

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
Monday, October 10, 2011

1. Professor Lesley Cottrell, Faculty Senate Chair, called the meeting to order at 4:28 p.m. in Assembly Rooms A/B, NRCCE, after the President's State of the University Address.

Members Present:

Ameri, S.	Cohen, S.	Jacknowitz, A.	Nutter, R.	Sperow, M.
Anderson, J.	Cronin, A.	Johnston, A.	Orlikoff, J.	Stack, S.
Anderson, K.	Curtis, R.	Jones, D.	Osborne, E.	Stout, P.
Atkins, C.	Davari, A.	Kale, U.	Paternostro, M.	Stuchell, R.
Banta, L.	DiBartolomeo, L.	Kershner, R.	Paul, S.	Tuninetti, A.
Barretto, G.	Dino, G.	Kirby, B.	Pearson, T.	Turton, R.
Bastress, R.	Elmore, S.	Knight, J.	Perry, J.	Urbanski, J.
Bilgesu, I.	Ernst, G.	Kopriva, N.	Polak, J.	Veselicky, K.
Blake, L.	Etzel, E.	Kromar, R.	Prudhomme, J.	Vester, M.
Boone, D.	Finkel, M.	Kuhlman, J.	Putman, H.	Vona-Davis, L.
Bowen, E.	Fleming, S.	Mandich, M.	Reddy, R.	Watson, D.
Brazaitis, M.	Funk, A.	Mays, M.	Reymond, R.	Watson, J.
Bredchoft, T.	Graber, S.	Miller, M.	Riemenschneider, S.	Weihman, L.
Britten, R.	Harner, J.	Miltenberger, M.	Rockett, I.	Whiteman, C.
Brooks, R.	Hartman, K.	Mucino, V.	Ruscello, D.	Woloshuk, J.
Bucklew, A.	Holmes, M.	Munasinghe, R.	Ryan, K.	Wood, A.
Cassels, A.	Huber, J.	Nestor, P.	Scott, H.	
Chalupa, C.	Iskander, W.	Nichols, A.	Shelton, E.	

Members Excused:

Abraham, R.	Hashmi, M.	Kite, S.	Perone, M.	Tallaksen, R.
Bonner, D.	Hileman, S.	Kleist, V.	Schreurs, B.	Wenger, S.
Clark, B.	Hornsby, G.	Lofoso, A.	Schwartz, S.	Zimmerman, P.
Fint-Clark, B.	Huffman, V.	Oberhauser, A.	Sherwin, M.	

Members Absent:

Anfinson, J.	Cottrell, S.	Hazard, H.	Nelson, C.	Tower, L.
Carpenter, R.	Davis, S.	Hogan, T.	Petty, T.	
Clarke, M.	Fuller, E.	Moritz, J.	Sundaram, M.	

2. Chair Cottrell moved and it was duly seconded to approve the Minutes from the Monday, September 12, 2011 meeting. Motion carried.
3. Provost Wheatly said that October 24th will be the launch date for tenured, full time faculty to participate in the Harvard COACHE (Collaborative on Academic Careers in Higher Education) survey on faculty satisfaction. A few years ago we participated in the untenured faculty COACHE survey. The survey compared the satisfaction levels of our untenured faculty with peers nationwide. With the tenured faculty survey, they will be able to look at tenured faculty satisfaction and at areas where we may be higher or lower than the national norm. Dr. Melissa Latimer is organizing this for WVU and a link to the survey will be e-mailed to faculty in mid-October. It will take about 20 minutes to answer the survey on-line. She asked that all tenured faculty members please take the survey.

4. Chair Cottrell reported that two candidates visited campus for the Vice President of Research position. If you haven't submitted your comments about the candidates, please do so soon.

Chair Cottrell asked faculty to consider nominees for The Caperton Award for Excellence in the Teaching of Writing. Applications should be sent to Associate Provost C. B. Wilson's office by November 1st.

Also with a November 1st deadline are applications for Faculty Travel Grants. Information is located on the Office of Sponsored Programs website. This grant helps full time faculty present their scholarly work at regional, national, and international professional meetings. Faculty Senate Grants deadline is also November 1st and information can be obtained at the Office of Sponsored Programs website.

She said that Marcellus shale forums that are being developed are now being posted on the Faculty Senate website.

5. Nominations were solicited for Board of Governor's representative candidates. Five faculty were nominated: Becca Fint-Clark (Extension), J. Scott Mizes (HSC), Kenneth Veselicky (HSC), Robert Griffith (HSC), and Jennifer Knight (HSC). Candidates will give a brief background description of themselves at the November meeting. Voting will occur at the November meeting. Nominations will be accepted until seven days prior to the November Faculty Senate meeting.
6. Jennifer Orloff, Senate Curriculum Committee Chair, submitted and moved for approval of the following reports:

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

Annex II, Capstone Request for CDFS 415. Motion carried.

Annex III, The Alteration Report was submitted for information.

7. Lisa DiBartolomeo, General Education Curriculum Oversight Committee Chair, submitted and moved for approval of Annex IV, GEC Actions. Motion carried. Annex V, GEC Audits, was presented for information.
8. Robert Griffith, BOG representative, said
 - Their next meeting will be on November 3rd and 4th. The Thursday, November 3rd meeting will begin with a lunch with the WVU P.I. School of Journalism faculty. They will then move to the Mountainlair where he and Chair Cotrell will report to the BOG on behalf of the faculty. He will give the salary report for WVU main campus, Potomac State, and WVU Tech and how they compare to HEPC peer institutions.
 - They will continue looking for initiatives on faculty retention.

- There is a report due to LOCEA from consultants on revitalizing Tech. The Board has a subcommittee of the distance campus committee. Chair Cottrell is a member of that committee and he is the chair.
 - He encourage faculty to attend the meeting at the Mountainlair on November 4th, beginning at 4 p.m.
9. Professor Urbanski asked if faculty and staff at Tech would be able to get a copy of the Revitalization Report. Professor Griffith replied that the decision to make it public is up to the HEPC and LOCEA.
 10. The meeting adjourned at 4:47 p.m. to reconvene on Monday, November 14, 2011.

Mary Strife, Faculty Secretary

To: Faculty Senate Executive Committee
From: Jennifer Orlikoff, Chair, Faculty Senate Curriculum Committee
Date: September 26, 2011
Re: New Courses and Course Changes

Eberly College of Arts and Sciences

Geography

New Course:

GEOG 463. Crime Geography. 3 Hr. PR: GEOG 150 or GEOG 350. Exploring the interactions between crime, society, and space through GIS, mapping, and geographical concepts of crime and law enforcement. (Effective Term: Spring 2011) (CIP: 450701)

Rationale. The Geography undergraduate and graduate programs both have specialty tracks in Geographic Information Science (GIScience) that feature advances in theory and practice of geographic data handling and emphasize the use of computer systems for storing, receiving, analyzing and displaying spatial information. Additionally, the undergraduate major has a specialty track in Urban and Regional Planning. The proposed course, Crime Geography, contributes to these curricular emphases by providing a contemporary context for exploration of the concepts and methods of geographic information science and its spatial analysis. The course enables students to investigate recent spatial approaches to crime through mapping, interpretation and critical reasoning of contributing factors, which are fundamental capabilities integral to a geography degree program. The course emphasizes content that reflects the foundations of geographic education: space, place, region, scale, environment, and interaction. The content material is also of contemporary concern in urban planning in the identification of environmental and social contributors to crime and to the planning and (re)design of the environment to reduce the rate and consequence of crime.

College of Business and Economics

Business Administration

New Course:

BUSA 202. Survey of Accounting. Survey of Accounting. 3 Hr. Overview of the accounting discipline. Utilization of accounting information for purposes of financial reporting, management control and decision making, and individual income tax reporting. (Effective Term: Summer 1, 2012) (CIP: 520101)

Rationale: The proposed Survey of Accounting, BUSA 202, provides exposure to financial, managerial and tax accounting in one semester and is designed to meet the accounting credit requirements needed for all non-Business Majors or Minors. This is in contrast with ACCT 201, Financial Accounting, and ACCT 202,

Managerial Accounting, which cover similar topics in depth over two semesters and will only be offered to students enrolled in the College of Business and Economics.

College of Human Resources and Education

Special Education

New Courses:

SPED 460. Diff Elementary Instruction. 3 Hr. PR: SPED 304. Strategies for individualizing instruction for diverse learners in core content/tool skills for grades K-6, including universal design for learning, response to intervention, curriculum modifications, specialized interventions, ongoing assessment, and co-planning and co-teaching processes. (Effective Term: Fall 2012) (CIP: 131001)

Rationale: The West Virginia Department of Education requires ALL teacher education programs to include a course on differentiated instruction. WVU has been using a single course (SPED 360) for all programs but faculty and students have asked for multiple courses so content and learning experiences can be tailored to the needs of different groups and each course can be integrated with other methods courses and the practicum. SPED 460 is a new course designed for the elementary education program; while SPED 461, another new course, is designed for the secondary education programs. SPED 360 will be retained to serve the programs in ART, Music and Agriculture Education.

SPED 461. Diff Secondary Instruction. 3 Hr. Pr: SPED 304. Strategies for individualizing instruction for diverse learners in academic content areas for grades 5-12, including universal design for learning, response to intervention, curriculum modifications, specialized interventions, ongoing assessment, and co-planning and co-teaching processes. (Effective Term: Fall 2012) (CIP: 131001)

Rationale: The West Virginia Department of Education requires ALL teacher education programs to include a course on differentiated instruction. WVU has been using a single course (SPED 360) for all programs but faculty and students have asked for multiple courses so content and learning experiences can be tailored to the needs of different groups and each course can be integrated with other methods courses and the practicum. SPED 461 is a new course designed for the secondary education program; while SPED 460, another new course, is designed for the elementary education programs. SPED 360 will be retained to serve the programs in ART, Music and Agriculture Education.

Course Change:

From:

SPED 319. Internship: Presch Spec Needs. 3 Hr. PR: consent. Internship or advanced student teaching for certification or additional endorsement to work with children ages birth to pre-kindergarten with special needs. (Effective Term: Fall 2012) (CIP: 131001)

To:

SPED 319. Internship: Presch Special Needs. 6 Hr. PR: consent. Internship or advanced student teaching for certification or additional endorsement to work with children ages birth to pre-kindergarten with special needs. (Effective Term: Fall 2012) (CIP: 131001)

Rationale: When this course was developed, the internship placement was planned for 12 weeks for 4 days per week and 2.5 hours per day. To align with new College requirements and address national standards for program accreditation, the internship placement has been increased to 16 weeks for 5 days per week and 4 hours per day. The increase in credit hours reflects the increase in the workload for this course. Further, additional time at the placement site provides a greater number of learning experiences to the students so that they develop more extensive and advanced skills related to all learning outcomes. It will also help students improve their ability to demonstrate competencies for the performance assessment and affords them the opportunity to assemble artifacts for the professional portfolio.

College of Physical Activity and Sport Sciences

Physical Education

New Courses:

PE 121. Zumba. 1 Hr. Fuses various fast and slow Latin rhythms and movements with resistance training to create a dynamic fitness routine, balance, and introduces breathing techniques to increase energy and focus. (Effective Term: Summer 1, 2012) (CIP: 131314)

Rationale: Offering a course in Zumba will provide an additional opportunity to students to acquire knowledge about this form of exercise and develop skills and abilities in physical education and fitness.

PE 201. Pilates. 1 Hr. Introduces students to basic techniques, postures, and controlled breathing designed to build core strength, improve flexibility, and increase physical fitness in a non-competitive atmosphere. (Effective Term: Summer 1, 2012) (CIP: 131314)

Rationale: Offering this course in Pilates will provide an additional opportunity to students to acquire knowledge about this form of exercise and develop skills and abilities in physical education and fitness.

PE 202. Intermediate Yoga. 1 Hr. PR: PE 153 or previous yoga experience. Emphasizes poses which build a combination of strength, flexibility, balance, and introduces breathing techniques to increase energy and focus. Moderately paced for students with previous yoga practice. (Effective Term: Summer 1, 2012) (CIP: 131314)

Rationale: This intermediate yoga course provides students who have taken PE 153, or have had previous yoga practice, the opportunity to extend their knowledge of yoga philosophy and to develop their yoga skills by practicing more advanced poses and breathing techniques than those taught in PE 153.

School of Medicine

Public Health

New Courses:

PUBH 708. Epigenetics and Systems Biology. 3Hr. Course provides overview of ways that non-genetic factors influence and interact with gene expression; comparing, contrasting systems biology approaches to more traditional reductionist methods for investigating complex phenotypes. (Effective Term: Spring 2012) (CIP: 512001)

Rationale: The Council on Linkages between Academia and Public Health Practice lists core Competencies for Public Health Professionals that this course fulfills. These include (but are not limited to): Integrate general biological and molecular concepts into public health; explain how genetics and genomics affect disease processes and public health policy and practice; and, describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.

School of Pharmacy

New Course:

PHAR 756. Health Survey Research Methods. 3Hr. This course seeks to increase students' understanding of survey research methods and to develop basic skills in survey development and administration. (Effective Term: Spring 2012) (CIP: 512001)

Rationale: This is a required course in the Health Outcomes Research Ph.D. track in the Pharmaceutical and Pharmacological Sciences. Whether students choose to specialize in primary or secondary data analysis, they need to understand how surveys are constructed to elicit participant responses. Surveys are one of the main sources of data for health outcomes research, and students need to have this training, whether they go into academia, industry, or government.

College: Human Resources and Education

Department/Program: Technology, Learning, and Culture

Course(s) in which the Capstone Experience is fulfilled: CDFS 415: Family Communication and Interaction

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:

Students will have a number of opportunities to gather material independently. Students will be assigned a project each week that will require them to apply the course material. For example, one week, students will first learn about intimacy. They will then be asked to observe couples in a public place, applying what they've learned about intimacy and writing up a brief report about how they see couples displaying intimacy in public. Also, for students' final project, students will need to gather research on a topic of their choosing, write a research paper about it, create a handout, and present what they've found to the class.

Students will also do 3 annotated bibliographies over the course of the semester. At the end of week 3, all students will have identified an area of family communication and interaction they will focus on for their final projects. Their annotated bibliographies should be on articles that are focused on that topic area.

Finally, students will write a research paper on their topic (5-6 pages), present a 15 minute presentation where they instruct the class about their topic, develop a 1 page summary of their topic that will be used to help WV families learn how to improve their communication via the WVU Extension, and create a poster that summarizes their project for display during the Week of Honors in April.

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

This course meets two days a week. The first day will be devoted to reviewing course material in mostly lecture format, although I will welcome questions, comments, and concerns. On the second day we meet each week, students will have the opportunity to see the course material in action and will complete a series of minor projects that will require them to put course material to use. Thought-Provoking Projects will be graded in the following manner:

9-10 points:	Extremely Well Developed
7-8 points:	Fulfilled the Requirements
5-6 points:	Does not Fulfill the Minimum Requirements

Students will need to pull information from previous classes to aid in their completion of these projects.

Also, students' final projects should be the culmination of what they have learned in the courses while at West Virginia University. Their final topic choice should be guided by their academic interests, which have developed through their CDFS courses. Further, because their topics will center around topics in family communication and

interaction, students will need to consider developmentally appropriate skills and expectations, apply what they have learned about family theories, and integrate their knowledge of the family life cycle as they work on their final topics to successfully pass this course requirement.

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

All topics students choose for their final projects should allow them to educate family members on how to improve their communication styles or patterns or should teach them important components of communication that will assist families during minor and major transitions. Students will need to consider how best to deliver information to a potential group of families or family members who are experiencing communication difficulties. Part of this consideration will involve an understanding of social issues that may be influencing families (e.g., being a part of stepfamilies, negative stereotypes about divorce and/or stepfamily members, poverty, being gay or lesbian).

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

Students will write a 5 – 6 page research paper on your topic. They will cover the following items: 1) an introduction and definition of the topic; 2) an explanation of why it is an important topic to address; 3) a summary of the research on your topic; 4) a description of their ideas for classes on their topics including three objectives for the class, and a very detailed, very specific description of the topics addressed in the class. At least six academic, peer-reviewed journal articles will be used in writing the paper.

Students will also create a tri-fold poster to display around Allen Hall as well as at the WVU Nursery School. The posters will contain a definition of the topic, important facts about the topic (e.g., what is relationship maintenance? why is relationship maintenance important?), and suggestions in everyday language about how families can improve or maintain their communication patterns (e.g., providing specific strategies for how individuals could maintain their relationships).

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

As part of students' final project, they will create an informational Power Point presentation that will last 20 minutes. Their presentations will have them present their ideas for a class on family communication and interaction to their peers. For example, if a student did a project on relationship maintenance, she would pretend that her classmates have signed-up and paid for a class on how to maintain their relationships with families who live far away. Student will need to cover the following information: 1) an introduction of and definition of your topic; 2) an explanation about why the topic is important; 3) a review of what the research says about the topic; and, 4) the proposed communication class. Students will need to provide their audience with specific strategies for how to improve or maintain their communication. This section should also involve leading the audience through an activity where they can practice their communication skills you are teaching them.

Memorandum**To:** Faculty Senate Executive Committee**From:** Dennis Ruscello, Chair-Elect
Senate Curriculum Committee**Date:** September 26, 2011**RE:** Monthly Alterations Report**ALTERATIONS (Minor Changes).** The following alterations (minor changes) are presented for approval:

Subject Code	Course number	CIP	Action	Old	New	Rationale	Effective term
ACCT	201	520301	Change course description and prerequisite.	ACCT 201. Principles of Accounting. 3 Hrs. PR. Sophomore Standing. The accounting cycle from the analysis of business transactions through the preparation of financial statements; basic theory and practice with respect to accounting for assets and equities.	ACCT 201. Principles of Accounting. 3 Hrs. The concepts, principles, and procedures pertaining to the preparation, analysis, and interpretation of financial statements.	Changes were made to remove the prerequisite of sophomore standing and improve the clarity of the course description.	201108
EDUC	400	130301	Changes in course prerequisites.	EDUC 400. Instructional Design and Evaluation. 3 Hrs. PR: Admission to the major and grade of C or better in both EDUC 302 and EDUC 312. Examination and demonstration of teacher behaviors required to plan classroom instruction, assess student learning, and evaluate instruction; emphasis on instruction, assessment, and evaluation to accommodate a wide range of student needs.	EDUC 400. Instructional Design and Evaluation. 3 Hrs. PR: Admission to the major and grade of C or better in EDUC 301. Examination and demonstration of teacher behaviors required to plan classroom instruction, assess student learning, and evaluate instruction; emphasis on instruction, assessment, and evaluation to accommodate a wide range of student needs.	Change course prerequisites. EDUC 302 is no longer a required course and EDUC 312 is no longer taken prior to taking EDUC 400.	201201
EDUC	414	130301	Change prerequisite.	EDUC 414. Promoting Creative Expression in Elementary Classrooms. 3 Hrs. PR: EDUC 410. Includes an examination of	EDUC 414. Promoting Creative Expression in Elementary Classrooms. 3 Hrs. PR: EDUC 312. Includes an examination of	Change prerequisite due to revisions in the teacher education program.	201108

				creative experiences for children in elementary school, pre-school-grade 6. Topics include the use of creative arts in learning activities, curriculum development, and instructional strategies.	creative experiences for children in elementary school, pre-school-grade 6. Topics include the use of creative arts in learning activities, curriculum development, and instructional strategies.		
FDM	311	500401	Allow credit for course to be taken up to three separate times and modify course description.	FDM 311. Fashion Study Tour. 1 Hr. PR: Junior or Senior Standing in FDM. Study of textile, apparel and retail industries through visits to historic costume collections, apparel firms, design showrooms, and retail establishments.	FDM 311. Fashion Study Tour. 1 Hr. PR: Junior or Senior Standing in FDM. Study of apparel industry through visits to historic costume collections, apparel firms, design showrooms, and retail establishments. May be repeated for up to 3 credit hours.	Allow course to be repeated for up to 3 credit hours for meeting graduation requirements.	201108
GEOG	150	450701	This course is to be taken concurrently with the laboratory course GEOG 149.	GEOG 150. Digital Earth. 3 Hr. Recent advances in technology and data availability have increased our knowledge about the world. This class surveys key concepts of geospatial technologies (GIS, remote sensing, spatial analysis) in the context of social and environmental change.	GEOG 150. Digital Earth. 3 Hr. PR or CONC: GEOG 149. Recent advances in technology and data availability have increased our knowledge about the world. This class surveys key concepts of geospatial technologies (GIS, remote sensing, spatial analysis) in the context of social and environmental change.	There have been significant changes in geospatial technologies, and these changes have promoted the Geography Department to develop a laboratory course for majors and minors (GEOG 149) that is taken concurrently with the lecture course (GEOG 150).	201108
IENG	561	141401	Reduce credit hours by 1 to reflect curriculum changes based on accreditation and additional external reviews.	IENG 561. Industrial Hygiene Engineering. 4 Hrs. Introductory course in industrial hygiene with laboratory. Topics include recognition, evaluation, and control of occupational and environmental contaminants and physical agents: basic IH quantitative analysis; PPE selection and evaluation.	IENG 561. Industrial Hygiene Engineering. 3 Hrs. Introductory course in industrial hygiene with laboratory. Topics include recognition, evaluation, and control of occupational and environmental contaminants and physical agents: basic IH quantitative analysis; PPE selection and evaluation.	Reducing the credit hours because some of the material is being shifted to other courses based on the recommendations from external reviewers.	201108
LAW	706	220101	Change of title and description to avoid confusion with LAW 722.	LAW 706. Civil Procedure 1. 2 Hrs. The study of jurisdictional concepts of civil procedure and the introduction of civil	LAW 706. Civil Procedure: Jurisdiction. 2 Hrs. This required, first-year course covers key civil procedure	Change was made to avoid confusion with LAW 722.	201201

				procedure law, with the examination of the appropriate forums of legal conflict.	concepts including personal jurisdiction, notice and opportunity to be heard, subject matter jurisdiction, diversity jurisdiction, removal, venue, and the Erie doctrine.		
LAW	722	220101	Removing prerequisite course and change of title and description to avoid confusion with LAW 706.	LAW 722. Civil Procedure 2. 3 hrs. PR: LAW 706. The study of rule making, rule interpretation, and rule application in the context of civil litigation.	LAW 722. Civil Procedure: Rules. 3 Hrs. This required, first year course examines most provisions of the Federal Rules of Civil Procedure, including coverage of pleading, pre-trial motions, joinder, discovery, summary judgment, jury trial rights, and post-trial motions.	Change was made to avoid confusion with LAW 706.	201201
LAW	780	220101	Add prerequisites to course description.	LAW 780. Federal Judicial Externship1. 2-8 Hrs. PR or CONC: LAW 780A. 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.	LAW 780. Federal Judicial Externship1. 2-8 Hrs. PR: LAW 727 and PR or CONC: 780-A. Strongly recommended that students take LAW 761 and LAW 762 prior to enrolling in this course. 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.	Prerequisites were not included when the course was reviewed by the Senate Curriculum Committee.	201101
LAW	780-A	220101	Add prerequisites to course description.	LAW 780-A Federal Judicial Externship 2. 6-11 Hrs. PR or CONC: LAW 780. The field work component of LAW 780.	LAW 780-A Federal Judicial Externship 2. 6-11 Hrs. S/U. PR LAW 727 and PR or CONC: LAW 780. Strongly recommended that students take LAW 761 and 762 prior to enrolling in this course. The field work component of LAW 780.	Prerequisites were not included when the course was reviewed by the Senate Curriculum Committee.	201108
MANG	740	52.0201	Change course from BADM 740 to MANG	BADM 740. Social Psych and Group Process. 3 Hrs.	MANG 740. Social Psych & Group Process. 3 Hrs. PR:	This course is part of the doctoral program in Business	201201

			740. Course is part of the doctoral program in Business Administration	PR:BADM 720. Graduate-level introduction to social and industrial-organizational psychology. Emphasis on major theories, issues, and literature regarding social psychology and organizational behavior in domestic and international contexts.	MANG 720. Graduate-level introduction to social and industrial-organizational psychology. Emphasis on major theories, issues, and literature regarding social psychology and organizational behavior in domestic and international contexts.	Administration, requiring the change from BADM to the new designation of MANG.	
MATH	150	270101	Change title and prerequisite for the course.	MATH 150. Introduction to Calculus. 3 Hrs. PR: MATH 129 or MATH 124 or consent. For students in other disciplines needing calculus for applications. Limits of sequences and functions, continuity, derivatives, and integrals of polynomials, rational functions,, and exponential and logarithmic functions, partial derivatives, maxima and minima. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	MATH 150. Applied Calculus. 3 Hrs. PR: C or better in MATH 126. For students in other disciplines needing calculus for applications. Limits of sequences and functions, continuity, derivatives, and integrals of polynomials, rational functions,, and exponential and logarithmic functions, partial derivatives, maxima and minima. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.	Proposed changes were done to minimize confusion as to the purpose and need of the course for non-majors.	201108
MATH	232	270101	Change prerequisite.	MATH 232. Number and Algebra for Teachers. 3 Hrs. PR: MATH 126A or MATH 126B or MATH 126C with a C or better. (Open to pre-service elementary education majors only.) Use of properties of real numbers and algebra to illuminate conceptual understanding and enhance problem solving techniques. The use of technology and manipulatives is infused throughout the course.	MATH 232. Number and Algebra for Teachers. 3 Hrs. PR: MATH 126A or MATH 126B or MATH 126C or higher with a C or better. (Open to pre-service elementary education majors only.) Use of properties of real numbers and algebra to illuminate conceptual understanding and enhance problem solving techniques. The use of technology and manipulatives is infused throughout the course.	Change prerequisite to provide the student with more flexibility to take other course in preparation for this course.	201108
MATH	233	270101	Delete unnecessary prerequisite courses.	MATH 233. Measurement and Geometry for Teachers. 3 Hrs.	MATH 233. Measurement and Geometry for Teachers. 3 Hrs.	Eliminates redundancy in previous prerequisite courses.	201108

				PR:MATH 126A or MATH 126B or MATH 126C and MATH 232 with a C or better. (Open to pre-service elementary education majors only.) Use of properties of real numbers, algebra, measurement and geometry to illuminate conceptual understanding and enhance problem solving techniques. The use of technology and manipulatives is infused throughout the course.	PR:MATH 232 with a C or better. (Open to pre-service elementary education majors only.) Use of properties of real numbers, algebra, measurement and geometry to illuminate conceptual understanding and enhance problem solving techniques. The use of technology and manipulatives is infused throughout the course.		
PT	740	512308	Correct error in prerequisite listing	PT 740. Clinical Education 2. 1 Hr. PR: 750. Students practice basic clinical skills under direct supervision of licensed physical therapists and prepare for full-time clinical internship experiences.	PT 740. Clinical Education 2. 1 Hr. PR: 720. Students practice basic clinical skills under direct supervision of licensed physical therapists and prepare for full-time clinical internship experiences.	Correct error in prerequisite listing	201108
RESM	420	010103	Revise course description and eliminate prerequisite courses.	RESM 420. Aquaculture Management. 3 Hrs. PR: BIOL 101 and BIOL 103. Interdisciplinary course that explores through lectures, field trips, demonstrations, class discussion, practical pond management principles, site and species selection, production methods, processing, marketing, waste issues and economics.	RESM 420. Aquaculture Management. 3 Hrs. Interdisciplinary course that explores through lectures, field trips and class discussion, practical pond management principles, site and species selection, production methods, mine water aquaculture, waste issues, processing, marketing, and sustainability.	Revise course description and eliminate prerequisite courses in line with current state of the art in this area.	201108
SPED	312	131001	Change course number.	SPED 361. Differentiated Instruction for Young Children. 3 Hrs. PR: SPED 304. Individualized instruction for young children with special needs in early childhood education programs through curriculum modifications, instructional adaptations, and environmental	SPED 312. Differentiated Instruction for Young Children. 3 Hrs. PR: SPED 304. Individualized instruction for young children with special needs in early childhood education programs through curriculum modifications, instructional adaptations, and environmental	Change course number from SPED 361 (See course drops below) to 312, so that course is taken earlier in the undergraduate degree program. Note that it is a required course for students in the undergraduate program in CDFS who are also pursuing an additional endorsement in	201208

				accommodations.	accommodations.	Preschool Special Needs through SPED.	
--	--	--	--	-----------------	-----------------	---------------------------------------	--

Action: Course Drops

BADM 740 Social Psych & Group Process

EDUC 405 Issues in Middle School Education

SPED 361 Differentiated Instruction Young Child

Memorandum

Date: September 26, 2011

To: Faculty Senate Executive Committee

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

Re: GEC Actions

The GEC Oversight Committee met on September 19th and recommends the following courses for Faculty Senate approval:

Approved New GEC Course:

THET 260, Western Theatre History (Obj. 3 & 8)

Approved New Writing Course:

ARHS 354, Italian Renaissance

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: September 26, 2011

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 September 19th and passed the following courses for GEC Audit:

GEC Successful Audits:

BIOL 122, Human Sexuality (Obj. 4 & 6)

PLSC 105, Plants and People: Past and Present (Obj. 2C & 4)

Deletions from GEC by request of Department Chair:

ENGL 361, Chaucer (Writing)

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)