MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
FEBRUARY 12, 2007

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

Members Present:

Abbott, J.	Clark, N.	Held, J.	McDiarmid, M.	Royall, B.
Ameri, S.	Cohen, S.	Hoey, J.	McGinley, P.	Sedgeman, J.
Atkins, C.	Cottrell, L.	Hornak, L.	McNerney, K.	Selin, S.
Bagby, M.	Cottrell, S.	Hornsby, G.	Napolitano, M.	Siegrist, J.
Banta, L.	D'Souza, G.	Howard, S.	Nath, C.	Stolzenberg, A.
Bergner, G.	Davari, A.	Iskander, W.	Nestor, P.	Stuchell, R.
Bilgesu, I.	Dillis, C.	Jones, R.	Nutter, R.	Tauger, M.
Bonner, D.	Dixon, S.	Kite, S.	Olson, K.	Townsend, C.
Bowen, E.	Douglas, W.	Kleist, V.	Peace, G.	Urbanski, J.
Branch, D.	Etzel, E.	LaGodna, B.	Petronis, J.	Valenti, M.
Brown, G.	Gladwin, M.	Lastinger, M.	Price, S.	Valentine, S.
Bryan, W.	Griffith, R.	Lively, M.	Riemenschneider, S.	Vona-Davis, L.
Bryner, R.	Hall, D.	Long, K.	Riley, W.	Wilcox, G.
Campbell, L.	Hartman, K.	Mays, M.	Robbins, J.	

Members Absent:

Almond, C.	Dedhia, H.	Kershner, R.	Mullett, C.	Sherwood, L.
Anderson, R.	Fitch, C.	Kuhlman, J.	Murthy, K.	Steranka, P.
Behling, R.	Garbutt, K.	Lake, M.	Mutz, C.	Stockdale, T.
Brooks, R.	Gerbo, R.	Latimer, M.	Nuss, M.	Temple, J.
Brown, P.	Graeber, J.	Mancinelli, C.	Putman, H.	Verlinden, S.
Buchanan, T.	Grose, K.	Mandich, M.	Richards, A.	Walker, E.
Cook, L.	Hill, R.	Melton, P.	Sand-Jecklin, K.	Weihman, L.
Culberson, J.	Hurst, M.	Miller, M.	Shambaugh, N.	Woloshuk, J.
Cumming, J.	Jacknowitz, A.	Morgan, D.	Shelton, E.	Wright, F.

2. No report from the President's Office.

3. It was moved and duly seconded to approve the minutes from the January 8, 2007 meeting. Motion carried.

4. Chair Famouri reported on the following issues:

- Dr. Syd Peng, former chair of the Department of Mining Engineering, was inducted into the "National Academy of Engineers," which is part of the four national academies of Science and National Research Council. He is the first one from WVU to be so honored. Charles Best, alumni from the MAE department, has been nominated to become the president of the National Academy of Engineers.
- The Chair attended an ACF meeting and then went to the state capitol with other faculty who were recognized by Senator Plymale, and had the opportunity to promote funding for higher education.

- The presidential search committee met last week. Initially, approximately 50 applicants responded to the presidential position, but since then, the pool has been reduced to a manageable number. The first week of March, airport interviews will be held at the Pittsburgh airport. After this process, the pool of applicants will be reduced to 3-5 candidates. These candidates will be announced and campus interviews will take place. The search committee will give the list of candidates to the Board of Governors for its review. The Chair recommended that faculty give feedback to the Board concerning the candidates. Anonymous suggestions may be submitted to Bill Funk and Associates.
- Two vice-presidents will speak at the March 12th Faculty Senate meeting – Ken Gray, VP for Student Affairs and John Weete, VP of Research and Economic Development. Margaret Phillips, VP for Human Resources, will speak at the April 9th Senate meeting.
- Professor Kuhlman will speak to the Faculty Senate on April 9th about export control and the new regulations that are coming from the federal government to the universities concerning what they can do and what they cannot do in certain projects. Doina Jikich, Coordinator of Immigration Services, will speak at the April 9th Faculty Senate meeting about new rules for international students.
- A new seating arrangement for senators, administration and guests will be put into place at the March 12th meeting.

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

   New Courses and Course Changes listed in Annex I. Motion carried. Professor Clark (CEMR) made a friendly amendment to add "industry" after equine on page 1 of the rationale for AVS 281.

   Modified Multidisciplinary Studies Baccalaureate Program listed in Annex II. Motion carried. The Alteration Report was presented for information in Annex III.

   The General Education Oversight Committee Report listed in Annex IV was pulled for discussion from the consent agenda. Professor Kite moved for WDSC 460 to be pulled from the GEC report and sent back to the committee. It was duly seconded. Motion carried. There is not currently a way to deal with 400 level courses.

6. Professor Nutter reported that the Advisory Council of Faculty met on Friday, February 2, 2007. He said Faculty Senate Chairs were invited to attend this meeting. Chancellor Noland said that, "this is the best governor's budget for higher education in this state in 20 years," which includes $8 million for financial aid improvements, need-based aid and Promise; $5 million for across-the-board base-budget enhancements, $7.5 million for research, and $6 million for salary enhancements. This included a one-time payment for faculty with a minimum of $600 and a maximum of $1200 per employee. Professor Nutter said the Higher Education Policy Commission is working on the state-wide master plan. It was noted that according to higher education financing, out of every dollar, $.42 cents comes from the state and $.58 cents comes from tuition and fees, which is state-wide. He said in 2000, it was the opposite. Chancellor Noland wants to obtain funding to cover inflation, and he believes a link is needed between state appropriations, tuition and fee increases and financial aid. The

Chancellor is seeking development for a funding formula. State funding is expected to drop in two years because of a drop in revenue.

Professor Nutter and Sylvia Shurbutt, Shepherd University, met with Representative Mary Poling, chair of the House Education Committee. She assured them that the idea of Promise becoming a loan program had been removed from the bill.

Professor Lastinger (ECAS) asked for clarification of the state appropriation per dollar for WVU. It is somewhere between 22 -28 cents for every dollar WVU receives. Dr. Hornak (CEMR) asked what Rep. Poling meant about leaving the institutions fully funded now and evaluate later. Dr. Nutter believes she was suggesting that current college and state higher education organization structure be left as it is so that this organizational structure can be given time to succeed.

7. Professor Nancy Lohmann, Sr. Advisor to the President, distributed a draft plan for a, "Summer Deferred Payment Plan," which is an optional plan designed for benefits eligible faculty and staff who work less than 11 months on all WVU campuses. The plan would withhold an amount that the employee specifies, and it will available for use in the summer months in equal payments. Professor Lohmann explained that the current options for putting away money for summer months is through bank accounts or the WVU Credit Union. This deferred payment plan differs from the current options by not having the same flexibility for deduction changes during the year and ability to withdraw at any time. The employee will specify how much money they want taken out during the working months, and that amount will not be permitted to be changed until the general election period, which would be from April 1st and July 31st, but if the first paycheck comes between July 16th and August 31st, there is an earlier election period that is between April 1st and June 1st. She explained that when money is taken out of the paycheck, it will remain in a pool until the employee begins to draw on it over the summer months. One of the downfalls to the plan is that money does not draw interest like it does with the WVU Credit Union, but retirement and taxes would be estimated deductions. Professor Lohmann said the plan will be finalized by mid-March, and training sessions will be held in April at Waterfront Place and televised to regional campuses.

8. Associate Provost C. B. Wilson gave an update on a project concerning an opportunity for the University to create term appointments of up to 3 years for non-tenurable, full-time faculty focusing on teaching. He said the perspective plan has been endorsed by the Higher Education Policy Commission, so the next step is to take new language to an April, HEPC meeting. Upon approval, there will be a 30-day comment period, and then it will be memorialized.

   Associate Provost C. B. Wilson gave the history of how the performance-based salary program evolved. He said the concept began on June 29, 2001 when the HEPC passed a motion that included the following, "Faculty shall be compensated based on the salary goals established in the campus compact. Salary increases may be based on a mix of merit and catch up funding until the salary goal has been achieved. Once the goal has been achieved, but not later than fiscal year 2005, all or a substantial portion of salary increases shall be based on merit." He said WVU has had a merit component in place for many years prior to

that. It was directed to move to a 100-merit system. The Board of Governors approved the following language in Policy 29, which is the salary policy for WVU and regional campuses, "At WVU-Morgantown, a salary pool will be created annually from new resources generated by state resources in student fees. In fiscal year 2003, 75% of the pool will be dedicated to merit increases. In fiscal year 2004, and thereafter, 100% of the pool will be dedicated to merit increases. On May 13th, the Faculty Senate approved faculty salary policy for WVU, which the Board of Governors endorsed June 7, 2002." Associate Provost Wilson said last year, there was a 4% salary pool and out of 833 faculty, only 25 faculty got less than 2% of the pool. At the January 22nd Faculty Senate Executive Committee meeting, President Hardesty said it looked like a pretty good year for the University by the way the Governor's budget looked; therefore, it is hopeful that the salary budget will be improved.

Discussion ended with questions and answers.

Professor Branch asked each senator to go back to their constituent group and get opinions about the 2.0% across-the-board raise component.

9. The meeting adjourned at 4:55 to reconvene on Monday, March 12, 2007.

Mary Strife
Faculty Secretary

To: Faculty Senate Executive Committee
From: Gwen Bergner, Chair, Faculty Senate Curriculum Committee
Date: January 22, 2007
Re: New Courses and Course Changes

DAVIS COLLEGE OF AGRICULTURE, FORESTRY AND CONSUMER SCIENCES

Animal and Veterinary Sciences
New Courses:

AVS 281. Equine Management and Training. 3-Hr. Introduction to equine management and methods of training. Topics include handling, behavior, breeds, disciplines, tack, clipping, grooming, soundness, basic training, and an introduction to the horse industry. Short field trip will be required. (Effective Term: Fall, 2006) (CIP – 010901)

Rationale: The equine industry in West Virginia and the United States is growing steadily. With nearly 50,000 horses in West Virginia, opportunities exist for employment in recreation markets and equine businesses as well. There is significant student and faculty interest in developing courses and a quality undergraduate program in equine management. The proposed minor in equine management in the DCAFCS will complement the existing majors in the college and meet strong interest expressed by the students. By completing this course, students will have the necessary background in basic equine management to work in the equine industry.

AVS 343. Equine Hoof and Limb. 3-Hr. Students in this course gain in-depth knowledge of the anatomy and physiology of the equine hoof and limb. Students will study tendons, ligaments, bones, soundness, hoof structure, shoeing principles, laminitis, and navicular disease. (Effective Term: Fall, 2006) (CIP – 010901)

Rationale: There is significant student and faculty interest in developing and offering additional courses in equine studies at West Virginia University. This course will complement the existing ANPR 344- Light Horse Science course and the proposed AVS 281- Equine Management and Training course will enable interested students to gain in-depth knowledge of the hoof and limb of the equine. These skills are useful, practical, and very applicable to anyone interested in horses or working within the equine industry. This course will complement the courses which comprise the minor in Equine Management and will be part of an Equine Management major which is being developed.

EBERLY COLLEGE OF ARTS AND SCIENCES

Counseling Psychology
New Course:

CPSY 755. Applied Psychopharmacology. 3-Hr. PR: CPSY 701, CPSY 750, and CPSY 760. Review of contemporary theory and practice of psychopharmacology. Diagnoses and syndromes warranting medication, drug selection, putative mechanisms of action, dosage, side-effects,

toxicity, contra-indications, use of multiple medications. Critical research reviews, outcome comparisons with psychological treatment. (Effective Term: Spring, 2007) (CIP – 420601)

Rationale: The accreditation standards for Counseling Psychology are overseen by the American Psychological Association (APA) and published in the "Guidelines and Principles for Accreditation of Program in Professional Psychology" (APA, 2005). They write that certain values lie at the core of the profession including, "Broad and general preparation for practice at the entry level". This is further defined to include developing and demonstrating competence in several substantive areas, one of which is the "biological aspects of behavior". Currently 18 states have introduced legislation allowing properly trained psychologists to prescribe psychotropic medication. In 1999, Guam passed legislation and then in 2002, New Mexico gave prescribing authority to trained psychologists; Louisiana followed suit in May, 2005. Clearly this is an area of professional training that warrants focused attention not only as many young psychologists may have the opportunity to train in this specialty area, but the collaborative model utilized by Counseling Psychology places professionals in our field in direct and close contact with a variety of health care providers including psychiatrists, family physicians and other medical specialists who see patients with mental health concerns and may prescribe psychoactive drugs for them. Counseling Psychologists need to possess broad, current and detailed applied knowledge of these agents, understand their uses and limitations; and be able to converse and consult with health care providers whose patients may be seen concurrently by them. The course being proposed, *Applied Psychopharmacology* is designed and intended to address this objective. As stated in the archival description of Counseling Psychology, professionals holding this degree, "…help people with physical, emotional, and mental disorders improve well-being, alleviate distress and maladjustment, and resolve crises. In addition, practitioners in this professional specialty provide assessment, diagnosis, and treatment of psychopathology." Available on line at: http//www.apa.org/crsppp/counseling.html. This course being proposed will provide instruction and learning experiences aimed at imparting the core scientific, medical and healthcare information as implied above in the description of Counseling Psychology given by the APA.

Women's Studies
New Course:

WMST 250. Women in Science. 3 Hr. History of women in science and methods of gender analysis applied to issues facing women in science in the United States. (Effective Term: Spring, 2007) (CIP-050207)

Rationale: This course fits program needs by providing a course in women's studies that addresses the natural sciences. It will fulfill requirements for the women's studies major and minor, as well as fulfilling GEC objectives 6 and 7 as described below. This course meets GEC Objective **6) Individual in Society** because students will develop an awareness of human experiences, specifically women's participation in science. They will learn about the personal and social factors that affect women's progress in science. Students will develop knowledge and skills in the area of **critical reasoning** in the following ways. They will find and evaluate statistics and information on women's status in various fields, analyze the representation of women scientists in popular culture, and use techniques from feminist science studies to explore

the relationship between gender and science. This Course meets GEC Objective **7) American Culture** because students will develop knowledge critical to understanding the issues that shape culture in the United States, specifically the role of gender in the development of the US scientific workforce. Students will be able to demonstrate understanding of the methods of critical thought and principles of scholarly inquiry that have shaped the development of society in the United States when they use knowledge about the history of women in science and methods of gender analysis to explain the origins and persistence of current issues facing women in science in the U.S.

SCHOOL OF MEDICINE

Exercise Physiology
New Course:

EXPH 475. Industry Organization in EXPH. 3-Hr. Prepares Exercise Physiology students to work in HealthCare/Fitness related fields and promotes knowledge on how to "Build a Business Plan" for entrepreneurship. (Effective Term: Fall 2006) (CIP – 260908)

Rationale: Major requirement: Provides students with vital information needed to work in the HealthCare/fitness environment by exposing students to legal implications required to conduct and /or maintain necessary standards. This course brings together the background of the Exercise Physiologist, patient/client interaction, aspects of the HealthCare and Fitness industry, legal documentation, and professionalism to prepare the student for application towards professional programs or the opportunity of entrepreneurship in health and fitness. This course provides information needed for the enhancement of student's skills and abilities for leadership in their future careers.

Name of Institution: West Virginia University

Date: September 15, 2006

Category of Action Required: Approval of Modified Multidisciplinary Studies Baccalaureate Program

Title of Degree or Certificate: Bachelor of Multidisciplinary Studies (B.MdS)

Location: Morgantown

Effective Date of Proposed Action: 200701

Program Description:
The Multidisciplinary Studies Baccalaureate Degree Program was initiated as a Board of Trustees-approved program in 1997. The intention was that the MDS degree would provide undergraduate students a flexible approach to crafting an academic program that meets their individual interests and needs. The curriculum was revised by approval of the Faculty Senate at its March 10, 2003 meeting.

Program requirements include the following:
• Completion of the University's General Education requirements
• Completion of three minors in which no courses are used to satisfy the LSP/GEC requirements; students must articulate how the minors selected are mutually complementary and germane to their goals
• Completion of at least 60 hours of coursework in courses numbered 200 or above, including a minimum of 30 hours in upper-division (300- and 400-level) courses
• Completion of the MDS capstone course
• Achievement of a cumulative GPA of 2.00, with no grade below C in courses counted toward the MDS minors

Students must complete 58 hours of coursework prior to admission to MDS.

Program Objectives:
The Multidisciplinary Studies Baccalaureate Degree program is intended to:
1. Provide undergraduate students a flexible approach to crafting an academic program that meets their individual interests and needs.
2. Offer specialized advising to assist students with out-of-the-box interests and broad or undefined goals to maximize success during and following their University undergraduate experience.

Upon completion of the Multidisciplinary Studies Baccalaureate Degree program, students will demonstrate:
1. Ability to articulate personal goals and applications of the interrelated, interdisciplinary knowledge and skills of their program of study.
2. Application of knowledge and skills acquired to analyzing/solving applied problems.
3. Critical thinking and communication skills relating their academic knowledge and skills to civic engagement and employment contexts.

Program Identification:
The CIP code for the MDS is 30.9999.

Program Admission and Requirements:
Current catalog copy:

Multidisciplinary Studies Degree Program

Degree Offered
Bachelor of Arts
Major: Multidisciplinary Studies

The multidisciplinary studies B.A. degree program is comprised of three related minors. This program does not limit students to courses of study in a particular college or school, but emphasizes multidisciplinary/cross-disciplinary studies. The program's flexibility, appropriate breadth and depth in the chosen areas of study, and focus on developing an understanding of the nature of cross-disciplinary investigation constitute its most salient features.

Special Programs
Each student chooses three minor areas and must demonstrate how these areas work together toward his/her educational and/or career goals. For example, a student may choose the areas of business administration, sport and exercise psychology, and advertising, with the goal of a career in sports and special events marketing /coordinating. MDS students participate in a capstone during their final semester, as a means to incorporate all three disciplines into a senior project, presentation, and paper.

Curriculum
The MDS baccalaureate program requirements include the following:
• Completion of the General Education Curriculum
• Completion of English 101 and 102
• Completion of a writing (W) course in addition to English 101 and 102
• Completion of a mathematics course in addition to any additional math requirements of the selected minors
• Completion of three minors in which none of the courses has been used to satisfy General Education Curriculum requirements
• A grade of C or better in all minor coursework
• Completion of at least 60 credit hours of 200-level or above coursework. Of the 60 hours, 30 must be 300–400 level coursework
• Completion of the MDS 492 capstone course with a grade of C or better
• Achievement of a cumulative grade point average of at least 2.0
• Completion of at least 128 credit hours

Admission
Admission to the program is possible after completion of at least 58 credit hours and a cumulative grade point average of at least 2.0. Admission and completion of the degree program are the result of an academic program plan articulated by the student with assistance from the academic advisor. The student must submit a letter of intent that identifies three areas of study and explains how the student plans to integrate knowledge
and skills from each area to formulate an educational and/or career goal.

Special Policies *(current catalog copy)*
The required MDS capstone course must be taken in the student's semester of graduation (spring semester for summer graduates) and is offered in the fall and spring semesters only. Students will be permitted to enroll in the capstone course for spring semester only if they have no more than 30 credit hours to complete before being eligible to graduate (18 credit hours in the spring and 12 credit hours in the summer). Fall graduates must have no more than 18 credit hours to complete before being eligible to graduate. An MDS student who is graduating in the summer may take no more than six credit hours per summer semester.

"Special Policies" text will be modified to reflect two changes: (1) MDS will be offered in summer beginning summer 2007; and (2) changes in WVU summer session organization and policy, effective summer 2007:

Special Policies *(new copy)*
The required MDS capstone course must be taken in the student's semester of graduation. An MDS student who is graduating in the summer may take no more than 14 credit hours in summer.

Completion of MDS 199: Orientation to MDS will be added to the requirements. Advising and orientation/capstone courses are of critical importance in assisting MDS students as they define and build upon the three conceptually linked minors that organize their baccalaureate degree.

The WVU Office of Civic Engagement partners with MDS applied capstone projects.

Program Outcomes:
This proposal for a new degree program designation does not substantively change the previously approved degree program's organization or requirements.

Outcomes goals are included above.

The nature of this proposal is different from creation of a new disciplinary degree program, for which the West Virginia Higher Education Policy Commission's Series 11 (Submission of Proposals for New Academic Programs and the Discontinuance of Existing Programs) protocol was developed.

The MDS Academic Program was approved by the Board of Trustees in 1997. What we are requesting here is a modification of how the degree is conferred.

We respectfully deviate from the organization of the following "Program Need and Justification" section in Series 11 protocol to tailor the format to the particular action requested.

Program Planning and Development:
The MDS program was originally proposed and the degree conferred by the Provost's Office. During the 2005-06 academic year, the Provost's Office began to systematically move MDS courses and the MDS program to be more appropriately seated in academic units. For example, MDS 122: Human Sexuality became BIOL 122. MDS degrees are to be conferred by the College in which the student completes the majority of her/his degree program. Thus, MDS students who complete two or three of their MDS minors through the Davis College are advised in and receive the MDS degree from the Davis College. MDS students who complete two or three of their MDS minors through the Eberly College, or three MDS minors in different Colleges, are advised in and receive the MDS degree from the Eberly College. Currently, the majority of MDS students are in the Eberly College. The program is under direction of Dr. Evan Widders, who oversees three faculty whose primary assignments are teaching and advising in the MDS program.

Clientele and Need:
In the past three years, the number of students admitted to the MDS program has grown from a handful to approximately 300. These students are diverse. As was stated in the above referenced 2003 curriculum modification proposal, "Many students have expressed interest in pursuing the MDS degree. Further, research on the 'millennial' generation entering WVU today indicates that these students want the ability to pursue a variety of interests and to design their own degree program."

Students choose the MDS program for its emphasis on breadth of knowledge and cross-disciplinary communication. These traits allow MDS to bridge the often specialized and segmented fields of study within the University and allow students to pursue their own individual, and often multifaceted, interests. One 2006 MDS graduate was elected to the Order of Augusta, WVU's highest student honor. Other graduates struggled to identify and gain admission to a traditional major by their junior year and would have left WVU prior to degree completion without the MDS program. MDS plays a significant role in the University's enrollment and retention goals.

Action Requested:
In accord with HEPC Title 133/Series 11, the WVU Policy for Nomenclature, Approval, and Recording of Degree Programs, Majors, and Areas of Emphasis (adopted July 1993; revision to incorporate policy on minors, teacher education, and certificate programs adopted 1996) specifies that the first line of the diploma will report the *degree designation* and the second line the *major*.

Students completing MDS degrees under the Provost's Office have completed two sets of requirements: University General Education requirements and MDS program requirements. They have received diplomas with "Bachelor of Arts" as the degree designation (first line) and "Multidisciplinary Studies" as the major (second line). [Sample attached.]

However, students completing a Bachelor of Arts degree in the Eberly College of Arts and Sciences must meet three sets of requirements: University requirements, Bachelor of Arts requirements, and major program requirements. Bachelor of Arts requirements are:

1. **Foreign Language** Two years of study in one language. The student may satisfy this requirement by taking courses 101, 102, 203, and 204, or other approved courses, in one language. Students who present two or more units of high school credit in a foreign language may satisfy this requirement by taking courses 203 and 204, or other approved courses, in that language. Such students may elect to take courses 101 and/or 102 as additional preparation for courses 203 and 204. (For explanation of various options and other approved courses, see listings under Foreign Languages in the WVU Undergraduate Catalog). Courses used to fulfill this requirement are in addition to those used to fulfill any General Education Curriculum requirement.
2. **International Studies** Students must satisfactorily complete three semester hours of study of foreign countries or cultures other than those of modern western Europe or Canada, and/or their

role and interaction within the contemporary international system. Completion of a course that meets GEC Objective 9 (non-western cultures) will fulfill this requirement.
3. **Fine Arts** Students must satisfactorily complete a minimum of three semester hours focused on the fine arts. Completion of a course that meets GEC Objective 5 (artistic expression will fulfill this requirement.
4. **Grade Point Average** A cumulative GPA of 2.0 is required for graduation.

All MDS students complete University requirements and MDS program requirements. Some MDS students wish to, and are able to, complete the Bachelor of Arts foreign language requirement. Others, including many for whom the MDS serves as a valuable retention vehicle, cannot reasonably do so following admission to the MDS program. It is imperative that an MDS option be available to those students.

We therefore request approval of a new *degree designation,* **Bachelor of Multidisciplinary Studies** (B.MdS) that accurately communicates the degree program completed by students who complete the MDS degree requirements but do not also complete the Eberly College's Bachelor of Arts requirements.

The diploma posting would parallel diplomas for recipients of the Bachelor of Social Work degree (BSW). "Bachelor of Social Work" is printed on the *degree designation* (first) line of the diploma. The second (major) line would be redundant and is not used. The BSW is conferred by the Eberly College and does not accommodate or require completion of the College's BA or BS requirements. **"Bachelor of Multidisciplinary Studies"** will be printed on the *degree designation* (first) line of the diploma. The second (major) line would be redundant and will not be used.

Students who complete University requirements, Eberly College Bachelor of Arts (foreign language) requirements, and MDS program requirements will receive diplomas with "**Bachelor of Arts**" as the degree designation (first line) and "**Multidisciplinary Studies**" as the major (second line).

Result:
Students must complete 58 hours of coursework prior to admission to MDS. Incoming freshmen with undecided majors work with advisors in the Undergraduate Academic Services Center, and across the University, to identify potential fit with a disciplinary major.

Students who choose to pursue a multidisciplinary studies program will have two options.

The option of earning a Bachelor of Arts degree with a Multidisciplinary Studies major encourages students who choose multidisciplinary studies to couple foreign language study with University and MDS program requirements. This essentially provides a fourth area of concentration for BA students, and aligns with national and institutional goals of producing international citizens.

The option of earning a Bachelor of Multidisciplinary Studies degree, without completing Eberly College BA requirements, follows the curriculum and rationale of the MDS as it was proposed to and approved by the Board of Trustees and as it has been conferred by Academic Affairs. The B.MdS degree will continue to serve students, including many for whom the MDS serves as a valuable retention vehicle, for whom the MDS was designed. It is imperative that an MDS option be available to those students.

Employment Opportunities:
The MDS is a liberal arts degree. The primary mission of the Eberly College of Arts and Sciences is to promote the full development of the student as an individual and as a member of society. Students earning degrees in the Eberly College carry forward what is termed a "liberal education," thus providing a foundation for continued growth and development after graduation, so critical to our changing marketplace. Savvy employers recognize that decisions are based on interconnected ideas, and creative answers require connections across viewpoints and disciplines.

Advising and orientation/capstone courses are of critical importance in assisting MDS students as they define and build upon the three conceptually linked minors that organize their baccalaureate degree. One of the outcome goals in the MDS program is fostering students' ability to articulate these conceptual links. The advising structure is in place to assist these students with out-of-the-box interests and broad or undefined goals to maximize success during and following their University undergraduate experience.

Distance Education Program Delivery:
The B.MdS has the capability of serving time- and place-bound non-traditional students through availability of online minors courses. Extended Learning minors are currently available online in Advertising, Business Administration, Communication Studies, Entrepreneurship, History, and Professional Writing and Editing.

Program Implementation and Projected Resource Requirements.
This proposal for a new degree program designation does not substantively change the previously approved degree program's organization or requirements.

Establishing a new Bachelor of Multidisciplinary Studies degree is necessary to continue to serve student needs targeted when the program was approved by the Board of Trustees.

Program Administration and faculty are already in place in the Eberly College of Arts and Sciences. The Eberly College Dean's Office is well situated to oversee course availability and access for MDS students.

Faculty, library, and facility resources are in place. The MDS bridges existing fields of study within the University.

Assessment will follow the Eberly College assessment protocol. Each year, two data sets are collected and analyzed. At least one is a direct measure of how students are doing in achieving stated program goals; the other may be an "indirect" measure, such as alumni and/or employer survey data. Between December and March of each year, program faculty hold a meeting for at least two hours at which the only agenda item is the question, "How well are we achieving learning goals for our undergraduate degree program(s)?" At the meeting, faculty examine all available data about student achievement of learning goals, and select one action item they believe may enhance student learning. At the same meeting, faculty decide who will be responsible for the action, and establish a timeline for completion. The next year's measures are selected. Minutes are kept of the meeting to provide a record for the department's use and for reporting to external audiences such as the HLC.

Proposed New Catalog Copy

Multidisciplinary Studies Degree Program

Degrees Offered
Bachelor of Arts
Bachelor of Multidisciplinary Studies

The multidisciplinary studies degree program is comprised of three related minors. This program does not limit students to courses of study in a particular college or school, but emphasizes multidisciplinary/cross-disciplinary studies. The program's flexibility, appropriate breadth and depth in the chosen areas of study, and focus on developing an understanding of the nature of cross-disciplinary investigation constitute its most salient features. Students have the option of completing a Bachelor of Multidisciplinary Studies (B.MdS) degree, or completing a Bachelor of Arts (B.A.) degree with a major in Multidisciplinary Studies.

Each student chooses three minor areas and must demonstrate how these areas work together toward his/her educational and/or career goals. For example, a student may choose the areas of business administration, sport and exercise psychology, and advertising, with the goal of a career in sports and special events marketing /coordinating. MDS students participate in a capstone during their final semester, as a means to incorporate all three disciplines into a senior project, presentation, and paper.

Program Objectives:
The Multidisciplinary Studies Baccalaureate Degree program is intended to:

1. Provide undergraduate students a flexible approach to crafting an academic program that meets their individual interests and needs.
2. Offer specialized advising to assist students with out-of-the-box interests and broad or undefined goals to maximize success during and following their University undergraduate experience.

Upon completion of the Multidisciplinary Studies Baccalaureate Degree program, students will demonstrate:

1. Ability to articulate personal goals and applications of the interrelated, interdisciplinary knowledge and skills of their program of study.
2. Application of knowledge and skills acquired to analyzing/solving applied problems.
3. Critical thinking and communication skills relating their academic knowledge and skills to civic engagement and employment contexts.

Curriculum
The Bachelor of Multidisciplinary Studies (B.MdS) degree program requirements include the following:

• Completion of the General Education Curriculum
• Completion of English 101 and 102, or 103
• Completion of a writing (W) course in addition to English 101 and 102, or 103
• Completion of a mathematics course in addition to any additional math requirements of the selected minors
• Completion of three minors in which none of the courses has been used to satisfy General Education Curriculum requirements
• A grade of C or better in all minor coursework
• Completion of at least 60 credit hours of 200-level or above coursework. Of the 60 hours, 30 must be 300–400 level coursework
• Completion of the MDS 199 orientation course with a grade of C or better
• Completion of the MDS 492 capstone course with a grade of C or better
• Achievement of a cumulative grade point average of at least 2.0
• Completion of at least 128 credit hours

Students also have the option of earning a Bachelor of a Bachelor of Arts (B.A.) degree with a Multidisciplinary Studies major. This option encourages students who choose multidisciplinary studies to couple foreign language study with University and MDS program requirements. This essentially provides a fourth area of concentration for BA students, and aligns with national and institutional goals of producing international citizens. Requirements for the Bachelor of Arts degree with a Multidisciplinary Studies major are:

• Completion of all requirements for the Multdisciplinary Studies degree program, listed above; and
• Completion of the Eberly College of Arts and Sciences Bachelor of Arts requirements

Admission

Students may be admitted to the program after completion of at least 58 credit hours with a cumulative grade point average of at least 2.0. Admission and completion of the degree program are the result of an academic program plan articulated by the student with assistance from the academic advisor. The student must submit a letter of intent that identifies three areas of study and explains how the student plans to integrate knowledge and skills from each area to formulate an educational and/or career goal.

Special Policies

The required MDS capstone course must be taken in the student's semester of graduation. An MDS student who is graduating in the summer may take no more than 14 credit hours in summer.

Memorandum

To: Faculty Senate Executive Committee

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

Date: January 5, 2007

RE: Monthly Alterations Report

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

BIOL	**310**	260101	**Action:** Course description modified to be more concise; course offered in different semesters **Old:** 310. *Advanced Cellular/Molecular Biology. II.* 3 hrs. PR: BIOL 219. Advanced study of the fundamental cellular activities and their underlying molecular processes. Cellular structure and organization, protein structure and function, transcription, translation, and control of gene expression. **New:** BIOL 310. *Advanced Cellular/Molecular Biology. I, II, S.* 3 hrs. PR: BIOL 219. Advanced study of molecular mechanisms underlying fundamental cellular processes.	**Rationale:** Course instructor requests more concise descriptions of listed courses and slight modification in semester when offered due to faculty schedules and curricula structure.	200701
BIOL	**311**	260101	**Action:** Course offered in different semester; added BIOL 310 as a pre-requisite or co-requisite for this course. **Old:** 311. *Advanced Cellular/Molecular Biology – Laboratory. II.* 1 hr. Coreq: BIOL 310. Experimental approaches to the study of cellular systems. **New:** BIOL 311. *Advanced Cellular/Molecular Biology – Laboratory. I.*. 1 hr. PR: BIOL 310. Coreq: BIOL 310. Experimental approaches to the study of cellular systems.	**Rationale:** Course instructor desires more succinct descriptions for his listed courses and has revised accordingly.	200701
BIOL	**312**	250101	**Action:** Modification of course description. **Old:** BIOL 312. *Introduction to Virology. I.* 3 hrs. PR: BIOL 219. Survey of viruses, their modes of replication, their contribution to molecular biology, the significance of viral diseases in agriculture and medicine, and the contemporary use of viruses in biotechnology. **New:** BIOL 312. *Introduction to Virology. I.* 3 hrs. PR: BIOL 219. Survey of viruses, their modes of replication and spread, and the medical and economic significance of viral diseases in public health.	**Rationale:** same as above	200701

BIOL	**313**	260101	**Action:** Slight course title change from I to II (change in semester offered). He has modified the course description to make more concise. **Old:** BIOL 313. *Molecular Basis of Cellular Growth. I.* 3 hrs. PR: BIOL 219. Study of the integration of events as they regulate the growth and division of cells. Topics include hormones as cell effectors and the cancer cell as a model system. **New:** BIOL 313. *Molecular Basis of Cellular Growth. II.* 3 hrs. PR: BIOL 219. Study of the integration of internal and external influences as they regulate the division, growth, and differentiation of cells. Topics include hormones as cell effectors, cancer, and stem cells.	**Rationale:** same as above	200701
BIOL	**317**	260101	**Action:** The course instructor requests: (1) to change the course number from BIOL 315 to BIOL 317; (2) Describe the modified course as a self-standing laboratory (1 hr) course; (3) change the PR from BIOL 115, 117, and 219 to PR: BIOL 219 and Coreq: BIOL 316; and (4) modify the course description to reflect the laboratory focus. **Old:** BIOL 315. *Developmental Biology. II.* 4 hrs. PR: BIOL 115 and BIOL 117 and BIOL 219. A molecular genetic analysis of the mechanisms by which multicellular organisms develop from single cells. With lab. **New:** BIOL 317. *Developmental Biology Laboratory. II.* 1 hr. PR: BIOL 219. Coreq: BIOL 216. Experimental approaches to the genetic analysis of the mechanisms by which multicellular organisms develop from single cells.	**Rationale:** 1. This change makes the *Developmental Biology Laboratory* a separate 1 cr. Hr. section added to the lecture (BIOL 316) rather than having a separate 4 cr. Hr. section (BIOL 315) and a non-lab 3 cr. Hr section (BIOL 316) as previously delineated. 2. This change avoids scheduling conflicts that occur because 315 and 316 lectures have historically taken place in the same lecture room and same time. The only difference is the lab, which can now be clearly scheduled independently of the lecture. 3. Prerequisites do not change as 115 and 117 are prerequisites for 219.	200701
BIOL	**341**	260101	**Action:** Course instructor has added an additional credit hour to the course to incorporate the existing laboratory hour and has made the course description more concise. **Old:** 341. *Ichthyology. II.* 3 hrs. PR: BIOL 117. Internal and external structure of fishes, their systematic and ecological relationships, and their distribution in time and space. (Dissection kit required). **New:** 341. *Ichthyology. II.* 4 hrs. PR: BIOL 117. Study of the internal and external structure of fishes, their systematic and ecological relationships, and their distribution in time and space. (Dissection kit required).	**Rationale:** "Course has always had a full laboratory section in addition to 3 contact hours of lecture. This change brings this course into line with all other lab classes."	200701

BIOL	**348**	260101	**Action:** PR modification form BIOL 115, 117, and 219 to BIOL 219 and has modified the course description to be more concise. **Old:** BIOL 348. *Neurobiology.* 3 hrs. PR: BIOL 115 and BIOL 117 and BIOL 219. This course provides an introduction to neuroscience. Basic neuroanatomy, neurophysiology, and the relationship between the central nervous system, physiology, and behavior will be covered. Neuroscientists from the Medical Center will provide guest lectures. **New:** BIOL 348. *Basic Neurobiology.* 3 hrs. PR: BIOL 219. An introduction to neuroscience, including basic neuroanatomy, neurophysiology, and the relationship between the central nervous system, physiology, and behavior.	**Rationale:** PR listing does not change as BIOL 115 and 117 are prerequisites for BIOL 219. Course description no longer promises guest lectures.	200701
BIOL	**351**	260101	**Action:** PR modification (elimination of BIOL 117) and course description **Old:** BIOL 351. *Plant Diversity I.* 4 hrs. PR: (BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104) or (BIOL 115 and BIOL 117). Evolution, morphology, life cycles, ecology, and uses of cyanobacteria, lichens, algae (red, green, and brown), bryophytes, ferns, fern allies, gymnosperms, and angiosperms. Laboratory emphasized comparing living specimens. Two local field trips (e.g., Core Arboretum). **New:** BIOL 351. *Plant Diversity. I.* 4 hrs. PR: (BIOL 101, 102, 103, and 104) and BIOL 115. Evolution, morphology, life cycles, ecology, and uses of cyanobacteria, lichens, algae, bryophytes, ferns, gymnosperms, and angiosperms. Laboratory emphasizes comparing living specimens with local field trips.	**Rationale:** Description was modified to be more concise; PR 101-104 are equivalent to BIOL 115 not 117.	200701
BIOL	**410**	260101	**Action: C**ourse description modification and course semester offered. **Old:** BIOL 410. *Cell and Molecular Biology Methods. I.* 3 hrs. PR: BIOL 219. Introduction to the theory and application of basic analytical tools used in molecular biology. Selected topics included are hydrodynamic methods, chromatography, electrophoresis, and general laboratory methods. **New:** BIOL 410. *Cell and Molecular Biology Methods. II.* 3 hrs. PR: BIOL 219. Introduction to the theory, application, ethics, and economics of biotechnologies.	**Rationale:** Description was modified to be more concise; semester offering was modified to appropriate fit with instructor schedules and curriculum structure.	200701
BIOL	**439**	260101	**Action:** (1) Course description modification for clarity, (2) PR modification, and (3) change in semester course offering and routine course availability (in fall semester). **Old:** BIOL 439. *Neuroethology. II.* 3 hrs. PR: BIOL 117 and BIOL 219 and (BIOL 337 and BIOL 438). Explores the way behavior is controlled in a wide variety of animals so the similarities and differences in neural mechanisms can be better understood. (Offered in odd-numbered years). **New:** BIOL 439. *Neuroethology. I.* 3 hrs. PR: BIOL 219; BIOL 337, 348, or 438 recommended. Explores the way sensory systems process information to mediate behavior in a wide variety of animals in order to understand similarities and differences in neural mechanisms.	**Rationale:** Course description was modified to increase clarity. BIOL 117 is already a prerequisite for BIOL 219 and thus, is not needed in the PR listing. Finally, the course will be offered each academic year in the fall semester to better fit the needs of the curriculum and faculty schedules.	200701

BIOL	**451**	260101	**Action:** (1) PR modification and (2) course number change **Old:** BIOL 415. *Plant Development. I.* 4 hrs. PR: BIOL 115 and BIOL 117 and BIOL 219 and BIOL 221 and (organic chemistry or biochemistry). Experimental studies of plant growth and development. **New:** BIOL 451. *Plant Development.* 4 hrs. PR: BIOL 221 and (CHEM 235 or AGBI 410). Experimental studies of plant growth and development.	**Rationale:** Numbered 415, this course had been orphaned within animal-related course numbers rather than plant and ecology courses. This course number modification will list the course within other plant and ecology related courses. PR BIOL 115 and 117 are no longer needed as they are prerequisites of BIOL 219. A greater distinction for the PRs, organic chemistry and biochemistry was made by listing the course numbers.	200701
CCMD	**776**	511401	**Action:** Course number change (temporary to permanent course number). **OLD:** CCMD 791H. Step-1 Board Prep. Student prepares for USMLE Step 1, requirement for medical licensure, advancement to 3rd-year, and graduation. Passing course requires USMLE Step 1 passing score. National Board of Medical Examiners requires students be enrolled to take USMLE. **New:** CCMD 776. Step-1 Board Prep. Student prepares for USMLE Step 1, requirement for medical licensure, advancement to 3rd-year, and graduation. Passing course requires USMLE Step 1 passing score. National Board of Medical Examiners requires students be enrolled to take USMLE.	**Rationale:** Courses offered for 3 or more years with temporary course numbers are to be given permanent course numbers according to A & R guidelines.	200705
CCMD	**777**	511401	**Action:** Course number change (temporary to permanent course number). **OLD:** CCMD 791I. Step-2 Board Prep. Student prepares for USMLE Step 2, requirement for medical licensure and graduation. Passing course requires USMLE Step 2 passing score. National Board of Medical Examiners requires students be enrolled to take USMLE. **NEW:** CCMD 777. Step-2 Board Prep. Student prepares for USMLE Step 2, requirement for medical licensure and graduation. Passing course requires USMLE Step 2 passing score. National Board of Medical Examiners requires students be enrolled to take USMLE.	**Rationale:** Courses offered for 3 or more years with temporary course numbers are to be given permanent course numbers according to A & R guidelines.	200705
CCMD	**778**	511401	**Action:** Course number change (temporary to permanent course number). **OLD:** CCMD 791G. Professional Development. Medical students explore clinical and research applications in variety of disciplines to enhance knowledge and skills related to future medical career paths. Assessment based on satisfactory completion of project as determined by supervising faculty member. **NEW:** CCMD 778. Professional Development. Medical students explore clinical and research applications in variety of disciplines to enhance knowledge and skills related to future medical career paths. Assessment based on satisfactory completion of project as determined by supervising faculty member.	**Rationale:** Courses offered for 3 or more years with temporary course numbers are to be given permanent course numbers according to A & R guidelines.	200705

CHIN	**101**	160101	**Action:** Course title change. **Old:** CHIN 101. *Elementary Chinese 1.* 3 hrs. **New:** CHIN 101. *First Year Chinese 1.* 3 hrs. PR: No prior study of the language. Introduction to the sound and writing systems of the language, with emphasis on listening, speaking, reading, and writing within an authentic cultural context. (3 hr. lec.).	**Rationale:** Course title should describe the introductory nature of this course. "Course title [change] provides a more accurate representation of the course content and avoids potential problems on curriculum continuation in our study abroad program.	200708
CHIN	**102**	160101	**Action:** Course title change. **Old:** CHIN 102. *Elementary Chinese 2.* 3 hrs. Continuation of CHIN 101. **New:** CHIN 102. *First Year Chinese 2.* 3 hrs. PR: CHIN 101. Continuation of CHIN 101. Continued development of basic skills in listening, speaking, reading, and writing Chinese. (3 hr. lec.).	**Rationale:** Course title should describe the introductory nature of this course. "Course title [change] provides a more accurate representation of the course content and avoids potential problems on curriculum continuation in our study abroad program.	200708
CHIN	**203**	160101	**Action:** Course title change. **Old:** CHIN 203. *Intermediate Chinese I.* 3 hrs. PR: CHIN 102 or equiv. **New:** CHIN 203. *Second Year Chinese 1.* 3 hrs. PR: CHIN 102. Continuation of CHIN 102. Continued development of basic skills in listening, speaking, reading, and writing Chinese. 3 hr. lec.).	**Rationale:** Course title should describe the elementary nature of this course. "Course title [change] provides a more accurate representation of the course content and avoids potential problems on curriculum continuation in our study abroad program.	200708
CHIN	**204**	160101	**Action:** Course title modification. **Old:** CHIN 204. *Intermediate Chinese 2.* 3 hrs. PR: CHIN 203 or equiv. **New:** CHIN 204. *Second Year Chinese 2.* 3 hrs. PR: CHIN 203. Continuation of CHIN 203. Continued development of basic skills in listening, speaking, reading, and writing Chinese.	**Rationale:** same as above	200708
FOR	**203**	030501	**Action:** Course title change. **Old:** FOR 203. *Careers in Natural Resources. I.* 1 hr. Planning a career in forestry and natural resources professions. Developing a career strategy, resume building, and conducting a successful job search. **New:** FOR 203. *Careers in Natural Resources 2.* 1 hr. Planning a career in forestry and natural resources professions. Developing a career strategy, resume building, and conducting a successful job search.	**Rationale:** Title changed to avoid confusion with course FOR 101: Careers in Natural Resources Management.	200708

IENG	**304**	147011	**Action:** PR change. **Old:** IENG 304. *Materials and Costing.* 3 hrs. PR: IMSE 377 and MAE 243. Lectures and demonstrations concerning material properties, mechanical properties of materials, and costing systems for evaluating material costs and manufacturing costs. **New:** IENG 304. *Materials and Costing.* 3 hrs. PR: IMSE 377. PR or Co-req: MAE 243. Lectures and demonstrations concerning material properties, mechanical properties of materials, and costing systems for evaluating material costs and manufacturing costs.	**Rationale:** Information taken from the MAE 243 course and applied to the IENG 304 course pertains to stress-strain and design projects. This information is presented early in the MAE 243 organization, and therefore, could be obtained before or at the same time as the information in IENG 304.	200708
IENG	**518**	147011	**Action:** PR addition. **Old:** IENG 518. *Technology Forecasting,* 3 hrs. Various procedures used in forecasting technical developments. **New:** IENG 518. *Technology Forecasting,* 3 hrs. PR: IENG 213 or consent. Various procedures used in forecasting technical developments.	**Rationale:** "Lack of a background in statistics has created problems in the past because graduate students from other departments have taken the class without any knowledge of basic statistics. This has reduced the effectiveness of the course."	200705
PT	**760**	512308	**Action:** (1) Students will no longer be required to register for this course in two separate occasions over the Summer 1 (3 credit hrs.) and 2 (3 credit hrs) sessions. Instead, students will be able to register for the listed credit hours (6) at the beginning of the Summer 1 session to cover the entire summer activities. (2) The course numbering system is being modified. This particular course will be changed from PT 584 to PT 760. **Old: 584.** *Clinical Education 3.* 3 hrs. PR: Majors only; must have completed first two years of the professional sequence. Students practice full-time for twelve weeks under the direction of licensed physical therapists and participate in rural health projects. **New: 760.** *Clinical Education 3.* 6 hrs. PR: PT 750. Students practice full-time for twelve weeks under the direction of licensed physical therapists and participate in rural health projects.	**Rationale:** The Physical Therapy program at WVU is transitioning from a master's degree entry level program to a doctoral level (DPT) program. As a result of changing curricula requirements, the current curricula is being changed (e.g., irrelevant courses being dropped, doctoral-level courses being added, relevant and existing courses being modified to reflect the changing requirements of the program).	200705
PT	**762**	512308	**Action:** (1) Course number change from PT 500 to PT 762; (2) slight change in course description to reflect pre-requisite for completing PT 741. **Old:** PT 500. *Health Care Issues in PT.* 2 hrs. The role of physical therapists as advocates of people with disabilities is discussed. Investigation of community and home barriers is included. Students and clinicians discuss the roles of and demands on physical therapists in various practice settings. **New:** PT 762. *Health Care Issues in PT.* 2 hrs. PR: PT 741. The role of physical therapists as advocates for people with disabilities is discussed. Investigation of community and home barriers is included. Students discuss the roles of and demands on physical therapists in various practice settings.	**Rationale:** Same as above.	200708

PT	**768**	512308	**Action:** Course number change from PT 505 to PT 768. This course will be the first in a series of lecture/lab experiences for PT students. Course description has been slightly modified. **Old:** PT 505. *Prosthetics and Orthotics.* 3 hrs. Presents the principles of biomechanics as they apply to prosthetic and orthotic prescription and fabrication. Student learns how to plan and implement rehabilitation programs for patients that must use orthotic or prosthetic devices. **New:** PT 768. *Prosthetics and Orthotics 1.* 3 hrs. Presents biomechanical principles applied to prosthetic and orthotic prescription and fabrication. Student learns how to plan and implement rehabilitation programs for patients that must use orthotic or prosthetic devices (2 hr lec; 1 hr lab).	**Rationale:** Same as PT 760 on page 1.	200708
PT	**770**	512308	**Action:** Course number and title changed from PT 580 *Case Reports Seminar* to PT 770 *Clinical Education Symposium 3*. **Old:** PT 580. *Case Reports Seminar.* 2 hrs. Students prepare oral and written case reports based on their patient care experiences. **New:** PT 770. *Clinical Education Symposium 3.* 2 hrs. Students prepare oral and written case reports based on their patient care experiences.	**Rationale:** Same as above.	200708
PT	**780**	512308	**Action:** Course number has been changed from PT 585 to PT 780. **Old:** PT 585. *Clinical Education 4.* 8 hrs. Students practice full-time for sixteen weeks under the direction and supervision of licensed physical therapists. **New:** PT 780. *Clinical Education 4.* 8 hrs. Students practice full-time for sixteen weeks under the direction and supervision of licensed physical therapists.	**Rationale:** Same as rationale provided on page 1 for PT 760.	200708

Action: Course Drops

BIOL 314 260101

Old: BIOL 314. *Molecular Genetics.* 4 hrs. PR: BIOL 115 and BIOL 117 and BIOL 219. Theoretical and practical knowledge in genetics as a field of study and tool for investigating biological problems are presented. The laboratory is a logical sequence of experiments providing actual research experience in molecular genetics.

BIOL 315 260101

Old: BIOL 315. *Developmental Biology. II.* 4 hrs. PR: BIOL 115 and BIOL 117 and BIOL 219. A molecular genetic analysis of the mechanisms by which multicellular organisms develop from single cells. With lab.

BIOL 339 260101

Old: BIOL 339. *Aquaculture.* 3 hrs. PR: (BIOL 101 and BIOL 102 and BIOL 103 and BIOL 104) or BIOL 115. An introduction to the farming and husbandry of freshwater and marine organisms. Overnight field trips are voluntary.

BIOL 415 260101

Old: BIOL 415. *Plant Development. I.* 4 hrs. PR: BIOL 115 and BIOL 117 and BIOL 219 and BIOL 221 and (organic chemistry or biochemistry). Experimental studies of plant growth and development.

PT 500 512308

Old: PT 500. *Health Care Issues in PT.* 2 hr. PR: Majors only. The roles of the physical therapist as advocates of people with disabilities are discussed. Investigation of community and home barriers included. Students and clinicians discuss the roles of and demand on physical therapists in various practice settings.

PT 501 512308
Old: PT 501. *Management for PT Practice.* 3 hr. PR: Majors only. Principles of business and management as they apply to contemporary physical therapy practice. Fiscal management, risk management, marketing, and program improvement are addressed.

PT 502 512308
Old: PT 502. *Research I.* 3 hr. Introduces research theory and application with special emphasis on physical therapy. Includes elements of research design, hypothesis testing, methodology, literature review, analysis, and statistical methods. Students are required to complete a research proposal.

PT 505 512308
Old: PT 505. *Prosthetics and Orthotics.* 3hr. Presents the principles of biomechanics as they apply to prosthetic and orthotic prescription and fabrication. Student learns how to plan and implement rehabilitation programs for patients that must use orthotic or prosthetic devices.

PT 506 512308
Old: PT 506. *Neurologic Physical Therapy.* 4 hr. Prepares physical therapy students to perform examinations and treatments of patients with a variety of neurologic diagnoses. Introduces the students to assistive technology and adaptive equipment as adjuncts to treatment.

PT 550 512308
Old: PT 550. *Education in PT Practice.* 3 hr. Designed to allow students to practice the fundamental elements of developing instructional units for a variety of audiences. The students will produce educational materials for use in physical therapy practice.

PT 580 512308
Old: PT 580. *Case Reports Seminar.* 2 hr. Students prepare oral and written case reports based on their patient care experiences.

PT 584 512308
Old: PT 584. *Clinical Education 3.* 3 hr. PR: Majors only; must have completed first two years of the professional sequence. Students practice full-time for twelve weeks under the direction of licensed physical therapists and participate in rural health projects.

Memorandum

22 January 2007

To: Senate Executive Committee
Fr: J. Steven Kite, Chair, General Education Curriculum Oversight Committee
Re: GEC Actions

The GEC Oversight Committee met from on 22 January 2007 and recommends the following items for Faculty Senate approval.

GEC-LSP Course Actions:

Successful GEC Audits

COMM 100 Princ. of Human Comm - COMM (GEC Obj. 4 & 6, LSP B)

COMM 122 Hum. Comm. in Contemp. Soc. (GEC OBJ 4 & 6, LSP B)

FLIT 262 French Lit. in Translation II (GEC Obj. 5 + 8, LSP Cluster A)

PHIL 331 Health Care Ethics (GEC OBJ 4 & 6, LSP A)

PHYS 341 Advanced Physics Laboratory (GEC W)

PSYC 495 Independent Study (W)

PSYC 498 Honors (W)

RUSS 101 Elem Russian 1 (GEC Obj. 8 + 9, LSP Cluster A)

RUSS 102 Elem Russian 2 (GEC Obj. 8 + 9, LSP Cluster A)

RUSS 203 Intermediate Russian 1 (GEC Obj. 8 + 9, LSP Cluster A)

RUSS 204 Intermediate Russian 2 (GEC Obj. 8 + 9, LSP Cluster A)

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)