

Minutes
West Virginia University Faculty Senate
Monday, December 9, 2013

1. Lisa DiBartolomeo, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Cottrell, L.	Hitt, L.	Lofaso, A.	Ruscello, D.
Ameri, S.	Cronin, A.	Holmes, M.	Mandich, M.	Salm, A.
Anderson, J.	Elmore, S.	Hornsby, G.	Matak, K.	Sand-Jecklin, K.
Atkins, C.	Famouri, P.	Hostuttler, L.	Mays, M.	Sperow, M.
Baldwin, C.	Ferrara, L.	Insch, G.	Meckstroth, R.	Srivastava, A.
Barretto, G.	Finkel, M.	Jacknowitz, A.	Montgomery-Downs, H.	Stolzenberg, A.
Bilgesu, I.	Funk, A.	Jaczynski, J.	Munasinghe, R.	Utzman, R.
Billings, H.	Garrett, V.	Johnstone, R.	Oberhauser, A.	Vester, M.
Bonner, D.	Giacobbi, P.	Kershner, R.	Orlikoff, J.	Vona-Davis, L.
Boone, D.	Gilleland, D.	Kite, S.	Peace, G.	Walter, S.
Bowen, E.	Graber, S.	Kleist, V.	Perna, N.	Waterson, R.
Brazaitis, M.	Graves, C.	Knight, J.	Proudfoot, C.	Watson, J.
Britten, R.	Griffith, R.	Kopriva, N.	Prudhomme, J.	Weihman, L.
Brooks, R.	Haines, K.	Kromar, R.	Reddy, R.	Wenger, S.
Bryner, R.	Harner, J.	Kuhlman, J.	Reymond, R.	Woloshuk, J.
Campbell, L.	Hileman, S.	Lively, M.	Riedel, B.	Yang, H.
Cassels, A.				

Members Excused:

Anderson, K.	Eschen, E.	Kale, U.	Nutter, R.	Scott, H.
Bergner, G.	Harris, T.	Lorimer, D.	Paternostro, M.	Sherlock, L.
Cohen, S.	Hartley, D.	McTeer, M.	Petty, T.	Valenti, M.
Connors, J.	Hartnett, H.	Merrifield, J.	Polak, J.	Whiteman, C.
Curtis, R.	Hutson, Z.	Miller, M.	Schreurs, B.	Wilcox, G.
Dick, G.	Johnston, A.	Miltenberger, M.		

Members Absent:

Bastress, R.	Fuller, E.	Mucino, V.	Ryan, K.	Watson, D.
Burnside, J.	Lastinger, V.	Petronis, J.	Tower, L.	
Fisher, M.	Maynor, L.	Regier, M.	Tveter, K.	

Faculty Senate Officers Present:

DiBartolomeo, L.	Lee, P.	Mays, M.	Orlikoff, J.
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2. Chair DiBartolomeo moved for approval of the minutes from the Monday, November 11, 2013 meeting. Motion carried.

On behalf of the WVU Faculty Senate, she formally recognized President Clements for his outstanding leadership and integrity.

3. President James Clements reported the following:

- The WVU Cystic Fibrosis Center ranked in the top 10 among 165 centers throughout the United States.
- Wesley Davis was elected Eastern Region Vice President for the National Future Farmers of America.
- The Gamma Mu Chapter of Delta Omega in the School of Public Health received the 2013 Chapter of the Year award at the national meeting in Boston.
- Our police department was ranked in Security Magazine's top 500, placing 17th among higher education institutions.
- The Davis-Michael 4-H Day program received the Excellence in Animal Science Program award from the National Association of Extension 4-H agents. The program is a collaboration between faculty in the Davis-Michael Scholars Program and the WVU Extension Service. He congratulated Jean Woloshuk for her leadership in that effort.
- He attended his fifth WVU Extension Service Annual Meeting.
- He read a letter he received from a father at the May commencement ceremony. The letter underscored the importance of his son's academic advisor, Andrea Weber.

4. Provost Michele Wheatly reported the following:

- Preliminary figures for spring enrollment are encouraging.
- The academic deans, in conjunction with their leadership groups, are engaged in budget reduction planning exercises.
- Candidates for the Dean of Libraries will be on campus this week and next week.
- The WVU-Tech search for campus Associate Provost, chaired by Nigel Clark, is underway.

5. Chair DiBartolomeo reported the following:

- Additional volunteers are needed to serve on the ad hoc calendar committee. Please email her if interested.
- There will be a survey forthcoming to solicit faculty input concerning the effectiveness of fall break on student learning and faculty and student satisfaction.
- Associate Provost C.B. Wilson needs 3 more volunteers for the University P&T advisory committee. Faculty members are eligible to serve only if they are not already serving on their department or college P&T committee. Please email him if you are interested.
- We are going to be exploring budget savings for the Faculty Senate.
- She asked Virginia Kleist to provide the following report on the Subcommittee to Select Faculty Representatives for the Presidential Search Committee. The committee was formed at the November 18, 2013 meeting of the Faculty Senate Executive Committee. Membership consists of the Executive Committee minus administrators and any members under consideration for being on the presidential search committee. Three faculty members, one of whom will be a faculty Board of Governors representative, will be selected to serve on the search committee.
- Bob Griffith and Jennifer Orlikoff traveled to Charleston on November 18, and met with 6 delegates and state senators. Lisa Martin of Staff Council and Franklin Roberts of SGA also attended.
- She asked Senators to continue to encourage their constituents to send letters to legislators. A template is posted at <http://facultysenate.wvu.edu/senate-bill-330>.

6. Nick Perna, Chair, Senate Curriculum Committee, moved for approval of the following reports:

Annex I, New Courses and Course Changes. Motion carried.

Annex II, Capstone Form for JRL 456. Motion carried.

Annex III, Changes to the BS in Information Systems for WVU-Tech. Motion carried.

Annex IV, Changes to the Civil Engineering Curriculum at WVU-Tech. Motion carried.

Annex V, Changes to the English Education Program. Motion carried.

Annex VI, Monthly Alterations Report. Accepted.

7. Lisa Weihman, Chair, General Education Committee, presented the following:

Annex VII, GEC Actions. Motion carried following removal of HONR 199.

Annex VIII, FYS Course Deletions. This annex was tabled.

Annex IX, GEC Audits. Accepted.

8. Wayne King, President and CEO of the WVU Foundation, provided a report on the foundation and capital campaign. We expect to meet our \$750 million capital campaign goal sometime next summer, about 18 months early. The foundation manages 4840 individual funds and \$1.3 billion in total assets.

9. Nigel Clark, Associate Vice President, provided an update on the 2020 Strategic Plan. The 2013 Progress Report is posted at http://strategicplan.wvu.edu/the_journey/news/2013progressreport.

10. Corey Farris, Dean of Students, provided a Student Affairs update, including information about revisions to the student conduct code. He distributed a Faculty and Staff 911 Guide that provides guidelines for assisting students of concern; this document will also be sent out via the faculty listserv before the start of the spring semester.

11. Robert Griffith, BOG Representative, reported the following:

- He, Jennifer Orlikoff, Lisa Martin, and Franklin Roberts met with a number of legislators on November 18th, some of whom were quite supportive.
- The Board of Governors held several emergency meetings recently to select the interim president.

12. Executive Session

A motion was made and duly seconded that the Faculty Senate move into Executive Session under West Virginia Code § 6-9A-4 (B)(10) to avoid the premature disclosure of an honorary degree. Motion carried. Following the conclusion of Executive Session, the Senate reconvened into regular session.

13. New Business – None

14. The meeting adjourned at 4:51 p.m. to reconvene on Monday, January 13, 2014.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
From: Nick Perna, Chair, Faculty Senate Curriculum Committee
Date: November 18, 2013
Re: New Courses and Course Changes

Davis College of Agriculture, Natural Resources and Design

New Courses:

Design and Merchandising

DSM 410. The Global Context for Design. 3-Hr. Develops students' abilities to weigh design decisions and engage in design practice in a globalized economy within the parameters of ecological, socio-economic, and western and non-western cultural contexts. (Effective Date: Spring, 2014)

Rationale: The course, primarily, is for upper class students enrolled in interior design, design studies, and other programs at Division of Design and Merchandising. The course fills a need for covering the global design issues and will expose students to implications of major global trends for the built environment and design decisions. Students in the course will develop a personal development plan to meet the requirements of practice in a globalized economy. The course will also expand elective offerings in the area of global context for design for graduate students enrolled in the Master of Science in Division of Design and Merchandising.

DSM 550. Precision Drawing and Modeling. 3-Hr. PR: Consent. Develops students' working knowledge of the opportunities and constraints associated with using advanced digital representational instruments for precise design, visualization and construction of architectural environments. (Effective Date: Summer 1, 2014)

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. three new permanent course applications precede 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 an intermediate level competency using three-dimensional, building information modeling (BIM) instruments for the purposes of visualizing, assessing and presenting architectural and interior building conditions. This course expands advanced elective offerings in the area of digital design visualization for senior level students enrolled in the Division of Design and Merchandising's undergraduate programs in interior design and design studies.

DSM 650. The Creative Economies. 3-Hr. PR: Consent. Provides theoretical underpinnings of the emerging “creative economies” and introduces analytical frameworks and models to evaluate the impact of creative industries and activities on sustainable economic development at community and regional levels. (Effective Date: Spring, 2014)

Rationale: This course, developed as a core course, supports the implementation of the approved Master of Science (M.S.) in Design and Merchandising degree program. Various versions of the course offered in the past three years attracted master students in design program and PhD students in Human and Community Development program as well as a number of graduate engineering students who took the class as an elective. The subject has also been of interest to upper level undergraduates.

Forestry and Natural Resources

FHYD 454. Field Watershed Hydrology. 3-Hr. PR: FHYD 444. A quantitative understanding of measurement theory, field techniques, instrumentation, and data analysis including technical computational programming used to study hydrologic systems including climate, streams, riparian areas, hill slopes, shallow groundwater, and watersheds. (Effective Date: Spring, 2014)

Rationale: Understanding the processes that govern the timing and distribution of Earth’s water is fundamental for sustainably managing water & natural resources and informing policy makers. As such, this course focuses on describing and quantifying the processes that control the storage of water in the hydrosphere, particularly focusing on measurement theory, field measurements and instrumentation, and computational programming. The course complements FHYD 444 Watershed Management and FHYD 644 Watershed Processes by teaching how the hydrologic cycle is measured in situ. This new course is applicable for forestry, hydrology, geology, and environmental studies across campus.

Eberly College of Arts and Sciences

New Courses:

World Languages, Literatures and Linguistics

SPAN 638. Mexican Literature. 3-Hr. In-depth readings of literary works from Mexico. (Effective Date: Spring, 2014)

Rationale: This course considers Mexico’s cultural development in light of its literary production. By providing in-depth study of Mexican literary tradition, this course will increase the comprehensiveness of our graduate program.

Physics

PHYS 103. Physics 101 Lab Alternative. 1-Hr. PR: PHYS 101 with a grade C or higher. Laboratory component of survey of classical mechanics, thermodynamics and waves. (This lab is an alternative for students who transfer PHYS 101 without laboratory and need to complete the lab only). (Effective Date: Spring, 2014)

Rationale: This course formalizes a registration mechanism for enrollment of students who have already satisfied the lecture component of PHYS 101 and simply require algebra-based physics laboratory credit. The stand-alone lab will be available by department permission only.

PHYS 104. Physics 102 Lab Alternative. 1-Hr. PR: PHYS 102 with a grade C or higher. Laboratory component of survey of electricity, magnetism and optics. (This laboratory is an alternative for students who transfer PHYS 102 without laboratory and need to complete the lab only). (Effective Date: Spring, 2014)

Rationale: This course formalizes a registration mechanism for enrollment of students who have already satisfied the lecture component of PHYS 102 and simply require algebra-based physics laboratory credit. The stand-alone lab will be available by department permission only.

PHYS 115. Physics 112 Lab Alternative 1-Hr. PR: PHYS 112 with a grade C or higher. Laboratory component of survey of electricity, magnetism and optics. (This laboratory is an alternative for students who transfer PHYS 112 without laboratory and need to complete the lab only). (Effective Date: Spring, 2014)

Rationale: This course formalizes a registration mechanism for enrollment of students who have already satisfied the lecture component of PHYS 112 and simply require calculus-based physics laboratory credit. The stand-alone lab will be available by department permission only.

Course Change:

From:

PHYS 113. General Physics Honors. 1-Hr. Additional honors hour companion course for Physics 111 in the spring semester and Physics 112 in the fall semester.

To:

PHYS 114. Physics 111 Lab Alternative. 1-Hr. PR: PHYS 111 with a grade C or higher. Laboratory component of survey of classical mechanics, thermodynamics and waves. (This lab is an alternative for students who transfer PHYS 111 without laboratory and need to complete the lab only.) (Effective Date: Spring, 2014)

Rationale: The course aligns better with student needs redesigned as “Physics 111 Lab Alternative,” which serves students, including Honors students, who have already satisfied the lecture component of PHYS 111 through transfer credit. PHYS 111 and 112 are offered as full, four-credit Honors sections. This course formalizes a registration mechanism for enrollment of students who have already satisfied the lecture component of PHYS 111 and simply require a calculus-based laboratory credit. The stand-alone lab will be available by department permission only.

Political Science:

POLS 550. Comparative Politics. 3-Hr. Survey of the subfield of Comparative Politics within Political Science. Course includes an introduction to the major methods and theoretical perspectives employed in the field including an overview of rational, structural and cultural perspectives. (Effective Date: Spring, 2014)

Rationale: This course is the core seminar for MA and Ph.D. students choosing to pursue a concentration in Comparative Politics (one of the five fields of study within the program). This course is currently being taught as a special topics course, but should be integrated into the core curriculum for the graduate program.

POLS 559. Contentious Politics. 3-Hr. This is a core sub-field of political science, encompassing International Relations, Comparative and American Politics. This course presents a survey of the main concepts, theoretical debates, and methodological approaches in the field. (Effective Date: Spring, 2014)

Rationale: This course contributes to the graduate requirements for both the MA and Ph.D. programs in Political Science specifically within the study field of Comparative Politics. Comparative Politics is a growing field of study in the Political Science program and as per the 2013 Department Strategic Plan, the department is working to increase its regular offerings within this field.

Philosophy

PHIL 312. Philosophy of Language. 3-Hr. PR: PHIL 100 or PHIL 120 or PHIL 130 or PHIL 140 or PHIL 170 or PHIL 212 or PHIL 260. An introduction to the philosophical study of language, focusing on questions and puzzles about reference, meaning, truth and necessity. (Effective Date: Spring, 2014)

Rationale: This course is designed to further develop students’ skills at reasoning and abstract thinking, by addressing fundamental philosophical issues about language and communication. It fits the needs of the program in several ways: it diversifies courses offered by the Philosophy Department; as a 300-level course, it gives students more options to satisfy the major requirement of 18-credit hours of 300+ level courses; it covers an important topic in the history of 20th century

philosophy not covered by any course currently in the catalog; and it will satisfy current philosophy students' requests for a course on the philosophy of language.

College of Business and Economics

New Course:

BCOR 289. Internship. 1-3-Hr. PR: Consent. Supervised professional experience in a business, economics or related field. Internships are organized, administered, and evaluated jointly by faculty, student, and sponsoring organization. Minimum 50 actual work hours for the employer per hour of credit awarded. (Effective Date: Summer, 2014)

Rationale: This course will allow underclassmen to receive internship credit. Currently, B&E disallows 491 Professional Field Experience Credit to those who have not matriculated to a major (i.e., this typically occurs in the students junior year).

College of Law

New Courses:

LAW 623. Election Law & Policy. 3-Hr. A survey of American political structure and legal process, exploring the constitutional, administrative, and policy-related aspects of the political framework, including the right to vote, redistricting, political parties, campaigns, and campaign finance. (Effective Date: Fall 2014)

Rationale: The College of Law Academic Planning Committee has determined this course to be educationally valuable, especially for students who wish to apply their legal training in the political realm, either to represent politicians or participate in that arena themselves. However, because the course focuses on the constitutional structure of American democracy, it provides a perspective for all students on a number of debates, playing into a comprehensive analysis of various legal issues. The course also reinforces students' understanding of core constitutional law doctrine, thus building upon basic understanding gained in the initial constitutional law course.

LAW 626. International Trade Law. 3-Hr. A study of laws that affect businesses buying and selling products or services beyond U.S. borders. Includes the structure of the WTO system, economic theory of free trade, and remedies for unfair trade. (Effective Date: Fall 2014)

Rationale: This course has been determined to be educationally beneficial by the COL Academic Planning Committee because it increases student understanding of international and business law, and provides legal tools for work regarding sustainable development. It is also a perspective course which enables lawyers to be more creative legal thinkers and better equipped for problem solving and conflict resolution beyond basic law curriculum. It is important in this regard that lawyers be informed global citizens, as well as legal technicians.

School of Journalism

New Course:

JRL 225. Media Tools & Applications. 3-Hr. This lecture/lab course covers fundamental principles and practices of multimedia content gathering and editing in preparation for upper-level courses at the School of Journalism. (Effective Date: Spring 2014)

Rationale: This course is part of a proposed Interactive Media Design Minor, which is a blended minor shared by the School of Journalism and College of Creative Arts. The course, and the minor, is intended to close an existing gap between the Creative Arts and Journalism by providing a curriculum supplement for journalism students that delivers emergent digital and interactive design skills while expanding learning opportunities for Art and Design students in narrative methodologies, multimedia and visual storytelling. Through collaboration and shared support, both programs' students will acquire critical missing skills in interactive design and visual narrative and new technologies, making them highly competitive in an environment increasingly determined by digital and visual media.

School of Pharmacy

New Course:

PHAR 745. Critical Care Pharmacotherapy. 2-Hr. PR: Third professional year standing or consent. Gain knowledge in multiple facets of critical care pharmacotherapy, particularly for students interested in pharmacy residency training in a clinical setting. (Effective Date: Spring, 2014)

Rationale: This course is an elective in the Doctor of Pharmacy curriculum. Students in the PharmD program are required to complete a minimum of 10 hours of electives. The content of this course is particularly important to students who want to complete residency training following graduation.

School of Dentistry

New Courses:

DENT 601. Advanced Oral Microbiology. 1-3 Hr. PR: Consent. Oral microbiology for dental specialties correlates science with evidence-based practice. Patient care is the primary focus linking oral health to systemic disease. (Effective Date: Spring, 2014)

Rationale: This course is necessary for accreditation for specialty programs in dentistry leading to the Master of Science degree. Orthodontics and Prosthodontics requirements can be met with a 1-credit hour course which will include the first 5 modules of a general nature. In addition to completing modules 1-5, endodontic graduate students will be responsible for modules 6 – 15 culminating in 3 credit hours. The specialty of Endodontics is heavily based on the science of oral microbiology in the eradication of pulpal disease.

DENT 750. Global Outreach in Dentistry. 1-Hr. Provides dental students with diverse experiences managing the oral health needs of patients from other cultures very different than their own. (Effective Date: Spring, 2014)

Rationale: This elective is designed to provide dental students with diverse experiences managing the oral health needs of patients from other cultures very different than their own. International travel to Guatemala and Brazil, etc. will be options for students in the third and fourth year of the dental curriculum. Travel is contingent upon approval by the Academic and Professional Standards Committee. All appropriate documentation and immunizations must be completed prior to travel. The students will be required to present their learning experiences to the student body of the School of Dentistry upon their return.

WVU-Tech

Computer Science

Course Change:

From:

CS 265. Introduction to Computer Languages. 1-Hr. PR: CS 112 or CS 121. An introductory study of a programming language (such as C/C++, C#, JAVA, Visual Basic, Perl, ASP, HTML, Delphi, Ada, etc.) for students who have met core curriculum courses in Computer Science.

To:

CS 265. C Programming. 2-Hr. PR: CS 121. Functions, parameter passing, dynamic memory allocation, pointers, and elementary data structures in C; software design and implementation with emphasis on creating and modifying larger programs in procedural paradigm. (Effective Date: Spring, 2014)

Rationale: It is important for Computer Science graduates to have proficiency in a procedural programming language. Currently, Computer Science program at WVU Tech does not require a class that teaches a procedural programming language and this course is proposed to address this deficiency. This will be a required class for the CS program at WVU Tech. The Computer Science and Information Systems department is preparing to apply for ABET accreditation for the Computer Science program in 2014, and this change will satisfy one of the ABET recommendations. The old course, CS 265, was used to teach C programming language as an elective even though the catalog description is generic. In the new CS 265, we would like to make this practice official and have the catalog description and the course title reflect the specific course content.

JRL 456, West Virginia Uncovered

Capstone Experience Form

Please provide a statement that illustrates how a student in the Capstone course would demonstrate each of the following abilities:

1. Gather material independently, as needed:

Students in the course work in teams to develop story concepts and pitch them to editors at rural community newspapers in West Virginia. Once their story ideas are accepted, the students travel to communities and conduct interviews, take photographs, and produce video. All of these elements are synthesized into story packages that contain, at the minimum, a text story, a photo gallery and a video narrative.

2. Think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:

West Virginia Uncovered-JRL 456 is a professional project class. Students use the writing, interviewing and visual journalism skills they have acquired in their previous classes to produce real stories, which are published in community newspapers/websites. The student work is published in newspapers, which all have circulations of over 4,000.

In addition to the skills they must bring to the class from previous coursework, students in the class spend time learning about publishing for evolving digital audiences. They experiment with social media narratives and audience engagement. They often include elements of new media forms in their storytelling.

3. Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design:

Students in West Virginia Uncovered-JRL 456 practice journalism in the real world. They necessarily encounter all of the ethical issues journalists face. For example: They are often offered gifts from their subjects. They have to decide whose voices are most significant to their stories and whose

aren't. They have to decide whether or not photographing certain scenes in a documentary setting is appropriate.

When students edit their work, they work with software and applications that make manipulation of images and sound easily possible.

West Virginia Uncovered offers students an additional ethical dimension in that they are working in a state often portrayed with strong stereotypes. Students have to be careful to think about the stories they pitch and how they represent the state.

Capstone Components

1. Please describe briefly how the written component of the Capstone Experience in the course(s) listed above is completed.

Students have to do a fair amount of reporting for stories they do. The information they gather from interviews and research about state issues and trends is synthesized and packaged in text stories for their audiences.

2. Please describe briefly how the oral component of the Capstone Experience in the course(s) listed above is completed.

Student work is accomplished in collaborative and team environments. Students are required to articulate ideas about storytelling and the strengths of various mediums. Together they have to strategize and come up with plans for the best ways to package their projects.

This collaboration requires that they are able to call on a broad knowledge of journalistic principles and understanding of the ways various mediums communicate with audiences. Additionally, students have to present, explain and defend their work to the class on a regular basis.

West Virginia University Institute of Technology

**BS in Information Systems
LCN College of Engineering and Sciences**

Change of Curriculum

The department of Computer Science and Information Systems is proposing changes to the curriculum for B.S. in Information Systems (BSIS) major within the WVU Institute of Technology LCN College of Engineering and Sciences. The program received approval from the WVU board of governors in 2011 and had not been changed since then. The department is planning to apply for ABET accreditation for the BSIS program in 2014.

During last 3 years the BSIS program was assessed and reviewed at several different levels. We have acquired feedback from potential employers, current students, and prospective students regarding program objectives. The inputs received from the surveys were analyzed by the department faculty. The program was reviewed continuously in the department meetings and in 2012 and 2013 advisory board meetings.

Proposed Changes to the Existing Curriculum

The following changes proposed by Computer Science and Information Systems department were approved by the curriculum committee of WVU Tech LCN College of Engineering and Sciences on the 26th of April, 2013.

1. Request to replace CS 101 - Introduction to Computer Applications (4 hrs) by CIS 100 - Introduction to Computer Information Systems (3 hrs)

CS 101 That teaches MS Office applications is the service course taught by the department for non-science majors and is inadequate as an introductory course for Information Systems majors. CIS 100 course syllabus contains introduction to information systems, fundamentals of computer architecture, and operating systems and is more appropriate first course in Information Systems.

2. Request to replace CS 322 - System Analysis and Design (3 hrs) and CS 461 - Senior Project by CS 480 - Senior Design Seminar (2 hrs) and CS 481 - Senior Design Project(3 hrs)

This will align Capstone sequences of the two programs of the department allowing combine senior projects of Information Systems and Computer Science students. (Proposed changes to Computer Science program requests switching to CS 480 and CS 481.)

3. Request to reduce the number of hours of Professional Field Experience, CS 491 from 7 hours to 4 hours.

We believe that seven-hour Field Experience requirement is too stringent. Furthermore since there are no internship opportunities available in Montgomery seven-hour requirement forces students to take this course in the summer and that is a financial burden for some students. Furthermore this reduction helps to bring the total number of hours to 120 as directed by the college. CS 491 is a

variable credit hour course (1-18 hours) and therefore no additional action is required for this change.)

4. Request to add CS 122 - Computer Science II (4 hrs)

We have been directing the current students to take CS 122 as an elective since it is a pre-requisite for some of the required classes. This addition will not only solve that problem, but also provide a firmer foundation for the program.

5. Request to remove CS 251 - Operations Workshop I (1 hr) and CS 252 - Operations Workshop II (1 hr) from the program

These two courses fulfilled old WVU Tech citizenship requirement for all bachelor degrees. (WVU Tech no longer has this requirement.) The two courses CS 480 and 481 are emphasizing the importance of team work, professional and ethical behavior, and community service. Therefore the values of CS 251 and CS 252 are still retained in the program. (These courses will be removed from the catalog after all 2011-12 and 2012-13 students complete the courses.)

6. Request to remove CS 265 - Computer Languages (1 hr) from the program

The required classes CS 121, CS 122, CS 225, and MANG 370 teaches students three different programming languages and we do not see reasons to include additional language requirement. Interested students can use the electives to learn other programming languages. (CS 265 was not offered for a last 2 years and we have been substituting CS 365 for this requirement. Currently we have a proposal to change CS 265 to a 2 hour C programming course.)

7. Request to remove CS 279 - Sophomore Seminar (1 hr) or CS 293 - Special Topics (1 hr) from the program

In our Computer Science program and Information Systems program, we have experimented with a seminar/research class in the second year in both programs and our experience is that the most of our sophomores are not ready for independent study. We also learned that one hour is not enough to provide a meaningful experience.

8. Request to remove one of the three required general electives from the program

LCN College of Engineering and Sciences has directed the departments to investigate the possibility of reducing the degree requirements to 120 hours. Dropping of one of the free electives will make the total number of hours required by the program to 120 hours

9. Technical Electives

Minor changes were made to the list of approved technical electives.

10. Lab Sciences

In the current curriculum lab Sciences are restricted to BIOL 111, 112; CHEM 111, 112, 115, 116; PHYS 101, 102, 111, 112. This restriction is removed and as a result students have two additional classes, PHSC 101 – Introductory Physical Science I (4 hours) or PHSC 102 – Introductory Physical Science II (4 hours) for GEC 2.

General Education Curriculum (GEC)

Proposed Curriculum satisfies all GEC requirements.

GEC1: ENGL 101, ENGL 102, and ENGL 305 are required courses in the proposed program.

GEC 2: MATH 123, MATH 150 are required courses in the program and may also count as a GEC 2. Two lab sciences are required by the proposed program.

GEC 3-9: ECON 202 – ECON 202, Principles of Macroeconomics is a required course for BSIS and may also count for a GEC, but students are may choose any courses to GEC 3-9.

Bachelor of Science in Information Systems 2012-13

Current Curriculum

First Semester

ENGL	101	English Composition I	3
CS	101	Intro to Comp. Apps	4
MATH	123	Finite Math	3
		Elective	3
GEC 3		Past and Traditions	3
WVUE	191	First Year Seminar	1
		<i>Total hours</i>	17

Second Semester

ENGL	102	English Composition II	3
MATH	150	Applied Calculus	3
MANG	370	Visual Basic	3
GEC 4		Issues of Contemp. Soc.	3
GEC 5		Artistic Expression	3
		<i>Total hours</i>	15

Third Semester

ACCT	201	Principles of Accounting I	3
CS	115	Discrete Structures	3
CS	121	Computer Science I	4
CS	231	Intro Computer Org.	3
CS	251	Operations Workshop I	1
		Elective	3
		<i>Total hours</i>	17

Forth Semester

CS	264	Database Management	3
CS	265	Computer Languages	1
GEC 6		Individual and Society	3
CS	222	Software Engineering	3
CS	252	Operations Workshop II	1
CS	279	Soph. Seminar	1
		Elective	3
		<i>Total hours</i>	15

Fifth Semester

CS	365	Computer Languages	1
ECON	202	Principles of Macro. (GEC 8)	3
CS	263	Intro to Networking	3
CS	225	C#	3
MANG	386	Business Statistics	3
CS	270	Linux	3
		<i>Total hours</i>	16

Sixth Semester

ENGL	305	Scientific/Tech. Writing (W)	3
CS	322	System Anal. & Design	3
		Technical Elective***	3
CS	266	e-Commerce	3
MANG	420	Business Info. Systems	3
		<i>Total hours</i>	15

Seventh Semester

GEC 7		American Culture	3
CS	461	Senior Project	3
GEC 2		Laboratory Science*	4
		Technical Electives***	3
GEC 9		Non- Western Culture	3
		<i>Total hours</i>	16

Eighth Semester

CS	465	Intro. to Comp. Security	3
CS	491	Professional Field Exp.	7
GEC 2		Laboratory Science*	4
		Technical Elective***	3
		<i>Total hours</i>	17

* **Laboratory Science** is restricted to: BIOL 111, 112; CHEM 111, 112, 115, 116; PHYS 101, 102, 111, 112

*** **Technical Electives** may be chosen from the approved list

Bachelor of Science in Information Systems 2013-14 Proposed Curriculum

First Semester

ENGL	101	English Composition I	3
CIS	100	Intro to Comp. Info. Systems	3
MATH	123	Finite Math *	3
CS	121	Computer Science I	4
WVUE	191	First Year Seminar	1
<i>Total hours</i>			14

Second Semester

ENGL	102	English Composition II	3
MANG	370	Visual Basic	3
MATH	150	Applied Calculus *	3
CS	122	Computer Science II	4
GEC			3
<i>Total hours</i>			16

Third Semester

CS	115	Discrete Structures	3
CS	231	Intro Computer Org	3
ACCT	201	Principles of Accounting I	3
GEC			3
GEC			3
<i>Total hours</i>			15

Forth Semester

CS	264	Database Management	3
CS	222	Software Engineering	3
ECON	202	Principles of Macro. *	3
GEC			3
		Elective	3
<i>Total hours</i>			15

Fifth Semester

CS	365	Computer Languages	1
CS	263	Intro to Networking	3
CS	225	C#	3
CS	270	Linux	3
MANG	386	Business Statistics	3
		Technical Elective***	3
<i>Total hours</i>			16

Sixth Semester

CS	266	e-Commerce	3
ENGL	305	Scientific/Tech. Writing (W)	3
MANG	420	Business Info. Systems	3
		Technical Elective***	3
		Elective	3
<i>Total hours</i>			15

Seventh Semester

CS	480	Senior Design Seminar	2
GEC			3
GEC			3
GEC			4
		Technical Elective***	3
<i>Total hours</i>			15

Eighth Semester

CS	481	Senior Design Project	3
CS	465	Intro. to Comp. Security	3
CS	491	Professional Field Exp.	4
GEC			4
<i>Total hours</i>			14

*May also count as a GEC.

*** **Technical Electives** may be chosen from the approved list

Total hours 120

Approved Technical Electives for BS in Information Systems 2013-2014

The following courses constitute the approved list of technical electives for students following the 2013-2014 required curriculum for a BS in Information Systems:

Accounting

ACCT 202 Principles of Accounting

ACCT 300-400 Level*

Biology

BIOL 111 General Biology I

BIOL 112 General Biology II

BIOL 300-400 Level*

Chemical Engineering

CHEE 300-400 Level*

Chemistry

CHEM 111 General Chemistry**

CHEM 112 General Chemistry**

CHEM 115 College Chemistry**

CHEM 116 College Chemistry**

CHEM 300-400 Level*

Computer Engineering

CPE 271

CPE 300-400 Level*

Computer Science

CS 300-400 Level except CS 321, CS 324

Civil Engineering

CE 300-400 Level*

Electrical Engineering

EE 221 Circuits I

EE 223 Circuits II

EE 300-400 Level*

Finance

FINC 300-400 Level*

General Engineering

GENE 121 Statics

GENE 242 Dynamics

GENE 243 Mechanics of Materials

GENE 331 Fluid Mechanics

Mechanical Engineering

MAE 300-400 Level*

Mathematics

MATH 261 Elementary Differential Equations

MATH 300-400 Level* Except Math378

Physics

PHYS 101 College Physics I

PHYS 102 College Physics II

PHYS 111 Physics for Scientists and Engineers I

PHYS 112 Physics for Scientists and Engineers II

PHYS 300-400 Level*

Special topic electives from other departments must be approved in advance.

* Check with Department Chair for approval

** Unless taken as a science requirement

College/School Sign-off

Contact person for this Application

Date: 05-15-2013 Phone: 304 442 3362

Name (**Please type or print legible**): Ranjith Munasinghe

PO Box : WVU Tech
Computer Science

Email: Ranjith.Munasinghe @mail.wvu.edu

Signature: _____

Date: <u>05-15-2013</u>	Approved By (Please type or print legible): <u>Ranjith Munasinghe</u> Approval Signature: _____ (Department Curriculum Committee)
Date: <u>05-15-2013</u>	Approved By (Please type or print legible): <u>Ranjith Munasinghe</u> Approval Signature: _____ (Chairperson of Department/Division)
Date: _____	Approved By (Please type or print legible): _____ Approval Signature: _____ (College Curriculum Committee)
Date: _____	Approved By (Please type or print legible): _____ Approval Signature: _____ (Dean or College or School)

Approved by Faculty Senate	Date: _____
Signature: _____	Curriculum Committee Chair

ARC Only
Date Received: _____ Date Entered: _____

**To:
Faculty Senate Office, P.O. Box 6621.**

Memorandum

To: Dr. Nicholas Perna
Chair, Faculty Senate Curriculum Committee
West Virginia University

From: Dr. Steve Leftwich
Professor and Chair of Civil Engineering
WVU Tech

Date: November 8, 2013

Re: Revised Proposal (Rev 2) to change the Civil Engineering Curriculum at WVU Tech

Background: A proposed change to the Civil Engineering (CE) Curriculum at WVU Tech was submitted to the Chair of the Faculty Senate Curriculum Committee via memo dated April 23, 2013. Upon receiving this proposed change to the CE Curriculum, the Faculty Senate Curriculum Committee met on September 23, 2013, and subsequently tabled the proposal until certain concerns of the committee were addressed. A revised version was submitted back to the Committee on September 26, 2013, for their consideration at their meeting on October 28, 2013. In that meeting, the Committee had further comments/recommendations concerning the presentation of the general education courses (GEC) requirements in the pattern sheets of the proposed civil engineering curriculum. What follows is a revised proposal to resolve the concerns of the Committee on the proposed changes in the Civil Engineering Curriculum at WVU Tech.

General Statement:

The Civil Engineering (CE) faculty at WVU Tech proposes to change the present CE curriculum. By University policy, if the proposed changes are approved by the Faculty Senate Curriculum Committee and subsequently the Faculty Senate in fall 2013, then the new CE curriculum would become effective for spring 2014. If the proposed changes are approved in spring 2014, then the new CE curriculum would become effective for the 2014-2015 academic year.

The proposed changes to the CE curriculum were first presented to the CE Advisory Committee on March 21, 2013, and were approved by its membership. In addition, the Curriculum Committee of the College Council of the Leonard C. Nelson College of Engineering and Sciences approved these changes on April 12, 2013. The proposed changes to the CE Curriculum at WVU Tech are outlined below:

- Eliminate the required MAE 320 Thermodynamics (3 hrs) or EE 221 Introduction to Electrical Engineering (3 hrs) in the 7th semester– subject matter will no longer be tested on the Fundamental of Engineering (FE) exam starting spring 2014. Students will still be required to take ENGR 402 FE Review to prepare them for the FE exam, a national exam that is one step

towards becoming a licensed professional engineer (PE). By University policy, a one will have the option of either graduating under the new CE curriculum (with MAE 320 or EE 221 eliminated as a requirement) or under the CE curriculum when the student first entered the CE program.

- Eliminate one Technical Elective (3 hrs) but require the 5th CE elective plus the one remaining required technical elective to still have at least a total of 2 hours of design content. Thus, the proposed modified CE curriculum is given at the end of this memo.

The net effect of these changes will be to reduce the total number of hours to graduate from 137 to 131 hours.

Rationale:

Starting in January 2014, the Fundamentals of Engineering (FE) exam for civil engineering students will no longer test on subjects related to thermodynamics, electricity, or magnetism. The MAE 320 Thermodynamics or EE 221 Introduction to Electrical Engineering course requirement was originally incorporated into the civil engineering curriculum to help prepare civil engineering students pass the FE exam. Thus, there is no longer a need for CE students to take these courses. Students will still be required to take ENGR 402 FE Review under this proposed CE curriculum as they were under previous CE curricula since 2008.

The present civil engineering curriculum has five CE electives, four of which have to be in the different civil engineering sub-disciplines of structures, geotechnical, transportation, and environmental/water resources. In addition, the present curriculum has two technical electives (which can also be civil engineering courses, if desired) which totals 21 hrs of CE/Technical electives. The consensus of the civil engineering faculty is that reducing the total hours of CE/Technical electives by three hours will not weaken the strength of the CE curriculum.

The net effect of these proposed changes will be to reduce the number of hours to graduate with a B.S. degree in civil engineering from 137 to 131 hours. These changes put the total hours to graduate more in alignment with other civil engineering curricula at other universities and make the program more attractive to prospective students. Presently, the B.S. degree in civil engineering at WVU in Morgantown requires 132 hours to graduate.

In addition, those civil engineering students starting the first semester taking College Algebra-Trigonometry can also graduate in eight semesters with 137 hours. This is the first time at WVU Tech that we have had a College Algebra-Trigonometry Civil Engineering pattern sheet that would allow a student to graduate within eight semesters.

The present CE pattern sheets for 2012-2013 and the proposed 2013-2014 CE pattern sheets follow.

Student ID# _____

NAME: _____

West Virginia University Institute of Technology
Civil Engineering Pattern Sheet – 137 hrs.
2012-13

Catalog page # _____

FIRST SEMESTER

ENGL	101	English Composition I	3	_____
WVUE	191	First Year Seminar	1	_____
CHEM	115	Fund. of Chemistry I	4	_____
DRET	120	Drafting I	2	_____
MATH	155	Calculus I	4	_____
GEC		Obj. 3 _____	3	_____
			17	

SECOND SEMESTER

ENGL	102	English Composition II	3	_____
MAE	241	Statics	3	_____
ENGR	111	Software Tools for Engr.	3	_____
CHEM	116	Fund. of Chemistry II	4	_____
MATH	156	Calculus II	4	_____
			17	

THIRD SEMESTER

MAE	242	Dynamics	3	_____
MAE	243	Mechanics of Materials	3	_____
CE	204	Surveying	3	_____
MATH	251	Multivariable Calculus	4	_____
PHYS	111	Physics/Sci./Engrs. I	4	_____
			17	

FOURTH SEMESTER

MAE	331	Fluid Mechanics	3	_____
CE	361	Structural Analysis I	4	_____
MATH	261	Elem. Diff. Equations	4	_____
ENGL	305	Scientific/Technical Writing	3	_____
GEOL	312	Geology	3	_____
			17	

FIFTH SEMESTER

CE	351	Introductory Soil Mechanics	4	_____
CE	421	Hydraulic Engineering	4	_____
CE		Elective _____	3	_____
MATH	448	Probability & Statistics	3	_____
SPA	270	Effect. Pub. Speaking (GEC-Obj. 6)	3	_____
			17	

SIXTH SEMESTER

CE	312	Construction Materials	3	_____
ECON	201	Microeconomics (GEC-Obj. 8)	3	_____
CE		Elective _____	3	_____
CE	331	Transportation Engineering	3	_____
CE	347	Intro. Environmental Engr.	4	_____
			16	

SEVENTH SEMESTER

CE		Elective _____	3	_____
		MAE 320 or EE 221	3	_____
		*Technical Elective	3	_____
ECON	401	Managerial Econ. (GEC- Obj. 4)	3	_____
GEC		Obj. 5 _____	3	_____
GEC		Obj. 7 _____	3	_____
			18	

EIGHTH SEMESTER

CE		Elective _____	3	_____
CE		Elective _____	3	_____
ENGR	401	Senior Engineering Seminar	1	_____
CE	479	Integrated CE Design	3	_____
		*Technical Elective	3	_____
GEC		Obj. 9 _____	3	_____
ENGR	402	Fund of Engr Review	2	_____
			18	

*Technical Electives must be approved by C.E. Dept

- NOTE:**
1. Four electives, one from structures, environmental, transportation and geotechnical are required.
 1. One CE Elective and two Technical Electives (approved by Dept.) are also to be taken. These three courses must contain at least 2 hours of ABET design content (combined.)

Student ID# _____

NAME: _____

West Virginia University Institute of Technology
Civil Engineering Pattern Sheet – 131 hrs.
2013-14

Catalog page # _____

FIRST SEMESTER

ENGL	101	English Composition I	3	_____
WVUE	191	First Year Seminar	1	_____
CHEM	115	Fund. of Chemistry I	4	_____
DRET	120	Drafting I	2	_____
MATH	155*	Calculus I	4	_____
GEC		_____	3	_____
			17	

SECOND SEMESTER

ENGL	102	English Composition II	3	_____
MAE	241	Statics	3	_____
ENGR	111	Software Tools for Engr.	3	_____
CHEM	116	Fund. of Chemistry II	4	_____
MATH	156*	Calculus II	4	_____
			17	

THIRD SEMESTER

MAE	242	Dynamics	3	_____
MAE	243	Mechanics of Materials	3	_____
CE	204	Surveying	3	_____
MATH	251	Multivariable Calculus	4	_____
PHYS	111	Physics/Sci./Engrs. I	4	_____
			17	

FOURTH SEMESTER

MAE	331	Fluid Mechanics	3	_____
CE	361	Structural Analysis I	4	_____
MATH	261	Elem. Diff. Equations	4	_____
CE	331	Transportation Engineering	3	_____
GEOL	312	Geology	3	_____
			17	

FIFTH SEMESTER

CE	312	Construction Materials	3	_____
CE	421	Hydraulic Engineering	4	_____
CE		Elective _____	3	_____
MATH	448	Probability & Statistics	3	_____
SPA	270*	Fundamentals of Speech	3	_____
			16	

SIXTH SEMESTER

CE	351	Introductory Soil Mechanics	4	_____
CE	347	Intro. Environmental Engr	4	_____
CE		Elective _____	3	_____
ECON	201*	Microeconomics	3	_____
ENGL	305	Scientific Technical Writing	3	_____
			17	

SEVENTH SEMESTER

CE		Elective _____	3	_____
CE		Elective _____	3	_____
ECON	401*	Managerial Economics	3	_____
GEC		_____	3	_____
GEC		_____	3	_____
			15	

EIGHTH SEMESTER

CE	479	Integrated CE Design	3	_____
CE		Elective _____	3	_____
ENGR	401	Senior Engineering Seminar	1	_____
ENGR	402	Fund of Engr Review	2	_____
		**Technical Elective	3	_____
GEC		_____	3	_____
			15	

*May also count for GEC credit where appropriate.

**Technical Elective must be approved by C.E. Dept.

- NOTES: 1. Four electives, one from structures, environmental, transportation and geotechnical are required.
 2. One CE Elective and one Technical Electives (approved by Dept.) are also to be taken. These two courses must contain at least 2 hours of ABET design content (combined.)

Proposed Changes to the English Education Program

Proposed by Malayna Bernstein & Audra Slocum

The English Education Program has gone through a period of transition in the last few years, with three program leaders in three years. Some of the changes proposed here were initially put before the Academic Affairs committee several years ago, but were – by mistake – not sent through to the Faculty Senate. Last year’s interim coordinator, Malayna Bernstein, was asked to make several new changes to the program by the English Department. As the program now has a permanent leader, Audra Slocum, Drs. Bernstein and Slocum conferred on the entire slate of changes this year, put them before the Curriculum & Instruction/Literacy Department for approval, and are now requesting approval from the CEHS Academic Affairs committee and PECC. All changes in this proposal have been approved by C&I/LS, and developed collaboratively with Dr. Jane Cardi, Assistant Dean for Student Services in CEHS, and Dr. Rosemary Hathaway, Associate Professor of English in Eberly College of Arts and Sciences (ECAS).

All changes were made in light of 1) National Council of Teachers of English (NCTE) and Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE) standards, 2) the changing needs and offerings of the English Department in ECAS, and 3) in response to data collected on student success in our programs.

No proposed changes create the need for new prerequisites or added credit hours. All prerequisites outlined in the Curriculum Summary Sheets are those designated by the English Department for our students’ content coursework.

As we have several sub-programs within English Education, we have included Curriculum Summary Sheets for all programs. For each change, we include which programs will be affected.

We are proposing the following changes, to be explained and justified in the second half of the proposal:

1. Removing LING 101 or CLAS 231/232 as a prerequisite and adding an extra credit hour to two (2) C&I courses;
 - Post-Bacc: Eng Ed 5-Adult, Initial Certification Only
 - Post-Bacc/MAC: Eng Ed 5-Adult, Initial Certificate w. MA
 - 5-Year Benedum: Eng Ed 5-Adult, BA-MA

2. Substituting ENGL 200 for ENGL 201 as a required prerequisite;
 - Post-Bacc: Eng Ed 5-Adult, Initial Certification Only
 - Post-Bacc/MAC: Eng Ed 5-Adult, Initial Certificate w. MA
 - 5-Year Benedum: Eng Ed 5-Adult, BA-MA

- Post-Bacc: Eng Ed 5-Adult, Graduate Endorsement
3. Providing language to describe approved alternatives for ENGL 226;
 - Post-Bacc: Eng Ed 5-Adult, Initial Certification Only
 - Post-Bacc/MAC: Eng Ed 5-Adult, Initial Certificate w. MA
 - 5-Year Benedum: Eng Ed 5-Adult, BA-MA
 - Post-Bacc: Eng Ed 5-Adult, Graduate Endorsement
 4. Changing language to describe a required elective in minority literature;
 - Post-Bacc: Eng Ed 5-Adult, Initial Certification Only
 - Post-Bacc/MAC: Eng Ed 5-Adult, Initial Certificate w. MA
 - 5-Year Benedum: Eng Ed 5-Adult, BA-MA
 - Post-Bacc: Eng Ed 5-Adult, Graduate Endorsement
 5. Adding a “200 level or above” requirement for English elective prerequisites;
 - Post-Bacc: Eng Ed 5-Adult, Initial Certification Only
 - Post-Bacc/MAC: Eng Ed 5-Adult, Initial Certificate w. MA
 - Post-Bacc: Eng Ed 5-Adult, Graduate Endorsement
 6. Changing language about special electives courses;
 - Post-Bacc/MAC: Eng Ed 5-Adult, Initial Certificate w. MA
 7. Adding ENGL 226 to take the place of an elective or children’s literature course;
 - 5-Year Benedum: Eng Ed 5-Adult, BA-MA
 - Post-Bacc: Eng Ed 5-Adult, Graduate Endorsement
 8. Changing language about literary form study.
 - 5-Year Benedum:: English/Language Arts 5-9 w. Elementary Ed

1. Removing LING 101 or CLAS 231/232, Redistributing Credit Hours

For the English education 5-adult Masters program

Removal of Linguistics 101 (Introduction to Language) from the curriculum summary sheet— This course is essentially the first month of English 221 (The English Language), which students also need to complete. This course is being removed because of redundancy.

Increasing C&I 424 (Approaches to Teaching Language) and C&I 425 (Approaches to Teaching Literature) credits from 2 credits to 3 credits— With the removal of Linguistics 101, there is space to resolve a long-standing issue of two essential methods courses receiving less credit than the other two methods courses, English 309 (Approaches to Teaching Writing) and C&I 624 (Advanced Methods in English Education). This change will increase specialization credit hours from 7 credits to 9 credits. Students currently need to complete 5 elective credits to complete their Masters requirements; this change will lower that number to 3 elective credits.

The objectives and assignments in C&I 424 and C&I 425 will not be revised. For years, students and instructors in this course have reported – in SEIs and to advisors – that this course demands the work of a three credit hour course, even though it is slated as a two credit hour course. Thus, the current increase in credit hours remedies an existing problem. The added hour of class time will allow the instructor to help support students in engaging with the complex theories presented in these courses.

Correcting the title of C&I 424, removing “& Composition” from the title so there is no confusing with English 309, which focuses entirely on composition instruction.

For the English education 5-adult 5-year program-

Removal of CLAS 231/232 (Greek and Roman Civilization and Culture or Greek and Roman Myths) from the curriculum summary sheet. NCTE guidelines do not specify the need for a Western civilization course.

Increasing the credits from 2 to 3 for C&I 424 and C&I 425, as listed above. This will actually reduce overall credit hours for the program by 1 credit overall.

For the English 5-9 endorsement-

Removal of CLAS 232 from the curriculum summary sheet. As described above, a Western civilization course is not required under NCTE standards.

Changing the course number of C&I 624 to C&I 324—I believe this is a typographical error, as C&I 624 is required for the Masters level certification program rather than the undergraduate programs.

2. Substitution of ENGL 200 for ENGL 201

The English Education Program seeks to substitute ENGL 200 (Foundations of Literary Study) for ENGL 201 (Advanced Composition). We propose this change for the following reasons:

1. The English Department has recently changed their major requirements and now require ENGL 200 of all majors. We believe it is in the best interest of our English Education students that their English content program of study closely resemble that of the English major.
2. ENGL 200 (Foundations of Literary Study) provides a broad introduction to the content area, which will help English Education students on the PRAXIS II #0041 English/Language Arts test, which is required for student teaching and certification. Last year, only 76% of our students passed the test. This passing rate is lower than passing rates in other content areas; further, it suggests that only three quarters of our students have the content knowledge they need to teach upon leaving our program. ENGL 200 engages many of the very issues assessed on the test.
3. ENGL 201 was frequently staffed by graduate students. ENGL 200 will primarily be staffed with faculty members. We believe that more time with the English Department faculty will better help our students develop their content knowledge.
4. ENGL 201 will only rarely be offered by the English Department, starting in Fall 2012.

3. Providing language for approving alternatives for ENGL 226

ENGL 226: Non-Western World Literature provides students with a diverse range of literature by authors who are not represented in the Western literary canon. Occasionally, students prefer a more focused area of Non-Western World literature, such a course in Asian Literature or Native American Literature. We believe that a depth of knowledge in one area of literary study outside the canon, rather than a breadth of knowledge of many authors outside the canon, still maintains NCTE's commitment to diversity, as defined by Standard 2.2: *Candidates use ELA to help their students become familiar with their own and others' cultures*, and Standard 3.5: *Candidates demonstrate knowledge of, and uses for, an extensive range of literature*. This allows the program to respond to the students' interests, while still maintaining the standards for accreditation. Literature-focused courses are sometimes offered by departments other than English, such as the World Languages Department. Students must receive approval from their advisor in order to substitute any other course for ENGL 226.

In the Curriculum Summary Sheet for all programs listing ENGL 226, we have included the following language: ENGL 226 OR Under-represented literature elective (note: advisor approval required if not ENGL 226)

4. Changing language to describe a required elective in minority literature

In order to be more precise and better maintain the intention of the diversity criteria of the NCTE standards, we have revised the language on the “minority literature” elective.

The curriculum summary sheet used to state:

“One three-hour elective in an Ethnic, Regional, or Minority Literature.”

It will now read:

“One three-hour elective focused on literature by a specific ethnic, minority, or underrepresented group. (note: advisor approval required)”

5. Adding a “200 level or above” requirement for English elective prerequisites

To ensure that students are broadening both their breadth of knowledge, as well as their depth of knowledge, we are adding a requirement that all English elective prerequisites be at the 200-level or higher. This is more in line with the English Department’s requirements for their majors.

6. Changing language about special electives courses

Students in the Post-Bacc Master w. Certification Program (MAC) are required to take graduate level electives. Currently, the curriculum summary sheet suggests a range of specific C&I and ENGL courses as recommendations to fulfill this elective requirement. Many of those courses are no longer offered, sometimes because elective courses are offered as Special Topics courses for a short period of time. We propose to change the language under “Recommended Electives” to say: “Courses in C&I or English or other departments, depending upon student/advisor agreement.” This allows both students and advisors to be responsive to the current course offerings each semester.

7. Adding ENGL 226 to take the place of an elective or children’s literature course

As our NCTE/NCATE report emphasized that we need to increase students’ exposure to literature that represents a range of cultures, including those outside the Western literary cannon, we have added ENGL 226 or an appropriate alternative to both 5-year Benedum programs (BA-MA and Elementary Ed Endorsement).

For the 5-year Benedum BA-MA program, we have deleted a 400-level open English Elective in order to make room for ENGL 226. For the 5-Year Elementary Ed Endorsement, we have allowed students to choose between Adolescent Literature (ENGL 405) and Literature for Children (C&I 403), rather than requiring both.

8. Changing language about literary form study

Five-year Benedum Elementary Education students who seek an endorsement in English Ed were previously asked to take three specific courses that examined specific literary forms: ENGL 131: Poetry and Drama; ENGL 235: Novel; and ENGL 132: Short Story and Novel or ENGL 233: The Short Story. As these courses were not all regularly offered, we decided to increase the choices in the study of literary form, but at the same time be true to the mission of exposing students to deep study within a range of literary forms. Our curriculum summary sheet for this subprogram now asks students to choose three (3) courses from a total of seven (7) listed courses that study different literary forms.

Memorandum

To: Faculty Senate Executive Committee

From: E. James Harner, Chair-Elect
Senate Curriculum Committee

Date: 11/18/13

RE: Monthly Alterations Report

Action: Alterations (Minor Changes)

Sub Code	Course Number	Action	Old	New	Rationale	Effect Date
ADV	401	Change course title, prereqs, and description.	ADV 401. Retail Advertising. 3 Hr. PR: ADV 315 and ADV 403. Principles and practices of retail advertising. Planning and budgeting; copy preparation and layout; evaluation and selection of media; outdoor advertising; specialty advertising.	ADV 401. Creative 1. 3 Hr. PR: STCM 215, STCM 315. Principles and practices of advertising creativity. Focuses on creative ideation process and includes advertising graphics, copy preparation and layout, evaluation and selection of media.	This alteration is part of a larger curricular change that involves creating a Strategic Communications (STCM) major program that will combine the School of Journalism's old Advertising and Public Relations majors into one major called Strategic Communication. Changing this course's name will more accurately reflect the course content, which is geared toward the broader field of strategic communication instead of the narrower field of advertising.	201408

CCMD	712	Change credit hours and grading mode.	CCMD 712. Public Health. 4 Hr. Introduction to causal inference, study design, common statistical tests, interpretation of epidemiological studies (chance, bias, confounding), occupational health, health care systems, administrative aspects of health care, preventive medicine, social influences on health, and international health.	CCMD 712. Public Health. 3 Hr. Introduction to causal inference, study design, common statistical tests, interpretation of epidemiological studies (chance, bias, confounding), occupational health, health care systems, administrative aspects of health care, preventive medicine, social influences on health, and international health. Course will be taught on a Pass/Fail basis.	Reduction of credit aligns with the course credit hours assignment guidelines, approved by the WVU Faculty Senate on May 14, 2012.	201407
CCMD	721	Change credit hours and grading mode.	CCMD 721. Physical Diagnosis and Clinical Integration (PDCI-2-Fall). 6 Hr. This course will introduce clinical medicine topics, organized by organ system as well as emphasize history and physical exam skills. Students will begin to use clinical reasoning techniques, integrating basic science and clinical knowledge.	CCMD 721. Physical Diagnosis and Clinical Integration (PDCI-2-Fall). 4 Hr. This course will introduce clinical medicine topics, organized by organ system, as well as emphasize history and physical exam skills. Students will begin to use clinical reasoning techniques, integrating basic science and clinical knowledge. Course will be taught on a Pass/Fail basis.	Reduction of credit aligns with the course credit hours assignment guidelines, approved by the WVU Faculty Senate on May 14, 2012.	201407
CCMD	722	Change credit hours and grading mode.	CCMD 722. Physical Diagnos/Clinicl Intgrt 2. 4 Hr. Pr: CCMD 721. Continuation of CCMD 721. Students will build on skills and techniques learned in CCMD 721.	CCMD 722. Physical Diagnosis and Clinical Integration (PDCI-2-Spring). 5 Hr. This course will introduce clinical medicine topics, organized by organ system, as well as emphasize history and physical exam skills. Students will begin to use	Increase of credit aligns with the course credit hours assignment guidelines, approved by the WVU Faculty Senate on May 14, 2012.	201407

				clinical reasoning techniques, integrating basic science and clinical knowledge. Course will be taught on a Pass/Fail basis.		
CCMD	740	Change credit hours and grading mode.	CCMD 740. Behavioral Sci/Psychopathlgy 1. 5 Hr. This course will introduce students to the biological, psychological, social, and spiritual dimensions of health care will be explored in the context of health care decision making.	CCMD 740. Behavioral Science and Psychopathology. 4 Hr. This course will introduce students to the biological, psychological, social, and spiritual dimensions of health care. Normal and abnormal human development. Psychopathology, ethical, legal, and spiritual aspects of health care will be explored in the content of health care decision making. Course will be taught on a Pass/Fail basis.	Reduction of credit aligns with the course credit hours assignment guidelines, approved by the WVU Faculty Senate on May 14, 2012.	201407
CCMD	746	Change credit hours and grading mode.	CCMD 746. Physical Diagnosis and Clinical Integration. (PDCI -1 Spring) 6 Hr. This course will introduce the student to persons with health concerns. Students will begin development of skills of medical communication, data gathering, and physical examination techniques.	CCMD 746. Physical Diagnosis and Clinical Integration. 4 Hr. This course will introduce the student to persons with health concerns. Students will begin development of skills of medical communication, data gathering, and physical examination techniques. Course will be taught on a Pass/Fail basis.	Reduction of credit aligns with the course credit hours assignment guidelines, approved by the WVU Faculty Senate on May 14, 2012.	201407
CCMD	775	Change credit hours, grading mode, and modify description.	CCMD 775. Neurobiology. 6 Hr. Pr: CCMD 730 and NBAN 703 or consent. Introduction to structure and function of the human nervous	CCMD 775. Neurobiology. 7 Hr. Introduction to basic structure and function of the human nervous system with a focus on clinical application of basic	Increase of credit aligns with the course credit hours assignment guidelines, approved by the WVU	201407

			system with a focus on clinical application of basic science. Emphasis is on normal neurobiology (at cells/ systems levels) essential to understanding human manifestations of neural pathology.	information. The course emphasizes the normal neurobiology (at the cell and systems level) essential to understanding human behavior and to recognizing abnormality seen in clinical practice. Course will be taught on a Pass/Fail basis.	Faculty Senate on May 14, 2012.	
CCMD	776	Change credits hours and grading mode.	CCMD 776. Step-One Board Preparation. 2 Hr. The USMLE Step 1 is the first step in the licensure of becoming a physician and is a graduation requirement of the WVU School of Medicine. The comprehensive exam assesses students' overall knowledge of the basic sciences critical to the practice of medicine.	CCMD 776. Step-One Board Preparation. 3 Hr. The USMLE Step 1 is the first step in the licensure of becoming a physician and is a graduation requirement of the WVU School of Medicine. The comprehensive exam assesses students' overall knowledge of the basic sciences critical to the practice of medicine. Course will be taught on a Pass/Fail basis.	Increase of credit aligns with the course credit hours assignment guidelines, approved by the WVU Faculty Senate on May 14, 2012.	201407
CCMD	778	Change credits hours and grading mode.	CCMD 778. Basic Medical Science Exam. 1 Hr. The NBME Comprehensive Basic Science exam assesses second-year medical students' preparedness to sit for the USMLE Step 1. The USMLE Step 1 is the first step in the licensure of becoming a physician and is a graduation requirement of the WVU School of Medicine. The comprehensive exam assesses students' overall knowledge of the basic sciences critical	CCMD 778. Basic Medical Science Exam. 2 Hr. The NBME Comprehensive Basic Science exam assesses second-year medical students' preparedness to sit for the USMLE Step 1. The comprehensive exam assesses students' overall knowledge of the basic sciences critical to the practice of medicine. Course will be taught on a Pass/Fail basis.	Increase of credit aligns with the course credit hours assignment guidelines, approved by the WVU Faculty Senate on May 14, 2012.	201407

			to the practice of medicine. The exam is a standardized exam prepared by the National Board of Medical Examiners (NBME), which is also a partner in the preparation of the USMLE.			
CHE	455	Change Catalog Description.	CHE 455. Chemical Process Design 1. 4 Hr. Pr: CHE 312 and CHE 325. Analysis, synthesis, and design of chemical process systems. Engineering economics, safety, professional aspects of the practice of chemical engineering, includes a group chemical plant design project, as well as individual design projects.	CHE 455. Chemical Process Design 1-CAP. 4 Hr. Pr: CHE 312 and CHE 325. Analysis, synthesis, and design of chemical process systems. Engineering economics, safety, professional aspects of the practice of chemical engineering. Includes a group chemical plant design project, as well as individual design projects. (3 hr. lec., 4 hr. des. lab.)	ChE 455 and 456 are the capstone experiences for the chemical engineering degree. The ChE 455 course reinforces the skills developed in the sophomore and junior years through individual and group projects, formal classwork, and oral and written presentations. In addition, professional responsibility, ethics, chemical process safety, and global environmental issues are covered. Due to the open-ended nature of the group design project, students are encouraged to develop life-long learning skills by acquiring knowledge outside the formal class room training.	201405

MICB	801	Change credit hours and grading mode.	MICB 801. Immunity/Infection and Disease. 0 - 12 Hr. An integrated approach to the study of infectious disease in humans, with focus on innate and acquired immunity, mechanisms of pathogenesis of infectious microorganisms, transmission, and treatment.	MICB 801. Immunity, Infection and Disease. 9 Hr. An integrated approach to the study of infectious disease in humans, with focus on innate and acquired immunity, mechanism of pathogenesis of infectious microorganisms, transmission, and treatment. Course will be taught on a Pass/Fail basis.	Reduction of credit aligns with the course credit hours assignment guidelines, approved by the WVU Faculty Senate on May 14, 2012.	201407
NBAN	801	Change credit hours and grading mode.	NBAN 801. Human Structure. 1 - 17 Hr. Integrated approach combining human gross anatomy, microanatomy and embryology. Includes human cadaver dissection, microscopic anatomy of cells, tissues and organs with application to human health and disease.	NBAN 801. Human Structure. 19 Hr. Integrated approach combining human gross anatomy, microanatomy and embryology. Includes human cadaver dissection, microscopic anatomy of cells, tissues and organs with application to human health and disease. Course will be taught on a Pass/Fail basis.	Increase of credit aligns with the course credit hours assignment guidelines, approved by the WVU Faculty Senate on May 14, 2012.	201407
PATH	801	Change credit hours and grading mode.	PATH 801. Mechanisms of Human Disease. 12 Hr. Pr: Consent. (For medical and selected graduate students in the medical sciences.) Integrated study of disease using structure-function relationships. Includes participation in pathology departmental activities (postmortem exams and other diagnostic procedures), student presentations of	PATH 801. Mechanisms of Human Disease. 11 Hr. Integrated study of disease using structure-function relationships. This course includes the structural, biochemical, and functional changes in cells, tissues, and organs that underlie disease. Course will be taught on a Pass/Fail basis.	Reduction of credit aligns with the course credit hours assignment guidelines, approved by the WVU Faculty Senate on May 14, 2012.	201407

			clinical materials, case study discussions, and lectures.			
PCOL	801	Change credit hours and grading mode.	PCOL 801. Medical Pharmacology. 7 Hr. Pr: Consent and basic principles of drug action, mechanisms of therapeutic effects undesirable effects. (For medical students and selected graduate students in the medical sciences.) Emphasis on the classes of drugs currently used in medical practice.	PCOL 801. Medical Pharmacology. 9 Hr. Basic principles of drug action, mechanisms of therapeutic effects and undesirable effects. Emphasis on the classes of drugs currently used in medical practice. Course will be taught on a Pass/Fail basis.	Increase of credit aligns with the course credit hours assignment guidelines, approved by the WVU Faculty Senate on May 14, 2012.	201407
PSIO	801	Change course number and grading mode.	PSIO 770. Summer Medical Physiology. 7 Hr. An online course designed for medical students who need to remediate the physiology portion of WVU SOM: CCMD 730 Human Function (or equivalent), prior to entering their second year.	PSIO 801. Summer Medical Physiology. 7 Hr. An online course designed for medical students who need to remediate the physiology portion of WVU SOM: CCMD 730 Human Function (or equivalent), prior to entering their second year. Course will be taught on a Pass/Fail basis.	An online course designed for medical students who need to remediate the physiology portion of WVU SOM: CCMD 730 Human Function (or equivalent), prior to entering their second year.	201401

SPA	485	Change course title, PR, and description.	SPA 485. Clinical Study and Application 2. PR: SPA 484. 1 Hr. SPA seniors will meet in weekly seminars and with a faculty member to develop and orally present, with a visual aid, the clinically-oriented research paper developed in SPA 484.	SPA 485. Clinical Study and Application. 1 Hr. SPA seniors will meet in weekly seminars with a faculty member to develop and orally present a clinically oriented research poster.	The Speech Pathology and Audiology program no longer requires SPA 484, which had been the prerequisite course for SPA 485. The capstone is now integrated into SPA 485. Both the course title and description have been updated to reflect this change.	201401
Comm on Course	795	Change credit hours.	[Common Course]. Independent Study. 1-6 Hr.	[Common Course]. Independent Study. 1-9 Hr.	Alteration to number of variable credits available.	201401

Course Drops

ACE 100. The Total Athlete.

ACE 101. Wrestling Methods.

ACE 103. Coaching Special Olympics.

ACE 290. Physio Aspect Strength & Cond.

ACE 358. Tech of Coaching: Wmn Gymnstcs

ACE 456: Coaching Experience.

ACE 660. Sports Safety.

ACE 662. Sports and Drugs.

ACE 670. Coaching Special Olympics.

ILR 501. Accounting/Economics/Finance.

ILR 502. ILR Management/Marketing.

MATH 430. Math for Citizenship.

PET 636. Instructional Methods PE.

PET 638. Operant Principles-Physical Educ.

PSIO 770. Summer Medical Physiology

SM 650. Paciolan Computer Systems.

SPA 484. Clinical Study and Application 1.

Memorandum

Date: November 18, 2013

To: Faculty Senate Executive Committee

From: Lisa Weihman, Chair
General Education Curriculum Oversight Committee

Re: GEC Actions

The General Education Curriculum Oversight Committee met on November 4, 2013 and recommends the following courses for Faculty Senate approval:

Approved New GEC Course:

HONR 199, Orientation to Honors (Obj. 6F)

Approved New GEC Writing Courses:

ARE 360, Current Issues in Agriculture

ENGL 374, Postcolonial Literature

PSYC 425, Perception

ULIB 301, Gender and the Research Process

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 (3+ hr)
5. Artistic Expression (3+ hr)
6. The Individual in Society (4+ hr) [Note 6F = First Year Seminar (1+ hr required)]
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)

Deletions from GEC for Failure to Submit Review by Deadline

First Year Seminar Courses

The Senate passed a resolution on June 10, 2013 approving an amnesty and extending review time for FYS courses. The review forms were to have been submitted to the Faculty Senate Office no later than the end of September 2013.

Since review forms were not submitted for the following courses by the September 2013 deadline, the GECO Committee recommends they be removed from the GEC:

A&VS 105: Professional Orientation (Obj. 6F)

AGEE 102: Educational Colloquium in AGEE (Obj. 6F)

FOR 101: Careers – Natural Resources Management (Obj. 6F)

ORIN 110: Orientation to Excel (Obj. 6F)

Memorandum

Date: November 18, 2013

To: Faculty Senate Executive Committee

From: Lisa Weihman, Chair
General Education Curriculum Oversight Committee

Re: GEC Audits – For Information Only

The GEC Oversight Committee met on November 4, 2013 and passed the following courses for GEC Audit:

Writing Requirement Successful Audits:

FCLT 280, SciFi: East/West

Deletions from GEC by request of Department Chair:

MIST 450, Systems Analysis (Writing)

RELG 105, Intro: Issues-Religious Studies (Obj. 4 & 6)

RELG 210, Contemporary Theology 1 (Obj. 4 & 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 (3+ hr)
5. Artistic Expression (3+ hr)
6. The Individual in Society (3+ hr) [Note 6F = First Year Seminar (1+ hr required)]
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)