

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
Monday, December 13, 2010

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

Members Present:

Abate, M.	Cottrell, L.	Hileman, S.	Oberhauser, A.	Spleth, J.
Ahern, T.	Cottrell, S.	Huber, J.	Olson, K.	Stack, S.
Ameri, S.	Cronin, A.	Huffman, V.	Orlikoff, J.	Stout, P.
Anderson, J.	Curtis, R.	Insch, G.	Paul, S.	Stuchell, R.
Anderson, K.	Davari, A.	Kershner, R.	Peace, G.	Sundaram, M.
Atkins, C.	Davis, S.	Kirby, B.	Perone, M.	Tallaksen, R.
Banta, L.	DiBartolomeo, L.	Kuhlman, J.	Petronis, J.	Tuninetti, A.
Bastress, R.	Elmore, S.	Latimer, M.	Petty, T.	Urbanski, J.
Bergner, G.	Etzel, E.	Lofaso, A.	Prudhomme, J.	Veselicky, K.
Bilgesu, I.	Famouri, P.	Mays, M.	Rafter, J.	Vona-Davis, L.
Blake, L.	Funk, A.	Meckstroth, R.	Riemenschneider, S.	Wilcox, G.
Brazaitis, M.	Graber, S.	Miltenberger, M.	Rockett, I.	Wilson, M.
Bredehoft, T.	Hall, D.	Mucino, V.	Ryan, K.	Zimmerman, P.
Bryner, R.	Harner, J.	Munasinghe, R.	Sand-Jecklin, K.	
Carpenter, R.	Hartman, K.	Nestor, P.	Schreurs, B.	
Clark, N.	Hash, K.	Nichols, A.	Shelton, E.	
Cohen, S.	Hashmi, M.	Nutter, R.	Sherwin, M.	

Members Absent:

Anfinson, J.		Hogan, T.	Mancinelli, C.	Tower, L.
Blaydes, S.	Hazard, H.	Hunter, S.	Moritz, J.	
Branch, D.	Higgins, C.	Jones, D.	Sherlock, L.	

Members Excused:

Abraham, R.	Chalupa, C.	Fleming, S.	Morris, B.	Schwartz, S.
Bonner, D.	Clark, B.	Hornsby, G.	Perry, J.	Scott, H. R.
Bowen, E.	Connors, J.	Hutson, Z.	Putman, H.	Turton, R.
Boyles, J.	Fint-Clark, B.	Kale, U.	Reymond, R.	Walker, E.
				Wenger, S.

Faculty Senate Officers:

Cottrell, L.	Lee, P.	Stolzenberg, A.
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2. Chair Stolzenberg moved and it was duly seconded to approve the minutes from the Monday, November 8, 2010 meeting. Motion carried.
3. President Clements said the holiday party scheduled for this evening is cancelled because of poor weather conditions, but it will be rescheduled in the spring. The President thanked Chair Stolzenberg for his leadership and the faculty for what they do for West Virginia University. He said it has been a great semester.

The President reported on the following issues:

- Convocation was held yesterday, and it was great to shake the hands of all the students. Dr. Ruth Kershner was the speaker, and she made some great remarks.

- Research takes on many forms and we need to value all of them because it is not just the externally funded research that is important. After the first 5 months, we are at \$98 million dollars compared to \$84 million dollars this time last year; therefore, we are \$14 million dollars ahead.
- A \$5.5 million dollar grant was received from NIH, which was led by Dr. George Spirou, Director of Center for Neuroscience, to develop 5 core research facilities. The focus is on collaborative, multi-discipline projects so it fits nicely with the Strategic Plan. This is the third grant for the Center for the Neurosciences.
- A multi-state, multi-university research project to save chestnut trees from extinction because of disease received the outstanding multi-state project of the year award from the Association of Public and Land Grant Universities (APLU). The research project was created at WVU 30 years ago, and it was led by Dr. William MacDonald in the Davis College of Agriculture, Natural Resources and Design.
- Dr. Jim Nolan was named West Virginia University's Professor of the Year by the Carnegie Foundation and by the Council for the Advancement and Support in Education (CASE). Since the program began in 1981, he is the 18th WVU professor to receive this distinction. It is a reflection of all of us and the values we share.
- Dr. Arun Ross, College of Engineering and Mineral Resources, received a renewal on a career award from the National Science Foundation.
- Dr. Robert Gustafson, HSC, received an achievement award at WVU children's hospital; he was one of 3 professionals in the world to receive this award. The award is given for a strong commitment to children's health and the work done in his respected field.
- Dawn Yost, WVU registered nurse and manager of nursing operations health care, received the first Barco's Nightingales Foundation Nursing Award for nursing excellence.
- Students and faculty from the School of Journalism received two gold MarCom awards. This award is based on international competition which is one of the largest in the world for marketing and communication professionals.
- Kerrie Phillips, WVU Aerospace Engineering PhD candidate, received the Amelia Earhart Fellowship which works to advance the status of women world-wide. She was one of 35 in the world honored.
- Stephanie Archer-Hartman, Chemistry graduate student, became the second WVU student to earn the prestigious national fellowship from the United States Pharmacopeia. The Fellows program awarded \$25,000 to just four students in the entire country.
- Katherine Bomkamp, WVU Political Science freshman, is the first student from WVU to be inducted into the National Museum of Education's National Gallery for America's Young Inventors.
- Thanks to Provost Wheatly and Chancellor Colenda for being great leaders and for doing a great job on the Strategic Planning effort.
- The Strategic Planning Council is a very dedicated group; they have met several times and have generated many great ideas. Thanks to the Chair of the Council, Nigel Clark, who has gone to several places to get input, advice, and to listen. Feedback is very positive.
- There are challenges ahead and as an institution, we are under-resourced so we have a lot of work to do to increase state resources, which will be a challenge. The website for ideas

has been launched for faculty, staff and students on ways to generate more revenue or money, to save money and to do things more efficiently.

- A facilities master plan is being implemented. In order to get to where we need to be in the future, we need the right kind of facilities and infrastructure.
- A fund-raising campaign will be launched. The WVU Foundation is doing a feasibility study, and in a couple of months it will be delivered to the Foundation Board.
- The President thanked senators for what they do for the University in terms of research, teaching, and service. He feels honored to be here and to work with everyone. He wished everyone happy holidays.

4. Provost Wheatly reported on the following issues:

- Two dean searches are underway for the College of Creative Arts and the Davis College of Agriculture, Natural Resources and Design.
- A five-year administrative dean review will be completed soon for Maryanne Reed, School of Journalism and a ten-year administrative dean review for Gene Cilento, College of Engineering and Mineral Resources will begin soon.
- The Provost has spent a lot of time in the community listening and focusing on the Strategic Planning where campus forums have been operating. Dr. Nigel Clark has been steering the Strategic Planning Council and has become the face and voice of the process. Dr. Fred Butcher has assisted Chancellor Colenda with the parallel process that has been running through the Health Sciences Center.
- The Provost has visited Potomac State, Tech, and Extension Services as well as various places in the University.
- The Morgantown Community will have an opportunity to speak about the Strategic Plan at 5:30 p.m. this evening at the Erickson Alumni Center. The Provost said if faculty missed the open forums, she suggested he/she come to the Erickson.
- Discussion continues with the deans about the next 30 faculty lines. A dean retreat was held a couple of weeks ago. Discussion will continue this Wednesday about a transparent and open process. The Provost and Chancellor Colenda will receive proposals from the various colleges to drive the research agenda as the strategic planning continues.
- The Provost will continue to stay one step ahead of the Strategic Plan which will involve administrative restructuring not only in terms of driving the plan but also for diversity and globalization.
- Associate Provost Dooley has been leading initiatives and working with the Retention to Graduation Council to set students up for early success. Seven teams have been assembled to look at the first year experience and help failing students. The DFW pilot is underway in the College of Arts and Sciences to see if there has been success in the early initiatives. The program will be offered in the spring, and if there is success that students are being helped, then all classes will be included in the fall, 2011.
- Associate Provost Cumming, Graduate Education and Life, has been working to assemble and set up a data base so the lapsed years can be included for the NRC survey of doctoral programming. Deans will be discussing ways to develop a graduate exit survey so qualitative data can be retained.
- Associate Provost C.B. Wilson has been making excellent progress on the discussions for the Parental Leave Task Force and the Smoking Task Force.

- The Provost has been making her way through the units of the general University this year, and she will continue in January, 2011. She will be celebrating her first anniversary at the University as Provost. She will continue to meet with faculty members after the new year so they can express their concerns and/or joys about the University. After she has completed her meetings, she will talk with the press.
 - The Provost wished everyone a happy holiday season, and she thanked faculty for their support during her honeymoon period. She is excited about the start of year and the great work that will be done together as the Strategic Plan is implemented.
5. Chair Stolzenberg said at the last Senate meeting that a resolution was passed to investigate the decision making process that took place in the athletic department concerning the change in parking. The Chair said he held a discussion with the person responsible for the decision, and it was a situation with someone who is new and unfamiliar with all the implications of various things, so he made a decision. The Chair said there was delayed communication because they were trying to see if there were other places for free parking. The person is now in tune with parking at the Coliseum and the various interests groups that make decisions and consultations. The Chair said he does not think it is a major concern for the Faculty Senate as a whole. Although, it could be a broader discussion between various groups about the implications and decisions.

The amended Constitution that was approved is now in effect, and the Senate website will be updated to include the new Constitution. The old one will be removed and links will be updated.

The current meeting room for the Faculty Senate, NRCCE Assembly Rooms A&B, will be unavailable for the February 14, 2011 meeting because it is being renovated. Therefore, the Faculty Senate will meet in the Erickson Alumni Center. An announcement concerning this room change will be sent in the future.

6. Curt Peterson, VP Research & Economic Development, gave a slide presentation about research, research enterprise, how the faculty fit into it, and how it will relate to the Strategic Plan.
7. Professor Petty, Chair, Faculty Senate Curriculum Committee moved for approval of Annex I, New Courses and Course Changes. MGMT 470 and 471 were pulled from the report pending further discussions with the Senate Executive Committee. Motion carried.

Annex II, The Alteration Report, was submitted for information.

8. Professor DiBartolomeo, Chair, General Education Committee, moved for approval of Annex III, GEC Actions. Motion carried.
Annex IV, GEC Audits, were submitted for information.

9. Professor Roy Nutter, Advisory Council of Faculty representative, reported on the following issues:

- The ACF met with the HEPC in Wheeling on December 3, 2010 at West Liberty University to present annual reports.
- Bruce Flack, Academic Vice-Chancellor, will be retiring at the end of the month, so the ACF honored him for his many years of service and his friendship to faculty.
- Professor Nutter gave a report from Chair Hendrickson and Chancellor Noland that included holding the line in student tuition and instituting a new textbook policy that benefits students, increasing access, and creating the new Research Park. The report indicated that funding and grants were at an all-time high.
- Challenges for next year include: less than half of WV students graduate in four years, Legislative challenges are on the horizon in terms of funding, and student retention remains a crucial issue in the state.
- LOCEA (Legislative Oversight Committee on Education Accountability) are meeting today at 5:00 p.m.in Charleston. Their agenda includes the following items:

Discussion of the 5th annual WVU Tech status report
Policy 133-20 – Authorization of Degree Granting Institutions
Chancellor's report
Institutional progress toward funding the Classified Staff Salary Schedule
Financial Aid Comprehensive Report

10. The meeting adjourned at 4:22 p.m. to reconvene January 10, 2011.

Mary Strife
Faculty Secretary

To: Faculty Senate Executive Committee
From: Todd Petty, Chair, Faculty Senate Curriculum Committee
Date: November 15, 2010
Re: New Courses and Course Changes

New Courses:

College of Business & Economics

Management

MANG 376. Hospitality & Tourism Leadership. 3 Hr. This course provides an understanding of lodging, food service, and tourism industries by examining the development of each industry. Focus is on management and leadership. (Effective Term: Fall 2011) (CIP 520201)

Rationale: The College of Business and Economics is revising the curriculum in the Hospitality Area of Emphasis in the Management major of the BSBA program due to student demand. This course is an introductory course that provides students with an overview of the field. It also introduces them to management and leadership practices in the areas of lodging, food service, and tourism.

MANG 472. Hotel Operations Management. 3 Hr. PR: MANG 376. This course focuses on operational and maintenance procedures for hotel management. Case studies introduce students to the day-to-day operations of each department in a hotel. (Effective Term: Fall 2011) (CIP 520201)

Rationale: The College of Business and Economics is revising the curriculum in the Hospitality Area of Emphasis in the Management major of the BSBA program due to student demand. This course is the hotel operations management overview course in the Hospitality Area of Emphasis.

College of Creative Arts

Art

ART 331. Jackson Hole Photo Workshop. 3 Hr. Ten-day intensive photography field course that explores the diverse and remote region of northwestern Wyoming. Course includes daily excursions, darkroom and digital work sessions, gallery visits, and evening presentations. (Effective Term: Summer 2011) (CIP 500101)

Rationale: The Jackson Hole Photography Workshop fulfills an Art elective for students majoring in Art. It also enables students to explore the medium of photography outside the walls of the classroom, while immersing themselves in a new culture and environment. The course covers beginning to

advanced photographic techniques, including: camera control (both digital and film), Adobe Photoshop techniques, black and white film processing and printing, custom inkjet printing, and more. Primary instruction is done with digital and 35mm film cameras, and color inkjet or black and white darkroom processes. However, students also have the potential to explore work in medium and large format cameras, and alternative processes. The workshops also address the history and methodology of the medium and issues concerning the environment, including local wildlife identification and ecological information.

ART 435. Senior Projects in Photography. 6 Hr. PR: ART 332, ART 333, and ART 335. Advanced study directed toward completion of senior level projects, developed to meet individualized creative goals. The course culminates with participation in a senior student exhibition. (Effective Term: Spring 2011) (CIP 500101)

Rationale: Students in the Intermedia area in the Division of Art Design choose between an emphasis in either Intermedia or Photography. Both instructors in the Intermedia area support a Senior Projects course listed for their separate areas so that the student can study with the appropriate instructor in their area of focus. Both “Senior Projects in Photography” and “Senior Projects in Intermedia” need to be offered each and every semester.

Art History

ARHS 406. Graphic Design History. 3 Hr. PR: ARHS 120 and ARHS 160. 3 Hr. This course presents graphic design as visual communication from prehistory to present, traced primarily through the poster. It also includes typography, styles, material culture, attending international political and art movements. (Effective Term: Spring 2011) (CIP 500101)

Rationale: This course is required for graphic design concentration students within the art and design major. It provides grounding in design principles as demonstrated by practicing professionals in historic and contemporary examples. The course would also provide an alternate offering for art history and art students in a parallel visual history based in applied art.

College of Engineering & Mineral Resources

Mechanical and Aerospace Engineering

MAE 419. Heat Transfer Lab. 1 Hr. PR: MAE 320. This course will introduce students to various heat transfer processes such as conduction, convection, and heat exchangers. Using computer compatible equipment specially designed for educational purposes. (Effective Term: Spring 2011) (CIP 141901)

Rationale: This course is intended to fulfill the laboratory requirements of the course: MAE 423: Heat Transfer; which now is the lecture component of the (earlier) Tech's 4-credit hour course that included lecture and lab components.

College of Law

LAW 652. Jessup International Moot Court. 2 Hr. PR: LAW 768. A required course for students selected for the Jessup International Moot Court Competition Team that provides oral advocacy instruction and training for the current year's Jessup competition. (Effective Term: Spring 2011) (CIP 220101)

Rationale: The majority of law schools in the U.S. offer a variety of specialized law courses for students who desire a specialized law career. This course is an upper-level, small-group experience that offers students the opportunity to develop expertise in international law and policy. With the students' required participation in the Jessup International Moot Court competition, the course requires them to develop advanced research and writing skills, as well as oral advocacy techniques, in support of the appellate briefs prepared by the students for this competition.

LAW 653. Law & Public Service. 1-2 Hr. CONC: LAW 654. A practical course in which selected students will serve as externs to public service and government agencies. Classroom instruction and reflective writing requirements are included. (Effective Term: Spring 2011) (CIP 220101)

Rationale: The purpose of this program is to provide law students with valuable experiential learning opportunities and to bridge the gap between the classroom and professional practice. Combining classroom teaching and practical training has been shown to accelerate the learning process and the professional development of students as they prepare for a law career. In addition, the writing and presentation requirements serve to enhance basic lawyering skills.

LAW 654. Public Service Externship. 2-6 Hr. CONC: LAW 653. The fieldwork component of LAW 653. (Effective Term: Spring 2011) (CIP 220101)

Rationale: LAW 654 is the fieldwork component of LAW 653 and will be graded with 2-6 variable credits as S/U. The purpose of this program is to provide law students with valuable experiential learning opportunities and to bridge the gap between the classroom and professional practice. Combining classroom teaching and practical training has been shown to accelerate the learning process and the professional development of students as they prepare for a law career. In addition, the writing and presentation requirements serve to enhance basic lawyering skills.

LAW 689R. Sem: Adv Contracts & Comm Law. 2 Hr. The examination of various topics relating to commercial, business, or construction (contracting, architecture, engineering) law. A substantial research paper is required. (Effective Term: Spring 2011) (CIP 220101)

Rationale: The majority of law schools offer a wide variety of business related courses for the law student who desires a concentrated career in business law. Commercial and business law continue to be the core of many law practices. This research seminar gives students the opportunity to do in-depth research on important legal issues in these areas and develop analytical and practical application skills essential to a law career.

LAW 689-S. Sem: Law & Socioeconomics. 2 Hr. Advanced topics in the interrelationship between law and economic/social processes. (Effective Term: Spring 2011) (CIP 220101)

Rationale: The interdisciplinary study of law has become an increasingly more common course of study. It permits students to critique and evaluate the law using the tools provided by the humanities and social sciences. This course focuses primarily on evaluating the law from a sociological and economic perspective. Central to that evaluation is a rethinking of law's rationality.

LAW 689-T. Sem: Comprt/Intrntnl Wrkplc Law. 2 Hr. Comparative analysis of workplace laws across global jurisdictions. (Effective Term: Spring 2011) (CIP 220101)

Rationale: Courses that focus on international law are commonly taught as a part of standard law school curriculum. Comparative and International Workplace Law seminar focuses on examining and comparing how the law in different jurisdictions solves workplace problems. This is valuable in the U.S. law school curriculum because it allows the students to question the biases inherent in their own legal system by evaluating and contrasting values across jurisdictions. This course of study is particularly relevant in an increasingly globalized world.

LAW 689-U. Sem: Animal Law. 2 Hr. An interdisciplinary study of the dynamics of the relationships between humans and animals in American, comparative, and international law. This is a writing-intensive seminar with an oral presentation and a substantial research paper. (Effective Term: Fall 2011) (CIP 220101)

Rationale: Animal Law is offered in at least 121 American law schools. The inclusion of this course in the WVU College of Law curriculum was petitioned by students. This course encompasses practically any area of law where an animal as an individual being is the focus of the law. The course examines the gamut of legal theoretical and doctrinal issues, ranging from whether an animal is entitled to the rights of personhood, to the ethics of human exploitation of animals. All perspectives (e.g. animal rights, agricultural business, and hunter/outdoor sports viewpoints) will be welcomed and represented during the seminar.

LAW 780-A. Federal Judicial Externship. 6-11 Hr. CONC: LAW 780 The field work component of LAW 780. (Effective Term: Fall 2011) (CIP 220101)

Rationale: The purpose of this program is to provide our students with valuable experiential learning and to provide assistance to federal judiciary. LAW 780 and LAW 780-A are being submitted simultaneously and should be reviewed for approval together as companion courses: Law 780-A is needed as the field work component for LAW 780 in order to facilitate 2 methods of grading. This component (780-A) will be graded as 6-11 variable S/U credits, while the other component (LAW 780) will be 2-8 graded credits, and students must register for both in the same semester.

Please refer to the detailed rationale contained in the “Change” application for LAW 780 as submitted simultaneously with this Course Add Application Form.

Course Change:

From:

LAW 780. Federal Judicial Externship. 13 Hr. Selected students will serve as regular, full-time clerks to federal district judges in West Virginia. Placement is for one semester. Varied experience is intended to be similar to that of graduate clerk.

To:

LAW 780. Federal Judicial Externship. 2-8 Hr. PR: CONC 780-A. A two-component, practical course in which selected students will serve as regular, full-time clerks to federal district court and appellate judges for one semester. Classroom instruction and writing requirements are included. (Effective Term: Fall 2011) (CIP 220101)

Rationale: The purpose of this program is to provide our students with valuable experiential learning and to provide assistance to the federal judiciary.

Two-fold Rationale: 1) Two components: This course currently consists of two components for a total of 13 credits: field work (7 credits – S/U) and classroom (6 credits – graded). It has become necessary to separate the field work from the classroom work to rectify registration and transcript issues and to ensure grading and GPA accuracy for both components separately. Currently, the STAR System treats the course as one 13-credit graded course and consequently includes 13 credits of earned grade, rather than a combination of 6 credits (graded) and 7 credits (S/U) in the student’s GPA. As a result, the STAR System will miscalculate the GPA until the course is separated into two components. 2) Variable Credits: The requirements for this course are basically unchanged, but the catalog description has been modified to be more explicit for students. Variable credits will permit flexibility in case the faculty

person should decide to adjust the balance between graded and pass/fail credits in the future when a work load change is desired or deemed necessary.

A separate Add Application for the field work component is being submitted simultaneously as LAW 780-A.

Davis College of Agriculture, Natural Resources & Design

Design & Merchandising

DSM 620 Creativity, Innovation & Design. 3 Hr. Introduces students to the main concepts of creativity and innovation as related to design through experiential learning and theory evaluation. (Effective Term: Spring 2011) (CIP 500401)

Rationale: This is an introductory course for the Masters of Design program that provides the students with a strong foundation of knowledge about the relationship between creativity, innovation, and design. Design is necessarily a result of successfully using creative processes, and it is imperative for students to have full and clear understanding of both theories and practical applications of current creativity and innovation strategies. This course will be structured to provide students with both the theoretical and applied approaches necessary to successfully use creativity in the 21st century culture. This is an important course for students to complete early in their program (scheduled Spring Semester of the first year) because it gives the students tools necessary to effectively evaluate research in creativity and design helping them to successfully complete their own design research.

Eberly College of Arts & Sciences

Chemistry

CHEM 440. Quantum Chemistry. 3 Hr. PR: CHEM 348. Introduction to the principles of quantum mechanics and its application to atoms, molecules, solids, spectroscopy, and computational chemistry. (Effective Term: Fall 2011) (CIP 400501)

Rationale: Quantum mechanics is the fundamental theory of matter and describes all of chemistry and spectroscopy. Although students receive some instruction on the principles of quantum mechanics in CHEM 348, there is no undergraduate chemistry course that focuses entirely on the theory and applications of quantum mechanics and its importance to chemistry. Detailed knowledge of quantum chemistry is vital to emerging technologies in nanoscience, energy, modern spectroscopy, and structural biology. The course is intended for undergraduate students who plan to pursue advanced study in chemistry, biochemistry and other physical sciences for students who wish to have a more fundamental understanding of chemistry. The course will give students the tools, skills, and confidence to use quantum mechanics to solve fundamental chemical problems and better prepare them for graduate work.

History

HIST 353. 1920s America. 3 Hr. Analyzes the social, economic, political, and technical changes that transformed life and culture in the United States during the 1920s (Effective Term: Spring 2011) (CIP 54010)

Rationale: This course expands the opportunity for the study of the United States' first modern era, a period only covered briefly in History 261, America Since 1918. Students currently study the impact that World War I had on the European front lines and home front in History 316. History 355 will provide students with an opportunity to explore the implications that this war had upon the United States in the ensuing decade depth.

Statistics

STAT 201. Applied Statistical Modeling. 3 Hr. PR: MATH 121 or higher. Introduction to modeling in the social, behavioral, and health sciences. Descriptive statistics, probability, discrete/continuous distributions, random variables, sampling distributions, t-tests, regression, correlation, categorical models, repeated measures, one- and two-way ANOVA, covariance models. (Effective Term: Fall 2011) (CIP 270501)

Rationale: This is an introductory statistics course focused on the data analysis and models used in the social behavioral, and health sciences. Emphasis is given to the underlying principles and interpretations of the models rather than on algebraic manipulations. Modeling will be done by using statistical software likely to be used by students in subsequent quantitative courses within their discipline. Problem solving will be based primarily on examples from the social, behavioral, and health sciences. A modeling approach provides students a solid basis for understanding the literature in their discipline and forms the foundation for understanding research in their field. A broad range of models will be covered an issues facing data analysts, e.g. confounding and interactions, will be addressed. This course will better fit the needs of students in the social, behavioral, and health sciences than a traditional algebra-based introductory statistics course.

School of Journalism**Integrated Marketing Communications**

IMC 629. Mobile Marketing. 3 Hr. PR: IMC 610. This course will examine new business developments in mobility, explore fundamental forces that shape the wireless industry, discuss keys to establishing a competitive advantage and examine trends that may tell us where the industry is heading. (Effective Term: Spring 2011) (CIP 909401)

Rationale: Mobile marketing revenues make up a significant portion of the marketing industry and are expected to increase to over \$24 billion worldwide by 2013. Our students, some of whom are already involved in mobile marketing and many more of whom are interested, need to have the knowledge and

skills to compete in this area. While mobile marketing is touched on in a few IMC courses (namely IMC 619) we would like to expand the section into a full course and officially add it to the IMC curriculum in Spring 2011. In Spring, 2009, we tested a three-week section of the Mobile Marketing master's course within our IMC 621 Special Topics course.

IMC 634. Digital Storytelling. 3Hr. PR: IMC 610. This course is comprised of workshops in the crafts most effective conventions and an introduction to constructing affective visual narratives. Exercises guide students in mastering the essentials, culminating in conceptualizing and composing an authentic campaign. (Effective Term: Spring 2011) (CIP 909401)

Rationale: The master's course complements our current curriculum because it approaches marketing from a completely different perspective, using theories and models from storytelling and filmmaking to teach students how to create a promotional narrative. We will be running an experimental version of the course through the IMC program in Fall 2010 under the course code IMC 693G and would like to make it a permanent part of the IMC curriculum.

IMC 635. Visual Information Design. 3 Hr. PR: IMC 610. As information complexity and frequency have grown so has the need for visual literacy. In this course, students explore the various sender-receiver processes that enhance readers' and viewers' ability to create meaningful, effective visual presentations. (Effective Term: Spring 2011) (CIP 090401)

Rationale: Visual Information Design is a completely new type of course for our master's curriculum in that it explores the theory behind the design of information and, thus, serves as an excellent complement to our creative strategy courses (IMC 615 & IMC 6250 in particular. We will be running an experimental version of the course through the IMC program in Spring 2011 under the course code IMC 693H and would like to add it permanently to the IMC curriculum.

IMC 640. Introduction to DMC. 3 Hr. Provides an overview of digital media and the latest methods for collecting, creating and disseminating persuasive messages. Focuses on the evolution of digital media and the ways they are used in entertainment, information-gathering and community-building. (Effective Term: Spring 2011) (CIP 090401)

Rationale: In 2011, for the first time, U.S. marketing expenditures for digital and online media will surpass the marketing budget allocated to print media by roughly eight billion dollars. The budgetary trends across industries away from traditional media and toward digital indicate that our students must be skilled in this area. While we're working to ensure that all IMC courses explore digital media, none feature this topic as the sole focus; IMC 640 will accomplish this task. In Fall 2009 and Fall 2010, we did test runs of this course under the experimental code JRL 593E. We would now like to officially add this master's course to the IMC curriculum.

IMC 641. Social Media & Marketing. 3 Hr. Explores the latest strategies for monitoring and engaging consumers in social media from a marketing perspective. Students will learn how to connect with target audiences through popular social networking platforms like Twitter, Facebook and YouTube. (Effective Term: Spring 2011) (CIP 090401)

Rationale: Social networking is the top growth area in online marketing, which is beginning to surpass traditional marketing in terms of dollars spent. While we offer a social networking primer in our introduction to DMC (IMC 640) course and touch on the topic in other IMC classes, this course provides students – many of whom already use social media marketing in their professional lives – with a full nine weeks’ worth of information on the topic as well as some hands-on experience. In Fall 2009, we did a test run of this course under the experimental code JRL 593C. We would now like to add it to the IMC curriculum as an official master’s course.

IMC 642. Web Metrics & SEO. 3 Hr. Examines how marketers can gather online information to measure traffic, engagement and potential impact on ROI. Students will also explore the top search engine optimization and social media optimization strategies and tactics used by marketers. (Effective Term: Spring 2011) (CIP 090401)

Rationale: Because online marketing continues to outpace traditional marketing and marketers are holding agencies more and more accountable for their media buys, it is important that students gain a basic understanding of how online marketing results are measured. While we offer a brief overview of Web Metrics & SEO in our Introduction to DMC (IMC 640) course, this master’s course provides students with a full nine weeks’ worth of information on the subject. In Spring 2010, we did a test run of this course under the experimental code JRL 693E. We would now like to add it to the IMC curriculum.

IMC 643. Digital Video Production. 3 Hr. Teaches students the technical and conceptual skills needed to produce creative, engaging audio and video for the Web. Students will also learn the characteristics of successful viral videos and gain hands-on experience in video dissemination. (Effective Term: Spring 2011) (CIP 090401)

Rationale: While several courses in the IMC curriculum emphasize the importance of digital media in marketing and some provide limited hands-on experience, none actually require students to purchase a camera, get into the field and then edit, produce and disseminate online marketing materials that they have created. IMC 643 fills that gap. Thus, we would now like to officially add this master’s course to the IMC curriculum.

IMC 644. DMC Campaigns. 3 Hr. Requires students to apply previously-acquired knowledge and skills to create a complete DMC campaign including: 1) research, 2) digital media strategies and tactics, 3) creative strategies and executions; and 4) campaign assessment methods. (Effective Term: Spring 2011) (CIP 090401)

Rationale: The master's course will serve as a fitting capstone for the Digital Marketing Communications (DMC) certificate program because it requires students to synthesize all the knowledge acquired from previous DMC courses from Web metrics to digital media planning to creative execution in the digital realm. Because the DMC program is being phased out (most courses are being updated and added to the IMC curriculum), this course will likely eventually become the capstone for the IMC master's program.

Sport Communication

JRL 412. Sport Journalism. 3 Hr. PR: ADV 201 or ADV 215 or PR 215. Online class develops skills in sport journalism reporting and writing in mass/digital media for a variety of distinct sport audiences. (Effective Term: Spring 2011) (CIP 090401)

Rationale: This course will be an elective in the existing sport communication minor offered by the School of Journalism.

School of Nursing

Neuro Biology & Anatomy

NBAN 107. Intro Human Anat. & Physiol. 4 Hr. PR: BIOL 102 and CHEM 111; Co-req: BIOL 104 and CHEM 112. Survey of human anatomy and physiology for pre-nursing and other pre-clinical students. (Effective Term: Spring 2011) (CIP 517777)

Rationale: This course provides an introduction to human anatomy and physiology, primarily for pre-nursing students. Currently, there is no equivalent course at the WVU main campus. This is intended to prepare students for entrance in the School of Nursing RN degree program. Previously, students were enrolled in a human anatomy lecture course (NBAN 205) and human anatomy laboratory (NBAN 206) in the Fall of their Sophomore year, after admission to the School of Nursing and began clinical courses in the same semester without having had any physiology courses. Their physiology course has been offered in the Spring of their Sophomore year.

It is more appropriate for students entering health professions to learn anatomy (structure) and physiology (function) of the human body as an integrated course rather than as independent subject courses. This course is planned to be offered as a survey of the subjects in the Spring term of Freshman year prior to admission to the School of Nursing so that students have a familiarity with the subjects prior to entering the clinics. After admission to the School of Nursing, students will then take a second course in the Spring of their Sophomore year (application for course approval will be submitted shortly after this one is submitted; NBAN 207). The second course will provide more in-depth content relevant to clinical applications and include a gross anatomy lab component.

The two newly proposed courses have been designed in consultation with the School of Nursing to meet their curriculum needs, which are currently being revised.

In Addition to meeting the curriculum needs of the School of Nursing, the Dental Hygiene Program within the School of Dentistry has expressed interest in enrolling their students in this course too. It would eliminate the need for many of their students to enroll in an online summer course and would facilitate the acceptance of transfer students into both majors from other colleges and universities where anatomy and physiology are frequently taught as a single course rather than as separate courses.

NBAN 207. Human Anat. & Phys. II. 4 Hr. PR: NBAN 107. Anatomy and Physiology with gross anatomy laboratory. Emphasis on clinical relevance for nursing. (Effective Term: Fall 2011) (CIP 513801)

Rationale: Previously, students in the nursing major have taken separate courses in Anatomy and Physiology in sequential semesters, which has not adequately prepared them into this knowledge into their clinical courses. This course is the second of a 2-course series of combined anatomy and physiology courses focusing more on clinical concepts pertinent to the nursing profession, and will contain the anatomy laboratory component. The course schedule is intended to dove-tail with the clinical courses offered to nursing students in the same semester.

Memorandum

To: Faculty Senate Executive Committee

From: Jennifer Orlikoff, Chair-Elect
Senate Curriculum Committee

Date: 18 November 2010

RE: Monthly Alterations Report

SUBJECT CODES. The following subject code creations or changes have received administrative approval:

Subject Code	Course number	CIP	Action	Old	New	Rationale	Effective term
MIST		521201	Adding a new subject code	MANG: Management Program	MIS: Management Information Systems	Rationale: The College of Business and Economics has undergone a reorganization and the Management Information Systems, which used to be a part of the Management Program, will now be part of the Department of Accounting and Management Information Systems. The MIST prefix will distinguish this program in its new location from its previous location in the MANG program.	201101

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

Subject Code	Course number	CIP	Action	Old	New	Rationale	Effective term
FIS	409	430106	Adding a pre-requisite and modifying course catalog description	FIS 409. Blood Stain Pattern Analysis. 3 Hr. Violent crimes frequently produce evidence such as bloodstains. Scientific analysis of blood patterns at crime scene investigations and their applications in solving crimes.	FIS 409. Blood Stain Pattern Analysis. 3 Hr. PR: FIS 402. Scientific analysis of blood patterns at crime scene investigations and their applications in solving crimes.	Adding the FIS 402 pre-requisite ensures that only students in the forensic examiner area of emphasis can register for this course and at the proper time in the curriculum schedule.	201101
MINE	205	142101	Changing a pre-	MINE 205. Underground	MINE 205. Underground	This change will not only allow	201101

			requisite to a concurrent course	Mining Systems. 3 Hr. PR: GEOL 101. Underground mining methods and equipment for bedded deposits and ore bodies; description and selection of mining methods, equipment requirements and selection, equipment design, and operational analysis.	Mining Systems. 3 Hr. PR or CONC: GEOL 101. Underground mining methods and equipment for bedded deposits and ore bodies; description and selection of mining methods, equipment requirements and selection, equipment design, and operational analysis.	students more flexibility in scheduling since MINE 205 is only offered once per year, but also, based on special overrides in the past that permitted this combination, the department has found that students can be successful in both courses when taken concurrently.	
OTH	384	512308	Remove content (CPR training) and change credit hours and course description	OTH 384. Level I Fieldwork 1. 2 Hr. CPR training and clinical instruction in the occupational therapy process. OT documentation, basic measurement skills, experiences with people with disabilities, and participation in professional activities.	OTH 384. Level I Fieldwork 1. 1-2 Hr. Clinical instruction in the occupational therapy process. OT documentation, basic measurement skills, experiences with people with disabilities, and participation in professional activities.	CPR training was removed from this course as students have this training elsewhere. The variable credit is based on how many hours of fieldwork the student performs.	201101
OTH	385	512308	Change credit hours and course description	OTH 385. Level I Fieldwork 2. 2 Hr. PR: OTH student status. Students will be provided with fieldwork experience in the occupational therapy process, and ADL perceptual, and mental health assessments. Students will be placed in a variety of settings where mental health issues may be observed.	OTH 385. Level I Fieldwork 2. 1-2 Hr. PR: OTH student status. Optional third short-term fieldwork experience, minimum 40 hours. Student will assist in collaboration of learning objectives.	In order to provide students with year-round opportunities to complete fieldwork, credits need to be variable to accommodate scheduling needs and crossing semesters. This course has been changed to an optional course that can be utilized for remediation/ additional fieldwork experience, depending on the needs of the students.	201101
OTH	386	512308	Change credit hours	OTH 386. Level I Fieldwork 3. 2 Hr. PR: OTH student status. Students will be provided with fieldwork experiences in occupational therapy processes.	OTH 386. Level I Fieldwork 3. 1-2 Hr. PR: OTH student status. Students will be provided with fieldwork experiences in occupational therapy processes.	The variable credit hours will more accurately reflect the amount of time the students spend in fieldwork.	201101
OTH	432	512308	Change credit hours	OTH 432. OT Interventions - Mental Health. 4 Hr. PR: OTH student status. Occupational Therapy Interventions in Mental Health commonly used	OTH 432. OT Interventions - Mental Health. 3 Hr. PR: OTH student status. Occupational Therapy Interventions in Mental Health commonly used	Based on a curriculum review and a curriculum restructuring by the Division of Occupational Therapy, it was determined that 3 credit hours is a better	201101

				by occupational therapists in the field of mental health. Emphasis on group processes, life skills, reintegration strategies.	by occupational therapists in the field of mental health. Emphasis on group processes, life skills, reintegration strategies.	reflection of the current course content.	
OTH	540	512308	Increase flexibility of fieldwork timing for students and change course description	OTH 540. Level II Fieldwork 1. 1-6 Hr. PR: OTH student status. Students are placed full-time for 6-weeks in a facility under the supervision of a licensed occupational therapist. Students are required to register for OTH 540 during Summer 1 and again during Summer 2 for a full 12-week 6 credit fieldwork experience.	OTH 540. Level II Fieldwork 1. 1-6 Hr. PR: OTH student status. Students are placed in one 12-week, or two 6-week placement(s) depending on the facility and the needs of the student. Students will be placed in facilities where individualized instruction can occur.	Fieldwork placement is based on availability of clinicians to provide on-site supervision. The timing of the fieldwork placement needs to be variable to accurately reflect when the student is actually at the fieldwork site.	201101
OTH	640	512308	Change credit hours and increase flexibility for fieldwork timing for students	OTH 640. Level II Fieldwork 2. 6 Hr. PR: OTH student status. Students are placed in one 12-week, or two 6-week placement(s) depending on the facility and the needs of the student. Students will be placed in facilities where individualized instruction can occur.	OTH 640. Level II Fieldwork 2. 1-6 Hr. PR: OTH student status. Students are placed in one 12-week, or two 6-week placement(s) depending on the facility and the needs of the student. Students will be placed in facilities where individualized instruction can occur.	Fieldwork placement is based on availability of clinicians to provide on-site supervision. The timing of the fieldwork placement needs to be variable to accurately reflect when the student is actually at the fieldwork site.	201101
PHYS	710	400801	Correcting a typographical error in the catalog title, changing the description and adding a pre-requisite	PHYS 710. Non liner Dynamics. 3 Hr. A survey of the non liner dynamics of physics systems. Topics include bifurcation, limit cycles, fractals, strange attractors, and quasiperodicity.	PHYS 710. Nonlinear Dynamics. 3 Hr. PR: PHYS 631. Flows, fixed-point analysis, and bifurcations in 1D, 2D, and 3D using analytical, numerical, and geometrical approaches. Limit cycles, chaos, fractals, strange attractors, iterated maps, and Hamiltonian systems.	The new description better reflects the content of the course and the pre-requisite is being added to ensure success for the students in this course.	201101
SOCA	450	451101	Remove pre-requisites	SOCA 450. Archaeology of Ancient States. 3 Hr. Prerequisite: SOCA 105; SOCA 258 or 300-level archaeology course or consent. Using cases studies such as	SOCA 450. Archaeology of Ancient States. 3 Hr. Using cases studies such as ancient Sumer, Egypt, Indus, China, Mesoamerica, the Andes, and North America, this course	This course is part of the current growth of the Anthropology curriculum, and is an advanced 400-level course that mixes the history of ideas, theories, and archaeologically-	201101

				<p>ancient Sumer, Egypt, Indus, China, Mesoamerica, the Andes, and North America, this course surveys the theories and debunks the myths surrounding the emergence (and collapse) of cities and complex societies.</p>	<p>surveys the theories and debunks the myths surrounding the emergence (and collapse) of cities and complex societies.</p>	<p>derived case studies in order to evaluate the nature of social complexity, its collapse, and how we can best think about and study it. The course is designed for anthropology majors and minors, advanced sociology and criminology students, AND other interested students across the University who wish to study the earliest roots of the form of social organization we still employ today. As the Anthropology curriculum is still growing, removing the pre-requisites ensures that this course remains accessible to interested students, while still maintaining its critical focus on the origins of social complexity.</p>	
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Action: Course Drops

- PET 351 Educational Gymnastics
- PET 356 Teaching/Using Lead-up Games
- PET 359 Teaching Elementary Rhythms
- PET 370 Teach Elementary Physical Educ

Memorandum

Date: November 15, 2010

To: Faculty Senate Executive Committee

From: Lisa DiBartolomeo, Chair, General Education Curriculum Oversight Committee

Re: GEC Actions

The GEC Oversight Committee met on November 1st and recommended the following courses for Faculty Senate approval:

Approved New GEC Course Additions:

FCLT 161, The Many Latin Americas (Obj. 3 & 9)

FCLT 260, Cultures of Mexico (Obj. 3 & 9)

FLIT 266, Latin American Literature (Obj. 5 & 9)

FLIT 360, Discovering Mesoamerica (Obj. 5 & 9)

RELG 301, Studies in Asian Scriptures (Obj. 3 & 9)

Approved New Writing Course Additions:

FLIT 266, Latin American Literature

FLIT 360, Discovering Mesoamerica

OTH 310, Critical Analysis in OT

GEC Objectives (for information only)

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

Memorandum

Date: November 15, 2010

To: Faculty Senate Executive Committee

From: Lisa DiBartolomeo, Chair, General Education Curriculum Oversight Committee

Re: GEC Audits – **For Information Only**

The GEC Oversight Committee met on November 1st and passed the following courses for GEC Audit:

GEC Successful Audits:

NAS 200, Introduction to Native American Studies (Obj. 4 & 9)

RELG 102, Introduction-World Religions (Obj. 3 & 9)

RELG 232, History and Practice of Islam (Obj. 3 & 9)

Writing Requirement Successful Audits:

ARHS 350, Art History: Northern Renaissance

GEC Objectives:

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