally, unpaid internships often require students to register for academic credit. Students don't receive compensation, but must pay for credit hours and often bear the cost of moving short term to the internship location. The News/Editorial curriculum currently has a 3-credit hour internship class, JOUR 491. Creating the 1-hour practicum option would reduce costs for students and increase the opportunity to learn in a professional media outlet. Students could seek a 1-hour practicum at a local media outlet while continuing their full-time academic schedules since the 1-hour course proposed requires one third of the contact hours that the 3-hour course requires.

2.2 Projected enrollment in the proposed course: 10 during an academic year. Based on enrollment trends in JOUR 491 Internship.

2.3 Relationship of the proposed course to courses now offered by the department: As is the case with JOUR 491 *Internship or Practicum*, this class allows students to pursue journalism skills development in a professional/educational environment. The broadcast program has a 1-hour workshop similar to this – BCOM 467. Within the SJ&B, the JOUR 467 course would be unique to the major in news/editorial journalism.

2.4 Relationship of the proposed course to courses offered in other departments: Some other Practicum courses offered in professional programs at the university are:

- LEAD 400 Practicum in leadership (1-6 Hours)
- REC 493 Recreation practicum (3 hours)
- EXS 296 Practicum in Exercise Science (3 hours)

2.5 Relationship of the proposed course to courses offered in other institutions: Most journalism programs offer this kind of course and allow it to be taken multiple times**.** The following benchmark universities offer supervised internship/practicum courses with a range of hours for repeated credit similar to the proposed course:

- *Ball State University: JOUR 369 and JOUR 479, Paid Internship (0-3 hours); Unpaid Internship (0-3 hours)*
- *Middle Tennessee State University: JOUR 3580 MC (1-3 hours)*
- *Eastern Illinois University: JOU 4275 - Journalism Internship; (1 to 3 hours)*
- *Towson University: COMM 490 Internship (may be repeated up to 6 hours)*
- *Stephen F. Austin University: MCM 480 Media Internship (3-6 semester hours).*

3. Discussion of proposed course:

3.1 Schedule type: O

3.2 Learning Outcomes: students will gain knowledge of professional standards and the rigors of a career in journalism and/or professional communications; students will show the ability to apply principles and theory taught in the classroom to real-life projects in a professional work setting; through self-assessment and evaluations students will identify strengths and weaknesses in their chosen fields of work; through self-assessment, students will identify more clearly career goals and in which area of journalism/professional communication those goals can be met.

3.3 Content outline: Content during the internship practicum depends on the internship media outlet in consultation with the internship coordinator in the SJ&B. Content will vary depending on the area of the media outlet, but as the course description states, generally content will be in the area of news writing, editing, visual or production skills for all delivery platforms.

The course addresses the following core values and competencies set forth by the Accrediting Council on Education in Journalism and Mass Communication:

To think critically, creatively and independently; to write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve; to apply tools and technologies appropriate for the communication professions in which they work; to understand and apply principles and laws of freedom of speech and press; to understand concepts and apply theories in the use and presentation of images and information; and to demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

3.4 Student expectations and requirements: Coordinate the internship with the Center for Career and Professional Development; complete a Co-operative Education packet; set learning goals; successfully complete 80 hours (required) in the workplace to complete the internship practicum; complete a written weekly journal, a brief but complete description of daily activities and student learning, the number of hours

worked; produce a portfolio of any work produced during the internship practicum; and submit a final written report detailing how the practicum related to professional goals. The course will be graded on the standard letter grade by assessing the elements required above in conjunction with evaluation forms completed by the employer, which are provided by the Center for Career and Professional Development, the SJ&B and the News/Editorial program.

3.5 Tentative texts and course materials: N/A

4. Resources:

4.1 Library resources: See attached resource form, no materials requested

4.2 Computer resources: N/A

5. Budget implications:

5.1 Proposed method of staffing: The News/Editorial Journalism program coordinator, as part of his/her duties, coordinates internships done for academic credit. This is counted toward the coordinator's service load.

5.2 Special equipment needed: N/A

5.3 Expendable materials needed: N/A

5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 2014 (20)

7. Dates of prior committee approvals:

SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: 9/13/13

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

Contact Person: Tim Broekema, tim.broekema@wku.edu, 745-3005

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: PJ 233
1.2 Course title: Intermediate Photojournalism
1.3 Abbreviated course title: Intermediate Photojournalism
1.4 Credit hours: 3 Variable credit no
1.5 Grade type: letter
1.6 Prerequisite: PJ 231
1.7 Course description:

Building on the skills and theories from Introduction to Photojournalism, students will produce documentary images that tell complex stories under various practical settings of journalistic inquiry, working on tighter deadlines and towards a higher level of expected results. Students will advance their knowledge on complicated mechanical camera technique and increase their personal photographic vision and portfolio development. Lecture and lab. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: As digital technology continues to improve and change the process of image acquisition it has become imperative that we provide our students with additional fundamental training in the process of journalistic image gathering. For students in this major to be a successful, productive, engaged and socially responsible citizen and leader of a global society it is important that we keep them up-to-date on technology as well as ever-changing ethics and techniques. As students continue in the major after taking this course they will be better prepared for the business they choose to enter thus enriching the quality of their lives and the community they become engaged with.
Developing new skills cannot take place without a hands-on method of applying them. This course will enable students to use skills introduced to them in Introduction to Photojournalism (PJ 231) and the core curriculum as offered by the School of Journalism & Broadcasting.

2.2 Projected enrollment in the proposed course: It is expected that 30 to 40 students will enroll in this class per semester. Based on enrollment of 46 freshmen seeking the major in fall 2013, we anticipate similar numbers in the 2013-2014 academic year.

2.3 Relationship of the proposed course to courses now offered by the department: Introduction to Photojournalism (PJ231) provides the basics of camera function, ethics of photojournalism and a small variety of assignments. This course builds on that knowledge, expands the variety, scope, intensity and expectation of those assignments as well as presents intermediate level camera and editing operations.

2.4 Relationship of the proposed course to courses offered in other departments: There is no relationship to any other class offered at this level in other departments.

2.5 Relationship of the proposed course to courses offered in other institutions: No other benchmark institutions offer this level of photojournalism course. One of the strong aspects of the photojournalism program at WKU is that classes are offered in the major beginning the freshman year. Many benchmark institutions offer an introduction course but no intermediary step to the upper level photojournalism course work. Schools with which we compete in the National Hearst Journalism Awards Program, like UNC-Chapel Hill has a similar course, JOMC 181, Intermediate Photojournalism, and Ohio State offers JOUR 326, Advanced Photojournalism as its second photography course.

3. Discussion of proposed course:

3.1 Schedule type: C

3.2 Learning Outcomes: Students will be able to further develop their understanding of the digital camera taking full advantage of current camera technologies. Students will further their advanced study in exposure, composition, and ethical content gathering.

3.3 Content outline: Photographic strategies for sports, feature, news and photo stories. Caption writing and strategies for working in a newsroom/deadline environment.

3.4 Student expectations and requirements: Students will be expected to increase their still photography experience at an earlier stage in the photojournalism program. It is necessary for students to grasp a stronger foundation in the still image earlier in their curriculum so that they will be ready to advance into multimedia technologies and story-telling techniques. Students will be required to have a DSLR camera, memory cards, lens(es) and an external drive. In addition, classroom assignments will be required to be completed in diverse communities, transportation is necessary.

3.5 Tentative texts and course materials:

Kobre, Ken. *Photojournalism: The Professional's Approach*. 6th Edition. Focal Press, 2008. Print ISBN-13: 978-0750685931

4. Resources:

4.1 Library resources: Inadequate, resources will be purchased. See attached Library Resource Form

4.2 Computer resources: none

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Current Computer Labs and Classrooms

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: Current printers and supplies

6. Proposed term for implementation: 2014 (30)

7. Dates of prior committee approvals:

PJ Program Committee	October 28, 2013
SJ&B Curriculum Committee	October 30, 2013
School of Journalism & Broadcasting	November 1, 2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014

Course Bibliography
PJ 233 Intermediate Photojournalism

Hirsch, Robert (2012). Light and Lens: Photography in the Digital Age, 2nd Edition. Philadelphia: Elsevier.

Bilissi, Efthimia and Langford, Michael (2011). Langford's Advanced Photography: The Guide for Aspiring Photographers, 8th Edition. New York: Focal Press.

Galer, Mark (2008). Digital Photography: Essential Skills, 4th Edition

Kobre, Ken (2008). Photojournalism: The Professional's Approach Edition 6. New York: Focal Press.

Periodical-Newspaper List

Visual Communications Quarterly
New York Times
Washington Post
National Geographic
Louisville Courier-Journal

Proposal Date: 9/5/2013

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

Contact Person: James H. Kenney james.kenney@wku.edu 270.745.6307

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: PJ 330
1.2 Course title: Multimedia Storytelling
1.3 Abbreviated course title: Multimedia Storytelling
1.4 Credit hours: 3 Variable credit: No
1.5 Grade type: Standard letter grade
1.6 Prerequisites/corequisites: Prerequisite-PJ 233; Co-requisite-PJ 333
1.7 Course description: Fundamentals of storytelling through the use of still photography, audio, and video. Analysis and application of the principles of multimedia editing techniques used in the photojournalism profession. Projects require transportation, a DSLR camera that is video capable, audio recording equipment and an external hard drive. Required off-campus travel. Lecture and lab. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: PJ 261 Intro to Multimedia is currently an introductory multimedia class for both Photojournalism majors and non-majors. In the proposed curriculum revision, PJ 261 will be offered, but only as a non-majors course. Continually evolving technological changes and visual storytelling techniques in the photojournalism profession have necessitated the creation of a separate course for photojournalism majors. With the addition of a video project component, as well as other story delivery methods that are now necessary to cover in this class, the course has been revised from a lower division to upper division standing. The projects that are produced in PJ 330 will require students to interact with diverse members of the community and prepare them to be competitive in the profession.

2.2 Projected enrollment in the proposed course: 18 per section, two to three sections per year. This is a required course for Photojournalism majors and will be the third class students take in the sequence. The numbers above are based on the class that is currently offered third in the sequence, JOUR 333. At least two sections of JOUR 333 have been offered each year (usually one section each semester, but in some semesters two sections have been offered).

2.3 Relationship of the proposed course to courses now offered by the department: PJ 330 will be taken concurrently with PJ 333, after students have completed a full year of still photography training in their freshman year. This, along with the School of J&B's core curriculum (SBJ 101,102, and 103), will prepare students for the rigors of mixing various forms of media to tell stories, and it will lay a foundation for the advanced courses in the photojournalism program. Though this course will share some characteristics with PJ 261 Introduction to Multimedia, its video, video editing, and more advanced still photography components will make this a unique course

within the School of Journalism & Broadcasting. In addition, this course will complement the emphasis in multiplatform storytelling that is part of the School's revised curriculum.

2.4 Relationship of the proposed course to courses offered in other departments: The still photography/photojournalism component and its integration with the video and audio techniques covered in PJ 330 make this a unique course within the university.

2.5 Relationship of the proposed course to courses offered in other institutions: The content in PJ 330 is consistent with universities that have photojournalism programs. In response to the demands of the photojournalism profession, benchmark programs offer a similar course covering the fundamentals of multimedia technology and its application to multiplatform storytelling. Here are a few examples:

VICO 2401 – Multimedia Production for Visual Communication *Ohio University* Editing and production of audio, video, and multi-format visual storytelling content in a journalistic environment. Students will be introduced to the industry standard software and workflow techniques.

JRN 423 – Online Visual Storytelling *Central Michigan University* Online storytelling for the photojournalist. Multimedia production combining still photography, audio, and video with the intended purpose of publishing on the Web.

EMC 2030 – Visual Journalism Production *Middle Tennessee State University* Students shown how to gather information with words and pictures for the field of visual journalism by completing photojournalism assignments, producing images with still and video cameras, writing cutlines and voiceovers for images, producing images, using computer software to edit images and sound, and creating presentations for print and online media.

3. Discussion of proposed course:

3.1 Schedule type: C

3.2 Learning Outcomes:

Upon completion of the course students will be able to:

• Utilize techniques for gathering stories using still photography, video, and audio.
• Produce a multimedia story using video/audio editing software.
• Obtain practical experience in effectively combining media gathering methods and prepare them for more advanced courses in the Photojournalism program.
• Analyze multimedia stories produced by members of the photojournalism profession in order to understand what makes a good story and what tools and editing techniques are most effective in capturing them.
• Make effective ethical decisions involving multimedia journalism.

3.3 Content outline:

• Linear Storytelling
• Story Arc/the Five Movements of a Story
• Still Photography Use in a Multi-platform Environment
• Interviewing Techniques for Multimedia Projects

- Audio Recording for Interviews and Ambient Sound
- Audio Recording Mechanics and Techniques
- Mixing Audio and Still Photographs
- Editing Software Training
- Editing Techniques for Multimedia Projects
- Integrating Words into a Multimedia Story
- Mixing Video with Still Photography and Audio
- Publishing on Vimeo and Other Web Platforms
- Ethical Considerations with Multimedia Storytelling

3.4 Student expectations and requirements: Students will be evaluated primarily through practical assignments that will require them to produce several multimedia projects. Students will be expected to complete exercises in story idea generation, software training, and analysis of multimedia projects produced my media professionals. Students will be required to critique their own projects as well as those produced by their peers.

3.5 Tentative texts and course materials:

Text: Kobre, Kenneth. *Videojournalism: Multimedia Storytelling*. Waltham, MA: Focal, 2012. Print.

Online training: Weinman, Lynda. *Online Video Tutorials and Training, lynda.com.*

4. Resources:

4.1 Library resources: Adequate. See resource form

4.2 Computer resources: Existing computer labs in MMTH will be sufficient for this course, and appropriate software already exists in the labs.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: N/A

5.3 Expendable materials needed: N/A

5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 2014 (30)

7. Dates of prior committee approvals:

PJ Program Committee	October 28, 2013
SJ&B Curriculum Committee	October 30, 2013
School of Journalism & Broadcasting	November 1, 2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014

Course Bibliography
PJ 330 Multimedia Storytelling

Savage, Steve (2011). Art of Digital Audio Recording: A Practical Guide for Home and Studio. New York: Oxford University Press.

Moeslund, Thomas B. (2012). Introduction to Video and Image Processing: Building Real Systems and Applications. London: Springer.

Quinn, Steven and Filak, Vincent F. (2005). Convergent Journalism: An Introduction. Burlington, MA: Elsevier/Focal Press.

Lancaster, Kurt (2010). DSLR Cinema: Crafting a Film Look with Video. New York: Focal Press.

Periodical-Newspaper List

Visual Communications Quarterly
New York Times
Washington Post
National Geographic
Louisville Courier-Journal
www.nytimes.com digital subscription
www.washingtonpost.com digital subscription

Proposal Date: 09/20/13

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

Contact Person: Ken Payne, Ken.Payne@wku.edu, 5-3968

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: PR356
1.2 Course title: Digital Tactics in Public Relations
1.3 Abbreviated course title: Digital Tactics
1.4 Credit hours and contact hours: 3
1.5 Grade type: Letter grade Variable credit (no)
1.6 Prerequisites: PR355
1.7 Course description: Examines the strategic use of digital and social media platforms and tools for public relations purposes with an emphasis on hands-on experience and skill. Lecture/Lab. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: The roles and responsibilities of today's public relations practitioners are expanding. Public relations professionals must now understand how to integrate digital media tactics with overall business communications, learn different ways to engage with stakeholders, and navigate a changing media landscape with new technology that drives media consumption. This course examines the role of today's practitioners who are developing new digital approaches to the practice of public relations. Students will learn how to research and evaluate various types of collaborative technologies, monitor conversations for reputation and crisis management, develop social media objectives and strategies for integrated communications programs, create and manage the digital media process, identify opportunities to engage via social networks, develop web content for deeper interactions with stakeholders, and use different types of measurement to gauge program success. The class will focus on how to align strategic public relations and digital media programs with higher-level business goals and objectives.

2.2 Projected enrollment in the proposed course: 25-35 students per academic year. Based on current enrollment of 114 students in the public relations major. This course will be required in the major beginning with the fall 2014 catalog year.

2.3 Relationship of the proposed course to courses now offered by the department: The public relations major currently offers a course in traditional public relations writing and production (PR358). However, the expansion of new communication technology across the spectrum of public relations work has necessitated the need for more specialized and concentrated digital learning experience. This course seeks to bridge the digital divide for public relations majors between traditional public relations writing and production, and digital media creation, distribution,

analysis, and management. The SJ&B Advertising major offers: JOUR 344, Advertising in a Digital World; and JOUR 348, Advertising Media. Both courses focus on the consumer as the primary target of persuasive messaging, while public relation's focus includes all stakeholders of the company, organization, non-profit or government agency.

2.4 Relationship of the proposed course to courses offered in other departments: Other academic units offering courses with similar topics and titles include: MKT 328, Marketing on the World Wide Web; and MKT 331, Social Media Marketing. As in Advertising, the above courses focus primarily on the consumer as the target of communication efforts, while public relations takes a more broad approach to messaging strategy by including all identified stakeholders.

2.5 Relationship of the proposed course to courses offered in other institutions: Several leading public relations programs now offer courses in digital content creation, distribution and management for the public relation major. Below is a comparative list from our benchmark institutions:

Appalachian State University	Com 4420-Mulitmedia Storytelling
Ball State University	JOUR 348-Emerging Media in Advertising and Public Relations
Bowling Green State University	None Identified
Central Michigan University	None Identified
East Carolina University	COMM3500-Web Design for Communication Professionals
East Tennessee University	None Identified
Florida Atlantic University	COMM4332-Studies in New Media
Illinois State University	None Identified
Indiana State University	COMM329-Public Relations Tactics
James Madison University	None Identified
Middle Tennessee State University	None Identified
Northern Illinois University	None Identified
Ohio University	None identified
Towson University	None Identified
University of North Carolina-Charlotte	None Identified
University of North Carolina-Greensboro	None Identified
University of South	CA260-Digital Writing and

Alabama	Production
University of Southern Mississippi	None Identified

3. Discussion of proposed course:

3.1 Schedule Type: C

3.2 Learning Outcomes: Students will be able to analyze various digital and social media platforms and tools for developing professional profiles, creating professional learning networks, creating professional content, engagement, and collaboration opportunities. Students will learn how to use social media to conduct research, improve job performance, increase public relations effectiveness and efficiency, and develop strategies for integrating, evaluating and planning social media to achieve positive results in any field or industry. Students will also critically assess the pros, cons, and future developments related to this rapidly evolving medium.

Upon completion of this class students will be able to:

- Understand the culture of professional social engagement and socially-enabled organizations and professions;
- Identify and use reliable sources of digitized information;
- Develop team building and collaborations skills through the professional use and integration of multiple social networks such as Twitter, Facebook, LinkedIn, and Google+;
- Gain insight through hands-on technical experience with professional social sharing, listening, monitoring, and analytical tools;
- Evaluate internal and external social media strategy and integration from an interdisciplinary perspective across multiple departments and industries;
- Be familiar with the knowledge, skills, and talents needed to enhance an organization's internal and external reputation through effective use of new media tools, technologies and tactics -- including social media;
- Apply social media best practice in a variety of industries and situations in a rapidly changing landscape.

3.3 Content outline:

- Social Media & The Targeted Audience
- Blogs: Tapping Millions of Evangelists to Tell Your Story
- Audio & Video to Drive Action
- The New Rules of the News Release
- The Content-Rich Website
- Public Relations in Real Time

- Building your Digital Content Plan
- Online Thought Leadership
- Mobile Public Relations
- Social Networking Sites
- Podcasting Made Easy
- The Online Media Room
- Search Engine Optimization
- Digital Analytics

3.4 Student expectations and requirements: Students will be evaluated on their knowledge of the course material and lectures/discussions through quizzes and exams. In addition, students will be evaluated on their ability to apply learning to the digital environment through the use and application of emerging technologies and digital tactics.

3.5 Tentative texts and course materials:
PR 2.0: New Media, New Tools, New Audiences by Deirdre Breakenridge, 1st Edition

4. Resources:

4.1 Library resources: Inadequate. Materials on order. See Library Resources Form

4.2 Computer resources: No additional IT resources are anticipated.

5. Budget implications:

5.1 Proposed method of staffing: Course will be staffed from existing SJ&B faculty and adjunct resources.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

PR Program Committee	10/24/13
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

PR 356 – Digital Tactics in Public Relations

Breakenridge, Deirdre. *PR 2.0: New Media, New Tools, New Audiences*. FT Press, 2006.

Breakenridge, Deirdre. *Social Media and Public Relations: Eight New Practices for the PR Professional*. FT Press, 2012.

Brito, Michael. *Your Brand: The Next Media Company*. Que, 2014

Hemann, Chuck and Burbary, Ken. *Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World*. Que Publishing, 2013

Scott, David. *The New Rules of marketing & PR: How to Use Social Media, Online Video Mobile Application, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly*. Wiley Publishing, 2013.

Proposal Date: 04/01/13

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

Contact Person: Loup Langton, loup.langton@wku.edu, 270-745-4144

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SJB101
1.2 Course title: Understanding Media Content, Ethics and Technology
1.3 Abbreviated course title: Understanding Media
1.4 Credit hours and contact hours: 3 Variable Credit No
1.5 Grade Type: Letter
1.6 Prerequisites/corequisites: None
1.7 Course catalog listing: Develops a framework to access, analyze, evaluate, and interact with content, audiences and technology in a variety of digital forms.

2. Rationale:

2.1 Reason for developing the proposed course: In an era where information is expanding exponentially, learning standards which primarily emphasize news content and coverage no longer serve the needs of students. Students must be able to access, analyze, evaluate, and interact with information being produced and delivered at ever-greater speeds on an ever-widening array of media platforms. Understanding Media helps students acquire and practice key digital media, audience analysis, and information management skills. Full integration of media content, ethics and technology learning into the core curricula of the School of Journalism & Broadcasting will leave students immeasurably better positioned to compete in today's varied and changing media workplace. Understanding Media includes an in-depth study of the theoretical foundations and ethical considerations for analyzing mass communication messages, channels, institutions, audiences, and communities.

2.2 Projected enrollment in the proposed course: 80 to 100 students per section, with 3 to 4 sections during the fall semester. The freshman class in the School of Journalism & Broadcasting is currently 300. We anticipate the same number in fall 2014.

2.3 Relationship of the proposed course to courses now offered by the department: Understanding Media borrows content and pedagogy from two (2) current courses offered to SJ&B majors: JOUR 201 Media & Society; and BCOM 185 Introduction to Broadcasting. SJB101 is a key part of the curriculum reform efforts currently underway within the SJ&B and functionally consolidates and updates JOUR201 and BCOM185 into a single required course for five SJ&B majors.

2.4 Relationship of the proposed course to courses offered in other departments: Other academic units offering courses with mass media content include: FLK 373 Folklore & Mass Media; and POP 201 Introduction to Popular Culture

2.5 Relationship of the proposed course to courses offered in other institutions: Currently all ACEJMC accredited journalism programs support a foundations/ethics course in mass media with core topics in print journalism, broadcasting, radio, internet, advertising, public relations, and film. Examples of foundational courses offered at WKU benchmark universities include: JOUR 101 Media and American Society at Ball State University; MED 120 Mass Media and Society at Missouri State; COMM 204 Media and Society at Indiana State University. This course, SJB 101, seeks to expand the scope of a traditional foundations course to include audiences, social networks, social media, data storage and analysis, and the roles and responsibilities of a participatory media culture. This updated content is not reflected in the catalog descriptions of the listed benchmark institutions.

3. Discussion of proposed course:

3.1 Schedule Type: L

3.2 Learning Outcomes:

At the end of this course, students will be able to:

- Have a better understanding of the role of media in society and culture, and apply the essential skills of inquiry and self-expression necessary for participants in an informed democracy.
- Know the definitions of convergence, digitization, networks and audiences.
- Have an understanding of the various ways convergence of media, computer networks, and telecommunications are changing the role of the journalist/storyteller.
- Understand how fragmentation of media channels, and the inclusion of audiences shape media content.
- Have a better understanding of the differences between social media and traditional media and of the societal, cultural and political impacts of social media.
- Have a better understanding of media ethics, communication law and regulation, and to have a greater appreciation of the application of these principles to media content production, distribution and consumption in the digital age.

3.3 Content Outline:

Mass Communication and its Digital Transformation
Three Types of Convergence
Mass Communication in the Digital Age
Functions of Mass Communication
Looking Back and Moving Forward

Media in the Digital Age
Historical Development of Media

Media Grammar
Commercial Forces on Media Content
The World of Digital Media
Commercial Forces on Digital Media Content

Print Media: Books, Newspapers, and Magazines
Functions of Print Media
Current Book Industry Issues
Distinctive Functions of Newspapers
Current Newspaper Industry Issues
Distinctive Functions of Magazines

Audio Media: Music Recordings, Radio
Distinctive Functions of the Recorded-Music Industry
Recording-Industry Business Model
Digital Rights Management and Illegal File Sharing
What Is Broadcasting?
Distinctive Functions of Radio
The Radio Industry Today

Visual Media: Movies and Television
Photography
Movie Industry Today
Digital Television: Preparing the Way for Convergence
Television Industry Today

Information Overload, Usability, and Interactive Media
Characteristics of Storage, Representation, and Retrieval
Social and Political Impact of Storing Information
Managing Information
The Importance of Interactive Media
Ethics of Interactive Media

Networks and Digital Distribution
Historical Influences on Modern Networks
The Internet Today
Characteristics of Digital Distribution
File-Sharing Services
New Distribution Technologies, New Legal, Ethical, and Social Issues

Social Media and Web 2.0
What Is "Social" About Social Media?
Why Social Networks Matter
Collaborative Media Work
Ethical and Legal Issues with Social Media

Journalism: From Information to Participation
What Is News?
From Event to Public Eye: How News Is Created
Journalism in the Digital World
The Business of Journalism

Entertainment
Entertainment Media
Television, Movies
The Rise of Social Games
Music
Entertainment and Law
The Business of Entertainment

Advertising and Public Relations: The Power of Persuasion
Strategic Communications
The Rise of Branding
Advertising in a Digital World
PR and Media Relations
Changing Trends in Advertising and PR

Media Ethics
Media Ethics, Morals, and Laws
Issues in Ethical Decision-Making
Ethics in Journalism
Ethics in Advertising/PR
Ethics in Entertainment

Communication Law and Regulation in the Digital Age
The Foundations of Freedom of Expression
The Evolution of Regulating Electronic Media
The Federal Communications Commission (FCC)
Intellectual Property Rights
Legal Issues in the Digital World

Media Theory and Research: From Writing to Text Messaging
The Role of Theory and Research
What Makes Mediated Communication Different
Understanding the Audience
Audiences as Consumers, Users, or Producers?
Media Research: What Type of Science Is It?

3.4 Student expectations and requirements: Students will be evaluated on their knowledge of the course material and lectures/discussions through quizzes and exams. In addition, students will be evaluated on their ability to apply learning to the digital environment through the use and application of emerging technologies.

3.5 Tentative texts and course materials:
Baym, Nancy, *Personal Connections in the Digital Age*, (2010) Polity Press.
Green, Joshua and Burgess, Jean, *YouTube: Online Video and Participatory Culture*, 2009.
Zuckerman, Ethan, *Rewire: Cosmopolitans in the Age of Connection*, 2013.
Benkler, Yochai, *The Wealth of Networks*.
Jenkins, Henry, Green, Joshua and Ford, Sam, *Spreadable Media: Creating Value and Meaning in a Networked Culture*, (2013), NYU Press.
Pavlik and McIntosh. *Converging Media: A New Introduction to Mass Communication*, (2013), Oxford University Press.

4. Resources:

4.1 Library resources: See attached Resource Form
4.2 Computer resources: N/A

5. Budget implications:

5.1 Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly the department may need to request a new faculty line.
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

School of Journalism & Broadcasting _May 3 2013_____

Potter College Curriculum Committee __1/7/2014_____

Undergraduate Curriculum Committee __ January 30, 2014___

University Senate _____

COURSE BIBLIOGRAPHY

SJB 101 – Understanding Media

Campbell, R., Martin, C., and Fabos, B. (2011). *Media & Culture: An Introduction to Mass Communication*. Bedford/St. Martin, New York.

Jenkins, H. (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. MIT Press, Cambridge.

Pavlik, J., and McIntosh, S. (2013). *Converging Media: A New Introduction to Mass Communication.* Oxford University Press, New York.

Proposal Date: 04/01/13

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

Contact Person: Loup Langton, loup.langton@wku.edu, 270-745-4144

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SJB102
1.2 Course title: Media Content, Collaboration and Community
1.3 Abbreviated course title: Media Collaboration
1.4 Credit hours: 3 Variable Credit No
1.5 Grade Type: Letter
1.6 Prerequisites/corequisites: None
1.7 Course catalog listing: Working in collaborative teams to produce digital content for distribution through various media channels including web, social, and mobile. Lecture and lab. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: This course will create an environment of engagement between students, the School of Journalism & Broadcasting and the local communities. Local coverage and community engagement become ever more important and prized in journalism and mass media in general. This course will require students to actively seek community interaction and stories that reflect the diverse communities in and around Bowling Green, Kentucky. This course will also prepare SJ&B students for the future of information gathering and story creation. The course responds to current and projected trends in information gathering and distribution techniques where organizations are working collaboratively (print, photography, broadcast, mobile and internet) to gather information and serve local communities. Full integration of media content, ethics and technology learning into the core curricula of the School of Journalism & Broadcasting will leave students immeasurably better positioned to compete in today's varied and changing media workplace.

2.2 Projected enrollment in the proposed course: 40 students per section, 7 sections per year. Effective fall 2014, this course will be required of all SJ&B majors (excluding Film). This course is designed for first year students. Currently, there are 270 freshmen pursuing a major in SJ&B (excluding the major in film).

2.3 Relationship of the proposed course to courses now offered by the department: SJB 102 borrows content and pedagogy from two (2) current courses offered to SJ&B majors: JOUR 232, *Electronic Technologies for Journalism*; and JOUR 261, *Introduction to Multimedia*. SJB102 is a key part of the curriculum reform efforts currently underway within the SJ&B. The School anticipates deleting JOUR 232 from inventory after fall 2014.

2.4 Relationship of the proposed course to courses offered in other departments: A survey of the 2012-13 Undergraduate Catalog produced two courses with similar course titles: BE 410, *Digital Media for Business Educators*; and CIT302, *Web Development*. SJB 102 is fundamentally different from the above-mentioned courses in at least two ways. First, students will be required to demonstrate basic competency in the use of digital content gathering tools, and students will be required to use those skills to gather content that will document community life.

2.5 Relationship of the proposed course to courses offered in other institutions: Currently all ACEJMC accredited mass media programs are tasked to support a fundamentals course in digital media with core topics in imaging, video, audio, and web. This course seeks to expand the scope of a traditional foundations course to include the underlying concepts and applications of digital media production. For example, Missouri State University includes a similar course (MED 130 *Fundamentals of Media Convergence*) in their pre-admission core curriculum.

3. Discussion of proposed course:

3.1 Schedule Type: C

3.2 Learning Outcomes: By the end of this course students will be able to:

- Demonstrate basic skills in various digital content-gathering tools, more specifically video, still photography and audio devices.
- Better understand the content gathering process through community engagement and through the practical application of working within collaborative teams.
- Better understand the underlying concepts and ethical values common to the digital news gathering process.

3.3 Content outline: Digital Media encompasses a wide variety of topics including: the study of image, sound, and video processing, compression, interactive multimedia development, and digital storytelling. Digital Media is designed for students from all SJ&B majors (excluding Film) interested in learning the foundational concepts and basic techniques in digital media production. The course is not tied to a specific application program like Final Cut Pro or Photoshop; instead, the course introduces tools and techniques using a task-based approach and provides the rationale for the techniques. This way, the skills students learn are transferable to whatever tool they end up using or have access to. For students that do not know how to navigate certain tools, the course provides brief application tutorials as supplemental material.

The course is divided into two tracks with each track contributing to the overall pedagogy of the course. Students will switch tracks at mid-term. This will allow team members to change their role in the team from content gathering to producing or from producing to content gathering. By the end of the course students will have a general understanding of reporting, story creation, production and digital distribution

Track One - Participation. This track asks students to work in project teams to gather content (audio, video, images, words) in the local community using a number of tools and emphasizing community diversity. Students will utilize basic storytelling techniques, entry-level equipment, and consumer software applications to gather and produce their work. Similar in concept to the School's summer workshops, the emphasis in this track is content, community and collaboration.

Track Two - Digitization. This track emphasizes hands-on multimedia storytelling including conceptual aspects of digital media. Students will produce multimedia stories while gaining basic knowledge of how digital concepts are translated into the common commands found in all software applications. It is the assumption that if a student understands and can apply the underlying digital concepts and principles, and then sees examples of how they are actually translated into the commands or options found in application programs, the student can apply the knowledge to quickly learn similar software applications, and the ever-changing new versions of these software applications.

Students completing this track will demonstrate their proficiency with the conceptual aspects of digital media by producing a multimedia project using content provided in the School's Digital Media Resources Library (DMRL).

Specific topics included in this module include:

Digitization
- Analog information vs. digital data
- Bits and bytes
- File size calculations
- File compression

Fundamentals of Digital Imaging
- Sampling and quantizing
- Pixels and image resolution
- Color representation
- Bitmapped images vs. vector graphics

Capturing and Editing Digital Images
- Working with scanners and scanning
- Digital photography
- Image ppi vs. printer dpi
- Working with vector graphics

Fundamentals of Digital Audio
- Sound waves, frequency and pitch
- Sampling rate and bit depth of digital audio
- Dynamic range
- Audio file size optimization

Capturing and Editing Digital Audio
- Methods of acquiring digital audio
- Techniques of digital audio touch-up and alteration

Multi-track audio editing
Loop music

Fundamentals of Digital Video
Interlaced and progressive scan
Frame rate
Video compression methods
Streaming video and progressive download

Digital Video: Post-Production
Asset list, preview, timeline, effects and transitions
Nonlinear editing, keying, superimpose
Menus, submenus, motion menus
Multi-angle in DVD authoring

Introduction to HTML
HTML documents
Tags and attributes
Links
Relative and absolute paths

3.4 Student expectations and requirements: Students will be evaluated on their ability to apply learning to the digital environment by working in collaborative teams to complete a multimedia project. In addition, students will be evaluated on their knowledge of the course material through quizzes, exams, practical exercises, and projects.

3.5 Tentative texts and course materials: Wong. *Digital Media Primer,* (2013), Pearson.

4. Resources:

4.1 Library resources: None requested, see attached resource form

4.2 Computer resources: Computer labs within the SJ&B will be utilized for the scheduling of this course.

5. Budget implications:

5.1 Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly the department may need to request a new faculty line.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: Digital Media Resources (content archive)

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

School of Journalism & Broadcasting May 3, 2013

Potter College Curriculum Committee _1/7/2014

Undergraduate Curriculum Committee January 30, 2014

University Senate _____

Proposal Date: 04/01/13 rev.

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

Contact Person: Loup Langton, loup.langton@wku.edu, 270-745-4144

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SJB103
1.2 Course title: Digital Storytelling for the 21st Century
1.3 Abbreviated course title: Digital Storytelling
1.4 Credit hours: 3 Variable Credit: No
1.5 Grade Type: Letter
1.6 Prerequisites/Co-requisites: None
1.7 Course catalog listing: Details the history and methods of storytelling practices by identifying and enforcing the fundamentals – finding the story, assembling the story, and sharing the story in the digital age.

2. Rationale:

2.1 Reason for developing the proposed course: This course will provide students with a foundation for telling stories in compelling and ethical ways to diverse audiences across platforms. To be competitive in today's mass-media world, students and professionals must understand how to identify a compelling narrative, how to assemble story components, and how to share a story with diverse audiences across a variety of platforms. Without a keen understanding of the potential for modern storytelling, they cannot effectively take advantage of all the tools and technology available. SJB103 will provide a map, illuminate the possibilities, and outline a framework for crafting a narrative. As the mass media field changes at a rapid pace, this course will invite students to understand the core concepts of storytelling while exploring unchartered storytelling possibilities, and challenge them to innovate as they discover the possibilities of digital storytelling for the 21st century. Full integration of storytelling concepts and ethics into the core curricula of the School of Journalism & Broadcasting will leave students immeasurably better positioned to compete in today's varied and changing media workplace.

2.2 Projected enrollment in the proposed course: 80 students per section with 2 sections per semester. Effective fall 2014, this course will be part of the core requirement in five major programs within the School. Currently, the combined incoming freshman class is approximately 300 students.

2.3 Relationship of the proposed course to courses now offered by the department: Digital Storytelling borrows content and pedagogy from two (2) current courses offered to SJ&B majors: JOUR 334, Picture Stories; JOUR 362, Web Narratives; and BCOM 368, News Videography. SJB103 is a key part of the curriculum reform efforts currently underway within the SJ&B that will provide a

foundational knowledge and skill set that will serve students well across five different major programs.

2.4 Relationship of the proposed course to courses offered in other departments: A survey of the 2012-13 Undergraduate Catalog produced two courses with similar course titles: ENG 311 CREATIVE NONFICTION; and ENG 366, HISTORY OF NARRATIVE FILM. SJB 103 is fundamentally different from the above-mentioned courses in at least two ways. First, in addition to understanding core storytelling concepts, the course will address ethical issues faced by information providers and learn to tell stories across multiple platforms. Second, students will be required to create stories with content that they have gathered.
A third course with a similar title is listed in Library Media Education, LME 410 STORYTELLING. This course is designed for the teacher education program and is geared toward presenting stories in the classroom. The course does not duplicate the journalistic endeavor of gathering information, writing a story and presenting it to a media audience. LME 410 is instead about presenting literature to students in a classroom as described in the 2013-14 undergraduate catalog course description: *Storytelling literature, story selection, and sources. Practice in oral communication.*

2.5 Relationship of the proposed course to courses offered in other institutions: A survey of ACEJMC accredited journalism programs revealed several benchmark institutions with undergraduate courses and degrees in digital storytelling: Ball State University offers a graduate course titled, **JOUR 655 Social + Cross-Media Storytelling**: the University of Florida offers a new program titled, "BADAS" that features, "**Media & Storytelling** – Focused on using digital media to effectively communicate and craft new forms of stories. Students will learn strategic digital communication, linear and non-linear narrative, messaging, and branding using traditional and emerging technologies like social media" (courses are now being developed), and Syracuse University offers **COM 117, Multimedia Storytelling** with an emphasis on how story structures change depending upon audience and delivery system.

3. Discussion of proposed course:

3.1 Schedule type: L Lecture

3.2 Learning Outcomes: By the end of this course students will be able to:

- Demonstrate a basic knowledge of the historical development of storytelling
- Demonstrate an appreciation of the fundamental narrative structure
- Demonstrate an ability to tell stories simultaneously across platforms
- Demonstrate an understanding of the fundamentals of ethical storytelling and of the responsibilities towards story subjects

3.3 Content outline: This course in divided into two sections. First, students will learn the basic structure of stories by studying the history, building blocks and commonalities for stories that resonate with audiences for all of the disciplines in our majors. Then, students will explore how modern-day storytellers are using new technology to tell stories to a diverse and distributed audience.

FIRST 7 WEEKS

• History of storytelling
- building blocks of story
- connecting with audiences through compelling storytelling across disciplines

• Elements of successful stories
- character, setting and conflict
- allowing audiences to relate
- story structure and arc
    - Setup, characters, story catalyst
    - Conflict crisis and turning point
    - Climax and resolution

• Modern storytelling mediums
- Digital interactivity
    - Crowd sourcing
    - User generated story content
    - Self publishing platforms
    - Interaction with data
    - Gaming
- Multimedia storytelling
    - Picking the right medium
    - Analysis of multi-media projects

SECOND 7 WEEKS

• Telling Stories with Images – Still images have a unique ability to communicate with strong moments told in series or sequence as a story.
• Telling Stories that Sell - The advertising industry creates personal narratives that connect products to consumers through emotional appeals. In this module students will survey best practices and debate the ethics of stories that sell.
• Telling Stories with Film – Fiction films are at the heart of narrative storytelling where the creativity not only of story structure, but also of plot is left entirely in the hands of the producers.
• Telling Stories that Persuade - From the beginning of recorded history man has attempted to influence his environment through communication. In this module students will explore the power and responsibilities that are inherent to telling stories that persuade.
• Telling Stories with Words – Words can be powerful tools to explain complex ideas, lead a reader through a narrative and serve as an important record of history.
• Telling Stories with Data – Data is an increasingly modern and rich place for storytelling in the journalism, advertising and public relations communities by showing trends, comparing entities and putting information into perspective.

• Telling Stories with Video - Stories that show movement and emotion in moving pictures are often the most compelling to audiences, but often take the biggest investment both by the producers of this content and its audiences.

3.3 Student expectations and requirements: Students will be evaluated on their knowledge of the course material and lectures through quizzes and written analysis of stories and multimedia projects. Students will work in teams for a final project that will allow them to consider a topic of journalistic inquiry and make a multimedia road map for covering the topic using existing storytelling tools and those that they create.

3.4 Tentative texts and course materials: Lambert, *Digital Storytelling: Capturing Lives, Creating Community* (2013), Routledge.

4. Resources:

4.1 Library resources: Inadequate. Materials on order. See attached resource form.

4.2 Computer resources: N/A

5. Budget implications:

5.1 Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly the department may need to request a new faculty line.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

School of Journalism & Broadcasting	May 3, 2013
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

SJB103 DIGITAL STORYTELLING

COURSE BIBLIOGRAPHY

Lambert, *Digital Storytelling: Capturing Lives, Creating Community* (2013), Routledge.

Franklin, *Writing for Story: Craft Secrets of Dramatic Nonfiction* (1994), Plume.

Kramer, *Telling True Stories: A Nonfiction Writers' Guide from the Nieman Foundation at Harvard University* (2007), Plume.

Boynton, *The New New Journalism: Conversations with America's Best Nonfiction Writers on Their Craft* (2005), Vintage.

Fulford**,** *The Triumph of Narrative: Storytelling in the Age of Mass Culture* (2001), Broadway.

Simmons, *The Story Factor (2nd Revised Edition)* (2006), Basic Books.

Klanten, *Visual Storytelling: Inspiring a New Visual Language* (2011), Gestalten.

Lankow, *Infographics: The Power of Visual Storytelling* (2012), Wiley.

Gottschall, *The Storytelling Animal: How Stories Make Us Human* (2013), Mariner Books.

Proposal Date: 09/25/2013

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

Contact Person: Josh Meltzer, josh.meltzer@wku.edu, 270-745-2070 (o), 270-799-9839 (c)

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SJB 241
1.2 Course title: Visualizing Data in Journalism
1.3 Abbreviated course title: Data Visualization
1.4 Credit hours: 3 Variable credit No
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: SJB 101 and either SJB 102 or SJB 103
1.7 Course description: Learn to find and examine large sets of data to identify embedded trends and stories, and display this data visually. Lecture/Lab. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course:
Currently the SJ&B does not have a course that specifically addresses the review of statistical data and the visual display of that data in storytelling. Additionally, this field of data visualization is without a doubt the fastest growing sector of journalism storytelling.
Processing data and synthesizing meaning from raw information has become even more important for journalists as data has become exponentially more available. It is critical not only that journalists learn how to sift through this massive amounts of data, but learn how to filter and present it to sophisticated audiences using ethically sound methods.
For journalists, being able to find and report non-fiction narratives buried within data sets is no longer a specialty of a few members of a newsroom but is becoming a base requirement for the profession.

2.2 Projected enrollment in the proposed course: 18 per semester. The one-time offering of JOUR 241 in the Fall 2013 had 15 students, without it being listed on any sequence requirements, lists of restricted electives or any printed or online program material. If as proposed, the course is either required or listed as a journalism elective, we anticipate filling one section per semester.

2.3 Relationship of the proposed course to courses now offered by the department:
The department offers courses in graphic design and reporting, but not in the visualization of data through graphical forms. BCOM 328 and 329 deal with the presentation of only weather data and graphics, not in news storytelling. JOUR 343 covers design and use of type, but SJB 241 covers the presentation of statistical data in visual forms.

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

Courses in the Geographic Information Systems (GIS) program teach the relationship between data and mapping and statistical courses cover the statistical analysis of data. Courses such as GEOG 316, 317 and 318 teach the making of maps from geographical data but do not focus on journalism storytelling as their primary goal. SJB 241 is unique to others that cover some of the same topics in that it's designed for journalism students who need to understand, filter and present this data information in a variety of graphical forms to large general audiences.

2.5 Relationship of the proposed course to courses offered in other institutions:
Several Benchmark institutions have courses similar to SJB 241.
J4790 Computer Assisted Reporting Ohio University

GCM 351 Graphic Communications Process Murray State University

JOUR 234 Introduction to Design and Graphics Ball State University
Survey of page design, type, and color theories, graphics reporting, Web design, and multimedia storytelling. Introduces the concepts of journalistic visual editing, journalistic graphics technology, and the history of visual journalism.

RN 302 - Introduction to Graphics and Visual Communication Central Michigan University
Principles and techniques of publication/advertising graphics and visual communication, including typography and the printing process.

Non-benchmark schools, who are national leaders in journalism education, also have similar courses.
CVJ331 Information Graphics and Visualization University of Miami
This course is an introduction to the visual display of information in digital and interactive media, with a special focus on the encoding of data by means of statistical charts, maps, and diagrams.

JOUR J464 Infographics University of Indiana
This course builds a foundation of knowledge about the visual display of quantitative data and the ethical issues in graphs and maps. Students put this knowledge into practice by creating graphs, maps and explanatory diagrams in Adobe Illustrator for print publication and in Flash for motion graphics.

JRN 338: Communicating with Graphics Michigan State
Theory, application and production of information graphics using still images and animation for multimedia packages and data presentations.

3. Discussion of proposed course:

3.1 Schedule type: C – Lecture/Lab

3.2 Learning Outcomes: Students in SJB 241 will be able to understand that stories exist within sets of data, and with proper analysis those stories can and should be presented in visual forms to help large audiences understand complex sets of data.

The students will have a strong fundamental background in how to use digital design software to produce ethically and accurate visual charts, maps and graphics based on the data. Students will learn how and when to use statistical charts and maps when most appropriate to complement other mediums.

3.3 Content outline:

- Introduction to scope of visualizing data
- Where to find data, how to organize it
- Being accurate and ethical with data
- Analyzing the data to find the story
- Hands on design tools in graphic software
  - Video tutorials
  - Drawing exercises
- Storytelling with Graphs
  - Different types and uses of graphs
- Mapping
  - Aesthetics and Usability of Mapping
- Diagrams
  - Thinking sequentially and telling stories in steps
  - Drawing with the pen tool and using vector graphics
  - Copyright and use of imagery
- Interactivity and data visualization

3.4 Student expectations and requirements:
Students will be evaluated on several large projects based on data findings, which may include maps, charts and graphics on assigned journalistic topics of inquiry. Quizzes will test retention of reading and video tutorials for required skills. Students will be required to participate actively in class discussions.

3.5 Tentative texts and course materials:
T*he Functional Art: An introduction to information graphics and visualization*, Alberto Cairo. New Riders Publishing, 2012.
Creating Maps, Charts, and Infographics with Adobe Illustrator: Learn by Video, Alberto Cairo. Peachpit Press, 2013

4. Resources:

4.1 Library resources: Adequate, see Library Resources Form

4.2 Computer resources:
Existing computer labs in MMTH will be sufficient for this course, and appropriate software already exists in the labs.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: N/A

5.3 Expendable materials needed: N/A

5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 2014 (30)

7. Dates of prior committee approvals:

PJ Program Committee	October 28, 2013
SJ&B Curriculum Committee	October 30, 2013
School of Journalism & Broadcasting	November 1, 2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014

Attachment: Course Inventory Form, Bibliography, Library Resource Form

Course Bibliography
SJB 241 Visualizing Data in Journalism

Miller, Lisa C. (1998). Power journalism: Computer-assisted reporting. Fort Worth, TX : Harcourt Brace College Publishers.

Callahan, Christopher (1999). A Journalist's Guide to the Internet: the Net as a reporting tool. Boston: Allyn & Bacon.

Cairo, Alberto (2012). The functional art: An introduction to information graphics and visualization. Berkeley: New Riders.

Brooks, Brian S. & Pinson, James L. (2009) The art of editing in the age of convergence. Boston: Allyn & Bacon.

Meirelles, Isabel (2013). Designing for Information. Minneapolis: Rockport Publishers.

Robbins, Naomi, B. (2013). Creating More Effective Graphs. Myrtle Beach: Chart House.

Proposal Date: 3/20/13

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

Contact Person: Loup Langton, loup.langton@wku.edu, (270) 745-4144

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SJB 401
1.2 Course title: Team Investigative Reporting I
1.3 Abbreviated course title: Team Reporting I
1.4 Credit hours: 1 Variable credit No
1.5 Grade type: Letter Grade
1.6 Prerequisites: Permission of the instructor
1.7 Course catalog listing: Organizational and research course leading to an alternative capstone course in cross platform investigative reporting. Will provide students with the opportunity to work in teams, hone research skills, write a major project proposal and create a strategic plan for the proposed project.

2. Rationale:

2.1 Reason for developing the proposed course: The coursework in this one-credit fall semester course will prepare students for the proposed three-credit spring semester alternative capstone (SJB 402) This course, in combination with SJB 402 will prepare SJ&B students for the future of information gathering, story creation and digital distribution and provide students an opportunity to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. More specifically, SJB 401 will require students to organize and perform in-depth research in preparation for their SJB 402 team projects. No other School of Journalism & Broadcasting upper division course brings majors from across the School together to work in teams to produce projects across platforms.

2.2 Projected enrollment in the proposed course: Twelve to sixteen students per year. Based on other senior level special topics courses and the JOUR 495 Collaborative Journalism course enrollment, we anticipate similar enrollment from the senior class drawing from all of our majors. This course serves as an alternate capstone experience.

2.3 Relationship of the proposed course to courses now offered by the department: This course, an alternative capstone working in combination with SJB 402, will provide students an opportunity to bring together all of the skills learned in previous courses such as SJB 101, SJB 102, SJB 103 as well as all skills courses within the specific majors to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. Students taking this course will be selected from all areas of the School to work together in teams in which they will research the

issue, gather content on stories that address the issue and produce packages across platforms to distribute the content. Designing for audience interaction and user experience will be a major component of this final stage.

2.4 Relationship of the proposed course to courses offered in other departments: The specific social issue addressed by the projects will change from year to year. Various departments outside the School of Journalism & Broadcasting may offer guest expertise in any given year's chosen issue.

2.5 Relationship of the proposed course to courses offered in other institutions: A small number of institutions now offer an investigative approach to specific social issues. Some of those institutions and courses are: University of California at Berkeley, Telling Environmental Stories, J226; Humber College, Toronto, Canada, Social Issues in Journalism, SOCI 252; University of Massachusetts Amhearst, Community Journalism Project, 394 Seminars; University of Missouri School of Journalism, Field Reporting on Food Systems and the Environment, JOURN 4414; University of Washington, Writing for Mass Media, COM 359; University of Washington, Foundations of Multiplatform Journalism, COM 360; University of Washington, Advanced Multiplatform Journalism, COM 361

3. Discussion of proposed course:

3.1 Schedule Type: Research (R)

3.2 Learning outcomes: Upon completion of the course the student should understand and have experience in:

Producing a professional-quality team project proposal.
Conducting extensive journalistic research

3.3 Content outline:

The Team Approach
Doing Research
Community Journalism
Journalism & Democracy
Journalism & the First Amendment

3.4 Student expectations and requirements:

Demonstrate an ability to work within a team approach through the production of a team project proposal

Demonstrate an ability to do in-depth research through the inclusion of a literature review within the team project proposal

3.5 Tentative texts and course materials:

The Investigative Reporter's Handbook: A Guide to Documents, Databases, and Techniques, Brant Houston, Investigative Reporters & Editors, Inc., 2009

The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Bill Kovach and Tom Rosenstiel Three Rivers Press, 2007

4. Resources:

4.1 Library resources: Adequate. See Library Resource Form

4.2 Computer resources: Access to internet

5. Budget implications:

5.1 Proposed method of staffing: One credit hour assigned to full time faculty member. Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly the department may need to request a new faculty line.
5.2 Special equipment needed: none
5.3 Expendable materials needed: none
5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall, 2017

7. Dates of prior committee approvals:

School of Journalism & Broadcasting	_May 03, 2013_____
PCAL Curriculum Committee	_1/7/2014_____
Undergraduate Curriculum Committee	__ January 30, 2014__
University Senate	_____

COURSE BIBLIOGRAPHY
SJB 401 TEAM INVESTIGATIVE REPORTING I

Books

The Investigative Reporter's Handbook: A Guide to Documents, Databases, and Techniques, Brant Houston, Investigative Reporters & Editors, Inc., 2009

The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Bill Kovach and Tom Rosenstiel Three Rivers Press, 2007

Research Engines

ProQuest newspapers database
JSTOR
Project Muse

Newspapers

Louisville Courier Journal
Bowling Green Daily News
New York Times
Los Angeles Times
Chicago Tribune

Proposal Date: 3/20/13

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

Contact Person: Loup Langton, loup.langton@wku.edu, (270) 745-4144

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SJB 402
1.2 Course title: Team Investigative Reporting II
1.3 Abbreviated course title: Team Reporting II
1.4 Credit hours: 3 Variable Credit No
1.5 Grade Type: Letter
1.6 Prerequisites: Permission of the instructor.
1.7 Course catalog listing: A practical, hands-on alternative capstone course that brings together skills learned throughout the student's academic career to provide an opportunity to work within a team concept and to produce a series of stories related to a specific social issue. Students gain experience in interviewing, open access and 1st Amendment issues, as well as hone skills in various methods of content gathering. Students will work in teams to produce and distribute high-quality reportage across platforms.

2. Rationale:

2.1 Reason for developing the proposed course: This course will address skill and conceptual demands required of new and future professional investigative journalists. It, to a large extent, will put SJ&B seniors in charge of their capstone experiences by allowing them to, through a team environment, carry out investigative reporting projects. The coursework in this three-credit spring semester course will provide students with an opportunity to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. First Amendment rights and public access will play key roles in the investigative process.

2.2 Projected enrollment in the proposed course: Twelve to sixteen students per year. Based on completion of SJB 401 and other senior level special topics courses and the JOUR 495 Collaborative Journalism course enrollment, we anticipate similar enrollment from the senior class drawing from all of our majors in SJ&B. This course serves as an alternate capstone experience.

2.3 Relationship of the proposed course to courses now offered by the department: This course, an alternative capstone working in combination with SJB 401, will provide students an opportunity to bring together all of the skills learned in previous courses such as SJB 101, SJB 102, SJB 103 as well as all skills courses within the specific majors to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and

international communities. Students taking this course will be selected from all areas of the School to work together in teams in which they will research the issue, gather content on stories that address the issue and produce packages across platforms to distribute the content. Designing for audience interaction and user experience will be a major component of this final stage.

2.4 Relationship of the proposed course to courses offered in other departments: Many other departments offer senior capstone classes, designed to serve as a culmination of their respective fields of study. Among these are ENG 492, HIST 498, PS 499, SOCL 499, ECON 499 and PERF 450. The specific social issue addressed by the projects will change from year to year. Various departments outside the School of Journalism & Broadcasting may offer guest expertise in any given year's chosen issue.

2.5 Relationship of the proposed course to courses offered in other institutions: A very small number of institutions now offer a team investigative approach to specific social issues as a collaborative capstone experience. A small number of institutions now offer an investigative approach to specific social issues. Some of those institutions and courses are: University of California at Berkeley, Telling Environmental Stories, J226; Humber College, Toronto, Canada, Social Issues in Journalism, SOCI 252; University of Massachusetts Amhearst, Community Journalism Project, 394 Seminars; University of Missouri School of Journalism, Field Reporting on Food Systems and the Environment, JOURN 4414; University of Washington, Writing for Mass Media, COM 359; University of Washington, Foundations of Multiplatform Journalism, COM 360; University of Washington, Advanced Multiplatform Journalism, COM 361

3. Discussion of proposed course:

3.1 Schedule Type: Practicum (P)

3.2 Learning outcomes: Upon completion of the course the student should understand and have experience in:

- Using research tools, including open records access to investigate a specific topic.
- Using a variety of content-gathering tools to provide the material for a series of professional-quality investigative stories across platforms.
- Producing within a team concept a series of professional-quality investigative stories and distributing them across platforms.
- Creating and participating in an interactive environment that facilitates dialogue between information providers and information consumers.

3.3 Content outline:

- The Team Approach
- Doing Research
- Community Journalism
- Journalism & Democracy
- Journalism & the First Amendment
- Content Gathering
- Story Production & Distribution
- Creating a Vehicle for Story Providers and Audiences to Interact

3.4 Student expectations and requirements:

- Demonstrate an ability to identify appropriate research tools and to use them successfully to gather content to be used in the production of a series of investigative stories.
- Demonstrate an ability to produce a series of professional-quality investigative stories within a team concept.
- Demonstrate an ability to work as a team member to distribute and create a dialogue for a series of investigative stories.

3.5 Tentative texts and course materials:
Journalism Next: A Practical Guide to Digital Reporting and Publishing, Mark Brigg, CQ Press, 2010
The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Bill Kovach and Tom Rosenstiel Three Rivers Press, 2007
The Functional Art: An Introduction to Information Graphics and Visualization, Alberto Cairo, New Riders Publishing, 2012
Net Smart: How to Thrive Online, Howard Rheingold, MIT Press, 2012

4. Resources:

4.1 Library resources: Adequate. See Library Resource form
4.2 Computer resources: Access to internet. Computers and software appropriate to produce multimedia stories.

5. Budget implications:

5.1 Proposed method of staffing: Three credit hour assigned to full time faculty member. Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly the department may need to request a new faculty line.
5.2 Special equipment needed: Field video cameras, still cameras and audio recording devices appropriate to producing professional-quality content.
5.3 Expendable materials needed: none
5.4 Laboratory materials needed: Computers and software appropriate to produce multimedia stories.

6. Proposed term for implementation: Spring, 2018

7. Dates of prior committee approvals:

School of Journalism & Broadcasting _____May 3, 2013___

PCAL Curriculum Committee _____1/7/2014___

Undergraduate Curriculum Committee __ January 30, 2014__

University Senate _____

SJB 402 TEAM INVESTIGATIVE REPORTING II
COURSE BIBLIOGRAPHY

Books

Journalism Next: A Practical Guide to Digital Reporting and Publishing, Mark Brigg, CQ Press, 2010

The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Bill Kovach and Tom Rosenstiel Three Rivers Press, 2007

The Functional Art: An Introduction to Information Graphics and Visualization, Alberto Cairo, New Riders Publishing, 2012

Net Smart: How to Thrive Online, Howard Rheingold, MIT Press, 2012

Research Engines

ProQuest newspapers database
JSTOR
Project Muse

Newspapers

Louisville Courier Journal
Bowling Green Daily News
New York Times
Los Angeles Times
Chicago Tribune

Proposal Date: October 27, 2013

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

Contact Person: Nicole Breazeale, nicole.breazeale@wku.edu, cell: 859-967-6983

1. Identification of proposed course:

1.1 Course prefix: SOCL 270
1.2 Course title: Introduction to Community, Environment, & Development
1.3 Abbreviated course title: Comm, Env, & Dev
1.4 Credit hours and contact hours: 3
1.5 Grade Type: Standard Letter Grade Variable credit: No
1.6 Prerequisites: SOCL 100 or consent of instructor
1.7 Course description:
Examines the causes, dynamics, and consequences of socio-economic change for people, how they live in communities, and how they relate to the natural world. Survey course for "Community, Environment, & Development" concentration.

2. Rationale:

2.1 Reason for developing the proposed course:

The Sociology Department has developed a series of concentrations that both reflect our current faculty strengths and will assist our students in better marketing the skills they learned as Sociology majors. The "Community, Environment, & Development" concentration builds on the expertise of six full-time faculty (Breazeale, Smith, Lovell, Musalia, Nemoto, & Ducoff). Some of these faculty currently offer upper-division courses that will be included in this track (for example: Dr. Lovell teaches Communities in Rural and Urban Settings and Collective Behavior and Social Movement; Dr. Smith and Mr. Ducoff teach Environmental Sociology; and Dr. Musalia teaches International Sociology). Unfortunately, a number of these courses have historically suffered from low enrollment. Upon reflection, we believe such low enrollment can be attributed to the fact that students have had relatively little exposure to the sociological issues covered in these courses at an introductory level. Such lack of exposure has left our student population bereft of knowledge, which is both compelling and integral to a comprehensive understanding of modern society. Though some exposure can be gained within a standard Introduction to Sociology course, such material has only recently (i.e., in the last decade or two) been added and among those texts that do include these topics, professors don't always cover these subjects because they consistently end up at the back of the book.

To address the above curriculum inadequacies, we propose the creation of an introductory course, entitled "Introduction to Community, Environment, & Development." We believe such a course will both provide an opportunity for exposure to these critical issues and serve as a funnel into related upper division

courses. In other words, we are building the scaffolding to support teaching and learning in this sub-discipline. We anticipate this course will generate the desired student interest based on the success of the course, offered on a trial basis during the Fall of 2012 by Dr. Breazeale at WKU-Glasgow, which did result in Sociology students seeking out additional courses and extracurricular opportunities to learn more about these critical issues.

It is also worth noting that this is a significant area of growth in our discipline. Over the past few decades, Sociologists have become increasingly interested in topics related to community, environment, and development. By way of illustration, the American Sociological Association (2008) tallied the concentrations currently available in US Sociology Departments. Of the 588 concentrations they identified, 62 focused on issues of community, environment, or development (10.5% of the total concentrations). In fact, the popularity of this concentration was surpassed only by crime, law, & society (21.8%) and social services (14.1%). To further illustrate the growth of this sub-field, concentrations in this area only accounted for 7% of all concentrations back in 2000. Given economic restructuring under globalization and growing public concern in the face of pressing environmental challenges, this sub-disciplinary area is clearly becoming very important. WKU's department of sociology is in a fortunate position to develop this curriculum given our current faculty strengths.

In addition, this course (and the concentration, in general) specifically advances the University's mission to both serve the region and prepare students for responsible citizenship in a global society. Its emphasis on "community" means that students will have an opportunity to critically reflect on the value and meaning of "place" in contemporary society, with a focus on how social change and development happen and what they can do to improve current conditions. Because WKU has substantial student enrollment from in and around the Barren River area, it is our belief that insights derived from this course will have a direct effect on the surrounding communities where many of our students will continue to live and work. Finally, we would be remiss if we didn't also acknowledge the link between this concentration's emphasis on globalization and development and the University's mission to advance its global reach. It is our opinion that this concentration facilitates that mission by helping students gain experience interpreting and contextualizing global issues and thinking through the many implications of our actions on the rest of the world.

2.2 Projected enrollment in the proposed course: 35 students/year. This course will be taught every year at Glasgow, but also every other year on main campus. Currently this course is only listed as a Sociology course, but we will pursue having it listed as part of the new interdisciplinary Diversity and Community Studies major.

2.3 Relationship of the proposed course to courses now offered by the department:

See first and second paragraph of "rationale" offered in section 2.1.

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

The following courses may contain subject matter relating to the proposed course, including: (1) ECON 385 (International Development), which is an interdisciplinary survey course that examines market and non-market based

strategies for economic development, including global issues of sustainable development. (2) GEOG 210 (Human Ecology), which examines the relationship between culture groups and their relationship with the natural and social environment. (3) AGRIC 108 (Rural Sociology), which is the study of rural social groups and interaction in rural and suburban America as well as in rural areas of the world. The course examines the influence of basic concepts of society and culture and the relationship of rural population, social class, social institutions, and groups on rural social change. (4) FLK 310 (Community Traditions & Global Corporate Culture), which involves a multicultural study of community traditions and corporate culture in the global world.

These individual courses do not, however, explore the connections and relationships between all three core concepts (community, environment, & development). As a result, the proposed course will complement these courses, but with minimal overlap of material.

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

Most of our benchmark schools do offer some of the upper-division courses included in this track (including, but not limited to: community, environmental sociology, globalization, social change, etc.). That said, these courses are not systematically organized into a concentration, nor is there an introductory course that attempts to tie the various themes together.

The benchmark schools with the strongest sociological focus on these areas are Florida Atlantic, Illinois State, and UNC-Greensboro. These three schools offer a battery of courses that are relevant to our concentration, although there is a more of an emphasis on development and change than on the environmental dimensions of these topics.

That said, there is one benchmark institution (Appalachian State) that has a very similar program to the track we are developing, but these courses are housed within the Anthropology program at that institution (note that it depends on the particular school where these courses are housed; at the national level, most of these courses are located in Sociology departments). Students at Appalachian State can major in Anthropology with a concentration in Sustainable Development, and students can choose from the following courses: Economic Anthropology, Agrarian Studies & Rural Development, Sustainable Development (Theory, Method, & Case), Political Ecology & Sustainability, Globalization, Sustainable Development in the Modern World System, Community Development, amongst others.

The number of benchmark institutions that offer strong course selections in this area is likely to increase in the future given the growing importance of this field, thus we would like to be on the forefront of this trend. Creating an introductory course that brings together the various strands of this area is a critical first step, and allows us to offer a program with curricular coherence.

Further, in developing this course and the general concentration, we are well situated to be state leader in this area among other public institutions. To our knowledge, the University of Kentucky is the only other public university that offers a related program. UK offers a bachelor's degree in "Community & Leadership Development" (this degree is offered by faculty who were previously

housed in the Department of Rural Sociology, which has since been renamed). This program has a strong focus on community and development, but has less of an emphasis on the environment. This is an important gap that we can fill.

The inspiration for this course (and the track) is the curriculum offered by the University of Wisconsin's Department of Community & Environmental Sociology (note that UW-Madison is the top Sociology program in the country). This Department offers a required introductory course entitled "Introduction to Community and Environmental Sociology" that examines the linkages between these three key topics and sets the framework for the various electives to come. It is a great model for how we can develop an exciting and highly relevant curriculum that offers our students something they would not be able to get at area and benchmark schools.

3. Discussion of proposed course:

3.1 Schedule Type: L

3.2 Learning Outcomes:

Students will be able to:

- examine the linkages between people and places, the local and the global, as well as the social and the natural,
- use sociological theories and concepts that explain changes in the community and our relationships to the natural environment.
- understand and use concepts, including: community, place, development, growth, globalization, consumption, environment, sustainability, and neoliberalism,
- identify important actors in processes affecting communities and the environment, including: government, corporations, transnational institutions, and social movements, and
- critically evaluate arguments about the impacts of global change on local places and processes.

3.3 Content outline:

This course is divided into two sections. In the first section, we define terms, explore the debates surrounding them, and develop a conceptual framework for moving forward. In the second section, we examine a series of issues marked by tension between the projects of communities and economic globalization. Such topics include, but are not limited to the following: local economic integration, environmental justice, local food movements, food sovereignty and security, deindustrialization, migration, and resource control.

3.4 Student expectations and requirements:

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

3.5 Tentative texts and course materials:

McKibben, Bill. (2007). *Deep economy: The wealth of communities and the durable future*. New York: Times Books.

Bell, Michael. (2012). *An invitation to environmental sociology*. Fourth edition. Thousand Oaks, CA: Pine Forge Press.
Zehler, Ozzie. (2012). *Green illusions: The dirty secrets of clean energy and the future of environmentalism*. Lincoln: University of Nebraska Press.

4. Resources:

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

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

5. Budget implications:

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

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Sociology Department/Division:	Nov 20, 2013
Potter Curriculum Committee	__Dec 5, 2013_____
Undergraduate Curriculum Committee	January 30, 2014_____
University Senate	_____

Proposal Date: November 15, 2013

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

Contact Person: Donielle Lovell, donielle.lovell@wku.edu, 270-706-8776

1. **Identification of proposed course:**
   1.1 Course prefix (subject area) and number: SOCL 455
   1.2 Course Title: Theory and Practice of Community Development
   1.3 Abbreviated course title: Community Development
   1.4 Credit hours and contact hours: 3 Variable credit: No
   1.5 Grade Type: Standard Letter Grade
   1.6 Prerequisites: SOCL 100 or consent of instructor
   1.7 Course description: Course explores the ecological, interactional, structural functional, technical assistance, action research, evaluation research and leadership approaches to community development practice. Course requires participation in a community development project.

2. **Rationale:**
   2.1 Reason for developing the proposed course:
   This course is necessary to provide students the links between sociological theory, research methods and how these tools can be applied in a community or organizational setting. This course is an opportunity for students to explore, develop, and apply their sociological skill set to the social problems they have studied during their course work.
   The creation of this course also fills a gap in the new Community, Environment and Development concentration in the Department of Sociology. The intent of the concentration is to engage students with "contemporary debates about the scope, meaning, and promise of development in a globalizing world" (Sociology Program Revision Documents, 2013). The concentration also focuses on how rural and urban community problems can be addressed by community leaders and citizens. To effectively facilitate this curriculum a course focusing specifically on the history, techniques and models of community development is needed.
   Finally, a course in community development is a logical inclusion to the sociology curriculum given the mission of the university to provide opportunities to students to conduct applied research that addresses real problems. Students can take this course and apply the skill set learned no matter where they settle following graduation from Western Kentucky University.
   2.2 Projected enrolment in the proposed course: This course will be offered via Interactive Video System to reach not only Bowling Green students, but also those at the Glasgow, Owensboro and Elizabethtown/Ft. Knox locations. Ten seats at each location will be allotted for this course with a potential maximum of 40 students each

time the course is offered. It is anticipated that this course will be offered every other year.

2.3 Relationship of the proposed course to courses now being offered by the department:
The proposed course complements both the theoretical and methodological courses currently offered in the department as students really must have that basis to be successful in the community development course. But, specifically SOCL 300 (Using Statistics in Sociology) SOCL 304 (Strategies of Social Research), SOCL 312 (Collective Behavior and Social Movements), and SOCL 360 (The Community in Rural and Urban Settings) all have elements that would be present in a course on community development however, none specifically focus on the theory, techniques and models of community development practice.

2.4 Relationship of the proposed course to courses offered in other departments:
The following courses may have subject matter relating to the course, but none provide the sociological focus on community development, change or organizing techniques: ECON 385 Economic Development, GEOG 380 Global Sustainability, GEOG 384 Planning for Global Change, ICSR 300 Public Problem Solving and LEAD 325 Leading Change.

2.5 Relationship of the proposed course to courses offered in other institutions:
Most of the sociology departments in our benchmark schools offer some curriculum that explores the concept of community theoretically: Eastern Tennessee (4602: Urban Community), James Madison (265 Sociology of Community), Middle Tennessee State (4660 Community), University of North Carolina Charlotte (4124 Sociology of Community), University of North Carolina Greensboro (326 The Community). However, many of these courses explore the concept of community but lack the clear connection between theory, methods and community development/social change that our course would offer. Five benchmark schools offer a course that can be considered comparable to the course proposed here: Appalachian State (4390 Seminar in Applied Sociology), Indiana State (329 Applied Sociology), Northern Illinois University (392 Organizing for Social Action) and The University of Southern Mississippi (405 Non Profits and Social Change). As for other institutions in the state of Kentucky, again, most offer a theoretical course on community: Eastern Kentucky University (360 The Community), Kentucky State University (202 Rural Community, Legacy and Change) and University of Kentucky (340 Community interaction, 420 Sociology of Community, 440 Community Process and Communication). The University of Louisville offers Applied Sociology (406) which does focus on translating the skills developed in sociology into a community or organization setting.

3. **Discussion of proposed course:**

3.1 Schedule Type: A and L

3.2 Learning Outcomes:
Students will be able to:

- discuss the historical context of community development practice;
- analyze and explain how systems such as race, class and gender form the foundation of community development policy and practice;
- compare and contrast various community development models of practice;

- apply qualitative and quantitative methodological tools to community social problems; and
- develop community development strategies to selected social problems.

3.3 Content Outline:

- Historical overview of community development practice
- Community social structures and development practices
- Practicing community development in rural and urban contexts
- Traditional approaches to community development: ecological, structural functional and conflict approach
- New approaches to community development: interactional, action research and empowerment evaluation
- The role of leadership in community development practice
- Case studies in successful community development

3.4 Student Expectations and Requirements: The performance of students will be evaluated as follows: examinations, discussion, reflection papers and an applied project

3.5 Tentative texts and course materials:

- Robinson, Jerry. W. & Gary P. Green. 2011. Introduction to Community Development: Theory, Practice and Service Learning. Sage Publications.
- Chambers, Robert. 1997. Whose Reality Counts? Putting the Last First. ITDG Publishing
- Journals articles available via WKU Library resources

4. **Resources:**

4.1 Library resources: The course will rely on the textbooks students will purchase. Further, the library has several community development journals that will allow for further exploration of current community development projects.

4.2 Computer resources: Students will use existing computer resources such as blackboard to submit papers and communicate with class members.

5. **Budget Implications:**

5.1 Proposed method of staffing: Current staffing is sufficient. However, if the Community, Environment and Development concentration grows as we hope, the department may need to request an additional faculty line to support that growth.

5.2 Special equipment needs: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. **Proposed term for implementation: Fall 2014**

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

Sociology Department Division: Nov 20, 2013

Potter College Curriculum Committee: _Dec 5, 2013__

Undergraduate Curriculum Committee: January 30, 2014_
University Senate: _____

Proposal Date: October 27, 2013

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

Contact Person: Nicole Breazeale, nicole.breazeale@wku.edu, cell: 859-967-6983

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SOCL 480
1.2 Course title: Sociology of Agri-Food Systems
1.3 Abbreviated course title: Agri-Food Systems
1.4 Credit hours and contact hours: 3
1.5 Grade Type: Standard Letter Grade
1.6 Prerequisites/corequisites: SOCL 100 or consent of instructor
1.7 Course catalog listing: Course examines the social organization and dynamics of food and agricultural systems. SOCL 270 is strongly recommended, but not required. Field trips are required.

2. Rationale:

2.1 Reason for developing the proposed course:

The Sociology department has developed a "Community, Environment, & Development" concentration within the sociology major. Among the many topics explored by scholars in this sub-discipline, the sociological study of agriculture and food stands out as one of the most popular. In "Sociology of Agriculture and Food: Beginning and Maturity," Alessandro Bonanno (2009) describes the historical events that led to the growth and establishment of this subarea, which reached its maturity in the mid 1990s. Since then, it has become a highly visible area of study that is quite popular with undergraduates. To date, our Department has not taught this class (although Dr. Breazeale is offering the course on a trial basis this Spring, and the class has filled). With the creation of the above concentration and the successful trial offering of this course, we believe it is a perfect time to establish this course as a regular offering among our upper-division electives.

Further, this course fits well with the University's curricular emphasis on "systems" thinking. The sociological study of agri-food systems is different from the anthropological "foodways" course or from the standard agriculture course in that it focuses our attention on both the arenas of consumption and production as well as the complex causal links between them. Students need this course so they can become critical food consumers who understand the connections between eating and the land and those who produce their food. An awareness of these connections is central for an understanding of the social and environmental relations that characterize the modern world. This course is well-suited for the "Community, Environment, and Development" concentration because students

will consider the environmental and social implications of the industrial food system versus alternative food systems, such as local foods.

2.2 Projected enrollment in the proposed course: 25. This course will be offered on the Glasgow campus.

2.3 Relationship of the proposed course to courses now offered by the department: This course will build on a handful of topics introduced in the newly proposed course, "Introduction to Community, Environment, & Development" (SOCL 270). It will also complement other courses currently on the books, including: Environmental Sociology, Social Change, Collective Behavior and Social Movements, Community in Rural & Urban Settings, and International Sociology.

2.4 Relationship of the proposed course to courses offered in other departments: WKU currently offers several courses that contain subject matter relating to the proposed course, including: (1) FLK 379 (Foodways); (2) GEOG 387 (Food & Culture); and (3) AGRI 108 (Rural Sociology). As explained above, this course seeks to integrate knowledge from these disparate fields through an analysis of the social and cultural dimensions of production, distribution, and consumption of food. Consequently, the proposed course will complement these courses, but with minimal overlap of material.

2.5 Relationship of the proposed course to courses offered in other institutions: Currently, none of our benchmark schools (nor other public Universities in Kentucky) offer a Sociology class that focuses specifically on the topic of agriculture and food. That said, there are many examples of programs across the country that offer this exact course, including: Iowa State (SOC 544: Sociology of Food and Agricultural Systems), UC-Boulder (Sociology 4131: Sociology of Agriculture and Food), Washington State (Community and Rural Sociology 590: Sociology of Agriculture and Food Systems), University of New Hampshire (NUTR 405: Food and Society), among many others. It is a great course offering that makes our program unique among our competitors.

3. Discussion of proposed course:

3.1 Schedule Type: A and L

3.2 Learning Outcomes:

At the end of the course, students will be able to:

- Understand the characteristics of the dominant, industrialized system of food production in the contemporary US.
- Recognize and assess alternatives to the dominant system.
- Identify various actors that influence food and agriculture policy, including: government, corporations, transnational institutions, and social movements.
- Understand various conceptual perspectives used to address issues in the area of food and agriculture.
- Critically evaluate arguments about the ethics and politics of food production and consumption, in terms of world hunger, the environment, etc.
- Explain the role of class, race/ethnicity, gender and culture in food consumption.

3.3 Content outline:

- Frameworks for the sociological study of agri-food systems
- Food & collective identities in America

- Cultural dimensions of eating
- Making food and social control
- Food rights and hunger
- Globalization, industrialization, science & technology
- Agriculture and the environment
- Agricultural labor in a global world
- Struggles over governance of the agri-food system
- Northern consumption and third world poverty
- Political challenges to the dominant agri-food system
- Standards, certification and labeling as resistance: the case of fair trade & organics
- Exploring regional food systems

3.4 Student expectations and requirements:

Students are expected to attend class, having read all assigned readings, as well as attend all field trips. Students will be evaluated through participation in class discussions and debates and completion of writing assignments and projects.

3.5 Tentative texts and course materials:

Beardsworth, Alan and Teresa Keil. 1997. *Sociology on the Menu: an Invitation to the Study of Food and Society.* London and New York: Routledge.

Magdoff, Fred, John Bellamy Foster, and Frederick Buttel. 2000. *Hungry for Profit: The Agribusiness Threat to Farmers, Food, and Environment.* New York: Monthly Review Press.

Schlosser, Eric. 2001. *Fast Food Nation.* Houghton Mifflin.

Pollan, Michael. 2006. *The Omnivore's Dilemma.* Penguin Press.

Rothenberg, Daniel. 1998. *With These Hands: The Hidden World of Migrant Farmworkers Today.* Berkeley: University of California Press.

Jaffee, Dan. 2007. *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival.* Berkeley: University of California Press. Chapter 1, Chapter 8-9

Bell, Michael. 2004. *Farming For Us All: Practical Agriculture and the Cultivation of Sustainability.* University Park, PA: Pennsylvania State University Press.

Berry, Wendell. 2009. *Bringing It To The Table: On Farming and Food.* Berkeley, CA: Counterpoint.

4. Resources:

4.1 Library resources: Current library resources are sufficient.

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

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if this course and concentration grow, the Department may need to request an additional faculty line to support that growth.
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Sociology Department/Division:	Nov 20, 2013
Potter College Curriculum Committee	Dec 5, 2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: 11/05/13

Potter College of Arts & Letters
Department of Theatre & Dance
Proposal to create a New Course
(Action Item)

Contact Person: Scott Stroot, scott.stroot@wku.edu, 745-56290

1. Identification of proposed course:

1.1 Course prefix: PERF 101
1.2 Course title: Acting
1.3 Abbreviated course title: Acting
1.4 Credit hours: 3 Variable Credit: No
1.5 Grade type: Standard letter grade
1.6 Prerequisites/corequisites/special requirements: None.
1.7 Course catalog listing: Improvisation, theatre games, and introductory scene and/or monologue work intended to develop fundamental performance and ensemble collaboration skills.

2. Rationale:

2.1 Reason for developing the proposed course: As is the case in most colleges and universities, unrestricted beginning acting courses are in high demand at WKU. Every semester, year after year, we have greater demand than we can accommodate with our current beginning Acting course *(THEA 101: ACTING I)*, and with the recent addition of that course to the requirement of the new Film Major, this bottleneck has only intensified. And while the department wishes to continue offering this unrestricted introductory level acting course to interested WKU students from across the University, trying to design a course that serves both as the first stage in a developmental, skills based acting curriculum for majors, AND as a more comprehensive, less rigorously disciplined "survey" style course for non-majors is a pedagogical challenge that too often results in a course that is "OK" for all, but not truly satisfactory to either constituency. So, many programs eventually take the route we are proposing here: the creation of an "acting for non-majors" course, designed specifically to give "theatre curious" students who do not necessarily intend to pursue an acting degree a semester long acting course experience that offers them the opportunity to learn fundamental acting techniques that can also be useful in any human interaction, on or off stage: the ability to think on one's feet; collaborate as an independent agent in the context of a "ensemble" team; speak clearly and engagingly in public settings; role play for conflict resolution, and so on.

2.2 Projected enrollment in the proposed course: 2-3 sections of 14-18 students per semesters, based on historical enrollment and staffing patterns for our current Acting I course.

2.3 Relationship of the proposed course to courses now offered by the department: In addition to the rationale outlined in 2.1 above, it should be noted that this proposed acting for non-majors course was created in the context of an overall review and revision of our acting curriculum, a process that led to our conclusion that creating an acting for non-majors course would allow us to enhance the rigor and focus of our curriculum for acting majors, while at the same time providing a more practical, comprehensive "acting course for beginners" that would much better serve the non-major student. (Note: students who, upon completion of this proposed course, decide to pursue a degree program in theatre/acting, will be allowed to "count" this course towards the completion of that degree.)

2.4 Relationship of the proposed course to courses offered in other departments: Several departments offer introductory courses geared to "non-majors"; the music department, for example, has a long history of offering such courses, including Group Voice for non-Majors, Music Theory for non-Majors, and Piano for non-Majors. No other department, however, offers the content we intend to offer with the course we propose here.

2.5 Relationship of the proposed course to courses offered in other institutions: Similar "acting for non-major" courses offered by Theatre departments are quite common nationwide. For reference see The University of Florida, Willamette University, Northwestern University, University of Michigan, Southern Methodist University, UNC Chapel Hill, The University of Missouri, University of Minnesota Minneapolis, and many more.

3. Discussion of proposed course:

3.1 Schedule Type: A

3.2 Learning Outcomes: By then end of this course, students will be expected to demonstrate:

- The fundamental performance techniques of physical presence, listening & responding, concentration & focus.
- Spontaneity and authenticity in narrative formation and collaboration.
- The ability to discover and appreciate human interactions as revealed in theatrical texts;
- The ability to authentically recreate and enact those interactive behaviors by the appropriate use of the various elements of acting craft, including memory, intention, concentration & focus, listening and responding;
- The beginnings of a critical appreciation for acting as an art and craft;
- Fundamental body/mind/spirit integration.
- The beginnings of an ability to articulate sound critical feedback to performances, both verbally and in writing.

- An understanding of the dynamics of ensemble work, and the function of the individual within that context

3.3 Content outline: Using theatrical techniques, students will engage in a variety of hands-on solo and group activities that model human social behavior, exploring and examining that behavior through a variety of acting methodologies, and discussing actions and consequences using theatrical terminology. Connections will be drawn from theatrical behavior to real-life situations, and students will have the chance to explore how theatrical techniques can be used in students' own majors/degree programs.

3.4 Student expectations and requirements:
Students will be required to:

- Learn and be able to independently perform a number of vocal and movement drills and exercises.
- Memorize a relatively small amount of text drawn from dramatic and/or poetic texts for performance.
- Actively engage in a variety of in-class acting games and exercises drawn from a variety of acting methodologies.
- Actively engage in class discussions.
- Work outside of class on specific reading, writing and/or rehearsal assignments.
- Attend an established number performance presented by the WKU Department of Theatre and Dance, and submit for evaluation a formal written critique for each event.

3.5 **Tentative texts and course materials:** *Acting One* by Robert Cohen and other handouts prepared by the instructor, and playscripts borrowed from the department or university library.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Since this proposed course will simply take the place of already offered multiple sections of our current Acting I course, we foresee no immediate need for additional faculty. Should the college and/or university wish to have the Department of Theatre and Dance absorb more of the well documented ready demand for this proposed course, we would need authorization to hire additional acting instructors.

5.2 Special equipment needed: None foreseen.
5.3 Expendable materials needed: None foreseen
5.4 Laboratory materials needed: None foreseen

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Theatre and Dance:	11/12/13
Potter College Curriculum Committee:	12/05/13
Undergraduate Curriculum Committee:	January 30, 2014
University Senate:	

Proposal Date: 11/05/13

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

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

1. Identification of proposed courses:

1.1 Course Prefix: PERF 340
1.2 Course titles: Performance Lab I
1.3 Abbreviated course titles: Performance Lab I
1.4 Credit hours: 1 Variable Credit: No
1.5 Grade type: Standard Letter Grade (A to F)
1.6 Special Requirements: Permission of instructor
1.7 Course description: An experiential learning course designed to provide practical experience in theatrical performance under actual production conditions.

2. Rationale:

2.1 Reason for developing the proposed course: All Theatre and Dance Department degree programs require that a certain number of credit hours be earned "in production"; working on stage, back stage, in the shops or in the control booth during the production of live theatre or dance events. We currently administer both *performance* and *non-performance* credit hours using a common developmental sequence of *Rehearsal and Production* courses, but this has never been an ideal solution, plagued with chronic administrative inefficiencies and student confusion. Now however, growth in both student numbers and faculty afford us the opportunity to revise this area of our curriculum; we believe this proposed course will prove to be more rational and efficient, and will better facilitate student learning within each production area and concentration in our degree programs.

2.2 Projected enrollment in the proposed course: Variable, depending on the number of students cast in performance roles in any given term.

2.3 Relationship of the proposed course to courses now offered by the department: This course will become an authorized substitution for Production Lab IV for BFA Acting and Musical Theatre concentrators, and an authorized elective for any Theatre major or minor.

2.4 Relationship of the proposed course to courses offered in other departments: This course is very specific to the Department of Theatre and Dance, and does not duplicate offerings in any other department.

2.5 Relationship of the proposed course to courses offered in other institutions: Similar course/credit systems to award credit for hands-on experiential learning in production are ubiquitous and standard in all university/college theatre and dance programs. Examples from some WKU benchmark schools included: Ohio University THAR 3300 - Practicum in Production; Northern Illinois University THEA 395 -

Performance and Production; Indiana State University THTR 370 - Production Practicum; Illinois State University CFA 302-Theatre Practicum.

3. Discussion of proposed course:

3.1 Schedule type: A: Applied Learning

3.2 Learning Outcomes: Students will demonstrate an ability to practically apply performance knowledge and skills gained in classrooms and studios in the context actual public performance conditions.

3.3 Content outline: Students will rehearse and perform roles in collaboration with other theatre and dance students and faculty in WKU Department of Theatre and Dance produced theatre and dance events.

3.4 Student expectations and requirements: Students will be expected to meet all of the requirements of performing a role in WKU Department of Theatre and Dance produced theatrical event: punctual, engaged attendance at all relevant cast calls, including rehearsals, company meetings, costume fittings and make-up calls; mastery of required artistic tasks on schedule (dialog/song memorization, blocking/choreography; and otherwise upholding all departmental rehearsal & performance ensemble etiquette/work ethic expectations.

3.5 Tentative texts and course materials: Will vary from production to production, with the specific dramatic text in production as the centerpiece.

4. Resources:

4.1 Library resources: N/A

4.2 Computer resources: Current resources adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing sufficient

5.2 Special equipment needed: Current resources adequate

5.3 Expendable materials needed: Current resources adequate

5.4 Laboratory materials needed: Current resources adequate

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Theatre and Dance: 11/05/13

Potter College Curriculum Committee: 12/05/09

University Senate Curriculum Committee: January 30, 2014

University Senate:

Proposal Date: 11/05/13

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

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

1. Identification of proposed courses:

1.1 Course Prefix: PERF 341
1.2 Course titles: Performance Lab II
1.3 Abbreviated course titles: Performance Lab II
1.4 Credit hours: 1 Variable Credit: No
1.5 Grade type: Standard Letter Grade (A to F)
1.6 Prerequisites /Special Requirements: PERF 340 or Permission of instructor
1.7 Course description: An experiential learning course designed to provide practical experience in theatrical performance under actual production conditions.

2. Rationale:

2.1 Reason for developing the proposed course: All Theatre and Dance Department degree programs require that a certain number of credit hours be earned "in production"; working on stage, back stage, in the shops or in the control booth during the production of live theatre or dance events. We currently administer both *performance* and *non-performance* credit hours using a common developmental sequence of *Rehearsal and Production* courses, but this has never been an ideal solution, plagued with chronic administrative inefficiencies and student confusion. Now however, growth in both student numbers and faculty afford us the opportunity to revise this area of our curriculum; we believe this proposed course will prove to be more rational and efficient, and will better facilitate student learning within each production area and concentration in our degree programs.

2.2 Projected enrollment in the proposed course: Variable, depending on the number of students cast in performance roles in any given term.

2.3 Relationship of the proposed course to courses now offered by the department: This course will become an authorized substitution for Production Lab IV for BFA Acting and Musical Theatre concentrators, and an authorized elective for any Theatre major or minor.

2.4 Relationship of the proposed course to courses offered in other departments: This course is very specific to the Department of Theatre and Dance, and does not duplicate offerings in any other department.

2.5 Relationship of the proposed course to courses offered in other institutions: Similar course/credit systems to award credit for hands-on experiential learning in

production are ubiquitous and standard in all university/college theatre and dance programs. Examples from some WKU benchmark schools included: Ohio University THAR 3300 - Practicum in Production; Northern Illinois University THEA 395 - Performance and Production; Indiana State University THTR 370 - Production Practicum; Illinois State University CFA 302-Theatre Practicum.

3. Discussion of proposed course:

3.1 Schedule type: A: Applied Learning

3.2 Learning Outcomes: Students will demonstrate an ability to practically apply performance knowledge and skills gained in classrooms and studios in the context actual public performance conditions.

3.3 Content outline: Students will rehearse and perform roles in collaboration with other theatre and dance students and faculty in WKU Department of Theatre and Dance produced theatre and dance events.

3.4 Student expectations and requirements: Students will be expected to meet all of the requirements of performing a role in WKU Department of Theatre and Dance produced theatrical event: punctual, engaged attendance at all relevant cast calls, including rehearsals, company meetings, costume fittings and make-up calls; mastery of required artistic tasks on schedule (dialog/song memorization, blocking/choreography; and otherwise upholding all departmental rehearsal & performance ensemble etiquette/work ethic expectations.

3.5 Tentative texts and course materials: Will vary from production to production, with the specific dramatic text in production as the centerpiece.

4. Resources:

4.1 Library resources: N/A

4.2 Computer resources: Current resources adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing sufficient

5.2 Special equipment needed: Current resources adequate

5.3 Expendable materials needed: Current resources adequate

5.4 Laboratory materials needed: Current resources adequate

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Theatre and Dance: 11/05/13

Potter College Curriculum Committee: 12/5/09

University Senate Curriculum Committee: January 30, 2014

University Senate:

Proposal Date: 11/05/13

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

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

1. Identification of proposed courses:

1.1 Course Prefix: PERF 440
1.2 Course titles: Performance Lab III
1.3 Abbreviated course titles: Performance Lab III
1.4 Credit hours: 1 Variable Credit: No
1.5 Grade type: Standard Letter Grade (A to F)
1.6 Prerequisites/Special Requirements: PERF 341 or Permission of instructor
1.7 Course description: An experiential learning course designed to provide practical experience in theatrical performance under actual production conditions.

2. Rationale:

2.1 Reason for developing the proposed course: All Theatre and Dance Department degree programs require that a certain number of credit hours be earned "in production"; working on stage, back stage, in the shops or in the control booth during the production of live theatre or dance events. We currently administer both *performance* and *non-performance* credit hours using a common developmental sequence of *Rehearsal and Production* courses, but this has never been an ideal solution, plagued with chronic administrative inefficiencies and student confusion. Now however, growth in both student numbers and faculty afford us the opportunity to revise this area of our curriculum; we believe this proposed course will prove to be more rational and efficient, and will better facilitate student learning within each production area and concentration in our degree programs.

2.2 Projected enrollment in the proposed course: Variable, depending on the number of students cast in performance roles in any given term.

2.3 Relationship of the proposed course to courses now offered by the department: This course will become an authorized substitution for Production Lab IV for BFA Acting and Musical Theatre concentrators, and an authorized elective for any Theatre major or minor.

2.4 Relationship of the proposed course to courses offered in other departments: This course is very specific to the Department of Theatre and Dance, and does not duplicate offerings in any other department.

2.5 Relationship of the proposed course to courses offered in other institutions: Similar course/credit systems to award credit for hands-on experiential learning in production are ubiquitous and standard in all university/college theatre and dance programs. Examples from some WKU benchmark schools included: Ohio University THAR 3300 - Practicum in Production; Northern Illinois University THEA 395 -

Performance and Production; Indiana State University THTR 370 - Production Practicum; Illinois State University CFA 302-Theatre Practicum.

3. Discussion of proposed course:

3.1 Schedule type: A: Applied Learning

3.2 Learning Outcomes: Students will demonstrate an ability to practically apply performance knowledge and skills gained in classrooms and studios in the context actual public performance conditions.

3.3 Content outline: Students will rehearse and perform roles in collaboration with other theatre and dance students and faculty in WKU Department of Theatre and Dance produced theatre and dance events.

3.4 Student expectations and requirements: Students will be expected to meet all of the requirements of performing a role in WKU Department of Theatre and Dance produced theatrical event: punctual, engaged attendance at all relevant cast calls, including rehearsals, company meetings, costume fittings and make-up calls; mastery of required artistic tasks on schedule (dialog/song memorization, blocking/choreography; and otherwise upholding all departmental rehearsal & performance ensemble etiquette/work ethic expectations.

3.5 Tentative texts and course materials: Will vary from production to production, with the specific dramatic text in production as the centerpiece.

4. Resources:

4.1 Library resources: N/A

4.2 Computer resources: Current resources adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing sufficient

5.2 Special equipment needed: Current resources adequate

5.3 Expendable materials needed: Current resources adequate

5.4 Laboratory materials needed: Current resources adequate

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Theatre and Dance: 11/05/13

Potter College Curriculum Committee: 12/5/09

University Senate Curriculum Committee:

University Senate:

Proposal Date: 11/05/13

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, 745-56290

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: THEA 414
1.2 Course title: Acting IV: Advanced Scene Study
1.3 Abbreviated course title: Acting IV
1.4 Credit hours: 3 Variable Credit: No
1.5 Grade type: Standard letter grade
1.6 Prerequisites: THEA 301, or Permission of Instructor.
1.7 Course catalog listing: An advanced acting course focusing on the application of advanced character analysis, characterization and style to intensive scene work. Repeatable twice for credit.

2. Rationale:

2.1 Reason for developing the proposed course: As a result of an overall review of our acting curriculum, we have revised our entire acting course sequence to eliminate redundancies, and to rationalize course titles, sequencing and numbering. In the process, we determined that while we could accomplish most of our desired goals via revisions to our existing course sequence, the problem of not having an advanced scene study course for our most advanced acting students to progress into after completion of our basic acting course sequence (Acting I, II and III) would be best solved by the creation of this new course, which has the added benefit of addressing a concern about a dearth of advanced acting courses expressed by our accrediting agency (NAST) during our recent reaccreditation process.

2.2 Projected enrollment in the proposed course: As with our other advanced acting courses (such as *THEA 303: Acting for the Camera*, and *THEA 410: Playing Shakespeare)* one section of this course will be offered annually, and based on historical enrollments in those aforementioned advanced acting courses, we anticipate 10-16 students per year.

2.3 Relationship of the proposed course to courses now offered by the department: This proposed course will be an advanced, upper division elective option for students that have successfully completed our basic acting curriculum *(THEA 101: Acting I, THEA 300: Acting II, and THEA 301: Acting III.)*

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

2.5 Relationship of the proposed course to courses offered in other institutions: Advanced Scene Study is a ubiquitous course, found in virtually every Baccalaureate theatre degree program nationwide. Some examples include: THR 361: Advanced Scene Study III (Pace University); TPP 4180: Advanced Scene Study (University of Southern Florida); THETR 3810 - Acting III: Advanced Scene Study (Cornell University); THEA 3440 - Acting IV: Advanced Scene Study (Western Michigan University)

3. Discussion of proposed course:

3.1 Schedule Type: A

3.2 Learning Outcomes: By then end of this course, students will be expected to demonstrate:

- The ability to integrate rigorous character analysis and acting stagecraft into the process of preparing and performing roles from a diverse variety of dramatic genres & styles;
- The ability to rehearse productively on their own;
- The ability to give and take thoughtful, serious, focused performance criticism;
- Growth and development in their knowledge and appreciation of a range of dramatic literature;
- An enhanced familiarity with advanced acting theories, methodologies, techniques and styles;
- An enhanced appreciation of psychological motivation, concentration, focus of attention, clarity of physical expressiveness;
- The ability to employ honest communication and listening skills in performance;
- The ability to make acting choices that challenge individual emotional range;
- Positive, productive work habits; dependability, punctuality, cooperation, dedication, consideration of fellow actors, and ensemble work;

3.3 **Content outline:** In-depth training in advanced acting techniques, kinesthetic instinct & response, character analysis, and the application imagination in the context of intensive monologue and scenework; at any given point students may be working simultaneously on at least two scenes, perhaps more, culminating in a public showcase at the end of the course.

3.4 **Student expectations and requirements:**
Students will be required to:

- Analyze, rehearse and present for critique a number of scenes and monologs drawn from a diverse variety of dramatic texts.

- Actively engage in class discussions.

- Work outside of class on specific reading, writing and/or rehearsal assignments.

- Actively participate in all critiques sessions.

3.5 **Tentative texts and course materials:** No standard textbook required; playscripts borrowed from the department or university library will serve as the source for the primary dramatic texts from which scenes and monologs will be drawn.

4. Resources:

4.1 Library resources: Adequate
4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient; the creation of this new course occurs in the context of a review and revision of our entire acting curriculum in which we have accounted for course rotation and faculty workload.
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Theatre and Dance: 11/05/13
Potter College Curriculum Committee: 12/05/13
Undergraduate Curriculum Committee: January 30, 2014
University Senate:

Proposal Date: Dec 10, 2013

University College
School of Professional Studies
Proposal to Create a New Course
(Action Item)

Contact Person: Ken Kuehn, Interim Director kenneth.kuehn@wku.edu (270) 745-7007

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: IDST 200
1.2 Course title: Interdisciplinary Study Away Experience
1.3 Abbreviated course title: IDST Study Away
(maximum of 30 characters or spaces)
1.4 Credit hours: One (1) Variable credit (no)
1.5 Grade type: pass/fail
1.6 Prerequisites/co-requisites: Co-requisites are NSEA-999 or NSEB-999 (exchange holding course).
1.7 Course description: This course examines the Study Away experience through face-to-face and online interactions during a semester-long Study Away program. It may be repeated up to three times.

2. Rationale:

2.1 Reason for developing the proposed course:

Study Away programs take place in locations in which the student does not need a passport.

This course provides academic support for students engaged in a semester-long Study Away experience. The purpose of this course is to guide students through a process of intentional reflection and analysis about their experience. Many times students reflect on their experience only after that fact, and are not provided the opportunity to apply the lessons learned about themselves and their host site during their exchange program. The course is designed to provoke reflection on the experience before, during, and after it takes place. While social media allows students to share their experiences informally, this course would require a different and more structured level of academic and cultural discussions.

2.2 Projected enrollment in the proposed course: 10 – 20 per semester

2.3 Relationship of the proposed course to courses now offered by the department:

IDST 200 offers a means to document the impact of a semester-long experience while IDST 350 is designed for short-term study away/abroad programs.

2.4 Relationship of the proposed course to courses offered in other departments:
WKU students on an exchange program must maintain their home campus status as registered full-time, degree-seeking students for their financial aid and their academic progress. The co-requisite "holding" courses provide 11 credit hours of this requirement. The 1-credit hour IDST 200 course enables students to reach the 12-credit full-time status requirement. The co-requisite course is removed from the student's record when the exchange courses are transferred back to WKU. The courses to be transferred back to WKU are approved by departments prior to the exchange.

UC 176 – International Cultural Orientation (1 credit hour) has been used in a similar manner for WKU students in semester-long study abroad experiences.

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

A canvas of other institutions conducting domestic exchanges shows very few require a course during the exchange. Students tend to take a pre-exchange program (not necessarily a course). Others require a post-exchange program (rarely a course), but those tend to be modeled on a study abroad program. WKU would be a leader in offering a domestic exchange credit-bearing course.

3. Discussion of proposed course:

3.1 Schedule type: S

3.2 Learning Outcomes:

3.2.1 Articulate the impact of the experience on personal academic and professional goals
3.2.2 Articulate similarities and differences between WKU and the host institution
3.2.3 Understand the cultural difference between Kentucky and the host site
3.2.4 Understand the experience of peers in different locations

3.3 Content outline:

IDST 200 is designed to prepare students for a study away semester-long experience, reflect on the experience while in the program, and provide a means to analyze the experience. The goal is to enable the student to articulate the impact of the experience through a reflective process.

3.3.1 <u>Part 1: Pre-Exchange</u>
The class would meet prior to departure for an orientation on safety/health issues, behavioral/disciplinary processes, and alcohol awareness, among other topics. The session would them thinking about the academic goals and value of the experience.

Assignments would include self-assessment of expectations of the semester-long experience through group discussions, written pre-assessments, and review of orientation material.

3.3.2 Part 2: During Exchange

While at the host locations, students will live and study in a different environment. The campus will have familiar support structures (resident halls, food courts, classrooms, student groups, intramurals etc), but the character of the location and the people may be very different from the WKU campus. Imagine spending an academic year in Puerto Rico. Students will be asked to observe and reflect on these differences and learn to navigate these differences in a timely manner.

Assignments completed via Blackboard would document the academic and cultural experiences through reflective writing and choice of images to share. Students would tell their story as it happens.

3.3.3 Part 3: Post Exchange

Analyze the entire experience after the program.

Assignments would include a comparison of pre-program expectation to the post program assessment to explore how they differ from both academic and cultural perspectives. A goal would be for the student to explain how he/she envisions using the experience in the furtherance of his/her academic and career goals.

3.4 Student expectations and requirements:

- 3.4.1 Participation in class meetings and online discussions (40%).
- 3.4.2 Completion of an end of course written assignment (10%)
- 3.4.3 Satisfactory completion of assignments (40%).
- 3.4.4 Attention to detail and deadlines (10%)

3.5 Tentative texts and course materials:

Online discussion boards, current information about the host location, program evaluation, self-assessment.

4. Resources:

- 4.1 Library resources: No specific needs
- 4.2 Computer resources: No specific needs

5. Budget implications:

- 5.1 Proposed method of staffing: WKU's Director of Study Away would be the instructor of record.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6 **Proposed term for implementation:** Fall 2014

7. Dates of prior committee approvals:

Department/ Unit School of Professional Studies	January 8, 2014
University College Curriculum Committee	January 15, 2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Potter College of Arts and Letters
Department of Philosophy and Religion
Proposal to Create a New Minor Program

Contact persons:

Eric Bain-Selbo, eric.bain-selbo@wku.edu, 745-5744
Eric Kondratieff, eric.kondratieff@wku.edu, 745-8861
Stephen Kershner, stephen.kershner@wku.edu, 745-5738

1. Identification of program:

1.1 Program title: Minor in Classical Studies

1.2 Required hours in minor program: 21

1.3 Special information: This minor, while it is housed in the Department of Philosophy and Religion, is interdisciplinary and will require courses from the Departments of Philosophy and Religion, History, Folk Studies and Anthropology, and Art.

1.4 Catalog description: The Minor in Classical Studies (reference number xxx) draws together courses on the history, language, literature, art, archaeology, and philosophy of the ancient Roman and Greek civilizations. This minor will prepare students with interest in the Classical Roman or Greek worlds to understand these foundational western civilizations from multiple methodologies and knowledge bases. This minor requires 21 hours of coursework. At least half the credit hours must be at the 300-level or above.

Category 1: Philosophy (3 hours)	**Students must take one of the following:** **PHIL 341: Plato and Aristotle** **PHIL 342: Hellenistic Philosophy**
Category 2: Ancient Languages (6 hours)	**Students must take one of the following two-course sequences:** **RELS 150 and 151: Elementary Latin 1 and 2** **RELS/BLNG 384 and 385: Biblical Greek 1 and 2**
Category 3: History (3 hours)	**Students must take one of the following:** **HIST 305: Ancient Greece** **HIST 306: Ancient Rome**
Category 4: Art and Archaeology (3 hours)	**Students must take one of the following:** **ANTH 130: Introduction to Archaeology** **ANTH 335: Old World Prehistory** **ARTH 105: History of Art to 1300** **ARTH 305: Ancient Greek and Roman Art**
Category 5: Electives (6 hours)	**Students must take two courses from those listed above as electives or other courses approved by the Department Head.**

2. Rationale:

2.1 Reason for developing the proposed minor program:

- Classical Studies, as a field of study, encompasses methodologies and knowledge bases that are distributed among several departments in today's university. Without a coherent Classical Studies program, students interested in studying the ancient Romans and Greeks as civilizations must pick and choose from among these departments without the opportunity to see how these methods and views work together as a whole.
- A student who chooses the interdisciplinary study of the ancient Romans and Greeks should have the opportunity to get credit on their transcripts for their initiative.

- This minor is relevant for today's world in that Classical Studies is considered by many to be a foundational Humanities field. As such, it will better prepare students in numerous fields for graduate level study, strengthen their academic and intellectual credentials, and offer them career flexibility in the Humanities and other academic fields as well as in careers such as law, economics, business, media, religious vocations, and politics.

2.2 Projected enrollment in the proposed minor program:

- Based on a survey of enrollments for the included courses over the last two cycles, we can project solid and sustained enrollments in courses.

Course #	Semester	Enrollment
PHIL 341	Fall 2013 Fall 2011	15 24
PHIL 342	Spring 2012	15
PHIL 302[1]	Fall 2009	25
RELS 150	Fall 2013 Fall 2012	34 35
RELS 151	Spring 2013	32
RELS/BLNG 384	Fall 2013 Fall 2011	20 30
RELS/BLNG 385	Spring 2012 Spring 2010	17 17
HIST 305	Spring 2013 Spring 2012	35 35
HIST306	Fall 2013 Fall 2012	35 38
ARTH 105[2]	Fall 2013 Fall 2012	52, 42 56, 48
ARTH 305	Spring 2013 Fall 2010	29 28
ANTH 130	Fall 2013[3] Spring 2013	12, 36 24
ANTH 335	Fall 2013 Spring 2012	16 22

- We have also collected evidence of student interest in this minor program through anecdotal sources:
    - The WKU Greek and Roman Classics Club was founded (complete with Facebook webpage) in May 2013 and currently has 15 registered members (with about 50 members on the Facebook page). The members of the WKU Greek and Roman Classics Club have begun to schedule activities (including speakers and film screenings) which, we believe, will lead to a larger presence and awareness of the field of study thus recruiting students towards the minor in Classical Studies program.

[1] PHIL 341 and PHIL 342 were previously combined and numbered as PHIL 302: Ancient and Medieval Philosophy.
[2] During both semesters, two sections of ARTH 105 were offered.
[3] During the Fall 2013 semester, two sections of ANTH 130 were offered.

    - A few students have composed email messages to Drs. Kondratieff and Kershner regarding their view on the potential significance of a Classical Studies degree program and presence at WKU. These emails are included in Appendix A.
  - Based on these enrollment numbers and the anecdotal evidence, we project that the program will have at least 20-30 students by 2017.

2.3 Relationship of the proposed minor program to other programs now offered by the department: Currently the department offers no degree or certificate program that is similar in its ancient Roman and Greek focus and interdisciplinary concentration.

2.4 Relationship of the proposed minor program to other university programs: Currently, there is no other degree or certificate program at Western Kentucky University that provides the same focus on the study of ancient Rome and Greece as a coherent whole.

2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Currently, Ball State University (IN), California State University-Chico, California State University-Fresno, Eastern Michigan University, Florida Atlantic University, Montclair State University (NJ), Northern Arizona University, Missouri State University, Stephen F. Austin University (TX), and Towson State University offer minors in Classical Studies, each requiring between 15 and 24 hours of coursework. Northern Arizona and Stephen F. Austin offer specifically interdisciplinary Classical Studies minors. Towson State's program is specifically an interdisciplinary minor in Ancient Mediterranean Studies. Eastern Illinois University offers an interdisciplinary minor in Medieval Studies.

Among the public universities of the Commonwealth of Kentucky, only the University of Louisville and University of Kentucky offer Classical Studies degree programs, both offering minors and majors in Classical Studies, Latin, and Greek. Were WKU to offer a Classical Studies program, it would gain another competitive edge in recruitment battles with UL and UK.

2.6 Relationship of the proposed minor program to the university mission and objectives: The Minor in Classical Studies will help to sustain the university mission in that it will provide training in research and communication skills and teach students to be socially engaged moral agents on a global scale through the study of ancient societies, which can serve as important analogies to our own world.

3. Objectives of the proposed minor program:

Students completing a Minor in Classical Studies will:

- Learn different methodologies and modalities for studying the ancient Roman and Greek civilizations.
- Learn how to integrate effectively different methods and knowledge bases for a holistic understanding of a topic.
- Enhance, develop, and promote strong research and communication skills.
- Gain a mastery of current theories and interpretations surrounding the culture, literature, and history of the ancient Romans and Greeks.

- Examine the impact that the ancient Roman and Greek civilizations have had upon modern western society.

4. **Curriculum:** The following courses for the proposed Minor in Classical Studies are approved and existing courses, offered on a regular and ongoing basis. The Minor in Classical Studies requires 21 semester hours.
Note: Current faculty in the departments that would contribute to this program are interested in developing courses that could count towards the fulfillment of the minor's requirements if the program is accepted and grows.

A. Philosophy (3 hours):
PHIL 341: Plato and Aristotle
or
PHIL 342: Hellenistic Philosophy

B. Ancient Language (6 hours):
RELS 150 and 151: Elementary Latin 1 and Elementary 2
or
RELS/BLNG 384 and 385: Biblical Greek 1 and Biblical Greek 2

C. History (3 hours):
HIST 305: Ancient Greece
or
HIST 306: Ancient Rome

D. Art and Archaeology (3 hours):
ANTH 130: Introduction to Archaeology
or
ANTH 335: Old World Prehistory
or
ARTH 305: Ancient Greek and Roman Art
or
ARTH 105: History of Art to 1300

E. Electives (6 hours): Students must take two courses from those listed above as electives or other courses approved by the Department Head.

5. **Budget Implications:** Since this minor is interdisciplinary in nature and requires courses in a variety of departments, it will rely on the faculty from those specific departments for staffing.

6. **Proposed term for implementation:** Fall 2014

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

Department of Philosophy and Religion	November 20, 2013
PCAL Curriculum Committee	01/07/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

Proposal Date: 11/07/13

Potter College of Arts & Letters
Theatre & Dance
Proposal to Revise Course Credit Hours
(Action Item)

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

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: PERF 450
   1.2 Course title: Performing Arts Career Seminar
   1.3 Credit hours: 2

2. **Proposed course credit hours:** 1

3. **Rationale for the revision of course credit hours:** In their senior year students pursuing a B.F.A. in Performing Arts are currently required to enroll concurrently in both the 2 credit *PERF 450: Career Seminar* and the accompanying 1 credit lab, *PERF 451: Career Seminar Lab*. General knowledge & concepts common to all sub-disciplines (Acting, Musical Theatre, Design & Technology) are introduced in the large group seminar, and then are further refined and put into practice in a more discipline specific way in the labs, which are offered in multiple, discipline specific sections. (For example: while both will be seeking employment in the entertainment industry, the materials and methods for securing employment required of a stage carpenter differ significantly from those required of an actor.) A department wide review of our core theatre curriculum resulted in our coming to the conclusion that our students would be better served by spending a bit more time on the discipline specific lab aspect of this paired experience, and a bit less time on the common knowledge & concepts aspect. Consequently, we would like to "swap" the credit hours between these two courses: the *Seminar* will be reduced by 1 credit, while the *Labs* will increase by 1 credit. No changes in content or objectives are being made to either course; we are simply proposing to spend a bit less time on theory & shared issues, and a bit more time on discipline specific practice.

   Please Note: This proposal to reduce *PERF 450: Career Seminar* by 1 credit should be considered in tandem with and the accompanying proposal to increase by 1 the credits awarded for *PERF 451: Career Seminar Lab*.

4. **Proposed term for implementation:** Fall 2014

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

   Department of Theatre and Dance: 11/12/13

   Potter College Curriculum Committee: 12/05/13

   Undergraduate Curriculum Committee: January 30, 2014

University Senate:

Proposal Date: 11/07/13

Potter College of Arts & Letters
Theatre & Dance
Proposal to Revise Course Credit Hours
(Action Item)

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

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: PERF 451
   1.2 Course title: Performing Arts Career Seminar Lab
   1.3 Credit hours: 1

2. **Proposed course credit hours:** 2

3. **Rationale for the revision of course credit hours:** In their senior year students pursuing a B.F.A. in Performing Arts are currently required to enroll concurrently in both the 2 credit *PERF 450: Career Seminar* and the accompanying 1 credit lab, *PERF 451: Career Seminar Lab*. General knowledge & concepts common to all sub-disciplines (Acting, Musical Theatre, Design & Technology) are introduced in the large group seminar, and then are further refined and put into practice in a more discipline specific way in the labs, which are offered in multiple, discipline specific sections. (For example: while both will be seeking employment in the entertainment industry, the materials and methods for securing employment required of a stage carpenter differ significantly from those required of an actor.) A department wide review of our core theatre curriculum resulted in our coming to the conclusion that our students would be better served by spending a bit more time on the discipline specific lab aspect of this paired experience, and a bit less time on the common knowledge & concepts aspect. Consequently, we would like to "swap" the credit hours between these two courses: the *Seminar* will be reduced by 1 credit, while the *Labs* will increase by 1 credit. No changes in content or objectives are being made to either course; we are simply proposing to spend a bit less time on theory & shared issues, and a bit more time on discipline specific practice.

   Please Note: This proposal to increase *PERF 451: Career Seminar Lab* by 1 credit should be considered in tandem with and the accompanying proposal to decrease by 1 the credit awarded for *PERF 450: Career Seminar*.

4. **Proposed term for implementation:** Fall 2014

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

   Department of Theatre and Dance: 11/12/13

   Potter College Curriculum Committee: 12/05/13

   Undergraduate Curriculum Committee: January 30, 2014

University Senate:

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Jeanine Cherry, Jeanine.Cherry@wku.edu, (270) 745-8921

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: BCOM 265
- 1.2 Course title: Basic Broadcast News

2. Revise course title: n/a

3. Revise course number: n/a

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisites: BCOM 185 or BCOM 201 (prerequisites)
- 4.2 Proposed prerequisites: SJB 101 or 102 or 103 (prerequisites)
- 4.3 Rationale for revision of course prerequisites/co-requisites/special requirements: Deactivation of BCOM 185 and creation of SJB 101, 102, and 103
- 4.4 Effect on completion of major/minor sequence: None. For current students that have completed either BCOM 185 or BCOM 201 course prerequisite overrides will be provided.

5. Revise course catalog listing:
- 5.1 Current course catalog listing: An introduction to the theory and practice of broadcast news writing styles for radio and TV. Includes analyzing and editing news information with initial exposure to broadcast news announcing on the student radio station WWHR-FM. Course Fee
- 5.2 Proposed course catalog listing: An introduction to the theory and practice of broadcast news writing styles for radio, television and the web. Includes analyzing and editing news information with exposure to broadcast news announcing on the student radio station, WWHR-FM. Course Fee.
- 5.3 Rationale for revision of course catalog listing: More accurately describes the current content of the course. Inclusion of web writing is necessary as the industry provides the public with on-line content in addition to its over-the-air product.

6. Revise course credit hours: n/a

7. Revise grade type: n/a

8. Proposed term for implementation: 2014(30)

9. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Jo-Anne Ryan, jo-anne.ryan@wku.edu, 745-3828

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: BCOM 266
- 1.2 Course title: Basic Television Production

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisites: BCOM 185 or BCOM 201 or permission of instructor
- 4.2 Proposed prerequisites: SJB 101 or BCOM 201 or permission of instructor
- 4.3 Rationale for revision of course prerequisites: BCOM 185 will be suspended in fall 2014. SJB 101 *Understanding Media* is a new "core curriculum" course that will replace BCOM 185 in the major.
- 4.4 Effect on completion of major/minor sequence: Not applicable. Pre-req overrides will be provided for current students that have completed BCOM 185.

5. Revise course catalog listing:
- 5.1 Current course catalog listing:
  Designed to introduce students to the operation of television field and studio equipment and general station operation. Practical experience producing various types of television broadcast and non-broadcast video material. Lecture and lab. Course Fee
- 5.2 Proposed course catalog listing:
  Designed to introduce students to production principles, crew positions, equipment and general station operation. Practical experience producing various types of television broadcast and non-broadcast video material in a multi-camera studio environment. Lecture and lab. Course Fee
- 5.3 Rationale for revision of course catalog listing: Clarify course content.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: 2014(30)

9. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Jeanine Cherry, Jeanine.Cherry@wku.edu, (270) 745-8921

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: BCOM 325
- 1.2 Course title: Survey of Writing for Television, Radio

2. Revise course title:
- 2.1 Current course title: Survey of Writing for Television, Radio
- 2.2 Proposed course title: Survey of Electronic Media Writing
- 2.3 Proposed abbreviated title: Electronic Media Writing
- 2.4 Rationale for revision of course title: The broadcasting industry encompasses the web, which is not included in the current title.

3. Revise course number: n/a

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisites: BCOM 185 or BCOM 201
- 4.2 Proposed prerequisites: SJB 103
- 4.3 Rationale for revision of course prerequisites/co-requisites/special requirements: Deactivation of BCOM 185 and subsequent creation of SJB 103. SJB 103 Digital Storytelling will provide foundation material on developing ideas and communicating them in the media.
- 4.4 Effect on completion of major/minor sequence: None. Prerequisite overrides will be provided for current students that have completed either BCOM 185 or BCOM 201.

5. Revise course catalog listing:
- 5.1 Current course catalog listing: A survey of television and radio as media for the writer and the forms of writing prevalent in the two media. Survey of, and practice in, techniques for writing commercials, public service, news, sports, interviews and dramatic segments. Introduction to the production elements involved in writing for television and radio. Course fee
- 5.2 Proposed course catalog listing: A survey of writing for television, radio, and web audiences. Practice in writing techniques for commercials, public service announcements, news, interviews and dramatic segments. Introduction to the production elements involved in writing for broadcast and the web. Course Fee

5.3 Rationale for revision of course catalog listing: To update the catalog to reflect the current course content. Broadcasters are now offering on-air products on the web and writers must prepare on-line product distribution.

6. Revise course credit hours: n/a

7. Revise grade type: n/a

8. Proposed term for implementation: 2014(30)

9. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Jim LeTourneau, james.letourneau@wku.edu, 270-745-8856

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: BCOM 326
- 1.2 Course title: Television and Radio Performance

2. Revise course title:
- 2.1 Current course title: Radio and Television Performance
- 2.2 Proposed course title: Radio and Television News Performance
- 2.3 Proposed abbreviated title: Radio & TV News Performance
- 2.4 Rationale for revision of course title: Specifies this is a news performance class and not entertainment or theater performance.

3. Revise course number: N/A

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisite: BCOM 266 (prerequisite)
- 4.2 Proposed prerequisites: BCOM 265 and either BCOM 261 or BCOM 266 (prerequisites)
- 4.3 Rationale for revision of course prerequisites: BCOM 261 is Basic Radio Production. Because half of the 326 coursework requires exposure to long-form radio news production, it is proper the student would have acquired previous radio production skills. Both radio and TV classwork requires practical application of broadcast news writing, skills acquired in BCOM 265.
- 4.4 Effect on completion of major/minor sequence: None anticipated. Both BCOM 266 and BCOM 265 are required courses in the news track within the broadcasting major. All three courses are required in the radio/TV operations track. Students in the television production track may count BCOM 261 as an elective.

5. Revise course catalog listing:
- 5.1 Current course catalog listing: The fundamentals and principles of communicating as performer on-microphone and on-camera, including voice improvement and image projection as well as exercises in the types of performing prevalent in radio and television. Lecture and lab. Course Fee
- 5.2 Proposed course catalog listing: A practical application of skills and techniques needed as journalism performers for long-form radio interviewing and television news studio, and field on-camera presentation. The goal is to improve voice and image projection for broadcast journalism presenters. Lecture and lab. Course Fee

5.3 Rationale for revision of course catalog listing: Better clarifies the actual coursework.

6. Revise course credit hours: n/a

7. Revise grade type: n/a

8. Proposed term for implementation: 2014(30)

9. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Jim LeTourneau, james.letourneau@wku.edu, 270-745-8856

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: BCOM 365
- 1.2 Course title: Intermediate Broadcast News

2. Revise course title:
- 2.1 Current course title: Intermediate Broadcast News
- 2.2 Proposed course title: Broadcast News Reporting and Producing
- 2.3 Proposed abbreviated title: News Reporting & Producing
- 2.4 Rationale for revision of course title: Removes the ambiguity of the current title to one which better headlines the course content.

3. Revise course number: N/A

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisite: BCOM 335 (prerequisite)
- 4.2 Proposed prerequisites: BCOM 335 AND BCOM 368 (prerequisites)
- 4.3 Rationale for revision of course prerequisites: Course content requires TV news reporting projects to supplement TV student newscast. Students need fundamental skills from BCOM 368 (News Videography and Editing) to accomplish this.
- 4.4 Effect on completion of major/minor sequence: Students will be advised to take BCOM 368 earlier in their academic careers.

5. Revise course catalog listing:
- 5.1 Current course catalog listing: An intermediate approach to the principles and practice of collecting, writing, editing and announcing the news by means of radio and television. Lecture and lab. Course Fee
- 5.2 Proposed course catalog listing: A practical application of broadcast news information gathering, writing, editing and presentation for the web, radio and television. Students are exposed to the news decision aspects of broadcast news producing for the student radio, TV and on-line news outlets. Lecture and lab. Course Fee
- 5.3 Rationale for revision of course catalog listing: Better explains the basic aspects of the course content; web, radio and TV news reporting and producing.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: 2014(30)

9. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Dick Taylor, Dick.Taylor@wku.edu, 270-745-5249

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: BCOM 385
- 1.2 Course title: Broadcast Commercial Sales

2. Revise course title: n/a

3. Revise course number: n/a

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisite: Junior status
- 4.2 Proposed prerequisite: Sophomore status
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: Allows more flexibility for students to schedule this course before graduation.
- 4.4 Effect on completion of major/minor sequence: none

5. Revise course catalog listing:
- 5.1 Current course catalog listing: A study of the marketing principles, problems and techniques of producing revenue for broadcast radio and television through the sale of commercial time. Students are involved in role-playing as well as the preparation and oral presentation of a final marketing project.
- 5.2 Proposed course catalog listing: A study of the marketing principles, problems and techniques of producing revenue for broadcast radio, television and the Internet through the sale of commercial time. Students are involved in role-playing as well as the preparation and oral presentation of a final marketing project.
- 5.3 Rationale for revision of course catalog listing: Improved description of existing course content.

6. Revise course credit hours: n/a

7. Revise grade type: n/a

8. Proposed term for implementation: 2014(30)

9. Dates of prior committee approvals:
Broadcasting Program Committee 10/22/2013

SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

1. Identification of course:

1.1 Current course prefix (subject area) and number: FILM 482

1.2 Course title: Film Production Workshop

2. Revise course title:

2.1 Current course title: Film Production Workshop

2.2 Proposed course title: Advanced Film Production Workshop

2.3 Proposed abbreviated title: Adv Film Production Workshop

2.4 Rationale for revision of course title:
With the development of FILM 282 as a preliminary production workshop, FILM 482 will serve as an advanced, senior-level workshop, accurately reflecting its 400-level course number.

3. Revise course number: n/a

4. Revise course prerequisites/corequisites/special requirements:

4.1 Current prerequisite: FILM 201

4.2 Proposed prerequisites: FILM 376, 377, 378 and 379

4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
As an advanced production workshop, FILM 482 will require students to have completed upper-division courses in Film producing, directing, audio and cinematography.

4.4 Effect on completion of major/minor sequence:
The Major in Film is being revised to make FILM 482 an elective instead of a required course. For past catalog years (where 482 was required), students will be permitted to substitute FILM 282, the new required course. i-CAP exceptions will be processed to accommodate this change.

5. Revise course catalog listing:

5.1 Current course catalog listing:
Intensive, hands-on workshop in the production of short-form cinema. Specific focus of study to be determined in consultation with instructor. Emphasis on techniques and strategies relevant to producing independent film and video. May be repeated three times for additional credit.

5.2 Proposed course catalog listing:
Senior-level production practicum. Specific focus of study to be determined in consultation with instructor. Emphasis on film and video techniques and strategies

learned across the entire program of study of the Film major. May be repeated once for additional credit.

5.3 Rationale for revision of course catalog listing:
Description altered to emphasize the more advanced, senior-level nature of this course. Due to the change in prerequisites, this will no longer be available to underclassmen. Furthermore, it can now only be repeated once for additional credit.

6. Revise course credit hours: n/a

7. Revise grade type: n/a

8. Proposed term for implementation: 2014(30)

9. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Sept. 30, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: JOUR 323
- 1.2 Course title: News Editing
- 1.3 Credit hours: 3

2. Revise course title:
- 2.1 Current course title: News Editing
- 2.2 Proposed course title: Multiplatform News Presentation
- 2.3 Proposed abbreviated title: Multiplatform News
- 2.4 Rationale for revision of course title: This title more accurately reflects the course content and current news media environment.

3. Revise course number: N/A

4. Revise course prerequisites/corequisites/special requirements: N/A

5. Revise course catalog listing:
- 5.1 Current course catalog listing: A course of basic instruction in copy editing and headline writing, as well as an introduction to picture handling, cutline writing, and the use and abuse of the language.
- 5.2 Proposed course catalog listing: Basic instruction in copy editing and headline writing for print and online publication. Course will include topics in visual editing, news selection and ethical considerations. Course fee.
- 5.3 Rationale for revision of course catalog listing: This listing more accurately reflects the course content and current news media environment.

6. Revise course credit hours: N/A

7. Proposed term for implementation: 2014(30)

8. Dates of prior committee approvals:

SJ&B Curriculum Committee:	10/30/13
School of Journalism & Broadcasting	11/1/13
Potter College Curriculum Committee	1/7/2014

Undergraduate Curriculum Committee January 30, 2014

University Senate _____

Proposal Date: Sept. 30, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. Identification of course:

1.1 Current course prefix (subject area) and number: JOUR 427
1.2 Course title: School Journalism

2. Revise course title:

2.1 Current course title: School Journalism
2.2 Proposed course title: Journalism and Media in the Schools
2.3 Proposed abbreviated title: Media in the Schools
2.4 Rationale for revision of course title: This title more accurately reflects the course content and current media environment in middle schools and high schools.

3. Revise course number: N/A

4. Revise course prerequisites/corequisites/special requirements:

4.1 Current prerequisite: Senior or graduate standing.
4.2 Proposed prerequisite: Junior standing or permission of instructor.
4.3 Rationale for revision of course prerequisites requirements:
Effective fall 2014, JOUR 427 will be added to the elective list as an option for News/Editorial Journalism majors interested in teaching media at middle or high school levels. Junior standing or permission of the instructor as a prerequisite will allow earlier exposure for students interested in advising student media and/or teaching journalism.

4.4 Effect on completion of major/minor sequence: None

5. Revise course catalog listing:

5.1 Current course catalog listing: A course designed to meet the state requirements for secondary certification in journalism. Explores resources available to journalism teachers and the responsibility of publications advisors.
5.2 Proposed course catalog listing: An introduction to the challenges, responsibilities and available resources for middle school and high school journalism and media teachers and student publication advisors.
5.3 Rationale for revision of course catalog listing: This listing more accurately reflects the course content and current middle school and high school news media environment. In addition, the previous listing is no longer accurate.

Previously required for certification of secondary teachers, this course is now a restricted elective in the Allied Language Arts cluster within the Major in English for Secondary Teachers.

6. Revise course credit hours: N/A

7. Proposed term for implementation: 2014(30)

8. Dates of prior committee approvals:

SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting:	11/1/13
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

Proposal Date: Sept. 30, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: JOUR 428
- 1.2 Course title: Newspaper Management

2. Revise course title:
- 2.1 Current course title: Newspaper Management
- 2.2 Proposed course title: News Media Management
- 2.3 Proposed abbreviated title: News Media Management
- 2.4 Rationale for revision of course title: This title more accurately reflects the current news media environment, particularly with regard to multiplatform news media operations.

3. Revise course number: N/A

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisite: 18 hours of journalism or permission of instructor.
- 4.2 Proposed prerequisite: Junior standing or permission of instructor.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: This class has not been offered in several years, but with the changes being made throughout the SJ&B curriculum it now becomes a class that would have broad appeal for all SJ&B majors and some non-majors. Junior standing is an adequate prerequisite for SJ&B majors and most non-majors.
- 4.4 Effect on completion of major/minor sequence: None

5. Revise course catalog listing:
- 5.1 Current course catalog listing: Critiquing of the decision-making process and of solutions reached by newspaper management. Topics will include circulation, promotion, advertising, production, managing newsroom personnel, and the law regarding newspaper publication and distribution.

- 5.2 Proposed course catalog listing: Examines the organization of, and decision-making process within, print and online news media operations. Topics include identifying audience, circulation and content delivery, promotion, generating revenue, production, managing newsroom personnel and the law regarding news publication and distribution.

5.3 Rationale for revision of course catalog listing: This listing more accurately reflects the course content and news media environment.

6. Revise course credit hours: N/A

7. Proposed term for implementation: 2014 (30)

8. Dates of prior committee approvals:

SJ&B Curriculum Committee:	10/30/13
School of Journalism & Broadcasting	11/1/13
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

Proposal Date: November 6, 2013

Potter College of Arts & Letters
Department of Sociology
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Holli Drummond, holli.drummond@wku.edu, 745-2259

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: SOCL 240
- 1.2 Course title: Contemporary Social Problems

2. Revise course title:
- 2.1 Current course title: Contemporary Social Problems
- 2.2 Proposed course title: Global Social Problems
- 2.3 Proposed abbreviated title: Global Social Problems
- 2.4 Rationale for revision of course title:

  While most sociology departments title this course simply "social problems," it has been the practice of our department to be more descriptive. Such descriptiveness requires vigilance to ensure such a title maintains current relativity. Because contemporary social problems are situated within a global context, we believe an update to the name is appropriate. Such language is consistent with sociology offerings at Bridgewater State College & the University of North Carolina Greensboro (to name a few).

3. Revise course number: NA
- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: NA
- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:
- 5.1 Current course catalog listing:
  Survey of social disorganization and public descensus in contemporary societies. Emphasis is placed on social change, conflicts in cultural values and the impact of technology. Field trips required in some sections.
- 5.2 Proposed course catalog listing:
  Examines causes of and responses to critical social problems in different world regions, with a focus on the dimensions and impacts of globalizations. Diverse

social theories are applied to interpret problems such as environmental degradation, AIDS, family violence, racism, migration, international poverty, and crime.

5.3 Rationale for revision of course catalog listing:
While the topics enumerated in the new SOCL 240 course description are the same as those presently covered (for example the text used this semester is *Global Social Problems and the Culture of Capitalism*), we believe the language is less technical and thus more easily translated by a student looking for a 200 level course (many of whom have not previously taken an SOCL course).

6. Revise course credit hours: NA

6.1 Current course credit hours:
6.2 Proposed course credit hours:
6.3 Rationale for revision of course credit hours:

7. Revise grade type: NA

7.1 Current grade type:
7.2 Proposed grade type:
7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall 2014

9. Dates of prior committee approvals:

Department/ Unit Sociology	**Nov 20, 2013**
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Nov 6, 2013

Potter College of Arts & Letters
Department of Sociology
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Holli Drummond, holli.drummond@wku.edu, 745-2259

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: SOCL 350
- 1.2 Course title: Social Inequality

2. Revise course title:
- 2.1 Current course title: Social Inequality
- 2.2 Proposed course title: Systems of Social Inequality
- 2.3 Proposed abbreviated title: Systems of Social Inequality
- 2.4 Rationale for revision of course title:

The course has always offered systematic analysis of social inequality. Such sociological analysis reveals the human systems used to differentially distribute social rewards. We feel inclusion of "system" in the title better communicates the content of the course to students and colleagues outside our department.

3. Revise course number: NA
- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: NA
- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:
- 5.1 Current course catalog listing:
  Analysis of how societies differentially distribute social rewards. Includes inequality, mobility, and lifestyles in caste, class, and other systems.
- 5.2 Proposed course catalog listing:
  Analysis of the social origins, development, and persistence of inequality as a human system present in all societies. Course covers systems of stratification in the US (class, race, gender, ethnicity, etc.) used to differentially distribute social rewards. Some sections require a service-learning project.
- 5.3 Rationale for revision of course catalog listing:

While the topics enumerated in the new SOCL 350 course description are the same as those presently covered, we believe the new description helps communicate what the course is about to today's college student.

6. Revise course credit hours: NA

6.1 Current course credit hours:
6.2 Proposed course credit hours:
6.3 Rationale for revision of course credit hours:

7. Revise grade type: NA

7.1 Current grade type:
7.2 Proposed grade type:
7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall 2014

9. Dates of prior committee approvals:

Department/ Unit Sociology	**Nov 20, 2013**
Potter College Curriculum Committee	1/7/2014
~~Professional Education Council (if applicable~~)	
~~General Education Committee (if applicable~~)	
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Nov 1, 2013

Potter College of Arts & Letters
Department of Sociology
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Holli Drummond, holli.drummond@wku.edu, 745-2259

1. Identification of course:

1.1 Current course prefix (subject area) and number: SOCL 376
1.2 Course title: International Sociology

2. Revise course title:

2.1 Current course title: International Sociology
2.2 Proposed course title: Sociology of Globalization
2.3 Proposed abbreviated title: Sociology of Globalization
2.4 Rationale for revision of course title:
This course was created four years ago by a development scholar in our department. However, it has had difficulty drawing enough students to "make." Having acquired several additional faculty whose interests are also community/development, we have created several "development" courses. We believe that by changing the name we 1) more effectively communicate the content of the course and 2) create an association between this course and other 200, 300, and 400 level courses in our department (some, newly created). Specifically, we believe the course, as part of a sequence, will have better success attracting students to study the timely topics emphasized by our development experts. Such language is consistent with sociology offerings at University of California Santa Barbara and McGill University (to name a few).

3. Revise course number: NA

3.1 Current course number:
3.2 Proposed course number:
3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: NA

4.1 Current prerequisites/corequisites/special requirements: (indicate which)
4.2 Proposed prerequisites/corequisites/special requirements:
4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:

5.1 Current course catalog listing:
Survey of causes, effects, and implications of globalization on societies and individual lives. There will be optional field trips.
5.2 Proposed course catalog listing:

Sociological analysis of causes, effects, and implications of the process by which people become more interconnected in different ways and across large distances. Within this framework, economic, cultural, environmental, political, and social issues will be examined.

5.3 Rationale for revision of course catalog listing:
While the topics enumerated in the new SOCL 376 course description are the same as those presently covered, we believe the new description helps clarify what the course is about by listing specific processes only inferred by the old description.

6. Revise course credit hours: NA

6.1 Current course credit hours:
6.2 Proposed course credit hours:
6.3 Rationale for revision of course credit hours:

7. Revise grade type: NA

7.1 Current grade type:
7.2 Proposed grade type:
7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall 2014

9. Dates of prior committee approvals:

Department/ Unit Sociology	**November 20, 2013**
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: January 12, 2014

University College
Diversity & Community Studies
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Dana Burr Bradley, PhD, dana.bradley@wku.edu, 270 745-2356

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: GERO 485
- 1.2 Course title: Seminar in Gerontology

2. Revise course title: n/a
- 2.1 Current course title:
- 2.2 Proposed course title:
- 2.3 Proposed abbreviated title:
- 2.4 Rationale for revision of course title:

3. Revise course number: n/a
- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisites/corequisites/special requirements: (indicate which) n/a
- 4.2 Proposed prerequisites/corequisites/special requirements: n/a
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: n/a
- 4.4 Effect on completion of major/minor sequence: Students selecting the GERO minor before implementation of revised GERO minor (Fall 2014) will be offered the option of substituting GERO 490 1 credit for GERO 485.

5. Revise course catalog listing:
- 5.1 Current course catalog listing: Students integrate what they have learned in gerontology with a focus on how those concepts, ideas, theories and practical experiences relate to their career or higher education goals. Students create a portfolio and resume that reflects their experiences.
- 5.2 Proposed course catalog listing: Students integrate what they have learned in gerontology with a focus on how those concepts, ideas, theories and practical experiences relate to their personal, professional or higher education goals.
- 5.3 Rationale for revision of course catalog listing: Aligns with proposed increase in total minimum hours for Gerontology Minor and proposed Specialist in Aging Certificate.

6. Revise course credit hours:
- 6.1 Current course credit hours: 1
- 6.2 Proposed course credit hours: 3

6.3 Rationale for revision of course credit hours: Thoughtful reflection and documentation required in a seminar capstone better aligned with 3 credit hours.

7. Revise grade type: n/a

7.1 Current grade type:
7.2 Proposed grade type:
7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall 2014

9. Dates of prior committee approvals:

Department of Diversity & Community Studies	January 12, 2014
University College Curriculum Committee	January 15, 2014
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

PRE-PROPOSAL FOR NEW ACADEMIC PROGRAM

Western Kentucky University
Institution Submitting Proposal

Single
Program Type

Civil Engineering
Title of Proposed Degree Program

Baccaulaureate
Degree Level

EEO Status	???
CIP Code	Civil 14.0801
Academic Unit	Department
Name of Academic Unit	Department of Engineering
Name of Program Co-ordinator	Shane Palmquist, Ph.D., P.E.
Date of pre-proposal	???
End of review period	???
Intended Date of Implementation	Fall 2014
Name, Title and Information of Contact Person	Julie Ellis, Ph.D., P.E. Department Head and Professor WKU Engineering 1906 College Heights Blvd Bowling Green, Kentucky 42101 julie.ellis@wku.edu

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Is this program a pre-baccalaureate certificate or diploma program? Y___ N _✓_

Date of CPE Approval _____

A. Centrality to the Institution's Mission and Consistency with the State's Goals

A.1. Program Description

The civil engineering program proposed here is identical in its curriculum to the corresponding existing engineering program now operating at WKU, currently offered jointly with the University of Kentucky. Civil engineers design a better world in which to live. They design, build, and maintain our nation's infrastructure. Some of the things that civil engineers design include: roads and bridges; buildings and foundations; water supply and waste-water facilities; storm water management systems; and environmental protection facilities.

The civil engineering program at WKU provides a broad educational background with a foundation in basic engineering and business principles. Topics include construction, geotechnical engineering, construction materials, structures, surveying, and hydrology. These basic topics are complemented by advanced topics in engineering design, management, finance, and computer applications. Real-world civil engineering experiences are incorporated throughout the baccalaureate degree program. The WKU civil engineering program prepares students for professional engineering and management positions in all phases of civil engineering projects.

The teaching philosophy of this program focuses on project-based learning. This is achieved by placing competent, practicing engineers in the classroom as professors, engaging students in the practice of civil engineering through hands-on class projects, and involving students in faculty consulting and applied research activities. Real engineering projects often serve as class projects. Project sites and professional engineering and construction management firms' offices often serve as classrooms.

This program does not contain any specializations.

A.2. Program Objectives

The program objectives remain identical to those of the corresponding existing program now operating at WKU, currently offered jointly with the University of Kentucky. These program objectives have been affirmed through ABET accreditation since the programs' inception.

The WKU civil engineering program has three educational objectives.

> Objective 1: The graduates of the civil engineering program are technically competent. They will possess a broad knowledge of the principles and fundamentals of civil engineering and their application, and thus be able to: successfully practice as professional civil engineers; pursue graduate or professional degrees; or engage in other professional careers that involve the application of the engineering method.
>
> Objective 2: The graduates of the civil engineering program are effective team members. They will function effectively in multicultural and multidisciplinary groups in their practice of the civil engineering. They will effectively participate in the management of projects and the business of which they are a part.
>
> Objective 3: The graduates of the civil engineering program are professional. They will perform all of their duties professionally and ethically. They will understand that what they do is a part of a larger society and will understand their part within that society. They will engage in life-long learning to continually provide themselves with the necessary skills, certifications, and licenses to effectively perform their professional duties, even if their career takes them beyond engineering and into another profession.

Graduates of the proposed engineering program will receive a Bachelors of Science degree, just as graduates of the three existing engineering programs do.

A.3. Alignment with Institutional Mission and Strategic Priorities, Statewide Postsecondary Education Vision, Strategic, and the Statewide Strategic Implementation Plan

A.3.a. WKU Institutional Mission

The WKU Institutional Mission is to
"*prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders in a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.*" (WKU)

With minor changes to include engineering language, this could be each program's mission statement; the alignment is that tight. As laid out in the objectives in A.2 above, our programs prepare students well; members of our community–faculty, staff, and students—engage in research, service, and lifelong learning; and WKU engineering programs affect the quality of life in the region in multiple positive ways. To be more specific, each WKU engineering program prepares students to be technically competent, professional engineers with strong communication skills and awareness of their professional responsibilities to society and of engineering's role in global issues. We take special care to ensure our graduates meet the needs of industry in the region and beyond. With students and as individuals, each faculty member of WKU Engineering engages in applied research and service activities that draw on her or his professional skills and preparation, and they contribute to their profession locally, regionally, nationally, and occasionally globally. We provide continuing education opportunities to the engineering profession, and we participate in STEM outreach to the K-12 community.

In preparing outstanding engineering graduates for employment and further study, in providing educational programs at a variety of levels, and in executing meaningful projects for local industry and organizations, the Department of Engineering supports the WKU Mission every way it can.

A.3.b. WKU Strategic Priorities

The WKU engineering programs have aligned our departmental objectives with the four strategic priorities of the university (WKU)

WKU Engineering Objectives	*related WKU Engineering goal*
WKU Strategic Goal 1: Foster academic excellence.	
Deliver high-quality engineering education using efficient and sustainable project-based pedagogies. (ENGR2)	Produce competent practitioners
Continuously develop and support faculty and staff. (ENGR5)	Steward our resources responsibly
WKU Strategic Goal 2: Promote a dynamic and diverse university community.	
Communicate effectively with internal and external constituencies about WKU Engineering: what we do, how we do it, our dreams, and our needs. (ENGR4)	Tell our story well
Be a good departmental citizen in our college, in our university, and in our professional and civic communities. (ENGR9)	Steward our resources responsibly
WKU Strategic Goal 3: Improve the quality of life for our communities.	
Produce competent engineering practitioners in the fields of civil, electrical, and mechanical engineering. (ENGR1)	Produce competent practitioners

Provide engineering expertise responsive to the needs of the region. (ENGR3)	Produce competent practitioners

WKU Strategic Goal 4: Support the core mission with a robust campus infrastructure.

Raise the research profile of WKU Engineering. (ENGR6)	Produce competent practitioners
Strengthen private support for WKU Engineering. (ENGR7)	Steward our resources responsibly
Emancipate the joint programs. (ENGR8)	Tell our story well

A.3.c. Statewide Postsecondary Education Vision

The vision of the Kentucky Council for Postsecondary Education is: *All Kentuckians will be prepared to succeed in a global economy.* (Kentucky Council on Postsecondary Education) The engineering programs at WKU support this vision. Engineers make life better by designing systems that improve the quality of life. Manufacturing equipment, highways, bridges, robotics, and many other systems improve the quality of life of everyone in Kentucky and beyond. Focusing locally, the WKU engineering programs provide a path to better jobs and more industry in the region, stimulating more and better jobs here in south-central Kentucky.

According to many economic development theories, engineering programs attract industries that need engineers, and high-tech businesses increase awareness and create demand for engineering programs. As the only engineering school in south-central Kentucky, WKU has already drawn (and will continue to draw) new high-quality firms and industries to this region. Additionally, new engineering talent that is connected to this region already helps (and will continue to help) existing companies develop new capabilities and innovations. WKU Engineering and regional industry are collaborating in creating more success for south-central Kentuckians in the global economy.

A.3.d. Statewide Strategic Agenda

The Mission of the CPE's Strategic Agenda is: *to deliver a world-class education to students, create and apply new knowledge, and grow the economy of the Commonwealth.*

The WKU engineering programs contribute to achieving this mission through our project-based curricula that enable students to learn by doing. At WKU, we believe creating real-world projects where students complete realistic and real-world engineering projects is the best way to both prepare our graduates for the global marketplace and support the growth of the Kentucky economy. By the time each student graduates, he or she will have had multiple experiences of designing and building innovative products and completing engineering projects on time, within budget, to specification. At the end of their undergraduate years, our students are ready to begin engineering practice or go to graduate school. In the first 10 years of the programs, our students have completed many significant projects. They have tested concrete for several WKU buildings and for structures around the region. They have developed a controller for a submersible system used by Warren County Search and Rescue for underwater searches, and that system is now under development as a commercial product to be used in a variety of applications, including bridge inspection. With funding from the Gates Foundation and NSF, WKU engineering students collaborating with animal behaviorists from WKU Biology have developed systems to warn villagers in Africa of marauding elephants that eat their crops. Our faculty and students have developed a method for testing better and safer horse reins used at race tracks across the country. WKU is the only U.S. university to require that all of the engineering faculty be licensed professional engineers as a condition for tenure. Our faculty are practitioners teaching practical methods of engineering. All our faculty have all done real engineering work and can transmit this knowledge to

students. Licensure is not a priority for most other institutions, and this is one thing that distinguishes our program.

One of the challenges for post-secondary education cited by the CPE is that Kentucky is "47th among the 50 states in the number of science, technology, engineering, and math (STEM) degrees awarded per capita." (Kentucky Council on Postsecondary Education) The first WKU engineering graduates received their degrees ten years ago, and since that first class, almost 500 engineers have graduated from the WKU engineering programs. Most of these students would not have chosen to attend other engineering programs in the state, so they represent a new source of technical talent in the engineering workforce. Currently more than 600 engineering students are enrolled at WKU. The ones that graduate will be a new pool of engineers that would not have been available to our region without the presence of WKU Engineering. With these programs, we will be able to continue to grow the number of Kentucky's engineering graduates and better prepare students to contribute to the Commonwealth's economic growth.

The CPE's Strategic Agenda includes 4 key policy objectives:

- College Readiness
- Student Success
- Research, Economic, and Community Development
- Efficiency and Innovation

The WKU engineering programs address three of these components of the CPE Strategic Agenda: student success; research, economic, and community development; and efficiency and innovation.

Student Success – Objective 1: To increase production and improve graduation rates at all levels.

The WKU engineering programs have produced 468 graduates since 2004 in an area deemed as high demand by the CPE. (Kentucky Council on Postsecondary Education) A significant factor in justifying the engineering programs at WKU initially was that according to the Kentucky Science and Technology 1999 Entrepreneurial Capacity Report, the Commonwealth ranked 47th in the number of scientists and engineers per capita and 45th in science and engineering graduates per capita. From 2005 to 2009 the production of science and engineering graduates increased almost 10% in Kentucky while the population of 18-24 year olds decreased slightly according to the National Science Foundation Science and Engineering Indicators 2012 report. (National Science Board) During this time period the WKU engineering programs were just beginning; since then, we have continued to grow and produce more graduates, drawing from populations that would probably not choose other programs in the state.

Student Success - Objective 3: To provide high-quality, competitive undergraduate and graduate programs that support academic achievement and program completion, a capacity and desire for life-long learning, and skills and behaviors promoting civic engagement, global awareness, and career readiness.

As presented elsewhere in this document [Student Learning Outcomes, page 230], the learning outcomes of the WKU engineering programs require that all graduates are prepared to achieve this specific objective; this objective is consistent with the ABET criteria and learning outcomes. (ABET) The WKU programs have undergone two successful ABET accreditation visits where these outcomes have been documented, reviewed, and deemed acceptable by the most significant engineering accreditation body in the world. The faculty view the items stated in the CPE objective to be valuable, and have worked diligently to make sure they are met, and the accreditation review has shown the efforts to be successful.

Efficiency and Innovation - Objective 3: To better align academic programs with the current and future needs of the Commonwealth.

As stated above under *Student Success – Objective 1*, the growth and number of graduates produced by the WKU Engineering program shows significant support of this objective. Graduates, their employers, and economic development professionals attest to the need for engineering programs in south-central Kentucky and to the excellent alignment of WKU's project-based approach with their requirements.

Research and Economic Competitiveness – Objective 1: To increase research and development efforts to promote innovation and economic development.

As stated specifically in the CPE document detailing this objective, the WKU Engineering program has demonstrated support through its endowment of over $3 million through the combination of private and public support in the Bucks for Brains program. During the startup phase of the engineering programs at WKU these funds helped to develop the programs' capacity to provide these project-based curricula. As the programs have evolved, these funds are being used to develop the applied research capabilities as well.

Research and Economic Competitiveness – Objective 3: To align education, economic development, and workforce policies and programs to develop, attract, and maintain jobs.

The CPE Strategic Agenda specifically states that STEM fields are high demand areas. The WKU Engineering program is making significant contributions in producing graduates in the high demand fields, as shown in our graduation and employment information elsewhere in this document. [**Student Demand**, page 230 and **Employer Demand**, page 241]

A.3.e. Statewide Strategic Implementation Plan

The statewide implementation plan (Kentucky Council on Postsecondary Education) identifies several specific areas for each program to address: funding, accountability, measurable performance, and the balance between quality and quantity.

Adequate Funding

Sustained, adequate funding in direct operating support to public postsecondary education institutions is vital to achieving statewide policy objectives and moving forward on the aggressive, long-term goals of HB 1 (1997). Increases in state funding, tuition revenue, and financial aid, as well as aggressive cost control, will be required to increase productivity and protect college access for low- and moderate-income students and families.

WKU fully supports cost control and two ways this is achieved is through scholarships for students and the Bucks for Brains program. For example, of 150 civil engineering students at WKU, approximately 20 receive Kentucky Transportation Cabinet scholarships. These are available to worthy students at every level of their studies, giving them access to productive college degrees that improve the quality of life for people in Kentucky and in this region.

Of 14 engineering faculty members at WKU, 4 hold endowed chairs or professorships which enhance teaching, research, and service. This funding, much of it through the Bucks for Brains program, allows faculty members to expand their activities well beyond what would be possible with basic program funding. An example of teaching enhancement is provided by the WKU Study Away Program. In 2012, 9 civil engineering students were able to travel to Hoover Dam, and other locations in the desert southwest to study flood control and water supply. They interacted with flood control district personnel in Arizona and Nevada and studied problems with water supply that the flood control districts have dealt with for decades. One goal of this study was to understand methods that could be used to alleviate water supply and pollution problems that now face our region. Each of these students received

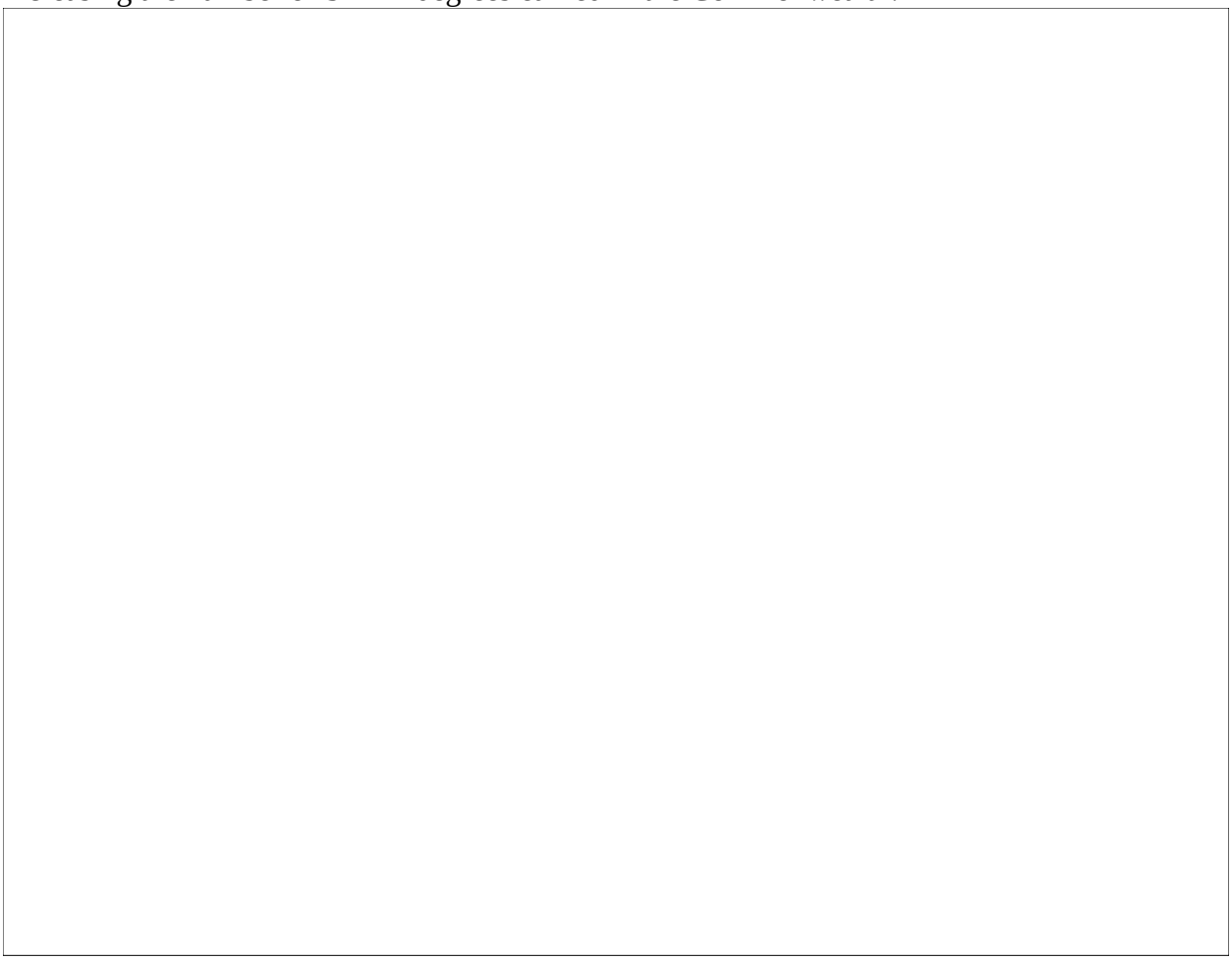
grants, funded by private support, that made this program affordable and provided them with an unforgettable educational experience.

The support of the Engineering Program by regional businesses and donors has been phenomenal. These business people have concluded that this program is worth supporting and have opened their pocketbooks as a clear indication of the need of this program.

Accountability

Accountability in higher education is a shared responsibility that includes common goals and objectives, a division of labor, measured results, and a focus on continuous improvement. It will take a common commitment between the Council; institutional governing boards, policy leaders, faculty, and staff; Kentucky's adult education system, students, and parents; the Governor and the General Assembly; the K-12 system; and key state agencies and stakeholders to demonstrate accountability at both the state and institution level.

6 One of the goals of the CPE is to increase the number of STEM degrees earned in Kentucky. The state has been underperforming in this important area for years. Figure XXX illustrates the point. In the figure, each color represents a different quintile and Kentucky ranks in the lowest quintile of states in the per capita production of science and engineering degrees, and is surrounded by states with better performance in this important area. Since 2004 WKU has produced 468 graduates. During that time, engineering enrollment at other state schools offering engineering degrees has remained stable. These are 468 graduates who improved the goal of increasing the number of STEM degrees earned in the Commonwealth.



7 Figure 1: Science and engineering degrees awarded per 1,000 18-24 yr olds (National Science Board)

Performance Metrics and Targets

A select number of state and institutional performance metrics, with negotiated targets for 2015, will help guide progress on the 2011-15 Strategic Agenda, HB 1 mandates, and other reform legislation. Other data, including various leading and lagging indicators, will be monitored to gauge improvement and assist in policy development.

The WKU Engineering Program contributes most to the Research, Economic and Community Development category of metrics. One of these is the number of degrees and credentials in science, technology, engineering, mathematics, and health-related fields. The Engineering Program historically has added engineering degrees without reducing enrollment in engineering at other state institutions. Engineering schools produce STEM degrees and attract high tech industry. This directly impacts the regional economy. Our donors have been willing to open their pocketbooks to support WKU engineering. They believe in this program. WKU Engineering will help the CPE and the state achieve its implementation plans.

Implementation Plans

The Council is directed by statute to draft an implementation plan that will be pursued collaboratively with institutional representatives and other key stakeholders over the next four years. This policy work is intended to complement, not supplant, the strategic plans approved by institutional governing boards that broadly align with the strategic agenda and allow postsecondary education institutions to achieve their unique missions.

Reporting and Benchmarking

A new Web-based performance dashboard and improvements to the Council's accountability reports will provide easy access to the data and information needed to understand absolute and relative progress on key objectives and strategies. Council and other stakeholder meetings will allow for regular updates on progress.

This relates to a CPE function and does not apply to WKU Engineering.

Incentives

As originally envisioned by HB1, strategic trust funds and various incentive programs are crucial to stimulating increases in degree production, research activity, community outreach, and workforce development. Kentucky must continue to fund proven programs like "Bucks for Brains," Regional Stewardship, Workforce Development, Kentucky Innovation Funds, and EPSCoR, and provide new incentives directly related to improvements in degree production.

WKU Engineering is a beneficiary of the Kentucky Bucks for Brains program. Currently, 4 of our 14 faculty hold endowed chairs or professorships. Another is imminent. These programs allow our faculty to enhance teaching, research, and service. Endowment funds have enabled students to travel for Study Away courses at very reasonable cost. Engineering Study Away courses have traveled to Hoover Dam and flood control districts in Arizona and Nevada, and to the Gulf Coast to study the effects of hurricanes.

The Bucks for Brains program enhances our research infrastructure by providing the means to acquire research equipment such as instrumentation for the Corvette Museum track, materials to help the local rescue squad acquire a submersible search robot, and to develop a testing protocol for all horse reins used at tracks across the U.S.

Bucks for Brains allows our faculty to participate in conferences, national boards, and committees that enhance the reputations of WKU, the state of Kentucky, and of our faculty.

Balancing Quality and Quantity

One of the key challenges is balancing the need for high-quality credentials that allow individuals to be successful in their work, life, and communities with the demand to increase degree production and

educational attainment. Strengthening current programs and expanding new ones will help the system control costs, both for students and the state.
Engineering curricula are rigorous, but provide a great return on investment for graduates. It also provides an excellent return on investment for Kentucky because engineers are good for the economy since they design and build new products.
WKU engineering students also have the opportunity to receive minors in Systems Engineering, Land Surveying, Entrepreneurship, Floodplain Management, and Mathematics. Since 2004, more than 200 civil engineering students have achieved American Concrete Institute Grade 1 Certification, and currently 42 of our students have become nationally Certified Floodplain Managers. The state of Kentucky currently has 64 Certified Floodplain Managers. The Minor in Floodplain Management is the first in the U.S. Fifty-seven of our graduates have become licensed professional engineers serving this state and this region.

A.4. Approval letter from Education Professional Standards Board (EPSB)

Not required

B. Program Quality and Student Success

B.1. Student Learning Outcomes

Consistent with ABET, this program demonstrates that each graduate possesses

a) an ability to apply knowledge of mathematics, science, and engineering;
b) an ability to design and conduct experiments, as well as to analyze and interpret data;
c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
d) an ability to function on multidisciplinary teams;
e) an ability to identify, formulate, and solve engineering problems;
f) an understanding of professional and ethical responsibility;
g) an ability to communicate effectively;
h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
i) a recognition of the need for, and an ability to engage in life-long learning;
j) a knowledge of contemporary issues; and
k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

These are the learning outcomes for each student graduating from each program.

B.2. Program Support Provided by Other Units within the Institution

Most of the general education requirements that each student satisfies are provided by academic departments elsewhere in the university. The Mathematics, Physics, and Chemistry Departments provide significant numbers of courses to all three engineering programs. In addition to those, civil engineering students take courses from the Architectural and Manufacturing Sciences Department, as well as geology from the Department of Geography and Geology.

B.3. Relationship to the Existing Program

This program replaces the current civil engineering program, which is offered jointly with the University of Kentucky.

B.4. Will this be a 100% distance learning program? No

B.5. Alternative Learning Formats Utilized (**those that apply** shown in **BOLD**)

- Distance learning
- **Courses that combine various modes of interaction**, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- **Technology-enhanced instruction**
- Evening/weekend/early morning classes
- Accelerated courses
- **Instruction at nontraditional locations**, such as employer worksite
- Courses with multiple entry, exit, and reentry points
- Courses with "rolling" entrance and completion times, based on self-pacing
- Modularized courses

Delivery of the WKU engineering programs takes multiple forms while taking advantage of the growing technological tools available to the education community. The major focus is on the use of tools that help maximize student success and progress towards their degree, while emphasizing technologies implemented in the professional engineering environment.

The Western Kentucky University campus has multiple technological tools which can be utilized by faculty and students. The campus is fully wireless, allowing communication linkups in both academic and residential buildings. This can be used as a means of augmenting education including the use of Blackboard, Skype, online threaded discussion boards, and classroom instruction where students utilize their own laptop computers. By using both synchronous and asynchronous communication methods, a robust educational setting is established while mimicking methods used by the professional engineering community to maintain communication among far-flung groups.

Sharing of information using technology is a key component of the programs. Technology can facilitate meetings between student groups and project sponsors from industry when distance is too great to allow face-to-face meetings, thus improving efficiency. Already faculty and students from WKU have taken advantage of this for meetings spanning the country, from Florida to the state of Washington and places in between. Work in any engineering community involves operating on a global scale, so technology-mediated communication provides valid real-world challenges for students in south-central Kentucky while engaging them in meaningful professional preparation.

Modern laboratory technologies are also used in the WKU engineering programs. The equipment in the WKU laboratories replicates many of the resources available in a professional engineering setting and allows students the opportunity to develop skills that are consistent with those needed by future employers. Laboratory experiences are used in multiple points of each curriculum to extend learning into the realm of modern engineering practice. These facilities are also available to support projects with industry.

Completion of realistic projects, creation of engineered systems, and design of products are key components of the programs. In today's engineering community there is much use of technological tools to accomplish these tasks. Computer-aided design and computer-aided manufacturing tools are

implemented throughout the programs. Computer-assisted analysis tools such as Matlab and Mathcad and LabView, which are all widely used in industry, find use throughout the programs. Use of computer simulation packages to visualize and measure performance of designed systems are implemented as warranted. By guiding students in the use of professional full-strength technological tools, we provide a professional setting such that graduates are better prepared to enter the workforce ready to work as engineering practitioners. In this way greater efficiencies in student education and workforce productivity can be achieved.

One area to be evaluated for implementation in the future is the use of distance-taught courses. In a time when technology has progressed to allow for Massive Online Open Courses (MOOCs) and various online degree options, it appears a proper time to explore such technology with the aim of improving engineering course variety without compromising student educational needs. Engineering is somewhat restrained in the use of distance classes as compared to some other disciplines. A part of this can be attributed to the difficulty of conveying a practice-based class experience, though some examples exist where undergraduate engineering coursework is offered online. As example, North Dakota State University offers some of its undergraduate engineering classes online (www.distance.und.edu/engineering) owing to the vast distances that exist between some students and the campus. Other examples of colleges offering limited online undergraduate engineering courses include Arizona State University, Stanford, Drexel, and the Massachusetts Institute of Technology. At this time there are no accredited undergraduate degree programs available online, but there are a few graduate engineering programs offered largely by distance means.

Western Kentucky University has an infrastructure in place for delivery and reception of distance courses. The Division of Extended Learning and Outreach (DELO) at WKU facilitates the use of distance education. At present the most common forms are web/online courses, independent learning, and interactive video service (IVS)/teleconference courses (http://www.wku.edu/dl). The infrastructure that DELO provides allows the engineering programs to explore accessing course from universities both inside and outside of Kentucky as well as offering our courses to the wider world off campus. DELO can provide a means to expand the educational opportunities such that broader coursework is available to WKU engineering students while maximizing efficiencies of program delivery. In all cases the focus will remain on pedagogically sound methods that best serve the student educational and workforce needs.

B.6. Faculty Requirements

At this time, no additional full-time faculty members are required. Consolidating courses shared by different programs, combining small sections, adjusting scheduled offerings, and expanding the students' choices of electives allows for more effective utilization of existing faculty resources. Some part-time instructors will be needed.

Growth in student enrollment will necessitate additional faculty members in the future.

C. Program Demand/Unnecessary Duplication

C.1. Need and Demand

C.1.a. Student Demand

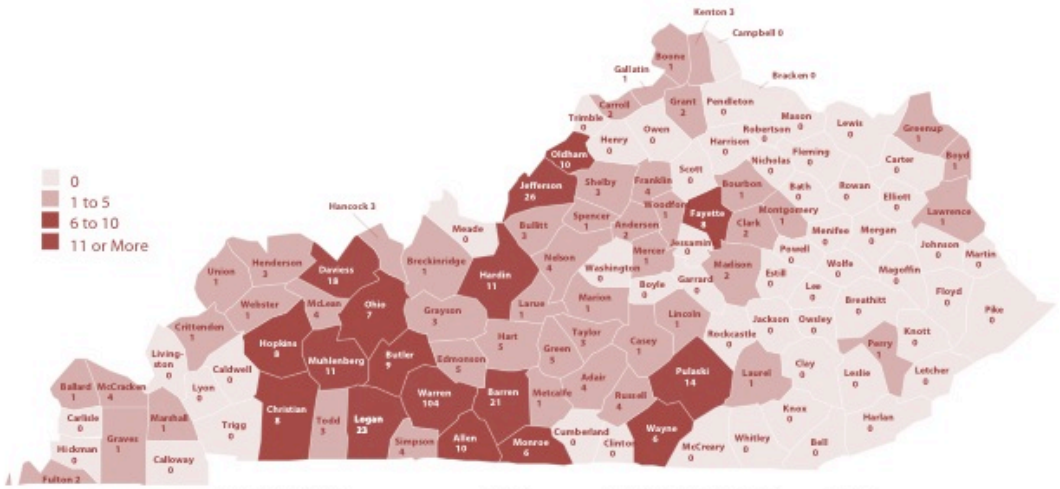
The WKU Engineering programs have consistently attracted a wide range of students since their inception in 2001. Initially the enrollment grew quite rapidly, and over the last seven academic years, enrollment has grown at a modest but steady pace.

Academic Year Ending	2007	2008	2009	2010	2011	2012	2013
Civil Engineering	137	140	139	154	162	160	191

Electrical Engineering	110	119	173	186	198	204	228
Mechanical Engineering	163	173	226	228	229	248	260
Total	**410**	**432**	**538**	**568**	**589**	**612**	**679**

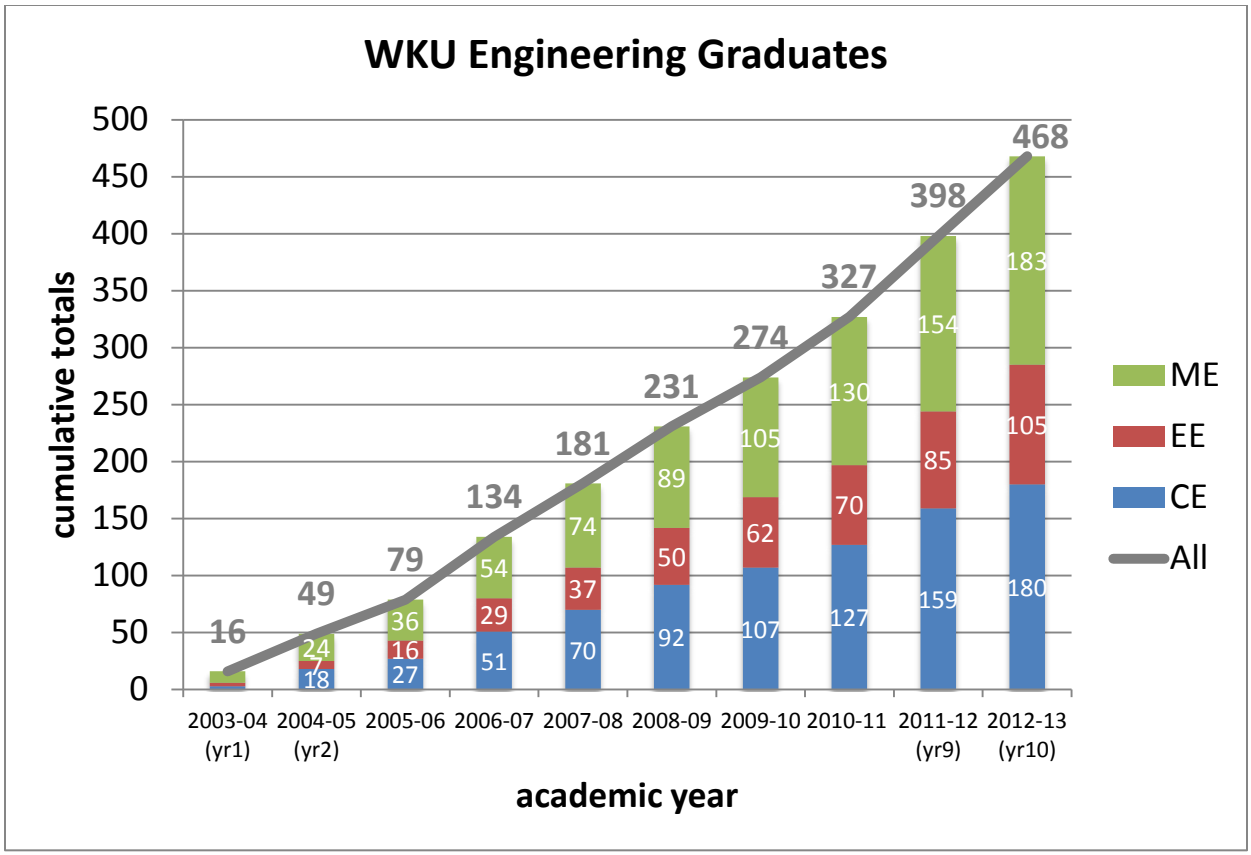
8 Table 1: Enrollment in WKU engineering programs has steadily increased over the past seven academic years. source: WKU Institutional Research

Most of the students served by these programs come from the south-central Kentucky area, as shown in Figure 2. They perceive that their access to other engineering programs in the Commonwealth is limited. Students who choose to attend WKU engineering programs report that, without these programs, they would either choose a different major at WKU or seek an engineering degree outside the Commonwealth.



9 Figure 2: Origins of WKU Engineering students enrolled in Fa2012

Over the past ten academic years (academic years: 2003–2004 through 2012–2013), the three programs have produced 468 engineering graduates as shown in Figure 3.



10 Figure 3: Cumulative WKU Engineering Graduates: Academic Years 2003–2004 through 2012–2013

We anticipate graduating another 58 engineering students during academic year 2013–2014, thereby producing a total of 530 engineering graduates from our three engineering programs over the past 11 years. Most of our graduates secure engineering employment by graduation or shortly after. The majority of our graduates are employed in the state of Kentucky, and in particular, the south-central region of Kentucky.

C.1.b. Employer Demand

When the WKU engineering programs were originally proposed, documentation was presented concerning the need for engineering graduates in south-central Kentucky. Many graduates from more urban areas are unwilling to pursue careers in rural areas such as Logan and Allen County, even though there are good employment opportunities there. . Since that time, it has been well documented that an insufficient number of engineering graduates are being produced by all the engineering programs across the Commonwealth to meet the current and future anticipated demand of the workforce. (Kentucky Council on Postsecondary Education) WKU's programs have responded to those needs, with the majority of our graduates finding permanent employment in the region.

For the two most recent academic years (academic years 2011–2012 and 2012–2013), our graduates have reported employment at 44 different employer locations (28 Kentucky and 16 out-of-state locations) [Berry, D. 2011–2013]. This data acquired via graduate survey provides a summary of employers and types of positions as reported by our engineering alumni. Additionally, this graduate survey data is merged with data mined from our Alumni Services Office, which provides an employment summary with 114 (US Dept of Labor)ed employers from 154 alumni reports [Berry, D. 2002–2013]. At some locations multiple WKU engineering alumni are employed.

As indicated by this employment data, the demand for our graduates has been strong in spite of a difficult economic period over the past five years due to reduced manufacturing demand, particularly automobile manufacturing, which is a critical portion of our regional economy. Nationally, a decline in engineering employment occurred over this time period. To indicate sustained and future demand, several sources were consulted for information regarding engineering employment demand currently and through the current decade: 2010–2020. These sources included: United States Bureau of Labor Statistics, JobsEQ provided by the Bowling Green Chamber of Commerce, and surveys of regional industrial companies likely to employ our engineering graduates [BLS 2012–2013, Carpenter, M. 2013Q2, and Berry, D. 2013]. The U.S. Bureau of Labor Statistics provides demand data and statistical projections at the national and state levels. It indicates increased demand for engineering due to both new opportunities and net replacement of retiring and resigning employees. JobsEQ and surveys received from regional companies provide a higher fidelity regional indicator of employment demand for our graduates.

At its highest level, employment projections from the United States Bureau of Labor Statistics combine architecture and engineering occupation together. (US Dept of Labor) Their projections indicate that architecture and engineering occupations are projected to add 252,800 new jobs nationally between 2010 and 2020 as they grow by 10.4 percent. Engineers are the largest component of this major occupational group and will add the most new jobs at 160,400. Data for these projections, broken down by discipline, are shown in Table 2 below.

11

2010-2020 employment projections	US	% growth	Kentucky	% growth
Civil Engineering	51,100	19%	110	18%
Electrical Engineering	10,700	7%	60	15%
Mechanical Engineering	21,400	9%	110	6%

12 Table 2: US Labor Department projections for engineering employment

Regional projections are somewhat more optimistic. The Bowling Green Chamber of Commerce provided projections from JobsEQ. JobsEQ is a subset of data extracted from the U.S. Bureau of Labor Statistics and modified by regional and local factors. (Carpenter) These projections assist the Chamber in forecasting regional and City of Bowling Green growth. According to JobsEQ, for the most recent four quarters (ending 2013Q2) in the south-central Kentucky region, which includes the 10-county Barren River Area Development District (BRADD) shown in Figure C.2.2, the total number of engineering jobs (Standard Occupations Code 17-2000) is 1,081. The anticipated 10-year average annual growth including replacement demand is 3.24% for the region. The 10-year forecasted total number of job openings for engineers is 395 for the region, with 272 attributed to replacement demand and 123 to growth.

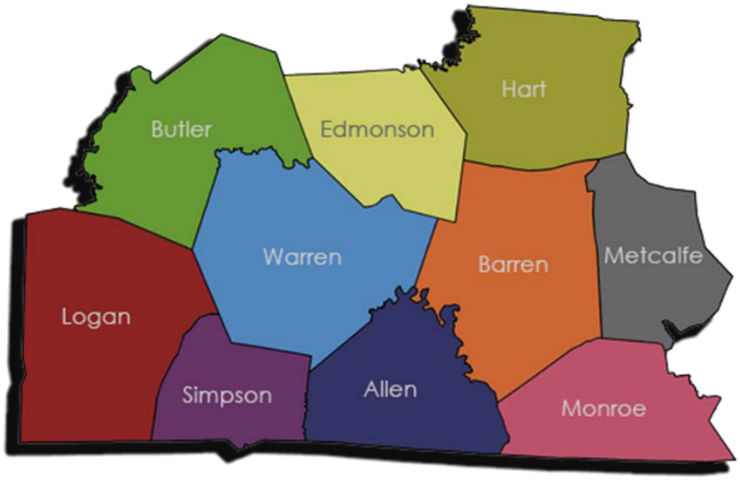


Figure 4: Barren River Area Development District (BRADD) counties are all within the WKU service area

Finally, surveys of regional industries were administered to gain insight into our primary employment base. The WKU Industrial Partnership members were the focus of these inquiries. The Industrial Partnership currently includes 10 member companies: GM/BG Corvette Assembly Plant, Fruit of the Loom, Logan Aluminum, MTD Products, Scotty's Contracting & Stone, J.M. Smuckers, Span Tech, Trace Die Cast, Stupp Bridge, and Sumitomo Electric Wiring Systems. The Industrial Partnership was originally funded by Logan Aluminum with a $300,000 gift in 2010. Each of the partnership members has made a three-year commitment to pay membership fees of $5,000 annually, which covers the operational expenses of the program. The outcomes of this program have been to enrich relationships and to promote opportunities among WKU engineering students, faculty, and local and regional industries. The industries are eager to actively engage with our engineering students to build meaningful relationships through mentoring, events, projects, and employment. The member industries benefit through dollars saved in recruitment costs and dollars saved by improved retention rates resulting from hiring local engineering students. They also benefit by involving the university and our students in research and development projects, which can save dollars and provide fresh ideas and solutions. Most of our partner industries provide internship/co-op opportunities to our students allowing them to gain hands-on, real-world work experiences which enhance their technical, professional, and communication skills. These internship/co-op students are a primary source from which many of our partner companies fill full-time engineering openings.

Demand for WKU engineering graduates is strong among this group. The 10 partner companies included in the survey currently employ 169 engineers of which 42 (25%) are WKU engineering alumni. The average annual growth for this group is 4.1%, which outpaces that of the region by 3%. Also, the anticipated replacement demand is strong as well. Replacement plus growth account for an annual number of 15 (8 from replacement and 7 from growth) positions from this group alone. We anticipate a large portion of that demand being filled by WKU engineering graduates.

Another strong indicator of the demand for engineering graduates is the number of students employed in internships/co-ops with regional, state, and national employers. A survey of student employment shows that 36 employers employed 55 students during academic year 2012–2013.

An additional demand indicator is total number of engineering job openings posted annually through the WKU Center for Career and Professional Development and through our Engineering Department. For academic year 2012–2013, a total of 237 engineering positions were posted: 194 full time positions

and 43 internship/co-op positions. Additionally, over 20 engineering employers attended our Ogden Science and Engineering job fair in February 2013, and all had openings for engineering interns or full-time engineers.

Another attribute of employer preference for our WKU engineering graduates is the salary of the positions secured by our graduates. The most recent average starting salary data reported by graduates of our WKU engineering programs were as follows:

Average starting salaries	reported by WKU graduates	NACE 2013 salary survey	national percentile
civil	$43,095	$58,000	25th
electrical	$58,508	$62,500	50th
mechanical	$58,100	$63,900	50th

13 Table 3: Comparison of starting salaries for WKU graduates with national averages (National Association of Colleges and Employers)

This same NACE report found that as a group engineering majors earned the top starting salaries of all undergraduate majors, which were consistent with their 2012 results as well.

Employers surveyed also indicated a preference for baccalaureate of science degreed engineers from ABET-accredited programs rather than engineering technology or manufacturing science degrees. As indicated from the salaries above, employers are willing to pay competitive wages to secure WKU engineering graduates. The WKU engineering program curricula provide a rigorous series of science, mathematics, and engineering courses and integrate industry projects throughout the program to effectively bridge from the science to the art of engineering. We produce successful engineers with a desirable skill set that can benefit regional, state, and national industries.

Additionally, many of our graduates take and pass the fundamentals of engineering (FE) examination, which provides a path to licensure as a professional engineer (PE). This credential is often a requirement for a successful career in civil engineering. For the period 2004–2013, our civil engineering graduates sitting for the fundamentals of engineering examination passed this national norm examination at a rate of 58.1%. Similarly, our electrical and mechanical engineering graduates passed this exam at rates of 63.8% and 68.7% respectively. This is consistent with state and national averages. However, a more remarkable indicator of the practiced-based mission of our engineering programs is that a total of 409 graduates sat for these examinations, which represents 87% of our graduates. This is significantly higher than the national average. Finally, 49 civil engineering, 4 electrical engineering and 5 mechanical engineering graduates have become licensed professional engineers through at least 4 year of experience and passing the principles and practices of engineering (PE) examination during this same time period.

C.2. Distinctive Qualities

All three WKU engineering programs make extensive use of project-based learning, integrating a variety of project experiences at every level of the curriculum. Beginning with the first freshman class and progressing through the last senior class, engineering students at WKU engage in the practice of engineering under the instruction and guidance of degreed, practicing engineers. In building the foundation of basic engineering knowledge by working on realistic and real-world projects, students apply and integrate their traditional coursework into a unified body of theoretical knowledge, deepened and enriched by practical experiences. By learning to complete projects within time and materials budgets while meeting performance specifications, our students begin to think and work like engineers do.

Engineering at WKU differs from most other institutions because its faculty is dedicated exclusively to undergraduate engineering education and to engaging students in the practice of engineering without the requirement of supervising graduate research. All faculty members in the WKU Department of

Engineering are required to obtain and maintain licensure as professional engineers in the Commonwealth of Kentucky. Many studies have shown that the educational methodologies employed by engineering faculty at WKU are not only the most enjoyable and interesting for students; they are also a more effective way to learn engineering.
All three WKU engineering programs focus on the needs of the region, in terms of educational offerings and applied research.

C.3. Relationships to Similar Programs in the Commonwealth

The University of Louisville and the University of Kentucky have civil, electrical, and mechanical engineering programs. Graduate and undergraduate programs exist at both institutions. The WKU engineering programs were developed with a focus on undergraduate project based curricula. These programs were originally developed as joint programs, with the University of Louisville and the University of Kentucky providing a portion of the more traditional coursework.
Since 2001, the WKU Department of Engineering has been offering joint degrees with the University of Louisville and the University of Kentucky. During that time, almost 500 students have graduated from these programs. Each student has been required to take at least 16 credit hours from the partner institution. The proposed programs will not include this requirement. But new reciprocal relationships could be worked out. It is anticipated that the partner institutions could continue to offer courses to WKU students in areas in which their faculty have special expertise. Additionally, WKU faculty could also offer courses in their areas of expertise that could be taken remotely by students at other universities across the Commonwealth. Reciprocal relationships could add flexibility to course offerings at all the institutions, creating more responsiveness in our programs collectively in order to to produce more engineering graduates for Kentucky.
The WKU Department of Engineering has been a pipeline to the University of Kentucky and the University of Louisville for graduate students. This relationship should continue and expand over time. We anticipate that removing the 16-credit-hour requirement from all students will allow the students who are most interested in pursuing graduate school to choose technical electives offered from the research universities, improving the quality of student experience and leading to even more students choosing the University of Kentucky and the University of Louisville for graduate study. Asynchronous web-based courses could greatly enhance the success of this approach and increase the number of Kentucky undergraduate students entering this pipeline to graduate work at Kentucky's research universities.
Through projects and applied research, collaborative relationships have existed for some time between engineering faculty at WKU, UK, and Louisville. These relationships have grown out of common research interests and should continue to flourish.

D. Advanced Practice Doctorates

Does not apply

E. Cost and Funding of the Proposed Program

Funding sources and costs of the proposed program are identical to those of the existing program. The existing program is funded through WKU's internal allocation from the General Fund, with no additional federal or state sources. Private support for special projects, professorships, and faculty development is in the WKU Foundation.

Breakdown of Budget	1st Year	2nd Year	3rd Year	4th Year	5th Year

Expenses/Requirements	**(based on 2012-13 budget)**	**(assuming 2% salary increases annually)**			
Staff (salaries only):					
Executive, administrative, and managerial New Existing (1/3 of dept)	51,932	52,971	54,030	55,111	56,213
Other Professional New Existing (1/3 of dept)	62,048	63,289	64,555	65,846	67,163
Faculty New Existing	334,908	341,606	348,438	355,407	362,515
Fringe Benefits (34%)	152,622	155,674	158,788	161,964	165,203
Graduate Assistants New Existing	n/a				
Student Employees New Existing	18,133	18,133	18,133	18,133	18,133
Equipment and Instructional Materials New Existing	46,732	46,732	46,732	46,732	46,732
Library New Existing	n/a				
Narrative Explanation/Justification: Library expenses supporting this program are contained within the library budgets.					
Contractual Services New Existing	n/a				
Academic and/or Student Services New Existing	n/a				
Other Support Services New	n/a				

Existing					
Faculty Development New Existing					
Narrative Explanation/Justification Faculty development is typically funded through WKU Foundation funds allocated to Engineering.					
Assessment New Existing	included				
Narrative Explanation/Justification Assessment is part of the regular workload of all members of the staff and not separately accounted. No additional external expenses related to assessment are anticipated.					
Student Space and Equipment (if doctorate) New Existing	n/a				
Faculty Space and Equipment (if doctorate) New Existing	n/a				
Other New Existing	n/a				
TOTAL New Existing	**666,375**	**678,405**	**690,676**	**703,192**	**715,959**

F. Program Review and Assessment

All three engineering programs at WKU are accredited by ABET, and have been since their inception. The first accreditation was received in 2004, and the programs successfully conducted a second accreditation review in 2010. The programs are currently in the third accreditation cycle. Continued accreditation by ABET is of the highest importance to our programs, and the ABET process is the heart and soul of the programs' review and assessment.

ABET requires a continuous improvement approach to assuring quality. Criteria that must be satisfied concern the background of incoming students, the appropriateness of the program's educational objectives and outcomes, the effectiveness of the curriculum through which those are achieved, the adequacy of faculty and staff members in terms of numbers and qualifications, the suitability of facilities and space, the strength of the institutional support, and the process for revising and adapting the program in response to changes, including growth. The full and current version of ABET's criteria for engineering programs is available from the ABET website. http://www.abet.org [ABET, 2013]

Aligned with the continuous improvement approach required by ABET, each of the WKU engineering programs follows an annual system of reviewing student performance as evidence of attaining the program's educational outcomes. Student attainment of those outcomes is evaluated in their coursework, on the FE exam, and as entry-level employees. Particular assessments in most courses are mapped to particular outcomes, and student work on those assessments is evaluated using rubrics identified for different developmental levels for each skill set. For instance, the electrical engineering program uses levels of novice, apprentice, proficient, and exemplary. The rubrics are used to evaluate the following: fundamental knowledge; math and science knowledge; design skills; experimental skills; teamwork; professionalism and ethics; written, visual, and graphical communications; and oral and visual communications. In addition, student performance on the Fundamentals of Engineering exam is considered as evidence of how well each program is meeting some of its educational objectives. Finally, recent graduates and their employers are surveyed with regard to their ability to perform effectively in their positions as practicing engineers. This combination of evaluation methods provides a range of perspectives from which the program can be evaluated and adjustments and improvements can be designed.

Another form of review and assessment utilized in the WKU engineering programs is an annual review of each course relative to its prerequisites and courses on which it depends. Once a year, the program faculty meet to review the learning objectives of each course, the activities and assessments used in the course, and the strengths and weaknesses of that year's implementation of the course. This discipline and collaboration among the program faculty provide a level of cooperation and integration that is unusual in modern higher education. The results of this review are used to tune the operational details of the courses in order to strengthen the program, to improve student success, and to make the project-based learning approach sustainable.

ABET is not the entire story however; WKU and the CPE have interest in other aspects of the program, as outlined in the institutional template for academic program review. Areas of interest there that are not explicitly called for in ABET are the places graduates went, the relationships with other institutions in Kentucky, allocation and productivity of faculty resources and success with regard to extramural funding. All these factors are already being tracked as important areas of our collective and individual performance, and they will be incorporated into the annual program and departmental review conducted each year anticipating the academic program review for the engineering programs in 2015-2016.

G. Works Cited

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Dates of prior committee approvals:

Department of Engineering	January 14, 2014
Ogden College Curriculum Committee	January 16, 2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

PRE-PROPOSAL FOR NEW ACADEMIC PROGRAM

Western Kentucky University
Institution Submitting Proposal

Single
Program Type

Electrical Engineering
Title of Proposed Degree Program

Baccaulaureate
Degree Level

EEO Status	???
CIP Code	Electrical 14.1001
Academic Unit	Department
Name of Academic Unit	Department of Engineering
Name of Program Co-ordinator	Mark Cambron, Ph.D., P.E.
Date of pre-proposal	???
End of review period	???
Intended Date of Implementation	Fall 2014
Name, Title and Information of Contact Person	Julie Ellis, Ph.D., P.E. Department Head and Professor WKU Engineering 1906 College Heights Blvd Bowling Green, Kentucky 42101 julie.ellis@wku.edu

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Is this program a pre-baccalaureate certificate or diploma program? Y___ N _✓_

Date of CPE Approval _____

A. Centrality to the Institution's Mission and Consistency with the State's Goals

A.1. Program Description

The electrical engineering program proposed here is identical in its curriculum to the corresponding existing engineering program now operating at WKU, currently offered jointly with the University of Louisville.

Electrical engineering is an exciting field that touches virtually every aspect of life in the twenty-first century. For example, electrical engineers design and improve communication such as computer and information systems and smart phones. Also, electrical engineers improve the efficiency of tasks with advancements in robotics and electrical systems. Electrical engineers are employed in a variety of industries including the power industry and the manufacturing sector where tasks can range from controlling a process to designing a component or system. Our electrical engineering curriculum exposes students to a variety of topics to prepare them for careers as electrical engineers.

To ensure the necessary breadth of knowledge, the WKU electrical engineering curriculum includes basic engineering courses as well as courses in circuits and networks, electronics, electromagnetics, digital signal processing, microprocessors, control systems, industrial automation, and electrical power systems. Additionally, the curriculum has four design courses, and other elective courses that prepare students for further specialization in the areas of digital systems, robotics, communications, control systems, or power systems.

This program does not contain any specializations.

A.2. Program Objectives

The program objectives remain identical to those of the corresponding existing program now operating at WKU, currently offered jointly with the University of Louisville. These program objectives have been affirmed through ABET accreditation since the programs' inception.

The WKU electrical engineering program has five educational objectives:

Objective 1: Our graduates are prepared to pursue successful and productive engineering careers and are technically competent with the ability to analyze and solve electrical engineering problems.

Objective 2: Our graduates are application-oriented problem solvers, accomplishing solutions through sound engineering and economic practice.

Objective 3: Our graduates are involved in continuing professional development and lifelong learning.

Objective 4: Our graduates practice engineering in a professional manner demonstrating an awareness of legal and ethical responsibilities.

Objective 5: Our graduates have the ability to effectively communicate their ideas and designs.

Graduates of the proposed engineering program will receive a Bachelors of Science degree, just as graduates of the three existing engineering programs do.

A.3. Alignment with Institutional Mission and Strategic Priorities, Statewide Postsecondary Education Vision, Strategic, and the Statewide Strategic Implementation Plan

A.3.a. WKU Institutional Mission

The WKU Institutional Mission is to

"prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders in a global society. The University provides research, service and lifelong learning opportunities for its

students, faculty, and other constituents. WKU enriches the quality of life for those within its reach." (WKU)

With minor changes to include engineering language, this could be each program's mission statement; the alignment is that tight. As laid out in the objectives in A.2 above, our programs prepare students well; members of our community–faculty, staff, and students—engage in research, service, and lifelong learning; and WKU engineering programs affect the quality of life in the region in multiple positive ways. To be more specific, each WKU engineering program prepares students to be technically competent, professional engineers with strong communication skills and awareness of their professional responsibilities to society and of engineering's role in global issues. We take special care to ensure our graduates meet the needs of industry in the region and beyond. With students and as individuals, each faculty member of WKU Engineering engages in applied research and service activities that draw on her or his professional skills and preparation, and they contribute to their profession locally, regionally, nationally, and occasionally globally. We provide continuing education opportunities to the engineering profession, and we participate in STEM outreach to the K-12 community.

In preparing outstanding engineering graduates for employment and further study, in providing educational programs at a variety of levels, and in executing meaningful projects for local industry and organizations, the Department of Engineering supports the WKU Mission every way it can.

A.3.b. WKU Strategic Priorities

The WKU engineering programs have aligned our departmental objectives with the four strategic priorities of the university (WKU)

WKU Engineering Objectives	*related WKU Engineering goal*
WKU Strategic Goal 1: Foster academic excellence.	
Deliver high-quality engineering education using efficient and sustainable project-based pedagogies. (ENGR2)	Produce competent practitioners
Continuously develop and support faculty and staff. (ENGR5)	Steward our resources responsibly
WKU Strategic Goal 2: Promote a dynamic and diverse university community.	
Communicate effectively with internal and external constituencies about WKU Engineering: what we do, how we do it, our dreams, and our needs. (ENGR4)	Tell our story well
Be a good departmental citizen in our college, in our university, and in our professional and civic communities. (ENGR9)	Steward our resources responsibly
WKU Strategic Goal 3: Improve the quality of life for our communities.	
Produce competent engineering practitioners in the fields of civil, electrical, and mechanical engineering. (ENGR1)	Produce competent practitioners
Provide engineering expertise responsive to the needs of the region. (ENGR3)	Produce competent practitioners
WKU Strategic Goal 4: Support the core mission with a robust campus infrastructure.	
Raise the research profile of WKU Engineering. (ENGR6)	Produce competent practitioners

Strengthen private support for WKU Engineering. (ENGR7)	Steward our resources responsibly
Emancipate the joint programs. (ENGR8)	Tell our story well

A.3.c. Statewide Postsecondary Education Vision

The vision of the Kentucky Council for Postsecondary Education is: *All Kentuckians will be prepared to succeed in a global economy.* (Kentucky Council on Postsecondary Education) The engineering programs at WKU support this vision. Engineers make life better by designing systems that improve the quality of life. Manufacturing equipment, highways, bridges, robotics, and many other systems improve the quality of life of everyone in Kentucky and beyond. Focusing locally, the WKU engineering programs provide a path to better jobs and more industry in the region, stimulating more and better jobs here in south-central Kentucky.

According to many economic development theories, engineering programs attract industries that need engineers, and high-tech businesses increase awareness and create demand for engineering programs. As the only engineering school in south-central Kentucky, WKU has already drawn (and will continue to draw) new high-quality firms and industries to this region. Additionally, new engineering talent that is connected to this region already helps (and will continue to help) existing companies develop new capabilities and innovations. WKU Engineering and regional industry are collaborating in creating more success for south-central Kentuckians in the global economy.

A.3.d. Statewide Strategic Agenda

The Mission of the CPE's Strategic Agenda is: *to deliver a world-class education to students, create and apply new knowledge, and grow the economy of the Commonwealth.*

The WKU engineering programs contribute to achieving this mission through our project-based curricula that enable students to learn by doing. At WKU, we believe creating real-world projects where students complete realistic and real-world engineering projects is the best way to both prepare our graduates for the global marketplace and support the growth of the Kentucky economy. By the time each student graduates, he or she will have had multiple experiences of designing and building innovative products and completing engineering projects on time, within budget, to specification. At the end of their undergraduate years, our students are ready to begin engineering practice or go to graduate school. In the first 10 years of the programs, our students have completed many significant projects. They have tested concrete for several WKU buildings and for structures around the region. They have developed a controller for a submersible system used by Warren County Search and Rescue for underwater searches, and that system is now under development as a commercial product to be used in a variety of applications, including bridge inspection. With funding from the Gates Foundation and NSF, WKU engineering students collaborating with animal behaviorists from WKU Biology have developed systems to warn villagers in Africa of marauding elephants that eat their crops. Our faculty and students have developed a method for testing better and safer horse reins used at race tracks across the country. WKU is the only U.S. university to require that all of the engineering faculty be licensed professional engineers as a condition for tenure. Our faculty are practitioners teaching practical methods of engineering. All our faculty have all done real engineering work and can transmit this knowledge to students. Licensure is not a priority for most other institutions, and this is one thing that distinguishes our program.

One of the challenges for post-secondary education cited by the CPE is that Kentucky is "47th among the 50 states in the number of science, technology, engineering, and math (STEM) degrees awarded per capita." (Kentucky Council on Postsecondary Education) The first WKU engineering graduates received their degrees ten years ago, and since that first class, almost 500 engineers have graduated from the

WKU engineering programs. Most of these students would not have chosen to attend other engineering programs in the state, so they represent a new source of technical talent in the engineering workforce. Currently more than 600 engineering students are enrolled at WKU. The ones that graduate will be a new pool of engineers that would not have been available to our region without the presence of WKU Engineering. With these programs, we will be able to continue to grow the number of Kentucky's engineering graduates and better prepare students to contribute to the Commonwealth's economic growth.

The CPE's Strategic Agenda includes 4 key policy objectives:

- College Readiness
- Student Success
- Research, Economic, and Community Development
- Efficiency and Innovation

The WKU engineering programs address three of these components of the CPE Strategic Agenda: student success; research, economic, and community development; and efficiency and innovation.

Student Success – Objective 1: To increase production and improve graduation rates at all levels.

The WKU engineering programs have produced 468 graduates since 2004 in an area deemed as high demand by the CPE. (Kentucky Council on Postsecondary Education) A significant factor in justifying the engineering programs at WKU initially was that according to the Kentucky Science and Technology 1999 Entrepreneurial Capacity Report, the Commonwealth ranked 47th in the number of scientists and engineers per capita and 45th in science and engineering graduates per capita. From 2005 to 2009 the production of science and engineering graduates increased almost 10% in Kentucky while the population of 18-24 year olds decreased slightly according to the National Science Foundation Science and Engineering Indicators 2012 report. (National Science Board) During this time period the WKU engineering programs were just beginning; since then, we have continued to grow and produce more graduates, drawing from populations that would probably not choose other programs in the state.

Student Success - Objective 3: To provide high-quality, competitive undergraduate and graduate programs that support academic achievement and program completion, a capacity and desire for life-long learning, and skills and behaviors promoting civic engagement, global awareness, and career readiness.

As presented elsewhere in this document [Student Learning Outcomes, page 230], the learning outcomes of the WKU engineering programs require that all graduates are prepared to achieve this specific objective; this objective is consistent with the ABET criteria and learning outcomes. (ABET) The WKU programs have undergone two successful ABET accreditation visits where these outcomes have been documented, reviewed, and deemed acceptable by the most significant engineering accreditation body in the world. The faculty view the items stated in the CPE objective to be valuable, and have worked diligently to make sure they are met, and the accreditation review has shown the efforts to be successful.

Efficiency and Innovation - Objective 3: To better align academic programs with the current and future needs of the Commonwealth.

As stated above under *Student Success – Objective 1*, the growth and number of graduates produced by the WKU Engineering program shows significant support of this objective. Graduates, their employers, and economic development professionals attest to the need for engineering programs in south-central Kentucky and to the excellent alignment of WKU's project-based approach with their requirements.

Research and Economic Competitiveness – Objective 1: To increase research and development efforts to promote innovation and economic development.

As stated specifically in the CPE document detailing this objective, the WKU Engineering program has demonstrated support through its endowment of over $3 million through the combination of private and public support in the Bucks for Brains program. During the startup phase of the engineering programs at WKU these funds helped to develop the programs' capacity to provide these project-based curricula. As the programs have evolved, these funds are being used to develop the applied research capabilities as well.

Research and Economic Competitiveness – Objective 3: To align education, economic development, and workforce policies and programs to develop, attract, and maintain jobs.

The CPE Strategic Agenda specifically states that STEM fields are high demand areas. The WKU Engineering program is making significant contributions in producing graduates in the high demand fields, as shown in our graduation and employment information elsewhere in this document. [**Student Demand**, page 230 and **Employer Demand**, page 241]

A.3.e. Statewide Strategic Implementation Plan

The statewide implementation plan (Kentucky Council on Postsecondary Education) identifies several specific areas for each program to address: funding, accountability, measurable performance, and the balance between quality and quantity.

Adequate Funding

Sustained, adequate funding in direct operating support to public postsecondary education institutions is vital to achieving statewide policy objectives and moving forward on the aggressive, long-term goals of HB 1 (1997). Increases in state funding, tuition revenue, and financial aid, as well as aggressive cost control, will be required to increase productivity and protect college access for low- and moderate-income students and families.

WKU fully supports cost control and two ways this is achieved is through scholarships for students and the Bucks for Brains program. For example, of 150 civil engineering students at WKU, approximately 20 receive Kentucky Transportation Cabinet scholarships. These are available to worthy students at every level of their studies, giving them access to productive college degrees that improve the quality of life for people in Kentucky and in this region.

Of 14 engineering faculty members at WKU, 4 hold endowed chairs or professorships which enhance teaching, research, and service. This funding, much of it through the Bucks for Brains program, allows faculty members to expand their activities well beyond what would be possible with basic program funding. An example of teaching enhancement is provided by the WKU Study Away Program. In 2012, 9 civil engineering students were able to travel to Hoover Dam, and other locations in the desert southwest to study flood control and water supply. They interacted with flood control district personnel in Arizona and Nevada and studied problems with water supply that the flood control districts have dealt with for decades. One goal of this study was to understand methods that could be used to alleviate water supply and pollution problems that now face our region. Each of these students received grants, funded by private support, that made this program affordable and provided them with an unforgettable educational experience.

The support of the Engineering Program by regional businesses and donors has been phenomenal. These business people have concluded that this program is worth supporting and have opened their pocketbooks as a clear indication of the need of this program.

Accountability

Accountability in higher education is a shared responsibility that includes common goals and objectives, a division of labor, measured results, and a focus on continuous improvement. It will take a common commitment between the Council; institutional governing boards, policy leaders, faculty, and staff; Kentucky's adult education system, students, and parents; the Governor and the General Assembly; the K-12 system; and key state agencies and stakeholders to demonstrate accountability at both the state and institution level.

14 One of the goals of the CPE is to increase the number of STEM degrees earned in Kentucky. The state has been underperforming in this important area for years. Figure XXX illustrates the point. In the figure, each color represents a different quintile and Kentucky ranks in the lowest quintile of states in the per capita production of science and engineering degrees, and is surrounded by states with better performance in this important area. Since 2004 WKU has produced 468 graduates. During that time, engineering enrollment at other state schools offering engineering degrees has remained stable. These are 468 graduates who improved the goal of increasing the number of STEM degrees earned in the Commonwealth.

15 Figure 5: Science and engineering degrees awarded per 1,000 18-24 yr olds (National Science Board)

Performance Metrics and Targets

A select number of state and institutional performance metrics, with negotiated targets for 2015, will help guide progress on the 2011-15 Strategic Agenda, HB 1 mandates, and other reform legislation.

Other data, including various leading and lagging indicators, will be monitored to gauge improvement and assist in policy development.

The WKU Engineering Program contributes most to the Research, Economic and Community Development category of metrics. One of these is the number of degrees and credentials in science, technology, engineering, mathematics, and health-related fields. The Engineering Program historically has added engineering degrees without reducing enrollment in engineering at other state institutions. Engineering schools produce STEM degrees and attract high tech industry. This directly impacts the regional economy. Our donors have been willing to open their pocketbooks to support WKU engineering. They believe in this program. WKU Engineering will help the CPE and the state achieve its implementation plans.

Implementation Plans

The Council is directed by statute to draft an implementation plan that will be pursued collaboratively with institutional representatives and other key stakeholders over the next four years. This policy work is intended to complement, not supplant, the strategic plans approved by institutional governing boards that broadly align with the strategic agenda and allow postsecondary education institutions to achieve their unique missions.

Reporting and Benchmarking

A new Web-based performance dashboard and improvements to the Council's accountability reports will provide easy access to the data and information needed to understand absolute and relative progress on key objectives and strategies. Council and other stakeholder meetings will allow for regular updates on progress.

This relates to a CPE function and does not apply to WKU Engineering.

Incentives

As originally envisioned by HB1, strategic trust funds and various incentive programs are crucial to stimulating increases in degree production, research activity, community outreach, and workforce development. Kentucky must continue to fund proven programs like "Bucks for Brains," Regional Stewardship, Workforce Development, Kentucky Innovation Funds, and EPSCoR, and provide new incentives directly related to improvements in degree production.

WKU Engineering is a beneficiary of the Kentucky Bucks for Brains program. Currently, 4 of our 14 faculty hold endowed chairs or professorships. Another is imminent. These programs allow our faculty to enhance teaching, research, and service. Endowment funds have enabled students to travel for Study Away courses at very reasonable cost. Engineering Study Away courses have traveled to Hoover Dam and flood control districts in Arizona and Nevada, and to the Gulf Coast to study the effects of hurricanes.

The Bucks for Brains program enhances our research infrastructure by providing the means to acquire research equipment such as instrumentation for the Corvette Museum track, materials to help the local rescue squad acquire a submersible search robot, and to develop a testing protocol for all horse reins used at tracks across the U.S.

Bucks for Brains allows our faculty to participate in conferences, national boards, and committees that enhance the reputations of WKU, the state of Kentucky, and of our faculty.

Balancing Quality and Quantity

One of the key challenges is balancing the need for high-quality credentials that allow individuals to be successful in their work, life, and communities with the demand to increase degree production and educational attainment. Strengthening current programs and expanding new ones will help the system control costs, both for students and the state.

Engineering curricula are rigorous, but provide a great return on investment for graduates. It also provides an excellent return on investment for Kentucky because engineers are good for the economy since they design and build new products.

WKU engineering students also have the opportunity to receive minors in Systems Engineering, Land Surveying, Entrepreneurship, Floodplain Management, and Mathematics. Since 2004, more than 200 civil engineering students have achieved American Concrete Institute Grade 1 Certification, and currently 42 of our students have become nationally Certified Floodplain Managers. The state of Kentucky currently has 64 Certified Floodplain Managers. The Minor in Floodplain Management is the first in the U.S. Fifty-seven of our graduates have become licensed professional engineers serving this state and this region.

A.4. Approval letter from Education Professional Standards Board (EPSB)

Not required

B. Program Quality and Student Success

B.1. Student Learning Outcomes

Consistent with ABET, this program demonstrates that each graduate possesses

l) an ability to apply knowledge of mathematics, science, and engineering;
m) an ability to design and conduct experiments, as well as to analyze and interpret data;
n) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
o) an ability to function on multidisciplinary teams;
p) an ability to identify, formulate, and solve engineering problems;
q) an understanding of professional and ethical responsibility;
r) an ability to communicate effectively;
s) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
t) a recognition of the need for, and an ability to engage in life-long learning;
u) a knowledge of contemporary issues; and
v) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

These are the learning outcomes for each student graduating from each program.

B.2. Program Support Provided by Other Units within the Institution

Most of the general education requirements that each student satisfies are provided by academic departments elsewhere in the university. The Mathematics, Physics, and Chemistry Departments provide significant numbers of courses to all three engineering programs.

B.3. Relationship to the Existing Program

This program replaces the current electrical engineering program, which is offered jointly with the University of Louisville.

B.4. Will this be a 100% distance learning program? No

B.5. Alternative Learning Formats Utilized (**those that apply** shown in **BOLD**)

- Distance learning

- **Courses that combine various modes of interaction**, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- **Technology-enhanced instruction**
- Evening/weekend/early morning classes
- Accelerated courses
- **Instruction at nontraditional locations**, such as employer worksite
- Courses with multiple entry, exit, and reentry points
- Courses with "rolling" entrance and completion times, based on self-pacing
- Modularized courses

Delivery of the WKU engineering programs takes multiple forms while taking advantage of the growing technological tools available to the education community. The major focus is on the use of tools that help maximize student success and progress towards their degree, while emphasizing technologies implemented in the professional engineering environment.

The Western Kentucky University campus has multiple technological tools which can be utilized by faculty and students. The campus is fully wireless, allowing communication linkups in both academic and residential buildings. This can be used as a means of augmenting education including the use of Blackboard, Skype, online threaded discussion boards, and classroom instruction where students utilize their own laptop computers. By using both synchronous and asynchronous communication methods, a robust educational setting is established while mimicking methods used by the professional engineering community to maintain communication among far-flung groups.

Sharing of information using technology is a key component of the programs. Technology can facilitate meetings between student groups and project sponsors from industry when distance is too great to allow face-to-face meetings, thus improving efficiency. Already faculty and students from WKU have taken advantage of this for meetings spanning the country, from Florida to the state of Washington and places in between. Work in any engineering community involves operating on a global scale, so technology-mediated communication provides valid real-world challenges for students in south-central Kentucky while engaging them in meaningful professional preparation.

Modern laboratory technologies are also used in the WKU engineering programs. The equipment in the WKU laboratories replicates many of the resources available in a professional engineering setting and allows students the opportunity to develop skills that are consistent with those needed by future employers. Laboratory experiences are used in multiple points of each curriculum to extend learning into the realm of modern engineering practice. These facilities are also available to support projects with industry.

Completion of realistic projects, creation of engineered systems, and design of products are key components of the programs. In today's engineering community there is much use of technological tools to accomplish these tasks. Computer-aided design and computer-aided manufacturing tools are implemented throughout the programs. Computer-assisted analysis tools such as Matlab and Mathcad and LabView, which are all widely used in industry, find use throughout the programs. Use of computer simulation packages to visualize and measure performance of designed systems are implemented as warranted. By guiding students in the use of professional full-strength technological tools, we provide a professional setting such that graduates are better prepared to enter the workforce ready to work as engineering practitioners. In this way greater efficiencies in student education and workforce productivity can be achieved.

One area to be evaluated for implementation in the future is the use of distance-taught courses. In a time when technology has progressed to allow for Massive Online Open Courses (MOOCs) and various

online degree options, it appears a proper time to explore such technology with the aim of improving engineering course variety without compromising student educational needs. Engineering is somewhat restrained in the use of distance classes as compared to some other disciplines. A part of this can be attributed to the difficulty of conveying a practice-based class experience, though some examples exist where undergraduate engineering coursework is offered online. As example, North Dakota State University offers some of its undergraduate engineering classes online (www.distance.und.edu/engineering) owing to the vast distances that exist between some students and the campus. Other examples of colleges offering limited online undergraduate engineering courses include Arizona State University, Stanford, Drexel, and the Massachusetts Institute of Technology. At this time there are no accredited undergraduate degree programs available online, but there are a few graduate engineering programs offered largely by distance means.

Western Kentucky University has an infrastructure in place for delivery and reception of distance courses. The Division of Extended Learning and Outreach (DELO) at WKU facilitates the use of distance education. At present the most common forms are web/online courses, independent learning, and interactive video service (IVS)/teleconference courses (http://www.wku.edu/dl). The infrastructure that DELO provides allows the engineering programs to explore accessing course from universities both inside and outside of Kentucky as well as offering our courses to the wider world off campus. DELO can provide a means to expand the educational opportunities such that broader coursework is available to WKU engineering students while maximizing efficiencies of program delivery. In all cases the focus will remain on pedagogically sound methods that best serve the student educational and workforce needs.

B.6. Faculty Requirements

At this time, no additional full-time faculty members are required. Consolidating courses shared by different programs, combining small sections, adjusting scheduled offerings, and expanding the students' choices of electives allows for more effective utilization of existing faculty resources. Some part-time instructors will be needed.

Growth in student enrollment will necessitate additional faculty members in the future.

C. Program Demand/Unnecessary Duplication

C.1. Need and Demand

C.1.a. Student Demand

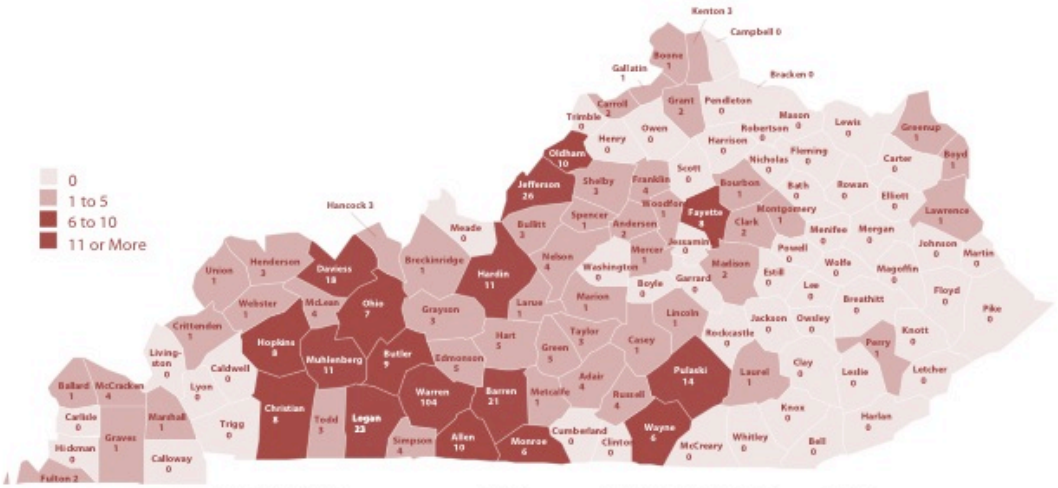
The WKU Engineering programs have consistently attracted a wide range of students since their inception in 2001. Initially the enrollment grew quite rapidly, and over the last seven academic years, enrollment has grown at a modest but steady pace.

Academic Year Ending	2007	2008	2009	2010	2011	2012	2013
Civil Engineering	137	140	139	154	162	160	191
Electrical Engineering	110	119	173	186	198	204	228
Mechanical Engineering	163	173	226	228	229	248	260
Total	**410**	**432**	**538**	**568**	**589**	**612**	**679**

16 Table 4: Enrollment in WKU engineering programs has steadily increased over the past seven academic years. source: WKU Institutional Research

Most of the students served by these programs come from the south-central Kentucky area, as shown in Figure 2. They perceive that their access to other engineering programs in the Commonwealth is limited. Students who choose to attend WKU engineering programs report that, without these

programs, they would either choose a different major at WKU or seek an engineering degree outside the Commonwealth.

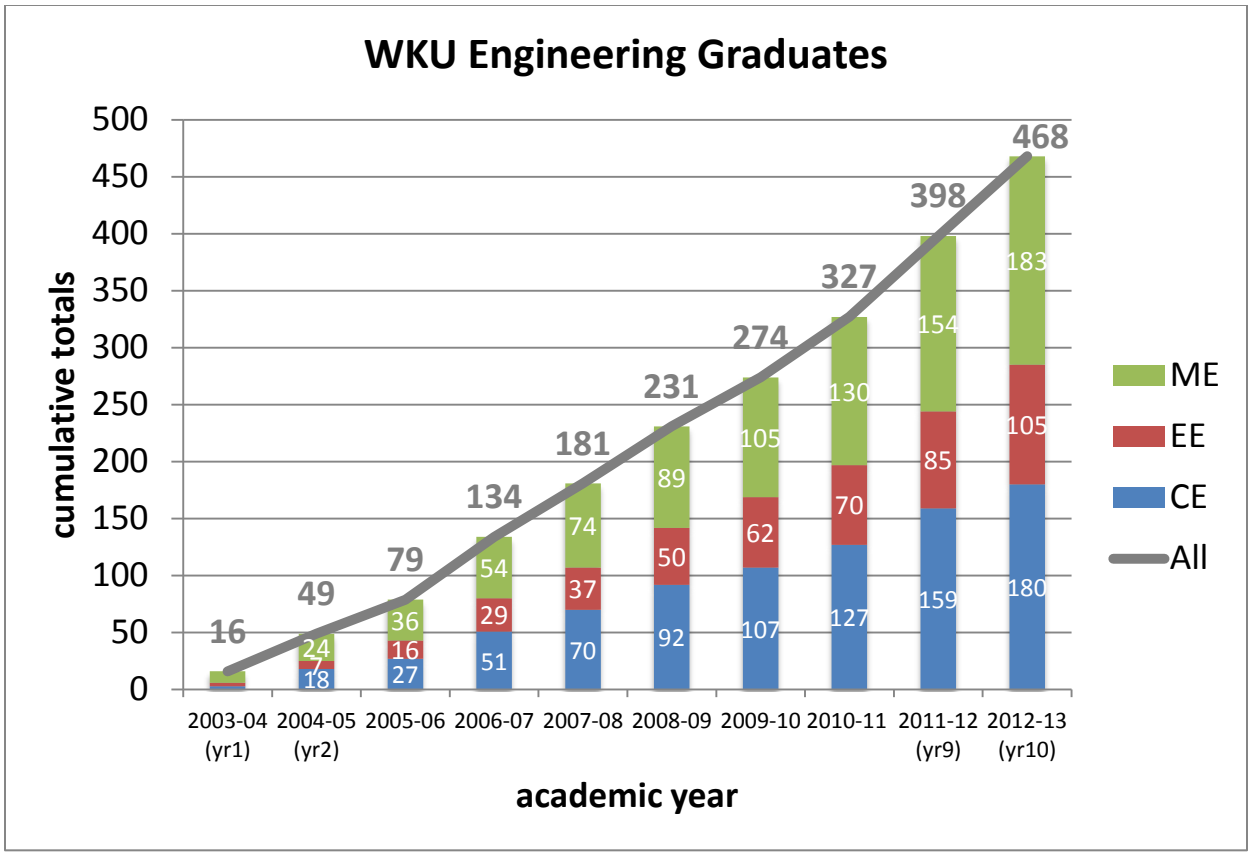


Kentucky	402	international	100
Tennessee	24		
Indiana	6	Total	
North Carolina	4	556	
Ohio	4		
rest of US	16		

as of 25Sep2012

17 Figure 6: Origins of WKU Engineering students enrolled in Fa2012

Over the past ten academic years (academic years: 2003–2004 through 2012–2013), the three programs have produced 468 engineering graduates as shown in Figure 3.



18 Figure 7: Cumulative WKU Engineering Graduates: Academic Years 2003–2004 through 2012–2013

We anticipate graduating another 58 engineering students during academic year 2013–2014, thereby producing a total of 530 engineering graduates from our three engineering programs over the past 11 years. Most of our graduates secure engineering employment by graduation or shortly after. The majority of our graduates are employed in the state of Kentucky, and in particular, the south-central region of Kentucky.

C.1.b. Employer Demand

When the WKU engineering programs were originally proposed, documentation was presented concerning the need for engineering graduates in south-central Kentucky. Many graduates from more urban areas are unwilling to pursue careers in rural areas such as Logan and Allen County, even though there are good employment opportunities there. . Since that time, it has been well documented that an insufficient number of engineering graduates are being produced by all the engineering programs across the Commonwealth to meet the current and future anticipated demand of the workforce. (Kentucky Council on Postsecondary Education) WKU's programs have responded to those needs, with the majority of our graduates finding permanent employment in the region.

For the two most recent academic years (academic years 2011–2012 and 2012–2013), our graduates have reported employment at 44 different employer locations (28 Kentucky and 16 out-of-state locations) [Berry, D. 2011–2013]. This data acquired via graduate survey provides a summary of employers and types of positions as reported by our engineering alumni. Additionally, this graduate survey data is merged with data mined from our Alumni Services Office, which provides an employment summary with 114 (US Dept of Labor)ed employers from 154 alumni reports [Berry, D. 2002–2013]. At some locations multiple WKU engineering alumni are employed.

As indicated by this employment data, the demand for our graduates has been strong in spite of a difficult economic period over the past five years due to reduced manufacturing demand, particularly automobile manufacturing, which is a critical portion of our regional economy. Nationally, a decline in engineering employment occurred over this time period. To indicate sustained and future demand, several sources were consulted for information regarding engineering employment demand currently and through the current decade: 2010–2020. These sources included: United States Bureau of Labor Statistics, JobsEQ provided by the Bowling Green Chamber of Commerce, and surveys of regional industrial companies likely to employ our engineering graduates [BLS 2012–2013, Carpenter, M. 2013Q2, and Berry, D. 2013]. The U.S. Bureau of Labor Statistics provides demand data and statistical projections at the national and state levels. It indicates increased demand for engineering due to both new opportunities and net replacement of retiring and resigning employees. JobsEQ and surveys received from regional companies provide a higher fidelity regional indicator of employment demand for our graduates.

At its highest level, employment projections from the United States Bureau of Labor Statistics combine architecture and engineering occupation together. (US Dept of Labor) Their projections indicate that architecture and engineering occupations are projected to add 252,800 new jobs nationally between 2010 and 2020 as they grow by 10.4 percent. Engineers are the largest component of this major occupational group and will add the most new jobs at 160,400. Data for these projections, broken down by discipline, are shown in Table 2 below.

19

2010-2020 employment projections	US	% growth	Kentucky	% growth
Civil Engineering	51,100	19%	110	18%
Electrical Engineering	10,700	7%	60	15%
Mechanical Engineering	21,400	9%	110	6%

20 Table 5: US Labor Department projections for engineering employment

Regional projections are somewhat more optimistic. The Bowling Green Chamber of Commerce provided projections from JobsEQ. JobsEQ is a subset of data extracted from the U.S. Bureau of Labor Statistics and modified by regional and local factors. (Carpenter) These projections assist the Chamber in forecasting regional and City of Bowling Green growth. According to JobsEQ, for the most recent four quarters (ending 2013Q2) in the south-central Kentucky region, which includes the 10-county Barren River Area Development District (BRADD) shown in Figure C.2.2, the total number of engineering jobs (Standard Occupations Code 17-2000) is 1,081. The anticipated 10-year average annual growth including replacement demand is 3.24% for the region. The 10-year forecasted total number of job openings for engineers is 395 for the region, with 272 attributed to replacement demand and 123 to growth.

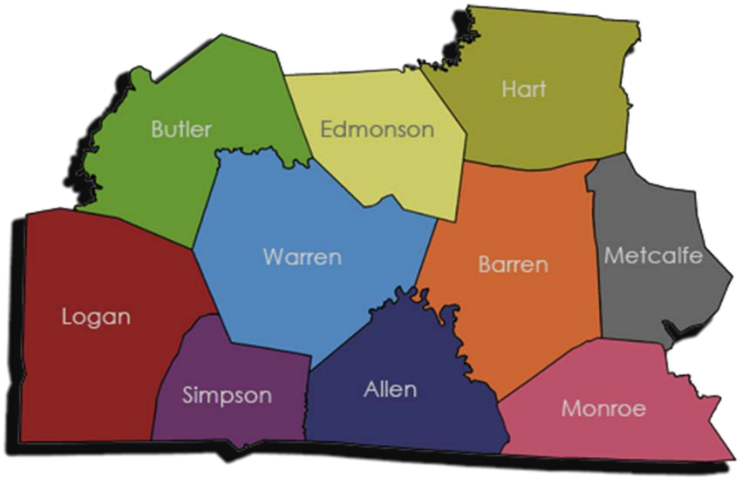


Figure 8: Barren River Area Development District (BRADD) counties are all within the WKU service area

Finally, surveys of regional industries were administered to gain insight into our primary employment base. The WKU Industrial Partnership members were the focus of these inquiries. The Industrial Partnership currently includes 10 member companies: GM/BG Corvette Assembly Plant, Fruit of the Loom, Logan Aluminum, MTD Products, Scotty's Contracting & Stone, J.M. Smuckers, Span Tech, Trace Die Cast, Stupp Bridge, and Sumitomo Electric Wiring Systems. The Industrial Partnership was originally funded by Logan Aluminum with a $300,000 gift in 2010. Each of the partnership members has made a three-year commitment to pay membership fees of $5,000 annually, which covers the operational expenses of the program. The outcomes of this program have been to enrich relationships and to promote opportunities among WKU engineering students, faculty, and local and regional industries. The industries are eager to actively engage with our engineering students to build meaningful relationships through mentoring, events, projects, and employment. The member industries benefit through dollars saved in recruitment costs and dollars saved by improved retention rates resulting from hiring local engineering students. They also benefit by involving the university and our students in research and development projects, which can save dollars and provide fresh ideas and solutions. Most of our partner industries provide internship/co-op opportunities to our students allowing them to gain hands-on, real-world work experiences which enhance their technical, professional, and communication skills. These internship/co-op students are a primary source from which many of our partner companies fill full-time engineering openings.

Demand for WKU engineering graduates is strong among this group. The 10 partner companies included in the survey currently employ 169 engineers of which 42 (25%) are WKU engineering alumni. The average annual growth for this group is 4.1%, which outpaces that of the region by 3%. Also, the anticipated replacement demand is strong as well. Replacement plus growth account for an annual number of 15 (8 from replacement and 7 from growth) positions from this group alone. We anticipate a large portion of that demand being filled by WKU engineering graduates.

Another strong indicator of the demand for engineering graduates is the number of students employed in internships/co-ops with regional, state, and national employers. A survey of student employment shows that 36 employers employed 55 students during academic year 2012–2013.

An additional demand indicator is total number of engineering job openings posted annually through the WKU Center for Career and Professional Development and through our Engineering Department. For academic year 2012–2013, a total of 237 engineering positions were posted: 194 full time positions

and 43 internship/co-op positions. Additionally, over 20 engineering employers attended our Ogden Science and Engineering job fair in February 2013, and all had openings for engineering interns or full-time engineers.

Another attribute of employer preference for our WKU engineering graduates is the salary of the positions secured by our graduates. The most recent average starting salary data reported by graduates of our WKU engineering programs were as follows:

Average starting salaries	reported by WKU graduates	NACE 2013 salary survey	national percentile
civil	$43,095	$58,000	25th
electrical	$58,508	$62,500	50th
mechanical	$58,100	$63,900	50th

21 Table 6: Comparison of starting salaries for WKU graduates with national averages (National Association of Colleges and Employers)

This same NACE report found that as a group engineering majors earned the top starting salaries of all undergraduate majors, which were consistent with their 2012 results as well.

Employers surveyed also indicated a preference for baccalaureate of science degreed engineers from ABET-accredited programs rather than engineering technology or manufacturing science degrees. As indicated from the salaries above, employers are willing to pay competitive wages to secure WKU engineering graduates. The WKU engineering program curricula provide a rigorous series of science, mathematics, and engineering courses and integrate industry projects throughout the program to effectively bridge from the science to the art of engineering. We produce successful engineers with a desirable skill set that can benefit regional, state, and national industries.

Additionally, many of our graduates take and pass the fundamentals of engineering (FE) examination, which provides a path to licensure as a professional engineer (PE). This credential is often a requirement for a successful career in civil engineering. For the period 2004–2013, our civil engineering graduates sitting for the fundamentals of engineering examination passed this national norm examination at a rate of 58.1%. Similarly, our electrical and mechanical engineering graduates passed this exam at rates of 63.8% and 68.7% respectively. This is consistent with state and national averages. However, a more remarkable indicator of the practiced-based mission of our engineering programs is that a total of 409 graduates sat for these examinations, which represents 87% of our graduates. This is significantly higher than the national average. Finally, 49 civil engineering, 4 electrical engineering and 5 mechanical engineering graduates have become licensed professional engineers through at least 4 year of experience and passing the principles and practices of engineering (PE) examination during this same time period.

C.2. Distinctive Qualities

All three WKU engineering programs make extensive use of project-based learning, integrating a variety of project experiences at every level of the curriculum. Beginning with the first freshman class and progressing through the last senior class, engineering students at WKU engage in the practice of engineering under the instruction and guidance of degreed, practicing engineers. In building the foundation of basic engineering knowledge by working on realistic and real-world projects, students apply and integrate their traditional coursework into a unified body of theoretical knowledge, deepened and enriched by practical experiences. By learning to complete projects within time and materials budgets while meeting performance specifications, our students begin to think and work like engineers do.

Engineering at WKU differs from most other institutions because its faculty is dedicated exclusively to undergraduate engineering education and to engaging students in the practice of engineering without the requirement of supervising graduate research. All faculty members in the WKU Department of

Engineering are required to obtain and maintain licensure as professional engineers in the Commonwealth of Kentucky. Many studies have shown that the educational methodologies employed by engineering faculty at WKU are not only the most enjoyable and interesting for students; they are also a more effective way to learn engineering.
All three WKU engineering programs focus on the needs of the region, in terms of educational offerings and applied research.

C.3. Relationships to Similar Programs in the Commonwealth

The University of Louisville and the University of Kentucky have civil, electrical, and mechanical engineering programs. Graduate and undergraduate programs exist at both institutions. The WKU engineering programs were developed with a focus on undergraduate project based curricula. These programs were originally developed as joint programs, with the University of Louisville and the University of Kentucky providing a portion of the more traditional coursework.
Since 2001, the WKU Department of Engineering has been offering joint degrees with the University of Louisville and the University of Kentucky. During that time, almost 500 students have graduated from these programs. Each student has been required to take at least 16 credit hours from the partner institution. The proposed programs will not include this requirement. But new reciprocal relationships could be worked out. It is anticipated that the partner institutions could continue to offer courses to WKU students in areas in which their faculty have special expertise. Additionally, WKU faculty could also offer courses in their areas of expertise that could be taken remotely by students at other universities across the Commonwealth. Reciprocal relationships could add flexibility to course offerings at all the institutions, creating more responsiveness in our programs collectively in order to to produce more engineering graduates for Kentucky.
The WKU Department of Engineering has been a pipeline to the University of Kentucky and the University of Louisville for graduate students. This relationship should continue and expand over time. We anticipate that removing the 16-credit-hour requirement from all students will allow the students who are most interested in pursuing graduate school to choose technical electives offered from the research universities, improving the quality of student experience and leading to even more students choosing the University of Kentucky and the University of Louisville for graduate study. Asynchronous web-based courses could greatly enhance the success of this approach and increase the number of Kentucky undergraduate students entering this pipeline to graduate work at Kentucky's research universities.
Through projects and applied research, collaborative relationships have existed for some time between engineering faculty at WKU, UK, and Louisville. These relationships have grown out of common research interests and should continue to flourish.

D. Advanced Practice Doctorates

Does not apply

E. Cost and Funding of the Proposed Program

Funding sources and costs of the proposed program are identical to those of the existing program. The existing program is funded through WKU's internal allocation from the General Fund, with no additional federal or state sources. Private support for special projects, professorships, and faculty development is in the WKU Foundation.

Breakdown of Budget	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**

Expenses/Requirements	**(based on 2012-13 budget)**	**(assuming 2% salary increases annually)**			
Staff (salaries only):					
Executive, administrative, and managerial New Existing (1/3 of dept)	51,932	52,971	54,030	55,111	56,213
Other Professional New Existing (1/3 of dept)	62,048	63,289	64,555	65,846	67,163
Faculty New Existing	330,384	336,992	343,732	350,606	357,618
Fringe Benefits (34%)	151,084	154,105	157,188	160,331	163,538
Graduate Assistants New Existing	n/a				
Student Employees New Existing	18,133	18,133	18,133	18,133	18,133
Equipment and Instructional Materials New Existing	46,732	46,732	46,732	46,732	46,732
Library New Existing	n/a				
Narrative Explanation/Justification: Library expenses supporting this program are contained within the library budgets.					
Contractual Services New Existing	n/a				
Academic and/or Student Services New Existing	n/a				
Other Support Services New	n/a				

Existing					
Faculty Development New Existing					
Narrative Explanation/Justification Faculty development is typically funded through WKU Foundation funds allocated to Engineering.					
Assessment New Existing	included				
Narrative Explanation/Justification Assessment is part of the regular workload of all members of the staff and not separately accounted. No additional external expenses related to assessment are anticipated.					
Student Space and Equipment (if doctorate) New Existing	n/a				
Faculty Space and Equipment (if doctorate) New Existing	n/a				
Other New Existing	n/a				
TOTAL New Existing	**660,313**	**672,222**	**684,369**	**696,759**	**709,397**

F. Program Review and Assessment

All three engineering programs at WKU are accredited by ABET, and have been since their inception. The first accreditation was received in 2004, and the programs successfully conducted a second accreditation review in 2010. The programs are currently in the third accreditation cycle. Continued accreditation by ABET is of the highest importance to our programs, and the ABET process is the heart and soul of the programs' review and assessment.

ABET requires a continuous improvement approach to assuring quality. Criteria that must be satisfied concern the background of incoming students, the appropriateness of the program's educational objectives and outcomes, the effectiveness of the curriculum through which those are achieved, the adequacy of faculty and staff members in terms of numbers and qualifications, the suitability of facilities and space, the strength of the institutional support, and the process for revising and adapting the program in response to changes, including growth. The full and current version of ABET's criteria for engineering programs is available from the ABET website. http://www.abet.org [ABET, 2013]

Aligned with the continuous improvement approach required by ABET, each of the WKU engineering programs follows an annual system of reviewing student performance as evidence of attaining the program's educational outcomes. Student attainment of those outcomes is evaluated in their coursework, on the FE exam, and as entry-level employees. Particular assessments in most courses are mapped to particular outcomes, and student work on those assessments is evaluated using rubrics identified for different developmental levels for each skill set. For instance, the electrical engineering program uses levels of novice, apprentice, proficient, and exemplary. The rubrics are used to evaluate the following: fundamental knowledge; math and science knowledge; design skills; experimental skills; teamwork; professionalism and ethics; written, visual, and graphical communications; and oral and visual communications. In addition, student performance on the Fundamentals of Engineering exam is considered as evidence of how well each program is meeting some of its educational objectives. Finally, recent graduates and their employers are surveyed with regard to their ability to perform effectively in their positions as practicing engineers. This combination of evaluation methods provides a range of perspectives from which the program can be evaluated and adjustments and improvements can be designed.

Another form of review and assessment utilized in the WKU engineering programs is an annual review of each course relative to its prerequisites and courses on which it depends. Once a year, the program faculty meet to review the learning objectives of each course, the activities and assessments used in the course, and the strengths and weaknesses of that year's implementation of the course. This discipline and collaboration among the program faculty provide a level of cooperation and integration that is unusual in modern higher education. The results of this review are used to tune the operational details of the courses in order to strengthen the program, to improve student success, and to make the project-based learning approach sustainable.

ABET is not the entire story however; WKU and the CPE have interest in other aspects of the program, as outlined in the institutional template for academic program review. Areas of interest there that are not explicitly called for in ABET are the places graduates went, the relationships with other institutions in Kentucky, allocation and productivity of faculty resources and success with regard to extramural funding. All these factors are already being tracked as important areas of our collective and individual performance, and they will be incorporated into the annual program and departmental review conducted each year anticipating the academic program review for the engineering programs in 2015-2016.

G. Works Cited

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Dates of prior committee approvals:

Department of Engineering	January 14, 2014
Ogden College Curriculum Committee	January 16, 2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

PRE-PROPOSAL FOR NEW ACADEMIC PROGRAM

Western Kentucky University
Institution Submitting Proposal

Single
Program Type

Mechanical Engineering
Title of Proposed Degree Program

Baccaulaureate
Degree Level

EEO Status	???
CIP Code	Mechanical 14.1901
Academic Unit	Department
Name of Academic Unit	Department of Engineering
Name of Program Co-ordinator	Joel Lenoir, P.E.
Date of pre-proposal	???
End of review period	???
Intended Date of Implementation	Fall 2014
Name, Title and Information of Contact Person	Julie Ellis, Ph.D., P.E. Department Head and Professor WKU Engineering 1906 College Heights Blvd Bowling Green, Kentucky 42101 julie.ellis@wku.edu

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Is this program a pre-baccalaureate certificate or diploma program? Y___ N _✓_

Date of CPE Approval _____

A. Centrality to the Institution's Mission and Consistency with the State's Goals

A.1. Program Description

The mechanical engineering program proposed here is identical in its curriculum to the corresponding existing engineering program now operating at WKU, currently offered jointly with the University of Kentucky.

Mechanical engineers are involved in designing and building almost everything that is needed in our modern world —from microscopic electro-mechanical devices implanted into our bodies to the planes, trains and automobiles that transport us and the things we need, to enormous power generating and distribution systems that produce and control millions of horsepower. Mechanical engineers use scientific principles from the physical world to create a tremendous variety of mechanical and thermal systems. Practicing mechanical engineers use these principles to design, analyze, manufacture, and maintain systems that include:

- automobiles and aircraft
- heating and cooling systems
- electric power plants
- specialized materials
- manufacturing plants
- industrial equipment and machinery

Mechanical engineers need a solid understanding of engineering science, which includes mechanics, engineering materials, thermodynamics and fluid mechanics. The mechanical engineering program at WKU focuses on these sciences as well as design principles and practice. Students also gain professional skills necessary for a successful career in mechanical engineering.

The WKU mechanical engineering program produces graduates who are well prepared for the start of productive, successful careers as practicing engineers. Our graduates have a strong competitive advantage with their unique background of engineering fundamentals combined with practical knowledge and experience. The mechanical engineering program provides a project-based, learner-driven environment relevant to the needs of our region. In support of this learning environment, the professional engineering activities of the faculty create opportunities for the students to practice the art and science of contemporary Mechanical Engineering.

This program does not contain any specializations.

A.2. Program Objectives

The program objectives remain identical to those of the corresponding existing program now operating at WKU, currently offered jointly with the University of Kentucky. These program objectives have been affirmed through ABET accreditation since the programs' inception.

The WKU mechanical engineering program has seven educational objectives grouped into three general areas.

Technical

- Our graduates demonstrate competence in the use of scientific, technical, and professional skills for the practice of mechanical engineering.
- Our graduates demonstrate the ability to identify problem causation and to implement practical, application-oriented solutions.
- Our graduates demonstrate the ability to find additional knowledge necessary to solve unfamiliar problems.

Professional

- Our graduates exhibit excellent two-way communication skills in written, oral, visual, and graphical forms with a wide variety of audiences.
- Our graduates demonstrate ethical professional behavior and a comprehension of the breadth of the engineer's professional roles and responsibilities.

Societal

- Our graduates adapt to an ever-changing world by engaging in life-long learning and professional development activities.
- Our graduates contribute to their region's economic development through their professional practice.

Graduates of the proposed engineering program will receive a Bachelors of Science degree, just as graduates of the three existing engineering programs do.

A.3. Alignment with Institutional Mission and Strategic Priorities, Statewide Postsecondary Education Vision, Strategic, and the Statewide Strategic Implementation Plan

A.3.a. WKU Institutional Mission

The WKU Institutional Mission is to
"prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders in a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach." (WKU)

With minor changes to include engineering language, this could be each program's mission statement; the alignment is that tight. As laid out in the objectives in A.2 above, our programs prepare students well; members of our community–faculty, staff, and students—engage in research, service, and lifelong learning; and WKU engineering programs affect the quality of life in the region in multiple positive ways. To be more specific, each WKU engineering program prepares students to be technically competent, professional engineers with strong communication skills and awareness of their professional responsibilities to society and of engineering's role in global issues. We take special care to ensure our graduates meet the needs of industry in the region and beyond. With students and as individuals, each faculty member of WKU Engineering engages in applied research and service activities that draw on her or his professional skills and preparation, and they contribute to their profession locally, regionally, nationally, and occasionally globally. We provide continuing education opportunities to the engineering profession, and we participate in STEM outreach to the K-12 community.

In preparing outstanding engineering graduates for employment and further study, in providing educational programs at a variety of levels, and in executing meaningful projects for local industry and organizations, the Department of Engineering supports the WKU Mission every way it can.

A.3.b. WKU Strategic Priorities

The WKU engineering programs have aligned our departmental objectives with the four strategic priorities of the university (WKU)

WKU Engineering Objective	*related WKU Engineering Goal*
WKU Strategic Goal 1: Foster academic excellence.	
Deliver high-quality engineering education using efficient and sustainable project-based pedagogies. (ENGR2)	Produce competent practitioners
Continuously develop and support faculty and staff. (ENGR5)	Steward our resources responsibly

WKU Strategic Goal 2: Promote a dynamic and diverse university community.

Communicate effectively with internal and external constituencies about WKU Engineering: what we do, how we do it, our dreams, and our needs. (ENGR4)	Tell our story well
Be a good departmental citizen in our college, in our university, and in our professional and civic communities. (ENGR9)	Steward our resources responsibly

WKU Strategic Goal 3: Improve the quality of life for our communities.

Produce competent engineering practitioners in the fields of civil, electrical, and mechanical engineering. (ENGR1)	Produce competent practitioners
Provide engineering expertise responsive to the needs of the region. (ENGR3)	Produce competent practitioners

WKU Strategic Goal 4: Support the core mission with a robust campus infrastructure.

Raise the research profile of WKU Engineering. (ENGR6)	Produce competent practitioners
Strengthen private support for WKU Engineering. (ENGR7)	Steward our resources responsibly
Emancipate the joint programs. (ENGR8)	Tell our story well

A.3.c. Statewide Postsecondary Education Vision

The vision of the Kentucky Council for Postsecondary Education is: *All Kentuckians will be prepared to succeed in a global economy.* (Kentucky Council on Postsecondary Education) The engineering programs at WKU support this vision. Engineers make life better by designing systems that improve the quality of life. Manufacturing equipment, highways, bridges, robotics, and many other systems improve the quality of life of everyone in Kentucky and beyond. Focusing locally, the WKU engineering programs provide a path to better jobs and more industry in the region, stimulating more and better jobs here in south-central Kentucky.

According to many economic development theories, engineering programs attract industries that need engineers, and high-tech businesses increase awareness and create demand for engineering programs. As the only engineering school in south-central Kentucky, WKU has already drawn (and will continue to draw) new high-quality firms and industries to this region. Additionally, new engineering talent that is connected to this region already helps (and will continue to help) existing companies develop new capabilities and innovations. WKU Engineering and regional industry are collaborating in creating more success for south-central Kentuckians in the global economy.

A.3.d. Statewide Strategic Agenda

The Mission of the CPE's Strategic Agenda is: *to deliver a world-class education to students, create and apply new knowledge, and grow the economy of the Commonwealth.*

The WKU engineering programs contribute to achieving this mission through our project-based curricula that enable students to learn by doing. At WKU, we believe creating real-world projects where students complete realistic and real-world engineering projects is the best way to both prepare our graduates for the global marketplace and support the growth of the Kentucky economy. By the time each student graduates, he or she will have had multiple experiences of designing and building innovative products

and completing engineering projects on time, within budget, to specification. At the end of their undergraduate years, our students are ready to begin engineering practice or go to graduate school. In the first 10 years of the programs, our students have completed many significant projects. They have tested concrete for several WKU buildings and for structures around the region. They have developed a controller for a submersible system used by Warren County Search and Rescue for underwater searches, and that system is now under development as a commercial product to be used in a variety of applications, including bridge inspection. With funding from the Gates Foundation and NSF, WKU engineering students collaborating with animal behaviorists from WKU Biology have developed systems to warn villagers in Africa of marauding elephants that eat their crops. Our faculty and students have developed a method for testing better and safer horse reins used at race tracks across the country. WKU is the only U.S. university to require that all of the engineering faculty be licensed professional engineers as a condition for tenure. Our faculty are practitioners teaching practical methods of engineering. All our faculty have all done real engineering work and can transmit this knowledge to students. Licensure is not a priority for most other institutions, and this is one thing that distinguishes our program.

One of the challenges for post-secondary education cited by the CPE is that Kentucky is "47th among the 50 states in the number of science, technology, engineering, and math (STEM) degrees awarded per capita." (Kentucky Council on Postsecondary Education) The first WKU engineering graduates received their degrees ten years ago, and since that first class, almost 500 engineers have graduated from the WKU engineering programs. Most of these students would not have chosen to attend other engineering programs in the state, so they represent a new source of technical talent in the engineering workforce. Currently more than 600 engineering students are enrolled at WKU. The ones that graduate will be a new pool of engineers that would not have been available to our region without the presence of WKU Engineering. With these programs, we will be able to continue to grow the number of Kentucky's engineering graduates and better prepare students to contribute to the Commonwealth's economic growth.

The CPE's Strategic Agenda includes 4 key policy objectives:

- College Readiness
- Student Success
- Research, Economic, and Community Development
- Efficiency and Innovation

The WKU engineering programs address three of these components of the CPE Strategic Agenda: student success; research, economic, and community development; and efficiency and innovation.

Student Success – Objective 1: To increase production and improve graduation rates at all levels.

The WKU engineering programs have produced 468 graduates since 2004 in an area deemed as high demand by the CPE. (Kentucky Council on Postsecondary Education) A significant factor in justifying the engineering programs at WKU initially was that according to the Kentucky Science and Technology 1999 Entrepreneurial Capacity Report, the Commonwealth ranked 47th in the number of scientists and engineers per capita and 45th in science and engineering graduates per capita. From 2005 to 2009 the production of science and engineering graduates increased almost 10% in Kentucky while the population of 18-24 year olds decreased slightly according to the National Science Foundation Science and Engineering Indicators 2012 report. (National Science Board) During this time period the WKU engineering programs were just beginning; since then, we have continued to grow and produce more graduates, drawing from populations that would probably not choose other programs in the state.

Student Success - Objective 3: To provide high-quality, competitive undergraduate and graduate programs that support academic achievement and program completion, a capacity and desire for

life-long learning, and skills and behaviors promoting civic engagement, global awareness, and career readiness.

As presented elsewhere in this document [Student Learning Outcomes, page 230], the learning outcomes of the WKU engineering programs require that all graduates are prepared to achieve this specific objective; this objective is consistent with the ABET criteria and learning outcomes. (ABET) The WKU programs have undergone two successful ABET accreditation visits where these outcomes have been documented, reviewed, and deemed acceptable by the most significant engineering accreditation body in the world. The faculty view the items stated in the CPE objective to be valuable, and have worked diligently to make sure they are met, and the accreditation review has shown the efforts to be successful.

Efficiency and Innovation - Objective 3: To better align academic programs with the current and future needs of the Commonwealth.

As stated above under *Student Success – Objective 1*, the growth and number of graduates produced by the WKU Engineering program shows significant support of this objective. Graduates, their employers, and economic development professionals attest to the need for engineering programs in south-central Kentucky and to the excellent alignment of WKU's project-based approach with their requirements.

Research and Economic Competitiveness – Objective 1: To increase research and development efforts to promote innovation and economic development.

As stated specifically in the CPE document detailing this objective, the WKU Engineering program has demonstrated support through its endowment of over $3 million through the combination of private and public support in the Bucks for Brains program. During the startup phase of the engineering programs at WKU these funds helped to develop the programs' capacity to provide these project-based curricula. As the programs have evolved, these funds are being used to develop the applied research capabilities as well.

Research and Economic Competitiveness – Objective 3: To align education, economic development, and workforce policies and programs to develop, attract, and maintain jobs.

The CPE Strategic Agenda specifically states that STEM fields are high demand areas. The WKU Engineering program is making significant contributions in producing graduates in the high demand fields, as shown in our graduation and employment information elsewhere in this document. [**Student Demand**, page 230 and **Employer Demand**, page 241]

A.3.e. Statewide Strategic Implementation Plan

The statewide implementation plan (Kentucky Council on Postsecondary Education) identifies several specific areas for each program to address: funding, accountability, measurable performance, and the balance between quality and quantity.

Adequate Funding

Sustained, adequate funding in direct operating support to public postsecondary education institutions is vital to achieving statewide policy objectives and moving forward on the aggressive, long-term goals of HB 1 (1997). Increases in state funding, tuition revenue, and financial aid, as well as aggressive cost control, will be required to increase productivity and protect college access for low- and moderate-income students and families.

WKU fully supports cost control and two ways this is achieved is through scholarships for students and the Bucks for Brains program. For example, of 150 civil engineering students at WKU, approximately 20 receive Kentucky Transportation Cabinet scholarships. These are available to worthy students at every level of their studies, giving them access to productive college degrees that improve the quality of life for people in Kentucky and in this region.

Of 14 engineering faculty members at WKU, 4 hold endowed chairs or professorships which enhance teaching, research, and service. This funding, much of it through the Bucks for Brains program, allows faculty members to expand their activities well beyond what would be possible with basic program funding. An example of teaching enhancement is provided by the WKU Study Away Program. In 2012, 9 civil engineering students were able to travel to Hoover Dam, and other locations in the desert southwest to study flood control and water supply. They interacted with flood control district personnel in Arizona and Nevada and studied problems with water supply that the flood control districts have dealt with for decades. One goal of this study was to understand methods that could be used to alleviate water supply and pollution problems that now face our region. Each of these students received grants, funded by private support, that made this program affordable and provided them with an unforgettable educational experience.

The support of the Engineering Program by regional businesses and donors has been phenomenal. These business people have concluded that this program is worth supporting and have opened their pocketbooks as a clear indication of the need of this program.

Accountability

Accountability in higher education is a shared responsibility that includes common goals and objectives, a division of labor, measured results, and a focus on continuous improvement. It will take a common commitment between the Council; institutional governing boards, policy leaders, faculty, and staff; Kentucky's adult education system, students, and parents; the Governor and the General Assembly; the K-12 system; and key state agencies and stakeholders to demonstrate accountability at both the state and institution level.

22 One of the goals of the CPE is to increase the number of STEM degrees earned in Kentucky. The state has been underperforming in this important area for years. Figure XXX illustrates the point. In the figure, each color represents a different quintile and Kentucky ranks in the lowest quintile of states in the per capita production of science and engineering degrees, and is surrounded by states with better performance in this important area. Since 2004 WKU has produced 468 graduates. During that time, engineering enrollment at other state schools offering engineering degrees has remained stable. These are 468 graduates who improved the goal of

increasing the number of STEM degrees earned in the Commonwealth.

23 Figure 9: Science and engineering degrees awarded per 1,000 18-24 yr olds (National Science Board)

Performance Metrics and Targets

A select number of state and institutional performance metrics, with negotiated targets for 2015, will help guide progress on the 2011-15 Strategic Agenda, HB 1 mandates, and other reform legislation. Other data, including various leading and lagging indicators, will be monitored to gauge improvement and assist in policy development.

The WKU Engineering Program contributes most to the Research, Economic and Community Development category of metrics. One of these is the number of degrees and credentials in science, technology, engineering, mathematics, and health-related fields. The Engineering Program historically has added engineering degrees without reducing enrollment in engineering at other state institutions. Engineering schools produce STEM degrees and attract high tech industry. This directly impacts the regional economy. Our donors have been willing to open their pocketbooks to support WKU engineering. They believe in this program. WKU Engineering will help the CPE and the state achieve its implementation plans.

Implementation Plans

The Council is directed by statute to draft an implementation plan that will be pursued collaboratively with institutional representatives and other key stakeholders over the next four years. This policy work is intended to complement, not supplant, the strategic plans approved by institutional governing boards

that broadly align with the strategic agenda and allow postsecondary education institutions to achieve their unique missions.

Reporting and Benchmarking

A new Web-based performance dashboard and improvements to the Council's accountability reports will provide easy access to the data and information needed to understand absolute and relative progress on key objectives and strategies. Council and other stakeholder meetings will allow for regular updates on progress.

This relates to a CPE function and does not apply to WKU Engineering.

Incentives

As originally envisioned by HB1, strategic trust funds and various incentive programs are crucial to stimulating increases in degree production, research activity, community outreach, and workforce development. Kentucky must continue to fund proven programs like "Bucks for Brains," Regional Stewardship, Workforce Development, Kentucky Innovation Funds, and EPSCoR, and provide new incentives directly related to improvements in degree production.

WKU Engineering is a beneficiary of the Kentucky Bucks for Brains program. Currently, 4 of our 14 faculty hold endowed chairs or professorships. Another is imminent. These programs allow our faculty to enhance teaching, research, and service. Endowment funds have enabled students to travel for Study Away courses at very reasonable cost. Engineering Study Away courses have traveled to Hoover Dam and flood control districts in Arizona and Nevada, and to the Gulf Coast to study the effects of hurricanes.

The Bucks for Brains program enhances our research infrastructure by providing the means to acquire research equipment such as instrumentation for the Corvette Museum track, materials to help the local rescue squad acquire a submersible search robot, and to develop a testing protocol for all horse reins used at tracks across the U.S.

Bucks for Brains allows our faculty to participate in conferences, national boards, and committees that enhance the reputations of WKU, the state of Kentucky, and of our faculty.

Balancing Quality and Quantity

One of the key challenges is balancing the need for high-quality credentials that allow individuals to be successful in their work, life, and communities with the demand to increase degree production and educational attainment. Strengthening current programs and expanding new ones will help the system control costs, both for students and the state.

Engineering curricula are rigorous, but provide a great return on investment for graduates. It also provides an excellent return on investment for Kentucky because engineers are good for the economy since they design and build new products.

WKU engineering students also have the opportunity to receive minors in Systems Engineering, Land Surveying, Entrepreneurship, Floodplain Management, and Mathematics. Since 2004, more than 200 civil engineering students have achieved American Concrete Institute Grade 1 Certification, and currently 42 of our students have become nationally Certified Floodplain Managers. The state of Kentucky currently has 64 Certified Floodplain Managers. The Minor in Floodplain Management is the first in the U.S. Fifty-seven of our graduates have become licensed professional engineers serving this state and this region.

A.4. Approval letter from Education Professional Standards Board (EPSB)

Not required

B. Program Quality and Student Success

B.1. Student Learning Outcomes

Consistent with ABET, this program demonstrates that each graduate possesses

w) an ability to apply knowledge of mathematics, science, and engineering;
x) an ability to design and conduct experiments, as well as to analyze and interpret data;
y) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
z) an ability to function on multidisciplinary teams;
aa) an ability to identify, formulate, and solve engineering problems;
bb) an understanding of professional and ethical responsibility;
cc) an ability to communicate effectively;
dd) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
ee) a recognition of the need for, and an ability to engage in life-long learning;
ff) a knowledge of contemporary issues; and
gg) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

These are the learning outcomes for each student graduating from each program.

B.2. Program Support Provided by Other Units within the Institution

Most of the general education requirements that each student satisfies are provided by academic departments elsewhere in the university. The Mathematics, Physics, and Chemistry Departments provide significant numbers of courses to all three engineering programs. Relationship to the Existing Program

This program replaces the current mechanical engineering program, which is offered jointly with the University of Kentucky.

B.3. Will this be a 100% distance learning program? No

B.4. Alternative Learning Formats Utilized (**those that apply** shown in **BOLD**)

- Distance learning
- **Courses that combine various modes of interaction**, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- **Technology-enhanced instruction**
- Evening/weekend/early morning classes
- Accelerated courses
- **Instruction at nontraditional locations**, such as employer worksite
- Courses with multiple entry, exit, and reentry points
- Courses with “rolling” entrance and completion times, based on self-pacing
- Modularized courses

Delivery of the WKU engineering programs takes multiple forms while taking advantage of the growing technological tools available to the education community. The major focus is on the use of tools that

help maximize student success and progress towards their degree, while emphasizing technologies implemented in the professional engineering environment.

The Western Kentucky University campus has multiple technological tools which can be utilized by faculty and students. The campus is fully wireless, allowing communication linkups in both academic and residential buildings. This can be used as a means of augmenting education including the use of Blackboard, Skype, online threaded discussion boards, and classroom instruction where students utilize their own laptop computers. By using both synchronous and asynchronous communication methods, a robust educational setting is established while mimicking methods used by the professional engineering community to maintain communication among far-flung groups.

Sharing of information using technology is a key component of the programs. Technology can facilitate meetings between student groups and project sponsors from industry when distance is too great to allow face-to-face meetings, thus improving efficiency. Already faculty and students from WKU have taken advantage of this for meetings spanning the country, from Florida to the state of Washington and places in between. Work in any engineering community involves operating on a global scale, so technology-mediated communication provides valid real-world challenges for students in south-central Kentucky while engaging them in meaningful professional preparation.

Modern laboratory technologies are also used in the WKU engineering programs. The equipment in the WKU laboratories replicates many of the resources available in a professional engineering setting and allows students the opportunity to develop skills that are consistent with those needed by future employers. Laboratory experiences are used in multiple points of each curriculum to extend learning into the realm of modern engineering practice. These facilities are also available to support projects with industry.

Completion of realistic projects, creation of engineered systems, and design of products are key components of the programs. In today's engineering community there is much use of technological tools to accomplish these tasks. Computer-aided design and computer-aided manufacturing tools are implemented throughout the programs. Computer-assisted analysis tools such as Matlab and Mathcad and LabView, which are all widely used in industry, find use throughout the programs. Use of computer simulation packages to visualize and measure performance of designed systems are implemented as warranted. By guiding students in the use of professional full-strength technological tools, we provide a professional setting such that graduates are better prepared to enter the workforce ready to work as engineering practitioners. In this way greater efficiencies in student education and workforce productivity can be achieved.

One area to be evaluated for implementation in the future is the use of distance-taught courses. In a time when technology has progressed to allow for Massive Online Open Courses (MOOCs) and various online degree options, it appears a proper time to explore such technology with the aim of improving engineering course variety without compromising student educational needs. Engineering is somewhat restrained in the use of distance classes as compared to some other disciplines. A part of this can be attributed to the difficulty of conveying a practice-based class experience, though some examples exist where undergraduate engineering coursework is offered online. As example, North Dakota State University offers some of its undergraduate engineering classes online (www.distance.und.edu/engineering) owing to the vast distances that exist between some students and the campus. Other examples of colleges offering limited online undergraduate engineering courses include Arizona State University, Stanford, Drexel, and the Massachusetts Institute of Technology. At this time there are no accredited undergraduate degree programs available online, but there are a few graduate engineering programs offered largely by distance means.

Western Kentucky University has an infrastructure in place for delivery and reception of distance courses. The Division of Extended Learning and Outreach (DELO) at WKU facilitates the use of distance education. At present the most common forms are web/online courses, independent learning, and

interactive video service (IVS)/teleconference courses (http://www.wku.edu/dl). The infrastructure that DELO provides allows the engineering programs to explore accessing course from universities both inside and outside of Kentucky as well as offering our courses to the wider world off campus. DELO can provide a means to expand the educational opportunities such that broader coursework is available to WKU engineering students while maximizing efficiencies of program delivery. In all cases the focus will remain on pedagogically sound methods that best serve the student educational and workforce needs.

B.5. Faculty Requirements

At this time, no additional full-time faculty members are required. Consolidating courses shared by different programs, combining small sections, adjusting scheduled offerings, and expanding the students' choices of electives allows for more effective utilization of existing faculty resources. Some part-time instructors will be needed.
Growth in student enrollment will necessitate additional faculty members in the future.

C. Program Demand/Unnecessary Duplication

C.1. Need and Demand

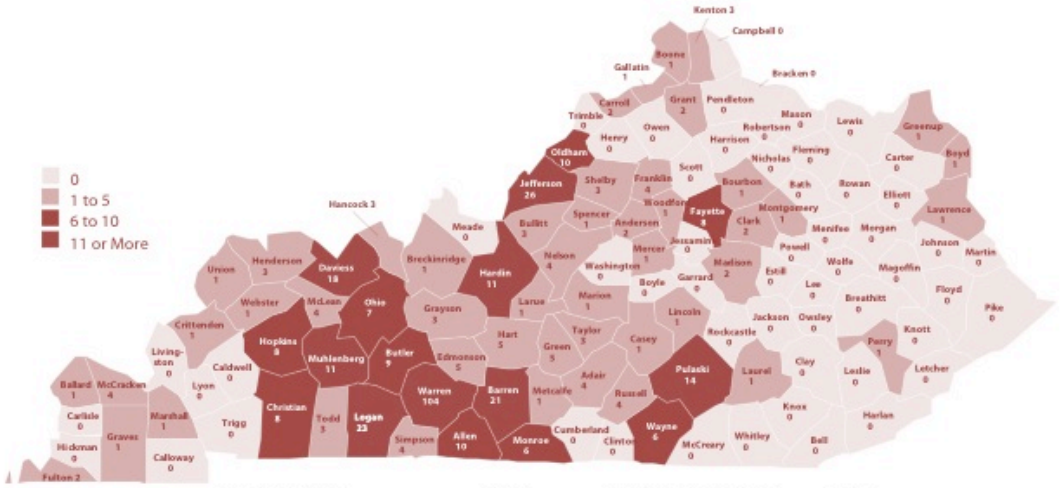
C.1.a. Student Demand

The WKU Engineering programs have consistently attracted a wide range of students since their inception in 2001. Initially the enrollment grew quite rapidly, and over the last seven academic years, enrollment has grown at a modest but steady pace.

Academic Year Ending	2007	2008	2009	2010	2011	2012	2013
Civil Engineering	137	140	139	154	162	160	191
Electrical Engineering	110	119	173	186	198	204	228
Mechanical Engineering	163	173	226	228	229	248	260
Total	**410**	**432**	**538**	**568**	**589**	**612**	**679**

 Table 7: Enrollment in WKU engineering programs has steadily increased over the past seven academic years. source: WKU Institutional Research

Most of the students served by these programs come from the south-central Kentucky area, as shown in Figure 2. They perceive that their access to other engineering programs in the Commonwealth is limited. Students who choose to attend WKU engineering programs report that, without these programs, they would either choose a different major at WKU or seek an engineering degree outside the Commonwealth.

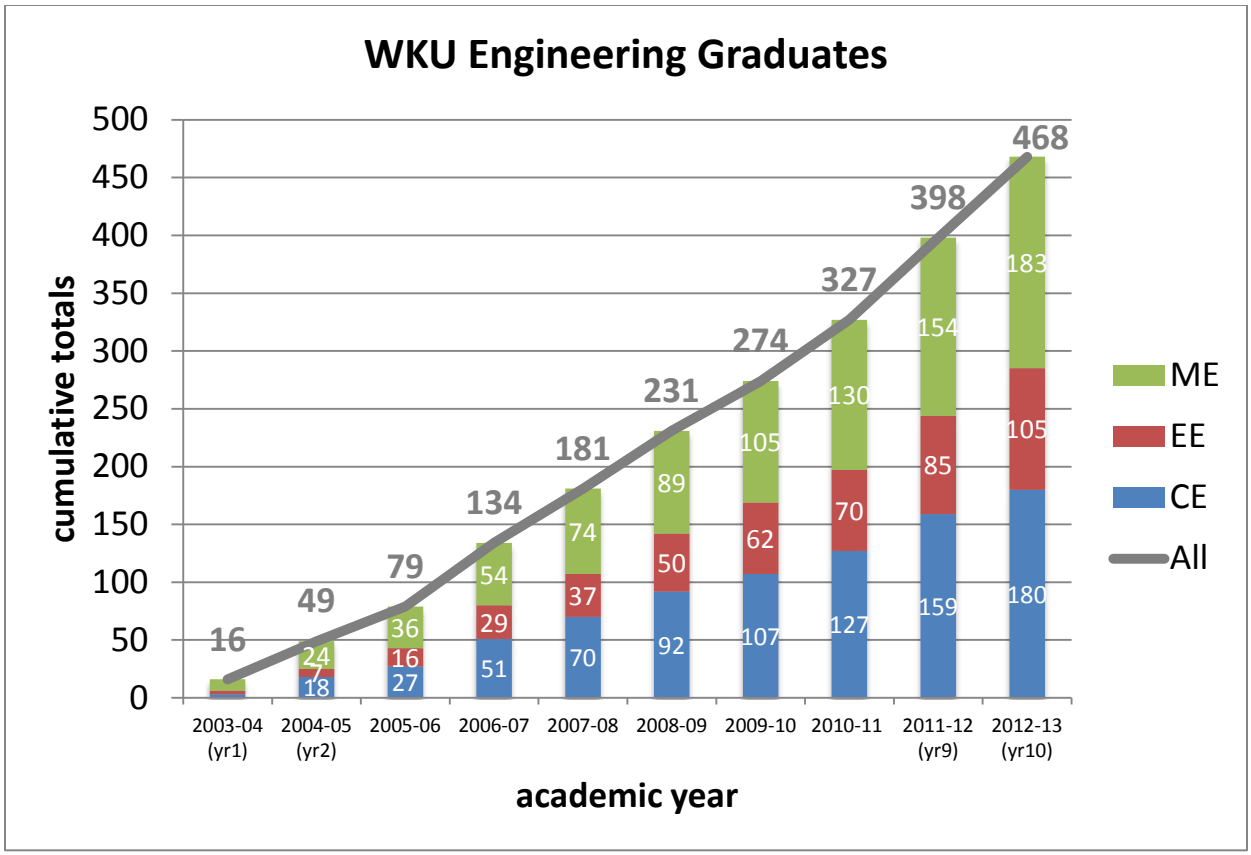


Kentucky	402	international	100
Tennessee	24		
Indiana	6	Total	
North Carolina	4	556	
Ohio	4		
rest of US	16		

as of 25Sep2012

25 Figure 10: Origins of WKU Engineering students enrolled in Fa2012

Over the past ten academic years (academic years: 2003–2004 through 2012–2013), the three programs have produced 468 engineering graduates as shown in Figure 3.



26 Figure 11: Cumulative WKU Engineering Graduates: Academic Years 2003–2004 through 2012–2013

We anticipate graduating another 58 engineering students during academic year 2013–2014, thereby producing a total of 530 engineering graduates from our three engineering programs over the past 11 years. Most of our graduates secure engineering employment by graduation or shortly after. The majority of our graduates are employed in the state of Kentucky, and in particular, the south-central region of Kentucky.

C.1.b. Employer Demand

When the WKU engineering programs were originally proposed, documentation was presented concerning the need for engineering graduates in south-central Kentucky. Many graduates from more urban areas are unwilling to pursue careers in rural areas such as Logan and Allen County, even though there are good employment opportunities there. . Since that time, it has been well documented that an insufficient number of engineering graduates are being produced by all the engineering programs across the Commonwealth to meet the current and future anticipated demand of the workforce. (Kentucky Council on Postsecondary Education) WKU's programs have responded to those needs, with the majority of our graduates finding permanent employment in the region.

For the two most recent academic years (academic years 2011–2012 and 2012–2013), our graduates have reported employment at 44 different employer locations (28 Kentucky and 16 out-of-state locations) [Berry, D. 2011–2013]. This data acquired via graduate survey provides a summary of employers and types of positions as reported by our engineering alumni. Additionally, this graduate survey data is merged with data mined from our Alumni Services Office, which provides an employment summary with 114 (US Dept of Labor)ed employers from 154 alumni reports [Berry, D. 2002–2013]. At some locations multiple WKU engineering alumni are employed.

As indicated by this employment data, the demand for our graduates has been strong in spite of a difficult economic period over the past five years due to reduced manufacturing demand, particularly automobile manufacturing, which is a critical portion of our regional economy. Nationally, a decline in engineering employment occurred over this time period. To indicate sustained and future demand, several sources were consulted for information regarding engineering employment demand currently and through the current decade: 2010–2020. These sources included: United States Bureau of Labor Statistics, JobsEQ provided by the Bowling Green Chamber of Commerce, and surveys of regional industrial companies likely to employ our engineering graduates [BLS 2012–2013, Carpenter, M. 2013Q2, and Berry, D. 2013]. The U.S. Bureau of Labor Statistics provides demand data and statistical projections at the national and state levels. It indicates increased demand for engineering due to both new opportunities and net replacement of retiring and resigning employees. JobsEQ and surveys received from regional companies provide a higher fidelity regional indicator of employment demand for our graduates.

At its highest level, employment projections from the United States Bureau of Labor Statistics combine architecture and engineering occupation together. (US Dept of Labor) Their projections indicate that architecture and engineering occupations are projected to add 252,800 new jobs nationally between 2010 and 2020 as they grow by 10.4 percent. Engineers are the largest component of this major occupational group and will add the most new jobs at 160,400. Data for these projections, broken down by discipline, are shown in Table 2 below.

27

2010-2020 employment projections	US	% growth	Kentucky	% growth
Civil Engineering	51,100	19%	110	18%
Electrical Engineering	10,700	7%	60	15%
Mechanical Engineering	21,400	9%	110	6%

28 Table 8: US Labor Department projections for engineering employment

Regional projections are somewhat more optimistic. The Bowling Green Chamber of Commerce provided projections from JobsEQ. JobsEQ is a subset of data extracted from the U.S. Bureau of Labor Statistics and modified by regional and local factors. (Carpenter) These projections assist the Chamber in forecasting regional and City of Bowling Green growth. According to JobsEQ, for the most recent four quarters (ending 2013Q2) in the south-central Kentucky region, which includes the 10-county Barren River Area Development District (BRADD) shown in Figure C.2.2, the total number of engineering jobs (Standard Occupations Code 17-2000) is 1,081. The anticipated 10-year average annual growth including replacement demand is 3.24% for the region. The 10-year forecasted total number of job openings for engineers is 395 for the region, with 272 attributed to replacement demand and 123 to growth.

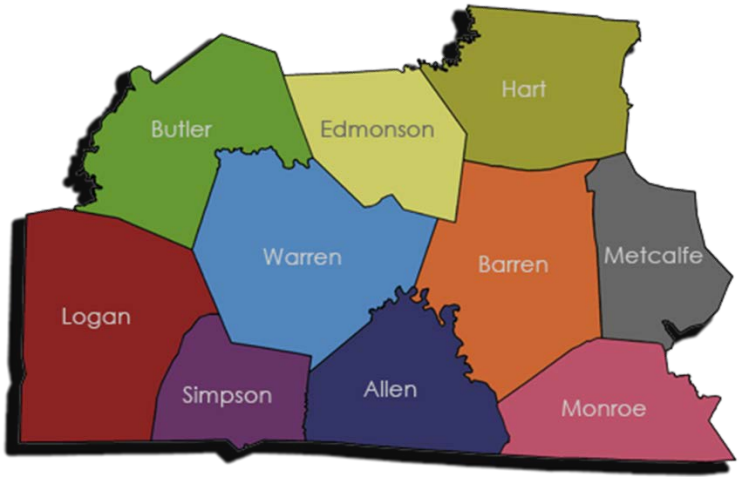


Figure 12: Barren River Area Development District (BRADD) counties are all within the WKU service area

Finally, surveys of regional industries were administered to gain insight into our primary employment base. The WKU Industrial Partnership members were the focus of these inquiries. The Industrial Partnership currently includes 10 member companies: GM/BG Corvette Assembly Plant, Fruit of the Loom, Logan Aluminum, MTD Products, Scotty's Contracting & Stone, J.M. Smuckers, Span Tech, Trace Die Cast, Stupp Bridge, and Sumitomo Electric Wiring Systems. The Industrial Partnership was originally funded by Logan Aluminum with a $300,000 gift in 2010. Each of the partnership members has made a three-year commitment to pay membership fees of $5,000 annually, which covers the operational expenses of the program. The outcomes of this program have been to enrich relationships and to promote opportunities among WKU engineering students, faculty, and local and regional industries. The industries are eager to actively engage with our engineering students to build meaningful relationships through mentoring, events, projects, and employment. The member industries benefit through dollars saved in recruitment costs and dollars saved by improved retention rates resulting from hiring local engineering students. They also benefit by involving the university and our students in research and development projects, which can save dollars and provide fresh ideas and solutions. Most of our partner industries provide internship/co-op opportunities to our students allowing them to gain hands-on, real-world work experiences which enhance their technical, professional, and communication skills. These internship/co-op students are a primary source from which many of our partner companies fill full-time engineering openings.

Demand for WKU engineering graduates is strong among this group. The 10 partner companies included in the survey currently employ 169 engineers of which 42 (25%) are WKU engineering alumni. The average annual growth for this group is 4.1%, which outpaces that of the region by 3%. Also, the anticipated replacement demand is strong as well. Replacement plus growth account for an annual number of 15 (8 from replacement and 7 from growth) positions from this group alone. We anticipate a large portion of that demand being filled by WKU engineering graduates.

Another strong indicator of the demand for engineering graduates is the number of students employed in internships/co-ops with regional, state, and national employers. A survey of student employment shows that 36 employers employed 55 students during academic year 2012–2013.

An additional demand indicator is total number of engineering job openings posted annually through the WKU Center for Career and Professional Development and through our Engineering Department. For academic year 2012–2013, a total of 237 engineering positions were posted: 194 full time positions

and 43 internship/co-op positions. Additionally, over 20 engineering employers attended our Ogden Science and Engineering job fair in February 2013, and all had openings for engineering interns or full-time engineers.

Another attribute of employer preference for our WKU engineering graduates is the salary of the positions secured by our graduates. The most recent average starting salary data reported by graduates of our WKU engineering programs were as follows:

Average starting salaries	reported by WKU graduates	NACE 2013 salary survey	national percentile
civil	$43,095	$58,000	25th
electrical	$58,508	$62,500	50th
mechanical	$58,100	$63,900	50th

29 Table 9: Comparison of starting salaries for WKU graduates with national averages (National Association of Colleges and Employers)

This same NACE report found that as a group engineering majors earned the top starting salaries of all undergraduate majors, which were consistent with their 2012 results as well.

Employers surveyed also indicated a preference for baccalaureate of science degreed engineers from ABET-accredited programs rather than engineering technology or manufacturing science degrees. As indicated from the salaries above, employers are willing to pay competitive wages to secure WKU engineering graduates. The WKU engineering program curricula provide a rigorous series of science, mathematics, and engineering courses and integrate industry projects throughout the program to effectively bridge from the science to the art of engineering. We produce successful engineers with a desirable skill set that can benefit regional, state, and national industries.

Additionally, many of our graduates take and pass the fundamentals of engineering (FE) examination, which provides a path to licensure as a professional engineer (PE). This credential is often a requirement for a successful career in civil engineering. For the period 2004–2013, our civil engineering graduates sitting for the fundamentals of engineering examination passed this national norm examination at a rate of 58.1%. Similarly, our electrical and mechanical engineering graduates passed this exam at rates of 63.8% and 68.7% respectively. This is consistent with state and national averages. However, a more remarkable indicator of the practiced-based mission of our engineering programs is that a total of 409 graduates sat for these examinations, which represents 87% of our graduates. This is significantly higher than the national average. Finally, 49 civil engineering, 4 electrical engineering and 5 mechanical engineering graduates have become licensed professional engineers through at least 4 year of experience and passing the principles and practices of engineering (PE) examination during this same time period.

C.2. Distinctive Qualities

All three WKU engineering programs make extensive use of project-based learning, integrating a variety of project experiences at every level of the curriculum. Beginning with the first freshman class and progressing through the last senior class, engineering students at WKU engage in the practice of engineering under the instruction and guidance of degreed, practicing engineers. In building the foundation of basic engineering knowledge by working on realistic and real-world projects, students apply and integrate their traditional coursework into a unified body of theoretical knowledge, deepened and enriched by practical experiences. By learning to complete projects within time and materials budgets while meeting performance specifications, our students begin to think and work like engineers do.

Engineering at WKU differs from most other institutions because its faculty is dedicated exclusively to undergraduate engineering education and to engaging students in the practice of engineering without

the requirement of supervising graduate research. All faculty members in the WKU Department of Engineering are required to obtain and maintain licensure as professional engineers in the Commonwealth of Kentucky. Many studies have shown that the educational methodologies employed by engineering faculty at WKU are not only the most enjoyable and interesting for students; they are also a more effective way to learn engineering.
All three WKU engineering programs focus on the needs of the region, in terms of educational offerings and applied research.

C.3. Relationships to Similar Programs in the Commonwealth

The University of Louisville and the University of Kentucky have civil, electrical, and mechanical engineering programs. Graduate and undergraduate programs exist at both institutions. The WKU engineering programs were developed with a focus on undergraduate project based curricula. These programs were originally developed as joint programs, with the University of Louisville and the University of Kentucky providing a portion of the more traditional coursework.
Since 2001, the WKU Department of Engineering has been offering joint degrees with the University of Louisville and the University of Kentucky. During that time, almost 500 students have graduated from these programs. Each student has been required to take at least 16 credit hours from the partner institution. The proposed programs will not include this requirement. But new reciprocal relationships could be worked out. It is anticipated that the partner institutions could continue to offer courses to WKU students in areas in which their faculty have special expertise. Additionally, WKU faculty could also offer courses in their areas of expertise that could be taken remotely by students at other universities across the Commonwealth. Reciprocal relationships could add flexibility to course offerings at all the institutions, creating more responsiveness in our programs collectively in order to to produce more engineering graduates for Kentucky.
The WKU Department of Engineering has been a pipeline to the University of Kentucky and the University of Louisville for graduate students. This relationship should continue and expand over time. We anticipate that removing the 16-credit-hour requirement from all students will allow the students who are most interested in pursuing graduate school to choose technical electives offered from the research universities, improving the quality of student experience and leading to even more students choosing the University of Kentucky and the University of Louisville for graduate study. Asynchronous web-based courses could greatly enhance the success of this approach and increase the number of Kentucky undergraduate students entering this pipeline to graduate work at Kentucky's research universities.
Through projects and applied research, collaborative relationships have existed for some time between engineering faculty at WKU, UK, and Louisville. These relationships have grown out of common research interests and should continue to flourish.

D. Advanced Practice Doctorates

Does not apply

E. Cost and Funding of the Proposed Program

Funding sources and costs of the proposed program are identical to those of the existing program. The existing program is funded through WKU's internal allocation from the General Fund, with no additional federal or state sources. Private support for special projects, professorships, and faculty development is in the WKU Foundation.

Breakdown of Budget Expenses/Requirements	1st Year (based on 2012-13 budget)	2nd Year (assuming 2% salary increases annually)	3rd Year	4th Year	5th Year
Staff (salaries only):					
Executive, administrative, and managerial New Existing (1/3 of dept)	51,932	52,971	54,030	55,111	56,213
Other Professional New Existing (1/3 of dept)	62,048	63,289	64,555	65,846	67,163
Faculty New Existing	425,758	434,273	442,959	451,818	460,854
Fringe Benefits (34%)	183,511	187,181	190,925	194,743	198,638
Graduate Assistants New Existing	n/a				
Student Employees New Existing	18,133	18,133	18,133	18,133	18,133
Equipment and Instructional Materials New Existing	46,732	46,732	46,732	46,732	46,732
Library New Existing	n/a				
Narrative Explanation/Justification: Library expenses supporting this program are contained within the library budgets.					
Contractual Services New Existing	n/a				
Academic and/or Student Services New Existing	n/a				
Other Support Services	n/a				

New Existing					
Faculty Development New Existing					
Narrative Explanation/Justification Faculty development is typically funded through WKU Foundation funds allocated to Engineering.					
Assessment New Existing	included				
Narrative Explanation/Justification Assessment is part of the regular workload of all members of the staff and not separately accounted. No additional external expenses related to assessment are anticipated.					
Student Space and Equipment (if doctorate) New Existing	n/a				
Faculty Space and Equipment (if doctorate) New Existing	n/a				
Other New Existing	n/a				
A. TOTAL New Existing	**788,114**	**802,579**	**817,333**	**832,383**	**847,733**

F. Program Review and Assessment

All three engineering programs at WKU are accredited by ABET, and have been since their inception. The first accreditation was received in 2004, and the programs successfully conducted a second accreditation review in 2010. The programs are currently in the third accreditation cycle. Continued accreditation by ABET is of the highest importance to our programs, and the ABET process is the heart and soul of the programs' review and assessment.

ABET requires a continuous improvement approach to assuring quality. Criteria that must be satisfied concern the background of incoming students, the appropriateness of the program's educational objectives and outcomes, the effectiveness of the curriculum through which those are achieved, the adequacy of faculty and staff members in terms of numbers and qualifications, the suitability of facilities and space, the strength of the institutional support, and the process for revising and adapting the

program in response to changes, including growth. The full and current version of ABET's criteria for engineering programs is available from the ABET website. http://www.abet.org [ABET, 2013]
Aligned with the continuous improvement approach required by ABET, each of the WKU engineering programs follows an annual system of reviewing student performance as evidence of attaining the program's educational outcomes. Student attainment of those outcomes is evaluated in their coursework, on the FE exam, and as entry-level employees. Particular assessments in most courses are mapped to particular outcomes, and student work on those assessments is evaluated using rubrics identified for different developmental levels for each skill set. For instance, the electrical engineering program uses levels of novice, apprentice, proficient, and exemplary. The rubrics are used to evaluate the following: fundamental knowledge; math and science knowledge; design skills; experimental skills; teamwork; professionalism and ethics; written, visual, and graphical communications; and oral and visual communications. In addition, student performance on the Fundamentals of Engineering exam is considered as evidence of how well each program is meeting some of its educational objectives. Finally, recent graduates and their employers are surveyed with regard to their ability to perform effectively in their positions as practicing engineers. This combination of evaluation methods provides a range of perspectives from which the program can be evaluated and adjustments and improvements can be designed.
Another form of review and assessment utilized in the WKU engineering programs is an annual review of each course relative to its prerequisites and courses on which it depends. Once a year, the program faculty meet to review the learning objectives of each course, the activities and assessments used in the course, and the strengths and weaknesses of that year's implementation of the course. This discipline and collaboration among the program faculty provide a level of cooperation and integration that is unusual in modern higher education. The results of this review are used to tune the operational details of the courses in order to strengthen the program, to improve student success, and to make the project-based learning approach sustainable.
ABET is not the entire story however; WKU and the CPE have interest in other aspects of the program, as outlined in the institutional template for academic program review. Areas of interest there that are not explicitly called for in ABET are the places graduates went, the relationships with other institutions in Kentucky, allocation and productivity of faculty resources and success with regard to extramural funding. All these factors are already being tracked as important areas of our collective and individual performance, and they will be incorporated into the annual program and departmental review conducted each year anticipating the academic program review for the engineering programs in 2015-2016.

G. Works Cited

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Dates of prior committee approvals:

Department of Engineering	January 14, 2014
Ogden College Curriculum Committee	January 16, 2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Oct. 25, 2013 Rev.

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

Contact Person: Cliff Shaluta cliff.shaluta@wku.edu 270-991-6966

1. Identification of program:

1.1 Current program reference number: 727
1.2 Current program title: Major in Advertising (A.B.)
1.3 Credit hours: 36

2. Identification of the proposed program changes:

- Change admission requirements
- Delete required courses outside the major
- Delete JOUR 201, 202, 232 from required courses in the major
- Add SJ&B core curriculum courses SJB101,102,103
- Add two additional capstone experience elective options
- Add one elective outside the major to be taken in the sophomore year
- Delete JOUR 131, BCOM 264, 266 from elective list within major
- Change total number of hours to 36-37
- Reflect change in Prefix codes

3. Detailed program description:

Current program	*Proposed program* – ***changes in bold***
Major in Advertising ADMISSION REQUIREMENTS: Students wishing to enter the major in advertising initially are admitted as majors seeking admission (reference 727P). Prospective majors may take no more than ~~18~~ hours in the School of Journalism & Broadcasting before admission to the major. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements for any major in the School. ~~Students must meet the following requirements before admission to the major:~~ ~~1. Completion of 48 hours of course work applicable to the baccalaureate degree with~~	Major in Advertising **ADMISSION POLICY:** Students wishing to enter the major in advertising initially are admitted as majors seeking admission (reference 727P). Prospective majors may take no more than **15 hours** in the major before admission. Students must meet the following requirements before they can be admitted: **1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;** **2. A minimum overall grade point average of 2.5;** **3. Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in general education;**

~~a minimum overall grade point average of 2.5. Required courses include COMM 161, ENG 100, HIST 119 or 120 and the university math requirement. A minimum grade of "C" is required in ENG 100.~~ ~~2. Completion of the following courses with at least a grade of "C": JOUR 201, 202, 232~~ CURRICULUM Major in Advertising The major in advertising (reference number 727) requires ~~36~~ semester hours and leads to a Bachelor of Arts degree. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the advertising major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor. Advertising majors who choose the print advertising emphasis are required to minor in graphic design, which is offered by the Department of Art. A minor in marketing is recommended for advertising majors emphasizing branding. One-half of the hours in the major must be at the 300- or 400-level. ~~All advertising majors must take a statistics course, MKT 220 and either GEOG 110 or 360.~~ *Required core courses:* (18 hours) ~~JOUR 201 Media and Society (3hrs)~~ ~~JOUR 202 Intro Media Writing (3hrs)~~ ~~JOUR 232 Electronic Tech. for Journalism (3hrs)~~	**4. Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103 and AD 341.** **Students not meeting the above admission requirements will not be admitted to the Advertising major and cannot register for any additional courses in the major.** CURRICULUM Major in Advertising The major in advertising (reference number 727) requires **36-37** semester hours and leads to a Bachelor of Arts degree. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements for any major in the School. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the advertising major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor. Advertising majors who choose the print advertising emphasis are required to minor in graphic design, which is offered by the Department of Art. A minor in marketing is recommended for advertising majors emphasizing branding. One-half of the hours in the major must be at the 300- or 400-level. *Required core courses:* (18 hours) **SJB 101 Understanding Media (3)** **SJB 102 Media Content, Collaboration (3)** **SJB 103 Digital Storytelling (3)** **AD** 341 Principles of Advertising (3)

JOUR 341 Principles of Advertising (3hrs) JOUR 300 Research in Ad & PR (3hrs) JOUR 344 Advertising in a Digital World (3hrs)	**AD** 300 Research in Ad & PR (3) **AD** 344 Advertising in a Digital World (3) **Elective** **(3 hours)** **During the sophomore year, select one 3-hour course outside the major, but within the School of Journalism & Broadcasting and approved by departmental faculty advisor.**
and six courses (18 hours) in one of three concentrations	*and select **five** courses in one of three concentrations* **(15-16 hours)**
BRANDING Required courses (9 hours) JOUR 346 Account Planning (3hrs) JOUR 349 Advertising Media (3hrs) JOUR 446 Advertising Campaigns (3hrs) *and three courses of restricted electives to be selected from:* (9 hours) MKT 328 Marketing World Wide Web (3) ~~BCOM 266 Basic TV Production (3)~~ ~~BCOM 385 Broadcast Commercial Sales(3)~~ ~~JOUR 131 Intro. to Digital Photography(3)~~ JOUR 340 Creative Strategy/Copywriting (3) JOUR 343 Print Design, Production, Typog(3) JOUR 348 Intro. Interactive Media (3hrs) JOUR 355 Fundamentals Public Relations (3) JOUR 443 Interactive Advertising Design (3) JOUR 448 Ad Internship or Practicum (3) JOUR 481 Problems in Mass Comm. (3) JOUR 495 Collaborative Journalism (3) *One of the following two law classes* JOUR 301 Press Law & Ethics(3) BCOM 301 Mass Comm. Law & Ethics (3)	BRANDING *Required courses* **AD** 346 Account Planning (3) **AD** 349 Advertising Media (3) **Select the following capstone course** **AD** 446 Advertising Campaigns (3) ***or apply for one of the following two courses:*** **SJB 495 Collaborate Journalism (3)** or **SJB 401/402 Team Investigative I & II (4)** *Additionally, select **two** courses* (6 hours) *from the following restricted elective list* MKT 328 Marketing World Wide Web (3) BCOM 385 Broadcast Commercial Sales (3) **AD** 340 Creative Strategy/Copywriting (3) **AD** 343 Print Design, Production, Typog (3) **AD** 348 Intro. Interactive Media (3) **PR** 355 Fundamentals Public Relations (3) **AD** 443 Interactive Advertising Design (3) **AD** 448 Ad Internship or Practicum (3) **JOUR** 481 Problems in Mass Comm. (3) **SJB** 495 Collaborative Journalism (3) *One of the following two law classes* JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3)
CREATIVE - INTERACTIVE ADVERTISING DESIGN: ~~(18~~ hours) ~~BCOM 264 Digital Video Production (3hrs)~~ JOUR 340 Creative Strategy & Copywriting(3) JOUR 343 Print Design, Production, Typog.(3)	CREATIVE - INTERACTIVE ADVERTISING DESIGN: *Required courses* **AD** 340 Creative Strategy & Copywriting (3) **AD** 343 Print Design, Production, Typog. (3) **AD** 348 Intro. to Interactive Media (3 hrs)

JOUR 348 Intro. to Interactive Media (3) JOUR 443 Interactive Advertising Design (3) JOUR 444 Adv. Interactive Ad. Design (3)	**AD** 443 Interactive Advertising Design (3) ***Select the following capstone course*** **AD** 444 Adv. Interactive Ad. Design (3) ***or apply for one of the following two courses:*** **SJB 495 Collaborate Journalism (3)** ***or*** **SJB 401/402 Team Investigative I & II (4)**
<u>Creative - Print Advertising Design</u> [minor in Graphic Arts #385 required] *Required courses* JOUR 340 Creative Strategy / Copywriting (3) JOUR 343 Print Design, Production, Typog.(3) JOUR 345 Copywriting & Layout (3) JOUR 445 Advanced Copywriting/Layout (3)	<u>CREATIVE - PRINT ADVERTISING DESIGN</u> [minor in Graphic Arts Ref. #385 required] *Required courses* **AD** 340 Creative Strategy / Copywriting (3) **AD** 343 Print Design, Production, Typog. (3) **AD** 345 Copywriting & Layout (3) ***Select the following capstone course*** **AD** 445 Advanced Copywriting/Layout (3) ***or apply for one of the following two courses:*** **SJB 495 Collaborate Journalism (3)** ***or*** **SJB 401/402 Team Investigative I & II (4)**
And ~~two~~ courses of restricted electives to be selected from the following: ~~(6~~ hours) MKT 328 Marketing on World Wide Web (3) ~~BCOM 266 Basic TV Production (3)~~ BCOM 385 Broadcast Commercial Sales (3) ~~JOUR 131 Intro. to Digital Photography (3)~~ JOUR 346 Advertising Account Planning (3) JOUR 355 Fundamentals Public Relations (3) JOUR 348 Intro to Interactive Media (3) JOUR 443 Interactive Advertising Design (3) JOUR 481 Problems in Mass Comm. (3) JOUR 495 Collaborative Journalism (3) *One of the following two law classes* JOUR 301 Press Law & Ethics(3) BCOM 301 Mass Comm. Law & Ethics (3)	*Select **one** restricted elective course* (3 hours) *to be selected from* the following: MKT 328 Marketing on World Wide Web (3) BCOM 385 Broadcast Commercial Sales (3) **AD** 346 Advertising Account Planning (3) **PR** 355 Fundamentals Public Relations (3) **AD** 348 Intro to Interactive Media (3) **AD** 443 Interactive Advertising Design (3) **JOUR** 481 Problems in Mass Comm. (3) **SJB** 495 Collaborative Journalism (3) *One of the following two law classes* JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics(3)

4. Rationale for the proposed program change:

These revisions reflect the inclusion of the core curriculum (SJB 101, 102, 103) and options for capstone courses (SJB 401/402 or SJB 495) for students in the Advertising, Broadcasting, Public Relations, Journalism and Photojournalism majors within the

School of Journalism & Broadcasting. Media technology has fundamentally altered the ways in which the world communicates, and we at the Western Kentucky University School of Journalism & Broadcasting are responding to these changes through new approaches to educating our students.

Communication platforms are becoming ever more mobile. Audiences increasingly engage and interact with media, and information producers now work, individually and in teams, across platforms. At the same time, strong storytelling skills and ethical decision-making remain touchstones of the mass media industry, and commitments to diversity and community engagement continue to be top priorities.

The WKU School of Journalism & Broadcasting had these challenges and opportunities in mind when it formed the Core Curriculum Change Committee in September 2011. The Committee, consisting of faculty from each of the School's sequences and chaired by the School's director, spent two years researching, meeting with top professionals and academicians from across the country, discussing, debating and ultimately writing a core curriculum proposal that we feel innovatively addresses both enduring principles and emerging developments.

The new core curriculum will require majors in advertising to take three new core curriculum courses during their freshman year. Together the courses, "Understanding Media: Content, Ethics & Technology" (SJB101), "Media Content, Collaboration and Community" (SJB102) and "Digital Storytelling for the 21st Century" (SJB103) are meant to accomplish the following:

- Give students a hands-on experience with the most up-to-date information-gathering and media production tools with particular emphasis on mobile devices and multimedia techniques.
- Immerse students within the communities of Bowling Green, Kentucky, the region and beyond with particular attention paid to diversity.
- Provide students with a firm understanding of and the ability to perform the art of storytelling across platforms.
- Imbue students with a sense of ethical decision-making.
- Afford students opportunities to explore the social meaning and consequences of mass media messages as well as the rapidly emerging audience influence upon and interactivity with those messages.

In addition, a fourth new course, "Team Investigative Reporting," will provide students an opportunity to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. Students taking this course will be selected from all areas of the School to work together in teams in which they will research the issue, gather content on stories that address the issue and produce packages across platforms to distribute the content. This course will mirror real-world project work that has developed out of technological advances.

All four courses seek outcomes that are identified by the School's accrediting body, Accrediting Council on Education in Journalism and Mass Communications, as key principles of accreditation.

The change in admission requirements for the major in advertising reflects the new admission policy for all majors in the School of Journalism & Broadcasting. The new admission policy standardizes the requirements across the School and allows students to be admitted into their major earlier in their college career (upon completion of 24 hours instead of 48). The alteration also reflects the University changes in general education effective fall 2014.

The requirement for courses outside the major in advertising (Statistics, MKT 220 and either GEOG 110 or 360) is being deleted to align with the university requirement that no longer allows required courses outside of the major unless counted within the major.

The change in course prefix strengthens the SJ&B core proposal by delineating courses and their associated prefixes by major area of study.

(JOUR) PJ 131 Digital Photography, BCOM 264 Digital Video Production and BCOM 266 Basic TV Production are being deleted from the concentrations in Branding and Interactive Advertising Design. These courses may be taken as the elective in the sophomore year.

5. Proposed term for implementation and special provisions (if applicable): Fall 2014. Students in prior catalog years will be accommodated with iCap exceptions that will replace deleted courses with comparable new courses or existing courses.

6. Dates of prior committee approvals:

SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	1/30/2014
University Senate	

Proposal Date: October 8, 2013Rev.

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

Contact Person: Ron DeMarse ron.demarse@wku.edu 745-2840

1. Identification of program:

1.1 Current program reference number: 726
1.2 Current program title: Major in Broadcasting (A.B.)
1.3 Credit hours: 39

2. Identification of the proposed program changes:

- Change admission requirements
- Change total number of credit hours required from 39 to 42/43
- Delete required courses outside the major
- Add SJ&B core curriculum courses SJB 101, 102 and 103
- Add two additional capstone experience elective options
- Delete BCOM185, Intro. to Broadcasting, from required courses
- Add required course electives outside the broadcast discipline
- Move BCOM 325 to elective pool in the Broadcast News track
- Delete BCOM 379, BCOM 380 and BCOM 466 from the Production track
- Add BCOM 463 and BCOM 480 to the Production Track
- Replace BCOM 366 with BCOM 265, BCOM 325 and BCOM 476 in the Radio/TV Operations elective pool

3. Detailed program description:

Current Program	*Proposed Program* - ***revisions in bold***
Major in Broadcasting ADMISSION REQUIREMENTS: Students wishing to enter the major in broadcasting initially are admitted as majors seeking admission (reference 726P). Prospective majors may take no more than ~~18~~ hours in the School of Journalism & Broadcasting before admission to the major. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements for any major in the School. Students must meet the following requirements before admission to the major:	Major in Broadcasting **ADMISSION REQUIREMENTS:** Students wishing to enter the major in broadcasting initially are admitted as majors seeking admission (reference 726P). **Prospective majors may take no more than 15 hours in the major before admission.** **Students must meet the following requirements before they can be admitted:** **1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;** **2. A minimum overall grade point average of 2.5;**

1. ~~Completion of 30 hours of course work applicable to the baccalaureate degree with a minimum overall grade-point average of 2.7. Required courses include COMM 145 or COMM 161 (preferably COMM 161), HIST 119 or 120 and the university math requirement. A minimum grade of "C" is required in ENG 100.~~ 2. ~~Completion of the following courses with at least a grade of "C," according to the intended concentration:~~ ~~Broadcast News:~~ ~~BCOM 185 and either 201 or 265~~ ~~Radio/TV Operations & Management:~~ ~~BCOM 185 and either 201 or 261~~ ~~TV/Film Production:~~ ~~BCOM 185 and either 201 or 266~~	**3. Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in general education;** **4. Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103, and the following course according to the intended concentration:** o **Broadcast News: BCOM 265** o **TV Production: BCOM 266** o **Radio/TV Operations: BCOM 261** **Students not meeting the above admission requirements will not be admitted to the Broadcasting major and cannot register for any additional courses in the major.**
CURRICULUM The major in broadcasting (reference number 726) requires a minimum of 39 semester hours and leads to a Bachelor of Arts degree. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the broadcasting major must have a minor or second major outside of the School of Journalism & Broadcasting, the Department of Communication, and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, communication studies, or from those offered within the School, unless taken as a second minor. One-half of the hours in the major must be at the 300- or 400-level. Only 3 hours of internship or co-op may be counted within the major. One-hour workshops may be repeated in different topics up to 4 hours. Only 3 hours of workshop credit may be counted within the 39-hour major.	CURRICULUM The major in broadcasting (reference number 726) requires a minimum of **42/43** semester hours and leads to a Bachelor of Arts degree. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the broadcasting major must have a minor or second major outside of the School of Journalism & Broadcasting, the Department of Communication, and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, communication studies, or from those offered within the School, unless taken as a second minor. One-half of the hours in the major must be at the 300- or 400-level. Only 3 hours of internship or co-op may be counted within the major. One-hour workshops may be repeated in different topics up to 4 hours. Only 3 hours of workshop credit may be counted within the **42/43**-hour major.

Students entering the major may choose from three concentrations for their study emphasis as listed below. Broadcast News Concentration Required courses for all majors (12 hours) ~~BCOM 185 Introduction to Broadcasting (3)~~ BCOM 201 Process/Effects of Mass Comm.(3) BCOM 301 Mass Comm. Law and Ethics (3) ~~BCOM 325 Survey Writing for TV/Radio (3)~~ *Requirements within concentration*(21 hours) BCOM 265 Basic Broadcast News (3) BCOM 266 Basic Television Production (3) BCOM 335 News Discovery and Selection (3) BCOM 365 Intermediate Broadcast News (3) BCOM 368 News Videography/Editing (3) BCOM 465 Adv. Broadcast News (3) ~~*Select one of the following three courses* (3 hours)~~ ~~BCOM 326 Radio/TV Performance (3)~~ ~~BCOM 385 Broadcast Commercial Sales (3)~~ ~~BCOM 485 Broadcast Operations Mngmnt (3)~~ Restricted electives (6 hours) *C*hosen in consultation with departmental faculty advisor. Suggested electives: BCOM ~~261, 360~~, 328, 329, ~~361~~, 385, 485, ~~461~~(1 hr), 467(1 hr), 491, ~~JOUR 495 or COMM 247.~~ ~~Additional Requirements (May fulfill General Education requirements):*~~ ~~ECON 150 or 202 or 203~~ ~~PS 110 American National Government~~ ~~GEOG 121 Meteorology~~ ~~One of the following two courses~~ ~~GEOG 110 World Regional Geography~~ ~~COMM 263 Fndmntls of Comm & Culture~~ ~~General Elective requirement*~~ ~~PS 250 International Politics~~ ~~Suggested courses outside of major and General Education~~ ~~PS 304 State Government~~ ~~HIST 349 The United States since 1945~~	Students entering the major may choose from three concentrations for their study emphasis as listed below. Broadcast News Concentration Required courses for all majors **(15 hours)** **SJB 101 Understanding Media (3)** **SJB 102 Media Content, Collaboration (3)** **SJB 103 Digital Storytelling 21st Century (3)** BCOM 201 Process/Effects of Mass Comm (3) BCOM 301 Mass Comm. Law and Ethics (3) *Requirements within concentration* **(15 hours)** BCOM 265 Basic Broadcast News (3) BCOM 266 Basic Television Production (3) BCOM 335 News Discovery and Selection (3) BCOM 365 News Reporting & Producing (3) BCOM 368 News Videography/Editing (3) *Select courses totaling **six hours** from the following list:* BCOM 325 Electronic Media Writing (3) BCOM 326 Radio/TV News Performance (3) BCOM 328 Broadcast Weather Graphics(3) BCOM 329 Broadcast Weather Data (3) BCOM 385 Broadcast Commercial Sales (3) BCOM 467 Broadcast Workshop (1cr; repeatable) BCOM 485 Broadcast Operations & Mngmnt (3) BCOM 491 Internship (3) ***Select one of the following three capstone experiences* (3-4 hours)** **BCOM 465 Adv. Broadcast News** (3) **or by application either** **SJB 495 Collaborative Journalism**(3) **or** **SJB 401/402 Team Investigative I / II (4)** **Elective (3 hours)** **During the sophomore year, *select one 3-hour course outside the BCOM major*, but within the School of Journalism & Broadcasting (FILM, JOUR, SJB) and approved by departmental faculty advisor.**

Television/Film Production Concentration Required courses for all majors (12 hours) ~~BCOM 185 Introduction to Broadcasting (3)~~ BCOM 201 Process Effects of Mass Comm.(3) BCOM 301 Mass Comm. Law and Ethics (3) ~~BCOM 325 Survey of Writing TV/Radio(3)~~ Requirements within concentration (~~21~~ hours) BCOM 266 Basic Television Production (3) BCOM 366 Video Editing, Aesthetics (3) BCOM 367 Field Production (3) ~~BCOM 379 Producing Video and Film (3)~~ ~~BCOM 380 Intermediate Post Production (3)~~ ~~BCOM 466 Directing Television and Film(3)~~ BCOM 482 Television Program Production (3) Restricted Electives ~~(6~~ hours) Six additional hours chosen in consultation with departmental faculty advisor. Suggested electives: FILM 201, ~~BCOM 350~~, ~~376~~, 378, ~~480~~, 485, 491; ENG 309, 365, 366, 465, 466, JOUR ~~232~~, 261, 341, 495 ~~Additional Requirements (May fulfill General Education requirements):*~~ ~~ECON 150 or 202 or 203~~ ~~PS 110 American Nat'l Government~~ ~~*One of the following*~~ ~~GEOG 110 World Regional Geography~~ ~~COMM 263 Fndmntls of Comm. & Culture~~ ~~Suggested courses in General Education~~ ~~PHYS 103 Light, Color and Vision~~ ~~PHYS 130 Acoustics Music/Speech~~ ~~Suggested courses outside of major and General Education~~ ~~HIST 349 The United States since 1945~~	Television/Film Production Concentration *Required courses for all majors* (**15 hours**) **SJB 101 Understanding Media (3)** **SJB 102 Media Content, Collaboration(3)** **SJB 103 Digital Storytelling for the 21st Century (3)** BCOM 201 Process and Effects of Mass Comm. (3) BCOM 301 Mass Comm. Law and Ethics (3) *Requirements within concentration* **(18 hours)** BCOM 266 Basic Television Production (3) **BCOM 325 Electronic Media Writing (3)** BCOM 366 Video Editing, Aesthetics (3) BCOM 367 Field Production (3) **BCOM 463 Producing and Directing** (3) **BCOM 480 Advanced Post Production**(3) ***Select any additional BCOM course or any course totaling three hours from the following list:*** **BCOM XXX Any BCOM course (3)** **SJB 241 Visualizing Data (3)** **JOUR 131 Intro to Digital Photography (3)** **JOUR 261 Intro to Multimedia (3)** **AD 341 Principles of Advertising (3)** **AD 348 Intro to Interactive Ad Design (3)** **ENG 309 Documentary Film (3)** **ENG 365 Film Adaptation (3)** **ENG 366 History of Narrative Film (3)** **ENG 465 Film Genres (3)** **ENG 466 Film Theory (3)** **FILM 201 Intro to Cinema (3)** **FILM 250 Screenwriting (3)** **FILM 376 Cinematography (3)** ***Select one of the following three capstone experiences* (3-4 hours)** **BCOM 482 Television Program Production** (3) **or by application either** **SJB 495 Collaborative Journalism** (3) **or** **SJB 401/402 Team Investigative I / II(4)** **Elective (3 hours)**

	During the sophomore year, *select one 3-hour course outside the BCOM major,* but within the School of Journalism & Broadcasting (FILM, JOUR, SJB) and approved by departmental faculty advisor.
Radio and Television Operations Concentration Required courses for all majors (12 hours) ~~BCOM 185 Introduction to Broadcasting (3)~~ BCOM 201 Process Effects of Mass Comm.(3) BCOM 301 Mass Comm. Law and Ethics (3) ~~*BCOM 325* Survey of Writing for TV & Radio~~	Radio and Television Operations Concentration *Required courses for all majors* **(15 hours)** **SJB 101 Understanding Media** (3) **SJB 102 Media Content, Collaboration** (3) **SJB 103 Digital Storytelling 21st Century**(3) BCOM 201 Process Effects of Mass Comm.(3) BCOM 301 Mass Comm. Law and Ethics (3)
Requirements within concentration (21 hours) BCOM 261 Basic Radio Production (3) BCOM 265 Basic Broadcast News (3) BCOM 266 Basic Television Production (3) BCOM 360 Electronic Media Programming /Research (3) BCOM 385 Broadcast Commercial Sales (3) BCOM 485 Broadcast Operations/Mngmnt (3) *One of the following two courses:* BCOM 361 Advanced Radio Production (3) BCOM 366 Video Editing, Aesthetics (3)	*Requirements within concentration* **(12 hours)** **BCOM 261 Basic Radio Production (3)** **BCOM 266 Basic Television Production (3)** BCOM 360 Electronic Media Programming/Research (3) BCOM 385 Broadcast Commercial Sales (3) ***Select one of the following two courses (3 hours)*** **BCOM 265 Basic Broadcast News** (3) **BCOM 325 Electronic Media Writing** (3)
Upper Division Electives (6 hours) Select six hours of upper division electives within the School of J&B or the University approved by department faculty advisor. BCOM 491, Internship, strongly recommended.	***Select one of the following two courses* (3 hours)** 3 BCOM 361 Advanced Radio Performance (3) **BCOM 476 Advanced Radio Sales** (3)
~~Additional Requirements (May fulfill General Education requirements):*~~ ~~ECON 150 or 202 or 203~~ ~~PS 110 American National Government~~ ~~*One of the following*~~ ~~GEOG 110 World Regional Geography~~ ~~COMM 263 Fundamentals of Comm. & Culture~~	***Select any additional BCOM course or any course totaling three hours from the following list:*** **BCOM XXX Any BCOM course (3)** **SJB 241 Visualizing Data (3)** **JOUR 131 Intro to Digital Photography (3)** **JOUR 300 Research in Ad and PR (3)** **AD 341 Principles of Advertising (3)** **PR 355 Fundamentals of PR (3)** **MGT 210 Organization & Management (3)** **MKT 220 Marketing Concepts (3)** **MKT 325 Personal Selling (3)** **MKT 329 Business-to-Business Mrktng (3)**
~~Suggested courses outside of major and General Education: ACCT 200, HIST 349, MGT 210, MKT 220, PHIL 215 and PSY 371~~	

~~or PHIL 320.~~ ~~* Broadcasting students transferring to WKU with 60 or more hours of credit will be exempt from department required courses in general education and general electives, but must meet general education requirements of the University and complete a minimum of 72 semester hours of courses outside the School of Journalism & Broadcasting.~~	**MKT 425 Advanced Personal Selling (3)** **PSY 371 Psychology of Sales (3)** **Select one of the following three capstone experiences <u>(3-4 hours)</u>** BCOM 485 Broadcast Operations Mngmnt (3) **or by application either** **SJB 495 Collaborative Journalism** (3) **or** **SJB 401/402 Team Investigative Reporting (4cr)** **Elective <u>(3 hours)</u>** **During the sophomore year*, select one 3-hour course outside the BCOM major*, but within the School of Journalism & Broadcasting (FILM, JOUR, SJB) and approved by departmental faculty advisor.**

4. Rationale for the proposed program change:

Media technology has fundamentally altered the ways in which the world communicates, and we at the Western Kentucky University School of Journalism & Broadcasting are responding to these changes through new approaches to educating our students.

Communication platforms are becoming ever more mobile. Audiences increasingly engage and interact with media, and information producers now work, individually and in teams, across platforms. At the same time, strong storytelling skills and ethical decision-making remain touchstones of the mass media industry, and commitments to diversity and community engagement continue to be top priorities.

The WKU School of Journalism & Broadcasting had these challenges and opportunities in mind when it formed the Core Curriculum Change Committee in September 2011. The Committee, consisting of faculty from each of the School's sequences and chaired by the School's director, spent two years researching, meeting with top professionals and academicians from across the country, discussing, debating and ultimately writing a core curriculum proposal that we feel innovatively addresses both enduring principles and emerging developments.

The new core curriculum will require School of Journalism & Broadcasting majors to take three new core curriculum courses during their freshman year. Together the courses, "Understanding Media: Content, Ethics & Technology" (SJB101), "Media Content, Collaboration and Community" (SJB102) and "Digital Storytelling" (SJB103) are meant to accomplish the following:

- Give students a hands-on experience with the most up-to-date information-gathering and media production tools with particular emphasis on mobile devices and multimedia techniques.
- Immerse students within the communities of Bowling Green, Kentucky, the region and beyond with particular attention paid to diversity.
- Provide students with a firm understanding of and the ability to perform the art of storytelling across platforms.
- Imbue students with a sense of ethical decision-making.
- Afford students opportunities to explore the social meaning and consequences of mass media messages as well as the rapidly emerging audience influence upon and interactivity with those messages.

In addition, a fourth new course, "Team Investigative Reporting," will provide students an opportunity to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. Students taking this course will be selected from all areas of the School to work together in teams in which they will research the issue, gather content on stories that address the issue and produce packages across platforms to distribute the content. This course will mirror real-world project work that has developed out of technological advances.

All four courses seek outcomes that are identified by the School's accrediting body, Accrediting Council on Education in Journalism and Mass Communications, as key principles of accreditation.

The change in admission requirements for the major in Broadcasting reflects the new admission policy for all majors in the School of Journalism & Broadcasting. The new admission policy standardizes the requirements across the School and allows students to be admitted into their major earlier in their college career (upon completion of 24 hours instead of 48). The alteration also reflects the University changes in general education effective fall 2014.

Within the Broadcasting sequence, specifically, each of the three individual majors sought to remove six hours of existing requirements, to make room for the new core. BCOM 185 (Intro to Broadcasting) was removed from all three majors.

The Broadcast News major shifted BCOM 325 (Electronic Media Writing) from required to elective status. BCOM 265 (Basic Broadcast News) is still a required course, and retains a heavy writing component. The News major also added several additional elective options, for extra flexibility.

The TV Production major removed BCOM 379 (Producing) and BCOM 466 (Directing), and merged the critical elements of each into a new required course, BCOM 463 (Advanced TV Production).

The Radio/TV Operations major shifted BCOM 325 (Electronic Media Writing) and BCOM 265 (Basic Broadcast News) from required to either/or elective status. Both

courses are primarily focused on media writing, and students will still be required to take one or the other. The major also swapped BCOM 366 (Video Editing) for the new BCOM 476 (Advanced Radio Sales) as an elective option.

5. Proposed term for implementation and special provisions (if applicable): 2014(30) Students in prior catalog years will be accommodated with iCap exceptions that will replace deleted courses with comparable new courses or existing courses.

6. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	1/30/2014
University Senate	

Proposal Date: October 8, 2013 Rev.

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 745-2840

1. Identification of program:

1.1 Current program reference number: 667
1.2 Current program title: Major in FILM (A.B.)
1.3 Credit hours: 36

2. Identification of the proposed program changes:

- Requirements: Delete five courses currently required in the major (BCOM 350, 367, 376, ENG 368, PERF 101 and FILM 482)
- Requirements: Add five new courses (FILM 101, 155, 250, 282, 369).
- Electives: Change the name of the two categories of elective courses from "World Cinema" and "Genres & Theory" to "Film Studies" and "Film Production;" change the requirements from a minimum of two courses in the "World Cinema" category and a minimum of one course in the "Genres & Theory" category to a minimum of two courses in both the "Film Studies" and "Film Production" categories.
- Create a new list of electives for each category. Film Studies: FILM 399, 469, ENG 309, 365, 366, 465,466, BCOM 481, PS 303, ANTH 448, GERM 437, FREN 437, SPAN 490. Film Production: FILM 376, 377, 378, 379, 450, 482, BCOM 378, 480, PERF 101, THEA 303.

3. Detailed program description:

Current Program		**Revised Program (Changes in bold)**	
Major in Film The major in film (reference #667) requires 36 semester hours and leads to the Bachelor of Arts degree. Students must earn a grade of "C" or better in all required courses applied to the film major. One-half of the hours (18 hours) in the film major must be at the 300 or 400-level.		Major in Film The major in film (reference #667) requires 36 semester hours and leads to the Bachelor of Arts degree. Students must earn a grade of "C" or better in all required courses applied to the film major. One-half of the hours (18 hours) in the film major must be at the 300 or 400-level. **ADMISSION REQUIREMENTS: Students wishing to enter the major in film initially are admitted as majors seeking admission (reference 667P). Prospective majors may take no more**	

Required Courses (~~24~~ hours)	Hours	**than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:** **1) Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;** **2) A minimum overall grade point average of 2.5** **3) Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in general education:** **4) Completion of the following courses with a grade of 'C' or better: FILM 101 and FILM 201.** **Students not meeting the above admission requirements will not be admitted to the Film major and cannot register for any additional courses in the major.** **Required Courses (21 hours)**	**Hours**
		FILM 101(Basic Film Production)	**3**
		FILM 155 (Film Attendance) [must be completed four (4) times]	**0**
FILM 201(Intro to the Cinema)	3	FILM 201(Intro to the Cinema)	3
~~BCOM 350 (Scriptwriting for Film & Television)~~	~~3~~	**FILM 250 (Screenwriting)**	**3**
BCOM 366 (Video Editing, Aesthetics & Techniques)	3	**FILM 282 (Film Production Workshop) [may be repeated up to three times for general elective credit outside the major]**	**3**
~~BCOM 367 (Field Production~~)	3	BCOM 366 (Video Editing, Aesthetics & Techniques)	3
~~BCOM 376 (Film Production for Television)~~	3	**FILM 369 (Introduction to World Cinema)**	**3**
~~THEA 101 (Acting I)~~	3		
FILM 482 (Film Production Workshop) May be repeated up to three times for general elective credit outside the major	3		
FILM 486 (Film Studies Capstone)	3	FILM 486 (Film Studies Capstone)	3
Electives (12 hours) Students must take *four* of the		Electives **(15 hours)** Students must take **five** of the following	

following courses, including at least *two* in the world cinema category and *one* in the genres & theory category. Other courses may be approved as a restricted elective upon approval of the faculty advisor in the major and the program coordinator.		courses, **including at least two in the Film Studies category and two in the Film Production category**. Other courses may be approved as a restricted elective upon approval of the faculty advisor in the major and the program coordinator.	
Genres & Theory		***Film Studies***	
ENG 309 (Documentary Film)	3	**FILM 399 (Special Topics in Film) [repeatable]**	**3**
ENG 365 (Film Adaptation)	3	**FILM 469 (Topics in World Cinema)**	**3**
ENG 465 (Film Genres)	3	ENG 309 (Documentary Film)	3
ENG 466 (Film Theory)	3	ENG 365 (Film Adaptation)	3
ANTH 448 (Visual Anthropology)	3	ENG 366 (History of Narrative Film)	3
BCOM 378 (Film Animation)	3	ENG 465 (Film Genres)	3
FILM 399 (Special Topics in Film)	3	ENG 466 (Film Theory)	3
		BCOM 481 (Problems in Mass Communication [Special Topic: World Cinema /Study Abroad])	3
		PS 303 (Politics and Film)	3
		ANTH 448 (Visual Anthropology)	3
		GERM 437 (German Literature and Film)	3
		FREN 450 (Topics in Francophone Cinema)	3
		SPAN 490 (Hispanic Cinema)	3
World Cinema		***Film Production***	
ENG 366 (History of Narrative Film)	3	**FILM 376 (Cinematography)**	**3**
~~ENG 368 (Japanese Cinema in Translation)~~	3	**FILM 377 (Film Sound)**	**3**
PS 303 (Politics and Film)	3	**FILM 378 (Film Directing)**	**3**
GERM 437 (German Literature and Film)	3	**FILM 379 (Producing for Film)**	**3**
FREN 450 (Topics in Francophone Cinema)	3	**FILM 450 (Feature Screenwriting)**	**3**
SPAN 490 (Hispanic Cinema)	3	**FILM 482 (Advanced Film Production Workshop) [may be repeated one time for general elective credit]**	**3**
BCOM 481 (Problems in Mass Communication [Special Topic: World Cinema /Study Abroad])	3	**BCOM 378 (Film Animation)**	**3**
FILM 369 (Introduction to World Cinema)	3	**BCOM 480 (Advanced Post Production)**	**3**

FILM 399 (Special Topics in Film) [International Cinema]	3	**PERF 101 (Acting)**	**3**
		THEA/BCOM 303 (Acting for the Camera)	**3**
Total Number of Hours	36	Total Number of Hours	36

4. Rationale for the proposed program change:

- The change in admission requirements for the major in Film reflects the new admission policy for all majors in the School of Journalism & Broadcasting. The new admission policy standardizes the requirements across the School and allows students to be admitted into their major upon completion of 24 hours. The alteration also reflects the University changes in general education effective fall 2014.
- These changes are in response to specific student and faculty feedback following the implementation of the film major in 2010. These changes will provide students with a more thorough and well-organized curriculum and a more efficient four-year graduation plan.
- The current requirements in the major do not provide enough introductory or intermediate courses to allow students to progress through the major in an efficient manner. To address this, we have created two new required introductory courses (FILM 101 and FILM 155) and two new required intermediate courses (FILM 250 and FILM 282). These courses allow students to build experience logically, and provide an excellent foundation for continued study in 300 and 400 level courses. To ensure that students have exposure to international cinema, FILM 369 was moved from an elective to a required course.
- The current major has two elective categories: "World Cinema" and "Genres & Theory." To better clarify the nature of each course in these categories, we will rename them "Film Studies" and "Film Production" respectively. "Film Studies" courses focus on the study of cinema as an art form and "Film Production" courses focus on hands-on experience—students will now be required to take at least two courses in each category, maintaining a strong balance in all aspects of the major.
- The "Film Production" category is entirely new, though many of the courses in it already exist. Three courses distinct to the FILM major (FILM 377, FILM 378, FILM 450) have been added in response to student demand for advanced courses in sound, directing, and screenwriting. A second, higher-level course in world cinema (FILM 469) allows for additional advanced study in that area. The "Film Studies" category offers a wide range of courses taken from the "World Cinema" and "Genre & Theory" categories in the existing major.
- The courses removed from the major have been replaced by the new courses.
- The revised major has the same number of hours as the existing major (36), yet offers students a more concentrated, efficient, and flexible curriculum. In the existing major, only six courses carry the FILM designation, while the revised major has 14 such courses. This gives students a stronger connection to this particular major while maintaining the major's commitment to an interdisciplinary experience (there are still 11 courses with prefixes from other programs, and the majority of FILM courses take an interdisciplinary approach to their topic).

5. Proposed term for implementation and special provisions (if applicable): 2014(30)
Students in prior catalog years will be accommodated with i-cap exceptions that will replace deleted courses with comparable new courses or existing courses.

6. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	1/30/2014
University Senate	

Proposal Date: Aug. 21, 2013 Rev.

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

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

1. Identification of program:

1.1 Current program reference number: 716
1.2 Current program title: Major in News/Editorial Journalism (A.B.)
1.3 Credit hours: 42

2. Identification of the proposed program changes:

- Change the name of the program to Major in Journalism
- Drop JOUR 201 *Media & Society* from required course list
- Drop JOUR 232 *Electronic Technologies* from the required course list
- Drop JOUR 341 *Principles of Advertising* from the restricted electives course list
- Drop JOUR 355 *Fundamentals of Public Relations* from the restricted electives course list
- Add SJB 101 *Understanding Media Content, Ethics and Technology* to the required course list
- Add SJB 102 *Media Content, Collaboration and Community* to required course list
- Add SJB 103 *Digital Storytelling for the 21st Century* to the required course list
- Add JOUR 427 *Journalism and Media in the Schools* to the restricted electives course list
- Add JOUR 428 *News Media Management* to the restricted electives course list
- Add SJB 401 *Team Investigative Reporting I* and SJB 402 *Team Investigative Reporting II* to the restricted electives course list
- Add JOUR 467 *News/Editorial Practicum* to the restricted electives course list
- Increase total hours in the major from 42 to 45-46 hours
- Delete required courses outside the major

3. Detailed program description:

Current Program	Proposed Program
Major in News/Editorial Journalism ADMISSION REQUIREMENTS: Prospective majors may take no more than ~~18~~ hours in the major before admission. Students must meet the following requirements before they can be admitted: ~~1) Completion of 48 hours of course work applicable to the baccalaureate degree with a minimum overall grade point average of 2.5.~~	**Major in Journalism** ADMISSION REQUIREMENTS Students wishing to enter the major in **journalism** are admitted as majors seeking admission (reference 716P). **Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:** **1) Completion of a minimum of 24 hours of**

~~2) Required courses include COMM 145 or COMM 161 (preferably COMM 161), HIST 119 or 120, the university math requirement, and at least a 'C' in ENG 100. 3) Completion of the following courses with at least a 'C': JOUR 201, 202, 232~~.	**course work applicable to a baccalaureate degree;** **2) A minimum overall grade point average of 2.5;** **3) Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in general education;** **4) Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103 and JOUR 202.** **Students not meeting the above admission requirements will not be admitted to the Journalism major and cannot register for any additional courses in the major.**
CURRICULUM: The major in news/editorial journalism (reference number 716) requires ~~42~~ semester hours and leads to the Bachelor of Arts degree. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements. One-half of the hours in the major must be at the 300- or 400-level. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the journalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor.	CURRICULUM: The **major in journalism** (reference number 716) requires **45 to 46** semester hours and leads to the Bachelor of Arts degree. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements. One-half of the hours in the major must be at the 300- or 400-level. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the journalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor.
Required courses (39 hours) JOUR 131 Intro to Digital Photography (3) ~~JOUR 201 Media & Society (3)~~ JOUR 202 Intro. to Media Writing (3) ~~JOUR 232 Electronic Technologies (3)~~ JOUR 261 Intro to Multimedia (3) BCOM 264 Digital Video Production (3) BCOM 265 Basic Broadcast News (3)	Required courses (39 hours) **PJ** 131 Intro to Digital Photography (3) **SJB 101 Understanding Media (3)** **SJB 102 Media Content, Collaboration, (3)** **SJB 103 Storytelling for the 21st Century (3)** JOUR 202 Introduction to Media Writing (3) **PJ** 261 Intro to Multimedia (3) BCOM 264 Digital Video Production (3)

JOUR 301 Press Law and Ethics (3) JOUR 302 Intermediate Reporting (3) JOUR 323 News Editing (3) JOUR 325 Feature Writing (3) JOUR 348 Intro to Interactive Media (3) JOUR 426 Advanced Reporting (3) *Restricted Electives 3 hours, upper division course, select from list below* JOUR 336 Picture Editing (3) ~~JOUR 341 Principles of Advertising (3)~~ ~~JOUR 343 Print Design, Production (3)~~ ~~JOUR 355 Fndmntls of Public Relations(3)~~ JOUR 421 American Press History (3) JOUR 422 Current Issues inMass Comm(3) JOUR 481 Problems in Mass Comm. (3) JOUR 491 Internship or Practicum (3) JOUR 495 Collaborative Journalism (3) BCOM 368 News Videography/Editing (3) ~~*Required Courses Outside the Major:*~~ ~~ECON 203 Macroeconomics (3)~~ ~~PS 110 American National Government (3)~~ ~~PS 304 State Government (3)~~ ~~HIST 349 The United States Since 1945 (3)~~ ~~One of the following two courses~~ ~~GEOG 110 World Regional Geography (3)~~ ~~GEOG 360 Geography North America (3)~~	BCOM 265 Basic Broadcast News (3) JOUR 301 Press Law and Ethics (3) JOUR 302 Intermediate Reporting (3) JOUR 323 **Multiplatform News** (3) JOUR 325 Feature Writing (3) **AD** 348 Intro to Interactive Media (3) **Required Elective (3 hours)** **One 3-credit hour upper division elective taken sophomore year outside the major in journalism in AD, BCOM, FILM, PJ, or PR subject area with approval of advisor.** ***Select one of the following three capstone experiences* (3-4 hours)** **JOUR 426 Advanced Reporting (3)** **or by application** **SJB 495 Collaborative Journalism(3)** **or by application** **SJB 401/402 Team Investigative I / II (4)** *Select one 3-hour elective from the following list:* **(3 hours)** **AD** 343 Print Design, Production, Typography (3) JOUR 336 Picture Editing (3) JOUR 421 American Press History (3) JOUR 422 Current Issues in Mass Comm. (3) **JOUR 427 Journalism/Media in the Schools (3)** **JOUR 428 News Media Management (3)** **JOUR 467 News/Editorial Practicum (1)** JOUR 481 Problems in Mass Communication (3) JOUR 491 Internship or Practicum (3) BCOM 368 News Videography & Editing (3)

4. Rationale for the proposed program change:

These revisions reflect the inclusion of the SJ&B core curriculum (SJB 101, 102, 103) and new options for capstone courses (SJB 401/402 or SJB 495) required for students in the Advertising, Broadcasting, Public Relations, Journalism and Photojournalism majors within the School of Journalism & Broadcasting.

Media technology has fundamentally altered the ways in which the world communicates, and we at the Western Kentucky University School of Journalism & Broadcasting are responding to these changes through new approaches to educating our students.

Communication platforms are becoming ever more mobile. Audiences increasingly engage and interact with media, and information producers now work, individually and in

teams, across platforms. At the same time, strong storytelling skills and ethical decision-making remain touchstones of the mass media industry, and commitments to diversity and community engagement continue to be top priorities.

The WKU School of Journalism & Broadcasting had these challenges and opportunities in mind when it formed the Core Curriculum Change Committee in September 2011. The Committee, consisting of faculty from each of the School's sequences and chaired by the School's director, spent two years researching, meeting with top professionals and academicians from across the country, discussing, debating and ultimately writing a core curriculum proposal that we feel innovatively addresses both enduring principles and emerging developments.

The new core curriculum will require majors in journalism to take three new core curriculum courses during their first year. Together the courses, "Understanding Media: Content, Ethics & Technology" (SJB101), "Media Content, Collaboration and Community" (SJB102) and "Digital Storytelling for the 21st Century" (SJB103) are meant to accomplish the following:

- Give students a hands-on experience with the most up-to-date information-gathering and media production tools with particular emphasis on mobile devices and multimedia techniques.
- Immerse students within the communities of Bowling Green, Kentucky, the region and beyond with particular attention paid to diversity.
- Provide students with a firm understanding of and the ability to perform the art of storytelling across platforms.
- Imbue students with a sense of ethical decision-making.
- Afford students opportunities to explore the social meaning and consequences of mass media messages as well as the rapidly emerging audience influence upon and interactivity with those messages.

In addition, a fourth new course, "Team Investigative Reporting," will provide students an opportunity to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. Students taking this course will be selected from all areas of the School to work together in teams in which they will research the issue, gather content on stories that address the issue and produce packages across platforms to distribute the content. This course will mirror real-world project work that has developed out of technological advances.

All four courses seek outcomes that are identified by the School's accrediting body, Accrediting Council on Education in Journalism and Mass Communications, as key principles of accreditation.

The "News-Editorial" program name has always been a bit unclear, even confusing to prospective students. When the program curriculum revision was put in place in fall 2009, the degree program became a multimedia degree. The program name change to

Journalism accurately reflects the broad content of the major and minor beyond newspaper/print journalism.
The change in admission requirements for the major in journalism reflects the new admission policy for all majors in the School of Journalism & Broadcasting. The new admission policy standardizes the requirements across the School and allows students to be admitted into their major earlier in their college career (upon completion of 24 hours instead of 48). The alteration also reflects the University changes in general education effective fall 2014.
Deleting the requirement for courses outside the major that complement and support the major in journalism aligns with the university policy that prevents required courses outside of the major unless counted within the major.
Adding JOUR 427 *Journalism and Media in the Schools* and JOUR 428 *News Media Management* to the restricted elective list will strengthen the course selection options. The course content of these courses is more directly related to the program's objectives for student learning.
Adding JOUR 467 News/Editorial Practicum to the restricted electives course list gives students an option for a 1-hour practical experience with a cooperating organization
AD (JOUR) 341 Principles of Advertising and PR (JOUR) 355 Fundamentals of Public Relations were removed from the restricted electives in order to reduce the number of electives and to sharpen the focus of the major on News-Editorial.

5. Proposed term for implementation and special provisions (if applicable): 2014(30)
Students in prior catalog years will be accommodated with iCap exceptions that will replace deleted courses with comparable new courses or existing courses.

6. Dates of prior committee approvals:

SJ&B Curriculum Committee:	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	1/30/2014
University Senate	

Proposal Date: August 28, 2013 Rev.

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

Contact Person: Professor James Kenney, james.kenney@wku.edu, 270.745.6307

1. Identification of program:

1.1 Current program reference number: 750
1.2 Current program title: Major in Photojournalism (A.B.)
1.3 Credit hours: 42

2. Identification of the proposed program changes:

- Change total credit hours in the major from 42 to 45-46
- Add SJ&B Core Curriculum – SJB 101, 102, and 103
- Add two new courses, PJ 233 Intermediate Photojournalism and PJ 330 Multimedia Technologies
- Reflect change in program prefix from JOUR to PJ
- PJ 336 Picture Editing and PJ 432 Practicum are no longer required courses for the major but will be added to the Restricted Electives list
- Add AD 348, SJB 495; SJB 401/402; and FILM 376 to Restricted Electives
- Substitute one unrestricted elective for one restricted elective
- Delete the required courses outside the major: PS 110, 304, ENT 312 and either GEOG 110 or GEOG 360

3. Detailed program description:

Current Program	**Proposed Program**
Major in Photojournalism ADMISSION REQUIREMENTS: Students wishing to enter the major in photojournalism are admitted as majors seeking admission (reference 750P). Prospective majors may take no more than ~~18~~ hours in the School of Journalism & Broadcasting before admission to the major. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements for any major in the School. Students must meet the following requirements before admission to the major: ~~1. Completion of 30 hours of course work~~	**Major in Photojournalism** ADMISSION REQUIREMENTS: Students wishing to enter the major in photojournalism are admitted as majors seeking admission (reference 750P). **Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:** **1.Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;** **2. A minimum overall grade point average of 2.5;** **3. Completion of ENG 100 with a grade of**

~~applicable to the baccalaureate degree with a minimum overall grade point average of 2.5. Required courses include COMM 145 or COMM 161 (preferably COMM 161), HIST 119 or 120 and the university math requirement. A minimum grade of "C" is required in ENG 100.~~ ~~2. Completion of the following courses with at least a grade of "C": JOUR 201, 202, 231, 261.~~	**'C' or better and 9 additional hours in general education;** **4. Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103 and PJ 231.** **Students not meeting the above admission requirements will not be admitted to the Photojournalism major and cannot register for any additional courses in the major.**
CURRICULUM The major in photojournalism (reference number 750) requires ~~42 s~~emester hours and leads to the Bachelor of Arts degree. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the photojournalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor. One-half of the hours in the major must be at the 300- or 400-level.	CURRICULUM The major in photojournalism (reference number 750) requires **45-46** semester hours and leads to the Bachelor of Arts degree. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the photojournalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor. One-half of the hours in the major must be at the 300- or 400-level.
REQUIRED COURSES - 36 HOURS ~~JOUR 201 Media & Society (3)~~ JOUR 202 Introduction to Media Writing (3) JOUR 231 Introduction to Photojournalism (3) ~~JOUR 261 Introduction to Multimedia (3)~~ *One of the following two law classes* JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3) JOUR 302 Intermediate Reporting (3) JOUR 333 Lighting Technologies (3) JOUR 334 Picture Stories (3) ~~JOUR 336 Picture Editing (3)~~	REQUIRED COURSES - **39** HOURS **SJB 101 Understanding Media (3)** **SJB 102 Media Content, Collaboration (3)** **SJB 103 Storytelling in the 21st Century (3)** JOUR 202 Intro. to Media Writing (3) **PJ** 231 Introduction to Photojournalism (3) **PJ 233 Intermediate Photojournalism (3)** *One of the following two law classes* JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3) **JOUR** 302 Intermediate Reporting (3) **PJ 330 Multimedia Storytelling (3)** **PJ** 333 Lighting Technologies (3) **PJ** 334 Picture Stories (3)

JOUR 362 Web Narratives (3) ~~JOUR 432 Photojournalism Practicum (3)~~ JOUR 436 Photojournalism Projects (3) RESTRICTED ELECTIVES - 6 HOURS JOUR 323 News Editing (3) JOUR 325 Feature Writing (3) ~~JOUR 443 Interactive Advertising Design (3)~~ JOUR 439 Adv. Studio Lighting Techniques (3) ~~BCOM 368 News Videography & Editing (3)~~ ~~REQUIREMENTS OUTSIDE THE MAJOR~~ ~~PS 110 American National Government(3)~~ ~~PS 304 State Government (3)~~ ~~ENT 312 Entrepreneurship (3)~~ ~~*One of the following two courses*~~ ~~GEOG 110 World Regional Geography(3)~~ ~~GEOG 360 Geography of N. America (3)~~	**PJ 362 Short Form Documentary (3)** **PJ** 436 Photojournalism Projects (3) **UNRESTRICTED ELECTIVE - <u>3 HOURS</u>** **During the sophomore year select one 3-hour course outside the major, but within the School of Journalism & Broadcasting and approved by departmental faculty advisor.** **RESTRICTED ELECTIVES – <u>3-4 HOURS</u>** JOUR 323 Multiplatform News (3) JOUR 325 Feature Writing (3) **PJ 336 Picture Editing (3)** **JOUR 348 Intro to Interactive Media (3)** **FILM 376 Film Production for TV (3)** **PJ 432 Photojournalism Practicum (3)** **PJ** 439 Advanced Studio Lighting Tech. (3) **SJB 495 Collaborative Journalism (3)** **SJB 401/402 Team Investigative Reporting (4)**

4. Rationale for the proposed program change:
These revisions reflect the inclusion of the core curriculum (SJB 101, 102, 103) and options for capstone courses (SJB 401/402 or SJB 495) for students in the Advertising, Broadcasting, Public Relations, Journalism and Photojournalism majors within the School of Journalism & Broadcasting.

Media technology has fundamentally altered the ways in which the world communicates, and we at the Western Kentucky University School of Journalism & Broadcasting are responding to these changes through new approaches to educating our students.

Communication platforms are becoming ever more mobile. Audiences increasingly engage and interact with media, and information producers now work, individually and in teams, across platforms. At the same time, strong storytelling skills and ethical decision-making remain touchstones of the mass media industry, and commitments to diversity and community engagement continue to be top priorities.

The WKU School of Journalism & Broadcasting had these challenges and opportunities in mind when it formed the Core Curriculum Change Committee in September 2011. The Committee, consisting of faculty from each of the School's sequences and chaired by the School's director, spent two years researching, meeting with top professionals and academicians from across the country, discussing, debating and ultimately writing a core curriculum proposal that we feel innovatively addresses both enduring principles and emerging developments.

The new core curriculum will require majors in photojournalism to take three new core curriculum courses during their freshman year. Together the courses, "Understanding Media: Content, Ethics & Technology" (SJB101), "Media Content, Collaboration and Community"

(SJB102) and "Digital Storytelling for the 21st Century" (SJB103) are meant to accomplish the following:

- Give students a hands-on experience with the most up-to-date information-gathering and media production tools with particular emphasis on mobile devices and multimedia techniques.
- Immerse students within the communities of Bowling Green, Kentucky, the region and beyond with particular attention paid to diversity.
- Provide students with a firm understanding of and the ability to perform the art of storytelling across platforms.
- Imbue students with a sense of ethical decision-making.
- Afford students opportunities to explore the social meaning and consequences of mass media messages as well as the rapidly emerging audience influence upon and interactivity with those messages.

In addition, a fourth new course, "Team Investigative Reporting," will provide students an opportunity to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. Students taking this course will be selected from all areas of the School to work together in teams in which they will research the issue, gather content on stories that address the issue and produce packages across platforms to distribute the content. This course will mirror real-world project work that has developed out of technological advances.

All four courses seek outcomes that are identified by the School's accrediting body, Accrediting Council on Education in Journalism and Mass Communications, as key principles of accreditation.

The change in admission requirements for the major in photojournalism reflects the new admission policy for all majors in the School of Journalism & Broadcasting. The new admission policy standardizes the requirements across the School and allows students to be admitted into their major earlier in their college career (upon completion of 24 hours instead of 48). The alteration also reflects the University changes in general education effective fall 2014.

The change in course prefix strengthens the SJ&B core proposal by delineating courses and their associated prefixes by major area of study.

The program revision reflects changing one of the current restricted elective requirements to an unrestricted elective within the School of Journalism & Broadcasting and broadening the options of restricted electives available to students. This wider spectrum of courses will provide a broader skill set for students in the Photojournalism program.

The creation of a new still photography course within the Photojournalism program reflects the need for students to establish stronger foundational skills in still photography before branching out to other forms of storytelling methods. PJ 233 Photojournalism II has been created to fill this need.

The revision of the Introduction to Multimedia class from a 200 to a 300-level class, as well as the name change, reflect the increase in material covered in this course, especially in terms of the addition of a video gathering and editing element to the course.

PJ 336 and 432 have been taken off the required PJ curriculum list to accommodate the new courses, but they will be retained as restricted electives.

The requirement for courses outside the major in photojournalism is being deleted to align with the university requirement that no longer allows required courses outside of the major unless counted within the major.
All of the program revisions and the inclusion of the new SJB core resulted in an increase in total credit hours from 42 to 45-46.

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

Implementation will be fall 2014. Students in prior catalog years will be accommodated with iCap exception forms to allow courses in the inventory that have been deleted or modified, for example, SJB 101 for JOUR 201. PJ 439 for PJ 432, and JOUR 330 for JOUR 261.

6. Dates of prior committee approvals:

Photojournalism Program Committee	10/28/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	1/30/2014
University Senate	

Proposal Date: Sept. 26, 2013 Rev.

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

Contact Person: Vicki Bagwell, vicki.bagwell@wku.edu, 745-5834

1. Identification of program:

1.1 Current program reference number: 763
1.2 Current program title: Major in Public Relations (A.B.)
1.3 Credit hours: 39

2. Identification of the proposed program changes:

- Change admission requirements
- Increase total hour requirement from 39 to 45 or 46
- Add SJ&B core curriculum courses SJB 101, 102, 103
- Delete JOUR 201, 232 and 323 from required course list
- Move JOUR 323 to elective list
- Add PR 356 to required course list
- Revise course titles to reflect a PR prefix for JOUR 354, 355, 358, 454, 456 and 458
- Add required SJ&B course elective outside the public relations discipline in the sophomore year
- Delete previously required courses outside the major
- Add one additional senior-level experience elective option (SJB 401/402)

3. Detailed program description:

Current program	*Proposed program* – ***revisions in bold***
Major in Public Relations ADMISSION REQUIREMENTS: Students wishing to enter the major in public relations initially are admitted as majors seeking admission (reference 763P). Prospective majors may take no more than ~~18~~ hours in the School of Journalism & Broadcasting before admission to the major. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements for any major in the School. Students must meet the following requirements before admission to the major: ~~1. Completion of 48 hours of course work applicable to the baccalaureate degree with~~	Major in Public Relations ADMISSION REQUIREMENTS: Students wishing to enter the major in public relations initially are admitted as majors seeking admission (reference 763P). **Prospective majors may take no more than 15 hours in the major before admission.** **Students must meet the following requirements before they can be admitted:** **1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;** **2. A minimum overall grade point average of 2.5;** **3. Completion of ENG 100 with a grade of 'C' or better and 9 additional**

~~a minimum overall grade-point average of 2.5. Required courses include COMM 161, ENG 100, HIST 119 or 120 and the university math requirement. A minimum grade of "C" is required in ENG 100.~~ ~~2. Completion of the following courses with at least a grade of 'C': JOUR 201, 202, 232~~	**hours in general education;** **4. Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103, and JOUR 202.** **Students not meeting the above admission requirements will not be admitted to the Public Relations major and cannot register for any additional courses in the major.**
CURRICULUM The major in public relations (reference number 763) requires ~~39~~ semester hours and leads to a Bachelor of Arts degree. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the public relations major must have a minor or second major outside of the School of Journalism & Broadcasting, the Department of Communication, and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, communication studies, or from those offered within the School, unless taken as a second minor. One-half of the hours in the major must be at the 300- or 400-level.	CURRICULUM The major in public relations (reference number 763) requires **45 or 46** semester hours and leads to a Bachelor of Arts degree. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the public relations major must have a minor or second major outside of the School of Journalism & Broadcasting, the Department of Communication, and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, communication studies, or from those offered within the School, unless taken as a second minor. One-half of the hours in the major must be at the 300- or 400-level.
REQUIRED COURSES ~~(36 hours)~~ ~~JOUR 201 Media and Society (3)~~ JOUR 202 Introduction to Media Writing (3) ~~JOUR 232 Electronic Tech. for Journalism (3)~~ JOUR 355 Fundamentals Public Relations (3) BCOM 325 Survey Writing TV/Radio (3) ~~JOUR 323 News Editing (3)~~ JOUR 358 PR Writing & Production (3) *One of the following two law courses* JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3)	REQUIRED COURSES **(39 hours)** **SJB 101 Understanding Media** (3) **SJB 102 Media Content, Collaboration** (3) **SJB 103 Digital Storytelling** (3) JOUR 202 Introduction to Media Writing (3) **PR 355** Public Relations Fundamentals (3) BCOM 325 **Electronic Media Writing** (3) **PR 356 PR Digital Tactics** (3) **PR 358** PR Writing & Production (3) *One of the following courses* JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3)

JOUR 300 Research in Ad & PR (3) JOUR 354 International PR (3) JOUR 454 PR Strategy/Planning (3) JOUR 456 Public Relations Management (3) Restricted Electives *Select one 3 hour restricted elective, with faculty advisor consultation.* ~~JOUR 131 Digital Photography (3)~~ ~~JOUR 325 Feature Writing (3)~~ JOUR 341 Principles of Advertising (3) JOUR 443 Advertising Interactive Design (3) JOUR 458 Public Relations Internship/Practicum(3) JOUR 481 Problems in Mass Comm. (3) JOUR 495 Collaborative Journalism (3) BCOM 264 Digital Video Production (3) ~~COMM 346 Persuasion (3)~~ ~~ENG 306 Business Writing (3)~~ MKT 322 Integrated Marketing Comm. (3) ~~PSY 371 Psychology of Sales Behavior (3)~~ ~~Courses required outside the major:~~ ~~COMM 161 Business/Professional Speaking (3)~~ ~~ECON 203 Principles of Macroeconomics (3)~~ ~~GEOG 110 World Regional Geography (3)~~ ~~PS 110 American National Government (3)~~ ~~MKT 220 Basic Marketing Concepts (3)~~ ~~One 3 hour Course in Statistics:~~ ~~ECON 206, SOCL 300, MATH 183, PSY 201, or AMS 271~~	**AD** 300 Research in AD & PR (3) **PR 354** International Public Relations (3) **PR 454** PR Strategy/Planning (3) **PR 456** Public Relations Management (3) **Elective** **(3 hours)** **During the sophomore year, select one 3-hour course outside the major, but within the School of Journalism & Broadcasting and approved by departmental faculty advisor.** Additionally, choose one elective from the following list: (3 or **4 hours)** **PR** 458 Public Relations Internship/Practicum (3) **AD 341** Principles of Advertising (3) **JOUR 323 Multiplatform News (3)** JOUR 343 Print Design (3) JOUR 443 Advertising Interactive Design (3) **SJB 495** Collaborative Journalism (3) MKT 322 Integrated Marketing Comm. (3) **JOUR 481** Problems in Mass Communication (3) **SJB 401/402 Team Investigative I/II (4)**

4. Rationale for the proposed program change:

These revisions reflect the inclusion of the core curriculum (SJB101, 102, 103) and options for capstone courses (SJB 401/402 or SJB495) for students in the Advertising, Broadcasting, Public Relations, Journalism and Photojournalism majors within the School of Journalism & Broadcasting. Media technology has fundamentally altered the ways in which the world communicates, and we at the Western Kentucky University School of Journalism & Broadcasting are responding to these changes through new approaches to educating our students.

Communication platforms are becoming ever more mobile. Audiences increasingly engage and interact with media, and information producers now work, individually and in teams, across platforms. At the same time, strong storytelling skills and ethical decision-making remain touchstones of the mass media industry, and commitments to diversity and community engagement continue to be top priorities.

The WKU School of Journalism & Broadcasting had these challenges and opportunities in mind when it formed the Core Curriculum Change Committee in September 2011. The Committee, consisting of faculty from each of the School's sequences and chaired by the School's director, spent two years researching, meeting with top professionals and academicians from across the country, discussing, debating and ultimately writing a core curriculum proposal that we feel innovatively addresses both enduring principles and emerging developments.

The new core curriculum will require majors in public relations to take three new core curriculum courses during their freshman year. Together the courses, "Understanding Media: Content, Ethics & Technology" (SJB101), "Media Content, Collaboration and Community" (SJB102) and "Digital Storytelling for the 21st Century" (SJB103) are meant to accomplish the following:

- Give students a hands-on experience with the most up-to-date information-gathering and media production tools with particular emphasis on mobile devices and multimedia techniques.
- Immerse students within the communities of Bowling Green, Kentucky, the region and beyond with particular attention paid to diversity.
- Provide students with a firm understanding of and the ability to perform the art of storytelling across platforms.
- Imbue students with a sense of ethical decision-making.
- Afford students opportunities to explore the social meaning and consequences of mass media messages as well as the rapidly emerging audience influence upon and interactivity with those messages.

In addition, a fourth new course, "Team Investigative Reporting," will provide students an opportunity to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. Students taking this course will be selected from all areas of the School to work together in teams in which they will research the issue, gather content on stories that address the issue and produce packages across platforms to distribute the content. This course will mirror real-world project work that has developed out of technological advances. This course has been included in the public relations program list of electives.

All four courses seek outcomes that are identified by the School's accrediting body, Accrediting Council on Education in Journalism and Mass Communications, as key principles of accreditation.

The change in admission requirements for the public relations major reflects the new admission policy mandated by the SJ&B. The new admission policy standardizes the requirements across the School and allows students to be admitted into their major earlier in their college career (upon completion of 24 hours instead of 48). The alteration also reflects the University changes in general education effective fall 2014.

The change in total hours (39-45/46) in the major is a combination of deleting several courses (JOUR 201, 232) and a list of required courses (see paragraph below) outside the public relations major; adding the three new SJ&B Core courses (SJB 101, 102, 103); moving two elective options (JOUR 131 and BCOM 264) from the program's list to the status of "sophomore elective outside the major, but inside SJ&B"; moving one class (JOUR 323) to the list of electives; and adding one new course to the public relations required curriculum (PR 356), which strengthens the program in regard to PRSA Certification renewal.

As noted previously, non-SJ&B courses deleted from the major (COMM 161, ECON 203, GEOG 110, PS 110, MKT 220 and one of the following ECON 206, SOCL 300, MATH 183, PSY 201 or AMS 271) align the public relations major with the university requirement that no longer allows required courses outside of the major unless counted within the major.

The change in course prefix strengthens the SJ&B core proposal by delineating courses and their associated prefixes by major area of study.

5. Proposed term for implementation and special provisions (if applicable): 2014(30)
Students in prior catalog years will be accommodated with i-CAP exceptions that will replace deleted courses with comparable new courses or existing courses.

6. Dates of prior committee approvals:

PR Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	1/30/2014
University Senate	

Proposal Date: November 25, 2013

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

Contact Person: Selena Sanderfer, selena.sanderfer@wku.edu, (270) 745-4739

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: HIST 310
1.2 Course title: Comparative Slavery
1.3 Abbreviated course title: Comparative Slavery
(maximum of 30 characters or spaces)
1.4 Credit hours: 3.00 Variable credit (yes or no) **No**
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: HIST 101 or HIST 102
1.7 Course description: Examines slavery among people of African descent emphasizing the origins, politics, economics, and legacies of African slavery in the Americas, Asia, the Caribbean, and Africa.

2. Rationale:

2.1 Reason for developing the proposed course: This course in being offered in response to faculty and students who have expressed an interest in the coerced migrations of Africans and their enslavement. While the History Department offers courses on African American History and the Atlantic World, two courses which cover the era of the Atlantic Slave Trade, neither course is able to focus specifically on the variety of slave societies and diverse experiences of Africans in the Diaspora in regions outside of the US or the Western world. In addition to the era of the Trans-Atlantic Slave Trade, this course will familiarize students with slavery during the late Medieval Era, internal slavery in Africa and African enslavement Asia. Increasingly slavery has been studied as a distinct field separate from African American and Atlantic history. The growing historiography of the topic has privileged transnational approaches, the agency of subaltern populations, and the evolution of the plantation system and African enslavement. These approaches to history are an increasing trend within the discipline and WKU students, in order to keep abreast with such changes, need the opportunity to take more courses emphasizing these types of methodologies. The proposed course also advances the University mission by preparing students to become global citizens, who are socially responsible and cognizant of the historical contexts affecting minorities, regions, and peoples around the world. Both graduate and undergraduate versions of this course have already been successfully offered as a special topics course and the level of student interest has been judged by the History Department to warrant a permanent course offering.

If approved, this course will contribute to the African American Studies minor as an elective and will also be proposed as a Connections course in the Colonnade Program.

2.2 Projected enrollment in the proposed course: The projected enrollment for this course is expected to be between 30 – 35 students during the semester that the course is offered. This projection is based upon informal surveys in history classes such as AFAM 190, HIST 358 and HIST 359. Students outside the History Department will be expected to enroll. Interested students may include those in the African American Studies Program and the Folk Studies and Anthropology Program. This projection is also based upon enrollment numbers for HIST 491 Comparative Slavery, a special topics course offered during the spring 2012 semester. The course enrollment number stood at 30 students.

2.3 Relationship of the proposed course to courses now offered by the department: The History Department currently does not offer a specific course focusing on the history of African enslavement at either the graduate or undergraduate level. This course will complement two of the department's courses on black history HIST 358 Blacks in US History before 1877 and HIST 390 Blacks in the American South as well as its course on African history HIST 360. It will offer a more in depth look at the experiences of enslaved persons in both the Diaspora and the system of indigenous slavery in Africa.

2.4 Relationship of the proposed course to courses offered in other departments: There is no similar course offered at WKU that examines specifically the topic of African enslavement. Courses that address related topics include ENG 393 African American Literature, AFAM 190 The African American Experience and FLK 377 African American Folklife. The course in Comparative Slavery will contribute the Southern Studies minor as an elective course. It will also be a crossed listed course in the African American Studies Minor.

2.5 Relationship of the proposed course to courses offered in other institutions: On the national level several universities offer courses on various systems of African slavery including HIST 329 - University of Pennsylvania, HIST 366 - George Mason University, and HIST 342 at Northwestern University. Comparative slavery courses are also offered at colleges and universities within the greater Kentucky region including HIST 320 - Indiana State University, HIST 304 – Eastern Kentucky University, A 360 – University of Indiana and PSA 329 – University of Louisville. Some universities also offer courses on a specific aspect of African slavery such as emancipation, abolition or rebellion. Courses such as these are offered at regional campuses in the Southeast including HIST 4485 – University of West Georgia, HIST 366 –College of Charleston and HY 482 - University of Alabama, Huntsville. Such specialized courses in African slavery are also offered at premier universities nationally such as HIST 239 - Bowdoin University, HIST 150 - University of California, Irvine, and as special topics course at Vanderbilt University. Although numerous institutions regularly offer a course on comparative slavery, there are currently no permanent courses offered on this specific topic at WKU. In following broader trends in the history discipline that now privilege transnational, Atlantic World, and subaltern studies,

offering a course on comparative slavery will familiarize WKU students with these growing subfields and help them keep pace with a changing job market.

3. Discussion of proposed course:

3.1 Schedule type: S: This course will be a seminar that uses group discussion and exchange of information meeting 2-3 times weekly.

3.2 Learning Outcomes: After successfully completing this course students will be able to:

- Content Knowledge:
  - identify the main theoretical arguments and issues in the study of African slavery
  - understand comparative approaches within the field of history
  - identify the diverse forms in which human bondage could take place across cultures and geographies
  - understand the ways in which slavery influenced notions of race, gender, class and labor
- Cognitive Skills:
  - historicize local slave experiences by placing them in a global, cultural, and historical context
  - evaluate the social, intellectual, political, and economic history of slavery
  - analyze the different historical experiences of slave societies
  - think critically to construct informed and ethical arguments
  - evaluate and interpret primary and secondary evidence
- Communication Skills:
  - effectively communicate ideas in written and oral formats
  - display several the basic conventions of historical writing and academic integrity in assignments
- Personal Growth:
  - demonstrate an understanding of diverse cultures within and across societies
  - develop an understanding of the ethical implications of decisions and actions
  - develop knowledge of and concern for a multicultural global world

3.4 Content outline:

- Slavery in Africa
- Race and Slavery
- The Middle Passage
- Social Life and Social Death
- Slavery in Asia
- Slavery's Effect on Africa and Slavery's Effect on the Americas
- The Haitian Revolution
- Slave Rebellions
- Resistance and Accommodation
- Abolition and Emancipation
- Slavery and Memory

3.6 Student expectations and requirements:

This course utilizes four types of separate writing assignments requiring a minimum total of 30 pages. The four types of assignments include:

- Book review requiring students to offer relevant criticism of historical monographs and secondary sources
- Historiography requiring students to become familiar with the historical literature on slavery
- Research paper requiring students to use primary sources to make an original argument and contribution to the study of slavery
- Reading Response requiring students to succinctly summarize main arguments of historical monographs and secondary sources

This course requires two types of oral assignments. The two types of assignments include:

- Discussion leader requiring students to formulate questions on assigned readings and facilitate in class discussion on topics covered
- Discussion Participation requiring students to articulate and communicate their ideas orally

3.7 Tentative texts and course materials:

- Laurent DuBois, Avengers of the New World: The Story of the Haitian Revolution (Belknap Press, 2004)
- Eric Foner, Nothing but Freedom: Emancipation and Its Legacy (Louisiana State University Press, 1983)
- Eugene Genovese, From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World (Louisiana University State Press, 1992)
- David Northrup, The Atlantic Slave Trade: Problems in World History (Wadsworth Publishing, 2010)
- James Sweet, Recreating Africa Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770 (The University of North Carolina Press, 2006)
- Frank Tannenbaum, Slave and Citizen (Beacon Press, 1992)
- Stephen P. Hanna, "A Slavery Museum?: Race, Memory, and Landscape in Fredericksburg, Virginia," *Southeastern Geographer*, 48 no. 3 (November 2008):316-337.
- Rodney Coates, "If a Tree Falls in the Wilderness: Reparations, Academic Silences, and Social Justice" *Social Forces* 83 no. 2 (December 2004):841-864.
- Mary Frances Berry, "In Search of Callie House and the Origins of the Modern Reparations Movement," *The Journal of African American History*, 91 (Summer 2006):323-8.
- Vincent Brown, "Social Death and Political Life in the Study of Slavery," *American Historical Review* 114 no. 5 (December 2009):1231-1249.
- Fitzroy A. Baptiste, "The African Presence in India" *African Quarterly*, 38 no. 2 (1998):92-126.

- Emily Clark and Virginia M. Gould, "The Feminine Face of Afro-Catholicism in New Orleans, 1727-1852," *William and Mary Quarterly*, 59 no. 2 (April 2002):409-448.

4. Resources:

4.1 Library resources: Existing resources are sufficient
4.2 Computer resources: Existing resources are sufficient

5. Budget implications:

6.1 Proposed method of staffing: Existing Staff
6.2 Special equipment needed: None
6.3 Expendable materials needed: None
6.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of History	**11/25/2013**
Potter College Curriculum Committee	**12/5/2013**
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Attachment: Course Inventory Form

Proposal Date: November 25, 2013

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

Contact Person: Selena Sanderfer, selena.sanderfer@wku.edu, (270) 745-4739

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: HIST 325
1.2 Course title: Blacks in the Civil War and Reconstruction
1.3 Abbreviated course title: Blacks in the Civil War
(maximum of 30 characters or spaces)
1.4 Credit hours: 3.00 Variable credit (yes or no) No
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: HIST 101 or HIST 102
1.7 Course description: Examines black experiences during the Civil War and Reconstruction emphasizing anti-slavery, black soldiers, emancipation, postwar labor, political challenges, and the experiences of women.

2. Rationale:

2.1 Reason for developing the proposed course: As the 150th anniversary of the Civil War continues, interest in black history and Civil War and Reconstruction history grows exponentially. While the History Department offers courses on African American History and the Civil War and Reconstruction, students receive little exposure beyond the introductory level of the particular experiences of blacks during this period. This proposed course will highlight the broader significance and consequences of this conflict specifically to blacks through both national and local narratives and in doing so familiarize WKU students with growing historiographical trends that seek to connect local histories with larger national or international events. Students will learn specifically about black achievements or injustices in such areas as education, economics, culture and the military and in doing so advance the WKU mission of producing students who are engaged citizens cognizant of the historical contexts affecting minorities and cultures across the United States. This course has been offered as a special topics course and received wide interest and participation from both undergraduate and graduate students. The History Department has also recently developed the Civil War Institute, which makes primary sources on the conflict available for use by students and other researchers. Based upon this initial success and the newly acquired primary material, the History Department has reasoned that there is sufficient interest and resources to permanently offer this course in the Department's regular rotation. If approved, this course will be included in the Southern Studies and African American Studies minor as electives and also be proposed as a Connections course in the Colonnade Program.

2.2 Projected enrollment in the proposed course:

The projected enrollment for this course is expected to be between 20 – 30 students during the semester that the course is offered. This projection is based upon informal surveys in history classes such as AFAM 190, HIST 358 and HIST 359. Students outside the History Department are expected to enroll. Interested students may include those in the African American Studies Program and the Folk Studies and Anthropology Program. This projection is also based upon enrollment numbers for HIST 490 The African American Experience in the Civil War and Reconstruction, a special topics course offered during the fall 2012 semester. The course enrollment number stood at 22 students.

2.3 Relationship of the proposed course to courses now offered by the department:

2.4 The History Department currently does not offer a course on a specific topic covering the Civil War and Reconstruction eras. The Department does offer several courses which would complement the proposed HIST 325 - Blacks in the Civil War and Reconstruction course. These courses include: HIST 299 Introduction to Military History, HIST 358 Blacks in American History to 1877, HIST 390 Blacks in the American South, HIST443 Civil War and Reconstruction, 1850-1877, HIST 457 Old South, HIST458 New South, HIST 481 The Rise and Fall of the Confederacy, and HIST 494 U.S. Military History. This course will be added to the Southern Studies Minor as an elective. It will also be a crossed listed course in the African American Studies Minor.

2.5 Relationship of the proposed course to courses offered in other departments: There is no similar course offered at WKU that examines specifically the topic of blacks during the Civil War and Reconstruction eras. Courses that address related topics include: ECON 467 American Economic History, FLK/ANTH 281 Roots of Southern Culture, and PS 377 Politics of the American South.

2.6 Relationship of the proposed course to courses offered in other institutions: Courses on the Civil War and Reconstruction are frequently taught at colleges and universities across the country. Most institutions of higher education, if offering a degree in American History, will contain a course on the Civil War and Reconstruction era. Numerous regional universities also offer courses on this topic including Eastern Kentucky University - HIS 424: Civil War and Reconstruction, University of Kentucky – HIS 464 Civil War and Reconstruction, Tennessee Wesleyan College – H 390B The Civil War Era, East Tennessee State University –HIST 4067 The Civil War, University of Tennessee Knoxville – HIST 353 The Civil War and Reconstruction Eras, and Sewanee University – HIST 393 America's Civil War. While the enslavement of blacks was a major cause for the Civil War and their adjustment to freedom a major theme of Reconstruction, few universities offer courses specifically investigating their military and social experiences during this era. Schools offering courses in the black military experience in the 20th century include: The State University of New York – Buffalo which has offered a special topics course - Women and Minorities in the Military and the University of Colorado HIST 492 Black America and the War in Vietnam. Courses specifically on the black experience during the Civil War and Reconstruction include: Gettysburg College – AFS 220 African American Literature of the Civil War Era and AFS 221 Civil War and Civil Rights: African American Activism in the Nineteenth Century. Although

few courses on the black military experience are offered, it is a highly researched field with numerous articles and/or monographs published yearly on the subject. In following broader research trends in the history discipline that now privilege studies of subaltern, minorities, and diverse experiences, offering a course on black experiences during the Civil War and Reconstruction era will familiarize WKU students with these growing subfields and help them keep pace with a changing job market.

3. Discussion of proposed course:

3.1 Schedule type: S: This course will be a seminar that uses group discussion and exchange of information meeting 2-3 times weekly.

3.2 Learning Outcomes:

- Content Knowledge:
  - Identify with the main arguments, trends, and interpretations in the study of blacks during the Civil War and Reconstruction
  - Comprehend the impact of blacks in the causes, course, and consequences of the Civil War and Reconstruction Era
- Cognitive Skills:
  - historicize black experiences in the Civil War era by placing them in a global historical context
  - evaluate the social, political, and economic experiences of blacks during the Civil War and Reconstruction
  - think critically to construct informed and ethical arguments
  - analyze and interpret primary and secondary evidence
- Communication Skills:
  - effectively communicate ideas in written and oral formats
  - display several of the basic conventions of historical writing and academic integrity in assignments
- Personal Growth:
  - develop an understanding of the ethical implications of decisions and actions
  - formulate independent opinions based upon evidence, alternative scholarly interpretations, and an honest reexamination of one's preconceptions and biases

3.3 Content outline:

- Crisis of the 1850s
- Black Experiences in the North
- Contraband and Dependency
- Black Soldiers' Experiences
- Emancipation and Abraham Lincoln
- Perspectives on Reconstruction
- Black Politics and Civil Rights
- Education
- Land and Labor
- The Freedmen's Bureau
- Black Women's Experiences

- The Black Family

3.4 Student expectations and requirements:

This course utilizes four types of separate writing assignments requiring a minimum total of 30 pages. The four types of assignments include:

- Book review requiring students to offer relevant criticism of historical monographs and secondary sources
- Historiography requiring students to become familiar with the historical literature on slavery
- Research paper requiring students to use primary sources to make an original argument and contribution to the study of slavery
- Reading Response requiring students to succinctly summarize main arguments of historical monographs and secondary sources

This course requires two types of oral assignments. The two types of assignments include:

- Discussion leader requiring students to formulate questions on assigned readings and facilitate in class discussion on topics covered
- Discussion participation requiring students to articulate and communicate their ideas orally

3.5 Tentative texts and course materials:

- Dudley Cornish, The Sable Arm: Black Troops in the Union Army, 1861-1865 (Lawrence: University of Kansas Press, 1990)
- James McPherson, The Negro's Civil War: How American Blacks Felt and Acted during the War for the Union (New York: Vintage, 2003)
- Eric Foner, A Short History of Reconstruction (New York: Harpers and Row Publishing, 1990)
- Steven Hahn, A Nation under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration (Cambridge: Belknapp Press of Harvard University, 2005)
- Tera Hunter, To 'Joy My Freedom: Southern Women's Lives and Labors after the Civil War (Cambridge: Harvard University Press, 1998)
- James M. McPherson, "Who Freed the Slaves?" *Proceedings of the America Philosophical Society* 139 no. 1 (March 1995): 1-10.
- William C. Hine, "Black Politicians in Reconstruction Charleston, South Carolina: A Collective Study," *Journal of Southern History* 49 no. 4 (November 1983): 555-584.
- David Tyack and Robert Lowe, "The Constitutional Moment: Reconstruction and Black Education in the South," *American Journal of Education* 94 no. 2 (February 1986): 236-256.
- Keith Wilson, "Education as a Vehicle of Racial Control: Major General N. P. Banks in Louisiana, 1863-1864," *Journal of Negro Education* 50 no. 2 (Spring 1981): 156-170.
- John David Smiths, "The Enduring Myth of 'Forty Acres and a Mule," *Chronicle of Higher Education* (February, 2003).
- Robert Tracy McKenzie, "Freedmen and the Soil in the Upper South: The Reorganization of Tennessee Agriculture,1865-1880" *The Journal of Southern History* 59 no. 1 (February 1993): 63-84.

- W. E. B. DuBois, “The Freedmen’s Bureau” *Atlantic Monthly* 87 no. 519 (March 1901): 354-365.
- Robert Harrison, “Welfare and Employment Policies of the Freedmen’s Bureau in the District of Columbia” *Journal of Southern History* 72 no. 1 (February 2006): 75-110
- Karin L. Zipf, “Reconstruction ‘Free Woman: African-American Women, Apprenticeship, and Custody Rights during Reconstruction,” *Journal of Women’ History* 12 no. 1 (Spring 200): 8-31.

4. Resources:

4.1 Library resources: Existing resources are sufficient
4.2 Computer resources: Existing resources are sufficient

5. Budget implications:

5.1 Proposed method of staffing: Existing Staff
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of History	**11/25/2013**
Potter College Curriculum Committee	**12/5/2013**
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

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

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: BCOM 463
1.2 Course title: Producing and Directing
1.3 Abbreviated course title: Producing and Directing
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit (No)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: BCOM 367
1.7 Course description: Advanced study of the operation of television equipment and station operation, including practical studio production experience. Emphasis on producing for broadcast media and multi-camera directing. Lecture and lab. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: In an effort to streamline the TV/Film Production Track and incorporate the new SJB core courses into the major in broadcasting, two existing courses, BCOM 379 *Producing for Television and Film* and BCOM 466 *Directing Television and Film*, will be suspended from inventory. However, the content of these course are still integral to preparing students for the professional television production industry.
BCOM 463 will combine the imperative topics and content from these two courses to create a new course in producing and directing. This course will merge those important pursuits, and provide the majors in broadcasting with advanced multi-camera production directing experience as well as expose them to the business and legal aspects of producing television programming.

2.2 Projected enrollment in the proposed course: Up to 32 students per lecture section, with smaller break-out lab sections. Based on current enrollment, this course will need to accommodate approximately 25 students each year. Fall 2013 enrollment data reports over 300 students pursuing the major in broadcasting and 65 students in the minor. Approximately 100 students are in the TV/Film Production Track within the major. Effective fall 2014, BCOM 463 will be a required course in the production track.

2.3 Relationship of the proposed course to courses now offered by the department: This course will build upon the instruction and experience of BCOM 266 *Basic Television Production*, which is also a studio-based class, as well as elements of BCOM 366 *Video Editing* and BCOM 367 *Field Production.* There are a number of video production courses offered under the FILM and BCOM umbrellas, but at this point,

only BCOM 266 offers significant studio instruction, though several courses in the Broadcast News Track also make use of the studio space.

2.4 Relationship of the proposed course to courses offered in other departments: None. The Department of Theatre offers courses in stage directing (THEA 371, 372, 380 and 415) which may have similar concepts, but none of these courses are specifically for television program directing or producing.

2.5 Relationship of the proposed course to courses offered in other institutions: A number of WKU's benchmark institutions feature television production courses, though few offer advanced studio experience, and most emphasize only television news. Similar courses can be found at Bowling Green State University (JOUR 3300, JOUR 4300) and Ball State University (TCOM 332), and a nearly identical course is featured at Illinois State University (COM 263).

3. Discussion of proposed course:

3.1 Schedule type: C – Lecture/Lab

3.2 Learning Outcomes: By course end, students will be able to:

* Understand and articulate the specific function of all studio and multi-camera equipment, as well as the specific roles and responsibilities of all crew members.
* Produce and direct a variety of live studio programming, including news, panel programs, and musical performances.
* Produce and direct a variety of recorded studio programming, including scripted drama, situation comedy, talk shows, demonstrations and PSAs.
* Produce and direct multi-camera remote programming, including documentaries, reality television, sports and event coverage.
*Understand the role of the television producer
*Create a project proposal and be able to pitch
*Create project budget and costs summary
*Create production timeline
*Understand legalities and rights involved in television production
*Interpret scripts for multi-camera production
*Develop a plan for promotion, distribution and broadcast schedule

3.3 Content outline: Studio facility and equipment, advanced crew roles and responsibilities, budgets, business management, legalities and rights, pitching and selling projects, script and project development, promotion and distribution of programming, panel programs, demonstration format, scripted format, network episodics, sitcoms, drama, live music, commercials and PSAs, news, documentaries and reality TV, and multi-camera remotes.

3.4 Student expectations and requirements: Students will be required to complete a series of exercises and in-class workshops. Students will also complete recorded projects of increasing length and complexity, including panel programs, demonstrations, commercials, situation comedy, drama, reality television and multi-camera remotes. Performance critiques will serve to evaluate their application of course material. Readings and exams will also be required.

3.5 Tentative texts and course materials:

Cury, Ivan. *Directing and Producing for Television: A Format Approach*. 4th Edition. Focal Press, 2010. Print.

Utterback, Andrew. *Studio Television Production and Directing*. 1st Edition. Focal Press, 2007. Print.
Kellison, Cathrine. *Producing for TV and New Media, A Real-World Approach for Producers*. 3rd Edition. Focal Press, 2013. Print

4. Resources:

4.1 Library resources: see attached Library Resource Form
4.2 Computer resources: Adequate.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.
5.2 Special equipment needed: Adequate. Students will need access to a fully-equipped multi-camera production studio.
5.3 Expendable materials needed: None required.
5.4 Laboratory materials needed: Consumable supplies: gels, diffusion, batteries, and lamps/bulbs.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

BCOM 463 ADVANCED MULTI-CAMERA PRODUCTION

Clements, Steve. *Show Runner: Producing Variety and Talk Shows for Television.* 1st Edition. Silman-James, 2004. Print.

Cury, Ivan. *Directing and Producing for Television: A Format Approach.* 4th Edition. Focal Press, 2010. Print.

Del Valle, Robert. *The One-Hour Drama: Producing Episodic Television.* 1st Edition. Silman-James, 2008. Print.

Gallagher, Mitch and Jim Mandell. *The Studio Business Book.* 2nd Edition. Cengage, 2006. Print.

Jackman, John. *Lighting for Digital Video and Television.* 3rd Edition. Focal Press, 2010. Print.

Kellison, Cathrine. *Producing for TV and New Media: A Real-World Approach for Producers.* 2nd Edition. Focal Press, 2008. Print.

Owens, Jim and Gerald Millerson. *Television Production.* 15th Edition. Focal Press, 2012. Print.

Utterback, Andrew. *Studio Television Production and Directing.* 1st Edition. Focal Press, 2007. Print.

Zettl, Herbert. *Television Production Handbook.* 11th Edition. Cengage, 2011. Print.

Proposal Date: October 8, 2013

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

Contact Person: Dick Taylor, Dick.Taylor@wku.edu, 270-745-5249

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: BCOM 476
1.2 Course title: Advanced Radio Sales
1.3 Abbreviated course title: Advanced Radio Sales
(maximum of 30 characters or spaces)
1.4 Credit hours: (3) Variable credit: No
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites BCOM 385
1.7 Course description: Storytelling's role in radio sales and the critical skills needed in today's radio sales profession. Builds upon the foundation presented in Broadcast Sales (BCOM385) by focusing on selling all of the various advertising platforms in consolidated radio operations. Students will have the opportunity to earn their Radio Marketing Professional and Certified Digital Market Professional certifications from the Radio Advertising Bureau.

2. Rationale:

2.1 Reason for developing the proposed course: Currently only an introductory broadcast sales course is offered covering radio, TV and digital media platforms. A recent WKU FUSE Research Grant Project completed in June 2013 revealed the greatest need for employees in Kentucky radio operations was in the area of sales. The research was reviewed with industry leaders at the Kentucky Broadcasters Association annual convention held in October 2013 and the response to WKU offering students this training was overwhelmingly endorsed. The president of the National Association of Broadcasters, Gordon Smith was also excited about this course of study being offered. The advanced radio sales course will focus in detail on the study of radio media buying, ratings, media math, target media, station Web sales and integration, salesperson accountability, planning and projections, case studies, presentation building and execution. Students will learn a systematic approach for each step of the sales process. Students in this course will have the opportunity to earn their professional certifications from the Radio Advertising Bureau in both radio and digital media sales. The Kentucky State Legislature has stated the education and training of the current and future workforce of the commonwealth can provide businesses and industries with the competitive edge critical to their success in the global economy. The state's broadcast association made up of over 300 radio stations needs students trained and ready to go to work in this area of the radio industry in Kentucky. This course will also continue to fulfill

the School of Journalism & Broadcasting's commitment as a Kentucky Program of Distinction.

2.2 Projected enrollment in the proposed course: 10 to 15 students based on enrollment in BCOM385 and the recent attendance at the KBA WKU Radio Talent Institute.

2.3 Relationship of the proposed course to courses now offered by the department: This course builds on the introductory Broadcast Commercial Sales (BCOM 385).

2.4 Relationship of the proposed course to courses offered in other departments: This course focuses on the specialized area of advertising sales via broadcast radio. No other marketing course offered at WKU specializes in this type of advertising sales.

2.5 Relationship of the proposed course to courses offered in other institutions: Broadcast schools are expanding their course offerings in radio and digital sales due the need for qualified people. Benchmark school: Ball State University (TCOM345: Advance Media Sales); plus these additional schools: Western Carolina University (COMM458: Broadcast Sales and Promotion), University of Mississippi (JOUR386: Media Sales) and Vincennes University (MDIA250: Digital Media Sales) now offer these advanced radio selling courses.

3. Discussion of proposed course:

3.1 Schedule type: L – Lecture

3.2 Learning Outcomes:

Students will be able to use a systematic approach for each step of the radio sales process for both over-the-air advertisements as well as the growing digital media advertising platform and will have the opportunity to earn professional industry certifications in both radio sales and digital sales from the Radio Advertising Bureau. Students will also be able to prospect, conduct a client needs analysis, write a good proposal, understand the difference between features and benefits, understand the competitive marketplace, address objections and closing, understand the fundamentals of co-op advertising and non-traditional revenue and do goal setting and utilize effective time management.

3.3 Content outline:

Understand the Role of a Radio Marketing Consultant
Prospecting-Finding and Evaluating Prospects
Getting First Call Appointments
How to Conduct a Great Client Needs Analysis
Elements of a Good Written Proposal
The Difference between Features and Benefits
Understanding Competitive Media
The Power of Radio
Scheduling for Success
The Role of Creative
The Best Presentations
Addressing Objections and Closing
More Sales through Buyer Style Identification
Making Money with RAB Resources
The Fundamentals of Co-Op Advertising
How to Find Non-Traditional Revenue

Goal Setting and Time Management
The State of Interactive Digital Media Platforms
Geek Speak in the Digital World
Systems for Radio Stations' Interactive Sales
Addressing What Interactive Buyers Want
Pricing your Interactive Advertising
Radio's Interactive Benefits for Advertisers

3.4 Student expectations and requirements: The course will have exams and a sales presentation final that will demonstrate proficiency in the radio and digital advertising sales.

3.5 Tentative texts and course materials:

Lytle, Chris, "The Accidental Salesperson: How to Take Control of Your Sales Career and Earn the Respect and Income You Deserve," BSBN-13: 978-0-8144-3086-6
Bosworth, Michael & Zoldan, Ben, "What Great Salespeople Do" ISBN: 978-0-07-176974-7
Radio Advertising Bureau learning materials

4. Resources:

4.1 Library resources: Inadequate, materials will be ordered. See Library Resource Form
4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.
5.2 Special equipment needed: n/a
5.3 Expendable materials needed: n/a
5.4 Laboratory materials needed: n/a

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	
University Senate	

COURSE BIBLIOGRAPHY

BCOM 476 ADVANCE RADIO SALES

Beckwith, Harry, *Selling The Invisible*, Business Plus, 2012

Bleech, James and Dr. David Mutchler, *When the Other Guys Price is Lower*, Lifetime Books, 1996

Bosworth, Michael, *What Great Salespeople Do*, McGraw-Hill, 2011

Geller, Valerie, *Beyond Powerful Radio*, Focal Press, 2011

Gitomer, Jeffrey, *Little Red Book of Selling*, Bard Press, 2004

Gitomer, Jeffrey, *Sales Bible*, Wiley, 2003

Jennings, Jason, *Quantum DVD Sales Training*, AVI Communications, Lewisville, TX, DVD

Rackham, Neil, *SPIN Selling*, McGraw-Hill, 1988

Marx, Steve, *Close Like The Pros*, Career Press, 2007

Warner, Charles, *Media Selling 4th Edition*, Wiley, 2009

Zaltman, Gerald, *How Customers Think*, Harvard Business School Press, 2003

Ziglar, Zig, *Secrets of Closing the Sale*, Berkley, 1985

Proposal Date: October 8, 2013

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

Contact Person: Travis Newton, travis.newton@wku.edu, 270-745-5890

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 101
1.2 Course title: Basic Film Production
1.3 Abbreviated course title: Basic Film Production
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit: No
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites/corequisites: None
1.7 Course description: Introduction to film production equipment and on-set crew positions. Practical, hands-on experience rotating through crew positions in a workshop setting. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: Most film production courses focus on the so-called "above the line" positions: director, screenwriter, and producer. These are important positions, but most members of a film crew are "below the line": grip, electrician, camera assistant, boom operator, etc. This course will allow students to learn the necessary skills and equipment for these positions in an immersive environment. Film majors currently pick up this information piecemeal throughout their entire degree program. Creating this course will allow them to learn the necessary material in one place early in their degree program, so that it will serve as a foundational course throughout their college career.

2.2 Projected enrollment in the proposed course: 18-20 per section, every semester. Due to the hands-on nature of the course, enrollment will need to be kept at a manageable level. The anticipated students for the course will come from within the major in film. This course will be required in the revised curriculum for the major in film beginning with the fall 2014 catalog year. Currently, there are 154 students in the major. In fall 2014, we anticipate an incoming freshman class of 30 based on the enrollment of 26 freshmen in fall of 2013.

2.3 Relationship of the proposed course to courses now offered by the department: Similar in philosophy to BCOM 266 Basic Television Production and BCOM 261 Basic Radio Production already offered in the broadcasting major. FILM 101 will introduce new film students to production in the same way that FILM 201 Intro to Cinema introduces them to critical studies.

2.4 Relationship of the proposed course to courses offered in other departments: The Anthropology program offers both ANTH 448: Visual Anthropology and ANTH 449: Ethnographic Video Production. These courses are designed to acquaint

students to equipment and techniques necessary for Ethnographic videos, as well as their use in cultural research. The proposed course, FILM 101: Basic Film Production, will focus on equipment, techniques, and positions necessary for fictional, narrative film production. While some of the tools may be similar (cameras and sound recorders), the techniques of their use will be of a wholly different nature, i.e. small crews documenting ethnographic subjects vs. larger crews filming scripted scenes. No overlap is anticipated.

2.5 Relationship of the proposed course to courses offered in other institutions:
Most universities, including our benchmarks listed below, offer courses in video/media production. However, most of our benchmarks don't offer film majors, so courses marked with an 'X' are those most similar to the proposed course, FILM 101 Basic Film Production. WKU would be uniquely positioned to be one of the few schools among our benchmarks to offer a course similar to courses offered at universities known for film: NYU, USC, UCLA, FSU.

Appalachian State	COM 3320. Audio-Video Production	
Ball State	TCOM 332 - Beginning Digital Video Production	
BGSU	THFM 1710 - Applied Aesthetics for the Moving Image	X
East Carolina State	MPRD 2220. Video Production	
East Tennessee State	RTVF 3602 - Video-Film Techniques	
Florida Atlantic	RTV 3260 Video Production	
Illinois State	COM 163 Television Production	
Indiana State	COMM 330 TV Studio Production	
James Madison	SMAD 202. Fundamentals Skills in Media Arts and Design II	
MTSU	EMC 3120 - Sight, Sound, and Motion	
Northern Illinois	COMS 358 – Introduction to Field Production	
Ohio University	5050 Technical Toolbox I & 5060 Technical Toolbox II (Honors Students Only)	X
Townson	EMF 222 Film/Video Production	
UNC – Greensboro	MST 197 Media Production Practicum	
South Alabama	CA 240 Digital Cinema Production	
Southern Mississippi	FLM 351. Foundations of Filmmaking	X
NYU	FMTV-UT.48 Sound Image FMTV-UT.39 Frame & Sequence	X
USC	CTPR 241 Fundamentals of Cinema Technique	X
UCLA	TFT 72. Production Practice in Film, Television, and Digital Media	X
FSU	FIL2423 – Filmmaking	X

3. Discussion of proposed course:

3.1 Schedule type: A - Applied Learning

3.2 Learning Outcomes:
By course end, students will be able to:

Understand and demonstrate the principles and techniques necessary to run a modern film set.
Understand and demonstrate major "Below the Line" positions on set, such as Assistant Camera, Gaffer, Key Grip, Sound Recordist, and Script Supervisor.
Operate equipment essential to film production, such as cameras, lighting, sound, and grip equipment.
Fulfill a leadership role as Assistant Director to maintain production efficiency and organization.
Work collaboratively and in an efficient, professional manner on a film set.

3.3 Content outline: Assistant Directing, Grip Equipment and Positions, Lighting Equipment and Positions, Sound Equipment and Positions, Camera Equipment and Positions, Script Supervising.

3.4 Student expectations and requirements: Students will be expected to complete readings and exams over course material. Group Projects and Performance Critiques will serve to evaluate their application of course material in hands-on settings.

3.5 Tentative texts and course materials: Gross, Lynne S. *Digital Moviemaking.* 7th Edition. Stamford: Cengage Learning, 2009. Print.

4. Resources:

4.1 Library resources: Adequate. See Library Resource Form

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Students will need access to grip, lighting, sound, and camera equipment, which is available in the broadcasting/film equipment room.

5.3 Expendable materials needed: None required.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

FILM 101 BASIC FILM PRODUCTION

Box, Harry C. *Set Lighting Technician's Handbook.* 4th Edition. Boston: Focal Press, 2013. Print.

Brown, Blain. *Motion Picture and Video Lighting*. 2nd Edition. Boston: Focal Press, 2007. Print.

Elkins, David E. *The Camera Assistant's Manual*. 5th Edition. Boston: Focal Press, 2009. Print.

Gross, Lynne S. *Digital Moviemaking.* 7th Edition. Stamford: Cengage Learning, 2009. Print.

Hart, Douglas C. *The Camera Assistant: A Complete Professional Handbook*. Boston: Focal Press, 1995. Print.

Holman, Tomlinson. *Sound for Film and Television*. 3rd Edition. Boston: Focal Press, 2010. Print.

Miller, Pat. P. *Script Supervising and Film Continuity*. Boston: Focal Press, 1998. Print.

Uva, Michael G. *The Grip Book*. 5th Edition. Boston: Focal Press, 2013. Print.

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Proposal Date: October 11, 2013

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

Contact Person: Dr. Ted Hovet, ted.hovet@wku.edu, 745-5782

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 155
1.2 Course title: Film Attendance
1.3 Abbreviated course title: Film Attendance
(maximum of 30 characters or spaces)
1.4 Credit hours: 0 Variable credit no
1.5 Grade type: pass/fail
1.6 Prerequisites/corequisites: Restricted to Film majors
1.7 Course description: Prerequisite: Restricted to majors in film. Attendance at 8 film screenings or related events within one semester from a Film program approved list. (Grading: Pass/Fail)

2. Rationale:

2.1 Reason for developing the proposed course:
Film students need to see films. This course will require students to attend extra-curricular film screenings and film-related events sponsored by groups across campus. These campus-wide screenings will greatly enrich students' understanding of film as a medium of communication, as an art form, and as a globally relevant medium—all of which are specific learning objectives in the major. These screenings will also allow film students to learn from and interact with faculty and students in many other programs and departments, reinforcing the goals of the major to provide interdisciplinary and collaborative learning. Film faculty will provide students with a list of approved screenings and festivals each semester. Typically students will have a minimum of 30 films and as many as 50 [see item 3.3] from which to choose their 8 screenings, offering great diversity and flexibility in the requirements of the course.

2.2 Projected enrollment in the proposed course: 100 students each semester (in any given semester, approximately 2/3 of film majors will be in this course).

2.3 Relationship of the proposed course to courses now offered by the department:
Several courses in the major (FILM 201, ENG 365, ENG 366, FILM 369, ENG 465, ENG 466) have required screenings which are restricted to students in that course and which have instructional purposes specifically oriented to the objectives of that course. The film attendance course will nicely supplement the screenings in these courses without duplicating them, and will allow students to learn from film screenings in a wider variety of courses. Student are required to repeat this course several times, and can begin in their very first semester. As they progress in the major, they can increasingly target their choices of which screenings to attend

toward their own interests within the major. This course will help to create a culture of film attendance outside of the classroom that will improve the overall experience of the major.

2.4 Relationship of the proposed course to courses offered in other departments: The Music department requires MUS 155, Performance Attendance, of its majors. FILM 155, Film Attendance, is directly modeled on this course and restricted to film majors.

2.5 Relationship of the proposed course to courses offered in other institutions: This course is not offered in film/media studies programs in the Commonwealth or in our benchmark institutions. This course will be an element that makes the WKU film major distinct.

3. Discussion of proposed course:

3.1 Schedule type: B

3.2 Learning Outcomes:

By attending a minimum of eight approved film screenings across campus in a semester, students in this course will:

- Gain appreciation for the significance of motion pictures as a medium of communication
- Gain an appreciation for motion pictures as an art form
- Further understand the diversity of motion picture traditions beyond mainstream commercial products, including international cinemas.

3.3 Content outline: Students will attend 8 screenings or film related events from an approved list over the course of the semester. In the fall of 2013, as an example, over 40 films will be shown on campus, sponsored by groups/programs such as the University Libraries, Gender and Women's Studies, the Film Major, the WKU Film Club, the English department, and the Modern Languages department. This has been a typical number of films on campus over the past several semesters and reflects well the diversity of campus film offerings at WKU.

3.4 Student expectations and requirements: attendance at 8 film screenings/events within one semester from a film department approved list. As a zero-credit hour course, the only basis of evaluation is successful attendance at these 8 events. Attendance will be tracked through "swiping" student IDs and through a "passport" that students will use to self-report on the films they see. This information will be tracked by the students' advisor.

3.5 Tentative texts and course materials: None

4. Resources:

4.1 Library resources: None requested. See Library Resource Form

4.2 Computer resources: None

5. Budget implications:

5.1 Proposed method of staffing: Current faculty is adequate.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

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

Contact Person: Travis Newton, travis.newton@wku.edu, 270-745-5890

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 250
1.2 Course title: Screenwriting
1.3 Abbreviated course title: Screenwriting
Credit hours: 3 Variable credit (No)
1.4 Grade type: Standard Letter Grade
1.5 Prerequisites: FILM 101 and FILM 201; or BCOM 325
1.6 Course description: A concentrated study in the fundamentals of screenwriting for narrative film: conflict, character, structure, plot, dialogue, and subtext. Emphasis on visual storytelling through short screenplays. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: Current screenwriting course (BCOM 350 Scriptwriting for Film & Television) was originally designed as an upper-division survey course to allow students the opportunity to write scripts for a variety of film and television formats, such as sitcoms and dramas. However, since writing for the screen is such a different process than writing for other media, such as fiction writing, a majority of the course is spent learning and developing fundamental skills for visual narrative storytelling, such as character development, conflict, structure, as well as the unique screenplay format. Telling a story visually is not a skill that comes naturally for everyone, so it is necessary to spend the semester honing these skills in increasingly difficult, but short, screenplays. It is a skill that is absolutely necessary for anyone interested in writing for film, and it is a skill that should be acquired early in a film major's college career. In fact, after taking the BCOM 350 course, many upper-division students express that they wish they were able to take the course as freshmen. To that end, the proposed course, FILM 250 Screenwriting, will be targeted to freshman and sophomores and focus on the fundamentals of screenwriting in the narrative short screenplay format. The proposed course more accurately reflects the reality of the current course material. Since the changes to the original course BCOM 350 would be so drastic, a new course is being proposed rather than a revision to the original. The current course, BCOM 350 Scriptwriting for Film & Television, is set to be suspended in fall 2014. The current course is a requirement for film majors and is an elective in the broadcasting major/minor and film studies minor. The proposed course will retain these characteristics.

2.2 Projected enrollment in the proposed course: 18-20. In order to offer each student the feedback and hands-on experience they need, enrollment will be kept under 20 students. The course will be required in the Film major, so the course will mostly be

filled by film majors. Currently, there are 154 students enrolled as majors in film. We anticipate the major will, at the very least, sustain that enrollment if not surpass it over the next several years.

2.3 Relationship of the proposed course to courses now offered by the department: The only course in the department that teaches screenwriting is BCOM 350 Scriptwriting for Film & Television, which is set to be suspended fall 2014. BCOM 325 Survey of Writing for Television/Radio teaches writing for other forms of programming, such as radio, television and web. BCOM 325 is a survey of, and practice in, techniques for writing commercials, public service announcements, news, sports, interviews and dramatic segments.

2.4 Relationship of the proposed course to courses offered in other departments: No other department offers a course of this nature. English offers several creative writing courses, including ENG 203 Creative Writing and ENG 358 Drama Writing, but they do not cover screenwriting, only playwriting.

2.5 Relationship of the proposed course to courses offered in other institutions: Screenwriting is an essential component of any film program. Several WKU benchmark universities offer similar courses, as do major film programs across the country.

Appalachian State	THR 3679. Screenwriting
Ball State	ENG 310 Screenwriting
BGSU	THFM 4420 - Screenwriting
East Tennessee State	ENGL 4360 - Screenwriting
Florida Atlantic	FIL 4106 Scriptwriting
Indiana State	COMM 436 Advanced Broadcasting/Film Writing
James Madison	SMAD 251. Screenplay Writing
MTSU	EMC 4020 - Advanced Scriptwriting
Northern Illinois	COMS 466 - Narrative Scriptwriting
Ohio University	5420 Screenwriting I (Honors Students Only)
Townson	EMF 405 Screenwriting
UNC – Greensboro	MST 350 Writing for the Screen
Southern Mississippi	FLM 472. Writing for Television and Film

NYU	FMTV-UT.0033 Fundamentals of Dramatic and Visual Writing
USC	CTWR 106ab Screenwriting Fundamentals
UCLA	C132. Screenwriting Fundamentals
FSU	FIL2110 – Screenwriting I

3. Discussion of proposed course:

3.1 Schedule type: A - Applied Learning

3.2 Learning Outcomes: By course end, the student will be able to:

* Recognize what sets screenplays apart from short stories, novels, and plays.
* Identify and utilize the fundamental elements of screenwriting for motion pictures – conflict, character, structure, plot, dialogue, and subtext.

*Implement methods of organizing and developing ideas - loglines and beat sheets.
* Use standard screenplay format for motion pictures and television.
* Complete a series of exercises and short scripts designed to increase understanding and mastery of the screenwriting process.
* Evaluate his/her own written work and that of his/her peers.

3.3 Content outline: Modules on conflict, character, screenplay structure, plot, dialogue, and subtext.

3.4 Student expectations and requirements: Students will be required to complete a series of short screenplays of increasing length and complexity. Peer feedback and revisions are required. Readings and exams will also be required.

3.5 Tentative texts and course materials: Cowgill, Linda J. *Writing Short Films*. 2nd Edition. New York: Lone Eagle, 2005. Print.

Riley, Christopher. *The Hollywood Standard: The Complete and Authoritative Guide to Script Format and Style.* 2nd Edition. Studio City: Michael Wiese Productions, 2005. Print.

4. Resources:

4.1 Library resources: Inadequate, materials will be ordered. See Library Resource Form

4.2 Computer resources: Adequate. Course will be scheduled in one of the MMTH writing labs in order to give students access to screenwriting software during class time.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Students will need access to screenwriting software, and free options are available.

5.3 Expendable materials needed: Students will need access to writing lab printers, as covered by their lab fee. Any additional printing can be made in campus computer labs.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	1030/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014

University Senate

BIBLIOGRAPHY

FILM 250 SCREENWRITING

Cinema16: American Short Films. Dir. Various. Cinema16, 2006. DVD.

Cinema16: British Short Films. Dir. Various. Cinema16, 2006. DVD.

Cinema16: European Short Films. Dir. Various. Cinema16, 2007. DVD.

Cinema16: World Short Films. Dir. Various. Cinema16, 2008. DVD

Cooper, Patricia. *Writing the Short Film*. 3rd Edition. Boston: Focal Press, 2004. Print.

Cowgill, Linda J. *Writing Short Films*. 2nd Edition. New York: Lone Eagle, 2005. Print.

Gurskis, Daniel. *The Short Screenplay: Your Short Film from Concept to Production*. Boston: Cengage, 2006. Print.

Johnson, Claudia Hunter. *Crafting Short Screenplays That Connect*. 3rd Edition. Boston: Focal Press, 2009. Print.

Nash, Patrick. *Short Films: Writing the Screenplay*. London: Oldcastle Books, 2012. Print.

Phillips, William H. *Writing Short Scripts*. 2nd Edition. Syracuse: Syracuse University, 1999. Print.

Riley, Christopher. *The Hollywood Standard: The Complete and Authoritative Guide to Script Format and Style.* 2nd Edition. Studio City: Michael Wiese Productions, 2005. Print.

Trottier, David. *The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script*. 5th Edition. Los Angeles: Silman-James Press, 2010. Print.

Proposal Date: October 8, 2013

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

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 282
1.2 Course title: Film Production Workshop I
1.3 Abbreviated course title: Film Production Workshop I
1.4 Credit hours: 3 Variable credit (No)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: FILM 101 and FILM 201
1.7 Course description:

Intensive, hands-on workshop in the production of short-form cinema. Specific focus of study to be determined in consultation with instructor. Emphasis on techniques and strategies relevant to producing independent film and video. May be repeated three times for additional credit.

2. Rationale:

2.1 Reason for developing the proposed course: The existing film curriculum is being altered to emphasize advanced instruction and isolated, specific application of that instruction. This is in contrast to the past approach, which placed more emphasis on longer-form projects (ie. complete short films). Because Film majors will no longer have the opportunity to produce short films in most of their production courses, this class will fill that void. Students will bring the very specific cinema skills they've honed in other FILM classes to bear on complete festival-quality movie projects.

2.2 Projected enrollment in the proposed course: 15 – 18 per section; 45 – 54 per year. These numbers are based on recent enrollment in FILM 482, the current equivalent course in the Film major.

2.3 Relationship of the proposed course to courses now offered by the department: The current Film curriculum includes FILM 482, which bears the identical name and description on this proposal. As originally conceived, FILM 482 would serve all students – freshmen through seniors – with a moviemaking experience. In practice, it was determined that FILM 482 would better fulfill its 400-level potential and designation with stricter prerequisites. These changes will block the vast majority of sophomores and juniors from taking FILM 482. As such, FILM 282 will now fill the role that FILM 482 has traditionally filled, providing a filmmaking experience for underclassmen as well as upperclassmen.

2.4 Relationship of the proposed course to courses offered in other departments: Several departments offer workshop or practicum courses for their majors, including ANTH 395, CS 389, EXS 296, FACS 313, IDFM 313, NURS 257, PEMS 326, THEA 312 and PERF 261, 361 & 461. While these courses are unrelated to film, they offer

students in their respective majors the opportunity to apply learning and classroom experience to more advanced projects and situations.

2.5 Relationship of the proposed course to courses offered in other institutions: Nearly every university with a Film or Media major offers one or more courses designed to bring together the individual skills learned in other courses, culminating in film, video and/or multimedia projects. These include such neighboring and benchmark institutions as Ball State University (TCOM 499), Northern Kentucky University (EMB 421) and Asbury University (MC 382). What sets this course apart from most others is that it is available to students earlier in their college career, and facilitates collaboration across annual cohorts.

3. Discussion of proposed course:

3.1 Schedule type: K – Workshop

3.2 Learning Outcomes:

By course end, the student will be able to:

- Develop a story, synopsis and script for a film project that builds upon preliminary courses they have completed as a major
- Develop intermediate and advanced cinema skills in one or more relevant areas, including screenwriting, cinematography, audio production, directing, editing, etc.
- Complete an extensive, long-term project, and to see it through all of the stages of pre-production, production and post-production
- Engage other students in a discussion and critique of one another's work and progress
- Submit their films to regional, national and international competitions and film festivals

3.3 Content outline:

- Overview of the production process and course fundamentals
  - Developing treatments and selecting projects for production
  - Pre-Production
  - Production
  - Post-Production
  - Exhibition of work

3.4 Student expectations and requirements:

This workshop will require a major film project, including significant attention to all three phases of the process (pre-production, production and post-production). Students will be evaluated on their organizational skills, attention to detail, ability to collaborate and adapt, and – primarily – the quality and production value of their completed film. Students will present their films at a public screening, and will be encouraged to submit them to film festivals and competitions.

3.5 Tentative texts and course materials:

Nash, Patrick. *Short Films: Writing the Screenplay*. Oldcastle Books, 2012. Print.
Munroe, Roberta Marie. *How Not to Make a Short Film*. Hyperion, 2009. Print.

Rea, Peter W. and David K. Irving. *Producing and Directing the Short Film and Video*. 4th edition. Focal Press, 2010. Print.

4. Resources:

4.1 Library resources: None requested. See Library Resource Form

4.2 Computer resources: Adequate.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Available equipment is adequate

5.3 Expendable materials needed: None required.

5.4 Laboratory materials needed: None required.

7. Dates of prior committee approvals:

Film Program Committee	10/24/13
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: December 16, 2013

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

Contact Person: Travis Newton, travis.newton@wku.edu, 270-745-5890

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 376
1.2 Course title: Cinematography
1.3 Abbreviated course title: Cinematography
1.4 Credit hours: 3 Variable credit (No)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: BCOM 366
1.7 Course description: A concentrated study in the fundamentals of cinematography: capture/presentation formats, lighting, camera, exposure, composition, and color grading. Emphasis on visual storytelling through short filmed projects. Lecture and lab. Course fee

2. Rationale:

2.1 Reason for developing the proposed course: Cinematography is an essential element of filmmaking and an important building block of film education. BCOM 376 Film Production for Television was originally designed as an upper-division course to allow students the opportunity to film a variety of television projects on black and white and color film. Over time, this course has evolved into a course on cinematography using film as the medium of instruction. Since film cameras are giving way to digital cameras, the original course, BCOM 376, is being rewritten in such a fundamental way as to necessitate a new course proposal. BCOM 376 is set to be suspended in fall 2014, and this new course offered in its place. The new course will reflect changes in technology as well as a more accurate reflection of current course content. The new course, FILM 376, will be offered as an elective in the both the major in film and the major in broadcasting.

2.2 Projected enrollment in the proposed course: 18-20. Due to the workshop nature of the course, enrollment will need to be kept to a manageable level. Most of the anticipated students will come from within the film major, but broadcast students with the necessary pre-req could also take the course. The proposed course will be an elective in the film and broadcast majors and offered based on student demand.

2.3 Relationship of the proposed course to courses now offered by the department: As mentioned above, BCOM 376 Film Production for Television, currently covers the material that will be offered in the new course, but will be suspended in Fall 2014. BCOM 266 Basic Television Production and BCOM 367 Field Production cover a breadth of material, including lighting and camera for television and field work. While some of the principles and techniques are similar, the proposed course, FILM 376 Cinematography, will focus on lighting and camerawork for narrative film.

2.4 Relationship of the proposed course to courses offered in other departments: The Anthropology program offers both ANTH 448 Visual Anthropology and ANTH 449 Ethnographic Video Production. These courses are designed to acquaint students to equipment and techniques necessary for Ethnographic videos, as well as their use in cultural research. The proposed course, FILM 376 Cinematography, will focus on cinematography for narrative films. The Physics department offers PHYS 103 Light, Color, and Vision, which covers lighting in a purely scientific context. No overlap is anticipated.

2.5 Relationship of the proposed course to courses offered in other institutions: Many benchmark schools offer courses in video/media production. These courses cover elements of lighting and camerawork, but very few offer true cinematography courses. This is partially due to the fact that so few of the benchmarks offer film majors like WKU. Courses marked with an 'X' are those most similar to the proposed course, FILM 376 Cinematography. WKU would be uniquely positioned to be one of the few schools among our benchmarks to offer a course similar to courses offered at universities known for film: NYU, USC, UCLA, FSU.

Appalachian State	COM 3320. Audio-Video Production	
Ball State	TCOM 332 - Beginning Digital Video Production	
BGSU	THFM 2550 - Film I: Cinematography	X
East Carolina State	3420. Cinematography, Lighting and Audio Capture	X
East Tennessee State	RTVF 3602 - Video-Film Techniques	
Florida Atlantic	RTV 3260 Video Production	
Illinois State	COM 163 Television Production	
Indiana State	COMM 343 Fundamentals of Visual Imaging	
James Madison	SMAD 302. HD Video Production	
MTSU	EMC 3130 - Introduction to Field Video Production	
Northern Illinois	COMS 358 – Introduction to Field Production	
Ohio University	6500 Cinematography (Honors Students Only)	X
Townson	EMF 340 Lighting for Film and Video	X
UNC – Greensboro	MST 197 Media Production Practicum	
South Alabama	CA 240 Digital Cinema Production	
Southern Mississippi	COM 3320. Audio-Video Production	

NYU	FMTV-UT.1064 Electronic Cinematography	X
USC	CTPR 424 Practicum in Cinematography	X
UCLA	TFT 150. Cinematography	X
FSU	FIL 3516 Film Camera and Lighting	X

3. Discussion of proposed course:

3.1 Schedule type: C – Lecture/Lab

3.2 Learning Outcomes: By course end, students will be able to:

- Describe the role of the cinematographer and key crew positions of the camera, grip, and lighting departments.
- Identify various film formats and aspects ratios and describe their history.
- Integrate the principles of composition into a visual language for motion pictures.
- Implement basic sensitometry, exposure theory, and the usage of light meters.
- Implement basic and advanced techniques of motion picture lighting.
- Film a series of short scenes designed to increase understanding and mastery of the cinematographic process.
- Implement basic digital color correction strategies and practices

3.3 Content outline: The Cinematographer and Film Crew, Film Formats and Aspect Ratios, Sensitometry and Exposure, Basic and Advanced Lighting, The Camera and the Lens, Composition, Post-Production and the Cinematographer, Color Correction

3.4 Student expectations and requirements: Students will be expected to complete readings and exams over course material. Individual and Group Projects as well as Performance Critiques will serve to evaluate student application of course material in hands-on settings.

3.5 Tentative texts and course materials: Brown, Blain, *Cinematography: Theory and Practice, 2nd Edition.* Boston: Focal Press, 2011. Print.

4. Resources:

4.1 Library resources: See Library Resource Form

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Students will need access to grip, lighting, and camera equipment, which is available in the broadcasting/film equipment room.

5.3 Expendable materials needed: None required.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

FILM 376 CINEMATOGRAPHY

Alton, John. *Painting with Light*. Los Angeles: University of California Press, 1995.

Block, Bruce. *The Visual Story: Creating the Visual Structure of Film, TV, and Digital Media, Second Edition.* Boston: Focal Press, 2008.

Box, Harry C. *Set Lighting Technician's Handbook.* 4th Edition. Boston: Focal Press, 2013. Print.

Brown, Blain, *Cinematography: Theory and Practice, 2nd Edition*. Boston: Focal Press, 2011. Print.

Brown, Blain. *Motion Picture and Video Lighting*. 2nd Edition. Boston: Focal Press, 2007. Print.

Elkins, David E. *The Camera Assistant's Manual*. 5th Edition. Boston: Focal Press, 2009. Print.

Gross, Lynne S. *Digital Moviemaking.* 7th Edition. Stamford: Cengage Learning, 2009. Print.

Hart, Douglas C. *The Camera Assistant: A Complete Professional Handbook.* Boston: Focal Press, 1995. Print.

Malkiewicz, Kris and Mullen, M. David, *Cinematography: Third Edition*. New York: Touchstone, 2009. Print.

Mascelli, Joseph V. *The Five C's of Cinematography: Motion Picture Filming Techniques*. Los Angeles: Silman-James Press, 1998.

Uva, Michael G. *The Grip Book.* 5th Edition. Boston: Focal Press, 2013. Print.

Proposal Date: October 8, 2013

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

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 377
1.2 Course title: Film Sound
1.3 Abbreviated course title: Film Sound
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit (No)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: BCOM 366
1.7 Course description: A concentrated study in the fundamentals of audio for narrative film: properties of sound, field and studio recording, mixing, and audio post-production. Emphasis on audio/visual storytelling through short projects. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: Sound represents one of the most critical elements of any cinema experience, engaging audiences as significantly as the visuals, and in ways that the visuals cannot. As such, it is critical that Film students understand the principles and techniques of audio production.
While basic audio concepts are touched upon in several courses in the Film curriculum, there is currently no course dedicated specifically to sound. This class will address that hole in the current curriculum, and allow students to engage their audiences in important ways.

2.2 Projected enrollment in the proposed course: 18-20. Due to the hands-on nature of the course, enrollment will need to be kept at a manageable level. The anticipated students for the course will come from within the major in film. Currently, there are 154 students enrolled as majors in film. We anticipate the major will either sustain or surpass that enrollment over the next several years.

2.3 Relationship of the proposed course to courses now offered by the department: BCOM 264, 266, 367, 368 and JOUR 261 all include audio elements, but none move beyond basic sound fundamentals, and none are required courses for Film majors.

2.4 Relationship of the proposed course to courses offered in other departments: Production sound is addressed in ANTH 448 (Visual Anthropology). A theoretical study of sound occurs in PHYS 130 (Acoustics of Music and Speech).

2.5 Relationship of the proposed course to courses offered in other institutions: Courses dedicated to film and/or media sound can be found at nearly all of our neighboring and benchmark institutions, including Ball State University (TCOM 330), Middle Tennessee State University (RIM 4570) and Northern Kentucky University (EMB

215). It is also a staple of recognized national and international film programs, including the University of Southern California and NYU's Tisch School.

3. Discussion of proposed course:

3.1 Schedule type: C Lecture/lab

3.2 Learning Outcomes: By course end, students will be able to:

* Articulate the fundamental physics of sound as well as the process of recording sound.
* Capture spoken dialogue, sound effects and ambient sounds in the field, with a variety of microphones and recorders.
* Record music, Foley sound effects and dialogue replacement (ADR) for film.
* Mix and edit audio during post-production.
* Master final soundtracks for mono, stereo, 5.1 and 7.1 surround applications.

3.3 Content outline: Modules on audio physics, microphones, recording equipment, recording techniques, dialogue, sound effects, music, acoustics, audio mixing, post-production processing, and sound mastering.

3.4 Student expectations and requirements: Students will be required to complete a series of exercises and in-class workshops for each of the stated modules. Students will also complete recorded projects of increasing length and complexity. Performance Critiques will serve to evaluate their application of course material. Readings and exams will also be required.

3.5 Tentative texts and course materials:

Rose, Jay. *Producing Great Sound for Film & Video*. 3rd Edition. Focal Press, 2008. Print.

Rose, Jay. *Audio Postproduction for Film and Video*. 2nd Edition. Focal Press, 2008. Print.

4. Resources:

4.1 Library resources: Inadequate. Materials on order. See Library Resource Form

4.2 Computer resources: Adequate. Students will need access to the SJ&B Video/Audio editing lab to complete their projects, but they can accomplish this during the lab's posted hours.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Students will need access to microphones and recorders for class projects, but these are readily available in the film/broadcasting equipment room.

5.3 Expendable materials needed: None required.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

FILM 377 FILM SOUND

Casey, Kim. *Audio Post-Production in Your Project Studio.* 1st Edition. Cengage, 2007. Print.

Corey, Jason. *Audio Production and Critical Listening: Technical Ear Training.* 1st Edition. Focal Press, 2010. Print.

Kern, Jonathan. *Sound Reporting: The NPR Guide to Audio Journalism and Production.* 1st Edition. University of Chicago Press, 2008. Print.

Owsinski, Bobby. *The Mastering Engineer's Handbook: The Audio Mastering Handbook.* 2nd Edition. Cengage, 2007. Print.

Owsinski, Bobby. *The Recording Engineer's Handbook.* 2nd Edition. Cengage, 2009. Print.

Rose, Jay. *Producing Great Sound for Film & Video.* 3rd Edition. Focal Press, 2008. Print.

Rose, Jay. *Audio Postproduction for Film and Video.* 2nd Edition. Focal Press, 2008. Print.

Sauls, Samuel J. and Craig A. Stark. *Audio Production Worktext: Concepts, Techniques, and Equipment.* 7th Edition. Focal Press, 2013. Print.

Senior, Mike. *Mixing Secrets for the Small Studio.* 1st Edition. Focal Press, 2011. Print.

Woodhall, Woody. *Audio Production and Postproduction.* 1st Edition. Jones & Bartlett Learning, 2010. Print.

Wyatt, Hilary. *Audio Post Production for Television and Film: An Introduction to Technology and Techniques.* 3rd Edition. Focal Press, 2004. Print.

Proposal Date: October 8, 2013

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

Contact Person: Travis Newton, travis.newton@wku.edu, 270-745-5890

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 378
1.2 Course title: Film Directing
1.3 Abbreviated course title: Film Directing
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit (No)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: THEA 101, FILM 250, BCOM 366
1.7 Course description: A concentrated study in the fundamentals of directing for narrative film: script analysis, casting, staging, working with actors, camerawork, editing. Emphasis on visual storytelling through short filmed projects. Course Fee

2. Rationale:

3.1 Reason for developing the proposed course: Though film is a collaborative art form, most filmmakers and moviegoers agree that the director is the single most important member of any crew. It is indisputable that story structure, shot composition and performance are all critical to a film's success, and all are the province of the director. As such, the majority of film majors claim directing as their ideal career choice.

Currently, there is no directing class in the film major. Most students learn what they can about this difficult job through trial and error in other class projects. This course will allow them to sharpen their skills in a targeted learning environment specifically tailored to the demands of single-camera narrative storytelling. A serious major in Film simply cannot exist without a course in directing.

3.2 Projected enrollment in the proposed course: 18-20. Due to the hands-on nature of the course, enrollment will need to be kept at a manageable level. The anticipated students for the course will come from within the film major. Currently, there are 154 students enrolled as majors in film. We anticipate the major will either sustain or surpass that enrollment over the next several years.

3.3 Relationship of the proposed course to courses now offered by the department: The current directing course in the Broadcasting major (BCOM 466) is being revised to fulfill the needs of a multi-camera, studio environment. FILM 378 will offer a different skillset to a different target audience.

3.4 Relationship of the proposed course to courses offered in other departments: The Department of Theatre and Dance currently offers several courses in directing, including THEA 371 (Directing I), THEA 372 (Directing Lab), THEA 380

(Directing II) and THEA 415 (Directing Studio). However, these courses are specifically tailored for directing for the stage.

3.5 Relationship of the proposed course to courses offered in other institutions: Film directing is a necessary component of any film program, and so WKU benchmark universities, like BGSU (THFM 4440) and MTSU (EMC 3150) and other institutions in the state, like Asbury College (MC 341), offer similar courses. Major film programs, like USC, UCLA, NYU, and FSU, also include similar courses.

3. Discussion of proposed course:

3.1 Schedule type: C Lecture/Lab

3.2 Learning Outcomes: By course end, the student will be able to:

* Describe the role of the director for narrative film.
* Identify and utilize fundamental elements of narrative directing – script analysis, casting, staging, working with actors, camerawork, editing.
* Implement methods of organizing and communicating ideas – treatments, look books, breakdowns.
* Complete a series of workshops and projects designed to increase understanding and mastery of the directing process.
* Evaluate his/her own work and that of his/her peers.

3.3 Content outline: Modules on script analysis, casting, collaborating with the production designer, staging, working with actors, camerawork, collaborating with the editor.

3.4 Student expectations and requirements: Students will be required to complete a series of exercises and in-class workshops for each of the stated modules. Students will also complete filmed projects of increasing length and complexity. Performance Critiques will serve to evaluate their application of course material. Readings and exams will also be required.

3.5 Tentative texts and course materials: Proferes, Nicholas T. *Film Directing Fundamentals*. 3rd Edition. Burlington: Focal Press, 2013. Print.

4. Resources:

4.1 Library resources: Inadequate. Materials on order. See Library Resource Form

4.2 Computer resources: Adequate. Students will need access to the SJ&B editing lab to complete their projects, but they can accomplish this during the lab's posted hours.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Students will need access to cameras to film the necessary projects, but these are readily available in the broadcasting/film equipment room.

5.3 Expendable materials needed: Students will need to provide an external hard drive in order to copy their projects from the editing workstations.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

FILM 378 FILM DIRECTING

Arijon, Daniel. *Grammar of the Film Language.* Beverly Hills: Silman-James Press, 1976. Print.

Ball, William. *A Sense of Direction: Some Observations on the Art of Directing*. New York: Drama Publishers, 1984. Print.

Block, Bruce. *The Visual Story: Creating the Visual Structure of Film, TV and Digital Media*. 2nd Edition. Boston: Focal Press, 2007. Print.

Hollywood Camera Work. Hollywood Camera Work, LLC. 2004. DVD.

Katz, Steven D. *Film Directing: Cinematic Motion*. 2nd Edition. Studio City: Michael Wiese Productions, 2004. Print.

Katz, Steven D. *Film Directing: Shot by Shot*. Studio City: Michael Wiese Productions, 1991. Print.

Kenworthy, Christopher. *Master Shots*. 2nd Edition. Studio City: Michael Wiese Productions, 2012. Print.

Kenworthy, Christopher. *Master Shots, Volume 2*. Studio City: Michael Wiese Productions, 2011. Print.

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Mackendrick, Alexander. *On Film-making: An Introduction to the Craft of the Director*. London: Faber and Faber, 2005. Print.

Mamet, David. *On Directing Film*. New York: Penguin, 1992. Print.

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Rabiger, Michael, and Mick Hurbis-Cherrier. *Directing: Film Techniques and Aesthetics*. Boston: Focal Press, 2013. Print.

Weston, Judith. *Directing Actors: Creating Memorable Performances for Film and Television*. Studio City: Michael Wiese Productions, 1999. Print.

Weston, Judith. *The Film Director's Intuition: Script Analysis and Rehearsal Techniques*. Studio City: Michael Wiese Productions, 2003. Print.

Proposal Date: October 16, 2013

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

Contact Person: Travis Newton, travis.newton@wku.edu, 270-745-5890

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 379
1.2 Course title: Film Producing
1.3 Abbreviated course title: Film Producing
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit (No)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: BCOM 366 and FILM 250
1.7 Course description: A concentrated study in the fundamentals of producing for film: developing ideas, script evaluation, fundraising, budgeting, scheduling, and production management. Emphasis on creative and managerial skills through short projects.

2. Rationale:

2.1 Reason for developing the proposed course: Producing is an essential element of filmmaking and an important building block of film education. Many of our students create production companies soon after graduation, and having a working knowledge of producing is essential for successfully undertaking this enterprise. BCOM 379 Producing for Video and Film currently teaches producing to broadcasting majors, but it is set to be suspended in fall 2014. The content of this course is being distributed between two new proposed courses. BCOM 463 Producing and Directing, is being created for the Broadcast major to focus on the various aspects of producing television programming and directing multi-camera studio production. FILM 379 Film Producing will focus on producing for narrative (i.e. fictional) films and be offered as an elective in the Film major.

2.2 Projected enrollment in the proposed course: 25-30. Most of the anticipated students will come from within the film major, but broadcasting students with the necessary prerequisites could also take the course. The proposed course will be an elective in the Film and Broadcasting majors/minors and offered based on student demand.

2.3 Relationship of the proposed course to courses now offered by the department: As mentioned above, BCOM 379 Producing for Video and Film, currently covers material that will be offered in the new course, but will be suspended in Fall 2014. The new course, BCOM 463 Producing and Directing, will focus on producing television programing and directing multi-camera studio production. The proposed course, FILM 379 Film Producing, will focus on producing for narrative film. No overlap with the new course is anticipated.

2.4 Relationship of the proposed course to courses offered in other departments: No similar courses offered in other departments.

2.5 Relationship of the proposed course to courses offered in other institutions: Since few benchmark universities offer film majors or courses, only a small portion offer courses of a similar nature to FILM 379 Film Producing. WKU would be uniquely positioned to be one of the few schools among our benchmarks to offer a course similar to courses offered at universities known for film: NYU, USC, UCLA, FSU.

BGSU	THFM 3930 - Film: From Concept to Distribution
East Carolina State	3462. Short-form Narrative Production
Illinois State	COM 163 Television Production
MTSU	EMC 3150 - Single-Camera Directing and Producing
Ohio University	6650 Producing
Townson	EMF 470 Producing Online Video
UNC – Greensboro	MST 197 Media Production Practicum
Southern Mississippi	475. Film Business Procedures and Management

NYU	FMTV-UT.1095 Producing for Film
USC	CTPR 438 Practicum in Producing
UCLA	TFT 146. Art and Practice of Motion Picture Producing
FSU	FIL 4654 Film Producing and Finance

3. Discussion of proposed course:

3.1 Schedule type: L – Lecture

3.2 Learning Outcomes: By course end, students will be able to:

- Recognize the various titles and functions of producer in film and television. Special emphasis will be given to independent film, where the producer must perform multiple roles.
- Identify the major stages of filmmaking (Development, Pre-Production, Production, Post-Production, Distribution, Exhibition) and the producer's role in each stage.
- Implement strategies for the creative side of producing: story, pitching, script development.
- Implement strategies for the business side of producing: budgeting, financing, methods of distribution, contracts, etc.
- Utilize industry-standard budgeting and scheduling software.
- Producer a low-budget feature or short film.

3.6 Content outline: Film Industry Overview, Development, Pitching, Copyright, Proposals, Film Financing, Script Breakdowns, Scheduling, Budgeting, Insurance, Locations, Marketing, Publicity, Distribution.

3.7 Student expectations and requirements: Students will be expected to complete readings and exams over course material. Written assignments will serve to evaluate student application of course material.

3.8 Tentative texts and course materials: Laloggia, Nicole Shay and Eden Wurmfeld. *IFP/Los Angeles Independent Filmmaker's Manual.* Boston: Focal Press, 2004. Print.

4. Resources:

4.1 Library resources: See Library Resource Form

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Students will need access to Movie Magic Budgeting and Scheduling software which is available in an SJ&B lab.

5.3 Expendable materials needed: None required.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

FILM 379 FILM PRODUCING

Crowell, Thomas A. *The Pocket Lawyer for Filmmakers: A Legal Toolkit for Independent Producers, 2nd Edition.* Boston: Focal Press, 2011. Print.

Donaldson, Michael C. *Clearance & Copyright: Everything You Need to Know for Film and Television, 3rd Edition.* Los Angeles: Silman-James, 2008. Print.

Honthaner, Eve Light. *The Complete Film Production Handbook, 4th Edition*. Boston: Focal Press, 2010. Print.

Laloggia, Nicole Shay and Eden Wurmfeld. *IFP/Los Angeles Independent Filmmaker's Manual.* Boston: Focal Press, 2004. Print.

Lee Jr., John J. *The Producer's Business Handbook: The Roadmap for the Balanced Film Producer, 3rd Edition*. Boston: Focal Press, 2010. Print.

Litwak, Mark. *Contracts for the Film & Television Industry, 3rd Edition.* Los Angeles: Silman-James, 2012. Print.

Patz, Deborah. *Film Production Management 101: Management & Coordination in a Digital Age, 2nd Edition.* Los Angeles: Michael Wiese Productions, 2010. Print

Ryan, Maureen. *Producer to Producer: A Step-By-Step Guide to Low Budgets Independent Film Producing.* Los Angeles: Michael Wiese Productions, 2010. Print.

Simens, Dov S-S. *From Reel to Deal: Everything You Need to Create a Successful Independent Film.* New York: Grand Central, 2003.

Simon, Deke. *Film + Video Budgets, 5th Edition*. Los Angeles: Michael Wiese Productions, 2010. Print.

Singleton, Ralph. *Film Scheduling: Or, How Long Will It Take to Shoot Your Movie? Second Edition.* New York: Lone Eagle, 1991. Print

Turman, Lawrence. *So You Want to Be a Producer.* New York: Three Rivers, 2005. Print.

Proposal Date: October 8, 2013

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

Contact Person: Travis Newton, travis.newton@wku.edu, 270-745-5890

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 450
1.2 Course title: Feature Screenwriting
1.3 Abbreviated course title: Feature Screenwriting
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit (No)
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: FILM 250
1.7 Course description: An advanced, intensive study of the techniques of screenwriting for feature films: outlines, treatments, character, act structure, subplots. Emphasis on visual storytelling through completion of a feature screenplay. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: The proposed course will offer advanced students the opportunity to learn the principles and techniques necessary for writing feature-length narrative screenplays. WKU currently does not offer a course that teaches students how to develop and write feature-length screenplays. It is important for film students to have experience with developing and writing feature length screenplays because feature-length screenplays serve as an aspiring filmmaker's calling card in the film industry. Many students have expressed interest in seeing such a class offered, so by offering a feature screenwriting course we will satisfy both student demand and an important component of their filmmaking education.

2.2 Projected enrollment in the proposed course: 18-20. Due to the workshop nature of the course, enrollment will need to be kept to a manageable level. Most of the anticipated students will come from within the film major, but other students with the necessary pre-req could also take the course. The proposed course will be an elective in the Film Major and offered based on student demand.

2.3 Relationship of the proposed course to courses now offered by the department: BCOM 350 Scriptwriting for Television and Film will be suspended from inventory in Fall 2014. A new course, FILM 250 Screenwriting, has been proposed as an introductory screenwriting course for lower-division students while FILM 450 will be targeted to upper-division students. Other writing courses within SJ&B, like BCOM 325 Survey of Writing for Television/Radio, do not cover writing for feature screenplays.

2.4 Relationship of the proposed course to courses offered in other departments: No other department offers a course of this nature. English offers several creative

writing courses, including ENG 203 Creative Writing and ENG 358 Drama Writing, but they do not cover screenwriting, only playwriting.

2.5 Relationship of the proposed course to courses offered in other institutions: Many WKU benchmark universities offer courses in screenwriting, but very few offer courses in feature screenwriting. WKU has the opportunity to be the first in Kentucky to offer an advanced feature screenwriting course at the undergraduate level. This type of course is a common upper-division elective in film programs such as FSU, NYU, USC, and other major film programs.

Ohio University	MDIA 6430 Advanced Screenwriting (Honors Students Only)
UNC – Greensboro	MST 551 Writing the Feature Film I
Southern Mississippi	FLM 472. Writing for Television and Film

NYU	FMTV-UT.1100 Developing the Screenplay
USC	CTWR 401 Writing the First Draft Feature Screenplay
UCLA	434. Advanced Screenwriting
FSU	FIL 4160 Feature Screenwriting

3. Discussion of proposed course:

3.1 Schedule type: A – Applied Learning

3.2 Learning Outcomes: By course end, the students will be able to:

* Recognize what sets feature screenplays apart from short screenplays.
* Identify and utilize the advanced elements of screenwriting for features – advanced character development, act structure, subplots, and subtext.
* Implement methods of organizing and developing ideas - outlines and treatments.
* Use standard screenplay format for motion pictures.
* Complete a series of exercises and workshops leading to a final draft of a feature screenplay.
* Evaluate his/her own written work and that of his/her peers.

3.3 Content outline: Modules on outlines, treatments, advanced character development, act structure, subplots, subtext.

3.4 Student expectations and requirements: Students will be required to complete a series of exercises and workshops building to the completion of a feature screenplay. Peer feedback and revisions are required. Readings and exams will also be required.

3.5 Tentative texts and course materials: Field, Syd. *Screenplay: The Foundations of Screenwriting*. Revised Edition. New York: Bantam Dell, 2005. Print.

Snyder, Blake. *Save the Cat*. Studio City: Michael Wiese Productions, 2005. Print.

Truby, John. *The Anatomy of Story*. New York: Faber and Faber, 2007. Print.

4. Resources:

4.1 Library resources: Inadequate. Materials on order. See Library Resource Form

4.2 Computer resources: Adequate. Course will be scheduled in one of the MMTH writing labs in order to give students access to screenwriting software during class time.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: Students will need access to screenwriting software, and free options are available.

5.3 Expendable materials needed: Students will need access to writing lab printers, as covered by their lab fee. Any additional printing can be made in campus computer labs.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

FILM 450 FEATURE SCREENWRITING

Ackerman, Hal. *Write Screenplays That Sell: The Ackerman Way*. Revised Edition. Beverly Hills: Tallfellow Press, 2003. Print.

Alessandra, Pilar. *Coffee Break Screenwriter*. Studio City: Michael Wiese Productions, 2011. Print.

Chitlik, Paul. *Rewrite: A Step-by-Step Guide to Strengthen Structure, Characters, and Drama in Your Screenplay*. Studio City: Michael Wiese Productions, 2008. Print.

Coen, Ethan, and Joel Coen. *Collected Screenplays 1: Blood Simple, Raising Arizona, Miller's Crossing, Barton Fink*. London: Faber and Faber, 2002. Print.

Egri, Lajos. *The Art of Dramatic Writing*. New York: Simon and Schuster, 2010. Print.

Field, Syd. *Four Screenplays: Studies in the American Screenplay*. New York: Bantam Dell, 2009. Print.

Field, Syd. *Screenplay: The Foundations of Screenwriting*. Revised Edition. New York: Bantam Dell, 2005. Print.

Field, Syd. *The Screenwriter's Workbook*. Revised Edition. New York: Bantam Dell, 2006. Print.

Goldman, William. *Adventures in the Screen Trade*. New York: Grand Central Publishing, 1984. Print.

Goldman, William. *Five Screenplays with Essays*. New Edition. Milwaukee: Applause Theatre & Cinema Books, 2000. Print.

Goldman, William. *Four Screenplays with Essays*. Milwaukee: Applause Theatre & Cinema Books, 2000. Print.

McKee, Robert. *Story: Substance, Structure, Style, and the Principles of Screenwriting*. New York: HarperCollins, 2010. Print.

Riley, Christopher. *The Hollywood Standard: The Complete and Authoritative Guide to Script Format and Style.* 2nd Edition. Studio City: Michael Wiese Productions, 2005. Print.

Snyder, Blake. *Save the Cat*. Studio City: Michael Wiese Productions, 2005. Print.

Truby, John. *The Anatomy of Story*. New York: Faber and Faber, 2007. Print.

Vogler, Christopher. *The Writer's Journey*. 3rd Edition. Studio City: Michael Wiese Productions, 2007. Print.

Walter, Roger. *Essentials of Screenwriting: The Art, Craft, and Business of Film and Television Writing*. Revised Edition. New York: Plume, 2010. Print.

Proposal Date: October 8, 2013

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

Contact Person: Elizabeth Alsop, elizabeth.alsop@wku.edu, 745-5726

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: FILM 469
1.2 Course title: Topics in World Cinema
1.3 Abbreviated course title: Topics in World Cinema
(maximum of 30 characters or spaces)
1.4 Credit hours: 3 Variable credit: no
1.5 Grade type: Standard Letter Grade
1.6 Prerequisite: FILM 369
1.7 Course description: An advanced, in-depth study of world cinema. Subjects might include national cinemas, directors, or select genres, movements or periods. Viewings of representative films will be accompanied by readings on history/culture.

2. Rationale:

2.1 Reason for developing the proposed course: While FILM 369 *Introduction to World Cinema* provides an introductory survey of world cinema; the current film curriculum does not include a course dedicated to advanced study of global film traditions. Topics in World Cinema will offer students the opportunity to build on knowledge acquired in FILM 369, and to further their study of film history and production outside the United States through the exploration of more specialized subjects. Through viewing representative films, doing background readings, and engaging in research, students will develop a heightened appreciation of cinema in both its national and transnational contexts. FILM 469 also supports WKU's goal of increasing global awareness and leadership among its students

2.2 Projected enrollment in the proposed course: 20. Currently, there are 154 student enrolled as majors in film. We anticipate that the major will at the very least sustain that enrollment if not surpass it during the next few years. This course will be listed as a restricted elective in the revised major beginning with the fall 2014 catalog year.

2.3 Relationship of the proposed course to courses now offered by the department: A Topics in World Cinema class would complement the FILM 369 Introduction to World Cinema class, allowing students an avenue for further and more advanced study. FILM 369 provides an introductory survey of world cinema, but does not allow for in-depth study of the individual cinematic traditions it covers. Historically, the department has offered such courses as "Special Topics" classes (FILM 399 and BCOM 481). With the addition of FILM 469, these classes can now be reserved for more focused special topics (such as feminist film, philosophy and film, etc.)

2.4 Relationship of the proposed course to courses offered in other departments: Topics in World Cinema will supplement the broader effort across the University to offer

courses on international topics and themes. The Department of English offers World Literature, Religious Studies offers numerous courses in world religions, Political Science offers classes in International Politics, etc. In the Department of English FILM 469 would subsume ENG 368: Japanese Cinema in Translation, since Japanese Cinema can now be covered as a topic in FILM 469.
Though some national cinema courses have been offered by the Department of Modern Languages, they have not been offered regularly (and in some cases, have language requirements that limit the number of students that enroll). Courses include FREN 450 Topics in Francophone Cinema, GERM 437 German Literature and Film, SPAN 490 Hispanic Cinema.

2.5 Relationship of the proposed course to courses offered in other institutions: Specialized courses on world cinema topics are offered at many universities. Among benchmark institutions, Ohio University offers an International Film I and II sequence (FILM 5210 and FILM 5220) while East Carolina University and Northern Kentucky University offer "Special Studies in Film" (ENGL 5350) and "Studies in Cinema" (CIN 494) courses, respectively, both of which may focus on national cinemas. Several other schools offer courses specifically in non-Western cinema: both Illinois State University and the University of North Carolina at Greensboro offer a course on Non-Western Film (designated as THD-271 and MST 327, respectively), while Florida Atlantic University offers Studies in Asian Cinema (FIL 4843), as well as courses in Italian (ITT 3520) and Spanish film (SPT 4720) through its foreign language departments.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes: By course end, the students will be able to: demonstrate advanced knowledge of major topics in world cinema; display in-depth understanding of the cinema(s) of regions including China, India, Europe, Australia, or Latin America; recognize and appreciate the distinctness of such cinematic traditions, as well as their relationship to Hollywood conventions and practices; and be conversant with leading directors, major films, and critical writings about the selected cinema(s).

3.3 Content outline: The content of the course will depend on the faculty teaching it; they might choose to focus it on a national cinema (French, Japanese, Australian, etc.), major directors, or on another topic. An outline of major units for a sample course on Italian Cinema is included below:

- Italian Cinema during the Fascist Era
- Neorealism
    - Roberto Rossellini, Vittorio De Sica, Lucchino Visconti
- Beyond Neorealism
    - Federico Fellini, Michelangelo Antonioni (European Art Film)
    - Pier-Paolo Pasolini, Francesco Rosi (Film and Politics)
- Italian Genre Films of the 1970s
    - Sergio Leone and the Spaghetti Western
    - Dario Argento and the *giallo*

- Contemporary Italian Cinema

3.4 Student expectations and requirements: Students will be evaluated based on written assignments such as journals and formal papers, and exams that will test them on key terms and concepts. Students will also be expected to attend all screenings, participate actively in class discussions, and deliver oral presentations.

3.5 Tentative texts and course materials: Please see the attached bibliography. Depending on the focus of the course, texts might include the following:

African: Diawara, Manthia. *African Film: New Forms of Aesthetics and Politics*. New York: Prestel USA, 2010.

Australian: Therese Davis and Felicity Collins. *Australian Cinema After Mabo.* Cambridge UP, 2004; Albert Moran and Errol Vieth. *Film in Australia: An Introduction.* New York: Cambridge UP, 2006.

Chinese: Berry, Chris. *Chinese Films in Focus II*. London: BFI Publishing, 2008. Print.

French: Temple, Michael and Michael Witt. *The French Cinema Book*. London: BFI Publishing, 2004. Print.

Italian: Sitney, P. Adams. *Vital Crises in Italian Cinema*. Austin: U of Texas P, 1995; Bondanella, Peter. *Italian Cinema: From Neorealism to the Present*. New York: Continuum, 1990; Celli, Carlo and Marga Cottino-Jones. *A New Guide to Italian Cinema*. New York: Palgrave, 2007.

Indian: Tejaswini Ganti. *Producing Bollywood: Inside the Contemporary Hindi Film Industry*. Duke University Press, 2012; Kavoori, Anandam and Aswin Punathambekar. *Global Bollywood*. New York: New York UP, 2008. Print.

Japanese: Richie, *A Hundred Years of Japanese Film: Revised and Updated Edition*. New York: Kodansha International, 2005.

Latin America: Shaw, Lisa and Stephanie Dennison. *Latin American Cinema: Essays on Modernity, Gender, and National Identity*. Jefferson, N.C.: McFarland, 2005. Print.

4. Resources:

4.1 Library resources: Adequate. See Library Resource Form

4.2 Computer resources: No additional computer resources needed.

5. Budget implications:

5.5 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.
5.6 Special equipment needed: None
5.7 Expendable materials needed: None
5.8 Laboratory materials needed: None

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

FILM 469 TOPICS IN WORLD CINEMA

Amores Perros. Dir. Alejandro Gonzalez Innarritu. Lion's Gate, 2001. DVD.

Badley, Linda, R. Barton Palmer, and Steven Jay Snyder, eds. *Traditions in World Cinema*. New Brunswick, N.J.: Rutgers UP, 2006. Print.

Beijing Bicycle. Dir. Xiaoshuai Wang. Sony Pictures, 2002. DVD.

Berry, Chris. *Chinese Films in Focus II*. London: BFI Publishing, 2008. Print.

Beumers, Birgit, ed. *Directory of World Cinema: Russia*. Bristol, Intellect Books, 2010. Print.

Bordwell, David. *Planet Hong Kong: Popular Cinema and the Art of Entertainment.* Cambridge, MA: Harvard UP, 2000.

Celli, Carlo and Marga Cottino-Jones. *A New Guide to Italian Cinema*. New York: Palgrave, 2007. Print.

Chaudhuri, Shohini. *Contemporary World Cinema: Europe, the Middle East, East Asia, and South Asia*. Edinburgh: Edinburgh UP, 2005. Print.

Chi-Yun Shin and Julian Stringer, Eds. *New Korean Cinema*. New York: NYU P 2005.

Chunhyang. Dir. Kwon-taek Im. New Yorker Video, 2001. DVD.

City of God. Dir. Fernando Meirelles. Miramax, 2004. DVD.

Davis, Thesee and Felicity Collins. *Australian Cinema After Mabo.* New York: Cambridge UP, 2004.

Diawara, Manthia. *African Film: New Forms of Aesthetics and Politics*. New York: Prestel USA, 2010. Print.

Dilwale Dulhania le Jayenge. Dir. Aditya Chopra. Yash Raj Films, 1995. DVD.

Donmez-Colin, Gonul. *The Cinema of North Africa and the Middle East*. New York: Wallflower Press, 2007. Print.

Dreams of Dust. Dir. Laurent Salques. Film Movement, 2008. DVD.

Durovicova, Natasa and Kathleen E. Newman, eds. *World Cinemas, Transnational Perspectives*. London: Routlege, 2009. Print.

**Essential Art House: 50 Years of Janus Films*. Criterion, 2006. DVD.

Faat Kine. Dir. Ousmane Sembene. CreateSpace, 2009. DVD.

Farewell My Concubine. Dir. Kaige Chen. Miramax, 1999. DVD.

Forbes, Jill and Sarah Street. *European Cinema: An Introduction*. New York: Palgrave, 2000. Print.

Fu, Poshek and David Desser, Eds. *The Cinema of Hong Kong: History, Arts, Identity.* New York: Cambridge UP, 2002.

Galt, Rosalind and Karl Schoonover, eds. *Global Art Cinema: New Theories and Histories*. London: Oxford UP, 2010. Print.

Galt, Rosalind. *The New European Cinema: Redrawing the Map*. New York: Coumbia UP, 2006. Print.

Ganti, Tejaswini. *Producing Bollywood: Inside the Contemporary Hindi Film Industry*. Duke University Press, 2012. Print.

Ginsberg, Terri and Chris Lippard, Eds. *Historical Dictionary of Middle Eastern Cinema*. New York: Scarecrow Press, 2010.

Goldsmith, Ben and Geoff Lealand Eds. *Directory of World Cinema: Australia And New Zealand*. Bristol: Intellect Books, 2010. Print.

Hill, John and Pamela Church Gibson, eds. *World Cinema: Critical Approaches*. London: Oxford UP 2000. Print.
Holy Girl, The. Dir. Lucrecia Martel. HBO Home Video, 2005. DVD.
Jinhee Choi. *The South Korean Film Renaissance*: *Local Hitmakers, Global Provocateurs*. Middletown, CT: Wesleyan UP, 2010.
Jolly, Gubir Singh, Zenia Wadhwani, and Deborah Barretto. *Once Upon a Time in Bollywood: The Global Swing in Hindi Cinema*. Toronto: TSAR, 2007. Print.
Kavoori, Anandam and Aswin Punathambekar. *Global Bollywood*. New York: New York UP, 2008. Print.
Moolaade. Dir. Ousmane Sembene. New Yorker Video, 2008. DVD.
Moran, Albert and Errol Vieth. *Film in Australia: An Introduction.* New York: Cambridge UP, 2006.
Mother India. Dir. Mehoob Khan. Eros, 2003. DVD.
Noble, Andrea. *Mexican National Cinema*. London: Routledge, 2005. Print.
Palmer, Tim and Charlie Michael, Eds. *Directory of World Cinema: France*. Chicago: Intellect/University of Chicago P, 2013.
Pfaff, Francoise. *Focus on African Films*. Bloomington: Indiana UP, 2004. Print.
Platform. Dir. Zhang Ke Jia. New Yorker Video, 2005. DVD.
Raise the Red Lantern. Dir. Zhang Yimou. Era Home Entertainment, 2000. DVD.
Richie, *A Hundred Years of Japanese Film: Revised and Updated Edition*. New York: Kodansha International, 2005. Print.
Paisà. Dir. Roberto Rossellini. 1946. Criterion, 2010. DVD.
Picnic at Hanging Rock. Dir. Peter Weir. 1975. Criterion, 1998. DVD.
Shafik, Viola. *Arab Cinema: History and Cultural identity*. Cairo: American University in Cairo Press, 2007. Print.
Shaw, Lisa and Stephanie Dennison. *Latin American Cinema: Essays on Modernity, Gender, and National Identity*. Jefferson, N.C.: McFarland, 2005. Print.
Shin, Chi-Yun and Julian Stringer. *New Korean Cinema*. New York: New York UP, 2005. Print.
Spring, Summer, Fall, Winter…and Spring. Dir. Ki-duk Kim. Sony Pictures, 2004. DVD.
Syndromes and a Century. Dir. Apichatpong Weerasethakul. Strand, 2008. DVD.
Taylor, Richard, ed. *The BFI Companion to Eastern European and Russian Cinema*. London: BFI Publishing, 2000. Print.
Taste of Cherry. Abbas Kiarostami, Dir. 1997. Criterion, 1998. DVD.
Temple, Michael and Michael Witt. *The French Cinema Book*. London: BFI Publishing, 2004. Print.
Tokyo Story. Dir. Yasujiro Ozu. 1953. Criterion, 2003. DVD.
Ukadike, Nwachukwu Frank. *Questioning African Cinema: Conversations with Filmmakers*. Minneapolis: U of Minnesota Press, 2002. Print.
Vick, Tom. *A Field Guide to Asian Cinema*. New York: HarperCollins, 2007. Print.
Yeelen. Dir. Souleyman Cisse. Kino Video, 2003. DVD.

*This is a collection of fifty films that covers well major works in the cinemas of Japan, France, Germany, Scandinavia, Italy, and Great Britain.

Proposal Date: Sept. 30, 2013

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

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

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: JOUR 467

1.2 Course title: News/Editorial Internship Practicum

1.3 Abbreviated course title: News/Editorial Practicum
Credit hours: 1 Variable credit: No

1.4 Grade type: Standard letter grade

1.5 Prerequisites/corequisites: Prerequisite: Instructor permission.

1.6 Course description: An intense study of a specific news writing, editing, visual or production skill in a professional media outlet. The skill will be identified and studied through discussion and application. May be repeated twice for a total of 3 credit hours.

2. Rationale:

2.1 Reason for developing the proposed course: The ability for students to get paid internships has rapidly diminished during the past five years. Additionally, unpaid internships often require students to register for academic credit. Students don't receive compensation, but must pay for credit hours and often bear the cost of moving short term to the internship location. The News/Editorial curriculum currently has a 3-credit hour internship class, JOUR 491. Creating the 1-hour practicum option would reduce costs for students and increase the opportunity to learn in a professional media outlet. Students could seek a 1-hour practicum at a local media outlet while continuing their full-time academic schedules since the 1-hour course proposed requires one third of the contact hours that the 3-hour course requires.

2.2 Projected enrollment in the proposed course: 10 during an academic year. Based on enrollment trends in JOUR 491 Internship.

2.3 Relationship of the proposed course to courses now offered by the department: As is the case with JOUR 491 *Internship or Practicum*, this class allows students to pursue journalism skills development in a professional/educational environment. The broadcast program has a 1-hour workshop similar to this – BCOM 467. Within the SJ&B, the JOUR 467 course would be unique to the major in news/editorial journalism.

2.4 Relationship of the proposed course to courses offered in other departments: Some other Practicum courses offered in professional programs at the university are:

- LEAD 400 Practicum in leadership (1-6 Hours)
- REC 493 Recreation practicum (3 hours)
- EXS 296 Practicum in Exercise Science (3 hours)

2.5 Relationship of the proposed course to courses offered in other institutions: Most journalism programs offer this kind of course and allow it to be taken multiple times**.** The following benchmark universities offer supervised internship/practicum courses with a range of hours for repeated credit similar to the proposed course:

- *Ball State University: JOUR 369 and JOUR 479, Paid Internship (0-3 hours); Unpaid Internship (0-3 hours)*
- *Middle Tennessee State University: JOUR 3580 MC (1-3 hours)*
- *Eastern Illinois University: JOU 4275 - Journalism Internship; (1 to 3 hours)*
- *Towson University: COMM 490 Internship (may be repeated up to 6 hours)*
- *Stephen F. Austin University: MCM 480 Media Internship (3-6 semester hours).*

4. Discussion of proposed course:

3.1 Schedule type: O

3.2 Learning Outcomes: students will gain knowledge of professional standards and the rigors of a career in journalism and/or professional communications; students will show the ability to apply principles and theory taught in the classroom to real-life projects in a professional work setting; through self assessment and evaluations students will identify strengths and weaknesses in their chosen fields of work; through self assessment, students will identify more clearly career goals and in which area of journalism/professional communication those goals can be met.

3.3 Content outline: Content during the internship practicum depends on the internship media outlet in consultation with the internship coordinator in the SJ&B. Content will vary depending on the area of the media outlet, but as the course description states, generally content will be in the area of news writing, editing, visual or production skills for all delivery platforms.

The course addresses the following core values and competencies set forth by the Accrediting Council on Education in Journalism and Mass Communication:

To think critically, creatively and independently; to write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve; to apply tools and technologies appropriate for the communication professions in which they work; to understand and apply principles and laws of freedom of speech and press; to understand concepts and apply theories in the use and presentation of images and information; and to demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

3.4 Student expectations and requirements: Coordinate the internship with the Center for Career and Professional Development; complete a Co-operative Education packet; set learning goals; successfully complete 80 hours (required) in the workplace to complete the internship practicum; complete a written weekly journal, a brief but complete description of daily activities and student learning, the number of hours

worked; produce a portfolio of any work produced during the internship practicum; and submit a final written report detailing how the practicum related to professional goals. The course will be graded on the standard letter grade by assessing the elements required above in conjunction with evaluation forms completed by the employer, which are provided by the Center for Career and Professional Development, the SJ&B and the News/Editorial program.

3.5 Tentative texts and course materials: N/A

4. Resources:

4.1 Library resources: See attached resource form, no materials requested

4.2 Computer resources: N/A

5. Budget implications:

5.1 Proposed method of staffing: The News/Editorial Journalism program coordinator, as part of his/her duties, coordinates internships done for academic credit. This is counted toward the coordinator's service load.

5.2 Special equipment needed: N/A

5.3 Expendable materials needed: N/A

5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 2014 (20)

7. Dates of prior committee approvals:

SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: 9/13/13

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

Contact Person: Tim Broekema, tim.broekema@wku.edu, 745-3005

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: PJ 233
1.2 Course title: Intermediate Photojournalism
1.3 Abbreviated course title: Intermediate Photojournalism
1.4 Credit hours: 3 Variable credit no
1.5 Grade type: letter
1.6 Prerequisite: PJ 231
1.7 Course description:

Building on the skills and theories from Introduction to Photojournalism, students will produce documentary images that tell complex stories under various practical settings of journalistic inquiry, working on tighter deadlines and towards a higher level of expected results. Students will advance their knowledge on complicated mechanical camera technique and increase their personal photographic vision and portfolio development. Lecture and lab. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: As digital technology continues to improve and change the process of image acquisition it has become imperative that we provide our students with additional fundamental training in the process of journalistic image gathering. For students in this major to be a successful, productive, engaged and socially responsible citizen and leader of a global society it is important that we keep them up-to-date on technology as well as ever-changing ethics and techniques. As students continue in the major after taking this course they will be better prepared for the business they choose to enter thus enriching the quality of their lives and the community they become engaged with.
Developing new skills cannot take place without a hands-on method of applying them. This course will enable students to use skills introduced to them in Introduction to Photojournalism (PJ 231) and the core curriculum as offered by the School of Journalism & Broadcasting.

2.2 Projected enrollment in the proposed course: It is expected that 30 to 40 students will enroll in this class per semester. Based on enrollment of 46 freshmen seeking the major in fall 2013, we anticipate similar numbers in the 2013-2014 academic year.

2.3 Relationship of the proposed course to courses now offered by the department: Introduction to Photojournalism (PJ231) provides the basics of camera function, ethics of photojournalism and a small variety of assignments. This course builds on that knowledge, expands the variety, scope, intensity and expectation of those assignments as well as presents intermediate level camera and editing operations.

2.4 Relationship of the proposed course to courses offered in other departments: There is no relationship to any other class offered at this level in other departments.

2.5 Relationship of the proposed course to courses offered in other institutions: No other benchmark institutions offer this level of photojournalism course. One of the strong aspects of the photojournalism program at WKU is that classes are offered in the major beginning the freshman year. Many benchmark institutions offer an introduction course but no intermediary step to the upper level photojournalism course work. Schools with which we compete in the National Hearst Journalism Awards Program, like UNC-Chapel Hill has a similar course, JOMC 181, Intermediate Photojournalism, and Ohio State offers JOUR 326, Advanced Photojournalism as its second photography course.

3. Discussion of proposed course:

3.1 Schedule type: C

3.2 Learning Outcomes: Students will be able to further develop their understanding of the digital camera taking full advantage of current camera technologies. Students will further their advanced study in exposure, composition, and ethical content gathering.

3.3 Content outline: Photographic strategies for sports, feature, news and photo stories. Caption writing and strategies for working in a newsroom/deadline environment.

3.4 Student expectations and requirements: Students will be expected to increase their still photography experience at an earlier stage in the photojournalism program. It is necessary for students to grasp a stronger foundation in the still image earlier in their curriculum so that they will be ready to advance into multimedia technologies and story-telling techniques. Students will be required to have a DSLR camera, memory cards, lens(es) and an external drive. In addition, classroom assignments will be required to be completed in diverse communities, transportation is necessary.

3.5 Tentative texts and course materials:

Kobre, Ken. *Photojournalism: The Professional's Approach*. 6th Edition. Focal Press, 2008. Print ISBN-13: 978-0750685931

4. Resources:

4.1 Library resources: Inadequate, resources will be purchased. See attached Library Resource Form

4.2 Computer resources: none

5. Budget implications:

5.5 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.6 Special equipment needed: Current Computer Labs and Classrooms

5.7 Expendable materials needed: None

5.8 Laboratory materials needed: Current printers and supplies

6. Proposed term for implementation: 2014 (30)

7. Dates of prior committee approvals:

PJ Program Committee	October 28, 2013
SJ&B Curriculum Committee	October 30, 2013
School of Journalism & Broadcasting	November 1, 2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014

Course Bibliography
PJ 233 Intermediate Photojournalism

Hirsch, Robert (2012). Light and Lens: Photography in the Digital Age, 2nd Edition. Philadelphia: Elsevier.

Bilissi, Efthimia and Langford, Michael (2011). Langford's Advanced Photography: The Guide for Aspiring Photographers, 8th Edition. New York: Focal Press.

Galer, Mark (2008). Digital Photography: Essential Skills, 4th Edition

Kobre, Ken (2008). Photojournalism: The Professional's Approach Edition 6. New York: Focal Press.

Periodical-Newspaper List

Visual Communications Quarterly
New York Times
Washington Post
National Geographic
Louisville Courier-Journal

Proposal Date: 9/5/2013

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

Contact Person: James H. Kenney james.kenney@wku.edu 270.745.6307

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: PJ 330
1.2 Course title: Multimedia Storytelling
1.3 Abbreviated course title: Multimedia Storytelling
1.4 Credit hours: 3 Variable credit: No
1.5 Grade type: Standard letter grade
1.6 Prerequisites/corequisites: Prerequisite-PJ 233; Co-requisite-PJ 333
1.7 Course description: Fundamentals of storytelling through the use of still photography, audio, and video. Analysis and application of the principles of multimedia editing techniques used in the photojournalism profession. Projects require transportation, a DSLR camera that is video capable, audio recording equipment and an external hard drive. Required off-campus travel. Lecture and lab. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: PJ 261 Intro to Multimedia is currently an introductory multimedia class for both Photojournalism majors and non-majors. In the proposed curriculum revision, PJ 261 will be offered, but only as a non-majors course. Continually evolving technological changes and visual storytelling techniques in the photojournalism profession have necessitated the creation of a separate course for photojournalism majors. With the addition of a video project component, as well as other story delivery methods that are now necessary to cover in this class, the course has been revised from a lower division to upper division standing. The projects that are produced in PJ 330 will require students to interact with diverse members of the community and prepare them to be competitive in the profession.

2.2 Projected enrollment in the proposed course: 18 per section, two to three sections per year. This is a required course for Photojournalism majors and will be the third class students take in the sequence. The numbers above are based on the class that is currently offered third in the sequence, JOUR 333. At least two sections of JOUR 333 have been offered each year (usually one section each semester, but in some semesters two sections have been offered).

2.3 Relationship of the proposed course to courses now offered by the department: PJ 330 will be taken concurrently with PJ 333, after students have completed a full year of still photography training in their freshman year. This, along with the School of J&B's core curriculum (SBJ 101,102, and 103), will prepare students for the rigors of mixing various forms of media to tell stories, and it will lay a foundation for the advanced courses in the photojournalism program. Though this course will share some characteristics with PJ 261 Introduction to Multimedia, its video, video editing, and more advanced still photography components will make this a unique course

within the School of Journalism & Broadcasting. In addition, this course will complement the emphasis in multiplatform storytelling that is part of the School's revised curriculum.

2.4 Relationship of the proposed course to courses offered in other departments: The still photography/photojournalism component and its integration with the video and audio techniques covered in PJ 330 make this a unique course within the university.

2.5 Relationship of the proposed course to courses offered in other institutions: The content in PJ 330 is consistent with universities that have photojournalism programs. In response to the demands of the photojournalism profession, benchmark programs offer a similar course covering the fundamentals of multimedia technology and its application to multiplatform storytelling. Here are a few examples:

VICO 2401 – Multimedia Production for Visual Communication *Ohio University* Editing and production of audio, video, and multi-format visual storytelling content in a journalistic environment. Students will be introduced to the industry standard software and workflow techniques.

JRN 423 – Online Visual Storytelling *Central Michigan University* Online storytelling for the photojournalist. Multimedia production combining still photography, audio, and video with the intended purpose of publishing on the Web.

EMC 2030 – Visual Journalism Production *Middle Tennessee State University* Students shown how to gather information with words and pictures for the field of visual journalism by completing photojournalism assignments, producing images with still and video cameras, writing cutlines and voiceovers for images, producing images, using computer software to edit images and sound, and creating presentations for print and online media.

3. Discussion of proposed course:

3.1 Schedule type: C

3.2 Learning Outcomes:

Upon completion of the course students will be able to:

• Utilize techniques for gathering stories using still photography, video, and audio.
• Produce a multimedia story using video/audio editing software.
• Obtain practical experience in effectively combining media gathering methods and prepare them for more advanced courses in the Photojournalism program.
• Analyze multimedia stories produced by members of the photojournalism profession in order to understand what makes a good story and what tools and editing techniques are most effective in capturing them.
• Make effective ethical decisions involving multimedia journalism.

3.3 Content outline:

• Linear Storytelling
• Story Arc/the Five Movements of a Story
• Still Photography Use in a Multi-platform Environment
• Interviewing Techniques for Multimedia Projects

- Audio Recording for Interviews and Ambient Sound
- Audio Recording Mechanics and Techniques
- Mixing Audio and Still Photographs
- Editing Software Training
- Editing Techniques for Multimedia Projects
- Integrating Words into a Multimedia Story
- Mixing Video with Still Photography and Audio
- Publishing on Vimeo and Other Web Platforms
- Ethical Considerations with Multimedia Storytelling

3.4 Student expectations and requirements: Students will be evaluated primarily through practical assignments that will require them to produce several multimedia projects. Students will be expected to complete exercises in story idea generation, software training, and analysis of multimedia projects produced my media professionals. Students will be required to critique their own projects as well as those produced by their peers.

3.5 Tentative texts and course materials:

Text: Kobre, Kenneth. *Videojournalism: Multimedia Storytelling*. Waltham, MA: Focal, 2012. Print.

Online training: Weinman, Lynda. *Online Video Tutorials and Training, lynda.com.*

4. Resources:

4.1 Library resources: Adequate. See resource form

4.2 Computer resources: Existing computer labs in MMTH will be sufficient for this course, and appropriate software already exists in the labs.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: N/A

5.3 Expendable materials needed: N/A

5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 2014 (30)

7. Dates of prior committee approvals:

PJ Program Committee	October 28, 2013
SJ&B Curriculum Committee	October 30, 2013
School of Journalism & Broadcasting	November 1, 2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014

Course Bibliography
PJ 330 Multimedia Storytelling

Savage, Steve (2011). Art of Digital Audio Recording: A Practical Guide for Home and Studio. New York: Oxford University Press.

Moeslund, Thomas B. (2012). Introduction to Video and Image Processing: Building Real Systems and Applications. London: Springer.

Quinn, Steven and Filak, Vincent F. (2005). Convergent Journalism: An Introduction. Burlington, MA: Elsevier/Focal Press.

Lancaster, Kurt (2010). DSLR Cinema: Crafting a Film Look with Video. New York: Focal Press.

Periodical-Newspaper List

Visual Communications Quarterly
New York Times
Washington Post
National Geographic
Louisville Courier-Journal
www.nytimes.com digital subscription
www.washingtonpost.com digital subscription

Proposal Date: 09/20/13

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

Contact Person: Ken Payne, Ken.Payne@wku.edu, 5-3968

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: PR356
1.2 Course title: Digital Tactics in Public Relations
1.3 Abbreviated course title: Digital Tactics
1.4 Credit hours and contact hours: 3
1.5 Grade type: Letter grade Variable credit (no)
1.6 Prerequisites: PR355
1.7 Course description: Examines the strategic use of digital and social media platforms and tools for public relations purposes with an emphasis on hands-on experience and skill. Lecture/Lab. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: The roles and responsibilities of today's public relations practitioners are expanding. Public relations professionals must now understand how to integrate digital media tactics with overall business communications, learn different ways to engage with stakeholders, and navigate a changing media landscape with new technology that drives media consumption. This course examines the role of today's practitioners who are developing new digital approaches to the practice of public relations. Students will learn how to research and evaluate various types of collaborative technologies, monitor conversations for reputation and crisis management, develop social media objectives and strategies for integrated communications programs, create and manage the digital media process, identify opportunities to engage via social networks, develop web content for deeper interactions with stakeholders, and use different types of measurement to gauge program success. The class will focus on how to align strategic public relations and digital media programs with higher-level business goals and objectives.

2.2 Projected enrollment in the proposed course: 25-35 students per academic year. Based on current enrollment of 114 students in the public relations major. This course will be required in the major beginning with the fall 2014 catalog year.

2.3 Relationship of the proposed course to courses now offered by the department: The public relations major currently offers a course in traditional public relations writing and production (PR358). However, the expansion of new communication technology across the spectrum of public relations work has necessitated the need for more specialized and concentrated digital learning experience. This course seeks to bridge the digital divide for public relations majors between traditional public relations writing and production, and digital media creation, distribution,

analysis, and management. The SJ&B Advertising major offers: JOUR 344, Advertising in a Digital World; and JOUR 348, Advertising Media. Both courses focus on the consumer as the primary target of persuasive messaging, while public relation's focus includes all stakeholders of the company, organization, non-profit or government agency.

2.4 Relationship of the proposed course to courses offered in other departments: Other academic units offering courses with similar topics and titles include: MKT 328, Marketing on the World Wide Web; and MKT 331, Social Media Marketing. As in Advertising, the above courses focus primarily on the consumer as the target of communication efforts, while public relations takes a more broad approach to messaging strategy by including all identified stakeholders.

2.5 Relationship of the proposed course to courses offered in other institutions: Several leading public relations programs now offer courses in digital content creation, distribution and management for the public relation major. Below is a comparative list from our benchmark institutions:

Appalachian State University	Com 4420-Mulitmedia Storytelling
Ball State University	JOUR 348-Emerging Media in Advertising and Public Relations
Bowling Green State University	None Identified
Central Michigan University	None Identified
East Carolina University	COMM3500-Web Design for Communication Professionals
East Tennessee University	None Identified
Florida Atlantic University	COMM4332-Studies in New Media
Illinois State University	None Identified
Indiana State University	COMM329-Public Relations Tactics
James Madison University	None Identified
Middle Tennessee State University	None Identified
Northern Illinois University	None Identified
Ohio University	None identified
Towson University	None Identified
University of North Carolina-Charlotte	None Identified
University of North Carolina-Greensboro	None Identified
University of South	CA260-Digital Writing and

Alabama	Production
University of Southern Mississippi	None Identified

3. Discussion of proposed course:

3.1 Schedule Type: C

3.2 Learning Outcomes: Students will be able to analyze various digital and social media platforms and tools for developing professional profiles, creating professional learning networks, creating professional content, engagement, and collaboration opportunities. Students will learn how to use social media to conduct research, improve job performance, increase public relations effectiveness and efficiency, and develop strategies for integrating, evaluating and planning social media to achieve positive results in any field or industry. Students will also critically assess the pros, cons, and future developments related to this rapidly evolving medium.

Upon completion of this class students will be able to:

- Understand the culture of professional social engagement and socially-enabled organizations and professions;
- Identify and use reliable sources of digitized information;
- Develop team building and collaborations skills through the professional use and integration of multiple social networks such as Twitter, Facebook, LinkedIn, and Google+;
- Gain insight through hands-on technical experience with professional social sharing, listening, monitoring, and analytical tools;
- Evaluate internal and external social media strategy and integration from an interdisciplinary perspective across multiple departments and industries;
- Be familiar with the knowledge, skills, and talents needed to enhance an organization's internal and external reputation through effective use of new media tools, technologies and tactics -- including social media;
- Apply social media best practice in a variety of industries and situations in a rapidly changing landscape.

3.3 Content outline:

- Social Media & The Targeted Audience
- Blogs: Tapping Millions of Evangelists to Tell Your Story
- Audio & Video to Drive Action
- The New Rules of the News Release
- The Content-Rich Website
- Public Relations in Real Time

- Building your Digital Content Plan
- Online Thought Leadership
- Mobile Public Relations
- Social Networking Sites
- Podcasting Made Easy
- The Online Media Room
- Search Engine Optimization
- Digital Analytics

3.4 Student expectations and requirements: Students will be evaluated on their knowledge of the course material and lectures/discussions through quizzes and exams. In addition, students will be evaluated on their ability to apply learning to the digital environment through the use and application of emerging technologies and digital tactics.

3.5 Tentative texts and course materials:
PR 2.0: New Media, New Tools, New Audiences by Deirdre Breakenridge, 1st Edition

4. Resources:

4.1 Library resources: Inadequate. Materials on order. See Library Resources Form

4.2 Computer resources: No additional IT resources are anticipated.

5. Budget implications:

5.1 Proposed method of staffing: Course will be staffed from existing SJ&B faculty and adjunct resources.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

PR Program Committee	10/24/13
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

PR 356 – Digital Tactics in Public Relations

Breakenridge, Deirdre. *PR 2.0: New Media, New Tools, New Audiences*. FT Press, 2006.

Breakenridge, Deirdre. *Social Media and Public Relations: Eight New Practices for the PR Professional*. FT Press, 2012.

Brito, Michael. *Your Brand: The Next Media Company*. Que, 2014

Hemann, Chuck and Burbary, Ken. *Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World*. Que Publishing, 2013

Scott, David. *The New Rules of marketing & PR: How to Use Social Media, Online Video Mobile Application, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly*. Wiley Publishing, 2013.

Proposal Date: 04/01/13

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

Contact Person: Loup Langton, loup.langton@wku.edu, 270-745-4144

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SJB101
1.2 Course title: Understanding Media Content, Ethics and Technology
1.3 Abbreviated course title: Understanding Media
1.4 Credit hours and contact hours: 3 Variable Credit No
1.5 Grade Type: Letter
1.6 Prerequisites/corequisites: None
1.7 Course catalog listing: Develops a framework to access, analyze, evaluate, and interact with content, audiences and technology in a variety of digital forms.

2. Rationale:

2.1 Reason for developing the proposed course: In an era where information is expanding exponentially, learning standards which primarily emphasize news content and coverage no longer serve the needs of students. Students must be able to access, analyze, evaluate, and interact with information being produced and delivered at ever-greater speeds on an ever-widening array of media platforms. Understanding Media helps students acquire and practice key digital media, audience analysis, and information management skills. Full integration of media content, ethics and technology learning into the core curricula of the School of Journalism & Broadcasting will leave students immeasurably better positioned to compete in today's varied and changing media workplace. Understanding Media includes an in-depth study of the theoretical foundations and ethical considerations for analyzing mass communication messages, channels, institutions, audiences, and communities.

2.2 Projected enrollment in the proposed course: 80 to 100 students per section, with 3 to 4 sections during the fall semester. The freshman class in the School of Journalism & Broadcasting is currently 300. We anticipate the same number in fall 2014.

2.3 Relationship of the proposed course to courses now offered by the department: Understanding Media borrows content and pedagogy from two (2) current courses offered to SJ&B majors: JOUR 201 Media & Society; and BCOM 185 Introduction to Broadcasting. SJB101 is a key part of the curriculum reform efforts currently underway within the SJ&B and functionally consolidates and updates JOUR201 and BCOM185 into a single required course for five SJ&B majors.

2.4 Relationship of the proposed course to courses offered in other departments: Other academic units offering courses with mass media content include: FLK 373 Folklore & Mass Media; and POP 201 Introduction to Popular Culture

2.5 Relationship of the proposed course to courses offered in other institutions: Currently all ACEJMC accredited journalism programs support a foundations/ethics course in mass media with core topics in print journalism, broadcasting, radio, internet, advertising, public relations, and film. Examples of foundational courses offered at WKU benchmark universities include: JOUR 101 Media and American Society at Ball State University; MED 120 Mass Media and Society at Missouri State; COMM 204 Media and Society at Indiana State University. This course, SJB 101, seeks to expand the scope of a traditional foundations course to include audiences, social networks, social media, data storage and analysis, and the roles and responsibilities of a participatory media culture. This updated content is not reflected in the catalog descriptions of the listed benchmark institutions.

3. Discussion of proposed course:

3.1 Schedule Type: L

3.2 Learning Outcomes:

At the end of this course, students will be able to:

- Have a better understanding of the role of media in society and culture, and apply the essential skills of inquiry and self-expression necessary for participants in an informed democracy.
- Know the definitions of convergence, digitization, networks and audiences.
- Have an understanding of the various ways convergence of media, computer networks, and telecommunications are changing the role of the journalist/storyteller.
- Understand how fragmentation of media channels, and the inclusion of audiences shape media content.
- Have a better understanding of the differences between social media and traditional media and of the societal, cultural and political impacts of social media.
- Have a better understanding of media ethics, communication law and regulation, and to have a greater appreciation of the application of these principles to media content production, distribution and consumption in the digital age.

3.3 Content Outline:

Mass Communication and its Digital Transformation
Three Types of Convergence
Mass Communication in the Digital Age
Functions of Mass Communication
Looking Back and Moving Forward

Media in the Digital Age
Historical Development of Media

Media Grammar
Commercial Forces on Media Content
The World of Digital Media
Commercial Forces on Digital Media Content

Print Media: Books, Newspapers, and Magazines
Functions of Print Media
Current Book Industry Issues
Distinctive Functions of Newspapers
Current Newspaper Industry Issues
Distinctive Functions of Magazines

Audio Media: Music Recordings, Radio
Distinctive Functions of the Recorded-Music Industry
Recording-Industry Business Model
Digital Rights Management and Illegal File Sharing
What Is Broadcasting?
Distinctive Functions of Radio
The Radio Industry Today

Visual Media: Movies and Television
Photography
Movie Industry Today
Digital Television: Preparing the Way for Convergence
Television Industry Today

Information Overload, Usability, and Interactive Media
Characteristics of Storage, Representation, and Retrieval
Social and Political Impact of Storing Information
Managing Information
The Importance of Interactive Media
Ethics of Interactive Media

Networks and Digital Distribution
Historical Influences on Modern Networks
The Internet Today
Characteristics of Digital Distribution
File-Sharing Services
New Distribution Technologies, New Legal, Ethical, and Social Issues

Social Media and Web 2.0
What Is "Social" About Social Media?
Why Social Networks Matter
Collaborative Media Work
Ethical and Legal Issues with Social Media

Journalism: From Information to Participation
What Is News?
From Event to Public Eye: How News Is Created
Journalism in the Digital World
The Business of Journalism

Entertainment
Entertainment Media
Television, Movies
The Rise of Social Games
Music
Entertainment and Law
The Business of Entertainment

Advertising and Public Relations: The Power of Persuasion
Strategic Communications
The Rise of Branding
Advertising in a Digital World
PR and Media Relations
Changing Trends in Advertising and PR

Media Ethics
Media Ethics, Morals, and Laws
Issues in Ethical Decision-Making
Ethics in Journalism
Ethics in Advertising/PR
Ethics in Entertainment

Communication Law and Regulation in the Digital Age
The Foundations of Freedom of Expression
The Evolution of Regulating Electronic Media
The Federal Communications Commission (FCC)
Intellectual Property Rights
Legal Issues in the Digital World

Media Theory and Research: From Writing to Text Messaging
The Role of Theory and Research
What Makes Mediated Communication Different
Understanding the Audience
Audiences as Consumers, Users, or Producers?
Media Research: What Type of Science Is It?

3.4 Student expectations and requirements: Students will be evaluated on their knowledge of the course material and lectures/discussions through quizzes and exams. In addition, students will be evaluated on their ability to apply learning to the digital environment through the use and application of emerging technologies.

3.5 Tentative texts and course materials:
Baym, Nancy, *Personal Connections in the Digital Age*, (2010) Polity Press.
Green, Joshua and Burgess, Jean, *YouTube: Online Video and Participatory Culture*, 2009.
Zuckerman, Ethan, *Rewire: Cosmopolitans in the Age of Connection*, 2013.
Benkler, Yochai, *The Wealth of Networks*.
Jenkins, Henry, Green, Joshua and Ford, Sam, *Spreadable Media: Creating Value and Meaning in a Networked Culture*, (2013), NYU Press.
Pavlik and McIntosh. *Converging Media: A New Introduction to Mass Communication*, (2013), Oxford University Press.

4. Resources:

4.1 Library resources: See attached Resource Form
4.2 Computer resources: N/A

5. Budget implications:

5.1 Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly the department may need to request a new faculty line.
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

School of Journalism & Broadcasting	May 3 2013
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

COURSE BIBLIOGRAPHY

SJB 101 – Understanding Media

Campbell, R., Martin, C., and Fabos, B. (2011). *Media & Culture: An Introduction to Mass Communication*. Bedford/St. Martin, New York.

Jenkins, H. (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. MIT Press, Cambridge.

Pavlik, J., and McIntosh, S. (2013). *Converging Media: A New Introduction to Mass Communication.* Oxford University Press, New York.

Proposal Date: 04/01/13

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

Contact Person: Loup Langton, loup.langton@wku.edu, 270-745-4144

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SJB102
1.2 Course title: Media Content, Collaboration and Community
1.3 Abbreviated course title: Media Collaboration
1.4 Credit hours: 3 Variable Credit No
1.5 Grade Type: Letter
1.6 Prerequisites/corequisites: None
1.7 Course catalog listing: Working in collaborative teams to produce digital content for distribution through various media channels including web, social, and mobile. Lecture and lab. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course: This course will create an environment of engagement between students, the School of Journalism & Broadcasting and the local communities. Local coverage and community engagement become ever more important and prized in journalism and mass media in general. This course will require students to actively seek community interaction and stories that reflect the diverse communities in and around Bowling Green, Kentucky. This course will also prepare SJ&B students for the future of information gathering and story creation. The course responds to current and projected trends in information gathering and distribution techniques where organizations are working collaboratively (print, photography, broadcast, mobile and internet) to gather information and serve local communities. Full integration of media content, ethics and technology learning into the core curricula of the School of Journalism & Broadcasting will leave students immeasurably better positioned to compete in today's varied and changing media workplace.

2.2 Projected enrollment in the proposed course: 40 students per section, 7 sections per year. Effective fall 2014, this course will be required of all SJ&B majors (excluding Film). This course is designed for first year students. Currently, there are 270 freshmen pursuing a major in SJ&B (excluding the major in film).

2.3 Relationship of the proposed course to courses now offered by the department: SJB 102 borrows content and pedagogy from two (2) current courses offered to SJ&B majors: JOUR 232, *Electronic Technologies for Journalism*; and JOUR 261, *Introduction to Multimedia*. SJB102 is a key part of the curriculum reform efforts currently underway within the SJ&B. The School anticipates deleting JOUR 232 from inventory after fall 2014.

2.4 Relationship of the proposed course to courses offered in other departments: A survey of the 2012-13 Undergraduate Catalog produced two courses with similar course titles: BE 410, *Digital Media for Business Educators*; and CIT302, *Web Development*. SJB 102 is fundamentally different from the above-mentioned courses in at least two ways. First, students will be required to demonstrate basic competency in the use of digital content gathering tools, and students will be required to use those skills to gather content that will document community life.

2.5 Relationship of the proposed course to courses offered in other institutions: Currently all ACEJMC accredited mass media programs are tasked to support a fundamentals course in digital media with core topics in imaging, video, audio, and web. This course seeks to expand the scope of a traditional foundations course to include the underlying concepts and applications of digital media production. For example, Missouri State University includes a similar course (MED 130 *Fundamentals of Media Convergence*) in their pre-admission core curriculum.

3. Discussion of proposed course:

3.1 Schedule Type: C

3.2 Learning Outcomes: By the end of this course students will be able to:

- Demonstrate basic skills in various digital content-gathering tools, more specifically video, still photography and audio devices.
- Better understand the content gathering process through community engagement and through the practical application of working within collaborative teams.
- Better understand the underlying concepts and ethical values common to the digital news gathering process.

3.3 Content outline: Digital Media encompasses a wide variety of topics including: the study of image, sound, and video processing, compression, interactive multimedia development, and digital storytelling. Digital Media is designed for students from all SJ&B majors (excluding Film) interested in learning the foundational concepts and basic techniques in digital media production. The course is not tied to a specific application program like Final Cut Pro or Photoshop; instead, the course introduces tools and techniques using a task-based approach and provides the rationale for the techniques. This way, the skills students learn are transferable to whatever tool they end up using or have access to. For students that do not know how to navigate certain tools, the course provides brief application tutorials as supplemental material.

The course is divided into two tracks with each track contributing to the overall pedagogy of the course. Students will switch tracks at mid-term. This will allow team members to change their role in the team from content gathering to producing or from producing to content gathering. By the end of the course students will have a general understanding of reporting, story creation, production and digital distribution

Track One - Participation. This track asks students to work in project teams to gather content (audio, video, images, words) in the local community using a number of tools and emphasizing community diversity. Students will utilize basic storytelling techniques, entry-level equipment, and consumer software applications to gather and produce their work. Similar in concept to the School's summer workshops, the emphasis in this track is content, community and collaboration.

Track Two - Digitization. This track emphasizes hands-on multimedia storytelling including conceptual aspects of digital media. Students will produce multimedia stories while gaining basic knowledge of how digital concepts are translated into the common commands found in all software applications. It is the assumption that if a student understands and can apply the underlying digital concepts and principles, and then sees examples of how they are actually translated into the commands or options found in application programs, the student can apply the knowledge to quickly learn similar software applications, and the ever-changing new versions of these software applications.

Students completing this track will demonstrate their proficiency with the conceptual aspects of digital media by producing a multimedia project using content provided in the School's Digital Media Resources Library (DMRL).

Specific topics included in this module include:

Digitization
- Analog information vs. digital data
- Bits and bytes
- File size calculations
- File compression

Fundamentals of Digital Imaging
- Sampling and quantizing
- Pixels and image resolution
- Color representation
- Bitmapped images vs. vector graphics

Capturing and Editing Digital Images
- Working with scanners and scanning
- Digital photography
- Image ppi vs. printer dpi
- Working with vector graphics

Fundamentals of Digital Audio
- Sound waves, frequency and pitch
- Sampling rate and bit depth of digital audio
- Dynamic range
- Audio file size optimization

Capturing and Editing Digital Audio
- Methods of acquiring digital audio
- Techniques of digital audio touch-up and alteration

Multi-track audio editing
Loop music

Fundamentals of Digital Video
Interlaced and progressive scan
Frame rate
Video compression methods
Streaming video and progressive download

Digital Video: Post-Production
Asset list, preview, timeline, effects and transitions
Nonlinear editing, keying, superimpose
Menus, submenus, motion menus
Multi-angle in DVD authoring

Introduction to HTML
HTML documents
Tags and attributes
Links
Relative and absolute paths

3.4 Student expectations and requirements: Students will be evaluated on their ability to apply learning to the digital environment by working in collaborative teams to complete a multimedia project. In addition, students will be evaluated on their knowledge of the course material through quizzes, exams, practical exercises, and projects.

3.5 Tentative texts and course materials: Wong. *Digital Media Primer,* (2013), Pearson.

4. Resources:

4.1 Library resources: None requested, see attached resource form

4.2 Computer resources: Computer labs within the SJ&B will be utilized for the scheduling of this course.

5. Budget implications:

5.1 Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly the department may need to request a new faculty line.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: Digital Media Resources (content archive)

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

School of Journalism & Broadcasting May 3, 2013

Potter College Curriculum Committee _1/7/2014

Undergraduate Curriculum Committee January 30, 2014

University Senate _____

Proposal Date: 04/01/13

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

Contact Person: Loup Langton, loup.langton@wku.edu, 270-745-4144

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SJB103
1.2 Course title: Digital Storytelling for the 21st Century
1.3 Abbreviated course title: Digital Storytelling
1.4 Credit hours: 3 Variable Credit: No
1.5 Grade Type: Letter
1.6 Prerequisites/Co-requisites: None
1.7 Course catalog listing: Details the history and methods of storytelling practices by identifying and enforcing the fundamentals – finding the story, assembling the story, and sharing the story in the digital age.

2. Rationale:

2.1 Reason for developing the proposed course: This course will provide students with a foundation for telling stories in compelling and ethical ways to diverse audiences across platforms. To be competitive in today's mass-media world, students and professionals must understand how to identify a compelling narrative, how to assemble story components, and how to share a story with diverse audiences across a variety of platforms. Without a keen understanding of the potential for modern storytelling, they cannot effectively take advantage of all the tools and technology available. SJB103 will provide a map, illuminate the possibilities, and outline a framework for crafting a narrative. As the mass media field changes at a rapid pace, this course will invite students to understand the core concepts of storytelling while exploring unchartered storytelling possibilities, and challenge them to innovate as they discover the possibilities of digital storytelling for the 21st century. Full integration of storytelling concepts and ethics into the core curricula of the School of Journalism & Broadcasting will leave students immeasurably better positioned to compete in today's varied and changing media workplace.

2.2 Projected enrollment in the proposed course: 80 students per section with 2 sections per semester. Effective fall 2014, this course will be part of the core requirement in five major programs within the School. Currently, the combined incoming freshman class is approximately 300 students.

2.3 Relationship of the proposed course to courses now offered by the department: Digital Storytelling borrows content and pedagogy from two (2) current courses offered to SJ&B majors: JOUR 334, Picture Stories; JOUR 362, Web Narratives; and BCOM 368, News Videography. SJB103 is a key part of the curriculum reform efforts currently underway within the SJ&B that will provide a

foundational knowledge and skill set that will serve students well across five different major programs.

2.4 Relationship of the proposed course to courses offered in other departments: A survey of the 2012-13 Undergraduate Catalog produced two courses with similar course titles: ENG 311 Creative Nonfiction; and ENG 366, History of Narrative Film. SJB 103 is fundamentally different from the above-mentioned courses in at least two ways. First, in addition to understanding core storytelling concepts, the course will address ethical issues faced by information providers and learn to tell stories across multiple platforms. Second, students will be required to create stories with content that they have gathered.

2.5 Relationship of the proposed course to courses offered in other institutions: A survey of ACEJMC accredited journalism programs revealed several benchmark institutions with undergraduate courses and degrees in digital storytelling: Ball State University offers a graduate course titled, **JOUR 655 Social + Cross-Media Storytelling**: the University of Florida offers a new program titled, "BADAS" that features, "**Media & Storytelling** – Focused on using digital media to effectively communicate and craft new forms of stories. Students will learn strategic digital communication, linear and non-linear narrative, messaging, and branding using traditional and emerging technologies like social media" (courses are now being developed), and Syracuse University offers **COM 117, Multimedia Storytelling** with an emphasis on how story structures change depending upon audience and delivery system.

3. Discussion of proposed course:

3.1 Schedule type: L Lecture

3.2 Learning Outcomes: By the end of this course students will be able to:

- Demonstrate a basic knowledge of the historical development of storytelling
- Demonstrate an appreciation of the fundamental narrative structure
- Demonstrate an ability to tell stories simultaneously across platforms
- Demonstrate an understanding of the fundamentals of ethical storytelling and of the responsibilities towards story subjects

3.3 Content outline: This course in divided into two sections. First, students will learn the basic structure of stories by studying the history, building blocks and commonalities for stories that resonate with audiences for all of the disciplines in our majors. Then, students will explore how modern-day storytellers are using new technology to tell stories to a diverse and distributed audience.

FIRST 7 WEEKS

• History of storytelling
  - building blocks of story
  - connecting with audiences through compelling storytelling across disciplines

• Elements of successful stories

- character, setting and conflict
- allowing audiences to relate
- story structure and arc
    - Setup, characters, story catalyst
    - Conflict crisis and turning point
    - Climax and resolution

• Modern storytelling mediums
- Digital interactivity
    - Crowd sourcing
    - User generated story content
    - Self publishing platforms
    - Interaction with data
    - Gaming
- Multimedia storytelling
    - Picking the right medium
    - Analysis of multi-media projects

SECOND 7 WEEKS

• Telling Stories with Images – Still images have a unique ability to communicate with strong moments told in series or sequence as a story.
• Telling Stories that Sell - The advertising industry creates personal narratives that connect products to consumers through emotional appeals. In this module students will survey best practices and debate the ethics of stories that sell.
• Telling Stories with Film – Fiction films are at the heart of narrative storytelling where the creativity not only of story structure, but also of plot is left entirely in the hands of the producers.
• Telling Stories that Persuade - From the beginning of recorded history man has attempted to influence his environment through communication. In this module students will explore the power and responsibilities that are inherent to telling stories that persuade.
• Telling Stories with Words – Words can be powerful tools to explain complex ideas, lead a reader through a narrative and serve as an important record of history.
• Telling Stories with Data – Data is an increasingly modern and rich place for storytelling in the journalism, advertising and public relations communities by showing trends, comparing entities and putting information into perspective.
• Telling Stories with Video - Stories that show movement and emotion in moving pictures are often the most compelling to audiences, but often take the biggest investment both by the producers of this content and its audiences.

3.3 Student expectations and requirements: Students will be evaluated on their knowledge of the course material and lectures through quizzes and written analysis of stories and multimedia projects. Students will work in teams for a final project that will allow them to consider a topic of journalistic inquiry and make a

multimedia road map for covering the topic using existing storytelling tools and those that they create.

3.4 Tentative texts and course materials: Lambert, *Digital Storytelling: Capturing Lives, Creating Community* (2013), Routledge.

4. Resources:

4.1 Library resources: Inadequate. Materials on order. See attached resource form.

4.2 Computer resources: N/A

5. Budget implications:

5.1 Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly the department may need to request a new faculty line.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: 2014(30)

7. Dates of prior committee approvals:

School of Journalism & Broadcasting	May 3, 2013
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

SJB103 DIGITAL STORYTELLING

COURSE BIBLIOGRAPHY

Lambert, *Digital Storytelling: Capturing Lives, Creating Community* (2013), Routledge.

Franklin, *Writing for Story: Craft Secrets of Dramatic Nonfiction* (1994), Plume.

Kramer, *Telling True Stories: A Nonfiction Writers' Guide from the Nieman Foundation at Harvard University* (2007), Plume.

Boynton, *The New New Journalism: Conversations with America's Best Nonfiction Writers on Their Craft* (2005), Vintage.

Fulford**,** *The Triumph of Narrative: Storytelling in the Age of Mass Culture* (2001), Broadway.

Simmons, *The Story Factor (2nd Revised Edition)* (2006), Basic Books.

Klanten, *Visual Storytelling: Inspiring a New Visual Language* (2011), Gestalten.

Lankow, *Infographics: The Power of Visual Storytelling* (2012), Wiley.

Gottschall, *The Storytelling Animal: How Stories Make Us Human* (2013), Mariner Books.

Proposal Date: 09/25/2013

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

Contact Person: Josh Meltzer, josh.meltzer@wku.edu, 270-745-2070 (o), 270-799-9839 (c)

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SJB 241
1.2 Course title: Visualizing Data in Journalism
1.3 Abbreviated course title: Data Visualization
1.4 Credit hours: 3 Variable credit No
1.5 Grade type: Standard Letter Grade
1.6 Prerequisites: SJB 101 and either SJB 102 or SJB 103
1.7 Course description: Learn to find and examine large sets of data to identify embedded trends and stories, and display this data visually. Lecture/Lab. Course Fee

2. Rationale:

2.1 Reason for developing the proposed course:
Currently the SJ&B does not have a course that specifically addresses the review of statistical data and the visual display of that data in storytelling. Additionally, this field of data visualization is without a doubt the fastest growing sector of journalism storytelling.
Processing data and synthesizing meaning from raw information has become even more important for journalists as data has become exponentially more available. It is critical not only that journalists learn how to sift through this massive amounts of data, but learn how to filter and present it to sophisticated audiences using ethically sound methods.
For journalists, being able to find and report non-fiction narratives buried within data sets is no longer a specialty of a few members of a newsroom but is becoming a base requirement for the profession.

2.2 Projected enrollment in the proposed course: 18 per semester. The one-time offering of JOUR 241 in the Fall 2013 had 15 students, without it being listed on any sequence requirements, lists of restricted electives or any printed or online program material. If as proposed, the course is either required or listed as a journalism elective, we anticipate filling one section per semester.

2.3 Relationship of the proposed course to courses now offered by the department:
The department offers courses in graphic design and reporting, but not in the visualization of data through graphical forms. BCOM 328 and 329 deal with the presentation of only weather data and graphics, not in news storytelling. JOUR 343 covers design and use of type, but SJB 241 covers the presentation of statistical data in visual forms.

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

Courses in the Geographic Information Systems (GIS) program teach the relationship between data and mapping and statistical courses cover the statistical analysis of data. Courses such as GEOG 316, 317 and 318 teach the making of maps from geographical data but do not focus on journalism storytelling as their primary goal. SJB 241 is unique to others that cover some of the same topics in that it's designed for journalism students who need to understand, filter and present this data information in a variety of graphical forms to large general audiences.

2.5 Relationship of the proposed course to courses offered in other institutions:
Several Benchmark institutions have courses similar to SJB 241.
J4790 Computer Assisted Reporting Ohio University

GCM 351 Graphic Communications Process Murray State University

JOUR 234 Introduction to Design and Graphics Ball State University
Survey of page design, type, and color theories, graphics reporting, Web design, and multimedia storytelling. Introduces the concepts of journalistic visual editing, journalistic graphics technology, and the history of visual journalism.

RN 302 - Introduction to Graphics and Visual Communication Central Michigan University
Principles and techniques of publication/advertising graphics and visual communication, including typography and the printing process.

Non-benchmark schools, who are national leaders in journalism education, also have similar courses.
CVJ331 Information Graphics and Visualization University of Miami
This course is an introduction to the visual display of information in digital and interactive media, with a special focus on the encoding of data by means of statistical charts, maps, and diagrams.

JOUR J464 Infographics University of Indiana
This course builds a foundation of knowledge about the visual display of quantitative data and the ethical issues in graphs and maps. Students put this knowledge into practice by creating graphs, maps and explanatory diagrams in Adobe Illustrator for print publication and in Flash for motion graphics.

JRN 338: Communicating with Graphics Michigan State
Theory, application and production of information graphics using still images and animation for multimedia packages and data presentations.

3. Discussion of proposed course:

3.1 Schedule type: C – Lecture/Lab

3.2 Learning Outcomes: Students in SJB 241 will be able to understand that stories exist within sets of data, and with proper analysis those stories can and should be presented in visual forms to help large audiences understand complex sets of data.

The students will have a strong fundamental background in how to use digital design software to produce ethically and accurate visual charts, maps and graphics based on the data. Students will learn how and when to use statistical charts and maps when most appropriate to complement other mediums.

3.3 Content outline:

- Introduction to scope of visualizing data
- Where to find data, how to organize it
- Being accurate and ethical with data
- Analyzing the data to find the story
- Hands on design tools in graphic software
  - Video tutorials
  - Drawing exercises
- Storytelling with Graphs
  - Different types and uses of graphs
- Mapping
  - Aesthetics and Usability of Mapping
- Diagrams
  - Thinking sequentially and telling stories in steps
  - Drawing with the pen tool and using vector graphics
  - Copyright and use of imagery
- Interactivity and data visualization

3.4 Student expectations and requirements:
Students will be evaluated on several large projects based on data findings, which may include maps, charts and graphics on assigned journalistic topics of inquiry. Quizzes will test retention of reading and video tutorials for required skills. Students will be required to participate actively in class discussions.

3.5 Tentative texts and course materials:
T*he Functional Art: An introduction to information graphics and visualization*, Alberto Cairo. New Riders Publishing, 2012.
Creating Maps, Charts, and Infographics with Adobe Illustrator: Learn by Video, Alberto Cairo. Peachpit Press, 2013

4. Resources:

4.1 Library resources: Adequate, see Library Resources Form

4.2 Computer resources:
Existing computer labs in MMTH will be sufficient for this course, and appropriate software already exists in the labs.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School will request an additional faculty line to help support the growth.

5.2 Special equipment needed: N/A

5.3 Expendable materials needed: N/A

5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 2014 (30)

7. Dates of prior committee approvals:

PJ Program Committee	October 28, 2013
SJ&B Curriculum Committee	October 30, 2013
School of Journalism & Broadcasting	November 1, 2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Course Bibliography
SJB 241 Visualizing Data in Journalism

Miller, Lisa C. (1998). Power journalism: Computer-assisted reporting. Fort Worth, TX : Harcourt Brace College Publishers.

Callahan, Christopher (1999). A Journalist's Guide to the Internet: the Net as a reporting tool. Boston: Allyn & Bacon.

Cairo, Alberto (2012). The functional art: An introduction to information graphics and visualization. Berkeley: New Riders.

Brooks, Brian S. & Pinson, James L. (2009) The art of editing in the age of convergence. Boston: Allyn & Bacon.

Meirelles, Isabel (2013). Designing for Information. Minneapolis: Rockport Publishers.

Robbins, Naomi, B. (2013). Creating More Effective Graphs. Myrtle Beach: Chart House.

Proposal Date: 3/20/13

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

Contact Person: Loup Langton, loup.langton@wku.edu, (270) 745-4144

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SJB 401
1.2 Course title: Team Investigative Reporting I
1.3 Abbreviated course title: Team Reporting I
1.4 Credit hours: 1 Variable credit No
1.5 Grade type: Letter Grade
1.6 Prerequisites: Permission of the instructor
1.7 Course catalog listing: Organizational and research course leading to an alternative capstone course in cross platform investigative reporting. Will provide students with the opportunity to work in teams, hone research skills, write a major project proposal and create a strategic plan for the proposed project.

2. Rationale:

2.1 Reason for developing the proposed course: The coursework in this one-credit fall semester course will prepare students for the proposed three-credit spring semester alternative capstone (SJB 402) This course, in combination with SJB 402 will prepare SJ&B students for the future of information gathering, story creation and digital distribution and provide students an opportunity to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. More specifically, SJB 401 will require students to organize and perform in-depth research in preparation for their SJB 402 team projects. No other School of Journalism & Broadcasting upper division course brings majors from across the School together to work in teams to produce projects across platforms.

2.2 Projected enrollment in the proposed course: Twelve to sixteen students per year. Based on other senior level special topics courses and the JOUR 495 Collaborative Journalism course enrollment, we anticipate similar enrollment from the senior class drawing from all of our majors. This course serves as an alternate capstone experience.

2.3 Relationship of the proposed course to courses now offered by the department: This course, an alternative capstone working in combination with SJB 402, will provide students an opportunity to bring together all of the skills learned in previous courses such as SJB 101, SJB 102, SJB 103 as well as all skills courses within the specific majors to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. Students taking this course will be selected from all areas of the School to work together in teams in which they will research the

issue, gather content on stories that address the issue and produce packages across platforms to distribute the content. Designing for audience interaction and user experience will be a major component of this final stage.

2.4 Relationship of the proposed course to courses offered in other departments: The specific social issue addressed by the projects will change from year to year. Various departments outside the School of Journalism & Broadcasting may offer guest expertise in any given year's chosen issue.

2.5 Relationship of the proposed course to courses offered in other institutions: A small number of institutions now offer an investigative approach to specific social issues. Some of those institutions and courses are: University of California at Berkeley, Telling Environmental Stories, J226; Humber College, Toronto, Canada, Social Issues in Journalism, SOCI 252; University of Massachusetts Amhearst, Community Journalism Project, 394 Seminars; University of Missouri School of Journalism, Field Reporting on Food Systems and the Environment, JOURN 4414; University of Washington, Writing for Mass Media, COM 359; University of Washington, Foundations of Multiplatform Journalism, COM 360; University of Washington, Advanced Multiplatform Journalism, COM 361

3. Discussion of proposed course:

3.1 Schedule Type: Research (R)

3.2 Learning outcomes: Upon completion of the course the student should understand and have experience in:

Producing a professional-quality team project proposal.
Conducting extensive journalistic research

3.3 Content outline:

The Team Approach
Doing Research
Community Journalism
Journalism & Democracy
Journalism & the First Amendment

3.4 Student expectations and requirements:

Demonstrate an ability to work within a team approach through the production of a team project proposal

Demonstrate an ability to do in-depth research through the inclusion of a literature review within the team project proposal

3.5 Tentative texts and course materials:

The Investigative Reporter's Handbook: A Guide to Documents, Databases, and Techniques, Brant Houston, Investigative Reporters & Editors, Inc., 2009

The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Bill Kovach and Tom Rosenstiel Three Rivers Press, 2007

4. Resources:

4.1 Library resources: Adequate. See Library Resource Form

4.2 Computer resources: Access to internet

5. Budget implications:

5.1 Proposed method of staffing: One credit hour assigned to full time faculty member. Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly the department may need to request a new faculty line.
5.2 Special equipment needed: none
5.3 Expendable materials needed: none
5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall, 2017

7. Dates of prior committee approvals:

School of Journalism & Broadcasting	_May 03, 2013_____
PCAL Curriculum Committee	_1/7/2014_____
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

COURSE BIBLIOGRAPHY
SJB 401 TEAM INVESTIGATIVE REPORTING I

Books

The Investigative Reporter's Handbook: A Guide to Documents, Databases, and Techniques, Brant Houston, Investigative Reporters & Editors, Inc., 2009

The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Bill Kovach and Tom Rosenstiel Three Rivers Press, 2007

Research Engines

ProQuest newspapers database
JSTOR
Project Muse

Newspapers

Louisville Courier Journal
Bowling Green Daily News
New York Times
Los Angeles Times
Chicago Tribune

Proposal Date: 3/20/13

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

Contact Person: Loup Langton, loup.langton@wku.edu, (270) 745-4144

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SJB 402
1.2 Course title: Team Investigative Reporting II
1.3 Abbreviated course title: Team Reporting II
1.4 Credit hours: 3 Variable Credit No
1.5 Grade Type: Letter
1.6 Prerequisites: Permission of the instructor.
1.7 Course catalog listing: A practical, hands-on alternative capstone course that brings together skills learned throughout the student's academic career to provide an opportunity to work within a team concept and to produce a series of stories related to a specific social issue. Students gain experience in interviewing, open access and 1st Amendment issues, as well as hone skills in various methods of content gathering. Students will work in teams to produce and distribute high-quality reportage across platforms.

2. Rationale:

2.1 Reason for developing the proposed course: This course will address skill and conceptual demands required of new and future professional investigative journalists. It, to a large extent, will put SJ&B seniors in charge of their capstone experiences by allowing them to, through a team environment, carry out investigative reporting projects. The coursework in this three-credit spring semester course will provide students with an opportunity to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. First Amendment rights and public access will play key roles in the investigative process.

2.2 Projected enrollment in the proposed course: Twelve to sixteen students per year. Based on completion of SJB 401 and other senior level special topics courses and the JOUR 495 Collaborative Journalism course enrollment, we anticipate similar enrollment from the senior class drawing from all of our majors in SJ&B. This course serves as an alternate capstone experience.

2.3 Relationship of the proposed course to courses now offered by the department: This course, an alternative capstone working in combination with SJB 401, will provide students an opportunity to bring together all of the skills learned in previous courses such as SJB 101, SJB 102, SJB 103 as well as all skills courses within the specific majors to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and

international communities. Students taking this course will be selected from all areas of the School to work together in teams in which they will research the issue, gather content on stories that address the issue and produce packages across platforms to distribute the content. Designing for audience interaction and user experience will be a major component of this final stage.

2.4 Relationship of the proposed course to courses offered in other departments: Many other departments offer senior capstone classes, designed to serve as a culmination of their respective fields of study. Among these are ENG 492, HIST 498, PS 499, SOCL 499, ECON 499 and PERF 450. The specific social issue addressed by the projects will change from year to year. Various departments outside the School of Journalism & Broadcasting may offer guest expertise in any given year's chosen issue.

2.5 Relationship of the proposed course to courses offered in other institutions: A very small number of institutions now offer a team investigative approach to specific social issues as a collaborative capstone experience. A small number of institutions now offer an investigative approach to specific social issues. Some of those institutions and courses are: University of California at Berkeley, Telling Environmental Stories, J226; Humber College, Toronto, Canada, Social Issues in Journalism, SOCI 252; University of Massachusetts Amhearst, Community Journalism Project, 394 Seminars; University of Missouri School of Journalism, Field Reporting on Food Systems and the Environment, JOURN 4414; University of Washington, Writing for Mass Media, COM 359; University of Washington, Foundations of Multiplatform Journalism, COM 360; University of Washington, Advanced Multiplatform Journalism, COM 361

3. Discussion of proposed course:

3.1 Schedule Type: Practicum (P)

3.2 Learning outcomes: Upon completion of the course the student should understand and have experience in:

- Using research tools, including open records access to investigate a specific topic.
- Using a variety of content-gathering tools to provide the material for a series of professional-quality investigative stories across platforms.
- Producing within a team concept a series of professional-quality investigative stories and distributing them across platforms.
- Creating and participating in an interactive environment that facilitates dialogue between information providers and information consumers.

3.3 Content outline:

- The Team Approach
- Doing Research
- Community Journalism
- Journalism & Democracy
- Journalism & the First Amendment
- Content Gathering
- Story Production & Distribution
- Creating a Vehicle for Story Providers and Audiences to Interact

3.4 Student expectations and requirements:

- Demonstrate an ability to identify appropriate research tools and to use them successfully to gather content to be used in the production of a series of investigative stories.
- Demonstrate an ability to produce a series of professional-quality investigative stories within a team concept.
- Demonstrate an ability to work as a team member to distribute and create a dialogue for a series of investigative stories.

3.5 Tentative texts and course materials:
Journalism Next: A Practical Guide to Digital Reporting and Publishing, Mark Brigg, CQ Press, 2010
The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Bill Kovach and Tom Rosenstiel Three Rivers Press, 2007
The Functional Art: An Introduction to Information Graphics and Visualization, Alberto Cairo, New Riders Publishing, 2012
Net Smart: How to Thrive Online, Howard Rheingold, MIT Press, 2012

4. Resources:

4.1 Library resources: Adequate. See Library Resource form
4.2 Computer resources: Access to internet. Computers and software appropriate to produce multimedia stories.

5. Budget implications:

5.1 Proposed method of staffing: Three credit hour assigned to full time faculty member. Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly the department may need to request a new faculty line.
5.2 Special equipment needed: Field video cameras, still cameras and audio recording devices appropriate to producing professional-quality content.
5.3 Expendable materials needed: none
5.4 Laboratory materials needed: Computers and software appropriate to produce multimedia stories.

6. Proposed term for implementation: Spring, 2018

7. Dates of prior committee approvals:

School of Journalism & Broadcasting	May 3, 2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 27, 2013

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

Contact Person: Nicole Breazeale, nicole.breazeale@wku.edu, cell: 859-967-6983

1. Identification of proposed course:

1.1 Course prefix: SOCL 270
1.2 Course title: Introduction to Community, Environment, & Development
1.3 Abbreviated course title: Comm, Env, & Dev
1.4 Credit hours and contact hours: 3
1.5 Grade Type: Standard Letter Grade Variable credit: No
1.6 Prerequisites: SOCL 100 or consent of instructor
1.7 Course description:
Examines the causes, dynamics, and consequences of socio-economic change for people, how they live in communities, and how they relate to the natural world. Survey course for "Community, Environment, & Development" concentration.

2. Rationale:

2.1 Reason for developing the proposed course:

The Sociology Department has developed a series of concentrations that both reflect our current faculty strengths and will assist our students in better marketing the skills they learned as Sociology majors. The "Community, Environment, & Development" concentration builds on the expertise of six full-time faculty (Breazeale, Smith, Lovell, Musalia, Nemoto, & Ducoff). Some of these faculty currently offer upper-division courses that will be included in this track (for example: Dr. Lovell teaches Communities in Rural and Urban Settings and Collective Behavior and Social Movement; Dr. Smith and Mr. Ducoff teach Environmental Sociology; and Dr. Musalia teaches International Sociology). Unfortunately, a number of these courses have historically suffered from low enrollment. Upon reflection, we believe such low enrollment can be attributed to the fact that students have had relatively little exposure to the sociological issues covered in these courses at an introductory level. Such lack of exposure has left our student population bereft of knowledge, which is both compelling and integral to a comprehensive understanding of modern society. Though some exposure can be gained within a standard Introduction to Sociology course, such material has only recently (i.e., in the last decade or two) been added and among those texts that do include these topics, professors don't always cover these subjects because they consistently end up at the back of the book.

To address the above curriculum inadequacies, we propose the creation of an introductory course, entitled "Introduction to Community, Environment, & Development." We believe such a course will both provide an opportunity for exposure to these critical issues and serve as a funnel into related upper division

courses. In other words, we are building the scaffolding to support teaching and learning in this sub-discipline. We anticipate this course will generate the desired student interest based on the success of the course, offered on a trial basis during the Fall of 2012 by Dr. Breazeale at WKU-Glasgow, which did result in Sociology students seeking out additional courses and extracurricular opportunities to learn more about these critical issues.

It is also worth noting that this is a significant area of growth in our discipline. Over the past few decades, Sociologists have become increasingly interested in topics related to community, environment, and development. By way of illustration, the American Sociological Association (2008) tallied the concentrations currently available in US Sociology Departments. Of the 588 concentrations they identified, 62 focused on issues of community, environment, or development (10.5% of the total concentrations). In fact, the popularity of this concentration was surpassed only by crime, law, & society (21.8%) and social services (14.1%). To further illustrate the growth of this sub-field, concentrations in this area only accounted for 7% of all concentrations back in 2000. Given economic restructuring under globalization and growing public concern in the face of pressing environmental challenges, this sub-disciplinary area is clearly becoming very important. WKU's department of sociology is in a fortunate position to develop this curriculum given our current faculty strengths.

In addition, this course (and the concentration, in general) specifically advances the University's mission to both serve the region and prepare students for responsible citizenship in a global society. Its emphasis on "community" means that students will have an opportunity to critically reflect on the value and meaning of "place" in contemporary society, with a focus on how social change and development happen and what they can do to improve current conditions. Because WKU has substantial student enrollment from in and around the Barren River area, it is our belief that insights derived from this course will have a direct effect on the surrounding communities where many of our students will continue to live and work. Finally, we would be remiss if we didn't also acknowledge the link between this concentration's emphasis on globalization and development and the University's mission to advance its global reach. It is our opinion that this concentration facilitates that mission by helping students gain experience interpreting and contextualizing global issues and thinking through the many implications of our actions on the rest of the world.

2.2 Projected enrollment in the proposed course: 35 students/year. This course will be taught every year at Glasgow, but also every other year on main campus. Currently this course is only listed as a Sociology course, but we will pursue having it listed as part of the new interdisciplinary Diversity and Community Studies major.

2.3 Relationship of the proposed course to courses now offered by the department:

See first and second paragraph of "rationale" offered in section 2.1.

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

The following courses may contain subject matter relating to the proposed course, including: (1) ECON 385 (International Development), which is an interdisciplinary survey course that examines market and non-market based

strategies for economic development, including global issues of sustainable development. (2) GEOG 210 (Human Ecology), which examines the relationship between culture groups and their relationship with the natural and social environment. (3) AGRIC 108 (Rural Sociology), which is the study of rural social groups and interaction in rural and suburban America as well as in rural areas of the world. The course examines the influence of basic concepts of society and culture and the relationship of rural population, social class, social institutions, and groups on rural social change. (4) FLK 310 (Community Traditions & Global Corporate Culture), which involves a multicultural study of community traditions and corporate culture in the global world.

These individual courses do not, however, explore the connections and relationships between all three core concepts (community, environment, & development). As a result, the proposed course will complement these courses, but with minimal overlap of material.

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

Most of our benchmark schools do offer some of the upper-division courses included in this track (including, but not limited to: community, environmental sociology, globalization, social change, etc.). That said, these courses are not systematically organized into a concentration, nor is there an introductory course that attempts to tie the various themes together.

The benchmark schools with the strongest sociological focus on these areas are Florida Atlantic, Illinois State, and UNC-Greensboro. These three schools offer a battery of courses that are relevant to our concentration, although there is a more of an emphasis on development and change than on the environmental dimensions of these topics.

That said, there is one benchmark institution (Appalachian State) that has a very similar program to the track we are developing, but these courses are housed within the Anthropology program at that institution (note that it depends on the particular school where these courses are housed; at the national level, most of these courses are located in Sociology departments). Students at Appalachian State can major in Anthropology with a concentration in Sustainable Development, and students can choose from the following courses: Economic Anthropology, Agrarian Studies & Rural Development, Sustainable Development (Theory, Method, & Case), Political Ecology & Sustainability, Globalization, Sustainable Development in the Modern World System, Community Development, amongst others.

The number of benchmark institutions that offer strong course selections in this area is likely to increase in the future given the growing importance of this field, thus we would like to be on the forefront of this trend. Creating an introductory course that brings together the various strands of this area is a critical first step, and allows us to offer a program with curricular coherence.

Further, in developing this course and the general concentration, we are well situated to be state leader in this area among other public institutions. To our knowledge, the University of Kentucky is the only other public university that offers a related program. UK offers a bachelor's degree in "Community & Leadership Development" (this degree is offered by faculty who were previously

housed in the Department of Rural Sociology, which has since been renamed). This program has a strong focus on community and development, but has less of an emphasis on the environment. This is an important gap that we can fill.

The inspiration for this course (and the track) is the curriculum offered by the University of Wisconsin's Department of Community & Environmental Sociology (note that UW-Madison is the top Sociology program in the country). This Department offers a required introductory course entitled "Introduction to Community and Environmental Sociology" that examines the linkages between these three key topics and sets the framework for the various electives to come. It is a great model for how we can develop an exciting and highly relevant curriculum that offers our students something they would not be able to get at area and benchmark schools.

3. Discussion of proposed course:

3.1 Schedule Type: L

3.2 Learning Outcomes:

Students will be able to:

- examine the linkages between people and places, the local and the global, as well as the social and the natural,
- use sociological theories and concepts that explain changes in the community and our relationships to the natural environment.
- understand and use concepts, including: community, place, development, growth, globalization, consumption, environment, sustainability, and neoliberalism,
- identify important actors in processes affecting communities and the environment, including: government, corporations, transnational institutions, and social movements, and
- critically evaluate arguments about the impacts of global change on local places and processes.

3.3 Content outline:

This course is divided into two sections. In the first section, we define terms, explore the debates surrounding them, and develop a conceptual framework for moving forward. In the second section, we examine a series of issues marked by tension between the projects of communities and economic globalization. Such topics include, but are not limited to the following: local economic integration, environmental justice, local food movements, food sovereignty and security, deindustrialization, migration, and resource control.

3.4 Student expectations and requirements:

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

3.5 Tentative texts and course materials:

McKibben, Bill. (2007). *Deep economy: The wealth of communities and the durable future*. New York: Times Books.

Bell, Michael. (2012). *An invitation to environmental sociology*. Fourth edition. Thousand Oaks, CA: Pine Forge Press.
Zehler, Ozzie. (2012). *Green illusions: The dirty secrets of clean energy and the future of environmentalism*. Lincoln: University of Nebraska Press.

4. Resources:

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

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

5. Budget implications:

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

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Sociology Department/Division:	Nov 20, 2013
Potter Curriculum Committee	__Dec 5, 2013_____
Undergraduate Curriculum Committee	_ January 30, 2014_
University Senate	_____

Proposal Date: November 15, 2013

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

Contact Person: Donielle Lovell, donielle.lovell@wku.edu, 270-706-8776

1. **Identification of proposed course:**
   1.1 Course prefix (subject area) and number: SOCL 455
   1.2 Course Title: Theory and Practice of Community Development
   1.3 Abbreviated course title: Community Development
   1.4 Credit hours and contact hours: 3 Variable credit: No
   1.5 Grade Type: Standard Letter Grade
   1.6 Prerequisites: SOCL 100 or consent of instructor
   1.7 Course description: Course explores the ecological, interactional, structural functional, technical assistance, action research, evaluation research and leadership approaches to community development practice. Course requires participation in a community development project.

2. **Rationale:**
   2.1 Reason for developing the proposed course:
   This course is necessary to provide students the links between sociological theory, research methods and how these tools can be applied in a community or organizational setting. This course is an opportunity for students to explore, develop, and apply their sociological skill set to the social problems they have studied during their course work.
   The creation of this course also fills a gap in the new Community, Environment and Development concentration in the Department of Sociology. The intent of the concentration is to engage students with "contemporary debates about the scope, meaning, and promise of development in a globalizing world" (Sociology Program Revision Documents, 2013). The concentration also focuses on how rural and urban community problems can be addressed by community leaders and citizens. To effectively facilitate this curriculum a course focusing specifically on the history, techniques and models of community development is needed.
   Finally, a course in community development is a logical inclusion to the sociology curriculum given the mission of the university to provide opportunities to students to conduct applied research that addresses real problems. Students can take this course and apply the skill set learned no matter where they settle following graduation from Western Kentucky University.
   2.2 Projected enrolment in the proposed course: This course will be offered via Interactive Video System to reach not only Bowling Green students, but also those at the Glasgow, Owensboro and Elizabethtown/Ft. Knox locations. Ten seats at each location will be allotted for this course with a potential maximum of 40 students each

time the course is offered. It is anticipated that this course will be offered every other year.

2.3 Relationship of the proposed course to courses now being offered by the department:
The proposed course complements both the theoretical and methodological courses currently offered in the department as students really must have that basis to be successful in the community development course. But, specifically SOCL 300 (Using Statistics in Sociology) SOCL 304 (Strategies of Social Research), SOCL 312 (Collective Behavior and Social Movements), and SOCL 360 (The Community in Rural and Urban Settings) all have elements that would be present in a course on community development however, none specifically focus on the theory, techniques and models of community development practice.

2.4 Relationship of the proposed course to courses offered in other departments:
The following courses may have subject matter relating to the course, but none provide the sociological focus on community development, change or organizing techniques: ECON 385 Economic Development, GEOG 380 Global Sustainability, GEOG 384 Planning for Global Change, ICSR 300 Public Problem Solving and LEAD 325 Leading Change.

2.5 Relationship of the proposed course to courses offered in other institutions:
Most of the sociology departments in our benchmark schools offer some curriculum that explores the concept of community theoretically: Eastern Tennessee (4602: Urban Community), James Madison (265 Sociology of Community), Middle Tennessee State (4660 Community), University of North Carolina Charlotte (4124 Sociology of Community), University of North Carolina Greensboro (326 The Community). However, many of these courses explore the concept of community but lack the clear connection between theory, methods and community development/social change that our course would offer. Five benchmark schools offer a course that can be considered comparable to the course proposed here: Appalachian State (4390 Seminar in Applied Sociology), Indiana State (329 Applied Sociology), Northern Illinois University (392 Organizing for Social Action) and The University of Southern Mississippi (405 Non Profits and Social Change). As for other institutions in the state of Kentucky, again, most offer a theoretical course on community: Eastern Kentucky University (360 The Community), Kentucky State University (202 Rural Community, Legacy and Change) and University of Kentucky (340 Community interaction, 420 Sociology of Community, 440 Community Process and Communication). The University of Louisville offers Applied Sociology (406) which does focus on translating the skills developed in sociology into a community or organization setting.

3. **Discussion of proposed course:**

3.1 Schedule Type: A and L

3.2 Learning Outcomes:
Students will be able to:

- discuss the historical context of community development practice;
- analyze and explain how systems such as race, class and gender form the foundation of community development policy and practice;
- compare and contrast various community development models of practice;

- apply qualitative and quantitative methodological tools to community social problems; and
- develop community development strategies to selected social problems.

3.3 Content Outline:

- Historical overview of community development practice
- Community social structures and development practices
- Practicing community development in rural and urban contexts
- Traditional approaches to community development: ecological, structural functional and conflict approach
- New approaches to community development: interactional, action research and empowerment evaluation
- The role of leadership in community development practice
- Case studies in successful community development

3.4 Student Expectations and Requirements: The performance of students will be evaluated as follows: examinations, discussion, reflection papers and an applied project

3.5 Tentative texts and course materials:

- Robinson, Jerry. W. & Gary P. Green. 2011. Introduction to Community Development: Theory, Practice and Service Learning. Sage Publications.
- Chambers, Robert. 1997. Whose Reality Counts? Putting the Last First. ITDG Publishing
- Journals articles available via WKU Library resources

4. **Resources:**

4.1 Library resources: The course will rely on the textbooks students will purchase. Further, the library has several community development journals that will allow for further exploration of current community development projects.

4.2 Computer resources: Students will use existing computer resources such as blackboard to submit papers and communicate with class members.

5. **Budget Implications:**

5.1 Proposed method of staffing: Current staffing is sufficient. However, if the Community, Environment and Development concentration grows as we hope, the department may need to request an additional faculty line to support that growth.

5.2 Special equipment needs: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. **Proposed term for implementation: Fall 2014**

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

Sociology Department Division: Nov 20, 2013

Potter College Curriculum Committee: _Dec 5, 2013__

Undergraduate Curriculum Committee: January 30, 2014
University Senate: _____

Proposal Date: October 27, 2013

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

Contact Person: Nicole Breazeale, nicole.breazeale@wku.edu, cell: 859-967-6983

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SOCL 480
1.2 Course title: Sociology of Agri-Food Systems
1.3 Abbreviated course title: Agri-Food Systems
1.4 Credit hours and contact hours: 3
1.5 Grade Type: Standard Letter Grade
1.6 Prerequisites/corequisites: SOCL 100 or consent of instructor
1.7 Course catalog listing: Course examines the social organization and dynamics of food and agricultural systems. SOCL 270 is strongly recommended, but not required. Field trips are required.

2. Rationale:

2.6 Reason for developing the proposed course:

The Sociology department has developed a "Community, Environment, & Development" concentration within the sociology major. Among the many topics explored by scholars in this sub-discipline, the sociological study of agriculture and food stands out as one of the most popular. In "Sociology of Agriculture and Food: Beginning and Maturity," Alessandro Bonanno (2009) describes the historical events that led to the growth and establishment of this subarea, which reached its maturity in the mid 1990s. Since then, it has become a highly visible area of study that is quite popular with undergraduates. To date, our Department has not taught this class (although Dr. Breazeale is offering the course on a trial basis this Spring, and the class has filled). With the creation of the above concentration and the successful trial offering of this course, we believe it is a perfect time to establish this course as a regular offering among our upper-division electives.

Further, this course fits well with the University's curricular emphasis on "systems" thinking. The sociological study of agri-food systems is different from the anthropological "foodways" course or from the standard agriculture course in that it focuses our attention on both the arenas of consumption and production as well as the complex causal links between them. Students need this course so they can become critical food consumers who understand the connections between eating and the land and those who produce their food. An awareness of these connections is central for an understanding of the social and environmental relations that characterize the modern world. This course is well-suited for the "Community, Environment, and Development" concentration because students

will consider the environmental and social implications of the industrial food system versus alternative food systems, such as local foods.

2.7 Projected enrollment in the proposed course: 25. This course will be offered on the Glasgow campus.

2.8 Relationship of the proposed course to courses now offered by the department: This course will build on a handful of topics introduced in the newly proposed course, "Introduction to Community, Environment, & Development" (SOCL 270). It will also complement other courses currently on the books, including: Environmental Sociology, Social Change, Collective Behavior and Social Movements, Community in Rural & Urban Settings, and International Sociology.

2.9 Relationship of the proposed course to courses offered in other departments: WKU currently offers several courses that contain subject matter relating to the proposed course, including: (1) FLK 379 (Foodways); (2) GEOG 387 (Food & Culture); and (3) AGRI 108 (Rural Sociology). As explained above, this course seeks to integrate knowledge from these disparate fields through an analysis of the social and cultural dimensions of production, distribution, and consumption of food. Consequently, the proposed course will complement these courses, but with minimal overlap of material.

2.10 Relationship of the proposed course to courses offered in other institutions: Currently, none of our benchmark schools (nor other public Universities in Kentucky) offer a Sociology class that focuses specifically on the topic of agriculture and food. That said, there are many examples of programs across the country that offer this exact course, including: Iowa State (SOC 544: Sociology of Food and Agricultural Systems), UC-Boulder (Sociology 4131: Sociology of Agriculture and Food), Washington State (Community and Rural Sociology 590: Sociology of Agriculture and Food Systems), University of New Hampshire (NUTR 405: Food and Society), among many others. It is a great course offering that makes our program unique among our competitors.

3. Discussion of proposed course:

3.1 Schedule Type: A and L

3.2 Learning Outcomes:

At the end of the course, students will be able to:

- Understand the characteristics of the dominant, industrialized system of food production in the contemporary US.
- Recognize and assess alternatives to the dominant system.
- Identify various actors that influence food and agriculture policy, including: government, corporations, transnational institutions, and social movements.
- Understand various conceptual perspectives used to address issues in the area of food and agriculture.
- Critically evaluate arguments about the ethics and politics of food production and consumption, in terms of world hunger, the environment, etc.
- Explain the role of class, race/ethnicity, gender and culture in food consumption.

3.3 Content outline:

- Frameworks for the sociological study of agri-food systems
- Food & collective identities in America

- Cultural dimensions of eating
- Making food and social control
- Food rights and hunger
- Globalization, industrialization, science & technology
- Agriculture and the environment
- Agricultural labor in a global world
- Struggles over governance of the agri-food system
- Northern consumption and third world poverty
- Political challenges to the dominant agri-food system
- Standards, certification and labeling as resistance: the case of fair trade & organics
- Exploring regional food systems

3.4 Student expectations and requirements:

Students are expected to attend class, having read all assigned readings, as well as attend all field trips. Students will be evaluated through participation in class discussions and debates and completion of writing assignments and projects.

3.5 Tentative texts and course materials:

Beardsworth, Alan and Teresa Keil. 1997. *Sociology on the Menu: an Invitation to the Study of Food and Society.* London and New York: Routledge.

Magdoff, Fred, John Bellamy Foster, and Frederick Buttel. 2000. *Hungry for Profit: The Agribusiness Threat to Farmers, Food, and Environment.* New York: Monthly Review Press.

Schlosser, Eric. 2001. *Fast Food Nation.* Houghton Mifflin.

Pollan, Michael. 2006. *The Omnivore's Dilemma.* Penguin Press.

Rothenberg, Daniel. 1998. *With These Hands: The Hidden World of Migrant Farmworkers Today.* Berkeley: University of California Press.

Jaffee, Dan. 2007. *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival.* Berkeley: University of California Press. Chapter 1, Chapter 8-9

Bell, Michael. 2004. *Farming For Us All: Practical Agriculture and the Cultivation of Sustainability.* University Park, PA: Pennsylvania State University Press.

Berry, Wendell. 2009. *Bringing It To The Table: On Farming and Food.* Berkeley, CA: Counterpoint.

4. Resources:

4.1 Library resources: Current library resources are sufficient.

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

5. Budget implications:

5.5 Proposed method of staffing: Current staffing is sufficient. However, if this course and concentration grow, the Department may need to request an additional faculty line to support that growth.
5.6 Special equipment needed: None
5.7 Expendable materials needed: None
5.8 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Sociology Department/Division:	Nov 20, 2013
Potter College Curriculum Committee	Dec 5, 2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: 11/05/13

Potter College of Arts & Letters
Department of Theatre & Dance
Proposal to create a New Course
(Action Item)

Contact Person: Scott Stroot, scott.stroot@wku.edu, 745-56290

1. Identification of proposed course:

1.1 Course prefix: PERF 101
1.2 Course title: Acting
1.3 Abbreviated course title: Acting
1.4 Credit hours: 3 Variable Credit: No
1.5 Grade type: Standard letter grade
1.6 Prerequisites/corequisites/special requirements: None.
1.7 Course catalog listing: Improvisation, theatre games, and introductory scene and/or monologue work intended to develop fundamental performance and ensemble collaboration skills.

2. Rationale:

2.1 Reason for developing the proposed course: As is the case in most colleges and universities, unrestricted beginning acting courses are in high demand at WKU. Every semester, year after year, we have greater demand than we can accommodate with our current beginning Acting course *(THEA 101: ACTING I)*, and with the recent addition of that course to the requirement of the new Film Major, this bottleneck has only intensified. And while the department wishes to continue offering this unrestricted introductory level acting course to interested WKU students from across the University, trying to design a course that serves both as the first stage in a developmental, skills based acting curriculum for majors, AND as a more comprehensive, less rigorously disciplined "survey" style course for non-majors is a pedagogical challenge that too often results in a course that is "OK" for all, but not truly satisfactory to either constituency. So, many programs eventually take the route we are proposing here: the creation of an "acting for non-majors" course, designed specifically to give "theatre curious" students who do not necessarily intend to pursue an acting degree a semester long acting course experience that offers them the opportunity to learn fundamental acting techniques that can also be useful in any human interaction, on or off stage: the ability to think on one's feet; collaborate as an independent agent in the context of a "ensemble" team; speak clearly and engagingly in public settings; role play for conflict resolution, and so on.

2.2 Projected enrollment in the proposed course: 2-3 sections of 14-18 students per semesters, based on historical enrollment and staffing patterns for our current Acting I course.

2.3 Relationship of the proposed course to courses now offered by the department: In addition to the rationale outlined in 2.1 above, it should be noted that this proposed acting for non-majors course was created in the context of an overall review and revision of our acting curriculum, a process that led to our conclusion that creating an acting for non-majors course would allow us to enhance the rigor and focus of our curriculum for acting majors, while at the same time providing a more practical, comprehensive "acting course for beginners" that would much better serve the non-major student. (Note: students who, upon completion of this proposed course, decide to pursue a degree program in theatre/acting, will be allowed to "count" this course towards the completion of that degree.)

2.4 Relationship of the proposed course to courses offered in other departments: Several departments offer introductory courses geared to "non-majors"; the music department, for example, has a long history of offering such courses, including Group Voice for non-Majors, Music Theory for non-Majors, and Piano for non-Majors. No other department, however, offers the content we intend to offer with the course we propose here.

2.5 Relationship of the proposed course to courses offered in other institutions: Similar "acting for non-major" courses offered by Theatre departments are quite common nationwide. For reference see The University of Florida, Willamette University, Northwestern University, University of Michigan, Southern Methodist University, UNC Chapel Hill, The University of Missouri, University of Minnesota Minneapolis, and many more.

3. Discussion of proposed course:

3.1 Schedule Type: A

3.2 Learning Outcomes: By then end of this course, students will be expected to demonstrate:

- The fundamental performance techniques of physical presence, listening & responding, concentration & focus.
- Spontaneity and authenticity in narrative formation and collaboration.
- The ability to discover and appreciate human interactions as revealed in theatrical texts;
- The ability to authentically recreate and enact those interactive behaviors by the appropriate use of the various elements of acting craft, including memory, intention, concentration & focus, listening and responding;
- The beginnings of a critical appreciation for acting as an art and craft;
- Fundamental body/mind/spirit integration.
- The beginnings of an ability to articulate sound critical feedback to performances, both verbally and in writing.

- An understanding of the dynamics of ensemble work, and the function of the individual within that context

3.3 Content outline: Using theatrical techniques, students will engage in a variety of hands-on solo and group activities that model human social behavior, exploring and examining that behavior through a variety of acting methodologies, and discussing actions and consequences using theatrical terminology. Connections will be drawn from theatrical behavior to real-life situations, and students will have the chance to explore how theatrical techniques can be used in students' own majors/degree programs.

3.4 Student expectations and requirements:
Students will be required to:

- Learn and be able to independently perform a number of vocal and movement drills and exercises.
- Memorize a relatively small amount of text drawn from dramatic and/or poetic texts for performance.
- Actively engage in a variety of in-class acting games and exercises drawn from a variety of acting methodologies.
- Actively engage in class discussions.
- Work outside of class on specific reading, writing and/or rehearsal assignments.
- Attend an established number performance presented by the WKU Department of Theatre and Dance, and submit for evaluation a formal written critique for each event.

3.5 **Tentative texts and course materials:** *Acting One* by Robert Cohen and other handouts prepared by the instructor, and playscripts borrowed from the department or university library.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Since this proposed course will simply take the place of already offered multiple sections of our current Acting I course, we foresee no immediate need for additional faculty. Should the college and/or university wish to have the Department of Theatre and Dance absorb more of the well documented ready demand for this proposed course, we would need authorization to hire additional acting instructors.

5.2 Special equipment needed: None foreseen.
5.3 Expendable materials needed: None foreseen
5.4 Laboratory materials needed: None foreseen

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Theatre and Dance:	11/12/13
Potter College Curriculum Committee:	12/05/13
Undergraduate Curriculum Committee:	January 30, 2014
University Senate:	

Proposal Date: 11/05/13

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

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

1. Identification of proposed courses:

1.1 Course Prefix: PERF 340
1.2 Course titles: Performance Lab I
1.3 Abbreviated course titles: Performance Lab I
1.4 Credit hours: 1 Variable Credit: No
1.5 Grade type: Standard Letter Grade (A to F)
1.6 Special Requirements: Permission of instructor
1.7 Course description: An experiential learning course designed to provide practical experience in theatrical performance under actual production conditions.

2. Rationale:

2.1 Reason for developing the proposed course: All Theatre and Dance Department degree programs require that a certain number of credit hours be earned "in production"; working on stage, back stage, in the shops or in the control booth during the production of live theatre or dance events. We currently administer both *performance* and *non-performance* credit hours using a common developmental sequence of *Rehearsal and Production* courses, but this has never been an ideal solution, plagued with chronic administrative inefficiencies and student confusion. Now however, growth in both student numbers and faculty afford us the opportunity to revise this area of our curriculum; we believe this proposed course will prove to be more rational and efficient, and will better facilitate student learning within each production area and concentration in our degree programs.

2.6 Projected enrollment in the proposed course: Variable, depending on the number of students cast in performance roles in any given term.

2.7 Relationship of the proposed course to courses now offered by the department: This course will become an authorized substitution for Production Lab IV for BFA Acting and Musical Theatre concentrators, and an authorized elective for any Theatre major or minor.

2.8 Relationship of the proposed course to courses offered in other departments: This course is very specific to the Department of Theatre and Dance, and does not duplicate offerings in any other department.

2.9 Relationship of the proposed course to courses offered in other institutions: Similar course/credit systems to award credit for hands-on experiential learning in production are ubiquitous and standard in all university/college theatre and dance programs. Examples from some WKU benchmark schools included: Ohio University THAR 3300 - Practicum in Production; Northern Illinois University THEA 395 -

Performance and Production; Indiana State University THTR 370 - Production Practicum; Illinois State University CFA 302-Theatre Practicum.

3. Discussion of proposed course:

3.1 Schedule type: A: Applied Learning

3.2 Learning Outcomes: Students will demonstrate an ability to practically apply performance knowledge and skills gained in classrooms and studios in the context actual public performance conditions.

3.3 Content outline: Students will rehearse and perform roles in collaboration with other theatre and dance students and faculty in WKU Department of Theatre and Dance produced theatre and dance events.

3.4 Student expectations and requirements: Students will be expected to meet all of the requirements of performing a role in WKU Department of Theatre and Dance produced theatrical event: punctual, engaged attendance at all relevant cast calls, including rehearsals, company meetings, costume fittings and make-up calls; mastery of required artistic tasks on schedule (dialog/song memorization, blocking/choreography; and otherwise upholding all departmental rehearsal & performance ensemble etiquette/work ethic expectations.

3.5 Tentative texts and course materials: Will vary from production to production, with the specific dramatic text in production as the centerpiece.

4. Resources:

4.1 Library resources: N/A

4.2 Computer resources: Current resources adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing sufficient

5.2 Special equipment needed: Current resources adequate

5.3 Expendable materials needed: Current resources adequate

5.4 Laboratory materials needed: Current resources adequate

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Theatre and Dance: 11/05/13

Potter College Curriculum Committee: 12/05/09

University Senate Curriculum Committee: January 30, 2014

University Senate:

Proposal Date: 11/05/13

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

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

1. Identification of proposed courses:

1.1 Course Prefix: PERF 341
1.2 Course titles: Performance Lab II
1.3 Abbreviated course titles: Performance Lab II
1.4 Credit hours: 1 Variable Credit: No
1.5 Grade type: Standard Letter Grade (A to F)
1.6 Prerequisites /Special Requirements: PERF 340 or Permission of instructor
1.7 Course description: An experiential learning course designed to provide practical experience in theatrical performance under actual production conditions.

2. Rationale:

2.1 Reason for developing the proposed course: All Theatre and Dance Department degree programs require that a certain number of credit hours be earned "in production"; working on stage, back stage, in the shops or in the control booth during the production of live theatre or dance events. We currently administer both *performance* and *non-performance* credit hours using a common developmental sequence of *Rehearsal and Production* courses, but this has never been an ideal solution, plagued with chronic administrative inefficiencies and student confusion. Now however, growth in both student numbers and faculty afford us the opportunity to revise this area of our curriculum; we believe this proposed course will prove to be more rational and efficient, and will better facilitate student learning within each production area and concentration in our degree programs.

2.2 Projected enrollment in the proposed course: Variable, depending on the number of students cast in performance roles in any given term.

2.3 Relationship of the proposed course to courses now offered by the department: This course will become an authorized substitution for Production Lab IV for BFA Acting and Musical Theatre concentrators, and an authorized elective for any Theatre major or minor.

2.4 Relationship of the proposed course to courses offered in other departments: This course is very specific to the Department of Theatre and Dance, and does not duplicate offerings in any other department.

2.5 Relationship of the proposed course to courses offered in other institutions: Similar course/credit systems to award credit for hands-on experiential learning in

production are ubiquitous and standard in all university/college theatre and dance programs. Examples from some WKU benchmark schools included: Ohio University THAR 3300 - Practicum in Production; Northern Illinois University THEA 395 - Performance and Production; Indiana State University THTR 370 - Production Practicum; Illinois State University CFA 302-Theatre Practicum.

3. Discussion of proposed course:

3.1 Schedule type: A: Applied Learning

3.2 Learning Outcomes: Students will demonstrate an ability to practically apply performance knowledge and skills gained in classrooms and studios in the context actual public performance conditions.

3.3 Content outline: Students will rehearse and perform roles in collaboration with other theatre and dance students and faculty in WKU Department of Theatre and Dance produced theatre and dance events.

3.4 Student expectations and requirements: Students will be expected to meet all of the requirements of performing a role in WKU Department of Theatre and Dance produced theatrical event: punctual, engaged attendance at all relevant cast calls, including rehearsals, company meetings, costume fittings and make-up calls; mastery of required artistic tasks on schedule (dialog/song memorization, blocking/choreography; and otherwise upholding all departmental rehearsal & performance ensemble etiquette/work ethic expectations.

3.5 Tentative texts and course materials: Will vary from production to production, with the specific dramatic text in production as the centerpiece.

4. Resources:

4.1 Library resources: N/A

4.2 Computer resources: Current resources adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing sufficient

5.2 Special equipment needed: Current resources adequate

5.3 Expendable materials needed: Current resources adequate

5.4 Laboratory materials needed: Current resources adequate

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Theatre and Dance: 11/05/13

Potter College Curriculum Committee: 12/5/09

University Senate Curriculum Committee: January 30, 2014

University Senate:

Proposal Date: 11/05/13

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

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

1. Identification of proposed courses:

1.1 Course Prefix: PERF 440
1.2 Course titles: Performance Lab III
1.3 Abbreviated course titles: Performance Lab III
1.4 Credit hours: 1 Variable Credit: No
1.5 Grade type: Standard Letter Grade (A to F)
1.6 Prerequisites/Special Requirements: PERF 341 or Permission of instructor
1.7 Course description: An experiential learning course designed to provide practical experience in theatrical performance under actual production conditions.

2. Rationale:

2.1 Reason for developing the proposed course: All Theatre and Dance Department degree programs require that a certain number of credit hours be earned "in production"; working on stage, back stage, in the shops or in the control booth during the production of live theatre or dance events. We currently administer both *performance* and *non-performance* credit hours using a common developmental sequence of *Rehearsal and Production* courses, but this has never been an ideal solution, plagued with chronic administrative inefficiencies and student confusion. Now however, growth in both student numbers and faculty afford us the opportunity to revise this area of our curriculum; we believe this proposed course will prove to be more rational and efficient, and will better facilitate student learning within each production area and concentration in our degree programs.

2.2 Projected enrollment in the proposed course: Variable, depending on the number of students cast in performance roles in any given term.

2.3 Relationship of the proposed course to courses now offered by the department: This course will become an authorized substitution for Production Lab IV for BFA Acting and Musical Theatre concentrators, and an authorized elective for any Theatre major or minor.

2.4 Relationship of the proposed course to courses offered in other departments: This course is very specific to the Department of Theatre and Dance, and does not duplicate offerings in any other department.

2.5 Relationship of the proposed course to courses offered in other institutions: Similar course/credit systems to award credit for hands-on experiential learning in production are ubiquitous and standard in all university/college theatre and dance programs. Examples from some WKU benchmark schools included: Ohio University THAR 3300 - Practicum in Production; Northern Illinois University THEA 395 -

Performance and Production; Indiana State University THTR 370 - Production Practicum; Illinois State University CFA 302-Theatre Practicum.

3. Discussion of proposed course:

3.1 Schedule type: A: Applied Learning

3.2 Learning Outcomes: Students will demonstrate an ability to practically apply performance knowledge and skills gained in classrooms and studios in the context actual public performance conditions.

3.3 Content outline: Students will rehearse and perform roles in collaboration with other theatre and dance students and faculty in WKU Department of Theatre and Dance produced theatre and dance events.

3.4 Student expectations and requirements: Students will be expected to meet all of the requirements of performing a role in WKU Department of Theatre and Dance produced theatrical event: punctual, engaged attendance at all relevant cast calls, including rehearsals, company meetings, costume fittings and make-up calls; mastery of required artistic tasks on schedule (dialog/song memorization, blocking/choreography; and otherwise upholding all departmental rehearsal & performance ensemble etiquette/work ethic expectations.

3.5 Tentative texts and course materials: Will vary from production to production, with the specific dramatic text in production as the centerpiece.

4. Resources:

4.1 Library resources: N/A

4.2 Computer resources: Current resources adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing sufficient

5.2 Special equipment needed: Current resources adequate

5.3 Expendable materials needed: Current resources adequate

5.4 Laboratory materials needed: Current resources adequate

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Theatre and Dance: 11/05/13

Potter College Curriculum Committee: 12/5/09

University Senate Curriculum Committee: January 30, 2014

University Senate:

Proposal Date: 11/05/13

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, 745-56290

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: THEA 414
1.2 Course title: Acting IV: Advanced Scene Study
1.3 Abbreviated course title: Acting IV
1.4 Credit hours: 3 Variable Credit: No
1.5 Grade type: Standard letter grade
1.6 Prerequisites: THEA 301, or Permission of Instructor.
1.7 Course catalog listing: An advanced acting course focusing on the application of advanced character analysis, characterization and style to intensive scene work. Repeatable twice for credit.

2. Rationale:

2.1 Reason for developing the proposed course: As a result of an overall review of our acting curriculum, we have revised our entire acting course sequence to eliminate redundancies, and to rationalize course titles, sequencing and numbering. In the process, we determined that while we could accomplish most of our desired goals via revisions to our existing course sequence, the problem of not having an advanced scene study course for our most advanced acting students to progress into after completion of our basic acting course sequence (Acting I, II and III) would be best solved by the creation of this new course, which has the added benefit of addressing a concern about a dearth of advanced acting courses expressed by our accrediting agency (NAST) during our recent reaccreditation process.

2.2 Projected enrollment in the proposed course: As with our other advanced acting courses (such as *THEA 303: Acting for the Camera*, and *THEA 410: Playing Shakespeare)* one section of this course will be offered annually, and based on historical enrollments in those aforementioned advanced acting courses, we anticipate 10-16 students per year.

2.3 Relationship of the proposed course to courses now offered by the department: This proposed course will be an advanced, upper division elective option for students that have successfully completed our basic acting curriculum *(THEA 101: Acting I, THEA 300: Acting II, and THEA 301: Acting III.)*

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

2.5 Relationship of the proposed course to courses offered in other institutions: Advanced Scene Study is a ubiquitous course, found in virtually every Baccalaureate theatre degree program nationwide. Some examples include: THR 361: Advanced Scene Study III (Pace University); TPP 4180: Advanced Scene Study (University of Southern Florida); THETR 3810 - Acting III: Advanced Scene Study (Cornell University); THEA 3440 - Acting IV: Advanced Scene Study (Western Michigan University)

3. Discussion of proposed course:

3.1 Schedule Type: A

3.2 Learning Outcomes: By then end of this course, students will be expected to demonstrate:

- The ability to integrate rigorous character analysis and acting stagecraft into the process of preparing and performing roles from a diverse variety of dramatic genres & styles;
- The ability to rehearse productively on their own;
- The ability to give and take thoughtful, serious, focused performance criticism;
- Growth and development in their knowledge and appreciation of a range of dramatic literature;
- An enhanced familiarity with advanced acting theories, methodologies, techniques and styles;
- An enhanced appreciation of psychological motivation, concentration, focus of attention, clarity of physical expressiveness;
- The ability to employ honest communication and listening skills in performance;
- The ability to make acting choices that challenge individual emotional range;
- Positive, productive work habits; dependability, punctuality, cooperation, dedication, consideration of fellow actors, and ensemble work;

3.3 **Content outline:** In-depth training in advanced acting techniques, kinesthetic instinct & response, character analysis, and the application imagination in the context of intensive monologue and scenework; at any given point students may be working simultaneously on at least two scenes, perhaps more, culminating in a public showcase at the end of the course.

3.4 **Student expectations and requirements:**
Students will be required to:

- Analyze, rehearse and present for critique a number of scenes and monologs drawn from a diverse variety of dramatic texts.

- Actively engage in class discussions.

- Work outside of class on specific reading, writing and/or rehearsal assignments.

- Actively participate in all critiques sessions.

3.5 **Tentative texts and course materials:** No standard textbook required; playscripts borrowed from the department or university library will serve as the source for the primary dramatic texts from which scenes and monologs will be drawn.

4. Resources:

4.1 Library resources: Adequate
4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient; the creation of this new course occurs in the context of a review and revision of our entire acting curriculum in which we have accounted for course rotation and faculty workload.
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Theatre and Dance: 11/05/13
Potter College Curriculum Committee: 12/05/13
Undergraduate Curriculum Committee:
University Senate:

Attachment: Course Inventory Form, Library Resource Form

Proposal Date: October 28, 2013

Potter College of Arts & Letters
Department of Philosophy & Religion
Proposal to Create a New Minor Program

Contact persons:
Eric Bain-Selbo, eric.bain-selbo@wku.edu, 745-5744
Eric Kondratieff, eric.kondratieff@wku.edu, 745-8861
Stephen Kershner, stephen.kershner@wku.edu, 745-5738

1. Identification of program:

1.1 Program title: Minor in Classical Studies

1.2 Required hours in minor program: 21

1.3 Special information: This minor, while it is housed in the Department of Philosophy and Religion, is interdisciplinary and will require courses from the Departments of Philosophy and Religion, History, Folk Studies and Anthropology, and Art.

1.4 Catalog description: The Minor in Classical Studies (reference number xxx) draws together courses on the history, language, literature, art, archaeology, and philosophy of the ancient Roman and Greek civilizations. This minor will prepare students with interest in the Classical Roman or Greek worlds to understand these foundational western civilizations from multiple methodologies and knowledge bases. This minor requires 21 hours of coursework.

Category 1: Philosophy (3 hours)	**Students must take one of the following:** **PHIL 341: Plato and Aristotle** **PHIL 342: Hellenistic Philosophy**
Category 2: Ancient Languages (6 hours)	**Students must take one of the following two-course sequences:** **RELS 150 and 151: Elementary Latin 1 and 2** **RELS/BLNG 384 and 385: Biblical Greek 1 and 2**
Category 3: History (3 hours)	**Students must take one of the following:** **HIST 305: Ancient Greece** **HIST 306: Ancient Rome**
Category 4: Art and Archaeology (3 hours)	**Students must take one of the following:** **ANTH 130: Introduction to Archaeology** **ANTH 335: Old World Prehistory** **ART 105: History of Art to 1300** **ART 305: Ancient Greek and Roman Art**
Category 5: Electives (6 hours)	**Students must take two courses from those listed above as electives or other courses approved by the Department Head.**

2. Rationale:

2.1 Reason for developing the proposed minor program:

- Classical Studies, as a field of study, encompasses methodologies and knowledge bases that are distributed among several departments in today's university. Without a coherent Classical Studies program, students interested in studying the ancient Romans and Greeks as civilizations must pick and choose from among these departments without the opportunity to see how these methods and views work together as a whole.
- A student who chooses the interdisciplinary study of the ancient Romans and Greeks should have the opportunity to get credit on their transcripts for their initiative.
- This minor is relevant for today's world in that Classical Studies is considered by many to be a foundational Humanities field. As such, it will better prepare students in numerous fields for graduate level study, strengthen their academic and intellectual credentials, and offer them career flexibility in the Humanities and other academic fields as well as in careers such as law, economics, business, media, religious vocations, and politics.

2.2 Projected enrollment in the proposed minor program:

- Based on a survey of enrollments for the included courses over the last two cycles, we can project solid and sustained enrollments in courses.

Course #	Semester	Enrollment
PHIL 341	Fall 2013 Fall 2011	15 24
PHIL 342	Spring 2012	15
PHIL 302[4]	Fall 2009	25
RELS 150	Fall 2013 Fall 2012	34 35
RELS 151	Spring 2013	32
RELS/BLNG 384	Fall 2013 Fall 2011	20 30
RELS/BLNG 385	Spring 2012 Spring 2010	17 17
HIST 305	Spring 2013 Spring 2012	35 35
HIST306	Fall 2013 Fall 2012	35 38
ART 105[5]	Fall 2013 Fall 2012	52, 42 56, 48
ART 305	Spring 2013 Fall 2010	29 28
ANTH 130	Fall 2013[6]	12, 36

[4] PHIL 341 and PHIL 342 were previously combined and numbered as PHIL 302: Ancient and Medieval Philosophy.
[5] During both semesters, two sections of ARTH 105 were offered.

	Spring 2013	24
ANTH 335	Fall 2013 Spring 2012	16 22

- We have also collected evidence of student interest in this minor program through anecdotal sources:
    - The WKU Greek and Roman Classics Club was founded (complete with Facebook webpage) in May 2013 and currently has 15 registered members (with about 50 members on the Facebook page). The members of the WKU Greek and Roman Classics Club have begun to schedule activities (including speakers and film screenings) which, we believe, will lead to a larger presence and awareness of the field of study thus recruiting students towards the minor in Classical Studies program.
    - A few students have composed email messages to Drs. Kondratieff and Kershner regarding their view on the potential significance of a Classical Studies degree program and presence at WKU. These emails are included in Appendix A.
- Based on these enrollment numbers and the anecdotal evidence, we project that the program will have at least 20-30 students by 2017.

2.3 Relationship of the proposed minor program to other programs now offered by the department: Currently the department offers no degree or certificate program that is similar in its ancient Roman and Greek focus and interdisciplinary concentration.

2.4 Relationship of the proposed minor program to other university programs: Currently, there is no other degree or certificate program at Western Kentucky University that provides the same focus on the study of ancient Rome and Greece as a coherent whole.

2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Currently, Ball State University (IN), California State University-Chico, California State University-Fresno, Eastern Michigan University, Florida Atlantic University, Montclair State University (NJ), Northern Arizona University, Missouri State University, Stephen F. Austin University (TX), and Towson State University offer minors in Classical Studies, each requiring between 15 and 24 hours of coursework. Northern Arizona and Stephen F. Austin offer specifically interdisciplinary Classical Studies minors. Towson State's program is specifically an interdisciplinary minor in Ancient Mediterranean Studies. Eastern Illinois University offers an interdisciplinary minor in Medieval Studies.

[6] During the Fall 2013 semester, two sections of ANTH 130 were offered.

Among the public universities of the Commonwealth of Kentucky, only the University of Louisville and University of Kentucky offer Classical Studies degree programs, both offering minors and majors in Classical Studies, Latin, and Greek. Were WKU to offer a Classical Studies program, it would gain another competitive edge in recruitment battles with UL and UK.

2.6 Relationship of the proposed minor program to the university mission and objectives: The Minor in Classical Studies will help to sustain the university mission in that it will provide training in research and communication skills and teach students to be socially engaged moral agents on a global scale through the study of ancient societies, which can serve as important analogies to our own world.

3. Objectives of the proposed minor program:

Students completing a Minor in Classical Studies will:

- Learn different methodologies and modalities for studying the ancient Roman and Greek civilizations.
- Learn how to integrate effectively different methods and knowledge bases for a holistic understanding of a topic.
- Enhance, develop, and promote strong research and communication skills.
- Gain a mastery of current theories and interpretations surrounding the culture, literature, and history of the ancient Romans and Greeks.
- Examine the impact that the ancient Roman and Greek civilizations have had upon modern western society.

4. Curriculum: The following courses for the proposed Minor in Classical Studies are approved and existing courses, offered on a regular and ongoing basis. The Minor in Classical Studies requires 21 semester hours.

Note: Current faculty in the departments that would contribute to this program are interested in developing courses that could count towards the fulfillment of the minor's requirements if the program is accepted and grows.

F. Philosophy (3 hours):
PHIL 341: Plato and Aristotle
or
PHIL 342: Hellenistic Philosophy

G. Ancient Language (6 hours):
RELS 150 and 151: Elementary Latin 1 and Elementary 2
or
RELS/BLNG 384 and 385: Biblical Greek 1 and Biblical Greek 2

H. History (3 hours):
HIST 305: Ancient Greece
or
HIST 306: Ancient Rome

I. Art and Archaeology (3 hours):
ANTH 130: Introduction to Archaeology
or

ANTH 335: Old World Prehistory
<u>or</u>
ARTH 305: Ancient Greek and Roman Art
<u>or</u>
ARTH 105: History of Art to 1300

J. <u>Electives</u> (6 hours): Students must take two courses from those listed above as electives or other courses approved by the Department Head.

5. **Budget Implications:** Since this minor is interdisciplinary in nature and requires courses in a variety of departments, it will rely on the faculty from those specific departments for staffing.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Philosophy and Religion	November 20, 2013
PCAL Curriculum Committee	December 5, 2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

Proposal Date: 11/07/13

Potter College of Arts & Letters
Theatre & Dance
Proposal to Revise Course Credit Hours
(Action Item)

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

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: PERF 450
   1.2 Course title: Performing Arts Career Seminar
   1.3 Credit hours: 2

2. **Proposed course credit hours:** 1

3. **Rationale for the revision of course credit hours:** In their senior year students pursuing a B.F.A. in Performing Arts are currently required to enroll concurrently in both the 2 credit *PERF 450: Career Seminar* and the accompanying 1 credit lab, *PERF 451: Career Seminar Lab*. General knowledge & concepts common to all sub-disciplines (Acting, Musical Theatre, Design & Technology) are introduced in the large group seminar, and then are further refined and put into practice in a more discipline specific way in the labs, which are offered in multiple, discipline specific sections. (For example: while both will be seeking employment in the entertainment industry, the materials and methods for securing employment required of a stage carpenter differ significantly from those required of an actor.) A department wide review of our core theatre curriculum resulted in our coming to the conclusion that our students would be better served by spending a bit more time on the discipline specific lab aspect of this paired experience, and a bit less time on the common knowledge & concepts aspect. Consequently, we would like to "swap" the credit hours between these two courses: the *Seminar* will be reduced by 1 credit, while the *Labs* will increase by 1 credit. No changes in content or objectives are being made to either course; we are simply proposing to spend a bit less time on theory & shared issues, and a bit more time on discipline specific practice.

   Please Note: This proposal to reduce *PERF 450: Career Seminar* by 1 credit should be considered in tandem with and the accompanying proposal to increase by 1 the credits awarded for *PERF 451: Career Seminar Lab*.

4. **Proposed term for implementation:** Fall 2014

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

   Department of Theatre and Dance: 11/12/13

   Potter College Curriculum Committee: 12/05/13

   Undergraduate Curriculum Committee: January 30, 2014

University Senate:

Proposal Date: 11/07/13

Potter College of Arts & Letters
Theatre & Dance
Proposal to Revise Course Credit Hours
(Action Item)

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

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: PERF 451
   1.2 Course title: Performing Arts Career Seminar Lab
   1.3 Credit hours: 1

2. **Proposed course credit hours:** 2

3. **Rationale for the revision of course credit hours:** In their senior year students pursuing a B.F.A. in Performing Arts are currently required to enroll concurrently in both the 2 credit *PERF 450: Career Seminar* and the accompanying 1 credit lab, *PERF 451: Career Seminar Lab*. General knowledge & concepts common to all sub-disciplines (Acting, Musical Theatre, Design & Technology) are introduced in the large group seminar, and then are further refined and put into practice in a more discipline specific way in the labs, which are offered in multiple, discipline specific sections. (For example: while both will be seeking employment in the entertainment industry, the materials and methods for securing employment required of a stage carpenter differ significantly from those required of an actor.) A department wide review of our core theatre curriculum resulted in our coming to the conclusion that our students would be better served by spending a bit more time on the discipline specific lab aspect of this paired experience, and a bit less time on the common knowledge & concepts aspect. Consequently, we would like to "swap" the credit hours between these two courses: the *Seminar* will be reduced by 1 credit, while the *Labs* will increase by 1 credit. No changes in content or objectives are being made to either course; we are simply proposing to spend a bit less time on theory & shared issues, and a bit more time on discipline specific practice.

   Please Note: This proposal to increase *PERF 451: Career Seminar Lab* by 1 credit should be considered in tandem with and the accompanying proposal to decrease by 1 the credit awarded for *PERF 450: Career Seminar*.

4. **Proposed term for implementation:** Fall 2014

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

   Department of Theatre and Dance: 11/12/13

   Potter College Curriculum Committee: 12/05/13

   Undergraduate Curriculum Committee:

University Senate:

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Jeanine Cherry, Jeanine.Cherry@wku.edu, (270) 745-8921

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: BCOM 265
- 1.2 Course title: Basic Broadcast News

2. Revise course title: n/a

3. Revise course number: n/a

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisites: BCOM 185 or BCOM 201 (prerequisites)
- 4.2 Proposed prerequisites: SJB 101 or 102 or 103 (prerequisites)
- 4.3 Rationale for revision of course prerequisites/co-requisites/special requirements: Deactivation of BCOM 185 and creation of SJB 101, 102, and 103
- 4.4 Effect on completion of major/minor sequence: None. For current students that have completed either BCOM 185 or BCOM 201 course prerequisite overrides will be provided.

5. Revise course catalog listing:
- 5.1 Current course catalog listing: An introduction to the theory and practice of broadcast news writing styles for radio and TV. Includes analyzing and editing news information with initial exposure to broadcast news announcing on the student radio station WWHR-FM. Course Fee
- 5.2 Proposed course catalog listing: An introduction to the theory and practice of broadcast news writing styles for radio, television and the web. Includes analyzing and editing news information with exposure to broadcast news announcing on the student radio station, WWHR-FM. Course Fee.
- 5.4 Rationale for revision of course catalog listing: More accurately describes the current content of the course. Inclusion of web writing is necessary as the industry provides the public with on-line content in addition to its over-the-air product.

6. Revise course credit hours: n/a

7. Revise grade type: n/a

8. Proposed term for implementation: 2014(30)

9. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Jo-Anne Ryan, jo-anne.ryan@wku.edu, 745-3828

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: BCOM 266
- 1.2 Course title: Basic Television Production

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisites: BCOM 185 or BCOM 201 or permission of instructor
- 4.2 Proposed prerequisites: SJB 101 or BCOM 201 or permission of instructor
- 4.3 Rationale for revision of course prerequisites: BCOM 185 will be suspended in fall 2014. SJB 101 *Understanding Media* is a new "core curriculum" course that will replace BCOM 185 in the major.
- 4.4 Effect on completion of major/minor sequence: Not applicable. Pre-req overrides will be provided for current students that have completed BCOM 185.

5. Revise course catalog listing:
- 5.1 Current course catalog listing:
  Designed to introduce students to the operation of television field and studio equipment and general station operation. Practical experience producing various types of television broadcast and non-broadcast video material. Lecture and lab. Course Fee
- 5.2 Proposed course catalog listing:
  Designed to introduce students to production principles, crew positions, equipment and general station operation. Practical experience producing various types of television broadcast and non-broadcast video material in a multi-camera studio environment. Lecture and lab. Course Fee
- 5.3 Rationale for revision of course catalog listing: Clarify course content.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: 2014(30)

9. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Jeanine Cherry, Jeanine.Cherry@wku.edu, (270) 745-8921

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: BCOM 325
- 1.2 Course title: Survey of Writing for Television, Radio

2. Revise course title:
- 2.1 Current course title: Survey of Writing for Television, Radio
- 2.2 Proposed course title: Survey of Electronic Media Writing
- 2.3 Proposed abbreviated title: Electronic Media Writing
- 2.4 Rationale for revision of course title: The broadcasting industry encompasses the web, which is not included in the current title.

3. Revise course number: n/a

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisites: BCOM 185 or BCOM 201
- 4.2 Proposed prerequisites: SJB 103
- 4.3 Rationale for revision of course prerequisites/co-requisites/special requirements: Deactivation of BCOM 185 and subsequent creation of SJB 103. SJB 103 Digital Storytelling will provide foundation material on developing ideas and communicating them in the media.
- 4.4 Effect on completion of major/minor sequence: None. Prerequisite overrides will be provided for current students that have completed either BCOM 185 or BCOM 201.

5. Revise course catalog listing:
- 5.1 Current course catalog listing: A survey of television and radio as media for the writer and the forms of writing prevalent in the two media. Survey of, and practice in, techniques for writing commercials, public service, news, sports, interviews and dramatic segments. Introduction to the production elements involved in writing for television and radio. Course fee
- 5.2 Proposed course catalog listing: A survey of writing for television, radio, and web audiences. Practice in writing techniques for commercials, public service announcements, news, interviews and dramatic segments. Introduction to the production elements involved in writing for broadcast and the web. Course Fee

5.4 Rationale for revision of course catalog listing: To update the catalog to reflect the current course content. Broadcasters are now offering on-air products on the web and writers must prepare on-line product distribution.

6. Revise course credit hours: n/a

7. Revise grade type: n/a

8. Proposed term for implementation: 2014(30)

9. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Jim LeTourneau, james.letourneau@wku.edu, 270-745-8856

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: BCOM 326
- 1.2 Course title: Television and Radio Performance

2. Revise course title:
- 2.1 Current course title: Radio and Television Performance
- 2.2 Proposed course title: Radio and Television News Performance
- 2.3 Proposed abbreviated title: Radio & TV News Performance
- 2.4 Rationale for revision of course title: Specifies this is a news performance class and not entertainment or theater performance.

3. Revise course number: N/A

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisite: BCOM 266 (prerequisite)
- 4.2 Proposed prerequisites: BCOM 265 and either BCOM 261 or BCOM 266 (prerequisites)
- 4.3 Rationale for revision of course prerequisites: BCOM 261 is Basic Radio Production. Because half of the 326 coursework requires exposure to long-form radio news production, it is proper the student would have acquired previous radio production skills. Both radio and TV classwork requires practical application of broadcast news writing, skills acquired in BCOM 265.
- 4.4 Effect on completion of major/minor sequence: None anticipated. Both BCOM 266 and BCOM 265 are required courses in the news track within the broadcasting major. All three courses are required in the radio/TV operations track. Students in the television production track may count BCOM 261 as an elective.

5. Revise course catalog listing:
- 5.1 Current course catalog listing: The fundamentals and principles of communicating as performer on-microphone and on-camera, including voice improvement and image projection as well as exercises in the types of performing prevalent in radio and television. Lecture and lab. Course Fee
- 5.2 Proposed course catalog listing: A practical application of skills and techniques needed as journalism performers for long-form radio interviewing and television news studio, and field on-camera presentation. The goal is to improve voice and image projection for broadcast journalism presenters. Lecture and lab. Course Fee

5.3 Rationale for revision of course catalog listing: Better clarifies the actual coursework.

6. Revise course credit hours: n/a

8. Revise grade type: n/a

8. Proposed term for implementation: 2014(30)

9. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Jim LeTourneau, james.letourneau@wku.edu, 270-745-8856

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: BCOM 365
- 1.2 Course title: Intermediate Broadcast News

2. Revise course title:
- 2.1 Current course title: Intermediate Broadcast News
- 2.2 Proposed course title: Broadcast News Reporting and Producing
- 2.3 Proposed abbreviated title: News Reporting & Producing
- 2.4 Rationale for revision of course title: Removes the ambiguity of the current title to one which better headlines the course content.

3. Revise course number: N/A

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisite: BCOM 335 (prerequisite)
- 4.2 Proposed prerequisites: BCOM 335 AND BCOM 368 (prerequisites)
- 4.3 Rationale for revision of course prerequisites: Course content requires TV news reporting projects to supplement TV student newscast. Students need fundamental skills from BCOM 368 (News Videography and Editing) to accomplish this.
- 4.4 Effect on completion of major/minor sequence: Students will be advised to take BCOM 368 earlier in their academic careers.

5. Revise course catalog listing:
- 5.1 Current course catalog listing: An intermediate approach to the principles and practice of collecting, writing, editing and announcing the news by means of radio and television. Lecture and lab. Course Fee
- 5.2 Proposed course catalog listing: A practical application of broadcast news information gathering, writing, editing and presentation for the web, radio and television. Students are exposed to the news decision aspects of broadcast news producing for the student radio, TV and on-line news outlets. Lecture and lab. Course Fee
- 5.3 Rationale for revision of course catalog listing: Better explains the basic aspects of the course content; web, radio and TV news reporting and producing.

6. Revise course credit hours: N/A

7. Revise grade type: N/A

8. Proposed term for implementation: 2014(30)

9. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Dick Taylor, Dick.Taylor@wku.edu, 270-745-5249

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: BCOM 385
- 1.2 Course title: Broadcast Commercial Sales

2. Revise course title: n/a

3. Revise course number: n/a

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisite: Junior status
- 4.2 Proposed prerequisite: Sophomore status
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: Allows more flexibility for students to schedule this course before graduation.
- 4.4 Effect on completion of major/minor sequence: none

5. Revise course catalog listing:
- 5.1 Current course catalog listing: A study of the marketing principles, problems and techniques of producing revenue for broadcast radio and television through the sale of commercial time. Students are involved in role-playing as well as the preparation and oral presentation of a final marketing project.
- 5.2 Proposed course catalog listing: A study of the marketing principles, problems and techniques of producing revenue for broadcast radio, television and the Internet through the sale of commercial time. Students are involved in role-playing as well as the preparation and oral presentation of a final marketing project.
- 5.3 Rationale for revision of course catalog listing: Improved description of existing course content.

6. Revise course credit hours: n/a

7. Revise grade type: n/a

8. Proposed term for implementation: 2014(30)

9. Dates of prior committee approvals:
Broadcasting Program Committee 10/22/2013

SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 270-745-2840

1. Identification of course:

1.1 Current course prefix (subject area) and number: FILM 482

1.2 Course title: Film Production Workshop

2. Revise course title:

2.1 Current course title: Film Production Workshop

2.2 Proposed course title: Advanced Film Production Workshop

2.3 Proposed abbreviated title: Adv Film Production Workshop

2.4 Rationale for revision of course title:
With the development of FILM 282 as a preliminary production workshop, FILM 482 will serve as an advanced, senior-level workshop, accurately reflecting its 400-level course number.

3. Revise course number: n/a

4. Revise course prerequisites/corequisites/special requirements:

4.1 Current prerequisite: FILM 201

4.2 Proposed prerequisites: FILM 376, 377, 378 and 379

4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
As an advanced production workshop, FILM 482 will require students to have completed upper-division courses in Film producing, directing, audio and cinematography.

4.4 Effect on completion of major/minor sequence:
The Major in Film is being revised to make FILM 482 an elective instead of a required course. For past catalog years (where 482 was required), students will be permitted to substitute FILM 282, the new required course. i-CAP exceptions will be processed to accommodate this change.

5. Revise course catalog listing:

5.1 Current course catalog listing:
Intensive, hands-on workshop in the production of short-form cinema. Specific focus of study to be determined in consultation with instructor. Emphasis on techniques and strategies relevant to producing independent film and video. May be repeated three times for additional credit.

5.2 Proposed course catalog listing:
Senior-level production practicum. Specific focus of study to be determined in consultation with instructor. Emphasis on film and video techniques and strategies

learned across the entire program of study of the Film major. May be repeated once for additional credit.

5.3 Rationale for revision of course catalog listing:
Description altered to emphasize the more advanced, senior-level nature of this course. Due to the change in prerequisites, this will no longer be available to underclassmen. Furthermore, it can now only be repeated once for additional credit.

6. Revise course credit hours: n/a

7. Revise grade type: n/a

8. Proposed term for implementation: 2014(30)

9. Dates of prior committee approvals:

Film Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Sept. 30, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: JOUR 323
- 1.2 Course title: News Editing
- 1.3 Credit hours: 3

2. Revise course title:
- 2.1 Current course title: News Editing
- 2.2 Proposed course title: Multiplatform News Presentation
- 2.3 Proposed abbreviated title: Multiplatform News
- 2.4 Rationale for revision of course title: This title more accurately reflects the course content and current news media environment.

3. Revise course number: N/A

4. Revise course prerequisites/corequisites/special requirements: N/A

5. Revise course catalog listing:
- 5.1 Current course catalog listing: A course of basic instruction in copy editing and headline writing, as well as an introduction to picture handling, cutline writing, and the use and abuse of the language.
- 5.2 Proposed course catalog listing: Basic instruction in copy editing and headline writing for print and online publication. Course will include topics in visual editing, news selection and ethical considerations. Course fee.
- 5.3 Rationale for revision of course catalog listing: This listing more accurately reflects the course content and current news media environment.

6. Revise course credit hours: N/A

7. Proposed term for implementation: 2014(30)

8. Dates of prior committee approvals:

SJ&B Curriculum Committee:	10/30/13
School of Journalism & Broadcasting	11/1/13
Potter College Curriculum Committee	1/7/2014

Undergraduate Curriculum Committee January 30, 2014

University Senate _____

Proposal Date: Sept. 30, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. Identification of course:

1.1 Current course prefix (subject area) and number: JOUR 427
1.2 Course title: School Journalism

2. Revise course title:

2.1 Current course title: School Journalism
2.2 Proposed course title: Journalism and Media in the Schools
2.3 Proposed abbreviated title: Media in the Schools
2.4 Rationale for revision of course title: This title more accurately reflects the course content and current media environment in middle schools and high schools.

3. Revise course number: N/A

4. Revise course prerequisites/corequisites/special requirements:

4.1 Current prerequisite: Senior or graduate standing.
4.2 Proposed prerequisite: Junior standing or permission of instructor.
4.3 Rationale for revision of course prerequisites requirements:
Effective fall 2014, JOUR 427 will be added to the elective list as an option for News/Editorial Journalism majors interested in teaching media at middle or high school levels. Junior standing or permission of the instructor as a prerequisite will allow earlier exposure for students interested in advising student media and/or teaching journalism.

4.4 Effect on completion of major/minor sequence: None

5. Revise course catalog listing:

5.1 Current course catalog listing: A course designed to meet the state requirements for secondary certification in journalism. Explores resources available to journalism teachers and the responsibility of publications advisors.
5.2 Proposed course catalog listing: An introduction to the challenges, responsibilities and available resources for middle school and high school journalism and media teachers and student publication advisors.
5.3 Rationale for revision of course catalog listing: This listing more accurately reflects the course content and current middle school and high school news media environment. In addition, the previous listing is no longer accurate.

Previously required for certification of secondary teachers, this course is now a restricted elective in the Allied Language Arts cluster within the Major in English for Secondary Teachers.

6. Revise course credit hours: N/A

7. Proposed term for implementation: 2014(30)

8. Dates of prior committee approvals:

SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting:	11/1/13
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Sept. 30, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Make Multiple Revisions to a Course
(Action Item)

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

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: JOUR 428
- 1.2 Course title: Newspaper Management

2. Revise course title:
- 2.1 Current course title: Newspaper Management
- 2.2 Proposed course title: News Media Management
- 2.3 Proposed abbreviated title: News Media Management
- 2.4 Rationale for revision of course title: This title more accurately reflects the current news media environment, particularly with regard to multiplatform news media operations.

3. Revise course number: N/A

4. Revise course prerequisites/corequisites/special requirements:
- 4.1 Current prerequisite: 18 hours of journalism or permission of instructor.
- 4.2 Proposed prerequisite: Junior standing or permission of instructor.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: This class has not been offered in several years, but with the changes being made throughout the SJ&B curriculum it now becomes a class that would have broad appeal for all SJ&B majors and some non-majors. Junior standing is an adequate prerequisite for SJ&B majors and most non-majors.
- 4.4 Effect on completion of major/minor sequence: None

5. Revise course catalog listing:
- 5.1 Current course catalog listing: Critiquing of the decision-making process and of solutions reached by newspaper management. Topics will include circulation, promotion, advertising, production, managing newsroom personnel, and the law regarding newspaper publication and distribution.

- 5.2 Proposed course catalog listing: Examines the organization of, and decision-making process within, print and online news media operations. Topics include identifying audience, circulation and content delivery, promotion, generating revenue, production, managing newsroom personnel and the law regarding news publication and distribution.

5.3 Rationale for revision of course catalog listing: This listing more accurately reflects the course content and news media environment.

6. Revise course credit hours: N/A

7. Proposed term for implementation: 2014 (30)

8. Dates of prior committee approvals:

SJ&B Curriculum Committee:	10/30/13
School of Journalism & Broadcasting	11/1/13
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: November 6, 2013

Potter College of Arts & Letters
Department of Sociology
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Holli Drummond, holli.drummond@wku.edu, 745-2259

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: SOCL 240
- 1.2 Course title: Contemporary Social Problems

2. Revise course title:
- 2.1 Current course title: Contemporary Social Problems
- 2.2 Proposed course title: Global Social Problems
- 2.3 Proposed abbreviated title: Global Social Problems
- 2.4 Rationale for revision of course title:

  While most sociology departments title this course simply "social problems," it has been the practice of our department to be more descriptive. Such descriptiveness requires vigilance to ensure such a title maintains current relativity. Because contemporary social problems are situated within a global context, we believe an update to the name is appropriate. Such language is consistent with sociology offerings at Bridgewater State College & the University of North Carolina Greensboro (to name a few).

3. Revise course number: NA
- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: NA
- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:
- 5.1 Current course catalog listing:
  Survey of social disorganization and public descensus in contemporary societies. Emphasis is placed on social change, conflicts in cultural values and the impact of technology. Field trips required in some sections.
- 5.2 Proposed course catalog listing:
  Examines causes of and responses to critical social problems in different world regions, with a focus on the dimensions and impacts of globalizations. Diverse

social theories are applied to interpret problems such as environmental degradation, AIDS, family violence, racism, migration, international poverty, and crime.

5.3 Rationale for revision of course catalog listing:
While the topics enumerated in the new SOCL 240 course description are the same as those presently covered (for example the text used this semester is *Global Social Problems and the Culture of Capitalism*), we believe the language is less technical and thus more easily translated by a student looking for a 200 level course (many of whom have not previously taken an SOCL course).

6. Revise course credit hours: NA

6.1 Current course credit hours:
6.2 Proposed course credit hours:
6.3 Rationale for revision of course credit hours:

7. Revise grade type: NA

7.1 Current grade type:
7.2 Proposed grade type:
7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall 2014

9. Dates of prior committee approvals:

Department/ Unit Sociology	**Nov 20, 2013**
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Nov 6, 2013

Potter College of Arts & Letters
Department of Sociology
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Holli Drummond, holli.drummond@wku.edu, 745-2259

1. Identification of course:
- 1.1 Current course prefix (subject area) and number: SOCL 350
- 1.2 Course title: Social Inequality

2. Revise course title:
- 2.1 Current course title: Social Inequality
- 2.2 Proposed course title: Systems of Social Inequality
- 2.3 Proposed abbreviated title: Systems of Social Inequality
- 2.4 Rationale for revision of course title:

The course has always offered systematic analysis of social inequality. Such sociological analysis reveals the human systems used to differentially distribute social rewards. We feel inclusion of "system" in the title better communicates the content of the course to students and colleagues outside our department.

3. Revise course number: NA
- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: NA
- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:
- 5.1 Current course catalog listing:
  Analysis of how societies differentially distribute social rewards. Includes inequality, mobility, and lifestyles in caste, class, and other systems.
- 5.2 Proposed course catalog listing:
  Analysis of the social origins, development, and persistence of inequality as a human system present in all societies. Course covers systems of stratification in the US (class, race, gender, ethnicity, etc.) used to differentially distribute social rewards. Some sections require a service-learning project.
- 5.3 Rationale for revision of course catalog listing:

While the topics enumerated in the new SOCL 350 course description are the same as those presently covered, we believe the new description helps communicate what the course is about to today's college student.

6. Revise course credit hours: NA

6.1 Current course credit hours:
6.2 Proposed course credit hours:
6.3 Rationale for revision of course credit hours:

7. Revise grade type: NA

7.1 Current grade type:
7.2 Proposed grade type:
7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall 2014

9. Dates of prior committee approvals:

Department/ Unit Sociology	**Nov 20, 2013**
Potter College Curriculum Committee	1/7/2014
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Nov 1, 2013

Potter College of Arts & Letters
Department of Sociology
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Holli Drummond, holli.drummond@wku.edu, 745-2259

1. Identification of course:

1.1 Current course prefix (subject area) and number: SOCL 376
1.2 Course title: International Sociology

2. Revise course title:

2.1 Current course title: International Sociology
2.2 Proposed course title: Sociology of Globalization
2.3 Proposed abbreviated title: Sociology of Globalization
2.4 Rationale for revision of course title:
This course was created four years ago by a development scholar in our department. However, it has had difficulty drawing enough students to "make." Having acquired several additional faculty whose interests are also community/development, we have created several "development" courses. We believe that by changing the name we 1) more effectively communicate the content of the course and 2) create an association between this course and other 200, 300, and 400 level courses in our department (some, newly created). Specifically, we believe the course, as part of a sequence, will have better success attracting students to study the timely topics emphasized by our development experts. Such language is consistent with sociology offerings at University of California Santa Barbara and McGill University (to name a few).

3. Revise course number: NA

3.1 Current course number:
3.2 Proposed course number:
3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: NA

4.1 Current prerequisites/corequisites/special requirements: (indicate which)
4.2 Proposed prerequisites/corequisites/special requirements:
4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:

5.1 Current course catalog listing:
Survey of causes, effects, and implications of globalization on societies and individual lives. There will be optional field trips.
5.2 Proposed course catalog listing:

Sociological analysis of causes, effects, and implications of the process by which people become more interconnected in different ways and across large distances. Within this framework, economic, cultural, environmental, political, and social issues will be examined.

5.3 Rationale for revision of course catalog listing:
While the topics enumerated in the new SOCL 376 course description are the same as those presently covered, we believe the new description helps clarify what the course is about by listing specific processes only inferred by the old description.

6. Revise course credit hours: NA

6.1 Current course credit hours:
6.2 Proposed course credit hours:
6.3 Rationale for revision of course credit hours:

7. Revise grade type: NA

7.1 Current grade type:
7.2 Proposed grade type:
7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall 2014

9. Dates of prior committee approvals:

Department/ Unit Sociology	**November 20, 2013**
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Date: September 4, 2014

Potter College of Arts & Letters
Department of English
Proposal to Revise A Program
(Action Item)

Contact Person: Alex Poole, alex.poole@wku.edu, 5-5780

1. Identification of program:

1.1 Current program reference number: N/A
1.2 Current program title: Endorsement: Teaching English as a Second Language
1.3 Credit hours: 22

2. Identification of the proposed program changes:

- Change catalogue description to reflect GPA policy approved by Education Professional Standards Board for graduate Endorsement in Teaching English as a Second Language.

3. Detailed program description:

Current Program	**Proposed Program**
Program Description	New Program Description
Page 330, 2013-2014 graduate catalogue: **Endorsement: Teaching English as a Second Language (TESL)** Persons who have certification to teach in the elementary, middle, or secondary grades can add on to that certification an endorsement in teaching English as a Second Language by completing the courses below and the ESL Praxis test with a minimum score of 157.	Page 330, 2013-2014 graduate catalogue: **Endorsement: Teaching English as a Second Language (TESL)** Persons who have certification to teach in the elementary, middle, or secondary grades can add on to that certification an endorsement in teaching English as a Second Language by completing the courses below and the ESL Praxis test with a minimum score of 157. **An overall GPA of 3.0 and grade of 'B' or better must be earned in the required core classes**.

4. Rationale for the proposed program change: Previous to this change, candidates were only required to obtain a 2.5 GPA in the ESL Endorsement courses. We found this standard to be unacceptably low for graduate students, who comprise the majority of students in our program. In addition, Kentucky requires the highest minimum passing score on the Praxis II; students who do not earn a 'B' in these courses cannot pass the Praxis II.

5. Proposed term for implementation and special provisions (if applicable): Fall 2014

6. Dates of prior committee approvals:

English Department:	11/08/2013_____
Potter College Curriculum Committee	_1/7/2014_____
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

Proposal Date: November 20, 2013

Potter College of Arts & Letters
Department of History
Proposal to Revise A Program
(Action Item)

Contact Person: Patricia Minter, patricia.minter@wku.edu, 745-5098

1. **Identification of program:**
   - 1.1 Current program reference number: 409
   - 1.2 Current program title: Minor in Legal Studies
   - 1.3 Credit hours: 24

2. **Identification of the proposed program changes:** The Legal Studies minor is being revised to add three new courses (**indicated in bold**) as electives to reflect student interest and demand.

3. **Detailed program description:**

Current Program	**Proposed Program**
The minor in history requires a minimum of 24 semester hours. Courses required are HIST 445, HIST 446, and PS 326 (9 hours). Students are required to take restricted electives (9 hours) grouped into three pods: Ethics, Social Sciences, and Business. The remaining 6 hours of electives must represent at least two different disciplines.	The minor in history requires a minimum of 24 semester hours. Courses required are HIST 445, HIST 446, and PS 326 (9 hours). Students are required to take restricted electives (9 hours) grouped into three pods: Ethics, Social Sciences, and Business. The remaining 6 hours of electives must represent at least two different disciplines.

Current Program					**Proposed Program**			
Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
HIST	445	American Legal History to 1865	3		HIST	445	American Legal History to 1865	3
HIST	446	American Legal History Since 1865	3		HIST	446	American Legal History Since 1865	3
PS	326	Constitutional Law	3		PS	326	Constitutional Law	3
POD 1		One course from the following restricted electives: PHIL 350: Ethical Theory; JOUR 301: Press Law and Ethics *or* BCOM 301: Mass	3		POD 1		One course from the following restricted electives: PHIL 350: Ethical Theory; JOUR 301: Press Law and Ethics *or* BCOM 301: Mass Communication	3

		Communication Law PS 338: Government and Ethics					Law and Ethics PS 338: Government and Ethics	
POD 2		One course from the following restricted electives: GEOG 487: Environmental Law and Policy; PSY 470: Psychology of Law; SOCL 432: Sociology of Criminal Law	3		POD 2		One course from the following restricted electives: GEOG 487: Environmental Law and Policy; PSY 470: Psychology of Law; SOCL 432: Sociology of Criminal Law	3
POD 3		One course from the following restricted electives: ECON 390: Economics, Law, and Public Choice MGT 200: Legal Environment of Business MGT 301: Business Law	3		POD 3		One course from the following restricted electives: ECON 390: Economics, Law, and Public Choice MGT 200: Legal Environment of Business MGT 301: Business Law	3

Electives		ELECTIVES (6 hours selected from the following; at least two different disciplines must be represented) BCOM 301: Mass Communication Law and Ethics ECON 390: Economics, Law and Public Choice GEOG 487: Environmental Law and Policy HIST 430: History of the Civil Rights Movement JOUR 301: Press Law and Ethics MGT 200: Legal Environment of Business MGT 365: Entrepreneurial Law MGT 400: Employment Law PHIL 321: Morality and Business PHIL 322: Biomedical Ethics PHIL 323: Social Ethics PHIL 350: Ethical	6		Elective		ELECTIVES (6 hours selected from the following; at least two different disciplines must be represented) BCOM 301: Mass Communication Law and Ethics ECON 390: Economics, Law and Public Choice GEOG 487: Environmental Law and Policy HIST 430: History of the Civil Rights Movement JOUR 301: Press Law and Ethics MGT 200: Legal Environment of Business MGT 365: Entrepreneurial Law MGT 400: Employment Law PHIL 321: Morality and Business PHIL 322: Biomedical Ethics PHIL 323: Social Ethics PHIL 350: Ethical Theory **PHIL 427: Philosophy and Law** PS 220: Judicial Process	6

		Theory PS 220: Judicial Process PS 338: Government and Ethics PSY 470: Psychology of Law RELS 202: Racial Justice SOCL 330: Criminology SOCL 332: Juvenile Delinquency SOCL 432: Sociology of Criminal Law Three-credit service-learning component in consultation with program director					PS 338: Government and Ethics **PS 327: Civil Liberties** PSY 470: Psychology of Law RELS 202: Racial Justice SOCL 330: Criminology SOCL 332: Juvenile Delinquency **SOCL 346: The Death Penalty in America** SOCL 432: Sociology of Criminal Law Three-credit service-learning component in consultation with program director	
TOTAL		Credit Hours	24		TOTAL		Credit Hours	24

4. **Rationale for the proposed program change:** The revision reflects new course offerings that will augment existing electives in the Legal Studies minor.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2014

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

History Department: ____11/25/2013____

PCAL Curriculum Committee ____12/5/2013_____

Undergraduate Curriculum Committee _ January 30, 2014__

University Senate _____

Proposal Date: September 26, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

Contact Person: Cliff Shaluta cliff.shaluta@wku.edu 270-991-6966

1. Identification of program:

1.1 Current program reference number: 351
1.2 Current program title: Minor in Digital Advertising
1.3 Credit hours: 24

2. Identification of the proposed program changes:

- Add SJ&B core curriculum courses SJB101, 102, 103
- Delete JOUR 201, 202, 232 from required courses
- Reflect change in prefix from JOUR to AD for advertising classes

3. Detailed program description:

Current program	*Proposed program – **changes in bold***
Minor in Advertising The minor in digital advertising (reference number 351) requires 24 semester hours of course work and is appropriate for students interested in developing a better understanding of advertising utilizing emerging digital communication technologies. Students pursuing the minor will complete a core group of six classes (18 hours) and then select one track from the areas of branding, interactive advertising design, or print advertising design. CURRICULUM Minor in Digital Advertising The minor in digital advertising (reference number 351) requires 24 hours. *Required core courses:* (18 hours) ~~JOUR 201 Media & Society (3)~~ ~~JOUR 202 Introduction to Media Writing (3)~~ ~~JOUR 232 Electronic Tech. for Journalism (3)~~ MKT 220 Basic Marketing Concepts (3) JOUR 341 Principles of Advertising (3) JOUR 340 Creative Strategy & Copy (3)	Minor in Advertising The minor in digital advertising (reference number 351) requires 24 semester hours of course work and is appropriate for students interested in developing a better understanding of advertising utilizing emerging digital communication technologies. Students pursuing the minor will complete a core group of six classes (18 hours) and then select one track from the areas of branding, interactive advertising design, or print advertising design. CURRICULUM Minor in Digital Advertising The minor in digital advertising (reference number 351) requires 24 hours. *Required core courses:* (18 hours) **SJB 101 Understanding Media (3)** **SJB 102 Media Content (3)** **SJB 103 Digital Storytelling (3)** MKT 220 Basic Marketing Concepts (3) **AD** 341 Principles of Advertising (3) **AD** 340 Creative Strategy & Copy (3)

BRANDING TRACK JOUR 346 Account Planning (3) JOUR 349 Advertising Media (3) INTERACTIVE DESIGN TRACK JOUR 344 Advertising in a Digital World (3) JOUR 348 Intro. to Interactive Design (3) ADVERTISING DESIGN TRACK JOUR 345 Copywriting and Layout (3) *and either of the following two courses:* JOUR 343 Print Advertising Design (3) *or* ART 331 Visual Thinking (3)	***and select one six hour track from the following three tracks:*** BRANDING TRACK (6 hours) **AD** 346 Account Planning (3) **AD** 349 Adverting Media (3) INTERACTIVE DESIGN TRACK (6 hours) **AD** 344 Advertising in a Digital World (3) **AD** 348 Intro. to Interactive Design (3) ADVERTISING DESIGN TRACK (6 hours) **AD** 345 Copywriting And Layout (3) *and either of the following two courses:* **AD** 343 Print Advertising Design (3) *or* ART 331 Visual Thinking (3)

4. Rationale for the proposed program change:
These revisions reflect the inclusion of the core curriculum (SJB101, 102, 103) for students in the Advertising, Broadcasting, Public Relations, Journalism, and Photojournalism majors within the School of Journalism & Broadcasting. Media technology has fundamentally altered the ways in which the world communicates, and we at the Western Kentucky University School of Journalism & Broadcasting are responding to these changes through new approaches to educating our students.

5. Proposed term for implementation and special provisions (if applicable): Fall 2014. Students in prior catalog years will be accommodated with i-CAP exceptions that will replace deleted courses with comparable new courses or existing courses.

6. Dates of prior committee approvals:

SJ&B Curriculum Committee 10/30/13

School of Journalism & Broadcasting 11/1/13

PCAL Curriculum Committee 1/07/2014

Undergraduate Curriculum Committee January 30, 2014

University Senate _____

Proposal Date: Sept. 26, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

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

1. Identification of program:

1.1 Current program reference number: 419
1.2 Current program title: Minor in News/Editorial Journalism Writing
1.3 Credit hours: 21

2. Identification of the proposed program changes:

- Change the program name from "News/Editorial Journalism Writing" to "Journalism Writing"
- Drop JOUR 201 *Media & Society* from required course list
- Add SJB 101 *Understanding Media Content, Ethics and Technology* to the required course list
- Drop JOUR 422 *Current Issues in Mass Communication* and JOUR 481 *Problems in Mass Communication* from restricted elective list
- Add JOUR 427 *Journalism and Media in the Schools* and JOUR 428 *News Media Management* to the restricted elective list

3. Detailed program description:

Current Program	Proposed Program
Minor in News/Editorial Journalism Writing	**Minor in Journalism Writing**
Required courses (15 hours)	Required courses (15 hours)
~~JOUR 201 Media & Society (3)~~	**SJB 101 Understanding Media (3)**
JOUR 202 Intro. to Media Writing (3)	JOUR 202 Introduction to Media Writing (3)
JOUR 301 Press Law and Ethics (3)	JOUR 301 Press Law and Ethics (3)
JOUR 302 Intermediate Reporting (3)	JOUR 302 Intermediate Reporting (3)
JOUR 323 News Editing (3)	JOUR 323 Multiplatform News (3)
Restricted electives (select 2 courses, 6 hours)	Restricted electives (select 2 courses, 6 hours)
JOUR 325 Feature Writing (3)	JOUR 325 Feature Writing (3)
JOUR 325 Feature Writing (3)	**JOUR 427 Journalism & Media in the Schools (3)**
~~JOUR 422 Current Issues in Mass Comm. (3)~~	JOUR 426 Advanced Reporting (3)
JOUR 426 Advanced Reporting (3)	**JOUR 428 News Media Management (3)**
~~JOUR 481 Problems in Mass Comm (3)~~	**JOUR 467 Journalism Practicum (1)**
JOUR 495 Collaborative Journalism (3)	**SJB** 495 Collaborative Journalism (3)

4. Rationale for the proposed program change:

- The program name change accurately reflects the broad content of the major and minor beyond newspaper/print journalism.
- JOUR 201 *Media & Society* will be deleted from inventory. SJB 101 *Understanding Media* is a new updated course that will replace JOUR 201.
- Adding JOUR 427 *Journalism and Media in the Schools*, JOUR 428 *News Media Management* and JOUR 467 *Journalism Practicum* to the restricted elective list will strengthen the course selection options. The course content is more directly related to the program's objectives for student learning and offers minors practicum opportunities.

5. Proposed term for implementation and special provisions (if applicable): Fall 2014
Appropriate course substitutions will be made for students under previous catalog years of the program. However, the minor has less than 20 enrollees as of fall 2013, so the number of course substitutions should not be significant.

6. Dates of prior committee approvals:

SJ&B Curriculum Committee:	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Oct. 25, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

Contact Person: Cliff Shaluta cliff.shaluta@wku.edu 270-991-6966

1. Identification of program:

1.1 Current program reference number: 727
1.2 Current program title: Major in Advertising (B.A.)
1.3 Credit hours: 36

2. Identification of the proposed program changes:

- Change admission requirements
- Delete required courses outside the major
- Delete JOUR 201, 202, 232 from required courses in the major
- Add SJ&B core curriculum courses SJB101,102,103
- Add two additional capstone experience elective options
- Add one elective outside the major to be taken in the sophomore year
- Delete JOUR 131, BCOM 264, 266 from elective list within major
- Change total number of hours to 36-37
- Reflect change in Prefix codes

3. Detailed program description:

Current program	*Proposed program* – ***changes in bold***
Major in Advertising ADMISSION REQUIREMENTS: Students wishing to enter the major in advertising initially are admitted as majors seeking admission (reference 727P). Prospective majors may take no more than ~~18~~ hours in the School of Journalism & Broadcasting before admission to the major. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements for any major in the School. ~~Students must meet the following requirements before admission to the major:~~ ~~1. Completion of 48 hours of course work applicable to the baccalaureate degree with a minimum overall grade point average of~~	Major in Advertising **ADMISSION POLICY:** Students wishing to enter the major in advertising initially are admitted as majors seeking admission (reference 727P). Prospective majors may take no more than **15 hours** in the major before admission. Students must meet the following requirements before they can be admitted: **5. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;** **6. A minimum overall grade point average of 2.5;** **7. Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in the Colonnade Program;** **8. Completion of the following courses with**

~~2.5. Required courses include COMM 161, ENG 100, HIST 119 or 120 and the university math requirement. A minimum grade of "C" is required in ENG 100.~~ ~~2. Completion of the following courses with at least a grade of "C": JOUR 201, 202, 232~~ CURRICULUM Major in Advertising The major in advertising (reference number 727) requires ~~36~~ semester hours and leads to a Bachelor of Arts degree. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the advertising major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor. Advertising majors who choose the print advertising emphasis are required to minor in graphic design, which is offered by the Department of Art. A minor in marketing is recommended for advertising majors emphasizing branding. One-half of the hours in the major must be at the 300- or 400-level. ~~All advertising majors must take a statistics course, MKT 220 and either GEOG 110 or 360.~~ *Required core courses:* (18 hours) ~~JOUR 201 Media and Society (3hrs)~~ ~~JOUR 202 Intro Media Writing (3hrs)~~ ~~JOUR 232 Electronic Tech. for Journalism (3hrs)~~ JOUR 341 Principles of Advertising (3hrs)	**a grade of 'C' or bette: SJB 101, 102, 103 and AD 341.** **Students not meeting the above admission requirements will not be admitted to the Advertising major and cannot register for any additional courses in the major.** CURRICULUM Major in Advertising The major in advertising (reference number 727) requires **36-37** semester hours and leads to a Bachelor of Arts degree. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements for any major in the School. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the advertising major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor. Advertising majors who choose the print advertising emphasis are required to minor in graphic design, which is offered by the Department of Art. A minor in marketing is recommended for advertising majors emphasizing branding. One-half of the hours in the major must be at the 300- or 400-level. *Required core courses:* (18 hours) **SJB 101 Understanding Media (3)** **SJB 102 Media Content, Collaboration (3)** **SJB 103 Digital Storytelling (3)** **AD** 341 Principles of Advertising (3) **AD** 300 Research in Ad & PR (3)

JOUR 300 Research in Ad & PR (3hrs) JOUR 344 Advertising in a Digital World (3hrs)	**AD** 344 Advertising in a Digital World (3) **Elective** **(3 hours)** **During the sophomore year, select one 3-hour course outside the major, but within the School of Journalism & Broadcasting and approved by departmental faculty advisor.**
and six courses (18 hours) in one of three concentrations	*and select **five** courses in one of three concentrations* **(15-16 hours)**
BRANDING Required courses (9 hours) JOUR 346 Account Planning (3hrs) JOUR 349 Advertising Media (3hrs) JOUR 446 Advertising Campaigns (3hrs) *and three courses of restricted electives to be selected from:* (9 hours) MKT 328 Marketing World Wide Web (3) ~~BCOM 266 Basic TV Production (3)~~ ~~BCOM 385 Broadcast Commercial Sales(3)~~ ~~JOUR 131 Intro. to Digital Photography(3)~~ JOUR 340 Creative Strategy/Copywriting (3) JOUR 343 Print Design, Production, Typog(3) JOUR 348 Intro. Interactive Media (3hrs) JOUR 355 Fundamentals Public Relations (3) JOUR 443 Interactive Advertising Design (3) JOUR 448 Ad Internship or Practicum (3) JOUR 481 Problems in Mass Comm. (3) JOUR 495 Collaborative Journalism (3) *One of the following two law classes* JOUR 301 Press Law & Ethics(3) BCOM 301 Mass Comm. Law & Ethics (3)	BRANDING *Required courses* **AD** 346 Account Planning (3) **AD** 349 Advertising Media (3) **Select the following capstone course** **AD** 446 Advertising Campaigns (3) ***or apply for one of the following two courses:*** **SJB 495 Collaborate Journalism (3)** or **SJB 401/402 Team Investigative I & II (4)** *Additionally, select **two** courses* (6 hours) *from the following restricted elective list* MKT 328 Marketing World Wide Web (3) BCOM 385 Broadcast Commercial Sales (3) **AD** 340 Creative Strategy/Copywriting (3) **AD** 343 Print Design, Production, Typog (3) **AD** 348 Intro. Interactive Media (3) **PR** 355 Fundamentals Public Relations (3) **AD** 443 Interactive Advertising Design (3) **AD** 448 Ad Internship or Practicum (3) **JOUR** 481 Problems in Mass Comm. (3) **SJB** 495 Collaborative Journalism (3) *One of the following two law classes* JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3)
CREATIVE - INTERACTIVE ADVERTISING DESIGN: ~~(18~~ hours) ~~BCOM 264 Digital Video Production (3hrs)~~ JOUR 340 Creative Strategy & Copywriting(3) JOUR 343 Print Design, Production, Typog.(3) JOUR 348 Intro. to Interactive Media (3)	CREATIVE - INTERACTIVE ADVERTISING DESIGN: *Required courses* **AD** 340 Creative Strategy & Copywriting (3) **AD** 343 Print Design, Production, Typog. (3) **AD** 348 Intro. to Interactive Media (3 hrs) **AD** 443 Interactive Advertising Design (3)

JOUR 443 Interactive Advertising Design (3) JOUR 444 Adv. Interactive Ad. Design (3)	***Select the following capstone course*** **AD** 444 Adv. Interactive Ad. Design (3) ***or apply for one of the following two courses:*** **SJB 495 Collaborate Journalism (3)** ***or*** **SJB 401/402 Team Investigative I & II (4)**
<u>Creative - Print Advertising Design</u> [minor in Graphic Arts #385 required] *Required courses* JOUR 340 Creative Strategy / Copywriting (3) JOUR 343 Print Design, Production, Typog.(3) JOUR 345 Copywriting & Layout (3) JOUR 445 Advanced Copywriting/Layout (3)	<u>CREATIVE - PRINT ADVERTISING DESIGN</u> [minor in Graphic Arts Ref. #385 required] *Required courses* **AD** 340 Creative Strategy / Copywriting (3) **AD** 343 Print Design, Production, Typog. (3) **AD** 345 Copywriting & Layout (3) ***Select the following capstone course*** **AD** 445 Advanced Copywriting/Layout (3) ***or apply for one of the following two courses:*** **SJB 495 Collaborate Journalism (3)** ***or*** **SJB 401/402 Team Investigative I & II (4)**
And ~~two~~ courses of restricted electives to be selected from the following: (~~6~~ hours) MKT 328 Marketing on World Wide Web (3) ~~BCOM 266 Basic TV Production (3)~~ BCOM 385 Broadcast Commercial Sales (3) ~~JOUR 131 Intro. to Digital Photography (3)~~ JOUR 346 Advertising Account Planning (3) JOUR 355 Fundamentals Public Relations (3) JOUR 348 Intro to Interactive Media (3) JOUR 443 Interactive Advertising Design (3) JOUR 481 Problems in Mass Comm. (3) JOUR 495 Collaborative Journalism (3) *One of the following two law classes* JOUR 301 Press Law & Ethics(3) BCOM 301 Mass Comm. Law & Ethics (3)	*Select **one** restricted elective course* (3 hours) *to be selected from* the following: MKT 328 Marketing on World Wide Web (3) BCOM 385 Broadcast Commercial Sales (3) **AD** 346 Advertising Account Planning (3) **PR** 355 Fundamentals Public Relations (3) **AD** 348 Intro to Interactive Media (3) **AD** 443 Interactive Advertising Design (3) **JOUR** 481 Problems in Mass Comm. (3) **SJB** 495 Collaborative Journalism (3) *One of the following two law classes* JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics(3)

4. Rationale for the proposed program change:

These revisions reflect the inclusion of the core curriculum (SJB 101, 102, 103) and options for capstone courses (SJB 401/402 or SJB 495) for students in the Advertising, Broadcasting, Public Relations, Journalism and Photojournalism majors within the School of Journalism & Broadcasting. Media technology has fundamentally altered the

ways in which the world communicates, and we at the Western Kentucky University School of Journalism & Broadcasting are responding to these changes through new approaches to educating our students.

Communication platforms are becoming ever more mobile. Audiences increasingly engage and interact with media, and information producers now work, individually and in teams, across platforms. At the same time, strong storytelling skills and ethical decision-making remain touchstones of the mass media industry, and commitments to diversity and community engagement continue to be top priorities.

The WKU School of Journalism & Broadcasting had these challenges and opportunities in mind when it formed the Core Curriculum Change Committee in September 2011. The Committee, consisting of faculty from each of the School's sequences and chaired by the School's director, spent two years researching, meeting with top professionals and academicians from across the country, discussing, debating and ultimately writing a core curriculum proposal that we feel innovatively addresses both enduring principles and emerging developments.

The new core curriculum will require majors in advertising to take three new core curriculum courses during their freshman year. Together the courses, "Understanding Media: Content, Ethics & Technology" (SJB101), "Media Content, Collaboration and Community" (SJB102) and "Digital Storytelling for the 21st Century" (SJB103) are meant to accomplish the following:

- Give students a hands-on experience with the most up-to-date information-gathering and media production tools with particular emphasis on mobile devices and multimedia techniques.
- Immerse students within the communities of Bowling Green, Kentucky, the region and beyond with particular attention paid to diversity.
- Provide students with a firm understanding of and the ability to perform the art of storytelling across platforms.
- Imbue students with a sense of ethical decision-making.
- Afford students opportunities to explore the social meaning and consequences of mass media messages as well as the rapidly emerging audience influence upon and interactivity with those messages.

In addition, a fourth new course, "Team Investigative Reporting," will provide students an opportunity to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. Students taking this course will be selected from all areas of the School to work together in teams in which they will research the issue, gather content on stories that address the issue and produce packages across platforms to distribute the content. This course will mirror real-world project work that has developed out of technological advances.

All four courses seek outcomes that are identified by the School's accrediting body, Accrediting Council on Education in Journalism and Mass Communications, as key principles of accreditation.

The change in admission requirements for the major in advertising reflects the new admission policy for all majors in the School of Journalism & Broadcasting. The new admission policy standardizes the requirements across the School and allows students to be admitted into their major earlier in their college career (upon completion of 24 hours instead of 48). The alteration also reflects the University changes in general education effective fall 2014.

The requirement for courses outside the major in advertising (Statistics, MKT 220 and either GEOG 110 or 360) is being deleted to align with the university requirement that no longer allows required courses outside of the major unless counted within the major.

The change in course prefix strengthens the SJ&B core proposal by delineating courses and their associated prefixes by major area of study.

(JOUR) PJ 131 Digital Photography, BCOM 264 Digital Video Production and BCOM 266 Basic TV Production are being deleted from the concentrations in Branding and Interactive Advertising Design. These courses may be taken as the elective in the sophomore year.

5. Proposed term for implementation and special provisions (if applicable): Fall 2014. Students in prior catalog years will be accommodated with iCap exceptions that will replace deleted courses with comparable new courses or existing courses.

6. Dates of prior committee approvals:

SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

Contact Person: Ron DeMarse ron.demarse@wku.edu 745-2840

1. Identification of program:

1.1 Current program reference number: 726
1.2 Current program title: Major in Broadcasting (B.A.)
1.3 Credit hours: 39

2. Identification of the proposed program changes:

- Change admission requirements
- Change total number of credit hours required from 39 to 42/43
- Delete required courses outside the major
- Add SJ&B core curriculum courses SJB 101, 102 and 103
- Add two additional capstone experience elective options
- Delete BCOM185, Intro. to Broadcasting, from required courses
- Add required course electives outside the broadcast discipline
- Move BCOM 325 to elective pool in the Broadcast News track
- Delete BCOM 379, BCOM 380 and BCOM 466 from the Production track
- Add BCOM 463 and BCOM 480 to the Production Track
- Replace BCOM 366 with BCOM 265, BCOM 325 and BCOM 476 in the Radio/TV Operations elective pool

3. Detailed program description:

Current Program	*Proposed Program* - ***revisions in bold***
Major in Broadcasting ADMISSION REQUIREMENTS: Students wishing to enter the major in broadcasting initially are admitted as majors seeking admission (reference 726P). Prospective majors may take no more than ~~18~~ hours in the School of Journalism & Broadcasting before admission to the major. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements for any major in the School. Students must meet the following requirements before admission to the major:	Major in Broadcasting **ADMISSION REQUIREMENTS:** Students wishing to enter the major in broadcasting initially are admitted as majors seeking admission (reference 726P). **Prospective majors may take no more than 15 hours in the major before admission.** **Students must meet the following requirements before they can be admitted:** **5. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;** **6. A minimum overall grade point average of 2.5;**

1. ~~Completion of 30 hours of course work applicable to the baccalaureate degree with a minimum overall grade-point average of 2.7. Required courses include COMM 145 or COMM 161 (preferably COMM 161), HIST 119 or 120 and the university math requirement. A minimum grade of "C" is required in ENG 100.~~ 2. ~~Completion of the following courses with at least a grade of "C," according to the intended concentration:~~ ~~Broadcast News:~~ ~~BCOM 185 and either 201 or 265~~ ~~Radio/TV Operations & Management:~~ ~~BCOM 185 and either 201 or 261~~ ~~TV/Film Production:~~ ~~BCOM 185 and either 201 or 266~~	**7. Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in the Colonnade Program;** **8. Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103, and the following course according to the intended concentration:** o **Broadcast News: BCOM 265** o **TV Production: BCOM 266** o **Radio/TV Operations: BCOM 261** **Students not meeting the above admission requirements will not be admitted to the Broadcasting major and cannot register for any additional courses in the major.**
CURRICULUM The major in broadcasting (reference number 726) requires a minimum of 39 semester hours and leads to a Bachelor of Arts degree. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the broadcasting major must have a minor or second major outside of the School of Journalism & Broadcasting, the Department of Communication, and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, communication studies, or from those offered within the School, unless taken as a second minor. One-half of the hours in the major must be at the 300- or 400-level. Only 3 hours of internship or co-op may be counted within the major. One-hour workshops may be repeated in different topics up to 4 hours. Only 3 hours of workshop credit may be counted within the 39-hour major.	CURRICULUM The major in broadcasting (reference number 726) requires a minimum of **42/43** semester hours and leads to a Bachelor of Arts degree. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the broadcasting major must have a minor or second major outside of the School of Journalism & Broadcasting, the Department of Communication, and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, communication studies, or from those offered within the School, unless taken as a second minor. One-half of the hours in the major must be at the 300- or 400-level. Only 3 hours of internship or co-op may be counted within the major. One-hour workshops may be repeated in different topics up to 4 hours. Only 3 hours of workshop credit may be counted within the **42/43**-hour major.

Students entering the major may choose from three concentrations for their study emphasis as listed below. Broadcast News Concentration Required courses for all majors (12 hours) ~~BCOM 185 Introduction to Broadcasting (3)~~ BCOM 201 Process/Effects of Mass Comm.(3) BCOM 301 Mass Comm. Law and Ethics (3) ~~BCOM 325 Survey Writing for TV/Radio (3)~~ *Requirements within concentration*(21 hours) BCOM 265 Basic Broadcast News (3) BCOM 266 Basic Television Production (3) BCOM 335 News Discovery and Selection (3) BCOM 365 Intermediate Broadcast News (3) BCOM 368 News Videography/Editing (3) BCOM 465 Adv. Broadcast News (3) ~~*Select one of the following three courses* (3 hours)~~ ~~BCOM 326 Radio/TV Performance (3)~~ ~~BCOM 385 Broadcast Commercial Sales (3)~~ ~~BCOM 485 Broadcast Operations Mngmnt (3)~~ Restricted electives (6 hours) *C*hosen in consultation with departmental faculty advisor. Suggested electives: BCOM ~~261, 360~~, 328, 329, ~~361~~, 385, 485, ~~461~~(1 hr), 467(1 hr), 491, ~~JOUR 495 or COMM 247.~~ ~~Additional Requirements (May fulfill General Education requirements):*~~ ~~ECON 150 or 202 or 203~~ ~~PS 110 American National Government~~ ~~GEOG 121 Meteorology~~ ~~One of the following two courses~~ ~~GEOG 110 World Regional Geography~~ ~~COMM 263 Fndmntls of Comm & Culture~~ ~~General Elective requirement*~~ ~~PS 250 International Politics~~ ~~Suggested courses outside of major and General Education~~ ~~PS 304 State Government~~ ~~HIST 349 The United States since 1945~~	Students entering the major may choose from three concentrations for their study emphasis as listed below. Broadcast News Concentration Required courses for all majors **(15 hours)** **SJB 101 Understanding Media (3)** **SJB 102 Media Content, Collaboration (3)** **SJB 103 Digital Storytelling 21st Century (3)** BCOM 201 Process/Effects of Mass Comm (3) BCOM 301 Mass Comm. Law and Ethics (3) *Requirements within concentration* **(15 hours)** BCOM 265 Basic Broadcast News (3) BCOM 266 Basic Television Production (3) BCOM 335 News Discovery and Selection (3) BCOM 365 News Reporting & Producing (3) BCOM 368 News Videography/Editing (3) *Select courses totaling **six hours** from the following list:* BCOM 325 Electronic Media Writing (3) BCOM 326 Radio/TV News Performance (3) BCOM 328 Broadcast Weather Graphics(3) BCOM 329 Broadcast Weather Data (3) BCOM 385 Broadcast Commercial Sales (3) BCOM 467 Broadcast Workshop (1cr; repeatable) BCOM 485 Broadcast Operations & Mngmnt (3) BCOM 491 Internship (3) ***Select one of the following three capstone experiences* (3-4 hours)** **BCOM 465 Adv. Broadcast News** (3) **or by application either** **SJB 495 Collaborative Journalism**(3) **or** **SJB 401/402 Team Investigative I / II (4)** **Elective (3 hours)** **During the sophomore year, *select one 3-hour course outside the BCOM major*, but within the School of Journalism & Broadcasting (FILM, JOUR, SJB) and approved by departmental faculty advisor.**

Television/Film Production Concentration Required courses for all majors (12 hours) ~~BCOM 185 Introduction to Broadcasting (3)~~ BCOM 201 Process Effects of Mass Comm.(3) BCOM 301 Mass Comm. Law and Ethics (3) ~~BCOM 325 Survey of Writing TV/Radio(3)~~ Requirements within concentration (~~21~~ hours) BCOM 266 Basic Television Production (3) BCOM 366 Video Editing, Aesthetics (3) BCOM 367 Field Production (3) ~~BCOM 379 Producing Video and Film (3)~~ ~~BCOM 380 Intermediate Post Production (3)~~ ~~BCOM 466 Directing Television and Film(3)~~ BCOM 482 Television Program Production (3) Restricted Electives ~~(6~~ hours) Six additional hours chosen in consultation with departmental faculty advisor. Suggested electives: FILM 201, ~~BCOM 350~~, ~~376~~, 378, ~~480~~, 485, 491; ENG 309, 365, 366, 465, 466, JOUR ~~232~~, 261, 341, 495 ~~Additional Requirements (May fulfill General Education requirements):*~~ ~~ECON 150 or 202 or 203~~ ~~PS 110 American Nat'l Government~~ ~~*One of the following*~~ ~~GEOG 110 World Regional Geography~~ ~~COMM 263 Fndmntls of Comm. & Culture~~ ~~Suggested courses in General Education~~ ~~PHYS 103 Light, Color and Vision~~ ~~PHYS 130 Acoustics Music/Speech~~ ~~Suggested courses outside of major and General Education~~ ~~HIST 349 The United States since 1945~~	Television/Film Production Concentration *Required courses for all majors* (**15 hours**) **SJB 101 Understanding Media (3)** **SJB 102 Media Content, Collaboration(3)** **SJB 103 Digital Storytelling for the 21st Century (3)** BCOM 201 Process and Effects of Mass Comm. (3) BCOM 301 Mass Comm. Law and Ethics (3) *Requirements within concentration* **(18 hours)** BCOM 266 Basic Television Production (3) **BCOM 325 Electronic Media Writing (3)** BCOM 366 Video Editing, Aesthetics (3) BCOM 367 Field Production (3) **BCOM 463 Producing and Directing** (3) **BCOM 480 Advanced Post Production**(3) ***Select any additional BCOM course or any course totaling three hours from the following list:*** **BCOM XXX Any BCOM course (3)** **SJB 241 Visualizing Data (3)** **JOUR 131 Intro to Digital Photography (3)** **JOUR 261 Intro to Multimedia (3)** **AD 341 Principles of Advertising (3)** **AD 348 Intro to Interactive Ad Design (3)** **ENG 309 Documentary Film (3)** **ENG 365 Film Adaptation (3)** **ENG 366 History of Narrative Film (3)** **ENG 465 Film Genres (3)** **ENG 466 Film Theory (3)** **FILM 201 Intro to Cinema (3)** **FILM 250 Screenwriting (3)** **FILM 376 Cinematography (3)** ***Select one of the following three capstone experiences* (3-4 hours)** **BCOM 482 Television Program Production** (3) **or by application either** **SJB 495 Collaborative Journalism** (3) **or** **SJB 401/402 Team Investigative I / II(4)** **Elective (3 hours)**

	During the sophomore year, *select one 3-hour course outside the BCOM major,* but within the School of Journalism & Broadcasting (FILM, JOUR, SJB) and approved by departmental faculty advisor.
Radio and Television Operations Concentration Required courses for all majors (12 hours) ~~BCOM 185 Introduction to Broadcasting (3)~~ BCOM 201 Process Effects of Mass Comm.(3) BCOM 301 Mass Comm. Law and Ethics (3) ~~*BCOM 325* Survey of Writing for TV & Radio~~	Radio and Television Operations Concentration *Required courses for all majors* **(15 hours)** **SJB 101 Understanding Media** (3) **SJB 102 Media Content, Collaboration** (3) **SJB 103 Digital Storytelling 21st Century**(3) BCOM 201 Process Effects of Mass Comm.(3) BCOM 301 Mass Comm. Law and Ethics (3)
Requirements within concentration (21 hours) BCOM 261 Basic Radio Production (3) BCOM 265 Basic Broadcast News (3) BCOM 266 Basic Television Production (3) BCOM 360 Electronic Media Programming /Research (3) BCOM 385 Broadcast Commercial Sales (3) BCOM 485 Broadcast Operations/Mngmnt (3) *One of the following two courses:* BCOM 361 Advanced Radio Production (3) BCOM 366 Video Editing, Aesthetics (3)	*Requirements within concentration* **(12 hours)** **BCOM 261 Basic Radio Production (3)** **BCOM 266 Basic Television Production (3)** BCOM 360 Electronic Media Programming/Research (3) BCOM 385 Broadcast Commercial Sales (3) ***Select one of the following two courses (3 hours)*** **BCOM 265 Basic Broadcast News** (3) **BCOM 325 Electronic Media Writing** (3)
Upper Division Electives (6 hours) Select six hours of upper division electives within the School of J&B or the University approved by department faculty advisor. BCOM 491, Internship, strongly recommended.	***Select one of the following two courses* (3 hours)** 4 BCOM 361 Advanced Radio Performance (3) **BCOM 476 Advanced Radio Sales** (3)
~~Additional Requirements (May fulfill General Education requirements):*~~ ~~ECON 150 or 202 or 203~~ ~~PS 110 American National Government~~ ~~*One of the following*~~ ~~GEOG 110 World Regional Geography~~ ~~COMM 263 Fundamentals of Comm. & Culture~~	***Select any additional BCOM course or any course totaling three hours from the following list:*** **BCOM XXX Any BCOM course (3)** **SJB 241 Visualizing Data (3)** **JOUR 131 Intro to Digital Photography (3)** **JOUR 300 Research in Ad and PR (3)** **AD 341 Principles of Advertising (3)** **PR 355 Fundamentals of PR (3)** **MGT 210 Organization & Management (3)** **MKT 220 Marketing Concepts (3)** **MKT 325 Personal Selling (3)** **MKT 329 Business-to-Business Mrktng (3)**
~~Suggested courses outside of major and General Education: ACCT 200, HIST 349, MGT 210, MKT 220, PHIL 215 and PSY 371~~	

~~or PHIL 320.~~ ~~* Broadcasting students transferring to WKU with 60 or more hours of credit will be exempt from department required courses in general education and general electives, but must meet general education requirements of the University and complete a minimum of 72 semester hours of courses outside the School of Journalism & Broadcasting.~~	**MKT 425 Advanced Personal Selling (3)** **PSY 371 Psychology of Sales (3)** **Select one of the following three capstone experiences <u>(3-4 hours)</u>** BCOM 485 Broadcast Operations Mngmnt (3) **or by application either** **SJB 495 Collaborative Journalism** (3) **or** **SJB 401/402 Team Investigative Reporting (4cr)** **Elective <u>(3 hours)</u>** **During the sophomore year*, select one 3-hour course outside the BCOM major*, but within the School of Journalism & Broadcasting (FILM, JOUR, SJB) and approved by departmental faculty advisor.**

4. Rationale for the proposed program change:

Media technology has fundamentally altered the ways in which the world communicates, and we at the Western Kentucky University School of Journalism & Broadcasting are responding to these changes through new approaches to educating our students.

Communication platforms are becoming ever more mobile. Audiences increasingly engage and interact with media, and information producers now work, individually and in teams, across platforms. At the same time, strong storytelling skills and ethical decision-making remain touchstones of the mass media industry, and commitments to diversity and community engagement continue to be top priorities.

The WKU School of Journalism & Broadcasting had these challenges and opportunities in mind when it formed the Core Curriculum Change Committee in September 2011. The Committee, consisting of faculty from each of the School's sequences and chaired by the School's director, spent two years researching, meeting with top professionals and academicians from across the country, discussing, debating and ultimately writing a core curriculum proposal that we feel innovatively addresses both enduring principles and emerging developments.

The new core curriculum will require School of Journalism & Broadcasting majors to take three new core curriculum courses during their freshman year. Together the courses, "Understanding Media: Content, Ethics & Technology" (SJB101), "Media Content, Collaboration and Community" (SJB102) and "Digital Storytelling" (SJB103) are meant to accomplish the following:

- Give students a hands-on experience with the most up-to-date information-gathering and media production tools with particular emphasis on mobile devices and multimedia techniques.
- Immerse students within the communities of Bowling Green, Kentucky, the region and beyond with particular attention paid to diversity.
- Provide students with a firm understanding of and the ability to perform the art of storytelling across platforms.
- Imbue students with a sense of ethical decision-making.
- Afford students opportunities to explore the social meaning and consequences of mass media messages as well as the rapidly emerging audience influence upon and interactivity with those messages.

In addition, a fourth new course, "Team Investigative Reporting," will provide students an opportunity to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. Students taking this course will be selected from all areas of the School to work together in teams in which they will research the issue, gather content on stories that address the issue and produce packages across platforms to distribute the content. This course will mirror real-world project work that has developed out of technological advances.

All four courses seek outcomes that are identified by the School's accrediting body, Accrediting Council on Education in Journalism and Mass Communications, as key principles of accreditation.

The change in admission requirements for the major in Broadcasting reflects the new admission policy for all majors in the School of Journalism & Broadcasting. The new admission policy standardizes the requirements across the School and allows students to be admitted into their major earlier in their college career (upon completion of 24 hours instead of 48). The alteration also reflects the University changes in general education effective fall 2014.

Within the Broadcasting sequence, specifically, each of the three individual majors sought to remove six hours of existing requirements, to make room for the new core. BCOM 185 (Intro to Broadcasting) was removed from all three majors.

The Broadcast News major shifted BCOM 325 (Electronic Media Writing) from required to elective status. BCOM 265 (Basic Broadcast News) is still a required course, and retains a heavy writing component. The News major also added several additional elective options, for extra flexibility.

The TV Production major removed BCOM 379 (Producing) and BCOM 466 (Directing), and merged the critical elements of each into a new required course, BCOM 463 (Advanced TV Production).

The Radio/TV Operations major shifted BCOM 325 (Electronic Media Writing) and BCOM 265 (Basic Broadcast News) from required to either/or elective status. Both

courses are primarily focused on media writing, and students will still be required to take one or the other. The major also swapped BCOM 366 (Video Editing) for the new BCOM 476 (Advanced Radio Sales) as an elective option.

5. Proposed term for implementation and special provisions (if applicable): 2014(30) Students in prior catalog years will be accommodated with iCap exceptions that will replace deleted courses with comparable new courses or existing courses.

6. Dates of prior committee approvals:

Broadcasting Program Committee	10/22/13
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 8, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

Contact Person: Ron DeMarse, ron.demarse@wku.edu, 745-2840

1. Identification of program:

1.1 Current program reference number: 667
1.2 Current program title: Major in FILM (B.A.)
1.3 Credit hours: 36

2. Identification of the proposed program changes:

- Requirements: Delete five courses currently required in the major (BCOM 350, 367, 376, ENG 368, PERF 101 and FILM 482)
- Requirements: Add five new courses (FILM 101, 155, 250, 282, 369).
- Electives: Change the name of the two categories of elective courses from "World Cinema" and "Genres & Theory" to "Film Studies" and "Film Production;" change the requirements from a minimum of two courses in the "World Cinema" category and a minimum of one course in the "Genres & Theory" category to a minimum of two courses in both the "Film Studies" and "Film Production" categories.
- Create a new list of electives for each category. Film Studies: FILM 399, 469, ENG 309, 365, 366, 465,466, BCOM 481, PS 303, ANTH 448, GERM 437, FREN 437, SPAN 490. Film Production: FILM 376, 377, 378, 379, 450, 482, BCOM 378, 480, PERF 101, THEA 303.

3. Detailed program description:

Current Program		**Revised Program (Changes in bold)**	
Major in Film The major in film (reference #667) requires 36 semester hours and leads to the Bachelor of Arts degree. Students must earn a grade of "C" or better in all required courses applied to the film major. One-half of the hours (18 hours) in the film major must be at the 300 or 400-level.		Major in Film The major in film (reference #667) requires 36 semester hours and leads to the Bachelor of Arts degree. Students must earn a grade of "C" or better in all required courses applied to the film major. One-half of the hours (18 hours) in the film major must be at the 300 or 400-level. **ADMISSION REQUIREMENTS:** Students wishing to enter the major in film initially are admitted as majors seeking admission (reference 667P). **Prospective majors may take no more**	

Required Courses (~~24~~ hours)	Hours	**than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:** **5) Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;** **6) A minimum overall grade point average of 2.5** **7) Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in the Colonnade Program:** **8) Completion of the following courses with a grade of 'C' or better: FILM 101 and FILM 201.** **Students not meeting the above admission requirements will not be admitted to the Film major and cannot register for any additional courses in the major.** **Required Courses (21 hours)**	**Hours**
		FILM 101(Basic Film Production)	**3**
		FILM 155 (Film Attendance) [must be completed four (4) times]	**0**
FILM 201(Intro to the Cinema)	3	FILM 201(Intro to the Cinema)	3
~~BCOM 350 (Scriptwriting for Film & Television)~~	~~3~~	**FILM 250 (Screenwriting)**	**3**
BCOM 366 (Video Editing, Aesthetics & Techniques)	3	**FILM 282 (Film Production Workshop) [may be repeated up to three times for general elective credit outside the major]**	**3**
~~BCOM 367 (Field Production~~)	3	BCOM 366 (Video Editing, Aesthetics & Techniques)	3
~~BCOM 376 (Film Production for Television)~~	3	**FILM 369 (Introduction to World Cinema)**	**3**
~~THEA 101 (Acting I)~~	3		
FILM 482 (Film Production Workshop) May be repeated up to three times for general elective credit outside the major	3		
FILM 486 (Film Studies Capstone)	3	FILM 486 (Film Studies Capstone)	3
Electives (12 hours) Students must take *four* of the		Electives **(15 hours)** Students must take **five** of the following	

following courses, including at least *two* in the world cinema category and *one* in the genres & theory category. Other courses may be approved as a restricted elective upon approval of the faculty advisor in the major and the program coordinator.		courses, **including at least two in the Film Studies category and two in the Film Production category**. Other courses may be approved as a restricted elective upon approval of the faculty advisor in the major and the program coordinator.	
Genres & Theory		***Film Studies***	
ENG 309 (Documentary Film)	3	**FILM 399 (Special Topics in Film) [repeatable]**	**3**
ENG 365 (Film Adaptation)	3	**FILM 469 (Topics in World Cinema)**	**3**
ENG 465 (Film Genres)	3	ENG 309 (Documentary Film)	3
ENG 466 (Film Theory)	3	ENG 365 (Film Adaptation)	3
ANTH 448 (Visual Anthropology)	3	ENG 366 (History of Narrative Film)	3
BCOM 378 (Film Animation)	3	ENG 465 (Film Genres)	3
FILM 399 (Special Topics in Film)	3	ENG 466 (Film Theory)	3
		BCOM 481 (Problems in Mass Communication [Special Topic: World Cinema /Study Abroad])	3
		PS 303 (Politics and Film)	3
		ANTH 448 (Visual Anthropology)	3
		GERM 437 (German Literature and Film)	3
		FREN 450 (Topics in Francophone Cinema)	3
		SPAN 490 (Hispanic Cinema)	3
World Cinema		***Film Production***	
ENG 366 (History of Narrative Film)	3	**FILM 376 (Cinematography)**	**3**
~~ENG 368 (Japanese Cinema in Translation)~~	3	**FILM 377 (Film Sound)**	**3**
PS 303 (Politics and Film)	3	**FILM 378 (Film Directing)**	**3**
GERM 437 (German Literature and Film)	3	**FILM 379 (Producing for Film)**	**3**
FREN 450 (Topics in Francophone Cinema)	3	**FILM 450 (Feature Screenwriting)**	**3**
SPAN 490 (Hispanic Cinema)	3	**FILM 482 (Advanced Film Production Workshop) [may be repeated one time for general elective credit]**	**3**
BCOM 481 (Problems in Mass Communication [Special Topic: World Cinema /Study Abroad])	3	**BCOM 378 (Film Animation)**	**3**
FILM 369 (Introduction to World Cinema)	3	**BCOM 480 (Advanced Post Production)**	**3**

FILM 399 (Special Topics in Film) [International Cinema]	3	**PERF 101 (Acting)**	**3**
		THEA/BCOM 303 (Acting for the Camera)	**3**
Total Number of Hours	36	Total Number of Hours	36

4. Rationale for the proposed program change:

- The change in admission requirements for the major in Film reflects the new admission policy for all majors in the School of Journalism & Broadcasting. The new admission policy standardizes the requirements across the School and allows students to be admitted into their major upon completion of 24 hours. The alteration also reflects the University changes in general education effective fall 2014.
- These changes are in response to specific student and faculty feedback following the implementation of the film major in 2010. These changes will provide students with a more thorough and well-organized curriculum and a more efficient four-year graduation plan.
- The current requirements in the major do not provide enough introductory or intermediate courses to allow students to progress through the major in an efficient manner. To address this, we have created two new required introductory courses (FILM 101 and FILM 155) and two new required intermediate courses (FILM 250 and FILM 282). These courses allow students to build experience logically, and provide an excellent foundation for continued study in 300 and 400 level courses. To ensure that students have exposure to international cinema, FILM 369 was moved from an elective to a required course.
- The current major has two elective categories: "World Cinema" and "Genres & Theory." To better clarify the nature of each course in these categories, we will rename them "Film Studies" and "Film Production" respectively. "Film Studies" courses focus on the study of cinema as an art form and "Film Production" courses focus on hands-on experience—students will now be required to take at least two courses in each category, maintaining a strong balance in all aspects of the major.
- The "Film Production" category is entirely new, though many of the courses in it already exist. Three courses distinct to the FILM major (FILM 377, FILM 378, FILM 450) have been added in response to student demand for advanced courses in sound, directing, and screenwriting. A second, higher-level course in world cinema (FILM 469) allows for additional advanced study in that area. The "Film Studies" category offers a wide range of courses taken from the "World Cinema" and "Genre & Theory" categories in the existing major.
- The courses removed from the major have been replaced by the new courses.
- The revised major has the same number of hours as the existing major (36), yet offers students a more concentrated, efficient, and flexible curriculum. In the existing major, only six courses carry the FILM designation, while the revised major has 14 such courses. This gives students a stronger connection to this particular major while maintaining the major's commitment to an interdisciplinary experience (there are still 11 courses with prefixes from other programs, and the majority of FILM courses take an interdisciplinary approach to their topic).

5. Proposed term for implementation and special provisions (if applicable): 2014(30)
Students in prior catalog years will be accommodated with i-cap exceptions that will replace deleted courses with comparable new courses or existing courses.

6. Dates of prior committee approvals:

Film Program Committee	10/24/13
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Aug. 21, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

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

1. Identification of program:

1.1 Current program reference number: 716
1.2 Current program title: Major in News/Editorial Journalism (B.A.)
1.3 Credit hours: 42

2. Identification of the proposed program changes:

- Change the name of the program to Major in Journalism
- Drop JOUR 201 *Media & Society* from required course list
- Drop JOUR 232 *Electronic Technologies* from the required course list
- Drop JOUR 341 *Principles of Advertising* from the restricted electives course list
- Drop JOUR 355 *Fundamentals of Public Relations* from the restricted electives course list
- Add SJB 101 *Understanding Media Content, Ethics and Technology* to the required course list
- Add SJB 102 *Media Content, Collaboration and Community* to required course list
- Add SJB 103 *Digital Storytelling for the 21st Century* to the required course list
- Add JOUR 427 *Journalism and Media in the Schools* to the restricted electives course list
- Add JOUR 428 *News Media Management* to the restricted electives course list
- Add SJB 401 *Team Investigative Reporting I* and SJB 402 *Team Investigative Reporting II* to the restricted electives course list
- Add JOUR 467 *News/Editorial Practicum* to the restricted electives course list
- Increase total hours in the major from 42 to 45-46 hours
- Delete required courses outside the major

3. Detailed program description:

Current Program	Proposed Program
Major in News/Editorial Journalism ADMISSION REQUIREMENTS: Prospective majors may take no more than ~~18~~ hours in the major before admission. Students must meet the following requirements before they can be admitted: ~~1) Completion of 48 hours of course work applicable to the baccalaureate degree with a minimum overall grade point average of 2.5.~~	**Major in Journalism** **ADMISSION REQUIREMENTS** **Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:** **5) Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;** **6) A minimum overall grade point average**

~~2) Required courses include COMM 145 or COMM 161 (preferably COMM 161), HIST 119 or 120, the university math requirement, and at least a 'C' in ENG 100.~~ ~~3) Completion of the following courses with at least a 'C': JOUR 201, 202, 232~~.	**of 2.5;** **7) Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in the Colonnade Program;** **8) Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103 and JOUR 202.** **Students not meeting the above admission requirements will not be admitted to the Journalism major and cannot register for any additional courses in the major.**
CURRICULUM: The major in news/editorial journalism (reference number 716) requires ~~42~~ semester hours and leads to the Bachelor of Arts degree. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements. One-half of the hours in the major must be at the 300- or 400-level. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the journalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor.	CURRICULUM: The **major in journalism** (reference number 716) requires **45 to 46** semester hours and leads to the Bachelor of Arts degree. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements. One-half of the hours in the major must be at the 300- or 400-level. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the journalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor.
Required courses (39 hours) JOUR 131 Intro to Digital Photography (3) ~~JOUR 201 Media & Society (3)~~ JOUR 202 Intro. to Media Writing (3) ~~JOUR 232 Electronic Technologies (3)~~ JOUR 261 Intro to Multimedia (3) BCOM 264 Digital Video Production (3) BCOM 265 Basic Broadcast News (3) JOUR 301 Press Law and Ethics (3) JOUR 302 Intermediate Reporting (3) JOUR 323 News Editing (3)	Required courses (39 hours) **PJ** 131 Intro to Digital Photography (3) **SJB 101 Understanding Media (3)** **SJB 102 Media Content, Collaboration, (3)** **SJB 103 Storytelling for the 21st Century (3)** JOUR 202 Introduction to Media Writing (3) **PJ** 261 Intro to Multimedia (3) BCOM 264 Digital Video Production (3) BCOM 265 Basic Broadcast News (3) JOUR 301 Press Law and Ethics (3) JOUR 302 Intermediate Reporting (3) JOUR 323 **Multiplatform News** (3) JOUR 325 Feature Writing (3) **AD** 348 Intro to Interactive Media (3)

JOUR 325 Feature Writing (3) JOUR 348 Intro to Interactive Media (3) JOUR 426 Advanced Reporting (3) *Restricted Electives 3 hours, upper division course, select from list below* JOUR 336 Picture Editing (3) ~~JOUR 341 Principles of Advertising (3)~~ ~~JOUR 343 Print Design, Production (3)~~ ~~JOUR 355 Fndmntls of Public Relations(3)~~ JOUR 421 American Press History (3) JOUR 422 Current Issues inMass Comm(3) JOUR 481 Problems in Mass Comm. (3) JOUR 491 Internship or Practicum (3) JOUR 495 Collaborative Journalism (3) BCOM 368 News Videography/Editing (3) ~~*Required Courses Outside the Major:*~~ ~~ECON 203 Macroeconomics (3)~~ ~~PS 110 American National Government (3)~~ ~~PS 304 State Government (3)~~ ~~HIST 349 The United States Since 1945 (3)~~ ~~One of the following two courses~~ ~~GEOG 110 World Regional Geography (3)~~ ~~GEOG 360 Geography North America (3)~~	**Required Elective (3 hours)** **One 3-credit hour upper division elective taken sophomore year outside the major in journalism in AD, BCOM, FILM, PJ, or PR subject area with approval of advisor.** ***Select one of the following three capstone experiences* (3-4 hours)** **JOUR 426 Advanced Reporting (3)** **or by application** **SJB 495 Collaborative Journalism(3)** **or by application** **SJB 401/402 Team Investigative I / II (4)** *Select one 3-hour elective from the following list:* **(3 hours)** **AD** 343 Print Design, Production, Typography (3) JOUR 336 Picture Editing (3) JOUR 421 American Press History (3) JOUR 422 Current Issues in Mass Comm. (3) **JOUR 427 Journalism/Media in the Schools (3)** **JOUR 428 News Media Management (3)** **JOUR 467 News/Editorial Practicum (1)** JOUR 481 Problems in Mass Communication (3) JOUR 491 Internship or Practicum (3) BCOM 368 News Videography & Editing (3)

4. Rationale for the proposed program change:

These revisions reflect the inclusion of the SJ&B core curriculum (SJB 101, 102, 103) and new options for capstone courses (SJB 401/402 or SJB 495) required for students in the Advertising, Broadcasting, Public Relations, Journalism and Photojournalism majors within the School of Journalism & Broadcasting.

Media technology has fundamentally altered the ways in which the world communicates, and we at the Western Kentucky University School of Journalism & Broadcasting are responding to these changes through new approaches to educating our students.

Communication platforms are becoming ever more mobile. Audiences increasingly engage and interact with media, and information producers now work, individually and in teams, across platforms. At the same time, strong storytelling skills and ethical decision-making remain touchstones of the mass media industry, and commitments to diversity and community engagement continue to be top priorities.

The WKU School of Journalism & Broadcasting had these challenges and opportunities in mind when it formed the Core Curriculum Change Committee in September 2011.

The Committee, consisting of faculty from each of the School's sequences and chaired by the School's director, spent two years researching, meeting with top professionals and academicians from across the country, discussing, debating and ultimately writing a core curriculum proposal that we feel innovatively addresses both enduring principles and emerging developments.

The new core curriculum will require majors in journalism to take three new core curriculum courses during their first year. Together the courses, "Understanding Media: Content, Ethics & Technology" (SJB101), "Media Content, Collaboration and Community" (SJB102) and "Digital Storytelling for the 21st Century" (SJB103) are meant to accomplish the following:

- Give students a hands-on experience with the most up-to-date information-gathering and media production tools with particular emphasis on mobile devices and multimedia techniques.
- Immerse students within the communities of Bowling Green, Kentucky, the region and beyond with particular attention paid to diversity.
- Provide students with a firm understanding of and the ability to perform the art of storytelling across platforms.
- Imbue students with a sense of ethical decision-making.
- Afford students opportunities to explore the social meaning and consequences of mass media messages as well as the rapidly emerging audience influence upon and interactivity with those messages.

In addition, a fourth new course, "Team Investigative Reporting," will provide students an opportunity to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. Students taking this course will be selected from all areas of the School to work together in teams in which they will research the issue, gather content on stories that address the issue and produce packages across platforms to distribute the content. This course will mirror real-world project work that has developed out of technological advances.

All four courses seek outcomes that are identified by the School's accrediting body, Accrediting Council on Education in Journalism and Mass Communications, as key principles of accreditation.

The "News-Editorial" program name has always been a bit unclear, even confusing to prospective students. When the program curriculum revision was put in place in fall 2009, the degree program became a multimedia degree. The program name change to Journalism accurately reflects the broad content of the major and minor beyond newspaper/print journalism.

The change in admission requirements for the major in journalism reflects the new admission policy for all majors in the School of Journalism & Broadcasting. The new admission policy standardizes the requirements across the School and allows students to be admitted into their major earlier in their college career (upon completion of 24 hours

instead of 48). The alteration also reflects the University changes in general education effective fall 2014.
Deleting the requirement for courses outside the major that complement and support the major in journalism aligns with the university policy that prevents required courses outside of the major unless counted within the major.
Adding JOUR 427 *Journalism and Media in the Schools* and JOUR 428 *News Media Management* to the restricted elective list will strengthen the course selection options. The course content of these courses is more directly related to the program's objectives for student learning.
Adding JOUR 467 News/Editorial Practicum to the restricted electives course list gives students an option for a 1-hour practical experience with a cooperating organization
AD (JOUR) 341 Principles of Advertising and PR (JOUR) 355 Fundamentals of Public Relations were removed from the restricted electives in order to reduce the number of electives and to sharpen the focus of the major on News-Editorial.

5. Proposed term for implementation and special provisions (if applicable): 2014(30)
Students in prior catalog years will be accommodated with iCap exceptions that will replace deleted courses with comparable new courses or existing courses.

6. Dates of prior committee approvals:

SJ&B Curriculum Committee:	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: August 28, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

Contact Person: Professor James Kenney, james.kenney@wku.edu, 270.745.6307

1. Identification of program:

1.1 Current program reference number: 750
1.2 Current program title: Major in Photojournalism (B.A.)
1.3 Credit hours: 42

2. Identification of the proposed program changes:

- Change total credit hours in the major from 42 to 45-46
- Add SJ&B Core Curriculum – SJB 101, 102, and 103
- Add two new courses, PJ 233 Intermediate Photojournalism and PJ 330 Multimedia Technologies
- Reflect change in program prefix from JOUR to PJ
- PJ 336 Picture Editing and PJ 432 Practicum are no longer required courses for the major but will be added to the Restricted Electives list
- Add AD 348, SJB 495; SJB 401/402; and FILM 376 to Restricted Electives
- Substitute one unrestricted elective for one restricted elective
- Delete the required courses outside the major: PS 110, 304, ENT 312 and either GEOG 110 or GEOG 360

3. Detailed program description:

Current Program	**Proposed Program**
Major in Photojournalism ADMISSION REQUIREMENTS: Students wishing to enter the major in photojournalism are admitted as majors seeking admission (reference 750P). Prospective majors may take no more than ~~18~~ hours in the School of Journalism & Broadcasting before admission to the major. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements for any major in the School. Students must meet the following requirements before admission to the major: ~~1. Completion of 30 hours of course work~~	**Major in Photojournalism** **Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:** **1.Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;** **2. A minimum overall grade point average of 2.5;** **3. Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in the Colonnade Program;** **4. Completion of the following courses**

~~applicable to the baccalaureate degree with a minimum overall grade point average of 2.5. Required courses include COMM 145 or COMM 161 (preferably COMM 161), HIST 119 or 120 and the university math requirement. A minimum grade of "C" is required in ENG 100.~~ ~~2. Completion of the following courses with at least a grade of "C": JOUR 201, 202, 231, 261.~~	**with a grade of 'C' or better: SJB 101, 102, 103 and PJ 231.** **Students not meeting the above admission requirements will not be admitted to the Photojournalism major and cannot register for any additional courses in the major.**
CURRICULUM The major in photojournalism (reference number 750) requires ~~42 s~~emester hours and leads to the Bachelor of Arts degree. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the photojournalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor. One-half of the hours in the major must be at the 300- or 400-level.	CURRICULUM The major in photojournalism (reference number 750) requires **45-46** semester hours and leads to the Bachelor of Arts degree. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the photojournalism major must have a minor or second major outside of the School of Journalism & Broadcasting and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, or those offered within the School, unless taken as a second minor. One-half of the hours in the major must be at the 300- or 400-level.
REQUIRED COURSES - 36 HOURS ~~JOUR 201 Media & Society (3)~~ JOUR 202 Introduction to Media Writing (3) JOUR 231 Introduction to Photojournalism (3) ~~JOUR 261 Introduction to Multimedia (3)~~ *One of the following two law classes* JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3) JOUR 302 Intermediate Reporting (3) JOUR 333 Lighting Technologies (3) JOUR 334 Picture Stories (3)	REQUIRED COURSES - **39** HOURS **SJB 101 Understanding Media (3)** **SJB 102 Media Content, Collaboration (3)** **SJB 103 Storytelling in the 21st Century (3)** JOUR 202 Intro. to Media Writing (3) **PJ** 231 Introduction to Photojournalism (3) **PJ 233 Intermediate Photojournalism (3)** *One of the following two law classes* JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3) **PJ** 302 Intermediate Reporting (3) **PJ 330 Multimedia Storytelling (3)** **PJ** 333 Lighting Technologies (3)

~~JOUR 336 Picture Editing (3)~~ JOUR 362 Web Narratives (3) ~~JOUR 432 Photojournalism Practicum (3)~~ JOUR 436 Photojournalism Projects (3) RESTRICTED ELECTIVES - 6 HOURS JOUR 323 News Editing (3) JOUR 325 Feature Writing (3) ~~JOUR 443 Interactive Advertising Design (3)~~ JOUR 439 Adv. Studio Lighting Techniques (3) ~~BCOM 368 News Videography & Editing (3)~~ ~~REQUIREMENTS OUTSIDE THE MAJOR~~ ~~PS 110 American National Government(3)~~ ~~PS 304 State Government (3)~~ ~~ENT 312 Entrepreneurship (3)~~ ~~*One of the following two courses*~~ ~~GEOG 110 World Regional Geography(3)~~ ~~GEOG 360 Geography of N. America (3)~~	**PJ** 334 Picture Stories (3) **PJ 362 Short Form Documentary (3)** **PJ** 436 Photojournalism Projects (3) **UNRESTRICTED ELECTIVE - <u>3 HOURS</u>** **During the sophomore year select one 3-hour course outside the major, but within the School of Journalism & Broadcasting and approved by departmental faculty advisor.** **RESTRICTED ELECTIVES – <u>3-4 HOURS</u>** JOUR 323 Multiplatform News (3) JOUR 325 Feature Writing (3) **PJ 336 Picture Editing (3)** **JOUR 348 Intro to Interactive Media (3)** **FILM 376 Film Production for TV (3)** **PJ 432 Photojournalism Practicum (3)** **PJ** 439 Advanced Studio Lighting Tech. (3) **SJB 495 Collaborative Journalism (3)** **SJB 401/402 Team Investigative Reporting (4)**

4. Rationale for the proposed program change:
These revisions reflect the inclusion of the core curriculum (SJB 101, 102, 103) and options for capstone courses (SJB 401/402 or SJB 495) for students in the Advertising, Broadcasting, Public Relations, Journalism and Photojournalism majors within the School of Journalism & Broadcasting.

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The WKU School of Journalism & Broadcasting had these challenges and opportunities in mind when it formed the Core Curriculum Change Committee in September 2011. The Committee, consisting of faculty from each of the School's sequences and chaired by the School's director, spent two years researching, meeting with top professionals and academicians from across the country, discussing, debating and ultimately writing a core curriculum proposal that we feel innovatively addresses both enduring principles and emerging developments.

The new core curriculum will require majors in photojournalism to take three new core curriculum courses during their freshman year. Together the courses, "Understanding Media:

Content, Ethics & Technology" (SJB101), "Media Content, Collaboration and Community" (SJB102) and "Digital Storytelling for the 21st Century" (SJB103) are meant to accomplish the following:

- Give students a hands-on experience with the most up-to-date information-gathering and media production tools with particular emphasis on mobile devices and multimedia techniques.
- Immerse students within the communities of Bowling Green, Kentucky, the region and beyond with particular attention paid to diversity.
- Provide students with a firm understanding of and the ability to perform the art of storytelling across platforms.
- Imbue students with a sense of ethical decision-making.
- Afford students opportunities to explore the social meaning and consequences of mass media messages as well as the rapidly emerging audience influence upon and interactivity with those messages.

In addition, a fourth new course, "Team Investigative Reporting," will provide students an opportunity to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. Students taking this course will be selected from all areas of the School to work together in teams in which they will research the issue, gather content on stories that address the issue and produce packages across platforms to distribute the content. This course will mirror real-world project work that has developed out of technological advances.

All four courses seek outcomes that are identified by the School's accrediting body, Accrediting Council on Education in Journalism and Mass Communications, as key principles of accreditation.

The change in admission requirements for the major in photojournalism reflects the new admission policy for all majors in the School of Journalism & Broadcasting. The new admission policy standardizes the requirements across the School and allows students to be admitted into their major earlier in their college career (upon completion of 24 hours instead of 48). The alteration also reflects the University changes in general education effective fall 2014.

The change in course prefix strengthens the SJ&B core proposal by delineating courses and their associated prefixes by major area of study.

The program revision reflects changing one of the current restricted elective requirements to an unrestricted elective within the School of Journalism & Broadcasting and broadening the options of restricted electives available to students. This wider spectrum of courses will provide a broader skill set for students in the Photojournalism program.

The creation of a new still photography course within the Photojournalism program reflects the need for students to establish stronger foundational skills in still photography before branching out to other forms of storytelling methods. PJ 233 Photojournalism II has been created to fill this need.

The revision of the Introduction to Multimedia class from a 200 to a 300-level class, as well as the name change, reflect the increase in material covered in this course, especially in terms of the addition of a video gathering and editing element to the course.

PJ 336 and 432 have been taken off the required PJ curriculum list to accommodate the new courses, but they will be retained as restricted electives.

The requirement for courses outside the major in photojournalism is being deleted to align with the university requirement that no longer allows required courses outside of the major unless counted within the major.
All of the program revisions and the inclusion of the new SJB core resulted in an increase in total credit hours from 42 to 45-46.

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

Implementation will be fall 2014. Students in prior catalog years will be accommodated with iCap exception forms to allow courses in the inventory that have been deleted or modified, for example, SJB 101 for JOUR 201. PJ 439 for PJ 432, and JOUR 330 for JOUR 261.

6. Dates of prior committee approvals:

Photojournalism Program Committee	10/28/13
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
PCAL Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Sept. 26, 2013

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

Contact Person: Vicki Bagwell, vicki.bagwell@wku.edu, 745-5834

1. Identification of program:

1.1 Current program reference number: 763
1.2 Current program title: Major in Public Relations (B.A.)
1.3 Credit hours: 39

2. Identification of the proposed program changes:

- Change admission requirements
- Increase total hour requirement from 39 to 45 or 46
- Add SJ&B core curriculum courses SJB 101, 102, 103
- Delete JOUR 201, 232 and 323 from required course list
- Move JOUR 323 to elective list
- Add PR 356 to required course list
- Revise course titles to reflect a PR prefix for JOUR 354, 355, 358, 454, 456 and 458
- Add required SJ&B course elective outside the public relations discipline in the sophomore year
- Delete previously required courses outside the major
- Add one additional senior-level experience elective option (SJB 401/402)

3. Detailed program description:

Current program	*Proposed program* – ***revisions in bold***
Major in Public Relations ADMISSION REQUIREMENTS: Students wishing to enter the major in public relations initially are admitted as majors seeking admission (reference 763P). Prospective majors may take no more than ~~18~~ hours in the School of Journalism & Broadcasting before admission to the major. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements for any major in the School. Students must meet the following requirements before admission to the major: ~~1. Completion of 48 hours of course work applicable to the baccalaureate degree with~~	Major in Public Relations ADMISSION REQUIREMENTS: Students wishing to enter the major in public relations initially are admitted as majors seeking admission (reference 763P). **Prospective majors may take no more than 15 hours in the major before admission.** **Students must meet the following requirements before they can be admitted:** **5. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree;** **6. A minimum overall grade point average of 2.5;** **7. Completion of ENG 100 with a grade of 'C' or better and 9 additional**

~~a minimum overall grade-point average of 2.5. Required courses include COMM 161, ENG 100, HIST 119 or 120 and the university math requirement. A minimum grade of "C" is required in ENG 100.~~ ~~2. Completion of the following courses with at least a grade of 'C': JOUR 201, 202, 232~~	**hours in the Colonnade Program;** **8. Completion of the following courses with a grade of 'C' or better: SJB 101, 102, 103, and JOUR 202.** **Students not meeting the above admission requirements will not be admitted to the Public Relations major and cannot register for any additional courses in the major.**
CURRICULUM The major in public relations (reference number 763) requires ~~39~~ semester hours and leads to a Bachelor of Arts degree. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the public relations major must have a minor or second major outside of the School of Journalism & Broadcasting, the Department of Communication, and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, communication studies, or from those offered within the School, unless taken as a second minor. One-half of the hours in the major must be at the 300- or 400-level.	CURRICULUM The major in public relations (reference number 763) requires **45 or 46** semester hours and leads to a Bachelor of Arts degree. No course with a grade of "D" or below may be counted toward the major or fulfill prerequisite requirements. Students must take a minimum of 72 semester hours in courses outside of the School of Journalism & Broadcasting unit including the University's general education requirements. In addition to meeting institutional requirements for graduation, the public relations major must have a minor or second major outside of the School of Journalism & Broadcasting, the Department of Communication, and Film Studies that is approved by the major faculty advisor. Students may not select a minor in film studies, communication studies, or from those offered within the School, unless taken as a second minor. One-half of the hours in the major must be at the 300- or 400-level.
REQUIRED COURSES ~~(36 hours)~~ ~~JOUR 201 Media and Society (3)~~ JOUR 202 Introduction to Media Writing (3) ~~JOUR 232 Electronic Tech. for Journalism (3)~~ JOUR 355 Fundamentals Public Relations (3) BCOM 325 Survey Writing TV/Radio (3) ~~JOUR 323 News Editing (3)~~ JOUR 358 PR Writing & Production (3) *One of the following two law courses* JOUR 301 Press Law & Ethics (3) BCOM 301 Mass Comm. Law & Ethics (3)	REQUIRED COURSES **(39 hours)** **SJB 101 Understanding Media** (3) **SJB 102 Media Content, Collaboration** (3) **SJB 103 Digital Storytelling** (3) JOUR 202 Introduction to Media Writing (3) **PR 355** Public Relations Fundamentals (3) BCOM 325 **Electronic Media Writing** (3) **PR 356 PR Digital Tactics** (3) **PR 358** PR Writing & Production (3) *One of the following courses* JOUR 301 Press Law & Ethics (3)

JOUR 300 Research in Ad & PR (3) JOUR 354 International PR (3) JOUR 454 PR Strategy/Planning (3) JOUR 456 Public Relations Management (3) Restricted Electives *Select one 3 hour restricted elective, with faculty advisor consultation.* ~~JOUR 131 Digital Photography (3)~~ ~~JOUR 325 Feature Writing (3)~~ JOUR 341 Principles of Advertising (3) JOUR 443 Advertising Interactive Design (3) JOUR 458 Public Relations Internship/Practicum(3) JOUR 481 Problems in Mass Comm. (3) JOUR 495 Collaborative Journalism (3) BCOM 264 Digital Video Production (3) ~~COMM 346 Persuasion (3)~~ ~~ENG 306 Business Writing (3)~~ MKT 322 Integrated Marketing Comm. (3) ~~PSY 371 Psychology of Sales Behavior (3)~~ ~~Courses required outside the major:~~ ~~COMM 161 Business/Professional Speaking (3)~~ ~~ECON 203 Principles of Macroeconomics (3)~~ ~~GEOG 110 World Regional Geography (3)~~ ~~PS 110 American National Government (3)~~ ~~MKT 220 Basic Marketing Concepts (3)~~ ~~One 3 hour Course in Statistics:~~ ~~ECON 206, SOCL 300, MATH 183, PSY 201, or AMS 271~~	BCOM 301 Mass Comm. Law & Ethics (3) **AD** 300 Research in AD & PR (3) **PR 354** International Public Relations (3) **PR 454** PR Strategy/Planning (3) **PR 456** Public Relations Management (3) **Elective** **(3 hours)** **During the sophomore year, select one 3-hour course outside the major, but within the School of Journalism & Broadcasting and approved by departmental faculty advisor.** Additionally, choose one elective from the following list: (3 or **4 hours)** **PR** 458 Public Relations Internship/Practicum (3) **AD 341** Principles of Advertising (3) **JOUR 323 Multiplatform News (3)** JOUR 343 Print Design (3) JOUR 443 Advertising Interactive Design (3) **SJB 495** Collaborative Journalism (3) MKT 322 Integrated Marketing Comm. (3) **JOUR 481** Problems in Mass Communication (3) **SJB 401/402 Team Investigative I/II (4)**

4. Rationale for the proposed program change:

These revisions reflect the inclusion of the core curriculum (SJB101, 102, 103) and options for capstone courses (SJB 401/402 or SJB495) for students in the Advertising, Broadcasting, Public Relations, Journalism and Photojournalism majors within the School of Journalism & Broadcasting. Media technology has fundamentally altered the ways in which the world communicates, and we at the Western Kentucky University School of Journalism & Broadcasting are responding to these changes through new approaches to educating our students.

Communication platforms are becoming ever more mobile. Audiences increasingly engage and interact with media, and information producers now work, individually and in teams, across platforms. At the same time, strong storytelling skills and ethical decision-making remain touchstones of the mass media industry, and commitments to diversity and community engagement continue to be top priorities.

The WKU School of Journalism & Broadcasting had these challenges and opportunities in mind when it formed the Core Curriculum Change Committee in September 2011. The Committee, consisting of faculty from each of the School's sequences and chaired by the School's director, spent two years researching, meeting with top professionals and academicians from across the country, discussing, debating and ultimately writing a core curriculum proposal that we feel innovatively addresses both enduring principles and emerging developments.

The new core curriculum will require majors in public relations to take three new core curriculum courses during their freshman year. Together the courses, "Understanding Media: Content, Ethics & Technology" (SJB101), "Media Content, Collaboration and Community" (SJB102) and "Digital Storytelling for the 21st Century" (SJB103) are meant to accomplish the following:

- Give students a hands-on experience with the most up-to-date information-gathering and media production tools with particular emphasis on mobile devices and multimedia techniques.
- Immerse students within the communities of Bowling Green, Kentucky, the region and beyond with particular attention paid to diversity.
- Provide students with a firm understanding of and the ability to perform the art of storytelling across platforms.
- Imbue students with a sense of ethical decision-making.
- Afford students opportunities to explore the social meaning and consequences of mass media messages as well as the rapidly emerging audience influence upon and interactivity with those messages.

In addition, a fourth new course, "Team Investigative Reporting," will provide students an opportunity to create in-depth and collaborative cross platform stories that address specific social issues of importance to the local, national and international communities. Students taking this course will be selected from all areas of the School to work together in teams in which they will research the issue, gather content on stories that address the issue and produce packages across platforms to distribute the content. This course will mirror real-world project work that has developed out of technological advances. This course has been included in the public relations program list of electives.

All four courses seek outcomes that are identified by the School's accrediting body, Accrediting Council on Education in Journalism and Mass Communications, as key principles of accreditation.

The change in admission requirements for the public relations major reflects the new admission policy mandated by the SJ&B. The new admission policy standardizes the requirements across the School and allows students to be admitted into their major earlier in their college career (upon completion of 24 hours instead of 48). The alteration also reflects the University changes in general education effective fall 2014.

The change in total hours (39-45/46) in the major is a combination of deleting several courses (JOUR 201, 232) and a list of required courses (see paragraph below) outside the public relations major; adding the three new SJ&B Core courses (SJB 101, 102, 103); moving two elective options (JOUR 131 and BCOM 264) from the program's list to the status of "sophomore elective outside the major, but inside SJ&B"; moving one class (JOUR 323) to the list of electives; and adding one new course to the public relations required curriculum (PR 356), which strengthens the program in regard to PRSA Certification renewal.

As noted previously, non-SJ&B courses deleted from the major (COMM 161, ECON 203, GEOG 110, PS 110, MKT 220 and one of the following ECON 206, SOCL 300, MATH 183, PSY 201 or AMS 271) align the public relations major with the university requirement that no longer allows required courses outside of the major unless counted within the major.

The change in course prefix strengthens the SJ&B core proposal by delineating courses and their associated prefixes by major area of study.

5. Proposed term for implementation and special provisions (if applicable): 2014(30)
Students in prior catalog years will be accommodated with iCAP exceptions that will replace deleted courses with comparable new courses or existing courses.

6. Dates of prior committee approvals:

PR Program Committee	10/24/13
SJ&B Curriculum Committee	10/30/13
School of Journalism & Broadcasting	11/1/13
Potter College Curriculum Committee	1/7/2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: October 16, 2013

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise A Program
(Action Item)

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of program:

1.1 Current program reference number: 447
1.2 Current program title: Minor in Religion
1.3 Credit hours: 21

2. Identification of the proposed program changes: The following changes are being made to the program:

- Total number of hours for the minor is changing from 21 to 24.
- Category I is being changed from "Religious Texts" to "Explorations in the Study of Religion."
- RELS 300, 301, and 311 are being taken out of Category I.
- Removal of RELS 307 and 308 from Category II.
- "RELS: Any course" has been added to the list of courses in Category III.

3. Detailed program description:

<table>
<tr><th>Current Program Description</th><th>New Program Description</th></tr>
<tr><td>At least 12 hours must be taken in courses numbered 300 or above. The ~~21~~ hours must be distributed as follows:

<table>
<tr><th>Category</th><th>Courses</th></tr>
<tr><td>I. ~~Religious Texts (3 hours)~~</td><td>RELS 100: New Testament or
RELS 101: Old Testament/Hebrew Scripture
~~RELS 300: The Life of Jesus~~
~~RELS 301: Life and Teaching of Paul~~
~~RELS 311: The Qur'an~~</td></tr>
</table></td><td>At least 12 hours must be taken in courses numbered 300 or above. The 24 hours must be distributed as follows:

<table>
<tr><th>Category</th><th>Courses</th></tr>
<tr><td>I. Explorations (6 hours)</td><td>RELS 100: New Testament or
RELS 101: Old Testament/Hebrew Scripture

and

RELS 102: Introduction to Religion</td></tr>
</table></td></tr>
</table>

II. Traditions (9 hours; at least one course from each category)	<u>Category A:</u> RELS 302: Buddhism RELS 303: Hinduism ~~RELS 307: Native American Religious Traditions~~ ~~RELS 308: East Asian Religious Traditions~~ RELS 317: Confucianism RELS 318: Daoism <u>Category B:</u> RELS 304: Judaism RELS 305: Christianity RELS 306: Islam
III. Electives (9 hours; at least 6 hours must be in RELS courses)	Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses. ANTH 446: Anthropology of Religion ART 316: Medieval Art and Architecture ART 407: Islamic Art and Architecture ENG 396: Mythology ENG 487: Dante HIST 318: Age of the Reformation HIST 407: The Crusades: West Meets East

II. Traditions (9 hours; at least one course from each category)	<u>Category A:</u> RELS 302: Buddhism RELS 303: Hinduism RELS 317: Confucianism RELS 318: Daoism <u>Category B:</u> RELS 304: Judaism RELS 305: Christianity RELS 306: Islam
III. Electives (9 hours; at least 6 hours must be in RELS courses)	Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses. ANTH 446: Anthropology of Religion ART 316: Medieval Art and Architecture ART 407: Islamic Art and Architecture ENG 396: Mythology ENG 487: Dante HIST 318: Age of

	PSY 485: Psychology of Religion SOCL 322: Religion in Society		the Reformation HIST 407: The Crusades: West Meets East PSY 485: Psychology of Religion **RELS: Any course** SOCL 322: Religion in Society

4. **Rationale for the proposed program change:** These changes are requested for the following reasons:
    - **Program credit hours:** With the changes made in Category 1 (adding three credit hours), the effect is to increase the total number of hours in the program from 21 to 24.
    - **Category I**: The study of religion in the Europe and the United States generally has been divided between Biblical Studies and Religious Studies. Both have long traditions (the former more than the latter) and have advanced the study of religion considerably. Professionally, the study of religion is divided between the Society of Biblical Literature and the American Academy of Religion. While distinct organizations, they nevertheless meet together annually at their national meetings and at some regional meetings. In introducing students to the study of religion and preparing them for further courses, we will have students take at least one of our introductory courses in Biblical Studies (RELS 100 or 101) and our introductory course in Religious Studies (RELS 102). In addition, we are removing a number of 300-level courses in this category to encourage students to begin their studies at the more appropriate introductory level. The changing of the name of this category reflects the above purpose for requiring the courses.
    - **Category II**: Neither RELS 307 or RELS 308 are in our regular rotation of categories. It has been a few years since RELS 308 has been offered and almost 10 years since RELS 307 has been offered. Both are being suspended (see separate proposals), and those suspensions need to be reflected in the program.
    - **Category III**: The change practical rather than substantive. Despite our best efforts, some students still believe that they *must* take courses in other departments to fulfill the elective category of the program. Our hope is that

adding “RELS: Any course” to the list of courses will help to alleviate the problem.

5. Proposed term for implementation: 201430

6. Dates of prior committee approvals:

Religious Studies program	October 16, 2013
Department of Philosophy and Religion	October 23, 2013
Potter College Curriculum Committee	December 5, 2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

Proposal Date: October 15, 2013

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise A Program
(Action Item)

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of program:

1.1 Current program reference number: 769
1.2 Current program title: Major in Religion
1.3 Credit hours: 30

2. Identification of the proposed program changes: The following changes are being made to the program:

- Total number of hours for the major is changing from 30 to 31.
- Category I is being changed from "Religious Texts" to "Explorations in the Study of Religion."
- RELS 300, 301, and 311 are being taken out of Category I.
- Removal of RELS 307 and 308 from Category II.
- The credit hours for the Senior Seminar in Category III will reflect the change from 3 to 1.
- "RELS: Any course" has been added to the list of courses in Category IV.

3. Detailed program description:

<table>
<tr><th>Current Program Description</th><th>New Program Description</th></tr>
<tr><td>The major in religious studies requires a minimum of ~~30~~ semester hours and leads to a Bachelor of Arts degree. At least ~~six~~ hours must be at the 400-level. A minor or second major is required.</td><td>The major in religious studies requires a minimum of 31 semester hours and leads to a Bachelor of Arts degree. At least four hours must be at the 400-level. A minor or second major is required.</td></tr>
<tr><td>
<table>
<tr><th>Category</th><th>Courses</th></tr>
<tr><td>I. ~~Religious Texts (3 hours)~~</td><td>RELS 100: New Testament or
RELS 101: Old Testament/Hebrew Scripture
~~RELS 300: The Life of Jesus~~
~~RELS 301: Life and Teaching of Paul~~
~~RELS 311: The~~</td></tr>
</table>
</td><td>
<table>
<tr><th>Category</th><th>Courses</th></tr>
<tr><td>I. Explorations (6 hours)</td><td>RELS 100: New Testament or
RELS 101: Old Testament/Hebrew Scripture

and

RELS 102: Introduction to</td></tr>
</table>
</td></tr>
</table>

	~~Qur'an~~		**Religion**
II. Traditions (9 hours; at least one course from each category)	Category A: RELS 302: Buddhism RELS 303: Hinduism ~~RELS 307: Native American Religious Traditions~~ ~~RELS 308: East Asian Religious Traditions~~ RELS 317: Confucianism RELS 318: Daoism Category B: RELS 304: Judaism RELS 305: Christianity RELS 306: Islam	II. Traditions (9 hours; at least one course from each category)	Category A: RELS 302: Buddhism RELS 303: Hinduism RELS 317: Confucianism RELS 318: Daoism Category B: RELS 304: Judaism RELS 305: Christianity RELS 306: Islam
III. Senior Seminar (~~3~~ hours)	RELS 496	III. Senior Seminar (**1 hour**)	RELS 496
IV. Electives (15 hours; at least 9 hours must be in RELS courses)	Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses. ANTH 446: Anthropology of Religion ART 316: Medieval Art and Architecture ART 407: Islamic Art	IV. Electives (15 hours; at least 9 hours must be in RELS courses)	Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses. ANTH 446: Anthropology of Religion ART 316: Medieval Art and

	and Architecture ENG 396: Mythology ENG 487: Dante HIST 318: Age of the Reformation HIST 407: The Crusades: West Meets East PSY 485: Psychology of Religion SOCL 322: Religion in Society		Architecture ART 407: Islamic Art and Architecture ENG 396: Mythology ENG 487: Dante HIST 318: Age of the Reformation HIST 407: The Crusades: West Meets East PSY 485: Psychology of Religion **RELS: Any course** SOCL 322: Religion in Society

4. **Rationale for the proposed program change:** These changes are requested for the following reasons:
    - **Program credit hours:** With the reduction of the Senior Seminar from three credit hours to one credit hour (see separate proposal) and the changes made in Category 1 (adding three credit hours), the net effect is to increase the total number of hours in the program from 30 to 31.
    - **Category I**: The study of religion in the Europe and the United States generally has been divided between Biblical Studies and Religious Studies. Both have long traditions (the former more than the latter) and have advanced the study of religion considerably. Professionally, the study of religion is divided between the Society of Biblical Literature and the American Academy of Religion. While distinct organizations, they nevertheless meet together annually at their national meetings and at some regional meetings. In introducing students to the study of religion and preparing them for further courses, we will have students take at least one of our introductory courses in Biblical Studies (RELS 100 or 101) and our introductory course in Religious Studies (RELS 102). In addition, we are removing a number of 300-level courses in this category to encourage students to

begin their studies at the more appropriate introductory level. The changing of the name of this category reflects the above purpose for requiring the courses.

- **Category II**: Neither RELS 307 or RELS 308 are in our regular rotation of categories. It has been a few years since RELS 308 has been offered and almost 10 years since RELS 307 has been offered. Both are being suspended (see separate proposals), and those suspensions need to be reflected in the program.
- **Category III**: The Senior Seminar is being reduced from three credits to one credit (see separate proposal), so the program needs to reflect that change.
- **Category IV**: The change practical rather than substantive. Despite our best efforts, some students still believe that they *must* take courses in other departments to fulfill the elective category of the program. Our hope is that adding "RELS: Any course" to the list of courses will help to alleviate the problem.

5. Proposed term for implementation: 201430

6. Dates of prior committee approvals:

Religious Studies program	October 16, 2013
Department of Philosophy and Religion	October 23, 2013
Potter College Curriculum Committee	December 5, 2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

Proposal Date: Nov 15, 2013

Potter College of Arts & Letters
Department of Sociology
Proposal to Revise A Program
(Action Item)

Contact Person: Holli Drummond, holli.drummond@wku.edu, 745-2259

1. Identification of program:

1.1 Current program reference number: 461
1.2 Current program title: Minor in Sociology
1.3 Credit hours: 21

2. Identification of the proposed program changes:

- Eliminate some CRIM courses as elective options for those pursuing the sociology minor. Including:
  - CRIM 231: Introduction to Criminal Justice;
  - CRIM 232: Introduction to Law Enforcement;
  - CRIM 233: Alternatives to Confinement;
  - CRIM 437: The Death Penalty in America;
  - CRIM 439: Internship in Criminology.

- Suspend the following courses from the sociology minor;
  - SOCL 353: Sociology of Modern Japan;
  - SOCL 420: Political Sociology;

- Rename the following courses:
  - SOCL 240: Contemporary Social Problems to Global Social Problems;
  - SOCL 350: Social Inequality to Systems of Social Inequality;
  - SOCL 363: Population and Society to Population, Society, and Development;
  - SOCL 376: International Sociology to Sociology of Globalization.

- Change course description:
  - SOCL 240: Global Social Problems;
  - SOCL 350: Systems of Social Inequality;
  - SOCL 376: Sociology of Globalization.

- Add new courses:
  - SOCL 270: Introduction to Community, Environment, and Development;
  - SOCL 455: Theory and Practice of Community Development;
  - SOCL 480: Sociology of Agri-Foods Systems;

3. Detailed program description:

Current Program	**Proposed Program**
Program Description	New Program Description
The minor in sociology requires a minimum of 21 semester hours of sociology coursework. At least 12 hours earned in the minor must be in upper-division courses (courses numbered 300-499). The following courses are required for a minor: SOCL 100,300,302,304. Not more than 3 hours earned in SOCL 495 "Directed Study" in Sociology may be counted toward the first 21 hours required for the minor.	The minor in sociology requires a minimum of 21 semester hours of sociology coursework. At least 12 hours earned in the minor must be in upper-division courses (courses numbered 300-499). The following courses are required for a minor: SOCL 100,300,302,304. Not more than 3 hours earned in SOCL 495/**496** "Directed Study" in Sociology may be counted toward the first 21 hours required for the minor.

Current Program					**Proposed Program**			
Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
SOCL	100	Introductory Sociology	3		SOCL	100	Introductory Sociology	3
SOCL	300	Using Statistics in Sociology	3		SOCL	300	Using Statistics in Sociology	3
SOCL	302	Strategies of Research Methods	3		SOCL	302	Strategies of Research Methods	3
SOCL	304	Sociological Theory: Perspectives on Society	3		SOCL	304	Sociological Theory: Perspectives on Society	3
SOCL	499	Senior Seminar	1		SOCL	499	Senior Seminar	1
Select 1 course from the following:					Select 1 course from the following:			
SOCL	210	Interaction: Self in Society	3		SOCL	210	Interaction: Self in Society	3
SOCL	220	Marriage and Family	3		SOCL	220	Marriage and Family	3
~~CRIM~~	~~231~~	~~Introduction to Criminal Justice~~	~~3~~					
~~CRIM~~	~~232~~	~~Introduction to Law Enforcement~~	~~3~~					
~~CRIM~~	~~233~~	~~Alternatives to Confinement~~	~~3~~					
SOCL	240	Contemporary Social Problems	3		**SOCL**	**240**	**Global Social Problems**	**3**
SOCL	245	Sociology of Popular Culture	3		SOCL	245	Sociology of Popular Culture	3
SOCL	260	Race and Ethnic Relations	3		SOCL	260	Race and Ethnic Relations	3
					SOCL	**270**	**Introduction to Community, Environment, and Development**	**3**

Select 5 courses from the following					**Option 1: General Sociology without subject concentration Select 5 courses from the following**			
SOCL	210	Interaction: Self in Society	3		SOCL	210	Interaction: Self in Society	3
SOCL	220	Marriage and Family	3		SOCL	220	Marriage and Family	3
~~CRIM~~	~~231~~	~~Introduction to Criminal Justice~~	~~3~~					
~~CRIM~~	~~232~~	~~Introduction to Law Enforcement~~	~~3~~					
~~CRIM~~	~~233~~	~~Alternatives to Confinement~~	~~3~~					
SOCL	240	Contemporary Social Problems	3		**SOCL**	**240**	**Global Social Problems**	**3**
SOCL	245	Sociology of Popular Culture	3		SOCL	245	Sociology of Popular Culture	3
SOCL	260	Race and Ethnic Relations	3		SOCL	260	Race and Ethnic Relations	3
					SOCL	**270**	**Introduction to Community, Environment, and Development**	**3**
SOCL	309	Social Deviance	3		SOCL	309	Social Deviance	3
SOCL	310	Behavior in Small Groups	3		SOCL	310	Behavior in Small Groups	3
SOCL	312	Collective Behavior and Social Movements	3		SOCL	312	Collective Behavior and Social Movements	3
SOCL	322	Religion in Society	3		SOCL	322	Religion in Society	3
SOCL	324	Sociology of Sport	3		SOCL	324	Sociology of Sport	3
CRIM	330	Criminology	3		CRIM	330	Criminology	3
CRIM	332	Juvenile Delinquency	3		CRIM	332	Juvenile Delinquency	3
SOCL	342	Aging in Society	3		SOCL	342	Aging in Society	
SOCL	345	Sociology of Popular Music	3		SOCL	345	Sociology of Popular Music	3
SOCL	346	Special Topics	3		SOCL	346	Special Topics	3
SOCL	350	Social Inequality	3		**SOCL**	**350**	**Systems of Social Inequality**	**3**
SOCL	352	Technology, Work, and Society	3		SOCL	352	Technology, Work, and Society	3
~~SOCL~~	~~353~~	~~Sociology of Modern Japan~~	~~3~~					
SOCL	355	Sociology of Gender	3		SOCL	355	Sociology of Gender	3
SOCL	359	Sexuality and Society	3		SOCL	359	Sexuality and Society	3

SOCL	360	The Community in Rural and Urban Settings	3		SOCL	360	The Community in Rural and Urban Settings	3
CRIM	361	Race, Class, and Crime	3		CRIM	361	Race, Class, and Crime	3
SOCL	362	Social Institutions: Race, Class, and Gender	3		SOCL	362	Social Institutions: Race, Class, and Gender	3
SOCL	363	Population and Society	3		**SOCL**	**363**	**Population, Society, and Development**	**3**
SOCL	375	Diversity in American Society	3		SOCL	375	Diversity in American Society	3
SOCL	376	International Sociology	3		**SOCL**	**376**	**Sociology of Globalization**	**3**
CRIM	380	Penology	3		CRIM	380	Penology	3
SOCL	402	Evaluation Research	3		SOCL	402	Evaluation Research	3
SOCL	404	Qualitative Research Methods	3		SOCL	404	Qualitative Research Methods	3
SOCL	408	Survey Applications	3		SOCL	408	Survey Applications	3
SOCL	410	Socialization	3		SOCL	410	Socialization	3
~~SOCL~~	~~420~~	~~Political Sociology~~	~~3~~					
CRIM	432	Sociology of Criminal Law	3		CRIM	432	Sociology of Criminal Law	3
CRIM	434	Organized Crime	3		CRIM	434	Organized Crime	3
SOCL	435	Family Violence	3		SOCL	435	Family Violence	3
~~CRIM~~	~~437~~	~~The Death Penalty in America~~	~~3~~					
CRIM	438	Victimology	3		CRIM	438	Victimology	3
~~CRIM~~	~~439~~	~~Internship in Criminology~~	~~3~~					
SOCL	440	Medical Sociology	3		SOCL	440	Medical Sociology	3
SOCL	442	Sociology Research Project	3		SOCL	442	Sociology Research Project	3
CRIM	446	Gender, Crime, and Justice	3		CRIM	446	Gender, Crime, and Justice	3
SOCL	450	Occupations & Professions	3		SOCL	450	Occupations & Professions	3
CRIM	451	White Collar Crime	3		CRIM	451	White Collar Crime	3
SOCL	452	Social Change	3		SOCL	452	Social Change	3
					SOCL	455	Theory and Practice of Community Development	3
SOCL	466	Gender, Family, and Society	3		SOCL	466	Gender, Family, and Society	3
SOCL	470	Environmental Sociology	3		SOCL	470	Environmental Sociology	3

					SOCL	**480**	**Sociology of Agri-Food Systems**	**3**
SOCL	489	Sociology Study Abroad	3		SOCL	489	Sociology Study Abroad	3
SOCL	494	Internship in Sociology	3		SOCL	494	Internship in Sociology	3
SOCL	495	Directed Study	3		SOCL	495	Directed Study	3
SOCL	496	Directed Study	3		SOCL	496	Directed Study	3
TOTALS		Credit Hours	21		TOTALS		Credit Hours	21

4. Rationale for the proposed program change:

Specific rationale for de-listing 5 CRIM courses in pursuit of the SOCL minor:

We began a close examination of our undergraduate program in the Fall of 2011. Since then, much thought and effort has resulted in the creation of an interdisciplinary criminology major for undergraduates (housed in the department of sociology). Because this separate major now exists, we no longer feel that the following five courses belong in pursuit of either a sociology major or sociology minor (CRIM: Introduction to Criminal Justice; CRIM 232: Introduction to Law Enforcement; CRIM 233: Alternatives to Confinement; CRIM 437: The Death Penalty in America; CRIM 439: Internship in Criminology).

Specific rationale for suspending, creating, and renaming/changing catalog descriptions:

The additional curriculum changes presented above (Suspension of SOCL 353: Sociology of Modern Japan & SOCL 420: Political Sociology; Renaming SOCL 240, 350, 363, 376; Changing the catalog description for SOCL 240; 350; 376; and creation of SOCL 270: Introduction to Community, Environment, and Development; SOCL 455: Theory and Practice of Community Development; SOCL 480: Sociology of Agri-Foods Systems) are necessary to: 1) bring efficiency to our curriculum, 2) help integrate the concentrations available to our majors and 3) ensure there are a healthy amount of electives available to sociology minors.

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

Fall 2014

6. Dates of prior committee approvals:

Sociology Department/ Unit	**Nov 20, 2013**
Potter College Curriculum Committee	**December 5, 2013**
~~Professional Education Council (if applicable)~~	
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: Nov 1, 2013

Potter College of Arts & Letters
Department of Sociology
Proposal to Revise A Program
(Action Item)

Contact Person: Holli Drummond, Holli.drummond@wku.edu, 745-2259.

1. Identification of program:

1.1 Current program reference number: 775
1.2 Current program title: Major in Sociology
1.3 Credit hours: 31

2. Identification of the proposed program changes:

- Eliminate some CRIM courses as elective options for those pursuing the sociology major. Including:
  - CRIM 231: Introduction to Criminal Justice;
  - CRIM 232: Introduction to Law Enforcement;
  - CRIM 233: Alternatives to Confinement;
  - CRIM 437: The Death Penalty in America;
  - CRIM 439: Internship in Criminology.

- Suspend the following courses from the sociology major;
  - SOCL 353: Sociology of Modern Japan;
  - SOCL 420: Political Sociology;

- Rename the following courses:
  - SOCL 240: Contemporary Social Problems to Global Social Problems;
  - SOCL 350: Social Inequality to Systems of Social Inequality;
  - SOCL 363: Population and Society to Population, Society, and Development;
  - SOCL 376: International Sociology to Sociology of Globalization.

- Change course description:
  - SOCL 240: Global Social Problems;
  - SOCL 350: Systems of Social Inequality;
  - SOCL 376: Sociology of Globalization.

- Add new courses:
  - SOCL 270: Introduction to Community, Environment, and Development;
  - SOCL 455: Theory and Practice of Community Development;
  - SOCL 480: Sociology of Agri-Foods Systems;

- Acknowledge that students can continue to pursue the sociology major without declaring a concentration.

- Create 4 concentrations that students can complete in pursuit of the sociology major:
    - Social Inequality and Justice;
    - Research Methodologies;
    - Community, Environment, and Development;
    - Family, Gender, and Sexuality.

3. Detailed program description:

Current Program	**Proposed Program**
Program Description	New Program Description
A major in Sociology requires a minimum of 31 semester hours of sociology course work and leads to a Bachelor of Arts degree. At least half of the total semester hours earned must be in upper-division courses (courses numbered 300-499). A minor or second major is required. The following course are required for a major: SOCL 100, 300, 302, 304, 499 and one course to be selected from among the following: SOCL 210, 220, 232, 233, 234, 240, 245, and 260. Not more than 3 hours earned in SOCL 495 "directed study" in sociology may be counted toward the first 31 hours required for the major.	A major in Sociology requires a minimum of 31 semester hours of sociology course work and leads to a Bachelor of Arts degree. At least half the total semester hours earned must be in upper-division courses (courses numbered 300-499). A minor or second major is required. The following courses are required for a major: SOCL 100, 300, 302, 304, 499 and one course to be selected from among the following: SOCL 210, 220, 232, 233, 234, 240, 245, and 260. Not more than 3 hours earned in SOCL 495/**496** "directed study" in sociology may be counted toward the first 31 hours required for the major. **Regarding electives, a student may obtain the sociology major in one of five ways. Option 1: The student can select the "General Sociology Major without subject concentration." When pursuing this option, the student will select five courses from the full list of approved sociology electives. Option 2: The student can select the "Sociology Major with concentration in Social Inequality and Justice" (see below for specific instructions of how to obtain this concentration designation). Option 3: The student can select the "Sociology Major with concentration in Research Methods" (see below for specific instructions of how to obtain this concentration designation). Option 4: The student can select the "Sociology Major with concentration in Community, Environment, and Development" (see below for specific instructions of how to obtain this concentration designation). Option 5: The student can select the "Sociology Major with concentration in Family, Gender, and Sexuality" (see below for**

	specific instructions of how to obtain this concentration designation). **Students may complete more than one concentration and in so doing have both appear on his/her transcript. However, a single elective cannot count toward completion of more than one concentration (for example: a student may not count SOCL 362: Race, Class, and Gender toward the completion of both the "Social Inequality and Justice" concentration AND the "Family, Gender, and Sexuality" concentration).**

Current Program					**Proposed Program**			
Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
SOCL	100	Introductory Sociology	3		SOCL	100	Introductory Sociology	3
SOCL	300	Using Statistics in Sociology	3		SOCL	300	Using Statistics in Sociology	3
SOCL	302	Strategies of Research Methods	3		SOCL	302	Strategies of Research Methods	3
SOCL	304	Sociological Theory: Perspectives on Society	3		SOCL	304	Sociological Theory: Perspectives on Society	3
SOCL	499	Senior Seminar	1		SOCL	499	Senior Seminar	1
Select 1 course from the following:					Select 1 course from the following:			
SOCL	210	Interaction: Self in Society	3		SOCL	210	Interaction: Self in Society	3
SOCL	220	Marriage and Family	3		SOCL	220	Marriage and Family	3
~~CRIM~~	~~231~~	~~Introduction to Criminal Justice~~	~~3~~					
~~CRIM~~	~~232~~	~~Introduction to Law Enforcement~~	~~3~~					
~~CRIM~~	~~233~~	~~Alternatives to Confinement~~	~~3~~					
SOCL	240	Contemporary Social Problems	3		**SOCL**	**240**	**Global Social Problems**	**3**
SOCL	245	Sociology of Popular Culture	3		SOCL	245	Sociology of Popular Culture	3
SOCL	260	Race and Ethnic Relations	3		SOCL	260	Race and Ethnic Relations	3
					SOCL	**270**	**Introduction to Community, Environment, and Development**	**3**
Select 5 courses from the following					**Option 1: General Sociology without subject**			

					concentration **Select 5 courses from the following**			
SOCL	210	Interaction: Self in Society	3		SOCL	210	Interaction: Self in Society	3
SOCL	220	Marriage and Family	3		SOCL	220	Marriage and Family	3
~~CRIM~~	~~231~~	~~Introduction to Criminal Justice~~	~~3~~					
~~CRIM~~	~~232~~	~~Introduction to Law Enforcement~~	~~3~~					
~~CRIM~~	~~233~~	~~Alternatives to Confinement~~	~~3~~					
SOCL	240	Contemporary Social Problems	3		**SOCL**	**240**	**Global Social Problems**	**3**
SOCL	245	Sociology of Popular Culture	3		SOCL	245	Sociology of Popular Culture	3
SOCL	260	Race and Ethnic Relations	3		SOCL	260	Race and Ethnic Relations	3
					SOCL	**270**	**Introduction to Community, Environment, and Development**	3
SOCL	309	Social Deviance	3		SOCL	309	Social Deviance	3
SOCL	310	Behavior in Small Groups	3		SOCL	310	Behavior in Small Groups	3
SOCL	312	Collective Behavior and Social Movements	3		SOCL	312	Collective Behavior and Social Movements	3
SOCL	322	Religion in Society	3		SOCL	322	Religion in Society	3
SOCL	324	Sociology of Sport	3		SOCL	324	Sociology of Sport	3
CRIM	330	Criminology	3		CRIM	330	Criminology	3
CRIM	332	Juvenile Delinquency	3		CRIM	332	Juvenile Delinquency	3
SOCL	342	Aging in Society	3		SOCL	342	Aging in Society	
SOCL	345	Sociology of Popular Music	3		SOCL	345	Sociology of Popular Music	3
SOCL	346	Special Topics	3		SOCL	346	Special Topics	3
SOCL	350	Social Inequality	3		**SOCL**	**350**	**Systems of Social Inequality**	**3**
SOCL	352	Technology, Work, and Society	3		SOCL	352	Technology, Work, and Society	3
~~SOCL~~	~~353~~	~~Sociology of Modern Japan~~	~~3~~					
SOCL	355	Sociology of Gender	3		SOCL	355	Sociology of Gender	3
SOCL	359	Sexuality and Society	3		SOCL	359	Sexuality and Society	3

SOCL	360	The Community in Rural and Urban Settings	3		SOCL	360	The Community in Rural and Urban Settings	3
CRIM	361	Race, Class, and Crime	3		CRIM	361	Race, Class, and Crime	3
SOCL	362	Social Institutions: Race, Class, and Gender	3		SOCL	362	Social Institutions: Race, Class, and Gender	3
SOCL	363	Population and Society	3		**SOCL**	**363**	**Population, Society, and Development**	**3**
SOCL	375	Diversity in American Society	3		SOCL	375	Diversity in American Society	3
SOCL	376	International Sociology	3		**SOCL**	**376**	**Sociology of Globalization**	**3**
CRIM	380	Penology	3		CRIM	380	Penology	3
SOCL	402	Evaluation Research	3		SOCL	402	Evaluation Research	3
SOCL	404	Qualitative Research Methods	3		SOCL	404	Qualitative Research Methods	3
SOCL	408	Survey Applications	3		SOCL	408	Survey Applications	3
SOCL	410	Socialization	3		SOCL	410	Socialization	3
~~SOCL~~	~~420~~	~~Political Sociology~~	~~3~~					
CRIM	432	Sociology of Criminal Law	3		CRIM	432	Sociology of Criminal Law	3
CRIM	434	Organized Crime	3		CRIM	434	Organized Crime	3
SOCL	435	Family Violence	3		SOCL	435	Family Violence	3
~~CRIM~~	~~437~~	~~The Death Penalty in America~~	~~3~~					
CRIM	438	Victimology	3		CRIM	438	Victimology	3
~~CRIM~~	~~439~~	~~Internship in Criminology~~	~~3~~					
SOCL	440	Medical Sociology	3		SOCL	440	Medical Sociology	3
SOCL	442	Sociology Research Project	3		SOCL	442	Sociology Research Project	3
CRIM	446	Gender, Crime, and Justice	3		CRIM	446	Gender, Crime, and Justice	3
SOCL	450	Occupations & Professions	3		SOCL	450	Occupations & Professions	3
CRIM	451	White Collar Crime	3		CRIM	451	White Collar Crime	3
SOCL	452	Social Change	3		SOCL	452	Social Change	3
					SOCL	**455**	**Theory and Practice of Community Development**	**3**
SOCL	466	Gender, Family, and Society	3		SOCL	466	Gender, Family, and Society	3
SOCL	470	Environmental	3		SOCL	470	Environmental Sociology	3

		Sociology						
					SOCL	**480**	**Sociology of Agri-Food Systems**	**3**
SOCL	489	Sociology Study Abroad	3		SOCL	489	Sociology Study Abroad	3
SOCL	494	Internship in Sociology	3		SOCL	494	Internship in Sociology	3
SOCL	495	Directed Study	3		SOCL	495	Directed Study	3
SOCL	496	Directed Study	3		SOCL	496	Directed Study	3
					Option 2: "Sociology Major with concentration in Social Inequality and Justice"			
					Select 1 from the following:			
					SOCL	350	Systems of Social Inequality	3
					SOCL	362	Social Institutions: Race, Class, and Gender	3
					Select 3 courses from the following			
					SOCL	240	Global Social Problems	3
					SOCL	260	Race and Ethnic Relations	3
					SOCL	312	Collective Behavior and Social Movements	3
					SOCL	355	Sociology of Gender	3
					CRIM	361	Race, Class, and Crime	3
					SOCL	375	Diversity in American Society	3
					SOCL	440	Medical Sociology	3
					CRIM	449	Gender, Crime, and Justice	3
					SOCL	452	Social Change	3
					SOCL	466	Gender, Family, and Society	3
					Select 1 from the following:			
					SOCL	210	Interaction: Self in Society	3
					SOCL	220	Marriage and Family	3
					SOCL	240	Global Social Problems	3
					SOCL	245	Sociology of Popular Culture	3
					SOCL	260	Race and Ethnic Relations	3
					SOCL	270	Introduction to Community, Environment, and Development	3
					SOCL	309	Social Deviance	3
					SOCL	310	Behavior in Small Groups	3

					SOCL	312	Collective Behavior and Social Movements	3
					SOCL	322	Religion in Society	3
					SOCL	324	Sociology of Sport	3
					CRIM	330	Criminology	3
					CRIM	332	Juvenile Delinquency	3
					SOCL	342	Aging in Society	
					SOCL	345	Sociology of Popular Music	3
					SOCL	346	Special Topics	3
					SOCL	350	Systems of Social Inequality	3
					SOCL	352	Technology, Work, and Society	3
					SOCL	355	Sociology of Gender	3
					SOCL	359	Sexuality and Society	3
					SOCL	360	The Community in Rural and Urban Settings	3
					CRIM	361	Race, Class, and Crime	3
					SOCL	362	Social Institutions: Race, Class, and Gender	3
					SOCL	363	Population, Society, and Development	3
					SOCL	375	Diversity in American Society	3
					SOCL	376	Sociology of Globalization	3
					CRIM	380	Penology	3
					SOCL	402	Evaluation Research	3
					SOCL	404	Qualitative Research Methods	3
					SOCL	408	Survey Applications	3
					SOCL	410	Socialization	3
					CRIM	432	Sociology of Criminal Law	3
					CRIM	434	Organized Crime	3
					SOCL	435	Family Violence	3
					CRIM	438	Victimology	3
					SOCL	440	Medical Sociology	3
					SOCL	442	Sociology Research Project	3
					CRIM	446	Gender, Crime, and Justice	3
					SOCL	450	Occupations & Professions	3

					CRIM	451	White Collar Crime	3
					SOCL	452	Social Change	3
					SOCL	455	Theory and Practice of Community Development	3
					SOCL	466	Gender, Family, and Society	3
					SOCL	470	Environmental Sociology	3
					SOCL	480	Sociology of Agri-Food Systems	3
					SOCL	489	Sociology Study Abroad	3
					SOCL	494	Internship in Sociology	3
					SOCL	495	Directed Study	3
					SOCL	496	Directed Study	3
					Option 3: "Sociology Major with concentration in Research Methods" (Note: Students pursuing this concentration are strongly advised to take Math 116).			
					SOCL	404	Qualitative Research Methods	3
					Select 2 courses from the following			
					SOCL	402	Evaluation Research	3
					SOCL	408	Survey Applications	3
					ANTH/ FLK	399	Field Methods in Ethnography	3
					ECON	465	Regression Econometrics	3
					GEOG	316	Fundamentals of Geographic Information Systems	3
					STAT	330	Introduction to Statistical Software	3
					Select 2 from the following			
					SOCL	210	Interaction: Self in Society	3
					SOCL	220	Marriage and Family	3
					SOCL	240	Global Social Problems	3
					SOCL	245	Sociology of Popular Culture	3
					SOCL	260	Race and Ethnic Relations	3
					SOCL	270	Introduction to Community, Environment, and Development	3
					SOCL	309	Social Deviance	3
					SOCL	310	Behavior in Small	3

							Groups	
					SOCL	312	Collective Behavior and Social Movements	3
					SOCL	322	Religion in Society	3
					SOCL	324	Sociology of Sport	3
					CRIM	330	Criminology	3
					CRIM	332	Juvenile Delinquency	3
					SOCL	342	Aging in Society	
					SOCL	345	Sociology of Popular Music	3
					SOCL	346	Special Topics	3
					SOCL	350	Systems of Social Inequality	3
					SOCL	352	Technology, Work, and Society	3
					SOCL	355	Sociology of Gender	3
					SOCL	359	Sexuality and Society	3
					SOCL	360	The Community in Rural and Urban Settings	3
					CRIM	361	Race, Class, and Crime	3
					SOCL	362	Social Institutions: Race, Class, and Gender	3
					SOCL	363	Population, Society, and Development	3
					SOCL	375	Diversity in American Society	3
					SOCL	376	Sociology of Globalization	3
					CRIM	380	Penology	3
					SOCL	402	Evaluation Research	3
					SOCL	404	Qualitative Research Methods	3
					SOCL	408	Survey Applications	3
					SOCL	410	Socialization	3
					CRIM	432	Sociology of Criminal Law	3
					CRIM	434	Organized Crime	3
					SOCL	435	Family Violence	3
					CRIM	438	Victimology	3
					SOCL	440	Medical Sociology	3
					SOCL	442	Sociology Research Project	3
					CRIM	446	Gender, Crime, and Justice	3
					SOCL	450	Occupations &	3

							Professions	
					CRIM	451	White Collar Crime	3
					SOCL	452	Social Change	3
					SOCL	455	Theory and Practice of Community Development	3
					SOCL	466	Gender, Family, and Society	3
					SOCL	470	Environmental Sociology	3
					SOCL	480	Sociology of Agri-Food Systems	3
					SOCL	489	Sociology Study Abroad	3
					SOCL	494	Internship in Sociology	3
					SOCL	495	Directed Study	3
					SOCL	496	Directed Study	3
					Option 4: "Sociology Major with concentration in Community, Environment, and Development"			
					SOCL	270	Introduction to Community, Environment, and Development	3
					Select 3 from the following:			
					SOCL	240	Global Social Problems	3
					SOCL	312	Collective Behavior and Social Movements	3
					SOCL	350	Systems of Social Inequality	3
					SOCL	360	Community in Rural and Urban Settings	3
					SOCL	363	Population, Society, and Development	3
					SOCL	376	Sociology of Globalization	3
					SOCL	452	Social Change	3
					SOCL	455	Theory and Practice of Community Development	3
					SOCL	470	Environmental Sociology	3
					SOCL	480	Sociology of Agri-Food Systems	3
					Select 1 from the following			
					SOCL	210	Interaction: Self in Society	3
					SOCL	220	Marriage and Family	3
					SOCL	240	Global Social Problems	3

					SOCL	245	Sociology of Popular Culture	3
					SOCL	260	Race and Ethnic Relations	3
					SOCL	309	Social Deviance	3
					SOCL	310	Behavior in Small Groups	3
					SOCL	312	Collective Behavior and Social Movements	3
					SOCL	322	Religion in Society	3
					SOCL	324	Sociology of Sport	3
					CRIM	330	Criminology	3
					CRIM	332	Juvenile Delinquency	3
					SOCL	342	Aging in Society	
					SOCL	345	Sociology of Popular Music	3
					SOCL	346	Special Topics	3
					SOCL	350	Systems of Social Inequality	3
					SOCL	352	Technology, Work, and Society	3
					SOCL	355	Sociology of Gender	3
					SOCL	359	Sexuality and Society	3
					SOCL	360	The Community in Rural and Urban Settings	3
					CRIM	361	Race, Class, and Crime	3
					SOCL	362	Social Institutions: Race, Class, and Gender	3
					SOCL	363	Population, Society, and Development	3
					SOCL	375	Diversity in American Society	3
					SOCL	376	Sociology of Globalization	3
					CRIM	380	Penology	3
					SOCL	402	Evaluation Research	3
					SOCL	404	Qualitative Research Methods	3
					SOCL	408	Survey Applications	3
					SOCL	410	Socialization	3
					CRIM	432	Sociology of Criminal Law	3
					CRIM	434	Organized Crime	3
					SOCL	435	Family Violence	3
					CRIM	438	Victimology	3

					SOCL	440	Medical Sociology	3
					SOCL	442	Sociology Research Project	3
					CRIM	446	Gender, Crime, and Justice	3
					SOCL	450	Occupations & Professions	3
					CRIM	451	White Collar Crime	3
					SOCL	452	Social Change	3
					SOCL	455	Theory and Practice of Community Development	3
					SOCL	466	Gender, Family, and Society	3
					SOCL	470	Environmental Sociology	3
					SOCL	480	Sociology of Agri-Food Systems	3
					SOCL	489	Sociology Study Abroad	3
					SOCL	494	Internship in Sociology	3
					SOCL	495	Directed Study	3
					SOCL	496	Directed Study	3
					Option 5: "Sociology Major with concentration in Family, Gender, and Sexuality"			
					Select 1 course from the following			
					SOCL	220	Marriage and Family	3
					Select 3 courses from the following			
					SOCL	342	Aging in Society	3
					SOCL	355	Sociology of Gender	3
					SOCL	359	Sexuality and Society	3
					SOCL	362	Social Institutions: Race, Class, and Gender	3
					SOCL	410	Socialization: Changes through life	3
					SOCL	435	Family Violence	3
					CRIM	446	Gender, Crime, and Justice	3
					SOCL	466	Gender, Family, and Society	3
					Select 1 courses from the following			
					SOCL	210	Interaction: Self in Society	3
					SOCL	240	Global Social Problems	3
					SOCL	260	Race and Ethnic Relations	3
					SOCL	270	Introduction to	3

							Community, Environment, and Development	
					SOCL	309	Social Deviance	3
					SOCL	310	Behavior in Small Groups	3
					SOCL	312	Collective Behavior and Social Movements	3
					SOCL	322	Religion in Society	3
					SOCL	324	Sociology of Sport	3
					CRIM	330	Criminology	3
					CRIM	332	Juvenile Delinquency	3
					SOCL	342	Aging in Society	
					SOCL	345	Sociology of Popular Music	3
					SOCL	346	Special Topics	3
					SOCL	350	Systems of Social Inequality	3
					SOCL	352	Technology, Work, and Society	3
					SOCL	355	Sociology of Gender	3
					SOCL	359	Sexuality and Society	3
					SOCL	360	The Community in Rural and Urban Settings	3
					CRIM	361	Race, Class, and Crime	3
					SOCL	362	Social Institutions: Race, Class, and Gender	3
					SOCL	363	Population, Society, and Development	3
					SOCL	375	Diversity in American Society	3
					SOCL	376	Sociology of Globalization	3
					CRIM	380	Penology	3
					SOCL	402	Evaluation Research	3
					SOCL	404	Qualitative Research Methods	3
					SOCL	408	Survey Applications	3
					SOCL	410	Socialization	3
					CRIM	432	Sociology of Criminal Law	3
					CRIM	434	Organized Crime	3
					SOCL	435	Family Violence	3
					CRIM	438	Victimology	3
					SOCL	440	Medical Sociology	3

					SOCL	442	Sociology Research Project	3
					CRIM	446	Gender, Crime, and Justice	3
					SOCL	450	Occupations & Professions	3
					SOCL	451	White Collar Crime	3
					SOCL	452	Social Change	3
					SOCL	455	Theory and Practice of Community Development	3
					SOCL	466	Gender, Family, and Society	3
					SOCL	470	Environmental Sociology	3
					SOCL	480	Sociology of Agri-Food Systems	3
					SOCL	489	Sociology Study Abroad	3
					SOCL	494	Internship in Sociology	3
					SOCL	495	Directed Study	3
					SOCL	496	Directed Study	3
TOTALS		Credit Hours	31		TOTALS		Credit Hours	**31**

4. Rationale for the proposed program change:

The rationale to create concentrations within our major is two-fold:
First, combining courses into coherent groupings will enable us to more effectively market the discipline as well as its unique perspective and areas of specialization to potential majors. Second, by more clearly signaling areas of specialization and competencies to prospective employers, these degree designations will benefit our graduates. The latter is of utmost importance as graduates enter what is becoming an increasingly competitive job market. In spring 2012 the department decided to create an interdisciplinary major in Criminology in an attempt to increase the employment viability of students studying this very popular sub-field of sociology. We were simultaneously aware (i.e., in spring 2012) that our sociology major needed intensive attention to better communicate to others the unique set of knowledge to which a degree in sociology contributes. Thus, we believe that in creating concentrations, we are ensuring the best for our majors while also seeking ways to pursue interdisciplinary curricular involvement for the benefit of our students, our sociology curriculum, and the university degree offered by WKU as a whole.

The format of the concentrations is as follows. In pursuit of the research methods concentration, students are required to take 3 of 5 electives from a list of approved electives. In pursuit of the other three concentrations, students are required to take 4 of 5 electives from a list of approved electives. For the final elective requirement (or final 2 elective requirements in the case of the research methods concentration) students may take an additional course within the concentration (if they want to further specialize) or branch out and select a course from the general list of sociology electives.

Specific rationale for a concentration in Social Inequality and Justice:

"No set of questions is more fundamental to sociology than those about inequality—what is it, how does is come about, and what can we do to change it?" This quotation was the first sentence in the call for papers for the 2013 annual meeting of the American Sociological Association whose theme was: "Interrogating Inequality: Linking Micro and Macro." WKU's Department of Sociology could not agree more and as illustration, lists a concentration in "Social Inequality and Justice" first among all concentrations proposed. Specifically, our discipline offers a unique strategy for systematic investigation and debate. When applied to issues of social inequality, this systematic process enhances student awareness of human connections, both local and global. Such awareness lends itself to explorations of social change in an attempt to achieve social justice. As the call above implies, this concentration is intended to provide students with the ability to 1) identify social problems related to inequality, 2) apply sociological theories to analyze why such problems emerge and persist, and 3) create new points of view to address problems endemic to all societies.

Specific rationale for a concentration in Research Methodologies:

The concentration in research methodologies will provide students the ability to receive academic credit and degree program certification for selecting a concentration of courses in social research methodology and statistics, giving students methodological skillsets and statistical techniques associated with the collection and analysis of social science data. The inclusion of courses from other disciplines will allow students to learn multiple methodologies and statistical techniques. Governmental agencies, nonprofits, and businesses within the public sector economy want employees who can collect, code, and analyze data. Moreover, survey research is projected to grow by more than 30% over the coming decade.

Specific rationale for a concentration in Community, Environment, and Development:

The concentration in Community, Environment, and Development explores the causes, dynamics, and consequences of social, cultural, political, and economic change for people and their relationship to communities and the natural world. The courses engage with contemporary debates about the scope, meaning, and promise of development in a globalizing world.

Students pursuing this concentration will learn about some of the most pressing problems facing people and communities from Kentucky to low-income countries in the developing world. Students will explore questions such as: Why do people go hungry in the midst of plenty? Is sustainability a realistic objective for society? How can community leaders and citizens address problems of urban sprawl or rural poverty? What is human-wildlife conflict really about? Have developing countries benefited from globalization?

The objective of this concentration is to prepare students for jobs that involve an understanding of social issues, require knowledge of the functioning and organization of communities as well as the relationship between people and the natural environment, and involve data collection or

data analysis. The concentration is appropriate for students who wish to pursue careers in public and private agencies and NGOs that deal with issues surrounding community development, environment, advocacy, government planning or social service agencies, and cooperative or agribusiness enterprise. The concentration also provides excellent preparation for careers in international development, law, and further academic work.

Specific rationale for a concentration in Family, Gender, and Sexuality:

The family is an important institution through which a host of social processes get played out. Thus, understanding family formation and functioning is especially important, particularly given the dramatic demographic changes of the last five decades. The separate, yet related field of gender and sexuality studies is another exciting sub-discipline that is one of the fastest growing areas of scholarly inquiry in Sociology (the Sex & Gender Section has more members than any other section of the ASA). Gender and sexuality permeate almost every corner of social life, from the most macro-level institutions to interpersonal interactions to the very understanding of who we are as individuals.

Students pursuing this concentration will learn about some of the most pressing contemporary issues of equality, such as: Why does occupational sex segregation persist? Are LGBT parents different from heterosexual parents? Does cohabitation improve the quality or duration of marriages? How does domestic violence or chronic illness affect family relationships and women?

The objective of this concentration is to prepare students for careers in teaching, research, and/or governmental or community service focusing on gender, sexuality, or family relations. The concentration is appropriate for students who wish to pursue careers in public and private agencies that deal with issues such as domestic violence, sexual health and education, equal access issues, procreative issues, and family issues. The concentration is also appropriate for students preparing for admission to graduate or professional programs in a variety of fields (e.g., sociology, social work, health sciences, family studies, or women's studies).

Specific rationale for creating an additional option for students who want to pursue the sociology major without declaring a concentration:

The above fundamental alterations to the undergraduate curriculum in Sociology are presented with full support of the current faculty. The faculty will strongly encourage students to specialize within the major by selecting an above-mentioned concentration. While we believe most of the sociology majors will choose to specialize, we are mindful that interest in the general sociology major (i.e., without concentration) will continue to exist. Specifically, many of our students declare sociology as their major at an advanced stage of their undergraduate study. Thus, we feel it beneficial to offer the general major while emphasizing the importance of specialization.

Specific rationale for de-listing 5 CRIM courses in pursuit of the SOCL major:

We began a close examination of our undergraduate program in the Fall of 2011. Since then, much thought and effort has resulted in the creation of an interdisciplinary criminology major for undergraduates (housed in the department of sociology). Because this separate major now exists, we no longer feel that the following five courses belong in pursuit of a sociology major (CRIM: Introduction to Criminal Justice; CRIM 232: Introduction to Law Enforcement; CRIM 233: Alternatives to Confinement; CRIM 437: The Death Penalty in America; CRIM 439: Internship in Criminology).

Specific rationale for suspending, creating, and renaming/changing catalog descriptions:

The additional curriculum changes presented above (Suspension of SOCL 353: Sociology of Modern Japan & SOCL 420: Political Sociology; Renaming SOCL 240, 350, 363, 376; Changing the catalog description for SOCL 240; 350; 376; and creation of SOCL 270: Introduction to Community, Environment, and Development; SOCL 455: Theory and Practice of Community Development; SOCL 480: Sociology of Agri-Foods Systems) are necessary to bring efficiency to our curriculum and help integrate the concentrations we desire.

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

Fall 2014

6. Dates of prior committee approvals:

Sociology Department/Division:	Nov 20, 2013
Potter Curriculum Committee	Dec 5, 2013
~~Professional Education Council (if applicable)~~	_____
~~General Education Committee (if applicable)~~	_____
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

Proposal Date: October 16, 2013

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise A Program
(Action Item)

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of program:

1.1 Current program reference number: 447
1.2 Current program title: Minor in Religion
1.3 Credit hours: 21

2. Identification of the proposed program changes: The following changes are being made to the program:

- Total number of hours for the minor is changing from 21 to 24.
- Category I is being changed from "Religious Texts" to "Explorations in the Study of Religion."
- RELS 300, 301, and 311 are being taken out of Category I.
- Removal of RELS 307 and 308 from Category II.
- "RELS: Any course" has been added to the list of courses in Category III.

3. Detailed program description:

<table>
<tr><th>Current Program Description</th><th>New Program Description</th></tr>
<tr><td>At least 12 hours must be taken in courses numbered 300 or above. The ~~21~~ hours must be distributed as follows:

<table>
<tr><th>Category</th><th>Courses</th></tr>
<tr><td>I. ~~Religious Texts (3 hours)~~</td><td>RELS 100: New Testament or
RELS 101: Old Testament/Hebrew Scripture
~~RELS 300: The Life of Jesus~~
~~RELS 301: Life and Teaching of Paul~~
~~RELS 311: The Qur'an~~</td></tr>
</table></td><td>At least 12 hours must be taken in courses numbered 300 or above. The 24 hours must be distributed as follows:

<table>
<tr><th>Category</th><th>Courses</th></tr>
<tr><td>I. Explorations (6 hours)</td><td>RELS 100: New Testament or
RELS 101: Old Testament/Hebrew Scripture

and

RELS 102: Introduction to</td></tr>
</table></td></tr>
</table>

II. Traditions (9 hours; at least one course from each category)	<u>Category A:</u> RELS 302: Buddhism RELS 303: Hinduism ~~RELS 307: Native American Religious Traditions~~ ~~RELS 308: East Asian Religious Traditions~~ RELS 317: Confucianism RELS 318: Daoism <u>Category B:</u> RELS 304: Judaism RELS 305: Christianity RELS 306: Islam
III. Electives (9 hours; at least 6 hours must be in RELS courses)	Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses. ANTH 446: Anthropology of Religion ART 316: Medieval Art and Architecture ART 407: Islamic Art and Architecture ENG 396: Mythology ENG 487: Dante HIST 318: Age of the Reformation HIST 407: The Crusades: West Meets

	Religion
II. Traditions (9 hours; at least one course from each category)	<u>Category A:</u> RELS 302: Buddhism RELS 303: Hinduism RELS 317: Confucianism RELS 318: Daoism <u>Category B:</u> RELS 304: Judaism RELS 305: Christianity RELS 306: Islam
III. Electives (9 hours; at least 6 hours must be in RELS courses)	Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses. ANTH 446: Anthropology of Religion ART 316: Medieval Art and Architecture ART 407: Islamic Art and Architecture

	East PSY 485: Psychology of Religion SOCL 322: Religion in Society		ENG 396: Mythology ENG 487: Dante HIST 318: Age of the Reformation HIST 407: The Crusades: West Meets East PSY 485: Psychology of Religion **RELS: Any course** SOCL 322: Religion in Society

4. **Rationale for the proposed program change:** These changes are requested for the following reasons:
    - **Program credit hours:** With the changes made in Category 1 (adding three credit hours), the effect is to increase the total number of hours in the program from 21 to 24.
    - **Category I**: The study of religion in the Europe and the United States generally has been divided between Biblical Studies and Religious Studies. Both have long traditions (the former more than the latter) and have advanced the study of religion considerably. Professionally, the study of religion is divided between the Society of Biblical Literature and the American Academy of Religion. While distinct organizations, they nevertheless meet together annually at their national meetings and at some regional meetings. In introducing students to the study of religion and preparing them for further courses, we will have students take at least one of our introductory courses in Biblical Studies (RELS 100 or 101) and our introductory course in Religious Studies (RELS 102). In addition, we are removing a number of 300-level courses in this category to encourage students to begin their studies at the more appropriate introductory level. The changing of the name of this category reflects the above purpose for requiring the courses.
    - **Category II**: Neither RELS 307 or RELS 308 are in our regular rotation of categories. It has been a few years since RELS 308 has been offered and almost 10 years since RELS 307 has been offered. Both are being suspended (see separate proposals), and those suspensions need to be reflected in the program.

- **Category III**: The change practical rather than substantive. Despite our best efforts, some students still believe that they *must* take courses in other departments to fulfill the elective category of the program. Our hope is that adding "RELS: Any course" to the list of courses will help to alleviate the problem.

5. Proposed term for implementation: 201430

6. Dates of prior committee approvals:

Religious Studies program	October 16, 2013
Department of Philosophy and Religion	October 23, 2013
Potter College Curriculum Committee	December 5, 2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

Proposal Date: October 15, 2013

Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise A Program
(Action Item)

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of program:

1.4 Current program reference number: 769
1.5 Current program title: Major in Religion
1.6 Credit hours: 30

2. Identification of the proposed program changes: The following changes are being made to the program:

- Total number of hours for the major is changing from 30 to 31.
- Category I is being changed from "Religious Texts" to "Explorations in the Study of Religion."
- RELS 300, 301, and 311 are being taken out of Category I.
- Removal of RELS 307 and 308 from Category II.
- The credit hours for the Senior Seminar in Category III will reflect the change from 3 to 1.
- "RELS: Any course" has been added to the list of courses in Category IV.

3. Detailed program description:

<table>
<tr><th colspan="2">Current Program Description</th><th colspan="2">New Program Description</th></tr>
<tr><td colspan="2">The major in religious studies requires a minimum of ~~30~~ semester hours and leads to a Bachelor of Arts degree. At least ~~six~~ hours must be at the 400-level. A minor or second major is required.</td><td colspan="2">The major in religious studies requires a minimum of 31 semester hours and leads to a Bachelor of Arts degree. At least four hours must be at the 400-level. A minor or second major is required.</td></tr>
<tr><td>Category</td><td>Courses</td><td>Category</td><td>Courses</td></tr>
<tr><td>I. ~~Religious Texts (3 hours)~~</td><td>RELS 100: New Testament or
RELS 101: Old Testament/Hebrew Scripture
~~RELS 300: The Life of Jesus~~
~~RELS 301: Life and Teaching of Paul~~
~~RELS 311: The~~</td><td>I. Explorations (6 hours)</td><td>RELS 100: New Testament or
RELS 101: Old Testament/Hebrew Scripture
and
RELS 102: Introduction to</td></tr>
</table>

	~~Qur'an~~		**Religion**
II. Traditions (9 hours; at least one course from each category)	Category A: RELS 302: Buddhism RELS 303: Hinduism ~~RELS 307: Native American Religious Traditions~~ ~~RELS 308: East Asian Religious Traditions~~ RELS 317: Confucianism RELS 318: Daoism Category B: RELS 304: Judaism RELS 305: Christianity RELS 306: Islam	II. Traditions (9 hours; at least one course from each category)	Category A: RELS 302: Buddhism RELS 303: Hinduism RELS 317: Confucianism RELS 318: Daoism Category B: RELS 304: Judaism RELS 305: Christianity RELS 306: Islam
III. Senior Seminar (~~3~~ hours)	RELS 496	III. Senior Seminar (**1 hour**)	RELS 496
IV. Electives (15 hours; at least 9 hours must be in RELS courses)	Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses. ANTH 446: Anthropology of Religion ART 316: Medieval Art and Architecture ART 407: Islamic Art	IV. Electives (15 hours; at least 9 hours must be in RELS courses)	Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses. ANTH 446: Anthropology of Religion ART 316: Medieval Art and

	and Architecture ENG 396: Mythology ENG 487: Dante HIST 318: Age of the Reformation HIST 407: The Crusades: West Meets East PSY 485: Psychology of Religion SOCL 322: Religion in Society		Architecture ART 407: Islamic Art and Architecture ENG 396: Mythology ENG 487: Dante HIST 318: Age of the Reformation HIST 407: The Crusades: West Meets East PSY 485: Psychology of Religion **RELS: Any course** SOCL 322: Religion in Society

4. **Rationale for the proposed program change:** These changes are requested for the following reasons:
    - **Program credit hours:** With the reduction of the Senior Seminar from three credit hours to one credit hour (see separate proposal) and the changes made in Category 1 (adding three credit hours), the net effect is to increase the total number of hours in the program from 30 to 31.
    - **Category I**: The study of religion in the Europe and the United States generally has been divided between Biblical Studies and Religious Studies. Both have long traditions (the former more than the latter) and have advanced the study of religion considerably. Professionally, the study of religion is divided between the Society of Biblical Literature and the American Academy of Religion. While distinct organizations, they nevertheless meet together annually at their national meetings and at some regional meetings. In introducing students to the study of religion and preparing them for further courses, we will have students take at least one of our introductory courses in Biblical Studies (RELS 100 or 101) and our introductory course in Religious Studies (RELS 102). In addition, we are removing a number of 300-level courses in this category to encourage students to

begin their studies at the more appropriate introductory level. The changing of the name of this category reflects the above purpose for requiring the courses.

- **Category II**: Neither RELS 307 or RELS 308 are in our regular rotation of categories. It has been a few years since RELS 308 has been offered and almost 10 years since RELS 307 has been offered. Both are being suspended (see separate proposals), and those suspensions need to be reflected in the program.
- **Category III**: The Senior Seminar is being reduced from three credits to one credit (see separate proposal), so the program needs to reflect that change.
- **Category IV**: The change practical rather than substantive. Despite our best efforts, some students still believe that they *must* take courses in other departments to fulfill the elective category of the program. Our hope is that adding "RELS: Any course" to the list of courses will help to alleviate the problem.

5. Proposed term for implementation: 201430

6. Dates of prior committee approvals:

Religious Studies program	October 16, 2013
Department of Philosophy and Religion	October 23, 2013
Potter College Curriculum Committee	December 5, 2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

Proposal Date: Nov 15, 2013

Potter College of Arts and Letters
Department of Sociology
Proposal to Revise A Program
(Action Item)

Contact Person: Holli Drummond, holli.drummond@wku.edu, 745-2259

1. Identification of program:

1.1 Current program reference number: 461
1.2 Current program title: Minor in Sociology
1.3 Credit hours: 21

2. Identification of the proposed program changes:

- Eliminate some CRIM courses as elective options for those pursuing the sociology minor. Including:
  - CRIM 231: Introduction to Criminal Justice;
  - CRIM 232: Introduction to Law Enforcement;
  - CRIM 233: Alternatives to Confinement;
  - CRIM 437: The Death Penalty in America;
  - CRIM 439: Internship in Criminology.

- Suspend the following courses from the sociology minor;
  - SOCL 353: Sociology of Modern Japan;
  - SOCL 420: Political Sociology;

- Rename the following courses:
  - SOCL 240: Contemporary Social Problems to Global Social Problems;
  - SOCL 350: Social Inequality to Systems of Social Inequality;
  - SOCL 363: Population and Society to Population, Society, and Development;
  - SOCL 376: International Sociology to Sociology of Globalization.

- Change course description:
  - SOCL 240: Global Social Problems;
  - SOCL 350: Systems of Social Inequality;
  - SOCL 376: Sociology of Globalization.

- Add new courses:
  - SOCL 270: Introduction to Community, Environment, and Development;
  - SOCL 455: Theory and Practice of Community Development;
  - SOCL 480: Sociology of Agri-Foods Systems;

3. Detailed program description:

Current Program	**Proposed Program**
Program Description	New Program Description
The minor in sociology requires a minimum of 21 semester hours of sociology coursework. At least 12 hours earned in the minor must be in upper-division courses (courses numbered 300-499). The following courses are required for a minor: SOCL 100,300,302,304. Not more than 3 hours earned in SOCL 495 "Directed Study" in Sociology may be counted toward the first 21 hours required for the minor.	The minor in sociology requires a minimum of 21 semester hours of sociology coursework. At least 12 hours earned in the minor must be in upper-division courses (courses numbered 300-499). The following courses are required for a minor: SOCL 100,300,302,304. Not more than 3 hours earned in SOCL 495/**496** "Directed Study" in Sociology may be counted toward the first 21 hours required for the minor.

Current Program					**Proposed Program**			
Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
SOCL	100	Introductory Sociology	3		SOCL	100	Introductory Sociology	3
SOCL	300	Using Statistics in Sociology	3		SOCL	300	Using Statistics in Sociology	3
SOCL	302	Strategies of Research Methods	3		SOCL	302	Strategies of Research Methods	3
SOCL	304	Sociological Theory: Perspectives on Society	3		SOCL	304	Sociological Theory: Perspectives on Society	3
SOCL	499	Senior Seminar	1		SOCL	499	Senior Seminar	1
Select 1 course from the following:					Select 1 course from the following:			
SOCL	210	Interaction: Self in Society	3		SOCL	210	Interaction: Self in Society	3
SOCL	220	Marriage and Family	3		SOCL	220	Marriage and Family	3
~~CRIM~~	~~231~~	~~Introduction to Criminal Justice~~	~~3~~					
~~CRIM~~	~~232~~	~~Introduction to Law Enforcement~~	~~3~~					
~~CRIM~~	~~233~~	~~Alternatives to Confinement~~	~~3~~					
SOCL	240	Contemporary Social Problems	3		**SOCL**	**240**	**Global Social Problems**	**3**
SOCL	245	Sociology of Popular Culture	3		SOCL	245	Sociology of Popular Culture	3
SOCL	260	Race and Ethnic Relations	3		SOCL	260	Race and Ethnic Relations	3
					SOCL	**270**	**Introduction to Community, Environment, and Development**	**3**

Select 5 courses from the following					Select 5 courses from the following			
SOCL	210	Interaction: Self in Society	3		SOCL	210	Interaction: Self in Society	3
SOCL	220	Marriage and Family	3		SOCL	220	Marriage and Family	3
~~CRIM~~	~~231~~	~~Introduction to Criminal Justice~~	~~3~~					
~~CRIM~~	~~232~~	~~Introduction to Law Enforcement~~	~~3~~					
~~CRIM~~	~~233~~	~~Alternatives to Confinement~~	~~3~~					
SOCL	240	Contemporary Social Problems	3		**SOCL**	**240**	**Global Social Problems**	**3**
SOCL	245	Sociology of Popular Culture	3		SOCL	245	Sociology of Popular Culture	3
SOCL	260	Race and Ethnic Relations	3		SOCL	260	Race and Ethnic Relations	3
					SOCL	**270**	**Introduction to Community, Environment, and Development**	**3**
SOCL	309	Social Deviance	3		SOCL	309	Social Deviance	3
SOCL	310	Behavior in Small Groups	3		SOCL	310	Behavior in Small Groups	3
SOCL	312	Collective Behavior and Social Movements	3		SOCL	312	Collective Behavior and Social Movements	3
SOCL	322	Religion in Society	3		SOCL	322	Religion in Society	3
SOCL	324	Sociology of Sport	3		SOCL	324	Sociology of Sport	3
CRIM	330	Criminology	3		CRIM	330	Criminology	3
CRIM	332	Juvenile Delinquency	3		CRIM	332	Juvenile Delinquency	3
SOCL	342	Aging in Society	3		SOCL	342	Aging in Society	
SOCL	345	Sociology of Popular Music	3		SOCL	345	Sociology of Popular Music	3
SOCL	346	Special Topics	3		SOCL	346	Special Topics	3
SOCL	350	Social Inequality	3		**SOCL**	**350**	**Systems of Social Inequality**	**3**
SOCL	352	Technology, Work, and Society	3		SOCL	352	Technology, Work, and Society	3
~~SOCL~~	~~353~~	~~Sociology of Modern Japan~~	~~3~~					
SOCL	355	Sociology of Gender	3		SOCL	355	Sociology of Gender	3
SOCL	359	Sexuality and Society	3		SOCL	359	Sexuality and Society	3
SOCL	360	The Community in Rural and Urban Settings	3		SOCL	360	The Community in Rural and Urban Settings	3

CRIM	361	Race, Class, and Crime	3		CRIM	361	Race, Class, and Crime	3
SOCL	362	Social Institutions: Race, Class, and Gender	3		SOCL	362	Social Institutions: Race, Class, and Gender	3
SOCL	363	Population and Society	3		**SOCL**	**363**	**Population, Society, and Development**	**3**
SOCL	375	Diversity in American Society	3		SOCL	375	Diversity in American Society	3
SOCL	376	International Sociology	3		**SOCL**	**376**	**Sociology of Globalization**	**3**
CRIM	380	Penology	3		CRIM	380	Penology	3
SOCL	402	Evaluation Research	3		SOCL	402	Evaluation Research	3
SOCL	404	Qualitative Research Methods	3		SOCL	404	Qualitative Research Methods	3
SOCL	408	Survey Applications	3		SOCL	408	Survey Applications	3
SOCL	410	Socialization	3		SOCL	410	Socialization	3
~~SOCL~~	~~420~~	~~Political Sociology~~	~~3~~					
CRIM	432	Sociology of Criminal Law	3		CRIM	432	Sociology of Criminal Law	3
CRIM	434	Organized Crime	3		CRIM	434	Organized Crime	3
SOCL	435	Family Violence	3		SOCL	435	Family Violence	3
~~CRIM~~	~~437~~	~~The Death Penalty in America~~	~~3~~					
CRIM	438	Victimology	3		CRIM	438	Victimology	3
~~CRIM~~	~~439~~	~~Internship in Criminology~~	~~3~~					
SOCL	440	Medical Sociology	3		SOCL	440	Medical Sociology	3
SOCL	442	Sociology Research Project	3		SOCL	442	Sociology Research Project	3
CRIM	446	Gender, Crime, and Justice	3		CRIM	446	Gender, Crime, and Justice	3
SOCL	450	Occupations & Professions	3		SOCL	450	Occupations & Professions	3
CRIM	451	White Collar Crime	3		CRIM	451	White Collar Crime	3
SOCL	452	Social Change	3		SOCL	452	Social Change	3
					SOCL	455	Theory and Practice of Community Development	3
SOCL	466	Gender, Family, and Society	3		SOCL	466	Gender, Family, and Society	3
SOCL	470	Environmental Sociology	3		SOCL	470	Environmental Sociology	3
					SOCL	**480**	**Sociology of Agri-Food**	**3**

							Systems	
SOCL	489	Sociology Study Abroad	3		SOCL	489	Sociology Study Abroad	3
SOCL	494	Internship in Sociology	3		SOCL	494	Internship in Sociology	3
SOCL	495	Directed Study	3		SOCL	495	Directed Study	3
SOCL	496	Directed Study	3		SOCL	496	Directed Study	3
TOTALS		Credit Hours	21		TOTALS		Credit Hours	21

4. Rationale for the proposed program change:

Specific rationale for de-listing 5 CRIM courses in pursuit of the SOCL minor:

We began a close examination of our undergraduate program in the Fall of 2011. Since then, much thought and effort has resulted in the creation of an interdisciplinary criminology major for undergraduates (housed in the department of sociology). Because this separate major now exists, we no longer feel that the following five courses belong in pursuit of either a sociology major or sociology minor (CRIM: Introduction to Criminal Justice; CRIM 232: Introduction to Law Enforcement; CRIM 233: Alternatives to Confinement; CRIM 437: The Death Penalty in America; CRIM 439: Internship in Criminology).

Specific rationale for suspending, creating, and renaming/changing catalog descriptions:

The additional curriculum changes presented above (Suspension of SOCL 353: Sociology of Modern Japan & SOCL 420: Political Sociology; Renaming SOCL 240, 350, 363, 376; Changing the catalog description for SOCL 240; 350; 376; and creation of SOCL 270: Introduction to Community, Environment, and Development; SOCL 455: Theory and Practice of Community Development; SOCL 480: Sociology of Agri-Foods Systems) are necessary to: 1) bring efficiency to our curriculum, 2) help integrate the concentrations available to our majors and 3) ensure there are a health amount of electives available to sociology minors.

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

Fall 2014

6. Dates of prior committee approvals:

Sociology Department/ Unit	**Nov 20, 2013**
Potter College Curriculum Committee	
Professional Education Council (if applicable)	
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Potter College of Arts & Letters

Proposal Date: Nov 15, 2013

Potter College of Arts and Letters
Department of Sociology
Proposal to Revise A Program
(Action Item)

Contact Person: Holli Drummond, holli.drummond@wku.edu, 745-2259

1. Identification of program:

1.1 Current program reference number: 461
1.2 Current program title: Minor in Sociology
1.3 Credit hours: 21

2. Identification of the proposed program changes:

- Eliminate some CRIM courses as elective options for those pursuing the sociology minor. Including:
  - CRIM 231: Introduction to Criminal Justice;
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- Change course description:
  - SOCL 240: Global Social Problems;
  - SOCL 350: Systems of Social Inequality;
  - SOCL 376: Sociology of Globalization.

- Add new courses:
  - SOCL 270: Introduction to Community, Environment, and Development;
  - SOCL 455: Theory and Practice of Community Development;
  - SOCL 480: Sociology of Agri-Foods Systems;

3. Detailed program description:

Current Program	**Proposed Program**
Program Description	New Program Description
The minor in sociology requires a minimum of 21 semester hours of sociology coursework. At least 12 hours earned in the minor must be in upper-division courses (courses numbered 300-499). The following courses are required for a minor: SOCL 100,300,302,304. Not more than 3 hours earned in SOCL 495 "Directed Study" in Sociology may be counted toward the first 21 hours required for the minor.	The minor in sociology requires a minimum of 21 semester hours of sociology coursework. At least 12 hours earned in the minor must be in upper-division courses (courses numbered 300-499). The following courses are required for a minor: SOCL 100,300,302,304. Not more than 3 hours earned in SOCL 495/**496** "Directed Study" in Sociology may be counted toward the first 21 hours required for the minor.

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SOCL	245	Sociology of Popular Culture	3		SOCL	245	Sociology of Popular Culture	3
SOCL	260	Race and Ethnic Relations	3		SOCL	260	Race and Ethnic Relations	3
					SOCL	**270**	**Introduction to Community, Environment, and Development**	**3**

Select 5 courses from the following					Select 5 courses from the following			
SOCL	210	Interaction: Self in Society	3		SOCL	210	Interaction: Self in Society	3
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~~CRIM~~	~~437~~	~~The Death Penalty in America~~	~~3~~					
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SOCL	442	Sociology Research Project	3		SOCL	442	Sociology Research Project	3
CRIM	446	Gender, Crime, and Justice	3		CRIM	446	Gender, Crime, and Justice	3
SOCL	450	Occupations & Professions	3		SOCL	450	Occupations & Professions	3
CRIM	451	White Collar Crime	3		CRIM	451	White Collar Crime	3
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SOCL	466	Gender, Family, and Society	3		SOCL	466	Gender, Family, and Society	3
SOCL	470	Environmental Sociology	3		SOCL	470	Environmental Sociology	3
					SOCL	**480**	**Sociology of Agri-Food**	**3**

							Systems	
SOCL	489	Sociology Study Abroad	3		SOCL	489	Sociology Study Abroad	3
SOCL	494	Internship in Sociology	3		SOCL	494	Internship in Sociology	3
SOCL	495	Directed Study	3		SOCL	495	Directed Study	3
SOCL	496	Directed Study	3		SOCL	496	Directed Study	3
TOTALS		Credit Hours	21		TOTALS		Credit Hours	21

4. Rationale for the proposed program change:

Specific rationale for de-listing 5 CRIM courses in pursuit of the SOCL minor:

We began a close examination of our undergraduate program in the Fall of 2011. Since then, much thought and effort has resulted in the creation of an interdisciplinary criminology major for undergraduates (housed in the department of sociology). Because this separate major now exists, we no longer feel that the following five courses belong in pursuit of either a sociology major or sociology minor (CRIM: Introduction to Criminal Justice; CRIM 232: Introduction to Law Enforcement; CRIM 233: Alternatives to Confinement; CRIM 437: The Death Penalty in America; CRIM 439: Internship in Criminology).

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

Fall 2014

6. Dates of prior committee approvals:

Sociology Department/ Unit	**Nov 20, 2013**
Potter College Curriculum Committee	**01/07/2014**
Professional Education Council (if applicable)	
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date: 12/3/2013

College of Health & Human Services
School of Nursing
Proposal to Revise a Program
(Action Item)

Contact Person: Audrey S. Cornell; audrey.cornell@wku.edu; 270-745-3656

1. Identification of program:

1.1 Current program reference number: 586P/586
1.2 Current program title: Bachelor of Science in Nursing
1.3 Credit hours: 61 credit hours

2. Identification of the proposed program changes:

- Provide a policy allowing Guaranteed Early Admission (GEA) into the WKU BSN program available to first–time, full time college freshman who meet admission criteria.

3. Detailed program description:

Current Program Description	Proposed Program Description
Western Kentucky University | 2013-2014 Undergraduate Catalog (p209) Pre-Nursing (586P) Prior to admission into the nursing program, students are required to meet the university general education requirements and a set of prerequisite courses required of all nursing students. Students who want to declare as a nursing major prior to admission into the nursing program are designated as Pre-Nursing students (reference 586P) and are assigned an advisor in CHHS. Pre-Nursing students will meet during orientation to discuss their academic preparation and determine the appropriate courses for registration. Pre-Nursing students must maintain a GPA of 2.75 or above to remain in the pre-nursing program. For more details and frequently asked questions about preparation for admission into nursing and deadlines for applications, please see the School of Nursing website. Support services in CHHS Academic Center for Excellence are available to students who decide to change from Pre-Nursing to another health related	Western Kentucky University | 2013-2014 Undergraduate Catalog (p209) Pre-Nursing (586P) Prior to admission into the nursing program, students are required to meet the university general education requirements and a set of prerequisite courses required of all nursing students. Students who want to declare as a nursing major prior to admission into the nursing program are designated as Pre-Nursing students (reference 586P) and are assigned an advisor in CHHS. Pre-Nursing students will meet during orientation to discuss their academic preparation and determine the appropriate courses for registration. Pre-Nursing students must maintain a GPA of 2.75 or above to remain in the pre-nursing program. For more details and frequently asked questions about preparation for admission into nursing and deadlines for applications, please see the School of Nursing website. Support services in CHHS Academic Center for Excellence are available to students who decide to change from Pre-Nursing to another health related career.

career. Admission to the nursing program is limited and based on selection of the most qualified applicants who meet all admission requirements. The program can be completed in 4 years if the student completes all prerequisite courses, is admitted to the nursing program in the junior year and successfully completes all nursing courses in sequence.	Admission to the nursing program is limited and based on selection of the most qualified applicants who meet all admission requirements. The program can be completed in 4 years if the student completes all prerequisite courses, is admitted to the nursing program in the junior year and successfully completes all nursing courses in sequence. **Guaranteed Early Admission (GEA) to the WKU BSN program is available to first –time, full time college freshman and is not available for transfer students. This is a competitive application process and not all eligible students will be granted a GEA. A limited number of GEAs are awarded each year and is dependent on the applicant pool. The GEA application deadline is April 1st for students seeking Fall admission to WKU and September 1st for Spring admission. Prior to completing the GEA application, you must apply for admission to WKU, submit your ACT scores and obtain a WKU ID number. See http://www.wku.edu/atwku/admissions.php for details.** **Students seeking the GEA must have an ACT composite score of 23 or above. In addition, all students seeking entry into the WKU BSN program must be able to meet all nursing admission requirements. Please see the School of Nursing website for complete details.** **If a student is awarded a GEA, he/she must maintain a 3.0 GPA while a full-time student in the pre-nursing program. GEA students must also initially obtain a grade of "B" or above in the following courses: Chem 109, Biol 131, Biol 231, Bio 207, Bio 208 and NURS 102. All general education courses and nursing required pre-requisite courses must be completed prior to entering the nursing program.** **GEA students who maintain the above standards will be guaranteed admission to the WKU BSN program in either the Fall or the Spring semester on or before the third year. If the GEA student is not able to enroll in the BSN program during this timeframe for any reason, the GEA student will forfeit the GEA status and he/she must reapply to the nursing program with the general applicant pool to compete for a space in the BSN program.**

4. Rationale for the proposed program change:

- The policy serves as an incentive to choose WKU SON and promotes early recruitment of qualified high school graduates**.** The early admission policy is consistent with those offered at the University of Kentucky and Middle Tennessee State University BSN nursing programs.

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

6. Dates of prior committee approvals:

Department/ Unit	November 15, 2013
CHHS Undergraduate Curriculum Committee	December 9, 2013
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

Proposal Date:11/15/13

Ogden College of Science and Engineering
Department of Mathematics
Proposal to Revise A Program
(Action Item)

Contact Person: John Spraker, john.spraker@wku.edu, 745 - 6220

1. Identification of program:

1.1 Current program reference numbers: 728 and 528
1.2 Current program title: Major in Mathematics
1.3 Credit hours: 39 or 36 hours (728), 51 hours (528)

2. Identification of the proposed program changes:

- Removal of the PHIL 215 or EE 180 requirement from the 728 major.
- Reduction of the computer science requirement from 8 hours to 4 hours in the 728 major.
- Removal of the 12-hour supporting course requirement from the 728 major.
- Removal of the deleted course MATH 432.
- Inclusion of MATH 371 as an elective in the 528 major and the non-teacher certifiable 728 major.
- Inclusion of MATH 371 as an option in the computational requirement of the 528 major.

3. Detailed program description:

Program Description Major in Mathematics	New Program Description Major in Mathematics
A major in mathematics provides a Bachelor of Arts degree an requires either a minimum of 36 - 39 semester hours for a general major with a minor or second major or a minimum of 51 semester hours for an extended major . Note: All mathematics courses listed as prerequisites for other courses must have been completed with a grade of C or better. Students who wish to declare a 728 or 528 mathematics major will initially be designated as "seeking admission" until the following requirements have been satisfied: • Complete MATH 136, MATH 137, and MATH 307 or MATH 310 with a grade of "C" or better in each course. • Have an overall GPA of at least	A major in mathematics provides a Bachelor of Arts degree and requires either a minimum of 36 -39 semester hours for a general major with a minor or second major or a minimum of 51 semester hours for an extended major . Note: All mathematics courses listed as prerequisites for other courses must have been completed with a grade of C or better. Students who wish to declare a 728 or 528 mathematics major will initially be designated as "seeking admission" until the following requirements have been satisfied: • Complete MATH 136, MATH 137, and MATH 307 or MATH 310 with a grade of "C" or better in each course. • Have an overall GPA of at least

	2.4 in mathematics program courses (MATH 136 and above) completed prior to admission. The general major (728) offers two options: (1) Non-teacher certifiable Major in Mathematics; (2) Major Certifiable for Teaching Secondary Level Mathematics. The extended major (528) offers only the first option. **Option 1 students are required to complete both CS 180 and 181.** Option 2 students are required to complete either CS 170 or 180. Option 1:Non-Teacher Certifiable Major in Mathematics. **(A)** General Major(728): **To prepare for employment in industry,** the student must complete a minimum of 39 hours of mathematics with a minor or second major, giving a total of at least 59 hours (53 unduplicated) with the following requirements: 1. MATH 136, 137, 237, 307, 310, 317, 337, 498. 2. Two courses from MATH 405, 406, 415, 417, 423, 431, 435, 439, 450, 470, 473, 482. 3. Six elective hours from	2.4 in mathematics program courses (MATH 136 and above) completed prior to admission. The general major (728) offers two options: (1) Non-teacher certifiable Major in Mathematics; (2) Major Certifiable for Teaching Secondary Level Mathematics. The extended major (528) offers only the first option. **Option 1 students in the general major (728) are required to satisfy a computational requirement by completing either CS 180 or 181, while those in the extended major (528) are required to satisfy a computational requirement by completing both CS 180 and either CS 181 or MATH 371. (If MATH 371 is selected to fulfill this requirement, it cannot also be used as an elective in the extended major (528).)** Option 2 students are required to complete either CS 170 or 180. Option 1: Non-Teacher Certifiable Major in Mathematics. (A) General Major (728): The student must complete a minimum of 39 hours of mathematics with a minor or second major giving a total of at least 59 hours (53 unduplicated) with the following requirements. 1. MATH 136, 137, 237, 307, 310, 317, 337, 498. 2. Two courses from MATH 405, 406, 415, 417, 423, 431, 435, 439, 450, 470, 473, 482. 3. Six elective hours from MATH 275 (up to 3

MATH 275 (up to 3 hours), STAT 301, MATH 305, 315, 323, 331, 370, 382, 398 (up to 3 hours), 405, 406, 415, 417, 423, **432,** 435, 439, 450, 470, 475 (up to 6 hours), 482. 4. Students may take certain 500-level mathematics courses for undergraduate credit with the approval of the Dept. Head in place of courses listed in items 2 or 3. 5. **In addition, 12 credit hours of supporting courses from the Ogden College of Science and Engineering or Gordon Ford College of Business (courses such as mathematics, statistics, sciences, engineering, economics, finance, and accounting) are required. These courses must be approved by the mathematics and computer science department head. These hours will not count toward a first minor nor usually toward a second major.** 6. **Also required is PHIL 215, or EE 180.** 7. Note: This major is not intended to prepare students adequately for graduate mathematics. Students intending to seek a graduate degree should pursue major 528.	hours), STAT 301, MATH 305, 315, 323, 331, 370, **371 ,** 382, 398 (up to 3 hours), 405, 406, 415, 417, 423, 435, 439, 450, 470, 475 (up to 6 hours), 482. 4. Students may take certain 500-level mathematics courses for undergraduate credit with the approval of the Dept. Head in place of courses listed in items 2 or 3. 5. Note: This major is not intended to prepare students adequately for graduate mathematics. Students intending to seek a graduate degree should pursue major 528.

(B) Extended Major (528): To prepare for graduate study in mathematics, the student must complete a minimum of 51 hours of mathematics with the following requirements: 1. MATH 136, 137, 237, 307, 310, 317, 337, 431, 498. 2. Have a concentration in one of the following areas B1, B2, or B3. B1. Fundamentals of Analysis and Discrete Mathematics. i. MATH 417, 439, 450. ii. Two courses from MATH 315, 323, 415, 423, **432,** 473. iii. Six additional elective hours from MATH 275 (up to 3 hours), STAT 301, MATH 305, 315, 323, 331, 370, 382, 398 (up to 3 hours), 405, 406, 409, 415, 423, **432,** 435, 470, 473, 475 (up to 6 hours), 482. B2. Fundamentals of Applied Mathematics. i. MATH 331, 370, 382, 405. ii. Two courses from MATH 305, 406, 435, 470,	(B) Extended Major (528): To prepare for graduate study in mathematics, the student must complete a minimum of 51 hours of mathematics with the following requirements: 1. MATH 136, 137, 237, 307, 310, 317, 337, 431, 498. 2. Have a concentration in one of the following areas B1, B2, or B3. B1. Fundamentals of Analysis and Discrete Mathematics. i. MATH 417, 439, 450. ii. Two courses from MATH 315, 323, 415, 423, 473. iii. Six additional elective hours from MATH 275 (up to 3 hours), STAT 301, MATH 305, 315, 323, 331, 370, **371 (provided MATH 371 was not used to satisfy the computational requirement above),** 382, 398 (up to 3 hours), 405, 406, 409, 415, 423, 435, 470, 473, 475 (up to 6 hours), 482. B2. Fundamentals of Applied Mathematics. i. MATH 331, 370, 382, 405.

482. iii. Three credit hours from MATH 275, STAT 301, MATH 305, 315, 323, 398, 406, 409, 415, 417, 423, **432,** 435, 439, 450, 470, 473, 475, 482. B3. Fundamentals of Mathematical Studies. i. MATH 450. ii. Two courses from MATH 405, 406, 409, 415, 417, 423, **432,** 435, 439, 470, 473, 482. iii. Twelve additional elective hours from MATH 275 (up to 3 hours), STAT 301, MATH 305, 315, 323, 331, 370, 382, 398 (up to 3 hours), 405, 406, 409, 415, 423, **432,** 435, 470, 473, 475 (up to 6 hours), 482. 3. Students may take certain 500-level mathematics courses for	ii. Two courses from MATH 305, 406, 435, 470, 482. iii. Three credit hours from MATH 275, STAT 301, MATH 305, 315, 323, **371 (provided MATH 371 was not used to satisfy the computational requirement above),** 398, 406, 409, 415, 417, 423, 435, 439, 450, 470, 473, 475, 482. B3. Fundamentals of Mathematical Studies. i. MATH 450. ii. Two courses from MATH 405, 406, 409, 415, 417, 423, 435, 439, 470, 473, 482. iii. Twelve additional elective hours from MATH 275 (up to 3 hours), STAT 301, MATH 305, 315, 323, 331, 370, **371 (provided MATH 371 was not used to satisfy the computational requirement above),** 382, 398 (up to 3 hours), 405, 406, 409, 415, 423, 435, 470, 473, 475 (up to 6 hours), 482.

undergraduate credit in place of courses listed in items B1i, B1ii, B2i, B2ii, B3i, or B3ii with the approval of the Mathematics Department head. No minor or a second major for the extended major is required. 4. Also required is PHIL 215 or EE 180. <u>Option 2:</u> Major Certifiable for Teaching Secondary Level Mathematics (reference number 728): The student must complete a minimum of 36 hours of mathematics with a second major in Science and Mathematics Education (SMED) and with the following requirements: <u>1.</u> MATH 136, 137, 237, 304, 307, 310, 317, 323, 498; STAT 301. Before the "professional semester" the student must complete each of these courses with a grade of "C" or better <u>and</u> achieve a GPA of at least 2.5 in required mathematics courses. <u>2.</u> At least 3 hours of 400-level mathematics from the following list: MATH 405, 406, 409, 415, 417, 421, 423, 431, **432,** 435, 439, 450, 470, 482. <u>3.</u> **Also required is PHIL 215, or EE 180.** Students in this option must have a second major in science and mathematics education (SMED). In addition	3. Students may take certain 500-level mathematics courses for undergraduate credit in place of courses listed in items B1i, B1ii, B2i, B2ii, B3i, or B3ii with the approval of the Mathematics Department head. No minor or a second major for the extended major is required. 4. Also required is PHIL 215 or EE 180. <u>Option 2:</u> Major Certifiable for Teaching Secondary Level Mathematics (reference number 728): The student must complete a minimum of 36 hours of mathematics with a second major in Science and Mathematics Education (SMED) and with the following requirements: <u>1.</u> MATH 136, 137, 237, 304, 307, 310, 317, 323, 498; STAT 301. Before the "professional semester" the student must complete each of these courses with a grade of "C" or better <u>and</u> achieve a GPA of at least 2.5 in required mathematics courses. <u>2.</u> At least 3 hours of 400-level mathematics from the following list: MATH 405, 406, 409, 415, 417, 421, 423, 431, 435, 439, 450, 470, 482. Students in this option must have a second

	students must attain a grade of "C" or better in each required mathematics course and a 2.5 GPA for all required mathematics courses.	major in science and mathematics education (SMED). In addition students must attain a grade of "C" or better in each required mathematics course and a 2.5 GPA for all required mathematics courses.

4. Rationale for the proposed program change:

Since WKU's general education program is being revised we are taking the opportunity to review our offerings as well. We believe that the new Colonnade program may substitute for some of the requirements we are deleting. The proposed changes in our 728 program should make this major more attractive to students with an interest in mathematics who would like to major or minor in some other area as well. It is hoped that the new requirements will provide more flexibility in scheduling so that students are able to complete their programs on time. Some of the courses required in the current program were included because they were prerequisites for MATH 307, but that is no longer the case. The inclusion of MATH 371 as an option in the computational requirement for the 528 major and as an elective in the 528 major and the non-teacher certifiable 728 major will provide students the opportunity to use *Mathematica*, which is a powerful tool in problem solving.

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

Fall 2014

6. Dates of prior committee approvals:

Department of Mathematics 11-15-2013

Ogden College Curriculum Committee 12-05-2013

Professional Education Council 12-11-2013

Undergraduate Curriculum Committee January 30, 2014

University Senate _____

Proposal Date: November 22, 2013

University College
School of Professional Studies
Proposal to Revise A Program
(Action Item)

Contact Person: Ron Mitchell, ron.mitchell@wku.edu, 745-4285

1. Identification of program:

1.3 Current program reference number: 288
1.4 Current program title: Business
1.5 Credit hours: 60

2. Identification of the proposed program changes:

A. Change the Business Manufacturing Management Concentration of the Associate Degree in Business (288) program to Leadership.

B. Replace BUS 270C, MGMT 200C, MFG 240C, MFG 245C, and 6 hours of approved advisor electives with BUS 245C, BUS 214C, BUS 257C, BUS 248C, and 6 hours of LEAD 300 level classes. Add LEAD 200 into the concentration.

C. Change the General Education requirements for the program from 18 hours to 15 hours.

3. Detailed program description:

CONCENTRATION: LEADERSHIP

Current Program		**Proposed**	
Business Core		Business Core	
ACC 200C – Accounting – Financial	3 hours	ACC 200C – Accounting – Financial	3 hours
ACC 201C – Accounting – Managerial	3 hours	ACC 201C – Accounting – Managerial	3 hours
CSCI 145C – Introduction to Computing	3 hours	CSCI 145C – Introduction to Computing	3 hours
BUS 100C – Introduction to Business	3 hours	BUS 100C – Introduction to Business	3 hours
FINC 161C – Personal Finance	3 hours	FINC 161C – Personal Finance	3 hours
BUS 210C – Organization and Management	3 hours	BUS 210C – Organization and Management	3 hours
BUS 212C – Principles of Marketing	3 hours	BUS 212C – Principles of Marketing	3 hours
BUS 253C – Management Capstone	3 hours	BUS 253C – Management Capstone	3 hours
3 hours			
Subtotal	24 hours	Subtotal	24 hours
Concentration:		**Concentration:**	
BUS 270C – Labor Management	3 hours	**BUS 214C – Business Communication**	**3 hours**
MGMT 200C – Legal Environment of Business	3 hours	**BUS 245C – Introduction to managing Diversity In the work place**	**3 hours**
MFG 240C – Manufacturing Mgt. Operations	3 hours	**BUS 257C – Human Resources Management**	**3 hours**
MFG 245C – Manufacturing Quality Mgt.	3 hours	**BUS 248C – Supervisory Management**	**3 hours**
Advisor Approved Electives	6 hours	**LEAD 200 – Intro to Leadership**	**3 hours**
		LEAD 300 - Two 300 level Leadership	**6 hours**
Subtotal	18 hours	**Subtotal**	**21 hours**
General Education		**General Education**	
Category A		**Category A**	**3 hours**
ENGL 100C – Intro to College Writing	3 hours		
COMN 161C – Business and Professional Speaking	3 hours	**Category B**	**3 hours**
Category B Elective	3 hours		
Category C			
ECO 202C – Micro Economics	3 hours	**Category C**	**6 hours**
ECO 203C – Macro Economics	3 hours		
Category D			
Math 116C – College Algebra	3 hours	**Category D**	**3 hours**
General Education Subtotal	18 hours	**General Education Subtotal**	**15 hours**
Total Hours in Program	60 hours	Total Hours in Program	60 hours

4. **Rationale for the proposed program changes:** The reorganization of the Professional Studies Department into the School of Professional studies necessitates a review of the concentrations of the

Business (288) program within our department for the viability of each concentration. The Manufacturing Management concentration is no longer viable as there currently exists an Associate Degree in Manufacturing Technology housed in Ogden College of Science and Engineering that will meet the needs of students in our geographical area.

This proposed change, which includes the inclusion of LEAD 200, which is a prerequisite for LEAD 300 level classes, provides non-traditional students a seamless transition into the Organizational Leadership program. The addition of the LEAD 200 and two three-hundred level courses will allow a seamless transition into Organizational Leadership program and provides students another viable concentration within the Business degree. This concentration will provide needed skills for the work force.

The reduction in General Education requirements from 18 hours to 15 hours allows 3 credit hours to be placed in the concentration to provide more skills in the area of Leadership.

5. Proposed term for implementation and special provisions (if applicable): Fall 2014

6. Dates of prior committee approvals:

Professional Studies Department:	November 6, 2013
University College Curriculum Committee	January 15, 2014
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

University College
School of Professional Studies - Leadership Studies
Proposal to Revise A Program
(Action Item)

Contact Person: John Baker, john.baker1@wku.edu, 745-5149

1. Identification of program:

1.1 Current program reference number: 410
1.2 Current program title: Minor in Leadership Studies
1.3 Credit hours: 21

2. Identification of the proposed program changes:

- change the title of the program to minor in Organizational Leadership

3. Detailed program description: N/A

4. Rationale for the proposed program change: Changing the title of the program standardizes the name to coincide with our other programs in Organization Leadership.

5. Proposed term for implementation and special provisions (if applicable):
Fall 2014

6. Dates of prior committee approvals:

School of Professional Studies:	January 8, 2014
University College Curriculum Committee	January 15, 2014
Professional Education Council (if applicable)	N/A
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

University College
School of Professional Studies - Leadership Studies
Proposal to Revise A Program
(Action Item)

Contact Person: John Baker, john.baker1@wku.edu, 745-5149

1. Identification of program:

1.1 Current program reference number: 173
1.2 Current program title: Leadership Certificate
1.3 Credit hours: 15

2. Identification of the proposed program changes:

- changes the number of credit hours from 15 to 14
- eliminate the three unduplicated hour requirement
- revise the electives to reflect only LEAD courses
- reduce the required number of practicum hours from three to two
- change the title of the program to Organizational Leadership Certificate
- revise the catalog description

3. Detailed program description:

Current Program	**Proposed Program**
Program Description	New Program Description
This program is designed for students who want to enhance their leadership knowledge and skills for current or future activities in a broad range of organizations. Various disciplines have addressed leadership and developed a substantial body of related literature. The introductory course (LEAD 200) will give students a systematic introduction to these various perspectives and theories of leadership. In the categorical courses in the program, a total of 9 hours from approved courses, students will explore leadership perspectives and implications in conjunction with their specific area(S) of study. In the capstone course, students will be challenged to synthesize their understandings of leadership, articulate those understandings, and apply them in a demonstrable	This program is designed for students who want to enhance their leadership knowledge and skills for current or future activities in a broad range of organizations. Various disciplines have addressed leadership and developed a substantial body of related literature. The introductory course (LEAD 200/**300**) will give students a systematic introduction to these various perspectives and theories of leadership. ~~In the categorical courses in the program, a total of 9 hours from approved courses, students will explore leadership perspectives and implications in conjunction with their specific area(S) of study.~~ **Chosen electives build from LEAD 200/300 and provide students an emphasis in various aspects of leadership.** In the capstone course, students will be challenged to

way that enhances their education and relates to their career and life goals. The leadership studies program will provide lectures, workshops, seminars, and interactions with visiting guest leaders who are renowned in their fields. In addition, The Leadership Studies Program will work with certificate-seekers to identify opportunities for leadership participation and practice in their own professional or occupational fields.	synthesize their understandings of leadership, articulate those understandings, and apply them in a demonstrable way that enhances their education and relates to their career and life goals. The leadership studies program will provide lectures, workshops, seminars, and interactions with visiting guest leaders who are renowned in their fields. In addition, the Leadership Studies Program will work with certificate-seekers to identify opportunities for leadership participation and practice in their own professional or occupational fields.

Current Program					**Proposed Program**			
		No Changes					No Changes	
LEAD	200	Intro. to Lead. Studies	3		LEAD	200	Intro. to Lead. Studies	3
Elective		Ethics and social responsibility	3		**Or LEAD**	**300**	**Leadership Theory and Application**	**3**
Elective		Human relations	3					
Elective		Empirical assest. and critical thinking	3					
							Select three of the following classes	
					LEAD OR	**325**	**Leading Change**	**3**
					LEAD OR	**330**	**Leadership Ethics and Decision Making**	**3**
					LEAD OR	**395**	**Contemporary Issues in Leadership**	**3**
					LEAD OR	**440**	**Leading Teams**	**3**
					LEAD	**450**	**Global Leadership**	**3**
LEAD	400	Practicum in Lead.	3		LEAD	400	Practicum in Lead.	**2**

4. Rationale for the proposed program change: Reducing certificate requirements from 15 to 14 hours is due to curriculum development and to better accommodate students. Leadership Studies now has curricula for a pure LEAD certificate that will better serve students by ensuring course availability for students, decreasing degree completion time, increasing retention, while pedagogically strengthening the

certificate through a more deliberate focus on leadership. Reducing the required credit hours for the practicum provides students with the appropriate experiential learning experience compared to the minor (three credits) and major (three credits). Changing the title of the program standardizes the name to coincide with our major in Organizational Leadership and MA in Organizational Leadership.

5. Proposed term for implementation and special provisions (if applicable):
Fall 2014

6. Dates of prior committee approvals:

School of Professional Studies:	January 8, 2014
University College Curriculum Committee	January 15, 2014
Professional Education Council (if applicable)	N/A
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

University College
School of Professional Studies - Leadership Studies
Proposal to Revise A Program
(Action Item)

Contact Person: John Baker, john.baker1@wku.edu, 745-5149

1. Identification of program:

1.1 Current program reference number: 545
1.2 Current program title: Organizational Leadership
1.3 Credit hours: 48

2. Identification of the proposed program changes:

- changes in program core courses and number of credits in the core
- changes in program electives and number of elective credits
- changes in admission requirements

3. Detailed program description:

Current Program	Proposed Program
Program Description	New Program Description
The Bachelor of Science in Organizational Leadership (reference number 545) is an interdisciplinary degree providing an academic foundation for the professional and career-focused study of leadership. It is specifically designed to advance the professional objectives of adults already in the work force who desire to complete a baccalaureate degree for career advancement and expanded job opportunities.	The Bachelor of Science in Organizational Leadership (reference number 545) is an interdisciplinary degree providing an academic foundation for the professional and career-focused study of leadership. It is specifically designed to advance the professional objectives of adults already in the work force who desire to complete a baccalaureate degree for career advancement and expanded job opportunities.
The combination of leadership, management, and organizational communication, combined with a specific group of electives provides graduates with the knowledge and skills necessary to provide effective leadership at various levels and in a variety of occupational settings.	~~The combination of leadership, management, and organizational communication, combined with a specific group of electives provides graduates with the knowledge and skills necessary to provide effective leadership at various levels and in a variety of occupational settings~~.
This degree program requires a minimum of 48	This degree program requires a minimum of 48

semester hours; **27 hours** in a common leadership and management core plus **21 hours in identified electives.** Students must meet all University requirements for admission, continuance in the program, and graduation as explained in the WKU Undergraduate Catalog. Students admitted to the Bachelor of Science in Organizational Leadership must have previously earned an associate's degree from a regionally-accredited institution.	semester hours; **24 hours** in a common leadership and management core plus **24 hours in identified electives.** Students must meet all University requirements for admission, continuance in the program, and graduation as explained in the WKU Undergraduate Catalog. Students admitted to the Bachelor of Science in Organizational Leadership must have previously earned an associate's degree from a regionally-accredited institution.

Required Courses

Current Program					**Proposed Program**			
Prefix	#	Course Title	Hrs		Prefix	#	Course Title	Hrs
LEAD	200	Intro to Lead. Stud. *And 5 of the following:*	3		LEAD	200	Intro to Lead. Stud. **OR**	3
					LEAD	**300**	**Lead. Application** ***And all of the following:***	**3**
LEAD	325	Leading Change	3		LEAD	325	Leading Change	3
LEAD	330	Lead. Ethics & Dec.	3		LEAD	330	Lead. Ethics & Dec.	3
LEAD	395	Cont. Lead Issues	3		LEAD	395	Cont. Lead Issues	3
LEAD	400	Practicum in Lead	3		LEAD	400	Practicum in Lead	3
LEAD	440	Leading Teams	3		LEAD	440	Leading Teams	3
LEAD	450	Lead in Global Con.	3		LEAD	450	Lead in Global Con.	3
MGT	210	Org. and Mgt. *And 2 of the following:*	3		MGT- **OR** **BUS**	210 **OR** **210C**	Organization and Management **Organization and Management**	3 **3**
MGT	311	HR Mgt.	3					
MGT	314	Operations Mgt.	3					
MGT	361	Bus. Comm. Fund.	3					
MGT	417	Org. Behavior	3					
MGT	419	Mgt. of Org. Conflict	3					
TOTALS		Credit Hours	27		TOTALS		Credit Hours	**24**

Elective Courses

Current Program					**Proposed Program**			
Prefix	#	Course Title	Hrs		Prefix	#	Course Title	Hrs
AMS	430	TechMgt/Super/Team	3		AMS	430	TechMgt/Super/Team	3
HCA	340	Health Org and Mgt.	3		HCA	340	Health Org and Mgt.	3
PS	110	American Nat'l Govt.	3		PS	110	American Nat'l Govt.	3
PS	311	Intro to Public Policy	3		PS	311	Intro to Public Policy	3

PS	338	Govt. and Ethics	3		PS	338	Govt. and Ethics	3
PS	440	Elem. of Public Adm.	3		PS	440	Elem. of Public Adm.	3
PSY	350	Social Psych	3		PSY	350	Social Psych	3
PSY	355	Cross-Cult. Psych	3		PSY	355	Cross-Cult. Psych	3
PSY	370	I/O Psych	3		PSY	370	I/O Psych	3
SOCL	360	Comm. in Rural/Urban Settings	3		SOCL	360	Comm. in Rural/Urban Settings	3
SOCL	362	Social Institutions	3		SOCL	362	Social Institutions	3
SOCL	375	Diversity in Am. Soc.	3		SOCL	375	Diversity in Am. Soc.	3
GEOG	280	Intro to Env. Science	3		GEOG	280	Intro to Env. Science	3
GEOG	316	Fund. Geo. Info Sys.	3		GEOG	316	Fund. Geo. Info Sys.	3
GEOG	317	Geo. Info. Sys.	3		GEOG	317	Geo. Info. Sys.	3
GEOG	380	Princ. of Global Sus.	3		GEOG	380	Princ. of Global Sus.	3
GEOG	417	GIS Ana. and Mod.	3		GEOG	417	GIS Ana. and Mod.	3
GEOG	419	GIS App. Dev.	3		GEOG	419	GIS App. Dev.	3
GEOG	474	Env. Planning	3		GEOG	474	Env. Planning	3
GEOG	487	Env. Law and Policy	3		GEOG	487	Env. Law and Policy	3
					GEOG	**444**	**Env. Ethics in Geo.**	**3**
					CIS	**320**	**Personal Info Tech.**	**3**
					CIS	**321**	**Emerging Info. Tech.**	**3**
					COMM	**240**	**Critical Listening**	**3**
					COMM	**263**	**Fund. of Comm. & Culture**	**3**
					COMM	**463**	**Intercultural Comm.**	**3**
					ENG	**306**	**Business Writing**	**3**
					HCA	**342**	**HRM for Healthcare Mgrs.**	**3**
					HCA	**344**	**Health Systems Mgt.**	**3**
					LEAD	**400**	**Practicum in Lead**	**3**
					HCA	**346**	**Ambulatory Care Admin.**	**3**
					HCA	**442**	**Princ. & Methods of Healthcare Planning**	**3**
					REC	**220**	**Understanding the Non-Profit**	**3**
					REC	**460**	**Grant Writing for Non-Profit**	**3**
					MGT OR MGMT	**200 OR 200C**	**Legal Environment of Business**	**3**
					MGT	**311**	**HR Mgt.**	**3**
					MGT	**314**	**Operations Mgt.**	**3**
					MGT	**417**	**Org. Behavior**	**3**
					MGT	**419**	**Mgt. of Org. Conflict**	**3**

					IDST	**395**	**Invest. Methods in Inter. Discip. Studies**	**3**
					PLS	**200**	**Legal Ethics**	**3**
					BUS	**257**	**HR Management**	**3**
					BA	**110**	**Intro. to Bus and Entrepreneurship**	**3**
					MKT OR	**220**	**Basic Marketing Concepts**	**3**
					BUS	**212C**	**Principles of Marketing**	**3**
					ACCT OR	**201**	**Into. to Accounting-Managerial**	**3**
					ACCT	**200**	**Into. to Accounting-Financial**	**3**
TOTALS		Credit Hours	21		TOTALS		Credit Hours	**24**

4. Rationale for the proposed program change:

Reducing the core from 27 to 24 hours is due to program growth and curriculum development. Leadership Studies now has curricula for a LEAD core that will better serve students by ensuring course availability for students decreasing degree completion time, increasing retention, while pedagogically strengthening the degree. Moving the MGT electives from the core to electives still provides students the ability to enroll in these courses that support the LEAD core curriculum. The additional elective courses facilitate advising while providing students with appropriate primarily online courses that complement the core curriculum and accommodate our non-traditional students.

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

Fall 2014

6. Dates of prior committee approvals:

School of Professional Studies:	January 8, 2014
University College Curriculum Committee	January 15, 2014
Professional Education Council (if applicable)	N/A
Undergraduate Curriculum Committee	January 30, 2014
University Senate	_____

January 12, 2014

University College
Department of Diversity & Community Studies
Proposal to Revise A Program
(Action Item)

Contact Person: Dana Burr Bradley, PhD, dana.bradley@wku.edu, 270 745-2356

1. Identification of program:

1.1 Current program reference number: 381
1.2 Current program title: Gerontology Minor
1.3 Credit hours: 19

2. Identification of the proposed program changes:

Increase minimum credit hours from 19 to 21
Change Required Courses from 4 credit hours to 6 credit hours
Add 5 Courses to approved elective list

3. Detailed program description:

Required Courses:	Hrs	Required Courses:	Hrs
GERO 100 Intro to the Aging Exp	(3)	GERO 100 Intro to Aging Exp	(3)
GERO 485 Seminar in Gero	(1)	**GERO 485 Seminar in GERO**	**(3)**
Primary Elective Options(at least 2)		Primary Elective Options(at least 2)	
BIOL 344 Biology of Aging	(3)	BIOL 344 Biology of Aging	(3)
PH 443 Healthy Aging	(3)	PH 443 Healthy Aging	(3)
SOC 342 Aging in Society	(3)	SOC 342 Aging in Society	(3)
PSY 423 Psych of Adult Life and Aging	(3)	PSYS 423 Psych of Adult Life & Aging	(3)
Secondary Elective Options			
CD 489 Geriatric Comm Disorders	(3)	**Secondary Elective Options**	
CFS 367 Nutrition in Aging	(3)	CD 489 Geriatric Comm Disorders	(3)
ECON 365 Economics of Aging	(3)	HDM 367 Nutrition in Aging	(3)
EXS 455 Exercise and Aging	(3)	ECON 365 Economics of Aging	(3)
FIN 261 Personal Finance	(3)	EXS 455 Exercise and Aging	(3)
FIN 444 Retirement and Planning	(3)	FIN 261 Personal Finance	(3)
HCA 345 Long-Term Care Admin	(3)	FIN 444 Retirement and Planning	(3)
HCA 471 Managed Care	(3)	HCA 345 Long-Term Care Admin	(3)
PH 444 Death, Dying & Bereavement	(3)	HCA 471 Managed Care	(3)
PH 464 Women's Health	(3)	PH 444 Death, Dying & Bereavement	(3)
PHIL 322 Biomedical Ethics	(3)	PH 464 Women's Health	(3)
PHIL 426 Philosophy of Old Age	(3)	PHIL 322 Biomedical Ethics	(3)
SWK 326 Services for Older Adults	(3)	PHIL 426 Philosophy of Old Age	(3)
GERO 490 Indep Study in Gero		SWK 326 Services for Older Adults	

GERO 495 Topics in Gerontology Or as approved by Gerontology Minor Coordinator. Total	(3) (1-3) (1-6) 19	GERO 490 Indep Study in Gero GERO 495 Topics in Gerontology Or as approved by Gerontology Minor Coordinator. **HCA 353 Qual Patient Safety LTC** **HCA 355 Nursing Facility Admin** **NURS 451 Gerontol Nursing** **PH 447 Human Values & Health Sci** **PLS 395C Estate Planning & Admin** **Total**	(3) (1-3) (1-6) **(3)** **(3)** **(3)** **(3)** **(3)** **(3)** **21**

4. Rationale for the proposed program change:

The addition of five approved electives enhances the ability to align the GERO Minor better with a student's primary major and/or professional goals. GERO 485 was increased to 3 credit hours to reflect the content and learning outcomes of this seminar experience. The minimum hours for the Gerontology Minor was increased from 19 to 21 hours to more closely align with requirements of minors in other gerontology programs (8 of 11 benchmarks have a 21 hour minimum minor program).

5. Proposed term for implementation and special provisions (if applicable): Fall 2014

6. Dates of prior committee approvals:

Department of Diversity & Community Studies	January 12, 2014
University College Curriculum Committee	January 15, 2014
Professional Education Council (if applicable)	n/a
Undergraduate Curriculum Committee	January 30, 2014
University Senate	

January 12, 2014

University College
Diversity and Community Studies
Proposal to Create a New Certificate Program
(Action Item)

Contact Person: Dana Burr Bradley, dana.bradley@wku.edu, 270 745.2356

1. Identification of program:

1.1 Program Title: Aging Specialist
1.2 Required Hours: 15 hours
1.3 Special information: This is an interdisciplinary certificate for the Gerontology program (GERO). It draws on courses within GERO and across the university.
1.4 Catalog description: The undergraduate academic certificate, Aging Specialist, will help prepare individuals for job opportunities in an aging society and in their personal lives as they and members of their family's age. The 15-semester-hour program includes 6 required hours in gerontology and 9 hours distributed across three content areas.
1.5 Classification of Instructional Program Code (CIP): 30.001 Gerontology

2. Learning outcomes of the proposed certificate program:

1. Students will understand the biological, psychological and sociological underpinnings of aging in contemporary.
2. Students will understand of methods and techniques to assist older persons and their families to achieve a successful response to aging.
3. Students will develop understanding of and will engage in interdisciplinary approaches to issues and problems of aging.

3. Rationale:

3.1 Reason for developing the proposed certificate program:
The Aging Specialist Certificate was designed to meet an identified need for the Bachelor's of Interdisciplinary Studies program (BIS). The BIS does not allow a minor and academic advisors estimate that students in 4 of the 8 BIS concentrations would find the Certificate useful for their program of study. In addition, the Gerontological Society of America is leading an initiative to accredit gerontology programs and this Certificate would meet proposed standards.

Currently, 45 million people in the United States are ages 60 and older, and this number is projected to more than double to over 90 million by 2050. Numbers of the "oldest old," those ages 85 and older, are projected to rise rapidly over the next 40 years. By 2050, the oldest old will number 19 million, over one-fifth of the total population ages 60 and older. Kentucky mirrors the rest of the country with the growth in the numbers of people age 60 and above projected to reach 26.2% by 2030. Job opportunities related the aging of our population are numerous and the Bureau of Labor Statistics (BLS, 2013) reports that the demand for health care worker to address the needs of an aging population will account for in part for nearly one third of the total projected increase in jobs between 2012 and 2022.

3.2 Relationship of the proposed certificate program to other programs now offered by the department: Western Kentucky University has offered a minor in Gerontology since the 1980s and created the Center for Gerontology in 2005 to provide leadership of aging initiatives for the university. In 2012 the Department of Diversity and Community Studies (DCS) was created and the Gerontology programs became one of four focal

points for the department. Since then, the Gerontology Minor has grown serving majors in departments across all WKU colleges. In 2010 the Institute for Citizenship and Social Responsibility (ICSR) created an undergraduate certificate in Citizenship and Social Responsibility which is also now part of the DCS.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: The Gerontology programs have a strong record of collaborating with units in all WKU colleges. The proposed curriculum for the Aging Specialist certificate reflects the wealth and diversity of knowledge in aging across departments. Currently the Department of Public Health offers a certificate in long term care to prepare students for the KY licensure exam.

3.4 Projected enrollment in the proposed certificate program: Based on the enrollment on the current minor program, we anticipate growing to 25 in two years.

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): A 21 credit hour gerontology minor is offered at University of Kentucky, Kentucky State University, and Murray State University, while Northern Kentucky University offers a 21 credit hour aging and society minor. Other benchmark institutions have active undergraduate programs in aging: Florida Atlantic Indiana State University and Ohio University offer a gerontology certificate, Ball State University, Bowling Green State University, Illinois State University and University of North Carolina Charlotte offer a gerontology minor; James Madison University, Northern Illinois University, and University of South Alabama offer both a minor and a certificate in gerontology, Towson University offers both a minor and a BA/BS in gerontology,

3.6 Relationship of the proposed certificate program to the university mission and objectives: The Aging Specialist certificate will serve the university mission statement by preparing students "to be productive, engaged, and socially responsible citizen-leaders of a global society." Through coursework and community engagement, the proposed certificate program will attract students who are seeking opportunities for building strong communities responsive to the aging of their communities. In addition, the certificate will address Objective 3.1 of the University Action Plan, (Expand WKU's Economic Impact on the Regions) by providing undergraduate students with appropriate training to develop, lead and deliver services in aging.

4. Curriculum:

The aging specialist certificate requires 15 credit hours.

The following courses are required for the certificate (6 hours total):

GERO 100 (3) Introduction to the Aging Experience
GERO 485 (3) Seminar in Gerontology

The remaining 9 hours are selected among the following categories or as approved by Aging Specialist Certificate Coordinator. Gero 490 Independent Study in Gerontology GERO 495 Topics in Gerontology may be counted towards the Certificate.

Biomedical and health services: (3) hours
BIOL 344 Biology of Aging
CD 489 Geriatric Communication Disorders

EXS 455 Exercise and Aging
HMD 367 Nutrition in Aging
NURS 451 Gerontological Nursing
PH 443 Healthy Aging
PH 464 Women's Health

Social and behavioral sciences: (3) hours
SOC 342 Aging in Society
PSYS 423 Psychology of Adult Life and Aging
ECON 365 Economics of Aging
PH 444 Death, Dying and Bereavement
PHIL 322 Biomedical Ethics
PHIL 426 Philosophy of Old Age

Administration, policy and management: (3 hours)
HCA 340 Health Care Org & Management
HCA 345 Long-Term Care Administration
HCA 353 Quality in Long-Term Care
HCA 355 Nursing Facility Administration
HCA 471 Managed Care
FIN 261 Personal Finance
FIN 444 Retirement and Planning
PLS 395C Estate Planning & Administration
SWK 326 Services for Older Adults

5. Budget implications:
The Gerontology programs are currently supported by one full time faculty member. Beginning January 2014, the Center for Gerontology gained a full time Coordinator of Community Outreach and Advising to support aging initiatives. No new resources are anticipated.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Diversity & Community Studies	January 12, 2014
University College Curriculum Committee	January 15, 2014
Contact with Office of Academic Affairs	January 15, 2014
Professional Education Council (if applicable)	n/a
Undergraduate Curriculum Committee	January 30, 2014
University Senate	
Board of Regents	