

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
MARCH 12, 2007

1. Professor Parviz Famouri, Faculty Senate Chair, called the meeting to order at 3:15 PM in Assembly Rooms A/B, NRCCE.

Member Present:

Almond, C.	Cottrell, S.	Howard, S.	McDiarmid, M.	Sand-Jecklin, K.
Ameri, S.	Cumming, J.	Iskander, W.	McNerney, K.	Sedgeman, J.
Banta, L.	D'Souza, G.	Jackowitz, A.	Miller, M.	Shelton, E.
Behling, R.	Dillis, C.	Jones, R.	Murthy, K.	Sherwood, L.
Bergner, G.	Dixon, S.	Kershner, R.	Mutz, C.	Steranka, P.
Bilgesu, I.	Etzel, E.	Kite, S.	Napolitano, M.	Stockdale, T.
Bonner, D.	Garbutt, K.	Kuhlman, J.	Nath, C.	Tauger, M.
Bowen, E.	Griffith, R.	LaGodna, B.	Nestor, P.	Townsend, C.
Branch, D.	Hall, D.	Lake, M.	Nutter, R.	Urbanski, J.
Brooks, R.	Hartman, K.	Lastinger, M.	Peace, G.	Valenti, M.
Brown, P.	Hill, R.	Long, K.	Richards, A.	Verlinden, S.
Bryan, W.	Hoey, J.	Mancinelli, C.	Riemenschneider, S.	Weihman, L.
Clark, N.	Hornak, L.	Mandich, M.	Robbins, J.	Wilcox, G.
Cottrell, L.	Hornsby, G.	Mays, M.	Royall, B.	Woloshuk, J.

Members Absent:

Abbott, J.	Cook, L.	Grose, K.	Mullett, C.	Siegrist, J.
Anderson, R.	Culberson, J.	Held, J.	Nuss, M.	Stolzenberg, A.
Atkins, C.	Davari, A.	Hurst, M.	Olson, K.	Stuchell, R.
Bagby, M.	Dedhia, H.	Kleist, V.	Petronis, J.	Temple, J.
Brown, G.	Douglas, W.	Latimer, M.	Price, S.	Valentine, S.
Bryner, R.	Fitch, C.	Lively, M.	Putman, H.	Vona-Davis, L.
Buchanan, T.	Gerbo, R.	McGinley, P.	Riley, W.	Walker, E.
Campbell, L.	Gladwin, M.	Melton, P.	Selin, S.	Wright, F.
Cohen, S.	Graeber, J.	Morgan, D.	Shambaugh, N.	

2. President Hardesty reported on the following issues:

- He is not disappointed that the WVU basketball team did not make it into the NCAA tournament this year because the team exceeded expectations and did it with the right values and the right group of coaches and students. The President said he was proud of the team and its achievement.
- The President said it is too early to comment on the legislative session, so he will give his comments at the April meeting.
- Home rule powers were granted in some fashion or form to cities like Morgantown on a pilot basis; if it is true, then it is an historical event in the history of West Virginia because it has always had a highly centralized government. Roy Nutter, ACF representative, participated in the legislative process this year, and he kept the Faculty Senate informed of what was taking place.
- The President read excerpts from a report written by Professors George Hammond and Tom Witt, College of Business & Economics, "*Annual Economic Outlook for West Virginia as Forecasted for the Morgantown MSA*," (Monongalia and Preston Counties), which

are highly integrated economic areas. The article reflects the importance of WVU in the area and throughout the state, and it shows where many issues will be in the years to come. The report will be distributed throughout the University.

- Potomac State College has done a tremendous job recruiting; many of the recruits are being forwarded to them from WVU. They are at the highest enrollment ever, and the College will likely exceed that record this year.

3. It was moved and duly seconded to approve the minutes from the February 12, 2007 meeting with the inclusion of the following statement at the end of item 8, "Professor Branch asked each senator to go back to their constituent group and get opinions about the 2.0% across-the-board raise component." Motion carried.

4. Chair Famouri reported on the following issues:

- A new Faculty Senate seating arrangement will be implemented soon
- An election will be held in May for the Faculty Senate Chair-elect; the Chair encouraged senators to step forward to take the leadership. He said perks include a WVU parking permit that allows you to park in any WVU parking area; chair-elects get 25% reduction in their academic load as well as one month's salary (nine-month appointment) from the Provost's Office, and Faculty Senate chairs receive 75% reduction in their academic loads. If anyone is interested, they should contact the chair or an Executive Committee member. The election for Faculty Senate Chair-elect will be held on May 14, 2007.
- An election for the Advisory Council of Faculty representative will be held on May 14, 2007.
- The presidential search committee met last week. Initially, 50 applicants responded to the presidential position; the pool was reduced to a manageable number and reference checks have been done. Members of the search committee were assigned about 2 references each. The remaining applicants will be reduced to 3-5 candidates for campus interviews and public announcement. The search committee will give the list of candidate's names to the Board of Governors for its review then the search committee's job will be over.
- Monday, March 19, 2007, 12:00 p.m., Health Sciences Center's Grand Rounds will host Dr. William L. Chameides, from Climate and Air Program of Environmental Defense (formerly the Environmental Defense Fund), to speak on, "Global Warming." The presentation will be televised at the NRCCE, and senators are encouraged to attend.

5. Ken Gray, VP for Student Affairs and David Stewart, Dean of Students, gave a power point presentation concerning strategic planning. An overview was given concerning goals, guiding principles, objectives and key indicators. Vice-President Gray said the foundation of the plan flows from student affairs task force report that President Hardesty commissioned in 1995. He said this set the tone for student-centered programs that now exist. Four of the programs discussed include: resident faculty-leader program, Up All Night program, Parents Club and Adventure WV. The goals include: increase enrollment to 30,000 students by 2010; enhance the programs and services to serve and retain the 30,000 student population; utilize assessment to enhance the student learning and personal development of students; strengthen partnerships with academic colleges to expand a student-learning environment; and create additional innovative learning opportunities. The latest version of the plan goes through 2010,

and it can be reviewed at [Ken Gray Presentation Mar 12, 2007.ppt](#). David Stewart discussed their focus of providing more contact between students and faculty. Lincoln Hall, the new residential college has been very successful meeting this focus area. Additional residential colleges are being planned. Study abroad opportunities have been expanded to include Italy and England. Adventure WV has been a very positive program for the first-year experience even if it is only able to reach about 500 students at this time. A challenge course being developed in collaboration with the Davis College, will allow 35% of the first-year students to participate.

Professor Nutter (CEMR) asked VP Gray how WVU-IT students will be merged into student numbers once it becomes a division. VP Gray said he was not familiar with their student numbers, but he expected that their addition would put WVU over the 30,000 target. Professor Bergner (Eberly College of Arts & Sciences) asked about the commitment to recruit and retain more minority students particularly African-American students. VP Gray stated that they are committed to that and it is part of their overall plan. Professor Hornak (CEMR) asked if the plan included recruitment of graduate students. VP Gray said that this was also part of the focus and his office will be collaborating with the Provost's Office and Academic Affairs to further this focus.

6. Alan Martin, Director, Office of Sponsored Programs, and John Kuhlman, Professor of Mechanical and Aerospace Engineering, reported on, "Export Control Issues within an Academic Environment." Director Martin said the laws have been in place since WWII, but since 9/11 they are being enforced. WVU is trying to come to grips on how to manage the control issues in an academic environment. He said the purpose of the export control laws is to restrict the export of goods or technologies that could assist the military of US adversaries. They are in place to advance US foreign policies and economic goals and to prevent the spread of weapons of mass destruction. He said there are 3 federal agencies that are responsible for overseeing the laws – the state department, which regulates military or defense related goods or technologies; the commerce department, which regulates commercial or dual use products or technologies through the export administration regulations and the treasury department, which regulates the transfer of goods and services in a whole range of activities to the countries that are on the embargo list. He encouraged faculty to retain full publication rights of any sponsored agreements so any technology will not become subject to export control which would lead to having to develop export control plans. He said there are some export controls in place for projects on campus that involve: who will work on the project, how the data will be restricted, how it will be locked up, what the restrictions will be for publication, who has to review and approve any publications. Professor Martin said that a comprehensive manual is currently being developed for areas of research and outside of research. Professor John Kuhlman is assisting faculty and assessing technologies for the Office of Sponsored Programs, and he is the contact person for questions about proposals. Professor Kuhlman discussed the handout that was distributed, which can be reviewed at: [Export Controls March 2007.pdf](#). He discussed a situation listed on the report about a "plasma physicist falls foul of US export controls." Discussion ended with Professor Martin cautioning faculty to take every step possible in determining if their research falls under any export control laws.

7. The following Curriculum Committee reports and the General Education Oversight Committee Report were moved for approval from the consent agenda:

New Courses and Course Changes listed in [Annex I](#). Motion carried.

Minor in Child Development and Family Studies listed in [Annex II](#). Motion carried.

Revisions to Minor in Advertising listed in [Annex III](#). Motion carried.

Capstone Experience for BN 487 listed in [Annex IV](#). Motion carried.

Modification of BSCS Curriculum listed in [Annex V](#). Motion carried.

Group Fitness Minor listed in [Annex VI](#). Motion carried.

The Alteration Report was presented for information in [Annex VII](#).

The General Education Oversight Committee Report listed in [Annex VIII](#). Motion carried.

8. Professor Nutter, Advisory Council of Faculty representative, reported that last month a bill for a 2.50% one-time-across-the-board pay raise was being discussed, but that bill was thrown out and replaced with a 3.50% pay raise that was put in the budget plan. Professor Nutter said it has not been determined if this is new money or not. He said Senate Bill 336 was discussed which was a clean-up bill for higher education, and it included the Promise Scholarship. He said this bill did not make it through the session; therefore, he believes because there was not any agreement between the House and the Senate concerning the bill it died. Professor Art Jackowitz, alternate ACF representative will report at the April 9th Faculty Senate meeting because Professor Nutter will not be able to attend the March ACF meeting.
9. Mary Strife, Faculty Secretary, said that the honorary plaque that lists all faculty senate chairs from 1979-1980 will be placed in the downtown library near the Melano Reading Room. Mary will work with the libraries to set up a reception for the unveiling of the plaque. A facsimile of the name plate was shown.

Mary said that ballots for the faculty senate election will be distributed to faculty via electronic mail.

10. Professor Bryan made a motion that the Faculty Senate asked the Athletic Department and President Hardesty not to schedule WVU football games on any day with regularly scheduled classes except Saturday without permission of the Faculty Senate. It was duly seconded. Motion failed.

Professor Bryan said he had 2 major reasons for presenting the motion. One reason is that both the day of the game and the day after the game are basically gone. Also, the academic calendar has a great affect on the academic programs; it is an issue for the Faculty Senate body, so it should rule on the motion.

Provost Lang said that WVU is part of the Big East Conference, so it has contractual obligations as a member. Those obligations tell WVU that it has to participate with athletic events that take place during the week on or off campus, and those are obligations that the University must abide by. He said next year's calendar has been posted, and he will make sure that everyone has a copy of it. Provost Lang said classes have not been canceled because

of games, and faculty has been encouraged to use their best judgment. He said there is a respect for the mission of the Institution.

11. Professor Roy Nutter introduced John Neubert, sophomore major in geology/geography, and a member of the Sierra Coalition Club. Chair Famouri said the Club submitted an article to the Executive Committee concerning a detailed list of environmental issues; the Executive Committee reviewed the list and realized that many of the issues were already being practiced at WVU, so the Chair asked that Greg Belnip take the list and find out what is being done and what is not being done at WVU concerning environmental issues and come up with suggestions for improvement. This was the latest recommendation to the Sierra Coalition Club. John said the Club took the recommendation given to them by the Executive Committee, and it is seeking to meet with Joe Fisher, VP of Facilities. John said he is presently working with the Adventure, West Virginia program, which is a life-changing experience, and he suggested that the Faculty Senate encourage Dean Stewart to expand the program.
12. The meeting adjourned at 5:00 p.m. to reconvene on Monday, April 9, 2006.

Mary Strife, Faculty Secretary

To: Faculty Senate Executive Committee
From: Gwen Bergner, Chair, Faculty Senate Curriculum Committee
Date: February 26, 2007
Re: New Courses and Course Changes

SCHOOL OF DENTISTRY

Course Change:

From:

DENT 778. Practice Management- Law. 1-Hr. Select legal concepts and their relationship to the practice of dentistry.

To:

DENT 778. Law & Ethics in Dentistry. 2 Hr. Select legal concepts and the process of ethical decision making as related to the practice of dentistry. Case analysis is the primary method of instruction. (Fall, 2006) (CIP-510401)

Rationale: Combining the law and ethics courses in dentistry allows faculty in each area to team teach the content, thereby increasing the relevance of ethicolegal concepts to dental practice. In addition, attempts are being made to decrease or eliminate one credit hour courses across the dental curriculum.

COLLEGE OF HUMAN RESOURCES AND EDUCATION

Counseling Psychology

New Courses:

CPSY 735. Social Psychology. 3-Hr. Classic and contemporary readings/research in Social Psychology emphasizing the interface of Social and Counseling Psychology and integrating Social Psychology and Counseling Psychology practice. Uses a student-centered model with emphasis on student-led discussion and demonstrations. (Effective Term: Fall, 2007) (CIP – 420601)

Rationale: The accreditation standards for Counseling Psychology are overseen by the American Psychological Association (APA) and published in the “Guidelines and Principles for Accreditation of Program in Professional Psychology” (APA, 2005). They write that certain values lie at the core of the profession, including “broad and general preparation for practice at the entry level.” This is further delineated to mean “students shall be exposed to the current body of knowledge in ...the following areas...the social aspects of behavior.” The course being proposed, Social Psychology, is designed to address this objective.

The Counseling Psychology curriculum does not currently include this course within its specialty designation which states, “Counseling psychology centers on typical or normal developmental

issues as well as atypical or disordered development as it applies to human experience from individual, family, group, system, and organizational perspectives.” In addition Counseling Psychology is described as focusing on the “environmental/situational influences (including the context of cultural, gender, and lifestyle issues).” (Archival Description of Counseling Psychology, APA available on-line at <http://www.apa.org/crsppp/counseling.html>).

The study of Social Psychology provides the broader context for the practice of psychology in a given society with its particular history, demographics, cultural diversity, and political system. The range of professional activities in which psychologists routinely engage must reflect socially responsible conceptualization, problem solving, research, and interventions. The knowledge base theory and research that comprises this field provides doctoral students with the relevant embeddedness that is a hallmark of Counseling Psychology.

The course being proposed will provide instruction on theory, research models, and applied skills derived from Social Psychology and implied in the description of Counseling Psychology given by the APA.

CPSY 745. Hist. & Systems of Psychology. 3-Hr. PR: CPSY 701 and CPSY 760. History of modern psychological thought and methodology including the social, political, philosophical, and cultural factors influencing the major schools and systems of psychology, particularly in relationship to Counseling Psychology. (Effective Term: Fall, 2006) (CIP – 420601)

Rationale: The accreditation standards for Counseling Psychology are overseen by the American Psychological Association (APA) and published in the “Guidelines and Principles for Accreditation of Program in Professional Psychology” (APA, 2005). They write that certain values lie at the core of the profession including “broad and general preparation for practice at the entry level.” This is further defined to include developing and demonstrating competence in specific substantive areas, one of which is “history and systems of psychology.” The course being proposed is designed to address this objective.

Psychology is embedded in the predominantly Western intellectual tradition and draws heavily from philosophical discourse found in sources reaching back to classical Greece, the Hellenistic period, the Enlightenment, the Romantic period, and to Modern and Post-Modern science and scholarship. Students of modern psychology at the doctoral level are called upon to be conversant with the entire range of this discourse as it bears heavily on both the theory and application of current psychological knowledge. Such concerns as the “mind-body problem,” rational vs. intuitive knowledge, intentionality and behavior, motivation and altruism all derive their fundamental dialectics from philosophical inquiry. The progress and achievements of contemporary psychological science can only be appreciated when the complex mosaic of their historical development and competing philosophical/theoretical assumptions are examined and dissected. This course being proposed will provide instruction and learning experiences aimed at imparting the theoretical and empirical knowledge implied in the description of Counseling Psychology given by the APA.

EBERLY COLLEGE OF ARTS AND SCIENCES

History

New Course:

HIST 304. History of Sacred Places. 3-Hr. Begins by analyzing the meaning of the sacred and then proceeds to a comparative historical, religious, and political discussion of selected sacred places. (Effective Term: Summer I, 2007) (CIP-540101)

Rationale: This course supports the History Department's new concentration in World History and provides curricular support for Religious Studies, International Studies, and Native American Studies.

Forensic and Identification Program

New Course:

FIDP 401. Prof. Forensic Comm. 3-Hr. PR: ENGL 101 & ENGL 102; FIDP 201. 3-Hr. Familiarizes students with forensic literature, literature searching techniques, bibliographic software; and provides students with the writing and presentation skills essential to forensic professionals. (Effective Term: Fall, 2007) (CIP-43011)

Rationale: This writing intensive course will serve two purposes. First, it meets the university writing requirement. Second, this new course will teach forensic communications as broadly defined to include the unique demands of forensic science. Documentation and oral communication must be legally defensible and also must convey complex scientific results and testing to juries, police officers, and attorneys that often have little science background.

To communicate effectively in a forensic setting, students must master a variety of skills including searching literature and bibliographies, making professional presentations to scientists and non-scientists, documenting laboratory and crime scene procedures using legally-defensible protocols, converting complex laboratory notes to a concise report for use in legal proceedings, and generating standard operating procedures for laboratory accreditation and documentation.

Course Change:

From:

FIDP 410. Forensic Capstone. 6-Hr. An inquiry-based experience that culminates the four-year academic program for Forensic Identification undergraduate students. Students will work in teams on forensic research projects and critically evaluate a series of speakers presenting relevant forensic talks.

To:

FIDP 410. Forensic Capstone. 3-Hr. An inquiry-based experience facilitating the transition from student to professional. Students will review and integrate all aspects of forensic science including professional ethics and will take written and proficiency tests modeled on professional certifications. (Effective Term: Fall, 2007) (CIP-430111)

Rationale: The change from 6 to 3 hours reflects change in scope and content of the course and the amount of work associated. As a capstone class, it will remain inquiry-based and integrative, but now it will include a strong element of professional preparation. This will include discussion of professional practice and ethics that will be explored by research, case studies, and group discussion. Students will be expected to study and learn about the history of forensic science, how it evolved and why, and to understand the nature of forensic practice as the art and science of critical thinking applied through scientific comparison.

In addition, subject matter will now include the job application process, professional societies, and professional certification processes applicable to the student's tract within the program. To facilitate their transition from student to professional, participants will take a series of modular exams modeled on professional testing such as the General Knowledge Examination of the American Board of Criminalistics and proficiency tests provided to forensic practitioners. The GKE examination integrates across the main forensic disciplines and as such, provides an ideal method for program evaluation as well as the motivation for students to investigate and explore the history, breadth, and underlying themes common to all forensic practices.

New Course:

FIDP 480. Forensic Quality Assurance 2-Hr. Quality assurance in a laboratory setting to include quality control, assurance, and management; and application of statistics. ASCLD-LAB and ISO accreditation and professional certification procedures. (Effective Term: Fall, 2007) (CIP – 430111)

Rationale: Quality assurance, quality control, total quality management (TQM) accreditation, and certification are all essential aspects of the operation of forensic laboratories and oversight of all law enforcement based science. This course covers all of these topics and integrates management and statistics into the practical applications of TQM. The course also discusses safety, standard operating procedures, and professional ethics from the forensic laboratory perspective. All must be specifically addressed in the curriculum to maintain accreditation.

This course has been taught as a special topics class for 2 years, so this addition will change the class to a regular number. Based on experience with the special topics sections, two credit hours is appropriate rather than 1 as was assigned to the special topics sections.

COLLEGE OF BUSINESS AND ECONOMICS

Marketing

New Course:

MKTG 440. Export Management. 3-Hr. Student teams work directly with participating companies to develop Export Business Plans for specific products and specific countries. (Effective Term: Fall, 2006) (CIP- 521401)

Rationale: This course provides the students with an experiential learning opportunity that exposes the students to the international business environment. Students work directly with company executives and develop for that company an export business plan.

Business Administration

New Course:

BADM 563. Essentials of Business. 2-4 Hr. The course develops the leadership capacity of the individual by strengthening critical thinking skills, executive analysis ability, and decision-making processes.

Rationale: This course provides a practical foundation in current business theory and practice, through case studies, lecture, problem solving exercises and interactive class sessions. It is used as both a one course review for seasoned executive students and as a launch for the master of business administration program.

SCHOOL OF PHYSICAL EDUCATION

Athletic Coaching Education

Course Changes:

From:

ACE 474. Methods of Aquatic Fitness. 3-Hr. This course is designed to prepare candidates to take the AEA certification exam.

To:

ACE 474. Aquatic Fitness Instructor. 1-Hr. PR: ACE 470. Provides theoretical framework, content knowledge, and practical experiences in teaching aquatic fitness in a group setting. (Effective Term: Summer I, 2007) (CIP- 131314)

Rationale: This course is one of five specialized elective courses of the proposed Group Fitness Instructor Minor in Athletic Coaching Education in the School of Physical Education. Changing this course from 3 to 1 hour prevents duplication of material which is taught in the prerequisite ACE 470 Methods of Aerobic Instruction. This course teaches students how to conduct aqua fitness classes in a diversified group setting.

New Courses:

ACE 477. Group Cycling Instructor. 1-Hr. Provides theoretical framework, content knowledge, and practical experience in teaching indoor cycling in a group setting. (Effective Term: Summer I, 2007) (CIP-131314)

Rationale: This course is one of five specialized elective courses of the proposed Group Fitness Instructor Minor in Athletic Coaching Education in the School of Physical Education. This course teaches students how to conduct indoor cycling classes in a diversified group setting.

ACE 478. Fitness Yoga Instructor. 1-Hr. Provides theoretical framework, content knowledge, and practical experience in teaching fitness yoga in a group setting. (Effective Term: Summer I, 2007) (CIP-131314)

Rationale: This course is one of five specialized elective courses of the proposed Group Fitness Instructor Minor in Athletic Coaching Education in the School of Physical Education. This course teaches students how to conduct fitness yoga classes in a diversified group setting.

ACE 479. Kickboxing Instructor. 1-Hr. Provides theoretical framework, content knowledge, and practical experience in teaching kickboxing in a group setting. (Effective Term: Summer II, 2007) (CIP-131314)

Rationale: This course is one of five specialized elective courses of the proposed Group Fitness Instructor Minor in Athletic Coaching Education in the School of Physical Education. This course teaches students how to conduct kickboxing classes in a diversified group setting.

ACE 481. Pilates Mat Instructor. 1-Hr. Provides theoretical framework, content knowledge, and practical experience in teaching mat Pilates in a group setting. (Effective Term: Summer I, 2007) (CIP-131314)

Rationale: This course is one of five specialized elective courses of the proposed Group Fitness Instructor Minor in Athletic Coaching Education in the School of Physical Education. This course teaches students how to conduct Mat Pilates classes in a diversified group setting.

Physical Education Teacher Education

New Course:

PET 101. Games in American Culture. 3-Hr. Examination of how the social history of a variety of American physical games has impacted their development and conversely how the games have impacted American society. (Effective Term: Summer I, 2007) (CIP-131314)

Rationale: A major portion of the course would be devoted to studying the history of the great American physical games, a significant part of the American past and its traditions. The historical study would then be logically extended, via class discussion, to demonstrate how these games have been impacted by American society and have additionally impacted the culture of the same society.

SCHOOL OF NURSING

New Courses:

NSG 715. Scientific Underpinnings. 3-Hr. Provides an understanding of the scientific underpinnings of the application of theory to health care at the highest level of advanced nursing practice. (Effective Term: Fall, 2007) (CIP-511601)

Rationale: This course prepares students who will perform at the highest levels of nursing practice. This course will examine the scientific underpinnings that reflect the complexity of practice at the doctoral level and the conceptual foundation of nursing.

NSG 716. Analytical Methods. 4-Hr. PR: NSG 715 Scientific Underpinnings. Prepares the DNP student to translate research into practice, evaluate practice guidelines to improve health care practices and outcomes, and to participate in collaborative research. (Effective Term: Fall, 2007) (CIP-511601)

Rationale: This course is designed to prepare students to translate research into practice, to examine innovative strategies for designing interventions to promote change in a variety of settings, and to disseminate and integrate new knowledge into evidence-based practice. Students will use analytical methods to critique existing literature and practices against national benchmarks, design, implement, and evaluate outcomes of practice and continuous quality improvement initiatives, and apply relevant findings to improve practice guidelines and healthcare outcomes.

NSG 717. Organizations and Leadership. 3-Hr. Provides a foundation for developing organizational and systems leadership skills critical to clinical care and health outcomes. Knowledge will help students to promote patient safety and excellence in health care organizations. (Effective Term: Spring, 2008) (CIP-511601)

Rationale: This course is designed to prepare students who will perform at the highest levels of nursing practice to participate as effective leaders in health care organizations. Students will be prepared to assess and analyze the impact of clinical policies and procedures on patient care and nursing practice. Students will be able to evaluate health care models and to begin to conceptualize new models of health care delivery based upon nursing science and theories of organizational science within the current political, cultural, and economic perspectives.

NSG 718. Population Health. 3-Hr. PR: NSG 716. Provides a foundation for analysis of clinical prevention and population health programs for individuals, aggregates, and populations. (Effective Term: Spring, 2008) (CIP-511601)

Rationale: This course is designed to facilitate evaluation and application of scientific data in the development, implementation, and evaluation of care delivery models.

NSG 719. Health Care Policy. 3-Hr. Provides a foundation for influencing, developing, implementing, and evaluating health care policies and legislation pertinent to issues in health care such as ethics, safety, cost, access, and quality. (Effective Term: Fall, 2008) (CIP-511601)

Rationale: This course is designed to prepare students who will perform at the highest levels of nursing practice to analyze policy and to engage in politically competent action. Students will

relate health care policies to issues in health care such as ethics, safety, cost, access, and quality. Current events and problems will be used to demonstrate effective influence on policy formation. Students will be given the opportunity to analyze and articulate health policies from the perspective of consumers, nurses, other health professionals, and other stakeholders to improve health care outcomes. Students will be guided in the integration of political commitment and activism in advanced nursing practice.

NSG 741. Clinical Focus. 2-Hr. Provides for the development of knowledge and skills relative to the state of the science in a particular area of clinical practice. (Effective Term: Spring, 2008) (CIP-511601)

Rationale: This didactic course is designed to guide the development of Doctor of Nursing Practice (DNP) students who will perform at the highest levels of nursing practice. This course will provide students with the skills necessary to develop depth of knowledge in a particular clinical area of practice. Opportunities to gain knowledge relative to pathophysiology, advanced assessment, advanced pharmacology, and therapeutic interventions will be offered. At the conclusion of the course, the DNP student will have expanded their knowledge base relative to the provision of advanced nursing care with a particular clinical focus. Examples of clinical foci include but are not limited to; obesity, diabetes, hypertension, lactation, grieving families, depression, etc.

NSG 742. Clinical Application. 2-8 Hr. PR: NSG 741. Provides for the mastery of clinical skills relative to the state of the science in a particular area of clinical practice. (Effective Term: Summer I, 2008) (CIP-511601)

Rationale: This clinical course is designed to guide the development of Doctor of Nursing Practice (DNP) students who will perform at the highest levels of nursing practice. This course will provide students an opportunity for mastery of clinical skills in a particular area of clinical practice. Through work with expert preceptors, at the conclusion of the course, DNP students will have expanded their clinical skill base relative to the provision of advanced nursing care with a particular clinical focus. Examples of clinical foci include but are not limited to: obesity, diabetes, hypertension, lactation, grieving families, depression, etc.

NSG 761. Clinical Project 1. 1-Hr. PR: NSG 715 and NSG 716. Identifies a practice problem and connects the problem to existing knowledge and science. (Effective Term: Fall, 2007) (CIP-511601)

Rationale: This course is designed to facilitate student exploration of a practice problem, current evidence relevant to the problem, and the link of the problem to the science and theory of nursing and related disciplines. Seminars will allow students to demonstrate critical analysis of data specific to the practice problem by integrating knowledge from a variety of sources within the context of nursing's scientific foundation.

NSG 762. Clinical Project 2. 1-Hr. PR: NSG 761, NSG 717 and NSG 718. Students design an initiative to address the practice problem identified in Clinical Project 1 using appropriate

research methods and a variety of scientific principles. (Effective Term: Spring, 2008) (CIP-511601)

Rationale: This course is designed to facilitate student development of an initiative to address the practice problem using appropriate research methods, scientific principles, and national benchmarks. Processes to evaluate outcomes will also be developed. Students will be guided by a practice mentor in the development of these initiatives. This course builds upon the expected learning outcomes of Clinical Project 1.

NSG 763. Capstone 1. 3 Hr. PR: NSG 762. Develops leadership skills to create change relative to the practice problem as designed in NSG 762: Clinical Project 2. (Effective Term: Summer I, 2008) (CIP-511601)

Rationale: This course is designed to facilitate student leadership in the implementation of an initiative to address the practice problem. Skills in communication, negotiation, consensus building, partnering, design of databases, and analysis of cost effectiveness will be emphasized. Students will be guided by a practice mentor in the implementation of these initiatives. This course builds upon the expected learning outcomes of NSG 762: Clinical Project 2.

NSG 764. Capstone 2. 3-Hr. PR: NSG 763. Evaluates the change implemented in Capstone 1 and analyzes the relationship of the findings to practice and policy. (Effective Term: Fall, 2008) (CIP-511601)

Rationale: This course is designed to guide students in the evaluation, translation, and dissemination of outcomes from the practice initiative implemented in Capstone 1. Translation of outcomes to practice and policy will be emphasized. Students will be guided by a practice mentor in the evaluation, synthesis, translation, and dissemination of these initiatives. This course builds upon the expected learning outcomes of Capstone 1.

COLLEGE OF LAW

New Courses:

LAW 689-A. Sem: Intellectual Property. 2-Hr. Considers the economic and social role of intellectual property laws in American and world economies. Preparation of a research paper of publishable quality will be required. (Effective Term: Spring, 2007) (CIP- 220101)

Rationale: The role of intellectual property laws is highly relevant in American and world economic and social interactions. Providing this seminar enhances the legal education by building specialized skills in this area of civil law. It is an upper-level, advanced small-group experience that offers students an opportunity to probe deeply into intellectual property issues, and to communicate this analysis orally and in writing, two essential lawyering skills.

LAW 689-C. Sem: Adv Criminal Procedure. 2-Hr. Explores criminal procedure, including bail application, motion, search and seizure, hearings, discovery of evidence, trial structure, appeal, and habeas corpus proceedings. (Effective Term: Fall, 2007) (CIP-220101)

Rationale: Criminal Procedure is universally recognized as an important part of legal education and the practice of criminal law, and the vast majority of law schools have a course that focuses on it. For students who choose to specialize in this area of law, this seminar offers them the opportunity to probe deeply into the complexity of criminal law procedures by reviewing and discussing actual cases in an upper level, advanced small-group experience. It also serves to enhance student skills in legal analysis, research, and writing.

LAW 689-F. Sem: Lawyers & Legislation. 2-Hr. Explores the role of lawyers in the legislative process with practical exercise in bill drafting and presentation to legislators. (Effective Term: Fall, 2007) (CIP- 220101)

Rationale: A vast majority of American law schools include a course that focuses on the legislative process. This seminar is an upper-level, advanced experience in a small-group setting. It provides students the opportunity to probe deeply into the legislative process, accompanied by “hands-on” practical experience. Communicating both orally and in writing are two essential lawyering skills, both of which are emphasized with the requirement of a class presentation and a substantial paper of law review quality.

LAW 689-G. Sem: Religion & Constitution. 2-Hr. Explores the major doctrinal issues in the interpretation of the First Amendment’s religion clauses. Related statutory schemes affecting religious liberty such as RFRA and RLUIPA will also be discussed. (Effective Term: Fall, 2007) (CIP- 220101)

Rationale: The religion clauses of the First Amendment are universally recognized as an important of constitutional law and the vast majority of law schools have a course that focuses on them. For students who choose to specialize in this area of law, this seminar provides them an opportunity to probe deeply into the interpretation of the religion clauses as they affect religious liberty issues. It also serves to enhance students’ skills in legal analysis, research, and writing.

LAW 689-I. Sem: Environmental Justice. 2-Hr. A broad view of environmental justice issues and their impact on minorities and dis-empowered citizens and communities. (Effective Term: Fall, 2007) (CIP- 220101)

Rationale: Environmental justice is universally recognized as an important part of legal education and the practice of civil law, and the vast majority of law schools have a course that focuses on it. For students who choose to specialize in this area of law, this seminar offers them the opportunity to delve deeply into social and economic environmental laws in an upper-level, advanced small-group experience. It also serves to enhance student skills in legal analysis, research, and writing.

LAW 689-J. Sem: Civil Rights Litigation. 2-Hr. Explores the history of the American Civil Rights Movement, the legal development of civil rights in the United States, and the development of legal precedents with emphasis on West Virginia Supreme Court of Appeals cases. (Effective Term: Spring, 2007) (CIP- 220101)

Rationale: Civil Rights Litigation is universally recognized as an important part of legal education and the practice of civil law, and the vast majority of law schools have courses that focus on it. For students who choose to specialize in this area of law, this seminar provides them an opportunity to probe deeply into all aspects of civil rights litigation by reviewing and discussing actual cases in an upper level, advanced small-group experience. It also serves to enhance student skills in legal analysis, research, and writing.

DAVIS COLLEGE OF AGRICULTURE, FORESTRY AND CONSUMER SCIENCES

Plant Pathology

New Course:

PPTH 471. Urban Tree and Shrub Health. 1-Hr. PR: PPTH 470/ ENTO 470 or PPTH 401 or ENTO 404. The unique problems associated with managing trees and woody shrubs in an urban environment will be observed and discussed; management options will be evaluated. (Cross listed with ENTO 471). (Effective Term: Fall, 2007) (CIP- 260305)

Rationale: This course will focus on the unique problems presented by growing trees in the urban environment. It will complement the exposure students have had in prior courses that deal with abiotic and biotic agents that affect plant health.

Entomology

New Course:

ENTO 471. Urban Tree and Shrub Health. 1-Hr. PR: PPTH/ENTO 470 or PPTH 401 or ENTO 404. Presents the unique problems associated with managing trees and woody shrubs in an urban environment; management options will be evaluated. (Cross listed with PPTH 471). (Effective Term: Fall, 2007) (CIP-260702)

This course will focus on the unique problems presented by growing trees and shrubs in the urban environment. It will complement the exposure students have had in a prior courses that deal with abiotic and biotic agents that affect plant health.

COLLEGE OF CREATIVE ARTS

Art

New Courses:

Art 114. World Architecture 1. 3-Hr. Covers the built environment from cave shelter to Constantine's Rome. Includes architecture of ancient Mesopotamia, Egypt, Greece, Rome, Asia, Africa, and the Americas. Considers these periods' influence on modern structures. (Effective Term: Spring, 2007) (CIP-500101)

Rationale: This course will address the history of architectural and related developments in selected Western and non-Western civilizations to construct a conceptual and strategic understanding of the relationship between architecture geography, culture, technology, and

thought. It is the first in a four-part series on world architecture being developed by the Art History faculty to expand GEC course offerings. The Art History major requires students to take courses (“cognates”) which support the study of the history of art, e.g. language. The World Architecture courses may be used as part of the cognate course groups in the Art History major. This group of four courses may be appropriate for Landscape Architecture, Architecture, Historic Preservation, and Interior Design students as well.

Art 181. World Architecture 4: 1850-pres. 3-Hr. Examination of architecture from the industrial revolution to the present. Will consider style, form, technique, material, and meaning in the architecture of the modern and contemporary periods. (Effective Term: Fall, 2007) (CIP-500101)

Rationale: This course seeks to capitalize on the recent general interest in contemporary architecture by offering a new survey of western architecture from 1850 to the present. I’ve noticed this increased interest in architecture especially in the wake of the destruction of Minoru Yamasaki’s World Trade Center Towers and the debate over how to rebuild at Ground Zero (these issues will be addressed in the course- see daily syllabus for Oct. 23 & Dec. 4). I currently teach a specialized course in Modern Architecture to advanced art majors only. That course routinely fills and in the last two years, I’ve had faculty advisors of students in other programs- especially Interior Design, Landscape Architecture, and Cultural Resource Management Program- requesting the course for their students. The new Art 181 will be the last in a four-part series on world architecture being developed by the art history faculty to expand the GEC course offerings. The course will serve a general university population with focus on the GEC goals of #5 (artistic expression), and #8 (western culture). Knowledge of architecture from a historical perspective is essential to the development of a well-educated individual and a student of broad, undergraduate university curriculum.

**Human Resources and Education
Proposal for Child Development and Family Studies Minor through Extended Learning**

General Statement

The Child Development and Family Studies (CDFS) program is one of four programs offered through the Technology, Learning and Culture Department in the College of Human Resources and Education. The mission of the College of Human Resources and Education at West Virginia University is threefold:

- To offer sound and accessible pre-professional and professional preparation at undergraduate and graduate levels,
- To provide scholarly contributions, leadership, and service at state, national, and international levels,
- To contribute to the instructional, intellectual, economic, social, and cultural diversity missions of the University.

The Child Development and Family Studies Program in the College of Human Resources and Education requests approval of a Minor in Child Development and Family Studies, offered through Extended Learning, to better prepare individuals to work with children in a variety of settings. This minor introduces students to topics such as the physical, cognitive, social, and emotional development of children as facilitated by families, educators, child care professionals, and others. These courses are taught by instructors in the Child Development and Family Studies Program in the Department of Technology, Learning and Culture. Upon completion of six courses, the student will be better prepared for career opportunities in a variety of settings including nursery schools, preschools, Early Start, Head Start, child care centers, juvenile care centers, and human service agencies.

Rationale

A minor enhances any major, providing specialized knowledge and skills that may open the door to diverse career opportunities. Individuals, employed in a wide variety of roles, may be better prepared to function in the professional setting, given their understanding of the developmental processes of child development, and the contributions of various social contexts (e.g. families, school, and child care) to the development of children.

It is estimated that about 15% of West Virginians hold a bachelor's degree. Therefore, West Virginia University has been charged with providing education to adult learners throughout West Virginia. This endeavor is possible through distance delivery methods. Nationally, enrollment in distance education has doubled between 2003 and 2005 enrolling nearly 3 million learners. WVU has increased its distance education course offerings by 52% and student enrollment by more than 76% in the same period of time.

Due to the fact that the Child Development and Family Studies Minor is offered through Extended Learning (online), it is ideal for nontraditional students and working professionals. It is also available through Extended Learning for traditional non-CDFS undergraduates pursuing a variety of academic options.

This minor will be available through Extended Learning for three categories of students:

1. Traditional students enrolled at WVU in majors other than Child Development and Family Studies who might want to minor in this area of study.

A CDFS minor may add a valuable dimension to their program of study, such as students from Psychology, Education, Parks and Recreation, and Social Work.

2. Students enrolled in the Multidisciplinary Studies (MDS) program.

The Multidisciplinary Studies Bachelor of Arts program is comprised of three related minors. This program does not limit students to courses of study in a particular college or school, but emphasizes multidisciplinary/cross-disciplinary studies. The program's flexibility, appropriate breadth and depth in the chosen areas of study, and focus on developing an understanding of the nature of cross-disciplinary investigation constitute its most salient features. Each student chooses three minor areas and must demonstrate how these areas work together toward his/her educational and/or career goals. Some students may find the Child Development and Family Studies Minor to be a good fit in the overall development of their unique program of studies. For example, a student may choose areas of physical education, recreation and parks, and child development and family studies with the goal of a career in children's sports.

3. Non-traditional adult learners enrolled in the Regents Bachelor of Arts (RBA) program may find the Child Development and Family Studies Minor to be a valuable asset in their program of study. This program assesses the life and/or work experiences of the adult student for potential college-equivalent credit. Although the students in this program do not have a specific disciplinary major, they do earn a total of 128 credits and those credits may include areas of emphasis. The Child Development and Family Studies Minor will qualify as an area of emphasis in this program of study.

Course Catalog Description

The Child Development and Family Studies Minor offered through Extended Learning focuses on the physical, cognitive, social, and emotional development of children as facilitated by families, educators, child care workers, and members of the community.

The Child Development and Family Studies Minor consists of 6 courses and a total of 18 credit hours. At least 9 hours must be at the 300 level or above.

Minimum Performance Standards

To qualify for an Extended Learning minor in Child Development and Family Studies, a student must have earned a minimum grade of "C" or better in each of the above required and chosen courses and a cumulative GPA of at least 2.5 in all the coursework in the minor.

Required Courses

CDFS 110. Families Across the Life-Span. 3 Hr. Explores the physical, psychological, and cognitive developmental changes of individuals who are functioning in family systems that change across the life span.

CDFS 211. Infant Development. 3Hr. PR: CDFS 110. Developmental characteristics and environmental effects on the child during the prenatal period and the first two years with implications for guidance and care, includes practical experience working with children.

CDFS 212, Early Childhood Development. 3 Hr. Physical, social, emotional, and cognitive development of children from three-to-seven years of age with implications for guidance and care in practical settings.

Students must select nine credit hours from the following:
CDFS 110, 211, and 212 are a prerequisite for these courses.

CDFS 412, Adolescent Development. 3 Hr. PR: Senior standing. The adolescent in contemporary American culture, including normative physical, social, and personality development; relationships within various typical social settings (e.g., family, school, community, peer group).

CDFS 413. Contemporary Issues in Family Relations. 3 Hr. Study of the recent research findings in the major areas of family relationships. Topics include effects of family violence, substance abuse, poverty, and health.

CDFS 415. Family Interaction and Communication. 3 Hr. The family as a social group; processes related to well-being for a variety of family relationships.

CDFS 421. Developing and Administering a Child Care Center. 3 Hr. Focuses on skills necessary for developing and implementing sound program management of different types of early childhood education centers.

Signatures

Dr. Carol Markstrom, Program Coordinator

Date

Dr. Dan Hursh, Department Chair

Date

HR & Curriculum Committee

Date

Dr. Anne Nardi, Dean

Date

Proposed Revision to the School of Journalism's Advertising Minor

The original advertising minor was approved with the following five courses:

Course Requirements	Prerequisites and Schedule	Hours
ADV 215 <i>Principles of Advertising</i>	May be taken any term, in classroom or online.	3
ADV 315 <i>Advertising Copywriting</i>	Prerequisites: ADV 215 Must be taken online during summer.	3
ADV 403 <i>Media Analysis</i>	Prerequisites: ADV 215 Must be taken online during summer.	3
ADV 451 <i>Direct Marketing</i>	Prerequisites: ADV 215, 315, 403 Must be taken online during summer.	3
ADV 459 <i>Campaigns</i>	Prerequisites: ADV 215, 315, 403 Must be taken online during summer.	3

Of the courses, only ADV 215 could be taken during the school year on campus. The rest of the courses had to be taken online in the summer.

- To earn a minor in Advertising a student must earn a grade of C or better in each of the five courses.
- The Advertising minor is not available to any student enrolled in the P.I. Reed School of Journalism.

Successful completion of the minor in Advertising will be recorded on the student's official transcript.

Proposed Changes

We are proposing deleting **ADV 451 - Direct Marketing** from the minor and replacing it with **JRL 101 - Introduction to Mass Communication**.

This change was proposed by Dr. Sang Lee, sequence coordinator for advertising.

This would accomplish several things academically.

- It would give the minor a more typical two lower-division and three upper-division classes.
- It would give students in the minor a stronger overall background in mass communication, including an understanding of each of the media that use advertising, an understanding of public relations, an introduction to media law and ethics, and a survey of the media business environment.
- It would give students in the minor a second class that they could take either on campus in the classroom or online. There are sufficient seats in JRL 101 to service students in the minor. We would like to make this change effective Summer 2007. Students who had completed ADV 451 would still be allowed to use it to complete the minor.

Revised Advertising Minor

Course Requirements	Prerequisites and Schedule	Hours
JRL 101 <i>Introduction to Mass Comm</i>	May be taken any term, in classroom or online.	3
ADV 215 <i>Principles of Advertising</i>	May be taken any term, in classroom or online.	3
ADV 315 <i>Advertising Copywriting</i>	Prerequisites: ADV 215 Must be taken online during summer.	3
ADV 403 <i>Media Analysis</i>	Prerequisites: ADV 215 Must be taken online during summer.	3
ADV 459 <i>Campaigns</i>	Prerequisites: ADV 215, 315, 403 Must be taken online during summer.	3

- To earn a minor in Advertising a student must earn a grade of C or better in each of the five courses.
- The Advertising minor is not available to any student enrolled in the P.I. Reed School of Journalism.

Successful completion of the minor in Advertising will be recorded on the student's official transcript.

Proposed by:

Advertising Sequence Head

P.I. Reed School of Journalism
Curriculum Committee

P.I. Reed SOJ Extended Learning Chair

Dean, P.I. Reed School of Journalism

Capstone Experience Form

This form must be completed for each course in your Department/Program that is considered part of the Capstone Experience. For each course, do not exceed the two-page limit of this form. Upon completion, please mail 15 copies of each completed form to the Faculty Secretary's Office, PO Box 6621.

College: Perley Isaac Reed School of Journalism

Department/Program: Broadcast News

Course(s) in which the Capstone Experience is fulfilled: BN 487 - Advanced TV Reporting & Producing.

**Contact: Maryanne Reed, Dean, P.I. Reed School of Journalism
293-3505, ext. 5409, Maryanne.reed@mail.wvu.edu**

For the above course(s), please provide a statement that illustrates how a student in the course would demonstrate each of the following abilities:

1. Gather material independently, as needed:

Working in teams, students produce news programs for an audience, which air on public television and/or local cable channels. The students are responsible for researching every aspect of a television news program, from determining which stories to cover, to reporting and producing the stories, to assembling the stories in a lineup, to serving as technical crew during taping of newscasts. Students cultivate sources and develop their own original story ideas from a geographic or topical beat. Students determine which people to interview for their stories, what information to include, and which visuals to obtain.

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

Students have to apply their news writing, editorial and production skills to the process of producing TV stories and news programs. Students use critical thinking skills to determine what is a news story, using a variety of criteria including timeliness, proximity, immediacy and relevance. Students determine which stories should be included in the news programs and how the stories should be organized and presented to attract and maintain an audience. Students also use their critical-thinking skills to determine how best to frame/focus their stories, to determine which people to interview and which visuals to obtain, and how to put their stories together. Students critically analyze professional models.

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

Student journalists must learn how to make ethical decisions on a constant basis, determining whether the possible harm of doing a story is worth the benefit of bringing the information to the public's attention. Students must determine the many stakeholders in a news story and carefully consider the impact of reporting/not reporting the story on those individuals, as well as on the public who will receive the story.

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

In the capstone course, students produce approximately six 30-minute newscasts that air on broadcast and/or cable television. Students write and produce longer-form journalistic stories. Students also write the anchor introductions to the stories, teases promoting the stories coming up in the newscasts, and transitions between stories.

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

For the news broadcast, students must orally "pitch" their stories in a news meeting; they have to "sell" their story idea to the producers, as all of the stories will not be included in the program. Each student must also narrate his or her own news stories. The anchors narrate the program; they also read the package introductions, tags and teases on camera.

Memorandum

To: CEMR Undergraduate Academic Affairs Committee
From: Elaine M. Eschen, Associate Professor, Chair - CS Area Committee
Date: 17 October 2006
Subject: Modification of BS CS curriculum (CEMR and ECAS tracks)

The Lane Department of Computer Science and Electrical Engineering is seeking ABET CS accreditation for the BS CS program. In the course of the CAC ABET CS Curriculum review a couple of areas where the BS CS curriculum falls just short of the ABET CS Curriculum Standards requirements were identified. The CAC ABET ranking of the program depends on our rectifying these shortfalls. Below are the proposed ECAS/CEMR BS CS curriculum changes. We also propose that these changes take effect in Spring 2007 (if possible) or Fall 2007. In any case, incoming freshmen in Spring 2007 will be advised that the curriculum is being revised and that these new requirements will need to be met.

1. Replace 4 credit hours of currently free elective with Math 251 – Multivariable Calculus (4 credit hours).
2. Restrict 3 credit hours of currently free elective to a course that fulfills any GEC objective 3-9.
3. Restrict the remaining free electives as follows:

ECAS: BS CS curriculum has 18 credits of free elective (after the restrictions of 1 and 2 above). The free electives chosen must satisfy the following:

At least 9 credits must be at the 200 level or above.

At least 9 credits must be in one discipline.

CEMR: BS CS curriculum has 15 credits of free elective (after the restrictions of 1 and 2 above). The free electives chosen must satisfy the following:

At least 9 credits (3 courses) must be at the 200 level or above.

At least 6 credits (2 courses) must be in one discipline.

Note: Any student using free electives to complete a minor or complete a major in another field will be presumed to satisfy this depth requirement.

4. BS CS (ECAS track only) CS 4xx Technical Electives requirements shall no longer permit a MATH 4xx course to satisfy the requirement.

Attached please find the old and revised BS CS ECAS and CEMR track curricula, and a signature page. Note that the proposed changes do not change the number of credit hours required for the degree. The revised curriculum meets the GEC objectives and the ECAS/CEMR BS requirements. Note we are also updating the curricula to reflect the change from Cluster A/B/C requirements to the GEC objectives, and we have rearranged the courses for a better distribution/organization.

Rationale and Impact:

1. At least 30 credit hours of Math/Science are required by the ABET CS Curriculum Standards. The current ECAS/CEMR BS CS requirements include 27 credit hours of Math/Science. To address this we propose to replace 4 credit hours of free elective with Math 251 – Multivariable Calculus (4 credit hours). Dual majors (CS/CpE, CS/EE, CS/Biometrics, CS/Math) already take Math 251 as it is required for the other majors. We anticipate that this will add approximately 30 students/year to the teaching load of the Mathematics department. Find attached a letter of support for this curriculum change from the Mathematics department.
2. At least 30 credit hours of study in the humanities, social sciences, arts and other disciplines are required by the ABET CS Curriculum Standards. The current ECAS BS CS requirements include 28 credit hours in the humanities (this follows from fulfilling GEC objectives 1 and 3-9 with 1 credit hour of UNIV 101 and nine 3 credit hour courses). The current CEMR BS CS requirements include 28 credit hours in the humanities (this follows from fulfilling GEC objectives 1 and 3-9 with 1 credit hour of ENGR 199 and nine 3 credit hour courses).
3. The CEMR Undergraduate Academic Affairs Committee has recommended and Associate Dean Myers has required that the CEMR BS CS curriculum include some restriction on free electives to ensure that students choose free electives in a manner that provides an overall sound academic program.
4. At least 16 credit hours of advanced computer science are required by the ABET CS Curriculum Standards. Our current BS CS (ECAS) technical elective guidelines do not ensure 16 credit hours of advanced CS because students can choose 6 credit hours in MATH 4xx courses.

Old**A. Eberly College of Arts and Sciences Option BSCS (1434/1484)**

1st Semester Freshman	HRS	2nd Semester Freshman	HRS
CS 110 Intro to Computer Science	4	CS 111 Intro to Data Structures	4
MATH 155 Calculus I	4	MATH 156 Calculus II	4
UNIV 101 Orientation	1	ENGL 101 Composition and Rhetoric	3
GEC or LSP A/B Elective	3	GEC or LSP A/B Elective	3
GEC or LSP A/B Elective	3	GEC or LSP A/B Elective	3
	15		17

1st Semester Sophomore	HRS	2nd Semester Sophomore	HRS
CS 210 File and Data Structures	4	CpE 271 Intro to Digital Logic	3
CS 220 Discrete Mathematics	3	CpE 272 Intro to Digital Logic Lab	1
ENGL 102 Composition and Rhetoric II	3	CS 221 Analysis of Algorithms	3
4 hour Lab Science ⁺	4	CS 230 Intro to Software Engineering	4
GEC or LSP A/B Elective	3	GEC or LSP A/B Elective	3
		4 hour Lab Science ⁺	4
	17		18

1st Semester Junior	HRS	2nd Semester Junior	HRS
CS 310 Principles of Prog. Languages	3	CS Tech Elective, Systems (CS 4xx)***	3
CS 350 Computer System Concepts	3	CS Technical Elective (CS 4xx or equiv.)	3
STAT 215 Intro to Probability & Statistics	3	LSP Cluster A/B or Free Elective	3
CS Tech Elective, Theory (CS 4xx)***	3	4 hour Lab Science ⁺	4
GEC or LSP A/B Elective	3	Elective	3
	15		16

1st Semester Senior	HRS	2nd Semester Senior	HRS
CS 480 Senior Design Seminar	2	CS 481 Senior Design Project	3
CS Tech Elective, Applications (CS 4xx)***	3	Elective	3
CS Technical Elective (CS 4xx or equiv.)	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective ** (eliminate)	3
Elective	3		
	17		15

Total Hours = 130 hours *

* 128 hours required. ** The 8 Free Electives need only total 22 hours, not 24.

⁺ Chosen from a list of courses approved by the department.

*** Student must pick one course from each of: Theory, Systems, and Applications.

Old**B: College of Engineering and Mineral Resources Option BSCS (3034/3083)**

1st Semester Freshman	HRS	2nd Semester Freshman	HRS
ENGR 101 Freshman Engr. Design	2	CS 111 Intro to Data Structures	4
ENGR 199 Engineering Orientation	1	MATH 156 Calculus II	4
CS 110 Intro to Computer Science	4	PHYS 111 General Physics I	4
MATH 155 Calculus I	4	GEC or LSP A/B Elective	3
CHEM 115 Fundamentals of Chemistry	4	GEC or LSP A/B Elective	3
ENGL 101 Composition and Rhetoric	3		
	18		18

1st Semester Sophomore	HRS	2nd Semester Sophomore	HRS
CPE 271 Intro to Digital Logic Design Lec	3	CPE 310 Microprocessor Systems	3
CPE 272 Digital Logic Design Lab	1	CPE 311 Microprocessor Systems Lab	1
PHYS 112 General Physics II	4	CS 221 Analysis of Algorithms	3
CS 210 File and Data Structures	4	CS 230 Intro. to Software Engineering	4
CS 220 Discrete Mathematics	3	ENGL 102 Composition and Rhetoric	3
GEC or LSP A/B Elective	3	GEC or LSP A/B Elective	3
	18		17

1st Semester Junior	HRS	2nd Semester Junior	HRS
CS 310 Principles of Program Lang	3	CS Technical Elective (CS 4xx)	3
CS 350 Computer Sys. Concepts	3	CS Technical Elective (CS 4xx)	3
STAT 215 Probability and Statistics	3	Elective	3
Elective	3	GEC or LSP A/B Elective	3
GEC or LSP A/B Elective	3	LSP A/B or Free Elective	3
	15		15

1st Semester Senior	HRS	2nd Semester Senior	HRS
CS 480 Senior Design Project	2	CS 481 Senior Design Project	3
CS Technical Elective (CS 4xx)	3	CS Technical Elective (CS 4xx)	3
Cluster A or B	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective (eliminate)	3
	14		15

Total Hours = 130**

**Minimum 128 hours required. The free electives need only total 16 hours, not 18.

Revised (Changes in bold.)

A. Eberly College of Arts and Sciences Option BSCS (1434/1484)

1st Semester Freshman	HRS	2nd Semester Freshman	HRS
CS 110 Intro to Computer Science	4	CS 111 Intro to Data Structures	4
MATH 155 Calculus I	4	MATH 156 Calculus II	4
UNIV 101 Orientation	1	ENGL 101 Composition and Rhetoric	3
GEC Elective	3	GEC Elective	3
GEC Elective	3	GEC Elective	3
	15		17

1st Semester Sophomore	HRS	2nd Semester Sophomore	HRS
CS 210 File and Data Structures	4	CpE 271 Intro to Digital Logic	3
CS 220 Discrete Mathematics	3	CpE 272 Intro to Digital Logic Lab	1
ENGL 102 Composition and Rhetoric	3	STAT 215 Intro to Probability & Statistics	3
4 hour Lab Science ⁺	4	CS 230 Intro to Software Engineering	4
MATH 251 Multivariable Calculus	4	4 hour Lab Science ⁺	4
		GEC Elective	3
	18		18

1st Semester Junior	HRS	2nd Semester Junior	HRS
CS 310 Principles of Prog. Languages	3	CS Tech Elective, Systems (CS 4xx)*	3
CS 350 Computer System Concepts	3	CS Tech Elective, Applications (CS 4xx)*	3
CS 221 Analysis of Algorithms	3	4 hour Lab Science ⁺	4
GEC Elective	3	GEC Elective (3-9)	3
GEC Elective	3	Elective**	3
	15		16

1st Semester Senior	HRS	2nd Semester Senior	HRS
CS 480 Senior Design Seminar	2	CS 481 Senior Design Project	3
CS Tech Elective, Theory (CS 4xx)*	3	CS Technical Elective (CS 4xx or CpE 4xx)	3
CS Technical Elective (CS 4xx or CpE 4xx)	3	Elective**	3
Elective**	3	Elective**	3
Elective**	3	Elective**	3
	14		15

Total Hours = 128 hours

⁺ A two-semester sequence in a laboratory science and a third laboratory science course chosen from the following: BIOL 115 and BIOL 117; CHEM 115 and CHEM 116; CHEM 117 and CHEM 118; GEOL 101/102 and GEOL 103/104; GEOL 110/111 and GEOL 103/104; PHYS 111 and PHYS 112. Restrictions: Students may earn credit for only one of the courses in each of the following groups: [CHEM 115 and CHEM 117], [CHEM 116 and CHEM 118], [GEOL 101/102, GEOL 110/111, GEOG 110/111].

* Students must pick one course from each of: Theory, Systems, and Applications.

** Free electives must satisfy the following: At least 9 credits must be at the 200 level or above. At least 9 credits must be in one discipline.

Revised (Changes in **bold**)

B: College of Engineering and Mineral Resources Option BSCS (3034/3083)

1st Semester Freshman	HRS	2nd Semester Freshman	HRS
CS 110 Intro to Computer Science	4	CS 111 Intro to Data Structures	4
MATH 155 Calculus I	4	MATH 156 Calculus II	4
ENGR 199 Engineering Orientation	1	PHYS 111 General Physics I	4
ENGR 101 Freshman Engr. Design	2	GEC Elective	3
ENGL 101 Composition and Rhetoric	3	GEC Elective	3
CHEM 115 Fundamentals of Chemistry	4		
	18		18

1st Semester Sophomore	HRS	2nd Semester Sophomore	HRS
CS 210 File and Data Structures	4	CPE 271 Intro to Digital Logic Design Lec	3
CS 220 Discrete Mathematics	3	CPE 272 Digital Logic Design Lab	1
MATH 251 Multivariable Calculus	4	STAT 215 Probability and Statistics	3
PHYS 112 General Physics II	4	CS 230 Intro. to Software Engineering	4
GEC Elective	3	ENGL 102 Composition and Rhetoric	3
		GEC Elective	3
	18		17

1st Semester Junior	HRS	2nd Semester Junior	HRS
CS 310 Principles of Program Languages	3	CS 350 Computer Sys. Concepts	3
CPE 310 Microprocessor Systems	3	CS Technical Elective (CS 4xx)	3
CPE 311 Microprocessor Systems Lab	1	GEC Elective (3-9)	3
CS 221 Analysis of Algorithms	3	GEC Elective	3
GEC Elective	3	Elective*	3
GEC Elective	3		
	16		15

1st Semester Senior	HRS	2nd Semester Senior	HRS
CS 480 Senior Design Project	2	CS 481 Senior Design Project	3
CS Technical Elective (CS 4xx)	3	CS Technical Elective (CS 4xx)	3
CS Technical Elective (CS 4xx)	3	Elective*	3
Elective*	3	Elective*	3
Elective*	3		
	14		12

Total Hours = 128

* Free electives must satisfy the following: At least 9 credits must be at the 200 level or above. At least 6 credits must be in one discipline.

GROUP FITNESS MINOR
By Nancy L. Naternicola, MS

Athletic Coaching Education
School of Physical Education

Justification:

The *GROUP FITNESS INSTRUCTOR MINOR* provides instruction and application of the theoretical components of exercise and principles of training in a group fitness setting. Students will demonstrate the necessary professional competencies to design and teach group fitness exercise classes in step, hi/lo, interval, and use of resistance equipment using appropriate music tempo and progressive choreography. In addition students will specialize in three of the following: Fitness Yoga, Indoor Cycling, Mat Pilates, Kickboxing, and Aqua Fitness. More specifically, students will design safe and effective group fitness exercise programs that adhere to all codes, laws, regulations, and procedures within the recognized scope of practice for group fitness instructors set by the American College of Sports Medicine and the American Council on Exercise. The proposed minor would complement current degrees in the School of Physical Education and strengthen the background of students in Athletic Coaching Education, Physical Education Teacher Education, and Exercise Physiology. Currently there are no instructor courses in the School of Physical Education that prepare students for national certification to instruct group fitness classes. This unique contribution to the School of Physical Education will enhance student opportunities in finding employment in the fitness industry, distinguish WVU as the first university or college in the country to offer a Minor in Group Fitness, and accomplish one of the goal objectives set forth by President David C. Hardesty's WVU Nutrition and Wellness Initiative.

ACE 474 Aquatic Fitness Instructor – This course, formerly a 3-credit course called Aqua Aerobics Instructor, has been proposed as a 1 credit course because 65% of the material is covered in the (required) course ACE 470 Methods of Aerobic Instruction.

The following classes will broaden the marketability of students who work in the fitness industry, enhance the department's option of offering continuing education courses, and are imperative for the Group Fitness Minor:

- ACE 478 Fitness Yoga Instructor
- ACE 477 Group Cycling Instructor
- ACE 481 Pilates Mat Instructor
- ACE 479 Kickboxing Instructor

Abstract:

The WVU School of Physical Education's *GROUP FITNESS INSTRUCTOR MINOR* is designed to prepare students for a professional career in designing and conducting comprehensive group fitness exercise programs. Coursework includes areas such as components of exercise, basic nutrition, anatomy, fitness management, exercise programming, adherence and motivation, injury prevention, emergency procedures, and instructional techniques in hi/lo, step, interval, and use of resistance equipment. In addition, students will specialize in three or more of the following: Fitness Yoga, Cycling, Mat Pilates, Kickboxing, and Aqua Aerobics. The program prepares students to become nationally certified as group fitness instructors through the American Council on Exercise (ACE) and the Aquatic Exercise Association (AEA).

Catalog Description:

The *GROUP FITNESS INSTRUCTOR MINOR* requires the completion of 15 hours of fitness and health-related courses with grades of C or better in each course.

Courses in the Group Fitness Instructor Minor

REQUIRED COURSES: 9 hours
(no prerequisites)

ACE 460 Fitness Management	3 credit hours
ACE 470 Methods of Aerobic Instruction	3 credit hours
ACE 464 Lifestyle & Weight Management	3 credit hours
ACE 476 Fitness Internship* (prerequisite ACE 460, 464, 470, plus 3 electives)	3-6 credit hours

ELECTIVES: 3 hours

ACE 474 Aquatic Fitness Instructor	1 credit hour
ACE 477 Group Cycling Instructor	1 credit hour
ACE 478 Fitness Yoga Instructor	1 credit hour
ACE 479 Kickboxing Instructor	1 credit hour
ACE 481 Pilates Mat Instructor	1 credit hour

*** Upon completion of required courses must sit for the American Council on Exercise certification exam Fall or Spring**

Memorandum

To: Faculty Senate Executive Committee

From: Lesley Cottrell, Chair-Elect,
Senate Curriculum Committee

Date: February 5, 2007

RE: Alterations Report - January 25 through February 5, 2007

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

Bioc	650	<p>Action: (1) Course number change and (2) PR addition. Old: 693B. <i>Special Topics. I, II.</i> 1-6 hrs. A study of contemporary topics selected from recent developments in the field. New: 650. <i>Supervised Teaching. I, II.</i> 1-6 hrs. PR: Consent. Supervised college teaching of Biochemistry.</p>	<p>Rationale: Department wishes to move the course from a special topics listing to a consistent course listing. Consent from faculty agreeing to supervise is required.</p>	200708
Bioc	652	<p>Action: Course number change. Old: 693C. <i>Special Topics. I, II.</i> 1-6 hrs. A study of contemporary topics selected from recent developments in the field. New: 652. <i>Biochemistry Journal Club. I, II.</i> 1-6 hrs. Discussion of recent important topics in the scientific literature.</p>	<p>Rationale: Same as above.</p>	200708
Hist	615	<p>Action: (1) Course number change. Old: H793E. New: 615. <i>Museum Studies.</i> Introduction to museum management and curation of collections of historic or archaeological significance. Students will learn the basic skills necessary to work with ad use museum collections.</p>	<p>Rationale: Department wishes to move the course from a special topics listing to a consistent course listing. Consent from faculty agreeing to supervise is required.</p>	200708
Hist	616	<p>Action: Course number change. Old: H793L New: 616. <i>History of American Architecture.</i> Overview of American architecture and architectural styles to enable students to correctly identify building styles in the field.</p>	<p>Rationale: Same as above.</p>	200708

Hist	619	Action: Course number change. Old: H793M. New: 619. <i>Understanding Preservation Laws</i> . Overview of legal issues and federal regulations and guidelines in the practice of historic preservation.	Rationale. Same as above.	200708
Hist	620	Action: Course number change. Old: H691G. New: H620. <i>Internship</i> . Cultural Resource Management. 300 contact hour professional placement or project designed to be the capstone experience for students in the CRM graduate certificate program. Placement is tailored to the area of student interest.	Rationale. Same as above.	200708
Action: Course Drop				
<u>Bioc 792 A-Z</u>				
Old: Directed Study. I, II. S. 1-6 hrs. Directed study, reading and/or research.				

Memorandum

19 February 2007 (Revised 26 Feb, through addition of items in 14 pt text.)

To: Senate Executive Committee

Fr: J. Steven Kite, Chair, General Education Curriculum Oversight Committee

Re: GEC Actions

The GEC Oversight Committee met on 5 and 19 February 2007 and recommended the following items for Faculty Senate approval:

Approved New GEC Course Additions

CHIN 101 Elementary Chinese 1 (**GEC Obj. 4 + 9, LSP Cluster A**)
CHIN 102 Elementary Chinese 2 (**GEC Obj. 4 + 9, LSP Cluster A**)
CHIN 203 Intermediate Chinese 1 (**GEC Obj. 4 + 9, LSP Cluster A**)
CHIN 204 Intermediate Chinese 2 (**GEC Obj. 4 + 9, LSP Cluster A**)
FLIT 272 Russian Fairy Tales (**W**) [GEC 5 & 9 were approved in '06]
FLIT 275 SCiFi: East West (**W**) [GEC 5 & 6 were approved in '06]

Successful GEC Audits

MATH 150 Intro. to Calculus (**GEC Obj. 2A, LSP C**)
PSYC 233 Psychology of Cinema. (**GEC Obj. 4 + 5**)
PSYC 281 Introduction to Abnormal Psychology. (**GEC Obj. 4 + 6**)
PSYC 343 Child & Adolesc. Behavior (**W**)
WDSC 460 Plant Layout for Wood Industry (**W**)

Course Deletions from GEC & LSP per request of chairs

ART 248 Art History, Italian Renaissance (**W**)
FLIT 243 Women Writers of Spain (**W**)
POLS 107 Modern Political Ideologies (**GEC Obj. 4 & 8, LSP Cluster B**)
POLS 271 History of Political Thought 2 (**GEC Obj. 3& 4, W, LSP Cluster B**)
POLS 344 Administrative Law (**W**)
POLS 366 Russian Foreign Policy (**GEC Obj. 4 & 8, W, FM&G**)
RELG 230 Religions of India (**GEC 3 & 9; W** was removed in 2005)
RELG 231 Religions of China and Japan (**GEC 3; W** was removed in 2005)

Addition and Clarification of Old Business

FIDP 401 Prof. Forensic Comm. (**W**)

If **FIDP 401** is approved as a new course, as recommended in the current Curriculum Committee report, it will added to the list of approved "W" courses.

FIDP 401. Prof. Forensic Comm. was approved as a "W" course by the Senate on 16 November 2006 under "**FIDP 408** Prof. Forensics Communications &..." using the concurrent GEC-SCC application process. The course was renumbered and renamed during subsequent deliberations in the Senate Curriculum Committee.

Approved New GEC Course Additions Pending Senate Curriculum Committee approval of this new course:

ENGL 355: Topics in Multiethnic Literature (**W**)

The concurrent GEC-SCC application process is no longer needed and has caused problems in the Senate approval process. **All new GEC course applications must be completed using GEC or W forms linked to the “Gen. Ed. Curriculum” tab on the Faculty Senate web page.**

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)