

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
Monday, November 9, 2009

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

Members Present:

Abate, M.	Campbell, L.	Hornsby, G.	Nath, C.	Scott, H.R.
Ahern, T.	Carpenter, R.	Huffman, V.	Nestor, P.	Soleth, J.
Ameri, S.	Clark, B.	Hutson, Z.	Oberhauser, A.	Stack, S.
Anderson, J.	Davari, A.	Insch, G.	Olson, K.	Steranka, P.
Anderson, K.	DiBartolomeo, L.	Iskander, W.	Parks, E.	Stuchell, R.
Atkins, C.	Edwards, B.	Jackowitz, A.	Paul, S.	Tallaksen, R.
Banta, L.	Elmore, S.	Jones, D.	Peace, G.	Tower, L.
Bastress, R.	Famouri, P.	Kale, U.	Perone, M.	Tuninetti, A.
Behling, R.	Fleming, S.	Kirby, B.	Perry, J.	Walker, E.
Bergner, G.	Fredette, H.	Kleist, V.	Petronis, J.	Watson, J.
Bilgesu, I.	Funk, A.	Kuhlman, J.	Petty, T.	Wenger, S.
Bonner, D.	Graber, S.	Mandich, M.	Rafter, J.	Whiteman, C.
Boyles, J.	Harner, J.	McCombie, R.	Robbins, J.	Wilcox, G.
Branch, D.	Hartman, K.	McDiarmid, M.	Ruscello, D.	Woloshuk, J.
Brazaitis, M.	Hessl, A.	Miller, M.	Sand-Jecklin, K.	Zimmerman, P.
Bredchoft, T.	Higgins, C.	Miltenberger, M	Schreurs, B.	
Bryner, R.	Hogan, T.	Mucino, V.	Schwartz, S.	

Members Absent:

Brooks, C.	Connors, J.	Latimer, M.	Plein, C.
Chetlin, R.	Hazard, H.	Mancinelli, C	Siegrist, J
Comer, P.	Hunter, S.	Meckstroth, R.	Urbanski, J.

Members Excused:

Abraham, R.	Cottrell, L.	Hash, K.	Ryan, K.	Wilson, M.
Blaydes, S.	Cottrell, S.	Hermosilla, P.	Sherlock, L.	
Brooks, J.	Davis, S.	Hileman, S.	Turton, R.	
Chalupa, C.	Hall, D.	Rockett, I.	Walls, T.	

Officers Present:

Clark, N.	Griffith, R.	Nutter, R.	Stolzenberg, A.
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2. Chair Clark moved, and it was duly seconded, to approve the minutes from the Monday, October 12, 2009 Faculty Senate meeting. **Motion carried.**
3. President James Clements reported on the following issues:
 - Industry-led teams including WVU and four other major Universities – Carnegie Mellon, Pittsburgh, Penn State and Virginia Tech were awarded the contract to provide research and energy services to the National Technology Lab (NETL). The

contracts are expected to exceed \$465 million dollars over 5-years. The funding covers the entire partnership. We are well positioned in this, and it will have a positive effect. It is good for Morgantown, WVU and the State.

- Curt Peterson and the Research Corporation were asked to move forward on some initiatives.
- An update was given at the BOG meeting last week for the budget supported research proposals, which will be on-track for December implementation.
- The blue sheets will be replaced in March.
- Faculty do an outstanding job based on the work load they carry, so hopefully these developments will help as we move forward.
- Last week, a clean audit report was given by the external auditors. It was a big deal because it is rare to get a clean audit report. No management letter was filed, which means we are in really good shape and nothing needs to be fixed.
- The institution has a strong fiscal responsibility, and Narvel Weese does a good job keeping everyone on track. We do not know what will happen within the State because there is a lot of uncertainty. Last week, the State officials said there was a deficit of approximately \$100 million dollars, which is really significant, must be corrected. Mid-year budget cuts could be required. It is not pretty out there, and a lot of universities are struggling. Virginia Tech is facing a \$26.4 million dollar reduction this semester, which is bringing the total cuts to over \$68 million. They are considering cutting their work force.
- The University of California system is facing a \$600 million dollar cut, so they are considering reducing enrollments, increasing tuition, and cutting operating budgets. There have been reports of lay-offs and furloughs. WVU's budget picture is not pretty, but WVU has not faced some of the things other universities are facing, and we will do everything we can to move the institution forward.
- The BOG passed the budget at its April 2009 meeting and reconfirmed at the November meeting. There are no allocations for salary adjustments at this point, but the President will explore every possible scenario in the upcoming weeks. He heard very loudly that recruiting, retention and salaries are a big issue, so he will do whatever he can concerning these issues.
- WVU is the land-grant university for the State, so access is important. The President has trouble turning away qualified students from attending the university. Since access remains an important priority, we need to have a positive outlook for both our students and the State, and we need to look at all forms of research – not just those that are funded externally.
- \$100 million dollars was used to invest in student aid during difficult financial times, and an additional \$250,000 will be added to the pool.
- At the BOG meeting last week, Dr. Chuck Vest called it the opportunity of a life time to hire 100 additional faculty members. Peers have several hundred more faculty members than WVU, so we have to shift some of the burden and bring in more colleagues. The leadership remains committed to achieving this goal, and it is a priority.
- We need to look at additional revenue streams, tighten our belts, and shift resources.
- The President shared success stories about faculty, staff and students.

- Dr. Soloman, Sustainability Director, reported that WVU has moved from a C+ to a B- to a B in terms of a grade for our sustainability institute, so we are on the right path.
 - The Association of Physical Plant Administrators named WVU in the top 5 for university recycling.
 - The soils team finished first in the Southeast Region's Collegiate Soil's contest at the University of Tennessee; four students finished in the top ten. When students succeed, it is a reflection of the work that faculty and staff do. We should always celebrate the success of our students.
 - Last week diversity week was held, and it was great. One of the highlights for the President was the Women of Color luncheon. Dr. Sadie Gregory of Coppin State was the keynote speaker, and she did a great job. It was very well attended by the campus.
 - Dean searches are underway for the Eberly College of Arts and Sciences, College of Business and Economics and the School of Medicine.
 - The President went to Jackson's Mill last week, and he interacted with a couple hundred extension faculty and staff members. He said we should be very proud of the work they do; we have a lot of stars that are highly dedicated and committed. As the President traveled around the state, the feedback that he has received for the extension services has been very positive. The agents represent us well across the state. They do a great job, and there is a lot of enthusiasm. One of Extension's milestones is that one out of every four young people participates in their 4H program. They are changing people's lives.
 - The President said he appreciated everything that faculty do.
 - The President recommended Jennifer McIntosh, Executive Officer, Social Justice Office, attend a Faculty Senate meeting to discuss social justice issues.
 - The budget was approved in April, and it was reviewed again this week. There is a \$100 million dollar deficit in the State, so we need to hold tight and learn more so we will not get into any bad situations. Models are being reviewed to see what can be done to compensate faculty and staff in various ways. The July 1 – June 30th track needs to be set in place again.
4. Senior Associate Provost Russ Dean gave a report for Interim Provost Jane Martin. He said there are currently two dean's reviews taking place; one for Bernie Schultz, Dean of College of Creative Arts and Cameron Hackney, Dean of Davis College of Agriculture, Natural Resources and Design. They are entering their tenth year, so they are undergoing a five year review and data is being collected. Interim Provost Martin will consult with incoming Provost Michele Wheatly in reviewing the reports and making decisions.

Two dean searches are getting ready to be launched for the Eberly College of Arts and Sciences and the College of Business and Economics. College faculty should have already received requests from the dean's offices for volunteers to serve on the committees; each committee will have four faculty. Associate Provost Dean said that he hopes the committees will be formed by the end of the month. The first meeting for the committees will be next month before the break. A draft position announcement will be given to each committee, and they will have the opportunity to make any needed changes. In consultation with incoming

Provost Wheatly, the announcements will be posted at the end of this year or the beginning of the next year. It is hoped to get deans in place by July 1, 2010.

5. Chair Clark reported on the following issues:

- The Senate Curriculum Committee and the General Education Committee's electronic on-line approval process was developed through the CCCP, which was chaired by Steve Kite. The system may have some problems at first, but overall it will help a lot. Chair Clark thanked everyone that was involved with the electronic implementation. He said Sara Bishop is currently piloting the electronic approval process for the Curriculum Committee. Information is posted on the "https://cap.wvu.edu." website.
- Faculty can submit courses for the pilot program by speaking to Ilkin Bilgesu, Curriculum Committee Chair. Eventually, the on-line submission process will include the General Education Committee.
- Skipping the step for submitting reports to the Senate Executive Committee will help to speed up the approval process for both the Curriculum and General Education Committees. It will also empower both Committees to have a greater responsibility of quality control. Once in a while something may slip through that is normally caught by the Executive Committee gate; therefore, the Faculty Senate should be more vigilant in reviewing the reports. This would mean cutting one month out of the process. Steve Kite will look into this issue as he works on the Senate Constitution. The Senate Executive Committee will continue to discuss the issue.
- Promotion & Tenure causes a hike in the overall salaries at the institution, so this has to be accounted for even though no raises will be given this year.
- Faculty bear a burden in funding PEIA, and medical costs are rising; they have already risen beyond inflation, but PEIA is proposing even more changes. It will be a disadvantage to faculty because there will be cost increases. Roy Nutter, ACF representative will discuss this issue in his ACF report.
- Vice-President Curt Peterson is working toward electronic processes for proposal submission.
- The Chancellor of the Health Sciences Center, Chris Colenda, will work with the faculty and will attend Faculty Senate meetings; although, he will not be available for the December 14th Faculty Senate meeting. The Chair said an extravaganza could be arranged for the January meeting so the new Provost, Michele Wheatly, will be able to attend, and Interim Provost Jane Martin can be honored for all she has done.
- Narvel Weese and Margy Phillips have initiated an on-line, "My Access" program that allows everyone the ability to update personal information by clicking on the icon and putting in their Master ID. The intention is to connect these types of databases into the system to avoid re-entries and data can stay correct.
- Rehan Khan, CIO of the Office of Information Technology, will speak to the Faculty Senate in the near future.
- A Faculty Senate decision was made several years ago that faculty may not require a medical excuse for a student absence. If students are going to miss class, they should contact the instructor, especially when an examination is given or a product is due, so there will be reciprocity.

- The Governor will appoint a new member to the BOG of WVU within 30 days of the resignation of prior member Steve Goodwin. The Senate leadership collected information for desirable aspects for a new candidate, and a letter was submitted to the Governor with a wish list that the potential person have an understanding of both higher education and land-grant complexity, and he/she would contribute to WVU's vision. The present board has one physician, Dr. Tom Clark, so someone else with Health Sciences experience would be good, as well as knowledge of research and industry research capabilities. The Faculty Senate looks forward in hearing about the new governor.
 - Three speakers will present today: Bill Byrne, Mayor of Morgantown; Michael Lastinger, Associate Provost of International Programs and Meredith Morris, Scheduling Manager for Classrooms.
6. Bill Byrne, Mayor of Morgantown, said many universities have not figured out how to organize their mutual interest to the general mutual benefit. The phrase, "town & gown" suggests a conflict that often shows up as disinterest, suspicion, and sometimes outright adversarial prejudices, and interfere with common sense opportunities for everyone. He said this is not the case with WVU and the greater Morgantown area. We are one community through sharing ideas, resources and successes which makes the community stronger and better able to compete nationally in a variety of areas.

In the 1900's, the university had 1,200 acres of adjacent property within the city limits of Morgantown. Today, the new research and development park is being development inside Morgantown. The park will continue to grow and prosper and numerous other opportunities will be affected. The Riverfront development has greatly enhanced the character and color of Morgantown's economic base. WVU expedited the development with the new administration building in the wharf district. It was placed where it would generate the biggest return for the larger community.

To date, non-profit investments over \$100 million dollars have been made on the Riverfront and more promises to follow. Over the past 15 years, the university has made huge capital investments in Morgantown. The WVU construction and rehabilitation projects total nearly one billion dollars. It has changed the profile of the city. The projects have also generated the business and occupation taxes, which amounts to approximately \$25 million dollars.

Funds that have been invested in the Riverfront development, the Met Theatre, street-paving, fire-pumpers, downtown streetscapes, matches for federal and state grants, and scores of other capital improvements all across the city. Recently, the University helped make possible the North Side Fire Station by making property available for the site. The most visible and productive of the city and the university's creation is the Sunnyside Up project; a non-profit development corporation dedicated to the re-development of Sunnyside. Joint funded by the city and WVU, the organization has a \$200,000 operating budget in managing numerous programs. The mayor named several initiatives that have been implemented. He said whether it is special activities; such as: Fall Fest, housing the women's crew team in the municipal facility, the blue and gold mine sale, the women's soccer field or the child-care center, WVU and Morgantown look at concepts and details together to assure and improve the quality of

life in the community at large. The city administration continues to look forward in working with the university and making it one great place to live, study and raise families.

7. Professor Ilkin Bilgesu, Chair, Senate Curriculum Committee, moved for approval of Annex I, New Courses and Course Changes. The report was approved with the removal of ACE 300, 661 and 663 for further review. Motion carried. Annex II, The Alteration Report, was submitted for information. SOCA 107 was withdrawn as a course drop.
8. Professor Beverly Kirby, Chair, General Education Committee, moved for approval of Annex III, GEC Actions. Motion carried. Annex IV, GEC Audits, was submitted for information.
9. Michael Lastinger, Associate Provost for International Academic Affairs, talked about the functions of the programs, and some of the things that they do for faculty, staff and students. He said faculty-led programs (FLPS) is a program in which a faculty member designs a curriculum or a set of course work and invites students to participate in that program in some destination abroad. Faculty-led programs are wonderful experiences for students and faculty. They internationalize the experience for students, and they do it in the context of WVU's own instructional criteria and with faculty. The Office works with faculty to prepare the planning, the budget, and the academic preparation for faculty-led programs abroad. Often the programs are in the summer, but there are spring break and winter break programs as well. Some of the programs are year round where faculty take students to places like China and other destinations.

The Office also manages exchange agreements with international partners abroad. The agreements establish exchange partnerships with universities all over the world. WVU students can study abroad in many places around the world for the same tuition and fees and expenses that they would have at WVU. Faculty who want to establish exchanges and exchange partners are found for students abroad as well. Professor Lastinger said there are also exchange partnerships for staff with sister cities as well.

Affiliate programs are also managed, which are third party International Studies agencies that are associated with another university whenever there is not a real WVU program managed by faculty. The Office works with the Council for International Programs, which is an organization that brings mid-level career professionals around the world to Morgantown; there are currently 8 career professionals.

There is a service learning component of International Programs, which is working with the Center for Civic Engagement where students go to places like Bolivia and Brazil, and they do academic work and service learning. Grants are available for students studying abroad, and some colleges and departments support study abroad stipends.

Professor Lastinger held up a graph that showed an increase from 287 students studying abroad in 2002-2003 to 1,048 students studying abroad this past academic year. He said the count has increased for faculty requesting study abroad short term programs. Last week past WV governor, Gaston Caperton visited the university, and he said, "If we're not giving our

students the international experience that they need to live in the 21st century, then we're not giving them everything they need." Professor Lastinger said the Office is available to help faculty who want assistance in planning study abroad trips. When faculty are thinking about advising and developing advising materials, they should tell their students that if they want an international experience, an advising sheet is available to let them know how to put a summer program into their academic plan of study.. The opportunities are in place, they just need to be put in place for the students.

10. Meredith Morris, Scheduling Manager for Facilities Planning and Scheduling, gave a power point presentation about the transition of scheduling duties that have come from Admissions and Records. She said a computer program called "Schedule 25" is being used to schedule all the courses in general purpose classrooms, which make up the bulk of the classrooms on the downtown and Evansdale campuses. She gave an overview of the software, a time-line of implementation, benefits and impacts of the new process.
11. Professor Jackowitz gave an Advisory Council of Faculty report. He said on October 22, 2010 the PEIA finance board met and developed a preliminary plan that will be effective July, 2010. He said the plan includes a 4% premium increase for employees and employers as well as an increase in deductibles. He said the American Federation of Teachers developed a website that explains the terms of the PEIA increases. The website is: www.info@aftwv.org. The PEIA finance board drafted a preliminary plan. A public hearing will be held at Morgantown on Tuesday, November 17th at the Ramada Inn on Scott Avenue. Registration is 5:30 p.m. and the meeting starts at 6:00 p.m. He recommended faculty attend the meeting and voice their opinion.

Professor Jackowitz read the following statement and asked the Faculty Senate to endorse it.

"In light of State recommendations that there are no raises for 2009-2010, the Advisory Council of Faculty strongly endorses a recommendation which urges the State and WV PEIA to implement the moratorium on any increases on PEIA premiums, co-payout deductibles and out of pocket maximum and/or decreases in medical pharmacy benefits to all the State employees, both active and retired."

It was duly seconded to endorse the statement. Motion carried.

12. The meeting adjourned at 4:35 for an Executive Session to discuss honorary degrees. It will reconvene on Monday, December 14, 2009.

Mary Strife
Faculty Secretary

To: Faculty Senate Executive Committee
From: Ilkin Bilgesu, Chair, Faculty Senate Curriculum Committee
Date: October 26, 2009
Re: New Course and Course Changes

College of Business and Economics

Finance

New Course:

FIN 520. Quantitative Finance. 3 Hr. Examines statistical and probability concepts, statistical inference, regression analysis, time series analysis and financial modeling. Emphasizes financial applications, including portfolio optimization and analysis of financial time series. (Effective Term: Spring 2010) (CIP 520801)

Rationale: This course is designed to provide a solid foundation for quantitative analysis of financial markets. Financial applications are used throughout the course in class examples and assignments. The structure of the course closely follows the required body of knowledge in the Chartered Financial Analyst (CFA) curriculum, giving students a significant part of the background needed to obtain the CFA certification. The course also provides useful analytical tools for other courses in the Master of Science in Finance program. The course will help students improve their Excel modeling skills and become familiar with statistical analysis in SAS. Students will also gain experience working with such sources of financial data as Wharton Research Data Services (WRDS) and, subject to availability of access, Reuters Real-Time Data. These skills will make our students more attractive to employers.

MANG 480. Corp. Social Responsibility. 3 Hr. PR: BCOR 370. Provides an overview of personal support and involvement in not-for-profit organizations as well as the role of private and not-for-profit organizations in meeting community needs. (Effective Term: Spring 2010) (CIP 520201)

Rationale: The goal of this course is to provide students with “real life” experience in corporate giving and corporate social responsibility. This course was designed to educate future business owners and employees about the role of private and not-for-profit organizations in meeting community needs-how and why they come into existence, how they are managed, how needs are validated and goals set, how funds are raised and utilized, how community partnerships can leverage and how efforts are evaluated.

College of Creative Arts

Theater

New Course:

THET 348. Studio Scene Study I. 1 Hr. PR: THET 244. The presentation of scenes chosen from modern and contemporary theatre, before a panel of acting, voice, and movement faculty for critique. (Effective Term: Spring 2010) (CIP 500501)

Rationale: Scene Study I is an integral part of the studio experience. It allows the performance faculty the means to monitor the student’s progress in all areas of their performance skills. With the entire performance faculty in attendance it also allows for more interdisciplinary cooperation.

THET 650. Grad Study in Musical Theater. 2 Hr. PR: THET 645. Advanced musical theatre performance study with solos and scenes focusing on Stanislavski principles of objective and action along with interpretation choices within music composition. (Effective Term: Fall 2011) (CIP 500501)

Rationale: Music Theatre has never been offered before in our curriculum. The performance faculty believes we should prepare our students for the demands of the American Theatre workplace. Musical Theatre makes up the second largest economic opportunity in the American Theatre.

THET 740. Adv Grad Vocal Technique III. 2 Hr. PR: THET 640. The student will focus on more advanced dialect and vocal techniques to refine and ready the student's skills for the professional world. Microphone techniques will be introduced as well as development of voiceover techniques and copy. (Effective Term: Fall 2011) (CIP 500501)

Rationale: This course facilitates the transition of the actor's work to a more rigorous, demanding and professional environment. The focus on a variety of dialects in one class setting increases the demands and expectations of the actor/student. The character development, voice-over skills and microphone techniques are one area of the profession that is often overlooked in graduate programs and yet allows vocal skill development in an area which is, while very competitive, potentially very lucrative.

Course Changes:

From:

THET 542. Graduate Stage Movement 1. I. 2 HR. Study of human movement in performance, including movement patterning, body and space awareness, and basic experiential anatomy.

To:

THET 542. Graduate Stage Movement 1. 2 Hr. Study of human movement in performance including basic body awareness and anatomy, as well as Viewpoints and Suzuki training. (Effective Term: Spring 2010) (CIP 50051)

Rationale: The body is the actor's tool. It is essential for the graduate acting student to have a clear understanding of anatomy and body awareness, and train for the physical rigors of modern theatre. It is also necessary for the actor to have awareness of self in space, to be able to follow physical impulse, and to work creatively with an ensemble. Training with Pilates, Viewpoints, and Suzuki will address all of these areas and enable the actor to explore their physical potential.

From:

THET 545. Graduate Acting II. 3-HR. PR: THET 544. Continued exploration of the craft of acting using the rehearsal and performance of a full length play, chosen from modern and contemporary theatre literature.

To:

THET 545. Graduate Acting 2. 3-HR. PR: THET 544. Exploration of Acting Techniques applicable to late 19th century, early 20th century European playwrights. (Effective Term: Spring 2010) (CIP 50051)

Rationale: The beginnings of modern acting technique began with the works of Chekhov, Ibsen, Strindberg and other playwrights from this period. These plays coincided with the development of what has become the foundation for modern acting techniques. By focusing on these playwrights we will give the graduate student a practical context for the study of the Stanislavski, Boleslavski and Michael Chekhov acting techniques. We believe that our curriculum did not commit enough time to examine this direct link to the acting processes and techniques that are now practiced. By eliminating the rehearsal of a full length play, which narrowed the field of exploration to one playwright and one acting technique, we can now study three acting techniques and three playwrights.

From:

THET 645. Advanced Graduate Acting Studio 2. II. 2-HR. PR: THET 644. Continued exploration of the craft of acting using the rehearsal and performance of a full length play that presents the challenges of heightened text and issues of style.

To:

THET 645. Adv Graduate Acting Studio II. 3 Hr. PR: THET 644. Exploration of acting techniques specific to Comedy, Comedy of Manners, Physical Comedy and Sketch Comedy. (Effective Term: Spring 2010) (CIP 50051)

Rationale: At present, the curriculum omits these specific techniques as well as the genres (Moliere, Coward, Wilde, etc.) where these techniques are most applicable. We believe that the professional actor should have the techniques to perform in all genres of theatre.

College of Human Resources and Education

Counseling Psychology

New Course:

CPSY 738. Life Span Psychology. 3 Hr. PR: CPSY 763. Overview of developmental psychology focusing on the physical, cognitive, emotional and social domains applied to the professional practice of psychology across the lifespan. (Effective Term: Spring 2010) (CIP 420601)

Rationale: The study of normal human development from a life-span perspective is part of the archival description of Counseling: Counseling psychology centers on typical or normal developmental issues...(Archival Description of Counseling Psychology, APA available on-line at <http://www.apa.org/crsppp/counseling.html>). Without thorough understand of normal human development across the life span, there is no referent or background from which non-normative or disordered development can be gauged. There are unique methods and models of research that define the scholarly study of the lifespan which require special attention in order to prepare future psychologists with the tools to understand the published findings in this area. Within the added emphasis on older populations from both clinical and non-clinical groups, an increased understand of the lifespan implications of various psychological treatments and interventions are being called for on a national level. Knowledge of both normal and disordered child development is critical to any Counseling Psychologists who may work in, and/or consult with, a variety of institutions that typically provide mental health services to children, adolescents and their families. The course being proposed will provide instruction aimed at imparting the knowledge of theory, research models and applied skills derived from a broad and

thorough understanding of developmental psychology from a lifespan perspective within the scope of professional practice in Counseling Psychology.

Child Development and Family Studies

New Course:

CDFS 549. Socialization Processes. 3 Hr. This course is an examination of the contexts that affect infant, child, and adolescent development, including family, peers, schools, neighborhood, media, and larger societal influences. (Effective Term: Spring 2010) (CIP 190706)

Rationale: Currently, there are no courses offered that emphasize the role of context in human development. This course will provide CDFS students with an understanding of how both the formal and informal institutions of society affect infant, child, and adolescent development. Further, the course will provide students with an opportunity to apply Bronfenbrenner's bioecological theory, and to discuss the bidirectional influence contexts have on the developing individual.

Eberly College of Arts and Sciences

Astronomy

New Course:

ASTR 704. General Relativity. 3 Hr. Innovative 'physics-first' introduction to Einstein's relativistic theory of gravity. Topics covered include special relativity, curved space time, gravitational collapse and black holes. (Effective Term: Spring 2010) (CIP 400801)

Rationale: This course is one of a set of courses to be taken by physics students interested in careers in the physical specialties of astronomy and astrophysics. The new approach adopted by this course will give graduate students at WVU an excellent introduction to this theory of modern physics which has a growing number of applications in science and technology (e.g. GPS time keeping).

Humanities

New Courses:

HUM 112. Humanities of Greece. 3 Hr. Presents the art, architecture, philosophy, religion, literature, and history of Greece. (Effective Term: Spring 2010) (CIP 240103)

Rationale: Humanities of Greece will fulfill GEC Objective 3: The Past and Its Traditions and GEC Objective 8: Western Culture. This class will be an important addition to the Humanities course catalog and will fit with the nature of the program which strives to study the effort to understand ourselves through history, literature, religion, philosophy, and fine arts. Many students desire to learn more about Ancient Greece after taking Humanities 101, and this class will provide that opportunity. Usually, Humanities of Greece will be taught in conjunction with Faculty Led Travel: Greece. These students will be mostly Freshmen and Sophomores, and this experience will be an important aspect of their WVU career, perhaps initiating their interest for a semester abroad. This is a great opportunity to internationalize the curriculum, and it will help with retention of students.

HUM 113. Faculty Led Travel: Greece. 1 Hr. Learn about the art, architecture, philosophy, religion, literature, and history of Greece, through Faculty Led Travel. (Effective Term: Spring 2010) (CIP 240103)

Rationale: Travel is an integral cornerstone of a Liberal Arts education. These students will be mostly Freshmen and Sophomores, and this experience will be an important aspect of their WVU career, perhaps initiating their interest for a semester abroad. This is a great opportunity to internationalize the curriculum, and it will help with retention of students. Faculty Led Travel: Greece is intended to be a companion course to the 3 credit hour Humanities of Greece

Sociology

Course Changes:

From:

SOCA 255. Latin American Cultures. 3 Hr. Survey of the cultures of Mexico, Central America, and South America. Consideration of historical, social, economic, political, religious and geographic factors that impact on contemporary life ways.

To:

SOCA 350. Latin American Culture. 3 Hr. Ethnographic analyses of the peoples, culture, history, and politics of Latin America, and its relation to global processes. Consideration of popular cultures, political violence and impacts of colonialism, neocolonialism and globalization. (Effective Term: Spring 2010) (CIP 451101)

Rationale: The course level change allows for improved coherency in the curriculum and sequencing of the new Anthropology Area of Emphasis (AOE). The Anthropology AOE sequencing will consist of a general survey course at the 100 level; subfield survey courses (introductions to Cultural Anthropology, Physical Anthropology, Archaeology) at the 200 level; subfield theoretical and area specializations at the 300 level; and advanced and capstone course at the 400 level. Latin American Cultures reflects a geographical area specialization within cultural anthropology, and is therefore best suited as a 300 level course. By implementing this course change, there will also be more upper level course options for SOCA majors, Anthropology AOE majors, and Anthropology minors.

From:

SOCA 256. Traditional and Changing Africa. 3 Hr. A survey of traditional social institutions found in hunting/collecting, agricultural, and pastoral societies of sub-Saharan Africa. Labor migration, urbanization, agricultural cooperatives, and other consequences of colonial rule will be considered.

To:

SOCA 351. Traditional and Changing Africa. 3 Hr. Surveys traditional social institutions found in hunting/collecting, agricultural, and pastoral societies of sub-Saharan Africa. Labor migration, urbanization, agricultural cooperatives, and other consequences of colonial rule are considered. (Effective Term: Spring 2010) (CIP 451101)

Rationale: The course change is part of the anthropology curriculum's first major revision and coincides with anthropology's return as an Area of Emphasis (AOE) within the Sociology and Anthropology major. The AOE will consist of a general survey course at the 100 level and subfield survey courses at the 200 level. The courses that focus on regional cultures and research problems, as this course does, will now predominantly fall in the 300-level, where they will be accessible to students across the university. They will also enable anthropology-oriented students (majors and minors) to build their case-history knowledge prior to taking advanced, 400-level, theoretically-oriented courses. SOCA 351 also satisfies GEC objectives 4 and 9.

College of Engineering and Mineral Resources

New Courses:

ENGR 280. Sophomore Nanoscience Seminar. 1 Hr. PR: ENGR 103. Introduces students to the original Nanoscale Science and Engineering literature, including research on social, ethical and economic issues, and develops skills in interdisciplinary team building. (Effective Term: Spring, 2010) (CIP 147777)

Rationale: This course fulfills a requirement within the newly formed Emphasis in Nanoscience Engineering.

ENGR 380. Junior Nanoscience Seminar I. 1 Hr. PR: ENGR 280. Familiarizes students with science and engineering that is being carried out in the laboratories at WVU, and helps students understand the importance of other disciplinary approaches to Nanoscale Science and Engineering. (Effective Term: Spring 2010) (CIP 147777)

Rationale: This course fulfills a requirement within the newly formed Emphasis in nanoscience Engineering. The approaches developed in ENGR 280 are applied to research groups within WVU so that the students can become familiar with the opportunities available to them.

ENGR 381. Junior Nanoscience Seminar II. 1 Hr. PR: ENGR 380. This course matches students with appropriate host laboratories in preparation for their senior research project. It fosters appreciation for the importance of the disciplinary fundamentals learned in the development of Nanoscale Science and Engineering. (Effective Term: Spring 2010) (CIP 147777)

Rationale: This course fulfills a requirement within the newly formed Emphasis in Nanoscience Engineering. Students will develop a proposal for a research project based on the discussions and topics covered in ENGR 280. During this course students will define their projects and place it in context with current research at WVU

Safety Management

Course Change:

From:

SAFM 528. Economic Aspects of Safety Management. 3 Hr. An introduction to the nature and purpose of research as it applies to safety; research designs and concerns; basic statistical procedures; evaluation and interpretation of safety data; and measurement and evaluation of safety performance.

To:

SAFM 528. Economic Aspects of Safety. 3 Hr. PR: Graduate Standing. An overview of economic factors that must be considered when justifying the development and implementation of safety initiatives, including examining published research, cost estimating, ROI, risk assessment, benefit-cost analysis, and project planning. (Effective Term: Spring 2010) (CIP 520299)

Rationale: Over the past few years, this course has added additional material to better cover the core business principles that we must provide our safety students. Through oversight of the department's Advisory Committee, the faculty has revamped this course to address the current needs of safety professionals. This course is the only required business-centered course that our graduates will complete before accepting positions as business leaders and managers.

Davis College of Agriculture, Natural Resources and Design

Wood Science

New Course:

WDSC 623. Anatomy of North American Wood. 3 Hr. Anatomy and identification of commercially important North American woods. For students who have not completed a course in the anatomy of American woods. (Effective Term: Spring, 2010) (CIP 030509)

Rationale: Wood anatomy is a fundamental subject underlying all study and research in wood science and technology. It is also a useful topic for students studying forest management and forest science. A number of graduate students in the M.S.F. and Ph.D. programs in the Division of Forestry and Natural Resources programs who specialize in wood science are foreign nationals unfamiliar with North American wood species and/or completed their previous degrees in other academic disciplines. We have offered these students a basic course in wood anatomy under a special topics number as needed, including the past four academic years. This request seeks to formalize the course under its own number.

College of Physical Activity and Sport Science

Athletic Coaching Education

New Courses:

ACE 300. Strngth & Conditn Tech. 3 Hr. PR: ACE 369. Techniques for athletic weightlifting, spotting, balance and functional training, core exercises, speed mechanics, agility and quickness exercises, flexibility, injury prevention, plyometrics and exercises. (Effective Term: Summer II 2010) (CIP 131314)

Rationale: A class dedicated to teaching the execution of strength and conditioning techniques is a vital component to the Strength and Conditioning minor in addition to the knowledge base from the more lectured based courses.

ACE 661. Adv Strngth & Conditn Tech. 3 Hr. PR: ACE 660. For athletic weightlifting, spotting, balance and functional training, core exercises, speed machines, agility and quickness exercises, flexibility, injury prevention, plyometrics, and explosive exercises. (Effective Term: Summer II 2010) (CIP 131314)

Rationale: A course dedicated to teaching the execution of strength and conditioning techniques is integral to support the knowledge of strength and conditioning theory.

ACE 663. Strength and Conditioning. 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 (Effective Term: Spring 2010) (CIP 131314)

Rationale: A basic strength and conditioning course is necessary for students planning to work with athletes on a coaching level. A strong base of knowledge arms students with the ability to make better training choices.

Sport Management

New Course:

SM 385. Sport Economics. 3 Hr. Provides an understanding of the economic concepts and principles relevant to the sport industry. Provides the opportunity to apply the concepts and principles in a practical manner within a variety of different sport settings. (Effective Term: Spring 2010) (CIP 310501)

Rationale: This course provides students in a management based program with knowledge of the economic factors necessary to effectively manage an organization in the sport industry. Knowledge of economics is essential to the development of students within this domain.

School of Medicine

Microbiology

New Course:

MICB 781. Advanced Immunology. 3 Hr. PR: BMS 710 and BMS 736 or MICB 701 or permission from instructor. Students participate in a study of contemporary topics using primary literature selected from recent developments in the field of immunology. (Effective Term: Spring 2010) (CIP 260599)

Rationale: Requirements for the Ph.D. degree in Microbiology, Immunology, and Cell Biology include at least 2 additional graduate level courses beyond the first year curriculum, preferably in the student's research emphasis (e.g. immunology). This course will contribute to fulfilling that requirement.

Memorandum

To: Faculty Senate Executive Committee

From: Todd Petty, Chair-Elect
Senate Curriculum Committee

Date: October 26, 2009

RE: Monthly Alterations Report

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

COMM	104	090101	<p>Action: Change course title, credit hours and course description</p> <p>Old: COMM 104. Human Communication in the Public Communication Context. 2 Hr. Introduction to principles of communication in the one-to-many context.</p> <p>New: COMM 104. Public Communication. 3 Hr. Introduction to principles of communication in the one-to-many context. Emphasis is given to the creation and refutation of arguments.</p>	<p>Rationale: Students will spend more time criticizing public communication (e.g., listening and attending to public presentations, analyzing public speeches). The added credit hour will provide students with a greater opportunity to refine the rhetorical skills they are learning.</p>	201001
EE	223	141001	<p>Action: Change MATH 251 from a Co-Req to a Pre-Req and make slight change to catalog description.</p> <p>Old: EE 223. Electrical Circuits. 3 Hr. PR: EE 221 and EE 222 and PHYS 112, Co-Req: MATH 251. Continuation of EE 221. Time response of RC and RL circuits, unit step response, second order circuits, poly-phase systems, mutual inductance, complex frequency, network frequency response, two-port networks and transformers. Fourier methods and Laplace Transforms. (3 hr. lec.)</p> <p>New: EE 223. Electrical Circuits. 3 Hr. PR: EE 221 and EE 222 and PHYS 112 and MATH 251. Time response of RC and RL circuits, unit step response, second order circuits, poly-phase systems, mutual inductance, complex frequency, network frequency response, two-port networks and transformers. Fourier methods and Laplace Transforms.</p>	<p>Rationale: The concepts presented in MATH 251 provide necessary background for successful completion of EE 223. This prerequisite is currently enforced and has been since the spring term 2004. This action is purely administrative and corrects the catalog for the 2009-2011 printing.</p>	201001
ENTR	335	52701	<p>Action: Remove pre-requisite requirements and make slight change to catalog description.</p> <p>Old: ENTR 335. Small Business Entrepreneurship. 3 Hr. Pr: ACCT 201 or ARE 110. This course will offer a study of the concepts necessary to become a successful small business entrepreneur. The course work will include practical application of marketing and management skills.</p>	<p>Rationale: This is an introductory course and students without the prerequisites have shown the ability to be successful in this course</p>	201001

			New: ENTR 335. Small Business Entrepreneurship. 3 Hr. This course offers a study of the concepts necessary to become a successful small business entrepreneur. The course work includes practical application of marketing and management skills.		
ENTR	410	52701	Action: Change prerequisite requirements and make slight change to catalog description. Old: ENTR 410. Business Innovation. 3 Hr. Pr: ACCT 201 or ARE 110. This course studies the innovation process from idea concept through technology transfer and into commercialization. In addition the course will examine the impact of innovation on economies. New: ENTR 410. Business Innovation. 3 Hr. Pr: ENTR 335. This course studies the innovation process from idea concept through technology transfer and into commercialization. In addition the course will examine the impact of innovation on economies.	Rationale: The basic business skills taught in ENTR 335 are more relevant to understanding the innovation process than the basic accounting skills taught in ACCT 201 and ARE 110.	201001
ENTR	435	52701	Action: Change prerequisite requirements and make slight change to catalog description. Old: ENTR 435. New Venture Creation. 3 Hr. Pr: ACCT 201 or ARE 110. This course will provide the student with a general understanding of the issues involved in the planning and creation of a new venture. The student will be exposed to the various roles of an entrepreneur. New: ENTR 435. New Venture Creation. 3 Hr. Pr: ENTR 310 and ENTR 335. This course will provide the student with an in depth understanding of the issues involved in the planning and creation of a new venture.	Rationale: This course is the culmination of the ENTR minor. Students require the basic business education in ENTR 335 and the Comprehensive Accounting / Finance instruction of ENTR 310 to be successful in this course.	201001
JRL	540	090401	Action: Change prefix and course description. Old: JRL 540. Visual Storytelling. 3-Hr. Development of advanced analytical skills in digital photojournalism, photo editing and cross-media design. Graduate students challenged to delve into and connect the theoretical and technical realms of the visual story to appreciate its broader scope. New: VISJ 540. Visual Storytelling. 3-Hr. Development of advanced analytical skills in digital photojournalism, photo editing and cross-media design. Graduate students connect the theoretical and technical realms of the visual story to appreciate its broader scope.	Rationale: The majority of the J-school's news curriculum went through a wholesale overhaul last year that involved assigning a number of new course prefixes, but this course was one of two that were incorrectly processed due to an error on the J-school's part. The course was given the prefix JRL, when it should have been given the prefix VISJ. The course description and content are not changing.	201001
LAW	722	220101	Action: Change the course description. Old: LAW 722. Civil Procedure 2. 3 hrs. PR. LAW 706. Personal and subject matter jurisdiction; federalism in the court systems of the United States claim and issue preclusion. New: 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.	Rationale: A new course description is needed because the current one inaccurately describes the actual course content. The course content, title, and credit hours remain unchanged.	201001
NSG	730	511608	Action: Remove NSG 729 and NSG 734 as prerequisites and make slight change to	Rationale: The prerequisites NSG	201001

			<p>catalog description.</p> <p>Old: NSG 730. Principles of Measurement. 3 Hr. PR: NSG 727, NSG 728, NSG 729 and NSG 734. The role of measurement in nursing research is studied. Measurement in the areas of attitudes, personality, competence, development, and group qualities is emphasized. Instrument development and reliability / validity issues are also discussed.</p> <p>New: NSG 730. Principles of Measurement. 3 Hr. PR: NSG 727 and NSG 728. The role of measurement in nursing research is studied. Measurement in the areas of attitudes, personality, competence, development, and group qualities is emphasized. Instrument development and reliability/validity issues are also discussed.</p>	729 and NSG 734 are being eliminated based on course progression issues.	
NSG	731	511608	<p>Action: Remove NSG 729 and NSG 734 as prerequisites and make slight change to catalog description.</p> <p>Old: NSG 731. Qualitative Research Methods. 3 Hr. PR: NSG 727, NSG 728, NSG 729 and NSG 734. An exploration of the philosophical foundation and methods of qualitative inquiry. Research designs, ethical issues, rigor, integrity, data collection, interpretation, and representation are studied in depth.</p> <p>New: NSG 731. Qualitative Research Methods. 3 Hr. PR: NSG 727 and NSG 728. An exploration of the philosophical foundation and methods of qualitative inquiry. Research designs, ethical issues, rigor, integrity, data collection, interpretation, and representation are studied in depth.</p>	Rationale: The prerequisites NSG 729 and NSG 734 are being eliminated based on course progression issues.	201001
NUR	742	511699	<p>Action: Change credit hours from 2-8 to 1-8 hours and make slight change in the catalog description.</p> <p>Old: NUR 742. Clinical Application. 2-8 Hr. PR: NSG 741. Provides for the mastery of clinical skills relative to the state of the science in a particular area of clinical practice.</p> <p>New: NUR 742. Clinical Application. 1-8 Hr. PR: NSG 741. Provides for the mastery of clinical skills relative to the state of the science in a particular area of clinical practice.</p>	Rationale: Changing credit hours to 1-8 hours will allow more flexibility in student scheduling	201001
PRNJ	528	090401	<p>Action: Change course prefix.</p> <p>Old: PRNJ 528. Law of the News Media. 3-Hr. The law as it affects the mass media. Considered are such areas as libel, privacy, public records, criminal pre-trial publicity, and freedom of information, and obscenity.</p> <p>New: JRL 528. Law of the News Media. 3-Hr. The law as it affects the mass media. Considered are such areas as libel, privacy, public records, criminal pre-trial publicity, and freedom of information, and obscenity.</p>	Rationale: The majority of the J-school's news curriculum went through a wholesale overhaul last year that involved assigning a number of new course prefixes, but this course was one of two that were incorrectly processed due to an error on the J-school's part. The course was given the prefix PRNJ, when it should have been given the prefix JRL. The course description and content are not changing.	201001
SOCA	254	451101	<p>Action: Change course description.</p> <p>Old: SOCA 254. Cultural Anthropology. 3hr. Provides a comprehensive introduction to cultural anthropology, a sub field in anthropology. Cultural anthropologists study the origins of human species, cultural change, cultural diversity, and the nature of language,</p>	Rationale: The old course description does not adequately capture the content or goals of SOCA 254. In particular, it is worded vaguely, and it	201001

		<p>among other things. New: SOCA 254. Cultural Anthropology. 3 hr. Introduction to the history, methods, and current directions of cultural anthropology. Focus on living cultures across the world, encompassing the whole range of human activities. Consideration of identity, economy, politics, kinship, meaning, language, and inequality.</p>	<p>is misleading in that it attributes to cultural anthropology an area of scholarship not encompassed within this sub-field (“study of the origin of human species”). With the reintroduction of the Anthropology Area of Emphasis (AOE) in Fall 2009, we are redesigning and fine tuning the curriculum in order to account for the new Anthropology AOE sequencing, content, and strategic vision. The proposed alteration is necessary to more adequately reflect existing and ongoing changes in the Anthropology AOE.</p>	
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Action: Course Drops

JRL 540 090401

Old: JRL 540. *Visual Storytelling*. 3 hr.

PRNJ 528 090401

Old: PRNJ 528. *Law of the News Media*. 3 hr.

SOCA 107 451101

Old: SOCA 107. *Social Problems*. 3 hr.

SOCA 255 451101

Old: SOCA 255. *Latin American Cultures*. 3 hr.

SOCA 256 451101

Old: SOCA 255. *Traditional and Changing Africa*. 3 hr.

SOCA 257 451101

Old: SOCA 257. *The Art of Primitive Peoples*. 3 hr.

SOCA 359 451101

Old: SOCA 359. *World Prehistory*. 3 hr. PR: 6 hr.

Memorandum

Date: October 26, 2009

To: Senate Executive Committee

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

Re: GEC Actions

The GEC Oversight Committee met on October 19th and recommended the following course for Faculty Senate approval:

Approved New GEC Course Additions:

WMST 242, Women's Health and Fitness (Obj. 4 & 6)

Approved New Writing Course Additions:

None

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 26, 2009

To: Senate Executive Committee

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

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

The GEC Oversight Committee met on September 21st and October 5th and passed the following courses for GEC Audit:

GEC Successful Audits:

ENGL 156, Literature of Native America (Obj. 5 & 9)
FLIT 235, French Literature in Translation I (Obj. 5 & 8)
FRCH 100, Intensive Elementary French 1 & 2 (Obj. 4 & 8)
FRCH 101, Elementary French 1 (Obj. 4 & 8)
FRCH 102, Elementary French 2 (Obj. 4 & 8)
FRCH 203, Intermediate French 1 (Obj. 4 & 8)
FRCH 204, Intermediate French 2 (Obj. 4 & 8)
PHIL 140, Historical Introduction to Philosophy (Obj. 3 & 8)
SEP 271, Sport in American Society (Obj. 4 & 7)
WDSC 100, Forest Resources in US History (Obj. 2C & 3)

Writing Requirement Successful Audits:

ATTR 424, Athletic Training Senior Seminar
BIOL 313W, Molecular Basis of Cell Growth
FLIT 235W, French Literature in Translation I
PET 228, Curriculum in Physical Education (Keith/Kyle) **Pass/Pending**

Deletions from GEC by request of Department Chair:

Deletions from GEC for failure to submit audit by deadline:

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)