

MINUTES  
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE  
Monday, May 9, 2011

1. Professor Alan Stolzenberg, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in G21 Ming Hsieh Hall.

Members Present:

Abate, M.	Cohen, S.	Huffman, V.	Nutter, R.	Schreurs, B.
Abraham, R.	Cottrell, L.	Hutson, Z.	Oberhauser, A.	Schwartz, S.
Ameri, S.	Cottrell, S.	Insch, G.	Olson, K.	Scott, H.
Anderson, J.	Cronin, A.	Jones, D.	Orlikoff, J.	Sherwin, M.
Atkins, C.	Curtis, R.	Kale, U.	Peace, G.	Spleth, J.
Bilgesu, I.	Davari, A.	Kershner, R.	Perone, M.	Stack, S.
Blake, L.	Elmore, S.	Kirby, B.	Perry, J.	Stuchell, R.
Bonner, D.	Etzel, E.	Kuhlman, J.	Petronis, J.	Tallaksen, R.
Bowen, E.	Famouri, P.	Lofaso, A.	Petty, T.	Tuninetti, A.
Boyles, J.	Fint-Clark, B.	Mays, M.	Prudhomme, J.	Urbanski, J.
Brazaitis, M.	Fleming, S.	Meckstroth, R.	Rafter, J.	Veselicky, K.
Bredehoft, T.	Hall, D.	Miltenberger, M.	Reymond, R.	Vona-Davis, L.
Bryner, R.	Harner, J.	Munasinghe, R.	Riemenschneider, S.	Watson, J.
Clark, B.	Hileman, S.	Nestor, P.	Rockett, I.	Wilcox, G.
Clark, N.	Huber, J.	Nichols, A.	Ryan, K.	

Members Absent:

Ahern, T.	Connors, J.	Hunter, S.	Sherlock, L.	Wilson, M.
Anfinson, J.	Davis, S.	Latimer, M.	Sundaram, M.	Zimmerman, P.
Bastress, R.	Graber, S.	Mancinelli, C.	Tower, L.	
Blaydes, S.	Hazard, H.	Moritz, J.	Turton, R.	
Carpenter, R.	Higgins, C.	Morris, B.	Walker, E.	
Chalupa, C.	Hogan, T.	Steve, P.	Whiteman, C.	

Members Excused:

Anderson, K.	DiBartolomeo, L.	Hash, K.	Mucino, V.	Shelton, E.
Banta, L.	Funk, A.	Hashmi, M.	Putman, H.	Stout, P.
Bergner, G.	Hartman, K.	Hornsby, G.	Sand-Jecklin, K.	Wenger, S.

Faculty Senate Officers Present:

Griffith, R.	Lee, P.	Stolzenberg, A.
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2. Chair Stolzenberg moved and it was duly seconded to approve the minutes from the Monday, April 11, 2011 meeting with revisions to the attendance. Motion carried.
3. President Clements thanked Chair Stolzenberg for his leadership this year; he said he enjoyed working with him. The President reported on the following issues:
  - The year has ended with record enrollment, which included increases in international and minority student populations.
  - There was a peak in funded research of about \$178 million dollars and a record jump in private giving of \$22 million dollars, which was a 38% jump from last year.
  - The Strategic Planning process has been concluded; the Council had 30 members from across the campuses and the community.

- The President announced achievements that took place throughout the year.
- The Smoking Task Force, chaired by Associate Provost C.B. Wilson, is wrapping up after a year of good work. The Task Force recommended a change to the smoking policy that will be more restrictive than the current policy that covers smoking inside of buildings. The next step is for experts in Facilities and Legal Affairs to explore the logistical challenges and policy issues over the summer and report back in the fall.
- A \$10 million dollar endowment has been received to support graduate education through the WVU Ruby Scholars Graduate Fellowship program.
- The Art Museum was dedicated as well as the NASA Robotic Center in Fairmont.
- WVU broke ground for recreational fields on the Evansdale Campus; some of it will be ready this fall, which is part of a \$27 million dollar improvement for wellness that includes a new Student Health Center.
- West Virginia University's WELL WVU has completed its first semester with the Alcohol Edu program, which is an educational program for all freshman.
- The process for a single sign-on, which was implemented by the OIT team, is scheduled to occur this fall.
- Expanded access to benefits.
- The Davis College of Agriculture, Natural Resources and Design was chosen as a Peace Corps, Master's International partner.
- B&E developed a new Ph.D. program in Business Administration which will be phased in with four new majors.
- Health Sciences launched a new initiative for a School of Public Health.
- Last year, a \$6.5 million dollar salary enhancement program was implemented, and a new salary enhancement program of \$13 million dollars is being proposed. The budget will go to the BOG in June for a vote.
- The Capital Fundraising Campaign will be launched.
- Renovations will be completed to White Hall.
- Ground will be broken for a new Student Health Center.
- A new Strategic Facilities plan will be developed that will include a major building program to the Evansdale Campus and upgrades to the PRT.
- The remainder of the 100 new faculty lines will be implemented.
- Research, Diversity and Internationalization will be focus areas of the Strategic Plan.
- President Obama put together a team to discuss innovations and how to make the country more competitive; WVU and MIT were selected research/academic representatives. Faculty should share their ideas and strategies about how the land-grant mission can drive innovation.
- Commencement will take place this weekend and over 4,000 degrees will be given out to people that faculty have taught and nurtured. President Clements shared the story of Justin Hayden who suffered a neck injury that left him paralyzed; he would not have been able to finish college without the support of the WVU faculty and staff.
- The BOG asked the President to stay at WVU for 5 more years, and the contract was approved by HEPC. The President said he loves WVU, and he is excited about the next five years and all the things that will be accomplished.

4. Provost Wheatly discussed the following Strategic Plan Goals:

- Transitions in Leadership:

The Provost had the honor of being the commencement speaker this past weekend at Potomac State College; all 234 students walked across the stage to receive their degrees.

Two colleges are going through leadership transition. The College of Creative Arts will welcome its new dean, Paul Kreider, on June 30<sup>th</sup>, who is a professional singer. Past Dean, Bernie Schultz, will move into a new role of leading fund raising for the Art Museum. The Dean of the Davis College of Agriculture, Natural Resources, and Design, Cameron Hackney, will be moving into a new role as a special assistant to the Provost to work on targeted projects. Rudy Almasy has been tasked to serve as the Interim Dean for the Davis College, so another search can be conducted. The new search committee will be led by Bob Jones, Dean of the Eberly College of Arts & Sciences.

- Elevating the Research Mission

The Promotion and Tenure process concluded last Friday; there were 75 cases in the general university, and 31 cases in the Health Sciences Center. The Committee met with the Faculty Advisory Committee on Friday, and it made the final recommendations to Chancellor Colenda and the Provost. Letters will be in the mail next Friday.

Faculty Senate travel grants, the Senate Research Grants, Faculty Development grants and Public Service grants have been funded through the Provost's Office. Funds for professional development have been increased to \$735,000.

Most of the 30 additional lines have been allocated.

Chairs of departments and chairs of search committees are being asked to undergo training on diversity initiatives and a mentoring program for new faculty.

A guest from the NSF advanced program visited WVU and said that within 8 months, WVU was better situated than some of the 3 year site visits.

Research work is starting with two of the stem departments; the first department will be Geology and Geography and then Industrial Safety and Mining Engineering. Meetings have been held with faculty. Researchers will be Melissa Latimer, Jim Noland, and Lesley Tower.

- Globalization

Summer is a time where students are sent outbound and they are welcomed inbound; 600 students participated in the study abroad program.

- Serving the State

Tomorrow the Provost will go on a tour bus with faculty, staff and students for a “Country Roads Tour” to the Mountain Institute. The Provost will work with Nigel Clark and others to better identify thematic tours and to address the state’s role as the land-grant institution.

The Strategic Planning Council met this morning, and it discussed how far we have come. As the implementation stage begins, the group will identify the best way to organize round tables based on the five thematic goals.

5. Chair Stolzenberg said at the beginning of the year the Constitution was revised, and one of those revisions included extending outgoing senator’s terms for one month, so senators will stay on the Faculty Senate for the month of June. The Chair urged senators to come to the June 13<sup>th</sup> meeting so there will be a quorum.

Ballots have been prepared for the Faculty Senate Executive Committee, and they will be mailed this week. The Chair read the Executive Committee nominees.

A proposal was brought forth for a calendar change to include a fall break. The Chair said input will be gathered and department chairs and deans of colleges will be contacted to ask how implementing a fall break would affect their operations, what impacts it would have, if a break would cause extra expenses and/or difficulties, and to seek their suggestions to see if a break could be accommodated. A proposal will be drafted so action could be taken by the end of the summer or the first of fall.

Roy Nutter has been selected to serve another term as the Advisory Council of Faculty representative; it has been recommended that there be an alternate representative. If anyone would like to serve as an alternate, contact the Chair before the next Senate Executive Committee.

HEPC met on April 29<sup>th</sup> and in addition to approving a contract for President Clements, it passed a proposal for public comment – Series 11, “Submission of Proposals for Academic Programs in the Monitoring and Discontinuance of Existing Programs.” The Chair said the proposal may impact the way new programs will be approved, and it may change the timeline for when programs are approved. The Chair said if anyone has an interest or concern about the changes, the document is available on the HEPC website through June 2, 2011. Chancellor Noland can be contacted as well.

The Chair announced that Professor Mike Mays was elected as Faculty Senate Chair-elect for 2011-2012; he will begin his position on July 1, 2011. The Chair thanked him for his willingness to serve.

6. Todd Petty, Chair, Senate Curriculum Committee moved for approval of the following reports:

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

Annex II, Certificate for Child Development and Family Studies. Motion carried.

Annex III, Proposal for a Major in General Business. Motion carried.

Annex IV, The Alteration Report was submitted for information.

7. Lesley Cottrell, General Education Committee representative, moved for approval of the following report:

Annex V, GEC Actions. Motion carried.

Annex VI, The GEC Audits were submitted for information.

8. Associate Provost Dooley recommended the adoption of the Academic Calendar for 2012-2013 with one correction at the top of the first page, Monday, August 20<sup>th</sup> should say “late” registration fee for all students. Motion carried.
9. Marjorie McDiarmid moved for approval of the revised Research Integrity Procedure. It was duly seconded. Motion carried.
10. Chair-elect Lesley Cottrell presented a plaque and an executive gavel to Chair Stolzenberg thanking him for his time, commitment and leadership to the Faculty Senate. The Chair passed the “working gavel” to Chair-elect Cottrell as well as the Faculty Senate Chair’s parking pass.
11. The meeting adjourned at 4:10 p.m. to reconvene at the NRCCE on Monday, June 13, 2011.

Mary Strife  
Faculty Secretary

To: Faculty Senate Executive Committee  
From: Todd Petty, Chair, Faculty Senate Curriculum Committee  
Date: April 25, 2011  
Re: New Courses and Course Changes

**Davis College of Agriculture, Natural Resources and Design**

**Child Dev/Family Studies**

**New Course:**

**CDFS 432. Early Socio-emotional Growth.** 3 Hr. An advanced course in infant and toddler socio-emotional development. The course focuses on: the development of emotion, relationships, and the curriculum to promote infant socio-emotional well-being. (Effective Term: Fall 2011) (CIP 190706)

**Rationale:** Currently there are no courses offered that focus exclusively on social and emotional development during the first three years of life. The course will provide CDFS majors minors, and non-majors with an understanding of how infants and toddlers develop socially and emotionally, as well as the multiple influences of growth in these domains of development (e.g., biological and environmental factors).

This course is distinct from CDFS 211: Infant Development in that there is a focus exclusively on social and emotional development in the first three years of life (CDFS 211 provides students with an introduction to infant development across all domains in the early years of life). Moreover, this is an advanced course in infant socio-emotional development.

**College of Creative Arts**

**New Course:**

**ART 280. Studio Art for Art Historians.** 3 Hr. PR: ARHS 120 and ARHS 160. Experiential investigation of art studio practice; guest artist demonstrations. Emphasis on understanding materials, terminology, and artistic processes. May be repeated for credit. (Effective Term: Fall 2012) (CIP 500101)

**Rationale:** Studio art for Art Historians fulfills 3 hours of Studio Art required in the BA Art History curriculum. Students learn through observation and practice in projects first demonstrated by guest studio artists, and completed in Art and Design shops and studios. Readings and museum and collection visits enable students to engage with original monuments and to apply visual and written vocabulary. These investigations are evaluated through a series of group critiques and one-on-one discussions with the instructor.

## Eberly College of Arts and Sciences

### Astronomy

#### New Courses:

**ASTR 110. Explosions in Space.** 3 Hr. PR: MATH 126 or higher, or QRA score qualifying for MATH 126. Topics covered include: special and general relativity, supernovae, neutron stars, black holes, wormholes, time travel and gamma-ray bursts. (Effective Term: Spring 2012) (CIP 400801)

**Rationale:** Surveys of Descriptive Astronomy (ASTR 106) students indicate a clear need for another introductory-level course in Astronomy in which there is a specific focus on a subset of the topics that are covered in that class. The proposed course would broaden student options to complete their GEC requirements.

### Geography

**GEOG 149. Digital Earth Lab.** 1 Hr. Introduction to geographic information systems software using basic principles of mapping and analysis of geographic information. (Effective Term: Fall 2011) (CIP 450701)

**Rationale:** This course adds a laboratory component to the Digital Earth course (GEOG 150). Digital Earth introduces students to geospatial technologies such as geographic information systems (GIS) and remote sensing. The students' understanding of these technologies is enhanced by working with them. This course provides the opportunity to work with these technologies to facilitate this understanding. It is particularly useful for geography majors and minors specializing in GIS. It will provide students with experience using the most common GIS software package available, and it will provide a solid foundation of skills that more advanced GIS courses can build on.

### Language Teaching Methods

**LANG 522. Computer Assisted Lang Learn (CALL).** 3 Hr. Examines CALL (Computer-Assisted Language Learning) methodologies, introduces principles of CALL evaluation, explores current CALL practices in language teaching, develops web-based CALL materials, and reviews CALL research. (Effective Term: Spring 2012) (CIP 160101)

**Rationale:** Computer-Assisted Language Learning (CALL) has become an important area of interest in the field of applied linguistics and TESOL (Teaching English to Speakers of Other Languages). To keep up with the current development in the field, this course was conceived and taught as a special topic class in Spring 2008 and Spring 2010 with MA TESOL students. It was very well received. We believe that the course will be an important addition to our MA

TESOL curriculum. The course will also be helpful to our MA students in other areas of study, such as Linguistics, Spanish and French.

### **Foreign Languages**

#### **New Course:**

**SPAN 310. Spanish for Heritage Speakers.** 3 Hr. Grammar, reading, writing, and culture for heritage speakers of Spanish with little or no formal education in Spanish language. (Effective Term: Fall 2011) (CIP 160101)

**Rationale:** The number of heritage Spanish speakers at WVU is increasing, but currently the Spanish program does not offer any specific course for them. Heritage speakers born and/or raised in the US can speak Spanish fluently, but because they did not receive formal education in Spanish, they have trouble with writing, grammar, and reading. SPAN 310 will address these issues and will help attract heritage speakers to the major. SPAN 310 will be the first course these students will take towards the Spanish major. In this class, they will acquire the needed skills to be able to succeed in the rest of the courses. Heritage speakers will take SPAN 310 in lieu of the Advanced Spanish Conversation class, which is designed for language learners.

### **College of Engineering and Mineral Resources**

#### **Civil Engineering**

#### **New Course:**

**CE 411. Pavement Design.** 3 Hr. PR: MAE 243. Effects of traffic, soil, environment, and loads on the design and behavior of pavement. Design of pavement structures. Pavement performance and performance surveys. (Effective Term: Spring 2011) (CIP 140801)

**Rationale:** Civil engineers are responsible for the design of pavement structures for highways, airfields, parking areas, etc. Therefore, an optional course in Pavement Design methods is a valuable addition to the offerings of the Civil and Environmental Engineering Department. This course has been offered three times under a generic number.

### **College of Human Resources and Education**

#### **Speech Pathology and Audiology**

#### **New Course:**

**SPA 709. Audiology Clinic I.** 2 Hr. PR: Consent. Supervised clinical practicum that concerns the evaluation and treatment of children and adults with hearing disorders. (Effective Term: Summer II 2011) (CIP 510204)



**Rationale:** When the AuD program was implemented in 2004, the clinical education component of the curriculum consisted of a sequence of eight clinic practicum courses.

In 2006, self-study revealed that an additional term of clinical education was necessary in order for students to be well prepared for success in advanced clinical practica. To accommodate the expansion of the clinical education component, AuD students have been required to take SPA 729 – Audiology Clinic I in their first summer term, and then to repeat the course in the subsequent fall term. Consequently, SPA 739 – Audiology Clinic II was actually the third course in the clinic sequence, SPA 749 – Audiology Clinic III was the fourth course, etc.

This application for a new SPA 709 Audiology Clinic I, to be inserted at the beginning of the clinical education courses in the AuD curriculum will eliminate the need for students to repeat SPA 729. This addition, along with the course name alteration requests that accompany this application, will realign Audiology Clinic course names so they conform to the nine-course sequence required of AuD students since 2006.

### **School of Pharmacy**

#### **New Courses:**

**PHAR 748. Acute Care Case Studies.** 2 Hr. PR: Third professional year standing or consent. Gain experience developing pharmaceutical care plans in an acute care setting. Further prepares students interested in pursuing pharmacy residency training. (Effective Term: Fall 2011) (CIP 512001)

**Rationale:** This elective will provide an opportunity for students interested in pursuing clinical pharmacy to enhance their skills in assessment of pharmacy problems, development of pharmacy care planning, and monitoring of patients in the acute care setting. The course is intended to develop practical application skills in this specific niche of pharmacy practice beyond what is offered in our general curriculum. With approximately 25% of our graduates pursuing pharmacy residency training, there is a need for elective courses targeted to students desiring to develop their clinical pharmacy skills.

**PHAR 753. Soc & Behav Thry Hlth Out Res.** 3 Hr. Basic social and behavioral theories related to the health behavior change and health outcomes. Open to graduate students in pharmacy, public health, or other health care fields. (Effective Term: Fall 2011) (CIP 512001)

**Rationale:** This is a required course in health outcomes research PhD track in the pharmaceutical and pharmacological Sciences program. The course teaches students how to apply theory, particularly social and behavioral theories, to health outcomes research. This is important for them to understand research and study design grounded in social and behavioral theory. Many health outcomes and disease states (particularly chronic disease) have behavioral

or lifestyle risk factors. In assessing health outcomes and designing health promotion/disease prevention programs, this class helps students to understand how theory-driven studies can be used to plan, implement, and evaluate health outcomes research. This has been listed as a special topics course and we are requesting a permanent course number.

## **School of Medicine**

### **Community Medicine**

#### **New Courses:**

**CCMD 780. Hospital Care.** 4 Hr. Co-req. 4<sup>th</sup> year status. Required four week rotation serving as a sub-intern in either Medicine, Surgery, Family Medicine, or Pediatrics. Competency is assessed in medical knowledge, patient care, practice-based learning, interpersonal and communication skills, professionalism, and systems-based practice. (Effective Term: Fall 2011) (CIP: 511401)

**Rationale:** Fourth-year medical students have graduated responsibility for patient care as they progress through their years of medical school. Fourth-year students are one year (or less) away from assuming patient care responsibilities as a first-year resident (graduated medical student). In order to prepare them for this responsibility, the WVU school of Medicine has determined that as fourth-year students they be provided educational opportunities similar to those they will encounter as first-year residents in order to prepare them for this role. A hospital-based sub-internship in either Medicine, Surgery, Pediatrics, or Family Medicine; is all deemed necessary to prepare them as graduates of the WVU School of Medicine and for success during their PGY-1 (first residency year). Note: an older term “internship” was used in the past to describe the first-year of residency in which graduated physicians rotation through many specialties.

**CCMD 781. Rural Health.** 4 Hr. Co-req. 4<sup>th</sup> year status. Required four week non-campus based clinical rotation at an approved WV rural health clinic site. Competency is assessed in medical knowledge, patient care, practice-based learning, interpersonal and communication skills, professionalism, and systems-based practice.(Effective Term: Fall 2011) (CIP: 511401)

**Rationale.:** Fourth-year medical students have graduated responsibility for patient care as they progress through their years of medical school. Fourth-year students are one year or (less) away from assuming patient care responsibilities as a first-year resident (graduated medical student). In order to prepare them for this responsibility, the WVU School of Medicine has determined that as fourth-year students they be provided educational opportunities similar to those they will encounter as first-year residents in order to prepare them for this role. A community-based (non-campus based) experience is deemed necessary to prepare them as graduates of the WVU School of Medicine and for success during their PGY-1 (first residency year). The rural health requirement is unique to West Virginia and demonstrates the institution’s commitment to serving the health care needs of the citizens of West Virginia.

**CCMD 782. Critical Care.** 4 Hr. Co-req. 4<sup>th</sup> year status. Supervised 4 week sub-intern rotation with 2 weeks in Anesthesiology and 2 weeks in Intensive Care. Competency assessed in medical knowledge, patient care, practice-based learning, interpersonal and communication skills, professionalism, and systems-based practice. (Effective Term: Fall 2011) (CIP: 511401)

**Rationale:** Fourth-year medical students have graduated responsibility for patient care as they progress through their years of medical school. Fourth-year students are one year (or less) away from assuming patient care responsibilities as a first-year resident (graduated medical student). In order to prepare them for this responsibility, the WVU School of Medicine has determined that as fourth-year students they be provided educational opportunities similar to those they will encounter as first-year residents in order to prepare them for this role. A Critical Care experience is all deemed necessary to prepare them as graduates of the WVU School of Medicine and for success during their PGY-1 (first residency year).

### **Public Health**

**PUBH 631. Community-Based Participatory Research.** 3 Hr. This course focuses on initiating and conducting research projects in meaningful partnership with communities, including human research ethics and community-based participatory research elements, principles, and theories via a combination of readings, lectures, videos, and exercises. (Effective Term: Fall 2011) (CIP 512201)

**Rationale:** This course was initially offered as a PUBH special topics course both during the spring 2010 and fall 2010 semesters. The focus of this course, community-based participatory research, is a growing area especially in public health. No such course currently exists at WVU. Since then, the Dept of Community Medicine's Curriculum Committee has made this course one of the core methods courses that MPH students need to take per our accrediting body. The goals and objectives of the CTSA have a strong emphasis on community-based participatory research and securing meaningful engagement from our community partners. In WVU's resubmission of their CTSA application (October 2010), this course was included as the primary course for the planned Certificate in Community-Based participatory Research (CBPR), which is the first year of the M.S. in Clinical and Translational Research.

### **Physical Therapy**

#### **Course Changes:**

#### **From:**

**PT 740. Clinical Education Symposium 2.** 1 Hr. Students attend case presentations applicable to physical therapy management according to the Guide to Physical Therapist Practice.

#### **To:**

**PT 740. Clinical Education 2.** 1 Hr. PR: PT 750. Students practice basic clinical skills under direct supervision of licensed physical therapists and prepare for full-time clinical internship experiences. (Effective Term: Fall 2011) (CIP: 512308)

**Rationale:** This course is a part-time clinical experience for students in the professional Doctor of Physical Therapy Curriculum. The Division of Physical Therapy is restructuring its clinical education program to maximize students' clinical experiences. This course change will replace a classroom seminar with a structured clinical experience, giving students more real-world exposure to practice early in the professional curriculum sequence.

**From:**

**PT 760. Clinical Education 3.** 6 hrs. Students participate in a full-time clinical education under the direction of licensed physical therapists and participate in rural health projects.

**To:**

**PT 760. Clinical Education 3.** 8 hrs. Students practice full-time for sixteen weeks under the direction of licensed physical therapists and participate in service projects. (Effective Term: Spring 2012) (CIP: 512308)

**Rationale:** The Division of Physical Therapy is restructuring its clinical education program. All clinical affiliations (internships) will be eight weeks. This rotation will change from one, twelve-week rotation to two, eight-week rotations. Adding a clinical site to this affiliation allows students more exposure to different physical therapy settings.

# Certificate Proposal

March 2, 2011

## Justification for the Undergraduate Infant/Toddler Certificate in Child Development and Family Studies (CDFS).

The Infant/Toddler Certificate is a specialized curriculum designed for Child Care Teachers and providers, Head Start Teachers and WVU students who want to obtain this specific body of knowledge and who need specific written recognition for their ability to work with young children Birth through three years of age. The specific body of knowledge in infancy and the toddler years will satisfy new state and federal mandates that teachers of very young children must have formal recognition of their training with infants and toddlers to obtain and/or maintain employment. The certificate program is not attached to the degree in Child Development and Family Studies but credit hours earned in the proposed Infant/Toddler certificate can be applied to degree requirements. Students in CDFS may graduate without the certificate and the awarding of the certificate upon the completion of the certificate course work is not contingent upon completion of the degree. There are 19 hours in the Infant/Toddler Certificate program. This CDFS certificate will incorporate the West Virginia Core Knowledge and Core Competencies and the West Virginia Early Standards Framework: Infant/Toddler in order to include the most recent requirements set forth by WV agencies responsible for the Birth-Three years.

There are two specific reasons why the Infant/Toddler Certificate is needed in Child Development and Family Studies (CDFS). CDFS is located in the Department of Technology, Learning and Culture of the College of Human Resources and Education.

1. Currently, the West Virginia Department of Professional Preparation is in the process of changing Policy that would affect the current Birth-Five certification program in Child Development and Family Studies (College of Human Resources and Education). There are nearly 120 undergraduates enrolled in the CDFS Birth to Five certification program at the present time. The Birth to Five certification program was first instituted at WVU and later at Marshall after it was approved as a viable certification program by the State Board of Education in July of 2000. With the mandate to have Pre-K public school programs by 2012 this type of certification was very much needed. Unfortunately, the WV Department of Education's Professional Preparation Office no longer wants to include the birth to three years in the certification-----hence making it only a Pre-K certification for teaching four- year- olds. This redesign of the span of years leaves the CDFS graduates without recognition of their expertise with children from birth to three. CDFS graduates will no longer have the "birth to three" identification in their certification. Students wanting to work with this age range will need to acquire some other type of certificate that will be on their transcripts if they expect to be considered for jobs. We do not want our WVU students enrolling in out of state programs. CDFS students wanting to work with the Birth to Three programs will need the Infant/Toddler certificate to pick up what is missing in the proposed Pre-K certification so they will be able to pursue employment opportunities with infants and toddlers. We must help WVU graduates obtain these positions that they are trained to do. The CDFS Infant/Toddler certificate will do this. The certificate is not attached to the degree as students may obtain a degree without the certificate but the course work in the certificate program will be counted as electives in the program and therefore be counted

toward their CDFS degree. We want to continue to attract students who want to work with children from the span of Birth to Five in our CDFS program. To do so we must offer students the “formal recognition” which includes the Pre-K certification for work with 4 year olds and the opportunity to obtain the CDFS Infant/Toddler certificate for work with Birth through 3 year olds.

The National Council of Child Care Information and Technical Assistance Center stated, “The age range for early childhood programs is an issue in many State certification systems and college degree programs. The 2007 Head Start Act increased staff qualifications for teaching staff, including those in Early Head Start. Programs that do not include the birth through 3 focus lose the ability to prepare practitioners to work effectively with children in this critical stage of development. Some States that have developed Infant and Toddler credentials (that may or may not be associated with a degree or teacher certification program) are requiring specific coursework because they have found that people, even with some defined levels of professional development, do not know how to work with very young children”.

2. The second reason to include an Infant/Toddler Certificate in CDFS is to offer this much needed certificate to the West Virginia population of teachers who need to access a credential or certificate to maintain their jobs with infants and toddlers. As stated above, there are new qualifications for the teaching staff of programs that house infants and toddlers. National Head Start has just increased their requirements for teachers working with this age range. West Virginia is in dire need of training opportunities for individuals required to obtain infant/toddler training. This would be a service to West Virginia. CDFS already has all the courses for the certificate program. Many of the courses are live **and all are on line**, which helps to make the certificate available to West Virginia teachers in every county and teachers in other states.

**Course requirements:**

1. *CDFS 110. Families Across the Life-Span.* 3 Hr. Explores the physical, psychological, and cognitive developmental changes of individuals who are functioning in family systems that changes across the life span.
2. *CDFS 211. Infant Development.* 4Hr. PR: CDFS 110. Developmental characteristics and environmental effects on the child during the prenatal period and the first two years with implications for guidance and care, includes practical experience working with children.
3. *CDFS 430. Best Practices in PreK Movement.* 3 Hr. PR: CDFS 110. The course will prepare students to plan, develop and implement and appropriate structured movement program so children from infancy through five can be physically active and set the stage for lifelong physical activity (includes a practicum).
4. *CDFS 431 Infant Literacy and Language Development.* 3 Hr. PR: CDFS 110, CDFS 211 This is a course in infant and toddler language and literacy development. There will be a focus on the development of language and literacy within the home and the childcare centers. Students will develop activities that will promote infant language and literacy development.

5. *CDFS 493 (to be CDFS 432 by summer 2011)(in Faculty Senate now)* Early Socio-emotional Growth and Development. 3Hr PR CDFS 110, CDFS 211. This is a course in infant and toddler social and emotional development. There will be a focus on the development of emotion and the development of relationship with caregivers and peers. Students will develop activities that will promote infant socio-emotional well being.
6. *CDFS 491A Professional Field Experience (Community Internship) 3 Hr.* Prearranged experiential learning program to be planned, supervised and evaluated for credit by faculty and field supervisors. Involves temporary placement with public or private enterprise for professional competence development.

**Required Approvals**

**Signatures**

**date**

1. Instructor submitting  
 Bobbie Gibson Warash, Ed. \_\_\_\_\_  
 Professor, Child development and Family Studies  
 CDFS Program has approved this certificate development  
 (February 25, 2011)
2. Program submitting  
 Child Development and Family Studies \_\_\_\_\_  
 Nancy Wolfe-Dilgard, CDFS Undergraduate Programs Coordinator
3. Unit curriculum committee is comprised of  
 the CDFS Faculty within the TLC department  
 Carol Markstrom, CDFS Program Coordinator \_\_\_\_\_
4. Chair, Technology Learning and Culture  
 Dan Hursh, Ph.D \_\_\_\_\_
5. College Curriculum Committee \_\_\_\_\_
6. Dean of College of Human Resources and  
 Education, Dean Dee Hopkins \_\_\_\_\_
7. Office of Academic Affairs \_\_\_\_\_
8. Faculty Senate curriculum Committee \_\_\_\_\_
9. Division of Planning/Institutional Research \_\_\_\_\_

## **Proposal for a Major in General Business College of Business and Economics**

**Revised 3/24/2011**

### **Introduction**

The College of Business and Economics requests permission to create a new undergraduate major in General Business. The new major will provide flexibility for those students that prefer a more cross-functional program. It also provides an option for those students who do not meet the criteria necessary to enter one of the already established majors currently offered by the College, thus better serving the students with an interest in business, while also improving retention rates in the College and University. This new major requires absolutely no new courses; all of the necessary coursework is currently offered by the College. An Intent to Plan was filed in January, 2011, and was approved by the Office of Academic Affairs.

### **Alignment with WVU Mission**

West Virginia University's primary mission is to provide high-quality programs of instruction at the undergraduate, graduate, and professional levels (<http://wvuhistory.wvu.edu/mission>). This new major will allow the College of Business and Economics to provide a new, high quality program of instruction at the undergraduate level to students who currently do not have the option to design their own cross-functional business major or pursue a more general overview of business.

### **Rationale/Need for a Major in General Business**

There are two major reasons for this request for a new major. The College of Business and Economics currently offers majors in Accounting, Economics, Finance, Management, Management Information Systems, and Marketing. This is limiting for those students who wish to pursue a more general overview of business or a more cross-functional program. The new major will allow students to create a more customized major that fits their educational and career interests, utilizing courses already offered by the programs listed above and by the Entrepreneurship Center currently housed in the College.

Secondly, entrance criteria have been established for entry into the current majors offered. Students apply for entry into their preferred major during the first term of their sophomore year, and those students who meet the necessary criteria (established by each Department) are admitted into those majors. If a student does not meet the criteria to enter his or her first choice, then he or she is permitted a second and, if necessary, third choice. Those students that are unsuccessful in meeting the requirements for entry into their preferred majors, but who still meet the requirements to study in the College, currently have no academic program available to them. The new major will allow these students to continue their studies in the College.



The proposed new major is being put into place in lieu of reducing or eliminating the criteria required to enter the majors currently offered by the College for two reasons:

- The entrance criteria have been carefully created to ensure that students entering the program have the necessary academic background to be successful in the major. For example, entry into the Finance major requires a minimum grade of B in MATH 150, since math skills are an integral part of the Finance major.
- Some majors are limited by resource constraints. For example, upper division courses in the Management Information Systems (MIS) major are capped at 50 students, due to the size of the lab in which classes must take place. Consequently, the maximum number of students who can be enrolled in the major in any single year is 100 (two sections of 50 – the maximum number of courses that can be taught by the current faculty). However, the lower division classes are not limited by the lab size and have minimal prerequisites, and can therefore include General Business majors.

### **Anticipated Enrollment**

It is anticipated that approximately 40 students will graduate each academic year with a major in General Business. This number was arrived at through an analysis of the available data.

### **Resource Implications**

The new major in General Business will require no new courses, but will provide added flexibility for our students, while also providing an option for those students who are unable to qualify for the current set of majors. The addition of the General Business major was included in the previously approved proposal to move from a two-year college format to a four-year college format. While some class sizes will increase, due to the addition of students in this major, it is anticipated that the capacity already exists to handle these additional students (i.e. the students will be taking seats that are currently empty, thus increasing class sizes, but not creating the need for additional faculty). It is not anticipated that the new major will negatively impact the College in any way.

### **Admissions Criteria**

The single criterion for admission into the General Business major is simply admission into the College of Business and Economics. Any student enrolled in the College of Business and Economics may enroll in the General Business major.

### **Curriculum**

The major in General Business will consist of the following:

- Students must successfully complete the Business Core (BCOR) curriculum, which consists of a common body of knowledge representing subjects in Business Administration, Business Communications, Business Ethics, Business Law, Finance, Managing Individuals and Teams, Management Information Systems, Marketing, Operations Management, and Contemporary Business Strategy.
- Students must successfully complete a minimum of 27 semester hours of upper-division business and economics coursework, with no more than 9 semester hours of coursework permitted from any one specific discipline.

The student's selection of the 27 hours must be approved by an Academic Advisor in the College.

### **Learning Outcomes**

The learning goals and objectives for the General Business major are as follows:

1. **Critical Thinking** - *Graduates will be able to think critically and solve problems in business settings.*
  - A. Students can solve quantitative word problems.
  - B. Students can demonstrate the ability to interpret data.
  - C. Students can define the problem by describing it (what is wrong in the present situation and identifying its source).
  - D. Students can establish criteria for a good solution to the problem.
2. **Information Technology** - *Graduates will be able to use computer and information technology in solving problems and perform functions commonly seen in managing businesses and other organizations.*
  - A. Students can demonstrate the ability to use a simple database.
  - B. Students can utilize spreadsheet software as a tool in solving business problems.
  - C. Students can identify the types of information systems and their uses in business.
  - D. Students can identify how information systems provide value for organizations.
  - E. Students can recognize the components of an information systems infrastructure, and how they should be managed and protected in an organization.
  - F. Students can identify how organizations use electronic commerce to achieve their goals.
  - G. Students can recognize the tools and techniques used to develop information systems.
  - H. Students can identify unethical and illegal practices in the use of information systems and technology.
3. **Teambuilding** - *Graduates will be able to deal with the dynamics of individuals and teams within organizations and to motivate, lead, and inspire employees toward achieving organizational goals.*
  - A. Students can identify characteristics of an effective team.
  - B. Students can identify characteristics of an effective goal.
  - C. Students can list and explain the five basic conflict management styles.
  - D. Students can list and explain the five steps to active listening and how this is important for a good manager.
4. **Global Awareness** - *Graduates will recognize the opportunities and challenges associated with the global marketplace.*
  - A. Students can list the steps necessary to objectively evaluate the foreign market potential for a product.
  - B. Students can identify the market entry strategies.
  - C. Students can list at least three global strategies available to organizations.
5. **Ethics** - *Graduates will have an appreciation of the ethical, legal, and regulatory issues impacting the decision-making process.*

- A. Students can identify an ethical dilemma.
  - B. Students can distinguish the components of a problem as ethical or legal.
  - C. Students can apply ethical principles to business situations.
6. **Communication** - *Graduates will be able to communicate recommendations to management and other constituencies, orally and in writing.*
- A. Students can effectively communicate material in written format.
  - B. Students can effectively present material orally.
7. **Functional Knowledge** - *Graduates will have knowledge of basic business disciplines: accounting, economics, finance, management, management information systems, and marketing.*

The Business Core curriculum and the courses selected by the student (with the approval of his or her Advisor) address each of these learning outcomes. Assessment of the learning outcomes is mandated by the Association to Advance Collegiate Schools of Business (AACSB), the most prominent international accrediting body for schools of business. The College was awarded reaccreditation in 2010, and has an extensive assessment of learning program in place. An Assurance of Learning Committee annually assesses learning outcomes and recommends appropriate adjustments to the curriculum, when necessary.

#### **Matriculation Plan**

The program is currently a 128 credit hour program. If the HEPC mandates the reduction of the program to 120 credit hours, the number of unrestricted electives will be reduced by 8, assuming the University does not reduce the number of credit hours required in the GEC.

The matriculation plan is as follows:

<b>Semester One</b>		<b>Semester Two</b>	
BCOR 199	3	ACCT 201	3
CS 101	4	ECON 201	3
MATH 126A/B/C or 153	3 or 4	ENGL 101	3
SOCA 101	3	MATH 150 or 154 or 155 or 156	3 or 4
UNIV 101	1	Natural Science w/ Lab	4
GEC Objective 3, 5, 9	3		16 or 17
	17 or 18		
<b>Semester Three</b>		<b>Semester Four</b>	
ACCT 202	3	BCOR 299	3
ECON 202	3	BCOR 330	3
ECON 225	3	BCOR 340	3
ENGL 102	3	BCOR 350	3
PSYC 101	3	BCOR 370	3
Unrestricted Electives	1	Unrestricted Electives	1
	16		16
<b>Semester Five</b>		<b>Semester Six</b>	
BCOR 320	3	BCOR 360	3
B&E Elective 1	3	B&E Elective 3	3
B&E Elective 2	3	B&E Elective 4	3
GEC Objective 2B, 3, 5, 9	3	B&E Elective 5	3
Unrestricted Electives	3	GEC Objective 2B, 3, 5, 9	3
Unrestricted Electives	1	Unrestricted Electives	1
	16		16
<b>Semester Seven</b>		<b>Semester Eight</b>	
BCOR 380	3	BCOR 460	3
B&E Elective 6	3	B&E Elective 8	3
B&E Elective 7	3	B&E Elective 9	3
GEC Objective 2B, 3, 5, 9	3	Unrestricted Electives	3
Unrestricted Electives	3	Unrestricted Electives	1 to 3
Unrestricted Electives	1		13 to 16
	16		

## **Conclusion**

The new major in General Business will require no new courses, but will provide added flexibility for our students, while also providing an option for those students who are unable to qualify for the current set of majors. Furthermore, offering a General Business major will directly improve the University's retention initiatives by accommodating more students in the business administration degree program. Many students who were denied admission to the College in the past were highly encouraged to pursue degrees in other academic units (i.e. Multidisciplinary Studies) which do not correlate with their academic and career interests. In some instances, students leave West Virginia University without completing a bachelor's degree or to pursue a business administration degree at another college/university. By granting these students the opportunity to pursue an education in the College, we will help to educate a population of students who have been denied access to the College in the past, and we will improve the retention and graduation rates for the University as a whole.

Therefore, the College of Business and Economics requests permission to create the General Business major.

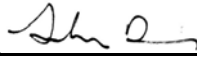
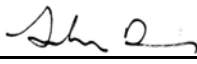
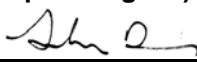
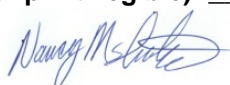
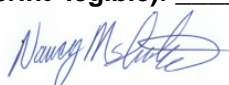
## College/School Sign-off

**Contact person for this Course**      Date: 2/24/11      Phone: 293-7805

Name (**Please type or print legible**): Linda Moore

PO Box 6025      Email: linda.moore@mail.wvu.edu

Signature: Linda Moore

Date: _____	Initiated By ( <b>Please type or print legible</b> ): <u>A. Graham Peace</u> Initiator's Signature: <u></u> Initiator's Phone Number: 304-293-7940 Email: graham.peace@mail.wvu.edu
Date: _____	Approved By ( <b>Please type or print legible</b> ): <u>A. Graham Peace</u> Approval Signature: <u></u> <b>(Department Curriculum Committee)</b>
Date: _____	Approved By ( <b>Please type or print legible</b> ): <u>A. Graham Peace</u> Approval Signature: <u></u> <b>(Chairperson of Department/Division)</b>
Date: _____	Approved By ( <b>Please type or print legible</b> ): <u>Nancy McIntyre</u> Approval Signature: <u></u> <b>(College Curriculum Committee)</b>
Date: _____	Approved By ( <b>Please type or print legible</b> ): <u>Nancy McIntyre</u> Approval Signature: <u></u> <b>(Dean or College or School)</b>

Approved by Faculty Senate	Date: _____
Signature: _____	Curriculum Committee Chair

ARC Only	
Date Received: _____	Date Entered: _____

**Memorandum****To:** Faculty Senate Executive Committee**From:** Jennifer Orlikoff, Chair-Elect  
Senate Curriculum Committee**Date:** April 25, 2011**RE:** Monthly Alterations Report**ALTERATIONS (Minor Changes).** The following alterations (minor changes) have received administrative approval:

Subject Code	Course number	CIP	Action	Old	New	Rationale	Effective term
Common Course	199	N/A	Change credit value	Subject Code 199. Orientation to _____. 1 Hr.	Subject Code 199. Orientation to _____. 1 -2 Hr.	The content of some 199 courses is too robust to be valued at 1 credit hour. On occasion, 2 credit hours is a better reflection of the course content.	201108
LDR	382	521003	Modifying course description	LDR 382. Readings in Leadership. 1-3 Hr. PR: LDR 201. This course allows students to read several books on the subject of leadership and to continue developing their knowledge and understanding of the subject.	LDR 382. Readings in Leadership. 1-3 Hr. PR: LDR 201. Students critically analyze a variety of texts about leadership so as to evaluate practices, synthesize strategies and develop their own perspectives.	The change in course description is a better reflection of course content.	201201
MATH	153	270101	Adding a pre-requisite	MATH 153. Calculus 1a with Precalculus. 4 Hr. Introduction to limits, continuity, derivatives, and applications of derivative.	MATH 153. Calculus 1a with Precalculus. 4 Hr. PR: Satisfactory performance on departmental placement exam. Introduction to limits, continuity, derivatives, and applications of derivative.	Adding the pre-requisite of a satisfactory score on the departmental placement exam reflects the current practice in the Math department.	201201
WMST	530	050207	Changing course number and course title	WMST 630. Feminist Theories. 3 Hr. Explores feminist theory through	WMST 530. Feminist Theory. 3 Hr. Explores feminist theory through	The change in course level is due to the fact that this is cross-listed with a 300-level	201201

				works of diverse scholars, focusing on questions of essentialism, difference, sexuality, bodies, language, power, economic and ecological justice; intersections of race, class, and gender, and global social justice struggles.	works of diverse scholars, focusing on questions of essentialism, difference, sexuality, bodies, language, power, economic and ecological justice; intersections of race, class, and gender, as well as global social justice struggles.	course and switching the level to 500 instead of increasing the 300-level designation to a 400-level course is a better reflection of the course content. The name change corresponds to the title used for the cross-listed 300-level course.	
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**Action: Course Reinstate**

SOCA 325 Illness and Health Care

**Action: Course Drops**

- PT 750 Clinical Education 2
- SPED 350 Survey of Exceptional Children and Adults
- SPED 363 Characteristics of Students with Special Needs
- SPED 634 Characteristics/Methods: Learning Disabilities
- SPED 644 Characteristics/Methods: Behavior Disorders
- SPED 664 Characteristics/Methods: Mental Impairments
- SPED 689A-Z Teaching Practicum: Severe/Multiple Disabilities
- UNIV 101 First-Year Experience
- WMST 630 Feminist Theories



## **Memorandum**

Date: April 25, 2011

To: Faculty Senate Executive Committee

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

Re: GEC Actions

The GEC Oversight Committee met on April 4<sup>th</sup> and 18<sup>th</sup> and recommends the following courses for Faculty Senate approval:

### **Approved New GEC Course:**

STAT 201, Applied Statistical Modeling (Obj. 2A/Lab & 4)

### **Approved New Writing Courses:**

EDUC 200, Professional Inquiry

### **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: April 25, 2011

To: Faculty Senate Executive Committee

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

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

The GEC Oversight Committee met on April 4<sup>th</sup> and 18<sup>th</sup> and passed the following courses for GEC Audit:

### **GEC Successful Audits:**

COMM 305, Appreciation of the Motion Pictures (Obj. 3 & 5) (Changed from Obj. 5 & 7)

EDUC 200, Professional Inquiry (Obj. 4 & 6)

ENGL 103, Accelerated Academic Writing (Obj. 1)

ENGL 226, Non-Western World Literature (Obj. 5 & 9)

ENGL 242, American Literature II (Obj. 5 & 7)

ENGL 263, Shakespeare I, Obj. 3 & 5)

ENGL 285, Images of Women in Literature (Obj. 5)

FCLT 240, The Italian-American Experience (Obj. 7 & 8)

GEOG 205, Natural Resources (Obj. 4)

PHYS 101, Introductory Physics (Obj. 2B/Lab)

### **Writing Requirement Successful Audits:**

ENGL 362, Literature of the 16<sup>th</sup> Century

MKTG 315, Consumer Behavior

PNGE 332, Petroleum Properties and Phase Behavior

PSYC 426, Introduction to Physiological Psychology

SPA 460, Professional Writing and Speaking

### **Actions at request of Department Chairs/Instructors:**

SOCA 256, Traditional/Changing Africa (Obj. 4 & 9) should now be listed as SOCA 351, Traditional/Changing Africa (Obj. 4 & 9)

ASTR 106, Descriptive Astronomy, changed from Obj. 2B and 3 to Obj. 2C and 3

### **Deletions from GEC by request of Department Chair:**

SOCA 107, Social Problems (Obj. 4 & 7)

### **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)