

MINUTES  
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE  
Monday, November 8, 2010

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

Members Present:

Abate, M.	Chalupa, C.	Hazard, H.	Olson, K.	Shelton, E.
Ameri, S.	Clark, N.	Hileman, S.	Orlikoff, J.	Sherlock, L.
Anderson, J.	Cohen, S.	Hogan, T.	Peace G.	Spleth, J.
Anderson, K.	Connors, J.	Hornsby, G.	Perone, M.	Stack, S.
Atkins, C.	Cottrell, L.	Huffman, V.	Perry, J.	Stout, P.
Banta, L.	Cronin, A.	Insch, G.	Petronis, J.	Stuchell, R.
Bastress, R.	Curtis, R.	Kale, U.	Petty, T.	Tallaksen, R.
Bergner, G.	Davari, A.	Kershner, R.	Prudhomme, J.	Tower, L.
Bilgesu, I.	DiBartolomeo, L.	Kirby, B.	Putman, H.	Urbanski, J.
Blake, L.	Elmore, S.	Kuhlman, J.	Rafter, J.	Veselicky, K.
Bonner, D.	Famouri, P.	Lofaso, A.	Reymond, R.	Vona-Davis, L.
Boyles, J.	Fleming, S.	Mays, M.	Riemenschneider, S.	Wenger, S.
Branch, D.	Graber, S.	Meckstroth, R.	Ryan, K.	Wilcox, G.
Brazaitis, M.	Hall, D.	Nichols, A.	Sand-Jecklin, K.	Zimmerman, P.
Bredehoft, T.	Harner, J.	Nutter, R.	Schreurs, B.	
Bryner, R.	Hartman, K.	Oberhauser, A.	Scott, H.	

Members Absent:

Anfinson, J.	Cottrell, S.	Hunter, S.	Paul, S.	Walker, E.
Ahern, T.	Hashmi, M.	Moritz, J.	Schwartz, S.	Whiteman, C.
Blaydes, S.	Higgins, C.	Mucino, V.	Sherwin, M.	
Carpenter, R.	Huber, J.	Munasinghe, R.	Sundaram, M.	

Members Excused:

Abraham, R.	Etzel, E.	Hutson, Z.	Miltenberger, M.	Tuninetti, A.
Bowen, E.	Fint-Clark, B.	Jones, D.	Morris, B.	Turton, R.
Clark, B.	Funk, A.	Latimer, M.	Nestor, P.	Wilson, M.
Davis, S.	Hash, K.	Mancinelli, C.	Rockett, I.	

Faculty Senate Officers

Cottrell, L.      Lee, P.      Stolzenberg, A.

2. Chair Stolzenberg moved and it was duly seconded to approve the minutes from the Monday, October 11, 2010 meeting. Motion carried.
3. Associate Provost Dean reported on the following issues:
  - The University has received an NSF funded ADVANCE grant, which is a program to encourage universities to attract and retain women faculty in the sciences and engineering. Provost Wheatly was active in these programs in her previous institutions, so she will be leading the WVU team to become more acquainted with the program. She will lead a panel discussion as well.

- Policy 48, Textbook Affordability, has been adopted by the BOG; it is available for public review and comment through November 25, 2010.
- A draft report of the Strategic Plan is available on the website. Town hall meetings will be held in Morgantown as well as Potomac State and the Institute of Technology. Times and dates are available on the web. The Associate Provost encouraged faculty to attend one of the meetings and to notify colleagues.
- Provost Wheatly will hold a deans' retreat this month; the focus will be the 2020 Strategic Plan.
- The official number for student enrollment is a record of 32,351, which includes Potomac State College and the WVU Institute of Technology. Enrollment for the main campus is 29,306. Potomac State has a record enrollment of 1,836, and enrollment for the Institute of Technology is 1,209.
- Two dean searches are underway for the Davis College of Agriculture, Natural Resources and Design and the College of Creative Arts. Both of the search committees will meet before the end of the month to do initial evaluation of applications. Candidates from both searches should be available in the spring.
- A dean's review is underway for Maryanne Reed; the committee's work should be completed before the end of this semester.
- Provost Wheatly continues to meet with all faculty; she hopes to meet with everyone before the end of this semester.

4. Chair Stolzenberg reported on the following issues:

- Two months ago there was a resolution about MyTime. The Chair said he and Professor Harner have met with Administration and Finance to discuss various issues. Comments and suggestions for improvement have been relayed.
- The student food drive that was held during the October Faculty Assembly was a success and the Rack wanted to thank everyone that participated for their donations.
- Ballots were counted on November 3<sup>rd</sup> for the election to amend the Faculty Constitution. The Constitution was approved by a margin of 441 to 14, which is the largest number of votes ever cast for a vote on the constitution. The amended Constitution will go into affect the beginning of December; all subsequent meetings will be operating under rules of the new Constitution.

5. Narvel Weese, Vice-President for Administration and Finance, reported on the following issues:

- Annual financial report for FY 2010 and the results. The BOG will officially adopt the statements during their meeting on Friday, November 12, 2010.

- Financial trends and revenues around revenues and expenses.
- Two major capital projects.
- Revenue ideas and cost-saving ideas.
- MyTime information and question opportunities.
- The report can be viewed at: [www.facultysenate.wvu.edu/reports/](http://www.facultysenate.wvu.edu/reports/)

6. Professor Petty moved for approval of the following Curriculum Committee reports:

Annex I, New Courses and Course Changes. Grad 673 was pulled from the report. Motion carried.

Annex II, Capstone Sections for French. Motion carried.

Annex III, The Alteration Report was submitted for information.

7. Professor DiBartolomeo moved for approval of the following General Education report:

Annex IV, GEC Actions. Motion carried.

Annex V, The GEC Audits were submitted for information.

8. Professor Clark said that President Clements announced at his University Address that a draft Strategic Plan was complete and is published on the website: [www.strategicplan.wvu.edu](http://www.strategicplan.wvu.edu). A vision statement is based on WVU's growth and stature. The mission statement is about the land grant duties, research and educational missions.

Professor Clark said the Strategic Planning Council consists of 43 faculty, staff, students and people who are allied with the institution. He discussed the following goals and action items of the plan:

#### Goals

- Undergraduate, graduate and professional students in a challenging academic environment.
- Grow in research, creative activity and innovation.
- Foster diversity and an inclusive culture.
- Advance international activity and global engagement.
- Health sciences mission of enhancing the well-being and quality of life of the people of West Virginia.

#### Action Items

- Educational mission, retention and graduation.
- Promote student recruitment.
- Implement a process-oriented collaboration and customer-service that allows bureaucratic functions to move smoothly.
- Land grant which is engaged with the state, nation and the world.
- Communicate with the state by understanding its needs.
- Promote WVU so it will be a house-hold word.
- Grow stronger relationships with alumni and other state holders; engage in outreach with friends nationally and internationally and maintain contact.
- Resource allocation.
- Examine revenue sources.
- Invest in infrastructure and capital projects to make sure needed facilities are available.

- Establish who will be responsible to carry out certain areas. A matrix and rankings need to be set up to compare past performances, peer institutions and a level of periodic review.
- The plan will cascade itself into the colleges, units, departments and programs so they can consider where they are headed and how they fit into the University.

Professor Clark said the plan is a draft, and it will be finalized by the end of the year. The Strategic Planning Council will have two more meetings that will include feedback from the on-line website, constituency meetings and town hall meetings. Various meetings will be held at Potomac State College and the Institute of Technology as well as downtown, Evansdale, and the Health Sciences Center. The dates and times of the meetings are provided on the website. Professor Clark encouraged faculty to provide comments about the plan because it will direct the future of the University.

9. Professor Nutter, ACF representative, distributed a flyer from the ACF that included the Legislative agenda. He said the ACF will meet with the Higher Education Policy Commission in December.

10. New Business

Professor Mays said visiting scholar Peter Smith, an astrophysicist from the University of Arizona, will give a public lecture tonight. His topic will be, “Search for Life on Mars” at 7:30 p.m. in 260 Hodges Hall.

Professor Schreurs, School of Medicine, made the following motion, “The Faculty Senate should investigate the decision-making process that led to the decision about students’ parking on days with a basketball game.” It was duly seconded. A hand count was taken – 52 in favor of the motion, 17 against the motion and 5 abstentions. Motion carried. Associate Provost Dean said conversations have been held with people affected by the decision, and there is a good faith effort being conducted to try and solve the problem.

Professor Harner said discussions have taken place about having an advisory committee of the Faculty Senate. The committee would get information about major decisions impacting faculty and staff relating to finance and administration as well as human resources. Chair Stolzenberg said the Senate Executive Committee would discuss the issue.

11. The meeting adjourned at 4:30 p.m. to reconvene on Monday, December 13, 2010. An Executive Session will be held immediately following today’s meeting to discuss honorary degrees.

Mary Strife  
Faculty Secretary

To: Faculty Senate Executive Committee  
From: Todd Petty, Chair, Faculty Senate Curriculum Committee  
Date: October 25, 2010  
RE: New Courses and Course Changes

**Eberly College of Arts & Sciences**

**Sociology & Anthropology**

**New Courses:**

**SOCA 225. Inequality and the Media.** 3 Hr. Analyzes how media reflects and shapes inequalities in society with emphasis on race, class, gender, and sexual orientation. Content is based on research findings derived from studies of contemporary society and media. (Effective Term: Spring 2011) (CIP 451101)

**Rationale:** This course will add to sociology course offerings for Sociology and Anthropology majors and Sociology minors, and to elective offerings for Criminology & Investigations majors. The Division has identified “the ability to describe core sociological and anthropological concepts and their interconnections” as one of its curricular learning outcomes, and this course provides an opportunity to reinforce connections between social institutions and inequality. It also provides a foundation for those majors who wish to take advanced courses in the sociology of media, a growing area of specialization within the Division of Sociology and Anthropology.

**SOCA 352. Historical Archaeology.** 3 Hr. Archaeology of European colonization and post-colonial material culture in North America since 1492. Course examines analytical techniques including documentary research, artifact analysis and field excavation while scrutinizing archeological interpretation and its connections to present constituencies. (Effective Term: Spring 2010) (CIP 451101)

**Rationale:** This course addition is part of the anthropology curriculum’s revision coinciding with anthropology’s return as an Area of Emphasis (AOE) within the Sociology and Anthropology major. The AOE consists of general survey course at the 100 level (Introduction to Anthropology) and subfield survey courses at the 200 level (Introductions to Archaeology, Cultural Anthropology, and Physical Anthropology). Course oriented geographically to regional cultures, in addition to some subfield theoretical and methodological specializations at the 300 level. Advanced theoretical, methodological, and capstone courses are at the 400 level.

Historical Archaeology is a theoretical and methodological specialization with the subfield of archeology and is therefore best suited as a 300 level course. The course is designed for anthropology majors and minors, as well as providing an elective for advanced sociology and criminology students and other interested students across the University. The addition of this course enhances the variety of upper level courses available to anthropology students.

**SOCA 355. Cultural Resource Management.** 3 Hr. Overview and evaluation of government-sponsored preservation and study of archaeological and historical resources in the U.S., emphasizing

West Virginia. Considers attitudes/relationships between participants including descendant communities, looters, public and private sectors. (Effective Term: Spring 2011) (CIP 451101)

**Rationale:** This course addition is part of the anthropology curriculum's revision coinciding with anthropology's return as an Area of Emphasis (AOE) within Sociology & Anthropology major. The AOE consists of a general survey course at the 100 level (Introduction to Anthropology) and subfield survey courses at the 200 level (Introductions to Archaeology, Cultural Anthropology, and Physical Anthropology). Courses oriented geographically to regional cultures, in addition to some subfield theoretical and methodological specializations are at the 300 level. Advance theoretical, methodological, and capstone courses are at the 400 level.

Cultural Resource Management is an introduction to the practice of applied archeology in the U.S. and therefore best suited as a 300 level course. The course is designed for anthropology majors and minors, as well as providing an elective for advanced sociology and criminology students, and other interested students across the University. The addition of this course enhances the variety of upper level courses available to anthropology students.

**SOCA 415. Mass Media, Crime & Deviance.** 3 Hr. Critically examines how mass media and popular culture depict crime and deviance, and explores how these depictions influence social policies. Focuses especially on portrayals involving race, gender, class and ethnicity in particular historical contexts. (Effective Term: Spring 2011) (CIP 451101)

**Rationale:** This Theoretically and methodologically advanced course will serve majors in Sociology & Anthropology and Criminology & Investigations. It is intended to be offered primarily in conjunction with capstone and writing requirements, but may also stand alone. The addition of this course will help fill a gap in the Division's curriculum related to the sociology of media, exposing students to a growing literature while building their understanding of the roles of social institutions in society more generally. Further, the course may in the future be offered with 500-level course requirements to students in the MA program in Sociology who wish to pursue media analysis.

**SOCA 431. Cybercrime.** 3 Hr. Examines the legal, social, and technical impacts of illegal activities facilitated through the use of computers or other technology devices. Focus is on these activities as a criminological phenomenon. (Effective Term: Spring 2011) (CIP 451101)

**Rationale:** This course will contribute to advanced course offerings for Criminology and Investigations majors building their understanding of the social causes and consequences of cybercrime—a phenomenon of growing attention and professional specialization. In addition, the Division has agreed to allow students from the College of Business and Economics to count this course toward a minor in Sociology because it complements their major coursework in forensic accounting. The course is otherwise restricted from the minor in order to preserve seats for our large number of majors.

**SOCA 432. Drugs, Crime, and Society.** 3 Hr. PR: SOCA 101 and SOCA 232 or SOCA 233. Examines the relationships between drugs and society from both micro and macro perspectives, including the effects of drug use and abuse in everyday life and government intervention efforts. (Effective Term: Spring 2011) (CIP 451101)

**Rationale:** Using drug use and abuse as a framework, this course applies multiple theoretical positions and encourages focused critical analysis of a significant social concern. The course fulfills a need in our advanced Criminology and Investigations curriculum by broadening the substantive topics critically investigated at the “advanced” level.

**SOCA 457. Social Movements.** 3 Hr. Ethnographic approaches to the study of power, politics, and social change in the contemporary world. Focuses on past and present injustices, why “ordinary” people mobilize politically for change, and how to study these movements. (Effective Term: Spring 2011) (CIP 451101)

**Rationale:** This course addition is part of the anthropology curriculum’s revision coinciding with anthropology’s return as an Area of Emphasis (AOE) within Sociology & Anthropology major. The AOE consists of a general survey course at the 100 level (Introduction to Anthropology) and subfield survey courses at the 200 level (Introductions to Archaeology, Cultural Anthropology, and Physical Anthropology). Courses oriented geographically to regional cultures, in addition to some subfield theoretical and methodological specializations are at the 300 level. Advance theoretical, methodological, and capstone courses are at the 400 level.

Social movements is an advanced theoretical and interdisciplinary specialty within cultural anthropology, and is best suited as a 400 level course. The course is designed for all sociology and anthropology majors and minors. It is also open as an elective for advanced criminology students and other interested students across the University who wish to study the dynamics of power and social change. The addition of this course enhances the variety of upper level courses available to anthropology and sociology students.

**SOCA 458. Environmental Anthropology.** 3 Hr. Critical ethnographic analysis of environmental problems, activism, and potential solutions, including issues related to biodiversity conservation, sustainability, natural disasters, industrial contamination, environmental knowledge, risk perception, and nature/culture dynamics among Western and non-Western peoples. (Effective Term: Spring 2011) (CIP 451101)

**Rationale:** This course addition is part of the anthropology curriculum’s revision coinciding with anthropology’s return as an Area of Emphasis (AOE) within the Sociology and Anthropology major. The AOE consists of general survey course at the 100 level (Introduction to Anthropology) and subfield survey courses at the 200 level (Introductions to Archaeology, Cultural Anthropology, and Physical Anthropology). Course oriented geographically to regional cultures, in addition to some subfield theoretical and methodological specializations are at the 300 level. Advanced theoretical, methodological, and capstone courses are at the 400 level.

Environmental Anthropology is an advanced theoretical and interdisciplinary specialty within cultural anthropology, and is best suited as a 400 level course. The course is designed for anthropology majors and minors; it serves as an elective for advanced sociology and criminology students, as well as` other interested students across the University. The addition of this course enhances the variety of upper level courses available to anthropology students.

**Geology**

**GEOL 479. Log Analysis-Reading the Rocks.** 3 Hr. PR: Consent. The Geosciences require knowledge of the sub-surface properties. Students learn the theory and practice behind a range of subsurface methods. Experience with challenges in geology. (Effective Term: Fall 2010) (CIP 400601)

**Rationale:** Basic questions in the geosciences require knowledge of the sub-surface reservoir and aquifer properties, and the spatial distribution of stratigraphic units and facies. Students learn the theory and practice behind a range of methods, and gain hands on experience to address real-world challenges of understanding the sub-surface. This course integrates concepts and skills learned in stratigraphy and sedimentation (GEOL 311), structural geology (GEOL 341). Recommend but not required that petroleum geology (GEOL 472) be completed. Concepts and skills learned in this case are essential to addressing sub-surface problems associated with a variety of applications in fossil fuels and mineral exploration, and environmental assessment.

**Academic Affairs**

**GRAD 673. Teaching in Higher Education.** 3 Hr. Students will learn the pedagogical foundations necessary for effective teaching and student engagement in the university setting. Fulfills the pedagogy course requirement for the Certificate in University Teaching. (Effective Term: Summer 2011) (CIP 130101)

**Rationale:** This course fulfills the pedagogy course requirement for the Certificate in University Teaching. Many departments do not offer a college pedagogy course, so this course serves those students who do not currently have access to a pedagogy course and wish to complete the Certificate.

**College of Human Resources and Education****Special Education****New Courses:**

**SPED 365. Assistive Technology.** 3 Hr. PR: SPED 304. Specialized computer hardware and software, adaptive and assistive devices, instructional and productivity software, and principles and practices of Universal Design for Learning for students with special needs. (Effective Term: Fall 2011) (CIP 131001)

**Rationale:** SPED 365 is a new course that will address 21<sup>st</sup> century skills needed by special education teachers to use current emerging technologies to enhance educational outcomes for students with disabilities. This course will replace SPED 363 so there will be no overall increase in credit hours. SPED 363 will be deleted at a future date after all students who need to meet current requirements have taken that course.

**SPED 614. Internship: MSE K-6.** 3 Hr. PR: Consent. Internship or advanced student teaching for certification or additional endorsement to work with students with mild/moderate disabilities in grades 1 to 6. (Effective Term: Fall 2011) (CIP 131001)

**Rationale:** In the 5 Year Teacher Education Program's program option that leads to additional endorsement in Multicategorical Special Education Grades K-6, there has not been a separate course for the internship in this area, so no oversight, supervision or assessment by the SPED faculty was possible. The 5 Year Program faculty have agreed to replace 3 existing credits of EDUC 612 with this new course (so no increase in credits overall) to serve as the culminating experience so students can demonstrate and faculty can assess their knowledge and skills for teaching students with mild/moderate disabilities at the elementary level.

### **Educational Psychology**

**EDP 618. Mixing Research Methodologies.** 3 Hr. PR: EDP 612 or equivalent. Students will focus on choices available for and processes involved in mixing qualitative and quantitative research and evaluation methodologies. (Effective Term: Summer 2011) (CIP 421801)

**Rationale:** This course fills a gap in research methodology preparation that is not sufficiently addressed with existing course work. While there are existing courses that include some overlap with this new course, each of those existing courses cover only introductory concepts and material. Existing courses do not provide sufficient depth of foundational material nor sufficiently detail to support those students who will use mixed methodological research designs for theses, dissertations, or other real-work research studies.

### **School of Journalism**

#### **Public Relations**

##### **New Courses:**

**PR 412. IMC for Sport.** 3 Hr. PR: ADV 201 or ADV 215 or PR 215. Online class examines IMC techniques and strategies used by sport organizations to build positive relationships with consumers and corporations. (Effective Term: Spring 2011) (CIP 0909002)

**Rationale:** This course is solely focused on sport advertising, marketing, and public relations for the new Sport Communication minor offered by the School of Journalism.

### **College of Physical Activity & Sports Sciences**

#### **Athletic Coaching Education**

##### **New Courses:**

**ACE 463. Group Fitness Internship.** 6Hr. This course provides a supervised professional experience in teaching group fitness classes under the direction of a professional at the site. (Effective Term: Summer 2010) (CIP 131314)

**Rationale:** Students in the Group Fitness Minor and Personal Trainer Minor were both required to take ACE 476 Fitness Internship. The Group Fitness Minor students need an internship more specific

to teaching group fitness classes (step, hi/lo, interval, muscle, cycling, yoga, pilates, aqua, and kickboxing) which is separate from personal training.

## **School of Nursing**

### **Course Changes:**

#### **From:**

**NSG 656. Current Issues in Aging.** 3 Hr. An overview of contemporary gerontology that offers a multidisciplinary approach to providing services to older people in the United States.

#### **To:**

**NSG 656. Current Issues in Aging.** 2 Hr. (No change in catalog description). (Effective Term: Summer 2010) (CIP 511601)

**Rationale:** Action requested is to move three of the expected learning outcomes from this course to another appropriate course in the Geriatric Nurse Practitioner Program track (Geriatric Primary Care 2) thus making this a two credit hour course. This action will change both this course and the Geriatric Primary Care 2 course to be consistent with the other School of Nursing's program tracks (Family Nurse Practitioner, Women's Health Practitioner, Neonatal Practitioner, and Pediatric Practitioner).

#### **From:**

**NSG 659. Geriatric Primary Care 2.** 3 Hr. PR: NSG 657, NSG 658. Study of common diseases and disorders seen in the older adult.

#### **To:**

**NSG 659. Geriatric Primary Care 2.** 4 Hr. PR: NSG 657 and NSG 658. Study of common diseases and disorders seen in the older adult. An integration of advanced practice skills and role competencies in the care of older individuals and their families is emphasized. (Effective Term: Fall 2010) (CIP 511601)

**Rationale:** Action requested is to add three of the expected learning outcomes from N656 Current Issues in Aging to this course in the Geriatric Nurse Practitioner Program track thus making this a four credit hour course instead of a three credit hour course. This action will change this course to be in-line with the other School of Nursing Program tracks (Family Nurse Practitioner, Women's Health Practitioner, Neonatal Practitioner, and Pediatric Practitioner). Each Primary Care 2 courses in the other tracks are 4 credit hours.

#### **From:**

**NSG 672. Education Practicum.** 5 Hr. PR: NSG 674. This teaching experience is under the supervision of a Master Teacher faculty member in an appropriate setting that addresses the health care

of the population of interest to the student. This course allows students to function in the role of nurse educator by actively participating in an existing educational program. Guided experience is provided in teaching individuals and groups of students in classroom and clinical settings.

**To:**

**NSG 672. Education Practicum.** 3 Hr. PR: NSG 674. Guided teaching experience under the supervision of an experienced faculty member that allows the student to function in the role of nurse educator in classroom and clinical settings. (Effective Term: Summer 2011) (CIP 511601)

**Rationale:** This course provides a practicum experience for students who want to prepare for a role as a nurse educator. It follows a 3 credit didactic course, NSG 674 Teaching in Nursing, and provides the student with the opportunity to apply concepts from that course to both classroom and clinical teaching in a nursing education setting. Both NSG 674 and NSG 672 may be taken as elective courses by graduate nursing students in the MSN and DNP programs. There is a critical shortage of nursing faculty nationally and statewide, and these courses will help to meet the needs of students who wish to assume the faculty role. Previously this course was 5 credits and was a required course for MSN students in the nursing education concentration. This concentration no longer exists, and nurse practitioner students can take the course as an elective. The credit hours have been reduced from 5 to 3 to accommodate nurse practitioner students, whose required credits already include 700 clock hours of practicum experience. The credit to clock hour ratio shall be 1:2 for a total of 90 contact hours per semester.

**From:**

**NSG 675. Geriatric Practicum I.** 3 Hr. PR: NSG 656, NSG 657 and NSG 658. Supervised practicum designed to apply essential skills and knowledge to develop the role of geriatric nurse practitioner. Students will engage in evidence-based advanced practice in the primary care setting.

**To:**

**NSG 675. Geriatric Practicum I.** 5 Hr. PR: NSG 656 and NSG 657 and NSG 658. Supervised practicum focusing on developing and implementing advanced practice knowledge and skills and essential to the role of geriatric nurse practitioner. Students engage in delivering evidence-based care with older adults. (Effective Term: Fall 2010) (CIP 511601)

**Rationale:** Action requested is to change this three credit hour course to a five credit hour course. This action will change this course to be in line with the other School of Nursing's Program tracks (Family Nurse Practitioner, Women's Health Practitioner, Neonatal Practitioner, and Pediatric Practitioner). Each practicum I courses in the other tracks are 5 credit hours.

## Memorandum

**To:** Faculty Senate Curriculum Committee

**From:** Valérie Lastinger, Professor of French

**Re:** Approval of Capstone Sections for **FRCH 421, 422, 431, 432, 450, 470**

**Date:** August 16<sup>th</sup>, 2010

The French faculty would like to request the approval of Capstone sections for the above courses or students desiring to complete a Bachelor of Arts in Foreign Languages with an emphasis in French. In the present configuration, students must register for the Capstone course (FRCH 496), but attend another course approved by the advisor, as we do not have enough advanced majors to offer a separate Capstone class. This situation creates tremendous confusion for students, faculty and advisors, as multiple memos have to be written and filed with students' records in the Department as well as in the ECAS Advising office.

With the approved Capstone sections requested, one or two Capstone sections will be offered every semester, and the C designation will automatically be placed on the students' transcripts.

Thank you for your consideration.

**College: EBERLY COLLEGE OF ARTS AND SCIENCE**

**Department/Program: FOREIGN LANGUAGES**

**Course(s) in which the Capstone Experience is fulfilled: FRCH 421, 422, 431, 432, 450, 470.**

**Rationale:** Because the number of majors in French does not warrant offering a separate FRCH 496 (Capstone) course even every other semester, we request that the above courses have approved sections of Capstone. At least three of the above upper-division courses are offered every year.

- FRCH 421 and 422 are Literature Surveys
- FRCH 431, 432 and 470 are Culture and Civilization courses (FRCH 470 is a course taught exclusively in Vendée, France)
- FRCH 450 is a course devoted to French Cinema.

**Basic Requirements of Capstone sections in French:** All the courses above require research projects and oral presentations. The Capstone sections however will expand those requirements and require more encompassing features in order to meet the standards outlined in this document by the Faculty Senate Curriculum Committee. During their Capstone course, students in French will be required to bring together literature and culture, culture and politics, literature and language, etc.

All Capstone sections in French require the following assignments, to be completed in French:

- Written part:
  - A written project of 10 to 12 pages in French, articulating a thesis that will be based on the comparison, contrast and analysis literary, cultural, ethical, societal issues (*written component; critical thinking*)
  - An annotated bibliography of at least 7 entries on the topic selected, with a minimum of four authentic sources. Sources must be of professional quality (*gather material independently; critical thinking*)
  - FRCH 470 will require a project that is not in the form of a research paper [see comments below in the table] (*written component; critical thinking*)
- A visual aid in a media appropriate to the topic (*presentation of ethical or societal issues*)
- An oral presentation done for an audience other than the classroom (*oral component*)

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:**

As noted above, the capstone sections will require students to present detailed sources through the annotated bibliography and the research paper. FRCH 470 (study abroad) students will gather written information as well as gather audiovisual information in the form of interviews with professionals and other native informants.

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

The nature of all the projects as they are outlined in the table below have one key component that distinguishes them from the non-Capstone sections: projects must in their thesis articulate an analysis of the topic based on the comparison and contrast of cultural, ethical, or societal issues. Students will be asked to bring together information they have acquired in other related courses (culture and literature;

politics and art; linguistics and poetry, etc.). This will be a main component upon which the projects will be evaluated.

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

The study of literature, cinema or civilization at this upper-division level can only be accomplished if students have mastered sophisticated concepts of French society and culture. This is even more the case with the type of research project outlined for Capstone. As an example, in order to complete a Capstone project on French Existentialist literature, a student must have a clear understanding and advanced-level knowledge of French history and politics of the mid-20<sup>th</sup> century in addition to the literary aspects of the involved texts. In the Capstone project, students will be required to include a discussion of such connections. The visual display will also allow students to present such contrasts that can be more clearly explained visually (display of art objects for example).

**Capstone Experience Form**

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

In each of the Capstone courses listed, students will have to complete a 10-12 page research project in French. Writing such a lengthy project in French is a testimony of the mastery of the French language as well as of French culture and civilization. Such mastery is what is expected of individuals desiring to graduate with a B.A. in French.

In FRCH 470, students' writing abilities will be displayed through the transcription of oral interviews.

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

The capstone sections will also require that the oral component of the course be presented to an audience outside of the classroom setting. Depending upon what is appropriate for the subject matter, Capstone students could present their work to another French class, to a group of their peers (such as a Pi Delta Phi meeting, the French Honorary society), etc.

In FRCH 470, students will either present their project in the fall following their return from France, or to an audience of native speakers in France if they are graduating immediately after the program.

Signatures:

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Chair of the Department of Foreign Languages

Date

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Dean of the Eberly College of Arts and Science

Date

Course	Regular section	Learning Outcomes	Capstone section	Learning Outcomes
<p>FRCH 421 and 422 (Literary Surveys)</p> <p><b>Note:</b> request is made for these courses to be taught at the 400-level</p> <p>[FRCH 421 and FRCH 422]</p>	<ul style="list-style-type: none"> <li>Write a short research paper in French (5 to 8 pages) on a literary concept of the student's choice in the period covered, through the study of a work or a theme;</li> <li>present the research project to the class for discussion</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to conduct a research project with sources in both French and English;</li> <li>Demonstrate an understanding of the major themes and tendencies of the literary period;</li> <li>Demonstrate the ability to read, write and speak at an advanced level in French.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an annotated bibliography of 7 to 10 entries either in French and English</li> <li>Write a research paper in French (10-12 pages based on the comparison, contrast, and analysis of literary, cultural, ethical, societal issues. The topic must be approved by the instructor and conform to the guidelines for written papers in capstone courses. <i>As an example, a student writing a research paper on 17<sup>th</sup> century préciosité would include research on either the roots of the movement in the Renaissance period or on the contributions of préciosité to the development of classicism.</i></li> <li>Develop a visual display (on the media support of the student's choice)</li> <li>Present the project to an audience outside the class. Depending on relevance, a presentation could be made to another French class, to the French Honorary Society, Pi Delta Phi, or any other group that is approved by the professor.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to conduct a research project with sources in both French and English as well as to work within the professional constraints of the field</li> <li>Demonstrate an understanding of the major themes and tendencies in French or Francophone literature in a comparative context</li> <li>Demonstrate the ability to establish connections between several related themes or currents.</li> <li>Demonstrate the ability to read, write and speak at an advanced level in French to a varied audience.</li> </ul>
<p>FRCH 431 and 432 (Culture/Civilization)</p>	<ul style="list-style-type: none"> <li>Write a short research paper (5 to 8 pages) on a cultural trend of the student's choice in the period covered, through the study of a work or a theme;</li> <li>present the research project to the class for discussion</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the major themes and tendencies of French culture of the period; demonstrate the ability to conduct a research project with sources in both French and English;</li> <li>Demonstrate the ability to read, write and speak at an advanced level in French.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an annotated bibliography of 7 to 10 entries either in French and English</li> <li>Write a research paper in French (10-12 pages based on the comparison, contrast, and analysis of literary, cultural, ethical, societal issues. The topic must be approved by the instructor and conform to the guidelines for written papers in capstone courses. <i>As an example, a student writing a research paper on colonialism could use historical and economic data to show how the colonial expansion benefited France, or use culinary and musical evidence to show the cross-influence between colonizer and colonized countries.</i></li> <li>Develop a visual display (on the media support of the student's choice)</li> <li>Present the project to an audience outside the class. Depending on relevance, a presentation could be made to another French class, to the French Honorary Society, Pi Delta Phi, or any other group that is approved by the professor.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to conduct a research project with sources in both French and English as well as to work within the professional constraints of the field</li> <li>Demonstrate an understanding of the major cultural or historical themes of the period in a comparative context.</li> <li>Demonstrate the ability to establish connections between related themes or currents.</li> <li>Demonstrate the ability to read, write and speak at an advanced level in French to a varied audience.</li> </ul>
<p>FRCH 470 (Study Abroad)</p>	<ul style="list-style-type: none"> <li>Students work in groups of three and</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to develop a</li> </ul>	<ul style="list-style-type: none"> <li>Students will work individually to produce a five to seven minute video exploring a</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to develop an in-depth cultural analysis on a self-</li> </ul>

	<p>produced weekly videos with subtitles on a given cultural theme (video length: 3 to 4 minutes)</p> <ul style="list-style-type: none"> <li>• Each video has one of the following elements: basic presentation of topic; interview with a native speaker; analytical commentary of topic; original pictures and videos</li> </ul>	<p>cultural analysis on given topic</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to understand and transcribe native speech, virtually error-free</li> </ul>	<p>cultural topic of their choice; the topic chosen will have to be such as to allow for comparisons (for example, comparisons between 2 regions or between two age groups)</p> <ul style="list-style-type: none"> <li>• The project will include interviews with at least two native speakers, (a professional and a lay-person for example), as well as 3 written sources in French</li> <li>• Present the project to an audience outside the class. Depending on relevance, a presentation could be made to another French class, to the French Honorary Society, Pi Delta Phi, or any other group that is approved by the professor.</li> </ul>	<p>selected topic</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to understand and transcribe native speech from several individuals, virtually error-free</li> <li>• Demonstrate the ability to read, write and speak at an advanced level in French to a varied audience.</li> </ul>
<p>FRCH 450 (Film)</p>	<ul style="list-style-type: none"> <li>• Write a short research paper (5 to 8 pages) on a literary concept of the student's choice during the period covered, through the study of a work or a theme;</li> <li>• present the research project to the class for discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to conduct a research project with sources in both French and English;</li> <li>• Demonstrate an understanding of the major themes and tendencies of French cinema;</li> <li>• Demonstrate the ability to write and speak at an advanced level in French</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an annotated bibliography of 7 to 10 entries either in French and English</li> <li>• Write a research paper in French (10-12 pages) exploring a theme or a genre through at least 2 different cinematic perspectives (i.e. 2 directors, one director's approach to 2 different genres, etc.). The thesis of the paper must exemplify connections between at least two elements relevant to the topic.</li> <li>• Develop a visual display (on the media support of the student's choice)</li> <li>• Present the project to an audience outside the class. Depending on relevance, a presentation could be made to another French class, to the French Honorary Society, Pi Delta Phi, or any other group that is approved by the professor.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to conduct a research project with sources in both French and English as well as to work within the professional constraints of the field</li> <li>• Demonstrate an understanding of the major themes and tendencies of the cinematic genre or period;</li> <li>• Demonstrate the ability to establish connections between several related themes or currents of at least two films or directors.</li> <li>• Demonstrate the ability to read, write and speak at an advanced level in French to a varied audience.</li> </ul>

## Memorandum

**To:** Faculty Senate Executive Committee

**From:** Jennifer Orlikoff, Chair-Elect  
Senate Curriculum Committee

**Date:** 25 October 2010

**RE:** Monthly Alterations Report

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

Subject Code	Course number	CIP	Action	Old	New	Rationale	Effective term
AGEE		131301	Change name associated with the subject code	Agriculture and Environmental Education	Agriculture and Extension Education	<b>Rationale:</b> The name of the degree program was previously approved by the Faculty Senate. This request is simply to update the title of the subject code to reflect the current name of the degree program.	201101

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

Subject Code	Course number	CIP	Action	Old	New	Rationale	Effective term
ACE	369	131314	Change the title, change the course description and add pre-requisites	<b>ACE 369. Intro to Strength and Conditioning.</b> 3-Hr. Muscle physiology, warm-up techniques, stretching, flexibility, plyometrics, bioenergetics, speed and agility, core training, balance and functional training, spotting, and weight room safety.	<b>ACE 369. Basic Strg &amp; Cndtng for Coachs.</b> 3 cr hr. Pre-requisites EXPH 364 and EXPH 365. Present basic exercise performance methodologies to assist in coaching athletes. Types of training include speed drills, agility drills, conditioning workouts, flexibility exercises, balance-improvement drills, and proper training-environment safety techniques.	The reason for these changes is to ensure that there is no confusion, nor any overlap, with the Exercise Physiology department.	201101
ACE	371	131314	Change the title, change the course	<b>ACE 371. Strength and Conditioning Techniques.</b> 3-	<b>ACE 371. Strg &amp; Cndtng Coach Techniques.</b> 3 cr hr.	The reason for these changes is to ensure that there is no	201101

			description and add pre-requisites	Hr. PR: ACE 369. Strength and conditioning techniques; techniques for athletic weightlifting, spotting, balance and functional training, core exercises, speed mechanics, agility and quickness exercises, flexibility, injury prevention, plyometrics and exercises	PR: EXPH 364 and EXPH 365, ACE 369: Hands-on experience performing and coaching exercises to improve athletic performance. Specifics include resistance training, core exercises, proprioception rehabilitation, injury prevention, flexibility exercises, plyometric and explosive techniques, speed training, agility exercises.	confusion, nor any overlap, with the Exercise Physiology department.	
ACE	372	131314	Change the title, change the course description and add pre-requisites	<b>ACE 372. Strength and Conditioning Program Design.</b> 3-Hr. PR: ACE 290 and ACE 369. Resistance training exercise selection, training phase periodization, sports specific weight training and conditioning, plyometrics design, speed, agility and detraining.	<b>ACE 372. Sport Specific Strg &amp; Cndtng.</b> 3 cr hr. PR: EXPH 364 and EXPH 365, ACE 369: Present optimal training for athletes of different sports in trained and untrained states. Specific protocols in resistance training and conditioning, correcting specific running and speed mechanics and agility movements.	The reason for these changes is to ensure that there is no confusion, nor any overlap, with the Exercise Physiology department.	201101
ACE	661	131314	Change the title, change the course description and add pre-requisites	<b>ACE 661. Advanc Strngth &amp; Conditng Tech.</b> 3-Hr. PR: ACE 660. Strength and conditioning techniques; techniques for athletic weightlifting, spotting, balance and functional training, core exercises, speed mechanics, agility and quickness exercises, flexibility, injury prevention, plyometrics and exercises.	<b>ACE 661. Adv Strg &amp; Cndtng Coach Techni,</b> 3 cr hr. PR: ACE 663: Hands-on experience performing and coaching advanced exercises to improve athletic performance. Includes resistance training, core exercises, proprioception rehabilitation, injury prevention, flexibility exercises, plyometric and explosive techniques, speed training, agility exercises.	The reason for these changes is to ensure that there is no confusion, nor any overlap, with the Exercise Physiology department.	201101
ACE	665	131314	Change the title, change the course description and add pre-requisites	<b>ACE 665. Strength and Conditioning Program Design.</b> 3Hr. PR: ACE 663 and 664. Resistance training principles, exercise selection, training phase periodization,	<b>ACE 665. Strg &amp; Cndtng Prgm Desgn Coach.</b> 3Hr. PR: ACE 663. Present training differentiations for athletes of different sports in trained and untrained states. Specific sport	The reason for these changes is to ensure that there is no confusion, nor any overlap, with the Exercise Physiology department.	201101

				sports specific weight training and conditioning, plyometrics design, speed, agility, and detraining	protocols in resistance training and conditioning, correcting specific running and speed mechanics and agility movements.		
ATTR	427	131314	Course number change	<b>ATTR 327. Biomechanics.</b> 3 Hr. PR: Consent. Designed to provide in-depth study of normal and abnormal biomechanics of the lower extremity and spine.	<b>ATTR 427. Biomechanics.</b> 3 Hr. PR: Consent. Designed to provide in-depth study of normal and abnormal biomechanics of the lower extremity and spine.	The course number change is being requested because the challenging nature and content of the course are more reflective of a 400-level course.	201101
BMS	736	260102	Change the course title	<b>BMS 736. Immunology.</b> 3 Hr. PR: BMS 710. An expansion of the concepts and mechanisms of basic immunology and microbial pathogenesis previously introduced in “Fundamentals of Integrated Systems” BMS 710.	<b>BMS 736. Immunology &amp; Microbial Patho.</b> 3 Hr. PR: BMS 710. An expansion of the concepts and mechanisms of basic immunology and microbial pathogenesis previously introduced in “Fundamentals of Integrated Systems” BMS 710.	The change in title better reflects the content of the course.	201101
CCB	700	260499	Change in format to a small discussion group and specify pre-requisite	<b>CCB 700. Basic &amp; Clinical Aspects of Cancer.</b> 3 Hr. PR: Consent. This course is designed for upper level graduate students. Course will focus on cellular signals and tumor microenvironment, as well as diagnostics and therapeutic strategies. Prerequisite: BMS730, Introduction to Cancer Cell Biology or consent of instructor.	<b>CCB 700. Selected Topics in Cancer Cell Biology.</b> 3 Hr. PR: BMS 730 or Consent. This course is designed for upper level graduate students. An expansion of the concepts and mechanisms of cancer biology through review of selected topics including cellular signals and tumor microenvironment, as well as diagnostics and therapeutic strategies.	With the new format of smaller discussion groups, students will acquire in-depth working knowledge of current literature in cancer research.	201101
CCB	702	260499	Add content to the course and modify title to reflect this	<b>CCB 702. Cancer Pharmacology &amp; Therapeutics.</b> 3 Hr. This course is designed for upper level graduate students. Course will focus on therapeutic strategies, drug resistance, drug design and clinical trials. Prerequisite: BMS 730,	<b>CCB 702. Cancer Pathology &amp; Therapeutics.</b> 3 Hr. PR: BMS 730 or Consent. This course is designed for upper level graduate students. Course will focus on the pathologic basis of cancer diagnosis and treatment together with therapeutic strategies, drug	Students require additional education in the pathologic basis of cancer care and it is being included in this course as a logical venue for the information.	201208

				Introduction to Cancer Cell Biology or consent of instructor.	resistance, drug design and clinical trials.		
ENGL	111	230101	Remove the pre-requisites for the course and change the course description	<b>ENGL 111. Introduction to Creative Writing</b> (3 hrs). PR: ENGL 101 and 102, or equivalent. Practice in writing a sequence of structured exercises designed to enhance creative writing skills.	<b>ENGL 111. Introduction to Creative Writing</b> (3 hrs). Instruction in reading and writing fiction, nonfiction, and poetry in order to enhance creative writing skills.	The pre-requisites have been removed so that English 111 can be available to all students with an interest in creative writing. This change will allow students to have exposure to creative writing early in their WVU careers.	201101
FIN	521	520801	Remove the pre-requisites for the course	<b>FIN 521. Financial Reporting and Analysis.</b> 3 Hr. PR: FIN 510. Fundamental security analysis requires that cash flows be evaluated primarily using external accounting data. This course provides students with the skills necessary to evaluate financial reports focusing on firm valuation.	<b>FIN 521. Financial Reporting and Analysis.</b> 3 Hr. Fundamental security analysis requires that cash flows be evaluated primarily using external accounting data. This course provides students with the skills necessary to evaluate financial reports focusing on firm valuation.	The MS in finance program is a cohort program with a set of prerequisites required for admission. All students are screened prior to admission to ensure they meet the requirements. No student without FIN 510 or its equivalent will be allowed in the program. In addition, no student without a college code of 2157 is allowed to register.	201101
FIN	522	520801	Remove the pre-requisites for the course	<b>FIN 522. Advanced Corporate Finance.</b> 3 Hr. PR: FIN 500 and FIN 521. Case study approach focusing on complex problems in the corporate forecasting, capital budgeting, cost of capital analysis, the financing of capital investments, and financial decisions on strategic investment.	<b>FIN 522. Advanced Corporate Finance.</b> 3 Hr. Case study approach focusing on complex problems in the corporate forecasting, capital budgeting, cost of capital analysis, the financing of capital investments, and financial decisions on strategic investment.	The MS in finance program is a cohort program with a set of prerequisites required for admission. All students are screened prior to admission to ensure they meet the requirements. This is a small, lock-step program in which students are strongly guided to maximize academic success. No student without the equivalent of FIN 500 and FIN 521 would be allowed in this class. In addition, no student without a college code of 2157 is allowed to register.	201101
FIN	523	520801	Remove the pre-requisites for the course	<b>FIN 523. Equity Investment.</b> 3 Hr. PR: FIN 510. This course provides students with	<b>FIN 523. Equity Investment.</b> 3 Hr. This course provides students with professional	The MS in finance program is a cohort program with a set of prerequisites required for	201101

				professional knowledge of investment tools in equity markets, industry and company analysis, valuation models, and equity portfolio management.	knowledge of investment tools in equity markets, industry and company analysis, valuation models, and equity portfolio management.	admission. All students are screened prior to admission to ensure they meet the requirements. No student without FIN 510 or its equivalent will be allowed in the program. In addition, no student without a college code of 2157 is allowed to register.	
FIN	526	520801	Remove the pre-requisites for the course	<b>FIN 526. Portfolio Management.</b> 3 Hr. PR: FIN 510. Examines the complete investment process from constructing investment objectives and policies to strategic asset allocation, security selection, trade execution, portfolio monitoring, and performance measurements.	<b>FIN 526. Portfolio Management.</b> 3 Hr. Examines the complete investment process from constructing investment objectives and policies to strategic asset allocation, security selection, trade execution, portfolio monitoring, and performance measurements.	The MS in finance program is a cohort program with a set of prerequisites required for admission. All students are screened prior to admission to ensure they meet the requirements. No student without FIN 510 or its equivalent will be allowed in the program. In addition, no student without a college code of 2157 is allowed to register.	201101
FIN	527	520801	Remove the pre-requisites for the course	<b>FIN 527. Alternative Investments.</b> 3 Hr. PR: FIN 305 and FIN 470 or equiv. Alternative investments are a growing presence in financial markets. These investments allow the investors to diversify their portfolios beyond rational debt and equity securities. This course provides students with the skills necessary to understand the risks and rewards in alternative investment markets.	<b>FIN 527. Alternative Investments.</b> 3 Hr. Alternative investments are a growing presence in financial markets. These investments allow the investors to diversify their portfolios beyond rational debt and equity securities. This course provides students with the skills necessary to understand the risks and rewards in alternative investment markets.	The MS in finance program is a cohort program with a set of prerequisites required for admission. All students are screened prior to admission to ensure they meet the requirements. No student without FIN 510 or its equivalent will be allowed in the program. In addition, no student without a college code of 2157 is allowed to register.	201101
FIN	528	520801	Remove the pre-requisites for the course	<b>FIN 528. Integrated Financial Analysis.</b> 3 Hr. PR: FIN 526 and FIN 527. This is a capstone course that brings together all elements of financial planning including ethical standards, quantitative methods,	<b>FIN 528. Integrated Financial Analysis.</b> 3 Hr. This is a capstone course that brings together all elements of financial planning including ethical standards, quantitative methods, economics, financial	The MS in finance program is a cohort program with a set of prerequisites required for admission. All students are screened prior to admission to ensure they meet the requirements. No	201101

				economics, financial reporting, corporate finance, equity and fixed income investments, derivatives, portfolio management, and wealth planning.	reporting, corporate finance, equity and fixed income investments, derivatives, portfolio management, and wealth planning.	student without FIN 510 or its equivalent will be allowed in the program. In addition, no student without a college code of 2157 is allowed to register.	
FIS	301	430106	Add a pre-requisite and change the grading system from P/F to a letter grade	<b>FIS 301. Science/Technology of Fingerprint Identification.</b> 1-3 Hr. Introduces basics of fingerprint analysis and comparisons. Focuses on basic patterns used in fingerprint comparisons and classifications of each fingerprint type, including Henry, National Crime Information Center, Integrated Automated Fingerprint Identification System pattern classification codes.	<b>FIS 301. Science/Technology of Fingerprint Identification.</b> 1-3 Hr. PR: FIS 201. Introduces basics of fingerprint analysis and comparisons. Focuses on basic patterns used in fingerprint comparisons and classifications of each fingerprint type, including Henry, National Crime Information Center, Integrated Automated Fingerprint Identification System pattern classification codes.	Adding the pre-requisite of FIS 201 will provide students with the background necessary to understand the concepts of FIS 301. Also, FIS 201 is a pre-requisite course for a student to be accepted into the FIS program. Changing the grading format from P/F to a letter grade is due to the manner in which the material is now presented and allows for the assigning of a letter grade.	201101
FIS	302	430106	Add a pre-requisite	<b>FIS 302. Crime Scene Investigation 1.</b> 3 Hr. An introductory course providing basic competencies required for crime scene examiners. The course will focus on developing a consistent approach to the processing of a crime scene with a major focus on recovery/processing evidence.	<b>FIS 302. Crime Scene Investigation 1.</b> 3 Hr. PR: FIS 335. An introductory course providing basic competencies required for crime scene examiners. The course will focus on developing a consistent approach to the processing of a crime scene with a major focus on recovery/processing evidence.	Adding the pre-requisite of FIS 335 (Forensic Photography) is necessary because the students will use the skills learned in FIS 335 in order to succeed in FIS 302.	201101
FIS	304	430106	Adding restrictions to the major codes of 1459 and 1479	<b>FIS 304. Latent Fingerprint.</b> 3 Hr. PR: FIS 301. A course designed to teach identification techniques used in fingerprint development for processing crime scenes and evidence for latent prints, focusing on latent print development and preservation, including crime scene processing and blood prints.	<b>FIS 304. Latent Fingerprint.</b> 3 Hr. PR: FIS 301 and in the major. A course designed to teach identification techniques used in fingerprint development for processing crime scenes and evidence for latent prints, focusing on latent print development and preservation, including crime scene processing and blood prints.	Restricting this course to students in the major is to ensure that students have the necessary background in fingerprints to undertake this course.	201101

FIS	335	430106	Add a pre-requisite	<b>FIS 335. Forensic Photography.</b> 3Hr. Students focus on the fundamentals of photography, how to handle a camera, and expose film correctly. Include unique forensic environments encountered in forensic work includes fingerprints, crime scenes, and disaster scenes.	<b>FIS 335. Forensic Photography.</b> 3Hr. PR: FIS 201. Students focus on the fundamentals of photography, how to handle a camera, and expose film correctly. Include unique forensic environments encountered in forensic work includes fingerprints, crime scenes, and disaster scenes.	Adding FIS 201, Introduction to Forensic Science, as a pre-requisite is necessary to ensure that students have the background necessary to understand the concept of FIS 335. FIS 201 is also a pre-requisite course for a student to be accepted into the FIS program.	201101
FIS	386	430106	Changing the pre-requisites	<b>FIS 386. Forensic Identification Internship.</b> 6-9 Hr. PR: FIS 201 and FIS 301 and FIS 302 and FIS 304 and must preregister and have consent of department fieldwork coordinator. A full-time supervised field experience providing a setting for students to increase their professional effectiveness as a forensic identification examiner while dealing with relevant issues and concerns while functioning within an ethical framework.	<b>FIS 386. Forensic Identification Internship.</b> 6-9 Hr. PR: FIS 201 and must have consent of department. A full-time supervised field experience providing a setting for students to increase their professional effectiveness as a forensic identification examiner while dealing with relevant issues and concerns while functioning within an ethical framework.	The pre-requisites are being changed to accommodate students in the Forensic Chemistry and Forensic Biology areas of emphasis. Department approval will still be necessary.	201101
FIS	404	430106	Add a pre-requisite	<b>FIS 404. Law and Evidence.</b> 3 Hr. This course presents a comprehensive review of criminal law relating to evidence in court cases and the student's ability to relate legal precedents to procedures in collecting, processing, and securing evidence used in criminal cases.	<b>FIS 404. Law and Evidence.</b> 3 Hr. PR: FIS 201. This course presents a comprehensive review of criminal law relating to evidence in court cases and the student's ability to relate legal precedents to procedures in collecting, processing, and securing evidence used in criminal cases.	FIS 201, Introduction to Forensic Science, provides students the background necessary to understand the concept of FIS 404. FIS 201 is also a pre-requisite course for a student to be accepted into the FIS program.	201101
FIS	406	430106	Add a pre-requisite	<b>FIS 406. Court Testimony.</b> 3 Hr. A skills intensive course that combines in-class instruction with practical experience in the area of court testimony, legal writing	<b>FIS 406. Court Testimony.</b> 3 Hr. PR or CONC: FIS 404. A skills intensive course that combines in-class instruction with practical experience in the area of court testimony, legal	FIS 404, Law and Evidence, provides students the background necessary to develop Court Testimony skills in FIS 406.	201101

				presentation, and creation and presentation of exhibits in an actual court setting.	writing presentation, and creation and presentation of exhibits in an actual court setting.		
FIS	435	430106	Add a pre-requisite	<b>FIS 435. Advanced Forensic Photography.</b> 3 Hr. A more in-depth photography course for students who wish to pursue forensic photography as a possible employment option upon graduation.	<b>FIS 435. Advanced Forensic Photography.</b> 3 Hr. PR: FIS 335. A more in-depth photography course for students who wish to pursue forensic photography as a possible employment option upon graduation.	FIS 335 is the beginning forensic photography course. Students must have completed FIS 335 in order to take FIS 435, Advanced Forensic Photography.	201101
FIS	480	430106	Add a pre-requisite and change the course description	<b>FIS 480. Forensic Quality Assurance.</b> 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.	<b>FIS 480. Forensic Quality Assurance.</b> 2 Hr. PR: FIS 201. Quality assurance in a laboratory setting to include quality control/assurance, management, and application of statistics. ASCLD-LAB and ISO accreditation and professional certification procedures.	FIS 201, Introduction to Forensic Science, provides students the background necessary to understand the concept of FIS 404. FIS 201 is also a pre-requisite course for a student to be accepted into the FIS program.	201101
HNF	353	190501	Change in pre-requisites	<b>HN&amp;F 353. Food Service Systems Management.</b> 4 Hr. PR: Dietetics major and MATH 126 or HNF 350 and PR or Conc.: AEM 341. Introduction to food service systems and systems management. Field experience in institutional and commercial food services.	<b>HN&amp;F 353. Food Service Systems Management.</b> 4 Hr. PR: (MATH 126 or HN&F 350) and PR or CONC: AEM 341. Introduction to food service systems and systems management. Field experience in institutional and commercial food services.	This change will allow non-dietetics majors to enroll. This supports the development of a minor in foodservice management/production and the development of an undergraduate certificate in foodservice management/production. The development of these two professional programs expands educational opportunities for those interested in nutrition, hospitality and foodservice management.	201101
IMC	627	090401	Change the title of the course and course description	<b>IMC 627. Social Marketing.</b> 3 Hr. PR: IMC 610. This course explores the social marketing process from research to evaluation. Students discuss	<b>IMC 627. Healthcare Marketing.</b> 3 Hr. PR: IMC 610. This course explores the healthcare marketing process from research to evaluation.	The change in name better reflects the course content since the majority of the course focuses on marketing in the healthcare spectrum.	201101

				social marketing campaigns and examine applications of commercial marketing techniques and principles to social marketing.	Students will discuss healthcare marketing campaigns and examine applications of commercial marketing techniques and principles to healthcare marketing.		
JRL	600	090401	Change the number of credit hours from zero to one	<b>JRL 600. Introduction to Graduate Studies.</b> 0 Hr. (Required of all graduate journalism students.) Designed to orient students to graduate study. (Class meets once a week.)	<b>JRL 600. Introduction to Graduate Studies.</b> 1 Hr. (Required of all graduate journalism students; accelerated master's program students must take JRL 500.) Designed to orient students to graduate study.	One credit hour instead of zero credits better reflects the level of work required for this course.	201101
LAW	724	220101	Change the number of credit hours from 5 to 4-6	<b>LAW 724. Immigration Clinic. 5 cr. hrs. PR: LAW 723.</b> Students work in teams representing real clients with immigration law problems. Instructors supervise the students' work.	<b>LAW 724. Immigration Clinic. 4-6 cr. hrs. PR: LAW 723.</b> Students work in teams representing real clients with immigration law problems. Instructors supervise the students' work.	Due to the changing workload, students may earn a varying amount of credit hours. This kind of flexibility in awarding four to six credits will permit the clinic to serve as a more valuable vehicle for service learning in the state, and permit students to better engage with the pressing needs of the West Virginia community.	201101
NSG	644	511601	Change in pre-requisite number	<b>NSG 644. Pediatric Primary Care 2.</b> 4 Hr. PR: NSG 643. Further acquisition of knowledge and skills central to the assessment of health status, diagnosis, treatment and evaluation of children in the primary care setting.	<b>NSG 644. Pediatric Primary Care 2.</b> 4 Hr. PR: NSG 647. Further acquisition of knowledge and skills central to the assessment of health status, diagnosis, treatment and evaluation of children in the primary care setting.	The previous pre-requisite course number was dropped in exchange for the new number, NSG 647.	201101
NSG	658	511601	Change in number of pre-requisite course	<b>NSG 658. Geriatric Primary Care 1.</b> 2-3 HR. PR: NSG 631 and 672. Study of constellation of symptoms in the older adult that may be manifestations of other health problems.	<b>NSG 658. Geriatric Primary Care 1.</b> 2-3 HR. PR: NSG 631 and 657. Study of constellation of symptoms in the older adult that may be manifestations of other health problems.	This action is to reflect the change in course number of one of the pre-requisites. The number of the old pre-requisite course, NSG 672, was changed to NSG 657.	201101
NSG	716	511601	Add the wording of "concurrent" to pre-	<b>NSG 716. Analytical Methods.</b> 4 Hr. PR: NSG 715. Prepares	<b>NSG 716. Analytical Methods.</b> 4 Hr. PR or CONC: NSG 715.	The possibility of concurrently fulfilling the pre-requisite was	201101

			requisites	the DNP student to translate research into practice, evaluate practice guidelines to improve health care practices and outcomes, and to participate in collaborative research.	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.	missing from the original course proposal and it is being added at this time.	
NSG	797	511601	Change in grading format	<b>NSG 797. Research.</b> 1-15 Hr. PR: Consent. Research activities leading to thesis, problem report, research paper, or equivalent scholarly project, or a dissertation. (Grading may be S/U.)	<b>NSG 797. Research.</b> 1-9 Hr. PR: Consent. Research activities leading to thesis, problem report, research paper, or equivalent scholarly project, or a dissertation. (Grading will be S/U.)	NSG 797 is a 109 variable credit dissertation research course used for dissertation work in progress. The grade of I is presently being used for dissertation research in progress, since students register for the course multiple times until the dissertation is complete. This means that NSG 797 is graded after the student has defended the dissertation, thus making for a long list of I grades on students' transcripts. The Provost, Registrar and deans decided that students should receive grades reflecting the work done in the semester registered and should not be used to apply summary evaluation of the students' research at the end of the program. However, this request is to change the grading format from a letter grade to an "S" or "U" because research for the dissertation advances at different rates and students progress in different ways, thereby making it difficult for faculty to assign a letter grade. Given the proposed change, the faculty and student dyad will decide what will be accomplished in a given semester and a grade of S or U	201101

						will be assigned in the semester in which the student is registered.	
PT	746	512308	Correct a pre-requisite number	<b>PT 746. Orthopedic Physical Therapy.</b> 1. 5 hrs. PR 706, 708 and 716. The first of two courses in physical examination of the musculoskeletal system, including mechanisms of injury, differential diagnosis and medical, surgical, and physical therapy interventions for musculoskeletal problems. (2 lec, 3 lab)	<b>PT 746. Orthopedic Physical Therapy.</b> 1. 5 hrs. PR 706, 716 and 718. The first of two courses in physical examination of the musculoskeletal system, including mechanisms of injury, differential diagnosis and medical, surgical, and physical therapy interventions for musculoskeletal problems. (2 lec, 3 lab)	The only change requested is to change an incorrectly stated pre-requisite course number. The old (incorrect) pre-requisite number was PT 708. The correct pre-requisite is PT 718.	201101
PT	754	512308	Change the number of credit hours from 4 to 3	<b>PT 754. Clinical Sciences 4.</b> 4 Hr. Introduction to selected topics in clinical medicine, which are basic to physical therapy practice. Topics include genetics, metabolic and endocrine disorders, oncology, rheumatology, wound care and somatic disorders.	<b>PT 754. Clinical Sciences 4.</b> 3 Hr. Introduction to selected topics in clinical medicine, which are basic to physical therapy practice. Topics include genetics, metabolic and endocrine disorders, oncology, rheumatology, wound care and somatic disorders.	The wound care unit (1 credit hour of content) has been moved to an earlier course in the curriculum to better align with students' clinical rotations. The current course is decreasing 1 credit hour to reflect this shift.	201101
SOCA	301	451101	Change in course number	<b>SOCA 401. Sociological Theory.</b> 3 Hr. PR: Junior standing or consent. Systematic analysis of major sociological theories viewed from the historical perspective and in terms of current research.	<b>SOCA 301. Sociological Theory.</b> 3 Hr. Systematic analysis of major sociological theories viewed from the historical perspective and in terms of current research.	Change in the course number is being made while the content and the workload for this course remains unchanged. One of the reasons for moving this course from a 400 to a 300 level is to encourage students to take it in junior year rather than in their senior year. This is a required course for Sociology & Anthropology majors and Criminology & Investigations majors. It is strongly recommended before registering for any capstone class. Since capstone classes are writing intensive with an emphasis on research methods and theoretical perspectives,	201101

						both SOCA 311 (Social Research Methods) and SOCA 301 (Sociological Theory) are recommended.	
SOCA	405	451101	Change in course title and course description	<b>SOCA 405. Introduction to Social Inequality.</b> 3Hr. PR: Junior standing or consent. Sociological study of the ways individuals/groups are differentiated and ranked historically and currently within the U.S. Major systems examined are gender, race, ethnicity, socio-economic status, sexual orientation, place, age, ability, and religion.	<b>SOCA 405. Class, Status, and Power.</b> 3 Hr. PR: Junior standing or consent. Sociological study of inequality within the U.S. with an emphasis on social class and socio-economic status; also highlights the intersections of gender, race/ethnicity, sexual orientation, place, age, ability, and poverty.	Change in the course title is being made while the content and the workload for this course remains unchanged. One of the reasons for changing the course title from <b>Introduction to Social Inequality</b> to <b>Class, Status, and Power</b> is to reflect the core curriculum of this course, which focuses predominantly on 'social class' and 'socio-economic status', while also addressing its intersectionality with 'gender', 'race/ethnicity', 'sexual orientation', 'geographical location', 'age', 'ability', and 'poverty'. Another reason is to avoid misunderstanding pertaining to the word "Introduction" in the title, which might imply it to be a lower level class or even suggesting the breadth of topics covered. This course counts toward Sociology requirements for Sociology and Anthropology majors and Sociology minors, and toward elective requirements for Criminology & Investigations majors.	201101
SOCA	491	451101	Reduce the maximum number of credit hours from 18 to 12	<b>SOCA 491 A-Z. Professional Field Experience.</b> 1-18 Hr. PR: Consent. (May be repeated up to a maximum of 18 hours). Prearranged experiential learning program, to be planned, supervised, and	<b>SOCA 491 A-Z. Professional Field Experience.</b> 1-12 Hr. (may be repeated up to a maximum of 12 hours). Prearranged experiential learning program, to be planned, supervised, and	SOCA 491 is recommended for junior and senior majors in Sociology & Anthropology and Criminology & Investigations to explore career possibilities and increase their understanding of the relevance	201101

				evaluated for credit by faculty and field supervisors. Involves temporary placement with public or private enterprise for professional development.	evaluated for credit by faculty and field supervisors. Involves temporary placement with public or private enterprise for professional development.	of their disciplinary knowledge and skills. Students may count up to three hours toward major elective requirements, and any additional hours as credits toward graduation. We wish to reduce the maximum credit hours from 18 to 12 in order to retain the option for students to pursue a semester-length internship at full-time status while encouraging them to utilize remaining elective hours to complete a minor or take other courses in the major	
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**Action: Course Drops**

ATTR 327 Biomechanics  
 BMS 742 Microbial Pathogenesis  
 CHEM 441 Chemical Crystallography  
 CHEM 450 Bonding and Molecular Structure  
 NSG 642 Advanced Pediatric Assessment  
 NSG 643 Pediatric Primary Care 1  
 NSG 660 Women's Reproductive Health  
 NSG 675 Geriatric Practicum 1  
 SOCA 265 Intro to GLBT Studies  
 SOCA 325 Illness and Health Care  
 SOCA 336 Sociology of Religion  
 SOCA 399 Writing in Sociology and Anthropology  
 SOCA 401 Sociological Theory  
 SOCA 440 Social Change

**Memorandum**

Date: October 25, 2010

To: Senate Executive Committee

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

Re: GEC Actions

The GEC Oversight Committee met on October 4 and recommends the following course for Faculty Senate approval:

**Approved New GEC Course Additions:**

DSGN 280, Sustainable Design & Development (Obj. 3 & 4)

**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: October 25, 2010

To: Senate Executive Committee

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

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

The GEC Oversight Committee met on October 4 and 18 and passed the following courses for GEC Audit:

**GEC Successful Audits:**

CLAS 231 Greek and Roman Civilization and Culture (Obj. 3)

PHSC 101, Physical Science I (Obj. 2B, Lab)

PHSC 102, Physical Science II (Obj. 2B, Lab)

SPAN 200, Intensive Intermediate Spanish (Obj. 8 & 9)

**Writing Requirement Successful Audits:**

ARHS 331, Art History: Medieval

**Change in Course Numbers:**

**GEC**

**Old:            New:**

FRCH 331      FRCH 421, Survey of Literature 1 (Obj. 5 & 8)

FRCH 332      FRCH 422, Survey of Literature 2 (Obj. 5 & 9)

**Writing**

FRCH 331      FRCH 421, Survey of Literature 1

**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)