

MINUTES  
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE  
Monday, September 14, 2009

1. Professor Nigel Clark, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in Assembly Rooms A/B, NRCCE.

Members Present

Abate, M.	Chalupa, C.	Hazard, H.	Mucino, V.	Scott, H.R.
Ahern, T.	Clark, B.	Hermosilla, P.	Nath, C.	Sherlock, L.
Ameri, S.	Connors, J.	Hornsby, G.	Nestor, P.	Siegrist, J.
Anderson, J.	Cottrell, L.	Huffman, V.	Oberhauser, A.	Spleth, J.
Anderson, K.	Cottrell, S.	Hutson, Z.	Olson, K.	Stack, S.
Atkins, C.	Davari, A.	Insch, G.	Parks, E.	Steranka, P.
Banta, L.	Davis, S.	Iskander, W.	Paul, S.	Tallaksen, R.
Bastress, R.	DiBartolomeo L,	Jackowitz, A.	Peace, G.	Tower, L.
Behling, R.	Elmore, S.	Kale, U.	Perone, M.	Turton, R.
Bergner, G.	Famouri, P.	Kirby, B.	Perry, J.	Urbanski, J.
Bilgesu, I.	Fleming, S.	Kuhlman, J.	Petronis, J.	Walker, E.
Bonner, D.	Fredette, H.	Latimer, M.	Petty, T.	Watson, J.
Boyles, J.	Funk, A.	Mancinelli, C.	Plein, C.	Whiteman, C.
Brazaitis, M.	Graber, S.	McCombie, R.	Rafter, J.	Wilcox, G.
Bredehoft, T.	Hall, D.	McDiarmid, M.	Sand-Jecklin, K.	Wilson, M.
Brooks, C.	Hartman, K.	Meckstroth, R.	Schreurs, B.	Woloshuk, J.
Carpenter, R.	Hash, K.	Miltenberger M.	Schwartz, S.	

Members Absent

Blaydes, S.	Chetlin, R.	Higgins, C.	Hunter, S.	Walls, T.
Branch, D.	Comer, P.	Hileman, S.	Mandich, M.	
Brooks, C.	Hessl, A.	Hogan, T.	Serafini, M.	

Members Excused

Abraham, R.	Edwards, B.	Kleist, V.	Ruscello, D.	Wenger, S.
Bryner, R.	Harner, J.	Miller, M.	Ryan, K.	Zimmerman, P.
Campbell, L.	Jones, D.	Rockett, I.	Tuninetti, A.	

2. Chair Clark moved, and it was duly seconded to approve the minutes from the Monday, June 8, 2009 meeting. **Motion carried.**
3. President Clements thanked Professors Clark and Griffith for the work they do on the Board of Governors (BOG). He said last week they gave a presentation on behalf of the faculty at a retreat.

The President reported on the following issues:

- Kathy Martinez, Assistant Secretary for the Department of Labor, visited the Job Accommodations Network (JAN), which is a world-wide support system for employers and workers with disabilities. During her visit, she called the University a “gem” and she praised faculty and staff working in JAN and within the College of Human Resources and Education for their leadership.

- Last week, WVU was named a top “20” college town, which is a big deal, and Morgantown is a great place to live. WVU is doing a lot of great things, and its future looks very bright.
- The President’s transition has been smooth, and he talks with past interim president, C. Peter Magrath on a regular basis. They will write a paper together on “presidential transitions.”
- During the last few months, the President has made it a goal to “listen” and “learn,” and he has found out that people are dedicated and loyal to the University. He believes there is not a land-grant university within the country that means as much to its State as WVU. It is the big player within the state, and the economic engine that produces the brain power.
- The President said that we can make the University anything we want it to be, so he is open to suggestions. He said we should map out the next 10 years so when people think of WVU, what will they think, and what will they see.
- The new Chancellor for WVU-Health Sciences Center is Christopher Colenda. He is well liked and will fit well at the University.
- Eighty applications were received for the Provost position, and a search firm was not used. Three top-notch finalists were interviewed, and an announcement for the new Provost will be made this week.
- Interim Provost Jane Martin was thanked and applauded by the President and the faculty for doing a great job the past 18 months.
- A national search was held for the vice-president for legal affairs and general counsel, and 55 applications were received. The screening committee has narrowed the applicants down to 10 top-notch candidates. Interviews will be held within the next few weeks.
- The CIO for technology search was re-opened by the Provost Office and two candidates were brought back to the campus. The identified person will meet with the new provost in the near future.
- Registrar, Steve Robinson, was hired over the summer and began working June 30, 2009. He has been implementing new systems.
- Associate Provost for International Programs, Michael Lastinger, has been hired and feedback has been positive. He has worked at the University for 20 years in the Foreign Languages department.
- Enrollment has increased this year by approximately 5%; Morgantown -- 28, 600 students; Potomac State -- approximately 1800 undergraduates; and WV Institute of Technology -- approximately 1,200 undergraduate students; totaling approximately 32,000 students. It is important to note that our graduate student enrollment increased. We need a stronger graduate student population to be more in line with our peers.
- The President attended the opening for the “Honors Residence Hall,” which has approximately 350 students. The building is a 92,000 square foot facility and cost approximately \$21 hundred million dollars. There are approximately 1,500 students in the honors college. Professor Keith Garbutt is a resident faculty leader in the facility.
- The White Hall renovations were passed by the BOG last week, which is a \$30 million dollar project; renovations will give additional space to the physics department.
- The BOG approved renovations for the first 2 floors of the medical research building, which is a 114,000 square foot facility that will house research on neurodegenerative diseases. The top 2 floors house labs, specialized equipment and faculty spaces.

- The President visited the Blanchette Rockefeller Neurosciences Institute for the first time. Senator Rockefeller attended an event at the Institute for a media announcement.
  - The BOG passed a project bill to support more labs and more research space. An announcement was made about outreach, education and a registry data-base that is the third of its kind in the country.
  - A milestone achieved is Olgeby Hall, which was built in 1917 and recently became the first building to obtain leadership and energy and environmental design (LEED) certification from the US Green Building Council.
  - The level of research needs to be increased, so it may mean hiring new faculty members and/or putting more support structures in place.
  - Student success factors need to be improved, such as retention and graduation rates as well as increased diversity, multi-culturalism, and globalization.
  - Engagement within the state and increased national and international visibility.
  - In order to achieve the goals/themes, there are issues that need tackled, such as: faculty and staff retention, faculty and staff salaries, benefits and workload.
  - Faculty and student ratio are approximately 23 to 1 and could be higher. This ratio constrains research as well as other things, so the ratio needs to be decreased.
  - Resources in general are an issue, and administrative systems need improved.
  - A new electronic tool will be developed that will help with the 2020 vision. A short web-based set of questions will be sent to everyone on campus as well as friends and alumni off the campus. The President encouraged faculty to participate and to get students and faculty to participate so the University's future can be defined.
  - He said he will keep bragging about the University because we have great people doing great things. He mentioned several faculty and students who received awards for great accomplishments.
  - The budget is expected to get tight, so costs should be held steady.
  - The H1N1 virus is being tracked by a team of people.
  - The President is honored to be at WVU. He said it is a great University, a great State and a great community.
  - The President discussed where WVU will go from here. He said the transition has been smooth, and he is thankful for the people who have reached out to help him and his family.
4. Interim Provost Martin said it has been a good year and much has been handled and settled, and the University is wonderfully poised for the future. The leadership that we have and those that are coming is exciting, and she said it has been a wonderful experience for her.

Steve Robinson, the new Registrar, has started work. Late October is the projected date for the new CIO to start work. The candidate will meet with the new provost.

Three very fine applicants were interviewed for the new Associate Provost for International Programs. It was an internal search, and Michael Lastinger was selected; the two applicants that were not hired have volunteered to help in any way they can, so with everyone's help this initiative can move forward.

The Osher Life Long Learning Institute (OLLI) will reach its 500 membership mark, so it can continue to receive its annual grant. President Clements brought experience with an Osher foundation from Maryland. He pledged his support, and encouraged others to do as well.

Interim Provost Martin encouraged faculty, students and staff to stay home if they are sick because the best way to control the swine flu is isolation. She encouraged faculty to not penalize students if they miss class because of sickness, and to be as understanding as possible.

5. Dr. Jan Palmer, Director of Medical Health Services, HSC, discussed the H1N1 flu (swine flu). He asked faculty to encourage their students to not go to class if they are ill, and to not penalize them for doing so. He suggested ways to avoid getting the flu and described flu symptoms. A web site has been developed for flu information, and it can be found at [www.well.wvu.edu](http://www.well.wvu.edu). Information and posters are being distributed throughout the campuses encouraging precautions to be taken. Dr. Palmer said 30,000 people die every year from influenza. He recommended information about the flu be sent to parents as well.
6. Chair Clark thanked Dr. Palmer, and those in student health and administration for the efforts they have put forth in getting information out about the H1N1 virus. He said faculty should not request a medical excuse for H1N1 from students because in the past the medical excuse business was out of control and abused by students because they would show up at the HSC to receive a “yellow form” to take to faculty, and it did not verify any illness. He encouraged faculty to accommodate students who claim they have the H1N1 virus.

The Chair asked faculty to thank the following members for their time in serving on the provost search committee: Alan Ducatman, Donald Hall, Bojan Cukic, Leslie Tower, and Kyle Hartman; chaired by Rudolph Almasy and staffed by Jessika Thomas, Special Assistant to the Provost.

Jo Marrow, Staff Council Representative, was present. Chair Clark said since the staff is not engaged in the curricular and academic side, he encouraged the Faculty Welfare Committee, Chaired by Amy Hessel, to work with Jo Marrow on future staff issues.

Steve Kite is working on revising the constitution, and the Senate Executive Committee discussed it at its August 24<sup>th</sup> meeting. The Chair said the Executive Committee took a great deal of time discussing how it will deal with the two representatives on the BOG. Professor Kite will keep the Committee posted on recommendations about quorums and faculty assembly.

Presentations about University finances will continue this semester as well as a presentation from the new Chancellor of HSC, Chris Colenda. When the new provost is announced, he/she will visit the Faculty Senate as well.

Courses need to be closed out that have not been taught for a long time, so language has been prepared for this issue. The Chair said a period of time will be allotted so faculty can inform their deans if certain courses need to be maintained and delete the remaining ones. The Chair thanked the Senate Curriculum Committee for its help in this issue. He gave an overview of issues presented to the BOG and thanked Professors Kite, Kleist and Stolzenberg for their insights.

7. Ilkin Bilgesu, Chair, Curriculum Committee, moved for approval of Annex I, New Courses and Course Changes. Motion carried. Annex II, Alteration Report was presented for information.
8. Beverly Kirby, Chair, General Education Curriculum Oversight Committee, moved for approval of Annex III, GEC Actions. Motion carried.
9. Steve Kite, Chair, Ad hoc Senate Committee on Curriculum Committee's Procedures, (CCCP), moved to accept Annex IV, 2008-2009 Committee Report and 2009-2010 Committee Goals. Motion carried.

Professor Kite said the Committee was put in place to oversee implementation of an on-line submission process. He said the Committee would like to continue overseeing the process, and hopefully, by October 1<sup>st</sup> the Senate Curriculum Committee submissions will go live and by the end of the year, the General Education Oversight Committee's submissions will go live. It was moved and duly seconded to extend the life of the CCCP so it can conclude its duties. Motion carried.

10. Chair Clark said Annex V, 2009-2010 Faculty Senate Committees is listed for information, and it shows the Senate Committees that are presently active.
11. Bruce Sparks, Director, Technology Transfer Office, gave a power point presentation concerning "Intellectual Property and Technology Transfer Activities at West Virginia University." The presentation can be viewed at:  
[www.facultysenate.wvu.edu/09Files/TechnologyTransferAtWVU9-09.ppt](http://www.facultysenate.wvu.edu/09Files/TechnologyTransferAtWVU9-09.ppt)
12. The meeting adjourned at 4:45 p.m. to reconvene on Monday, October 12, 2009.

Mary Strife  
Faculty Secretary

To: Faculty Senate Executive Committee  
From: Alan Stolzenberg, Chair, Faculty Senate Curriculum Committee  
Date: August 24, 2009  
Re: New Courses and Course Changes

College of Business & Economics

Finance

New Courses:

FIN 320. Financial Reports and Analysis. 3-HR. PR: BCOR 340 or CONC. This course analyses financial accounting statements from the perspective of users for the purpose of making sound decisions in business and financial investment. (Effective Term: Fall, 2009) (CIP 520801).

Rationale: Financial statements are relevant to the decisions of many individuals including investors, creditors, consultants, managers, auditors, directors, analysts, regulators, and employees. This course equips students with the analytical skills necessary to succeed in business. The material bridges the gap from the generalist knowledge of accounting by all business majors to the needs of the finance specialist. The course enhances language and interpretation of accounting data as the foundation for each of the areas of financial specialization.

Eberly College of Arts & Sciences

Religion

New Courses:

RELG 301. Studies in Asian Scriptures. 3-HR. Explores the content and background of Hindu, Buddhist, and Confucian scriptures from the Vedic period through the modern era. Examines the historical, cultural, and religious settings of the texts as well as their theological concepts. (Effective Term: Fall, 2009) (CIP 380201).

**Rationale:** This course enhances the upper level course offerings in religious studies related to the new curriculum (which emphasizes the study of world traditions/texts). By focusing on Asian texts, the course adds to the scope of religious thought available in the Program for Religious Studies. In particular, this course complements the two upper-level scripture courses (Studies in Christian and Hebrew Scriptures) currently in use. RELG 301 will count towards both the religious studies major and minor.

Course Change:

From:

RELG 232. History and Practice of Islam. 3-Hr. The ancient religions of Mesopotamia, Egypt and Iran, and the origin and growth of Islam; historical and theological foundations; development of thought; scriptures; and contemporary expressions and encounters with the modern world. (Effective Term: Fall, 2009) (CIP 380201).

To:

RELG 232. History and Practice of Islam. 3-Hr. Examines the origins and development of Islam from its inception in ancient Arabia to the modern era. The central beliefs, practices, and denominations associated with Islam will also be explored.

**Rationale:** In the past, REGL 232 was entitled “Islam and Near Eastern Religions.” However, it makes more sense to change the course in order to allow for a more thorough study of Islam. As the second largest religion in the world, this growing tradition deserves its own course. Furthermore, this course will now complement two other current offerings, RELG 219 and RELG 222, which are solely devoted to Christianity and Judaism, respectively. In the future, a separate course will be created in order to accommodate students still wishing to learn more about Near Eastern religions. The new RELG 232 will count towards the religious studies major and minor.

Math

New Courses:

MATH 232. Number & Algebra for Teachers. 3-Hr. PR: MATH 126a or MATH 126b or MATH 126c with a “C” or better. (Open to pre-service elementary education majors only.) Use of properties of real numbers and algebra to illuminate conceptual understanding and enhance problem solving techniques. The use of technology and manipulatives is infused throughout the course. (Effective Term: Fall, 2009) (CIP 270101).

Rationale: The National Council of Teachers of Mathematics recommends that topics in number and algebra be included in the preparation of elementary and middle mathematics teachers. With the development of the five year program at WVU, the content of number, algebra, measurement and geometry found in the pre-existing three course sequence in mathematics was expected to be “covered” in the current MATH 131-Algebra and Geometry for Teachers course. The current MATH 131 course carries 3 credits but meets for 4 hours per week. Even so, it is not possible to “cover” the material recommended by the Conference Board of Mathematical Sciences for elementary and middle school pre-service teachers. In order to allow students to learn the recommended content of algebra and geometry, it is necessary to remove MATH 131 from the program of study and add a sequence of two courses such that each course meets for 3 hours per week. Those courses are MATH 232: Number and Algebra for Teachers and MATH 233: Measurement and Geometry for Teachers.

MATH 233. Measurement & Geom for Tchrs. 3-Hr. PR: MATH 126a or MATH 126b or MATH 126c and MATH 232 with a “C” or better. (Open to pre-service elementary education majors only). Use of properties of real numbers, algebra, measurement and geometry to illuminate

conceptual understanding and enhance problem solving techniques. The use of technology and manipulatives is infused throughout the course. (Effective Term: Spring, 2010) (CIP 270101).

Rationale: The National Council of Teachers of Mathematics recommends that topics in measurement and geometry be included in the preparation of elementary and middle mathematics teachers. With the development of the five year program at WVU, the content of number, algebra, measurement and geometry found in the pre-existing three course sequence was expected to be “covered” in the current MATH 131-Algebra and Geometry for Teachers course. The current MATH 131 course carries 3 credits but meets for 4 hours per week. Even so, it is not possible to “cover” the material recommended by the Conference Board of Mathematical Sciences for elementary and middle school pre-service teachers. In order to allow students to learn the recommended content of algebra and geometry, it is necessary to remove MATH 131 from the program of study and add a sequence of two courses that meet for 3 hours per week each. Those courses are MATH 232: Number and Algebra for Teachers and MATH 233: Measurement and Geom. For Teachers.

### College of Human Resources and Education

#### Curriculum and Instruction

##### New Course:

C&I 645. Global Climate Change. 3-Hr. A graduate level web-based course that presents the scientific evidence related to Global Climate Change and the implications for science, technology and society. (Effective Term: Spring, 2009) (CIP 130301).

Rationale: The US EPA ranks global climate change (GCC) among the “most serious ecological and health problems” of the 21<sup>st</sup> century. It is imperative that science educators be academically prepared to integrate concepts related to GCC into existing curriculum in a manner that is consistent with state and national science content standards. The National Science Education Standards (NSES) encourages K-12 science instruction to include “Science in Personal and Social Perspectives” and “Science and Technology Standards.” The purpose of this course is to provide pre-service and in-service science educators with an understanding of the characteristic interrelationships between science, technology, and society and how these interactions have impacted the global climate. Students will engage in learning experiences that will help them better understand: 1) the scientific evidence related to global climate change, 2) the implications for technology, and 3) how sectors of society use scientific evidence to support or refute claims that human activities are impacting the global climates.

#### Child Development and Family Studies

##### New Course:

CDFS 430. Best Practices in PreK Movement. 3-Hr. The course will prepare students to plan, develop and implement an appropriate structured movement program so young children can be physically active and to set the stage for lifelong physical activity.

Rationale: This course is designed to educate early childhood teachers/child care professionals about the developmental methods of helping young children to acquire sensory-motor-perceptual skills. The current brain research points out that all children need movement in order to learn. The connections to learning and age appropriate movement skills are documented in multiple research publications. Currently, Institutions of Higher Education do not provide specific courses for early childhood teachers on correct movement activities for young children. Therefore, practicing early childhood teachers resort to movement activities that are geared to older children with most not providing any type of movement curriculum. In addition, with the current obesity problem in West Virginia as well as other states, young children need to move and develop the proper skills that can be part of a life-long process. The early childhood years are the formative years for later physical activity to prevent obesity issues. This is the first online early childhood movement course that is specifically designed for teachers of young children.

### School of Medicine

#### New Courses:

CCMD 779. Clinical Performance Exam. 1-HR. The Clinical Performance Examination (CPX) assesses the clinical competency of fourth year medical students based on the first three years of the curriculum. Successful completion of the CPX is a graduation requirement the MD degree. (Effective Term: Summer I, 2009) (CIP 511401).

Rationale: The Clinical Performance Exam (CPX) is similar in design and therefore important for the preparation of the United States Medical Licensure Exam Clinical Skills exam (USMLE Step 2 CS). Successful passing of the USMLE is a requirement for licensure in the US and a graduation requirement for the MD degree as voted on by the School of Medicine faculty.

PCOL 549. Applied Pharmacology. 4-HR. PR: For Exercise Physiology and other graduate students or select undergraduate seniors with consent. Effect of drugs in humans with emphasis on application of drugs relevant to health professionals. (Effective Term: Spring, 2010) (CIP 261007).

Rationale: Pharmacology has previously been a prerequisite for various professional courses such as Exercise Physiology and Forensic Science. However, to date, no course has been tailored to meet the needs of these advanced students and interest in pharmacology has declined. In consultation with Exercise Pharmacology Masters of Science curriculum committee, this course was designed to meet the needs of Clinical Exercise Physiology graduate students. Small group activities have been added to an existing pharmacology course, PCOL 449 (previously PCOL 449 - drop and alteration applications accompany this application) which will focus on the application of pharmacological principles to the science of exercise physiology. This course will accommodate different professional courses as needed by maintaining a common lecture course and modifying the small group activities appropriately.

School of Physical Activity and Sport Sciences

Sport and Exercise Psychology

New Courses:

SEP 211. Prof Issues in Sport Psych II. 1-3HR. This 1-3 credit hours lower level undergraduate course provides 2<sup>nd</sup> semester students majoring in Sport and Exercise Psychology with a comprehensive overview of the field of sport and exercise psychology. (Effective Term: Fall, 2009) (CIP 310501).

Rationale: SEP 210 was initially developed to serve a number of important functions within the undergraduate sport and exercise psychology program. However, the fact that students have to be enrolled in SEP 210 four times has led to the course being perceived as redundant. The proposed changes will enable students to be exposed to new materials since each new course will feature different materials and new assignments. SEP 211 will primarily focus on the teaching of academic skills and orientation/introduction to the field of sport and exercise psychology.

SEP 212. Prof Issues in Sport Psych III. 1-3 HR. PR: SEP 210 and SEP 211. This 1-3 credit hours lower level undergraduate course provides 3<sup>rd</sup> semester students majoring in Sport and Exercise Psychology with an introduction to graduate school and the necessary skills needed to prepare them for graduate education. (Effective Term: Fall, 2009) (CIP 310501).

Rationale: SEP 210 was initially developed to serve a number of important functions within the undergraduate sport and exercise psychology program. However, the fact that students have to be enrolled in SEP 210 four times has led to the course being perceived as redundant. The proposed changes will enable students to be exposed to new materials since each new course will feature different materials and new assignments. SEP 212 will focus on preparing students for graduate school.

SEP 213. Prof Issues in Sport Psych IV. 1-3 HR. PR: SEP 210 and SEP 211. This 1-3 credit hours lower level undergraduate course provides 4<sup>th</sup> semester students majoring in Sport and Exercise Psychology with the necessary skills needed to succeed upon their graduation from the Sport and Exercise Psychology program. (Effective Term: Fall, 2009). (CIP 310501).

Rationale: SEP 210 was initially developed to serve a number of important functions within the undergraduate sport and exercise psychology program. However, the fact that students have to be enrolled in SEP 210 four times has led to the course being perceived as redundant. The proposed changes will enable students to be exposed to new materials since each new course will feature different materials and new assignments. SEP 213 will provide students with the necessary skills needed to succeed upon their graduation from the Sport and Exercise Psychology program and West Virginia University.

## Memorandum

To: Faculty Senate Executive Committee

From: H. Ilkin Bilgesu, Chair-Elect  
Senate Curriculum Committee

Date: August 24, 2009

RE: Monthly Alterations Report

**ALTERATIONS (Minor Changes).** The following alterations (minor changes) have received administrative approval:

<b>ASTR</b>	<b>700</b>	800801	<p><b>Action:</b> Change pre-requisite and catalog description.</p> <p><b>Old:</b> ASTRO 700. Radio Astronomy. 3 Hr. PR: PHYS 314, 333. Introduction to radio astronomy theory and techniques suitable for graduate students and upper-level undergraduates. Topics covered include radio-wave fundamentals, antenna theory, radiation mechanisms, extragalactic sources, pulsars and cosmology.</p> <p><b>New:</b> ASTRO 700. Radio Astronomy. 3 Hr. Introduction to radio astronomy theory and techniques suitable for graduate students. Topics covered include radio-wave fundamentals, antenna theory, radiation mechanisms, extragalactic sources, pulsars and cosmology.</p>	<p><b>Rationale:</b> This is a 700 level course for graduate students only and the undergraduate courses in prerequisites are removed from the prerequisites. Also removed is the reference for upper-level undergraduates from the catalog description.</p>	201001
<b>ASTR</b>	<b>701</b>	800801	<p><b>Action:</b> Change pre-requisite and catalog description.</p> <p><b>Old:</b> ASTRO 701. Computational Astrophysics. 3 Hr. PR: MATH 261. Introduction to C programming for graduate students and upper-level undergraduates. Topics covered include hypothesis testing, Monte Carlo simulations and Fourier techniques for analysis of astronomical data.</p> <p><b>New:</b> ASTRO 701. Computational Astrophysics. 3 Hr. Introduction to C programming to solve astrophysical problems. Topics covered include hypothesis testing, Monte Carlo simulations and Fourier techniques for analysis of astronomical data.</p>	<p><b>Rationale:</b> This is a 700 level course for graduate students only and the undergraduate courses in prerequisites are removed from the prerequisites. Also removed is the reference for upper-level undergraduates from the catalog description.</p>	201001
<b>ASTR</b>	<b>702</b>	800801	<p><b>Action:</b> Change pre-requisite.</p> <p><b>Old:</b> ASTRO 702. Stellar Structure and Evolution. 3 Hr. PR: PHYS 451, 461. Comprehensive discussion of birth, life cycle and end-products of stars. Topics covered include main-sequence evolution, giant stars, white dwarfs, supernovae neutron stars and black holes.</p> <p><b>New:</b> ASTRO 702. Stellar Structure and Evolution. 3 Hr. Comprehensive discussion of birth, life cycle and end-products of stars. Topics covered include main-sequence evolution, giant stars, white dwarfs, supernovae neutron stars and black holes.</p>	<p><b>Rationale:</b> This is a 700 level course for graduate students only and the undergraduate courses in prerequisites are removed from the catalog description.</p>	201001
<b>ASTR</b>	<b>703</b>	800801	<p><b>Action:</b> Change pre-requisite.</p> <p><b>Old:</b> ASTRO 703. Galactic Astronomy. 3 Hr. PR: PHYS 313, 331. Detailed study of Galactic structure. Topics covered include Galactic dynamics, rotation and spiral density waves, the interstellar medium and supernova remnants.</p> <p><b>New:</b> ASTRO 703. Galactic Astronomy. 3 Hr. Detailed study of Galactic structure. Topics covered include Galactic dynamics, rotation and spiral density waves, the interstellar medium and supernova remnants.</p>	<p><b>Rationale:</b> This is a 700 level course for graduate students only and the undergraduate courses in prerequisites are removed from the catalog description.</p>	201001

**Memorandum**

Date: August 24, 2009

To: Senate Executive Committee

From: Beverly Kirby, Chair-elect, General Education Curriculum Oversight Committee

Re: GEC Actions

The GEC Oversight Committee met on May 4<sup>th</sup> and recommended the following course for Faculty Senate approval:

**Approved New Writing Course Addition:**

GEOG 415W, Global Environmental Change

**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)

**Ad Hoc Senate Committee on Curriculum Committees' Procedures  
2008-2009 Report and 2009-2010 Goals  
19 May 2009**

Committee Members: Sara Bishop (OIT), Gwen Bergner, Nigel Clark, Keith Garbutt, Mary Strife, Cheryl Torsney (formerly ex-officio, *now at Hiram College*), Virginia Kleist, Alan Stolzenberg, Beverly Kirby, Valerie Lastinger, & Steve Kite, Chair

The Ad Hoc Senate Committee on Curriculum Committees' Procedures was formed in December 2006 with the following charge:

Examine the current practices used by these committees and evaluate if they are transparent, efficient and effective.

If changes are warranted, recommend mechanisms to best utilize the time of all faculty involved in various application processes dealing with these committees. Explore new ways to streamline the process.

Make recommendations regarding ways in which the application process would be more transparent and efficient to the University as a whole. Explore the use of technology to achieve this goal.

Assess staff resources required to achieve the committee's recommendations.

Most of the tasks of this Committee were accomplished in 2006-2007. The 2007 and 2008 reports to the Senate called for the Committee to continue to operate until a unified web-based submission and review process was in place.

The Committee did not meet as a whole in 2008-2009; however, several members and other interested parties were active in providing input into the web-based course submission process. Although substantial progress has occurred, it has been limited throughout the process by a shortage of IT professionals to implement this program in the face of other University IT demands. The first on-line submission version was made available to a small group for submissions in February 2008. Initial feedback showed shortcomings that have been addressed. A much-improved online version is scheduled for beta testing in late May 2009. Several pilot groups agreed to submit course applications through this new version prior to making the system available to the larger University faculty community.

**The Committee recognizes that fine tuning of the course submission and review process will be required over the fall semester of 2009. Therefore, the Committee recommends renewal of the Ad Hoc Senate Committee on Curriculum Committees' Procedures for 2009-2010.** The Committee will continue to serve as a liaison between OIT and the GECO and SCC committees.

### **Goals**

**The primary goal for the Ad Hoc Committee in 2009-2010 will be to insure that the web-based course submission and review process is fully implemented and functioning.**

The updated timeline for implementation of this goal is as follows:

End of May 2009 – on-line submission made available to selected pilot groups, including selected committee members with outstanding course submissions.

June-September 2009 – pilot group will make submissions and suggest improvements.

October 2009 - on-line submission made available as an OPTIONAL submission process for 2009-2010.

**The secondary goal of the Ad Hoc Committee in 2009-2010 will be to assess the SCC and GECO Committee submission processes to determine if the on-line submission process and procedural changes made in 2006-2007 have, in fact, lead to greater transparency, efficiency and effectiveness.**

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2009-2010 Committees

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