

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
Monday, December 14, 2009

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

Members Present:

Abate, M.	Chalupa, C.	Hogan, T.	Oberhauser, A.	Stack, S.
Abraham, R.	Clark, B.	Hornsby, G.	Olson, K.	Steranka, P.
Ameri, S.	Cottrell, L.	Huffman, V.	Parks, E.	Stuchell, R.
Anderson, J.	Davari, A.	Insch, G.	Perone, M.	Tallaksen, R.
Anderson, K.	Davis, S.	Iskander, W.	Perry, J.	Tower, L.
Atkins, C.	DiBartolomeo, L.	Jackowitz, A.	Petronis, J.	Tuninetti, A.
Banta, L.	Edwards, B.	Jones, D.	Petty, T.	Turton, R.
Bastress, R.	Elmore, S.	Kale, U.	Plein, C.	Urbanski, J.
Bergner, G.	Famouri, P.	Kirby, B.	Rafter, J.	Walker, E.
Bilgesu, I.	Fleming, S.	Kleist, V.	Robbins, J.	Watson, J.
Blaydes, S.	Fredette, H.	Kuhlman, J.	Rockett, I.	Wilcox, G.
Boyles, J.	Funk, A.	Mancinelli, C.	Ruscello, D.	Wilson, M.
Brazaitis, M.	Graber, S.	Mandich, M.	Sand-Jecklin, K.	Woloshuk, J.
Bredehoft, T.	Harner, J.	Meckstroth, R.	Schreurs, B.	Zimmerman, P.
Brooks, C.	Hartman, K.	Miller, M.	Scott, H.R.	
Brooks, J.	Hash, K.	Miltenberger, M.	Sherlock, L.	
Bryner, R.	Hazard, H.	Nath, C.	Siegrist, J.	
Campbell, L.	Higgins, C.	Nestor, P.	Spleth, J.	

Members Absent:

Ahern, T.	Comer, P.	Latimer, M.	Mucino, V.	Schwartz, S.
Branch, D.	Hermosilla, P.	Mancinelli, C.	Paul, S.	
Chetlin, R.	Hunter, S.	McCombie, R.	Phillips, J.	

Members Excused:

Behling, R.	Connors, J.	Hessl, A.	McDiarmid, M.	Walls, T.
Bonner, D.	Cottrell, S.	Hileman, S.	Peace, G.	Wenger, S.
Carpenter, R.	Hall, D.	Hutson, Z.	Ryan, K.	Whiteman, C.

FS Officers:

Clark, N.	Griffith, R.	Nutter, R.	Stolzenberg, A.
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2. Chair Clark moved, and it was duly seconded, to approve the minutes from the Monday, November 9, 2009 Faculty Senate meeting. Motion carried.
3. President James Clements thanked the senators for everything they do for students as well as the University. The President thanked Carolyn Long, Chair, Board of Governors, for her dedication and support to the University.

The President reported on the following issues:

- A reception was held last week for Interim Provost Jane Martin to let her know how much she has been appreciated this past year and a half. Past interim president C. Peter Magrath attended as a special guest.

- Convocation was held yesterday, Sunday, December 13, 2009, and out of 1300 mid-year graduates, 800 attended the ceremony. It was very well done, and the President said it was his honor to attend.
- Professor Kyle Hartman and 8 graduate students completed research that included tracking trout populations in 25 state streams. The research has been in 15 publications and 30 presentations at national, regional and state forums. Later this week the students will be recognized for an award on research achievement by the United States Forest Service.
- A project called SHOP (students helping other people) was held at the Mountainlair. The project was implemented by students, and it includes collecting and distributing toys to area children.
- WVU dental students, under the leadership of Dr. Elliot Shulman, a dentistry faculty member who is serving the dental needs of local children through an initiative called CHOMP (Children with Healthy Oral Cavities Morgantown Program). The program allows dental services to be taken into the community to serve children free of charge.
- It's been a good semester with a lot of accomplishments. Dr. Ruth Kershner was named "CASE Professor of the Year"; only 38 individuals are selected for this honor throughout the country. Dr. Kershner is a star and a great reflection to campus.
- Researchers at the Health Sciences Center secured approximately \$8 million dollars for research and training grants by the Recovery Act – a total of 23 grants have been received by the Health Sciences Center.
- Tribute to convocation speaker Dr. Tom Sloane. Thank you to faculty, staff, dining services and housing staff for taking care of students.
- Success to athletic students and the invitation to the Gator Bowl. Forty one institutions have been recognized by the American Football Coaches Association for graduating 75% or more of the football student athletes and WVU is among them.
- Alumni successes include Dr. Chuck Vest, from Morgantown, who is currently the president of the US National Academy of Engineering. He was selected as a foreign member of the Chinese Academy of Engineering, in which only 36 members are selected. It is a great reflection to WVU. Dr. Henry Yank, Chancellor at UC Santa Barbara, was also selected to the Chinese Academy of Engineering.
- The International Research Conference held the US-China Coal Conversion and Carbon Management workshop a few weeks ago, which was hosted by NRCCE in Assembly Rooms A&B, Morgantown, WV. It was described as the "Who's Who" in the Energy Field.
- Discussion for the campus smoking policy continues on campus. A task force was formed on December 7th, and it will be chaired by Associate Provost C.B. Wilson. The task force is made up of 3 faculty, 3 staff and 3 students, and it will be assisted by Randy Hudak, Director, Facilities Management. A progress report will be given to the President by the end of the spring semester.
- Professor's Amy Hessel and Leslie Tower gave a presentation during the legislative interims concerning parental leave; policies are currently being reviewed. Provost Wheatly will assist with this issue when she begins work the first of January, 2010.
- As we start moving toward the new strategic vision for the campus, we need to look at campus structures to see what we have and what we need. The President discussed two items – research infrastructure and diversity support structures. He asked if these entities

would get WVU to the next level. In January, there will be more details about a potential task force and open forums

- The President wished everyone a happy holiday season, and he said he is thankful to have moved to Morgantown, and he appreciates all the support that has been shown to himself and his family. He thanked Chair Clark for his leadership.

4. Chair Clark said in January the leadership of the University will be in position as Provost Michelle Wheatly joins the President. Chris Colenda, Chancellor for the Health Sciences Center has moved into his role, and the BOG has a full Board with the appointment of Tom Flaherty.

Chair Clark and Chair-elect Stolzenberg travelled to Potomac State and met with senate leadership, Phil Douthitt, Jim Hoey and Provost Kerry Odell. Chair Clark said Potomac State has seen large growth this year; they now have 1800 students that are taught by 43 faculty and 20 adjuncts. The Chair and Chair-elect plan to visit WVU Institute of Technology in the spring, 2010.

The Chair said WVU has avoided the disastrous circumstances that have been seen in other schools. Faculty would love a salary raise, but the overall circumstance in the nation has been weathered so far.

The following three speakers will present today: Chair Carolyn Long, BOG; Rehan Khan, Chief Information Officer, and Donald Gray, President of the WV Academy of Science.

5. Carolyn Long, Chair, BOG, said the Board has been in existence for eight years, and it is still learning how to do things. She said it would not be where it is today if the faculty and staff did not support it. The Board really wants to move WVU forward. Chair Long thanked the faculty for its support, criticism, and advice to the Board

The Board is made up of a diverse people who include: educators, lawyers, engineers, a physician, a pharmacist, superintendent of schools, a journalist, faculty, staff, students, college presidents, business leaders, a construction company and a security representative. It is a wide range of people who bring all kinds of information to the table. They all love the University; they want to move it forward, and they are dedicated to seeing that happen. She said having balance is a key.

The Board has been given the task of making sure the University is fiscally sound and academically accredited. It approves salaries, policies, tuition and fee increases, new degrees, and programs that need deleted. It meets six times per year as well as having special meetings, as needed. The Board hires the WVU president, and they do it with the guidance of faculty, staff and constituencies. She said currently, there is a higher education policy council guideline to go by for this type of hiring. Chair Long said she is concerned about a policy that makes the assumption that one shoe fits everyone's foot. Hiring a WVU president is very different than hiring a president at Glenville State. She said there needs to be more flexibility in hiring a president, so this issue is currently being reviewed.

Chair Long thanked the faculty for what they do for students and for making a difference in their lives.

6. Professor Bilgesu moved and it was duly seconded to approve Annex I, New Courses and Course Changes. Motion carried. Annex II was submitted for information; MUSC 156, 157 and 159 were pulled from the report for further review.
7. Professor Kirby submitted Annex III, GEC audits, for information.
8. Professor Donald Gray, President of WV Academy of Sciences said the non-profit organization has been in existence since 1924. He gave a report, and his slides can be reviewed at <http://www.facultysenate.wvu.edu/09Files/WVASpresentation.ppt>.
9. Rehan Khan, Chief Information Officer, said he was very happy to be at West Virginia University, and he said that he is willing to discuss any technology issues that faculty may have. Since his arrival to WVU, he has met with deans, advisory committees, and faculty to try and understand the overall information technology (IT) issues of campus. He said from his assessment so far, WVU is in a really good place. It has many strong IT resources and good people are working centrally at colleges and other units; most of the software and hardware are up to date.

Mr. Khan said one of the important attributes for a CIO beyond having a vision and being the technology leader on campus is having the ability to listen and being customer-focused. He said he values these goals highly and intends to pursue these areas. Mr. Khan will meet with the Academic and Administrative Advisory Committees to improve what they do.

He wants to develop clear charters, and he wants committees to be led by University faculty, not technology-related people. Stake holders need to be at the table leading committees and helping to prioritize issues. Mr. Khan gave an update on his OIT plans. He said as he looks at the organizational structure, good assets are in place, but the academic and instructional organization needs to be better aligned. He will form a unit that will be dedicated in giving faculty support, and units will be led by director-level people. Research computing is another important area. Mr. Khan is working with Dr. Curt Peterson to form a better partnership; recently they went to an open software conference and looked at electronic-research administration software. He said within the next few months a partnership will take place with the foundation that is developing software for higher education.

Mr. Khan said the OIT office will look into minimizing the number of passwords and user names faculty need. The process will be done through an identity access management system, and he said that he will give it top priority.

Mr. Khan is working with the Vice-President of Research to try and identify funding so the core network can be upgraded. He said that it will be an expensive project, but hopefully external funds will be available.

Long term goals include establishing a strong project management office that will allow the understanding of what is going on as well as time-lines, resources and funding. Another area of need is to establish an information security office because of all the assets the University has that need protected. A new data center is needed because capacity has been reached for power and cooling. A high performance research center is needed as well. OIT will be more outbound looking and more proactive to engage with faculty and colleges.

10. Emeritus Professor Sophia Blaydes gave a report for the Committee of Retired Faculty, which has been a standing committee of the Faculty Senate since 1988. She asked the Faculty Senate to help her to identify faculty who have retired. She distributed a handout that gave a brief summary of achievements, discussion topics, and the faculty's charge. She said a governing board oversees the group, and it helps her to select topics for monthly meetings.

A data base has been set up to maintain a list of retired faculty; current enrollment is 683 members. She said 219 retirees have e-mail, and communication is vitally needed. The WVU Foundation has established a partnership with the retired faculty, and it provides a bi-monthly newsletter; it also provides funding for mailings. The WVU Athletic Department has partnered with the retired faculty as well. Emeritus Professor Blaydes and her husband have been given an office in the Coliseum in Room 213A, and they are available Monday, Tuesday and Thursday. Athletic Director Ed Pastilong has facilitated efforts to bring retired faculty to athletic events.

Emeritus Professor Blaydes said the committee has submitted a proposal to request retired faculty be permitted to take classes free of charge. Retirees would also like free e-mail, access to the Internet, identification cards and certificates.

11. Professor Roy Nutter, ACF representative, reported that the ACF attended a financial summit that was sponsored by the HEPC and WVU. He said a number of faculty attended the summit, and the state budget director led discussion items. It was projected that the state economy will not be in good shape over the next three years.

Following the financial summit, the ACF met in November and December, and it considered the following issues: faculty legal representation, faculty salary issues, and the sick leave policy. Professor Nutter thanked Chair Clark and Chair-elect Stolzenberg for attending the last meeting at the Erickson Alumni Center. The ACF met with HEPC Chairman David Hendrickson. The January meeting will be about recruiting and retention; WVU is generating a list of best practices. Professor Nutter said the ACF gave a presentation to the HEPC in November concerning salaries and recruiting faculty. The December presentation was to the Council on Community and Technical Colleges, and it focused on staff salaries. Some schools including WVU have not met the salary schedule or recruiting of faculty. The last presentation was December 7th and questions pertained to the right to serve on the legislature.

12. Steve Robinson, Registrar, spoke to the Faculty Senate about NR's (grades that have not been reported). He said the NR is given as a temporary place holder until a grade modification form has been submitted or administrative action has been taken to change the NR. The Registrar said after reviewing data for 2008-09, there are over 950 NR's still in

place, and he said according to Banner, 7,000 NR's are still sitting with no final grade since summer of 1996. He said this was an issue that AACRO noted when they came to campus last spring, and it was asked to be resolved.

The Registrar said he would like to pursue a two-part approach that will start with new NR's for the Fall, 2009 grading cycle. After one month, the NR's will be given the grade of "F." He said the "F" can be changed by submitting a grade modification form or through an administrative withdraw process. He wants to make sure the NR's do not stay on the records very long. The 7,000 NR's will be treated differently because most of those students are no longer enrolled at WVU, so they will be converted to "W's." Electronic mails will be sent to students, the faculty members of record and the academic departments to request grade modifications be submitted or other action taken. The Registrar believes this action will close another piece of the academic record keeping problem. Discussion continued on this issue.

The Chair asked for a motion to approve the proposal by the Registrar that if an NR is given, and adequate notice is given to the student, instructor and the chair and if no action is taken, the grade will revert to an "F" grade. The Registrar proposed that within one month, except in the cases of courses that are taught off schedule, the NR can be changed to a passing letter grade or to an incomplete with a contract by the instructor.

Professor Iskander moved to approve the NR proposal submitted by the Registrar. It was duly seconded. A friendly amendment was made to extend the deadline from one month to a semester for the NR to be changed. A hand count was taken: 65 in favor; 7 opposed and 1 abstain. Motion carried.

13. Chair-elect Stolzenberg said a list of inactive courses has been developed, and it is ready to be posted to the Faculty Senate website. He said there will be a link to the main page; it will lead to the inactive course page where there will be a description of procedure and a link to download the file. The file will be in an Excel spreadsheet and sorted by college and subject code. Any course that is inactive for 5 years or more will be on the list. The Chair-elect said the procedure will include asking faculty to review the list for their areas, and if they would like to retain course/s, he/she should write an e-mail memorandum to their department chair and forward it by the week of January 15, 2010. The chair will compile the list and forward it to the dean; it will be compiled by the college and sent to Chair-elect Stolzenberg. The list will be submitted again for a second opportunity to be reviewed, so there will be a grace period for course/s to be revived.
14. The meeting adjourned at 5:00 p.m. to reconvene Monday, January 11, 2010.

Mary Strife, Faculty Secretary

To: Faculty Senate Executive Committee
From: Ilkin Bilgesu, Chair, Faculty Senate Curriculum Committee
Date: November 23, 2009
Re: New Course and Course Changes

Eberly College of Arts and Sciences

English

New Courses:

ENGL 200. Foundations of Literary Study. 3-Hrs. Study and practice of the analytical, research, and writing skills fundamental to literary studies. (Effective Term: Spring 2010) (CIP – 230101)

Rationale: As the word “foundations” in the course title suggests, English 200 will provide all English majors and minors with a working knowledge of important concepts and methods for literary study that they can subsequently build on in other courses within the major. Specifically, English 200 will introduce all English majors to fundamental concepts for understanding, analyzing, and writing about literary texts, including conventions of literary genres and elements of figurative languages. Students in English 200 will also practice the fundamental activities involved in the process of thesis-driven literary research, from generating questions about a text and identifying supporting evidence to conducting secondary research and incorporating sources into a text. And at all points, students in English 200 will learn to employ writing as an activity central to reading and research processes in literary studies.

ENGL 337. Study of a Major Author. 3-Hrs. PR: ENGL 102 or ENGL 103. Study a single author’s works with special attention to historical contexts and critical reception. Authors will vary. (Effective Term: Spring 2010) (CIP – 230101)

Rationale: The introduction of this course is a response to a disciplinary shift involving a broad expansion of literary canons and the recognition that major authors derive from a wide range of identities. The current undergraduate course offerings in English do not provide an opportunity for students to engage in intensive study of a range of major authors. ENGL 337 will allow for the intensive study of authors from various literary periods, movements, and geographic areas, and of female and non-white authors.

ENGL 607. Topics in Rhetoric. 3-Hrs. Topics vary by year; check with instructor. Course may include textual, historical, critical, and/or theoretical study. Not restricted to any one period or century. (Effective Term: Spring 2010) (CIP – 230101)

Rationale: Within our existing English Ph.D. program, we would like to offer students the option of pursuing a coursework concentration in the field of rhetoric and composition. To that end, we are expanding our existing list of composition and rhetoric courses by proposing two new courses this semester. The subfield of composition and rhetoric remains one of the fastest growing areas of our profession and regularly posts more job listings than many other subfields within English studies. Of the 36 graduate faculty members in English, six specialize in rhetoric

and composition. We would eventually like to have 10-12 graduate –level courses that we can keep in rotation (offering 5-6 per year). We already have a student population emerging among our MA students – especially those pursuing an MA in Professional Writing and Editing, and we have had queries from existing and potential Ph.D. students who are interested in studying rhetoric and composition.

Seven graduate-level Comp/Rhet courses already exist. The list of existing courses follows below. English 607 and 701 are the courses we are developing and submitting this year. (We anticipate developing up to three more graduate courses to complete a full sequence over the next year or two).

English 601: Introduction to Comp/Rhetoric. Historical development of the field.

English 602: Editing.

English 605: Professional Writing Theory and Research.

English 606: Topics in Humanity Computing.

Proposed: English 607: Topics in Rhetoric. Topics vary by year; check with instructor.

Course may include textual, historical, critical and/or theoretical study. Not restricted to any one period or century. Intro level.

English 608: Writing Project Summer Institute.

English 609: College Composition Pedagogy.

English 610: Prof. Writing Internship.

Proposed: English 701: Seminar in Rhetoric. Topics vary by year. Focus will be on a problem or issue in rhetorical studies that reflects the instructor’s recent or current research. (check with instructor). Advanced level.

ENGL 701. Seminar in Rhetoric. 3 Hrs. PR: ENGL 601, or 605, or 609. Topics vary. Focus will be on a problem or issue in rhetorical studies that reflects the instructor’s current research (check with instructor). (Effective Term: Fall 2010) (CIP - 230101)

Rationale: Within our existing English Ph.D. program, we would like to offer students the option of pursuing a coursework concentration in the field of rhetoric and composition. To that end, we are expanding our existing list of composition and rhetoric courses by proposing two new courses this semester. The subfield of composition and rhetoric remains one of the fastest growing areas of our profession and regularly posts more job listings than many other subfields within English studies. Of the 36 graduate faculty members in English, six specialize in rhetoric and composition. We would eventually like to have 10-12 graduate –level courses that we can keep in rotation (offering 5-6 per year). We already have a student population emerging among our MA students – especially those students pursuing an MA in Professional Writing and Editing-and we have had queries from existing and potential Ph.D. students who are interested in studying in rhetoric and composition.

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Course may include textual, historical, critical and/or theoretical study. Not restricted to any one period or century. Intro level.

English 608: Writing Project Summer Institute.

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Proposed: English 701: Seminar in Rhetoric. Topics vary by year. Focus will be on a problem or issue in rhetorical studies that reflects the instructor's recent or current research. (check with instructor). Advanced level.

College of Business and Economics

Business Administration

New Course:

BCOR 380. Business Ethics. 3 Hrs. This course first provides a comprehensive survey of the ethical issues challenging professional and corporate conduct in today's business world. It then offers a review of accepted business practices designed to meet those challenges. (Effective Term: Fall 2010) (CIP – 520201)

Rationale: Success in today's highly competitive world requires two very different kinds of knowledge. All other course in the College of Business and Economics are designed to provide the first kind, the ability to know facts and sets of procedures in a given area of skill. This course has the task of bringing students to the second kind of knowledge, a professional awareness of manager, or professional lacking this awareness will be severely compromised in the areas of integrity, dedication, effectiveness, accountability, decorum, forethought, initiative, stewardship, sensitivity, cooperativeness, professionalism, and leadership. This course is necessary to every business major in the University because these traits bring coherence to one's factual and procedural knowledge.

Memorandum

To: Faculty Senate Executive Committee

From: Todd Petty, Chair-Elect
Senate Curriculum Committee

Date: November 12, 2009

RE: Monthly Alterations Report

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

DENT	737	510401	<p>Action: Change credit hrs from 1 to 2.</p> <p>Old: DENT 737. Treatment Planning. 1 Hr. Introduction to the universal principles of professional treatment planning for adult patients.</p> <p>New: DENT 737. Treatment Planning. 2 Hr. Introduction to the universal principles of professional treatment planning for adult patients.</p>	<p>Rationale: The course presently has a required text with reading assignments. The material covered in the text is included on examinations but quite often, the material is not covered in lectures. The additional credit hour will allow the course directors to present material from the text in lectures, and thereby enhance the competency of the students with respect to treatment planning in Dentistry.</p>	200101
EDUC	311	130301	<p>Action: Change course title and description.</p> <p>Old: EDUC 311. Practicum I. 1 Hr. PR: EDUC 200. Application of models and paradigms of learning in content area through tutoring of individuals and small groups in an assigned public school site.</p> <p>New: EDUC 311. Practicum 1/Technology App. 1 Hr. PR: EDUC 200. Application of models and paradigms of learning in content area and instructional technologies through tutoring of individuals and small groups in an assigned public school site.</p>	<p>Rationale: These changes reflect what is already in the course, but the new title and the addition to the catalog description makes the inclusion of instructional technologies explicit. This is needed to meet accreditation standards.</p>	201001
EDUC	312	130301	<p>Action: Change course title and description.</p> <p>Old: EDUC 312. Practicum II. 1 Hr. PR: EDUC 301 and EDUC 311. Application of paradigms of learning in content area through tutoring of individuals and small groups in an assigned public school site.</p> <p>New: EDUC 312. Practicum 2/Technology App. PR: EDUC 301 and EDUC 311. Application of paradigms of learning in content area and instructional technologies through tutoring of individuals and small groups in an assigned public school site.</p>	<p>Rationale: These changes reflect what is already in the course, but the new title and the addition to the catalog description makes the inclusion of instructional technologies explicit. This is needed to meet accreditation standards.</p>	201001
EDUC	410	130301	<p>Action: Change course title, pre-requisites and description.</p> <p>Old: EDUC 410. Practicum III. 2 Hr. PR: EDUC 312 and SPED 360. Planning and implementing content area instruction, applying different instructional</p>	<p>Rationale: These changes reflect what is already in the course, but the new title and the addition to the</p>	201001

			models and assessment techniques to small and large groups in an assigned public school site. New: EDUC 410. Practicum 3/Technology App. 2 Hr. PR: EDUC 312 and EDUC 400. Planning and implementing content area instruction, applying different instructional models, instructional technologies, and assessment techniques to small and large groups in an assigned public school site.	catalog description makes the inclusion of instructional technologies explicit. This is needed to meet accreditation standards.	
EDUC	411	130301	Action: Change course title, pre-requisites and description. Old: EDUC 411. Practicum IV. 4 Hr. PR: EDUC 410 and EDUC 400. Planning and implementing content area instruction, applying various management, instruction, and assessment models to small and large groups in an assigned public school site. New: EDUC 411. Practicum 4/Technology App. 4 Hr. PR: EDUC 410 and SPED 360. Planning and implementing content area instruction, applying various management, instruction, instructional technologies, and assessment models to small and large groups in an assigned public school site.	Rationale: These changes reflect what is already in the course, but the new title and the addition to the catalog description makes the inclusion of instructional technologies explicit. This is needed to meet accreditation standards.	201001
EDUC	612	130301	Action: Change course title and description. Old: EDUC 612. Professional Internship. 12 Hr. PR: EDUC 411 and EDUC 401. Full-time professional internship in public school teaching: satisfactory completion is required for recommendation for professional licensure and graduation with an education degree. New: EDUC 612. Prof. Internship/Tech App. 12 Hr. PR: EDUC 411 and EDUC 401. Full-time professional internship in public school teaching including the integration of instructional technologies in teaching: satisfactory completion is required for recommendation for professional licensure and graduation with an education degree.	Rationale: These changes reflect what is already in the course, but the new title and the addition to the catalog description makes the inclusion of instructional technologies explicit. This is needed to meet accreditation standards.	201001
EDUC	687	130301	Action: Change course title and description. Old: EDUC 687. Instructional Practicum. 3 Hr. PR: EDUC 612 and EDUC 600. Teaching and mentoring in public schools and university settings; collaborative (students and faculty) design of individualized practicum contracts. New: EDUC 687. Instructional Practicum/Tech App. 3 Hr. PR: EDUC 612 and EDUC 600. Teaching and mentoring in public schools and university settings; collaborative design of individualized practicum contracts on topics of mutual interest and need including the exploration of instructional technologies.	Rationale: These changes reflect what is already in the course, but the new title and the addition to the catalog description makes the inclusion of instructional technologies explicit. This is needed to meet accreditation standards.	201001
JAPN	301	160101	Action: Change course title and description. Old: 301. Advanced Japanese 1. 3 hr. PR: JAPN 204. New: 301. Conversation and Composition 1. 3 hr. PR: JAPN 204. Continued development of oral and written communicative skills in Japanese	Rationale: This course fits into the curriculum of the new Japanese Studies minor (currently being proposed), and since there was no course description in the old catalogue, the course description is needed to give students a better idea what to expect from the course. New course title and description parallel those for 301 courses in other languages.	201001

JAPN	302	160101	<p>Action: Change course title and description.</p> <p>Old: 302. Advanced Japanese 2. 3 hr. PR: JAPN 301.</p> <p>New: 302. Conversation and Composition 2. 3 hr. PR: JAPN 301. Continued development of oral and written communicative skills in Japanese.</p>	<p>Rationale: This course fits into the curriculum of the new Japanese Studies minor (currently being proposed), and since there was no course description in the old catalogue, the course description is needed to give students a better idea what to expect from the course. New course title and description parallel those for 302 courses in other languages.</p>	201001
JAPN	303	160101	<p>Action: Change course title, prerequisites, and description.</p> <p>Old: 303. Advanced Japanese 3. 3 hr. PR: JAPN 302.</p> <p>New: 303. Advanced Structure. 3 hr. PR: JAPN 301. Development of communicative skills, with emphasis on polite speech and review of Japanese language structures.</p>	<p>Rationale: This course fits into the curriculum of the new Japanese Studies minor (currently being proposed), and since there was no course description in the old catalogue, the course description is needed to give students a better idea what to expect from the course. New course title and description parallel those for 303 courses in other languages. JAPN 301 provides background skills that meet necessary prerequisites for JAPN 303.</p>	201001
JAPN	304	160101	<p>Action: Change course title, prerequisites, and description.</p> <p>Old: 304. Advanced Japanese 4. 3 hr. PR: JAPN 303.</p> <p>New: 304. Advanced Reading. 3 hr. PR: JAPN 301. Development of communicative skills, with emphasis on reading authentic texts and review of Japanese language structures.</p>	<p>Rationale: This course fits into the curriculum of the new Japanese Studies minor (currently being proposed), and since there was no course description in the old catalogue, the course description is needed to give students a better idea what to expect from the course. New course title and description parallel those for 304 courses in other languages. JAPN 301 is Conversation and Composition 1. JAPN 302 is Conversation and Composition 2. JAPN 303 is Advanced Structure. JAPN 301 provides background skills that meet necessary prerequisites for JAPN 304.</p>	201001

MUSC	156	500901	<p>Action: Change course title and description.</p> <p>Old: MUSC 156. Chamber Music: Steel Band 2. I, II. 0-1 Hr. (May be repeated for credit.) PR: Consent.</p> <p>New: MUSC 156. Chamber Music: African. I, II. 1 Hr. (May be repeated for credit.) PR: Consent. Performing ensemble focusing on the music of Africa culminating in a semester concert.</p>	<p>Rationale: This ensemble previously offered as a special topic has become a core chamber ensemble with the world music program. The reassignment of course names within the 154-159 world music ensemble sequence will more accurately reflect current course content and program offerings, enabling interested students to identify courses and plan their programs of study.</p>	201001
MUSC	157	500901	<p>Action: Change course title and description.</p> <p>Old: MUSC 157. Chamber Music: Steel Band 3. I, II. 0-1 Hr. (May be repeated for credit.) PR: Consent.</p> <p>New: MUSC 157. Chamber Music: Brazilian. I, II. 1 Hr. (May be repeated for credit.) PR: Consent. Performing ensemble focusing on the music of Brazil culminating in a semester concert.</p>	<p>Rationale: This ensemble previously offered as a special topic has become a core chamber ensemble with the world music program. The reassignment of course names within the 154-159 world music ensemble sequence will more accurately reflect current course content and program offerings, enabling interested students to identify courses and plan their programs of study.</p>	201001
MUSC	159	500901	<p>Action: Change course title and description.</p> <p>Old: MUSC 159. Chamber Music: Percussion Other. I, II. 0-1 Hr. (May be repeated for credit.) PR: Consent.</p> <p>New: MUSC 159. Chamber Music: Taiko. I, II. 1 Hr. (May be repeated for credit.) PR: Consent. Performing ensemble focusing on Taiko music culminating in a semester concert.</p>	<p>Rationale: This ensemble previously offered as a special topic has become a core chamber ensemble with the world music program. The reassignment of course names within the 154-159 world music ensemble sequence will more accurately reflect current course content and program offerings, enabling interested students to identify courses and plan their programs of study.</p>	201001
MUSC	174	500902	<p>Action: Change course title, pre-requisites, and description.</p> <p>Old: MUSC 174. Great Composers. I. 3 Hr. PR: MUSC 170 or consent. (Not open to music majors.) A study of major works by a chosen composer or group of composers.</p> <p>New: MUSC 174. Great Composers In Performance. 3 Hr. (Not open to music majors) Study of significant composers and their music via live performance. Lectures, in-class presentation, concert and rehearsal attendance will: (1) explore relationship of music to the development of society, (2) develop appropriate critical listening skills.</p>	<p>Rationale: Removing all pre-requisites will enable students to have more choices when selecting an introductory music course to fulfill a GEC objective or satisfy a requirement for the Minor in Music. The MUSC 170 pre-requisite for one-hundred level courses in music</p>	201001

				(M172-M174) was designed during the LSP era when students were encouraged to take two courses in one discipline and no longer applies.	
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Action: Course Drops

ENGL 323 230101

Old: ENGL 323. *Introduction to Old English.* 3 hr.

Memorandum

Date: November 23, 2009

To: Senate Executive Committee

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

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

The GEC Oversight Committee met on November 2 and 16 and passed the following courses for GEC Audit:

GEC Successful Audits:

WMST 245, Women in International Development (Obj. 4 & 9)

Writing Requirement Successful Audits:

ENGL 347, American Literature 1865-1915

EXPH 370, Writing for Exercise Science

Deletions from GEC by request of Department Chair:

HIST 255, History of American Colonial Society 1607-1763

Deletions from GEC for failure to submit audit by deadline:

POLS 363W, International Law

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)