Minutes  
The West Virginia University Faculty Senate  
Monday, October 8, 2012

1. Michael Mays, Faculty Senate Chair, called the meeting to order at 4:34 p.m. in Assembly Rooms A&B, NRCCE.

   Members Present:
   Abraham, R.    Connors, J.    Johnston, A.  Orlikoff, J.  Sperow, M.
   Anderson, K.   Curtis, R.     Kershner, R.   Peace, G.      Stolzenberg, A.
   Atkins, C.     Elmore, S.     Kirby, B.      Perna, N.      Tallaksen, T.
   Baldwin, C.    Etzel, E.      Kite, S.       Perone, M.     Tower, L.
   Barretto, G.   Famouri, P.    Knight, J.     Petonis, J.     Tuninetti, A.
   Bastress, R.   Ferrara, L.    Kopriva, N.    Petty, T.       Turan, R.
   Bergner, G.    Finkel, M.     Kromar, R.     Prudhomme, J.  Valenti, M.
   Blake, L.      Fuller, E.     Kuhlman, J.    Reddy, R.      Veselicky, K.
   Boone, D.      Graves, C.     Lieving, G.    Reymond, R.    Vona-Davis, L.
   Bowen, E.      Griffith, R.   Livengood, R.  Rose, T.       Watson, J.
   Brazaitis, M.  Harmer, J.    Lofaso, A.     Ruscello, D.   Weihman, L.
   Brooks, R.     Harris, T.     Mandich, M.    Ryan, K.       Wenger, S.
   Bryner, R.     Hartley, D.    Matak, K.      Sand-Tecklin, K. Wilcox, G.
   Campbell, L.   Hileman, S.    Meckstroth, R. Schreurs, B.    Wood, A.
   Cassels, A.    Hostuttler, L.  Merrifield, J.  Shelton, E.    Yang, H.
   Cohen, S.      Iskandar, W.   Nichols, A.    Sherwin, M.    

   Members Excused:
   Ameri, S.      Fint-Clark, B.  Lastinger, V.   Osborne, E.    Sherlock, L.
   Bilgesu, I.    Huber, J.      Miltenberger, M. Polak, J.     Watson, D.
   Britten, R.    Hufman, V.     Nutter, R.      Putman, H.    Wolosuk, J.
   Clark, B.      Kleist, V.     Oberhauser, A.  Rockett, I.   

   Members Absent:
   Abate, M.      Dino, G.       Hashmi, M.     Miller, M.     Whiteman, C.
   Anfinson, J.   Fisher, M.     Holmes, M.     Moritz, J.     
   Brock, R.      Funk, A.       Hornsby, G.     Musasinghe, R. 
   Davis, S.      Graber, S.     Lorimer, D.     Nelson, C.     

   Faculty Senate Officers Present:
   Cottrell, L.   DiBartolomeo, L. Lee, P.      Mays, M.     

2. Chair Mays moved and it was duly seconded to approve the minutes from the Monday, September 10, 2012 meeting.  Motion carried.

3. Provost Wheatly asked for questions:

   • Steve Kite commented that, with respect to vandalism following ball games, City Council recently discussed changing the time at which alcohol can be served from 2:00 a.m. to 12:00 a.m. The Provost indicated that she cannot address licensing and liquor laws, but she is very concerned with the behavior we have seen.
Mitch Finkel suggested that there is a need to involve the University community in establishing a new, positive tradition. He also indicated that he does not believe the poor behavior of certain individuals is representative of the student body as a whole.

Linda Davis commented that the University of North Carolina, Chapel Hill, asks students to sign a Code of Civility. Engaging in confrontational behavior is grounds for expulsion.

Joseph Prudhomme proposed opening the stadium for away games, projecting the game on the big screen, and having a concert or other activity on the field afterwards.

4. Chair Mays reported on the following issues:
   - He drafted a letter to the governor concerning proposed budget cuts.
   - There is a trip being planned to Potomac State for Friday, October 26, 2012. He hopes some of the Senate committee chairs and other representatives of the university will visit the campus, talk to some of the constituencies there, and make it clear that we are all part of the same team.
   - The assembly rooms of the NRCCE will be converted to classroom and lab space, so the Senate needs to find another place to meet. The best option seems to be the Erickson Alumni Center. Further information will be provided as it develops.

5. Dennis Ruscello, Chair, Senate Curriculum Committee, moved for approval of the following report:
   - Annex I, New Courses and Course Changes. Motion carried.
   - Annex II, Monthly Alterations Report, was submitted for information.

6. Lisa Weihman, on behalf of the General Education Committee, moved for approval of the following report:
   - Annex III, GEC Actions. Motion carried.
   - Annex IV, GEC Audits, was submitted for information.

7. Robert Griffith, on behalf of the Committee on Committees, Membership and Constituencies, moved to recommend that the School of Public Health be recognized as a constituency. Motion carried.

8. Robert Griffith, BOG representative, reported that the BOG:
   - Met with the Davis College of Agriculture, Natural Resources and Design.
   - Heard a presentation by the staff representative to the board. The staff salary schedule mandated by the state has been fully funded, but that schedule was established in 2001 and has not changed.
   - Approved a $15 million improvement program for upgrading the PRT system. Through the 2016-17 fiscal year, there will be a $10 per semester increase in the student transportation fee.
   - Approved a student housing master plan to renovate housing and provide additional housing to accommodate 25 percent of our full-time students in University housing. Several pieces of property have been acquired.
   - Formally established the School of Public Health.
• Approved a large expansion of the weight room at the Pushkar Center, funded through private donations.

9. Meeting adjourned at 5:02 p.m. to reconvene on Monday, November 12, 2012.

Mary Strife
Faculty Secretary
September 24, 2012

The Honorable Earl Ray Tomblin, Governor
State of West Virginia
1900 Kanawha Boulevard East
Charleston, West Virginia 25305

Dear Governor Tomblin:

The West Virginia University Faculty Senate, representing over 2,000 faculty members in Morgantown, at divisional campuses in Keyser and Montgomery, at medical campuses in Charleston and Martinsburg, and extension faculty in every county in the state, voted at the September Senate meeting to support the Higher Education Policy Commission’s request for “exemption for the state’s higher education system from the proposed Fiscal Year 2014 budget reduction,” and to make our position known to you.

There are many good reasons to exclude K-12 education from the budget reduction, as you have done, and we feel these same good reasons extend to post secondary education as well. More than half of all jobs in West Virginia — 51 percent — will require some form of post-secondary training by 2020, according to a Georgetown University report, “A decade behind: Breaking out of the low-skill trap in the southern economy.” According to the Master Plan of the HEPC, cost containment is crucial to increasing student access, learning, and accountability. If WVU tuition has to be raised to balance the state-initiated shortfall, it will be difficult to meet this goal. Asking students to bear the burden is equivalent to “eating our seed corn.”

West Virginia University plays a special role in statewide economic development. As Senator Manchin has said, “Promoting research initiatives that help us move toward energy independence should be a top priority for this country. WVU is a world-class research school, and it is encouraging that WVU has the opportunity to help lead us in improving and developing better ways to use energy right here in the United States. Investing in this research now will only help our future generations thrive and succeed.” According to a recent study of the Bureau of Business and Economic Research, every dollar the state spends on WVU turns into a $40 return to the state economy.

We deeply appreciate your leadership in these difficult times, and look forward to working with you as we continue to deal with issues of student retention, curricular innovation, and workforce development. Our common goal remains to increase the numbers of college and university graduates so that West Virginia will have a more competitive work force. I would be pleased to bring some of my faculty peers to meet with you to discuss this further.

Thank you for your consideration of the potential negative impact of a WVU budget reduction on all of West Virginia.

Sincerely,

Michael E. Mays, Chair
WVU Faculty Senate
To: Faculty Senate Executive Committee
From: Dennis Ruscello, Chair, Faculty Senate Curriculum Committee
Date: September 24, 2012
Re: New Courses and Course Changes

**College of Business and Economics**

**Finance**

**New Course:**

FIN 513. Macroeconomics & Financial Markets. 3 Hr. This course provides students with an understanding of how macroeconomic performance is measured, how monetary and fiscal policies influence macroeconomic performance, and how these relate to financial markets around the world. (Effective Term: Spring 2013) (CIP 520801)

**Rationale:** The MS in Finance program requires a macroeconomics course that describes the interactions between financial markets and the macro economy, with a focus on financial markets and institutions.

**Eberly College of Arts and Sciences**

**New Courses:**

**Chemistry**

CHEM 552. Biochemical Toxicology. 3 Hr. Introduction to the principles of toxicology, with a focus on the processes that occur at the cellular and molecular levels when chemicals interact with living organisms. (Effective Term: Spring 2013) (CIP 400501)

**Rationale:** Toxicology is the study of the adverse effects of chemicals on living organisms. Therefore, detailed knowledge of toxicology is vital to all areas of chemistry, but is especially relevant to biochemistry, forensic sciences, environmental/green chemistry, and drug/diagnostics design and synthesis. The course is intended for graduate students who wish to have a fundamental understanding of toxicology and its chemistry-related applications. The course will give students the tools, skills, and confidence to understand toxicology from a mechanisms perspective, and it will prepare them for graduate research.

**History**

HIST 525. History of Modern China. 3 Hr. Provides an overview of Chinese history with an emphasis on major events since the mid-19th century, placed in a broad context of the important political, economic, social, and diplomatic events in China’s historic past. (Effective Term: Spring 2013) (CIP 540101)
**Rationale:** History 525 will be taught in conjunction with History 325. Students in 525 will complete assignments with 325 undergraduates but will have additional reading and writing assignments and will meet separately on a regular basis with the instructor. The graduate component of History 525 will also explore how to teach Chinese history in the college classroom. With our small faculty, we cannot offer graduate work in Chinese history exclusively for M.A. or Ph.D. students. History 525 will continue our tradition of providing classes in modern China as a “teaching field” for them, most of whom find positions in teaching institutions with a wide variety of classes to teach.

**HIST 526. History of Modern Japan.** 3 Hr. Provides an overview of Japanese history with an emphasis on major events since the mid-16th century, placed in a broad context of the important political, economic, social, and diplomatic events in Japan’s historic past. (Effective Term: Spring 2013) (CIP 540101)

**Rationale:** History 526 will be taught in conjunction with History 326. Students in 526 will complete assignments with 326 undergraduates but will have additional reading and writing assignments and will meet separately on a regular basis with the instructor. The graduate component of History 526 will also explore how to teach Japanese history in the college classroom. With our small faculty, we cannot offer graduate work in Japanese history exclusively for M.A. or Ph.D. students. History 526 will continue our tradition of providing classes in modern Japan as a “teaching field” for them, most of whom find positions in teaching institutions with a wide variety of classes to teach.

**HIST 558. US Cultural History, 1819-1893.** 3 Hr. Examines the cultural “panics” about identity and sensibility produced by capitalism, slavery, and war in the nineteenth-century United States. (Effective Term: Spring 2013) (CIP 540101)

**Rationale:** The history department needs a 500-level course in American history that offers new thematic and methodological perspectives on the American past in order to provide graduate students with course offerings beyond the chronologically focused 400-level courses (453, Civil War and Reconstruction; 454, The Coming of the Civil War; and 456, The Gilded Age). By examining—in their reading and writing assignments—the ways in which nineteenth-century Americans marshaled cultural resources and ideologies to debate the meanings of identity during a century marked by capitalist transformation, slavery, and war, graduate students will acquire a better understanding of cutting-edge methodology in cultural history, a grounding in the historiography that will prepare them for 700-level readings seminars and comprehensive field exams in nineteenth-century American history, and opportunities to work on aspects of their masters theses and doctoral dissertations.

**World Languages, Literatures, and Linguistics**

**SPAN 335. Seminar in Spanish-American Culture.** 3 Hr. PR: SPAN 310 and SPAN 311, or 310 and 312, or 310 and 313, or 311 and 312, or 311 and 313, or 311 and 314, or 312 and 313, or
312 and 314, or 313 and 314. Examination of media, film, dance, music, visual arts, food, or other non-literary cultural production of Spanish America. (Effective Term: Spring 2013) (CIP 160101)

**Rationale:** This course is designed to familiarize students with fundamental concepts regarding Spanish-American culture as well as with some of its most remarkable and exemplary manifestations. This course complements the Spanish curriculum by providing our students with the necessary referential framework to understand the complexities of cultural history. While cultures of Spanish America is a survey course that gives an overview of cultures in Spanish America, this class will focus on specific forms of non-literary cultural production. Thus, students may gain an in-depth knowledge of one of: media, film, dance, music, visual arts, food, or other non-literary cultural production of Spanish America. Instruction of this course will rotate among Spanish faculty. Thus, topics examined in the course will vary according to faculty expertise.

**SPAN 637. Early Spanish-American Literature.** 3 Hr. In depth readings in Spanish-American literature of the colonial period in their historical context. (Effective Term: Spring 2013) (CIP 16101)

**Rationale:** The purpose of this course is to study Spanish-American literature from the colonial period, which is fundamental for understanding the region’s cultural and literary development. A course taught on this period is an important component of graduate programs in Spanish that is currently lacking from our course catalogue.

**Davis College of Agriculture, Natural Resources and Design**

**New Courses:**

**Design & Merchandising**

**DSM 535. Visual 3D Modeling & Rendering.** 3 Hr. PR: Consent. Develops students’ abilities to apply digital three-dimensional instruments and techniques to effectively visualize and communicate the physical characteristics and phenomenal effects of existing and projected physical artifacts. (Effective Term: Spring 2013) (CIP 500401)

**Rationale:** Primarily, this course supports the recently approved Master of Science (M.S.) in Design & Merchandising degree program. Students enrolled in this new graduate program must complete at least twelve of the thirty-six required credit hours in graduate level DSM courses. With a current dearth of permanent DSM courses offered (e.g. one new permanent course application precedes this one), students presently rely on Special Topics and Independent Study courses to fulfill this requirement. In this foundational graduate level course, students will develop abilities to apply advanced digital instruments and techniques to visualize and visually assess artifacts and environments associated with the M.S. in Design & Merchandising
program’s areas of focus in 1) Cultural Resource Management/Historic Preservation, 2) Healthcare, and 3) Sustainability.

**Recreation, Parks and Tourism**

**RPTR 472. Tourism System & Destination Management.** 3 Hr. Analysis of the demand and supply components of the tourism system and identification of destination management approaches to manage this tourism system in-order to build and maintain a competitive and sustainable destination. (Effective Term: Spring 2013) (CIP 310301)

**Rationale:** This new course will be taken as an elective by undergraduate students with consent from their academic advisor. The course will add value to the RPTR undergraduate program as it equips the students with vital destination management skills required in the field. The course covers in detail the elements of the tourism system and destination management techniques to effectively manage sustainable destinations. This elective is suitable for students in all RPTR concentration areas as graduates from the RPTR program will require destination management knowledge and skills in their careers.

**RPTR 752. Tourism & Natural Resources Marketing.** 3 Hr. Apply the principles of marketing to tourism and natural resources emphasizing the convergence of increasing tourism demand and destination/resource competitiveness and sustainability. (Spring 2013) (CIP 310301)

**Rationale:** This new course will be taken as an elective by graduate students with consent from advisor. The course will add value to the RPTR graduate program equipping students with the relevant skills to effectively market tourism destinations and natural resources in a manner that enhances value of destinations and communities rather than deplete resources. The course is relevant for students in all RPTR emphasis areas.

**Wildlife Management**

**WMAN 330. Conservation Genetics.** 3 Hr. PR: BIOL 101 and 102 or equivalent or higher and MATH 126. Introduction to the principles of modern genetics needed to understand and manage important challenges in conservation of biodiversity including game, non-game, and endangered/threatened species. This course is cross-listed with GEN 330, Conservation Genetics. (Effective Term: Spring 2013) (CIP 030601)

**Rationale:** Conservation genetics is a relatively new, rapidly progressing, and evolving field of study that applies principles of genetics to understand and manage challenges facing the conservation biodiversity. Our curriculum currently lacks, and therefore needs, a course in this important area of study. A course in this area of study is critical if our graduates are to stay abreast of current advances in the conservation and management of game and non-game species. All students in our program will be required to take this course for the major in Wildlife and
Fisheries Resources. The course also may be taken as an elective for the minor in Wildlife and Fisheries Resources.

**GEN 330. Conservation Genetics.** 3 Hr. PR: BIOL 101 and 102 or equivalent or higher and MATH 126. Introduction to the principles of modern genetics needed to understand and manage important challenges in conservation of biodiversity including game, non-game, and endangered/threatened species. This course is cross-listed with WMAN 330, Conservation Genetics. (Effective Term: Spring 2013) (CIP 030601)

**Rationale:** Conservation genetics is a relatively new, rapidly progressing, and evolving field of study that applies principles of genetics to understand and manage challenges facing the conservation of biodiversity. Our curriculum currently lacks, and therefore needs, a course in this important area of study. A course in this area of study is critical if wildlife graduates are to stay abreast of current advances in the conservation and management of game and non-game species. This course is available to students from any major who meet the pre-requisites. This course is cross-listed with WMAN 330, Conservation Genetics, which is required of all students in Wildlife & Fisheries Resources.

**School of Medicine**

**Exercise Physiology**

**New Course:**

**EXPH 681. Clinical Exercise Prescription.** 4 Hr. PR: EXPH 670 and EXPH 680. This course will present current established exercise guidelines for the safe evaluation of functional capacities and the establishment of safe, effective exercise prescriptions for individuals with cardiovascular and/or metabolic diseases. (Effective Term: Spring 2013) (CIP 260908)

**Rationale:** Major requirement: Provides the graduate student with the information needed to safely and effectively administer validated assessments of functional capacity in cardiovascular and metabolic disease states. Additionally, students are educated on the development of safe, effective exercise programs based upon documented scientific guidelines (American College of Sports Medicine, American Heart Association, American Association of Cardiovascular and Pulmonary Rehabilitation) for individuals with cardiovascular and/or metabolic disease (s). A major emphasis is placed on accurate interpretation of scientific data obtained from cardiopulmonary exercise testing (CPET) and the utilization of this data to develop an individualized exercise program for individuals with cardiovascular and/or metabolic disease. This information is essential for the clinical exercise physiology student in order to ensure exercise is being prescribed in the safest manner for individuals with cardiovascular and/or metabolic conditions.
Memorandum

To: Faculty Senate Executive Committee
From: Nicholas Perna, Chair-Elect
Senate Curriculum Committee
Date: 9/24/2012

RE: Monthly Alterations Report

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<tr>
<th>Subject Code</th>
<th>Course Number</th>
<th>CIP</th>
<th>Action</th>
<th>Old</th>
<th>New</th>
<th>Rationale</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>ADV</td>
<td>201</td>
<td>090401</td>
<td>Change course description.</td>
<td>ADV 201. Advertising and Society. 3 Hours. As a social institution, advertising plays a critical role in our daily lives. The course will examine the social, economic, and legal aspects of advertising.</td>
<td>ADV 201. Advertising and Society. 3 Hr. As a social institution, advertising plays a critical role in our daily lives. This course examines the social, economic, and legal aspects of advertising.</td>
<td>The change was made to align program course descriptions.</td>
<td>201301</td>
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| ADV          | 309           | 090401| Change course description and change PR. | ADV 309. Advertising & Creativity. 3 Hours. PR: ADV 215 and JRL 101. Advertising minors only. Online course explores creativity in advertising through a process and variety of creative vehicles, including print, broadcast and interactive media. | ADV 309. Advertising & Creativity. 3 Hr. PR: ADV 201 or ADV 215 and JRL 101. (Advertising minors only.) Examines advertising copy and design concepts. Students develop their own advertisements and learn to critically analyze existing ad campaigns. | The changes were made to align program course descriptions and add an alternative PR. | 201301         |

<p>| ADV          | 409           | 090401| Change course description and change PR. | ADV 409. Advertising Research &amp; Media. 3 Hours. PR: ADV 215 and JRL 101. Advertising minors only. Online course explores role of research throughout the communication process. Emphasis on media component through planning, buying and evaluation. | ADV 409. Advertising Research &amp; Media. 3 Hr. PR: ADV 201 or ADV 215 and JRL 101. (Advertising minors only.) Introduces the selection and evaluation of different media used in advertising campaigns. Students learn to analyze and select audiences, compare media, and conduct media research. | The changes were made to align program course descriptions, add an alternative PR, and to more clearly reflect course content. | 201301         |</p>
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<th>Code</th>
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<th>Description</th>
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<tr>
<td>ADV 419</td>
<td>090401</td>
<td>Change course description and change PR.</td>
<td>ADV 419. Advertising Strategies. 3 Hours. PR: ADV 309 and ADV 409. Advertising minors only. Online course introduces the changing consumer marketplace. Analysis of actual advertising campaign strategies in terms of creative media and research components.</td>
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<tr>
<td>ENGL 337</td>
<td>230101</td>
<td>Made course repeatable up to 6 credits.</td>
<td>ENGL 337. Study of a Major Author. 3 Hours. PR: ENGL 102 or ENGL 103. Study a single author’s works with special attention to historical contexts and critical reception. Authors will vary.</td>
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<td>EXPH 567</td>
<td>260908</td>
<td>Change number of credits and course description.</td>
<td>EXPH 567. Exercise Physiology 2. 3 Hours. PR: Consent. Thorough and workable knowledge of the functioning of body systems during exercise, the acute and chronic adaptations that occur, and the practical application of work physiology.</td>
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<td>IMC 610</td>
<td>090999</td>
<td>Change course description.</td>
<td>IMC 610. Introduction to IMC. 3 Hours. PR: Admissions to the program. Overview of advertising, public relations, direct marketing, communications, promotions and online communications.</td>
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<td>IMC 614</td>
<td>Media Analysis</td>
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<td>IMC 615</td>
<td>Creative Strategy &amp; Execution</td>
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<td>Direct Marketing</td>
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<td>IMC</td>
<td>621</td>
<td>090999</td>
<td>IMC 621. Current Topics in IMC. 3 Hours. PR: IMC 610. This team-taught seminar highlights significant issues and trends in IMC. The semester is divided equally into three sections of three weeks per section. A different topic is covered in each section.</td>
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<tr>
<td>IMC</td>
<td>621</td>
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<td>IMC 621. Current Topics in IMC. 3 Hours. PR: IMC 610. A team-taught seminar that highlights significant issues and trends in IMC. Topics vary by term.</td>
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<td>IMC</td>
<td>622</td>
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<td>IMC 622. Multicultural Marketing. 3 Hours. PR: IMC 610. Students learn concepts and strategies for marketing products and services to subcultures within the U.S. The significance of and future of multicultural marketing are also discussed.</td>
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<td>IMC</td>
<td>622</td>
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<td>IMC 622. Multicultural Marketing. 3 Hours. PR: IMC 610. Teaches cultural sensitivity and prepares students to promote products and services to a diverse marketplace within the U.S. The course focuses on racial/ethnic groups in the U.S., and it also covers mature and gay/lesbian markets.</td>
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<td>IMC</td>
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<td>IMC 624. Cause Marketing. 3 Hours. PR: IMC 610. Largely through a careful examination of case studies, students will be introduced to the history and uses of causes marketing, as well as the future of the practice.</td>
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<td>IMC</td>
<td>624</td>
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<td>IMC 624. Cause Marketing. 3 Hours. PR: IMC 610. Examines the mutually beneficial partnership of a &quot;for profit&quot; business and a non-profit organization. Uses case studies to explore the history and uses of cause marketing and the future of the marketing practice.</td>
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<tr>
<td>IMC 642</td>
<td>Web Metrics and SEO</td>
<td>3 Hours</td>
<td>Examines how marketers can gather online information to measure traffic, engagement and potential impact on ROI. Students will also explore the top search engine optimization and social media optimization strategies and tactics used by marketers.</td>
</tr>
<tr>
<td>IMC 643</td>
<td>Digital Video Production</td>
<td>3 Hours</td>
<td>Teaches students the technical and conceptual skills needed to produce creative, engaging audio and video for the Web. Students will also learn the characteristics of successful viral videos and gain hands-on experience in video dissemination.</td>
</tr>
<tr>
<td>IMC 644</td>
<td>DMC Campaigns</td>
<td>3 Hours</td>
<td>Requires students to apply previously-acquired knowledge and skills to create a complete DMC campaign including: 1) research, 2) digital media strategies and tactics, 3) creative strategies and executions; and 4) campaign assessment methods.</td>
</tr>
</tbody>
</table>

The changes were made to align program course descriptions and to more accurately reflect course content. PRs were added to ensure a foundational course had been completed.
<table>
<thead>
<tr>
<th>JRL</th>
<th>101</th>
<th>090401</th>
<th>Change course description.</th>
<th>JRL 101. Intro to Mass Communication. 3 Hours. (Recommended for all University students.) Mass communicator’s role in developing political, social, and economic fabrics of a democratic society. Organization and function of newspapers, magazines, broadcast stations, and other principal media, including the role of advertising and public relations.</th>
<th>JRL 101. Introduction to Mass Communication. 3 Hr. Examines the mass communicator’s role in developing political, social, and economic fabrics of a democratic society. Reviews the organization and function of newspapers, magazines, broadcast stations, and other principle media.</th>
<th>The changes were made to align program course descriptions.</th>
<th>201301</th>
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</thead>
<tbody>
<tr>
<td>JRL</td>
<td>361</td>
<td>090401</td>
<td>Change course description and add PR.</td>
<td>JRL 361. Media Relations In Sport. 3 Hours. This online course provides an understanding of the role that effective public relations plays in sports organizations.</td>
<td>JRL 361. Media Relations in Sport. 3 Hr. PR: ADV 201 or ADV 215. Provides an in-depth understanding of how effective public relations plays an integral role in any sports organization via a myriad of communication efforts used in the dissemination of information to the media and the public.</td>
<td>The changes were made to align program course descriptions and add PRs to meet program requirements.</td>
<td>201305</td>
</tr>
<tr>
<td>JRL</td>
<td>412</td>
<td>090401</td>
<td>Change course description.</td>
<td>JRL 412. Sport Journalism. 3 Hours. PR: ADV 201 or ADV 215 or PR 215. Online class develops skills in sport journalism reporting and writing in mass/digital media for a variety of distinct sport audiences.</td>
<td>JRL 412. Sport Journalism. 3 Hr. PR: ADV 201 or ADV 215 or PR 215. Develops critical thinking skills in reporting and writing stories. Students examine the value of sport journalism; the way sport functions in society, and gain an understanding of ethics in sport journalism.</td>
<td>The changes were made to align program course descriptions and to more accurately reflect course content.</td>
<td>201305</td>
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<tr>
<td>JRL</td>
<td>450</td>
<td>090401</td>
<td>Change course description.</td>
<td>JRL 450. Writing for Health Promotion. 3 Hours. PR: JRL 101 and (PR 215 or ADV 215). Online class develops skills in health promotion writing in mass/digital media for a variety of distinct audiences.</td>
<td>JRL 450. Writing for Health Promotion. 3 Hr. PR: JRL 101 and (PR 215 or ADV 215). A writing-intensive course that examines the evolving field of health communication. Students write health messages for distinct audiences. Some topics include: provider-patient communication and persuasive messages for social networks, social influence, and social support.</td>
<td>The changes were made to align program course descriptions.</td>
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<td>JRL</td>
<td>452</td>
<td>090401</td>
<td>Change course description.</td>
<td>JRL 452. Applied Health Promotion. 3 Hours. PR: JRL 101 and (PR 215 or ADV 215). On-line class examines strategies and theories used to target and influence health promotion audiences using mass and digital messages.</td>
<td>JRL 452. Applied Health Promotion. 3 Hr. PR: JRL 101 and (PR 215 or ADV 215). Primarily examines in-depth case studies of health communication messages with an emphasis on understanding how audiences are targeted and influenced by these messages.</td>
<td>The changes were made to align program course descriptions and to more accurately reflect course content.</td>
<td>201301</td>
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<tr>
<td>JRL</td>
<td>454</td>
<td>090401</td>
<td>Change course description.</td>
<td>JRL 454. Health Promotion Campaigns. 3 Hours. PR: JRL 101 and (PR 215 or ADV 215). Students in this online course will apply IMC principles, theories, and techniques for multifaceted campaigns designed for health promotion.</td>
<td>JRL 454. Health Promotion Campaigns. 3 Hr. PR: JRL 101 and (PR 215 or ADV 215). Applies IMC principles, theories, and techniques to multifaceted health promotion and disease prevention campaigns. Examines non-profit and public organizations that utilize IMC strategies to promote issues such as HIV/AIDS awareness, cancer screening, and child vaccinations.</td>
<td>The changes were made to align program course descriptions and to more accurately reflect course content.</td>
<td>201301</td>
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<tr>
<td>MIST</td>
<td>351</td>
<td>201301</td>
<td>Remove PR.</td>
<td>MIST 351. Database Management Systems. 3 hr. PR: BCOR 330. Introduction to database theory, design, implementation, management, and models; development of database applications for management.</td>
<td>MIST 351. Database Management Systems. 3 hr. Introduction to database theory, design, implementation, management, and models; development of database applications for management.</td>
<td>The change to remove PR was to correct a mistakenly added PR that is not necessary for this course.</td>
<td>201301</td>
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<td>PR</td>
<td>090401</td>
<td>Change course description.</td>
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<td>PR</td>
<td>215</td>
<td>PR 215. Introduction to Public Relations. 3 Hr. (Open to all University students.) Introduces the student to the principles of public relations. Definition and historical development, opportunities and challenges, techniques and management of public relations are included.</td>
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<td>PR 215. Introduction to Public Relations. 3 Hr. Introduces the principles of public relations. Examines the definition and historical development, opportunities and challenges, and techniques and management of public relations.</td>
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<td>PR</td>
<td>301</td>
<td>PR 301. Writing for Public Relations. 3 Hr. (Open to PR minors only.) PR: JRL 101 and PR 215. Basic writing techniques and tools for public relations practitioners, including news writing, AP style, news releases, media advisories, media lists, pitching stories, presentations, and publications.</td>
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<td>PR 301. Writing for Public Relations. 3 Hr. (Open to PR minors only.) PR: JRL 101 and PR 215. Provides an introduction to writing for a wide range of public relations purposes. Students improve writing skills as they become prepared to effectively communicate with various audiences in multiple formats.</td>
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<td>PR</td>
<td>401</td>
<td>PR 401. Applied Public Relations. 3 Hr. (Open to PR minors only.) PR: JRL 101 and PR 215. Focuses on case studies and strategic campaign planning. Students produce a campaign.</td>
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<td>PR 401. Applied Public Relations. 3 Hr. (Open to PR minors only.) PR: JRL 101 and PR 215. Covers in-depth case studies of public relations programs. Primary emphasis is placed on successful campaigns; however, unsuccessful efforts are also examined for causes of failure.</td>
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<td>PR</td>
<td>412</td>
<td>PR</td>
<td>215 or PR 215. Online class examines IMC techniques and strategies used by sport organizations to build positive relationships with consumers and corporations.</td>
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<tr>
<td>PR</td>
<td>412</td>
<td>PR</td>
<td>ADV 201 or ADV 215 or PR 215. Describes the essential role of public relations in integrated marketing communication using sport-specific examples to examine the attributes of successful IMC campaigns and &quot;the campaign mindset&quot; as it applies to sport promotion and communications.</td>
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<td>WGST</td>
<td>170</td>
<td>WMST</td>
<td>170. Introduction to Women’s Studies. 0-3 Hours. (May be credited to University LSP Cluster A or B.) The major contexts in which woman’s identity has been and is defined and of the relationships between these definitions and the roles and history of women (and men) in society and culture.</td>
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<tr>
<td>WGST</td>
<td>170</td>
<td>WGST</td>
<td>170: Introduction to Women's and Gender Studies. 3 Hr. The major contexts in which gender identities have been and are defined and of the relationships between these definitions and the roles and history of women and men in society and culture.</td>
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**Course Drops**

ENTR 310 Communications/Law and Ethics
ENTR 320 Entrepreneurial Finance
GEOG 201 Map and Image Interpretation.
Memorandum

Date: September 24, 2012
To: Faculty Senate Executive Committee
From: Ilkin Bilgesu, Chair
General Education Curriculum Oversight Committee
Re: GEC Actions

The General Education Curriculum Oversight Committee met on September 17th and recommends the following course for Faculty Senate approval:

Approved New GEC Course:

GERO 212, Introduction to Gerontology (Obj. 6 & 7)

GEC Objectives (for information only)

1. Communication (ENGL 101 & 102, or ENGL 103 only; W courses evaluated separately)
2. Basic Math & Scientific Inquiry (Total: 13+ hr, including 1 Lab) [Note 2A = Math & Stats (3+ hr required); 2B = Natural & Physical Sciences (7+ hr required); 2C = Natural Resources & Environment (may be used toward Total)]
3. The Past and Its Traditions (3+ hr)
4. Contemporary Society (UNIV 101 & 3+ hr)
5. Artistic Expression (3+ hr)
6. The Individual in Society (3+ hr)
7. American Culture (3+ hr)
8. Western Culture (3+ hr)
9. Non-Western Culture (3+ hr)

W. Writing (1 course, audit/application requires separate “W” form)
Memorandum

Date: September 24, 2012
To: Faculty Senate Executive Committee
From: Ilkin Bilgesu, Chair
   General Education Curriculum Oversight Committee
Re: GEC Audits – For Information Only

The GEC Oversight Committee met on September 17th and passed the following courses for GEC Audit:

GEC Successful Audit:
COUN 230, Life Choices (Obj. 4 & 6)
HIST 217, Russia to 1917 (Obj. 3 & 8)

GEC Objectives:
1. Communication (ENGL 101 & 102, or ENGL 103 only; W courses evaluated separately)
2. Basic Math & Scientific Inquiry (Total: 13+ hr, including 1 Lab) [Note 2A = Math & Stats (3+ hr required); 2B = Natural & Physical Sciences (7+ hr required); 2C = Natural Resources & Environment (may be used toward Total)]
3. The Past and Its Traditions (3+ hr)
4. Contemporary Society (UNIV 101 & 3+ hr)
5. Artistic Expression (3+ hr)
6. The Individual in Society (3+ hr)
7. American Culture (3+ hr)
8. Western Culture (3+ hr)
9. Non-Western Culture (3+ hr)
W. Writing (1 course, audit/application requires separate “W” form)