**Potter College of Arts & Letters**

**Western Kentucky University**

**745-2345**

**REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE**

Date: March 28, 2013

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

|  |  |
| --- | --- |
| **Type of Item** | **Description of Item & Contact Information** |
| Action | **Proposal to Create a New Course**FLK 330 Cultural Connections and DiversityContact: Tim Evans, tim.evans@wku.edu, 5-5897 |
| Action | **Proposal to Create a New Course**FILM 486 Film Studies CapstoneContact: Ron DeMarse, ron.demarse@wku.edu, 5-2840 |
| Action  | **Proposal to Create a New Course**CRIM 499 Senior Seminar in CriminologyContact: Carrie Trojan, carrie.trojan@wku.edu, 5-2645 |
| Action  | **Proposal to Create a New Major Program**Major in CriminologyContact: Carrie Trojan, carrie.trojan@wku.edu, 5-2645 |
| Action | **Proposal to Revise Course Credit Hours**FILM 482 Film Production WorkshopContact: Ron DeMarse, ron.demarse@wku.edu, 5-2840 |
| Action | **Proposal to Revise a Program**348 Minor in Creative WritingContact: Andrew McMichael, Andrew.mcmichael@wku.edu, 5-5776 |
| Action | **Proposal to Revise a Program**667 Major in FilmContact: Ron DeMarse, ron.demarse@wku.edu, 5-2840 |

Proposal Date: 2/19/13

**Potter College of Arts & Letters**

**Department of Folk Studies & Anthropology**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Tim Evans, Tim.Evans@wku.edu, (270) 745-5897

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: FLK 330
	2. Course title: Cultural Connections and Diversity
	3. Abbreviated course title: Cultural Connections/Diversity
	4. Credit hours and contact hours: 3
	5. Type of course: A – Applied Learning (service learning)
	6. Prerequisites/corequisites: none
	7. Course catalog listing: Service learning course that examines the diversity of American culture and engages students in activities to develop skills in working with a variety of cultural groups.

**2. Rationale:**

* 1. Reason for developing the proposed course: Since 2010, we have been developing service learning sections of FLK 280, “Cultural Diversity in the U.S.”. Although sections vary in focus, many of the classes on the main WKU campus have been pairing groups of students with Bowling Green refugee families, developing relationships that are mutually helpful and sustainable. After six semesters, we feel that that a service-learning cultural diversity course is better suited to upper division students. To quote the WKU mission statement, “Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen leaders of a global society”. Dealing with cultural diversity in a positive and flexible way is a crucial skill in the modern world; this course will enable students to effectively develop these skills by combining classroom activities with outside-the-classroom service learning activities that will bring them into relationships with people from a variety of cultures.
	2. Projected enrollment in the proposed course: 30 students
	3. Relationship of the proposed course to courses now offered by the department: This course emphasizes the application, through service learning, of the emphasis on cultural analysis and cultural diversity shared by other undergraduate Folk Studies classes, including FLK 280, “Cultural Diversity in the U.S.”. This will be the only Folk Studies undergraduate course currently designated as applied learning.
	4. Relationship of the proposed course to courses offered in other departments: The Sociology department offers SOCL 375, “Diversity in American Society”, and the Communication department offers COMM 463, “Intercultural Communication”. Both focus on the dynamics of cultural diversity in the U.S., but from different disciplinary perspectives. Folk Studies, with its emphasis on qualitative research, expressive culture and small group dynamics, offers a different albeit complementary perspective. In addition, there are many courses that focus on specific groups in the U.S. (ethnic/racial groups, religious groups, gender, etc.). They are too numerous to list here. There are also service learning courses in other departments, including NURS 369 (Cooperative Ed Nursing), JOUR 456 (PR Management), ENG 306 (Business Writing), and many others.
	5. Relationship of the proposed course to courses offered in other institutions: Courses that combine a cultural diversity curriculum with service learning are not common. One example is Anthropology 301 (Refugee Resettlement, a Service-Learning and Civic Engagement and Leadership course) at Loyola University in Chicago, which matches groups of students with refugee families.

**3. Discussion of proposed course:**

* 1. Course objectives:

Students will gain knowledge about the nature of culture and of cultural diversity, of the many types of cultural groups, of ways in which some groups have been favored over others, and of the multicultural nature of American society in a globalized world. They will gain skills in critically analyzing culture, becoming sensitive to cultural differences, and working collaboratively with individuals from diverse cultural backgrounds. A student completing FLK 330 should be able to:

· Reflect about the cultural, ethnic, and gender diversity of society and the world, and be familiar with concepts such as culture and worldview.

· Recognize the contributions of a variety of social and cultural groups.

· Identify ways in which one group may be favored over another, and the concepts of ethnocentrism, stereotyping, prejudice, discrimination, and privilege.

· Recognize that all groups tend to take much of their own culture for granted, and that there is a need to examine one’s own culture critically before one can understand other cultures.

· Explore critically how we respond to cultural difference in our lives, and examine cultural biases and assumptions.

· Develop and practice cross-cultural competence and communication skills.

· Demonstrate ability to work in reciprocal partnerships with individuals and groups from a variety of cultural backgrounds.

* 1. Content outline:
1. Introduction to the class
2. Culture
3. Training in service learning methodologies
4. Issues: multiculturalism vs. melting pot
5. Worldview
6. Understanding prejudice
7. Race
8. Ethnicity and immigration
9. Gender
10. Religious diversity
11. Social class
12. Conclusion of service learning and class

3.3 Student expectations and requirements:

Students must attend class on a regular basis, participate, complete all writing assignments, quizzes or exams. They are expected to develop and carry out service learning projects, leading to a report and/or presentation.

3.4 Tentative texts and course materials:

A wide variety of course materials (books, articles, web sites etc.) may be used in this course. Materials may include:

Bayoumi, Moustafa. 2009. *How Does It Feel To Be A Problem? Being Young and Arab in America*. New York: Penguin Books.

Colombo, Gary, Robert Cullen, and Bonnie Lisle, editors. 2012. *Rereading America: Cultural Contexts for Critical Thinking and Writing.* (8th edition). Boston: Bedford/St. Martin’s.

Covington, Dennis. 1995. *Salvation on Sand Mountain: Snake Handling and Redemption in Southern Appalachia*. New York: Penguin Books.

**4. Resources:**

* 1. Library resources: The WKU library has adequate resources for this class.

4.2 Computer resources: This class will make use of the internet, audio visual resources, etc. WKU classrooms have adequate resources for this.

**5. Budget implications:**

* 1. Proposed method of staffing: Based on the current rotation of faculty and instructors, there is sufficient staffing for this course. However, if this programs grows as we hope, it may be necessary to request an additional line at some point.
	2. Special equipment needed: none
	3. Expendable materials needed: n/a
	4. Laboratory materials needed: n/a

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

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

Department of Folk Studies & Anthropology \_\_\_\_\_\_2/19/13\_\_\_\_\_\_

 Potter College Curriculum Committee 3/7/2013

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

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

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

**Bibliography for FLK 330**

Adelman, Larry, et al. 2003. *Race: the Power of an Illusion*. DVD. Los Angeles: California Newsreel.

Alvarez, Lewis, and Andrew Kolker. 2004. *People Like Us: Social Class in America*. DVD. Center for New American Media.

Bayoumi, Moustafa. 2009. *How Does It Feel To Be A Problem? Being Young and Arab in America*. New York: Penguin Books.

Colombo, Gary, Robert Cullen, and Bonnie Lisle, editors. 2012. *Rereading America: Cultural Contexts for Critical Thinking and Writing.* (8th edition). Boston: Bedford/St. Martin’s.

Coontz, Stephanie., editor. 1999. *American Families: A Multicultural Reader*. London: Routledge.

Covington, Dennis. 1995. *Salvation on Sand Mountain: Snake Handling and Redemption in Southern Appalachia*. New York: Penguin Books.

D’Angelo, Raymond and Herbert Douglas. 2012. *Taking Sides: Clashing Views in Race and Ethnicity*. (9th edition). New York: McGraw Hill.

Pew Forum on Religion and Public Life. <http://www.pewforum.org/>.

Quinn, Christopher, and Tommy Walker. 2006. *God Grew Tired of Us*. DVD. Culvert City, CA: Sony Pictures.

Ramsdell, Mike. 2009. *The Anatomy of Hate*. DVD. Under the Hood Productions.

Rodriguez, Richard. 1982. *Hunger of Memory: the Education of Richard Rodriquez*. New York: Bantam Books.

Sanford, Levinson. 2003. *Wrestling with Diversity*. Duke University Press.

Takaki, Ronald. 2008. *A Different Mirror: A History of Multicultural America*. (Revised Edition). New York: Bay Books/Little, Brown, and Company.

U.S. Census Bureau. <http://www.census.gov/>.

Proposal Date: 2/13/13r

**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. Course prefix (subject area) and number: FILM 486
	2. Course title: Film Studies Capstone
	3. Abbreviated course title: Film Studies Capstone
	4. Credit hours and contact hours: 3
	5. Type of course: S - Seminar
	6. Prerequisites/corequisites: major in film and senior standing
	7. Course catalog listing: A senior capstone experience synthesizing and assessing the complete field of study for film majors. Emphasis on independent research and writing. Includes an exploration of career and graduate study opportunities as well as intensive research and analysis within a single area of film studies.

**2. Rationale:**

* 1. Reason for developing the proposed course: This new course will strengthen the capstone experience for film majors and provide a method for assessing seniors at the completion of the major.  As a capstone, it will include a senior-level research assignment, which will help instructors and the department perform a qualitative assessment of students' progress at the end of their coursework in the major. Such a course is necessary from an evaluative standpoint within the major. It meets the university’s mission by preparing students to become lifelong learners as well as productive citizens of the commonwealth and society at large.
	2. Projected enrollment in the proposed course: 25 students per year, based on current enrollment trends.
	3. Relationship of the proposed course to courses now offered by the department: This course will combine the senior research and writing of FILM 483, Film Studies Seminar, with the capstone experience of FILM 485, Senior Seminar, into one unified course, designed for the final semester of all Film majors. Proposals have been submitted to suspend both FILM 483 and FILM 485, as their content will now be covered in this course.
	4. Relationship of the proposed course to courses offered in other departments: Many other departments offer senior seminar classes, designed to serve as a culmination and capstone of their respective fields of study. Among these are ENG 492, HIST 498, PS 499, SOCL 499, ECON 499 and PERF 450. This course helps meet the goal of the film major to provide students with a meaningful capstone experience.
	5. Relationship of the proposed course to courses offered in other institutions: Other institutions with film and video majors have similar senior-level capstone courses, including Ball State University (TCOM 499: Senior Telecommunications Seminar), Columbia University (FILM 3840: Senior Seminar in Film Studies, and FILM 3842: Senior Seminar in Filmmaking), Valdosta State University (MDIA 4950: Senior Seminar), and Arizona State University (FMP 480: Film Capstone I).

**3. Discussion of proposed course:**

* 1. Course objectives:
* Students will become aware of post-graduate opportunities in fields relevant to film studies and film production
* Students will advance their preparation for graduate study and careers in the fields of film production and critical analysis
* Students will learn from and interact with professionals and academics in disciplines related to their major
* Students will develop résumés, portfolios, sample reels, etc., relevant to their chosen career paths
* Students will compile and revise projects produced within the major
* Students will explore publication, contest and festival exhibition venues for their work
* Students will develop advanced research skills in the area of film studies
* Students will practice advanced skills in critical thinking and writing about film studies
* Students will demonstrate research and writing competency within the field of film studies
* Students will discuss and critique the research that they are conducting and, where appropriate, collaborate on their research
* Students will explore opportunities to share their research and writing in public forums such as conferences, festivals, and other extra-curricular events
	1. Content outline
1. Overview of recent developments in film history and theory
2. Developing a topic for individual research
3. Research methods in film theory
4. Writing workshop
5. Presentation of research

VI. Overview of post-graduate options for film majors

VII. Graduate school programs

VIII. Careers in film studies & production

IX. Development of résumés, portfolios and sample reels

* 1. Student expectations and requirements:

This workshop will require a major written project that includes significant research into an area of film studies. Students will be evaluated on their selection of a topic (topic proposal), the range of resources they use (annotated bibliography), and the final written product. Students will also present their research publically to the class and, if possible, to outside conferences, festivals, or events. In addition, students will be evaluated on a variety of projects related to the culmination of their field of study. Projects will include a career options analysis paper; applications for graduate study; submission materials for publication, festivals and/or competitions; and professional materials representing their bodies of work (résumés, portfolios, sample reels).

* 1. Tentative texts and course materials:

Crouch, Tanja L. *100 Careers in Film and Television* (Barron’s, 2001)

Edgar, Tom and Karin Kelly. *Film School Confidential: The Insider's Guide To Film Schools* (Perigee Trade, 2007)

Stratford, S.J. *Film and Television: Field Guides to Finding a New Career* (Checkmark, 2009)

Friedberg, Anne. *The Virtual Window* (MIT Press, 2006)

Pomerance, Murray, *Cinema and Modernity* (Rutgers UP, 2006)

Stam, Robert and Toby Miller, *Film and Theory* (Blackwell, 2000)

**4. Resources:**

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

**5. Budget implications:**

* 1. Proposed method of staffing: Based on the current rotation of faculty and instructors, there is sufficient staffing for this course. However, if this program continues to grow, it may be necessary to request an additional line at some point.
	2. Special equipment needed: None
	3. Expendable materials needed: None
	4. Laboratory materials needed: None

**6. Proposed term for implementation:** 2014(10)

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

SJ&B Curriculum Committee: \_2/13/13\_\_\_\_\_\_\_\_\_\_\_\_

 School of Journalism & Broadcasting: \_2/22/13\_\_\_\_\_\_\_\_\_\_\_

 Potter College Curriculum Committee: \_3/7/13\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

FILM 486 Film Studies Capstone

Course Bibliography

**1. Library Materials**

Allen, Robert Clyde. *Film History: Theory and Practice*. New York: McGraw Hill, 1985.

Anderson, John. *I Wake up Screening: What to Do Once You've Made That Movie*. New York: Billboard Books, 2006.

Andrews, Dudley. *Concepts in Film Theory*. New York: Oxford University Press, 1984.

Angell, Robert. *Getting into Films and Television: How to Spot the Opportunities and Find the Best Way in*. Oxford: How To Books, 2009.

Balio, Tino. *The American Film Industry*. Madison: University of Wisconsin Press, 1985.

Belton, John. *American Cinema/American Culture*. New York: McGraw Hill, 1994.

Bordwell, David, Janet Staiger, and Kristin Thompson. *The Classical Hollywood Cinema: Film Style and Mode of Production to 1960*. New York: Columbia University Press, 1985.

Bordwell, David and Noël Carroll, Eds. *Post-theory: Reconstructing Film Studies*.

Madison: University of Wisconsin Press, 1996.

Bradley, Linda. *Traditions in World Cinema*. New Brunswick: Rutgers UP, 2006.

Branigan, Edward. *Narrative Comprehension in Film*. New York: Routledge, 1992.

Browne, Steven E. *Getting that Job in Hollywood: The Motion Picture, Cable, and Television Industry*. West Conshohocken: Infinity, 2007.

Chaudhuri, Shohini. *Contemporary World Cinema*. EdinburghL Edinburgh UP, 2005.

Christansen, Terry. *Reel Politics: American Political Movies from Birth of a Nation to Platoon*. New York: Blackwell, 1987.

Collins, Jim, Hilary Radner, and Ava Preacher Collins, eds. *Film Theory Goes to the Movies*. New York: Routledge, 1993.

Cones, John W. *43 Ways to Finance Your Feature Film: A Comprehensive Analysis of Film Finance*. Carbondale: Southern Illinois University Press, 2008.

Cook, Pam. *The Cinema Book*. London: British Film Institute, 1985.

Crouch, Tanja L. *100 Careers in Film and Television*. Hauppauge: Barron’s Educational, 2001.

Dunkleberger, Amy. *So You Want to Be a Film or TV Director?: Careers in Film and Television*. Berkeley Heights: Enslow, 2007.

Dunkleberger, Amy. *So You Want to Be a Film or TV Editor?: Careers in Film and Television*. Berkeley Heights: Enslow, 2007.

Dunkleberger, Amy. *So You Want to Be a Film or TV Screenwriter?: Careers in Film and Television*. Berkeley Heights: Enslow, 2007.

Edgar, Tom and Karin Kelly. *Film School Confidential: The Insider's Guide To Film Schools*. New York: Perigee, 2007.

Farber, Donald C. *Producing, Financing, and Distributing Film: A Comprehensive Legal and Business Guide*. New York: Limelight, 2004.

 Fell, John L. *Film and the Narrative Tradition*. Norman: University of Oklahoma Press, 1974.

Friedman, Lester D. *Unspeakable Images: Ethnicity and the American Cinema.* Urbana: University of Illinois Press, 1991.

Gaines, Jane, ed. *Classical Hollywood Narrative*. Durham: Duke University Press, 1992.

Goldstein, Laurence and Ira Konigsberg, Eds. *The Movies: Texts, Receptions, Exposures*. Ann Arbor: University of Michigan Press, 1996.

Gordon, Sandra. *Action!: Establishing Your Career in Film and Television Production*. New York: Applause, 2002.

Gore, Chris. *Ultimate Film Festival Survival Guide*. Los Angeles: Lone Eagle, 2004.

 Gunning, Tom. *D.W. Griffith and the Origins of American Narrative Film: the Early Years at Biograph*. Urbana: University of Illinois Press, 1991

Hill, John and Pamela Church Gibson. *The Oxford Guide to Film Studies*. New York: Oxford University Press, 1998.

Holland, Christopher. *Film Festival Secrets: A Handbook For Independent Filmmakers*. Chicago: Stomp Tokyo, 2008.

Kaplan, E. Ann. *Feminism and Film*. New York: Oxford UP, 2000.

Landau, Camille and Tiare White. *What They Don't Teach You at Film School: 161 Strategies For Making Your Own Movies No Matter What*. New York: Hyperion, 2000.

Langer, Adam. *The Film Festival Guide: For Filmmakers, Film Buffs, and Industry Professionals*. Chicago: Chicago Review Press, 2000.

Lapsley, Robert. *Film Theory: An Introduction*. New York: St. Martin's Press, 1988.

Malloy, Tom. *Bankroll: A New Approach to Financing Feature Films*. Studio City: Michael Wiese Productions, 2009.

Mast, Gerald. and Marshall Cohen. *Film Theory and Criticism: Introductory Readings*. 7th ed. New York: Oxford University Press, 2009.

Noronha, Shonan. *Opportunities in Television and Video Careers*. New York: McGraw-Hill, 2003.

Null, Christoper. *Five Stars! How to Become a Film Critic, The World's Greatest Job*. New York: Sutro Press, 2005.

Oram, Fern, ed. *Peterson's Graduate Programs in the Humanities, Arts & Social Sciences 2009*. Princeton: Peterson’s, 2008.

Pintoff, Ernest. *Complete Guide to American Film Schools and Cinema and Television Courses*. New York: Penguin, 1994.

Platt, David. *Celluloid Power: Social Film Criticism From Birth of a Nation to Judgment at Nurenburg*. Metuchen, N.J.: Scarecrow Press, 1992.

Pomerance, Murray. *Cinema and Modernity*. New Brunswick: Rutgers UP, 2006.

Rollins, Peter C. *Hollywood as Historian: American Film in a Social Context.* Lexington: University of Kentucky Press, 1983.

Snead, James A. *White Screens, Black Images: Hollywood from the Dark Side*. New York: Routledge, 1994.

Staiger, Janet, Ed. *The Studio System*. New Brunswick: Rutgers University Press, 1995.

Stratford, S.J. *Film and Television: Field Guides to Finding a New Career*. New York: Checkmark, 2009.

Ulin, Jeff. *The Business of Media Distribution: Monetizing Film, TV and Video Content in an Online World*. Maryland Heights: Focal Press, 2009.

Vogel, Harold L. *Entertainment Industry Economics: A Guide for Financial Analysis*. New York: Cambridge University, 2007.

Williams, Linda, Ed. *Viewing Positions: Ways of Seeing Film.* New Brunswick:

Rutgers University Press, 1995.

Yager, Fred and Jan Yager. *Career Opportunities in the Film Industry*. Chicago: Ferguson, 2009.

**2. Media Resources**

*American Cinema*. 11 Videocassettes. Burlington, Vt: Annenberg/CPB, 1994.

American Film Institute. *Visions of Light (Videorecording*). Beverly Hills, CA: Fox Video, 1994.

British Film Institute. *Hollywood* (Videorecording). London: BFI, 1980.

*FIAF: International Index to Film Periodicals*. Electronic Resource. Chadwyck/BFI 2009.

*Film Index International*. Electronic Resource. Chadwyk/BFI 2003-2009.

The Movies Begin. 5 DVDs. New York: Kino Video, 1994.

*More Treasures from the American Film Archives*. [Videorecording] National Film Preservation

Foundation, 2004.

*Saved From the Flames: 54 Rare and Restored Films*. [Videorecording] Flicker Alley,

2008.

*Treasures III*. [Videorecording] National Film Preservation

Foundation, 2007.

Proposal Date: February 19, 2013

**Potter College of Arts & Letters**

**Department of Sociology**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 270-745-2645

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: CRIM 499
	2. Course title: Senior Seminar in Criminology
	3. Abbreviated course title: Senior Seminar
	4. Credit hours and contact hours: 1
	5. Type of course: Lecture
	6. Prerequisites/corequisites: Senior Standing
	7. Course catalog listing: This course integrates fundamental concepts, theories, research methods, and substantive subject areas learned during the study of criminology. This course serves as the capstone course for the criminology major. (Grading: Pass/Fail)

**2. Rationale:**

* 1. Reason for developing the proposed course: The Department of Sociology is creating a new undergraduate major in criminology. The proposed course will serve as a capstone course for this major and is necessary to assess what students have learned during their study of criminology.
	2. Projected enrollment in the proposed course: The existing capstone course for the sociology major has shown the following enrollment over the past two years:
* Spring 2011: 50
* Fall 2011: 50
* Spring 2012: 61
* Fall 2012: 59
* Spring 2013: 60.

The Department expects the proposed criminology major program to demonstrate similar enrollment levels of approximately 50 to 65 students per semester. Enrollment may increase beyond this if the proposed major program grows over time.

* 1. Relationship of the proposed course to courses now offered by the department: The proposed course is modeled after the existing capstone course in the sociology major program (SOCL 499) and will serve as the capstone course for the criminology major. The Department of Sociology has used its capstone course (SOCL 499) to gauge student learning outcomes in order to improve the overall major program. The Department feels the proposed course will do the same for the Criminology major.
	2. Relationship of the proposed course to courses offered in other departments: Several majors at Western Kentucky University have a senior seminar or capstone course requirement for degree completion, such as COMM 494: *Capstone in Communication*;PS 499: *Senior Seminar in Government* and RELS 496: *Senior Seminar*. While a capstone course is not universal across all majors or departments, some departments have retained these courses to assess graduating seniors’ knowledge and skills gained throughout their studies. In agreement with this idea, the Department of Sociology feels a senior seminar course is necessary to serve a major in criminology.
	3. Relationship of the proposed course to courses offered in other institutions: Numerous major programs within the Commonwealth and elsewhere have a senior level capstone course. Capstone courses can be found in criminology and similar programs in justice studies or criminal justice at the following institutions: Eastern Kentucky University (CRJ 490: Senior Seminar); Murray State University (CRJ 449: Senior Seminar in Criminal Justice); Eastern Michigan University (CRM 447: Senior Seminar in Criminology); Montclair State University (JUST 497: Senior Seminar and Internship); Oakland University (CRJ 490: Criminal Justice Policy Analysis); Towson University (CRMJ 485: Seminar in Criminal Justice); University of Northern Iowa (CRIM 4575: Senior Seminar in Criminology).

**3. Discussion of proposed course:**

* 1. Course objectives:
* Assess knowledge of core concepts in the field of criminology and the criminal justice system
* Assess understanding of theories of the crime problem in society
* Demonstrate basic understanding of research methodology and data analysis in the social sciences
* Demonstrate knowledge of substantive areas of criminology, specifically deviant behavior, juvenile delinquency and penology.
	1. Content outline: The proposed course will allow students to demonstrate knowledge in the following core areas of the criminology major reflected in the courses required for a criminology degree (CRIM 231, 330, 332, 380 and SOCL 300, 302, and 309):
* Overview of the structure and functioning of the criminal justice system
* Criminological theories
* Strategies of social research and statistical analysis
* Social deviance
* Juvenile delinquency
* Penology
	1. Student expectations and requirements: This course will be assessed on a pass-fail basis. To pass the course students must:
* Complete a 100 question Senior Assessment Exam with a score of at least 60
* Submit a criminology capstone written report and reflective essay where students are asked to apply what they have learned during their criminology studies to a specific topic selected by the criminology faculty
	1. Tentative texts and course materials: There are no required texts for this course. For the Senior Assessment Exam students will use any available materials from previous courses taken during their studies in criminology. Students will be provided with online study guides to assist them in reviewing for the Senior Assessment Exam.

**4. Resources:**

* 1. Library resources: Library resources are sufficient for this course.
	2. Computer resources: Students will use existing computer resources to access course materials through Blackboard.

**5. Budget implications:**

* 1. Proposed method of staffing: This course fits within the current rotation for the Department of Sociology. Some of the existing faculty who normally teach the capstone course for Sociology majors in SOCL 499 will teach CRIM 499 for Criminology majors instead. However, if the program grows as expected it may become necessary to request new lines.
	2. Special equipment needed: None
	3. Expendable materials needed: None
	4. Laboratory materials needed: None

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

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

SociologyDepartment/Division: February 15, 2013

 Potter College Curriculum Committee March 7, 2013

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

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

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

**CRIM 499: Bibliography**

Akers, R.L. & Sellers, C.S. (2009). *Criminological theories: Introduction, evaluation, and application* (5th ed.). Los Angeles, CA: Roxbury.

Pollock, J.M. (2008). *Crime & Justice in America: An introduction to criminal justice*. Newark, NJ: Anderson.

Frankfort-Nachmias, C. & Leon-Guerrero, A. (2011). Social Statistics for a Diverse Society (6th ed.). Thousand Oaks, CA: Pine Forge Press.

Blackstone, A. (2012) *Principles of Sociological Inquiry*. Flat World Knowledge.

Wolfer, L. (2007). *Real Research: Conducting and Evaluating Research in the Social Sciences*. Pearson: Boston, MA.

Hess, K. (2013). *Juvenile Justice* (6th ed.). Wadsworth Publishing.

Regoli, R., Hewitt, J., & Delisi, M. (2010). *Delinquency in Society* (8th e.d). Jones and Bartlett.

Seiter, R. (2010). *Corrections: An Introduction* (3rd ed.). Prentice Hall Publishing.

Adler, P. A. & Adler, P. (2012). *Constructions of Deviance: Social Power, Context, and Interaction* (7th ed.). Wadsworth.

Crutchfield, R., Kubrin, C.E., Bridges, G.S., & Weis, J.G. (2008) *Crime: Readings*. Sage Publications.

Stohr, M. K. & Walsh, A. (2012). *Corrections: The Essentials*. Sage Publications, Los Angeles.

Proposal Date: January 28, 2013

**Potter College of Arts and Letters**

**Department of Sociology**

**Proposal to Create a New Major Program**

**(Action Item)**

Contact Person: Doug Smith, douglas.smith@wku.edu, 270-745-3750

**1. Identification of program:**

* 1. Program title: Criminology
	2. Degree Type: Bachelor of Arts (B.A.)
	3. Classification of Instructional Program Code (CIP): 45.0401
	4. Required hours in proposed major program: 34
	5. Special information: Students pursuing a major in criminology must select a minor or second major. However, students majoring in criminology may not have a second major in sociology.
	6. Program admission requirements: Admission to Western Kentucky University
	7. Catalog description: The Criminology program will provide graduates with detailed knowledge of the etiology of criminal offending, victimization, and societal reactions to crime. This program provides the skill sets necessary for a variety of vocations, including social services, non-profit, governmental, and public and private research agencies at the local, state, national or international level. The major in criminology requires a minimum of 34 semester hours and leads to a Bachelor of Arts degree. Students majoring in criminology must select a minor or second major. However, students majoring in criminology may not have a second major in sociology.

Students can work with an advisor to develop an individualized program to fit his or her personal interests in selecting elective courses. Students are strongly encouraged to take CRIM 231: Introduction to Criminal Justice during the first year of study, as it serves as a foundational course for higher level criminology courses. The following table contains the suggested sequence of courses:

|  |
| --- |
| **Sample Four-Year Program of Study for the Criminology Major**  |
|  | **Courses** | **Hours** |
| **Freshman Year** | *Fall*  | CRIM 231 | 3 |
| *Spring*  | CRIM elective  | 3 |
| **Sophomore Year** | *Fall*  | CRIM 330 | 3 |
| *Spring*  | SOCL 300Select from SOCL 309, CRIM 332 or CRIM 380 | 33 |
| **Junior Year** | *Fall*  | SOCL 302Select from SOCL 309, CRIM 332, or CRIM 380 | 33 |
| *Spring*  | Select from SOCL 309, CRIM 332 or CRIM 380CRIM elective | 33 |
| **Senior Year** | *Fall*  | CRIM elective CRIM elective | 33 |
| *Spring*  | CRIM 499 | 1 |
| **Total Hours for Criminology Major** | **34** |

**2. Rationale:**

* 1. Reason for developing the proposed major program:

Criminology bachelor’s degree programs are in high demand, with the number of criminology graduates more than doubling between 1998 and 2008 (*ASA Task Force,* 2010). The *Occupational Outlook Handbook* expects slightly better than average growth rate in this field between 2010 and 2020. The department of sociology currently houses a criminology minor and a criminology Master’s degree program, yet does not offer a criminology major degree program. The proposed major will fill this noticeable gap. Moreover, the Commonwealth university system does not offer a bachelor’s degree program in criminology. The current minor in criminology has attracted a large number of students to the department. As of the fall of 2012, 392 students have a declared minor in criminology, and student demand for a major in criminology is high. The proposed program will meet this demand.

By combining the theoretical examination of various individual, social, and structural variables related to crime in society with a firm understanding of basic research methodologies and data analysis, graduates from the proposed major program will have the skills necessary to analytically examine social problems with a firm understanding of issues of inequality and diversity - abilities that are increasingly necessary in a changing society. Moreover, shifting economic conditions have reduced the overall budgets of a variety of criminal justice and social service agencies and agency leaders are increasingly requiring that employees have research and data analysis skills, as well as a firm understanding of human and social behavior that can be related to the prevention and management of criminal behavior and victimization through the development of innovative policy solutions to more efficiently respond to the crime problem. Students graduating from the proposed program will be qualified for a variety of vocations with various agencies, including social, non-profit, governmental, and research agencies across the Commonwealth or at the national or international level.

Criminology as a distinct discipline emerged directly from the sociological examination of cultural influences and structural forces within the social environment and their influence on criminality. Criminology programs provide students not only with basic system level knowledge, but also a strong command of research methodologies and the direct application of empirically derived theoretical principles into practical solutions to the crime problem. Compared to traditional criminal justice programs, criminology has a strong inter-disciplinary focus derived from its origins within the field of sociology. As such criminology draws its strength from the sociological examination of social systems and behavior, social inequality, and social justice by applying these core issues directly to a theoretically grounded examination of the etiology of criminal offending, victimology, and broader implications for society.

Criminology and criminal justice, though related fields differ markedly in their substantive focus, with criminology having a longer historical traditional and inter-disciplinary nature. Criminology as a field of study traces its roots to the earliest studies of crime with most courses on criminological theory beginning with a discussion of early philosophers and contract theorists, such as Hobbes, Bentham, and Becarria. Criminal justice programs arose later in history as a direct response to calls to increase professionalism within various criminal justice agencies in the 1960s. Criminal justice programs have historically been oriented around a practical, real-world systems approach to the various components of the criminal justice system, namely the police, courts, and corrections. Criminology programs adopt a scientific examination of the causes and correlates of crime and societal reactions to crime and deviance, strongly grounded in critical thinking, theoretical knowledge, and sound methodology. While criminal justice programs usually focus on vocational knowledge in the fields of policing, corrections or other system-specific criminal justice occupations, criminology takes as its focus a critical examination on issues of inequality within the criminal justice system, alternatives to incarceration, the evolving definitions of deviance, or social forces leading to changes in the law or society’s reaction to offending. Though changes in the criminal justice system have traditionally informed criminological research, criminology provides a critical examination of broader questions such as what biological, psychological, and sociological factors affect criminal propensity and how theoretical knowledge can be directly applied to develop sound preventative policies and theoretically informed solutions to the crime problem. The proposed program will prepare graduates to contribute to this effort.

* 1. Projected enrollment in the proposed major program: From 2010 to 2012, the sociology department graduated 379 students with a declared minor in criminology. It is expected, that given the option, a portion of these minors in criminology would choose to major in criminology. Benchmark institutions with a criminology major or combined criminology/criminal justice major were contacted and the institutions that responded provided the following enrollment estimates:
* Ball State University: 600
* California State University - Fresno: 1600
* Indiana State University: 777
* Missouri State University: 550
* Northern Arizona University: 811
* University of Northern Iowa: 335

Given the above figures and the popularity of criminology as a major at other institutions it is reasonable to expect approximately 70 to 80 new majors each year.

* 1. Relationship of the proposed major program to other programs now offered by the department:

The department of sociology currently has an existing criminology minor and a Master’s program. The proposed major program will fill the void between these two programs and likely increase enrollment in the current Master’s program.

As stated in section 2.1, criminology as a discipline arose directly from the field of sociology, and examinations of the etiology of crime and society’s response to it are intricately tied to core sociological concepts. The proposed major program in criminology will be a natural companion to the existing sociology major program by applying the sociological mindset and examination of individual and collective experience specifically to a concentrated study of the crime problem and the social institutions designed to control it. This will provide students with a more inter-disciplinary experience than traditional criminal justice programs. As stated in a report released by the American Sociological Association (ASA), criminology is the most frequent minor, concentration, or second major housed within a sociology department.

* 1. Relationship of the proposed major program to other university programs:

There is currently no major program in the university that allows students to focus exclusively on theories of criminal offending, variations in victimization, or social reactions to criminal offending. However, criminology programs usually have an inter-disciplinary focus and this trend is maintained by the proposed major program not only through the inclusion of sociology electives, but also courses in the areas of history, psychology, political science and other disciplines. The proposed major program will not overlap with existing majors outside the sociology department and simply extends the current structure and focus of the existing criminology minor program. However, it will allow students interested in social responses to crime to pursue a major reflective of this interest.

* 1. Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Criminology is a fast-growing major. From 1998 to 2008, the number of bachelor’s degrees in criminology more than doubled growing from 2,789 degrees conferred in 1998 to 5,750 in 2008 (*ASA Task Force*, 2010). These numbers do not include bachelor’s degrees in related fields, such as criminal justice or justice administration. The growing demand for this program is reflected in the number of benchmark institutions that have a crime-related major program (see below); only Eastern Illinois University does not offer a similar major program, though a minor in criminology is available. However, only California State University - Fresno, Missouri State University, and University of Northern Iowa have stand alone bachelor’s degrees in criminology, with Ball State University, Eastern Michigan University, Indiana State University, and Northern Arizona University offering a bachelor’s degree in ‘criminology and criminal justice’. Some form of crime-related bachelor’s degree program is also offered at California State University - Chico (*Criminal Justice*); Central Missouri State University (*Criminal Justice*); Florida Atlantic University (*Criminal Justice*); Middle Tennessee State University (*Criminal Justice Administration*); Montclair State University (*Justice Studies*); Oakland University (*Criminal Justice*); Stephen F. Austin State University (*Criminal Justice*); Towson University (*Criminal Justice*); Western Illinois University (*Law Enforcement and Justice Administration*); Wichita State University (*Criminal Justice*); and Youngstown State University (*Applied Science in Criminal Justice*).

Eastern Kentucky University does have a bachelor of science program in criminal justice and police studies. However, the criminal justice program at EKU aims to provide students with a “foundation for employment opportunities within the criminal justice field”. The major program proposed here and outlined elsewhere in this proposal has a much broader focus that will allow students to translate their skills to careers outside traditional criminal justice institutions.

* 1. Relationship of the proposed major program to the university mission and objectives:

The proposed criminology major program serves the university mission and objectives and prepares graduates to be “productive, engaged, and socially responsible” by encouraging students to think critically about the crime problem in American society and assist in the development of meaningful solutions that are sensitive to issues of social justice and inequality. The criminology program has a core focus on enhancing students’ theoretical understanding of the etiology of crime while developing sound research and analytical skills that are integral to providing innovative solutions to the crime problem in society. The program will prepare students for entrance into a variety of professional fields within the Commonwealth at the local and state levels, as well as the federal and international level within the criminal justice system, governmental agencies, research institutions and non-profit agencies, while providing them with a strong foundation for lifelong learning through graduate study in criminology and related fields.

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

Similar to the existing sociology major, the proposed criminology major and coursework are designed to further awareness and understanding of social causes and consequences of human behavior, including criminal offending, victimization, and the social forces that influence society’s reaction to these phenomena. The proposed major program is not intended to provide practice-oriented or vocational knowledge that is appropriately left to in-service training provided by occupational specific agencies. Instead the proposed major program is intended to provide graduates with a broader background more readily applicable to a variety of career fields. The program will provide graduates with a strong skill set enabling them to approach problems methodologically, combined with the critical and analytical reasoning necessary to developing innovative solutions to crime as a social problem within an increasingly diverse society. In keeping with the overall mission of the sociology department, the proposed major in criminology will provide students with the ability to discuss the crime problem from an empirically based and theoretically sound perspective that allows them to see beyond stereotypes and convenient slogans, frame and solve problems realistically and communicate these solutions to a variety of audiences both orally and in writing.

**4. Program description:**

4.1 Curriculum:

The major in criminology requires a minimum of 34 semester hours. Students majoring in criminology must select a minor or second major. However, students majoring in criminology may not have a second major in sociology.

The following core courses are required for a major (22 credit hours):

* CRIM 231: Introduction to Criminal Justice (3 hours)
* SOCL 300: Using Statistics in Sociology (3 hours)
* SOCL 302: Strategies of Social Research (3 hours)
* SOCL 309: Social Deviance (3 hours)
* CRIM 330: Criminology (3 hours)
* CRIM 332: Juvenile Delinquency (3 hours)
* CRIM 380: Penology (3 hours)
* CRIM 499: Senior Seminar (1 hour)

Students are required to take an additional 12 hours of elective courses, selecting from the following:

* CRIM 232: Introduction to Law Enforcement
* CRIM 233: Alternatives to Confinement
* CRIM 361: Race, Class, and Crime
* CRIM 432: Sociology of Criminal Law
* CRIM 434: Organized Crime
* CRIM 437: The Death Penalty in America
* CRIM 438: Victimology
* CRIM 439: Internship in Criminology
* CRIM 446: Gender, Crime and Justice
* CRIM 451: White Collar Crime
* SOCL 359: Sexuality & Society
* SOCL 435: Family Violence
* PS 220: Judicial Process
* PS 326: Constitutional Law
* PS 328: Criminal Justice
* PS 350: Political Terrorism
* HIST 445: American Legal History to 1865
* HIST 446: American Legal History Since 1865
* SWRK 356: Services to Juvenile Offenders
* PSY 440: Abnormal Psychology
* PSY 441: Aspects of Alcoholism
* PSY 470: Psychology and the Law
* CHEM 430: Forensic Chemistry
* PH 165: Drug Abuse
* ANTH 300: Forensic Anthropology

4.2 Accreditation, certification, approval, and/or licensure: Not applicable.

4.3 Program delivery: The curriculum for the proposed major is composed of courses already taught under the existing minor in criminology. The courses will continue to be offered primarily in the classroom with additional courses offered online or through independent learning.

**5. Resources:**

* 1. Faculty:

Currently the sociology department has faculty members who teach exclusively within the existing criminology minor program, as well as faculty members who teach within both the sociology major and criminology minor. As the proposed major is comprised of courses already taught within the existing criminology minor, under the current course rotation, the department believes that staffing is sufficient for the initial implementation of the program on the main campus. However, if the proposed major grows substantially over time an additional faculty line will be necessary to support that growth. If the proposed major is extended to the regional campuses an additional faculty line is necessary to support that extension at the time of implementation.

* 1. Technological and electronic informational resources (e.g., databases, e-journals)

Current resources that exist in support of the criminology minor are sufficient to support the proposed criminology major.

* 1. Facilities and equipment:

The resources that exist in support of the criminology minor are sufficient to support the proposed criminology major. However, if this program grows beyond expectations, the department might need to request additional resources and faculty lines to support that growth.

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

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

SociologyDepartment/Division: February 15, 2013

Potter College Curriculum Committee March 7, 2013

Contact with Office of Academic Affairs

re: CPE Posting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Proposal Date: 2/13/13

**Potter College of Arts & Letters**

**School of Journalism & Broadcasting**

**Proposal to Revise Course Credit Hours**

**(Action Item)**

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

**1. Identification of course:**

* 1. Current course prefix (subject area) and number: FILM 482
	2. Course title: Film Production Workshop
	3. Credit hours: 2

**2. Proposed course credit hours:** 3

**3. Rationale for the revision of course credit hours:**

Since the inception of this course, two years ago, the amount of time and effort demanded of enrolled students has always been more appropriate for a three-credit class than a two-

 credit class.  Students have been very good about volunteering extra in-class meeting

 time, but a proper three-credit designation would allow that extra time to be officially added to the class schedule.

**4. Proposed term for implementation:** 2014(10)

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

SJ&B Curriculum Committee: \_2/13/13\_\_\_\_\_\_\_\_\_\_\_\_

School of Journalism & Broadcasting: \_2/22/13\_\_\_\_\_\_\_\_\_\_\_\_

 Potter College Curriculum Committee: March 7, 2013

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

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

**Attachment: Course Inventory Form**

Proposal Date: 20 February, 2013

**Potter College of Arts & Letters**

**Department of English**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Andrew McMichael andrew.mcmichael@wku.edu x-5776

**1. Identification of program:**

* 1. Current program reference number: 348
	2. Current program title: Minor in Creative Writing
	3. Credit hours: 21

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

* Change in course catalog description to include a broader range of Literature courses.

**3. Detailed program description:**

|  |  |
| --- | --- |
| **Current Program Description** | **Proposed Program Description** |
| The minor in creative writing (reference number 348) requires a minimum of 21 semester hours. Requirements include ENG 203 (prerequisite to the upper-level creative writing courses); any four of the following creative writing courses: ENG 303, 305, 311, 358, 403, 411, 413, 467, 474, and 475; **and any two of the following upper-level literature courses: ENG 340, 360, 365, 370, 387, 390, 393, 394, 395, 396, 455, 457, 459, 489, 490, 493, 495, and 497.** (English majors with a literature concentration or a professional writing concentration may apply 6 hours of the above upper-level literature courses in both their major and the minor in creative writingas long as the combined major and minor include at least 48 unduplicated hours.) | The minor in creative writing (reference number 348) requires a minimum of 21 semester hours. Requirements include ENG 203 (prerequisite to the upper-level creative writing courses); any four of the following creative writing courses: ENG 303, 305, 311, 358, 403, 411, 413, 467, 474, and 475; **and two 300- or 400-level literature courses other than 390 or 476. (In consultation with the advisor, Creative Writing students should consider taking at least one of the electives in contemporary literature.** English majors with a literature concentration or a professional writing concentration may apply 6 hours of the above upper-level literature courses in both their major and the minor in creative writing as long as the combined major and minor include at least 48 unduplicated hours.) |

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

The old program description restricts Creative Writing Minors to a narrow range of the department’s course offerings in literature. The proposed description allows for more options while still fulfilling the goals of the program.

**5. Proposed term for implementation and special provisions (if applicable): Fall, 2013**

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

EnglishDepartment: \_\_\_\_1 March 2013\_\_\_

 Potter College Curriculum Committee \_\_\_\_March 7, 2013\_\_\_

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

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

Proposal Date: 2/13/13r

**Potter College of Arts & Letters**

**School of Journalism & Broadcasting**

**Proposal to Revise a Program**

**(Action Item)**

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

**1. Identification of program:**

* 1. Current program reference number: 667
	2. Current program title: Major in Film
	3. Credit hours: 35

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

\* Change class status to required: FILM 482 Film Production Workshop

\* Add required class: FILM 486 Film Studies Capstone

\* Remove required class: FILM 483 Film Studies Seminar

\* Remove required class: FILM 485 Senior Seminar

\* Add elective to World Cinema category: FILM 399 Special Topics in Film [International Cinema]

\* Remove “Workshop/Seminar” section

\* Revise total credit hours from 35 to 36 hours

\* Correct catalog listing of course #: ANTH 488 to ANTH 448

**3. Detailed program description:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Current Program** |  |  **Revised Program** |  |
|  |  | **(Changes in bold)** |  |
| Required Courses (19 hours) | Hours | **Required Courses (24 hours)** | **Hours** |
| FILM 201(Intro to the Cinema) | 3 | FILM 201(Intro to the Cinema) | 3 |
| BCOM 350 (Scriptwriting for Film & Television) | 3 | BCOM 350 (Scriptwriting for Film & Television) | 3 |
| BCOM 366 (Video Editing, Aesthetics & Techniques) | 3 | BCOM 366 (Video Editing, Aesthetics & Techniques) | 3 |
| BCOM 367 (Field Production ) | 3 | BCOM 367 (Field Production ) | 3 |
| BCOM 376 (Film Production for Television) | 3 | BCOM 376 (Film Production for Television)  | 3 |
| THEA 101 (Acting I) | 3 | THEA 101 (Acting I) | 3 |
| **~~FILM 485 (Senior Seminar )~~**  | **~~1~~** |  |  |
|  |  | **FILM 482 (Film Production Workshop)** | **3** |
|  |  | **FILM 486 (Film Studies Capstone)**  | **3** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Current Program** |  | **Revised Program** |  |
|  |  | **(Changes in bold)** |  |
| Electives (12 hours) Students must take *four* of the 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. |  | Electives (12 hours) Students must take *four* of the 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. |   |
| *Genres & Theory* |   | *Genres & Theory* |   |
| ENG 309 (Documentary Film) | 3 | ENG 309 (Documentary Film) | 3 |
| ENG 365 (Film Adaptation) | 3 | ENG 365 (Film Adaptation) | 3 |
| ENG 465 (Film Genres) | 3 | ENG 465 (Film Genres ) | 3 |
| ENG 466 (Film Theory)  | 3 | ENG 466 (Film Theory ) | 3 |
| ANTH 488 (Visual Anthropology)  | 3 | **ANTH 448** (Visual Anthropology) | 3 |
| BCOM 378 (Film Animation) | 3 | BCOM 378 (Film Animation) | 3 |
| FILM 399 (Special Topics in Film) | 3 | FILM 399 (Special Topics in Film) | 3 |
| *World Cinema* |  | *World Cinema* |   |
| ENG 366 (History of Narrative Film) | 3 | ENG 366 (History of Narrative Film), | 3 |
| ENG 368 (Japanese Cinema in Translation) | 3 | ENG 368 (Japanese Cinema in Translation), | 3 |
| PS 303 (Politics and Film) | 3 | PS 303 (Politics and Film) | 3 |
| GERM 437 (German Literature and Film) | 3 | GERM 437 (German Literature and Film) | 3 |
| FREN 450 (Topics in Francophone Cinema) | 3 | FREN 450 (Topics in Francophone Cinema)  | 3 |
| SPAN 490 (Hispanic Cinema) | 3 | SPAN 490 (Hispanic Cinema) | 3 |
| BCOM 481 (Problems in Mass Communication [Special Topic: World Cinema /Study Abroad]) | 3 | BCOM 481 (Problems in Mass Communication [Special Topic: World Cinema /Study Abroad]) | 3 |
| FILM 369 (Introduction to World Cinema) | 3 | FILM 369 (Introduction to World Cinema) | 3 |
|  |  | **FILM 399 (Special Topics in Film)** **[International Cinema]** | **3** |
| *~~Workshop/Seminar (4 hours)~~*~~Students must take four credit hours from the following courses, either of which may be repeated.~~ |  |  |  |
| ~~FILM 482 (Film Production workshop)~~ | ~~2~~ |  |  |
| **~~FILM 483 (Film Studies Seminar)~~** | **~~2~~** |  |  |
| Total Number of Hours | 35 | **Total Number of Hours** | **36** |

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

The Film Production Workshop class (FILM 482) from the current program is being expanded from 2 to 3 credit hours, to reflect the current demands of the course. The new Film Studies Capstone class (FILM 486) - a combination of the previous Film Studies Seminar (FILM 483) and Senior Seminar (FILM 485) classes - is being added to the curriculum. Both of these classes have been deemed significant enough by the Film faculty to move into the “Required” category. FILM 482 is still repeatable for general elective credit.

 Because the content will now be redundant, and the classes are being suspended, FILM

 483 and FILM 485 will be removed from the program.

 FILM 399 (Special Topics) is already an elective within the Genres & Theory category,

But some topics deal specifically with international cinema. As these will reasonably satisfy the World Cinema elective requirement, the International Cinema instances of the course can be included in either category.

 These cumulative changes will shift the overall size of the major from 35 to 36 credits.

**5. Proposed term for implementation and special provisions (if applicable):** 2013(30)

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

SJ&B Curriculum Committee: 2/13/13\_\_\_\_\_\_\_\_\_\_\_

School of Journalism & Broadcasting: 2/22/13\_\_\_\_\_\_\_\_\_\_\_

 Potter College Curriculum Committee: 3/7/13\_\_\_\_\_\_\_\_\_\_\_\_

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

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