

Minutes
The West Virginia University Faculty Senate
Monday, March 11, 2013

1. Michael Mays, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in Assembly Rooms A&B, NRCCE.

Members Present:

Abate, M.	Connors, J.	Hostuttler, L.	Munasinghe, R.	Sand-Jecklin, K.
Ameri, S.	Cottrell, L.	Huber, J.	Nichols, A.	Schreurs, B.
Anderson, J.	Curtis, R.	Iskander, W.	Nutter, R.	Scott, H.
Anderson, K.	Davis, S.	Johnston, A.	Orlikoff, J.	Sperow, M.
Atkins, C.	DiBartolomeo, L.	Kale, U.	Peace, G.	Stack, S.
Baldwin, C.	Elmore, S.	Kershner, R.	Perna, N.	Stolzenberg, A.
Bastress, R.	Famouri, P.	Kirby, B.	Perone, M.	Tuninetti, A.
Bergner, G.	Ferrara, L.	Kite, S.	Petronis, J.	Turton, R.
Bilgesu, I.	Finkel, M.	Kopriva, N.	Petty, T.	Valenti, M.
Blake, L.	Graber, S.	Kuhlman, J.	Polak, J.	Veselicky, K.
Boone, D.	Graves, C.	Lofaso, A.	Prudhomme, J.	Watson, D.
Bowen, E.	Griffith, R.	Mandich, M.	Reddy, R.	Watson, J.
Brazaitis, M.	Harner, J.	Matak, K.	Rockett, I.	Wenger, W.
Brock, R.	Harris, T.	Mays, M.	Rose, T.	Woloshuk, J.
Bryner, R.	Hartley, D.	Meckstroth, R.	Ruscello, D.	Wood, A.
Campbell, L.	Hileman, S.	Miltenberger, M.	Ryan, K.	Yang, H.
Cohen, S.	Hornsby, G.			

Members Excused:

Abraham, R.	Fint-Clark, B.	Merrifield, J.	Osborne, E.	Sherwin, M.
Britten, R.	Kleist, V.	Miller, M.	Paternostro, M.	Tallaksen, R.
Brooks, R.	Lastinger, V.	Oberhauser, A.	Sherlock, L.	Vona-Davis, L.
Etzel, E.	Lorimer, D.			

Members Absent:

Anfinson, J.	Dino, G.	Holmes, M.	Livengood, R.	Tower, L.
Barretto, G.	Fisher, M.	Huffman, V.	Moritz, J.	Weihman, L.
Carpenter, R.	Fuller, E.	Knight, J.	Nelson, C.	Whiteman, C.
Cassels, A.	Funk, A.	Kromar, R.	Putman, H.	Wilcox, G.
Cronin, A.	Hasmi, M.	Lieving, G.	Reymond, R.	

Faculty Senate Officers Present:

Cottrell, L.	DiBartolomeo, L.	Mays, M.
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2. Chair Mays moved for approval of the minutes from the Monday, February 11, 2013 meeting. Motion carried following comments from John Kuhlman indicating that the Inclusivity Statement has been posted without the web page reference or telephone number for the Office of Disability Services.
3. President Clements reported on the following issues:
 - Sponsored Programs are running \$12 million ahead of this time last year.

- The Hazel Ruby McQuain Charitable Trust provided a \$7.5 million gift which will go towards the addition and renovations of the College of Law. The clinical law program provided 22,000 hours of pro bono legal aid last year. The College of Law received the 2012 Excellence in Pro Bono Award from the national rating service Super Lawyers.
- The BrickStreet Foundation provided a \$4 million gift. \$3 million will go to the College of Business and Economics to name the BrickStreet Center for Innovation and Entrepreneurship, and \$1 million will go to the Department of Intercollegiate Athletics.
- WVU alum Jay Chattaway donated his entire “Star Trek” collection to the School of Music. He is an Emmy-winning composer best known for the “Star Trek” series and 30 movies. Plans are underway to have him as a visiting artist. The gift was inspired by the 50th anniversary of his mentor, Professor James Miltenberger, as a faculty member.
- He was invited to be a member of the Business-Higher Education Forum.
- He attended meetings of the American Council on Education and the Association of Public and Land-Grant Universities in Washington, DC over the last couple of weeks. He had the opportunity to chair the Commission on Leadership for ACE and to serve on the executive board for APLU.
- While in Washington, Fred King and others put on a research showcase for staffers on Capitol Hill.
- Fred King has been elected to a 3-year term on the board of directors of Oak Ridge Associated Universities.
- Corey Farris, dean of students, has been elected to serve a 3-year term on the National Student Exchange board of directors.
- As a result of bond refinancing, we were able to invest about \$15 million into upgrading the PRT, \$14.5 million into covering the acquisition of parcels in Sunnyside, and \$7.5 million into financing the health sciences research facility.
- The bids for the new CPASS building and the new student health and wellness facility came in \$4.9 million lower than anticipated.
- Base budget cuts are projected to total up to \$13.5 million.
- The BOG posted three policies for comment. Please read them and submit your comments by March 25th.
- Last week a group of students from the SGA traveled to Washington to raise their concerns about federal programs in financial aid.
- Andy Lattal, Centennial Professor of Psychology, has been selected as the 2013 recipient of the American Psychological Association Don Hake Translational Research Award. The award recognizes his extensive work in experimental analysis of behavior. In May 2013, he will receive the Society for the Advancement of Behavior Analysis’s Distinguished Service to Behavioral Analysis award.
- Rachel Woldoff, associate professor of Sociology, has received the 2013 Best Book in Urban Affairs Award.

- Two student teams from WVU Tech, senior mechanical engineering students Kevin Goff and Paul Shaw and senior engineering technology majors Amy Young and Hannah Clutter, presented at the Undergraduate Research Day in Charleston on February 28th. Faculty earned various awards totaling \$150,000 in state-funded grants to support their research projects.
- Potomac State celebrated its 112th birthday in February. Six students from the Equestrian Club traveled to Kansas for the 2013 American Collegiate Horseman Association's National Convention. Jared Miller serves as their advisor.
- WVU's Clinical and Pharmacological Research Center was highlighted in the most recent Businessweek. The center will conduct human clinical trials on new drugs. Our first partner in the new center is Mylan; partnerships will expand to other companies in the pharmaceutical and biological technology industries. The center has created 21 new full time jobs, and expects to employ up to 60 part time staff.
- WVUp All Night extended to Evansdale this past weekend.
- He congratulated the rifle team for winning its 15th national championship.

4. Provost Michele Wheatley reported on the following issues:

- The American Association of Collegiate Registrars and Admissions Officers (AACRAO) will be on campus Tuesday and Wednesday for a 5-year review.
- The academic deans started working last week to plan ahead for any possible budget cut scenarios.
- The Strategic Planning Council met a couple of weeks ago, and was extremely well attended. We now need to move communications out to the various constituencies: faculty, staff, and students.
- She and Nigel Clark attended Undergraduate Research Day. The two teams from WVU Tech presented themselves very well.
- Elizabeth Dooley met last week with all of the component constituencies that will be under the umbrella of the University College.
- Potomac State's enrollment this semester has been very good and projections also look very good for fall.
- Of the five mountains of excellence, four are searching for faculty.
- Terry Gullion, professor of Chemistry, will present the first Benedum Distinguished Scholar lecture on Tuesday March 12.
- The third round of faculty development grants will be decided by Friday.
- WVU presented a poster on the Women's Leadership Initiative at the ACE meeting.
- She attended the NSF ADVANCE PIs meeting. We hope to be able to establish ourselves as a model institution.

- She is working with Ken Gray to determine how to move ahead with the global engagement roundtable recommendations. They hope to be able to issue some statements in April.
- The search committee for the Associate Provost for Engagement and Outreach hopes to start bringing in candidates before summer.

5. Chair Mays reported on the following issues:

- He thanked Judy Polak for coordinating a presentation from the School of Nursing prior to today's meeting.
- The issue of programs requiring too many prescribed GEC courses has been discussed at the last two Executive Committee meetings. The report is being generated, but is not yet ready to be presented to the Senate.
- The Inclusivity Statement, with links to a web site and phone number, has been posted on the Faculty Senate web site. We will continue to work on updating the web site with sample syllabi that incorporate the new statement.
- The BOG notice of proposed rulemaking has significance to the Senate's work, especially the Student Rights and Responsibilities Committee. Old versions of the policy had campus-specific recommendations, which have been removed from the proposed versions and replaced with references to campus documents; this should make it easier to revise the campus document without having to go back to the Board of Governors for another policy change. The proposed policy recommends the unforgivable F as one possible outcome of academic misconduct.
- He attended a meeting organized by the Staff Council about activities they might undertake to publicize the effects of higher education budget cuts. If they decide to move forward with those activities, faculty and students will be invited to participate along with the staff. Faculty participation would be on an individual basis rather than representation by the Faculty Senate, since the Senate took action earlier in the year by sending the governor a letter concerning the proposed cut.
- Results of the Faculty Senate election will be available by the next meeting.
- The Committee on Committees, Membership and Constituencies will soon start forming committees for next year. Please be as generous with your time as you can be in replying to the Committee's requests.

6. Chair Mays introduced two candidates for Faculty Senate Chair-elect: Jennifer Orlikoff and Joseph Prudhomme. The Chair asked for nominations from the floor. No further nominations were offered. A motion was moved and seconded to close nominations. Motion carried. The two candidates will present statements at the April Senate meeting. A mail ballot will be circulated after the April meeting; results will be ready by the end of April to announce at the May meeting.

7. Dennis Ruscello, Chair, Senate Curriculum Committee, moved for approval of the following reports:

Annex I, New Courses and Course Changes. Motion carried following removal of MKTG 713.

Annex II, Request for a New Dance Major. Motion carried.

Annex III, Monthly Alterations Report, was submitted for information.

8. Ilkin Bilgesu, Chair, Chair, General Education Committee, moved for approval of the following:

Annex IV, GEC Actions. Motion carried.

Annex V, GEC Audits, was submitted for information.

9. Vice President Fred King provided a presentation concerning the Office of Research and Economic Development.

10. Roy Nutter, ACF representative, reported that:

- HEPC has hired a vice chancellor for human resources and contracted with Fox Lawson to conduct a market study. The market study is to consider faculty, classified staff, and non-classified staff. The outcome appears to be to create a faculty salary structure.
- House Bill 2566, which concerns operating budgets for higher education, has passed the house education committee.
- Senate Bill 359 is the K through 12 “right to work” bill.

11. Robert Griffith, BOG representative, reported that:

- The Board of Governors met last month at the School of Medicine. A student and faculty member gave an impressive presentation on a gene therapy demonstration with the potential to cure a type of congenital blindness. They also toured the simulation center. Chancellor Colenda discussed various financial issues, including the potential expansion of Medicaid.
- The Board received the student government annual report, an investment report, and a presentation on the Adventure West Virginia program for incoming students.
- The Board approved a name change from the President’s Office of Social Justice to the Division of Diversity, Equity and Inclusion.
- The Board approved an MS Degree Program in Periodontics.
- He encourages everyone to review the three proposed changes in Board of Governors policies. Comments are due by March 25th.

12. New Business

Joseph Prudhomme encouraged anyone who knows the governor or his health policy advisor to weigh in on the subject of Medicaid funding expansion. Under the Affordable Care Act, disproportionate share funds will be discontinued and supplanted by expanding Medicaid coverage. About 120,000-135,000 West Virginian citizens would lose coverage if the governor declines to participate in the expanded Medicaid program and WVU would lose about \$13 million in funding.

13. Meeting adjourned at 4:51 p.m. to reconvene on Monday, April 8, 2013.

Mary Strife
Faculty Secretary

To: Faculty Senate Executive Committee
From: Dennis Ruscello, Chair, Faculty Senate Curriculum Committee
Date: February 25, 2013
Re: New Courses and Course Changes

Eberly College of Arts and Science

New Courses:

Geology

GEOL 558. Seismic Attribute. 3-Hr. PR: GEOL 341 and GEOL 311 and MATH 155. The effective seismic attribute technologies and attribute interpretation workflows, their application to the characterization of subsurface structures, facies, and reservoir properties, with particular reference to hydrocarbon exploration and CO₂ sequestration. (Effective Term: Fall, 2013) (CIP 400601)

Rationale: Geology is invisible in the subsurface and seismic signal attribute technology is critical to the investigation of the subsurface geology. Many energy companies rely on 3D seismic attributes to explore and produce hydrocarbons in the subsurface, and this course will help students better evaluate hydrocarbon potential with reduced economic risk using attributes.

Psychology

PSYC 650. Behavioral Neuroscience Method. 3-Hr. An overview of the most common research methods and techniques used in the behavioral neuroscience field. (Effective Term: Spring, 2014) (CIP 420101)

Rationale: This course is designed to provide a conceptual and practical understanding of several of the most common techniques in behavioral neuroscience. The interactive lectures will serve to illustrate the ways in which various experimental approaches have been used to advance specific areas of behavioral neuroscience. Behavioral Neuroscience Method will be a required course for doctoral students in Behavioral Neuroscience, Department of Psychology.

Davis College of Agriculture, Natural Resources and Design

New Courses:

Landscape Architecture

LARC 651. Community Planning and Design. 5-Hr. (2-Hr Lec; two 3-Hr. studios) PR: LARC 650. Design studies focused on community planning, community development, and community growth. Integration with a Community Design Team or other outreach project. (Effective Term: Fall, 2013) (CIP 040601)

Rationale: This course is a studio design course for students enrolled in the Master of Landscape Architecture (MLA) Program at WVU. The course will build on the strength of the Community Design Team as a significant outreach mechanism. The course engages students in a significant component of contemporary landscape architectural practice: participatory community based design and planning.

LARC 670. Research Methods in Design. 2-Hr. A survey of the philosophies and methodologies of science and research as they apply to the field of landscape architecture. Development of research methods for terminal project. (Effective Term: Fall, 2013) (CIP 040601)

Rationale: This is a research methods course for students enrolled in the Master of Landscape Architecture (MLA) Program at WVU. The course will expose students to historic and contemporary methods of research specific to landscape architecture. Students in the course will work towards developing their proposal for the completion of masters project and report or thesis.

College of Business and Economics

New Courses:

Management

HTOR 474. Hospitality Revenue Management. 3-Hr. PR: HTOR 376. This course explores the important role of revenue management in the hospitality industry. It also instructs future hospitality managers how to effectively manage their inventories and prices through revenue management principles and theories. (Effective Term: Spring, 2014) (CIP 520701)

Rationale: The course will teach effective revenue and yield management skills in the hospitality industry. To be an effective manager, students will learn to use these skills to make decisions that improve operational effectiveness and profitability.

Finance

FIN 742. Investments Seminar. 3-Hr. PR: ECON 736. A comprehensive examination of the theoretical and empirical literature covering the foundational topics in investments. Topics include portfolio theory, performance evaluation, derivatives, market anomalies, investor behavior and other pertinent developments in the investment area. (Effective Term: Fall, 2014) (CIP 040601)

Rationale: The investments area is a very important area in finance and it provides a wide range of researchable topics. The Investments Seminar builds on the theoretical foundations developed in previous investment-related courses such as Portfolio Theory and Asset Pricing and is designed to acquaint Ph.D. students with the seminal research, current issues and research methodology in the area of investments. Since the Ph.D. program is oriented towards research,

the emphasis is on current issues and developments in empirical methods. Students are required to read and understand journal articles and provide detailed critique and synopsis. The critical reading, writing and research skills that students develop in this course will be invaluable as they develop their dissertation. As part of their course grade, students are required to develop an original research paper with the goal of publication in a recognized academic journal. Having a working paper that could be presented at an academic conference or submitted for publication before the student completes the Ph.D. program will make the student more marketable when they enter the job market.

College of Education and Human Services

Course Changes:

Special Education

From:

SPED 619. Culminating Practicum: EI/ECSE. 3-Hr. PR: Consent. Internship or advanced student teaching in this area of specialization: Early Intervention/Early Childhood Special Education.

To:

SPED 619. Culminating Practicum: ECSE. 6 Hr. PR: Consent. Internship or advanced student teaching in this area of specialization: Early Childhood Special Education. (Effective Term: Fall, 2013) (CIP 131001)

Rationale: This application requests an increase to 6 credit hours to meet the new federal course credit hour definition since a 16 week placement is required. It also requests a slight change in title to remove EI since the state education agency now only certifies teachers for preschool and not for early intervention. Changing this course does NOT affect any other program since it is only required in the special education program.

From:

SPED 621. Culminating Practicum: SMD. 3-Hr. PR: Consent. Internship or advanced student teaching in this area of specialization. Severe/Multiple Disabilities

To:

SPED 629. Culminating Practicum: SMD. 6-Hr. PR: Consent. Internship or advanced student teaching in this area of specialization. Severe/Multiple Disabilities. (Effective Term: Fall, 2013) (CIP 131001)

Rationale: This application requests a change in course number to 629 to align it with other culminating clinical experiences (which all end in 9) and an increase to 6 credit hours to meet the new federal course credit hour definition since a 16 week placement is required. A request to drop the old number SPED 621 has also been submitted. Changing this course does not affect any other program since it is only required in the special education program.

From:

SPED 639. Culminating Practicum: LVB. 3-Hr. PR: Consent. Internship or advanced student teaching in this area of specialization: Low Vision/Blindness. (Effective Term: Fall, 2013) (CIP 131001)

To:

SPED 639. Culminating Practicum: LVB. 6 Hr. PR: Consent. Internship or advanced student teaching in this area of specialization: Low Vision/Blindness. (Effective Term: Fall, 2013) (CIP 131001)

Rationale: This application requests an increase to 6 credit hours to meet the new federal course credit hour definition since a 16 week placement is required. Changing this course does not affect any other program since it is only required in the special education program.

From:

SPED 659. Culminating Practicum: ASD. 3-Hr. PR: Consent. Internship or advanced student teaching in this area of specialization. Autism Spectrum Disorders.

To:

SPED 659. Culminating Practicum: ASD. 6-Hr. PR: Consent. Internship or advanced student teaching in this area of specialization. Autism Spectrum Disorders. (Effective Term: Fall, 2013) (CIP 131001)

Rationale: This application requests an increase to 6 credit hours to meet the new federal course credit hour definition since a 16 week placement is required. Changing this course does not affect any other program since it is only required in the special education program.

From:

SPED 669. Culminating Practicum: MSE. 3-Hr. PR: Departmental approval. Internship, advanced student teaching in this area of specialization: Multi-categorical Special Education.

To:

SPED 669. Culminating Practicum: MSE. 6-Hr. PR: Departmental approval. Internship, advanced student teaching in this area of specialization: Multi-categorical Special Education. (Effective Term: Fall, 2013) (CIP 131001)

Rationale: This application requests an increase to 6 credit hours to meet the new federal course credit hour definition since a 16 week placement is required. Changing this course does not affect any other program since it is only required in the special education program.

From:

SPED 679. Culminating Practicum: GE. 3-Hr. PR: Consent. Internship or advanced student teaching in this area of specialization: Gifted Education.

To:

SPED 679. Culminating Practicum: GE. 6-Hr. PR: Consent. Internship or advanced student teaching in this area of specialization: Gifted Education. (Effective Term: Fall, 2013) (CIP 131001)

Rationale: This application requests an increase to 6 credit hours to meet the new federal course credit hour definition since a 16 week placement is required. Changing this course does not affect any other program since it is only required in the special education program.

College of Law

New Courses:

LAW 677. US Supreme Court Clinic 1. 4-Hr. A clinical course that provides students with both instruction and practice in written and oral advocacy in appellate matters with emphasis on those before the United States Supreme Court. (Effective Term: Fall, 2013) (CIP 220101)

Rationale: The majority of law schools offer specialized courses that go beyond the basic tenets of law. This course makes a significant contribution to the law school curriculum because clinical education is a great enhancement to training for a law career. It offers an opportunity for students to go beyond the classroom, learning practical lawyering skills with “live-client” experience and application of law under the supervision of faculty members. This course also fulfills the university’s service obligation.

LAW 678. US Supreme Court Clinic 2. 4-Hr. PR: LAW 677. A continuation of US Supreme Court Clinic I with additional emphasis on working with the Government in Supreme Court matters and amicus curiae (Friend of the court) briefs. (Effective Term: Spring, 2014) (CIP 220101)

Rationale: As a continuation of LAW 677, a second semester provides refinement of skills and continuity of client representation and aids the student in learning management of long-term projects.

School of Nursing

Course Change:

From:

NSG 763. Capstone 1. 3-Hr. PR or Conc: N762. Leadership skills to create change relative to the practice problem as designed in N762: Clinical Project 2.

NSG 764. Capstone 2. 3-Hr. PR or Conc: N763. Evaluate the change implemented in Capstone 1 and analyze the relationship of the findings to practice and policy.

To:

N763. DNP Capstone. 1-6 Hr. PR: DNP Clinical Project Course. Project implementation using leadership skills to create and evaluate change relative to a practice problem. Analyze relationship of project to practice and policy. On-line course. (Effective Term: Fall, 2013) (CIP 511601)

Rationale: Revised DNP Curriculum requires continuous enrollment in capstone course, as opposed to previous curriculum which designated 2 courses as Capstone 1 and Capstone 2. Previous curriculum plan for 2 distinct capstone courses led to problems with students not finishing the first course in time to register for second course in a capstone series, and an increase in the use of incomplete grades. Creating one variable credit capstone course will allow students to maintain continuous enrollment during the planning, implementation and evaluation of their project across multiple semesters, much the same way as is currently in place for dissertation credits in research doctoral programs at WVU.

TO: College of Creative Arts Curriculum Committee

FROM: Joshua Williamson
Director, School of Theatre & Dance

DATE: 12/3/2012
Updated 2/26/2013

RE: New Dance Major Plan

INTRODUCTION:

Following a unanimous vote on November 12, 2012, the faculty of the School of Theatre & Dance is requesting approval of a new major within the School of Theatre & Dance: Bachelor of Arts (BA) in Dance. With a vibrant Dance Minor program, the School of Theatre & Dance believes this is an opportune time to begin the BA in Dance.

As the only college-level dance program in the state of West Virginia, the proposed BA in Dance will offer West Virginia residents the opportunity to stay within the state to study Dance, offering these students the advantages of in-state tuition. This is particularly important for Promise Scholars who must otherwise forfeit the scholarship to study dance outside of the state. Additionally, the BA in Dance will allow the School to garner majors from the thriving Dance Minor program.

The BA in Dance will also enrich current College of Creative Arts programs in theatre and music through cross-disciplinary co-curricular performance opportunities.

RATIONALE:

The student demand for dance is strong and there are limited opportunities for students to study dance in the region. Point Park University, The Ohio State University, and University of Maryland are the only other regional schools offering a bachelor's in dance.

Currently, the School of Theatre & Dance's minor in Dance serves approximately 70 students as minors. An additional 20-30 non-major/non-minor WVU undergraduate students participate in dance activities and dance classes. Surveys of these students indicate strong interest in a dance major. Additionally, the School of Theatre & Dance DANC course offerings for AY 2012 served 1,222 students through GEC and studio classes with a FTE of 214.9 students.

The proposed major has been designed in alignment with national standards in accordance with the National Association of School of Dance (NASD)* and the School plans on seeking this accreditation by 2018 in adherence with NASD policies.

DEGREE REQUIREMENTS:

Entrance Requirements

* NASD is an association of approximately 77 schools of dance, primarily at the collegiate level, but also including postsecondary non-degree-granting schools of dance. It is the national accrediting agency for dance and dance-related disciplines. NASD is a member of the Council of Arts Accrediting Associations (CAAA). For more information on NASD, please visit <http://nasd.arts-accredit.org>.

- Students shall meet all WVU Undergraduate Admissions entrance requirements.
- Prior to admission into the program, applicants must successfully pass an audition. The School of Theatre & Dance will administer auditions each semester for entrance into the program.

Curriculum

GEC BLOCK		39-42
GEC #1	ENGL 101 & 102 <i>or</i> ENGL 103*	3-6
GEC #2a	Basic Mathematical Skills	3
GEC #2b	Lab Science	4
GEC #2b	Science	3
GEC #2c	Math or Science	3
GEC #3	Past & Traditions	3
GEC #4	Contemporary Society	3
GEC #5	Artistic Expression	3
GEC #6	THET 191 First-Year Seminar, Creative Arts	2
GEC #6	Individual in Society	3
GEC #7	American Culture	3
GEC #8	Western Culture	3
GEC #9	Non-Western Culture	3
DANCE STUDIES BLOCK		21
MUSC 111	Introduction to Music – <i>or</i> –	3
MUSC 112	Great Composers in Performance	
HN&F 200	Nutrition/Activity/Health	3
ATTR 219	Gross Anatomy	3
DANC 260	Fundamentals of Choreography	3
DANC 370	Dance History	3
DANC 372	Dance Criticism (<i>GEC W</i>)	3
DANC 401	Capstone Experience	3
PRODUCTION BLOCK (one of the following):		3-4
THET 103 & THET 104	Stagecraft & Stagecraft Lab	4
THET 105 & THET 106	Costuming & Costuming Lab	4
THET 220	Fundamentals of Lighting	3
THET 221	Theatre Make-up	3

DANCE TECHNIQUE BLOCK (14 credits from the following):		14
<i>Note: The level and frequency of repeated courses shall be determined by the student's advisor and the section's instructor to ensure satisfactory progression of technique.</i>		
Fundamental Technique Courses: 6 hours from the following:		
DANC 100	Fundamentals of Dance	2
DANC 110	Fundamentals of Ballet (<i>may be repeated 2 times</i>)	2
DANC 130	Fundamentals of Jazz (<i>may be repeated 2 times</i>)	2
Intermediate Technique Courses: 6 hours from the following:		
DANC 210	Intermediate Ballet (<i>may be repeated 2 times</i>)	2
DANC 220	Intermediate Modern (<i>may be repeated 3 times</i>)	2
DANC 230	Intermediate Jazz (<i>may be repeated 3 times</i>)	2
Advanced Technique Courses: at least one of the following:		
DANC 310	Advanced Ballet (<i>may be repeated 4 times</i>)	2
DANC 320	Advanced Modern (<i>may be repeated 3 times</i>)	2
DANC 330	Advanced Jazz (<i>may be repeated 3 times</i>)	2
PRACTICUM BLOCK (4 credits from the following):		4
THET 200	Sophomore Crew (<i>may be repeated 2 times</i>)	1
THET 213	Stage Management Practicum	2
DANC 200	Dance Practicum (<i>may be repeated 2 times</i>)	1
DANC 300	Dance Practicum (<i>may be repeated 2 times</i>)	1
DANC 400	Advanced Dance Practicum	2
DANCE ELECTIVES BLOCK (12 credits from the following):		15*
DANC 140	Fundamentals of Tap (<i>may be repeated 2 times</i>)	2
DANC 240	Intermediate Tap	2
DANC 250	Ballroom Dance	3
DANC 251	World Dance	3
DANC 252	African Dance	2
DANC 350	Modern/Ballet Partnering	2
DANC 360	Advanced Choreography	3
DANC 371	Creative Dance for Educators	2
DANC 410	Ballet Repertory	1
DANC 420	Modern Repertory	1
THET 242	Fundamentals of Movement	2
THET 144	Fundamentals of Acting	3
REQUIRED MINOR BLOCK		15
<i>Students must complete a minor. A full list of available minors at WVU is available at: http://catalog.wvu.edu/undergraduate/minors/</i>		
WORLD LANGUAGES BLOCK		12
FRCH 101	Elementary French 1	3
FRCH 102	Elementary French 2	3
DEGREE TOTAL		126

* Students must complete a minimum of 30 total credit hours in DANC at the 300 or 400 level.

CURRICULUM:

Non-DANC courses:

A. Anatomy/Kinesiology

To be in alignment with NASD standards, students must complete coursework in anatomy/ kinesiology. Athletic Training ATTR 219 Gross Anatomy will meet this requirement. A letter of support from Jack C. Watson II, Professor and Chair, Department of Sport Sciences is included in the appendix.

B. Music for Dance

MUSC 111 or 112 will provide students with fundamentals in music listening skills in preparation for the dance studio courses. A letter of support from Dr. Keith Jackson, Director, School of Music, in support of this requirement is included in the appendix.

C. Nutrition

A healthy body is important for students so that they may be successful in the dance technique classes. Not only will students be asked to complete HN&F 171 to partially satisfy GEC objective #2, dance students must also complete HN&F 200. A letter of support from Matthew Wilson, Interim Division Director of Animal and Nutritional Sciences is included in the appendix.

D. World Languages

The fundamental vocabulary used by dancers was born out of ballet, therefore students will be required to complete at least two courses in French in partial fulfillment of the language requirement. Students may elect to continue to study French or complete six credit hours of a second language for a total of 12 credit hours of foreign/world languages.

LEARNING OUTCOMES:

Upon completion of the BA in Dance, students will be able to:

- Identify and work conceptually with the elements of dance in a variety of dance genres
- Understand the choreographic processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural ideas and contexts
- Appreciate a wide selection of dance repertory, the principal eras, genres, and cultural sources
- Develop and defend critical evaluations
- Demonstrate a fundamental knowledge of the body and of kinesiology as applicable to work in dance
- Show an understanding of procedures for realizing a variety of dance styles
- Perform basic through advanced dance techniques within the student's area of interest
- Exhibit knowledge and/or skills in one or more areas of dance beyond basic coursework and performance appropriate to the individual's needs and interests, and consistent with the goals and objectives of the specific liberal arts degree program being followed
- Understand the place of dance as an art form and educational tool within a social context, globally and on the national level.

The BA in Dance will further the mission of the College and University by:

- Developing a dance major (BA) has been included in the College's 2020 Strategic Plan (goal 1: *Engage undergraduate, graduate, and professional students in a challenging academic environment*)
- Providing additional cultural offerings and promoting health and wellness for the citizens of West Virginia (goal 5: *Enhance the well-being and the quality of life of the people of West Virginia*)

ASSESSMENT:

Routine assessment in dance is vital and includes daily in-class critiques, rehearsals, end-of-semester auditions, and public performances. These assessments monitor the development of each student's technique, artistic growth, and application of dance to the other liberal arts.

Examples of assessment to monitor student progress in dance:

- Audition for entry into the program
- End-of-semester audition (jury) for program continuation
- Auditions for performance opportunities (DANC 200/300)
- Daily in-class critiques

Assessment of the program and curriculum will happen in accordance with policies from the National Association of Schools of Dance that includes an initial application for accreditation and membership. Following an initial application and 5-year review period, NASD re-accredits programs every 10 years. Additionally, the program will be reviewed every five years for the Board of Governors.

Furthermore, public performances and annual participation with professional organizations such as the American College Dance Festival (ACDFA), West Virginia Dance Festival, and National Dance Educators Organization will provide feedback on the quality of instruction and the level of rigor of the program. Feedback from peers with these organizations will be used to improve the program. For example, ACDFA hosts regional and national dance festivals and competitions. Monitoring the students' progress and participation relative to other participating institutions will provide the dance faculty with immediate assessment of the students' skill level and assist them in identify areas to improve.

Additionally, the School will conduct program and course assessment and convene the faculty to discuss program outcomes and the need for continuous improvement.

CATALOG DESCRIPTION:

Overview:

The Dance program offers a four-year undergraduate program leading to a Bachelor of Arts (B.A.) degree. Students have the opportunity to develop and hone dance technique that offers both experiential and theoretical dance education. A variety of dance genres and subjects are at the core of the degree, presenting students with the opportunity to study Ballet, Modern, Jazz and Tap as well as World Dance, Choreography, Dance History and Dance Criticism.

While emphasis is on technique and theory, performance and production opportunities, on and off campus, allow students to fully immerse themselves and experience the creative processes that Dance has to offer.

The program works to enrich the overall dance education of the student instilling the importance and contributions that Dance has to offer and its place within our culture and society.

Entrance into the degree program:

Students must meet all WVU Undergraduate Admissions entrance requirements. Prior to admission into the program, applicants must successfully pass an audition. The School of Theatre & Dance will administer auditions each semester for entrance into the program. Applicants must contact the School of Theatre & Dance at 304-293-2020 or visit the office in room 305A in the Creative Arts Center to schedule an audition. Typically, auditions will be held in November and February in the Creative Arts Center. Additional auditions may also be scheduled. For more information, please visit our website: theatre.wvu.edu.

Degree requirements:

In addition to completing the curriculum, students must maintain a minimum of a 2.0 cumulative GPA. Students are also required to complete a minor (15 credits hours) for the degree. A full list of minors is available at <http://catalog.wvu.edu/undergraduate/minors/>.

Students are encouraged to meet with their academic advisors prior to declaring a minor.

Performance opportunities:

The School of Theatre & Dance presents a dance concert at the end of each semester that showcases student work. Participation/casting in these recitals by audition.

The School also presents a fully produced annual dance concert, *Dance Now!*, in the spring semester. Featuring a blend of professional and student dancers and choreographers, *Dance Now!* is the School's premier dance concert for the year.

The Dance Program also participates annually in the Morgantown Dance Festival, West Virginia Dance Festival, and the American College Dance Festival.

Students may receive credit through DANC 200/300/400 for participating in these performance opportunities.

Annual Review/Continuation in the Program

Each student dance major shall successfully complete a skills assessment/review at the end of the each semester of their sophomore, junior and senior years. These reviews serve to monitor and record the student's progress toward the completion of the degree. The reviews will be administered by the Director of Dance and shall include feedback from the entire dance faculty. One written copy of the assessment/review will be given to the student and one copy will be placed in the student's file.

At the discretion of the Director of Dance, students who do not successfully pass the skills assessment/review will be either put on probationary status or removed from the program.

Scholarships and Financial Aid

The College of Creative Arts offers a limited number of special College-based scholarship awards for first-year and current students enrolled in its programs. College-based awards are granted on the demonstration of outstanding talent, academic achievement, and the demonstration of future potential for success in the dance program.

The School of Theatre & Dance offers scholarships to students with strong academic and artistic promise.

For more information on applying for these scholarships, please visit:
<http://theatre.wvu.edu/scholarships>

Fine Arts Scholarship –

The School offers a limited number of highly competitive tuition waivers. These FAS awards fully waive the University Tuition but students are responsible for fees, College tuition, room, and board. Auditions are required.

M. Kathryn Wiedebusch Dance Scholarship –

The Wiedebusch Scholarship honors Professor of Dance Emeritus, Kacy Wiedebusch, who was instrumental in sustaining dance education at West Virginia University for over 50 years. This is a cash scholarship awarded a promising student in dance based on demonstration of outstanding talent, academic achievement, and the demonstration of future potential for success in the dance program.

For more information on University based scholarships and financial aid, please visit:
<http://financialaid.wvu.edu/>.

For information on College-based scholarships, please contact the College of Creative Arts Recruitment Office at ccarecruitment@mail.wvu.edu

RESOURCES:

The School of Theatre & Dance requires no additional resources to offer this major. Through internal restructuring in 2011, the School recently created and filled a new faculty line in dance beginning Fall 2012 to make certain sufficient faculty resources and expertise were in place to offer this major.

The College of Creative Arts will fund improvements to audio/visual equipment needed in the Dance Studio in Elizabeth Moore Hall in early 2013.

CAREER OPPORTUNITIES IN DANCE:

Dance performance:

- Artist-in-Residence
- Performance Center Manager
- Theatre Manager
- Talent Recruiter
- Choreographer
- Gymnastics Coach

- Dance Therapist[†]
- Physical Therapist[†]

Human Services and Management:

- City Cultural Events Planner
- Arts Administrator[‡]
- Community Arts Center Director
- Talent Recruiter
- Theatre Manager
- Dance Company Manager[‡]
- Camp Manager
- Group Travel Planner/Tour Manager
- Physical Therapist[†]
- Physician[†]
- Rehabilitation Specialist[†]
- Cultural Events Planner

Education:

- Private dance studio operator
- Movement analyst[‡]
- Fundraiser[‡]
- Dance teacher[‡]
- Kinesiologist[†]
- Cultural Anthropologist[†]
- Efficiency Analyst[†]
- Curriculum Designer[†]
- Yoga, Pilates Instructor[‡]

Business and Communications:

- Athletic Equipment Salesperson
- Media Director
- Dancewear Manufacturer
- Arts Columnist
- Marketing Researcher
- Media Consultant
- Equipment Designer^{† ‡}

Students in the performing arts, such as dance, are skilled in:

Performance

- Assessing an audience
- Program Planning
- Performing for Large Audiences
- Developing fine motor skills
- Demonstrating creativity
- Gauging public tastes

[†] Denotes Careers that may require a Graduate Degree

[‡] Denotes Careers that may require additional education such as minors, certifications, or second degrees. □

- Demonstrating artistic expression

Interpersonal Relations

- Working with community groups
- Understanding group dynamics
- Observing human interactions
- Leading groups
- Interpreting body language
- Working with organizations

Analysis

- Considering historical perspectives
- Recognizing cultural differences
- Thinking critically
- Weighing values
- Developing visual discrimination
- Analyzing body movements
- Listening critically
- Defining quality

Problem Solving

- Defining problem areas
- Exploring multiple approaches
- Examining components
- Using symbol systems
- Attending to detail
- Perceiving patterns

Graduate education opportunities:

- Master of Arts (MA) in Dance Education
- Master of Arts in Teaching (MAT) with Dance certification
- Master of Fine Arts (MFA) in Dance or Choreography
- Ph.D. in Dance Education or Dance History/Criticism

Memorandum

To: Joshua Williamson and Jaime Winsor



From: Elizabeth A. Dooley, Ed.D.
Associate Provost for Undergraduate Academic Affairs

Date: February 13, 2013

RE: Intent to Plan: BA Major in Dance: School of Theatre & Dance

I have reviewed the intent to plan (ITP) and fully support the development of the full proposal to be submitted to the WVU Faculty Senate.

In the area of assessment, include strategies to assess the program, courses, delivery of instruction, consumer satisfaction, and placement of students in a career. The assessment data will allow for continuous improvement.

EAD/sr

To: Faculty Senate Executive Committee
From: Nicholas Perna, Chair-Elect
 Senate Curriculum Committee
Date: 2/25/2013
RE: Alterations Report

Sub Code	Course Number	CIP	Action	Old	New	Rationale	Effect Date
ADV	403	090401	Change course title and PR.	ADV 403. Advertising Media Analysis. 3 Hr. PR: ADV 215. CoReq: ADV 315. Theory, evaluation and selection of advertising media for a variety of market situations. Market analysis, media characteristics, sources of media data, and development of a media plan.	ADV 403. Media Planning & Strategy. 3 Hr. PR: STCM 215. Theory, evaluation and selection of advertising media for a variety of market situations. Market analysis, media characteristics, sources of media data, and development of a media plan.	Course title change better reflects course content. Change of PR aligns with the new STCM major.	201308
ADV	451	090401	Change course title and PR.	ADV 451. Direct Marketing. 3 Hr. PR: ADV 315 and ADV 403. An examination of the concepts, strategies and applications involved in direct marketing. Measurability, accountability, lists, data and the integration of direct marketing program into total marketing efforts are discussed.	ADV 451. Interactive Marketing Communications. 3 Hr. PR: STCM 215 and STCM 315. An examination of the concepts, strategies and applications involved in direct marketing. Measurability, accountability, lists, data and the integration of direct marketing program into total marketing efforts are discussed.	Course title change better reflects course content. Change of PR aligns with the new STCM major.	201308
ADV	455	090401	Change PR.	ADV 455. Creative 2. 3 Hr. PR: STCM 315 and VISJ 210 and ADV 401. This course builds on the strategic and creative processes for strategic communication introduced in Creative	ADV 455. Creative 2. 3 Hr. PR: STCM 215, STCM 315, VISJ 210, and ADV 401. This course builds on the strategic and creative processes for strategic communication introduced in Creative 1, including design for print,	Change of PR will better prepare students for this course.	201308

				1, including design for print, digital broadcast, mobile and other media.	digital broadcast, mobile and other media.		
HNF	271	010901	Change course title and description.	HN&F 271. Contemporary Issues-Nutrition. 3 Hr. PR: HN&F 171. Contemporary issues in nutrition including a critical review of food practices and recent trends in nutrition.	HN&F 271. Fundamentals of Nutrition. 3 Hr. PR: HN&F 171. The occurrence, uptake and metabolic roles of essential and key non-essential nutrients will be discussed in relation to growth, reproduction, and health in human subjects.	Change of course title and description aligns with current Commission on Accreditation for Dietetics Education standards.	201308
JRL	101	090401	Change course title and description.	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.	JRL. 101. Media & Society. Examines the relationship between media, culture and society, with emphasis on the history, structure, and organization of the mass media.	Change of course title and description reflects changes in current industry practices.	201308
JRL	215	090401	Change PR.	JRL 215. Media Writing. 3 Hr. PR: Competitive JQE score and CoReq: VISJ 210. Introduction to the fundamental writing and fact-gathering skills of journalism and public relations for the print and electronic media. Lab fee assessed.	JRL 215. Media Writing. 3 Hr. PR: Major status. Introduction to the fundamental writing and fact-gathering skills of journalism and public relations for the print and electronic media. Lab fee assessed.	Change PR to reflect changes in current industry practices.	201308

JRL	318	090401	Change course title and description.	JRL 318. Reporting for Print Media. 3 Hours. PR: JRL 215 (C or better). Essentials of developing and covering a news beat. Students generate stories, cultivate sources, and discover their community. News and feature stories include police, courts, budgets, meetings, and speeches. A departmental honors section, available to students possessing superior writing skills, requires the instructor's course approval signature. (Lab fees will be assessed for this course).	JRL 318. Media Reporting. 3 Hr. PR: JRL 215. Essentials of developing and covering a news beat. Students generate stories, cultivate sources, and discover their community. Lab fee assessed.	Change of course title and description reflects changes in current industry practices.	201308
JRL	319	090401	Change PR, course title and description.	JRL 319. Copy Editing. 3 Hr. PR: JRL 318. Students develop the skills necessary for the modern newspaper copy desk, including copy editing, working with wire service copy, headline writing, page layout and desktop production. (Lab fees will be assessed for this course).	JRL 319. Media Editing. 3 Hr. PR: JRL 215. Students develop the skills necessary to edit and design content for online and print media outlets. Lab fee.	Change of course title and description reflects changes in current industry practices.	201308

JRL	426	090401	Change PR and course description.	JRL 426. Public Affairs Reporting. 3 Hr. PR: JRL 319 or TVJ 319 or BN 319 and admission to the School of Journalism. Students take skills learned in other News Editorial classes: writing, researching, and interviewing and applying them to the agencies, structures, and programs that make society work. They also work with local newspapers to develop and publish stories about public agencies, including circuit court and police. (Lab fees will be assessed for this course).	JRL 426. Public Affairs Reporting. 3 Hr. PR: JRL 318 or TVJ 386. Reporting on the agencies, structures, and programs that make society work, including circuit court and police. Lab fees assessed.	Change of PR and course description reflects changes in current industry practices.	201308
JRL	459	090401	Change course title.	JRL 459. Multimedia Bureau Reporting. 3 Hr. PR: Consent. In this lab/workshop-style class, students will produce stories and multimedia packages for publication and broadcast at regional media outlets.	JRL 459. Multimedia News Service. 3 Hr. PR: Consent. In this lab/workshop-style class, students will produce stories and multimedia packages for publication and broadcast at regional media outlets.	Change of course title reflects changes in current industry practices.	201308
JRL	559	090401	Change course title.	JRL 559. Multimedia Bureau Reporting. 3 Hr. PR: Admission to MSJ program, JRL 428 and JRL 489. In this lab/workshop style class, graduate students will produce stories for regional media outlets and write a paper based on information from editors/producers.	JRL 559. Multimedia News Service. 3 Hr. PR: Admission to MSJ program, JRL 428 and JRL 489. In this lab/workshop style class, graduate students will produce stories for regional media outlets and write a paper based on information from editors/producers.	Change of course title reflects changes in current industry practices.	201308

MDS	489	309999	Change PR.	MDS 489. Capstone. 3 Hr. PR: MDS 199 and senior status. The MDS capstone instructs students on the methods and advantages of a multidisciplinary education. The capstone includes a community-service learning project.	MDS 489. Capstone. 3 Hr. PR: MDS 199 with C-, Senior Status. The MDS capstone instructs students on the methods and advantages of a multidisciplinary education. The capstone includes a community-service learning project.	Change of PR corrects an oversight in Banner by instituting that MDS 199 must be passed with a grade of C- or better, rather than the default setting of D- or better.	201308
PATH	407	510005	Change grade mode.	PATH 407. Histology Laboratory. 8 Hr. This course consists of rotations in clinical and research histopathology. (Grading will be Pass/Fail).	PATH 407. Histology Laboratory. 8 Hr. This course consists of rotations in clinical and research histopathology.	Change grade mode from Pass/Fail to Normal due to grade breakdown that includes more than just clinical competencies.	201308
PET	175	131314	Change credit hours and course description.	PET 175. Motor Development. 3 Hr. To examine changes in human movement behavior across the lifespan and the factors that contribute to those changes.	PET 175. Motor Development. 2 Hr. To examine changes in human movement behavior across the lifespan, the processes that underline these changes, and the factors that contribute to those changes.	Reduce credit hours and change course description to reflect that the content area of motor learning is being dropped from this course and a new course devoted to motor learning is being proposed to expand the topic.	201308

PET	233	131314	Change credit hours.	PET 233. Pedagogy Theory/Application. 5 Hr. PR: Admission to the Physical Education Teacher Certification Program. Applied pedagogical theory, including assessment, planning, design, management, and delivery of instruction in physical education settings.	PET 233. Pedagogy Theory/Application. 4 Hr. PR: Admission to the Physical Education Teacher Certification Program. Applied pedagogical theory, including assessment, planning, design, management, and delivery of instruction in physical education settings.	Reduce credit hours from 5 to 4 to reflect a modification to course field experience.	201308
PET	349	131314	Change credit hours and course description.	PET 349. Fitness Education. 2 Hr. This course introduces prospective physical education teachers to health-related fitness foundations and components, appropriate curriculum for K-12 and effective teaching and assessment principles. Physical best Health/Fitness Specialist Certificate offered.	PET 349. Fitness Education. 3 Hr. This course introduces prospective physical educators to the foundations and components of health-related fitness, appropriate curriculum for K-12 programming, effective teaching principles, and assessment of physical activity and fitness.	Increase in credit hour will cover course content in greater detail, allowing for increased opportunity for review of material. Course description change reflects the credit increase.	201308
PET	355	131314	Reinstate course.	PET 355. Teaching Aquatics. 1 Hr. This course is designed to provide prospective physical educators the opportunity to learn to teach basic, intermediate, and advanced aquatic/swimming skills, techniques, and safety concepts to learners of various development levels and abilities.	PET 355. Teaching Aquatics. 1 Hr. Basic concepts and instructional techniques for teaching basic, intermediate, and advanced aquatic/swimming skills, techniques, and safety concepts to learners of various developmental levels and abilities.	Reinstating course to curriculum.	201308

PET	452	131314	Change credit hours and course description.	PET 452. Teach Outdoor Leisure Pursuits. 2 Hr. Basic concepts and instructional techniques for teaching basic backpacking, orienteering, and snow skiing in public schools. (Activity).	PET 452. Teaching Outdoor Leisure Pursuits. 3 Hr. Basic concepts and instructional techniques for teaching backpacking, orienteering, cycling and leisure aquatic activities in public schools.	The addition of credit hours and catalog description reflects the addition of cycling and leisure aquatic activities as called for in the restructuring of their program.	201308
PET	453	131314	Change credit hours.	PET 453. Teaching Dance-Physical Educ. 2 Hr. Basic concepts and instructional techniques for teaching dance in physical education in public schools. (Activity).	PET 453. Teaching Dance-Physical Educ. 1 Hr. Basic concepts and instructional techniques for teaching dance in physical education in public schools.	Reduce credit hours to align with other activity courses in the program.	201308
PET	488	131314	Change credit hours, PR, course title, and description.	PET 488. Student Teaching: Secondary. 3 Hr. CoReq: PET 487. A final, school-based practice teaching experience in secondary schools.	PET 488. Student Teaching in PE. 4 Hr. Student teaching represents the final requirement for majors enrolled in physical education teacher education. It involves a school-based teaching experience at the elementary, middle, or secondary level.	Increase of credit hours, and changes of PR, course title, and course description reflect a change from two separate student teaching experience for a total of six credits to one student teaching experience for four credits. This change meets the requirements for national accreditation and state certification.	201308
PRNJ	418	090401	Change PR and course description.	PRNJ 418. Advanced Reporting. 3 Hr. PR: JRL 318 and admission to the School	PRNJ 418. Advanced Reporting. 3 Hr. PR: JRL 215. Students write carefully researched stories using writing,	Change of course title and description reflects changes in	201308

				of Journalism or consent. Students write carefully researched stories using writing, reporting, and interviewing skills they have acquired in previous classes while applying techniques of literary journalism. The class emphasizes immersion reporting; students spend extended time with one subject to develop skills in storytelling, interviewing, and organization. (Lab fees will be assessed for this course).	reporting, and interviewing skills they have acquired in previous classes while applying techniques of literary journalism. Lab fees assessed.	current industry practices.	
PRNJ	420	090401	Change PR and course description.	PRNJ 420. Feature Writing. 3 Hr. PR: JRL 318 and admission to the School of Journalism or consent. Developing, writing, and editing news features, personality profiles, color pieces, issue oriented articles and human impact stories for news, public relations and film. The course emphasizes narrative, descriptive, analytic and story- telling skills. One-on-one professor/student conferences stress story building and revision. Lab fees will be assessed for this course	PRNJ 420. Feature Writing. 3 Hr. PR: JRL 215. Developing, writing, and editing news features, personality profiles, color pieces, issue oriented articles and human impact stories for news, public relations and film. Lab fees assessed.	Change of course title and description reflects changes in current industry practices.	201308

PRNJ	427	090401	Change PR.	PRNJ 427. American Journalism History. 3 Hr. PR: JRL 101 and HIST 152 and HIST 153 or consent. Development of media from seventeenth-century England and the American colonies; great names in journalism; freedom of the press and its implications and impact on the nation.	PRNJ 427. American Journalism History. 3 Hr. PR: JRL 101. Development of media from seventeenth-century England and the American colonies; great names in journalism; freedom of the press and its implications and impact on the nation.	Change PR reflects changes in current industry practices.	201308
PRNJ	430	090401	Change PR and course description.	PRNJ 430. Editorial & Critical Writing. 3 Hr. PR: JRL 319. Students will analyze news issues, write editorials, and write editorial page columns. Students will also analyze the role and content of the editorial page in contemporary newspapers.	PRNJ 430. Editorial & Critical Writing. 3 Hr. PR: JRL 215. Students will analyze news issues and write opinion-based pieces.	Change PR and course description reflects changes in current industry practices.	201308
PR	319	090401	Change PR and course title.	PR 319. PR Editing and Design. 3 Hr. PR: JRL 318 and PR 215. Editing and production techniques for public relations media (brochures, reports, newsletters, etc.,) including copy preparation, typography, graphic design, layout, and desktop publishing.	PR 319. PR Creative Design & Strategy. 3 Hr. PR: STCM 215. Editing and production techniques for public relations media (brochures, reports, newsletters, etc.,) including copy preparation, typography, graphic design, layout, and desktop publishing.	Change in course title more accurately reflects course content. Change in PR better aligns with new STCM major.	201308

PR	333	090401	Change PR and course title.	PR 333. Introduction to Web Design. 3 Hr. PR: JRL 215 or consent. Using the web in PR campaigns, hand-coding HTML, design concepts, layout, hyperlinks, images, tables, web-production software, establishing and maintenance of web server account, uploading files.	PR 333. Web Development. 3 Hr. PR: STCM 215. Using the web in PR campaigns, hand-coding HTML, design concepts, layout, hyperlinks, images, tables, web-production software, establishing and maintenance of web server account, uploading files.	Change in course title more accurately reflects course content. Change in PR better aligns with new STCM major.	201308
STCM	215	090401	Change PR.	STCM 215. Intro to Strat Communications. 3 Hours. This introductory course in strategic communications provides a broad overview of professional advertising and public relations practices and their role in society.	STCM 215. Intro to Strat Communications. 3 Hr. PR: JRL 101 & JRL 215. This introductory course in strategic communications provides a broad overview of professional advertising and public relations practices and their role in society.	Change of PR will better prepare students for the course.	201308
STCM	315	090401	Change PR.	STCM 315. Strat Comm Writing & Appl. 3 Hr. PR: STCM 215. This class provides exposure to the kinds of writing required in advertising and public relations careers.	STCM 315. Strat Comm Writing & Appl. 3 Hr. PR: JRL 101, JRL 215, and STCM 215. This class provides exposure to the kinds of writing required in advertising and public relations careers.	Change of PR will better prepare students for the course.	201308
STCM	421	090401	Change PR and course title.	STCM 421. AD and PR Research. 3 Hr. PR: STCM 315. This course focuses on in-depth examination of the multi-faceted world of advertising & public relations research, and the array of complex tools used to produce meaningful results. Also listed as STCM 521.	STCM 421. ADV & PR Audience Ins & Anal. 3 Hr. PR: JRL 101, JRL 215, STCM 215, and STCM 315. This course focuses on in-depth examination of the multi-faceted world of advertising & public relations research, and the array of complex tools used to produce meaningful results. Also listed as STCM	Change of PR will better prepare students for the course. Change of course title more accurately reflects course content.	201308

					521.		
TVJ	486	090401	Change PR and course description.	TVJ 486. Broadcast Bureau Reporting. 3 Hr. PR: TVJ 386 and TVJ 319. Students work with KDKA producers and news directors to develop, report and shoot stories to air on KDKA-TV. The instructor will hold weekly conferences to further develop writing and reporting skills learned in previous courses.	TVJ 486. Broadcast Bureau Reporting. 3 Hr. PR: TVJ 386. Students work with instructor and producers and news directors to develop, report and shoot stories to air on local television news station.	Change of course title and description reflects changes in current industry practices.	201308
TVJ	488	090401	Change PR.	TVJ 488. TV Editing. 1 Hr. PR: BN 386. This course is designed to teach broadcast journalism students advanced digital video and audio techniques for news productions, including field reports, newscasts, and studio-based programs.	TVJ 488. TV Editing. 1 Hr. PR: JRL 215. This course is designed to teach broadcast journalism students advanced digital video and audio techniques for news productions, including field reports, newscasts, and studio-based programs.	Change of PR reflects changes in current industry practices.	201308
VISJ	210	090401	Change PR.	VISJ 210. Visual Journalism/New Media. 3 Hr. PR: JRL 101 and Co-Req: JRL 215. Theory and principles of visual communication and image culture. Software applications for photography, graphic design, video and web publishing.	VISJ 210. Visual Journalism/New Media. 3 Hr. PR: Major Status. Theory and principles of visual communication and image culture. Software applications for photography, graphic design, video and web publishing.	Change of PR reflects changes in current industry practices.	201308

VISJ	321	090401	Change PR.	VISJ 321. Media Design. 3 Hr. PR: JRL 318. An introduction to the design of newspapers, magazines and Internet publications.	VISJ 321. Media Design. 3 Hr. PR: JRL 215. An introduction to the design of newspapers, magazines and Internet publications.	Change of PR reflects changes in current industry practices.	201308
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Course Drops

- ADV 452. Advertising Strategy & Mgt
- PET 206. Behavioral Technology-Phys Ed
- PR 422. Research and Case Studies

Memorandum

Date: February 25, 2013
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 February 4th and February 18th and recommends the following courses for Faculty Senate approval:

Approved New GEC Course:

BCOR 199, Introduction to Business (Obj. 6F)
HIST 210, Modern Military History (Obj. 3 & 7)

Approved New GEC Writing Courses:

PSYC 351, Topics in Social Psychology

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: February 25, 2013

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 February 4th and February 18th and passed the following courses for GEC Audit:

GEC Successful Audits:

DISB 380, Disabilities and the Family (Obj. 6)
ENGL 132, Short Story and Novel (Obj. 5 & 7)
ENGL 154, African American Literature (Obj. 5 & 7)
GEOG 102, World Regions (Obj. 8 & 9)
HUM 106, Promethean Myth and Modern Arts (Obj. 5 & 6)
PHIL 170, Introduction to Critical Reasoning (Obj. 4 & 6)
PHIL 260, Introduction to Symbolic Logic (Obj. 4 & 6)
PHIL 331, Health Care Ethics (Obj. 4 & 6)
PHIL 354, Themes in Continental Philosophy (Obj. 6 & 8)
POLS 102, Intro to American National Government (Obj. 3 & 4)
POLS 103, Global Political Issues (Obj. 8 & 9)
POLS 337, Women, Politics, and Policy (Obj. 6 & 7)

Writing Requirement Successful Audits:

ARHS 240, Art Theory
ARHS 370, American Art History
GEOG 412, The Geography of Gender

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)